

Shaping Curriculum in State Islamic Religious Universities (PTKIN) to Match the Job Market

Arna Asna Annisa¹, Rosana Eri Puspita²

¹Sharia Banking Program UIN Salatiga, Indonesia

²Career Development Center FEBI UIN Salatiga, Indonesia

Corresponding E-mail: arnaannisa@iainsalatiga.ac.id

Abstract

The high unemployment rate at the graduate level is a matter of concern. State Islamic Religious Universities (PTKIN) as a producer of scholars who have core religious values must be able to provide solutions to reduce the unemployment rate in Indonesia. The purpose of this study is to analyze how the curriculum implemented at PTKIN compares to the experience of PTKIN alumni at work to find out whether the needs of alumni have been met during lectures. The focus of analysis in this research is PTKIN campuses in Indonesia. The samples in this study were representatives of PTKIN with various accreditation scores of Superior (UIN Sunan Kalijaga Yogyakarta), A (UIN Walisongo Semarang), and B (IAIN Salatiga) as well as alumni from each PTKIN. Through qualitative data analysis using Atlas t.i, it was found that there is still a gap between the curriculum that applies at PTKIN and the needs of the job market. Even though academic tools at universities are already available, alumni feel they have to learn on their own to gain the competencies needed according to the job positions they have. This finding provides a reference for the Ministry of Religion, PTKIN, and related agencies to produce a curriculum that better accommodates students' competencies needed to do their jobs.

Keywords: *curriculum, PTKIN, alumni, job market, competencies*

Introduction

Discussions about management and educational curriculum cannot be separated from three things; namely, faculty members, students, and the business environment that will hire them (Caskey & Taveres Thomé, 2020). Therefore, the challenge in preparing an educational curriculum must be to synergize these three elements. This is intended so that graduates from tertiary institutions can be ready to enter the job market.

A study of job seeker platforms revealed the fact that there is an overlap of desired competencies in the job market (Goos et al., 2019). This condition makes it easier for graduates of a program with other competencies to better dominate the job market. Meanwhile, graduates with the required educational background but who do not have other adequate competencies will find it increasingly difficult to penetrate the job market

The phenomenon that occurs in the job market in Indonesia today is the large number of unemployed graduates who are not absorbed into the labor market. One of the causes is the increase in the number of graduates who do not match the demands of the job market (KOMPAS, 2021a). The government has urged universities to conduct studies so that there is a connection between courses provided and the needs of the job market. The links and matches requested by the government for universities still need to be improved. The absence of links and matches is caused by at least three things.

The first is the curriculum structure. When a campus accepts students it offers courses to be taken in a study program. However, the existing courses sometimes do not always match the needs of the job market. This can be seen from the number of job vacancies filled by people which do not match their educational background. For example, marketing personnel positions in a company are filled not only by graduates of the marketing management study program but also by graduates of other study programs. This phenomenon initiates a research question about how important the structure of the curriculum in lectures is, considering that skill needs are sometimes higher than the educational background. This phenomenon is commonly called education-skill mismatch (Badillo-Amador & Vila, 2013).

Second, the undergraduate program is a non-vocational program that is not practice-oriented. A challenge for a prospective graduate is to be ready to work having completed a curriculum that sometimes lacks a practical element. Not all undergraduates intend to continue to the master's level, which means they go straight to work.

Third, is the need for skills. Skills, both soft skills and hard skills, are needed for college graduates to face the world of work. New types of jobs and new skills

continue to develop, along with technological and demographic developments, thereby creating new demands in the job market (Stanciulescu & Bulin, 2012). However, the promise of the higher education abilities displayed by graduates is limited to the knowledge contained in various courses. This condition also occurs in State Islamic Religious Universities (PTKIN) in Indonesia. There is a phenomenon that not all PTKIN campuses have career centers that facilitate this.

The challenge regarding the links and matches between universities and the job market certainly also occurs at PTKIN. With its distinctive Islamic ethos, PTKIN needs to formulate a curriculum that can equip graduates to be absorbed into the world of work. This condition is urgent, given that conditions in the world of work are changing very quickly.

