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The Employability Imperative: Jelita@Kpt and The Strategic Reorientation of Lifelong Learning in Technical Universities

(Imperatif Kebolehpasaran: JELITA@KPT dan Penjajaran Semula Strategik Pembelajaran Sepanjang Hayat di Universiti Teknikal)

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ABSTRACT

This case study examines the implementation and impact of the *Job Empowerment by Learning and Inclusive Technical Advancement* (JELITA@KPT) program across the Malaysian Technical University Network (MTUN), including Universiti Teknikal Malaysia Melaka (UTeM), Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA), Universiti Tun Hussein Onn Malaysia (UTHM) and Universiti Malaysia Perlis (UniMAP). The program aims to enhance lifelong learning and future-ready skills among university students through targeted competency development in digital literacy, entrepreneurship and Science, Technology, Engineering, Arts, and Mathematics (STEAM) exposure and global citizenship. The structured approach that combined technical and entrepreneurial training, professional certification, and direct industry interaction, JELITA@KPT demonstrated measurable improvements in student competencies and employability. The program successfully engaged 20 industries, generating 133 job vacancies, resulting in 800 job offers and 408 internship placements. Notably, 80 percent of participants were female, highlighting the program's effectiveness in promoting gender inclusion and empowering women in high demand technical fields. Findings also demonstrate strengthened collaboration between universities, industry and local communities. Recommendations focus on expanding training modules, deepening industry partnerships and enhancing institutional support to maximize the program's impact at the national level, aligning with Malaysia's economic priorities under NIMP 2030.

Keywords: JELITA@KPT, Lifelong Learning, Digital Skills, Future Ready Graduates, Entrepreneurship, STEAM, TVET, Graduate Employability, Experiential Learning, NIMP 2030

ABSTRAK

Kajian kes ini meneliti pelaksanaan dan impak program Job Empowerment by Learning and Inclusive Technical Advancement (JELITA@KPT) di rangkaian Universiti Teknikal Malaysia (MTUN), termasuk Universiti Teknikal Malaysia Melaka (UTeM), Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA), Universiti Tun Hussein Onn Malaysia (UTHM), dan Universiti Malaysia Perlis (UniMAP). Program ini bertujuan meningkatkan pembelajaran sepanjang hayat dan pembangunan kemahiran generasi hadapan dalam kalangan pelajar universiti melalui pembangunan kompetensi khusus dalam literasi digital, keusahawanan, pendedahan STEM, dan kewarganegaraan global. Dengan pendekatan berstruktur yang menggabungkan latihan teknikal dan keusahawanan, pensijilan profesional, dan interaksi langsung dengan industri, JELITA@KPT menunjukkan peningkatan yang ketara dalam kompetensi pelajar dan kebolehpasaran mereka. Program ini berjaya melibatkan 20 industri, menyediakan 133 kekosongan jawatan, menghasilkan 800 tawaran pekerjaan dan 408 penempatan latihan industri. Menariknya, 80 peratus peserta adalah wanita, menunjukkan keberkesanan program dalam mempromosikan kesaksamaan jantina dan memperkasakan wanita dalam bidang teknikal yang berkeperluan tinggi. Penemuan juga menunjukkan pengukuhan kerjasama antara universiti, industri, dan komuniti tempatan. Cadangan diberikan untuk mengembangkan modul latihan, memperdalam kerjasama industri, dan meningkatkan sokongan institusi bagi memaksimumkan impak program di peringkat nasional, sejajar dengan keutamaan ekonomi Malaysia di bawah NIMP 2030.

Kata Kunci: JELITA@KPT, Pembelajaran Sepanjang Hayat, Kemahiran Digital, Graduan Bersedia Masa Depan, Keusahawanan, STEM, TVET, Kebolehpasaran Graduan, Pembelajaran Pengalaman, NIMP 2030

INTRODUCTION

The acceleration of technological change and the demands of Industry 4.0 have placed significant pressure on higher education institutions to develop graduates who possess not only disciplinary knowledge but also advanced digital, cognitive and transferable skills (Hamzah, 2024; Mazlan et al., 2025). Lifelong learning and future skill development have therefore become central components of national and institutional strategies intended to strengthen Malaysia's human capital and global competitiveness (Yunos & Madar, 2025). Within this context, the Ministry of Higher Education introduced the JELITA@KPT program as a coordinated initiative to expand upskilling opportunities, enhance digital readiness, promote entrepreneurial capabilities and integrate STEM and global citizenship education into student development (Ministry of Higher Education, 2024).

