



## PATTERNS OF OUTCOME-BASED LEARNING QUALITY ASSURANCE ON COMPETENCY DEMANDS IN THE WORLD OF WORK

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### Abstrak

Kecepatan pemanfaatan teknologi dan produksi inovasi berkembang pesat sehingga memunculkan kesenjangan antara dunia pendidikan dengan kebutuhan SDM dunia kerja dan masyarakat. Tantangan pendidikan abad 21 adalah menjembatani kesenjangan antara proses pendidikan di Perguruan Tinggi dengan inovasi dunia kerja. Salah satu pendekatan yang digunakan untuk mewadahi pendidikan abad 21 adalah pembelajaran berbasis *outcome* yang bermutu. Penjaminan mutu pendidikan merupakan kewajiban setiap satuan pendidikan dan merupakan hak setiap elemen masyarakat. Perguruan Tinggi bermutu adalah yang dapat memberikan kepastian bahwa keseluruhan komponen yang meliputi organisasi, kebijakan, dan proses-proses yang terkait di satuan pendidikan tersebut dapat berjalan sesuai dengan standar yang ditetapkan. Tujuan pada pembahasan paper ini memotret dan mengetahui pola penjaminan mutu pembelajaran di perguruan tinggi berbasis *outcome* terhadap kompetensi dunia kerja saat ini dan akan datang. Metode yang digunakan yaitu dengan metode kajian meta analisis. Hasil sintesis didapatkan bahwa untuk mencapai penjaminan mutu berbasis *outcome*, semua civitas akademika yang terlibat dalam proses pendidikan sampai dengan karyawan harus mengerti hakikat dan tujuan penyelenggaraan pendidikan. Mutu yang bagus dalam proses pembelajaran menjadikan pembelajaran yang inovatif, interaktif, dan efektif. *Outcome* penjaminan mutu pembelajaran berbasis pengetahuan dan keahlian (*skill*) benar-benar harus dapat diukur (*concretely measurable*) sehingga dapat mencapai terhadap tuntutan kompetensi dunia kerja.

**Kata Kunci: Dunia Kerja, Kompetensi, Penjaminan Mutu**

### Abstract

*The speed of the use of technology and the production of innovation is growing rapidly, creating a gap between the world of education and the human resource needs of the world of work and society. The challenge of 21st century education is to bridge the gap between the educational process in higher education and the innovation of the world of work. One approach used to accommodate 21st century education is quality outcome-based learning. Guaranteeing the quality of education is the obligation of every educational unit and is the right of every element of society. Quality tertiary institutions are those that can provide certainty that all components including organization, policies, and related processes in the education unit can run according to the standards set. The purpose of the discussion of this paper is to photograph and find out the pattern of quality assurance of learning in higher education based on the outcomes of current and future competencies in the world of work. The method used is the meta-analysis study method. The results of the synthesis show that in order to achieve outcome-based quality assurance, all academics involved in the education process up to the employees must understand the nature and purpose of providing education. Good quality in the learning process makes learning innovative, interactive, and effective. Outcomes of quality assurance of knowledge-based learning and skills must really be measurable (concretely measurable) so that they can meet the demands of the competence of the world of work.*

**Keywords: World of Work, Competence, Quality Assurance**

## INTRODUCTION

Higher education quality assurance in Indonesia formally only started in 2003, namely the issuance of higher education quality assurance guidelines. The factor that most spurs the quality assurance movement is the necessity of universities to carry out quality assurance, in addition to demands for accountability and graduate qualifications (Bancin, 2017). (Lubis et al., 2020) Affirming that quality assurance in higher education as a whole is very important because the goal of education is not only for academics, but for the whole person. But on the other hand, its presence can be based on other reasons such as dissatisfaction from education staff and students and pressure due to limited funds and most importantly the demand for institutional accountability (Niedermeier, 2017). Furthermore, Achmad Anwar Abidin (Abidin, 2017) the quality of higher education in Indonesia is still inferior to our neighboring countries in Southeast Asia. That is why efforts to improve the quality of education have attracted the attention of education experts and the government to make it happen.