Curriculum of PTKIN

Educators need to be aware of labor market trends that are changing dynamically because a connection is needed between education and the job market (Stanciulescu & Bulin, 2012). Educators need to formulate a mix between the educational curriculum and the basic skills required for a job. The education curriculum needs to be adapted to structural sector changes, globalization, and technological changes. Skills needs in the future are mapped in three ways: first, the right skill for the right job; second, the reflection of the outcomes; and third, the need for skills in the future.

Developing a curriculum that fits the needs of the job market is problematic because the skills needed in the job market are difficult to define (Hasanefendic et al., 2016). This difficulty could mean the required skills cannot be included in the curriculum structure of the offered study program. This condition requires the participation of stakeholders who are not only academics but also practitioners in the world of work and training institutions.

Ideally, the curriculum that is formed must also include the values promoted by an institution (Dichter, 2015). The preparation of the curriculum at PTKIN must follow Islamic values, this makes it distinct from non-PTKIN universities. This becomes a challenge in itself when the values adopted must remain in sync with the needs of the labor market.

Job Market

In the job market, companies do not only need graduates with high academic scores. More than that, to enter the job market requires actual abilities, a feeling of security and independence, resilience to adversity, motivation, and good behavior (Neneh, 2020). In other words, a combination of cognition, behavior, and emotion is something that every college graduate must-have. Hard skills will be

automatically obtained when students graduate, but soft skills also need to be honed to suit the needs of the job market.

In projects and tasks, fundamental skills such as communication, information management, math, thinking, and problem-solving are required. In addition, the following areas require innovative skills, such as creativity, problem-solving and continuous development: skills in risk assessment and risk-taking; skills in relationship-building and communication; and skills in implementation (Khodeir & Nessim, 2019). Figure 1 describes skills that are needed in this century (Chu et al., 2016).

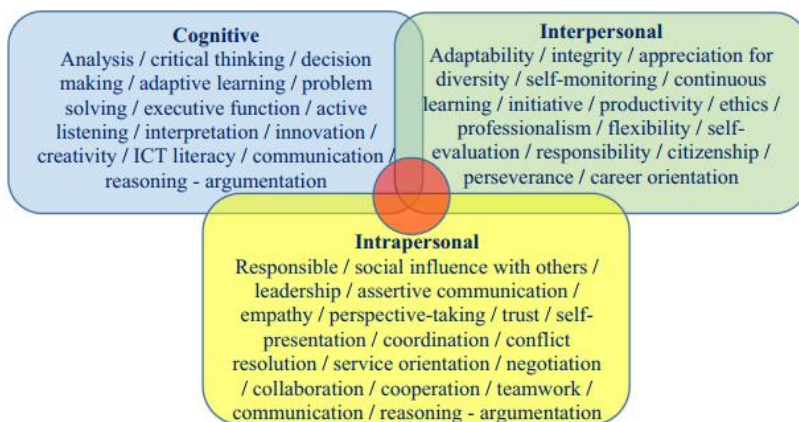


Figure 1. *The Three Domains of Twenty-first Century Skills*

Procurement of these diverse skills certainly requires good cooperation between stakeholders; namely, higher education management, prospective graduates, and university practitioners in the world of work. Educational management must provide various tools so that prospective graduates can achieve learning outcomes. The tools include not only the curriculum but also the lecturers who deliver the curriculum. The quality of lecturers will affect student performance (Pachler et al., 2019).

Method

This research is qualitative research using a phenomenological approach. Phenomenological research is a research method to reveal the meaning of a person's experience (Hadi, 2020). Through a phenomenological approach, researchers can reveal the concept of a curriculum that ideally becomes a provision for alumni when entering the world of work.

The researcher observes how the interaction between the key person and the current phenomenon is experienced, where the focus of the study is to

compare the curriculum concept that accommodates the world of work from the perspective of PTKIN managers and from the point of view of PTKIN alumni in Indonesia. Furthermore, the researcher also compares the key person’s experience with supporting curriculum documents.

The sample in this study is based on the PTKIN accreditation value (*Akreditasi Perguruan Tinggi—APT*) which is still valid in 2022. The “APT *Unggul* [Superior]” value is shown by UIN Sunan Kalijaga Yogyakarta, the “APT A” value is shown by UIN Wali Songo Semarang, and the “APT B” value is shown by IAIN Salatiga. Through variations in the category of APT PTKIN scores, it is hoped that the results of this study will be able to describe the condition of the PTKIN curriculum in general.