The JELITA@KPT program at Universiti Teknikal Malaysia Melaka (UTeM) was implemented as part of the university's broader effort to support student competency enhancement through structured training, certification offerings and community-engaged learning activities (Universiti Teknikal Malaysia Melaka, 2024). The program specifically focuses on providing opportunities for female graduates and students to upgrade skills across diverse technical and non-technical fields and is designed to support TVET graduates in obtaining premium salaries through industry-based certification (Ministry of Higher Education, 2024). The initiative functions as a platform for students to gain exposure to market-relevant skills through industry-linked modules, practical workshops and collaborative projects (Universiti Teknikal Malaysia Melaka, 2024). By embedding lifelong learning values and future-oriented skill sets, the program directly contributes to enhancing the university's competitiveness by producing holistic graduates who are fully prepared for job market requirements and industry demands (Yunos & Madar, 2025).

This case study examines the implementation of the JELITA@KPT program at UTeM with the aim of assessing its operational approach, identifying the issues encountered and evaluating its impact on student development. The analysis also considers the program through relevant theoretical perspectives to understand its contribution to institutional goals and national human capital development (Hamzah, 2024). The findings of this case study offer insights into the effectiveness of JELITA@KPT as a model for strengthening lifelong learning practices and future skills acquisition within Malaysian higher education (Yunos & Madar, 2025; Mazlan et al., 2025).

BACKGROUND OF THE STUDY

The transformation of Malaysia's economy under the Fourth Industrial Revolution (4IR) and ongoing shifts in global supply chains has required a strong national response in human capital development (Hamzah, 2024). This direction is outlined in the National Industrial Master Plan (NIMP) 2030, which calls for major improvements in the manufacturing and related services sectors. These efforts demand a workforce that is innovative, adaptable and equipped with advanced technical and digital skills (Mazlan et al., 2025). In line with this agenda, the Ministry of Higher Education introduced the JELITA@KPT (Jelajah Ilmu Tanpa Had) programme as a coordinated national initiative to strengthen future skills among Malaysian youth (Ministry of Higher Education, 2024).

JELITA@KPT was designed to enhance lifelong learning and develop future-ready competencies among university students nationwide, particularly in digital skills, entrepreneurial capability, STEAM knowledge and global citizenship values (Ministry of Higher Education, 2024). Its implementation supports the broader national aim of preparing graduates who can meet the workforce demands of the 4IR era (Yunos & Madar, 2025). The programme was implemented primarily across the Malaysian Technical University Network (MTUN), which comprises Universiti Teknikal Malaysia Melaka (UTeM), Universiti Tun Hussein Onn Malaysia (UTHM), Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA) and Universiti Malaysia Perlis (UniMAP) as shonw in Figure 1 (Malaysian Technical University Network, n.d.). JELITA@KPT at UTeM was integrated into the university's student development framework, taking advantage of its engineering and technology-based academic environment (Universiti Teknikal Malaysia Melaka, 2024). The initiative involved faculty members, student associations, industry partners and community organisations, with most participants coming from engineering, technology and applied science (Universiti Teknikal Malaysia Melaka, 2024).

The MTUN institutions including UTeM has offered 50 training sessions with 721 participants, UMPSA conducted 8 sessions with 653 participants, UTHM delivered 1 session with 103 participants and UniMAP has organised 14 sessions with 500 participants (Universiti Teknikal Malaysia Melaka, 2024) as shown in Figure 2. In total, the programme engaged approximately 2,000 participants of students

FIGURE 1. Malaysia Technical University Network (MTUN)

and recent graduates. A key achievement was its focus on female empowerment in technical fields, with women representing 80% which counts of 1,600 individuals of all participants (Universiti Teknikal Malaysia Melaka, 2024). Financial support for programme implementation included RM200,000 for UTeM, RM100,000 each for UMPSA and UniMAP, and RM20,000 for UTHM, with multiple industries contributing to the initiative through training support, career opportunities and collaborative activities (Universiti Teknikal Malaysia Melaka, 2024).

