



Analysis of the Relevance of Skills and Graduate Performance (Study at the Economic Education Study Program of the Open University)

Sri Sumiyati^{1*}, Fitra Jaya²

^{1,2} (Economic Education, Open University, Indonesia)

* Corresponding Author. E-mail: ¹oneng@campus.ut.ac.id

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Abstract

Penelitian ini bertujuan untuk 1) mengetahui keberadaan lulusan (alumni) serta menjalin komunikasi secara berkesinambungan dengan alumni pendidikan ekonomi, 2) Mengidentifikasi profil kompetensi dan keterampilan lulusan, 3) mengetahui relevansi pelaksanaan kurikulum dengan kebutuhan pasar tenaga kerja. Kajian analisis relevansi keterampilan dan kinerja ini merupakan penelitian deskriptif kualitatif, karena permasalahan yang dibahas dalam penelitian ini tidak berhubungan dengan angka, tetapi berkaitan dengan pendeskripsian, penguraian dan penggambaran suatu masalah yang sedang terjadi. Populasi dari penelitian ini adalah seluruh alumni program studi pendidikan ekonomi dari berbagai Angkatan dan seluruh perusahaan/Lembaga/instansi baik negeri atau swasta tempat alumni bekerja. Sampel dalam penelitian ini adalah alumni yang dapat dihubungi secara tatap muka maupun virtual. Pengambilan data dilakukan dengan cara menyebarkan angket tracer study secara langsung kepada para-alumni dengan cara: (a) mengirimkan angket ke alamat tempat alumni bekerja; (b) membagikan angket secara langsung kepada alumni ketika terdapat kegiatan alumni; (c) membagikan link angket tracer study kepada alumni. Data dianalisis untuk mendapatkan informasi dari para-alumni dan pengguna lulusan. Data ini dianalisis dengan menggunakan statistik deskriptif. Data yang dianalisis meliputi aspek-aspek seperti yang dijelaskan pada angket. Hasil analisis akan digunakan untuk melakukan perbaikan pada sistem pengelolaan Program Studi Pendidikan Ekonomi.

Keywords : *Relevansi Kurikulum, Profil Lulusan, Kompetensi Kerja, Treceer Studi*

Abstract

Abstract English version, written using Time New Roman-11, italic. Abstract contains research This research aims to 1) find out the whereabouts of graduates (alumni) and establish continuous communication with economic education alumni, 2) identify competency and skill profiles of graduates, 3) find out the relevance of curriculum implementation to labor market needs. This skill and performance relevance analysis study is a qualitative descriptive research, because the problems discussed in this research are not related to numbers, but are related to

describing, breaking down and illustrating a problem that is currently occurring. The population of this research is all alumni of economic education study programs from various classes and all companies/institutions/agencies, both state and private, where the alumni work. The sample in this research are alumni who can be contacted face to face or virtually. Data collection was carried out by distributing tracer study questionnaires directly to alumni by: (a) sending questionnaires to the address where the alumni work; (b) distribute questionnaires directly to alumni when there are alumni activities; (c) distribute the tracer study questionnaire link to alumni. Data is analyzed to obtain information from alumni and graduate users. This data was analyzed using descriptive statistics. The data analyzed includes aspects as explained in the questionnaire. The results of the analysis will be used to make improvements to the management system of the Economic Education Study Program.

Keywords : Curriculum Relations, Graduate Profile, Work Competence, Study Schedule

Introduction

The economic education study program is one of the study programs under the management of the Open University Faculty of Teacher Training and Education (FKIP). The Economic Education Undergraduate Study Program was established on September 4 2003. The economic education study program has played an active role in the development of science and technology in the field of economic education through an open and distance education system. In its development, economic education study programs are required to always evaluate themselves, improve the quality of learning services, and their relevance in developing human resources (HR) in the era of globalization. Improvements in efforts to improve learning services have also been implemented in both academic and non-academic fields as concrete steps to equip graduates with knowledge and skills in accordance with the demands of current developments. Graduates who have high abilities and are adaptive in the current era of digitalization are a reflection of good study program management in providing services to the community (Amrin, 2021; Setiaji, Setiaji, & Rinawati, 2022).

