

## AN INDUSTRIAL VISIT TO PT ATLANTIC BIRURAYA AS A LEARNING MANAGEMENT STRATEGY TO SUPPORT WORK READINESS

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### ABSTRACT

*Industrial visits can be positioned as part of experiential learning managed within a learning management framework to prepare students for entering the workforce. The main issue addressed in this study is the limited understanding of students regarding real industrial conditions, which has implications for their work readiness. This study aims to examine the role of industrial visits at PT Atlantic Biruraya as a learning strategy in supporting students' work readiness. This research employs a qualitative descriptive approach, with data collected through observation, limited interviews, and documentation during the implementation of the activity. The findings indicate that industrial visits, when managed through structured stages of planning, implementation, and evaluation, are able to provide more systematic learning experiences. The activity also enriches students' understanding of industrial operational systems, professional work culture, and encourages the development of work-related attitudes such as discipline and responsibility. Therefore, industrial visits can be optimally utilized as an experiential learning management strategy to support students' work readiness.*

**Keywords:** *Keywords: Industrial Visits, Work Readiness, Students, Industry, Experiential Learning*

### I. INTRODUCTION

Student employability is a strategic issue in higher education that is receiving increasing attention as the demands of the business world regarding graduate quality continue to rise. Higher education institutions are not only required to produce graduates with academic abilities, but also with practical skills, a professional attitude, and the ability to adapt to the dynamics of the workplace. However, various studies indicate that there remains a gap between graduates' competencies and the needs of the workplace, particularly regarding work skills and professional readiness (Harvey, 2001; Yorke, 2006).

A number of studies confirm that the development of students' employability cannot be separated from contextual and practice-based learning experiences. Learning models involving direct interaction with the world of work, such as work-integrated learning, have proven effective in enhancing students' skills and work readiness (Jackson, 2015; Wilton, 2012). Furthermore, the experiential learning approach emphasises that the learning process is optimised when students are directly engaged in real-world experiences that facilitate reflection and the construction of knowledge (Kolb, 1984; Kolb, 2015; Dewey, 1938).

In this context, industrial visits can be seen as a form of experience-based learning that provides students with the opportunity to gain first-hand knowledge of operational systems, work culture and the organisational environment within the industrial sector. This activity enables students to link theoretical knowledge with real-world practice in a more concrete manner (Ferns & Moore, 2012; Smith, 2012). Furthermore, the process of reflecting on learning experiences is also a crucial component in shaping students' professional understanding and attitudes (Schön, 1983; Bringle & Hatcher, 1999).

Nevertheless, most previous research has focused primarily on internship programmes or industrial work placements as the main forms of experience-based learning. Studies that specifically position industrial visits as part of a strategy within learning management remain relatively limited. Yet, from a learning management perspective, a learning activity should be

designed, implemented, and evaluated systematically to effectively achieve learning objectives (Garrison & Kanuka, 2004; Prince, 2004).

In light of this, this study examines the role of industrial visits at PT Atlantic Biruraya as a strategy in learning management to support students' employability. The focus of the study is on how industrial visit activities are designed and implemented, and their contribution to providing contextual learning experiences for students. It is therefore hoped that this study will contribute to the development of more structured experience-based learning in higher education.

## II. RESEARCH METHODOLOGY

This study uses a qualitative descriptive approach to examine the implementation of industrial visits as a strategy in learning management. The subjects were 51 students participating in the industrial visit at PT Atlantic Biruraya.

The activity is implemented through three stages: preparation, implementation, and evaluation. The preparation stage includes coordination with the company and the development of activity materials tailored to learning objectives. The implementation stage includes the presentation of the company profile, explanation of work systems and operational processes, direct observation of the work environment, and discussions between students and the company. The evaluation stage involves observing student responses and understanding after the activity.

Data collection techniques were conducted through observation and documentation during the activities. The data obtained were then analyzed descriptively to illustrate the role of industrial visits as a learning management strategy in supporting student job readiness.

## III. RESULTS AND DISCUSSION

The problem in this research is the low level of student work readiness in understanding the real world of industry. Learning in higher education is still dominated by theoretical aspects, so students are unable to optimally connect this knowledge to practical work. This creates a gap between academic competency and the demands of the workplace.

Furthermore, the limited direct learning experience indicates that learning management has not yet fully integrated practical experience systematically. Therefore, industrial visits at PT Atlantic Biruraya are viewed as a strategy in experiential learning management. Based on this, the research question is how industrial visits play a role in supporting student job readiness.



Figure 1. Industrial Visit Activities at PT Atlantic Biruraya

The industrial visit to PT Atlantic Biruraya provided students with a hands-on learning experience to understand the industry's work systems and operational processes. Activities

including company profile presentations, work environment observations, and interactive discussions enabled students to connect theoretical knowledge with real-world practices. This demonstrated that industrial visits can provide more contextual and applicable learning.

From a learning management perspective, this activity was implemented through structured stages of preparation, implementation, and evaluation (Table 1). This process demonstrates that learning is not incidental but rather designed to encourage active student involvement. The impact is evident in students' increased understanding of industrial work systems and active participation in discussions (Table 2), indicating a more meaningful learning experience while supporting job readiness, particularly in terms of understanding and professional attitudes.

However, limited observation time and participant participation hindered the optimization of the program. Therefore, further development is needed through more thorough planning and ongoing collaboration with industry. Thus, industry visits can be positioned as a strategy in experiential learning management, playing a role in supporting students' work readiness in a more targeted manner.



Figure 1. Presentation of material regarding the company profile and work system of PT Atlantic Biruraya to students during an industrial visit.



Figure 2. Interaction and discussion between students and PT Atlantic Biruraya in order to increase understanding of the world of work.



Figure 3. Photo documentation with students at the end of the industrial visit activity.

**Table 1. Stages of Implementation of Industrial Visit Activities**

No	Activity Stage	Form of Activity	Parties Involved
1.	Preparation.	Coordination with PT Atlantic Biruraya and preparation of visit materials.	Lecturers, students, companies.
2.	Implementation.	Observation of work processes, presentation of company profiles, and discussions.	Students and industry speakers.
3.	Evaluation.	Reflection on understanding and post-activity discussion.	Students and supervising lecturers.

This table shows that community service activities are carried out systematically through the stages of preparation, implementation, and evaluation so that the activities are not incidental, but rather structured and oriented towards student learning outcomes.

**Table 2. Indicators of Success of Industrial Visit Activities**

No	Indicator	Form of Achievement
1.	Understanding industrial work systems.	Students are able to explain the company's workflow.
2.	The enthusiasm of the participants.	Student activity in discussion sessions.
3.	Professional attitude.	The emergence of awareness of discipline and responsibility.

Table 2 shows that the success of the industrial visits was evident in students' understanding of the company's work systems, active participation in discussions, and the development of a professional attitude. This indicates that industrial visits positively contribute to students' readiness for the workplace.

#### IV. CONCLUSION

Industrial visits at PT Atlantic Biruraya can be positioned as a strategy in experiential learning management that can provide contextual learning for students. The structured implementation of these activities provides hands-on experience that supports job readiness, particularly in understanding industrial work systems and developing professional attitudes. Thus, industrial visits serve not only as a means of introducing students to the world of work but also as an effort to bridge the link between theoretical learning and real-world practice. Therefore, these activities need to be developed in a more planned and sustainable manner to optimize their contribution to student job readiness.

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