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CURRICULUM RELEVANCE OF INDRAGIRI RENGAT HIGHER SCHOOL OF ECONOMICS MANAGEMENT TO THE WORLD OF WORK

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Abstract

This study aims to see the relevance of the curriculum of the Management Study Program at the Indragiri College of Economics with the needs of the world of work. This research uses a descriptive analytic approach. Collecting data in this study using questionnaires and interviews. Respondents in this study consisted of leaders of government agencies, the business world and the world of work and alumni who are scattered throughout the Indragiri Hulu Regency. The research sample was taken with certain criteria, namely various characteristics, elements, and values related to the competency profile of management study program graduates. The data analysis model used is descriptive statistics with tabular and graphical analysis as well as qualitative analysis, namely by digging up information and then explaining it in depth, sharp and critical. The results showed that based on the respondents' perceptions, graduates of the madam management study program were still needed or considered relevant to the needs of the world of work, meaning that so far the management study program could serve and accommodate the community's need for competence in accordance with the scientific field being developed. In the opinion of stakeholders, graduates of the management study program are expected to be able to master hi-tech, be able to communicate in foreign languages, be responsive, ready, responsive to existing conditions, understand organizational governance, have insight, and have a leadership spirit.

Keywords: *Relevance, Curriculum, Competence and quality of graduates, Stakeholder Needs.*

INTRODUCTION

Understanding the needs of the field is the main prerequisite for any institution that produces services or goods. Educational institutions that produce graduates who are prepared to become leaders and agents of development must move dynamically to make adjustments, especially the relevance of the curriculum provided to students and the demands of the world of work. Decree of the Minister of National Education No. 232/U/2000 concerning guidelines for the preparation of higher education curricula and assessment of student learning outcomes indicating that education must be in a more humane direction so that the tertiary curriculum must be characterized:

1. Characterize the uniqueness of its role in maintaining harmony between the programs implemented and the aspirations of the community.
2. Accommodate the politicization of education that integrates with the development strategy.
3. Lifelong learning needs.

4. Prospective direction of change.

This higher education curriculum adheres to a competence-based approach paradigm, in which the curriculum is developed based on graduate competency targets that have been formulated previously. In addition, the educational curriculum is also developed according to the educational philosophy as recommended by UNESCO, namely learning to know, learning to do, learning to be, and learning to live together. Thus, the curriculum must be developed according to the needs of its customers and in accordance with applicable policies.

Research on the relevance of the curriculum to the needs of the world of work includes Saufi et al (2021), the results of his research show that in general there is a relevance between the curriculum and the needs of the world of work and the performance of alumni. Research by Rianto et al (2022) even though the curriculum has followed the applicable curriculum development regulations, the relevance of the curriculum to the needs of the industrial world needs to be further enhanced through partnerships with companies/institutions/other organizations in field work practice activities, this is to support the development of experience competencies students compared to learning in the classroom alone. Umar's research (2021) explains that there are irrelevant results between the work and the field of expertise of graduates because of several possibilities, including many alumni who are in inadequate locations to find a level of work that is relevant to their scientific field, also because many students are still studying not serious so that the alumni do not have the capacity and ability in accordance with their field.

In line with the high demands of society for educational services, it is appropriate that the Management Study Program at the Indragiri Rengat College of Economics strives to produce graduates who are competent in the managerial field and have good personalities and morals. To produce these graduates must go through a process or transformation in the form of providing learning experiences to students, both taking place in the lecture hall or outside the lecture hall. The study program provides learning experiences that are arranged in a systematic and planned arrangement called the curriculum. The existence of the management study program at the Indragiri College of Economics can be reflected in the number of enrolled students and the number of graduates from the management study program in the figure below:

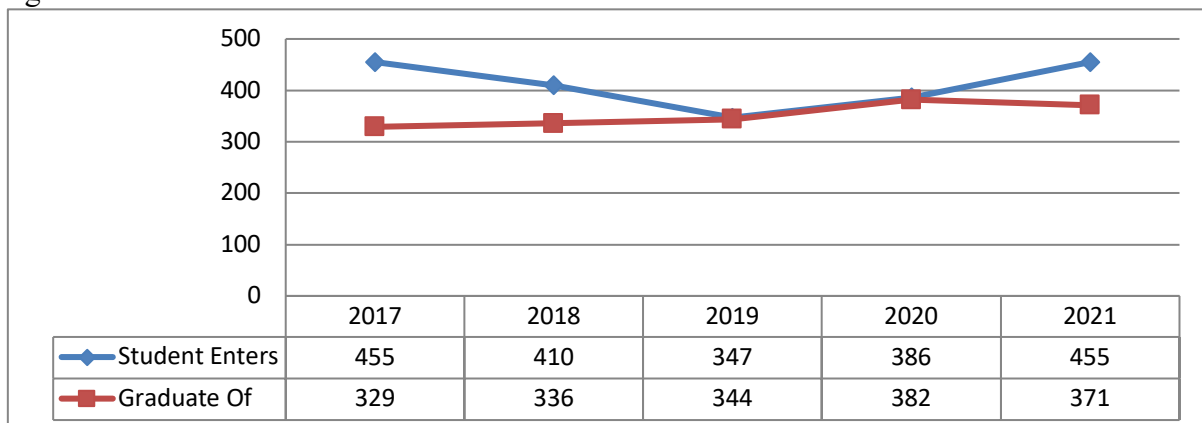


Figure 1. Growth of Entering Students and Graduating Students in the Management Study Program at the Indragiri College of Economics in 2017 – 2021.

