CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature, previous studies, related theories, and profile of English Education Study Progam.

A. Previous Research Studies

Nurhadi et al studied about "Analisis Evaluasi Kinerja Lulusan Program Studi S1 Pendidikan Geografi." They used descriptive quantitative design to conduct their study. The result of the study showed that most of the users gave good score to the alumni performance.[1]

Research conducted by Mulyadi in 2011 entitled"Studi Pelacakan Alumni Program Studi Teknik Industri Jurusan Mesin Fakultas Teknik UNHAS" found that graduates of UNHAS have been widely accepted in the field that corresponds to their skills by 75%, while the users of the graduates gave an average value in the category GOOD.[2]

Muhammad et al study in 2007 of graduates'role of PTAI in community development revealed that the number of graduates who were absorbed in various segments of the labor marketwas 1672. This amount was spread in various districts in the Central Kalimantan Province. In percentages, the gait of graduates in the area of education dominates, followed by religion spiritual, Islamic law, economics and business, and press and politics. Most of the graduatesscattered into various labor market have showed coherence between the work field (link and match) with their education background, especially graduatesof Tarbiyah and Shariah Department.

Because this study is a tracer study, so each institution has the same purpose for doing this research as a matter of evaluation to improve the quality of college graduates

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[1]Nurhadi, et al, *Analisis Kinerja Lulusan Program Studi S1 Pendidikan Geografi*, Yogyakarta: 2014.
[2]Mulyadi, *Studi Pelacakan Alumni Program Studi Teknik Industri Jurusan Mesin Fakultas Teknik UNHAS*, Makassar: 2011.

and university development. My research has the same goal as the above study. The difference is here my research focuses to identify the user'perception of the quality of English Education graduates of IAIN Palangka Raya who graduated from 2006 to 2014. This study continues the tracer study that was carried out by Muhammad et al to graduatesof IAIN Palangka Raya until 2006graduation and Fahmi al to graduates tarbiyah in 2013, and Nurul Wahdah et al to graduates Dakwah and Syariah in 2013.

B. Related Theories

1. Meaning of Work

Work is something that is needed by anyone to make ends meet, the needs of primary, secondary or tertiary. People who work hoping that work activities they do will bring the expected results and change the situation better. Thus it can be said that in human beings there are needs which in turn will form the goals to be achieved and fulfilled. To achieve these goals, people are driven to perform an activity called work.

According to Hegel in Anoraga, he mentioned that the core of work is the human consciousness.[3] With jobs people are enable to express themselves objectively into the world so that they and the others can see and understand where they are.

According to the concept of "Labor Force", working definition is to do activities with the intention to obtain or earn incomes or profit for at least an hour each week and the work must be an uninterrupted sequential activity.[4] This means that those who work but do not have a regular time still cannot be called as a work or sometimes called odd jobs.

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[3]Panji Anoraga, *Psikologi Kerja*, Jakarta: PT. Rineka Cipta, 1992, p.12
[4]Bashir Barthos, *Manajemen Sumber Daya Manusia Suatu Pendekatan Makro*, Jakarta: Bumi Aksara, 1999, p.17

According to May Smith, purpose of the work is to live. Working means exchanging physical activity or brain activity with the needs of life.[5] From this view, only the activities of people who are motivated in economic necessity can be categorized as work. Those who do charities without getting any rewards certainly cannot be said to be a worker. So the housewife who works hard taking care of the house is certainly not included in the definition of work.

According to the observations of psychology, work is more dominant as a human life activity. Work is an integral part of human life. In the most modern view about work, it is said that:

a. Work is the most basic things in human life. Therefore, the work will give status to the community so that the work will give meaning of human life.

b. Both man and woman like to work. Even if the person does not like the job, it is usually caused by psychological and social conditions of the job.

c. The moral of the workers are not in direct contact with the material conditions concerning the work.

d. Incentives from work are in many forms and does not necessarily depend on money. These incentives are the things that encourage workers to work harder.

So it is clear from the opinions above that work is an activity that a person does to meet the needs of life.

The needs of life can be divided into:

a. Basic Physiological Needs

This requirement concerns the physical or biological needs such as food, drink, shelter and other similar needs.

b. Social Needs

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[5] *Ibid.*

Humans are social creatures. They need friendship and would not be happy if they are left alone for long periods of time. Especially for those employees who experience unhappy life, the work is an important part of satisfaction to their social needs.

c. Egoistic Needs

1) Achievement. One of the strongest human need is to feel accomplished and to feel that what he is doing is something important.

2) Autonomy. An employee is able to get the freedom and wants some kind of creativity and variety in running their jobs. Initiative and imagination reflectsomeone's desire for independence and freedom to determine what is desired.