The aim of establishing the economics education study program is (1) to provide access to world-quality higher education for

economics educators through the implementation of various PTTJ programs. (2) Producing professional economics educators who are able to take part globally. (3) Expanding access to community participation in sustainable education in order to create a knowledge-based society. (4) Producing academic products in the fields of education and economic science, as well as distance learning. (5) Improving the quality and quantity of research and development in the fields of education and economic science, as well as PJJ. (6) Utilize and disseminate the results of studies in the fields of education and economic science, as well as PJJ. (7) Increasing partnerships and cross-cultural cooperation networks to strengthen national unity and integrity. In an effort to achieve this goal, the study program has carried out curriculum branding by involving various agencies, both domestic universities and foreign universities, as well as carrying out alumni tracker study activities in an effort to assess the need for learning services to support the achievement of graduate competencies required by the national and international job market.

The implications of implementing a tracker study for alumni are expected to provide accurate and relevant information to evaluate the performance of study programs in producing graduates in a

certain year period. The information obtained from these activities is intended to identify indicators of weaknesses or deficiencies in the implementation of learning services provided by the study program as well as as a basis for developing a strategic framework for developing study programs in the future (Akram, & Djumaidi, 2020; Syafiq, 2023) . The elements of professionalism which include career, status, income and other information from alumni are very necessary. Another important thing is related to the relevance of the study program to the world of work, such as the relationship between skills and knowledge and the needs of the world of work (Nurhajati, & Bachri, 2017) . Rapid changes in the field of technology also contribute to influencing the needs of the world of work which has become very dynamic, therefore study programs are required to always improve, adapting to the needs for knowledge and skills in accordance with changing times. In this activity, alumni will also participate to provide input or assessments related to the learning conditions they have experienced and the needs of the world of work they are currently facing (Wijaya, 2018).

The data obtained from this relevance analysis can be useful for study program managers and users of Open University Bachelor of Economics Education graduates. For study program managers, the data obtained can be used as a means of reflection to make improvements and determine strategies oriented towards developing the quality of distance learning services in economic education study programs. Meanwhile, for graduate users, the results of this study can be used as a reference or consideration for whether stakeholders will use graduates as teaching staff or in other professions that are relevant to the study program competencies. It is also hoped that the results of this research can be used as

consideration in developing the quality of the learning process and evaluating learning as well as developing educational management.

Relevance analysis activities in economic education study programs have been carried out continuously. Web-based information systems and digital learning media have also been widely developed in an effort to provide maximum learning services to all students throughout the country. In order to expand stakeholder input in the relevance analysis/trace study framework, this tracer study activity needs to be expanded to include the role of stakeholders who have a significant role for alumni. Based on the description of the problem, the researcher wants to conduct research with the title Relevance Analysis of the skills and performance of graduates in the Open University Economic Education Undergraduate Study Program.

Method

This tracer study is a qualitative descriptive research. This type of research includes detailed research on a particular subject over a certain period of time with sufficient depth and comprehensiveness including the environment and past conditions. The population of undergraduate students graduating from the Economic Education Study Program for the Open University Tracer Study in 2019 - 2020 was 311 people, namely all graduates of the Bachelor of Economic Education/PEKO-PIPS-FKIP-UT study program spread across 34 UPBJJ-UT. Meanwhile, the sample is undergraduate graduates from the Economic Education Study Program who graduated starting in 2019, the sample is student graduates in the PEKO undergraduate study program spread across 10 UPBJJ-UT. Based on this sample, the Economic Education Study

Program/PEKO selected respondents in 5 (four) UPBJJ, namely: UPBJJ-UT Bogor, UPBJJ-UT Purwokerto, UPBJJ-UT Surakarta, UPBJJ-UT Palembang, UPBJJ-UT Jambi) to conduct surveys and confirmations to the graduates/alumni.

The steps for this research consist of 1) Preparation including: objective of the alumni survey, alumni contact data, alumni contact updates, invitation letter, re-check and re-test as well as documentation, 2) Implementation includes sending invitations, sending surveys, sending reminders, surveys closed and documentation, 3) Post-Field includes: data cleaning and coding, data analysis, tables, reports, method reports and documentation. The instrument was developed by the 2019 UT Study Tracer Team involving expert reviewers from UT. The development of the 2019 UT Tracer Study research instrument went through several stages, namely: 1) Development of a research instrument grid which was used as a reference for making research instruments in the form of questionnaires and interview guides, 2) Creation of research instruments by the 2019 UT Tracer Study Team based on the grid has been designed, 3) Verification of the research instrument by review of the various study programs involved and from the Tracer Study expert team from other agencies, 4) Revision of the questionnaire based on the verification results, 5) Trial of the questionnaire at UPBJJ-UT, 6) Analysis of the instrument test results try, 7) Revise the instrument based on the results of analysis and verification. And 8) Finalization of instruments and duplication.

