
Stakeholder perceptions of the competence of English education graduates

DIAH SAFITRHRI ARMIN^{1*}, SITI ISMAHANI², SITI FITRI HASIBUAN³, AND NADHIRA AFIFAH⁴

Abstract

This study aims to uncover the perceptions of external stakeholders regarding the competencies of graduates from the English Education Study Program (Prodi Pendidikan Bahasa Inggris) at FITK UIN SU Medan. Using a qualitative phenomenological approach, this research involved 33 external stakeholders, including school principals, agencies, and course institutions. Data were collected through online questionnaires, in-depth interviews, observations, and documentation. The results indicate that the majority of stakeholders assess the graduates of the English Education Program to possess excellent competencies, particularly in ethics, integrity, responsibility, discipline, morality, and akhlakul karimah (noble character). Additionally, the graduates were deemed to have sufficient pedagogical, professional, and social competencies to work in various fields. Interviews were conducted with five selected schools that were willing to participate. The findings of this study suggest that the study program has successfully produced graduates who are of high quality and relevant to the demands of the job market. However, there are still some aspects that need improvement, such as innovation and creativity skills. This study provides recommendations for the program to continue improving its curriculum and enhancing the quality of learning so that graduates can compete in an increasingly competitive job market.

Keywords

English Education Study Program, graduate competencies, stakeholder perceptions, qualitative phenomenology

Article History

Received 21 September 2024

Accepted 27 January 2025

How to Cite

Armin, D. S., Ismahani, S., Hasibuan, S. F., & Afifah, N. (2025). Stakeholder Perceptions of the Competence of English Education Graduates. *Jurnal Sinar Edukasi*, 6(1), 32-53. <https://doi.org/10.61346/jse.v0%0vi%0i.282>

^{1*} Universitas Islam Negeri Sumatera Utara, Medan, Indonesia, Corresponding email:

dihsafithriarmi@uinsu.ac.id

^{2,3,4} Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Introduction

The English Education Study Program (Prodi Pendidikan Bahasa Inggris) at the Faculty of Tarbiyah and Teacher Training, UIN Sumatera Utara Medan (Prodi PBI FITK UINSU), is one of the most sought-after study programs in North Sumatra. This can be seen from the number of applicants and prospective students interested in the program. Data from the database center of UIN Sumatera Utara (UIN SU) in 2023 show 1,205 applicants, while the program's capacity is only 169. The high number of applicants to the PBI program is likely due to the abundant job opportunities available for its alumni. One of the career opportunities for PBI graduates is as English teachers in schools. Based on the graduate profile, aside from becoming teachers, PBI also produces graduates as novice researchers, consultants, textbook writers, translators, and digital content creators.

All of these graduate profiles will be achieved if the curriculum in the PBI program is aligned with the desired graduate profiles. To assess whether the competencies of PBI graduates meet the expectations of stakeholders, satisfaction surveys are typically conducted by distributing questionnaires to several stakeholders. In addition to distributing questionnaires, when the PBI program conducts curriculum reviews, stakeholders are also invited to provide constructive suggestions and review any shortcomings of PBI alumni in their work with stakeholders. Nevertheless, the PBI program will continue to meet stakeholder demands to improve the quality and standards of each learning process so that alumni are equipped to enhance their skills and compete in the global arena.

Apart from the academic field mentioned above, the PBI program must also pay attention to the need for infrastructure and facilities that align with the progress of the times to support learning. Moreover, the character development of graduates is also essential so that they possess noble ethics and can compete with other nations.

Stakeholder perceptions of alumni are one of the benchmarks for evaluating the quality of alumni produced by the PBI program. Information gathered through surveys, interviews, focus group discussions (FGDs), and other methods can provide insight into the shortcomings of alumni, which will then serve as a reference for creating improvement plans that will be beneficial in the future.