In figure 1 above it can be seen that during the 2017 -2021 period, students who entered and graduated from management study programs showed a fluctuating trend, but on average both incoming and graduating students tended to experience an increase, which if averaged incoming students increased by 1% while graduating students increased by an average of 3%. This data can show that the interest of the community (students) to study in the Management

Study Program of the Indragiri High School of Economics is still quite good, and the performance of program managers shows results that do not disappoint, where the percentage of student graduation in each period is always high which, if the average level is student graduation per period is 87%.

At present, the management study program at the Indragiri College of Economics is implementing a curriculum that tends to be oriented towards theoretical study substance, such as courses in human resource management, financial management, management information systems, entrepreneurship management, and other courses. In addition, the learning methods used by lecturers tend to be less varied, limited to using lecture, discussion, and assignment methods where sometimes the lecturer does not provide feedback or directions on student work. Finally, the final result of the lecture is a student who is very clever in only one aspect of ability, namely the cognitive aspect. This condition raises several questions related to the competence of graduates and what results they get: Have graduates of the Management Study Program performed and competed in the job market? Does the community know graduates of the Management Study Program and what competencies do they have? Answers It is assumed that most people are not fully familiar with graduates of the Management Study Program and even graduates of the Management Study Program have not optimally received formation to become Civil Servants at the ranks of departments, local governments and other institutions. Answering these questions is a big job for Management Study Program residents, both for leaders, managers, lecturers, as well as students. The initial step that can be taken is a need assessment of the Management study program curriculum in the context of curriculum development.

This need assessment is carried out to find out how far stakeholders know and understand the Management Study Program and how their attitude is towards the Management Study Program. In addition, it is also to map the distribution of graduates or alumni of the Management Study Program holding positions, especially those holding positions in the business world and the world of work. This study also wants to uncover how far the level of relevance of the Management Study Program curriculum is to the needs of the labor market and also to find out what competencies stakeholders expect from graduates of the Management Study Program. The scope of this need assessment activity includes perceptions about the understanding, assessment, and attitude of stakeholders towards the existence of a management study program. Stakeholder opinion about the performance of Management graduates which include discipline, ability to cooperate, initiative, creativity, ability to mobilize, develop programs/activities, manage activities, and prepare reports.

Based on the description above, this research tries to find answers and explain: stakeholder perceptions of the Management Study Program, the role of management study program courses in supporting competence in positions and jobs, the relevance of the management study program to job requirements in the field, and stakeholder expectations about the management study program for the academic product of the management study program.

LITERATURE REVIEW

Curriculum Development

Etymologically, curriculum comes from the word *currere*; *curricula*; a running course; courier: ran; courses: subjects (Wasty, 1996:3). Franklin Bobbit, quoted by Somantrie, explained that the curriculum is a structure of directed learning experiences used by schools to develop the individual abilities of students (Sumantri, 2000:2). The curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as the

methods used as guidelines for organizing learning activities to achieve certain educational goals.

Some principles that must be considered in curriculum development, namely the principles of relevance, flexibility, continuity, efficiency, and effectiveness (Suriasumantri, 2000: 8). The curriculum is developed relevant to the needs of the community, job demands, technological advances, and established policies. Curriculum development, flexible with the development and selection of programs offered, then the curriculum is developed continuously between levels and between studies. In the end, the curriculum must be developed as efficiently as possible considering the learning time and achievement of goals according to what is needed and desired.

Curriculum development in tertiary institutions refers to Republic of Indonesia Law Number 12 of 2012 concerning Higher Education, RI Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework, RI Minister of Research, Technology and Higher Education Regulation Number 44 of 2015 concerning National Higher Education Standards, and Government Regulations Number 4 of 2012 concerning Implementation of Higher Education. Based on these needs the curriculum must be updated. By updating the curriculum, the graduates produced by an educational institution will be relevant and in line with the needs of the world of work. Curriculum development can start from the assumption that every human being has a different pace of development and that neglect of fulfilling needs according to the nature and rhythm of these developments greatly disrupts curriculum development, therefore curriculum development can be caused by several things such as:

1. Policy for curriculum development and higher education institutions in the era of global life. In this era of openness, higher education providers will face generally the same problems, namely uncertainties which cause life to become speculative, paradoxical life which causes little sustainable guarantees, networking based on mutual benefits and not mutual respect which causes hegemony to emerge. administration of education, and the existence of disillusionment with higher education which causes higher education to be unable to guarantee the competence of graduates to users of higher education services.
2. Competence is developed by universities together with professional associations and community users of educational outcomes.
3. The community through associations will determine the types of work that require certification and licenses.
4. The Director General of Higher Education sees the community's need for education that is oriented towards graduate competencies and refers to Kepmendiknas No. 045/U/2002 concerning the core curriculum of higher education. Based on the Minister of National Education, the preparation of the higher education curriculum is left to universities and study programs to be used as the curriculum for the study program concerned.
5. Curriculum design is an alternative to future demands
In order to adapt to new demands and the importance of societal orientation, in turn, a pattern of adoption into learning is needed which begins with curriculum design or even changes in the system and its paradigm, so that these changes are essential.