3) Knowledge. The desire for knowledge is the basis of every human impulse. They want to know what happens now and want to predict what will happen in the future.

2. Working in the view of Islam

Islam requires people to work to earn a livelihood and directly encourages the advancement of socio-economic aspect. Working is a worship if it is done in the sincerity for Allah.[6]

Islam gives various eases of living and ways in getting sustenance on God's earth that is filled with all these favors. His words in Al-Qur'an:

هو الذي جعل لكم الأرض ذلولا فامشوا في مناكبها وكلوا من رزقه وإليه النشور

"It is He Who has made the earth manageable for you, so traverse ye through its tracts and enjoy of the Sustenance which He furnishes: but unto Him is the Resurrection." (Al-Mulk: 15)

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[6]HuseinSyahatan, Ekonomi Rumah Tangga Muslim, Jakarta: Gema Insani, 1998, p.91.

Work is one of the ways to get sustenance from God. The provision that this work should be pursued in a lawful sustenance. Word:

يأيها الناس كلوا مما في الأرض حلالا طيبا

"O mankind, eat of what is on earth, lawful and good". (Al-Baqarah: 168)

Anything people do for work as long as in right and lawful way is better than begging. Hadeeth of the Prophet Muhammad pbuh:

قال رسول الله صلى الله عليه وسلم لأن يحتطب أحدكم حزمة على ظهره خير له من أن يسأل أحدا فيعطيه أو يمنعه

"Prophet Muhammad said: for someone carrying firewood on his back is better than asking to other people whether he is given or not".[7]

Verses and hadiths above imply a command to man to work and strive in finding halal sustenance for his personal needs, family and other social needs. Islam does not teach to beg but Islam teaches human to work for sustenance eventhough the work is deemed inferior.

3. **Type and Work Status**

   a. **Type of work**

      Type of work is a kind of work someone does or is assigned to someone at work place. This type of work is based on the Classification of Occupation in Indonesia (KJI). They are 1. Professional workers, technicians and other personnel associated with it, 2. Leadersand management officers, 3. Executive officer, 4. Administration personnel, and helper, 5. Business services, 6. Agriculture, including plantation, farming, fishing, forestry, and labor, 7. Personnel of production, 8. Transportaion operator, 9. Blue-collar workers, and 10. The worker that can not be classified into a position, member of army.[8]

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[7]Shahih Bukhari, jilid 5, p.237.
[8]*Ibid*., Barthos, Basir, p.19.

Economic progress of a country can also be characterized by the decrease of manual workers (blue collar) representing informal sector workers. Workers can be interpreted as a blue collar workers if they rely on physical strength.In the business groups in Indonesia,it is usually incorporated into sectors of agriculture, forestry, hunting, fisheries, energy production, transportation and blue-collar workers.

Managerial workers (white collar) who represent the formal sector workers are made up of professionals, technicians and the like, leadership and management, personnel of administration and the like, sales, services business.

The declining trend of blue-collar workers role is reflected in the last few years and white-collar workers a little bit increase. This is a signal of economic progress and the advancement of education because white-collar workers generally requires an adequate level of education. In the analysis of the division of workers into the formal and informal sector workers are often hampered by the available data.

b. Work status

Work status is the status of a person in doing works such:

1) Workers or employees are those who work for other people or institutions / corporate office and receive salary in cash or goods such as civil servant/ private, farm workers and so on.

2) Workers who work for their own are thosewho are doing work or business on risk and not helped by others, either by members of the household or other workers.

3) Workers who work with the help of other workers are those who are doing business at their own risk and they employ family workers or temporary workers.

4) Workers who work with the help of employees are those who have a business with risks and employ at least one worker / employee.

5) Entrepreneurs with the help of other people are those who have a business and assisted by one or some people such as shop and restaurant.

6) Unpaid family workers are family members who help without salary, such as a wife who helps her husband in the shop, restaurant, and others.

7) Social workers are those who work without salary or goods with a social purpose.[9]

The type and status of the above work will be an option for anyone who wants to work in order to achieve the needs of life. Everyone will have their own choice in accordance with their competence, tenacity, and passion he has.

Informal sector workers approached with employment status. Informal workers are those who work on their own, assisted by temporary workers / unpaid laborers, free workers and unpaid family workers.

The description of formal-informal sector can also be a signal of a country's economy. If the economy sector is growing bigger, the role of the formal sector is greater. Until August 2008, the informal sector still dominates labor conditions in

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[9]*Ibid*, p.18-19.

Indonesia, contributing around 65.92% of male workers and 73.54% of female workers.