The information obtained not only contributes to the development and improvement of the PBI program in the future, but it is also essential for the preparation of the PBI FITK UIN SU Medan accreditation document, which will be submitted in 2024. Currently, the data held by the PBI program regarding stakeholders is not yet optimal, making this research necessary to gather more in-depth information on stakeholder perceptions of the competencies of PBI graduates.

Methodology

This study adopts a qualitative phenomenological approach to explore in depth the meaning and subjective experiences of 33 external stakeholders regarding the competencies of graduates from the English Education Study Program (Prodi Pendidikan Bahasa Inggris) at FITK UIN SU Medan. Primary data were collected through various techniques, including the distribution of online questionnaires, in-depth interviews with school principals from several

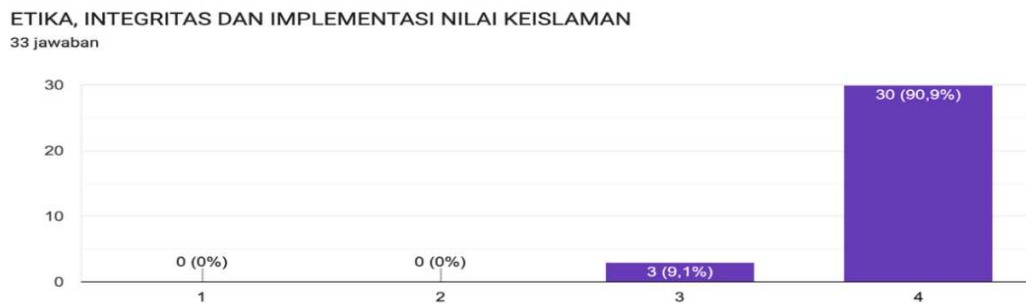
educational institutions, non-participatory observation of alumni work environments, and documentation in the form of performance reports and recommendation letters. The data analysis process was conducted iteratively, starting with data reduction through coding and categorizing raw data. The data were then presented in matrices and narratives to facilitate the identification of patterns and themes. Thematic analysis was used to identify central themes emerging from the data, such as pedagogical, professional, and social competencies, as well as their relationship with alumni performance in the workplace. To ensure the validity of the findings, data triangulation was performed by comparing the results of the analysis from various data sources. Additionally, member checking was applied to validate the findings with the research participants. Thus, this study is expected to provide a comprehensive and in-depth understanding of external stakeholders' perceptions of the competencies of English Education graduates, as well as contribute to curriculum development and the improvement of graduate quality.

Results

Data presentation

This section highlights the study's findings in light of the research questions. It encompasses stakeholders' perception on the English education graduates for instance integrity, responsible, disciplined, morality, work's ethics, and etc. It can be seen as follow:

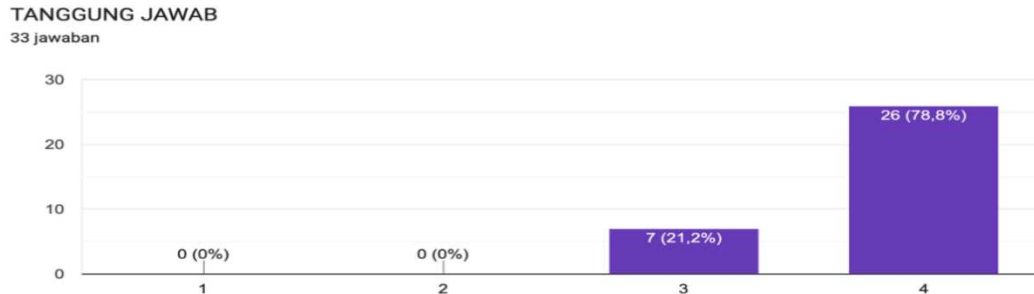
Figure 1. *Ethics, integrity, and the implementation of Islamic values*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good ethics, integrity, and implementation of Islamic values by the school principals, institutions, or course agencies where they work. This is reflected in the high percentage of respondents who were very satisfied, reaching 90.9% (30 people). The percentage of satisfied respondents is also quite high, at 9.1% (3 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of ethics, integrity, and the implementation of Islamic values. This is evidenced by the high level of satisfaction from school principals,

