

Work-Integrated Learning in Vocational Education

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Abstract—Learning models must be designed and adapted so that students have high motivation. Work-Integrated Learning (WIL) is a form of learning model that integrates academic studies with the workplace that provides work experience in improving work skills. The purpose of this library is to find out the description, knowledge and results of research that is focused on the WIL learning model so that the potential and relevance of this model in vocational education programs can be known. Optional Reporting Items for Systematic Review and Meta-Analysis Methods (PRISMA) were used as the basic method for systematizing and meta-analyses. Full text peer-reviewed articles were searched for four online publication journals, namely Scintdirect, Springer, Taylor and Francis, and Wiley. Articles are searched based on main keywords and focus on educational subjects. From the results of the search and selection process, 29 articles were obtained from the year 2015 to 2020. The results of the literature review showed that the most widely used method was qualitative with 12 publications. The fields of science in the selected WIL articles are relatively dominated by the fields of business and health sciences, each with 6 articles. Articles published have increased in recent years, although in recent years there has been a decline. The most obvious finding from this research is the positive result of increasing graduates in facing the world of work. Overall, we provide a reference for further research by identifying the need for work-integrated learning research.

Keywords—*work-integrated learning, vocational education, literature review, meta analysis method*

I. INTRODUCTION

Industry is one of the processes of production and processing of raw materials into semi-finished goods or into finished goods [1]. The development of industry 4.0 is currently integrating virtual world technology and physical technology to improve performance, management, control and transparency of the production process [2]. This situation and developing technology in industry require human resources who have industrial work competencies which are the ability to adapt, improve skills, understanding and personal abilities [3,4]. This workforce need must be responded to by education by preparing prospective workers who not only have skills but also have the ability to survive, maintain work and excel in accordance with work needs [5].

Vocational education is education that prioritizes the ability to work and produce competent graduates in certain jobs effectively [6,7]. Vocational education graduates are expected to be ready to work and become semi-professional workers who have good adaptation reflexes to their work [8]. The vocational education learning system is generally divided into three, namely schools, dual internships and informal [9].

Learning models must be designed and adapted so that students have high motivation [10]. Cooperation in developing learning models between industry and schools is very important in improving employability, career development and management skills as well as willingness to learn and adapt in industry [11-13]. The industry considers the best efforts to teach job skills with job-based training and work experience [14]. The goal is to bring supply and demand closer to employment, especially workers who are professional in their fields [15]. Work-integrated learning (WIL) is learning that is designed to be authentic with work.

WIL provides work experience in improving work skills [16]. WIL is considered important in equipping graduates with effective work skills in the work environment [17]. Conceptual introduction of working conditions that become a pathway for engagement between students and more industry to provide professional practice experience [18]. In several areas of business science, psychology and journalism, WIL has an impact on significant gaps in job readiness [19]. The process of implementing WIL has a general impact, namely knowledge of the work network; information and insights about work; assistance with decision-making processes about employment; and identification of strategies to get the job done [20].

Although there have been studies related to WIL in recent years, the application of WIL is still an important issue in education. Educational stakeholders should of course be familiar with WIL methods and applications. In this case, the Systematic Literature Review (SLR) on the WIL learning model is carried out to provide an overview of the context, methods, and research results of the application of WIL so that the potential and relevance of this model in educational institutions can be known. Systematic Literature Review is conducted to provide an overview of methods, fields of knowledge and research results that are focused on the WIL learning model so that the potential and relevance of this model in educational programs can be known.

II. METHODS

This literature review is focused on describing and discussing the topic from a conceptual and theoretical point of view [21]. In order to be more systematic and inclusive in the search for articles, an explicit search strategy and criteria were developed, as well as specific research questions that have been determined to identify, select, summarize and assess the findings of secondary articles based on the PRISMA (Preferred Reporting Items for Systematic Review and Evaluation) method. Meta Analysis). Relevant research results were synthesized to obtain comprehensive faca. PRISMA is a systematic literature review used in this study because it is one of the methods that can assist authors in systematic reviews and meta-analyses in a well-structured manner. Full-text peer-reviewed articles were searched for four online publication journals, namely Scintdirect, Springer, Taylor and Francis, and Wiley. The keywords used are work-integrated learning and vocational education. Keywords are combined by means of Boolean operators (And, Or, Not). The search was limited to full-text articles and published between 2015 and 2020. The date range provides an overview of the current knowledge review [22]. The research design is as follows:

A. Search Strategy and Selection Criteria

This search was found in the database of publications Scintdirect (621087), Springer (2274), Taylor and Francis (916956), and Wiley (787129).

