

Analysis of Communication Services of the CNP LP3I Jakarta Depok Campus Division on Final Year Students in Understanding the Program for Preparing to Enter the World of Work

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Article Info

Article history:

Received Oct, 2025

Revised Oct, 2025

Accepted Oct, 2025

Keywords:

CNP LP3I;

Final Year Students;

Interpersonal Communication;

Service Communication;

Service-Dominant Logic

ABSTRACT

This study aims to analyze the communication of the Cooperation and Placement Division (CNP) of the LP3I Polytechnic Jakarta Depok Campus to final year students in understanding the program to prepare them for entering the world of work using a qualitative approach through case study methods. Data was collected through interviews, observations, and documentation, then analyzed using the Service-Dominant Logic (SDL) theory by Vargo and Lusch and Joseph A. DeVito's interpersonal communication theory. The results of the study show that the CNP Division's service communication is effective through a combination of digital and face-to-face communication that is two-way, dynamic, and adaptive to student needs, with the main stages being information delivery, personal assistance, structured training, and service evaluation. The implementation of SDL principles is evident in the collaboration between CNP, students, alumni, and industry partners as co-creators of value in creating service value oriented towards work readiness. Interpersonal communication elements such as openness, empathy, support, positive attitude, and equality are important factors that strengthen the relationship between CNP staff and students. Communication barriers such as time constraints, differences in understanding, and low student motivation can be minimized through a personal approach and empathetic communication. In conclusion, the CNP Division plays a strategic role in building an integrative service communication ecosystem between the world of education and the world of work, where effective communication not only increases students' understanding of career preparation programs but also strengthens their interpersonal skills, professionalism, and confidence. It can also serve as a reference for other vocational education institutions in developing a collaborative and value-based service communication model to produce competent graduates who are ready to compete in the world of work.

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1. INTRODUCTION

The period of transition between university and professional life is a crucial phase for university students, especially for the final-year students. In the modern age of highest global competition, students are not only required to be excellent in academics but also have comprehensive knowledge and preparation to join the job market [1]. Being able to transition into the work environment and business expectations has been among the necessities of remaining relevant in the job market [2]. This change is a very essential bridge to be able to produce graduates who are academically skilled, emotionally strong, and able to connect the academic world's theory and the practical demands of the working world.

The educational institutions have a primary role to play to ease the transition. Of the different strategies implemented, offering quality information and communication services provides the students with the necessary knowledge and competence to make them employable [3], [4]. LP3I Jakarta Depok Campus is a highly significant intermediary between the academic and professional world via its Cooperation and Placement Division that is also known as CNP. This department serves as the institutional bridge that closes the distance between students and potential employers and augments employability and professionalism through methodical communication and service systems.

The Career Development Department delivers career information according to the interests of students and takes care of training and employment placement for graduating students. Nevertheless, the success of such activities to a great extent depends on the quality of information and communication services being provided by CNP. Quality information should be accurate, relevant, and readily available to enable students to make informed career choices [5]. Efficient communication, however, guarantees that messages are well communicated and intentionally transmitted via seminars,

workshops, and other electronic mediums [6]. Therefore, CNP's capacity to incorporate information accuracy and interpersonal communication has a direct impact on students' readiness for labor market entry.

Despite repeated efforts, there are difficulties in measuring the degree to which the quality of information and communication services affects students' awareness of the professional world. Awareness of this correlation is essential for the development of institutional services and preparing the students for their professional lives in the future. This study deals with the influence of information and communication services provided by the CNP Division of LP3I Jakarta Depok on awareness of the professional world among final-year students. It aims to establish the extent to which communication service practice explains students' readiness to make an effective transition to the job market. Requiresucci.

