

Analysis of Outcome Based Education (OBE) Program Development: Case Study of Master of Economics Study Program UPN “Veteran” Yogyakarta

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Abstract

The purpose of this study was to analyze the position and problems faced by the study program in implementing the tri dharma of higher education. The analysis is carried out by conducting direct data reviews, both internally and externally. This study used several respondents consisting of stakeholders of the Master of Economics (MIE) study program. The analytical tools used include the IFE and EFE Matrix, SWOT analysis. The results of the study state that the MIE study program must make improvements in the process of implementing the tri dharma with the carrying capacity of the study programs and institutions. The need for integration in every tri dharma activity so that based on the track record of study program data, development can be carried out according to the approach used.

Keywords: *outcome based education*



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INTRODUCTION

The global era brings consequences and hopes for students and lecturers to be able to take part as agents of development that contribute significantly to the progress of the nation. In this case, the Master of Economics Study Program should accommodate the academic community (lecturers and students) so that they can take part in developing the learning process in the industrial era 4.0. This is in line with the policy of the Ministry of Education and Culture, especially the Directorate General of Higher Education, namely State Universities (PTN) must carry out the transformation of higher education through harmonization of Main Performance Indicators (IKU) of State Higher Education (PTN). The Main Performance Indicators issued by the Minister of Education and Culture through the Decree of the Minister of Education and Culture Number 754/P/2020 are performance measures for universities to create adaptive universities with more concrete output-based. Therefore, the readiness of the study program in carrying out tri dharma management with an Outcome Based Education (OBE) approach is absolutely necessary. The implementation of OBE in study programs can be applied to the fields of education and teaching, research, and community service.

Measurement of OBE in the MIE study program is based on the activities carried out by the study program. Where the activity is the benchmark of each program in the study program, the problems that will be studied in this research are:

1. What is the map of the weaknesses and strengths of the MIE study program from the internal and external sides in the development of OBE?
2. How can the strengthening strategy be implemented in the MIE study program?

The urgency of this research is based on the rationality of the MIE Study Program in improving the Main Performance Index (KPI) of the study program as measured by the outcomes of the programs and

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activities carried out. Increasing the development of the MIE study program in academic administration in universities. The development is based on the strengths and challenges faced by the study program at present and is expected to increase in the future.

LITERATURE REVIEW

The development of the tri dharma of higher education is absolutely carried out by the study program at the university. Supporting capacity and existing resources in study programs should be optimized in order to support the success of the outcomes that have been stated in the Faculty and University Strategic Plans. For this reason, strategies and actions need to be carried out in developing the quality of study programs.

The development and implementation strategy of KPI and OBE can be developed by planning developments and activities every year. This is in accordance with research conducted by Vera, Idqan, and Musa (2015) that postgraduate programs must have a program development strategy in the implementation of tri dharma where the position of the study program must be known and developed in the future on an ongoing basis.

RESEARCH METHOD

The data collected in this study include primary and secondary data on the MIE study program. Primary data includes internal and external data of the study program carried out by observation techniques obtained from questionnaires filled out by respondents, namely MIE lecturers and MIE students totaling 50 people. Meanwhile, secondary data is in the form of reports on the implementation of study program quality assurance and other supporting data.

The data collection technique is carried out at the assessment stage, and this stage is carried out a series of mapping the weaknesses and strengths of the study program in implementing learning, research, and service (tri dharma). At this stage, the method applied is David's (2006) structural framework. According to David, the approach in designing institutional development can be done more simply and can be applied over time. The techniques used are Matrix Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) David (2006: 283). This matrix can be used to analyze environmental factors, both internal and external, to the study program. In the determination, weighting is carried out both on the internal and external sides. To determine the assessment of internal weight and external factors, the Paired Comparison technique is used. Determination of the weight of each variable was compared using a scale of 1, 2, and 3 (Kinnear & Taylor, 1991). The Internal-External (IE) matrix is used to map the total score of the IFE and EFE matrices resulting from the external and internal evaluation of the study program. The SWOT matrix is a tool to formulate various alternative strategies that are applied. This analysis clearly describes the external opportunities and threats faced by the study program and can be adjusted to its strengths and weaknesses (David, 2006: 282-306). The purpose of using the IE and SWOT matrices simultaneously is the IE matrix to show the position of a study program so that the study program development map becomes clear. The reason for using this approach is that the analysis produced is in accordance with the development needs of the study program's performance so far. For this reason, the future study program development strategy can be determined by one of the criteria, namely information on the results of the IE and SWOT analysis.

FINDINGS AND DISCUSSION

Based on primary and secondary data, the dimensions and elements of the development strategy can be sorted according to the approach or technique used. Dimensions or factors were obtained based on interviews with the stakeholders of the MIE study program. In collecting the data, respondents, including students, lecturers, alumni, alumni users, answered several questions arranged in a prepared questionnaire. The result of primary and secondary data is to determine strategic factors in the development of the MIE study program. Strategic environmental factors in the development of the MIE Study Program include internal strategic environmental factors consisting of strengths and weaknesses as well as external strategic environmental factors consisting of opportunities and threats. Strength strategic environmental factors, namely good HR qualifications; a curriculum that is unique, specific, and in line with the needs of the world of work; short study period; Weak strategic environmental factors, namely not yet accredited A and not yet internationally certified; Opportunity strategic environmental factors, namely the number of alumni who can be relied on in the education sector, civil servants, and entrepreneurs. Alumni have strategic positions in their institutions. Threat strategic environmental factors, namely the free labor market; entry of foreign universities in Indonesia; There are other similar programs; and the rapidly changing map for strengthening higher education at the national level.