The instrument is divided into 9 sections which generally discuss the following matters: 1) Profile of UT graduates, 2) Learning Experience at UT, 3) Position and role of UT graduates in the workforce and society, 4) Quality of performance of UT graduates in their

assignments and position, 5) Competitiveness of UT graduates in employment and further study, 6) Competency of Graduates, 7) Satisfaction of UT graduates with the knowledge they have obtained compared to the needs in their work, 8) Experience and Expectations of Further Study, and 9) Communication between alumni and between alumni and institutions. Data collection was carried out in two ways, namely filling out questionnaires and interviews. Filling out the questionnaire was carried out on selected sample graduates, graduate superiors, and fellow graduates.

Results and Discussion

Research Result

Survey Results of Economic Education Graduates/Alumni

Based on the results of filling out the questionnaire distributed to alumni of the 2019 – 2020 Economic Education Study Program, you can see a picture of the profile of graduates of Economic Education Study Program students as follows:

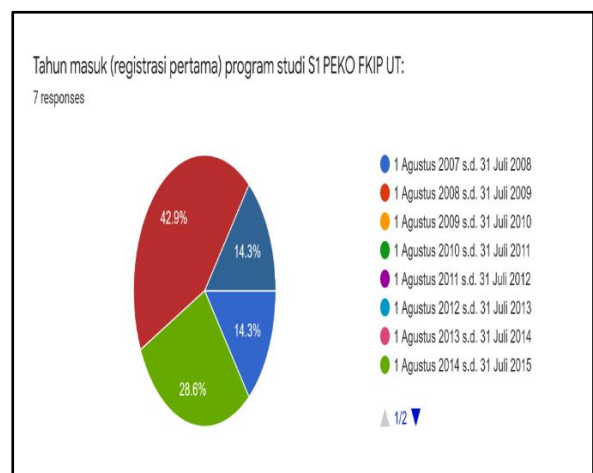


Figure 1.
Year of Entry to the Open University
Economic Education Study Program

Based on Figure 1, it can be seen that most respondents fell in the range from 1 August 2008 to 31 July 2009, namely 42.9%, then respondents who fell into the range from 1 August 2014 to 31 July 2015 were 28.6%, then they fell into the range 1 August 2014 to 31 July 2015. 2007 to 31 July 2008 and 1 August 2012 to 31 July 2014 were 14.3% each.

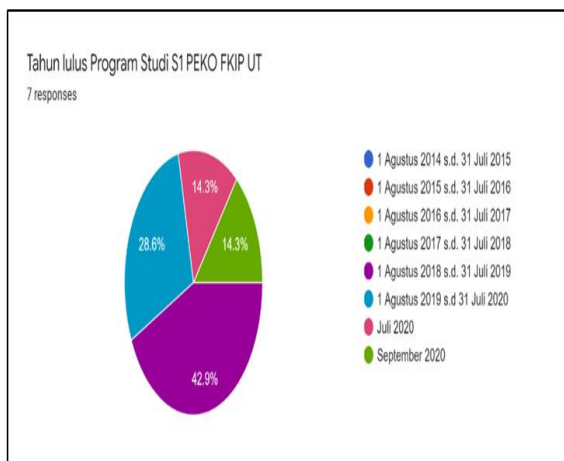


Figure 2.
Graduation Year of the Open University Economic Education Study Program

Based on Figure 2, it can be seen that the highest number of students graduating from the Economic Education Study Program was 1 August 2018 to 31 July 2019, namely 42.9%, then in the range 1 August 2014 to 31 July 2015, namely 26.6%, then in the range July 2020 and September 2020, namely 14.3% each.