Competence ang Quality of graduates

A successful tertiary institution is a tertiary institution that can produce quality graduates. Quality indicators are determined through graduation standards which are basically a number of competencies that must be possessed by graduates. Competence is knowledge, skills, and abilities that are controlled by someone who has become part of himself, so that he can carry out cognitive, affective, and psychomotor behaviors as well as possible (Mulyasa, 2003: 38).

Another opinion also explains that competence is mastery of a task, skills, attitudes, and appreciation needed to support success (Mulyasa, 2003:38). Competencies that must be mastered by students need to be stated in such a way that they can be assessed as a result of the experiences of students which refer to the direct experience of graduates. This is a manifestation of the results of the educational process with predetermined graduation standards expected to reach an optimal quality point, where quality cannot be fixed, but always changing or dynamic.

Quality can be interpreted as conformity with needs (Hrandesky, 1995:2). Quality is the fulfillment of needs from the start and at any time (Tjiptono, 2000:2). Quality is the suitability of product use to meet customer needs and satisfaction (Nasution, 2001:5). Thus, quality is determined by its customers. In education who is meant by the customer? Are graduates also included as education customers? Understanding about customers or stakeholders in the context of education can be quoted from Sallis who stated that education customers consist of primary - secondary and tertiary customers as well as internal customers (Sallis, 1993: 32).

Graduates, in this case students, are primary customers. Secondary customers are parents, users or sponsors; tertiary customers are the government and graduate users; and internal customers are teachers and support staff. Qualified graduates are graduates who have competence in the form of a number of knowledge, skills, and social attitudes that meet the expectations and needs of education customers. The scope for viewing individual competence can be seen through the perception of the individual regarding the understanding, assessment, and attitude of stakeholders/users. Stakeholder opinion about individual competence can be measured through work attitude, ability to work, initiative, creativity, ability to mobilize, develop programs/activities, manage activities, and prepare reports (Ruqaiyah, 2009).

Customer Requirements

Reviewing the needs and expectations of education customers basically discusses customer satisfaction. Customers or stakeholders are the main elements with an interest in education, consisting of graduates (students), parents, government and society. Beginning with understanding the word needs which is something that is needed, this means fulfilling something that is needed by individuals or society which is associated with customer satisfaction. Satisfaction can be achieved if needs are met according to wishes and expectations. Customer satisfaction is the customer's response to the evaluation of the discrepancy that is felt between previous expectations and the actual performance of the product that is felt after using it (Tjiptono, 2000: 102).

The customer's need for the competence of a graduate is based on the satisfaction of the performance/services provided by the individual that has been used by the customer. Customer satisfaction is also interpreted as response realization, this is an assessment of product or service characteristics at a level that is very pleasant or very unpleasant. Customer satisfaction is a customer who is satisfied with the service and accepts his needs, wants, and expectations (Stamatis, 1977: 159). Customer satisfaction is guaranteed by the production of high quality results or services (Goetch & Davis, 1997: 157). Customer satisfaction is a situation in which the needs, desires and expectations of customers can be fulfilled through the products consumed (Nasution, 2001:45). Customer satisfaction is a combination of customer expectations (desires and needs), human resource management, and institutional operations (Roes, 1995: 207). To fulfill higher education customer satisfaction can be done through fulfilling the desires/needs of its customers. Meet the needs of students (graduates) by providing a program (curriculum) in the form of competencies that can be utilized in the interests of their lives both for their own internal interests and for the benefit of utilizing

knowledge in society that can support their survival.

RESEARCH METHODS

This research study focused on the relevance of the management study program and the community's need for the Management Study Program at the Indragiri Rengat High School of Economics which has provided students with competencies so they are able to become successful individuals in the world of work. This research uses a descriptive analytic approach. Collecting data in this study using a questionnaire technique, namely by preparing research instruments in the form of written questions along with alternative answers and interview techniques. There were 96 respondents to this study consisting of leaders of government agencies, the business world and the world of work and alumni who were scattered throughout the Indragiri Hulu Regency. The research sample was taken purposively or with certain criteria, namely various characteristics, elements, and values related to the competency profile of management study program graduates. The data analysis model used is descriptive statistics with tabulation and graphic analysis as well as qualitative analysis, namely by exploring information and in depth, sharp and critical so as to be able to provide an explanation of the phenomena that occur.

