

Improving the Quality of Graduates through Strengthening Learning Achievements

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Abstract—The purpose of this research is to map and analyze the learning outcomes needed by the Department of Anthropology graduates to face AEC and demographic bonuses. This research was conducted in the Sociology Subject Teachers' Meeting and the Indonesian Anthropology Association. This research is descriptive using data collection techniques through Forum Group Discussion (FGD). Mapping the ability of teachers needed by Prodi graduates. The Anthropology Education to face AEC and demographic bonuses. Based on the matrix analysis that has been carried out by the researcher formulating learning outcomes of graduates of the Department of Anthropology Education.

Keywords—*Learning Outcomes, Graduates' Ability, demographic bonuses*

I. INTRODUCTION

Indonesia is expected to experience these conditions between 2020-2030. Given that the education sector is a product that has the potential to be developed as a product with high competitiveness, the learning achievement of high school graduates must be able to answer the challenges of the period. Based on the results of the 2010 census the Government made population projections for 2020 and 2035.

The projection results show that in 2020 there will be a change in population structure in Indonesia. The age group 0-4 years begins to decrease due to a decrease in the number of births. The age group of 5-9 years will experience swelling due to the high number of births from the previous 10 years and the population of the 65 years and above also increases.

The Indonesian National Qualifications Framework mandates that all learning outcomes set in the study program must refer to the needs of the business world and the industrial world. Therefore, the establishment of a curriculum at the Anthropology Education study program level must be based on tracer study results and input from professional associations and be able to answer the challenges of graduates in their time.

The AEC and bonus demographics that are coming and continuing to approach are the conditions that will be faced by all college graduates in Indonesia, including study program graduates of Anthropology Education of Universitas Negeri Medan in the future [1].

Responding to this, the Study Program of Anthropology Education must be able to prepare prospective graduates to face all possibilities that will be

faced in the future. Learning Outcomes are capabilities acquired through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. In other word, the learning achievement can also be referred to as a measure of one's acquisition in analyzing the learning process both structured and unstructured.

Research report conducted by the Institute for Strategy and Competitiveness, Harvard Business School, Indonesian products have strong global competitiveness, namely fisheries, agriculture, furniture, forestry, apparel, and footwear products. While other products such as education have the potential to be developed to have competitiveness in the global market [2].

Starting from the description, this study tries to pass through the formulation of learning outcomes obtained by anthropology education students when they finish their undergraduate education in accordance with the profile of graduates determined by the Study Program. Anthropology Education. Based on the background described earlier, the identified problems encountered are as follows:

1. Challenges faced by study program graduates. Anthropology education in the AEC period and the demographic bonus will be bigger and tighter
2. College graduates must be able to face the challenges faced in their time
3. The need to adjust the learning outcomes of study program graduates. Anthropology education faces the challenges of the AEC and the demographic bonus
4. There is a need for capacity mapping needed by Sociology/Anthropology and Integrated Social Studies teachers in facing the challenges of the AEC and demographic bonuses.

Based on the identification of the problems described, formulated the problem statement as follows:

1. What is the ability of integrated Sociology/Anthropology and Social Sciences teachers in the Sociology Subject Teacher Discussion?
2. What abilities are needed by Prodi graduates. Anthropology Education to become a teacher of

Sociology/Anthropology and Integrated Social Sciences during the AEC and demographic bonuses?

The objectives of this study are as follows:

1. Identify what abilities are needed by Sociology and Integrated Social Studies teachers to face AEC and demographic bonuses
2. Formulate learning outcomes of study program graduates. Anthropology Education.

Achievement of learning as stated in the Guidelines for Preparation of Learning Outcomes of Study Program Graduates is a formulation of learning objectives to be achieved and must be owned by all graduates, also a statement of quality of graduates[3]. Learning Outcomes can be used by study programs as a direction to achieve the quality target of graduates that must be achieved. Descriptions of learning outcomes include knowledge, attitudes, skills, competencies, and accumulated work experience. 4 elements in the formulation of learning outcomes are attitudes and values, work ability, mastery of knowledge, and authority and responsibility. Each element of Learning Outcomes in Graduate Competence Standard as stated in the Guidance is interpreted as follows:

1. Attitude is right and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research, and / or community service related to learning.
2. Knowledge is systematic mastery of concepts, theories, methods, and/or philosophies in certain fields of science which are obtained through reasoning in the learning process, student work experience, research and/or community service related to learning. What is meant by student work experience is experience in activities in a particular field for a certain period of time in the form of work training, practical work, field work practices or other similar types of activities.
3. Skills are the ability to perform performance using concepts, theories, methods, materials, and/or instruments, which are obtained through learning, student work experience, research and/or community service related to learning.

