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Digital Learning Factory for Developing Soft Skills and Scientific Creativity of Prospective Science Teachers toward SDG 4

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ABSTRACT

Objective: *This study aims to analyze the urgency of implementing the Learning Factory (LF) model in developing soft skills and scientific creativity in prospective science teachers at the Faculty of Science, Engineering, and Applied Sciences (FSTT) of Mandalika University of Education. This study also aims to identify the gap between the competencies acquired during education and the needs of the world of work in the era of the Industrial Revolution 4.0.* ***Method***: *This study uses a survey approach through a tracer study involving alumni of the Physics Education, Chemistry Education, Biology Education, and Mathematics Education study programs at FSTT Undikma. Data were collected through questionnaires to determine the relevance of graduates' competencies to the needs of the world of work, then analyzed descriptively.* ***Results***: *The results showed that most alumni were able to find employment relatively quickly after graduation. However, some alumni felt that the jobs they obtained were not fully in line with their field of study. This indicates a gap between higher education competencies and the needs of the world of work. The Learning Factory model, which is based on project-based learning and industrial experience, has the potential to improve technical skills while strengthening students' collaboration, communication, and innovation abilities.* ***Novelty***: *This study highlights the importance of integrating the Learning Factory model with the Outcome-Based Education (OBE) approach to improve graduate employability through the development of more holistic competencies that are relevant to the needs of the world of work.*

INTRODUCTION

Higher education in the era of the Fourth Industrial Revolution faces significant challenges in preparing graduates who not only master technical skills but also possess the social skills and creativity needed to thrive and evolve in an increasingly complex job market. The modern workforce now demands graduates who have more than just academic knowledge; they must be able to quickly adapt, collaborate in multidisciplinary teams, and possess communication, innovation, and critical thinking skills that are highly valued by industries (El-Tabal, 2020; Raphael et al., 2021; Jalinus et al., 2023). Research shows that soft skills, such as communication and teamwork, are increasingly sought after by companies across various sectors, and graduates who can adapt quickly and innovate have a significant competitive advantage (Efendi et al., 2020; Raphael et al., 2021; Yılmaz & Torun, 2024).

However, there is still a significant gap between the skills students acquire during formal education and the real-world requirements they face in the workforce. Many graduates feel that, despite receiving relevant education, they still need to continue their studies or undergo training to develop more specific or non-technical skills (Shah et al., 2023). This highlights the need for a more holistic approach to higher education, one that focuses not only on the development of technical skills but also on interpersonal skills and scientific creativity, which are becoming increasingly important.