FINDINGS AND DISCUSSION

1. Need Assessment from Stakeholders and Alumni about the Management Study Program

Opinions of informants regarding the management study program in its relevance to the world of work, based on the data that has been collected, an overview of the relevance of the management study program is obtained as follows:

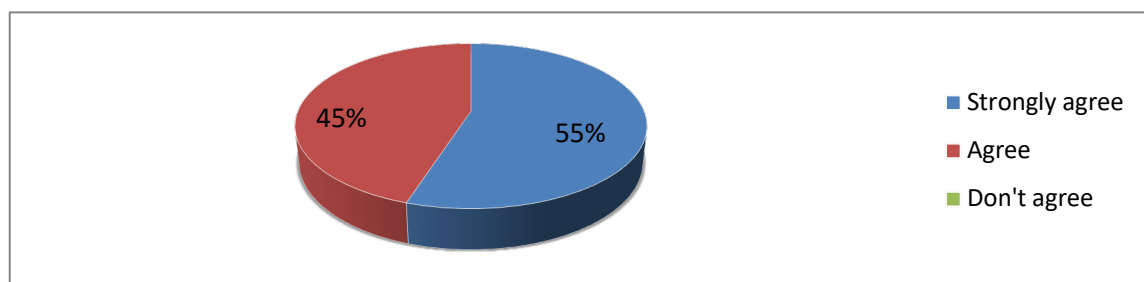


Figure 2. Respondents' Opinions about Management Study Program

Based on the picture above, it was obtained that 45% or 9 out of 20 informants agreed and 55% stated that they strongly agreed, meaning that many informants stated that the Management Study Program at the Indragiri College of Economics was still relevant as an institution that prepared the human resources needed, which professionals, human resources who have the ability and technical skills in the field of management

The performance of alumni in this case is seen based on indicators of discipline, initiative, creativity, collaboration, programs, activities and ability to prepare reports which are visualized in the graph as follows:

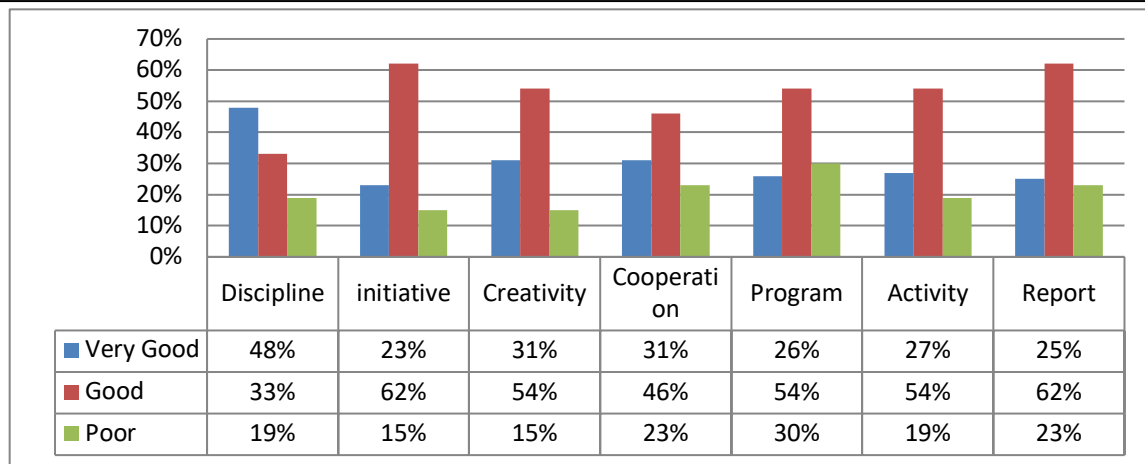


Figure 3. Opinions of Stakeholders regarding Management Study Program Alumni.

Alumni performance on graduate discipline indicators, 48% of informants said it was very good, 33% said it was good, and 19% said it was not good. Graduate work initiatives, 23% of informants said it was very good, 62% said it was good, 15% said it was not good. 31% of informants stated that the work creativity of the graduates was very good, 54% said it was good and 15% said it was not good. The ability to work together with graduates 31% of the informants said it was very good, 46% said it was good, 23% said it was not good. Ability in compiling graduate programs, 26% of informants said it was very good, 54% said it was good, 30% said it was not good. The ability to manage activities, of the graduates, 27% of the informants said it was very good, 54% said it was good, said it was not good and 19%. Regarding the ability to prepare graduates' reports, 25% of informants said it was very good, 62% said it was good and 23% informants said it was not good. On the basis of these 7 (seven) indicators, on average it can be stated that the performance of alumni of the management study program at the Indragiri College of Economics is in the Good category.

2. Opinions of Alumni About the Contribution and Benefits of Lectures in the Management Study Program on Positions and Jobs.

Alumni's opinion regarding the contribution and benefits of courses in the management study program can be seen based on the results of answers from alumni who generally state that lectures obtained from 4 (four) concentrations of the Management Study Program have enormous contributions and benefits and have high relevance in implementing daily tasks. An overview of the contributions of each concentration course obtained is classified into 3 (three) categories: 1) Contribution of concentration courses as competence: 2) Contribution of Concentration Courses in Assignments: 3) Final Assignment Contribution (Apprenticeship and Thesis/Work) Scientific) as Competency.

a. Contribution of the Human Resource Management Concentration Course.

1) Contribution of the Human Resources concentration course as a Competence.

