

Evaluation of the Career Guidance Program with the Context, Input, Process, and Product (CIPP) Model of the Career Center Field at the Indonesian Institute of Business and Technology INSTIKI

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ABSTRACT

This study aims to evaluate the educational program using the CIPP (Context, Input, Process, Product) model to assess the career services provided by the Career Center at INSTIKI and to evaluate the effectiveness of these services. The effectiveness of career counseling services is measured by how well the program's objectives have been achieved. The research uses a qualitative approach with a descriptive-analytic method, applying the CIPP evaluation model to assess each component: Context, Input, Process, and Product in the implementation of the career counseling program. The data sources for this study are the Career Center and alumni of INSTIKI. Data collection techniques involved interviews and observations with the Career Center, while additional data were gathered through questionnaires and documentation. The collected data were analyzed using triangulation techniques. The research findings indicate that the implementation of career planning and evaluation, career development, graduate placement, tracer studies, language services, and language development have a positive impact on the career advancement of graduates.

Keywords: CIPP Model, Program Evaluation, Career Guidance Services

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INTRODUCTION

Entrepreneurship-based institutions or colleges have the potential to grow more rapidly if they are able to prepare their students to face the world of work. One step that can be taken is to provide Career Center services with the function of helping students and graduates, both in terms of mental readiness and professional skills, to be successful in the world of work. Therefore, each college is expected to be able to form and operate a Career Center that plays a role in preparing graduates to pursue a professional career after completing higher education. In addition, the Career Center also contributes to supporting government programs to carry out careful mapping and adjustments, so that graduate competencies will be relevant to the demands of the job market, so that graduates are more easily absorbed. However, in Indonesia, only about 5% of the 4,800 colleges have a Career Center. Thus, the success of graduates in achieving a successful

career will be real evidence that the higher education system in Indonesia has been running well. (Yusuf & Firman, 2019).

Career Centers in universities play an important role as a liaison between the information needs of the world of work and universities, as well as a response to challenges that arise in the world of work. Given the dynamics of the industry that continues to develop rapidly, universities are often considered less responsive to these changes. This gives rise to the assumption that there is a significant gap between the competencies possessed by graduates and the needs of the dynamic world of work. As a result, the business world must allocate resources to provide additional training so that graduates meet the required competency standards. Although this assumption is not always true, universities are still required to be responsive in facing these challenges. By providing programs that are aligned with industry needs, universities can ensure that their graduates are ready to enter the world of work effectively and competitively (Arwildayanto et al., 2018).

As a strategic unit in higher education, the Career Center acts as a facilitator between academics and the industrial world. By providing various services, the Career Center not only helps graduates get jobs, but also ensures alignment between graduate competencies and job market demands. In addition, the Career Center also actively contributes to the government's efforts to map national workforce needs. (Syafiq, 2018). As an important link between higher education and the world of work, the Career Center has a responsibility to improve graduate competencies. This role will be more optimal if the Career Center also helps students plan their careers from the beginning of their studies. The INSTIKI Career Center actively organizes various activities such as soft skills training, job fairs, and industrial visits to prepare students to enter the world of work, namely 1) Guidance or workshops to develop students' soft skills. 2) Career counseling to provide direction and support. 3) Provision of information related to job vacancies. 4) Collaboration with the Alumni field in implementing tracer studies.

In general, the services available at the Career Center are still limited in helping students overcome personal challenges that can hinder the achievement of self-competence. Therefore, a more comprehensive development program is needed so that students can develop a strong character and be ready to face the world of work (Yanti, 2022).

INSTIKI, as a higher education institution in Denpasar, realizes the urgency of the existence of a Career Center in meeting the ever-growing need for job market information. Thus, INSTIKI took the initiative to establish a Career Center to equip students with skills and knowledge relevant to industry demands.

To realize the vision of a competitive Indonesia as stated in the RPJPN 2005-2025, a comprehensive evaluation of the career guidance program organized by the INSTIKI Career Center is needed. Statistical data shows that there is still a gap between graduate competencies and job market needs. Therefore, this evaluation is very important to improve the career guidance program to be more relevant and effective (Arifin & Sani, 2019).