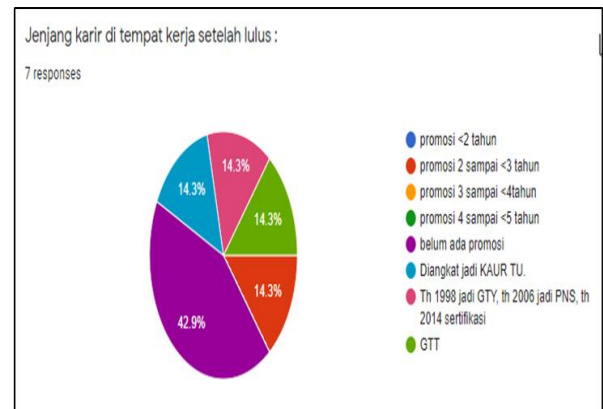


Figure 3.
Career Path in the Workplace After Graduation

Based on Graph 3 above, it can be seen that the profile of career paths in the workplace after graduation is dominated by 42.9% who have not had a promotion and the rest were appointed as TU leaders, in 1998 they became GTY, in 2006 they became civil servants, in 2014 they were certified, non-permanent teachers, and promotions 2 to < 3 years, namely 14.3% each.

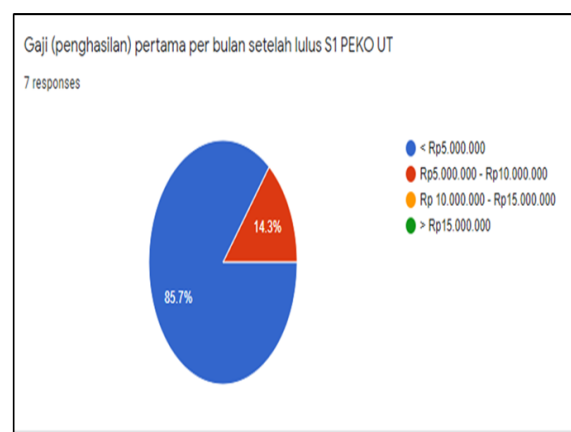


Figure 4.
First salary per month after graduating from Bachelor of Economics Education at the Open University

Based on Graph 4 above, it can be seen that the first salary per month after graduating from the Open University

Bachelor of Economics Education is at most < IDR 5,000,000, which is 85.7% and the remaining is IDR 5,000,000 – IDR 10,000,000, which is 14.3%.

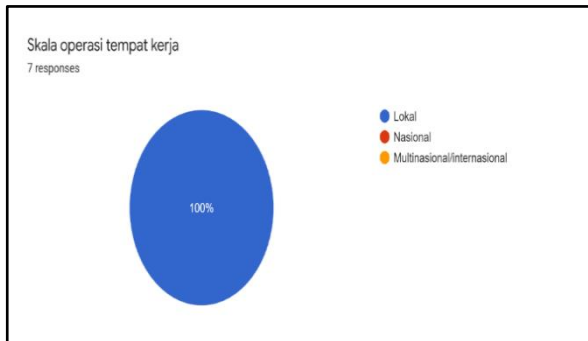


Figure 5.
Scale of Workplace Operations

Based on Figure 5 above, it can be seen that the scale of operation of workplaces for graduates of the Open University Economic Education Study



Program is 100% local scale.

Figure 6.
Profile of Entrepreneurial Graduates

Based on Figure 6, it can be seen that 85.7% of graduates of the Economic Education Study Program are not entrepreneurs and only 14.3% are entrepreneurs with legal entities.

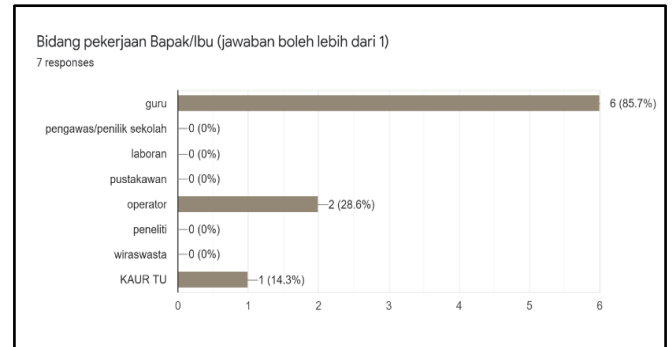


Figure 7.
Field of Work for Open University
Economics Education Alumni

Based on Figure 7, it can be seen that Open University Economics Education Alumni work as teachers, namely 85.7%, then as operators, namely 28.6% and as Head of Administrative Affairs, 14.3%.