Empirical data presented by the Head of the Cooperation & Placement Division (CNP) shows that job placement of LP3I Depok graduates has risen to 90% in 2022, 92% in 2023, and 82% in 2024, from around 150 students per cohort in four associate degree programs in Computerized Accounting, Business Administration, Information Management, and Public Relations. These results track the success of three flagship programs: Monitoring, which tracks student and company internship performance; Coaching, with the aim to prepare students for interviews and career counseling; and Soft Skills Training, which encompasses analytical thinking, creativity, public speaking, and business ethics. Together, these programs emphasize not just technical proficiency but also behavioral and interpersonal excellence as drivers of employability.

While administrative processes introduced by CNP are already deeply entrenched, there are a number of interpersonal communication issues between CNP officers and students that need to be optimized further, given the strategic value of such communication. Employability of

graduates is not only assured by technical preparation but also by clarity and understanding wrought by communication among the stakeholders. Thus, this study aims to analyze how the CNP Division applies service communication and carries out effective interpersonal communication among students, staff, and cooperating businesses. Through the discovery of communication barriers and the creation of applicable solutions, this study will provide knowledge and suggestions for improving the quality of service communication, and hence also the professional readiness of LP3I Depok graduates.

2. LITERATURE REVIEW

2.1 *Post-Positivism Paradigm*

The post-positivist paradigm regards knowledge as a product of a continuous interaction between human beings and reality. The paradigmatic reality exists and is governed by natural laws, but it also accepts that human understanding of the truth is always relative and subject to interpretation and contextualization [7]. Researchers are therefore urged to become active participants with the phenomena under investigation instead of remaining aloof from them. Inquiry in this paradigm is interested in naturalistic settings in which data are situational, reflective, and issuing from human experience. The process of rediscovery—especially in social sciences—is necessitated in excavating distinctive insights informing meaning and purposefulness behind human action, thus the inception of grounded theory [8]. Paradigm here governs scientists' understanding of reality and directs methodology choices. Post-positivism emerges as a byproduct of positivism, albeit with limitations, but with its focus on prediction and control as final goals intact [9].

Post-positivism is based on a number of philosophical assumptions: facts are theory-laden and value-laden; no theory can be completely accounted for by empirical observation since

anomalies may take place; and subject-object interaction is unavoidable since knowledge is a product of ongoing interaction between humans and their world. Reality, therefore, is viewed as plural and dynamic and is constructed by social and cultural values. The paradigm is interested in accounting for human behavior with respect to underlying values and meanings. In this research, the researcher assumes a post-positivist position in utilizing triangulation—converging multiple methods, data sources, and theoretical viewpoints—to provide enhanced validity of results. The post-positivist paradigm underpins the philosophical basis for examining communication services in LP3I Jakarta Depok's Cooperation and Placement Division (CNP), specifically how interpersonal and service communication influence professional world readiness among final-year students.

2.2 *Previous Study*

The literature on interpersonal communication and service-dominant logic (SDL) emphasizes the centrality of quality human interaction to influence value creation and behavioral outcomes in different settings. Erfanda Dwi Juliarta S.D. [10] illustrated that interpersonal communication between customers and barbers in Oesman's Barbershop plays a significant role in the development of customer loyalty, in which one-to-one communication and regular communication have a direct and positive effect on satisfaction and business expansion. Likewise, Budi Utama [11] concluded that interpersonal communication exerts a substantial role in preventive behavior in public health, with the need for personal contact for monitoring behavior. Nur Rohma Aminiyati [12] studied communication patterns of judges and concluded that emotional distance and miscommunication are the reasons for disharmony in the family, highlighting the psychological aspect of interpersonal

