Injuruty: Interdiciplinary Journal and Humanity
Volume 3, Number 1, January 2024
e-ISSN: 2963-4113 and p-ISSN: 2963-3397

THE INFLUENCE OF GRADUATES' COMPETENCE FROM UNIVERSITAS DARUSSALAM GONTOR ON THE RELEVANCE LEVEL BETWEEN FIELDS OF STUDY AND EMPLOYMENT

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Abstract

The success of higher education institutions is often measured by their competitiveness and the quality of their graduates in the job market. The concept of competitiveness, particularly in terms of educational relevance, is a fundamental consideration outlined in Law No. 12 related to higher education. One of the mechanisms for assessing this educational relevance involves conducting tracer studies among graduates. The objective of this research is to examine the individual (partial) and combined (simultaneous) effects of Grade Point Average (GPA) and Academic Supporting Credit for Students (AKPAM) on the alignment between graduates' fields of study and their subsequent employment. This study focuses on alumni from Darussalam Gontor University in the year 2019. The research is conducted through a survey-based approach, and the data collected through tracer study questionnaires. The findings indicate that while GPA exhibits an insignificant influence on the degree of alignment between fields of study and employment, AKPAM significantly affects this alignment. Moreover, when considered together, both GPA and AKPAM exert a significant influence on the alignment between graduates' fields of study and their employment choices.

Keywords: GPA, AKPAM, Treasure Study

INTRODUCTION

Universitas Darussalam (UNIDA) Gontor stands as a prominent center for Islamic boarding school-based higher education in Indonesia. As an institution characterized by its pesantren (Islamic boarding school) values, UNIDA Gontor plays a pivotal role in nurturing accomplished student-scholars who can excel amidst global challenges. Therefore, UNIDA Gontor must adopt strategic approaches to fulfill this mission, aiming to elevate academic quality while concurrently enhancing the caliber of graduates who can competitively engage in the realms of knowledge and technology (Prasetiyo, 2020). These graduates are envisioned to possess virtuous character and morals, equipping them to become future leaders. The measurement of graduate quality is accomplished through the alumni tracing process, commonly known as a tracer study (CALIBO & CABALLERO, 2017). This empirical research seeks to provide insights into the educational quality at Unida Darussalam University. The effectiveness of the tracer process is assessed through the gathering of information about the alumni, encompassing their professionalism, knowledge, and expertise. This data is then linked with the university's curriculum, establishing a feedback loop that influences academic programs and the university itself (Rifandi, 2013; Rutherford et al., 2012). The outcomes of tracer studies, as evaluated at Unida Darussalam Gontor, facilitate an efficient, effective, and productive educational journey, ultimately enhancing the competitiveness of UNIDA Gontor's graduates (Julaeha, 2016).

Furthermore, observing this tracer study process, the researcher has formulated several inquiries regarding the relationships among the variables within the tracer study. Firstly, whether Grade Point Average (GPA) influences the alignment level between field of study and occupation; secondly, whether Academic Supporting Credit for Students (AKPAM) affects the level of alignment between field of study and occupation; and thirdly, whether there is a combined effect of IPK and AKPAM on the alignment level between field of study and

occupation. The primary aim of this research is to ascertain the level of relevance between employment and educational background, and to assess graduates' competencies. Given the phenomenon of alumni tracing, the researcher has chosen to conduct a study titled "Analysis of the Influence of Competence among 2019 UNIDA Gontor Graduates on the Relevance Level between Fields of Study and Employment (UNIDA, 2019).

The enhancement of alumni competencies is often discerned through tracer studies. In theory, competence comprises a combination of knowledge, values, skills, and attitudes reflected in thinking and actions (Mulyasa, 2019). Arifin defined competence as a unique fusion of knowledge and skills. Meanwhile, according to Employment Law No. 13 of 2003, competence is defined as an individual's work capability, encompassing knowledge, skills, and work attitudes in alignment with established standards. Sadjad et al., (2002) contended that relevance is the crucial determinant of the existence of an educational institution. Tritjahjo proposes that the enhancement of higher education relevance can be achieved through a series of activities involving education, teaching, research, and community service (Tritjahjo, 2005). Regarding performance theory, Aslami et al., (2018) states that performance is the outcome of both physical and non-physical job execution. Similarly, Anwar et al., (2016) aligns performance with the concept of "performance," essentially depicting the realization of tasks as a responsibility and the actualization of possessed competencies.