Some people call the informal sector as the savior sector. The elasticity of the informal sector in absorbing workers makes this sector always exciting despite the added value that is created may not be as big as the formal sector.[10]

The economy in most developing countries even in some developed countries is the phenomenon of the number and high increase population working in the informal sector. This is driven by the high level of urbanization which offers labor market to be able to respondthe need of informal sector workers.

4. The Role of Higher Education in Improving the Quality of Graduates

University is an institution that organizes higher education. Universities are obligated to provide education, research and community service. That three obligations are what distinguish between universities and institutions that hold primary and secondary education.

Higher education contained in the university consists of academic and professional education. Academic education is an education that is directed mainly at the acquisition and development of knowledge. While professional education is an education directed mainly towards readiness of specific expertise application.[11]

Community needs and circumstance changes of organizations outside the university very quickly encourage universities including State Islamic Institute of Palangka Raya to conduct settlement and development in their organizations. This decision is very important for the survival of the institution to adapt and control the circumstance as well as liftingthe universities "execellent" in the public

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[10]Menegpp.go.id/.../*ketenagakerjaan?...41%3Apekerja-sektor-.accessed on April, 16 2016.*
[11]Syahrizal Abbas, *Manajemen Perguruan Tinggi*, Jakarta: Kencana, 2009, p.91.

perception.[12]Therefore, universities must pay attention and follow the development of work so that universities can continue to improve the quality of their graduates in order tobe accepted with ease.

In the era of globalization, universities must be able to create the formidable and qualified leaders. Leaders in the future should be able to change the mindset to get things done with human strength (manpower) into the mindset of brain power (Mindpower). The concept of education must also be able to produce output that can create "corporate culture", then it can adjust to the prevailing norms of the time and in turn the creativity and initiative will grow. This triggers new opportunities to appear. Education output in the future is also expected to look people not as employees but as partners with a distinct advantage. Thus, a leader should be able to look people as people, not workers. In connection with that role, the administrators of educational institutions need to really get serious paying attention and handling of all parties in order to optimize the achievement of the desired goals.

National education goalis an ideal destination that in its process of achievement efforts is implemented gradually in accordance with the level and type of education.[13] Each institution in achieving the goal of national education has set a goal according to the level and type of education. Higher education institutional goal-oriented jobs is to prepare experts in the field of specialization that has insight, managerial ability, and technical capabilities. Experts are professionals that are capable applying their expertise in the field of their work and have the ability to solve their problems.[14]

[12]Nur AliRahman, "*Manajemen Perencanaan Peningkatan Mutu Lulusan Perguruan Tinggi Agama Islam Negeri*", jurnal El-Jadid, vol. 2, No. January, 4 2005.

[13]Subagio, *peran-pendidikan-dalam-menciptakan*, subagio-subagio. blogspot. com/2011/06/, accessed on January, 15 2013.

[14]Cik Hasan Bisri, *Agenda Pendidikan Tinggi Agama Islam*. Jakarta: Logos Wacana Ilmu, 1999.

The core purpose of education is to reach the central point. It is the empowerment of human resources, including labor, as the goal of development or the development actors. Manpower development is one of the aspects supporting the success of national development. On the other hand, there are some problems faced in the implementation of national development, particularly in the field of employment, that is why necessary policies are needed to overcome them.

In addressing these issues, the General Directorate of National Higher Education in 2004 issued a general policy to improve the relevance and quality of higher education which is to improve the quality of higher education graduates in accordance with regional and international quality standards through the optimization of the learning process. Policies were also released by the General Director of Islamic Religious Affairs Institution regarding to empiric and realistic curriculum design revisions to change the competence of graduates of Islamic Colleges.[15]

The role of universities is central because that is where the quality of graduates that needed by the company formed. Universities must be willing to do research into the work phenomenon to anticipate the necessary competence sought. The university also should begin to develop a curriculum with the competence needed in the work field as a lecture material. It is therefore imperative for university to be in a harmony with the world of work.

Alignment of education with the world of work is a comprehensive attempt to synchronize national education with the needs of the world of work, resulting the harmony in its implementation. The need analysis of the world of work which includes the dimensions of quality/competence and quantity at a different location and time is the initial information that needs to be provided. The concept of

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[15]Direktorat Jenderal Pendidikan Tinggi, *Memo Program Koordinatif Direktur Jenderal Pendidikan Tinggi*. Jakarta: Departemen Pendidikan Nasional, 2003.

developing a framework in education alignment with the world of work is divided into 3 parts; frameworkof demand side, the supply side and the alignment mechanism. Projections of future demand for the competencies required by the workforce and the numbers at any location in Indonesia are required to design an education system that includes the quality of teachers, infrastructure and learning systems. The projections of future needs should refer to the special characteristics and potential locations/regions for the information development plan.

