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Comparative Studies of Employability in Higher Education: Private University and Public University

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ABSTRACT

This study aims to compare the employability of final-year students at public universities and private universities so that it can provide an overview to prospective students or the Ministry of Education on the quality of graduates as future worker generations. The research design used is non-experimental quantitative, with 92 students from public universities and 93 students from private universities as the subject. The study used a two-stage cluster random sampling data collection technique. Data were collected based on the employability theory of Dacre Pool (2007). A comparison of employability was calculated using a t-independent test for two independent samples. The results show no significant difference in employability between final-year students at public and private universities. As many as 77% of final-year students in public universities and 76% of final-year students in private universities have employability which tends to be high, which means they tend to have the knowledge, understanding, skills, and personal attributes that can make them feel satisfied and successful in his work. However, there are differences in work readiness patterns, where state university students have the lowest score on the experience dimension, while private university students get the lowest score on the degree subject knowledge dimension. This study requires further explanation on this matter in order to obtain further answers regarding the work readiness of university graduates.

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1. INTRODUCTION

The Central Statistics Agency (BPS) noted that the number of students in Indonesia was 8,956,184 in 2021. This number increased by 4.1% compared to the previous year, which was 8,603,441 people. (BPS, 2021). In detail, students who come from universities under the Ministry of Education, Culture,

Research, and Technology (Kemendikbud Ristek) are 7.67 million people. Meanwhile, students from campuses under the Ministry of Religion are 1.29 million people. When viewed from the status of the campus, as many as 4.02 million students study at public universities (PTN). Meanwhile, there are 4.93 million students in private universities (PTS). If you look at the trend, the number of students has tended to increase in the last decade. In 2011, the number of students was 5.36 million people.

As members of the academic community, students are positioned as adults who have their own awareness in developing their potential in higher education to become intellectuals, scientists, practitioners, and/or professionals. Actively develop their potential by conducting learning, seeking scientific truth, and/or mastering, developing, and practising a branch of Science and/or Technology to become a cultured scientist, intellectual, practitioner, and/or professional. Students can complete the Education program according to their respective learning pace and not exceeding the time limit set by the College. The number of registered students is 8,483,213 spread across all universities in Indonesia (PDDikti, 2020).

However, in reality, most university graduates in Indonesia are still openly unemployed. Open unemployment is unemployment who has never worked at all. According to the Central Statistics Agency (August 2021) there were 6.27 million people or 64.24 percent of the total number of unemployed in Indonesia. This figure jumped dramatically to 34.16 percent when compared to August 2019. The increase in educated unemployment is inseparable from the impact of the COVID-19 pandemic (BPS, 2021). Students as the workforce should have great potential to be able to work optimally, although, in terms of ability and expertise, many of them actually work at lower levels (Pool, Qualter, & Sewell, 2014). Based on BPS 2022 data, The working population is 135.61 million people, an increase of 4.55 million people from February 2021. There are 11.53 million people (5.53 percent) of the working-age population affected by COVID-19. It consists of unemployment due to COVID-19 (0.96 million people), Non-Work Force (BAK) due to COVID-19 (0.55 million people), temporary not working due to COVID-19 (0.58 million people), and residents' workers who experienced reduced working hours due to COVID-19 (9.44 million people). This indicates that the number of educated unemployed college graduates in Indonesia is increasing, and this also indicates that students are not ready to enter the world of work.

The number of unemployed university graduates is driven by the imbalance between the profile of university graduates and the qualifications of ready-made workers needed by companies. Based on the results of the Willis Towers Watson study on Talent Management and Rewards since 2014, it is revealed that eight out of ten companies in Indonesia have difficulty getting ready-to-use college graduates. Still according to the results of the study, companies should not find it difficult to find workers because the growth rate of university graduates in Indonesia is always increasing every year. Meanwhile, the company's demand for labour is always lower than the number of graduates (edukasi.kompas.com, 2016).