communication. Dara Zulaiha [13] focused on education, stressing early learning of interpersonal skills through interactive and experiential learning. To marketing orientations, Rizqi Wahyu Romadhon [14] used the Service-Dominant Logic theory and revealed that attachment and consumer innovativeness initiate collaborative value co-creation, with consumer closeness being the mediator. M. Reza Adlani [15] examined teacher-student communication, revealing psychological and sociological barriers influencing the effectiveness of character education. In the meantime, Irfan Afaf [16] has addressed value co-creation in the Odoo Innovation marketing program with the suggestion to include new features to improve customer experience. Damar Irsyad Ustadz et al. [17] have examined the application of SDL in Islamic tourism and established that operational resources remain an area of improvement in order to support service performance. Lastly, Dinda Dwimanda [18] quantitatively validated that both information quality and communication services at CNP LP3I Jakarta Depok have significant contributions to students' awareness of the professional world, with communication services making a greater contribution. These studies together show how SDL-based service models and interpersonal communication are implicated in human development, customer engagement, and institutional service quality in various social and organizational contexts.

2.3 *Communication*

Communication has been a subject of interest for a number of centuries in a variety of fields. Communication comes from the Latin word *communicare*, which implies "to share" or "to participate together," highlighting the sharing of information, ideas, emotions, or experiences between people [19]. Researchers have proposed many definitions: Barelson and Steiner

view communication as a process of transferring information, ideas, or feelings by using symbols such as words, images, or numbers, emphasizing its informational side [19]. The abundance of definitions bears witness to the multidimensionality of this phenomenon. Deddy Mulyana discovers that up to 1976, there were hundreds of definitions, reflecting the dynamic existence of communication in human life as a process of establishing relations, knowledge transfer, and influencing others [20]. Hoveland, Janis, and Kelly are of the opinion that communication seeks to affect a receiver's action or idea with messages conveyed by a communicator [21]. Everett M. Rogers and Lawrence Kincaid have defined it as a two-way process of communication between two or more individuals with a focus on reciprocity and understanding [21]. Wilbur Schramm also describes communication as an act of sharing that is mutual with the goal of arriving at mutual meaning and understanding.

Kamus Besar Bahasa Indonesia (KBBI) defines communication as the process of exchanging information between two or more individuals through sending and interpreting messages that create meaning in common. This emphasizes that effective communication occurs when messages are received and interpreted appropriately. It is a dynamic, interactive process with verbal and nonverbal elements—symbols, gestures, and feelings—that create understanding and influence attitudes or behavior. Communication is a social process that structures identity and relationships, enabling people to learn, cooperate, and become self-aware. Communication facilitates the exchange of information that has the potential to alter attitudes, opinions, and behaviors, as Rogers and Kincaid [22] assert in *Communication Network: Toward a New Paradigm for Research*. As such, communication is an

essential human mechanism for interaction, collaboration, and problem-solving at personal and institutional levels.

2.4 Service

S.P. Hasibuan, service is a deed performed by one for another, and good service needs to be performed politely, equitably, on time, and ethically so as to fulfill needs and provide satisfaction to the recipient. Usmara [23], quoted by Supardi Nani, says that service is a manifestation of attitude that arises as a result of the gap between expectations and performance. Grönroos [24] defines service as a process comprising a sequence of intangible activities often (but not necessarily always) involving interaction between customers and service personnel or physical resources, goods, and systems put at the disposal for the aim of solving customer problems. Grönroos also emphasizes the significance of the "moments of truth" in service encounters that happen at the three principal phases: pre-service, in-service, and post-service. These instances form the overall customer experience and perceived service relationship quality.

Pre-service stage is preparation prior to the core service delivery where customers develop expectations through marketing and promotional efforts and service providers undertake planning and preparation. In-service stage is the core service delivery and the direct contact between the customer and the service provider. The focus at this phase is on service quality and successful interpersonal interaction so that the experience matches, or surpasses, expectations. The post-service phase takes place following the main service delivery, with follow-up activities to ask for customer feedback, address complaints, and ensure long-term loyalty. These phases collectively demonstrate that quality service is not restricted to transactional interactions but involves ongoing relationship

development and value creation between customers and service providers [23], [24].