The quality of graduates is related to the characteristics determined by universities and shows the readiness of graduates to enter and work directly in the community and the world of work as expected by customers and stakeholders. must always be adapted to these developments on an ongoing basis. Based on the results of Reddy Siram's research (Siram, 2016) revealed that universities need to pay attention to graduate quality assurance management because there are still many graduates who are absorbed in the world of work but are not in accordance with the qualifications and educational background they are pursuing. Quality assurance is a systematic and continuous process that aims to produce, improve, and maintain the quality of an institution so that its quality is guaranteed. Quality assurance in higher education is carried out to measure how effective the academic policies are implemented and how high the quality of the graduates they produce. Higher education quality assurance is a process of planning, fulfilling, controlling, and developing higher education standards consistently so that internal and external stakeholders of higher education can obtain satisfaction with the performance and output of higher education (Fitrah et al., 2018). Universities make efforts to improve the quality of higher education, including through the implementation of an internal quality assurance system (Hengki Primayana, 2016). According to (Article 52 paragraph (2) of Law No. 12 of 2012 concerning Higher Education) the Quality assurance mechanism, namely PPEPP, can be seen in Figure 1.



**Figure 1. Quality Assurance Management**

(Source: SPMI Manual, 2020)

In realizing a good quality pattern in the demands of work in the future, a curriculum must be prepared in accordance with the world of work. Curriculum preparation, process design and learning methods, determination of graduate competencies, and assessment methods must be in harmony and must not conflict with the vision of the University. Academic qualifications and self-development of human resources, especially lecturers, must also support efforts to achieve the vision. All academic and non-academic facilities and infrastructure must be in line with efforts to realize the vision. Curriculum is understood as a document and as a real activity of higher education that forms the basis for administering a study program. The curriculum is structured based on competency elements that can lead students to achieve the main competencies, supporting competencies, and other competencies as a method of inquiry that is expected. What is meant by the method of inquiry include a learning method that fosters a great desire to know, increases the ability to use competency attributes to determine the choice of a way of life in society, improves the way of learning throughout life (learning to learn and learning throughout of life).

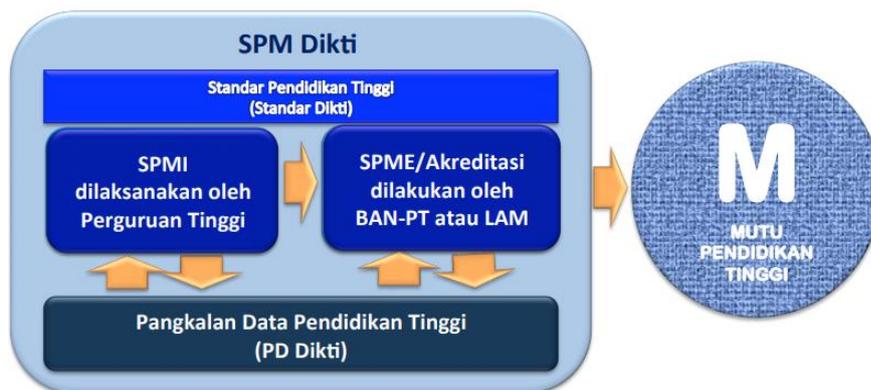
## **DISCUSSION**

### **A. College Quality**

Quality is the suitability between use and fulfillment of customer expectations (Juran & Godfrey, 1998). In the quality of higher education, quality is said to be good when it is able to meet the needs of the community, presents figures who are able to make a positive contribution to its development, prints the people needed in the world of work, gives birth to creative, productive and innovative people in opening up jobs, and gives birth to creative, productive and innovative people. professional people in developing their knowledge according to their qualifications. The quality of higher education is the level of conformity between the implementation of higher education and higher education

standards consisting of national higher education standards and higher education standards set by universities (Bancin, 2017).

There is the term Higher Education Quality Assurance System (SPM Dikti), Internal Quality Assurance System (SPMI), External Quality Assurance System (SPME). The Higher Education Quality Assurance System (SPM Dikti) is a systemic activity to improve the quality of Enggi's education in a planned and sustainable manner. The Internal Quality Assurance System (SPMI) is a systemic activity of ensuring the quality of Enggi education by each Enggi tertiary institution autonomously to control and improve the implementation of Enggi education in a planned and sustainable manner. External Quality Assurance System (SPME) is an assessment activity through accreditation to determine the feasibility and level of achievement of the quality of study programs and universities. SPMI chart based on Permendikbud No. 50 of 2014 concerning SPM Dikti can be seen in Figure 2. As follows:



