



## COMPETENCY MAPPING OF GRADUATE LEARNING OUTCOMES IN STRENGTHENING THE INDEPENDENT CAMPUS CURRICULUM

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### Abstract

This study aimed to determine the mapping of graduate learning achievement competencies in strengthening the independent campus curriculum. This research uses mixed-method approach with descriptive research to overview the mapping of the learning achievement competencies of graduates needed by students, graduates, and users of the Bachelor Communication Studies Program at the Universitas Terbuka. The methods of data collection in this study using documentation review techniques, interviews and surveys. Based on the results of the data and research analysis, it can be concluded: 1) The suitability of the field of work according to the alumni has the suitability of the field of communication; and 2) Based on the results of the research, the competency aspect of the attitude aspect is 100% obtained by the alumni, while the industry needs for the attitude aspect is 98.7%. The general skill competency obtained by alumni is 97.8%, while 100% of industry needs are indispensable in work. The knowledge aspect competence obtained by the alumni is 97.2%, while the industrial needs in the knowledge aspect are needed at 94.2%. The competency aspect of special skills obtained by alumni is 89.8%, while industry needs, according to alumni, are 100% for all elements contained in particular skills.

### Keywords:

Competency Mapping, Learning Outcomes, Independent Campus

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## INTRODUCTION

The mapping of graduate learning achievement competencies is carried out to create a coherent relationship between the material being taught and the expectations of students and graduates (Yusuf, 2021). Competencies of graduate learning outcomes compiled by study programs must contain additional competencies to meet the needs of the world of work, socio-cultural changes, and technological advances (Kuswandi *et al.*, 2020). The study program needs the link and match program to create an innovative, non-restrictive learning culture and the learning achievement of students and alumni, which includes aspects of attitudes, knowledge, and skills. This is based on the National Higher Education Standards regulated in Permenristekdikti Number 44 2015. Study programs as education providers must determine graduate learning outcomes to measure the suitability of competencies possessed by students and graduates with the world of work. According to Mulyanto *et al.* (2020), the success of higher education graduates in careers is determined by two factors, namely science and technology, and soft skills. Mastery of science and technology is needed as mastery of technological skills in work. In contrast, soft skills are required so that students and alumni can win the competition in the world of work, adapt to the work environment, and increase career paths.

The Bachelor of Communication Studies Program at the Universitas Terbuka seeks to equip graduates with competencies following the learning outcomes required by the world of work. The learning outcomes obtained by students and alumni are special skills, mastery of knowledge, and attitudes. Achievement of specific skills include: 1) Ability to design, implement and evaluate communication programs in various forms at various levels of the organization; 2) Ability to create public opinion to deepen public trust in an individual/organization through public opinion research and limited campaigns; 3) Ability to manage media and communication programs internal and external to the organization; 4) Ability to build relationships with the media community, government, private sector and non-governmental organizations using communication skills; 5) the ability to identify, analyze current issues with strategies and develop alternative solutions in the field of communication.

The following achievement determined by the Bachelor of Communication Studies Program at the Universitas Terbuka is mastery of knowledge. Mastery of knowledge possessed by students includes: 1) Mastering the concepts and theories of communication in general, communication program planning, intercultural communication, and organizational communication; 2) Mastering the basics of both qualitative and quantitative communication research methods; 3) Mastering contextual knowledge about the position, function, and practice of public relations in various organizational settings, both government and private or non-governmental organizations; 4) Mastering the rules, principles, and techniques of cross-functional communication, organizational and cultural levels; 5) Mastering the latest principles and issues in economics, politics, social, ecology, the latest and most recent technological developments in general; 6) Mastering the latest and latest technology, information and communication.

The last achievement determined by the Bachelor of Communication Studies Program is an attitude that includes 1) Being able to show a fearful attitude to God Almighty, upholding human values, having nationalism, being dignified, respecting social and cultural diversity, as well as other people's original opinions/findings; 2) Have social sensitivity and concern, obey the law, and be responsible for work in their field of expertise independently; 3) Have a positive attitude towards independence in learning and lifelong learning, both for personal and professional advancement, and create opportunities to improve the quality of personal and community life.