2.5 Service Communication

Service-Dominant Logic (SDL) is a theoretical marketing framework that posits all firms are ultimately involved in service exchange. In SDL, companies are not just manufacturers of products with embedded value but value creators through the services they offer. Vargo and Lusch assert that service, not physical goods, is the basis of all economic exchange. Service in this definition is interpreted in its broadest sense—not necessarily the delivery of intangible products—but all activities that involve the application of skills and knowledge on behalf of others. Tangible goods and products are thus seen only as carriers of service provision, as mechanisms facilitating value transfer through use and application of knowledge.

SDL assumes a number of underlying principles: firstly, service is the foundation of exchange—economic activity is fundamentally service-for-service exchange, with products playing only a mediating role. Second, customers are value co-creators in the way that value is determined through their active engagement and experience in consuming a product or service. Third, SDL discriminates between operand resources—passive entities such as raw materials—and operant resources, which are capabilities, knowledge, and skills that alter operand resources to create value. Fourth, value is subjective and context-dependent, and users determine value through value-in-use. Lastly, SDL focuses on value exchange based on networks, where value is co-created through cooperative interaction of producers, consumers, and partners. In this perspective, firms present value propositions instead of producing value autonomously; ultimate value is achieved by customers according to

their experience and requirements [25].

2.6 *Interpersonal Communication*

Interpersonal communication involves the face-to-face interaction between two or more persons with the possibility of immediate feedback. Hafied Cangara [26] describes it as a direct exchange process of information and ideas among people, but Joseph A. DeVito [27] offers a more detailed description as the process of sending and receiving messages between two or more people in small groups. This two-way communication mode allows both participants to be actively involved and promotes better understanding and closer relationships. Messages in interpersonal communication are not necessarily verbal; they are also expressed through nonverbal means like position of the body, facial expressions, and voice tone. These add meaning and emotional content, and hence, interpersonal communication becomes indispensable in forming social relationships, shaping attitudes, and problem-solving in day-to-day life. DeVito [27] also states that interpersonal communication is between people who have an intimate or close relationship—family, friends, coworkers, or romantic partners—in which emotional context defines the interaction and strengthens personal bonding.

DeVito [27] describes some of the most important factors of interpersonal communication: openness, as being honest and ready to share proper information; positivity, as creating positive attitudes and behavior; empathy, as being able to emotionally and cognitively perceive other people [27]; supportiveness, as having good mutual interaction; and equality, as

prioritizing mutual respect and equal participation. Littlejohn [28] further contends that interpersonal communication requires mutual awareness, interdependence, adaptation of messages, verbal and nonverbal channels, and a comparatively unstructured but flexible nature. In addition, self-disclosure, as voluntary sharing of private information by DeVito [29], is important in the development of intimacy and trust. Group size, liking, reciprocity, competence, personality traits, topic sensitivity, and gender differences are some variables that affect self-disclosure [29], [30]. Essentially, interpersonal communication is more than information exchange—a personal, emotional, and relational process that establishes trust, generates empathy, and maintains meaningful human relationships.

2.7 *Conceptual Framework*

Researchers will examine service communication in CNP LP3I Depok according to SDL service communication theory, for example, service as the foundation for exchange, students as value co-creators, resources, student-determined value, exchange founded on networks, and competency development through interaction. This theory will also be integrated with DeVito's interpersonal communication analysis model that consists of openness, empathy, supportive attitudes, and positive attitudes. All elements of this theory and model are aimed at evaluating service communication at CNP LP3I Depok for the final objective of developing an understanding of the work preparation program for final-year students.