**User Survey Results from Open University
Economics Education Graduates/ Alumni**

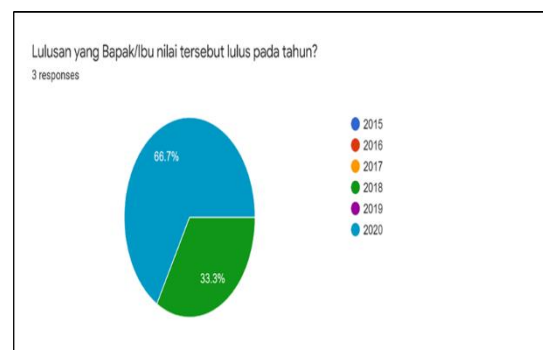


Figure 8.
Graduates Working in Users
Based on Figure 8, it is known that the majority of graduates working in the user area were 66.7% in 2015 and 33.3% in 2018.

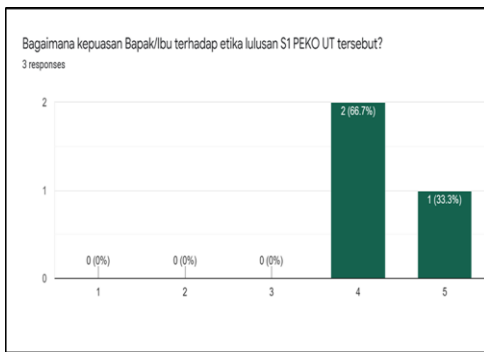


Figure 8.

Level of User Satisfaction of Open University Economics Education Alumni with Ethical Competence

Based on Figure 8, it can be seen that 66.7% of Open University Economic Education Alumni users are satisfied with their ethical competence and 33.3% are very satisfied with their ethical competence.

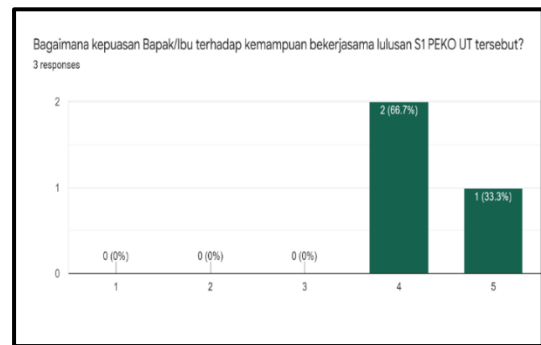


Figure 10.

Level of User Satisfaction of Open University Economic Education Alumni with Collaboration Ability

Based on Figure 10, it can be seen that 66.7% of Open University Economic Education Alumni users are satisfied with their collaboration abilities and 33.3% are very satisfied with their collaboration abilities.

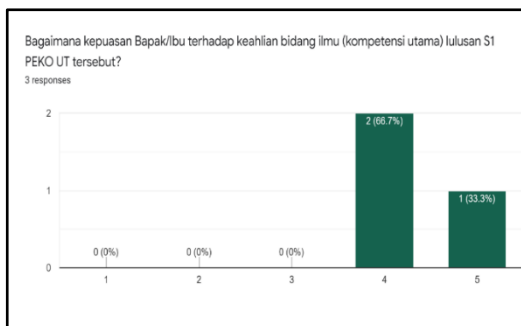
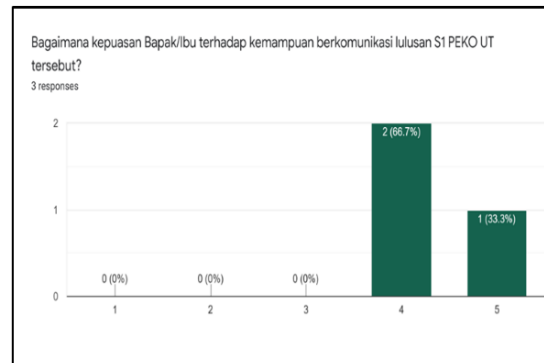


Figure 9.

User Satisfaction with Alumni Science Competencies

Based on Figure 9, it can be seen that 66.7% of Open University Economic Education Alumni users feel satisfied with their competence in the field of science and 33.3% feel very satisfied with their competence in the field of science.

Figure 11.



Level of User Satisfaction of Open University Economics Education Alumni with Communication Skills

Based on Figure 11, it can be seen that 66.7% of Open University Economic Education Alumni users are satisfied with their communication skills and 33.3% are very satisfied with their communication skills.