By collecting data in this study through in-depth interviews, researchers conducted an in-depth study of key people, namely the heads of the quality assurance sections of the PTKIN Quality Assurance Institute (*Lembaga Penjaminan Mutu-LPM*) and alumni at each of these universities. Interview questions were prepared based on theoretical constructions built on research and literature reviews related to curriculum and alumni themes. Next, the researcher submitted a research application to the university which was forwarded to each LPM for follow-up.

The research data in the form of interviews and other supporting documentation were then analyzed using the ATLAS.ti application version 8.4.25. This analysis uses the theory from Strauss and Corbin (1994) with some adjustments to the phenomenological approach as shown in Figure 2.

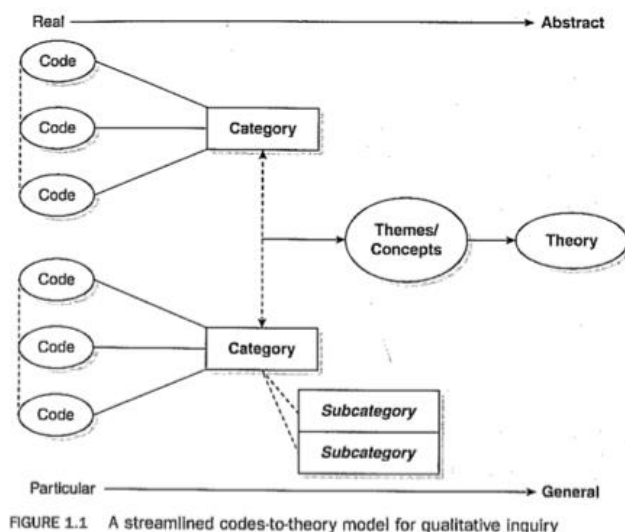


Figure 2. Qualitative Data Analysis Model According to Strauss and Corbin
Source: Strauss and Corbin (1994)

The process of data analysis follows three stages. The first stage of data analysis is data coding. In this phase, the researcher reads the narrative text, photos, and videos obtained during the research to encode the data into code. This coding process refers to the focus of the research and produces certain categories that are ready to be analyzed further. In the second stage, researchers display data that has been processed with the help of ATLAS.ti. In the third stage, the researcher shows and discusses the research findings.

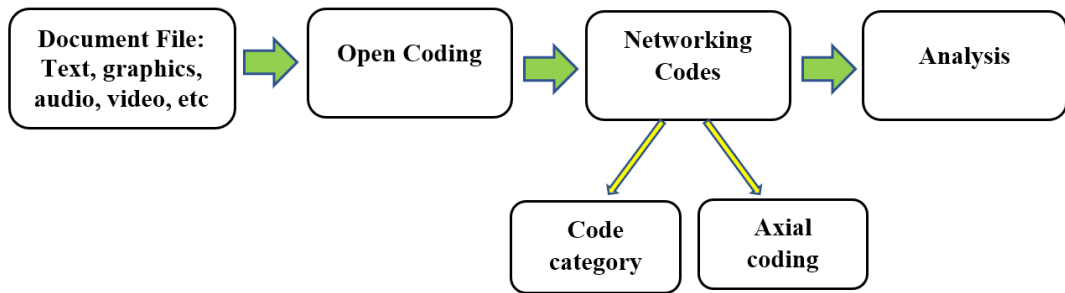


Figure 3. The Flow of Atlas t.i Analysis Data

Through data analysis using Atlas t.i, the axial coding relationship formed from network codes can then be analyzed further. Based on the codes and categories generated from the qualitative analysis with ATLAS.ti, the researchers continued to analyze the data by interpreting the curriculum and job market networking codes from the perspective of PTKIN managers and alumni by studying existing theories.

The unit of analysis in this research is the organization or institution. Although it is individuals who act in the field, individual actions are considered to reflect the behavior of the PTKIN institution, organization or institution. At the same time secondary data is collected from publications of government, private, and/or civil society organizations related to the curriculum and job market. The secondary data that is used as a source of information in this research is in the form of scientific journals, reports, or official news of institutions, such as from the *website kampus merdeka Kementerian Pendidikan dan Kebudayaan* (Kemdikbud, 2020) (<https://kampusmerdeka.kemdikbud.go.id/>).

