

**ANALYSIS OF ABSORPTION CAPACITY OF LIBRARY SCIENCE ALUMNI OF UIN RADEN
FATAH PALEMBANG AND ITS RELEVANCE TO THE CURRICULUM**

**"ANALISIS DAYA SERAP ALUMNI PRODI ILMU PERPUSTAKAAN UIN RADEN FATAH
PALEMBANG DAN RELEVANSINYA DENGAN KURIKULUM"**

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Abstract. *Competition in the Global Era, which is currently getting tighter, demands every institution, especially Higher Education Institutions, to be able to produce alumni in accordance with the demands of the times. The orientation of learning outcomes in tertiary institutions is not seen from the scores obtained, but more than that it is expected that alumni who have graduated in tertiary institutions have the ability based on the internalization of knowledge, attitudes, skills, competencies and accumulated work experience. To find out and measure the quality of higher education institutions, one of which is tracing the tracks of alumni (Tracer Study). So that the evaluation of the competencies produced by higher education becomes an important thing to do so that the world of higher education is not separated and too far from the real world of work in society. To answer these challenges and needs, a library science study program based on KKNi was designed, 75% of which leads to practical work in the library to produce professional librarians. Based on the results of surveys and research, data shows that the waiting period for alumni is more than 50% under 6 months, even 27% of them have got a job before graduating. While the level of relevance or suitability of the course with the work of the alumni respondents, 81% answered very well.*

Keywords: Tracer Study, Library Science Alumni, Library Science Curriculum

Abstrak. Persaingan di Era Global yang semakin ketat saat ini menuntut setiap institusi khususnya Perguruan Tinggi untuk dapat menghasilkan alumni yang sesuai dengan tuntutan zaman. Orientasi hasil belajar di perguruan tinggi tidak dilihat dari nilai yang diperoleh, tetapi lebih dari itu diharapkan alumni yang telah lulus perguruan tinggi memiliki kemampuan yang didasarkan pada internalisasi pengetahuan, sikap, keterampilan, kompetensi dan akumulasi pengalaman kerja. Untuk mengetahui dan mengukur kualitas perguruan tinggi salah satunya dengan menelusuri jejak alumni (Tracer Study). Sehingga evaluasi kompetensi yang dihasilkan perguruan tinggi menjadi hal yang penting dilakukan agar dunia pendidikan tinggi tidak lepas dan terlalu jauh dari dunia kerja yang sebenarnya di masyarakat. Untuk menjawab tantangan dan kebutuhan tersebut maka dirancanglah program studi ilmu perpustakaan berbasis KKNi yang 75% diantaranya mengarah pada kerja praktek di perpustakaan untuk menghasilkan tenaga pustakawan yang profesional. Berdasarkan hasil survei dan penelitian, data menunjukkan bahwa masa tunggu alumni lebih dari 50% di bawah 6 bulan, bahkan 27% diantaranya sudah mendapat pekerjaan sebelum lulus. Sedangkan tingkat relevansi atau kesesuaian mata kuliah dengan pekerjaan responden alumni 81% menjawab sangat baik.

Kata Kunci: Tracer Study, Alumni Ilmu Perpustakaan, Kurikulum Ilmu Perpustakaan

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BACKGROUND

Every higher education in Indonesia must have an education system that refers to four main stages, namely ; Input, Process, Output, and Outcomes. To achieve this, a curriculum is needed which is an overall plan and arrangement regarding graduate learning outcomes, study materials, processes, and learning assessments that are used as guidelines for the implementation of the study program. In a good learning process has the following elements, namely: (1) clear learning outcomes; (2) a healthy PT organization; (3) transparent and accountable PT management; (4) Availability of PT learning designs in the form of a clear curriculum document and according to the needs of the job market; (5) Capabilities and skills of reliable and professional academic and non-academic human resources; (6) Availability of adequate learning infrastructure and facilities. By having these six elements, PT will be able to develop a healthy academic climate, and lead to the achievement of a professional academic community (Ilah Sailah dkk, 2009: p.1).