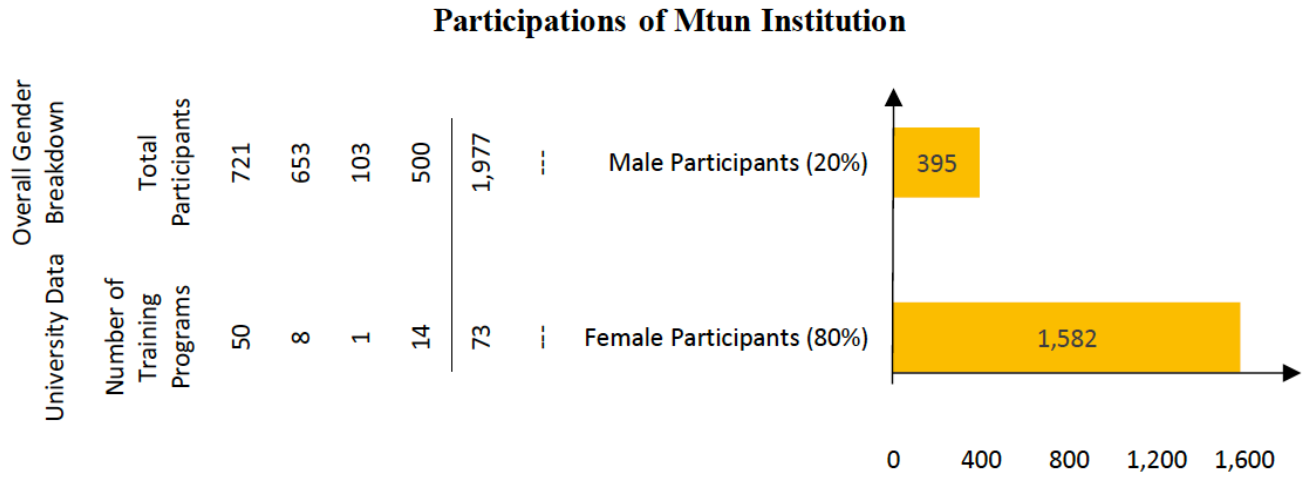

FIGURE 2. Chart of participations from MTUN institutions

Meanwhile, Figure 3 illustrates the involvement of 20 industries from various sectors, including electrical and electronics, manufacturing, automotive, hospitality, and others. The industry participation was facilitated through a collaboration with PERKESO Melaka.

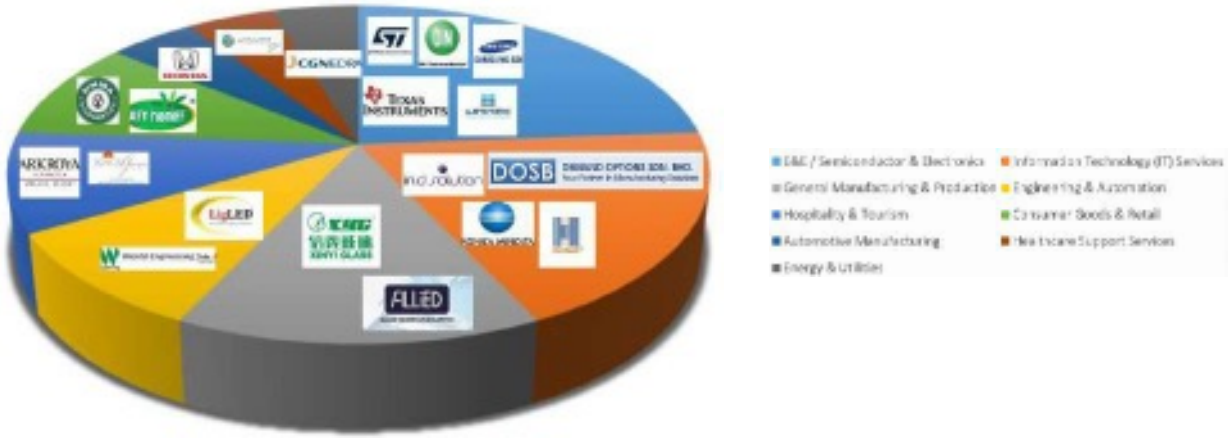

FIGURE 3. Pie chart of companies involved from different fields (MyFutureJobs, 2024; JELITA@KPT, 2024)

The certification component of the programme covers three main areas which are skills development, entrepreneurship exposure and technical certification (Ministry of Higher Education, 2024). Skills development is delivered through structured workshops, seminars and certification courses covering core 4IR themes such as coding, data analytics, Internet of Things (IoT), robotics, digital literacy, project management and professional communication (Universiti Teknikal Malaysia Melaka, 2024). Entrepreneurship exposure includes training on business model development, financial literacy, pitching techniques and mentoring by industry professionals (Ministry of Higher Education, 2024). Community engagement activities extend the programme's impact through STEAM outreach for school students, digital training for rural communities, environmental initiatives and cross-cultural collaboration (Universiti Teknikal Malaysia Melaka, 2024).