**Figure 2. Chart of higher education quality assurance system**  
(Source: SPMI 2020 Manual)

According to (Fitrah et al., 2018) the concept of quality assurance is a form of waiver of responsibility, decentralization of responsibility for decision-making at the level of educational institutions. Assurance of the quality of higher education units is the fulfillment of quality management standards for higher education consistently and continuously. In general, the purpose of education quality assurance is to plan, achieve, maintain, and improve the quality of education on an ongoing basis in certain educational units (Kis, 2005). From several combinations of existing views, the common thread is that the responsibility for the quality of higher education is entirely left to the tertiary institution concerned, there are two key activities to ensure the quality of higher education, namely the establishment and fulfillment of quality management standards for higher education; the quality of higher education must be planned, achieved, maintained, and consistently

improved, the quality of university graduates must meet the expectations of all stakeholders.

## **B. SPMI for Education Quality Standard Guarantee**

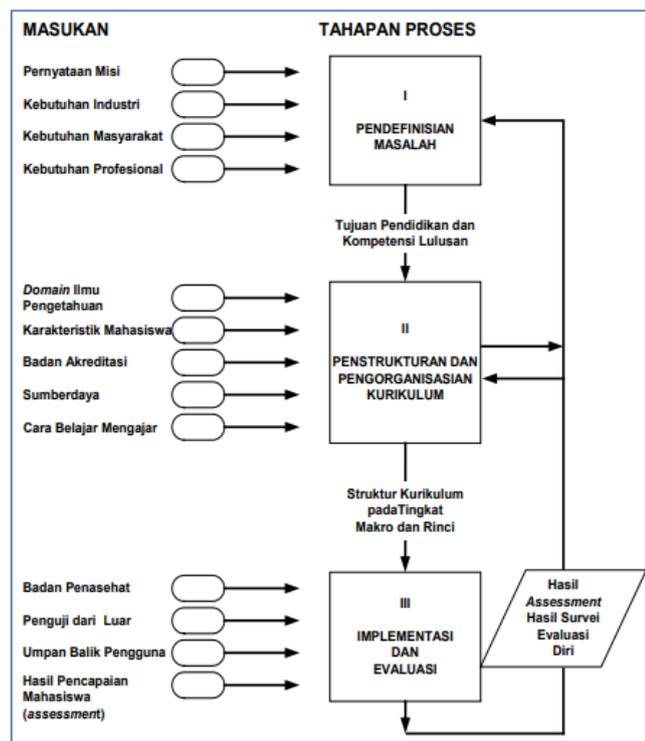
SPMI as a tool to ensure the achievement of quality education standards must establish a scope that has quality indicators in order to facilitate the evaluation process during the audit process. However, these indicators are only a guideline for measuring the efficiency of learning quality. A good evaluation must be able to explain things that are estimated to be considered as attributes of higher education quality. (Jusmin et al., 2016) Stated the attributes of higher education quality including relevance, efficiency, effectiveness, accountability, creativity, situation, appearance, empathy, responsiveness, productivity, and academic ability.

In this scope, LPM through SPMI will ensure that each study program has formulated graduate competency standards based on the specifications of the study program through the implementation of a curriculum that refers to the KKNI and the study program must create an academic atmosphere that is in accordance with the specified graduate competency quality standards. The curriculum must be in accordance with the vision and mission of the study program and support the university's vision and mission. SPMI will encourage curriculum implementation by elaborating it through curriculum documents that are always updated periodically and policies to improve a good academic atmosphere through organizing seminars, symposia, workshops in accordance with the study program clusters. The standard scope of the learning process includes lesson planning to reporting learning evaluation results. In this case, SPMI functions to ensure that the learning process is interactive, holistic, scientific, thematic, effective, collaborative, integrative, and contextual in accordance with the KKNI with the student's learning load in accordance with established regulations. The learning assessment standard has the scope of assessment from the lecturers and students, where the results of the evaluation by the lecturer to the students will be listed in the student study results card and the student's assessment of the lecturer will be evaluated by the LPM which will be forwarded to the university leadership (Taryana et al., 2020) .

