

Stakeholder Satisfaction of the Guidance and Counseling Study Program Medan State University

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Abstract. The purpose of this research is to gather data from stakeholders and former students of the Guidance and Counselling Program at Universitas Negeri Medan's Faculty of Education. Stakeholder satisfaction in terms of (1) learning benefits and experiences, (2) superior competencies, (3) performance quality. The current study's methodology is described quantitatively. A questionnaire has been used as a research instrument as part of a survey methodology. The findings of this study are expected to be useful in developing policy programs to enhance the quality of academic and nonacademic services in the Undergraduate (S-1) Guidance and Counselling Study Program, Faculty of Education, Universitas Negeri Medan.

Keywords: Stakeholders, Satisfaction, Guidance, and Counseling.

1 Introduction

In the history of its development since the Department of Educational Psychology and Guidance (hereinafter abbreviated as PPB) the Guidance and Counselling Study Program has been established simultaneously with the establishment of IKIP Medan in 1963. Initially this department was named the Department of Counselling Guidance under the auspices of the Faculty of Education (FIP) together with the Department of General Education, Social Education and the Department of Educational Administration.

Since the 2000s the need for guidance and counselling teachers in the field has increased, marked by the passing of Law number 20 of 2003 concerning of National Education System which confirms that one of the qualifications of educators in educational units is a BK/Counselor teacher. Currently, PS BK FIP UNIMED increasingly exists to carry out its role as a study program that produces professional BK teachers. This is confirmed by obtaining an A rating for study program accreditation through the Decree of BAN-PT Number 6721/SK/BAN-PT/Akred/S/X/2020.

An educational institution produces alumni. The quality of educational institutions is reflected in the quality of their alumni. It is not enough to simply examine the output, such as the ability to master knowledge, skills, and formal attitudes, as embodied in the Achievement Index, to determine the quality of graduates produced. However, it must also be determined from the accomplishment, namely the number of alumni who are able to find work. The relevance (suitability) of postgraduate education is demonstrated by the job description (category and location of work), the relation of the job to the educational background, the advantages of the study courses in the field of employment, and suggestion to improve graduate competencies. The accomplishment of university graduates in entering the workforce is one predictor of learning outcomes and the community relevance of university graduates. As a result, universities are fully accountable not only for having provided alumni with qualifications (learning outputs), but also for supporting and connecting graduates' entry into the workforce. Furthermore, the implications to education is demonstrated by graduates' personal views about their satisfaction, knowledge

and skills, and suggestion to improve graduates' professionalism. The graduates can trace how far the higher education alumni are eligible to participate in advancement relevancy of their academic learning (Tracer Study).

The guidance and counselling program at Medan State University's Faculty of Education plays an important role in human resource development. One of the success criteria for the Guidance and Counselling program is the production of quality graduates with qualifications in their areas of expertise, so that they can start providing advantages for job seekers and be marketable. In job opportunities, graduates of guidance and counselling programs have the benefit of being able to implement elements of educational services in gaining awareness, skill sets, and behaviors. The effect of graduates' expertise on the workplace includes promotions, pay rises, accomplishment awards, and employment services and facilities. The graduates of the guidance and counselling program are bound to enhance their self-development abilities (highly developed analyses), leadership qualities, and teaching abilities in accordance with the performance quality.

Alumni can measure and track the performance of graduates through traceability in order to acquire clear examples about the profile of graduates. According to Schomburg (2003), tracer studies have been included among the university's quality assurance system. Tracer studies are now becoming crucially influential because they can offer valuable insight into the process of universities, serve as a resource to analyze the significance of academic institutions to the job market, as well as provide constructive insight for faculty members and management staff to optimize effectiveness.

Given the content above, an investigation was performed on the satisfaction of alumni from the Faculty of Education's Undergraduate Guidance and Counselling. In this study, the satisfaction of alumni users was assessed based on (1) the welfare and learning processes; (2) graduate expertise; and (3) performance.

2 Research Methods

The descriptive approach was used in this study to gain an overall picture of graduate users' satisfaction levels. A questionnaire has been used as a research instrument in a survey method to collect scientific data. The study's participants were 35 people who were active users of Guidance and Counselling graduates from the Faculty of Education at Medan State University.

The Graduate User Questionnaire was used as survey tool, which was created by the Research Team derived from the previous studies and needs analysis. The instrument's lattice is shown below.