Coordination and synergy among the various ministries and institutions/agencies related to the supply side and the demand side determine the success of the alignment program. Alignment program should refer to the achievement of index harmony that has been decided together by users, including government parties comprising central and regional governments, some of the Ministries, Institute of Education and Trainingof the Government and the private sector. In addition, the involvement of practitioners of education, training, industries and others arerequired in theeffective and efficient alignment program so that the association of educators, industry associations and other associations that represent the supply side and the demand side are also included as the users.[16]

In this case there are some things we can do to prepare graduates with good quality who are reliable to face of the world of work. They are:

a. **Curriculum Reconstruction**

Reconstruction word comes from the English "reconstructs", which means the recast. In the context of the philosophy of education, it is a flow stream that remodels the old arrangements to build an arrangement of modern life-style culture. So the reconstruction of the curriculum is a process for redesigning the

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[16]Direktorat Jenderal Pendidikan Anak Usia Dini, non formal dan informal, Kementerian Pendidikan dan Kebudayaan Islam, *Laporan Kompilasi Hasil Kajian Pemetaan di Kota Surabaya Tahun 2011*. p.3.

curriculum because the certain demands for change. Components of the curriculum are a complete document consisting of program goals, teaching materials, teaching strategies, a description of the allocation of learning resources,evaluation methods of learning outcomes and methods to review and adjust the curriculum itself.

The important thing to remember in the reconstruction of the curriculum is that the curriculum is a dynamic process that requires a systemic and gradual implementation. Curriculum should have a "built in a feedback system" that will facilitate the process of modification and adjustment in the process of revamping the curriculum. Every attempt in reconstructing/reforming curriculum can be expected always to be experiencing resistance patterns.

Reconstruction in education is driven by the demand that calls for the role of universities taking part in building the future society. This is because people are experiencing indecision, fear and confusion in facing the changes of times.

The diversity of Indonesian society is an independent variable that has contributed significantly to the successful implementation of the existing curriculum, both as a process and as a result. Therefore, the curriculum cannot simply be removed from the context of the reality of human life.

1) The development of soft skills

Many college graduates from public and private are not ready to face the world of work . In the competition as now, the needs of workers who have the professionalism and skill-based managerial ability are already a requirement . Especially it is now being influenced by changes in the market, economy and technology. Workers who have emotional intelligence strongly support the fulfillment of these needs in addition to intellectual . Based on the

survey results of the National Association of Colleges and Employers of USA

in 2002 on 457 leaders of companies :

1	Communication Ability	4.69
2	Honesty / Integrity	4.59
3	Ability to Work Together	4.54
4	Interpersonal Ability	4.5
5	Ethics	4.46
6	Motivation / Initiative	4.42
7	Adaptability	4.41
8	Analytical Ability	4.36
9	Computer Ability	4.21
10	Organization ability	4.05
11	Detail Oriented	4
12	Leadership	3.97
13	Confidence	3.95
14	Friendly	3.85
15	Polite	3.82
16	Wise	3.75
17	Achievement Index (> = 3.0)	3.68
18	Creative	3.59
19	Humorous	3.25
20	Entrepreneurship ability	3.23

Quality of

Higher

Education

Graduates

Expected

by Companies

(Scale 1-5)

Conclusions :

Soft skills (social interaction ability) is required for success !

The above results show that the achievement Cumulative Index is not the only thing that is important in the world of work. Far more important is sotfskill including communication skills, honesty, cooperation, motivation, adaptability and interpersonal skills with a value orientation on effective performance.[17]

Therefore, in education we need a paradigm shift in thinking and acting of the focus on the hard skills only but also on a synergy between hard skills with soft skills. One of the ways to keep the soft skills not to be a burden ofcredits in universities is to conduct soft skills transmission through the Hidden Curriculum.

Wikipedia wrote Soft Skill and Hard Skill as follows:

"Soft skills is a sociological term which refers to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job. The hard competences referring to job-specific abilities and relevance will be about specific knowledge relating to "up to date" systems."[18]

From the above understanding between soft skills and hardskills,it is explained that every profession is in demand to have a specific hard skills, but soft skills is an ability that should be owned by every profession. The balance of softskills hardskills ability will make someone success faster and further than those who are only supported by one of these factors. A combination between hardskills and soft skills are needed to achieve a high career or to expand business in the future.

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[17]Http://10507276.blog.unikom.ac.id/softskill-dan.2pf, accessed on April, 16 2016.

[18]*Ibid*., Accessed on April, 15 2016.

