

# Vocational Reforms Increasing Graduates Absorption in the Industry World

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# Vocational Reforms Increasing Graduates Absorption in the Industry World

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## ABSTRACT

The rise of phenomena related to the disruption of the role of accountants has triggered academic actors to process ingredients so that the continuity of the world of education, especially the accounting study program as a graduate producer, continues. Accounting is a science that is conceptually irreplaceable by machines. Accounting vocational as a study program that seeks to produce graduates who are ready to work or create employment opportunities also needs to make reforms so that the absorption of graduates in the industrial world is more optimal. This study aims to describe cognitively the phenomena that occur in vocational education so that it becomes a reference for the sustainability of accounting vocational in the world of education. The research method used is qualitative research, namely the method by conducting interviews with informants from users of accounting graduates in the city. The data uses triangulation techniques and the data is analyzed inductively. The results showed that vocational was still needed by emphasizing applied accounting scientific skills so that graduates could be easily absorbed by the industrial world.

**Keywords:** vocational, absorption, industrial world

## 1. INTRODUCTION

Being involved in the era of the Industrial Revolution 4.0. Higher education is required to produce creative and innovative human resources, as well as vocational education. Currently, vocational education is still considered not optimal in fulfilling job provider qualifications [1]. Another problem is that the vocational and undergraduate levels are still considered the same where there are still many D3 vocational graduates continuing their education to the S1 level [7]. Further homework that diploma three is in the process of becoming a D4 to be on par with other professionals. This is of course a shared responsibility to solve various problems that exist in vocational.

Things that must be pursued include vocational must collaborate with industry professional associations and stakeholders to improve the quality of graduates [4]. The same thing was said by Dhaniswara that the presence of vocational was to answer the needs of skilled and professional resources according to the needs of the job market. Indonesian President Joko Widodo said that the existence of vocational was in line with the direction of government policy to provide opportunities for vocational graduates to work in BUMN, government, and

private institutions. Chairman of the Association of Indigenous Indonesian Entrepreneurs, Sarman Simanjorang, said that higher education must increase human resources who can adapt to technological developments. Vocational education must be able to produce graduates who have mastered abilities in certain fields of work so that they can be absorbed as workers in either private, government, or independent industries. Vocational graduates must have the main soft skills in problem-solving, critical thinking, work in teamwork, and most importantly be able to adapt to technological developments. Vocational education must also be able to develop digital-based entrepreneurship, of course, has an impact on curriculum alignment. Another thing that vocations must do is make extraordinary changes to meet the needs of users for vocational graduates and of course, it will have an impact on changing the study program curriculum which must be designed in line with the demands of the all-digital industrial revolution 4.0 so not to be left behind. Vocation is required to be able to produce graduates who have skills and competencies. In order not to be disrupted, accountants must adapt and be familiar with information technology, understand big data, and be able to store a lot of information. Adapting to industry 4.0 apart from having skills related to accounting, you must also know about information

technology, automation, the internet of things, and big data analysis [3].

Vocational education must also involve various parties who are users of accounting graduates in formulating an accounting curriculum to suit current and future demands. Vocational accounting national symposium and vocational accounting olympiad become one of the media in preparing professional accountant candidates. The industrial revolution trend 4.0 was triggered by the development of communication, information, and internet technology. The response to industry 4.0 with the unique dominance of machines in almost all human activities has an impact on the loss of humanism. Professional accountants must have a certificate and pass the CA examination, experience, continuing professional education, professional standards, ethics, and contribute to professional associations. Accountant professionalism needs to be maintained to be able to deal with technological changes. The current view of society states that the accounting profession will be eroded in the industrial era 4.0. This also has an impact on the reduced need for accountants for small business owners. Facing this condition, millennial generation accounting must strengthen expertise, open insights, instill strong values, and ethics so that they can survive change and continue to contribute to civilization. The accounting profession must have a long-range vision, have a forward view. Professional Accountants have an impact on the sustainability of the business world & economic stability so that the professionalism of Accountants must always be maintained by showing high performance & integrity.

Based on the above explanation, the researchers formulated the following problem formulations:

- 1) How can vocational graduates be able to meet the needs of users / the industrial world?
- 2) What efforts should be made to optimize vocational potential in the industrial world?
- 3) What obstacles occur to vocational to meet the needs of users / the industrial world?
- 4) How are the efforts of higher education institutions in changing vocational education to Diploma Four (D4) / Bachelor of Applied Sciences?