In an effort to align higher education with the dynamics of the job market, universities need to equip students with various skills needed by the industry. Thus, graduates will be better prepared to face the challenges of a competitive work world. This is also a form of accountability of universities to the community to produce quality graduates and contribute to the progress of the nation (Ardiansah et al., 2022).

As competition in the world of work increases, universities have a responsibility to prepare their graduates to be able to contribute actively. One effort that can be made is to establish a Career Center. In addition to helping students find suitable jobs, the Career Center also plays an important role in supporting government programs to address the gap between graduate competencies and industry needs. However, data shows that there are still many universities in Indonesia that do not have adequate Career Centers (Rosidin et al., 2022).

Despite the growing importance of Career Centers in higher education, existing studies often focus on their operational aspects without providing comprehensive evaluations of their effectiveness using structured models. Previous research, such as Yusuf and Firman (2019), primarily examines entrepreneurial program outcomes, while Syafiq (2018) highlights graduate

absorption but lacks methodological rigor in evaluating program components. This research addresses this gap by applying the CIPP evaluation model, providing a systematic analysis of the Career Center's contribution to graduate career development and its alignment with industry demands. By focusing on INSTIKI as a case study, this research also contributes to the understanding of Career Center implementations in emerging economies with unique challenges.

METHODS

The research method used is CIPP, a comprehensive evaluation model. To evaluate the context, this study adopted a multi-method approach that included document review, survey, focus group discussion, in-depth interview, and Delphi technique. However, the main emphasis was given to document analysis, focus group discussion, and in-depth interview.

Literature Review Graduates and Alumni

Alumni networks are valuable assets for every university. Through these networks, alumni can share information, experiences, and job opportunities. This is not only beneficial for the alumni themselves, but can also improve the reputation of the university in the eyes of the public.(Mira et al., 2023).

Good quality graduates, resulting from an efficient and productive education process and continuous competency improvement efforts, are the determinants of the long-term survival of an educational institution. The interest of stakeholders to recruit workers from the institution is also influenced by the quality of the graduates.(Hilendria et al., 2019).

The Graduate Competency Standards listed in the curriculum, as regulated in laws and regulations, comprehensively formulate the criteria for student graduation which include aspects of attitude, knowledge, skills, and ability to work in accordance with the demands of the world of work and social norms.(Rahmah, 2018).

INSTIKI graduates are students who have been declared to have graduated according to the level of education by each study program and are hereinafter referred to as alumni. INSTIKI as an institution that has graduated needs to conduct communication, tracking studies (monitoring, identifying, evaluating satisfaction) and compiling a database of graduates/alumni who have worked.

Career Center

In the challenging era of globalization, higher education needs to transform to produce graduates who not only have theoretical knowledge, but also have practical skills and a strong entrepreneurial attitude. A competency-based learning approach, combined with collaborative programs between universities and industry, is the key to producing graduates who are ready to face global competition and contribute to national development.(Oktarina, 2006).

Career centers in companies act as a vital bridge between academia and industry. In the midst of the ever-changing dynamics of the job market, career centers have a dual responsibility: first, to meet the company's information needs for new talents that are in line with business developments; and second, to help college graduates be better prepared to face the challenges of the world of work. Unfortunately, there is often a gap between the company's expectations of graduate competencies and the abilities of the graduates themselves. This gives rise to the assumption that college graduates are not yet ready to immediately contribute optimally to the world of work. In fact, both universities and companies have an equally important role in overcoming this problem. Universities need to continue to innovate in their curriculum and learning methods so that the graduates they produce have competencies that are relevant to industry needs. On the other hand, companies also need to be more proactive in providing feedback to universities regarding the competencies expected of graduates, as well as providing

more structured internship and training programs to prepare graduates to be able to adapt quickly to the new work environment.(Yasmansyah & Sesmiarni, 2022).