Table 1. Grid of Graduate User Satisfaction Instruments

No.	Variable	Indicator
1.	1. Benefits of learning experience	1.1 Knowledge 1.2 Skills 1.3 Attitude
	2. Competence of graduates	2.1 Compatibility of competence with job needs
	3. Performance Quality	3.1 Self-development 3.2 Leadership 3.3 Innovative behavior 3.4 responsibility

Using Microsoft Office Excel, the collected data are compiled and subjected to statistical analysis. Since this online questionnaire did not require participants to complete the questionnaires, there were a few that were left unanswered. There are also survey questionnaire

that do not include the intended participants. As a result, the data analysis are all valid and incoming data (data from non-respondent fillers are not processed). The analysis results are shown in of a report containing statistical information that is then organized descriptively.

3 Result and Discussion

This section describes the satisfaction of graduate users (alumni superiors) with the alumni of the Guidance and Counseling Program at Universitas Negeri Medan who work under the institution they lead. The data collected in this tracer study were 35 respondents using alumni.

Benefits and Learning Experience

The benefits and learning experiences at the Guidance and Counseling Program in this study include the variables of knowledge, skills and attitudes of alumni perceived by superiors (leaders) where alumni work. The following table illustrates the benefits and learning experiences gained by the alumni's of the Guidance and Counseling Program of the faculty of education, Medan State University.

Table 2. Benefits and Learning Experience

Sub-Variable	Indicator	<i>f</i>	%
1. Knowledge	1.1 Academic ability	25	71.4
2. Skills	Peer communication	23	65.7
	superior communication	26	74.3
	Subordinate communication	22	62.9
	Communication in the forum	24	68.6
	Technology utilization	23	65.7
	Utilization of facilities/media	26	74.3
3. Attitude	3.1. independence	25	71.4
	3.2. Confidence	24	68.6
		× 24.22	69.14

Based on the table above, it can be explained that in the knowledge sub-variable (academic ability or knowledge gained) as many as 25 respondents (71.4%) stated very well, indicators of ability to communicate with superiors were 23 respondents (65.7%) stated very well. On the indicator of the ability to communicate with colleagues as many as 26 respondents (74.3%) stated that it was very good. Indicators of the ability to communicate with subordinates, as many as 22 respondents (62.9%) stated very well, Indicators of ability to communicate in formal/informal forums, 24 respondents (68.6%) stated very good, Indicators of skills using technology 23 respondents (65.7%) said it was very good, the indicators for the use of media or work facilities, 26 respondents (74.3%) said it was very good.

In the attitude sub-variable with independence indicators as many as 25 respondents (71.4%) stated very well, self-confidence indicators 24 respondents (68.6%) stated very good,

In general, respondents stated that the benefits and learning experiences at PSBK UNIMED obtained by alumni were very well; there were no respondents who stated that they were not good. The findings in this study indicate that aspects of the learning experience that are considered to provide a positive experience while studying at PSBK UNIMED are independent learning, and the course material is felt to provide a lot of positive learning experiences, as well as the quality of the services provided by of the Guidance and Counseling Program of the faculty of education, Medan State University. The learning experience for graduates is improving

academic abilities, improving communication skills not only in the work environment but in formal forums. Furthermore, the attitude of independence and self-confidence is increasing because of the impact of the learning experience while at the Guidance and Counseling Program of the faculty of education, Medan State University.

Competence of graduates

The following table describes the percentage of graduate user satisfaction in terms of graduate competence, including: (1) current and required competencies in work, (2) language skills, (3) the impact of competence on the field of work.

Table 5. Competence of graduates

Indicator	<i>f</i>	%
1. Mastery of the field of science studied at PS BK UNIMED	27	77.1
2. Knowledge of other fields of science	26	74.3
3. Think	28	80.0
4. Ability to gain new knowledge quickly	28	80.0
5. Ability to negotiate effectively	27	77.1
6. Ability to perform well under pressure	27	77.1
7. Sensitivity to new opportunities	26	74.3
8. Ability to coordinate activities	28	80.0
9. Ability to empower others	28	80.0
10. Ability to use computer and/or internet	27	77.1
11. Ability to solve problems	27	77.1
12. Have a new idea	26	74.3
13. The ability to judge one's own ideas or those of others	28	80.0
14. Ability to present ideas, results, or reports	28	80.0
15. Ability to write activity reports (research, projects, etc.)	28	80.0
	× 27.26	77.88

In the table above, it is explained that the competence of graduates with indicators of mastery over the fields of knowledge studied by 27 respondents (77.1%) of alumni users stated that PSBK UNIMED alumni were in the very good category. Indicators of knowledge in other fields of science as many as 26 people 74, 3% said very well. Critical thinking indicators as many as 28 people (80%) stated very well. The indicator of the ability to get knowledge quickly as many as 28 people (80%) stated that it was very good. Then on the indicator of the ability to negotiate effectively as many as 27 respondents (77.1%) stated that it was very good.