Overall, JELITA@KPT represents a strategic, multi-institutional effort to strengthen Malaysia's human capital pipeline. Its broad participation, strong industry involvement and targeted focus on future skills position it as an important national initiative supporting economic transformation and social development (Hamzah, 2024; Yunos & Madar, 2025).

ISSUE

The JELITA@KPT intervention was developed in response to three major human

capital challenges that affect Malaysia's ability to meet the workforce requirements outlined under the NIMP 2030. These challenges are also reflected within the Malaysian Technical University Network (MTUN), where institutions continue to face pressure to align graduate capabilities with rapidly changing industrial demands (Hamzah, 2024).

Firstly, there is a significant underrepresentation of women in technical and vocational fields. Although MTUN institutions produce many engineering and technology graduates, women continue to be underrepresented in high-skilled TVET, manufacturing and technical roles nationwide, limiting gender diversity and the achievement of inclusive workforce targets under NIMP 2030 (Ministry of Higher Education, 2024). JELITA@KPT directly addresses this issue by prioritising women's participation, achieving an 80% female enrolment rate across its activities. This focus expands the technical talent pool while strengthening women's technical capabilities, leadership potential and confidence to enter and excel in technical careers (Universiti Teknikal Malaysia Melaka, 2024).

Secondly, graduates across MTUN continue to face soft skills and practical competency gaps.

Although MTUN universities provide strong academic training, many students struggle to translate theoretical knowledge into real industry application. Employers frequently report gaps in communication skills, teamwork, digital literacy, problem-solving and overall industry readiness (Yunos & Madar, 2025) as shown in Figure 4. These gaps reduce the competitiveness of graduates, especially in sectors undergoing rapid digitalisation. JELITA@KPT responds to this challenge by offering structured training and certification that build both technical and professional competencies aligned with current workforce demands (Mazlan et al., 2025).