Universities should implement this because now the spotlight of the community is educated unemployments. They are intellectual unemploymentswho previously during the teenage years were struggling with thousands of books and spending money that if it was accumulated from elementary school to achieve undergraduate education might be up to tens or even hundreds of million rupiah. After they were faced with the task of thesis, they messed with the actual reality of living where to find a seat in the desired job was not as easy as turning the palm of the hand.

There are three fundamental factors of unemployments in Indonesia. The three factors are a discrepancy between the results achieved with education and employment, an imbalance of demand and supply, and the low quality of Human Resources. Most of these factors explain that human resources is the key of not getting a job. Therefore, universities must be able to improve the quality of theirgraduates in order to create the human resources withgood hard skills and soft skills quality.

Soft skills can be honed or sharpened through campus organizations. Knowledge provided by the lecturers will be provedwhether the theory can be applied in the real world or not. For example, students can hone skills that are inthe demand of companies. Learning to organize and actualize themselves can be obtained by making themselves as campus activists. Student Executive Board, Student Association, Student Press Institute are examples of campus organizations who used to be located in all campuses. Job skills which include hard skills and soft skills can be learned and honed in these organizations. The development of soft skills for the students can be a hidden curriculum to prepare graduates who are not only smart and skilled at their craft but also

have a good social interaction so the quality of graduates is more ready to plunge into the world of work.

2) Enterpreneurship Development

When the challenge of finding a job is not easy, due to the inadequate availability of jobs, being an entrepreneur (entrepreneurship) is the right choice in this country. Entrepreneurship is a phenomenon. It is an important phenomenon for the progress and prosperity of the world. Even entrepreneurship has become the base of economic growth. This is an evidence for example from the United States economy that was experiencing stagflation in seventies,it can then rise again with the emergence of new small businesses that were able to overcome the unemployment problem quickly so that Drucker in 1985, a world leading management, called the American economy as an entrepreneurial economy.[19]

The term entrepreneur first time was introduced in 1755 by Richard Cantillon who was doing about IQ of entrepreneurs.[20] In Indonesia, enterpreneursip is paired with *kewirausahaan*. Raymond WY Kao in Lupiyoadi mentioned that entrepreneurship is as a process, a process of creating something new (new creation) and creating something different from something that already exists (innovation). The goal is to achieve well-being of individuals and the added value to the community. Entrepreneurship leads to people who carry out the process of the creation of prosperity/wealth and added value through the expression of ideas and combine the resources and

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[19]Rambat Lupiayoadi, *Enterpreneurship from mindset to Strategy*. Jakarta: Lembaga Penerbit Fakultas Ekonomi UI, 2007.

[20]Moko P. Astamoen, *Enterpreneurship Dalam Persefektif Kondisi Bangsa Indonesia*. Bandung: Alfabeta, 2008.

the realization of those ideas into reality. In other words, an entrepreneur is a person who is able to hack the idea into reality.[21]

Cantillon explained in Moko thatan enterpreneur has a unique function as a risk guarantor.So an enterpreneur has to be 1) as a man who has a mental attitude, insight, creativity, innovation, ideas, motivations, aspirations, etc., 2) as a man who attempts or proceedsto utilize spare time in business of services or goods for the economic purpose, 3) as a man who is oriented in profit and growth of the business, 4) as a man who deals with buyers or customers who need the services or goods by giving satisfaction, and 5) as a man who dares to face the risks, but the risks have been taken into account previously.[22]

The role of higher education is now required to give a lot of entrepreneurship programs to students. With a variety of methods and packaging, it is expected that students are interested in becoming entrepreneurs. However, university as one of the leading mediator and facilitator in building the nation's younger generation has an obligation to teach, educate, train and motivate students to become intelligent and independent generation, creative, innovative and able to create business opportunities.

Entrepreneurial spirit needs to be built since attending college as a foundation for the future with the hope that employment opportunities are wide open. Campus teaches students to be entrepreneurs who have a tough competition and educated. Students are challenged to create their own jobs with innovative ideas, creative and unique through a number of tasks. In a

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[21]*Ibid.*, p.4.
[22]*Ibid.*, p.51.

tight competition as this time, the key to success in business according to marketing exper,t Hermawan Kertajaya, is the ability to produce creative and unique or different products from those that are circulating in the market.

Moko P. Astamoen mention some of the reasons why scholars are required to become entrepreneurs:

a) The growing number of unemployed scholars for each year in Indonesia.

b) The opportunity of scholars enjoying higher education compared with an average population of Indonesia.

c) The extensive knowledge in various fields.

d) The reasoning power, analytical and logical thinking, and high intellectual.

e) The capability to socialize with his ability of communication and to develop relationships in business networks.

f) The ease advantage to learn new things with additional education.

g) The ease advantage to easily search, access and process useful information for the development of the business from books, magazines, internet, and others.[23]

The reasons mentioned above show that scholars have had the potentions and plus values to being an entrepreneurs. Scholars do not have to rely on the government in getting a job but scholars can become economic actors who create new jobs for themselves and others.

