The Relevance of the Indonesian China Literature Graduates Hard Skill with the China Companies Need

Mohammad Ali[1], Y Ying[2*], Sasmoko[3], Jureynolds[2]

[1]Teknologi Pendidikan, Faculty of Ilmu Pendidikan, Indonesia University of Education
[2]Chinese Department, Faculty of Humanities, Bina Nusantara University, Jakarta, Indonesia
[3]RIG-EducationTechnology, Bina Nusantara University, Jakarta, Indonesia 11480

*yi_ying@binus.edu

Abstract. Along with the increasing investment of Chinese companies in Indonesia, it takes Mandarin-speaking graduates to work in Chinese companies. In order to make the quality of Chinese Indonesian Literature graduates to be in accordance with the needs of the workforce, a study of the relevance of the hard skills ability of Chinese Literature graduates to the needs of the workforce needs to be done. This research focuses on the ability of hard skills needed to work as managers, translators, administrators and trainers. This research uses quantitative methods by distributing questionnaires to graduates of Chinese literature who work in the Chinese community. The results of the study of the ability of hard skills can be used to evaluate the curriculum of the Chinese Literature Study Program in Indonesia. Through curriculum evaluation, it is expected that the organizers of the Chinese Literature Study Program in Indonesia will be able to offer the courses needed to improve the competence of Chinese Literature graduates. From the results of this study, the ability of hard skills of Chinese Literature graduates is only quite relevant to the needs of the workforce. To reach a highly relevant level, several cross-science programs are needed to improve their cross-cultural management and communication skills.

1. Introduction

When teaching language, we automatically teach culture so that when language learners communicate privately with individuals from other cultural backgrounds, they understand the influence of culture on individual behavior at work, as well as the influence of cultural patterns that influence thoughts, activities, and forms of expression their linguistics [1]. Thus, cultural elements in work such as how to work, work habits, rules at work, ethics at work and how to get along with superiors or fellow colleagues of foreign nationality also need to be a concern. This ability is not taught in education, this can only be obtained while working, so the writer wants to explore further how much this ability influences work. On the other hand, employers emphasize that educators must teach their students how to work together with others at work and successfully acquire skills in serving customers [2].

Reference [3] in his research says that export companies in Ireland thought that foreign language skills are very important for export success. Basic foreign languages are used to exchange basic information such as telephone calls, fax messages, or correspondence. Meanwhile, high-level language skills such as contract negotiations or discussing more specific technical matters require advanced foreign language skills.

Reference [4] believes that good language skills contribute to the acquisition, development and maintenance of career competencies that enable individuals to cross organizational, geographical and cultural boundaries in the workplace. Respondents who have language skills are more flexible and more adaptable than those who have poorer language skills.

In the study of [5] of intern students concluds that students felt the need for additional language skills in accordance with their field of work. For example, a secretary learns presentation skills in Mandarin and translates formal language for a particular field. In addition, students who work in finance need to be equipped with knowledge of financial terms in Mandarin. Students who work in the hotel sector need to learn information about tourist attractions in Indonesia in Mandarin.

2. Methodology

This study uses survey methods and instruments in the form of closed questionnaires consisting of 25 questionnaire items with five indicators, namely oral indicators; read; write; technology, information and communication (ICT); and cultural understanding. Data from the survey results are analyzed using descriptive statistical analysis, which is then continued with the Pearson correlation test to find out the relationship between the ability of hard and soft skills to professionalism, such as Administrators, managers, translators, and instructors (trainers). One factorial ANOVA is used to analyze the significance of the real difference between hard skills and professionalism, such as administrators, managers, translators, and trainers. If the ANOVA analysis results indicate that there are significant differences, the analysis test is continued with the post hoc test using the Bonferroni method. Significance results are assumed if the p-value ≤ 0.05. All statistical analysis tests use SPSS software. Respondents consist of 94 people who were alumni of the Chinese Literature Department in Indonesia.

3. Discussion

3.1 Verbal Ability

Verbal abilities include seven abilities, namely communicating in formal Mandarin, communicating in informal Mandarin, calling in Mandarin, answering phones in Mandarin, translating verbally into Indonesian, and translating verbally into Mandarin. Verbal abilities are shown in table 1.