Results

We carried out this field research during January 2022. Through the research application letters that we submitted to each campus, the key persons in this research were determined as follows.

Table 1. Identity of Respondents

Accredited	LPM		Alumni	
	Initial	Job	Initial	Job
APT Unggul (UIN Sunan Kalijaga Yogyakarta)	E	Head of Quality Assurance	M	Staff Accounting
APT A (UIN Wali Songo Semarang)	A	Head of Quality Assurance	S	Lecturer
APT B (IAIN Salatiga)	W	Head of Quality Assurance	A	Teacher

We gathered data from our sources through face-to-face interviews, Zoom applications, and also by telephone. Interviews were conducted within guidelines that have been compiled based on an analysis of several literature reviews related to the curriculum and job market as follows (Amador, 2013; Khodeir & Nessim, 2020).

Tabel 2. Interview Guidelines

No	LPM		Alumni	
	Question	Objectives	Question	Objectives
1.	What is the name of the affiliate where you work?	To find out the strategic position of each resource person	What are your activities now?	To find out the alumni's experience after graduating from college
2	Based on your experience with the applicable curriculum at your campus, please explain how the curriculum accommodates the competencies needed in the world of work.	To find out how resource persons explain the strategic structure of the higher education curriculum at each campus	Based on your experience during your lectures on campus, are the materials in the courses you are taking able to prepare you to enter the world of work?	To find out the alumni's perspective on the curriculum content at each campus
3	What are the key skills that	To find out the role of the campus in	In your opinion, what are the skills	To know the role of the campus in

No	LPM		Alumni	
	Question	Objectives	Question	Objectives
	students must have to be successful in the world of work after graduating from college?	educating students to be ready to face the world of work	that students must have to be successful in the world of work after graduating from college?	educating students to be ready to face the world of work
4	What is being done by your campus to accommodate the competencies of the world of work with the achievements of students while studying on campus?	To find out campus policies in preparing students to enter the world of work	What is being done by your campus to accommodate the competencies of the world of work with the achievements of students while studying on campus?	To find out the extent to which campus policies in preparing students to enter the world of work are understood by students
5	Is there a gap between the curriculum prepared by your campus and the needs of the world of work?	To find out how far the campus understands the needs of the world of work with the policies that have been carried out	Based on your work experience, is there a gap between the curriculum prepared by your campus and the needs of the world of work?	To find out how far the campus understands the needs of the world of work with the policies that have been carried out
6	If there is, please explain the recommendations to overcome the gap between the world of education at PTKIN and practical discipline when students enter the world of work	To find out suggestions from resource persons as policymakers to minimize the gap between the world of education and the world of work	If there is, please explain the recommendations to overcome the gap between the world of education at PTKIN and practical discipline when students enter the world of work	To find out suggestions from resource persons as alumni to minimize the gap between the world of education and the world of work based on experience that has been passed

Based on the interview guidelines above, there are two coding categories for the theme of this research, namely the curriculum and the job market, from the perspectives of the Campus Quality Assurance Institution (LPM) and alumni of

each campus. The following are the results of in-depth interviews with the interviewees.