Some campuses in Indonesia who already have institutions such as the University of Indonesia with its Entreprenuer College; Institute of

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[23]*Ibid*, p.18-19.

Technology Bogor with its Center for Innovation and Entrepreneurship and Leadership Center; and Prasetya Mulya withits Development Entrepreneurship Center (EDC) to facilitate their students.[24]

5. The Essense of Tracer Study

Harald Schomburg defines Tracer Study as an approach that enables higher education institutions to obtain information about any possible shortfall in the education process and the learning process and can form a basis for planning activities for future enhancements. Information provided by the successful graduates in their professions is required for information on relevant appearance (the relationship between the skills and knowledge to the demands of the job, the work area, the position of the profession).

In addition, graduates can also be asked to assess the conditions of the study they experienced during the process of education and learning. Tracer Study can also be used as an activity to seeking information about the needs of users to graduates. The purpose of this activity is to collect relevant information and feedback from graduates related to "learning and working experience" experienced by graduates to the development of Higher Education. According to Schomburg, the main purpose of the activity Tracer Study is to determine / identify the quality of graduates in the workforce. The specific objectives of Tracer Study are: 1) identifying the profile of competencies and skills of graduates 2) determining the relevance of the implementation of the curriculum that has been implemented in universities with the needs of the labor market and professional development within the competence of the

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[24]www.dotsemarang.com/peranan-perguruan-tinggi-dalam-membentuk-entrepreneurship/, accessed on April, 17 2016.

majors 3) evaluating the relationship between curriculum and studies in the major as a scientific development 4) contributing to the process of department accreditation.[25]

Tracer Study is one of the strategic issues that must be done by each educational institution. There are at least three benefits to be gained from the implementation of these activities: 1) knowing user satisfaction, in the case ofgraduate associated with learning experiences that they experienced that can be used as a tool of eveluation to the performance of institutions 2) obtaining relevant input as the foundation of institutional development, related to competitiveness, quality, and working experiences of graduates that can be used to capture opportunities and mitigate threats in the future 3) improvingrelations between graduates and universities, as if seen from the experience of renowned educational institutions, strong graduate ties to the universities will bring many benefits as the graduates recognized in the society.

This tracer study aims to obtain information from users or the users of the graduates about the performance of the graduates of English Educationafter entering work fields, assessed from the ability aspects: (1) integrity (ethics and morals), (2) expertise based science (professionalism), (3) the English language, (4) the use of information technology, (5) communication, (6) teamwork, and (7) self development. This information is used to evaluate the performance of graduates in order to improve the learning system and curriculum.

a. Integrity (ethics and morals)

In the Institute of Public Administration-RI, integrity is an important part of someone's personality. Someone that gas good ethics and morals, without having integrity is possibly beneficial only for himself alone and cannot bring benefits to

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[25]Harald Schomburg, *Handbook for Graduate Tracer Study.* Moenchebergstrasse Kassel, Germany: Wissenschaftliches Zentrum fürBerufs- und Hochschulforschung, Universität Kassel, 2003, p. 11

the others. Integrity refers to the trustworthiness within a human being, in which there are qualities of individuals as honesty, trust, responsibility, maturity, courtesy, willingness to be a kind person, and so forth. Therefore, by having high integrity,a teacher will be able to a person who has honesty, trust, responsibility, maturity, politeness, and kindliness.[26]

b. **Professionalism**

Professionalism demonstrates the commitment of the members of a profession to improve their professional abilities and constantly develop strategies they use in doing the work in accordance with the profession. Professional skills for teachers are essential. Professional abilities of teachers including 4 (four) aspects: (a) the ability to plan teaching and learning program, (b) the ability to implement and lead/manage the learning process, (c) the ability to assess the progress of the learning process, and (d) the ability to master the learning material, in the sense of mastering a field of study or subject holding. A faculty member cannot be said to be professionally qualified teachers without mastering those four aspects.[27]

c. **English**

English mastery as the language of global communication is the provision of support for professional mastery and provision of personal development capability to follow the development of science and technology. The skills learned in English class include the skills of listening, speaking, reading and writing. English language proficiency is one of the important things that must be mastered by teachers since a lot of information written in English.

d. **The Use of Information Technology**

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[26]Lembaga Administrasi Negara-Republik Indonesi, *Integritas dan Wawasan Kebangsaan*. Bahan Ajar Diklatpim Tingkat I dan Tingkat II, 2013, p.6.