Further competency mapping is needed to strengthen the independent campus curriculum (Sehabudin *et al.*, 2020). An independent campus is a policy of the Minister of Education and Culture, which aims to encourage students to master various sciences that are useful for entering the world of work. Merdeka Campus provides an opportunity for students to choose the courses they will take. The Independent Learning Policy-Independent Campus is following Permendikbud Number 3 of 2020 concerning National Higher Education Standards; in Article 18, it is stated that the fulfillment of the learning period and burden for undergraduate or applied undergraduate students can be carried out: 1)

following the entire learning process in the study program at tertiary institutions according to the period and study load; and 2) participate in the learning process in the study program to fulfill part of the study period and load and the rest follow the learning process outside the study program. Learning in the Merdeka Campus provides challenges and opportunities for the development of 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 (Aw *et al.*, 2015; Firdaus *et al.*, 2020).

This is important because the digital revolution 5.0 has begun, which demands the integration of education, socio-cultural changes, and technological advances. This integration must be implemented through additional competencies possessed by students and graduates as a provision to compete in the world of work (Panjaitan *et al.*, 2016). These different competencies can provide theoretical and digital-based practical strengthening of courses. Furthermore, strengthening this course will support learning activities linked to the freedom of students to choose the form of activities offered through the Bachelor of Communication Studies Program curriculum based on independent campuses and independent learning (Hartoto, 2021).

## LITERATURE REVIEW

### Indonesian National Curriculum based on the Indonesian National Qualifications Framework

National education as a system consists of several parts that interact. The components in the education system are inputs, processes, and educational outcomes (Kusminarto, 2014). One of the national education subsystems is the Higher Education System. Higher education is education at a higher level than a secondary education in the school education path (Tandirerung, 2017).

The National Higher Education Standards must guide higher Education in Indonesia according to Permenristekdikti Number 44 of 2015. National Education standards are the minimum criteria for learning in higher education in universities throughout the legal territory of the Unitary State of the Republic of Indonesia (Nurdin, 2018). One of the standards that must be owned by tertiary institutions related to education is the competency standard of graduates. Graduate competency standards are regulated in Permenristekdikti Number 44 of 2015 Article 5, which explains that graduate competency standards are the minimum criteria regarding the qualifications of graduates' abilities, including attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes.

The formulation of graduate learning outcomes as referred to in paragraph (1) is used as the primary reference for developing learning content standards, learning process standards, learning assessment standards, lecturers and education staff standards, teaching facilities and infrastructure standards, learning management standards, and learning financing standards (Suwandi, 2020). The formulation of graduate learning outcomes must refer to the Study Program for graduate learning outcomes of the Indonesian National Qualifications Framework and have equivalence with qualification levels in the Indonesian National Qualifications Framework.

To qualify university graduates in Indonesia, the government has issued Presidential Decree No. 08 of 2012 concerning the Indonesian National Qualifications Framework (Indonesian National Qualifications Framework) and its attachments, which serve as a reference in the preparation of learning outcomes for graduates from every level of education nationally. The Indonesian National Qualifications Framework consists of nine Indonesian HR academic qualifications (Zahara & Ridha, 2021). 73 of 2013. The issuance of Presidential Decree No. 08 of 2012 and the Law on Higher Education No. 12 of 2012 Article 29 paragraphs (1), (2), and (3) have had an impact on the curriculum and its management in each program. The curriculum, which initially refers to the achievement of competencies becomes referring to learning outcomes.

With the existence of the Indonesian National Qualifications Framework, it is hoped that it will change the way one looks at a person's competence, no longer just a diploma but by looking at the qualification framework that is nationally agreed upon as a basis for recognizing one's educational

outcomes broadly (formal, non-formal, or informal) that is accountable and transparent. The implementation of the Indonesian National Qualifications Framework goes through 8 stages, namely through determining the Graduation Profile, Formulating Learning Outcomes, Formulating Study Material Competencies, Mapping LO Study Materials, Packaging Courses, Formulating Curriculum Framework, Compilation of Lecture Plans (Nurhadi, 2021; Pristiwati *et al.*, 2020).