SPMI through the quality internal audit process must ensure that the study program has assessment standards, assessment techniques and instruments, assessment mechanisms and procedures to assessment reporting so that through the results of quality internal audits, this process standard will continue to improve. In the scope of higher education, education personnel who have qualifications as educators are called lecturers, while other education

personnel are referred to as supporting staff for the implementation of education. Lecturers who have met the academic and professional qualifications will be proposed as permanent lecturers, while if needed, the study program will utilize non-permanent lecturers to meet the quality assurance needs of academic programs. In this case, SPMI will ensure that the study program has a selection system, development system, retention system and dismissal of lecturers and education staff that refers to (Permendikbud, 2014) regarding the standards of lecturers and education staff.

Fulfillment of Content Standards by tertiary institutions can be said as a series of activities to obtain Content Standards as expected by universities. The fulfillment of Content Standards can be stated in the activities of compiling, improving, or reviewing the curriculum of a university which produces curriculum documents and implementation plans contained in the academic calendar. Curriculum review according to higher education quality assurance guidelines can be easily understood and imagined, the stages of fulfilling Content Standards in the scheme of curriculum preparation, refinement, or review activities can be seen in Figure 3.



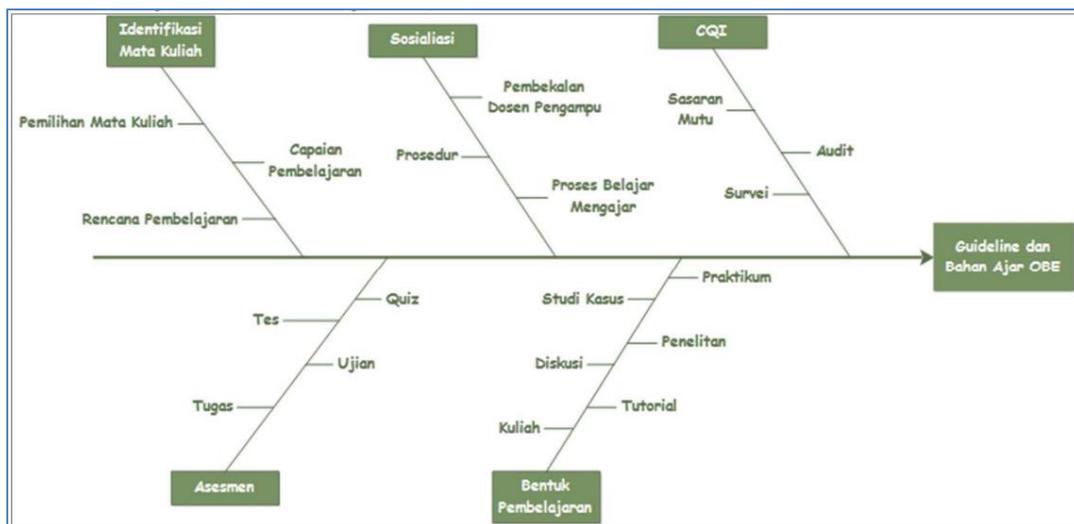
**Figure 3. Flowchart of Curriculum Review Activities**  
(Source: Higher Education Quality Assurance Guidelines, 2020)

Efforts that are commonly made in developing curricula, especially competency-based curricula, are by conducting a SWOT (Strength, Weakness, Opportunity, Threat) analysis and Tracer Study and Labor Market Signals. Then after that the results of the two

analyzes are used to determine educational goals. The purpose of this education is then immediately described in the courses that are arranged in each semester. Then the next step is to describe each course into teaching materials (syllabus).

