

Evaluation of Graduation Management as an Effort to Improve Graduates' Competitiveness in the Academic World and the Job Market

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	Graduation management evaluation is the process of assessing and analyzing the graduation management system in educational institutions. This study aims to analyze the implementation of evaluation management as an effort to enhance the competitiveness of graduates in both the labor market and academia. This research uses a literature analysis method with a qualitative approach. The data used in this study come from various secondary sources, including scientific journals and books related to management evaluation as an effort to improve graduates' competitiveness in academia and the labor market. The results show that graduation evaluation is urgently needed to increase competitiveness in both academia and the job market, so that graduates can obtain decent employment to support their academic and professional careers. However, several challenges arise in its implementation, such as lack of systematic evaluation, unprofessional supervisors, and limited student skills and competencies. Therefore, if evaluation is implemented optimally, it must be carried out regularly and supported by several key factors in order to produce graduates capable of competing in both academia and the labor market.
KEYWORD Evaluation, Management, Improvement, Competitiveness, Academia, Workplace	

1. Introduction

Educational institutions are organized places of social, cultural, and experiential processes that are passed from generation to generation. The way to receive education is through training courses within the education system (Naziev, 2017). Success in education influences the advancement of a nation, transforming it from underdeveloped to developing and eventually to advanced. A crucial issue today is the low quality of education, evident in graduates who are underemployed, poor foreign language skills, weak teamwork ability, limited innovation, and poor time discipline, resulting in graduates of low quality.

Currently, the most important prerequisite for competitiveness in education is competence for individual development. Based on this background, this study formulates the following questions:

1. How is the implementation of Graduation Management Evaluation in improving graduates' competitiveness?
2. What are the impacts and challenges of implementing Graduation Management Evaluation?

2. Literature Review

2.1 Implementation of Graduation Management Evaluation in Improving Graduate Competitiveness

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Evaluation is part of management, including planning, organization, implementation, and supervision. Without evaluation, it is impossible to know the condition of programs in planning, implementation, and results.

According to Arikunto and Cepi (2008:2), "Evaluation is an activity to collect information about how something works, which is then used to determine appropriate alternatives in making a decision."

Stages in the implementation of Graduation Evaluation in improving competitiveness include:

1. Evaluation Planning: Define the purpose of evaluation, specify criteria (academic ability, professional skills, personality, field impact), determine data collection methods (questionnaires, interviews, observations, case studies), and identify sample targets (graduates from specific years, programs, or employment status).
2. Data Collection: Use selected methods, collect data from graduates, lecturers, employers, and stakeholders.
3. Data Analysis and Interpretation: Analyze collected data to identify trends, patterns, and implications.
4. Follow-up: Use evaluation results to improve curriculum, teaching quality, and program development to ensure graduates' relevance in the labor market.
5. Program Impact Evaluation: Assess the influence of graduation programs on social and economic growth, as well as graduates' readiness in adaptation, problem-solving, and teamwork.

2.2 Impacts and Challenges of Graduation Management Evaluation

A well-implemented graduation management evaluation has a positive impact on enhancing the competitiveness of graduates, both in the academic world and in the job market. Its impacts include improved graduate quality, curriculum relevance, and increased employment opportunities. However, this evaluation also faces several challenges, such as limited resources, shifting competency demands, and a lack of collaboration between universities and industry.

Positive Impacts of Graduation Management Evaluation:

1. Improved Graduate Quality

A comprehensive evaluation allows universities to identify areas in the learning process that need improvement, leading to graduates with higher quality and stronger competencies.

2. Curriculum Relevance

Evaluation helps align the curriculum with industry needs and scientific developments. This ensures that graduates possess the relevant skills and competencies demanded by the job market.

3. Increased Employment Opportunities

High-quality graduates with relevant competencies have greater employment prospects, both in the public and private sectors.

4. Enhanced Institutional Reputation

A thorough evaluation provides insight into the quality and relevance of academic programs, thereby strengthening the university's image and reputation.