To achieve the aforementioned matters, the Indonesian National Curriculum Qualifications (KKNI) were determined based on Perpres No. 8 of 2012, which is a competency qualification ranking framework

that can juxtapose, equalize, and integrate between the education and job training fields as well as work experience recognition of work competencies in accordance with the structure of work in various sectors (See Perpres No.8 Tahun 2012 Pasal 1 Ayat 1).

Where every university in compiling the curriculum must pay attention to learning outcomes based on the KKNI. The orientation of learning outcomes in tertiary institutions is not seen from the scores obtained, but more than that it is expected that alumni who have graduated in tertiary institutions have the ability based on the internalization of knowledge, attitudes, skills, competencies and accumulated work experience. So it is hoped that college alumni will be able to compete and meet the needs of the world of work.

The current high demand for manpower for college graduates has made universities try to prepare curriculum materials for each subject at least to be able to answer the needs of the users of these college graduates. The preparation of curricula prepared by universities must see graduates who are ready to become competent graduates in their fields, so that the preparation of the curriculum must be competency-based. The definition of competence according to Crunkilton in Mulyasa is mastery of a task, skill, attitude and

appreciation needed to support success (E. Mulyasa, 2005: p.23).

Understanding the needs of the world of work by preparing graduates according to the needs of society is the responsibility of higher education institutions. The competence of graduates who have the ability to compete must include assignments, skills, attitudes and appreciation, so that the learning process with the output of graduates can be in accordance with the specific types of work needed by society. Thus there is a harmonious relationship between the tasks that students learn in higher education with the abilities required by the world of work.

Competencies that must be mastered by students must be measurable and can be seen from the results of their work, so that the work results can be assessed and meet work wants and needs. As a form of student learning outcomes that refer to their learning creativity and being able to realize their competences. There are five (5) aspects or domains contained in the concept of competence as follows;

1. Knowledge domain, namely awareness in the cognitive field, for example a teacher knows how to identify learning needs, and how to carry out learning on students according to their needs;

2. Understanding domain, namely the depth of cognitive and affective possessed by individuals;
3. Skill Realm (Ability) is something that is owned by an individual to perform a task or job assigned to him;
4. Domain of Attitude (Attitude), namely happy or displeased, like it or not, or a reaction to a stimulus that comes from outside;
5. Domain of Interest (Interest) is a person's tendency to do something or deed (Christin S.B, 2014: p.57).

We are currently entering an era that has brought great changes in human civilization. The era that we call the era of globalization brings about the impacts of new developments in various aspects of life. The rapid changes in the world of work are the result of the impact of the globalization of the world of work and the revolution in technology and various other scientific disciplines that demand anticipation and evaluation of the higher education competencies needed by the world of work. So that the evaluation of the competencies produced by higher education becomes an important thing to do so that the world of higher education is not separated and too far from the real world of work in society.

Competency-Based Curriculum (KBK) is directed to develop knowledge, understanding, abilities, values, attitudes and interests of students so that they can do something in the form of proficiency, accuracy, and success with full responsibility. Therefore this curriculum includes a number of competencies and a set of learning objectives that are stated in such a way. So that the achievement can be observed in the form of behavior or skills of students as a criterion for success. KBK also requires qualified and professional educators to collaborate in a series of improving the quality of education.

Some of the shifts in competence in the world of work that have occurred today include the dynamics of the relationship between higher education and the world of work. At present there has been an important shift, resulting in an increase in educated unemployment, both open and hidden unemployment as a result of the massification of higher education, changes in global socio-economic and political structures that affect the world market of work and the rapid development of science and technology. Some of the aforementioned reasons have caused various fundamental changes in terms of qualifications, competencies and requirements to enter the world of work.

