



Analysis of Stakeholder Satisfaction Level on the Competence of Samudra University Alumni

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Abstract

Higher education is part of the national education system and has the responsibility to educate the nation's future generation and create a prosperous, independent, and highly competitive society. The respondents of this research are stakeholders who assess the alumni of Samudra University. This study aim to analyze stakeholder perceptions of the competency level of Samudra University alumni. The respondents of this research are thirty-nine stakeholders from various companies who have assessed eighty alumni. Data collection technique used in this study is questionnaires with research method of gap and Importance Performance Analysis. The indicators used in assessing alumni competence are nine items: Ethics and morals, Professionalism, Insights, Leadership, Teamwork, Mastery of foreign languages, Communication, IT Skills, and Self-development. The results of this study show that the attribute included in quadrant I (High Importance and Low Performance) is intellectual ability and there are six attributes in quadrant II (High Importance and High Performance) consisting of ethics and morals, insight, teamwork, communication skills, information technology skills, and self-development. The attributes included in quadrant III (Low Importance and Low Performance) are leadership skills and English language skills and none in quadrant IV.

Keywords: Alumni Competency; Stakeholder's Perception; Assessment

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Introduction

Higher education is one of the places for learning process to create reliable human resources (HR). This is related to the strategic role of universities in creating quality community life such as educating scholars who drive economic activity and development in society (Soraya, 2018). Higher education is part of the national education system and has the responsibility to educate the nation's generation and to create a prosperous, independent, and highly competitive society. Current report from BPS (Central Statistics Agency) show that the population of the State of Indonesia reaches 270.20 million people, with the composition of the student age or gen Z reaching 74.93 million ([BPS] Badan Pusat Statistik, 2021), ranked fourth in the world. This condition becomes a challenge in creating quality human resources.

Samudra University is one of the universities located in Langsa City, Aceh Province. As a university, it has the duty and responsibility to realize the ideals of Indonesian nation: to create

a prosperous, independent, and highly competitive society. In the era of globalization, college alumni competition is not only based on geography and socio-culture with other provinces, but also with other countries (Rofaida & Gautama, 2019). Samudra University is not only competing with universities in Indonesia, but also with those from abroad.

To find out the quality of the graduates of Samudra University students, it is not enough to look at the output only. Competence is not only about the ability of students to master knowledge, skills, and formal attitudes that can be seen from the achievement index, but also about the involvement of graduates in real life; one indicator can be measured by how many graduates participate in the business. By knowing this, universities can improve the quality of their graduates, so that the goal of producing graduates who have good abilities or competencies can be realized.

Perception is defined as a point of view, picture, or assumption of an object. In perception, there is a person's response that can be seen from his behavior in interpreting something. Perception is the process of interpreting the impressions captured by the individual senses, which then produce certain meanings in interactions with the environment (Robbins & Decenzo, 2012). Perception is a point of view, a certain response to something, and can be seen from his behavior in interpreting the impression captured by the individual (Nurtanto et al., 2017). Perceptions can be used as evaluation material for various policies for the benefit of institutions, including educational institutions (Maslamah, 2019).

Based on some of these opinions, the conclusion is that perception is an internal reaction of giving meaning from information to a stimulus (Irawan, 2018). Perception itself consists of two types in terms of the source of the stimulus, namely (1) External perception, a perception caused by stimuli originating from external factors or the individual's external environment. These external factors include: a) Concreteness, ideas, or thoughts that are abstract; b) Novelty, or new things that are encountered by individuals; c) Velocity or speed, the stereotype that something is completed faster means the work is completed effectively; d) Conditioned stimuli, sound stimuli such as telephone ringing, door knocking, and so on; (2) Internal perception, Perception caused by stimulation comes from within the individual. Internal factors include: a) Motivation, stimulation to rest, move, and be excited, so that individual behavior responds in the form of behavior; b) Interest, interest in things that are felt to attract attention; c) Need, individual needs; d) Assumptions, experiences that shape perceptions.

The university's reputation comes from how educational institutions can create outputs or graduates who have a real contribution to society. The university's reputation comes from stakeholder assessments, where one of these assessments is the quality of higher education output (Maslamah, 2019).

Stakeholders are people who have an interest in the organization. Stakeholders have different roles and interests in the organization, which determine the smooth running of the organization's activities (Isa, 2016). Stakeholder satisfaction has a positive image effect for the organization. Thus, educational institutions should have good communication with stakeholders (Maslamah, 2019). In educational institutions, students are internal stakeholders, while external stakeholders are users of the output of universities. Stakeholders are often referred to as stakeholders. Stakeholders can be said to be consumers of higher education output (Ruslan & Syukrinur, 2018). These external parties can be government institutions, as well as private companies.