Table 1. Descriptive Statistics of Verbal Ability With Implementation Related to the Field of Work

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
verbal	Admin	46	3.92	0.73	0.11	3.70	4.13	2.00	4.86
	Manager	11	3.99	0.86	0.26	3.41	4.57	2.00	5.00
	Trainer	30	3.87	0.86	0.16	3.55	4.19	1.00	4.86
	Translator	7	4.00	0.44	0.17	3.59	4.41	3.43	4.57
	Total	94	3.91	0.76	0.08	3.76	4.07	1.00	5.00

Source: Data Processing 2018

The feedback of alumni who work as an administrator shows the average degree of verbal ability of 3.92, the average degree of verbal ability for alumni who work as managers is 3.99, for alumni who work as trainers, the average degree of verbal ability is 3.87, and the average degree of verbal ability for alumni who work as a translator is 4. The average of total employment verbal ability as an administrator, manager, trainer and translator is 3.91. This means that there is no significant difference in verbal ability between the four types of work. All four require almost the same verbal ability.

The results of other descriptive statistical analysis show the standard deviation of verbal ability of the assessment results of the four sample clusters is 0.76, with a minimum score range of 2 and a maximum score of 5. Therefore, this rating is a conversion from the normal curve.

3.2 Reading

Reading ability includes four abilities, namely understanding formal Chinese documents, understanding informal Chinese documents, understanding specific Chinese words, and reading handwritten memos of the letter "Han". Reading skills are shown in table 2

Table 2. Descriptive Statistics of Reading Ability with Implementation Related to the Field of Work

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Reading	Administrator	46	3.86	1.01	0.15	3.56	4.16	1.50	5.00
	Manager	11	3.52	1.08	0.32	2.80	4.24	1.50	5.00
	Trainer	30	3.73	1.05	0.19	3.33	4.12	1.00	5.00
	Translator	7	3.89	0.73	0.28	3.21	4.57	2.50	5.00
	Total	94	3.78	1.00	0.10	3.57	3.99	1.00	5.00

Source: Data Processing 2018

The average reading ability level for administrators is 3.86, the average reading ability level for alumni who work as managers is 3.52, for alumni who work as trainers the average reading ability level is 3.72, and the average reading ability level for alumni who work as translators is 3.89. The average total reading ability in the field of work as administrator, manager, trainer and translator is 3.78. This shows that translators need more reading ability than other types of work and after that followed by the administrator. Meanwhile, managers are ranked lowest for reading skills.

3.3 Writing

Writing ability includes six abilities, namely writing memos with the letter "Han", writing reports with the letter "Han", writing information received verbally with the letter "Han", being able to translate writing into Mandarin, and making presentations with the letter "Han" . Writing skills are shown in table 3.

Table 3. Descriptive Statistics of Writing Ability with Implementation Related to the Field of Work

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Writing	Admin	46	3.77	0.99	0.15	3.47	4.06	1.00	5.00
	Manager	11	3.58	1.05	0.32	2.87	4.28	1.00	4.50
	Trainer	30	3.79	0.88	0.16	3.47	4.12	1.00	5.00
	Translator	7	4.05	0.44	0.17	3.64	4.45	3.33	4.67
	Total	94	3.77	0.93	0.10	3.58	3.96	1.00	5.00

Source: Data Processing 2018

The average degree of writing ability for administrators is 3.77, the average degree of writing ability for alumni who work as managers is 3.57, for alumni who work as trainers the average degree of writing ability is 3.79, and the average degree of writing ability for alumni working as translators is 4.04. The total mean of writing skills in the field of work as administrator, manager, trainer and translator is 3.77. The mean translator rating score is higher than administrators, managers and trainers. Meanwhile, the average manager rating score is the lowest among the four types of work. Thus, to work as a translator, reading skills are needed compared to other occupations. Administrators and trainers also need writing skills, but the needs are not as great as the translator needs. Managers do not really need the ability to write because most managers interact more by using verbal skills and only focus on the material that is heard and which will be delivered without writing much since there are already staff who are specialized in writing.

The results of other descriptive statistical analysis show the standard deviation of the writing ability of the assessment results of the four sample clusters is 0.93, with a minimum score range of 1 and a maximum score of 5. Therefore, this rating is a conversion from the normal curve.

3.4 ICT

ICT capabilities include three capabilities, namely sending emails with the letter "Han", searching for internet data with the letter "Han", and using a Chinese computer in work. ICT capabilities are shown in table 4.