[27]Sururi,*Pengembangan Visi Sekolah: Meningkatkan Profesionalisasi Guru dan Kepala Sekolah.Makalah*. Disampaikan Pada Kegiatan P2M Tanggal 19 Oktober 2002, p.6-7.

The use of information technology lead to more open and spread of information and knowledge from and to the whole world through the boundaries, distance, places, space, and time. The influence of the use of information technologyextends to a variety of life, including education. Integration of the use of information and communication technologies into learning is to improve the competence of teachers in improving the quality of teaching and learning for students. The innovativeinformation and communication technologies can improve of what is being done now and what has not been done but it will be done by using information and communication technology. Therefore, the teacher should master and utilize all the capabilities and potential of technology to improve the quality of learning.[28]

e. **Communication**

Communication is the process of delivering a message by one person to another to inform or change attitudes, opinions, or behaviors verbally or indirectly through media. Communication can be utilized by teachers to share knowledge and experience.

f. **Teamwork**

Teamwork is necessary to achieve the employment successfulness. Teamwork will harness the power of ideas that will lead to success. Teachersthat work in a school are working as a team. In order for a team to work well, they need trust, sincerity, totality, cohesiveness, fairness, mutual understanding, solidarity, tolerance, and cooperation. Teacher's ability to work on team shows the deep commitment of their jobs.[29]

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[28]Isniatun Munawaroh, *Pemanfaatan Teknologi Informasi dan Komunikasi Untuk Menumbuhkan Kreativitas dan Kemandirian Belajar,* 2012. P.4.

[29]Jaka Warsihna, *Modul Pelatihan Budaya Kerja & Kerjasama Tim.* Kemdikbud: Pusat Teknologi Informasi & Komunikasi Pendidikan, 2010, p.9

g. Personal development

Personal development can be done by introspection and feedback from others. Self-examination is done to evaluate what has been done, what has been accomplished, and what you have as an advantage that can support or deficiencies that impede the high achievement. Introspection is effective if the individual is honest, opened for himself, and willing to earnestly heed conscience. Feedback from others is done by asking for input in the form of information or data judgment about himself from others (peers, superiors, subordinates, family members), covering everything about the attitude and behavior perceived by other people who met or interact with. This method aims to help people examine and improve behavior. Teachers need personal development in order to use and optimize all the abilities to achieve superior performance.[30]

C. Profile of English Education Study Program

English Education Study Program was organized by the Decree of the General Director of Islamic Institution Number DJ.II / 218/2002 Date of July 11, 2002 in order to meet the needs of the upper area of professional teachers in the field of English language education. The Permit Extension was obtained on February 29, 2012 by the Islamic Educational Decrees No. 348 of 2012. On October 18, 2012. English Education Study Program received accreditation C with score 285 based on a decree of the National Accreditation Board of Higher Education No. 032 / BAN-PT / Ak -XV / S1 / V / 2012 on Scoring and Rating of Study Program Accreditation. Now, it has many graduates who become professional Islamic English teachers of public and private schools, interpreter or translator and English instructor in courses and tutoring institutions.

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[30]Marina Sulastiana, *Pengembangan Potensi Diri*, Disajikan pada Diklat Kepemimpinan Tingkat III Departemen Energi dan Sumber Daya Mineral Angkatan V

1. **Vision:**

The vision of English Education Study Program is to be leading and superior in producing professional Islamic graduates in 2023.

2. **Mission:**

a. Organizing qualified and professional undergraduate education.

b. Carrying out three responsibilities of university in the development of science, technology, art and their application in society based on high social responsibility with regard to the interests of the nation, state and religion.

c. Collaborating with other agencies both intra and extra of the university to develop education, research, and community service continuously.

3. **Competency**

   a. **Key Competency**

   1) Expert in exploring and applying English Education skills;

   2) Proficient in applying English Education knowledge;

   b. **Additional Competency A**

   1) Proficient in translating English text;

   2) Mastering the intricacies of translation and its application as a prospective translators / professional interpreters;

   c. **Additional Competency B**

   1) Having the soul of entrepreneurs who are able to manage their business in language services;

   2) Mastering the techniques of management and ethics in the ministry and guidance of foreign language courses;

4. **Aim**

The aims of English Education Study Program are:

a. Producing professional, qualified, and Islamic English education graduates that can compete on regional, national, and international levels.

b. Producing English education graduates who are capable of performing a competitive and innovative research.

c. Producing English education graduates who are able to produce scientific papers published in national and international journals.

d. Producing English education graduates who are able to develop innovative English learning tools based on research.

e. Producing English education graduates who are capable of empowering communities in accordance with their fields.

f. Producing mutual and beneficial cooperation for the development of study program and graduates.