B. Selection Criteria

The selection criteria for scientific articles uses the PRISMA statement [23]. The search focused on literature in the field of Education and was narrowed down to the range of publications from January 2015 to July 2020, so that a search was obtained on the publication database of Scintdirect (19), Springer (24), Taylor and Francis (26), and Wiley (10). Based on this search, 79 articles were found which will then be entered into the Mendeley reference manager software for the process of deleting duplicate articles. 5 articles were deleted and 74 articles were obtained which will be processed at a later stage.

C. Quality Rating

At this stage, eligibility criteria are needed and the addition of quality assessment parameters to select appropriate and accurate articles [24]. The eligibility criteria used include exclusion criteria and inclusion criteria which can be seen in table 1. Based on the exclusion criteria, 72 articles were rejected. because it includes: i) languages other than English (1); ii) types of book chapters, theses, short reports, studies or non-empirical articles (22); iii) abstracts and research results are not related to work-integrated learning in Vocational Education (20). At this stage, 29 articles were obtained that entered the inclusion criteria which would be followed up again in the next stage.

D. Data Extraction

Data extraction is carried out for the process of analyzing, classifying and synthesizing articles that meet the requirements based on predetermined criteria to get the best recommendations and results [25]. The criteria are year of publication, type of article, context, data type and findings. After reading and checking, it was found that there were 31 articles that met the inclusion criteria and will be used as the main data source for this study.

TABLE I. INCLUSIAN AND EXCLUSION CRITERIA

Criteria	Inclusion Criteria	Exclusion Criteria
Language	English	Other languages
Article type	Empirical research published through international conferences and international journals	Types of book chapters, theses, short reports, non-empirical studies or articles.
Article content	Research related to the implementation and assessment of work-integrated learning in higher education	All research and all disciplines except the implementation and assessment of work-integrated learning in higher education

III. RESULTS AND DISCUSSION

In this section, the authors find articles that have passed the selection and will be used in this study, as follows: Table 2. Selected articles for review

TABLE II. SELECTED ARTICLES FOR REVIEW [26-33]

Author and Year of research	Field	Research Methods	Research sites
Jackson, 2015	Business	Quantitative	Australia
Mather, 2015	Health	Survey	Australia
Mazhar, 2015	Technique	Literature	Canada
Jackson, 2016	Business	Qualitative	Australia
Jones, 2016	Journalist	Qualitative	Australia
Govender, 2016	Vocational Education	Questionnaire	Afrika Selatan
Tran, 2016	Vocational Education	Interview	Australia
Jackson, 2017	Business	Qualitative	Australia
Jackson, 2017	Business	Qualitative	Australia
Hamilton, 2017	psychology	Literature	Australia
Lee, 2017	Modeling	Case study	Singapura
Reeves, 2017	Health	Quantitative	Australia
Bjorck, 2018	Scholastic	Qualitative	Sweden
Hammersley, 2018	Business	Qualitative	
Plessis, 2018	radiography	Survey	Afrika Selatan
Schonell, 2018	teacher	Case study	Australia
Sonnenschein, 2018	Hospitality	Interview	China
Aprile, 2019	teacher	Qualitative	Australia
Ajjawi, 2019	Curriculum	Qualitative	Australia
Davis, 2019	Health	Interview	Malaysia
Donald, 2019	Health	Interview	Canada

Table II. Cont.

Author and Year of research	Field	Research Methods	Research sites
Karim, 2019	Technique	Mix Method	Australia
Fleminga, 2019	Health	Mix Method	New Zealand
Wait, 2019	Technique	Qualitative	Afrika Selatan
Chad, 2020	Business	Case study	New Zealand
Chaithanu, 2020	Electronic	Qualitative	Thailand
Dean, 2020	Ethnography	Qualitative	Australia
Prior, 2020	Health	Experiment	Australia
Totskaya, 2020	Economy	Qualitative	Rusia

A. Article Publishing Frequency

The articles that will be reviewed in this literature review are 31 articles that meet the inclusion and exclusion criteria. Articles that will be reviewed cover 39.24% of the total articles taken from the initial search. The frequency of articles in the 2015-2020 period. The graph shows the published articles experienced insignificant fluctuations. 2016 was the year with the least number of publications with 6 articles and 2019 was the highest number of publications with 18 publications. Every one year from 2015 there was a slight decrease, but every two years there was a significant increase.