Curriculum and the Job Market From the LPM Perspective

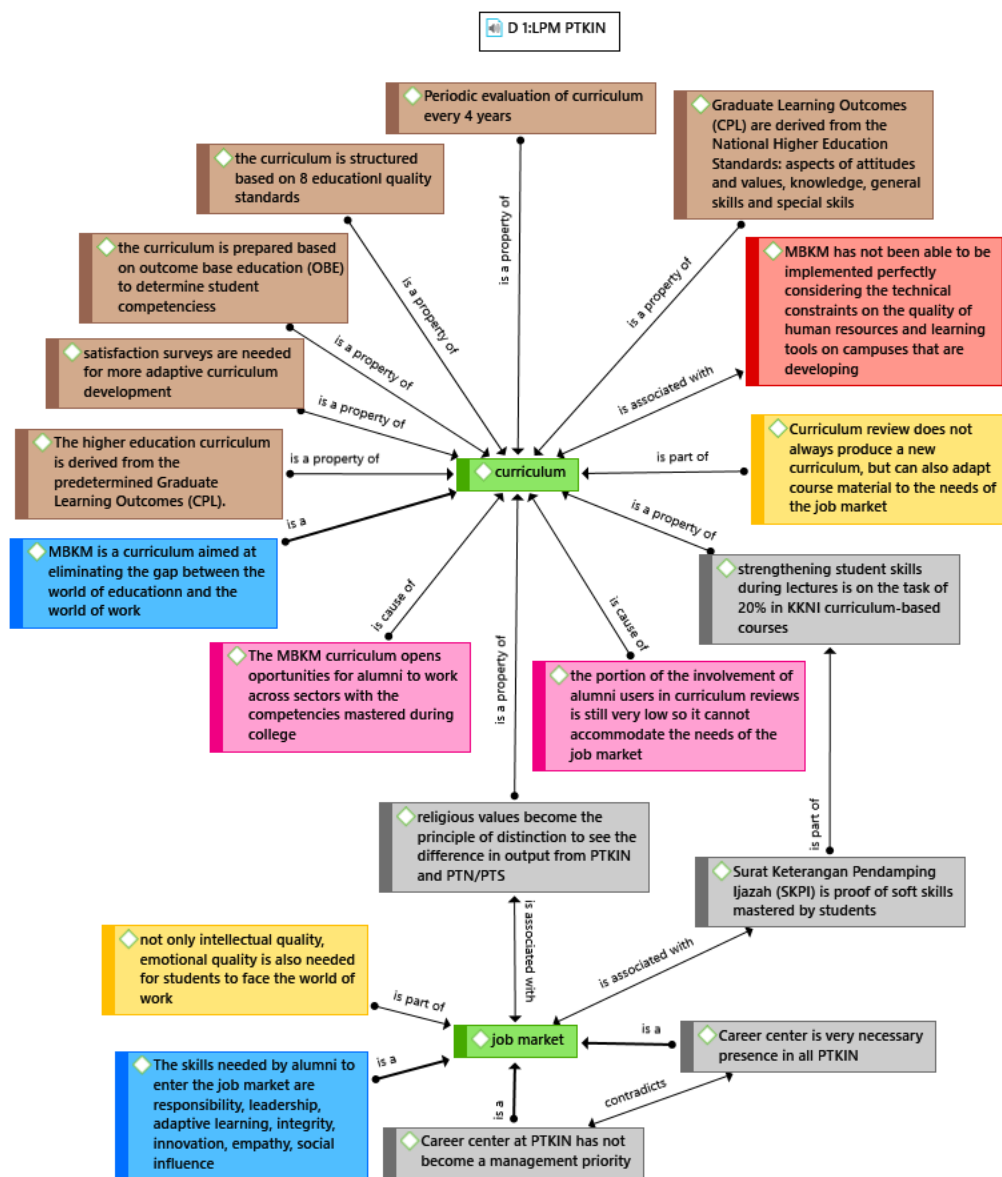









Figure 4. Results of Data Analysis with LPM Resource Persons

Description:

	: Codes of category
	: Codes with relation “is a”
	: Codes with relation “is associated with”
	: Codes with relation “is part of”
	: Codes with relation “is the cause of”
	: Codes with relation “is a property of”
	: Have more than 1 relation codes

Resource persons E, A and W have positions as Head of Quality Assurance of the Quality Assurance Institute (LPM) in each campus. Based on the information provided by the resource persons, the curriculum at universities has a major role in shaping students to be equipped to face the next level.

The three resource persons acknowledged that preparing students to face the world of work is indeed not easy. This is because rapid technological changes have an impact on all aspects of life. Sometimes, educational tools are not able to always keep up with and adapt to the fast-changing times. In terms of the 20 percent competency content in assignments in each course in the IQF (Indonesian Qualification Framework) curriculum, it needs to be strengthened again with learning activities related to contemporary insights.

Sources E and W said that academic satisfaction surveys are always carried out to evaluate and get input for improvements to the applicable curriculum as well as a reference for curriculum reviews which are carried out every four years. However, on the other hand, curriculum changes that occur within a specific period create new problems considering that sometimes students don't always graduate on time so they have to adapt to the lower level curriculum.

Resource person E said that the PTKIN curriculum is now proceeding according to the Independent Learning-Independent Campus (MBKM) program.