Final year students, in this case, are students who will soon face the challenges of job competition and are in a period of preparation to face the world of work. Of course, one must prepare for work readiness. Work readiness is also referred to as employability. Employability itself is having a set of skills, knowledge, understanding, and personal attributes that make a person more likely to choose, secure, and keep a job where they can feel satisfied and successful (Pool, 2017)

Employability is very important for a person because by having employability, individuals will try to improve and maintain their work (Oliver, 2015). Employability will have several advantages for individuals, because individuals who have high employability will not experience high work tension (Kinash, McGillivray, & Crane, 2018). In addition, someone who has a high level of employability will have a good relationship with his supervisor (Shivoro, Shalyefu, & Kadhila, 2017). Universities have a strategic role in producing quality human resources (HR). To produce graduates with good employability, there is an important role for higher education institutions (Monteiro & Almeida, 2015). It is hoped that universities can prepare their students, especially final-year students to have high employability for their future careers (Osmani et al., 2015). By having high employability, graduates

from these universities will later be able to have the skills, knowledge, understanding, and personal attributes that make them more inclined to choose, secure, and keep their jobs because they feel satisfied and successful in their work (Pool, 2017).

Higher education, according to Law No. 12 of 2012 concerning Higher Education Article 1 paragraph 1 is the level of education after secondary education, which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on Indonesian culture. Universities consist of State Universities and Private Universities. According to Law No. 12 of 2012 concerning Higher Education Article 1 paragraphs 7 and 8, that State Universities, hereinafter abbreviated as PTN, are Universities established and/or organized by the Government. Meanwhile, Private Universities, hereinafter referred to as PTS, are Universities established and/or organized by the community (Kementrian Hukum dan HAM, 2012).

There is a difference in assessment in relation to employing graduates of state universities (PTN) compared to graduates of private universities (PTS) (Kaur, Singh, Kaur, & Singh, 2008). Employers prioritize hiring graduates from public universities because they consider graduates from public universities to have the necessary academic qualifications and work skills that are considered important in today's work environment (Kinash & Crane, 2015). Generally, entrepreneurs who employ graduates from state universities are satisfied and happy with the performance of graduates from state universities (Peter Kandlbinder, 2018). The results of this study indicate that there is a difference between the employability of graduates from state universities and private universities (Pitan, 2016).

Dacre Pool (2007), in his theory of the CareerEDGE model, he suggests that there are 5 components that make up a person's employability, namely 1) Career Development Learning. Career development which includes activities that help students to see available job opportunities, determine their career goals, how to present themselves effectively to companies, and how to know the available job opportunities along with the requirements and strategies to get them; 2) Experience (Work & Life). The experience possessed by students can support and improve student work readiness, whether obtained from work practices or daily life; 3) Degree Subject Knowledge. Knowledge, understanding, and skills possessed by students to support their work readiness, whether related to their majors or not; 4) Generic Skills. The general skills possessed by students include the cognitive, personality, and interpersonal skills needed so that students can apply the knowledge they have in the workplace; and 5) Emotional Intelligence. The capacity possessed to recognize and manage the emotions of oneself, others, and make adjustments or control their emotions so that they can act maturely, think rationally and make decisions effectively both concerning themselves and others. The Career EDGE model of employability was developed to provide a clear and practical model that will allow this concept to be explained easily and can be used as a framework for working with students, to develop their employability.

Employability is formed from individual factors in the form of employability skills & attributes such as responsibility, confidence, time management skills, communication and interpersonal skills, and the ability to work in groups (Rowe & Zegwaard, 2017). Then there are demographic factors that will affect work readiness such as age or gender (Jackson, 2016). Other things that also have an effect are health & wellbeing, the ability to find work, and a person's ability to adapt (Tran, 2016). Another factor is personal circumtances, namely the responsibility to meet family needs can affect the ability, willingness, and pressure from the social environment for a person to take a job (household circumstances), access to transportation, finance, and an individual's social life can affect his employability level. (access to resources), and work culture. External factors such as employment policies (enabling support factors) and labor market conditions (demand factors) also affect a person's readiness to work (McQuaid & Lindsay, 2005).

Career EDGE reflects that each employability component is very important for the development of graduate employability. This can be seen in the model developed by Pool (2014) which can be seen in figure 1.