Table 4. Descriptive Statistics of ICT Ability with Implementation Related to the Field of Work

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ICT	Administrator	46	3.96	1.05	0.15	3.65	4.27	1.00	5.00
	Manager	11	3.70	1.03	0.31	3.01	4.39	1.00	5.00
	Trainer	30	3.87	0.98	0.18	3.50	4.23	1.00	5.00
	Translator	7	4.29	0.49	0.18	3.83	4.74	4.00	5.00
	Total	94	3.93	0.99	0.10	3.72	4.13	1.00	5.00

Source: Data Processing 2018

The average degree of ICT ability for administrators is 3.96, the average degree of ICT ability for alumni who work as managers is 3.69, for alumni who work as trainers the average degree of ICT ability is 3.87, and the average degree of ICT ability for alumni who work as translators is 4.29. The average total ICT skills in employment as administrator, manager, trainer and translator is 3.92. The mean translator rating score is higher than administrators, managers and trainers. Meanwhile, the average manager rating score is the lowest among the four types of work. Thus, to work as a translator, ICT skills are needed compared to other occupations. Administrators and trainers also need writing skills, but the needs are not as large as the translators. Trainer requires a computer in preparing material to be delivered in Mandarin.

The results of other descriptive statistical analyzes show the mean standard deviation of ICT capability from the assessment of the four sample clusters is 0.99, with a minimum score range of 1 and a maximum score of 5. Therefore, this rating is a conversion of the normal curve

3.5 Culture

The ability of culture (cross-cultural understanding) includes five abilities, namely understanding how to work in a foreign company, understanding the habits of working in a foreign company, understanding the rules of working in a foreign company, and how to get along with foreigners. The ability of culture is shown in table 5.

Table 5. Descriptive Statistics of Culture Ability with Implementation Related to the Field of Work

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
culture (5)	Admin	46	3.90	0.93	0.14	3.62	4.18	1.00	5.00
	Manager	11	4.16	0.61	0.18	3.75	4.57	3.20	5.00
	Trainer	30	3.31	1.25	0.23	2.84	3.77	1.00	5.00
	Translator	7	4.09	0.77	0.29	3.37	4.80	2.80	5.00
	Total	94	3.76	1.04	0.11	3.54	3.97	1.00	5.00

Source: Data Processing 2018

The average degree of Culture ability for administrators is 3.90, the average degree of Culture ability for alumni who work as managers is 4.16, for alumni who work as trainers the average degree of Culture ability is 3.31, and the average degree of Culture ability for alumni who work as translators is 4.09 . The total average of Culture abilities in the field of work as administrator, manager, trainer and translator is 3.76.

The results of other descriptive statistical analysis show the standard deviation of Culture ability from the results of the assessment of the four sample clusters is 1.04, with a minimum score range of 1 and a maximum score of 5. Therefore, this rating is a conversion from the normal curve.

The 95% confidence interval for means can be interpreted to be 95% reliable, that the interval of scores is between 3.54 and 3.97. Raw data shows that the interval of scale scores is at boundary 1 and boundary 3.2, by looking at the standard deviation, it means that the results of the assessment of sample subjects from the four clusters are relatively heterogeneous.

Translators and managers need hard skill knowledge about culture, namely cross-cultural knowledge and cross-cultural communication. This is because translators and managers often interact with strangers or people who have different cultural backgrounds. Thus, knowledge about cross-cultural communication is very necessary for both professions. Social culture reflects community institutions, and is represented in the values, attitudes, and assumptions of individual behavior that are relatively stable [6]. Simultaneously, methodologists have developed a more different view of students as human beings with feelings and identities that must be taken into account by those who want to help them learn [7].

If seen from the need for cross-cultural knowledge, the Administrator profession is the profession that requires the most cross-cultural knowledge compared to other professions. In Expectancy Violations Theory describes that human behavior tends to be unpredictable when they interact [8]. Other characteristics of leaders who require interpersonal intelligence are indirect communication, avoidance behavior and sensitivity [9]. Each characteristic varies by the culture of the community with some cultures assessing the characteristics as contributing to extraordinary leadership and the other as hindering extraordinary leadership. The need for global managers to have cultural intelligence or to be sensitive to cultural differences [10]. In a global environment, the ability to communicate effectively can be a challenge [11].

4. Conclusion

Translators demand higher hard skills than administrators, managers and trainers. This is because the translator profession demands the ability of hard skills for the smooth running of their tasks both verbally and in writing. Hard skills to work as an administrator are higher than managers. This is because the role of administrators in the company is also very important to have the hard skills needed to carry out and complete their daily tasks. An administrator is required to be able to master the four language skills and ICT skills by utilizing Chinese computers in completing his/her work. Translators and managers need cultural hard skills knowledge that is cross-cultural knowledge and cross-cultural communication. This is because translators and managers often interact with strangers or people who have different cultural backgrounds. Therefore, cross-cultural knowledge and intercultural communication are recommended to be included as one of the subjects both mandatory and optional subjects.

Acknowledgement

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