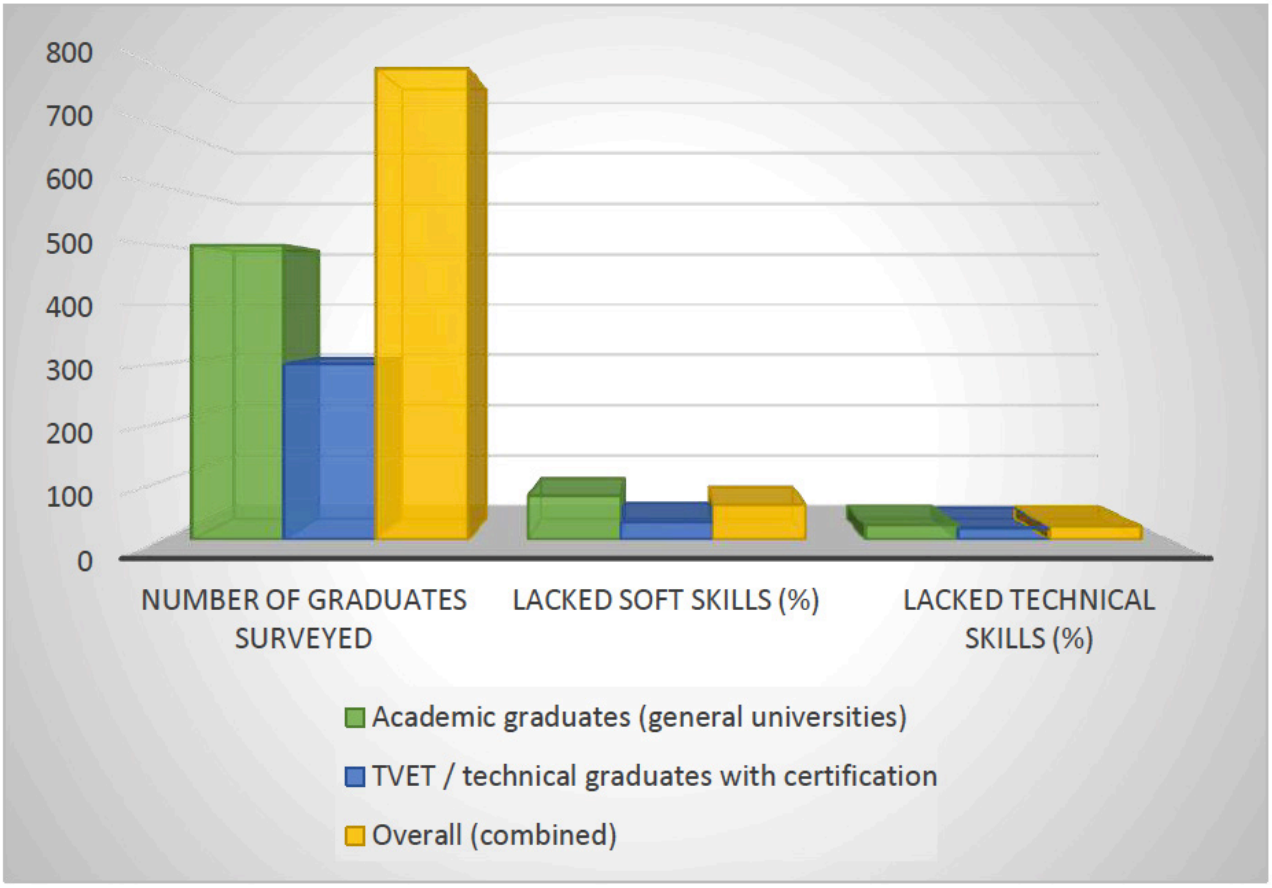

FIGURE 4. Comparison between academic vs TVET graduates' soft skill gaps and technical skill gaps (Yunos & Madar, 2025).

Lastly, the overall quality of graduate employability remains uneven and requires improvement. Under NIMP 2030, Malaysia must strengthen its workforce to support advanced manufacturing, automation and high value services (Ministry of Investment, Trade and Industry, 2023). However, graduate employability patterns show ongoing mismatches between industry needs and university outcomes. Limited industry exposure, insufficient specialised certification and inadequate career preparation contribute to this issue (Yunos & Madar, 2025). JELITA@KPT helps bridge this gap through large scale engagement, involving more than 2,000 MTUN students and graduates with supporting job placement efforts, including over 1,000 interviews and hundreds of internship opportunities created through programme-linked career initiatives (Universiti Teknikal Malaysia Melaka, 2024).

METHODOLOGY

This study adopts an explanatory sequential mixed-methods design, a framework popularized by Creswell and Plano Clark (2017), which involves two connected phases. Figure 5 presents the first phase

focusing on quantitative data collection and analysis to measure outcomes such as participants' competency improvement, employability indicators, and job placement rates (Hamzah, 2024). The second phase involves qualitative data collection to explain and provide deeper insight into the quantitative findings, exploring participants' experiences, perceptions, and challenges in applying the skills acquired through the programme (Yunos & Madar, 2025). This approach is particularly suitable for evaluating JELITA@KPT, as it allows measurable programme outcomes to be linked with participants' lived experiences, providing a holistic understanding of the programme's effectiveness (Ministry of Higher Education, 2024). By structuring the study in this sequential manner, the qualitative phase builds directly on the quantitative results, enabling a richer interpretation of how the programme contributes to skill development, career readiness, and gender empowerment (Universiti Teknikal Malaysia Melaka, 2024).

The quantitative phase was conducted first to capture measurable changes among participants. Data were collected from students within the MTUN system who engaged in the programme's core activities, including structured training sessions, soft skills certification workshops, entrepreneurial exposure programmes, and hands-on technical workshops (Universiti Teknikal Malaysia Melaka, 2024). Training and certification covered multiple areas including information technology, engineering, entrepreneurship, leadership and management, marketing, tourism and hospitality, logistics, home services, rural business, and agro-technology (Ministry of Higher Education, 2024). Participants also attended career events supported by PERKESO, where they took part in direct job interviews with employers from various industries. Quantitative indicators tracked included competency assessment scores, number of participants attending each training and certification, number of interviews conducted, internship and job offers received, female participation rates, and placement in sectors aligned with national economic priorities (Yunos & Madar, 2025). This phase provided concrete measures for assessing skill enhancement, employability readiness, and gender inclusion (Hamzah, 2024).