Student Career Services Development Program

Referring to the latest research from 2014 conducted by NACE, a leading organization in the field of student recruitment, the career service standard in higher education at that time was that the career development center had the primary responsibility to provide optimal career services. The Career Development Center or Career Center in higher education functions as a supporting unit that facilitates the development of student competencies through academic programs and experiential learning, so that graduates are better prepared to face the challenges of the world of work. The main purpose of this service is to assist students in building, evaluating, and implementing their career or education plans, as well as supporting decision-making regarding the career path they want to choose.(Tian & Rashid, 2022).

Specifically, career services in higher education institutions cover various aspects to help students, including:(Andrews, 2015):

1. Helping students discover themselves: Through a guided introspection process, the Career Center helps students explore their potential, interests, and values that align with their career aspirations.
2. Becoming a career navigator: The Career Center acts as a guide that provides up-to-date information about the world of work, educational opportunities, and current career trends, so students can make informed decisions.
3. Bridging the world of campus and industry: The Career Center facilitates interaction between students and the world of work through internship programs, job fairs, and networking with alumni.
4. Equipping with job-ready skills: The Career Center trains students in developing soft skills such as communication, presentation, and problem solving that are in high demand in the workplace.
5. Building a solid career foundation: The Career Center helps students build realistic and sustainable career plans and provides support in achieving their career goals.
6. Inspiring and motivating: The Career Center acts as a catalyst that inspires students to continue learning and growing, and to pursue new opportunities.
7. Leveraging technology for career development: The Career Center leverages various digital platforms to facilitate student access to information and services relevant to career development.
8. Becoming a lifelong partner: The Career Center not only plays a role during the study period, but also becomes a partner for alumni in their future career development.
9. Producing graduates who are ready to face future challenges: The Career Center is committed to producing graduates who not only have strong academic competencies, but also have the skills needed to compete in a dynamic world of work.

In order to carry out all its functions properly, the career development center needs to be able to coordinate effectively with various units related to the learning process and student development. In addition, the career development center must continue to develop, record, disseminate, and periodically evaluate the achievement of its mission and objectives. Specifically, the career development center has a number of main functions, including:

1. Providing career counseling and guidance services.
2. Providing information about career and employment opportunities (career information and employment services).
3. Conducting mapping of the potential and competencies of students and alumni through tracer studies and user satisfaction surveys.
4. Conducting experiential learning-based training through job preparation training, internship programs, and other training.

RESULTS AND DISCUSSION

The condition of the career center at INSTIKI in 2023 showed significant progress with a work program designed to understand the needs of the business world and industry and collect data related to alumni who have worked. One of the main activities is the implementation of a tracer study every six months. The results of this tracer study showed an increase in the percentage of graduate absorption, while the waiting time for graduates to get a job was getting shorter. In addition, the results of the study also revealed that some students had started working while still studying on campus.

Collaboration between career centers and all components of higher education is essential to produce graduates who are ready to face the challenges of the world of work. Through tracer studies, higher education institutions can continue to improve the relevance of the curriculum and programs offered.

As a higher education institution, universities have a moral responsibility to develop quality human resources. This is in line with the mandate of the National Accreditation Agency which positions universities as institutions that play a role in mastering, developing, and disseminating knowledge. Thus, the success of a university can be seen from the extent to which it is able to produce graduates who are not only ready to work, but also able to become agents of change and innovators in various fields.

The success of a graduate in contributing to society is reflected in his/her competitiveness in the job market. This can be measured through indicators such as the length of time to get the first job, the success rate in the selection process, and the amount of starting salary. The relevance of the education obtained by graduates can be assessed from the suitability between the field of study taken and the type of work pursued, as well as the benefits of the knowledge and skills acquired during lectures in carrying out daily tasks. To obtain accurate data on this matter, it is necessary to carry out tracer studies periodically. Through tracer studies, universities can identify deficiencies in the learning process and make continuous improvements. The results of tracer studies can also be used as an indicator of the success of institutions in achieving their educational goals.

The results of the graduate user satisfaction survey show that INSTIKI graduates have successfully mastered competencies that are relevant to the demands of the world of work. This is reflected in their ability to solve problems, adapt to change, and work together in teams. Furthermore, the survey data also shows that INSTIKI graduates are able to meet the increasingly complex needs of the industry, both in terms of technical knowledge and soft skills. This success cannot be separated from the ongoing efforts of the career center in aligning the learning curriculum with developments in the world of work.