To improve the quality of college graduates. Competence is the accumulation of one's ability in carrying out a measurable work-study program description through a structured assessment, covering aspects of individual independence and responsibility in the field of work. Learning outcomes are the internalization and accumulation of knowledge, skills, attitudes, and competencies achieved through a structured educational process covering a particular area of knowledge/expertise or work experience (Siagian *et al.*, 2018). Signs that must be met at each level need to be able to distinguish: a) Learning Outcomes; b) Number of credits; c) Minimum study time; d) Compulsory courses: to achieve learning outcomes with general competencies; e) Student-centered learning process; f) Assessment accountability; and g) The need for a Supplement Diploma (a certificate supplementing a diploma and transcript) (Pristiwati *et al.*, 2020)

Each element of Learning Outcomes is defined as follows: a) Attitude is correct and cultured behavior resulting from internalizing and actualizing values and norms reflected in spiritual and social life through the learning process, student work experience, research, and community service. Related to learning (Suwandi, 2020); b) Knowledge is a systematic mastery of concepts, theories, methods, and philosophies of a particular field of science that is obtained through reasoning in the learning process, student work experience, research, and community service related to learning (Basani, 2015; Lestari *et al.*, 2020). What is meant by student work experience is an experience in activities in specific fields for a certain period in the form of job training, practical work, fieldwork practices, or other similar forms of movement; and c) Skill is the ability to perform work using concepts, theories, methods, materials, and instruments, which are obtained through learning, student work experience, research and community service related to education (Sopiansyah *et al.*, 2021).

Skill elements are divided into two, namely general skills and special skills, which are defined as follows: a) General skills are general work abilities that every graduate must possess to ensure the equality of graduates' abilities according to the program level and type of higher education; and b) Special skills are special work abilities that every graduate must possess following the scientific field of the study program (Arifin & Muslim, 2020; Susetyo, 2020). Specific skills and knowledge, which are the formulation of the minimum ability of graduates of a particular field of the study program, must be prepared by a similar study program forum or initiated and proposed by the organizer of the study program (Assingkily, 2020).

### **Independent Campus**

The independent Campus is one of the Minister of Education and Culture policies regarding the Independent Learning-Independent Campus. Independent Campus is the right to study for three semesters outside the study program. The program is a mandate from various regulations/legal foundations for higher education: a) Law Number 20 Year 2003, concerning the National Education System; b) Law Number 12 of 2012, concerning Higher Education; c) Law Number 6 of 2014, concerning Villages; d) Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education; e) Presidential Regulation number 8 of 2012, concerning the Indonesian National Qualifications Framework; f) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education; g) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priorities for the Use of Village Funds in 2020; h) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Deliberations; i) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for Development and

Empowerment of Village Communities; and j) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019, concerning General Guidelines for Village Community Assistance.

In the Merdeka Campus, universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and consistently relevant to socio-cultural changes, the world of work, and technological advances (Baharuddin, 2021). The main programs are ease of opening new study programs, changes to the higher education accreditation system, convenience for state universities to become state universities with legal entities, and the right to study for three semesters outside the study program. These three semesters are meant in the form of 1 semester of opportunity to take courses outside the study program and two semesters of carrying out learning activities outside of tertiary institutions (Faiz & Purwati, 2021). Students are given the freedom to take credits outside the study program.

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 (Rachmayanie & Arsyad, 2021).

A well-designed and well-implemented independent learning program aim to strengthen students' hard and soft skills. The objective of the Merdeka Learning - Merdeka Campus policy, the program "right to study three semesters outside the study program," is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation who excel and personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents (Puspitasari *et al.*, 2021).

## RESEARCH METHODS

This research uses a mixed-method approach with descriptive analysis. A descriptive study was chosen because the researcher wanted to overview the mapping of graduate learning outcomes required by students, graduates, and users of the Bachelor of Communication Studies Program at the Universitas Terbuka. The objects of this research are the opinions of students, graduates, and graduate users regarding the competency of learning outcomes that have been applied to the study program and input for additional competencies that can support the graduate profile, as well as expert opinions to strengthen graduate learning outcomes and to update lecture study materials adapted to the independent campus curriculum (Elihami, 2019). The population in this study was divided into three main groups with purposive sampling because respondent in our research have criteria for students, alumni, and stakeholders. The three groups of respondents are a) Group of graduates or alumni of the Bachelor of Communication Studies Program FHSIP Universitas Terbuka; and b) Non-alumni groups consisting of association experts, academic experts, and graduate users. The sample that became the respondent of this study was part of the number of population groups selected by purposive sampling. Purposive sampling is sampling based on the research objectives of the object under investigation. The number of samples that will be the respondents of this research is 140 people—methods of data collection in this study using documentation review techniques and interviews and surveys.