The MBKM program exists to prepare students to face social and cultural changes and rapid technological advances in the world of work; student competencies must be developed to be more responsive to the needs of the times. Links and matches need to be made not only with the world of industry and the world of work but also with a rapidly changing future. Universities are required to be able to design and implement innovative learning processes so that students can achieve optimum learning outcomes covering aspects of attitudes, knowledge and skills that are always relevant. MBKM is also a form of autonomous and flexible learning in higher education to create a learning culture that is innovative, unfettered, and follows student needs.

Based on *Permendikbud* No. 3 of 2020 concerning the National Standards for Higher Education, the MBKM program offers students, the opportunity to take three semesters of courses outside the study program and outside the campus itself. (Kemdikbud, 2020). With a weight of 60 credits, students can take lectures outside the study program for one semester and off-campus for two semesters.



Figure 5. *Form of Learning Activities (Bentuk Kegiatan Pembelajaran-BKP) of Outside Campus*
Source: Kemdikbud (2020)

Information from resource person E was strengthened by resource persons A and W who stated that the MBKM program could be carried out with various forms of learning activities outside of tertiary institutions, including doing internships/work practice in the industry or other workplaces; carrying out

community service projects in villages; teaching in education units; participating in student exchanges; conducting research; conducting entrepreneurial activities; undertaking independent studies/projects; and participating in humanitarian programs.

The student activities above must be carried out with the knowledge of the campus and the guidance of the appointed lecturer. This is because the independent campus is expected to provide contextual field experiences that will improve student competence as a whole, prepare them to work, or create new jobs.

It was reaffirmed by resource person W that the learning process in the Merdeka Campus is one of the essential manifestations of student-centered learning. Learning in the Merdeka Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

Through an independent learning program that is well-designed and implemented, students' hard and soft skills will be formed strongly. That way, students will be better prepared and have skills relevant to the needs of the times; prepared as future leaders of the nation with superior capabilities and personality. Experiential learning programs with flexible pathways are expected to facilitate students in developing their potential according to their passions and talents.

However, it was acknowledged by the three resource persons that the implementation of the MBKM program in higher education was not easy. This is because the tools needed are not only related to the internals of each university but involve external parties. There are also problems with academic instruments to transfer grades if the courses are taken at different universities. In addition, the minimum college accreditation value and tuition fee which is called as UKT (Uang Kuliah Tunggal) costs are still challenges in implementing the MBKM program at PTKIN so far.

In addition to the curriculum, according to resource persons E and W, PTKIN requires strengthening of its center career management. Given this, they admit that PTKIN has not become a priority for campus management. In addition, the Certificate of Companion Diploma (*Surat Keterangan Pendamping Ijazah*—SKPI) needs to be an instrument that can truly measure the skills and competencies of students in addition to their cognitive abilities. Professional certification institutions, leadership training, *tahfidz* programs, and other activities are needed which can eventually be included as part of the personal excellence of PTKIN alumni.

PTKIN as a university system with a core of religious values has the advantage of providing spiritual guidance for its students. According to resource persons W and A, this can be seen in the readiness of students when entering the community and the world of work. Alumni who are successful in the world of work are often so due to their trust in the work environment with the *diniyah* abilities of PTKIN alumni.

Curriculum and the Job Market From the Alumni Perspective

Alumni are an important part of providing feedback on the progress of education in higher education. Therefore, extracting information from them is one of the main sources to see how universities can compete professionally to assist their students in facing the world of work.



Figure 6. Results of Data Analysis with Alumni Resource Persons

As alumni, resource persons M, S and A stated that lectures at PTKIN provide various experiences. Resource persons M and A said that lectures always begin by conveying the syllabus as a form of direction from the lecturers who are in charge of the course material content that will be covered for one semester. However, students feel that the content in the courses delivered by the lecturers is dominated more by cognitive content. Alumni feel that lectures are theoretical. The proportion of the curriculum which accommodates skills such as internships, field work and practicals is not more than 20 percent.

Considering various changes which are made to the curriculum, the three resource persons accepted that the curriculum evaluation was carried out by PTKIN managers to improve the curriculum and educational instruments. However, the results of the curriculum review are not always felt to be beneficial by students. In addition, sometimes when there is a curriculum change, students have to adapt because they have to be wary of courses that are no longer offered in the new curriculum.