3. Methodology

This study employs a qualitative library research approach. Secondary data sources include scientific articles, proceedings, and educational policy documents. Data are analyzed systematically to identify patterns and themes related to graduation management evaluation as an effort to enhance competitiveness.

3.1 Subheading (if any)

This research is qualitative in nature, utilizing a literature review method. The data used are derived from secondary sources, including scholarly articles, research reports, educational policies, and related documents. The selection of literature was conducted purposively, focusing on works that are relevant to the research theme.

3.2 Subheading (if any)

Data analysis was conducted using content analysis. The stages of analysis included: (1) identifying relevant literature, and (2) classifying key themes and linking them to the context of the professional and academic worlds. The results of the analysis are presented in the form of a conceptual description that emphasizes the connection between theological principles and practical implementation in the field.

4. Results and Discussion

4.1 Models and Methods of Graduation Management Evaluation

4.1.1 Models Evaluation

1. The Kirk Patrick Model:

This model primarily focuses on evaluating participants' reactions to the entire training or educational program, including their satisfaction with the learning methods, materials, and facilities provided. It also involves learning evaluation, which assesses the knowledge, skills, and attitudes acquired by learners or trainees. In addition, the model includes behavior evaluation, which examines the extent to which participants apply what they have learned in real situations. Finally, it evaluates results, referring to the impact of the training on performance, productivity, and the overall benefits gained by the learners.

2. The CIPP Model:

Internal evaluation at SIT (Integrated Islamic Schools) not only focuses on academic aspects but also emphasizes the internalization of Islamic values throughout the learning process. At SDIT Baitul Izzah Nganjuk, the evaluation includes an analysis of the integrated curriculum (both national and religious), assessment of students' moral character, and evaluation of teachers' performance in integrating Qur'anic verses or Hadith into their teaching materials. This evaluation is supported by regular meetings between teachers and stakeholders to review the achievement of holistic educational goals (Saputra et al., 2020).

3. Competency-Based Evaluation:

Competency-based evaluation is an approach that focuses on assessing an individual's abilities and competencies in performing specific tasks. The goal is to determine whether the person possesses the necessary skills and competencies to succeed in academic or professional settings.

4. Portfolio-Based Evaluation:

Portfolio-based evaluation is an approach used to assess a person's abilities and expertise by reviewing documents, projects, and work samples that demonstrate their competencies and achievements.

5. Project-Based Evaluation:

Project-based evaluation is a method used to measure an individual's competencies and skills through the completion of projects that are relevant to their field of study or profession.

6. Feedback-Based Evaluation:

Feedback-based evaluation aims to gather information about an individual's or team's performance, abilities, and competencies through feedback collected from various sources.

4.2 Approaches to Evaluating Graduation Management for Improving Competitiveness in Academia and the Workforce

- a. Competency-Based Evaluation : Competency-based evaluation is an assessment approach that focuses on evaluating an individual's abilities and competencies in performing specific tasks. The main objective is to determine whether the individual possesses the required skills and competencies to perform effectively in both academic and professional environments.
- b. Portfolio-Based Evaluation : Portfolio-based evaluation is an approach used to assess an individual's abilities and expertise by examining documents, projects, and work outputs that demonstrate their skills and competencies.
- c. Project-Based Evaluation : Project-based evaluation is a method used to measure an individual's competencies and abilities through the completion of projects that are relevant to their field of study or profession.
- d. Feedback-Based Evaluation : Feedback-based evaluation aims to gather information on the performance, skills, and competencies of an individual or team through feedback collected from multiple sources.

5. Conclusion

Graduation management evaluation is essential to improve competitiveness in academia and the labor market, preventing unemployment due to job scarcity. Implementation must follow procedures, employ effective evaluation methods, and assign responsibility to competent professionals.

Positive impacts of Islamic value-based supervision include improved academic and character quality, harmonious learning environments, stronger motivation, and professional culture among educators. Further empirical research is recommended to deepen understanding of Islamic value-based supervision in integrated Islamic schools.

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