The qualitative methods were employed to provide depth and contextual understanding of the results. The interviews were conducted with selected participants, MTUN academic staff, and industry representatives to explore their experiences with the programme (Yunos & Madar, 2025). These interviews examined how participants applied skills acquired through the various certification courses, technical training, entrepreneurial exposure sessions, and innovation project activities and how these contributed to their transition into the workforce. Participants also shared perceptions of the relevance of the programme to their career development and the factors that supported or hindered skill application in real-world contexts (Ministry of Higher Education, 2024; Creswell & Plano Clark, 2017).

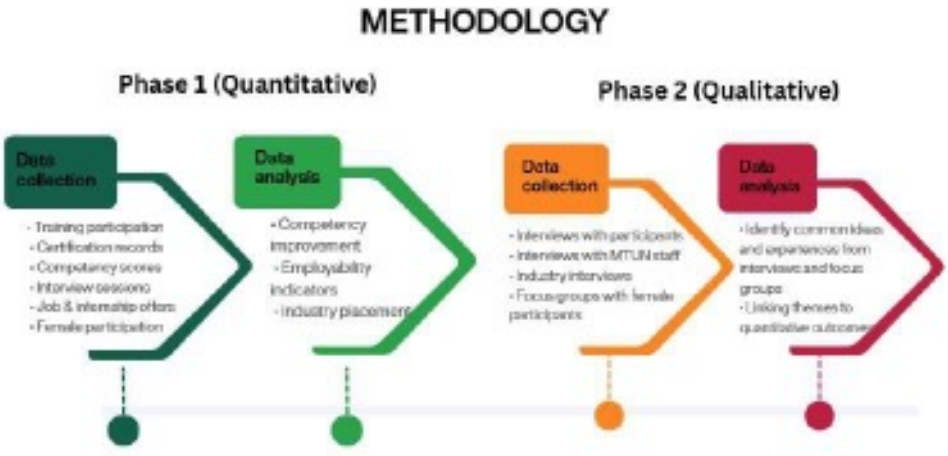

FIGURE 5. Methodology applied in this study.

Focus group discussions were conducted specifically with female participants to examine the programme's impact on gender related challenges in technical fields. These discussions provided insight into how the programme enhanced confidence, leadership readiness and technical competence among women, while also highlighting structural barriers that the programme helped to mitigate. The group setting

encouraged open dialogue, allowing participants to reflect on shared experiences and shifts in perception following their involvement in the programme.

All qualitative data were analysed using thematic analysis to identify recurring patterns related to skill acquisition, employability, gender empowerment and institutional support. The evaluation also considered the specific contributions of key programme activities, including job interview sessions, soft skills certification workshops, industry engagement events and the national innovation pitching competition, to determine how each component influenced outcomes. This integrated approach combines measurable indicators with participant perspectives, providing a comprehensive assessment of how JELITA@KPT supports graduate readiness, workforce integration and national objectives in technical education and gender inclusion.

RESEARCH IMPLICATIONS AND RECOMMENDATIONS

The findings of the JELITA@KPT programme clearly demonstrate the value of targeted, data-informed investment in human capital development. By focusing specific skills on multiple sectors such as digital literacy, entrepreneurship, soft skill certification and industry-linked training. The programme shows that structured and demand driven interventions produces stronger employability outcomes compared to general training approaches. While national graduate employability rates remain high, the evidence indicates that employment quality, measured through salary levels, sector alignment and the match between job roles and individual skills, provides a more accurate picture of graduate readiness. JELITA@KPT addresses this gap by prioritising competencies that directly influence job quality and long-term career progression.

Gender inclusion also emerged as a significant achievement, with women representing 80 percent of participants in technical and entrepreneurial training (Ministry of Higher Education, 2024; Universiti Teknikal Malaysia Melaka, 2024). This outcome highlights the programme's capacity to address gender disparities in high-demand technical fields and positions JELITA@KPT as an effective model for integrating social equity within national workforce development strategies. It further demonstrates how targeted upskilling can empower women to participate more competitively in STEM and TVET sectors.