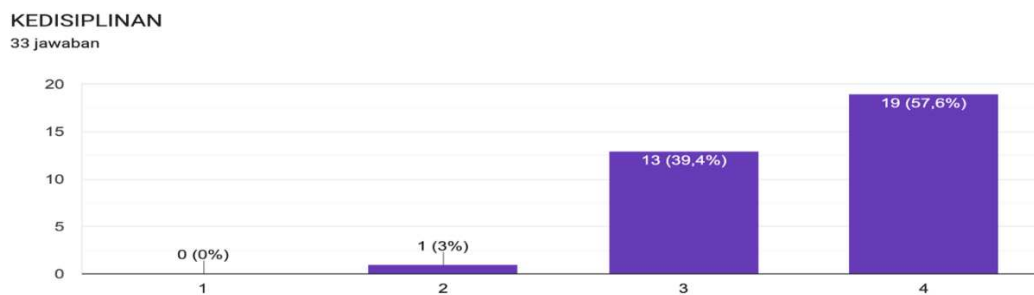
institutions, or course agencies regarding the ethics, integrity, and Islamic values demonstrated by the alumni.

Figure 2. *Responsibility*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered highly responsible by the school principals, institutions, or course agencies where they work. This is reflected in the high percentage of respondents who were rated as very responsible, reaching 78.8% (26 people). The percentage of respondents who were rated as responsible is also quite high, at 21.2% (7 people). No respondents expressed that the alumni were less responsible or highly irresponsible. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of responsibility. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the responsibility of the alumni.

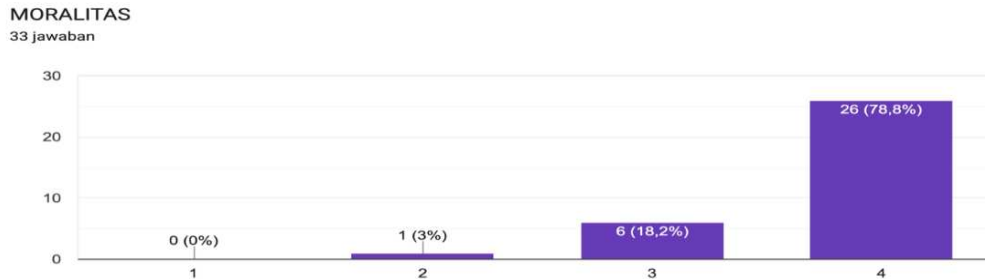
Figure 3. *Disciplined*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered highly disciplined by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated them as very disciplined, which reached 57.6% (19 people). The percentage of respondents who rated them as disciplined is also quite high, at 39.4% (13 people). No respondents expressed that the alumni were undisciplined or highly undisciplined, with 3% (1 person) stating they were less disciplined. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in

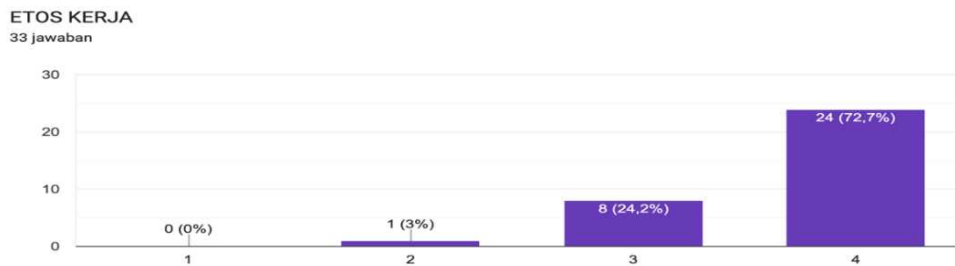
terms of discipline. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the discipline of the alumni.