5. Goals and Accomplishment Strategies

a. Goals:

1) The realization of curriculum in accordance with the demands and the educational development of English as a foreign language in Indonesia.

2) The availability of professional teachers who can direct students to develop competencies in the field of education, teaching and research on teaching English in Indonesia.

3) The realization of the quality of graduates / English teachers who have competence as defined in Permen Number 49 Year 2014 on National Education Standard of Higher Education about the competency of Attitudes, Knowledge and Skills in the field of education and teaching as well as

research on English education and be able to compete with graduates from other universities both in regional and national.

4) The realization of a positive image and public confidence's increase in the courses of English Education Study Program of IAIN Palangkaraya

b. Accomplishment Strategies:

First of all, the strategies used to achieve appropriate curriculum with the demands and the educational development of English as a foreign language in Indonesia are to surf the rules and laws relating to the curriculum of Higher Education and conduct several reviews of the suitability of the curriculum with the vision, mission and goals of study program , through a survey of students, graduate users and other stakeholders.

Then, the strategies used to provide professional teachers who can direct students to develop competencies in the field of education, teaching and research on teaching English in Indonesia are to do a selection on lecturer recruitment (e.g., minimum postgraduate English Education and having high competence in education, teaching and research on teaching English in Indonesia), conduct training, teaching materials, seminars and conferences for lecturers, allocate budgets for lecturer tri dharma of university, publish a national journal with ISSN and cooperate with other agencies that have national Journals ISSN for lecturers to publish their papers, include lecturers in professional associations and send lecturers in training activities, workshops, seminars and conferences outside the institution.

The strategies undertaken in order to produce English Education graduates with attitude, moral, ethics and good personality, English Education Study program does several efforts:

1) Requiring first-year students living in a dorm / Ma'had jami'ah so that students are able to live life like in boarding schools which are very concerned about spiritual and moral aspects. In Ma'had, the students are trained to get used to pray in congregation, sunnah prayers and recite Qur'an. To improve the ability to read the Qur'an, Qur'an reading practice subject is required to be taken by the students associated with activities in Ma'had.

2) Providing guidances to students in academic aspects and morals through academic advisors.

Then, the strategy pursued to produce English Education graduates with competency of knowledge is to organize a comfortable learning process and academic atmosphere that is supported by postgraduate lecturers in accordance with scientific competence and certified educators, staff quality, adequate facilities and professional management.

The next strategy to achieve the third goal is to produce English Education graduates with competency as English teachers in formal and non-formal institutions, English researchers, translators, tour guides and entrepreneurs in the field of English language education, English Education Study Program conducts several things, including:

1) Formulating appropriate curriculum with Graduates Competency Standards for Higher Education, the needs of the workforce and graduate competency that will be generated. Courses that equip students with the skills to teach English from how language is acquired, studied, taught, evaluated and scrutinized are carefully formulated by taking into percentages of theoretical knowledge and practice between the components of language and language skills. There are

also courses that equip students with the language skills (linguistics) and literature, although the percentage is small.

2) Improving the quality of skills and experiences of students regularly and systematically. At the beginning of two semesters, students are required to follow the activities in Ma'had to develop proficiency in which English is used as the language of daily communication. Routine language tutorial exercises combined with soft skill development activities are integral with knowledge increase of Islam and the practice of worship. Moreover, Language Development Unit and Ma'had organize English Intensive Course during the second semester as a prerequisite course of English Language Skills taught starting in the second semester, followed by English Linguistics, English Literature and English Thesis courses.

3) Accelerating the improvement of academic quality by facilitating the students to establish the Student Activity Unit linear with English speaking skills; English Student Association (HMPS) English Community (E-com). Both of these Student Activity Units are places where students can actively participate according to their interests to hone communication skills in English with programs adapted to the implementation of strategies for achieving goals of English Education Study Program and managed by students. Besides HMPS and E-Com, students are also equipped with the language skills to conduct research through research training activities in the Students Research Center (SRC). This is is intended to support English Education Study Program in generating competencies that must be owned by graduates as professional researchers in the field of English language education.

Finally, to build a positive image and public confidence's increase to English Education Study Program, the strategies are as follows:

1) Implementing quality teaching and learning processes and learning quality control implemented by lecturers.

2) Socializing by printing brochures and promoting them by going down to the high schools in Palangkaraya and regencies by involving students and graduates.

3) Doing indirect promotion carried out by lecturers and students in various scientific forums, through electronic media, conferences or other scientific meetings, and

4) Carrying out community service activities involving multiple parties.