The skill element is divided into two namely general skills and special skills which are interpreted as follows:

- a) General skills are general work abilities that must be possessed by each graduate in order to guarantee the equality of graduates' abilities according to the program level and type of higher education; and
- b) Special skills are special work abilities that must be possessed by each graduate in accordance with the scientific field of the study program.

The main problem of education in Indonesia today, is the less effective of teaching in the education process in schools, caused by the following problem: (1) cost of

education, this is the primary problem of education in this country, namely the high cost of education from basic to advance level, this is appearing a lot phenomenon of dropping out of school among Indonesian children. Let alone for private schools, for public schools too, the cost of education remains high, School Operational assistance options provided by the government are still not able to overcome the problem of the high cost of this education; (2) lack of educational equality in Indonesia for some people, education is common, but for many people in remote areas, education is very luxury and valuable, because in a country that embraces decentralization of irony, education is more focused in the more potential core areas, this causes less equity and makes the gap in education; (3) low quality education facilities and infrastructure, we would have heard a lot of news about schools collapsed, or schools damaged because the building that have weathered but did not get help from the government, this is one proof of how low the quality of educational facilities and infrastructure in Indonesia; and (4) the low achievement of students from research and development, the ability of students to capture material in Indonesia only about 30% of all the material taught. this is influenced by many factors, such as lack of awareness in the world of education and also still lack of knowledge of students about the meaning of an education [4]

I. MATERIALS AND METHOD

Based on the purpose, this study uses qualitative methods with focus group discussion as a technique of data collection. Participants in the focus group discussion are informants or informants consisting of lecturer representatives and associations associated with graduates. This research was conducted in several stages, namely:

1. Inventory of Problems
2. FGD with topics: competencies needed by teachers in facing ASEAN Economic Communities
3. FGD with topics: Profile of graduates and Learning Outcomes
4. Analysis of the FGD results

Inventory of problems aims to record the problems related to the challenges needed by graduates in facing the times of ASEAN Economic Community. Inventory is carried out through a literature study of various published research results. The results of the inventory carried out are used as material for focus group discussions conducted in two stages. Focus Group Discussion invited various representatives from various associations related to graduates and lecturers of Study Programs of Anthropology Education. All information obtained from discussion participants was analyzed to get recommendations on revisions to graduate profiles and learning outcomes.

The data analysis used in this study is qualitative descriptive analysis. The analysis technique is carried out by compiling a matrix of linkages of capabilities needed with predictions of challenges faced in the MEA period

and demographic bonuses. Presentation of the results of data analysis is displayed in the form of narratives, and tables.

III. FINDINGS AND DISCUSSION

The ASEAN economic community will shape ASEAN as a single market and production base, making a region more dynamic and competitive with mechanisms and steps to strengthen the implementation of new economic initiatives, accelerate regional integration in priority sectors, facilitate the movement of businesses, personnel skilled and talented work, and strengthening institutional mechanisms as a first step towards realizing the ASEAN Economic Community. Inventory of problems obtains several problems predicted by graduates in the ASEAN Economic Community. These problems are related to the competencies needed by teachers in facing challenges in the era of ASEAN Economic Community [5].

The first Focus Group discussion discussed the competencies needed by teachers in facing the ASEAN Economic Community. The discussion was attended by study program lecturers. Anthropology Education, Universitas Negeri Medan. In the discussion obtained some understanding of the need for revisions to the curriculum implemented in the study program. Anthropology Education in an effort to prepare graduates to face challenges in the era of the ASEAN Economic Community.