Figure 4. *Morality*



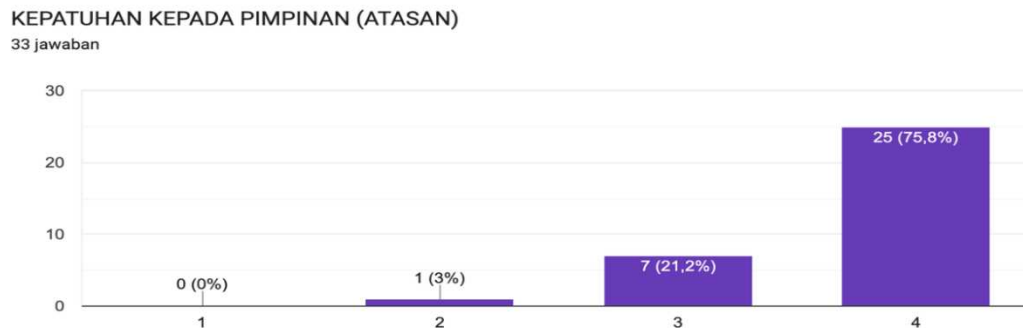
Based on the data in the figure, it can be concluded that the majority of English Education Department alumni are considered to have excellent morality by the principals, agencies, or course institutions where they work. This is indicated by the very good percentage of respondents reaching 78.8% (26 people). The percentage of respondents who rated the graduates as good was also quite high, at 18.2% (6 people), while 3% (1 person) stated that the morality of TBI FITK UIN SU Medan alumni was poor, and no one stated that it was very poor. The results of this survey show that the English Education Department has succeeded in providing quality education to its alumni in terms of morality. This is evidenced by the high level of satisfaction of school principals, institutions, or training centers regarding the morality of alumni.

Figure 5. *Work's ethics*



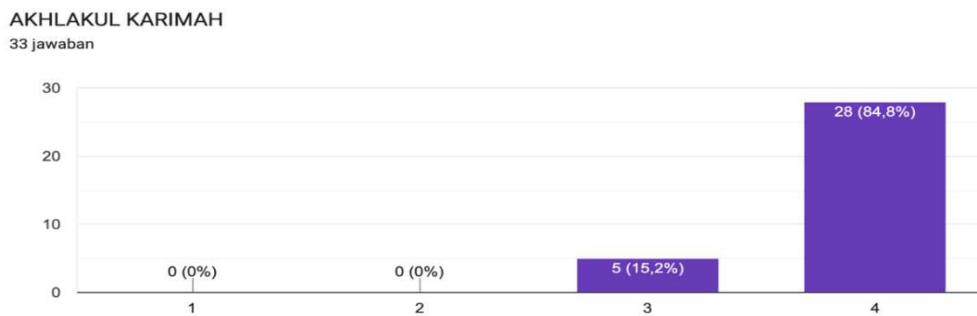
Based on the data in the chart, it can be concluded that the majority of school principals and other educational institutions are quite satisfied with the quality of teaching skills that alumni from the English Education Department (Tadris Bahasa Inggris) have received. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24 people), and those who were satisfied, at 24.4% (8 people). The percentage of respondents who were less satisfied was only 3% (1 person), and no respondents expressed being very dissatisfied. These survey results indicate that the English Education Department has successfully provided a good quality education to its alumni in terms of teaching abilities. However, there is still room for improvement, given that 3% of stakeholders expressed dissatisfaction with the alumni's work ethic.