## RESULTS AND DISCUSSION

### Profile of Graduates of Communication Studies Program

The alumni or graduates of the Communication Studies Program (Bachelor) who became the informants of this research came from three regions of Indonesia, namely West Indonesia, Central

Indonesia, and East Indonesia. The alumni profile obtained is based on regional origin or Distance Learning Program Unit, year of graduation, type of graduate work, position, length of employment, and suitability of field of work.

The graduate profile is determined based on the region's distribution of western, central, and eastern areas. The selection of these three regions was carried out to see the majority of graduates from the Communication Science study program. The distribution of graduates based on Distance Learning Program Unit areas is presented in the following table:

**Table 1. Distribution of graduates by area Distance Learning Program Unit**

<b>Distance Learning Program Unit</b>	<b>Amount</b>	<b>Percentage</b>
Distance Learning Program Unit Ambon	4	3%
Distance Learning Program Unit Bandung	6	5%
Distance Learning Program Unit Serang	3	3%
Distance Learning Program Unit Semarang	5	4%
Distance Learning Program Unit Purwokerto	10	9%
Distance Learning Program Unit Malang	26	22%
Distance Learning Program Unit Pangkal Pinang	13	11%
Distance Learning Program Unit Denpasar	22	19%
Distance Learning Program Unit Mataram	9	8%
Distance Learning Program Unit Makasar	4	3%
Distance Learning Program Unit Manado	14	12%
<b>Total</b>	<b>116</b>	<b>100%</b>

Source: data proceed

Based on the table above, it can be seen that the distribution of graduates or alumni by region consists of Distance Learning Program Unit Ambon (eastern Indonesia), UPBBJJ Pangkal Pinang, Distance Learning Program Unit Bandung, Distance Learning Program Unit Serang, Distance Learning Program Unit Semarang, Distance Learning Program Unit Purwokerto, Distance Learning Program Unit Malang (western Indonesia), Distance Learning Program Unit Denpasar, Distance Learning Program Unit Mataram, Distance Learning Program Unit Makasar, and Distance Learning Program Unit Manado (central Indonesia). From the table, it can be seen that the dominance of alumni is in the western part of Indonesia by 55%, while in central Indonesia by 36%, and eastern Indonesia by only 9%. This is because student registrant interest is still high for western Indonesia, so these areas dominate the number of alumni. One of the Elzagama alumni who came from the Distance Learning Program of the Pangkal Pinang Unit stated that the Pangkal Pinang area is an area that is still limited in terms of providing State Higher Education facilities. Those who want to continue their studies are highly interested in studying at the Universitas Terbuka with affordable costs and flexibility of lecture time. In line with the Distance Learning Program Unit Malang alumni who said that the Universitas Terbuka has reasonable tuition fees and flexibility in lecture time, there is a Communication Science study program that can support work.

Furthermore, the alumni based on the year of graduation who became the informants of this study were determined purposively, namely the last five years. The consideration for choosing the year of graduation is looking at graduates who have found work to evaluate the development of the professional world of work or industrial development. The distribution of graduates by year of graduation is presented in the following table:

**Table 2. Distribution of graduates by year of graduation**

Graduation year	Amount	Percentage
2011.1	1	1%
2012.1	1	1%
2014.1	2	2%
2015.1	1	1%
2016.1	1	1%
2016.2	1	1%
2017.1	6	5%
2018.1	17	15%
2018.2	5	4%
2019.1	15	13%
2019.2	8	7%
2020.1	9	8%
2020.2	34	29%
2021.1	14	12%
2021.1	1	1%
<b>Total</b>	<b>116</b>	<b>100%</b>

Source: data proceed

It can be seen in table 2 that the highest graduates were in the 2020.2 registration period at 29% and the 2018.1 registration period at 15%. Alumni during the registration period have completed lectures following the length of the semester taken, namely for eight semesters. This reflects that most alumni of the Communication Studies Program have taken courses on time.

Alumni of the Communication Studies Program in every region of Indonesia have a variety of types of work. The types of work chosen by the alumni include State Civil Apparatus, State-Owned Enterprises, Government Agencies (Non-State Civil Apparatus), Private, and Entrepreneurs. The distribution of graduates by type of work is presented in the following table:

**Table 3. Distribution of graduates by type of work**

Type of work	Amount	Percentage
State Civil Apparatus	4	3%
State-Owned Enterprises	1	1%
Government agencies	15	13%
Private	72	62%
Does not work	15	13%
Entrepreneur	9	8%
<b>Total</b>	<b>116</b>	<b>100%</b>

Source: data proceed

It can be seen from Table 3 that the majority of alumni have jobs as private workers by 62%, Government Agencies (State Civil Apparatus and Non-State Civil Apparatus) by 16%, Entrepreneurs by 8%, and BUMN by 1%. In 2021 there are still alumni who are not working as much as 13% of the 116 informants. One alumni from the Distance Learning Program Serang Unit who did not work stated that he had worked before but did not continue for several reasons, such as having a family and a family business. Another alumnus from the Distance Learning Program of the Pangkal Pinang Unit also explained that he graduated from the 2021.1 registration period and is currently participating in the selection process for foreign companies for marketing communications positions.