The strategic objectives of the career center are designed to ensure that every INSTIKI graduate has an equal opportunity to achieve career success. Thus, the career center not only acts as a job placement facilitator, but also as a strategic partner for graduates in developing their potential.

In formulating this target, various internal and external challenges currently faced and projected in the future have been anticipated. The strategies implemented include:

1. **Graduate Career Development Strategy**
 - a. Preparing career planning and evaluation of graduates.
 - b. Conducting talent mapping to map graduate competencies.
 - c. Providing training and career coaching for graduates.
 - d. Providing graduates with adequate preparation to enter the workforce.
 - e. Providing career counseling services to help graduates determine their career steps.
2. **Graduate Absorption Improvement Strategy**
 - a. Forming partnerships with government agencies, the private sector, business and industry.

- b. Improving the quality of graduate absorption activities such as job vacancy information, campus recruitment, and job fairs.
 - c. Collecting feedback from companies or industries that use graduates to improve the quality of graduates.
 - d. Conduct graduate tracking to determine the transition period from graduation to employment.
3. **Foreign Language Skills Improvement Strategy**
- a. Designing and developing language learning materials.
 - b. Fostering partnerships with external parties to support language proficiency improvement.
 - c. Organizing language skills improvement training programs, such as English conversation, TOEFL preparation, IELTS preparation, and English for work preparation.
 - d. Conduct tests to measure English language proficiency, such as EPrT, ECCT, TOEFL, and IELTS.

All strategies and work programs will be summarized in a strategic map tool that functions to illustrate the relationship and support for achieving the strategic goals of the Career Development Center Directorate.

Strategy Map

A strategic map is a framework that serves to document the main objectives that the Career Center wants to achieve. In addition, this map is also used to communicate the context and describe the basics needed for managerial decision makers in determining relevant measures to implement the planned strategy.(Tuggle, 2004).

1) Graduate Career Development Strategy

To ensure that graduates are ready to face the world of work, we have designed various development programs that focus on improving the quality of competencies. These programs are designed to meet the ever-growing needs of the business world and industry. We have visualized this development strategy in the form of a strategic map that includes four main perspectives.(Sloane, 2005):

a. Graduate Perspective

INSTIKI graduates an average of 600 graduates each academic year. Graduates are given a certificate of expertise through certification carried out while still students, and SKPI is a transcript of grades enriched with qualitative information about graduate competencies. In addition to technical skills (hard skills), graduates are also equipped with non-technical skills (soft skills), which include the ability to prepare themselves to find work, take part in selections in companies, and adapt to the world of work.

b. Perspective of Companies Using Graduates

The Career Development Center Directorate routinely asks for feedback from companies that use graduates regarding the quality of graduates, their ability to carry out work, and the obstacles faced by companies in accepting graduates. This feedback is important to help the Career Center formulate appropriate steps to prepare graduates. Graduate briefing activities also involve user companies, so that graduates can directly find out the needs of the company and the skills they must have to succeed in the world of work.

c. Resource Perspective

To support the career development of graduates, competent resources are needed. One of them is experts such as psychologists who act as counselors in career counseling or during psychological tests. In addition, to provide effective provisioning materials, experienced speakers are needed in their fields.

d. Work Program Perspective

Graduate career development strategies are outlined in the work program that will be run by the Career Center. With a structured work program, it is expected that all graduate career development activities can achieve optimal results in accordance with the predetermined targets. Details of the work program and implementation time in the graduate career development strategy are as follows:

Table 1. Graduate Career Development Strategies

No	Work program	Execution time	Information
1	Talent Mapping	March and September	Every graduation period
2	Training makern CV and technique interview	February and August	2 times in 1 year
3	Training workshop for entering the world of work	May and October	4 times in 1 year
4	Company Presentation	January - December	On momentimplemented <i>campus recruitment</i>
5	Job Fair	April	1 time a year
6	Career counseling	January - December	Each month

2) Strategies to Increase Graduate Absorption

To increase the absorption of graduates, the Career Center of INSTIKI actively collaborates with various companies that can absorb INSTIKI graduates. The Career Center strives to provide the best service to companies in the recruitment process. Some of the services provided to companies include:

1. Providing job vacancy information to graduates through various channels such as websites, email, social media, and graduate groups on Telegram.
2. Campus Recruitment, which is the selection process carried out at INSTIKI.
3. Recommendations for the best graduate data needed by the company.