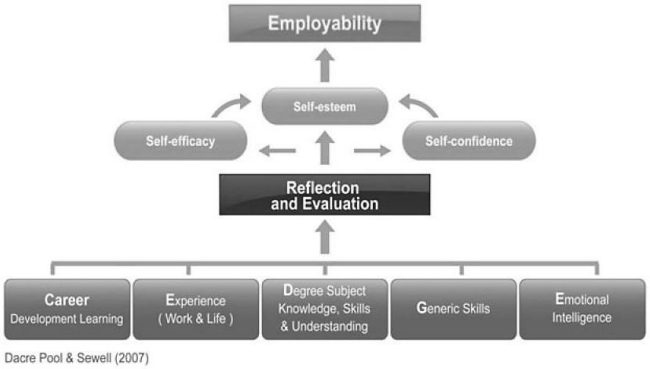

Figure 1. Employability Development Dimensions

Programs to develop employability are carried out by skills improvement, developing knowledge, understanding personal attributes through activities related to employability and so on. However, without an opportunity to reflect on these activities and evaluate them, it is unlikely that these experiences will turn to learn and much may be wasted. Reflecting enables students to evaluate and understand experiences and contribute to more effective learning (Bennett, Richardson, & MacKinnon, 2015) to increase their employability.

This study intends to look at the differences in employability descriptions between final-year students of state universities and private universities in order to find out more about the differences between them and prove the truth of the results of studies related to company assessments that graduates or in this study, final year students from public universities are more superior to final year students of private universities in terms of employability, so it can be concluded what things should be developed for both PTN and PTS students to increase their readiness to work and enter the society.

2. METHODS

This study was conducted to compare students from public universities and private universities in Bandung, the capital city of West Java Province. The sampling technique used random cluster sampling, where samples were selected based on smaller unit groups. Engineering-based universities were selected and represented by the largest State University in the city of Bandung and the largest private university in the city of Bandung. In this study, the cluster random sampling method used is two-stage cluster sampling, which is a development of the cluster sampling method where sampling is carried out in two stages, namely the first stage, selecting several clusters in the population randomly as a sample and the second stage selecting elements from each randomly selected cluster (Eideh & Nathan, 2009). There are universities that represent PTN and universities that represent PTS. Each faculty in the university is a cluster in this study, and then from all the faculties, several faculties were randomly selected as samples, then from the selected faculties, the students in them have selected again who would be the samples in this study. There were 92 students who were selected to represent PTN students and 93 students who were selected to represent PTS students, so all respondents amounted to 185 people.

The measuring tool used is career edge from pool and Sewell (Pool et al., 2014), where employability consists of five dimensions, namely career development learning, experience (work and life), degree subject knowledge, skills & understanding, generic skills, and emotional intelligence. The reliability of measuring instrument uses the Cronbach Alpha analysis test with a score of 0.912 which indicates the measuring instrument is reliable.

3. FINDINGS AND DISCUSSION

The study was conducted to compare employability between PTN and PTS students, where the demographic comparison of the two sample groups can be seen in table 1.

Table 1. Demographics of PTN and PTS Respondent Respondents

Participants		PTN			PTS	
		Frequency	Percentage		Frequency	Percentage
		92	100%		93	100%
Gender	Male	60	65,2%		45	48,4%
	Female	32	34,8%		48	51,6%
Faculty	FITB	12	13%	FTE	42	45,2%
	FTI	20	21,7%	FI	19	20,4%
	FTMD	14	15,2%	FEB	32	34,4%
	FTSL	19	20,7%			
	FTTM	17	18,5%			
	SAPPK	10	10,9%			
Semester	7	62	67,4%		91	97,8%
	9	30	32,6%		2	2,2%