In addition to the type of work, alumni of the Communication Studies Study Program have the majority of job positions as administrative staff (general, credit, administration, and front desk) and marketing. This can be seen in the following table:

**Table 4. Distribution of graduates by job position**

Job Position	Amount	Percentage
Administrative staff	44	38%
HR Staff (Psychology Bureau)	1	1%
Planning Staff	1	1%
Marketing	34	29%
Public Relation	2	2%
Teacher	4	3%
Business Owner	9	8%
Extension	4	3%
Commissioner	1	1%
Learning Quality Manager	1	1%
Jobless	15	13%
<b>Total</b>	<b>116</b>	<b>100%</b>

Source: data proceed

In table 4, graduates based on the highest job position as administrative staff are 38%, followed by marketing at 29% and those who are not working at 13%. The position of work as administrative staff carried out by alumni is indirect does not follow the profile of graduates in the Communication Studies Program. However, several alumni of the UPBJJ-UT Serang explained that the material obtained during lectures, especially the ability to speak appropriately and correctly, can be helpful in the work of administrative staff because they must be able to provide explanations to clients and superiors. With good and correct speaking skills, these graduates can communicate effectively. This also applies to the Malang Distance Learning Program Unit alumni who work on the front desk, explaining that these alumni can provide excellent service to clients with good public speaking and managerial skills. Furthermore, it is said that the Distance Learning Program alumni of the Pangkal Pinang Unit who are into marketing need communication skills that can persuade others, and must also have good communication psychology skills to influence people and position themselves to be accepted by the communicant or client.

Alumni who have worked have various durations of work at their disposal. The duration or length of work experienced by alumni can be seen in the following table:

**Table 5. Distribution of Graduates Based on Length of Work**

Length of work	Amount	Percentage
< 1 Year	17	15%
1-3 Year	52	45%
4-6 Year	22	19%
7-10 Year	14	12%
> 11 Year	11	9%
<b>Total</b>	<b>116</b>	<b>100%</b>

Source: data proceed

In table 5, alumni of the Communication Studies Program, it can be seen that the length of work that has been experienced for 1-3 years is 45%, then 4-6 years is 19%, and less than one year is 15%. For alumni who have worked for 1-6 years, they are alumni who, during their studies, got a job first, so that

after taking undergraduate studies, they only continue the work they already have. For alumni who are less than one year old, they include alumni who do not have a job and are currently working or have just entered the world of the professional industry. Several alumni from regions such as the Distance Learning Program Unit (UPBJJ-UT) Makassar, Manado, Ambon stated that graduates of the Universitas Terbuka, especially the Communication Studies Program, were not too difficult to get jobs in the regions because the communication competencies possessed by these alumni could be used in various fields of work although not specific to the area of communication work.

### Suitability of Learning Outcomes in the Curriculum with Industry Needs

Learning outcomes, known as learning outcomes, become a benchmark for student learning outcomes covering several aspects. According to the 2014 National Higher Education Standards, learning outcomes are defined as the internalization and accumulation of knowledge, knowledge, skills, affection and competencies achieved through a structured educational process covering a particular field of knowledge/skills or work experience. The formulation of learning outcomes in the Graduate Competency Standards is stated into three elements: attitudes, knowledge, and abilities, divided into general and specific skills adapted for college graduates. Furthermore, to see the suitability of the learning achievement of the study program, which consists of attitudes, available crafts, mastery of knowledge, and special skills can be seen with the world of work can be seen in the following table:

**Table 6. Suitability of study program learning outcomes with industry needs**

Attitude	Obtained During Studying		Industry Needed	
	Amount	Percentage	Amount	Percentage
Have faith in God Almighty	116	100%	116	100%
Good morals, ethics, and personality in completing tasks	116	100%	116	100%
Contribute to improving the quality of community life	116	100%	116	100%
Have nationalism	116	100%	116	100%
Respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others	116	100%	116	100%
Collaborate and have social sensitivity and concern	116	100%	116	100%
Upholding law enforcement	116	100%	116	100%
Show a responsible attitude	116	100%	116	100%
Have a fighting spirit and entrepreneurship	116	100%	108	93%
Be independent in learning and lifelong learning	116	100%	105	91%
Initiative	116	100%	116	100%
Loyalty	116	100%	116	100%
Integrity	116	100%	116	100%

Source: data proceed

In table 6, the attitude competencies compiled by the study program for alumni have been obtained during their higher education at the Universitas Terbuka Communication Studies Program by 100%. The alumni stated that they had obtained thirteen elements of attitude from each material in the Main Materials of each subject and also the independent learning process experienced by the alumni, thus

fostering the values of fighting, being independent, initiative, loyal, and having high integrity for what they have chosen as a distance college student.

However, for industrial needs, the attitude element compiled by the study program according to alumni is only needed for 98.7% of the thirteen existing elements. This can be seen in having a fighting and entrepreneurial spirit, which is only 93% required for the industry. Several alumni, especially one of the alumni from the Distance Learning Program of the Pangkal Pinang Unit, stated that entrepreneurship activities were not explicitly taught in practice. They were less supportive of their work as administrative staff. Other alumni from the Distance Learning Program Unit Denpasar, Mataram and Manado also shared the same opinion regarding the entrepreneurship attitude that is not required for alumni who have become employees or have jobs after graduation.

The element of attitude that is not needed in the industrial world, several alumni stated that it was related to an independent perspective in learning and lifelong learning by 91%. Some alumni feel that this attitude is not needed in the industry because they think their independent attitude in education is only intended while studying distance learning. In the industry, independence is meant to be liberated to do individual work or the main tasks of each alumni job. Subsequent learning outcomes on the general skills aspect of the Communication Studies Program compile as many as eight elements of available skills. The achievement of general skill aspects can be seen in the following table:

**Table 7. The suitability of learning outcomes in general knowledge aspects with industry needs**

General Skills	Obtained During Studying		Industry Needed	
	Amount	Percentage	Amount	Percentage
Apply logical, critical, systematic, and innovative thinking	116	100%	116	100%
Able to demonstrate independent, quality, and measurable performance	116	100%	116	100%
Able to study and compile studies on cases of application of science and technology	111	96%	116	100%
Able to make the right decisions	116	100%	116	100%
Able to maintain and develop work networks	107	92%	116	100%
Able to be responsible for the achievement of group work results	116	100%	116	100%
Able to carry out the process of self-evaluation of the workgroup under his responsibility	116	100%	116	100%
Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism	110	95%	116	100%

Source: data proceed

Based on table 7, the alumni stated that 97.8% obtained the eight elements of general skills during their study in the Communication Studies Program. There are two elements that some alumni feel have not acquired, namely skills in reviewing and compiling studies on cases of the application of science and technology and being able to maintain and develop work networks. General skills in reviewing and collecting studies on issues of application of science and technology are only 96% obtained by alumni during lectures. This is reflected in the number of materials that have not studied the role of

communication technology. For the Distance Learning Program Unit alumni, Pangkal Pinang stated that they lacked practical technology skills.

One of the alumni who has worked in private banking as marketing stated that the industry, especially banking, currently needs talented and skilled human resources in using information and communication technology, such as email, social media, websites, etc., computer skills. This statement was reinforced by other alumni who stated the need for digital skills in the world of work, which currently all use the internet (Hasim, 2020). Referring to the alumni's view, the eight elements of aspects of general skills of 100% are very much needed in the world of work with every job position carried out by alumni.