The real challenge faced by librarians as information managers requires this profession to be able to disseminate information, repackage it and even trade it for any purpose. This fact is a challenge that makes the academic world aware of the importance of improving the orientation of information science education and libraries to face the changing times. Educational orientation actually does not only rest on expertise in gathering and processing information but is directed at the ability to package information, managerial knowledge to disseminate information with marketing strengths accompanied by information technology support. With this refinement of orientation, it is hoped that they will be able to compete in the information market by expanding the range of its dissemination, as a form of very important need for postmodern society.

To answer the needs of the postmodern society, librarian competence is needed which begins with knowledge in a scientific field, accompanied by an understanding that gives rise to an ability or skill. The influence of attitudes and interests makes competences that are preceded by knowledge, understanding and abilities, making competences more focused. Based on the description of competencies above, the

competency-based curriculum is a curriculum concept that emphasizes the development of competency abilities for tasks with certain performance standards, so that the results can be felt by students in the form of mastery of a set of competencies. Thus the application of the curriculum can foster responsibility, and student participation to learn to assess and influence public policies, and dare to take part in various higher education activities.

To realize educational output that can compete in the world of work, the curriculum must be directed at the Competency-Based Curriculum (KBK), it is intended to develop knowledge, understanding, abilities, values, attitudes, and interests of students so that they can do something in the form of proficiency, accuracy, and success with full responsibility. Therefore this curriculum includes a number of competencies, and a set of clearly formulated learning objectives. So that the achievement can be observed in the form of behavior or skills of graduates as a criterion for success.

Several indicators are often used to assess the success of college graduates after going through a good learning process, it is hoped that quality university graduates will be produced. These indicators can be seen from the Academic Achievement Index (GPA), the

length of study and the graduation predicate carried by the alumni. But, in essence, the success process does not stop there. However, this success can be achieved by universities, it is necessary to ensure that their graduates can be absorbed in the world of work as soon as possible. The success of tertiary institutions in being able to deliver their graduates to be absorbed and recognized by the job market and society is what will also bring the name and trust of universities in the eyes of prospective applicants which ultimately leads to increasing the quality and quantity of applicants (input). The illustration below illustrates the importance of curriculum formulation for universities to be able to produce quality graduates, graduates who have the competencies needed in the world of work and in accordance with the needs of today's society (Ilah Sailah, 2014: p.2).

An overview of Library Science Education currently being held by various universities, both public and private, there are at least 39 universities that open Library Science Study Programs from D2 to S3. This shows that the development of the Library Science Study Program in Indonesia has become an attraction for prospective students in choosing study programs. Likewise, the Library Science Study Program at UIN Raden Fatah Palembang,

which is under the Faculty of Adab and Humanities, every year gets flat candidates who always exceed the quota offered, until now the Library Science Study Program at the Faculty of Adab and Humanities has the most +551 students in environment of the Faculty of Adab and Humanities, UIN Raden Fatah Palembang (<http://forlap.ristekdikti.go.id>).

The Library Science Study Program has graduated students, where most of the alumni have worked, including librarians, government administrators, lecturers, and so on. However, data on the existence and profession of alumni so far have not been documented in the archives of the Library Science Study Program properly. Therefore, to obtain valid data that is more accurate, it is necessary to conduct research on alumni. This is what encourages researchers to conduct research with the aim of knowing in more detail the whereabouts of the alumni, the alumni profession, the absorption of alumni in the field, and also for the preparation of filling in the Library Science Study Program accreditation data. Therefore, an alumni tracing study needs to be carried out so that UIN Raden Fatah Palembang in general and the Faculty of Adab and Humanities of the Library Science Study Program can make improvements to increase

the qualifications of graduates who are ready to enter the world of work.

Formulation of the Problem

The formulation of the problem in this research is based on the background of the problem and the problem boundaries above, so the research questions can be formulated as follows:

- 1.How does the curriculum fit with the alumni's current field of work?
- 2.What difficulties and obstacles do alumni experience when looking for work?
- 3.What aspects are considered important, causing alumni to be recruited by educational institutions or agencies?