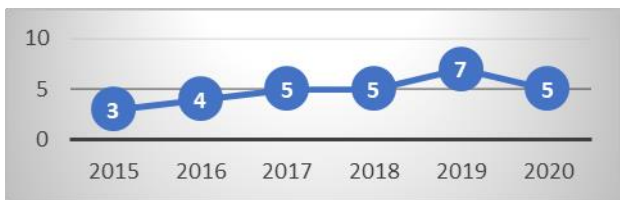


Fig. 1. Article publishing frequency.

B. Distribution of Articles by Method

The methods used in the selected articles show that there are many qualitative methods used, namely 12 articles, namely Jackson (2016), Jones (2016), Jackson (2017), Jackson (2017), bjorck (2018), Hammersley (2018), Aprile (2019), Ajjawi (2019), Wait (2019), Chaithanu (2020), Dean (2020). [19,26,27,28,29,30,31,32,33,35,37].

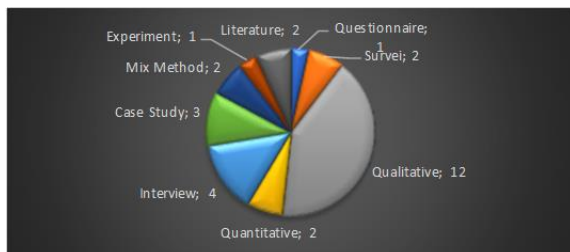


Fig. 2. Distribution of article by method.

C. Distribution of Articles by Field of Science

The fields of science in the selected work-integrated learning articles are relatively dominated by the fields of business and health sciences by 21%.

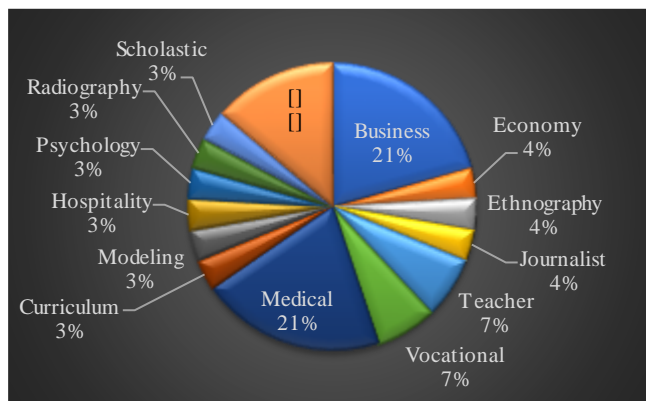


Fig. 3. Distribution of articles by field of science.

D. Work-Integrated Learning Research Results

Work-Integrated learning (WIL) is a form of learning model that integrates academic studies with the workplace [34]. WIL is considered important in equipping graduates with effective work skills in the work environment [35]. Conceptual introduction of working conditions that become a pathway to provide professional practice experience. In several areas of business science, psychology and journalism, WIL has an impact on significant gaps in job readiness [36,37]. The process of implementing WIL has a general impact, namely knowledge of the work network; information and insights about work; assistance with decision-making processes about employment; and identification of strategies to get the job done [38].

Work-integrated learning or commonly called Work-integrated Learning (WIL) is learning that brings integration of work processes into practical learning in schools by maximizing available tools. WIL offers authentic learning and assessment experiences that are close to real job performance appraisals [39]. WIL prepares future workforce who are ready to work and can immediately adapt to the work environment [40]. Broadly speaking, WIL learning includes 3 core learning processes, namely: placement, simulation and industrial projects. Placements include field work, practicum, internship etc.

Placement is the process of student learning in the workplace over a period of time, the length of which can vary from semester-based placements of six or 12 months and vacation placements of two to three months duration, to shorter experiences of one to three weeks. Placements can be full time or part time. Simulation is a learning experience that involves students in analysis and decision making in real work situations in an educational environment, this experience is effective and useful as a realistic experience. Industrial projects are projects that involve a type of work and are carried out in the workplace and may include product development. Projects can be undertaken individually or in teams and involved students study the appropriate fields with industry partners to ensure

both parties benefit. Projects usually run one semester and are usually part of learning and assessment [41].