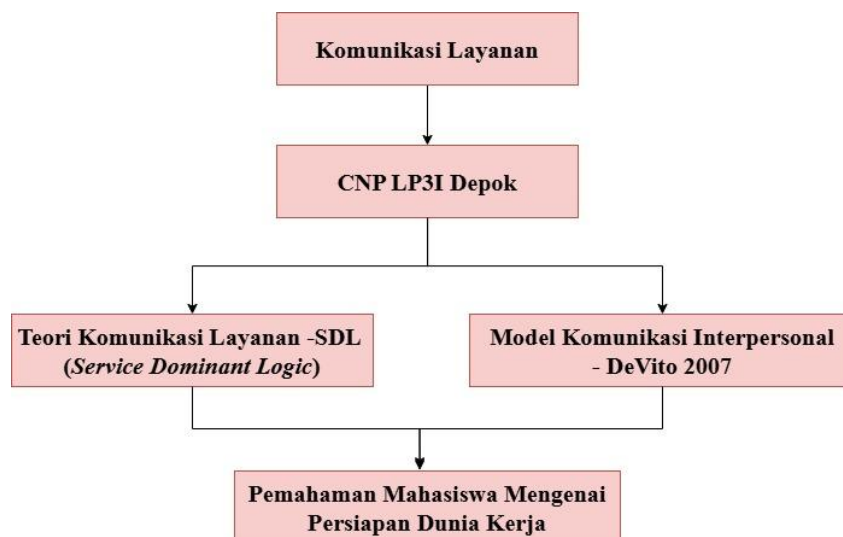


Figure 1. Conceptual Framework

3. RESEARCH METHODOLOGY

This study follows a post-positivist paradigm with qualitative case study research, which is selected to investigate the use of service communication among students and alumni by CNP Division of LP3I Jakarta Depok Campus. The qualitative method is suitable in gaining insight into meanings, perceptions, and relationships among people in natural settings. According to Sugiyono [31], qualitative research can enable the researcher to grasp social phenomena in-depth and interpretively. Case study approach facilitates close inspection of actual settings where boundaries between the phenomenon and its environment are not clear. This study uses Service-Dominant Logic (SDL) and DeVito's interpersonal communication model theories to examine how service communication facilitates career readiness among students.

This study was carried out at LP3I Jakarta Depok Campus's Cooperation and Placement Division (CNP), Jalan Raya Bogor, Cilodong, Depok. The location was chosen on account of its good position in education services because of labor mobility internationally and readiness of the workforce. Data were collected between the period of May and July 2025 with the activities of data collection, analysis, and

writing of the thesis. Data were collected through three methods: observation, interviews, and documentation. Field observation was done in person, since the researcher is a part-time employee of CNPs, making possible observation of communication patterns and interactions with services at all times [31]. Insider view supplemented analysis with contextual knowledge of administrative and interpersonal communication within the division.

Data collection consisted of semi-structured interviews with seven informants who were central to the study: the CNP Division Head, one of the operating staff, four last-year students, and the Campus Director. The interview method provided room for respondents to expand on matters at their own convenience as the researcher captured issues under discussion. The interviews were meant to offer insight into institution-level communication practice, decision-making, and collaboration with partner companies in student readiness for work. Besides, documentation was also used as an augmentation technique, such as internal reports, formal letters, meeting minutes, and daily records on CNP's three far-reaching programs—monitoring, coaching, and soft-skills training. The technique supplemented triangulation by

cross-verifying the findings of interviews and observation [31].

Data analysis utilized source and method triangulation to achieve validity and reliability. Validity of findings was evaluated on the basis of long-term observation, meticulous scrutiny, and member checking to validate interpretations. Transferability, dependability, and confirmability were also assured in accordance with qualitative research criteria [32]. Even though the study was carried out in one site only—CNP LP3I Depok—hindering generalizability, due to multiple sources of data and its applied utility are its strengths. Informants who were clients and colleagues at the same time provided challenge to achieving openness; the use of triangulated strategy increased the credibility of findings. Generally, this study is very useful in examining how learning institution communication processes affect readiness of learners for professional involvement.