Demographic data based on faculty origin showed that at state universities, 13% of students came from the Faculty of Earth Science and Technology (FITB), 21.7% came from the Faculty of Industrial Engineering (FTI), 15.2% came from the Faculty of Mechanical and Aerospace Engineering. (FTMD), 20.7% of respondents came from the Faculty of Civil and Environmental Engineering (FTSL), 18.5% came from the Faculty of Mining and Petroleum Engineering (FTTM), and 10.9% of respondents came from the School of Architecture, Planning, and Policy Development (SAPPK). Meanwhile, in private universities, 45.2% of respondents came from the Faculty of Electrical Engineering (FTE), 20.4% came from the Faculty of Informatics (FI), and 34.4% of respondents came from the Faculty of Economics and Business (FEB). Meanwhile, demographic data regarding the semester being taken, it was found that at tertiary institutions, as many as 67.4% of respondents were taking semester 7, and as many as 32.6% were taking semester 9. Meanwhile, at private universities, 97.8% of respondents were taking semester 7, and 2.2% of respondents are taking semester 9. Comparison of the employability of the two types of students can be seen in Figure 3.

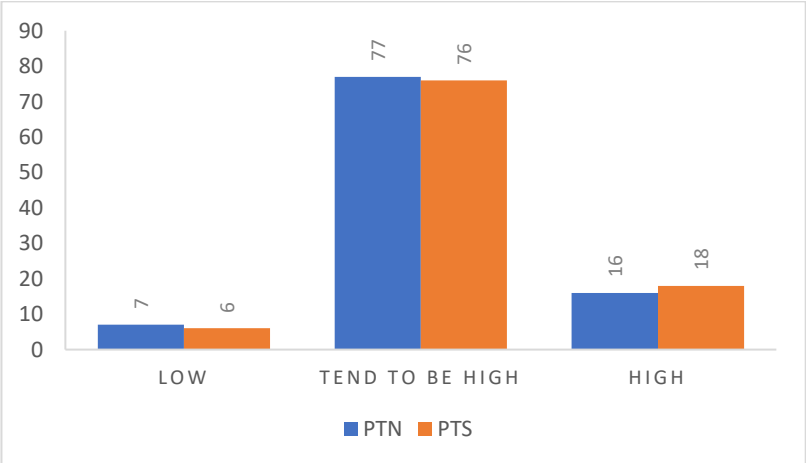

Figure 3. Comparison of Employability of PTN and PTS students

This study categorizes employability into four categories, namely low, tend to be low, tend to be high, and high. After going through the data processing and analysis of the results, it is known that the employability of the majority of final-year students in both state universities and private universities in Bandung City tends to be high. When compared, the comparison between the two is very thin, namely one percent. State university final-year students are higher in the high employability category and tend to be high when compared to final-year state university students. This indicates that state

university students have more knowledge, understanding, skills, and personal attributes that can make them feel satisfied and successful in their work. Then, when viewed as a whole, the results show that the employability of final-year students in the city of Bandung is mostly in the high category, which can be seen in Figure 4.

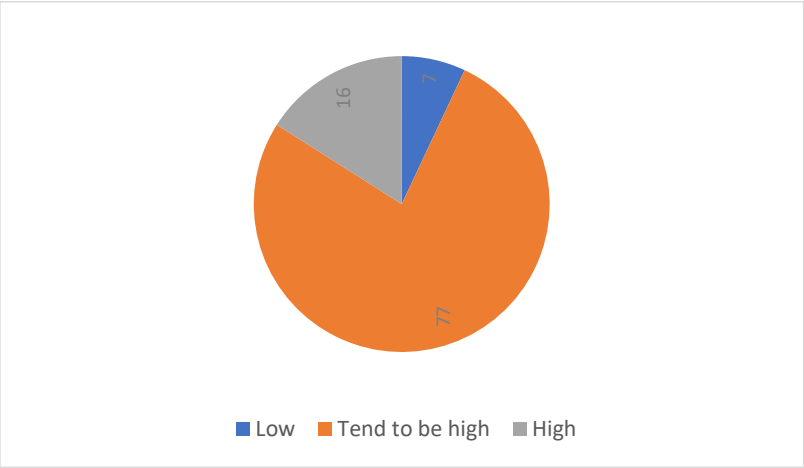

Figure 4. Employability of Final Year Students

As many as 17% of final-year students have employability in the category tend to be low, as much as 77% have employability in the category tend to be high, and as many as 6% have employability in the category high. From these results, it can be seen that the majority of final-year students from both public and private universities in Bandung City tend to have knowledge, understanding, skills, and personal attributes that can make them feel satisfied and successful in their work. Then a different test is carried out to see if there are differences in the description of employability based on universities, a different test is carried out using a t-independent test for two independent samples with the results can be seen in table 2.