The analysis of the influence of 2018 UNIDA Gontor Graduates' Competence on the Relevance Level between Fields of Study and Employment has emerged as a distinctive phenomenon within tracer study research. Here are some relevant studies found in the literature: A comparative analysis of tracer study results in the international relations and public administration programs (Fanani et al., 2017).

The objective of the above study was to address issues related to graduates' absorption into the job market and the waiting period for alumni to secure employment after completing their studies. The findings revealed that the international relations and public administration programs were considered priorities among six prominent universities in East Java. The research outcomes suggested the opening of international relations and public administration programs as an effort to develop the Faculty of Social and Political Sciences at the Islamic State University of Walisongo.

RESEARCH METHOD

This research was conducted using a quantitative approach, wherein a survey was administered to a cohort of alumni, constituting both the population and sample under investigation (Sugiyono, 2020). The study was executed in February 2021, entailing the dissemination of a tracer study questionnaire to the alumni of UNIDA Gontor who graduated in 2019. Secondary data, obtained from an auxiliary source as an archival repository of UNIDA Gontor's tracer study institution, was the principal data type utilized. This secondary data encompassed the outcomes derived from UNIDA Gontor's 2019 tracer study. For data collection, a tracer study research instrument was employed. The university systematically dispatched the instrument to all alumni of the 2019 cohort via an online submission portal. Respondents, comprising alumni, diligently responded to the tracer study questionnaire within the stipulated time frame. The research encompassed a population comprising alumni of UNIDA Gontor's 2019 graduating class. Furthermore, the sampling procedure adopted a probability sampling technique, specifically employing a stratified random sampling methodology across the diverse faculties of UNIDA Gontor. This process entailed the random selection of participants from each distinct data subgroup or category. The total cohort of alumni graduating in the year 2019 amounted to 496 individuals. The determination of the

sample size was executed employing the Slovin formula, resulting in a final sample size of 205 alumni. Three operational definitions were derived from various research variables in this study, namely:

Table 1: Operational definitions of variables

Variabel	*Definition*	*Scale*
GPA (X1)	GPA is the cumulative value of course grades received by a student over the entirety of their academic semesters.	Ordinal
AKPAM (X2)	AKPAM is a numerical value or point system assigned by the university to recognize and quantify the participation of students in designated activities throughout their academic semesters.	Ordinal
The Level of Relevance Between Field of Study and Employment (Y)	The level of alignment of alumni performance after graduation with the competencies acquired in their respective study programs	Ordinal

The purpose of the analysis in this study is to determine the extent of the influence of GPA and AKPAM on the level of relevance between student performance and their respective study programs. Several analyses utilized in this study are outlined as follows:

Assumption Tests

a. Normality Test

The normality test aims to assess the regression model for the presence of disturbances or residuals within its normal distribution (Ghozali, 2013). Just like the T and F tests, it assumes that the residual values follow a normal distribution. Any violations could render the statistical testing process invalid.

b. Multicollinearity Test

The multicollinearity test serves the purpose of examining the regression model for correlations among independent variables. An ideal regression model should ideally show no significant correlations among independent variables.

c. Heteroskedasticity Test

Heteroskedasticity testing aims to evaluate the regression model for unequal variance of residuals across different observations. If the residual variances remain constant, it is referred to as homoskedasticity, while if they differ, it is referred to as heteroskedasticity. A model is considered sound when it exhibits homoskedasticity or the absence of heteroskedasticity.

d. Linearity Test

The linearity test is employed to determine if the regression model can be approximated by a linear equation. This test is utilized as a prerequisite for linear regression correlation analysis (Lupiyoadi & Ikhsan, 2015).

Multiple Linear Regression Analysis

Multiple regression analysis in this study aimed to ascertain the correlation between independent variables and the dependent variable. The multiple linear regression equation is outlined as follows:

$Y = a + b1X1+b2X2 + e$

Where:

- (Y) = The Level of Relevance
- (a) = Constant term
- (b1) & (b2) = The regression coefficients
- (X1) = GPA
- (X2) = AKPAM
- (e) = The standard error

Hypothesis Testing

a. F-Test (Simultaneous Test)

The simultaneous test of regression coefficients, also known as the model test, assesses the joint significance of the regression coefficients. The test statistic used for this purpose is the F-statistic, computed using the formula.

b. T-Test (Partial Test)

The partial test calculations essentially analyze the extent to which each individual independent variable affects the dependent variable. To establish and understand the individual influence of each independent variable on the dependent variable, a T-test is employed.