From the formulation of the problem, the purpose of this study is to provide an overview of the phenomena that occur in the world of vocational cognitively. This needs to be done to maintain the stability of vocational education and teaching in tertiary institutions so that they can meet user needs. Technological progress is one focus of attention that cannot be ignored so that vocational continuity is well maintained.

## 2. RESEARCH METHOD

This study uses a qualitative approach to build knowledge through understanding and discovery. This approach is a process of research and understanding

based on methods that investigate social and human phenomena. For data source sampling was done purposively and snowball, the collection technique was triangulation (combined), data analysis was inductive or qualitative and the results of qualitative research emphasized the meaning rather than generalization [6].

The research carried out aims to obtain an overview of several phenomena that occur in vocations in the era of industrial reform 4.0. The results of the study describe the conditions that occur in the field so that they will become a mirror to try to minimize the problems that occur. This type of research is included in the category of case study research so that it is specific.

### 2.1 Data Sources, Data Collection Techniques, and Research Instruments

Researchers obtained data sourced from interviews and written documents related to the topics taken. Informants are a source of data which is one of the references for researchers as raw material for this research. Informant qualifications are those who understand the topic raised where the selection is carried out in a purposive manner, namely based on the research objectives concerning the criteria of the researcher. The interview is a data collection technique with the following requirements: first, to have sufficient information so that the research objectives are fulfilled, secondly, efficiency, where the data obtained, is enough to spend efficient costs and easy and fast access, third ethics where the researcher follows the time determined by the informant. The types of interviews are closed, covering specific and general topics. The research was conducted for approximately four months at the end of 2019. In this study the researcher acted as a key instrument who served as a research planner, determining the right informants, collecting and processing data based on interpretation by analyzing the data, and drawing conclusions from the data obtained.

### 2.2 Data Analysis Techniques

#### 2.2.1 Data Credibility Testing

It has been mentioned above that the data collection technique in this study uses the triangulation technique, which is a technique used to verify validity by using something other than the data that serves as a comparison. The theory states that triangulation consists of first, method triangulation, namely the method used by comparing the information obtained in different ways. This aims to minimize errors in data collection; the second is theoretical triangulation, namely the formulation of information that has been collected and then compared with the corresponding theoretical

perspective to avoid a separate conclusion from the researcher.

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### 2.2.2 Data Analysis Strategy

This study uses a qualitative-verification data analysis strategy, namely an inductive analysis of research data conducted by researchers for the entire research process so that the overall format of the research data analysis strategy is different from the quantitative research format. In qualitative research, theory acts as a companion in the research process with the aim that the research process is on the right track.

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### 2.2.3 Data Analysis Techniques

In this study, the data analysis technique used is a descriptive qualitative analysis. In analyzing the information obtained, it aims to develop the theory used which comes from data from the field. The data analysis technique uses an inductive technique where general conclusions come from facts in the field. The process of concluding is carried out by compiling general statements. The purpose of this analysis is to simplify the data into a simpler form to make it easier to understand it.

In analyzing research data/information, the researcher takes the following steps:

- 1) Data reduction, namely selecting relevant data on the data obtained.
- 2) Present the data that has been summarized descriptively and then present a discussion related to the research results based on the research phenomenon.
- 3) The final step is to conclude the discussion of research results to provide solutions to the formulation of research problems on which the research is conducted.

## 3. RESULTS AND DISCUSSION

The following is an explanation of the results of the research data collection that has been carried out:

- 1) How can vocational graduates be able to meet the needs of users / the industrial world?

Vocational education talks about the link and match between the world of education and the absorption of graduates in the industrial world. To meet the target for the absorption of graduates in the industrial world, one strategy that can be done is an apprenticeship program / practical work. Practical work is carried out in real terms where students are given a definite space to implement their knowledge "not just used as a photocopy". In this case, vocational should focus on technical expertise to enrich the competence of graduates so that there is no superficiality in the competence of diploma graduates. Vocation is subject to market demands and needs.

To make it happen, it is necessary to involve the industrial world so that there is a match between the expertise of graduates needed by the industrial world and the availability of graduates produced by universities. The existence of continuous cooperation between tertiary institutions that produce graduates and the industrial world that absorbs graduates is the starting point for success in the absorption of graduates.