Table 2. Comparison of Employability in PTN and PTS

Higher Education	***Mean***	**SD**	***p-value***	**Information**
State	141.35	17.0	0.818	H_0 accepted
Private	140.77	16.8		

The results of data processing that have been carried out show that the p-value is 0.818 > 0.05. It can be seen that H0 is accepted or in other words, there is no significant difference in employability between final year students at state universities and private universities.

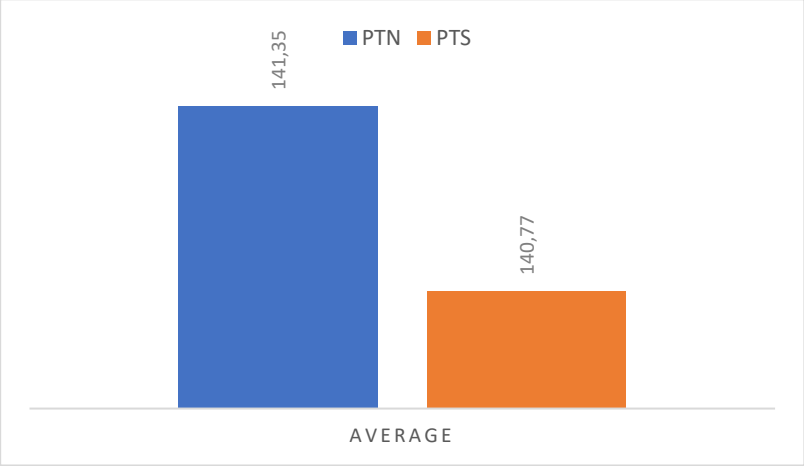

Figure 5. Comparison of Employability Overview of Final Year Students in PTN and PTS S

It can be seen from the graph in Figure 5 that the employability of final-level students in public and private universities is different and it can be seen from the mean value of the two which is different, in state universities, it is 141.35 while in private universities it is 140.77. However, both are still in the same category, namely, the employability category tends to be high, therefore, there is no significant difference between the two. This means that both tend to have the knowledge, understanding, skills, and personal attributes that can make them feel satisfied and successful in their work (Rothwell & Rothwell, 2017).

The results of descriptive statistical analysis of each dimension forming employability of final year students of state universities and private universities in the city of Bandung can be seen in Figure 6.

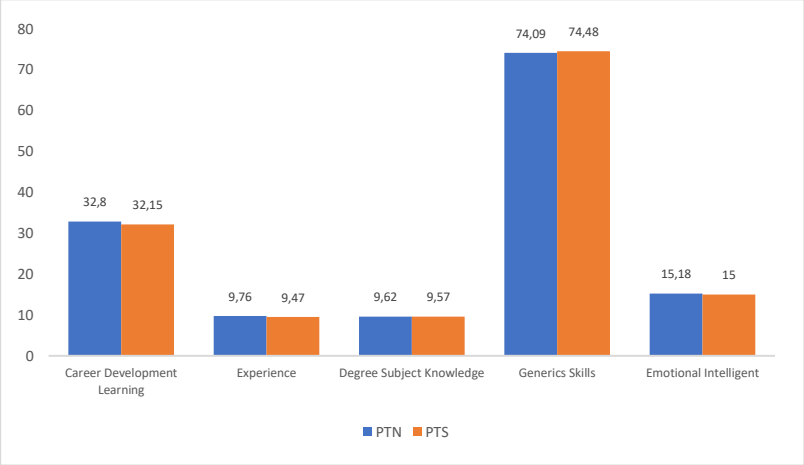

Figure 6. Overview of Employability Based on Compiler Dimensions

It can be seen in the graph in Figure 6 that when compared, there is a difference in the average value of each dimension making up employability, but the difference has a slight difference. First, on the career development learning dimension, final-year students from public universities have a higher average score than private university students even though both are in the category that tends to be high. PTN and PTS students have the knowledge and skills that make them know their career goals and what they will achieve from their careers.