4. RESULTS AND DISCUSSION

4.1 LP3I Jakarta Polytechnic Depok Campus Overview

LP3I Jakarta Polytechnic Depok Campus is a professional higher education unit of the Indonesian Institute for Education and Professional Development (LP3I). Since its establishment, LP3I has had an education model that is more industry-focused as compared to traditional universities that are more based on theory. The depolement of the Depok campus was in response to the increasing demand for education that is practical and sustainable in the aim to create an effective and job-ready workforce. Its existence also responds to the problem brought about by globalization where professional proficiency and functional capability are accorded priority at the expense of the mere acquisition of academic degrees. Consequently, LP3I's curriculum is designed to balance theoretical

understanding, hands-on practice, and soft-skill development aligned with industry demands. The educational model applies the link and match principle with the business and industrial sectors (DUDI), ensuring that each study program reflects labor market trends, technological advancements, and partner company needs. Internships are a mandatory component of the students' curriculum, and they get to learn the corporate world and company culture even before they graduate.

Aside from its regular education, LP3I Jakarta Depok Campus also actively seeks academic as well as non-academic programs to more fully develop the students. Career seminars, entrepreneurship training, IT skill trainings, and in-campus competitions are some of the notable programs that develop students' skills and personality. LP3I Depok students have heterogeneous social, economic, and cultural backgrounds but homogenous aspirations in their pursuit of a permanent and future profession. Final-year students are the most important group since they are on the verge of moving from being academic students to being part of the working class. They need intense guidance at this point in anticipation of recruitment procedures, employment choice-making, and work integration. Thus, the presence of a special department—like the Cooperation and Placement (CNP) Department—is integral in equipping the students to handle actual employment issues confidently and competently.

The Cooperation and Placement Division (CNP) is a strategic unit of LP3I Jakarta Polytechnic Depok Campus, serving as a bridge between the students and the business community. Its main

function is to provide graduates with job opportunities corresponding to their fields of study and skills obtained when they were studying their courses. The department runs on four main activities: Cooperation, which entails collaboration with local and national firms to arrange internships, recruitment sources, and industry-funded training programs; Placement, which deals with final-year students and graduates in terms of employment matching based on competencies and interest; Career Preparation Training, which provides useful skills like writing CVs, interviewing techniques, business ethics, and motivational development; and Monitoring and Evaluation, which is concerned with measuring employer satisfaction and graduate performance in an effort to enhance the curriculum and service delivery. By carrying out such activities, CNP Division does not simply perform administrative functions—it has a strategic function of establishing LP3I Depok more credible and respectable in the eyes of industry stakeholders in that every graduate is well equipped with competencies, professionalism, and flexibility in responding to the current competitive job market.

4.2 Service-Dominant Logic (SDL) application analysis in CNP Division services

The LP3I Jakarta Polytechnic Depok Campus CNP plays a strategic role as a bridge between the student, industry, and labor market. It does not play an administrative section role in vocational education services but as a value-creating service to prepare students with professionalism readiness, competence, and flexibility to work in the real sector. Adoption of Service-Dominant Logic (SDL) by Vargo and Lusch [25] provides a suitable theoretical framework to

understand how value in services is co-created and perceived through CNP operations. SDL battles the conventional product-based paradigm and highlights the fact that service, not physical products, is the foundation pillar of all types of exchange.

In reality, CNP realizes SDL principles by various mechanisms. First, service as the basis of exchange can be seen in the manner in which CNP enables career readiness and industry connections, value creation that rests on intangible products like the exchange of knowledge, guidance, and relational trust. Instead of the emphasis on physical goods, CNP delves into career advice, job placement, and internship scheduling, thus creating an exchange of value between industry and students. Secondly, as instruments of service delivery, CNP's application of instruments such as training modules, career portals on the Internet, and Memoranda of Understanding with cooperating companies is the same. These are instruments of delivering more value of services—improving the employability and professional opportunities of students.

