Advancing Graduate in private universities; Developing Graduate Employability for a Challenging Labor

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Abstract:

This study aims to analyze the formulation of improving the quality of graduates carried out by universities in facing the world of work challenges. A qualitative case study type approach is used in this study. Interviews, observations and documentation are used as data collection media. The data analysis was carried out systematically, starting from data reduction, data presentation and conclusion. The study results show that the formulation of improving the output quality of STAI Al Maarif Way Kanan is carried out through planning, implementing and evaluating the quality improvement of graduates in a planned and systematic way with the principle of continuous improvement. This research provides implications for the importance of strategic management to create graduates who are competitive and ready to use.

Keywords: *Quality of Graduates, Higher Education, World of Work*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang menganalisis tentang formulasi peningkatan kualitas lulusan yang dilakukan oleh perguruan tinggi dalam menghadapi tantangan dunia kerja. Pendekatan kualitaif jenis studi kasus digunakan dalam penelitian ini. Interview, observasi dan dokumentasi dijadikan sebagai media pngumpulan data. Adapun analisis datanya dilakukan secara sistematis, yang dimulai dari reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa formulasi peningkatan kualitas output STAI Al Maarif Way Kanan dilakukan melalui perencanaan, implementasi dan evaluasi terhadap peningkatan kualitas lulusan secara terencana dan sistematis dengan prinsip continuous improvement. Penelitian ini memberikan implikasi tentang pentingnya manajemen strategi untuk menciptakan lulusan yang berdaya saing dan siap pakai.

Kata Kunci: *Kualitas Lulusan, Perguruan Tinggi, Dunia Kerja*

INTRODUCTION

Universities are essential in preparing human resource management for professional life (Munir & Iqbal, 2018; Wang et al., 2021; Dewulf et al., 2021). In their research, Mohamed & Yusoff (2021), Wahyudi (2022) and Sugiarti (2022) said that if the quality of tertiary institutions is good, they will be able to produce a quality workforce and have a great chance to succeed in the labour market. However, if not, it will increase unemployment in Indonesia. High unemployment does not only cause problems in the economic field but also in the social sector because of various problems such as poverty and social vulnerability (Avis, 2018). The problem of high graduate unemployment in Indonesia is caused by three main factors, namely; first, the difference between education and work in the results achieved; second, the imbalance between demand and supply of human services; third, the quality of human resources itself (Angraeni et al., 2019; Pambayun, 2021; Prasetyo, 2021).

This opinion is in line with research results from Suhandi et al. (2021) and Muryani et al. (2021), which say that the ability of college graduates significantly contributes to supporting graduate employment. Of course, all graduates want a job according to their area of expertise (Sugiarti, 2022). The education problem is still a particular concern for the government. This is because Indonesia's Education for All (EFA) Output Development Index is decreasing yearly. In 2011 Indonesia was ranked 69th out of 127 countries and declined compared to 2010 when it was in position 65. The index issued in 2011 by UNESCO was lower than Brunei Darussalam (34) and was four ranks away from Malaysia (65) (Wibowo, 2022).

Generally, the quality of the output of graduates from tertiary institutions in Indonesia still needs to be as expected (Hanun, 2021). As part of the national education system, higher education has a strategic role in shaping the nation's life and increasing the nation's competitiveness in facing globalization in all fields. Therefore, people's access to higher education must be increased (Rahayu, 2020; Septantiningtyas & Zainab, 2020). The government and the private sector have built a lot of tertiary institutions while still implementing affordability and equitable distribution of opportunities for quality higher education related to the community's interests. Current education must be oriented towards the world of work by paying attention to aspects of personality other than cognitive aspects. Education currently needs to be focused on life skills (Indriyanti, 2017). The government has made various efforts in the world of education, including the development of linkage and competition education and the development of competency-based education (Adhikary et al., 2021). Therefore, existing training must be based on the skills needed in work or business (Siswanto, 2021).