WIL effectively solves four main problems that have emerged: workload and capacity, changing roles, changes in household life and project-specific delays [42]. WIL is underutilized and under-researched in the subject [43,44]. WIL

research produces a variety of positive impacts in increasing self-confidence, increasing reputation in work, developing student skills, increasing self-efficacy, integrating industrial practice with academic learning, real and unique experiences, increasing the potential of various knowledge and skills [45-51]. In addition to students, WIL also shows implications.

TABLE III. RESEARCH CONCLUSIONS FROM SELECTED ARTICLES

Author and Year of research	Research Conclusion
Jackson, 2015	WIL influences career choice. 4 things that influence: network, information and insight, help and strategy
Mather, 2015	WIL increases confidence in sharing knowledge and experiences
Mazhar, 2015	Professionals, academics and researchers are involved in the formulation of WIL to the maximum
Jackson, 2016	WIL provides Experience to understand the profession firsthand.
Jones, 2016	WIL shows a positive impact on reputation at work.
Taylor, 2016	Integrating various disciplines in learning that allows students to enter the workplace with confidence.
Tran, 2016	WIL develops student skills.
Jackson, 2017	The collaboration of industry and educational institutions in the formulation of WIL is needed to improve the performance of graduates.
Jackson, 2017	Workplace supervision and alternative approaches to evaluating student performance in WIL implementation.
Hamilton, 2017	WIL develops professional identity and increases self-efficacy in graduates and becomes a potential transitional facility to face professional work.
Lee, 2017	WIL integrates practical industry experience with academic learning for modeling.
Reeves, 2017	WIL demonstrates good implications for educators, institutions and industry.
Bjorck, 2018	WIL is becoming a developing theory-practice terminology design and designing a third place between school and industry can provide the scope of terminology sought.
Hammersley, 2018	Exploration and collaboration of industry and educational institutions in the formulation of WIL.
Plessis, 2018	WIL if applied properly will increase high quality graduates.
Schonell, 2018	An educational approach that does not depend on internship time and resources in the implementation of WIL
Sonnenschein, 2018	WIL is an Experience that bridges theory and practice.
Aprile, 2019	WIL placement determines the development of graduate readiness for professional work.
Ajjawi, 2019	The complexity of coordinating education and external partners in the alignment of the assessment process, industry engagement and job relevance.
Davis, 2019	WIL enhances the hands-on experience of healthcare and non-health care.
Donald, 2019	WIL provides medical students with a unique opportunity to support medical school.
Karim, 2019	WIL creates real experiences for graduate students to develop skills.
Fleminga, 2019	Increase potential and positive behavior.
Wait, 2019	WIL's weaknesses are the lack of strategic direction and lack of good academic offerings and reputation.
Chad, 2020	The practical simulation of WIL is underutilized for research.
Chaithanu, 2020	The impact of WIL on increasing industry satisfaction is very high.
Dean, 2020	Grouping in WIL practices increases adjustment and direction.
Prior, 2020	WIL effectively solves four main problems that arise: workload and capacity, changing roles, changes in life and project-specific delays.
Totskaya, 2020	WIL provides a diverse experience for knowledge and skills.

IV. CONCLUSION

This literature review is a review of work-integrated learning research conducted in vocational education. In this case the database was selected in four online publication journals, namely Scientdirect, Springer, Taylor and Francis, and Wiley which were published for the period 2015 to 2021. To meet the objectives of this study, all articles were classified based on the year of publication, type of journal, context and findings from the application as well as lack of work-integrated learning. The results showed that the most widely used method was qualitative with 12 publications. The fields of science in the selected WIL articles are relatively dominated by the fields of business and health sciences with 6 articles each. Articles published show an increase in the number of publications in

recent years, although in recent years there has been a decline. The most obvious finding from this research is the positive result of increasing graduates in facing the world of work. Although many things have been obtained by the author, due to the limitations of the author, there are still many important parts that have not been studied and there are still few who have researched, especially on the work-integrated learning flow that can be investigated by further researchers.

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