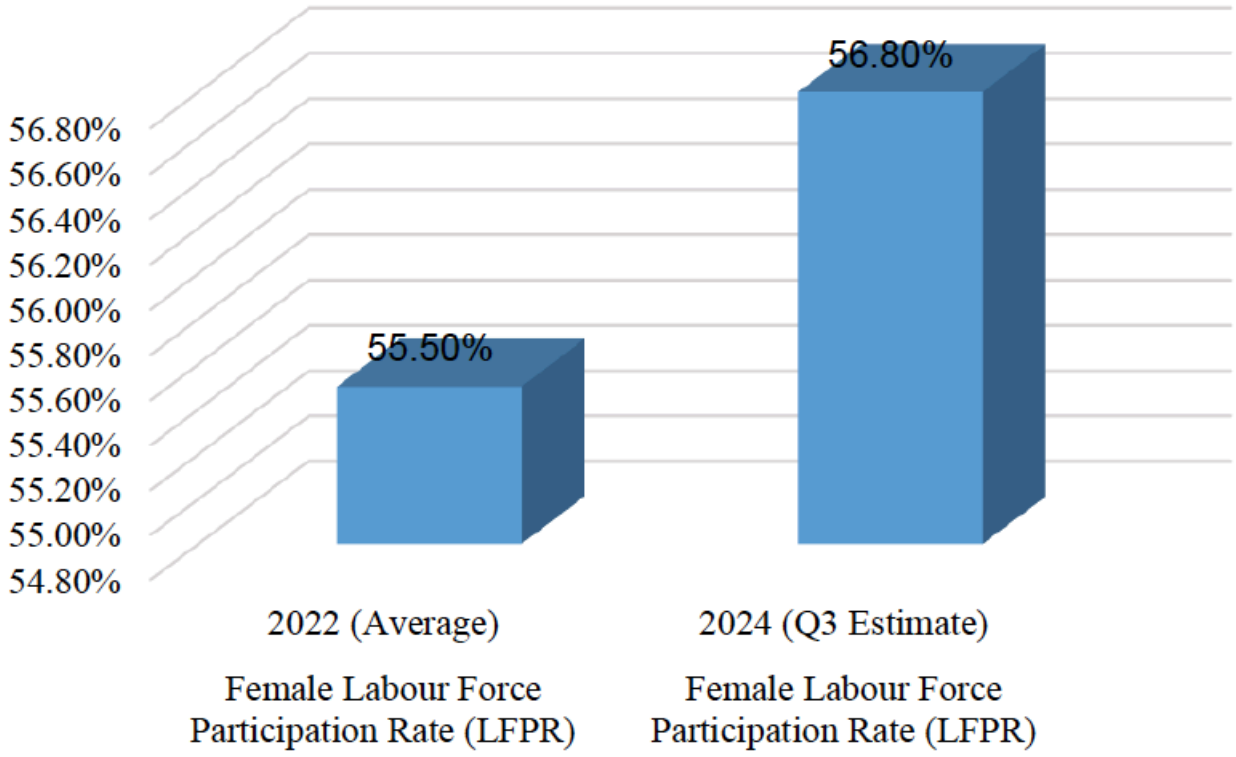

FIGURE 6. Female Labour Force Participation Rate (LFPR) in STEAM, Malaysia (2022 vs. Q3 2024). (Department of Statistics Malaysia, 2024)

From a theoretical perspective, the programme reinforces the need to view human capital development as a dynamic process. Graduates benefit not only from technical knowledge but also from continuous skill building in communication, leadership, problem solving, and business insight. The programme also illustrates the importance of social capital, as industry engagement, coaching and mentorship create pathways that help transform technical competence into professional opportunities. These insights were strengthened through the combined use of quantitative methods, such as job placement data and certification records, and qualitative approaches including interviews, reflective sessions, and industry feedback. This mixed-method strategy offered a deeper understanding of both the outcomes achieved and the mechanisms behind their success.

The achievements through the MyFutureJobs Career Carnival held during the JELITA@KPT Summit 2024 were measured and recorded with the total of 1,078 interviews resulted in 36 immediate job placements, while a second round of 884 interviews produced 698 job offers. Internship initiatives with 365 students securing placements across a wide range of industries. These outcomes reflect the strong influence of direct job matching activities, one of the core components of JELITA@KPT, where direct interviews, talent screenings, and industry networking contributed significantly to improved employability and sector alignment (JELITA@KPT, 2024; MyFutureJobs, 2024). Figure 7 shows the job and industrial training offers provided to participants of the JELITA@KPT program.