The Tarbiyah Department is very young in the Al Maarif Way Kanan STAI environment. However, STAI Al Maarif Way Kanan, through the Islamic Educational Management Department, must continually improve the quality of its educational process and strive to increase its importance in global competition. Both academic and infrastructure development have been invested in various ways to increase the level of mastery of science and technology graduates according to the needs of the times.

This institution equips its students with the skills and knowledge expected to produce graduates who can embrace the world of work based on the pedagogic skills acquired. Learning programs at the Islamic Educational Management Department grow like mushrooms from the ground during the rainy season. Therefore, the study program strives to ensure that its graduates can compete in the global arena. They not only have sich theoretical skills but must have reliable skills and high moral integrity, which is based on the values of monotheism.

Based on information from the Director of Academic, Student Affairs and Postgraduate Tarbiyah Subdivision (Head of Subdivision) of STAI Al Maarif Way Kanan, regarding the uptake of alums, STAI Al Maarif Way Kanan in the Islamic Education Management study program produced 167 graduates. Of the 167 people, some were absorbed in various jobs, and some were more open. The alum survey is intended to determine the work-related status of alums and should therefore be carried out.

Various kinds of work profiles of alums of the Islamic Education Management Study Program, namely, works as a teacher, employees in various private and state companies, and alumni (entrepreneurs) who open their businesses. The results of the study conducted by the researchers showed that graduates of these institutions have professions as employees or employees at BTPN Syariah, Village Offices, Inport Clothing Companies, Bawaslu Offices, Schools, CVs, PTs, Local Government, Housing, Regent's Office Housing, Amil Zakat Institutions, and others. Some start their own business. This diversification is caused by various factors such as minimum salary, an educational background that does not support employment and many other factors.

This phenomenon shows that education must focus on the skills needed in the world of work because the proportion of unemployed among those with education continues to increase. Considering that universities and the economy are always very competitive as labour absorbers, a quality workforce is needed, namely university graduates with sufficient knowledge, adequate work skills, and high willingness. To overcome this, it is hoped that universities can orient themselves to the competencies needed in the world of work so that there is a link between the knowledge offered in universities and the needs of the world of work and adjustments are needed. Therefore, this research aims to analyze the formulation of quality improvement of graduates carried out by tertiary institutions in facing the challenges of the world of work.

RESEARCH METHODS

The type of research used in this research is qualitative. Qualitative research obtains descriptive data from written words, spoken words, or observable human behaviour (Sugiyono, 2017). Researchers use qualitative research because the problems to be studied are extensive, complex, dynamic, and relevant, so it is impossible to use quantitative research (Masrukhin, 2015). In qualitative research, the researcher is the primary tool of the research process. Researchers seek to describe and understand social or societal phenomena regarding how people see themselves (learning from people) or as emic factors.

Data collection techniques used in this study include, first, the interview. This study conducted interviews using interview guidelines before going to the research location. The interview guide used uses the principle of open-end and probing questions. Second, observation is used to find and collect data. Third, documentation is intended to collect information, whether in manuscripts, policies, news, history, etc.

As for the data analysis, the researcher used the analytical method presented by Milles & Huberman (2014), namely; Data Reduction, in which the researcher summarizes, chooses the main things and focuses on something important, and looks for the theme and subject matter. Thus, the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection if needed. Second, Data Display, where the data after being reduced, the researcher displays the data through brief descriptions, charts, and relationships between categories. Third, Data Verification or conclusion. To conclude, the authors use an inductive analysis approach, which analyses data by highlighting specific facts or concrete events. Then from the specific facts, it can be concluded that it has a general nature.

RESULTS AND DISCUSSION
Output Quality Improvement Formulation

In carrying out government policies, STAI Al Maarif Way Kanan Higher Education collaborates with all stakeholders to improve tertiary institutions' quality to create output that is by their respective study programs.