### C. Outcome-Based Learning Against the Competence Demands of the World of Work

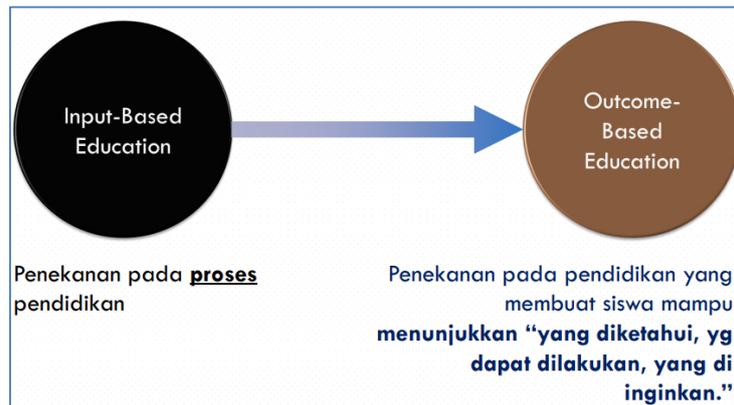
Outcomes-based education (OBE) is an educational theory that bases every part of the education system around its goals (outcomes). By the end of the educational experience, each student should have achieved the goal. Classes, opportunities, and assessments should all help students achieve the specified results. The characteristics of OBE according to (Harden, 2002) are a clear development of learning outcomes that must be met before the end of the learning process, curriculum design, learning strategies, and learning opportunities to ensure the fulfillment of learning outcomes, the assessment process is adjusted to learning outcomes and assessments for each students to ensure learning outcomes are met, providing remediation and enrichment. As for researching related OBE teaching materials, it can be seen in the fish bone diagram Figure 4.



**Figure 4. Researching Outcome-Based Learning**  
(Source: Haris Wahyudi, 2018)

Before discussing competence, it is better to examine the definition of the word competence a little. Competence refers to the words competence and competency. On the other hand, the word competence is also difficult to distinguish from several other words that have almost the same meaning, such as skill or ability. Simply put, competences refer to the output required in a specific minimum standard while competencies are the inputs that a person brings to his work that results in good performance (Winterton, 2009). In today's world of education, the term that is popularly used is learning outcome. Learning Outcome (LO) Is a form of transparency in the higher education system and qualifications.

Learning outcomes are stated as statements about what is planned (expected) to be known, understood and or can be done by the learner at the end of the learning period. An explicit statement of learning outcomes (LO) that reflects the educational goals, objectives and values to be achieved. Strategy (Process) to ensure that learning objectives can be achieved and demonstrated through curriculum, teaching, learning, assessment, support and methods. The criteria for assessing learning outcomes are in accordance with the established LO. The changes in teaching can be seen in Figure 5.



**Figure 5. Changes in teaching**  
(Source: SPMPT Dikti Book, 2010)

Determination of the curriculum for the achievement of competency standards of expertise included in the curriculum in the form of main competencies, supporting competencies and special competencies, sources of information are professional organizations, benchmarking. Arranged in a single unit that is intended for students who are able to provide specific expertise & skills but also provide the ability to develop in absorption in the world of work. Competency standards that must be possessed Able to apply their field of expertise and utilize science, technology, and art in their fields in solving problems and being able to adapt to the situation at hand. Mastering the theoretical concepts of certain fields of knowledge in general and the theoretical concepts of special sections in these fields of knowledge in depth, and able to formulate procedural problem solving. Able to make the right decisions based on analysis of information and data and able to provide instructions in choosing various alternative solutions independently and in groups. Responsible for own work and can be given responsibility for the achievement of the organization's work.

Competency-Based Curriculum must state competence clearly from the learning process in the field of study, the learning process provides provisions for the achievement of competence and focuses on students, prioritizes the unity of mastery of the cognitive,

psychomotor, and affective domains as a whole, the learning outcome assessment process is more emphasized on the ability to demonstrate cognitive, psychomotor and affective (process & outcome evaluation).

Evaluation of the improvement of curriculum documents or Content Standards is carried out continuously during the period of use of the curriculum. Generally it is done at the end of each semester, so that the results of improving the curriculum document can be applied in the following semester. Evaluation of curriculum document improvement is carried out simultaneously with evaluation of the quality of the learning process carried out internally by department officials, lecturers, and students.

## **CONCLUSION**

To form a pattern of quality assurance of outcome-based learning on the competence of the world of work in higher education is to take steps. First, the responsibility for the quality of higher education is entirely left to the university concerned. Second, there are two key activities of higher education quality assurance, namely the establishment and fulfillment of higher education quality management standards. Third, the quality of higher education must be planned, achieved, maintained, and consistently improved. Fourth, the quality of higher education graduates must meet the expectations of all stakeholders.

Efforts that are commonly made in developing curricula, especially competency-based curricula, are by conducting a SWOT (Strength, Weakness, Opportunity, Threat) analysis and Tracer Study as well as Labor Market Signals. Then after that the results of the two analyzes are used to determine educational goals. The purpose of this education is then immediately described in the courses that are arranged in each semester. Then the next step is to describe each course into teaching materials (syllabus).

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