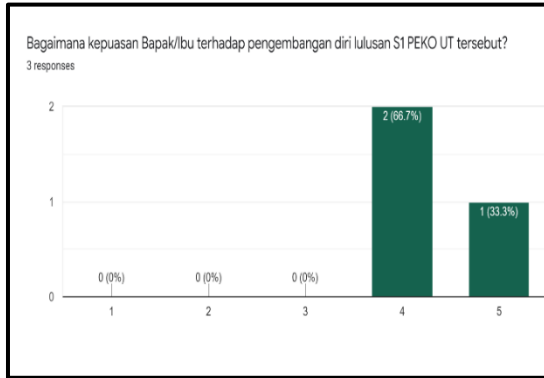


Figure 12.

Level of User Satisfaction of Open University Economics Education Alumni with Personal Development Abilities

Based on Figure 12, it can be seen that 66.7% of Open University Economic Education Alumni users are satisfied with their self-development abilities and 33.3% are very satisfied with their self-development abilities.

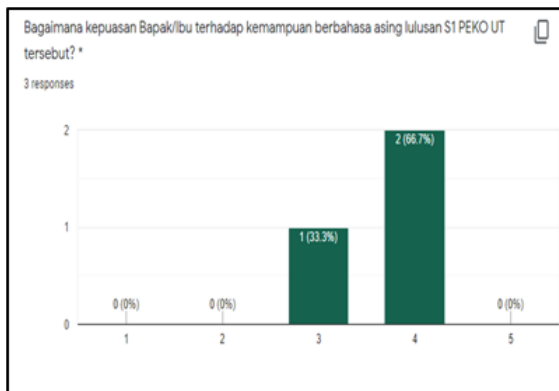


Figure 13.

Level of User Satisfaction of Open University Economics Education Alumni with Foreign Language Skills

Based on Figure 13, it can be seen that 33.3% of Open University Economics Education Alumni users are quite satisfied with their language skills and 66.6% are satisfied.



Figure 14.

Level of User Satisfaction of Open University Economics Education Alumni regarding the Ability to Use Technology

Based on Figure 14, it can be seen that 66.7% of Open University Economic Education Alumni users are satisfied with their ability to use technology and 33.3% are very satisfied with their ability to use technology.

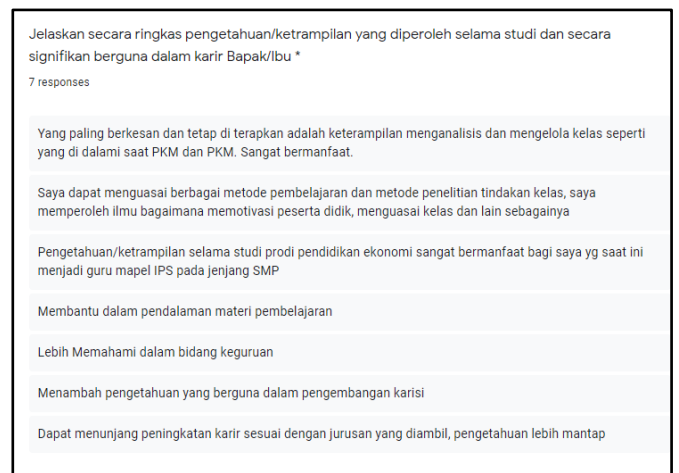


Figure 15.

Brief description of skills acquired by alumni during their studies that are useful in their careers



Figure 16.
Prominent Advantages of Open University Economics Education Graduates

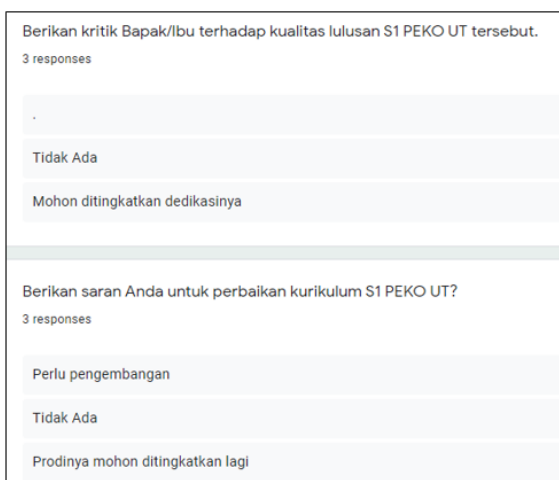


Figure 17.
Criticism of the Quality of Open University Economics Education Graduates