Its implementation is by holding a family gathering, which is an effort to invite business actors to find information related to graduates that are needed by users / the industrial world. This stage is then continued by making a cooperation agreement between universities and the business world where one of the contents is the willingness of the industrial world to become one of the media for students to do internships / practical work. In carrying out the process, higher education institutions also make adjustments to the curriculum which is the basic ingredient of higher education so that the products/graduates produced are following the needs of users / the industrial world.

- 2) What efforts should be made to optimize vocational potential in the world of work?

The vocational potential is still very much needed by the industrial world because as far as the user knows, vocational education is implementation, meaning that graduates are prepared to be able to work quickly. To meet the needs of the industrial world, Higher Education seeks to put a major emphasis on graduate improvement by synergizing the quality of graduate expertise with the expertise needs of the industrial world.

The first steps that the higher education will take include researching to compile what the industrial needs are, how many are needed, and what education/skills the industrial world needs. Curriculum adjustments are very important things to pay attention to producing quality graduates following industry world standards. The curriculum is the result of composing materials that have been compiled to become products/graduates that sell well in the market.

- 3) What obstacles occur to vocational to meet the needs of the user/world of work?

Barriers that occur in vocational include the lack of interest in the industrial world/world of work in placing students for apprenticeships / practical work according to their knowledge. This occurs due to various reasons, including the inconvenience of the company when there are internship students because they are considered to be somewhat hampering company mobility. The next obstacle has to do with the non-absorption of vocational graduates which has an impact on increasing distraction. This of course affects the public's assessment that studying in vocational studies does not guarantee that it is easy to get a suitable job, even better than high school graduates. The availability of ready-to-use graduates in the industrial world has not been facilitated by teaching



staff/lecturers who meet industry standards. For this, it is necessary to collaborate with the industrial world so that there is cooperation in the form of guest lecturer activities or public lectures with speakers from practitioners or the industrial world. Of the obstacles that exist all return to the efforts of universities to cooperate with the industrial world. The industrial world is willing to become a partner for higher education so that it can be absorbed properly by vocational graduates.

4) How are the efforts of higher education institutions in changing vocational education to Diploma Four (D4) / Bachelor of Applied Sciences?

With the change of the Diploma Three study program to an Applied Bachelor degree, students can be given the option to graduate in Diploma Two, Diploma Three, or simultaneously complete an Applied Bachelor. Changes must be carried out in an integrated and integrated manner for optimal results. The D4 program aims to hone skills following the scientific field of each study program including accounting.

There are still many industrial worlds that are not familiar with Diploma 4. The industrial world is more familiar with D3 and S1 so that the efforts that must be made by Higher Education include disseminating information to the industrial world that D4 is a diploma that prepares graduates equal to S1 but more emphasis is placed on obtaining knowledge which has been implemented when the graduate is a student. Higher education institutions are also obliged to prepare a curriculum following the needs of the industrial world so that the absorption of graduates can be optimized.

#### 4. CONCLUSIONS

Conclusions that can be made based on the problems, questions, and research results are as follows:

1) How can vocational graduates be able to meet the needs of the user/world of work?

To answer this question, it is necessary to have a synergy between the world of education in this case universities as providers of vocational graduates with the industrial world as absorbers of vocational graduates.

2) What efforts should be made to optimize vocational potential in the world of work?

The efforts that must be made by tertiary institutions so that the potential for vocational graduates can be optimal include arranging industrial needs, how many needs, and what education/skills are needed by the industrial world. This can be done by entering into a cooperation agreement between universities and the industrial world.

3) What obstacles occur to vocational to meet the needs of the user/world of work?

Barriers that occur in vocational include the lack of interest in the industrial world/world of work in placing students for apprenticeships / practical work according to their knowledge.

4) How are the efforts of higher education institutions in changing vocational education to Diploma Four (D4) / Bachelor of Applied Sciences?

Higher education institutions must make efforts to disseminate information to the industrial world that D4 is a diploma that prepares graduates to be equivalent to S1, but more emphasis is placed on obtaining the knowledge that has been implemented when graduates are students.

It is recommended for further researchers to carry out further research on the same topic and focus on the efforts made by universities in producing graduates who are easily absorbed by the industrial world. The analysis unit should be expanded again so that the results of the research are more widely beneficial.

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