Figure 6. *Obedience to their leaders*



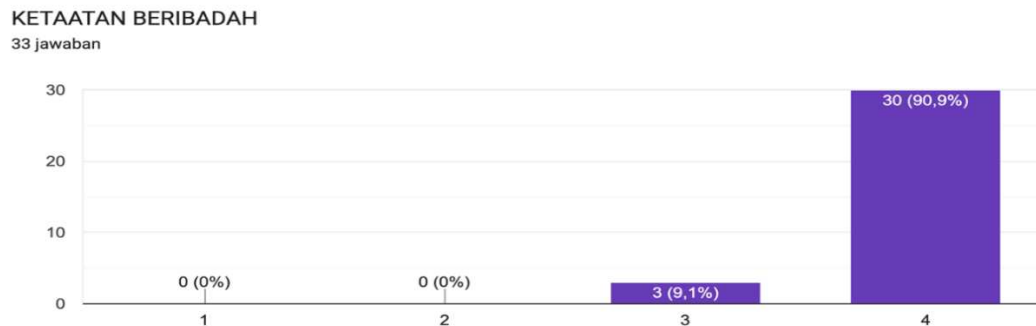
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are very obedient to their leaders (supervisors). This is reflected in the percentage of respondents who rated them as very obedient, reaching 75.8% (25 people). The percentage of respondents who rated them as obedient is also quite high, at 21.2% (7 people). One respondent stated they were less obedient, which is 3% (1 person), and no respondents expressed being highly disobedient. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of obedience to their leaders (supervisors). This is evidenced by the high level of obedience alumni show to their leaders (supervisors) at their workplace.

Figure 7. *Akhlakul karimah*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) possess excellent *akhlakul karimah* (noble character). This is reflected in the percentage of respondents who rated them as very good, reaching 84.8% (28 people). The percentage of respondents who rated them as good is also quite high, at 15.2% (5 people). No respondents stated that the alumni's character was fair, lacking, or very lacking. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of *akhlakul karimah*. This is evidenced by the high level of noble character among alumni, as acknowledged by school principals, institutions, or course agencies where they work. The chart does not provide information on specific aspects of *akhlakul karimah* that were surveyed.

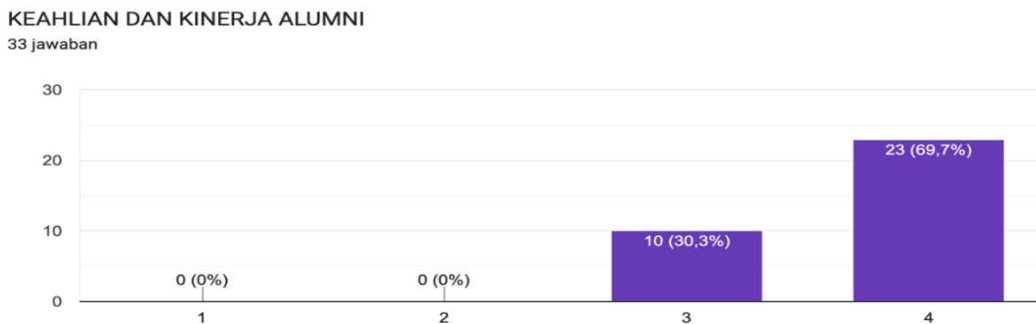
Figure 8. *Religious practices*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are very obedient in their religious practices. This is reflected in the percentage of respondents who rated them as very obedient, reaching 90.9% (30 people). The percentage of respondents who rated them as obedient is also quite high, at 9.1% (3 people). No respondents expressed that the alumni were less obedient or highly disobedient. These survey results indicate that the English Education

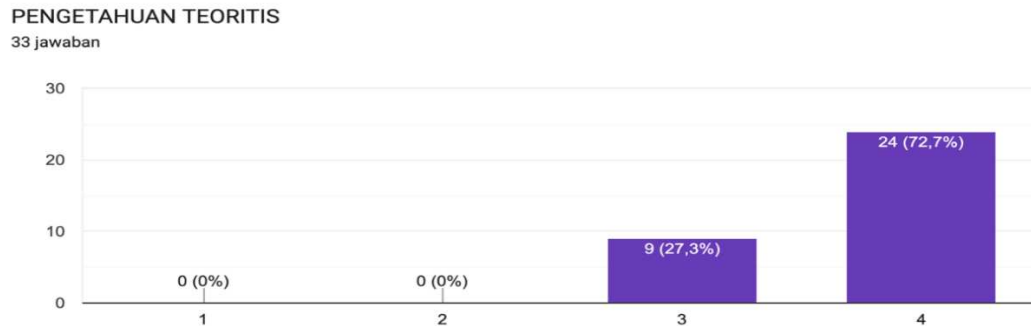
Department has successfully provided quality education to its alumni in terms of religious devotion. This is evidenced by the high level of religious obedience among alumni, as acknowledged by school principals, institutions, or course agencies where they work.