Recognized by participants in the discussion of material mismatches even the courses on competencies needed by graduates (prospective teachers) were one of the reasons for the formation of the Teacher Education Program. The existence of the Teacher Education Program has eliminated the authority of the education program at the College in providing teaching certificates to graduates of Bachelor of Education.

In this first Focus group discussion, it was also agreed on the profile of graduates produced by the Anthropology Education Study Program. Based on the results of the discussion and the tracer study, it was agreed that several profiles of graduates were teachers, social workers, and research assistants in social and cultural fields.

Competition for workers, especially Social Education subject teachers in schools, is believed by the discussion participants to soon become apparent. Therefore improving the quality of competency of prospective teachers produced by educational programs is very important. Improving the quality of teacher candidates' competencies is only possible if there is a change in the curriculum of the education study program so that graduates (prospective teachers) have high competitiveness [5]

Learning outcomes is a description that is used as a tool to map skills or careers or what is also called a graduate profile and develop curriculum. The achievement of graduate learning and competency standards of graduates of the department should be adjusted to the competency needs needed by graduate users. These

competency needs always change according to the times. Departments must be able to prepare graduates to face the challenges that graduates will face when they graduate.

The process of developing and preparing curriculum for a department must be continued by determining the competency standards of graduates and the standard of learning content. Graduates Competency Standards are the minimum criteria for graduate qualifications which include attitudes, knowledge and skills. Whereas the standard of learning content is a minimum criterias for the level of depth and breadth of learning material. The role of professional associations related to majors becomes very important in the preparation of graduate competency standards and standards of learning content. Information about the profession of alumni from majors can help majors develop curriculum according to the competency needs needed by graduate users. This information can also be used as input for those who are future graduates.

Based on the discussion that developed in the focus group discussion, it was agreed that the second and third graduate profile competencies must be adjusted to the applicable laws and regulations.

The period of the ASEAN Economic Community will be accompanied by the era of the Industrial Revolution 4.0 which was marked by the development of the digital era. Industrial Revolution 4.0 demands all fields to master digital technology. So that the mastery of technology is also a competency that must be owned by prospective teachers, especially teachers of Social Sciences subjects. There are three important abilities that must be possessed by professional teachers, namely; professional, personal/personality, social, and pedagogical competence [5]

Professional competence requires teachers to have extensive and in-depth knowledge of the fields of study being taught, and methodological mastery in terms of having knowledge of theoretical concepts, being able to choose the right method, and being able to use it in the teaching and learning process. This competency requires the teacher to have a solid and commendable personality attitude, as Ki Hajar Dewantoro teaches, namely *Ing ngarso sung tulodho* means that in front of you becomes a role model, *ing madya mangun karso* means in the middle build intentions, *tut wuri handayani* means behind giving moral support. Social competence means that a teacher must have good social communication skills, with students, with fellow teachers, with principals and employees, as well as with the community.

Pedagogic competence is the ability in the management of students which includes: (1) understanding insight or educational foundation; (2) understanding of students; (3) development of curriculum/syllabus; (4) learning planning; (5) implementing learning that is educational and dialogical; (6) evaluation of learning outcomes; (7) developing students to actualize their various potentials. Focus Group Discussion agreed on two major needs by graduates

(prospective teachers), namely; mastery of technology and mastery of knowledge.

TABLE I. MATRIX OF GRADUATES' NEED AND LEARNING OUTCOMES

Graduates' Need	Learning Outcome
Mastery of Technology	Managing resources, technology, implementing minimum professional standards equivalent, evaluating, strategic development of the organization.
Mastery of Knowledge	mastery the application theory of knowledge and skills related to his duties as a teacher who will face the ASEAN economic community

Discussions on the need for mastery of technology agree on some of the learning outcomes needed, namely; managing resources, technology, implementing minimum professional standards that are equal, evaluating, strategic development of the organization. Mastery of knowledge requires graduates to achieve a number of things, namely mastering the theory of application of knowledge and skills related to their duties as teachers who will face the ASEAN economic community.

IV. CONCLUSION

Learning outcome of graduates of Study Program of Anthropology Education is must be upgrade to level 7 of The Indonesian National Qualifications Framework.

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