RESEARCH METHODS

This study used a descriptive research method with a descriptive qualitative approach. The objective was to gather information about the experiences and opinions of respondents, namely the alumni of the Library Science Study Program. The data collection technique in this study used survey collection techniques, so it can also be said that this research is a survey research. The survey was carried out by utilizing the Google Form information technology facility which can be accessed via the Internet network with a link address,

namely : "http://forms.gle/4S4mAABwpjKjHoeP9", with survey respondents involving all alumni who are members of the WhatsApp Alumni group, namely 95 people. The process of data collection techniques in this study using observation techniques, questionnaires (questionnaires) or interviews to obtain information in this study.

Library Science Study Program Curriculum Competence

Competency-Based Curriculum Development (KBK) can be aligned with KKNi can be done through the following stages:

First Stage, Developing University Learning Outcomes (University Learning Outcomes). *Second Stage*, Formulating the Profile of Study Program Graduates. *Third Stage*, Formulation of Graduate Competency Standards. *Fourth Stage*, Formulation of Study Program Learning Outcomes (Program Learning Outcomes / PLO) *Fifth Stage*, Formulation of Course Learning Outcomes (CLO). *The Sixth Stage*, Finding and Recognizing Key Concepts and Keywords in Subject Learning Outcomes. *Seventh Stage*, Development of RPKPS (Program Plan and Semester Learning Activities)

The following is a table of the main and supporting competencies in the Library Science Study Program curriculum of UIN Raden Fatah Palembang;

1. Managerial Competence, namely the ability needed to manage information institutions ; Introduction to Library Science, Introduction to Archiving Science, Bibliometrics, Library Management, Public and Special Education Library Management, Archiving Institution Management, Database Management, Automation-Based Archives Management, Digital Library Management, Collection Development and Development, Malay Manuscript / Manuscript Management, Literature Cataloging Malay Script, Ergonomics in the Context of Library Management, (awalnya bahasa Indonesia)
2. Competence needed to organize or process information ; Computers and Data Processing, Information Organization Basics, Basics of Cataloging and Classification, Information Technology Applications, Book and Non-Book Cataloging, General Classification, Multi Media Technology, Vocabulary and Subject Indexing, Information Searching Tools, Storage and Retrieval Systems Information, Information Network Systems, and Islamic Classification. (awalnya bahasa Indonesia)
3. Competence needed to provide excellent service to Pemustaka; User Education, Communication for Libraries, Story Telling,

Marketing of Information Services, Preservation of Library Materials, Library Psychology, Librarian and Professional Ethics, General and Special Reference Materials, Legal Aspects in Information, History of Islamic Librarianship, Information Entrepreneurship. (awalnya bahasa Indonesia)

4. Competence needed in mastering computers and the internet; Computer Networks and Web Design, Computers and Data Processing, Information Technology Applications, Library Automation, Graphic and Electronic Publishing, Automation-Based Archives Management, Multimedia Technology, and Media Transfer of Library Materials. (awalnya bahasa Indonesia)
5. Competence needed in terms of mastery of foreign languages; Arabic, English, English For Librarian, Arabic Conversation for Librarians, Arabic Malay, Toefl Prediction, and Intensive Reading and Listening. (awalnya bhasa Indonesia)

RESEARCH RESULT

Before entering into the discussion of the results of this study, namely analyzing the absorption capacity of the alumni of the Library Science Study Program and related to

the curriculum. How relevant is the curriculum being studied with the challenges they face in the world of work. Although the opportunities are wide open for experts in the field of information and libraries, this is also the biggest challenge in how to meet the needs in the world of work.

Where at this time it has entered the information age and the information society has begun to form and challenges with the enactment of the free market. These matters must be answered by improving the quality of human resources so that they are able to compete at the national level and at least at the regional level.