Planning for Quality Improvement

Efforts continue to be made to improve the quality of tertiary institutions. One of the efforts made in the development of higher education quality assurance. With this quality assurance, quality culture must grow; how to set standards, apply standards, evaluate the standard implementation and try to improve standards (continuous quality improvement) continuously. Veri Triono (2021), Vice Chair 3 of STAI Al-Ma'arif Way, said that the quality system was developed through the internal quality management system (SPMI). Its development does cover not only academic aspects but also non-academic aspects. The SPMI policy is formulated and approved by the decision of the university chancellor after approval by the Senate. For private tertiary institutions, the SPMI strategy book must be approved by the organization's legal entity after obtaining approval from the university senate.

To improve quality, regulations are needed to create a management system that is credible, transparent, responsible, accountable and fair, provided that the management system operates effectively through a mutually agreed mechanism and can maintain and adapt all elements and higher roles (Hanh et al., 2020). Management is supported by organizational culture, which is reflected in the existence and implementation of rules, management selection process, faculty ethics, student ethics, faculty ethics, reward and punishment system, as well as instructions and service processes (administration, library, laboratory and studio) (Shimazoe, 2021; Deressa et al., 2022; Kaur Bagga, Gera, & Haque, 2022).

Management systems (inputs, processes, outputs and results, as well as the external environment that guarantees good management) must be formulated with clear rules and procedures, socially implemented, monitored and evaluated (Pendharkar et al., 2021; Altner et al., 2022). The implementation of Tata Pamong is related to applicable regulations, can be something other than a high-level tertiary institution, and has a high-quality awareness, reflecting an established and complete quality assurance system. Indeed, the quality assurance institution for STAI Al Maarif Way Kanan Higher Education is limited to implementing a competitive scholarship program where quality assurance is required.

The STAI Al Maarif Way Kanan Higher Education Quality Assurance System is a systematic effort to continuously improve the quality of higher education, expressed through the quality assurance operation cycle. This requires more comprehensive support and implementation to achieve national education goals and increase the competitiveness of Indonesia's human resources. The Quality Manual of STAI Al Maarif Way Kanan includes academic quality documents and non-academic quality documents, which are described as follows:
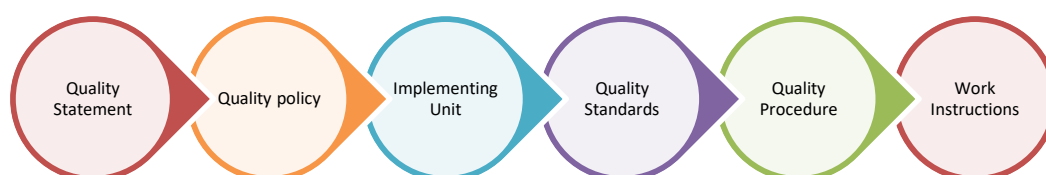

Figure 1. Quality Guidelines at STAI Al Maarif Way Kanan

In managing inputs to produce quality outputs, it is necessary to plan the quality management of Islamic tertiary institutions to increase inputs and outputs. Delivery and assessment methods are guidelines for teaching and learning activities in tertiary institutions. The curriculum is divided into the primary curriculum and the local (university) curriculum (Kılıç & Saygılı, 2022; Reniers et al., 2022). The primary curriculum is part of the national tertiary curriculum for each subject, which includes educational objectives, knowledge content and minimum skills that students must achieve after the end of the course. Meanwhile, the local (university) curriculum is part of the university curriculum, which is related to environmental conditions and needs and the university's specificity.

When developing the university curriculum, each institution adheres to the national educational standards of its respective degree programs and is supported by qualified instructors. Teachers must have the necessary qualifications to convey their knowledge to students. With the help of qualified and competent teaching staff, they facilitate the teaching of science and technology so that what is taught to students can be accepted and developed according to students' abilities in studying the disciplines they choose.