Resource person M said that in addition to a diploma as proof of graduation, alumni were also given the SKPI as evidence showing the skills that students mastered while studying on campus. Even so, resource person M does not know clearly how the input process in the SKPI operates. Resource person M only felt that SKPI was more of a formality.

The three resource persons felt that their experience during college made a less significant contribution compared to that of the world of work they had been involved in so far. Even though the three resource persons work in fields that are under the competence of the college typing department, they feel that the knowledge gained cognitively on campus is still insufficient to be able to work professionally because the world of work is very different from the world of education. In the end, when they get a job, they will automatically learn the skills and competencies required for their position. What's interesting is, they feel that they get more social and emotional skills and competencies when they become members of student organizations. What they feel is the most beneficial aspect of education at PTKIN is the community's view that makes PTKIN alumni have more abilities in their *diniyah* capacity. This is a distinct advantage for them when interacting in a work environment.

Discussion

Two keywords that are used as points of view in the results of interviews with managers of Islamic religious colleges (PTKIN) are curriculum and job market. These two things are interrelated, so if job market conditions change, ideally the curriculum should also change (Khodeir & Nessim, 2019). In implementing

curriculum reviews, PTKIN should conduct in-depth research on labor market conditions. Due to the rapidly changing dynamics of the labor market, the curriculum that is prepared must also have a flexible nature so that it is easy to apply in different conditions.

The results of the study indicate that periodic curriculum reviews are a solution to deal with changes in labor market conditions. All PTKIN sampled; namely, from superior to level B accreditation, review the curriculum regularly, that is, once every four years.

Periodic curriculum reviews are very important because if taken seriously they will reduce the waiting time for students to find work. Several studies have stated that curriculum reviews will help graduates from universities to more quickly find the jobs they expect (Okudaira, 2020). The results of this study indicate that curriculum reviews do not always produce a new curriculum, but can adapt course material to the needs of the job market. The process of adapting and revising the curriculum should include some proxies for resource investment. So, universities must be able to determine the criteria to be used as the basis for preparing the curriculum.

In all PTKIN, the curriculum is based on eight educational quality standards. These standards are promised to students when they enrol. The curriculum is structured based on outcome-based education (OBE) to determine student competencies. All student competencies targeted by the study program are summarized in the curriculum. A further challenge is the development of a curriculum that can be oriented to the job market. This is certainly not an easy thing considering that the dynamically changing job market requires careful observation to understand it. Research on this is certainly needed.

Research on market conditions can be done in two ways. First, by investigating the job market through graduate users. Second, by conducting a satisfaction survey of customers, in this case, PTKIN graduates. From these two things, PTKIN should be able to measure effective teaching strategies such as student-centred learning (SCL), technology-enhanced learning (TEL), mixed learning, reverse learning, virtual learning environment (VLE), interactive learning, game-based learning and collaborative learning. The design has been developed in foreign education (Khodeir & Nessim, 2019) so that PTKIN can replicate it and adapt it to the needs of conditions at PTKIN.

The Certificate of Companion Diploma (SKPI) should lead to acquisition of these teaching strategies so that graduates can be accepted globally. The SKPI should be able to describe and explain the skills profile of alumni. The results of the interview with the education managers yielded such expectations with the existence of SKPI. However, triangulation needs to be done by conducting

interviews with alumni. With this triangulation technique, it will be possible to measure how effective the procured SKPI program is.

The curriculum is derived from graduates' learning outcomes (CPL) in each study program at PTKIN. In shaping curriculum, course content is the core in the preparation of CPL. The ideal course content based on the job market should add more practical implications and real-life projects in different courses, either theoretical or practical (Khodeir & Nessim, 2019).

From the results of the study, it was found that the preparation of a job market-oriented curriculum was closely related to the Independent Learning Program-Independent Campus (MBKM). In this program, the internship program at the company becomes the flagship (KOMPAS, 2021b). This program provides enrichment for prospective college graduates because it opens a wide door to study off-campus. In addition to internships, many activities on campus can provide enrichment for prospective graduates. These activities include carrying out visits, interdisciplinary research and projects, organizing academic activities and events (guest lectures/career orientation), identifying the job market by conducting regular market surveys, holding workshops in various course categories, collaborating with industry by activating industry liaison committees, exposing students to different cultures by encouraging academic exchange, and fostering conference participation (Khodeir & Nessim, 2019).