The need for the right information, at the right time, for the right people, in the right way, in the right place, with the right packaging, is fundamental to people's lives today, especially in big cities. Instant information is an option to save in all aspects, so the need for experts who have the ability and skills in the field of information and knowledge management is getting bigger. Along with the rapid development of the world of work, of course there is a change in the need for competencies that is fast and continuous. This of course has a direct impact on the implementation of information science education and libraries such as universities as

a producer of graduates / experts / labor. To answer this challenge, there are several problems that must be observed, namely: curriculum, competence, infrastructure, image (Ninis A. D, 2005: p.4-8).

Tracer Study The study or study of alumni in the discussion in this chapter is only conducted for alumni only. While the user is not done because of limited time and funds in this study. Therefore, to determine the absorption capacity of the alumni of the Library Science Study Program, the researcher made a research instrument in the form of a questionnaire. This questionnaire will be distributed to the alumni of the Library Science Study Program through the Library Science Alumni Whatsapp Group and they will fill it out according to what they experience. Respondents in this study amounted to 95 people. Then the results of the questionnaire are discussed as follows:

1. Hope After Graduated from Library Science Study Program

As many as 53 respondents (56.4%) had hopes of quickly working as librarians, 22 (23.4%) of respondents had hopes of continuing their studies to master degree, and the remaining 19 (20.2%) of respondents had other expectations, for example work in other fields, entrepreneurship, and so on. This shows

that the hopes of alumni who undertake undergraduate education in the Library Science Study Program have high hopes that they can be absorbed in the world of work as librarians, by having the knowledge and skills gained when they take undergraduate education, they will get a job to manage libraries both in universities and other educational institutions. The hopes of alumni are in line with the relevance of education put forward by Burhan Nurgiyantoro that the education system run by an educational institution must be able to provide students with the ability to get along with their environment (Burhan Nurgiyantoro, 1988: p.50).

2. Length of Getting a Job After Graduation

One indicator of the success of an educational institution is how quickly its alumni get jobs or can be absorbed in the world of work after graduation. The faster the alumni are absorbed in the world of work, the higher the level of relevance. The following can be presented data related to the question "How long did you get a job after graduating?" The answers from the respondents indicated that 50 (53.2%) respondents answered less than 6 months. 26 (27.7%) respondents answered before graduating, 15 (16%) respondents answered 6 months to 1 year. The

rest, 3 respondents answered more than 1 year.

3. Field of Alumni Work After Graduation

As many as 59 respondents (62.8%) answered honorary librarians. 20 (21.3%) answered employees or other honorariums. 13 (13.8%) respondents answered self-employed. The remaining 2 respondents answered civil servants as librarians. If you look at and analyze the data above, that the current need for librarians is still limited to honorary staff, it has not yet reached the appointment of permanent employees both in government and private.

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4. Alumni Workplace Institution

Most of the alumni working places are in the school library starting from elementary, junior high, or high school as many as 52 (55.4%) respondents, 18 (19.6%) respondents

answered working in college / high school libraries and 18 (19.6%) also answered other institutions. The remaining 7 (7.4%) people answered public libraries and special libraries.

5. Income Obtained

The results of the respondents' answers indicated that 33 (35.1%) respondents answered that the income earned was Rp. 600,000 to Rp. 1 million. 25 (26.6%) respondents answered more than IDR 2 million. This data shows that the wage for honorary librarian is still below the regional minimum wage for Palembang, which is Rp. 3,043,000.

6. Suitability of the Curriculum with the Field of Work

The data obtained shows that 47 (50%) respondents answered the relevance of the curriculum to the appropriate field of work. 30 (31.9%) respondents answered very well. The rest, about 17 respondents, answered somewhat appropriate, less suitable, even inappropriate. The curriculum of the Library Science Study Program is in accordance with the alumni's work as librarians with evidence that 77 (81%) of respondents answered accordingly and very well. This is because + 75% of the Library Science study program courses are designed to support practical activities as librarians. Plus the 1.5 months PKL

activities in the library and a half month voluntary internship when students are on holiday from college, thus increasing their knowledge of how to manage the library properly.