Based on the opinion of the respondents, the contribution of the human resources concentration course as a competency is visualized in detail, as follows:

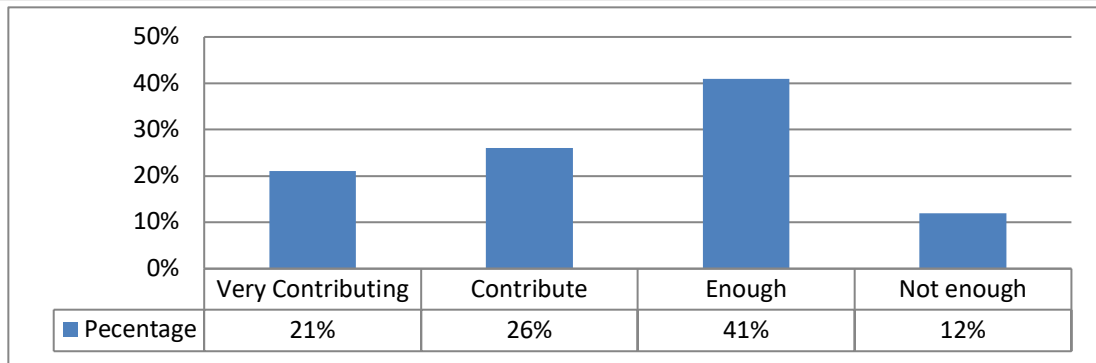


Figure 4. Contribution of HR Concentration Courses as Competency

Opinions of alumni about the contribution of Management Study Program courses, especially courses in management study programs in the Human Resource Management concentration in supporting alumni competencies in work and life practices as shown in figure 4 above; 21% of respondents said they really contributed, 26% said they contributed, 41% said they contributed enough and 12% said they didn't contribute enough. Based on the respondents' answers, it can be seen that the highest percentage gave answers that contributed enough, meaning that courses in the management study program with a concentration in human resource management are considered to be sufficient to contribute to the competence of graduates in the world of work or in their lives.

2) Contribution of Human Resource Management Courses in supporting Job Assignments

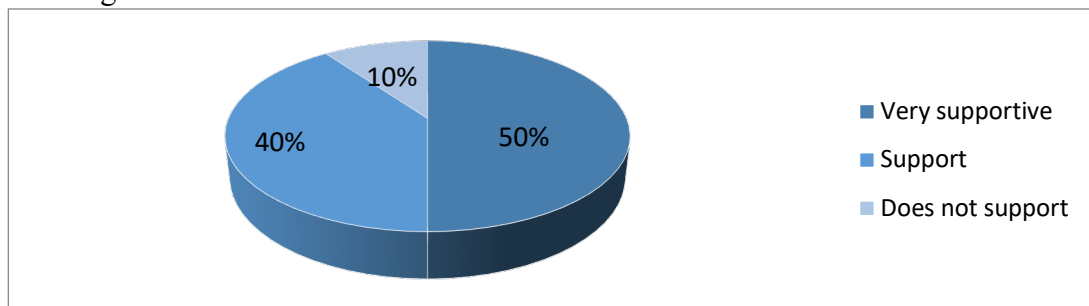


Figure 5. Contribution of the HR Concentration course in Assignments

Opinions of alumni about the contribution of Management Study Program courses, especially courses in management study programs on the concentration of Human Resource Management in supporting alumni's tasks in the world of work and life as shown in figure 5 above; 50% of respondents stated that courses on the concentration of human resource management contributed as the main support for work assignments, 40% stated that they contributed as supports, and 10% stated that they did not support them. Based on the respondents' answers, it can be seen that the highest percentage gave answers that really contributed or were the main support, meaning that courses in the management study program in the concentration of human resource management are considered to be very contributing or as the main support in completing tasks in the world of work or in their lives.

b. Entrepreneurship Management Course Contribution

1) Contribution of Entrepreneurship Management Courses as a Competence

Based on the opinion of the respondents, the contribution of the entrepreneurship management course as a competency can be visualized as follows:

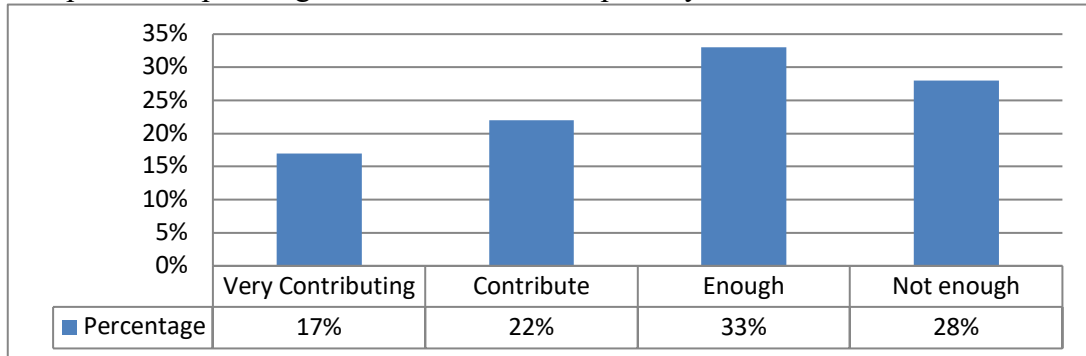


Figure 6. Entrepreneurship Management Course Contribution as a Competence

Opinions of alumni about the contribution of Management Study Program courses, especially courses in management study programs on the Entrepreneurship Management concentration in supporting alumni competencies in work and life practices as shown in Figure 6 above; 17% of respondents said they really contributed, 22% said they contributed, 33% said they contributed enough and 28% said they didn't contribute enough. Based on the respondents' answers, it can be seen that the highest percentage gave sufficiently contributed answers, meaning that courses in management study programs with a concentration in entrepreneurship management have contributed sufficiently to alumni competencies in the world of work or in their lives.