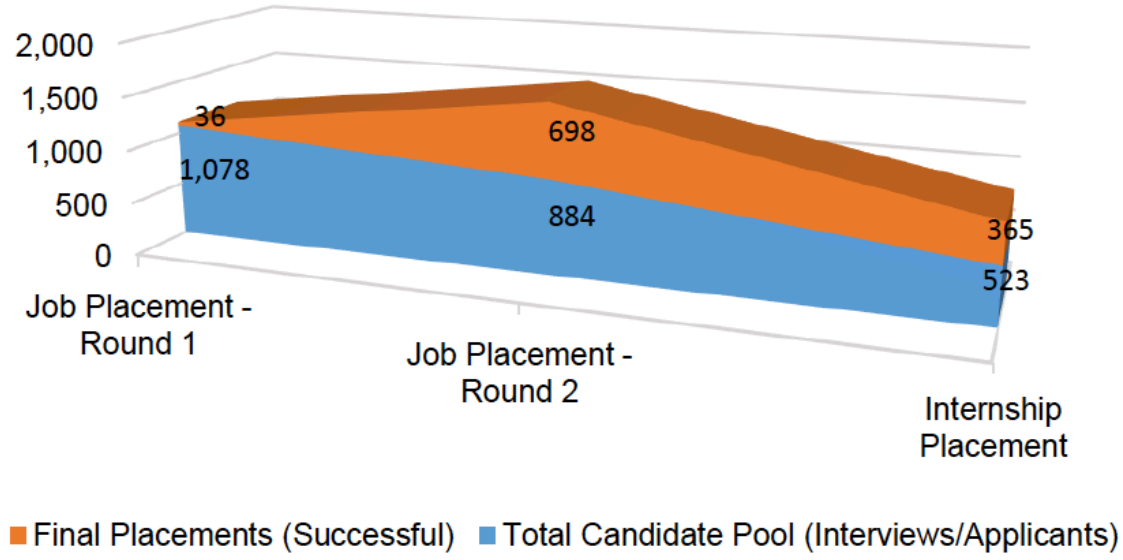

FIGURE 7. Chart of job placement and internship

Several recommendations can strengthen and expand the impact of the programme. First, extending JELITA@KPT to more universities and regions, particularly in underserved areas, would increase national participation in targeted upskilling. Second, implementing longer term tracking of graduates would provide deeper insights into career stability, salary progression, and long-term skill relevance. Third, integrating emerging Industry 4.0 competencies such as artificial intelligence, cybersecurity, and advanced data analytics would ensure participants remain competitive in the future workforce. Finally, establishing stronger and more sustained partnerships with industry, including mentorship programmes and project-based learning, would further enhance practical experience and strengthen graduate readiness.

Overall, the findings affirm that targeted training, structured certification, and active industry engagement can significantly enhance employability, support gender inclusion, and contribute to Malaysia's long-term human capital development. With the recommended improvements, JELITA@KPT is well

positioned to continue supporting national priorities under NIMP 2030 and advancing the development of a competitive and future-ready workforce.

CONCLUSION

Based on the study, the JELITA@KPT programme has proven to be an effective model for addressing critical human capital gaps in Malaysia's technical and vocational education sectors. By combining targeted technical certification, soft skills training, and direct industry engagement, the programme enhanced graduate employability, supported specific sectors competency development, and promoted gender inclusion in high demand technical fields. The measurable outcomes, including high certification completion rates, substantial female participation and strong internship and job placement results, demonstrate that a structured, multi-dimensional approach can successfully align higher education outputs with national economic priorities under NIMP 2030.

The programme also provides important theoretical and practical insights. It highlights the value of dynamic skill development, showing that graduates' economic and professional contributions extend beyond formal qualifications to include adaptability, entrepreneurial capacity and professional networking. Additionally, the integration of gender-focused strategies underscores that workforce development and social equity can be pursued simultaneously, offering a replicable model for similar interventions in other contexts.

Overall, JELITA@KPT serves as a strategic framework for higher education institutions and policymakers, demonstrating that focused investment in skills development, industry collaboration and inclusive participation can strengthen national human capital, support sustainable employability and contribute meaningfully to Malaysia's economic transformation. Continued implementation and scaling of such programmes are recommended to sustain and expand these positive outcomes for future graduates.

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