In terms of experience, final-year students at state universities have a higher average than students at private universities even though both are in the category of tending to be high. PTN and PTS students have an experience that can support and improve their work readiness, whether obtained through previous work practices or in their daily lives. In terms of degree subject knowledge, it is known that the final level students of state universities are also higher on average compared to private university

students, even though both are in the category of tending to be high. Students have the knowledge, understanding, and skills that support their work readiness, whether related to the majors they take or not.

In terms of generic skills, the average score of public university students is lower than private university students even though both are in the category tend to be high, which means they tend to have general skills, which include cognitive, personality, and interpersonal skills needed so that they can apply knowledge. knowledge in the workplace. Meanwhile, in terms of emotional intelligence, it is known that the average score at public universities is higher than private university students, but both are in the category tend to be high, which indicates they tend to have the ability to recognize and manage emotions in themselves and others, and make adjustments yourself or control your emotions.

Employability of final-year students of state universities and private universities, which tend to be high, can also be seen from the dimensions of employability composition. Students tend to have knowledge and skills that make them know their career goals and what will be achieved from their careers, tend to have the experience that can support and improve their work readiness, both obtained through previous work practices or in their daily lives (Sumanasiri, Yajid, & Khatibi, 2015). Students tend to have knowledge, understanding, and skills that support their work readiness, whether related to the majors they take or not (Tymon, Harrison, & Batistic, 2020). Students tend to have general skills which include cognitive, personality, and interpersonal skills needed so that they can apply the knowledge they have in the workplace (Ishengoma & Vaaland, 2016), and they tend to have the ability to recognize and manage emotions of themselves, others, and make adjustments or control their emotions so that they can act maturely, think rationally and make decisions effectively both concerning themselves and others (Rowe & Zegwaard, 2017). These results can occur because they are supported by various facilities and curricula held by universities in order to support the work readiness of their students (Bridgstock & Jackson, 2019). Among them are the obligation to do practical work before graduating in the form of practical work courses, industrial work, field studies, as well as internships or Field Work Practices (PKL), then a program to do community service in the form of Real Work Lectures (KKN). , Thematic Community Service Program, and Research and Community Service (PPM) which allows students to study and go directly to the community even though this service program at both public and private universities is not yet a compulsory subject for students, but is an option program provided by college party.

Universities have also implemented Student Centered Learning (SCL) which requires students to be more active and create many works in learning so as to stimulate students to further develop many skills that support learning, problem solving, and of course contribute to student work readiness. Student Centered Learning (SCL) comes in various formats, both in lectures and outside, for example, individual projects, group discussions, presentations, making scientific papers, conducting field visits, and so on. In addition, to support students' work readiness, universities have also provided career centers that provide information on job vacancies, internships, tips about the world of work, career counseling, seminars, and organize career days. The existence of a career center of course also helps students, especially final year students, to prepare for their future careers and also helps them get information and various trainings regarding the world of work that they will soon face after graduating from college. This illustrates that by improving learning programs and curricula, the employability of state university students and private university students has the same quality.

4. CONCLUSION

Based on the results and discussion of employability of final year students at public universities and private universities, it can be concluded that there is no difference in employability between final year students at state universities and private universities. Employability owned by final year students of public and private universities is included in the employability category which tends to be high. Final year students at both state universities and private universities, should continue to improve their employability by starting to set their career goals, then find out various information about these career

goals and also what is needed to achieve them, find out how ways to achieve it, add experience and learning through work practices or through daily life that are useful for later dealing with the real work environment, have general skills that can help in work, and try to better understand the emotions of self and others and know how to regulate them.

The finding of this research has a data that final-year college students still need to improve the experience dimension, and this should be investigated with further research, so students need to have more experience that can support their work in the future, such as participating in internship programs, working part-time, participating in community service programs, participating in other activities outside of lectures such as organizations and extracurricular activities. It is also better for universities to make community service and internship programs or practical work mandatory courses that students must take because these programs can increase student experience in working directly in the field and implementing what has been learned in lectures, and of course, can be useful for their future work.

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