Thirdly, SDL's value co-creation principle is achieved through interactive collaboration among students, administrative staff, and industry partners. They are dealt with as co-producers, not as recipients of service; they go through resume-crafting workshops, mock interviews, and feedback sessions that not only hone their skills but also enhance CNP's courses. Even the collaborating firms pay back by giving inputs on the skills they would like to see, so CNP can modulate the training content accordingly. In addition, value is conceptualized as contextual and experiential (value-in-use), and

derived from students' perceived benefit and appreciation of services—e.g., interview confidence or study area placement. CNP continually monitors perceived value through satisfaction surveys and post-internship analysis to ensure effectiveness and relevance of services.

Lastly, CNP's activities exemplify SDL's larger principles of exchange-based networking and co-competence building. Through ongoing interaction between students, lecturers, graduates, and industry practitioners, CNP has an interactive environment promoting knowledge sharing and adaptive learning. Operand resources, such as career databases and training documents, are supplemented with operant resources, such as staff knowledge, communication competencies, and relationship management. The interactive exchanges stimulate a win-win cycle of learning that allows CNP to remain adaptive to evolving industry requirements while providing students life-long career developmental capabilities. As a whole, the application of SDL turns CNP into an experience-based, value-driven education partner that connects academia and industry through ongoing cooperation and creativity.

4.3 Service Strategy of LP3I Jakarta Depok Campus' Cooperation and Placement Division (CNP)

The service communication process of services provided by the Cooperation and Placement Division (CNP) of LP3I Jakarta Depok Campus for last year students is carried out in an interactive and two-way manner. According to the study findings, the communication strategy used by CNP not only focuses on one-way presentation of information but also on active participation of

students as service consumers. CNP releases career workshop, internship opportunity, and job opening information regularly through multiple media of communication like bulletin boards, brochures, official social media platforms (Instagram and WhatsApp Group), and campus email. Multiple media of communication are utilized to ensure every student has equal access to information without distance and time limitations. According to one informant, *"We inform about job vacancies department-wise in WhatsApp groups. Apart from that, we also maintain an Instagram account which shares different information on internships, working, and tips & tricks on professionalism."* The above quote represents the significance of social media as a channel to enlarge the area of communication and enhance the transparency of CNP services for students.

Apart from mass communication, CNP also employs a personal touch by providing career guidance and counseling to students and staff. Through this person-to-person communication, the students are given personalized suggestions for resume preparation methods, interviewing, and selecting the most suitable career path for their interests and abilities. One informant said, *"Our staff always encourages students to be further processed to pre-train interview skills, with a guidance on the questions they would usually ask in the interview process, including what skills they need to highlight to be more likely to get accepted."* This personalized method shows the utilization of empathetic and participatory communication, where CNP staff are not merely information givers but also mentors who offer psychological and motivational guidance to students.

In addition to one-on-one

mentoring, CNP also conducts diverse formal training sessions in groups. Job interview simulation, public speaking classes, and work ethics coaching are some of the training sessions provided to enhance the soft skills of students. Group sessions provide a co-learning atmosphere where students can exchange experiences and develop professional contacts at an early stage. As explained by one of the students, *"Through our LP3I Depok Campus learning, we participated in some soft skills training sessions according to the semester we were in."* For instance, in semester 2, we went through soft skills training in personal branding and building an exemplary portfolio." It is proof that soft skills training comes not only after technical capability but also forms students' professional identity to render them work-ready.

The last level of the process of service communication is the evaluation and feedback, and it is carried out to determine whether the service strategy has been effective or not. CNP receives feedback from students by conducting surveys and reflection sessions, which are referred to when developing future programs. Sharing sessions with alumni are also a valuable resource for inspiring final-year students. The informant relates, *"There are also sharing sessions with alumni to encourage those who might be just starting out looking for jobs."* Thus, the CNP service communication process does not stop with the delivery of information, but also incorporates reflection and reinforcement of values through actual experience of successful alumni in the working world.