Results of Survey of Economic Education Study Program Partners

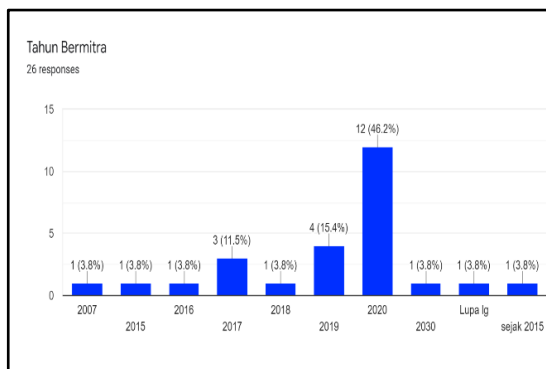


Figure 18.
Years of Partnering

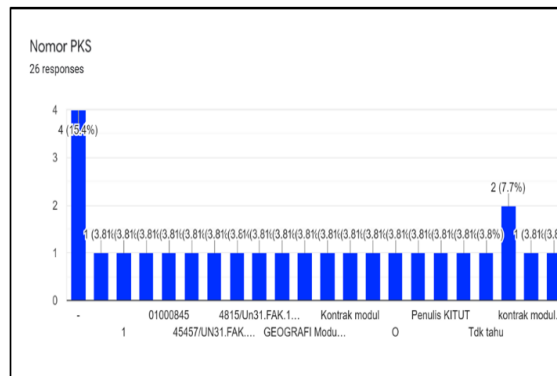


Figure 19.
Cooperation Agreement Number



Figure 20.
Collaboration Aspect

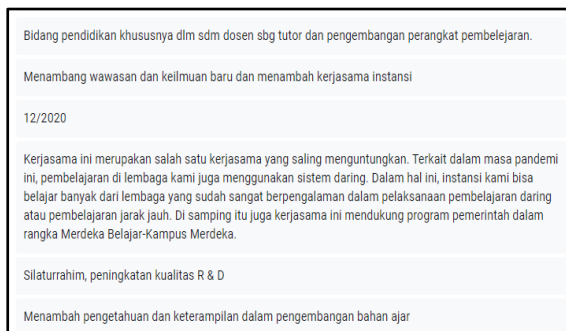


Figure 21.
Collaboration in the Education Sector

Discussion

Based on the results of this research, it can be understood that in the curriculum development process, many problems are faced, which require separate considerations and solutions in developing the curriculum (Anggraini et al, 2022). General principles of curriculum development so that the curriculum can function as a guide in the implementation of education, there are a number of principles

in the development process. Below we will explain the general principles in curriculum development , namely the principle of relevance (Harahap, 2020; Arifin, 2015).

Tracer Study or tracing study, often referred to as an alumni survey or "follow up" survey, is a study of alumni of higher education providing institutions. This research study is useful for finding out how much higher education alumni are able to take part in development according to the relevance of their education (Fernandy, Ali, & Juwono, 2023; Setiyadi, 2023).

According to the Oxford Advanced Learners Dictionary, alumni are former students or students at a particular school, institution or university. Meanwhile, according to the Big Indonesian Dictionary, alumni are people who have attended or graduated from a school or college (Khair, Astuti, & Khairina, 2016).

Professionalism shows the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in carrying out work in accordance with their profession (Yohamineti et al, 2023). Professional abilities for a teacher are very essential. Teachers' professional abilities include 4 (four) aspects, namely: (a) ability to plan teaching and learning programs, (b) ability to implement and lead/manage the teaching and learning process, (c) ability to assess the progress of the teaching and learning process, and (d) ability mastering the study material, in the sense of mastering the field of study or subject held. A teaching staff cannot be said to be a professionally qualified teacher without mastering these four aspects (Rafi, I., & Sabrina, 2019).

Conclusion

Based on the results and discussion above, the author can draw conclusions: 1)

Tracer Study or tracing study, often referred to as alumni survey or "follow up" survey, is a study of alumni of higher education providing institutions, 2) Professionalism shows the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in carrying out work in accordance with their profession , and 3) The results of the analysis of the relevance and performance of Open University Economics Education alumni show that it is very relevant where the majority of alumni work as teachers. Apart from that, alumni performance is based on survey results towards users where users feel satisfied.

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