1) Contribution of Entrepreneurship Management Courses in Supporting Assignments

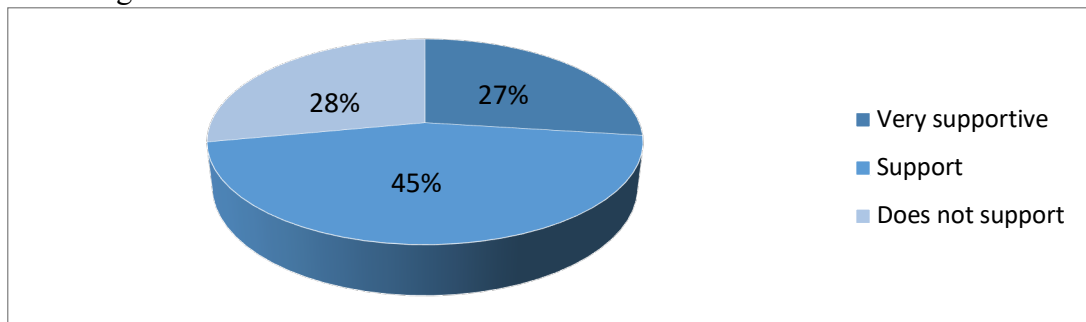


Figure 7. Entrepreneurship Management Course Contribution in Assignments

Opinions of alumni regarding the contribution of Management Study Program courses, especially courses in management study programs on the Entrepreneurship Management concentration in supporting alumni's tasks in the world of work and life as shown in figure 6 above; 27% of respondents stated that they contributed as main supporters, 45% stated that they contributed as supporters, and the remaining 28% stated that they did not support. Based on the respondents' answers, it can be seen that the highest percentage gave contributing or supporting answers, meaning that courses in management study programs, especially courses on the concentration of entrepreneurship management, have contributed or been a supporter in completing tasks in the world of work or in their lives.

c. Contribution of the Finance Concentration course

1) Contribution of the Finance Concentration course as a competency

Based on the opinion of the respondents, the contribution of the Finance Concentration course as a competency can be visualized as follows:

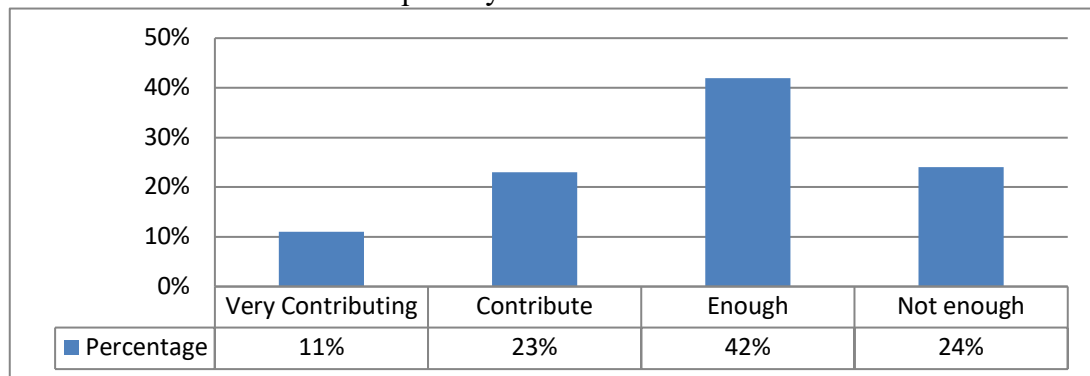


Figure 8. Contribution of the Finance Concentration course as a competency

Opinions of alumni about the contribution of Management Study Program courses, especially courses in management study programs in the Financial Management concentration as a support for alumni competence in work and life practices as shown in Figure 8 above; 11% of respondents said they really contributed, 23% said they contributed, 42% said they contributed enough and 24% said they didn't contribute much. Based on the respondents' answers, it can be seen that the highest percentage gave answers that contributed enough, meaning that courses in management study programs, especially courses in the concentration of financial management, have contributed sufficiently to alumni competencies in the world of work or in their lives.

2) Contribution of the Finance Concentration Course in Supporting Assignments.