Competence is a characteristic possessed by employees that influence daily behavior in the organization and are closely related to individual performance (White et al., 2006). Competence is a characteristic including skills, knowledge, and behaviors that are needed and possessed by individuals so that they can do work following organizational expectations (Krishna et al., 2007; Rofaida & Gautama, 2019). According to Grote (1996), competence is related to the ability to work effectively and comes from the basic characteristics of individuals. From the organizational perception, competence is the ability of an individual to be better than his competitors. Research conducted by Pudjiastuti (2012) found that many factors affect student performance; self-efficacy, discipline in the classroom, and learning culture are several factors that affect their competence in the future.

According to Ranse & Grealish (2007), competency is divided into two types: 1) personal competence, that is a micro competence, specialist, and focus on a thing; 2) operational competence, that is the ability to apply knowledge. Increased intrapersonal competence will improve the quality and quantity of students. How students relate with other people is similar to someone relates to himself. When people are able to relate to themselves effectively, then it will also be effective in relationships with other people (Erhamwilda, 2011).

Stakeholders as alumni users have a good assessment of the quality of graduates from universities. Competency of human resources are important in an organization because by having

good human resources, the organization's goal can be achieved effectively and efficiently. Stakeholder perception is an important input for the implementation of teaching and learning activities that have been implemented so far. The input is expected to be a reference for university management, in this case, the leadership elements at Samudra University, from the rector to the study program coordinator in evaluating the activities that have been carried out so far. Based on the explanation above, the purpose of this study is to analyze stakeholder perceptions of the competency level of Samudra University alumni.

Research Method

Gap analysis is used to see the level of conformity between expectations and expected performance. Gap analysis aims to see the match between stakeholder expectations and alumni performance. In this study, the analysis compares stakeholder expectations with alumni performance. To determine the value of the gap is to calculate the difference between alumni performance and stakeholder expectations.

Based on research conducted by Robi et al. (2017), in assessing the competence of alumni, three indicators are applied as follows: 1) Intellectual ability consisting of insight in the field of science, ability to work independently, tolerance, ability to adapt to the work environment, and others; 2) Skills in technology and information, teamwork, and so on; 3) Experience, consisting of managerial skills, negotiation, able to work with people from different cultures or other backgrounds. While research conducted by Andin Vita Amalia, Novi Ratna Dewi, Erna Noor Savitro (2018) state that the indicators used in assessing alumni competence are nine items, including (1) Ethics and morals, (2) Professionalism, (3) Insights, (4) Leadership, (5) Teamwork, (6) Mastery of foreign languages, (7) Communication, (8) IT Skills, and (9) Self-development.

The technique of this research is that the team provides questionnaires to stakeholders who are leaders of alumni, to provide an assessment of alumni performance. The number of samples are 80 alumni who are assessed with the assumption that the number of sample in the study is more than thirty and less than five hundred respondents have been represented. The sampling technique used is accidental sampling with the consideration that not all stakeholders are willing to be interviewed or fill out questionnaires, so the team will provide questionnaires to respondents who are willing to assess alumni performance.

Data collection technique in this study used a questionnaire, both printed version and google form, adapted to the situation of the object of research. The questionnaires were distributed using a Likert scale of 1-5 with two categories of 1) Level of importance and 2) Level of Performance.

Results and Discussion

Validity and Reliability Test

This study uses an instrument test because the instrument used is a modified questionnaire. The validity test is the first test which is a statistical test that aims to see and ensure how the measuring instrument can measure what it wants to measure (Cooper, D.R. and Schindler, 2001). The validity criteria of this research questionnaire is to use a higher calculated r score than the r table (Ghazali, 2013).

The reliability test is the second test in this research instrument using the Cronbach method with a measuring instrument reliability coefficient called Cronbach's alpha. The criteria used are Cronbach's alpha values higher than 0.6 to be declared reliable.

Table 1
Reliability and Validity Test

Variable	Cronbach's Alpha	Status	R score	Status
Exp1	.826	Reliable	.747	Valid
Exp2	.776	Reliable	.747	Valid
Exp3	.783	Reliable	.645	Valid
Exp4	.783	Reliable	.613	Valid
Exp5	.812	Reliable	.645	Valid
Exp6	.823	Reliable	.889	Valid
Exp7	.811	Reliable	.759	Valid
Exp8	.846	Reliable	.869	Valid
Exp9	.799	Reliable	.733	Valid
Real1	.801	Reliable	.686	Valid
Real2	.780	Reliable	.843	Valid

Real3	.784	Reliable	.686	Valid
Real4	.775	Reliable	.897	Valid
Real5	.802	Reliable	.675	Valid
Real6	.795	Reliable	.705	Valid
Real7	.803	Reliable	.752	Valid
Real8	.792	Reliable	.713	Valid
Real9	.788	Reliable	.743	Valid

Source: Primary data processed (2021)

Based on the analysis of the results, the overall alpha value of the observed variables is higher than 0.6. Thus, the variables in this study can be used for further analysis. Meanwhile, in the table above it is known that the r-count score is higher than the r table. The score of r-count is 0.179 so that all the questions in this study are valid and can be used in further analysis.