c. Coefficient of Determination Test

The coefficient of determination ***R*** is also known as the multiple coefficients of determination, closely resembling the ***r2*** coefficient. While ***R*** is nearly identical to ***r***, they are not the same in terms of their function (except in simple linear regression). ***R*** elucidates the portion of variance in the dependent variable ***Y*** explained by the independent variables (X1, X2, ..., Xk) successively.

d. The Theoretical Framework

Drawing upon the presented literature review, the theoretical framework of this research can be depicted as follows:

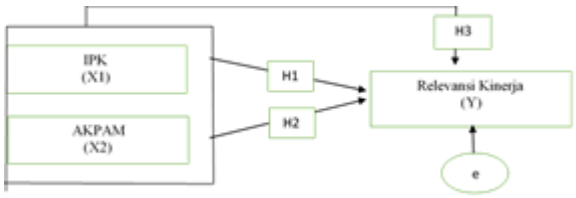

Figure 1. Theoretical Framework

Information:

- (E) : Error
- (H1) & (H2) : Partial Effects
- (H3) : Simultaneous Effect

RESULT AND DISCUSSION

The 2020 tracer study conducted by UNIDA Gontor focused on the alumni from the 2019 graduating class. This investigation was executed in line with the University of Darussalam Gontor's utilization of the TS-1 system to delineate the study's subject. Notably, the 2019 batch of alumni constituted a total of 495 individuals. From this cohort, 374 alumni completed the questionnaire, yielding a response rate of 75.5%. This level of participation is particularly commendable, considering that this tracer study marks the second instance of its execution at UNIDA Gontor.

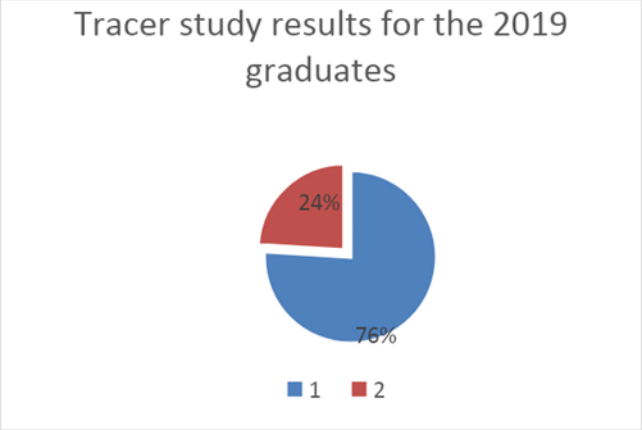

Figure 2. Achievements of the 2019 Tracer Study

The envisaged total number of respondents for the tracer study was 495 individuals. Nevertheless, an analysis of the illustrated outcomes indicates that 374 participants (75.5%) diligently completed the questionnaire, while the remaining 121 individuals (24.5%) abstained from participation. The significant figure of 75.5%, indicating the proportion of respondents who engaged with the tracer study questionnaire, surpassed those who refrained from participation. This outcome serves as an attestation to the ongoing interest of alumni in the tracer study initiatives orchestrated by UNIDA Gontor.

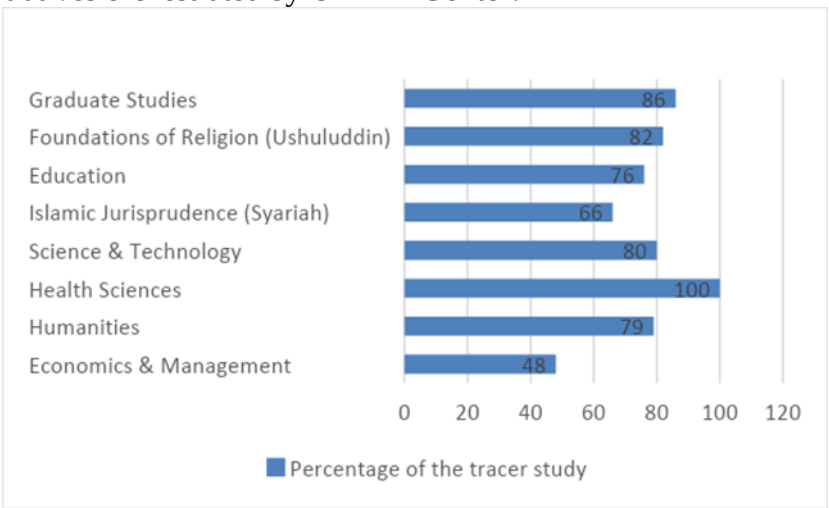

Figure 3. The percentage of tracer study achievements from each faculty

Figure 3 illustrates the attainment levels of the UNIDA Gontor tracer study, revealing the following outcomes: The Faculty of Health Sciences has successfully reached its target, achieving 100% response rate from the alumni who participated in the study, indicating complete questionnaire submission. Similarly, the faculties of Graduate Studies and Science & Technology have achieved commendable percentages, with 86% and 80% respectively. In contrast, the Faculty of Economics and Management demonstrates a comparatively lower engagement, with a response rate of 48%.