General attitudes and skills and study program learning outcomes are also arranged based on the knowledge aspect. This knowledge aspect consists of seven elements related to communication theory, research methodology, organization, socio-cultural political phenomena, and information technology. More details can be seen in the following table:

**Table 8. The suitability of learning achievement in the aspect of knowledge with industry needs**

Knowledge	Obtained During Studying		Industry Needed	
	Amount	Percentage	Amount	Percentage
Mastering the concepts and theories of communication in general	111	96%	116	100%
Mastering the concepts and theories of communication program planning, intercultural communication, and organizational communication	116	100%	116	100%
Mastering the basics of both qualitative and quantitative communication research methods	99	85%	102	88%
Mastering contextual knowledge about the position, function, and practice of public relations in various organizational settings, both government and private or non-governmental organizations	116	100%	116	100%
Mastering the rules, principles, and techniques of cross-functional communication, organizational and cultural levels	116	100%	105	91%
Mastering the latest principles and issues in economics, politics, social, ecology, the latest and most recent technological developments in general	116	100%	105	91%
Mastering the latest and latest technology, information, and communication	116	100%	105	91%

Source: data proceed

Referring to table 8, the achievement of knowledge aspects compiled by the Communication Science Study Program obtained by alumni during their education was 97.2%. For elements of mastering communication concepts and theories in general, only 96% of alumni stated that they had learning achievements in these aspects. This is related to the various fields of communication science studied by alumni only concepts and theories so that alumni find it challenging to understand in detail. In addition, the role of Pokjar (teaching groups) also does not help alumni to be able to provide tutors who can interpret the meaning of the material in the Main Material Book with real examples that are more applicable.

Furthermore, the aspect of mastering the basics of communication research methods both qualitatively and quantitatively obtained by alumni is only 85%. As stated by the graduate of the 2021 Distance Learning Program from the Pangkal Pinang Unit, he said that the competence of knowledge of quantitative and qualitative communication research methods was studied but personally did not apply during lectures because there was no thesis to use research methods, so he only knew and could not be put into practice.

Aspects of knowledge regarding industrial needs, alumni believe that only 94.2% is needed. Several alumni stated that the element of knowledge was more directing student learning outcomes to the understanding of media management, especially information technology which is currently growing. In addition, a significant achievement is related to understanding the practice of persuasion communication and communication psychology to find out how to communicate effectively and establish a relationship of mutual understanding (Rimenda & Mirati, 2021).

The last aspect developed by the study program is the aspect of special skills with five elements related to skills in making and implementing communication programs, creating public opinion, managing media, establishing relationships with various parties, and identifying issues with solutions in the field of communication. In detail can be seen in the following table:

**Table 9. The suitability of learning outcomes for specific skills aspects with industry needs**

Special Skill	Obtained During Studying		Industry Needed	
	Amount	Percentage	Amount	Percentage
Ability to design, implement and evaluate communication programs in various forms at various levels of the organization	101	87%	116	100%
Ability to create public opinion to deepen public trust in an individual/organization through public opinion research and limited campaigns	106	91%	116	100%
Ability to manage the organization's internal and external media and communication programs	108	93%	116	100%
Ability to build relationships with the media community, government, private sector, and non-governmental organizations using communication skills	106	91%	116	100%
Ability to identify, analyze current strategic issues, and develop alternative solutions in the field of communication	100	86%	116	100%

Source: data proceed

Referring to table 9, the achievement of special skills aspects compiled by the Communication Science Study Program obtained by alumni during their education was 89.8%. The highest element of 93% is in managing media and communication programs internal and external to the organization. Skills: the ability to create public opinion to deepen public trust in an individual/organization through public opinion research and limited campaigns and the ability to build relationships with the media community, government, private sector, and non-governmental organizations using communication skills by 91%.

For other elements, the lowest of 86% is in the ability to identify, analyze current strategic issues and develop alternative solutions in communication. The alumni admitted that the unique skills for these elements were not obtained in every course. A lot of the material leads to aspects of

concepts and theories; besides, the tutor's direction does not train the ability of issues to be solved through communication. Meanwhile, the alumni stated that the Communication Studies Program's unique skills were 100% needed in the industrial world. Therefore, the study program can direct courses that have elements of practice so that when students study special skills, achievements can be fulfilled.

## CONCLUSIONS

Based on the results of the data and research analysis, it can be concluded as follows:

1. The suitability of the field of work according to the alumni has the suitability of the field of communication, although it is not specified following the graduate profile of the Universitas Terbuka Communication Studies Program; and
2. Based on the results of the research, the competency aspect of the attitude aspect is 100% obtained by the alumni, while the industry needs for the attitude aspect is 98.7%. The general skill competency obtained by alumni is 97.8%, while 100% of industry needs are indispensable in work. The knowledge aspect competence obtained by the alumni is 97.2%, while the industrial needs in the knowledge aspect are needed at 94.2%. The competency aspect of special skills obtained by alumni is 89.8%, while industry needs, according to alumni, are 100% for all elements contained in particular skills.

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