Descriptive Statistic

In this study, there were 80 alumni being assessed. The distribution of faculty that have been collected is as follows:

Table 2
Number of Alumni

	Number of Alumni
Faculty of Economic	30
Faculty of Teacher Training and Education	34
Faculty of Law	7
Faculty of Engineering	5
Faculty of Agriculture	4
Total number of alumni	80

Source: Primary data processed, 2021

Based on the data that has been collected, the highest number of alumni is from the Teacher Training and Education Faculty compared to alumni from other faculties. This is because in the eastern region of Aceh, many schools from elementary to high school recruit teachers from Samudra University alumni.

This research involves several institutions as stakeholders of Samudra University alumni. The list of agencies that are respondents in this study are as follows:

Table 3
List of Stakeholders

Stakeholder	Number of companies
Finance company	2
Government agencies	10
Primary school	9
Junior high school	5
Senior High School	10
College	2
Hotel	1
Total number of companies	39

Source: Primary data processed, 2021

Gap Analysis

Based on the distribution of institutions in the table above, Samudra University alumni are in various institutions both private and government. With a variety of service sectors ranging from education, finance, to public services, the obstacle in data tracking in this study is that not all stakeholders are willing to be respondents, so that out of the 100 alumni target assessed, only 80 alumni have been identified for their performance. Another obstacle is the relative difficulty of getting stakeholders who have alumni from certain faculties so that the classification of alumni in this study is uneven. The last obstacle is the limited time in the study.

The gap value serves to assess how ideal the competence of alumni is. A positive gap value (more than zero) indicates that the alumni's performance has met the ideal quality of stakeholders. On the other hand, if the gap score is negative, the performance level of alumni is perceived as not

in accordance with/has not met the ideal quality of stakeholders ((Widyarto et al., 2018). If the gap value is equal to zero, then the alumni's performance is considered normal by the stakeholders, meaning that the alumni's performance is considered standard. The results of the gap analysis are shown in the following table:

Table 4
Gap Analysis

Indicator	Performance (X)	Importance (Y)	GAP
1. Ethics and Morals	4,85	4,71	0,14
2. Insight	4,68	4,57	0,11
3. Intellectual Ability	4,58	4,58	0
4. Leadership ability	4,6	4,44	0,16
5. Teamwork	4,75	4,74	0,01
6. English/foreign language skills	3,98	4,05	-0,07
7. Communication	4,71	4,6	0,11
8. Information technology skills	4,63	4,65	-0,02
9. Self development	4,67	4,6	0,07
Average Score X and Y	4.60	4,55	

Source: Primary data processed, 2021

The explanation of the results of data processing in the table above is as follows: (1) Ethics and Morals, the table shows that the value of the gap between the expectations and the performance of ethical and moral indicators is 0.14 and is positive. This means that stakeholders have a good perception of the ethics and morals of Samudra University alumni. (2) Insight, it is the knowledge that supports the completion of work. The value of the gap between expectations and performance of the insight indicator is 0.11 and is positive. This means that stakeholders have a perception that the insights possessed by the alumni are following the ideal quality of the stakeholders. (3) Intellectual Ability, it is a skill in the field of scientific discipline possessed by alumni. The table shows that the value of the gap in ethics and moral indicators is 0, a value of zero indicates that the intellectual abilities of alumni are considered normal by stakeholders. (4) Leadership, it has a gap score of 0.16. The score is positive, so stakeholder's perception is that Samudra University alumni have leadership abilities that are following the ideal qualities of stakeholders. (5) Teamwork, it is the ability of alumni to adapt to various individual characters in the organization. This ability is important to get the job done. This indicator has a positive gap score of 0.01, which means that the stakeholder's perception is that the alumni of Samudra University can work as a team following the ideal quality of stakeholders. (6) English/foreign language skills, the table shows that the gap value of the alumni's English proficiency indicator is -0.07, which is negative. This means that the alumni's English language skills are below the expectations and ideal quality of stakeholders. (7) Communication, it is the ability to establish relationships within the organization, the gap score is 0.11 and positive. This means that the communication skills of Samudra University alumni meet the ideal quality of stakeholders. (8) Information technology skills are the alumni's abilities to master computers and the internet. The gap score of this indicator is -0.02, which means that this attribute is not following the ideal quality of the stakeholders. (9) Self development, it is the ability and willingness of alumni to improve their competencies and skills. The gap score for this indicator is 0.07 and is positive. It means that alumni self-development is following the ideal quality of stakeholders.