Generally, the CNP LP3I Jakarta Depok Campus's communication strategy indicates the use of interpersonal communication

theory and models of quality service communication. The multi-channel system, personal service, group training, and feedback system indicate that CNP is able to produce an extensive service system based on students' needs. By practicing open, empathetic, and participatory communication, CNP has been able to establish good relations between learning institutions and students, establishing graduates' confidence and preparedness in confronting the challenge of the working world. The practice also reinforces CNP's administrative organization as well as a career development facilitator integrating academic value, professionalism, and competitiveness for LP3I Depok students.

4.4 Finding-Based Recommendations

Based on the findings from the research, some strategic recommendations for the execution of Cooperation and Placement Division (CNP) services at LP3I Jakarta Polytechnic Depok Campus are as follows. Firstly, the effectiveness of communication could be enhanced by multi-party synergy between lecturers, alumni, and cooperating companies.

From this synergy, the CNP function would no longer be an isolated limited administration but a complete and sustainable career service center. Second, while it has been found that the utilization of social media and internet resources such as WhatsApp and Instagram accelerates the spread of information, there still needs to be an interpersonal avenue to be able to accomplish overcoming students' psychological resistance, for instance, fear or self-doubt in being prepared to enter the labor market. Third, the campus branding and reputation will be boosted if the CNP involves professional networks, successful

alumni, and community leaders in career development initiatives and motivational seminars. The three-party involvement will not only increase the credibility of LP3I in the eyes of the people but also create an active and interactive communication atmosphere.

Recommendations for further research are extended to three major emphases. To begin with, there is a need for comparison of the relative efficacy of face-to-face and electronic communication in career services of vocational schools to determine which model of communication more accurately suiting the nature of the digital student population. Second, future research is suggested to follow the students' experience upon being hired for jobs through CNP centers in an effort to find out how far CNP services influence their preparedness and performance at work. Third, future research is suggested to examine the role models and communication agents' role in forming the institutional image of the campus. With this research focus, the outcomes will contribute to service communication strategy literature of vocational schools of education and, apart from that, contribute practically to enhancing the quality of services delivered by LP3I Jakarta Depok Campus CNP Division.

5. CONCLUSION

Lastly, in summary of the outcomes of the study, it is evident that the process of service communication carried out by the Cooperation and Placement (CNP) Division is effective and student-oriented. Service communication process occurs in three important steps, i.e., information transmission, guidance, and assessment. CNP applies a mix of direct (seminars, one-to-one, career counseling) and indirect channels of communication (social media,

email, WhatsApp groups). Following DeVito's interpersonal communication theory, such service communication pattern is transactional whereby CNP is the communicator and the students are communicants providing feedback to each other. Service learning material like CV preparation, interviewing skills, and work ethics form the information content provided. Challenges that arise are time limits, varying perceptions, and inaction on the part of some students, but communication is two-way, dynamic, and responsive to the needs of final-year students.

Furthermore, the findings of the study show that the effectiveness of CNP service communication is influenced by a number of key factors, i.e., staff quality as communicators (competence and credibility), message relevance and comprehensiveness, the communication channel efficiency, and the quality of the feedback received from students. Work-readiness communication environment makes the entire process more realistic and goal-oriented towards the cultivation of professionalism and soft skills among students. Psychological and technical obstacles that emerge may be reduced by a diplomatic and empathetic interpersonal style. Such outcomes validate DeVito's perception that how well a message is received depends on the integration of content of the message, interpersonal relationships, and sensitivity to the social context of the message. In the CNP, not only does service communication facilitate information transfer, but trust and motivation are also developed between workers and students.

In general, it is concluded that the CNP Division of LP3I Jakarta Depok Campus has been successful in striving to institutionalize effective service communication in facilitating students' work readiness. Participatory and integrative communication used is combined with complementary digital and face-to-face methods. This practice not only enhances students' knowledge of the workplace, but also self-esteem, social skills, and

professionalism. CNP is an enabler for values that enables students to translate what they learn in school into actual competencies. As such, CNP's communication of service has served as a crucial factor to fill the gap

between working life and education life and sustain LP3I's mission as a vocational school focusing on employability and the quality of graduates who are employable.

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