According to the Deed of Kurniawan (2021), as Chair of the Quality Assurance Institute said that in carrying out responsibilities, it is necessary to carry out research and supervision activities that are independent and objective which aim to maintain and improve the quality of academic activities. This activity must meet scientific quality standards efficiently, effectively and responsibly. Improvement function is implemented to help relevant departments better understand their situation and identify strengths and weaknesses in policies, practices and procedures to initiate improvement efforts. Continuous quality improvement.

The recruitment system, faculty qualifications, faculty competence and performance assessment systems, and career advancement systems must improve the quality of faculties. Faculty must also have high discipline and experience. Responsibility for the information provided to students.

STAI Al Maarif Way Kanan is a quality control university. The aim is to improve quality by setting initial criteria for all activities and spending funds at the university level. Negotiations before carrying out academic activities and other activities are carried out in advance, about three months before the activities are carried out. Negotiations with the President of the Foundation took place between the implementation of activities and during the implementation process monitored by the STAI Al Maarif Way Kanan Audit Team.

Implementation and World of Work Output

The elements prioritized in implementing the government's quality policy refer to three elements, namely quality assurance in the input element, which concerns the availability of implementation and evaluation procedures (Sasmito et al., 2020). It is necessary to carry out monitoring and evaluation as part of monitoring and supervising operational or operational education units according to standards. With monitoring and evaluation, the performance of training sessions is constantly monitored to make it efficient and functional (Ibrahim & Aljneibi, 2022)

Quality assurance is an input for the tight implementation of student selection and the use of quality assurance, the number of laboratories, and the availability of quality assurance institutions directly responsible for quality and ownership of accredited journals. According to a student at STAI Al Maarif Way Kanan, a good selection is needed to capture outstanding students and to improve the quality (quality) of prospective tertiary students in educational institutions. Prospective students who will register as STAI Al Maarif Way Kanan must meet the requirements and procedures for admitting new students that the campus has set according to the admissions pathway.

Student recruitment and selection system policies (taking into account the quality of academic results and reputation, as well as skills at previous levels of education, regional equality, financial ability and gender). The effectiveness of implementing a student recruitment and selection system to produce quality students is measured by the number of applicants, the percentage of applicants who meet the requirements, and the percentage of students who are accepted and accepted. In order to improve the quality of service and the quality of new

students, the registration and selection mechanism is constantly being evaluated and developed to predict developments and problems in this field immediately.

Another quality factor that receives special attention and management in quality assurance is learning. This quality learning element requires certainty because learning is an activity of the educational process, which is the key and primary task of higher education management. According to one of the leaders of STAI, Al Maarif Way Kanan said that; Regarding improving the quality of learning, I am very confident that the strategy of implementing quality management in Islamic tertiary institutions to improve the quality of graduates by increasing the learning achievement index, will be carried out continuously, from the time of admission of new students to the final stage of lectures.

Assurance of the quality of learning elements assumes that curriculum updates and teaching materials are guaranteed, lectures take place regularly, there are few study groups per class, and the frequency of lectures that lecturers can give for one semester (Juuti et al., 2021; Muslimatun, 2022). Besides that, STAI Al Maarif Way Kanan is also expected to carry out scientific development by combining scientific and religious academic values. So the presence of STAI Al Maarif Way Kanan is an inclusive scientific oasis amid global science and technology development.

Lecturers as learning implementers see learning elements as necessary quality assurance in IT-supported implementation and teaching materials (Jabbar & Hussin, 2019; Sudiyono et al., 2020). This element is considered to be the core of university administration. It could be because it focuses on the elements of learning and the quality of the lecturers. Faculty leadership has a relatively high view of the elements of input and learning, so the faculty leadership believes that quality assurance is needed for these elements. In contrast, the proportion of lecturers is considered an element of quality assurance in terms of qualifications, implementation of lecture assignments and several courses.

Evaluation and Relevance of Output Work

Quality assurance is the implementation of self-assessments and internal academic quality studies, especially in developing academic units (Elzagheid, 2019; Wahyudin et al., 2020). By conducting self-assessments and checking internal academic quality (Hignasari & Supriadi, 2020), all members of the education unit jointly understand all the advantages and disadvantages of educational institutions so that points of improvement and development can be implemented correctly, saving time towards success and achievement. Desired quality level.