In terms of discussing the job market, the research results show that university management understands the many skills needed by students to penetrate the job market, such as responsibility, leadership, adaptive learning, integrity, innovation, empathy and social influence. This is in line with the results of research conducted by Khodeir and Nessim (2019) which suggested that universities carry out a series of activities to improve the skills of prospective graduates. These activities include leading the core skills that enable individuals to pass job interviews, such as continuous learning, building a professional spirit, critical thinking and teamwork. Other activities that can be done are introducing real and realistic problems from the world of work, and field visits to the world of work.

In the discussion of the job market, it was found that higher education management at PTKIN needed a Career Center. However, career center development has not been a priority in higher education management. The career center plays an important role that is useful for prospective graduates (Stonebraker et al., 2019). The career center is used as a navigator to complete a series of steps in penetrating the world of work, helping prospective graduates who want to connect with the right person/company, and also as an aligner in determining whether a company is right for them.

However, the reality of the results of studies in the field shows that lecturers sometimes cannot back up the needs of students to prepare them to face the job market. The role of the lecturer is very much important here because the lecturer is the transmitter of the compiled curriculum. A well-structured curriculum certainly requires a good presenter so that it is conveyed to students well.

The recognition that the willingness to learn new things apart from what is learned in the study program to be able to penetrate the job market is a finding from interviews with PTKIN alumni. The need for acquired skills that instill the skills needed in this century requires an individual to be willing to learn the requirements of the labor market (Chu et al., 2016).

The understanding of the curriculum for alumni is different from that conveyed by education managers. Alumni understand the curriculum is a paper containing the syllabus which is distributed at the beginning of each course. Curriculum reviews which are conducted every four years by education managers in higher education are not necessarily felt by the students to be helpful in supporting their success in penetrating the world of work.

Discussions regarding the *Surat Keterangan Pendamping Ijazah* (SKPI) were also raised in interviews with alumni. However, the results obtained are different from the results of interviews with education managers. The education managers hope that the SKPI will be able to strengthen the diploma received, but the alumni think that the SKPI is just a formality that cannot describe the skills possessed by graduates.

The results of interviews regarding the skills needed to penetrate the job market between graduates and education managers at PTKIN are not much different. In separate interviews, both groups agreed that scientific knowledge is needed, but more than that. A graduate must have communication, negotiation and other skills. Higher education managers at PTKIN have realized that graduates need not only scientific knowledge but also various other skills.

The existence of these various skills will equip graduates when facing the world of work. The world of work experienced by alumni is different from the experiences they get at the PTKIN campus. In other words, there is a gap between the academic and the practical. To overcome this gap, the interviews with graduates stated that the internship program was very important. Unfortunately, they feel this program has not been implemented properly and seems to be just a formality to fulfill learning outcomes. The important thing to do is to establish cooperation between the campus and the world of work.

Some things have not been touched on in the interviews, with both education managers and alumni; namely, the three pillars (*tri dharma*) of higher education as a whole. In the interviews, the two stakeholders only mentioned

teaching, even though skills improvement can also be achieved through other tri dharma activities such as community service or research. Both of these have the potential to become an enrichment area for prospective graduates.

One of the areas of tri dharma, for example, is research that can lead to the job market (Caskey & Taveres Thomé, 2020). Research can be a place to hone student skills and a means to improve competence. Likewise with other aspects of tri dharma such as devotion, as much as possible can also be directed at the job market as well.

Conclusion

Findings from field research comparing the PTKIN curriculum with the experience of alumni getting a job show a gap that needs to be fixed immediately. Academic instruments in education at PTKIN are quite organized but have not been fully implemented properly.

Heads of study programs need to consider involving more practitioners in their respective fields and enable alumni to be involved in conducting curriculum reviews. Furthermore, the existence of a curriculum review that is carried out periodically by involving stakeholders and alumni users is one of the instruments for curriculum improvement that should be applied professionally.

Quality assurance institutions at the university and faculty levels need to evaluate and control the curriculum in a structured manner so that curriculum achievements can take place. The alumni tracer study program is one activity to measure the success of implementing the curriculum on a regular basis in order to find out the job waiting period and the relevance of the curriculum with their current job. This is intended so that the gap between the world of education and the world of work for PTKIN is reduced, and so that alumni are increasingly competitive and absorbed into the job market.

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