The strategy to increase graduate absorption is outlined in the work program that will be implemented by the Career Center, with the hope that all activities related to increasing graduate absorption can be more focused and on target according to the goals and needs.

Foreign Language Skills Improvement Strategy

To improve the English language skills of graduates, this strategy is outlined in the perspective of the work program that will be implemented by the Career Center. It is expected that through this work program, all activities aimed at improving English language skills can be implemented in a more structured manner and in accordance with the goals and needs that have been set.

DISCUSSION

The CIPP evaluation stages carried out in the INSTIKI career guidance program consist of:

Evaluation has undergone rapid development since its inception and is now a separate discipline. Although relatively new in scientific studies, evaluation has provided great benefits, especially in providing information and data related to the implementation of certain programs. Recommendations resulting from evaluations serve as guidelines for program managers in making strategic decisions.

The application of evaluation varies greatly and depends on the context and the objectives to be achieved. For example, learning program evaluation focuses on measuring the achievement of learning outcomes, while employee performance evaluation places more emphasis on qualitative aspects such as work quality, loyalty, and motivation. This diversity of objectives gives

rise to various evaluation approaches, one of which is the CIPP model developed by Daniel Stufflebeam, which comprehensively considers the context, input, process, and product in a program.

The CIPP evaluation model, developed by Stufflebeam and his colleagues in the mid-20th century, offers a more comprehensive framework than other evaluation models. Originally designed to evaluate educational programs, the CIPP has been widely applied in a variety of fields. The CIPP consists of four main components: context evaluation, which examines the background and goals of the program, input evaluation, which assesses the resources used, process evaluation, which examines the implementation of the program, and outcome evaluation, which measures the achievement of the program's goals. Through a thorough analysis of these four components, evaluators can gain a clear picture of the effectiveness and efficiency of a program.

The CIPP model is a very useful tool for educational administrators in the decision-making process, because it provides a clear framework for evaluating various aspects of a program. (Hasan et al., 2015). As stated by Stufflebeam, the primary purpose of evaluation is to identify areas for improvement and develop solutions to increase program effectiveness.

The following will discuss the components or dimensions of the CIPP model, which include context, input, process, product.

1. Context Evaluation (Context Evaluation)

The main purpose of context evaluation is to map the potential and constraints of a program or evaluation object. With a deep understanding of the strengths and weaknesses, the evaluator can provide more targeted and effective recommendations for improvement. As explained by Suharsimi Arikunto and Cepi Safrudin, context evaluation is an effort to describe in detail the environmental conditions, unmet needs, and characteristics of the population targeted by the program. As an illustration, Suharsimi provides an example of an evaluation of the supplementary food program for school children (PMTAS) by asking questions that reveal the contextual conditions of the program.

a. Requirements required in the CIPP Context stage evaluation:

1. E-poster about job vacancy needs
2. Procedures for career guidance activities
3. Proposal for job fair activities

b. This career guidance activity is designed to help students develop the competencies needed by the business world and industry, so that they can compete and get suitable jobs.

c. Career guidance activities are very helpful for students and graduates in preparing themselves to enter the world of work.

d. The most relevant goal is increased use of foreign languages.

2. Input Evaluation (Input Evaluation)

Input evaluation plays an important role in the decision-making process, by helping us determine the resources needed, select appropriate alternatives, and design effective strategies to achieve program goals.:

- a. Human resources that support career guidance activities, such as Vice Chancellor I, career center, lecturers, and students.
- b. Facilities and equipment used to support activities, provided by the institution.
- c. Funds or budgets allocated in accordance with the work plan of Vice Chancellor I.
- d. The procedures and rules required to carry out the activity.