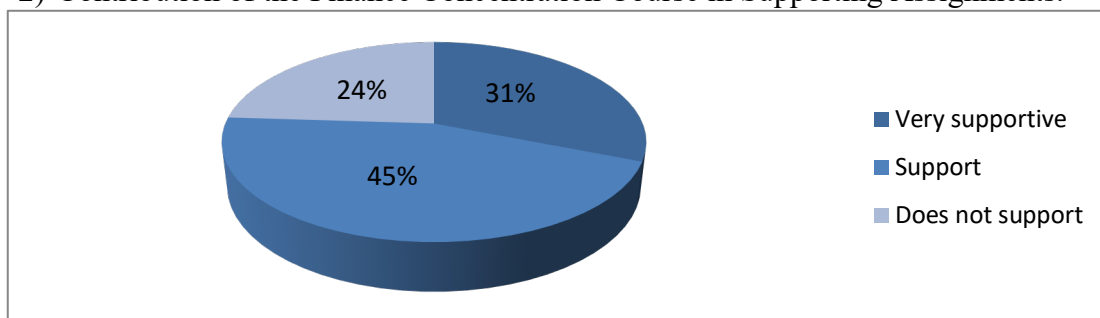


Figure 9. Contribution of the Finance Concentration Course in Supporting Assignments

Opinions of alumni about the contribution of Management Study Program courses, especially courses on the Financial Management concentration in supporting alumni's tasks in the world of work and life, as shown in figure 9 above; 31% of respondents stated that they contributed as main supporters, 45% stated that they contributed as supporters, and 24% stated that they did not support. Based on the respondents' answers, it can be seen that the highest percentage gave contributing or supporting answers, meaning that courses in management study programs, especially courses in the concentration of financial management, have been able to contribute or support in completing tasks in the world of work or in their lives.

d. Contribution of the Regional Development Management concentration course.

1) Contribution of the Regional Development Management concentration course as a Competence.

Based on the opinion of the respondents, the contribution of the Regional Development Management concentration course as a competency can be visualized as follows:

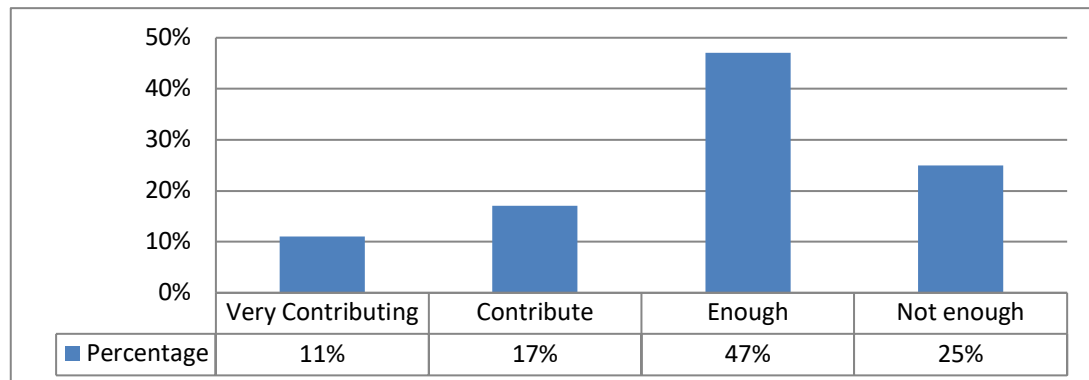


Figure 10. Contribution of the Regional Development Management concentration course as a Competence.

Opinions of alumni about the contribution of Management Study Program courses, especially courses in management study programs in the Regional Development Management concentration as a support for alumni competence in work and life practices as shown in figure 10 above; 11% of respondents said they really contributed, 17% said they contributed, 47% said they contributed enough and 25% said they didn't contribute enough. Based on the respondents' answers, it can be seen that the highest percentage gave answers that contributed enough, meaning that courses in management study programs, especially courses in regional development management concentration, have contributed sufficiently to alumni competencies in the world of work or in their lives.

2) Contribution of Regional Development Management Courses in Assignments.

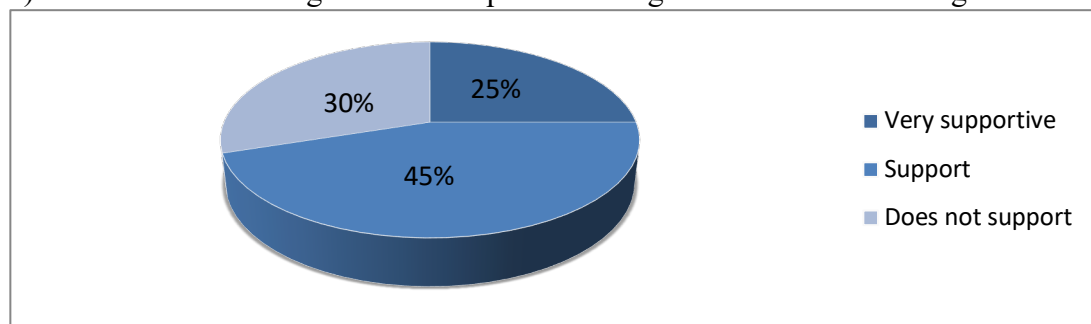


Figure 11. Contribution of Regional Development Management Courses in Assignments

Opinions of alumni about the contribution of Management Study Program courses, especially courses in management study programs in the Regional Development Management concentration in supporting alumni's tasks in the world of work and life as shown in figure 11 above; 25% of respondents stated that they contributed as main supporters, 45% stated that they contributed as supporters, and 30% stated that they did not support. Based on the respondents' answers, it can be seen that the

highest percentage gave contributing or supporting answers, meaning that courses in management study programs, especially subjects in the regional development management concentration, have contributed or been a supporter in completing tasks in the world of work or in their lives.