Classic Assumption Test

Table 2. One sample kolmogorov smirnov test

			Unstandarized residual
N			205
Normal parameter[a,b]	Mean		.000000
	Standar deviasi		.68559480
Most extreme differences	Absolute		.087
	Positif		.087
	Negatif		-.061
Test statistic			.087
Asympt . sig. (2 taoled)			.001[c]
Monte carlo. sig. (2 tailed)	sig.		.080[d]
	99% Confidence Interval	Lowe Bound	.073
		Upper bound	.086

Information:

- Test for Normal Distribution
- Data Analysis and Computation
- Employing the Lilliefors Significance Correction
- Conducted using SPSS version 22 (2021)

Table 2 above demonstrates the outcomes of the normality test conducted through the Monte Carlo approach, yielding a two-tailed significance value of 0.080. Consequently, the normality test outcomes carry significance in relation to the Kolmogorov-Smirnov method, surpassing the 0.05 threshold. As a result, it can be reasonably inferred that the research dataset conforms to a normal distribution.

Multicollinearity Assumption Test

Table 3. Multikolinearitas Assumption Test result

Coefficients			
		Collinearity statistics	
Model		Tolerance	Vif
1	AKPAM	.989	1.011
	IPK	.989	1.011
Dependent variable: Relevance			

The results of the multicollinearity test presented in Table 3 indicate that each variable exhibits a tolerance value exceeding 0.10, alongside a VIF value below 10. Specifically, for the variable X1 (AKPAM), the tolerance value is recorded as 0.989, and for X2 (GPA), it also stands at 0.989, both surpassing the minimum threshold of 0.10. Additionally, the VIF values for X1 (AKPAM) and X2 (GPA) are calculated as 1.011 for each variable, both falling well below the 10 benchmarks. Consequently, it can be deduced that the employed regression model is devoid of multicollinearity concerns.

Heteroscedasticity Assumption Test

Table 4. Heterokedastisitas Assumption Test Result

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std.Error	Beta	t	Sig.
1	(constans)	.140	.592		.236	.814
	AKPAM	.083	.059	.100	1.415	.159
	IPK	.067	.171	.027	.389	.698

a. dependent variable: res_abs

The outcome of the heteroscedasticity test, conducted through the Glejser method, yielded a notable significance for the independent variables X1 (Akpam) and X2 (GPA), surpassing the established threshold for heteroscedasticity significance with values exceeding 0.05. This observation indicates the absence of heteroscedasticity indications.

Linierity Test

Table 5. Linierity Assumption Test of AKPAM

			Sum of squares	df	Mean Square	F	Sig.
RELEVANCE * AKPAM	Between Groups	(Combined)	95.368	108	.883	2.238	.000
		Linearity	37.362	1	37.362	94.681	.000
		Deviation from Linearity	58.006	107	.542	1.374	.057
	Within Groups		37.883	96	.395		
	Total		133.25	204			

Table 6. Linierity Assumption Test of GPA

			Sum of squares	df	Mean Square	F	Sig.
RELEVANCE * GPA	Between Groups	(Combined)	31.867	108	.540	.772	.870
		Linearity	.370	1	.370	.529	.468
		Deviation from Linearity	31.497	107	.543	.777	.863
	Within Groups		101.384	145	.699		
	Total		133.251	204			

The outcomes of the linearity test, as presented in Table 5 and Table 6, indicate that the deviations from linearity for variables X1 (AKPAM) and X2 (GPA) are statistically significant. Hence, based on these findings, it can be inferred that the appropriate model for the data is indeed a linear model.