3. Process Evaluation (Process Evaluation)

Process evaluation is an important step in ensuring the success of a program. The main purpose of this evaluation is to monitor the extent to which the program is implemented according to the established plan, identify obstacles encountered, and collect data for future improvements. In other words, process evaluation serves as a tool to measure the effectiveness of the program and ensure that the resources allocated are used optimally. In the CIPP model,

process evaluation focuses on three main aspects: the activities carried out, who is responsible, and when the activities are carried out. Through this evaluation, we can obtain valuable information to make better decisions in program management and ensure that the program is running according to the objectives that have been set.

Some aspects that are usually assessed in process evaluation include:

1. Punctuality: The extent to which activities are carried out according to the established schedule.
2. Team performance: The team's ability to carry out tasks and overcome challenges that arise.
3. Resource utilization: Efficient use of available resources, such as budget, equipment, and labor.
4. Obstacles faced: Identification of obstacles that hinder program implementation and efforts made to overcome these obstacles.

4. Product Evaluation (Product/Result Evaluation)

Product or outcome evaluation is a systematic process to assess the extent to which a program has achieved its stated objectives. The main purpose of this evaluation is to provide accurate and relevant information to stakeholders, such as project managers or teachers, so that they can make informed decisions regarding the continuation or improvement of the program. In other words, product evaluation serves as a mirror for the program, showing strengths, weaknesses, and potential for improvement. The results of product evaluation can be used as a basis for making strategic decisions, such as continuing the program with minor modifications, developing the program to be larger and more complex, or even stopping the program if it is considered ineffective.

Some aspects that are usually evaluated in this stage include:

1. Program effectiveness: The extent to which the program has succeeded in achieving its stated objectives.
2. Program relevance: The extent to which the program is still relevant to current needs.
3. Program efficiency: How effectively resources are used to achieve desired results.

Long-term impact: What is the long-term impact of the program on individuals, groups, or communities.

This study introduces a novel application of the CIPP evaluation model in the context of Career Centers, integrating qualitative methods such as focus group discussions and Delphi techniques to evaluate program effectiveness comprehensively. Unlike previous studies, this research bridges the gap between theoretical program evaluation and practical implementation by identifying specific strengths and areas for improvement in the Career Center's services. The inclusion of detailed strategies, such as foreign language proficiency programs and talent mapping, highlights innovative practices that enhance graduate readiness for the competitive job market. These findings provide actionable insights for higher education institutions aiming to align their career services with industry needs effectively.

CONCLUSION

Based on research related to the evaluation of the ISO 9001:2015 education quality assurance system program using the CIPP evaluation model, the following conclusions were obtained: 1) The Career Center acts as a facilitator for students and alumni in preparing themselves to enter the workforce through various education and training programs. Meanwhile, Tracer Study is a research conducted to track the career development of alumni two years after they complete their studies. 2) The system implemented in the Career Center & Tracer Study is expected to function as a training center and media that connects universities with their alumni, as well as helping to channel alumni to the world of work, companies, industries, or open up business opportunities as entrepreneurs. 3) The INSTIKI Career Center field will focus on several things to develop stakeholder needs, including mapping graduate competencies in both hard skills and soft skills, providing graduates with supplies to prepare themselves to enter the workforce, bridging

graduates with industry to facilitate job access, increasing the satisfaction of industry users of graduates, and developing services to improve foreign language skills. 4) The application of the CIPP evaluation model to the INSTIKI career guidance program can provide a comprehensive picture of the effectiveness and efficiency of the program. 5) Context evaluation shows that the implementation of career guidance plays a significant role in improving the quality of higher education, especially in the field of education. 6) Problems in inviting companies to participate in job fair activities are recorded as input in the input evaluation. 7) Scheduling and preparation of job fair activities are important things that are evaluated in the process evaluation stage. 8) Product evaluation shows that the results of the implementation of career guidance in the form of INSTIKI quality procedures and documents have met the established standards.

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