Profile of Working Graduates

The participant profile below shows the number of alums of STAI Al Maarif Way Kanan whose whereabouts have been traced, namely around 70 out of 623 alums and 623 people whose whereabouts cannot be traced with certainty. After searching, the whereabouts of the alums could not be known due to several factors, such as alumni spreading to areas far from STAI Al Maarif Way Kanan, lack of communication between alums and many other factors. Among the 70

alums, they have 3 (three) different profiles: some are already working, some are not working, and some are temporarily continuing postgraduate studies (further education).

Out of the 70 alums of STAI Al Maarif Way Kanan, 53 alumni and 11 alumni still need jobs, and approximately six alumni continued their studies. This shows that the profile of working graduates will significantly impact the progress of tertiary institutions, especially in producing graduates who are ready to use and competitive.

Graduate Job Profile Analysis

The job search process takes time, and every job offer must be responded to promptly, so job seekers should find out whether the job will be accepted before starting the job search. All job seekers know that where job seekers have different waiting times. The quality of alumni says something about the quality of their education. To find out the quality of alums, this is, of course, reflected in the ability of alums to find jobs based on their educational background. To participate in work life. Various job descriptions for alum majoring in MPI STAI Al Maarif Way Kanan after studying at tertiary institutions include: Working as a teacher/instructor, working in various private and government companies, and alums who have opened their own business (enterprise).

The results of the tracer study obtained show that several alums of the Islamic Education Management study program, STAI Al Maarif Way Kanan, in 2018 and 2019 worked as Marketing Managers, Human Resources, Administrative Staff, Opening Their Businesses, Marketing, Supervisors, Partners, Teachers, Security Guard, Operator, Management, Regional Secretary, Head of Quality Assurance and others. This shows that the work profile of graduates is still not by the work profile of the Islamic Education management study program.

Curriculum relevance

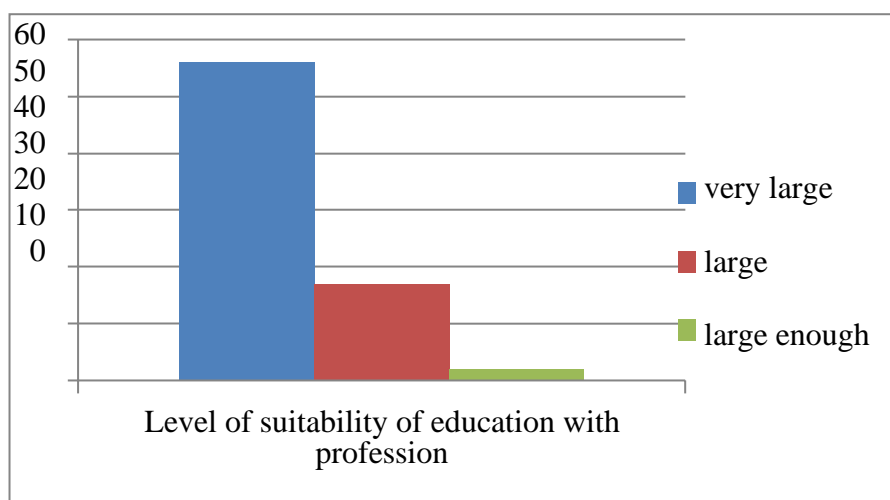The fit between education and work is described in the following Figure 2.

Figure 2. Educational Relevance

The distribution of respondents according to the suitability of their training and work involved shows that most alums consider the suitability of training and work. The suitability of work and training was considered very high by the majority of respondents. Namely, 56 people (65.9%), 17 people or 20.0% rated it high, while the answers were relatively high, between 2.4%, and a small number answered competence with knowledge of competence.