7. Factors That Make It Difficult When Finding Work

The data shows that as many as 34 (36.6%) of respondents answered that the difficulties faced when looking for a job were in English / foreign language skills, and other difficulties. 33 (35.5%) respondents answered work experience requirements. 15 (16.1%) of respondents answered that the field of work was not in accordance with the field of science. 7 (7.5%) answered communication skills. 6 (6.5%) of respondents answered self-appearance (lack of confidence, insecurity, etc.). 2 (2.2%) of respondents answered computer skills. 1 respondent answered internet skills. GPA is not a problem for alumni in finding work.

8. Important Aspects to be Assessed When Recruiting by the Agency

There are 5 aspects chosen by more than 30 respondents as very important aspects that are assessed by agencies during recruitment, namely the suitability of fields of knowledge, computer skills, internet skills, communication skills, and personality. In addition, there are 3

important aspects chosen by more than 50 respondents, namely academic achievement, leadership ability, and appearance.

9. Subjects Relevant to Work

Based on the data in point 6 above, it is stated that the level of conformity is 81% or 77 respondents. This is proven by several courses that are highly relevant to the work, namely Library Management of Book and Non-Book Cataloging, Introduction to Library Science, Classification, Library Automation, Database Management, Bibliometrics, Collection Development and Development, Information Searching Facilities, Preservation of Library Materials, Librarians and Ethics. Profession, Communication for Librarians, Library Psychology and Introduction to Archives. Where these subjects demand scientific competence, information management competence, information technology competence, information service competence, organizational management competence and communication competence, all these competencies are very useful for alumni when they work in libraries as professional librarian experts.

CONCLUSION

The results of this study can be concluded as follows; Research on tracer

studies or alumni tracing is very important to determine the usefulness of alumni in the world of work, as well as to what extent alumni absorption in the world of work will be used as evaluation material for the organizers of the Study Program. In addition, tracer studies can act as a tool to evaluate the relevance of higher education and the world of work. Become useful input for lecturers and administrators for work improvement. The alumni tracing study also aims to determine the output mobility (graduates) and graduate satisfaction with their jobs.

The absorption capacity of the Library Science Study Program alumni is quite significant and high, this is evidenced by more than 50% of the Library Science Study Program alumni have got jobs with the following details, namely 26 alumni (28%) got jobs before graduating, 50 alumni (53%) before 6 months. This means that before 6 months as many as 81% of alumni got jobs, the rest were over 6 months to 1 year. If it is concluded that it only takes 1 year, all the alumni of the Library Science Study Program have been absorbed in the world of work as librarians.

Most of the jobs obtained by alumni have only been accepted by honorary librarian employees in both public and private educational institutions. This is influenced by

the government's ability to accept civil servants (PNS). As for the wages received by alumni who have worked are still below the UMR (Regional Minimum Wage), this is because honorary staff cannot be included in the budget for permanent honorary staff in schools. The suitability of the curriculum with the alumni's field of work can be seen from the following data, that 81% of respondents answered that the curriculum of the Library Science Study Program is very suitable. This can occur because of the correlation and relevance with the Library Science Study Program course which is designed 75% to support practical activities as a librarian. In addition, it is supported by PKL activities for 1.5 months and 1/2 month of alumni voluntary internship while being students.

However, there are several things that become obstacles for alumni to get a job, namely mastery of foreign languages and work experience. In addition, job opportunities that are still not wide open are a problem for alumni.

The aspects that are assessed during the recruitment of alumni by the agency are based on aspects of academic achievement, leadership abilities and appearance as much as 50%. Besides that, the aspects of suitability in the field of science, computer skills, internet

skills, communication skills and personality are other aspects that are also considered in the alumni recruitment process.

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