Analysis of the MIE study program strength map is by using the IFE and EFE matrix analysis conducted on the MIE study program by looking at the internal and external environment. The factor that becomes the main strength of the MIE study program is shown by the high score on the HR dimension. This is reflected in the Permanent Lecturer of the MIE study program, who is a permanent lecturer at UPN "Veteran" Yogyakarta. Against human resources at the MIE study program level with a master's level, the teaching staff holds a doctorate or doctoral degree and a professor, according to the applicable regulations, namely the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.

Sahyar (2009) states that competent lecturers will affect the campus atmosphere and, at the same time, can affect the learning process, research, and community service, which ultimately has an impact on study programs. The experience of lecturers in the fields of education and research is a necessity for study programs and higher education institutions. Currently, the MIE study program has strengths, namely 11% professors, 33% head lecturers, and 55% lecturers.

The results obtained stated that the MIE Study Program had an internal strategy factor calculation value with a total score of 2.85. This value was above the average of 2.50, indicating the internal position of the MIE Study Program could be said to be quite strong. Above-average ability to take advantage of strengths and anticipate internal weaknesses. In addition, the map of strength is also shown by the number of alumni who can serve in institutions with strategic positions, which are the main opportunities. The existence of alumni is one of the dimensions and factors that must always be imitated and can be a promotional event for the MIE study program because alumni are representatives of universities.

Table 1. IFE Matrix of MIE Study Program

NO	Internal Factor	weight	Rating	Score
1	POWER			
	Good Lecturer Qualification	0.25	4	1
	Unique Curriculum, specific	0.20	3	0.6
	Short Study Period	0.20	4	0.8
2	WEAKNESS			
	B Accreditation	0.10	2	0.2

	No International Certification yet	0.10	1	0.1
	Research, Abdimas has not involved many students	0.15	1	0.15
	T O T A L	1.00		2.85

In addition, from the EFE matrix, it can be concluded that the MIE study program is in a position where MIE has indicators as opportunities. This can be seen in the table for calculating the value of the EFE matrix in table 2.

Table 2. EFE Matrix

NO	External Factor	weight	Rating	Score
1	OPPORTUNITY			
	Alumni have strategic positions	0.15	4	0,60
	MIE Study Program partners support the direction of tri dharma development	0.10	3	0.30
	Standardization of the implementation of study programs nationally	0.15	3	0.45
	The quality of student input is getting better	0,15	3	0,45
	Technology is developing fast	0,10	3	0,30
2	THREAT			
	Similar study programs at other universities offer interesting facilities	0.15	2	0.30
	Higher education administration policies and increasingly rigid evaluations.	0.10	2	0.20
	Faster Technological Infrastructure	0.10	3	0.30
	T O T A L	1.00		2.90

The matrix in table 2 shows that the external strategy factor obtained a total score of 2.90. This value is above the average of 2.50. This means that the study program has a strategy that can take advantage of opportunities and minimize external negative threats/influences but still requires other more effective strategies. The final result of this analysis shows that the MIE study program must be able to make development leaps based on outcome-based education more evenly in every dimension, namely from the dimensions of education and teaching, research, and community service. By analyzing the combination of IFE, EFE, and SWOT analysis, it is obtained that the MIE position is in the watch and increase phase. This is in line with the results obtained that the qualifications or competencies of lecturers, curriculum management which is the strength of the MIE study program, must be maintained. Then activities in the field of research and community service must be increased considering that MIE students are students who have a work ethic in their field. This brings an opportunity for MIE to make students partners in tri dharma activities. Other than that, national and international education standardization has rigid rules, competition for similar study programs in other universities, and technological advances are both a challenge and a threat to the MIE study program in managing study programs. This is an absolute priority for the institution in its development.

The results of the SWOT analysis show that the map of strengths, weaknesses, opportunities, and challenges in the MIE study program must be followed up with a series of development policies. Policies in the development of the MIE study program are carried out by establishing strategies that have been

formulated according to needs. Alternative strategies are important in development planning, considering the position of the MIE study program is to maintain and improve.

CONCLUSION AND FURTHER RESEARCH

Based on the strategic priorities, the development strategies that can be implemented are:

Strategy in the education and teaching system based on science and technology. Curriculum development needs to be adapted to the needs of the market and users. Services and facilities based on integrated technology are absolutely necessary and evaluated.

The strategy in developing research fields is by implementing policies that support university research, where students, alumni, and lecturers are integrated with research according to the field of science. In addition, the expansion of cooperation as research partners must be carried out. Another effort is to provide incentives to researchers as a form of appreciation.

Strategies in community service need recognition from the community on the absorption of knowledge used by the community. For this reason, the knowledge that can be applied to community problems is very important. These efforts can be carried out by implementing programs and activities on a regular and continuous basis according to user needs.

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