Furthermore, on the indicator of ability to perform well under pressure, 27 respondents (77.1%) stated that alumni's of the Guidance and Counseling Program were in the good category. The indicator of sensitivity to new opportunities as many as 26 people (74.3%) said it was very good. The indicator of the ability to coordinate activities as many as 28 people (80%) stated that it was very good. The indicator of the ability to empower others as many as 28 people (80%) stated that it was very good. The indicator of the ability to use computers and/or the internet as many as 27 people (77.1%) stated that they were very good.

Then on the indicator of ability to solve problems as many as 27 respondents (77.1%) stated very well. On the indicator of having a new idea as many as 26 people (74.3%) said it was very good. The indicator of the ability to assess their own ideas and those of others as many as 28 people (80%) stated that they were very good. The indicator of the ability to present ideas and/or report results as many as 28 people (80%) stated that they were very good. The indicator of the ability to write activity reports as many as 28 people (80%) stated that they were very

good. Finally, the indicator of writing and speaking in a foreign language as many as 30 respondents (85.7%) said it was very good.

From the description and contents of the table above, it can be concluded that in general the respondents using alumni stated that the competence of the graduates' of Guidance and Counseling Program was very good. Graduate competencies, both conceptually and practically, are very important. Having competence means that it will be a capital for someone to achieve excellence in their work. Competence began to be applied in the field of education along with the discovery of Benjamin S. Bloom and his colleagues who published their results regarding the level of thinking, acting, and behaving as educational processes and products. Competence in the educational perspective as developed by Bloom, Krathwohl, and Masia (1964) includes three things: (1) cognitive-based education; (2) affective-based education; and (3) psychomotor-based education.

Performance Quality

Data on the quality of graduate performance perceived by stakeholders as a variable measured in this study consists of the following sub variables:

Table 6. Quality of Graduate Performance

Sub-Variable	Indicator	f	%
Self-development	Interest in Further Studies	25	71.4
	Training Interest	26	74.3
Leadership	Planning	27	77.1
	Management	26	74.3
	Monitoring and Evaluation	25	71.4
Innovative Behavior	Giving Ideas and Suggestions at work	28	80.0
	Ideas and Suggestions Accepted	27	77.1
	Doing Innovative Things	26	74.3
Responsibility	Timely Completion of Tasks	28	80.0
	Good Quality Work Hasil	22	62.9
		× 26	74.28

In the self-development sub-variable with indicators of interest in further studies, 25 respondents (71.4%) stated that it was very good. In the indicator of interest in participating in the training, 26 respondents (74.3) stated that it was very good. Then the leadership sub-variable on planning indicators A total of 27 respondents (77.1%) said it was very good, 27 respondents (77.1%) said it was very good, 26 respondents (74.3%) said it was very good. monitoring and evaluation indicators as many as 25 respondents (71.4%) said it was very good.

Furthermore, on the sub-variables of innovative behavior in the indicators of providing ideas and suggestions in work, 28 respondents (80%) stated that they were very good. on the indicators of ideas and proposals received as many as 27 respondents (77.1%) stated very well, On indicators doing innovative things as many as 26 respondents (74.3%) stated very well.

In the responsibility sub-variable with indicators for completing assignments on time, 28 respondents (80%) said very good, 22 respondents (62.9%) said very good, and 24 respondents (68.6) said they were very good. %) stated very well.

4 Conclusion

Summary of the results and discussion above, it is reasonable to suggest that alumni users are generally satisfied with the alumni of the guidance and counseling program. In the variable of learning benefits, the average alumni user (69.14%) stated very well, the graduate competency variable, the average alumni user (77.88%) stated very good, then on the variable quality of graduate performance the average alumni user (74.28%) stated very well. Some aspects that are considered not optimal by graduate users are used as input for curriculum improvement, mainly aligning graduate learning outcomes with job demands.

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