Multiple Linear Regression Analysis

Table 7. Multiple linear regression analysis method

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	Constant	.613	1.095		.560	.576
	IPK	-.012	.316	-.002	-.038	.970
	AKPAM	.958	.109	.530	.530	.000

a. Dependent Variable : RELEVANSI

The multiple regression table in table 7 above produces the following multiple linear regression equation:

Y = 0.613 – 0.12)X1 – 0.958 X2 + e

Test the F test hypothesis

Table 8. F Test Result

Anova[a]				
Model	Sum of squares	df	Mean square	F
1 Regression	37.363	2	18.681	39.355
Residual	95.888	202	.475	
Total	133.251	204		

a. Dependent variabel: Relevansi
b. Predictors: (constant), Akpam, GPA

The outcomes presented in Table 8 unveil compelling insights. The calculated F value of 39.355, derived from the difference between the sample size (n) and the number of predictors (k), namely 2 (k-1), indicates a noteworthy pattern. With a population size of 205, applying the formula N-K/205-2 leads to a computed value for df2, equating to 203, and an associated F table value of 3.04. Remarkably, the computed F value of 39.355 surpasses the critical F table value of 3.04. Consequently, the null hypothesis (HO) is rejected, and the alternative hypothesis (Ha) is accepted. Furthermore, it is crucial to emphasize that the significance value (sig) registered a value of 0.000, denoting that sig (F) 0.000 is markedly less than the conventional threshold of 0.05. This outcome underscores a robust statistical significance in the interplay between the independent and dependent variables. This pronounced significance is corroborated by the acceptance of Ha and the simultaneous rejection of Ho. In synthesis, the collective impact of AKPAM and GPA on the alignment between academic disciplines and professional vocations emerges as undeniably substantial.

T Test

Table 9. T Test Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	Constant	.613	1.095		.560	.576
	IPK	-.012	.316	-.002	-.038	.970
	AKPAM	.958	.109	.530	.530	.000

b. Dependent Variable : RELEVANSI

Table 9 above distinctly demonstrates the influence of the paired independent/dependent variables on the correlation between academic specialization and occupational alignment.

Computed from df1 (n-k-1), with n as 205 and k as 3, the resulting df value of 203 is utilized for a two-tailed significance test. Notably, for the AKPAM variable, the t-score of -0.038 falls short of the critical t-table value of 1.285, with a significance value of 0.970 above the 0.05 threshold, leading to the acceptance of null hypothesis Ho1 and the rejection of alternative hypothesis H2. Conversely, the t-score for Akpam at 8.828 significantly exceeds the t-table value, accompanied by a remarkably low significance value of 0.00, thereby rejecting Ho2 and confirming the acceptance of Ha2. In summary, while GPA exerts minimal impact on academic-vocational alignment, Akpam distinctly influences the level of relevance between these domains.

Coefficient of Determination

Table 10. Coefficient of Determination Test (R)

Model summry				
Model	r	r square	Adjusted R square	Std. error of the estimate
1	.530[a]	.280	.273	.68898

a. Predictors: (Constant), AKPAM, GPA

Drawing insights from table 10, the adjusted R-squared value of 0.273 becomes evident, signifying that the Akpam and GPA variables collectively contribute to a 27.3% impact on the alignment between academic specialization and occupational relevance. A substantial portion of 72.7% is attributed to other unaccounted factors outside the scope of this study.

CONCLUSION

Based on the comprehensive discussion presented, the following conclusions can be deduced The outcomes of the combined analysis and the F-test unequivocally demonstrate that both Akpam and GPA exert a noteworthy and statistically significant influence on the congruence between academic disciplines and professional domains among the alumni of University of Darussalam Gontor from the 2019 graduating cohort. Further insights from the individualized partial analysis, utilizing the T-test, reveal distinct patterns: Firstly, the analysis indicates that GPA does not exhibit a discernible impact on the alignment between academic pursuits and vocational spheres. In contrast, Akpam emerges as a significant determinant, substantiating its influence on fostering a heightened correlation between fields of study and work environments.

Considering the research outcomes and the ensuing discussions, several recommendations are proposed for consideration, aiming to facilitate continuous evaluation and improvement UNIDA Gontor, as the custodian of policy direction, is advised to give careful attention to enhancing the supporting elements that augment the impact of the student academic journey on the outcomes of graduates. This involves a concerted focus on refining the educational ecosystem to better align with professional requirements. For faculties and academic programs, acting as pivotal education practitioners, there exists a prime opportunity to elevate the management of the teaching and learning process. A dedicated effort towards enhancing graduate competencies is paramount, enabling them to seamlessly adapt to real-world scenarios upon graduation. Acknowledging the current research's limitation, which centers around the 2019 alumni population, future researchers are encouraged to explore a broader spectrum. The suggestion is to diversify the research population by aligning with varying graduation years, thus providing a comprehensive overview of tracer study progress over time. It's noteworthy that this study encompasses only two variables, yielding an adjusted R-square value of 28%, implying that additional factors contribute to the alignment between fields of study and work. To glean a more holistic perspective, further research endeavors are

recommended to incorporate a wider array of variables. By doing so, an enriched understanding of the multifaceted determinants influencing the level of relevance can be attained.

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