e. Contribution of Course Final Assignment as Competency Support

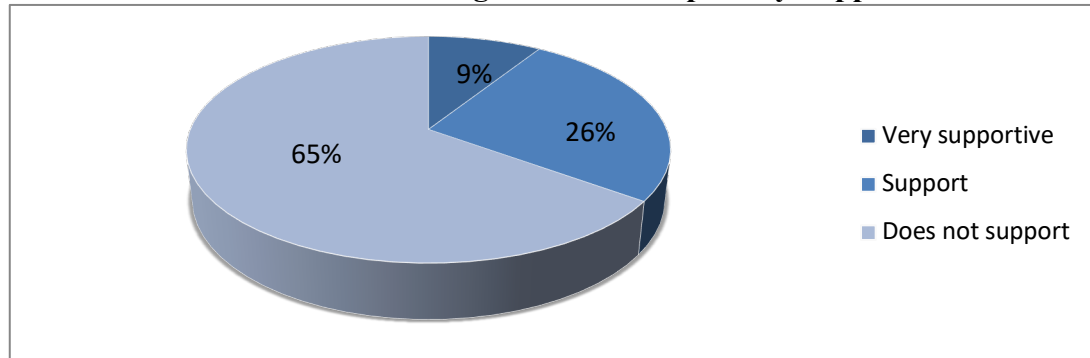


Figure 12. Contribution of Course Final Assignment as Competency Support

Opinions of alumni about the contribution of the final coursework in the Management Study Program in supporting the work of alumni in the world of work and life as shown in Figure 12 above; 9% of respondents stated that they contributed as main supporters, and 26% stated that they contributed as supporters. And the remaining 65% stated that they did not support. Based on the respondents' answers, it can be seen that the highest percentage gave answers as not supporting, meaning that the final coursework in management study program has not made a maximum contribution or as a support in supporting tasks in the world of work or in their lives.

3. Stakeholder expectations regarding the management study program for the academic product of the management study program.

According to the views of stakeholders regarding the competencies and qualifications that must be possessed by graduates of the Management Study Program:

- a. Graduates should have the capacity as professional managers, development planners, and successful entrepreneurs at multiple levels.
- b. Management graduates must have Leadership skills, and be able to become Entrepreneurs.
- c. Management graduates are expected to have the ability to manage information systems, mastery of Hi-Tech, be able to communicate in foreign languages, be responsive, ready, responsive to existing conditions, understand organizations, have insight into quality.

As a result of the interviews, the inputs from the alumni to the managers of the management study program are as follows:

- a. Managers to be able to develop management study programs in the future, by providing lectures that have more discussion, practice and field studies.
- b. To increase lectures, it is necessary to improve learning facilities and media as well as increase human resources, for example by holding seminars for lecturers and students and increasing lecture discipline. In developing the syllabus, it should be focused on forming management personnel who are ready to use.
- c. The introduction of the Management Study Program to the wider community can be

done by promoting or holding networking with national and international educational institutions. In addition, it can also organize collaborations with various partners in the local government, and sub-districts to carry out lectures with study groups in local locations.

- d. The alumni suggested that the Management Study Program be able to break through the ranks of the bureaucracy in order to fight for Management certification as a prerequisite for holding a position, besides that, it could also increase the role of the alumni association that had been formed which was filled with various alumni activities in order to support the career and development of their alma mater.

CONCLUSION

According to stakeholder perceptions and/or assessments (leaders at the top, middle, and operational levels), the Management study program is needed by the community. Graduates of the management study program have competitive abilities in carrying out performance. In addition, the Management Study Program can serve and accommodate the community's need for Management competencies. Stakeholders stated that graduates majoring in Management had high performance in terms of discipline, initiative, creativity, cooperation, ability to compile programs, and were accurate in compiling reports. The Management Study Program had prepared human resources who had capabilities in finance, development planning and entrepreneurship, as well as producing graduates who have adequate performance, this explains that the curriculum prepared through the courses given in the management study program has high relevance to the world of work and makes a major contribution in carrying out daily tasks in the world of work.

But among the opinions that stated it was relevant, the results of the research also showed that there was still a concentration which in practice in the field had not shown strong relevance between the curriculum provided and the needs in the field, especially in the regional development management concentration, for this reason, stakeholders and alumni suggested that the management study program cooperates with the ranks of the bureaucracy in order to develop lectures on regional development management concentrations to suit the needs so that in the future it can be relevant between the curriculum provided and the needs in the world of work.

LIMITATION & FURTHER RESEARCH

In this study the researchers measured the performance abilities of alumni limited to indicators of discipline, initiative, creativity, cooperation, ability to compose programs, ability to carry out activities and ability to prepare reports, researchers have not used other factors as benchmarks for the performance abilities of alumni of management study programs such as managerial abilities, finance, as a development planner, entrepreneurial skills and ability to master hi-tech, ability to compete, and leadership spirit.

For further research, other researchers can include alumni's ability factors regarding managerial ability, finance, development planning, entrepreneurial ability and having hi-tech capabilities, being able to compete, and having a leadership spirit as a benchmark for alumni's abilities and further research can determine these factors. In which is still related so that the results of the research conducted are more able to explain the condition more completely.

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