The results of this study are the results of research conducted by Sa'idah, which shows that 75.9% of former students work in the education sector, namely as teachers, where this work is their primary field. Higher education, namely education. Another field of activity is as an employee in a private institution.

The results of this study are also in line with the research conducted by Jailan, who found that according to the alums, the application of the knowledge gained during the training was felt to be by the work being done. H. even 98% said they matched (very close). Only 2% said they did not match.

Evaluation of learning methods

Evaluation of learning methods with demonstrations, practicum, fieldwork and discussions is presented in Figure 3.
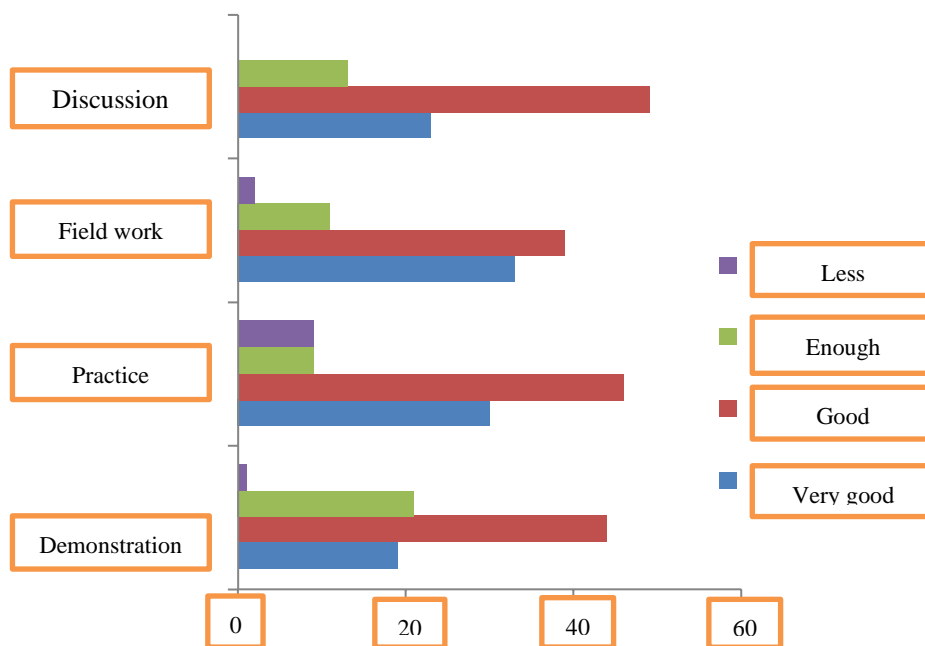

Figure 3. Evaluation of Learning Methods

Respondents' assessment of the demo-learning methodology shows that most alumni (51.8%) understand the applied learning methodology well, and 21% of alums think that the demo-learning methodology is quite good. Respondents' assessment of the learning methods in the practice questions showed that most of the former students (54.1%) had a good understanding of the learning methods applied, and no students had a poor understanding. Respondents' assessment of learning methods such as fieldwork indicated that most former students had an opinion about learning through fieldwork, indicating that no students had a wrong opinion. Moreover, the evaluation of the respondents' learning methods by discussion showed that most of the former

students (57.6%) had a good understanding of the learning methods applied, and no students needed a better understanding.

CONCLUSION

The formulation of Output Quality Improvement at STAI Al Maarif Way Kanan in the Islamic Education Management study program always makes continuous improvements, starting from the birth of excellent ideas for graduates of STAI Al Ma'arif Way Kanan, curriculum development, implementation to the evaluation stage, which is carried out in a planned and systematic. Through this, it is expected to produce ideal graduates and meet all parties' expectations.

Even though these efforts have been carried out in a mature, planned manner and involve various parties, several points still need to be carried out correctly. They can be realized according to joint expectations. This is caused by several internal and external inhibiting factors, which make the target not optimally achieved. However, the Institute has tried hard through self-assessment with the principle of continuous improvement.

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