Importance Performance Analysis (IPA)

Importance performance Analysis (IPA) is a method to show the relative importance of various attributes of a product to the performance (Noer, 2016). The IPA method uses two dimensions consisting of performance with importance into two grids and attribute indicator plots as its contents.

Importance performance analysis (IPA) is used to see which attributes are appropriate and which ones need improvement. The IPA method in this study uses a Cartesian diagram, which consists of four quadrants. Each quadrant provides information about the perceptions of stakeholders or consumers who use the product (Huang, Y. C., Wu, C. H., & Hsu, 2006). The purpose of using a Cartesian diagram is to provide more detail about what attributes need improvement (Yola & Budianto, 2016). The results of mapping using a Cartesian diagram can be seen in Figure 1 below:

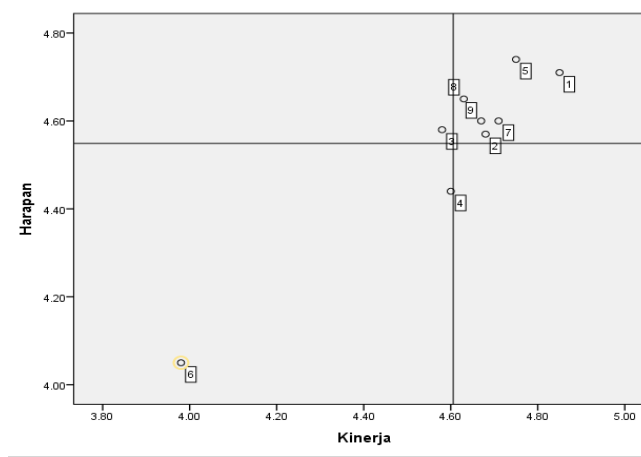


Figure 1. Cartesian Diagram of Stakeholder Satisfaction on the Competence of Samudra University Alumni

Based on the mapping, the results can be explained as follows:

Quadrant I (High Importance and Low Performance). Quadrant I consist of some attributes of alumni competencies that do not satisfy stakeholders. In this study, the attribute included in quadrant 1 is the 3rd indicator (intellectual ability). That is, even though the gap value is zero, stakeholders have the perception that the intellectual ability of alumni is still not satisfactory, so they need to be improved to suit the current needs of stakeholders.

Quadrant I is the main priority that becomes the focus of stakeholders in assessing the performance of alumni. Based on these results, Universitas Samudra needs to prioritize how to improve students' intellectuals. In this case, intellectual ability is the understanding and mastery of knowledge by students. The learning process needs to be evaluated to improve student competence in the field of science. The learning process is directed at strengthening student mastery according to their knowledge. This process can be carried out through curriculum development or collaboration with national and international universities to improve student competence.

Quadrant II (High Importance and High Performance). Quadrant II shows there are attributes of alumni competence that are as expected by and satisfy stakeholders. In this study, there are six attributes in quadrant II consisting of ethics and morals, insight, teamwork, communication skills, information technology skills, and self-development. In quadrant II there is a match between the expectations of stakeholder interests on the performance of alumni. Stakeholders have high satisfaction with the competency attributes of alumni in it, so that the Samudra University needs to maintain these advantages.

Quadrant III (Low Importance and Low Performance). Quadrant III shows the competency dimensions of alumni that are considered less important for stakeholders, and in fact, the performance is mediocre. In this study, the attributes included in quadrant III are leadership skills and English language skills. Attributes in this quadrant have a low level of satisfaction and are considered not too important for stakeholders. Even though it is not a priority, it does not mean that Samudra University does not give attention, but rather maintains and improves the quality of alumni.

Quadrant IV. Quadrant IV shows the competency attributes of alumni that are considered less important for stakeholders, but in practice, the performance is excessive or satisfactory. In this study, none of the attributes that are in quadrant IV

Conclusions

From the mapping on the Cartesian diagram, especially on quadrant III, Universitas Samudra needs to focus on intellectual attributes that are very important for stakeholders. In the perception of stakeholders, the intellectual abilities of alumni have low and unsatisfactory performance, thus Universitas Samudra needs to increase competence in terms of deepening knowledge for students so that the mastery of the knowledge learned by students can increase and satisfy stakeholders.

Based on quadrant I and II, the attributes of ethics and morals, insight, teamwork, communication skills, information technology skills, and self-development, are attributes perceived by stakeholders as having good and satisfactory performance. However, Samudra University still has

to maintain and improve the quality of these attributes by evaluating the curriculum, improving and motivating students to be active in every program designed by campus, so that stakeholder trust in alumni increases.

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