Figure 9. *Skill and performances*



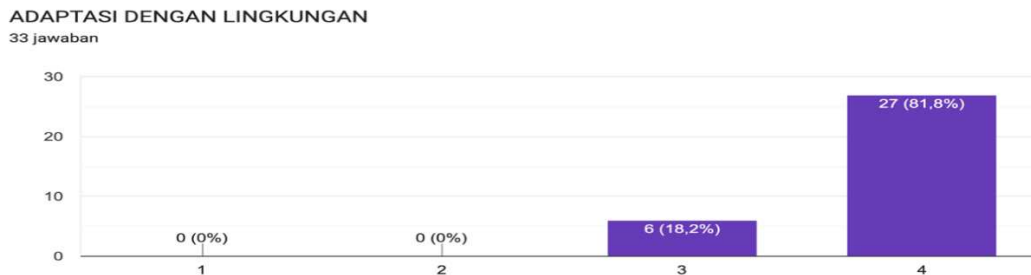
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good skills and performance by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 69.7% (23 people), and those who were satisfied, at 30.3% (10 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of skills and performance. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the skills and performance of the alumni.

Figure 10. *Theoretical knowledge*



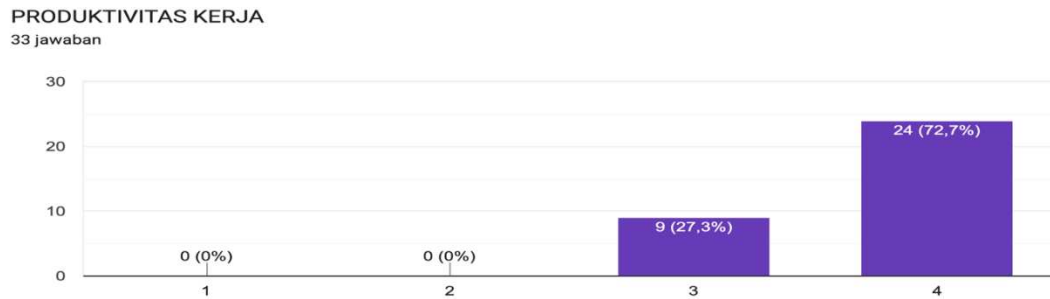
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good theoretical knowledge by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24 people), and those who were satisfied, at 27.3% (9 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of theoretical knowledge. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the theoretical knowledge of the alumni.

Figure 11. *Adaptation to the environment*



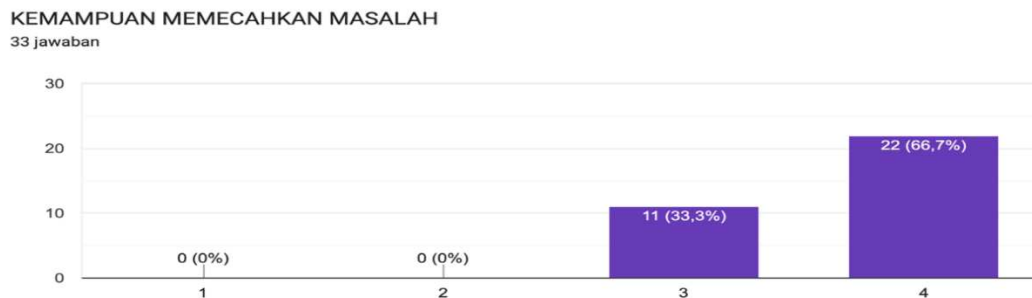
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good adaptation skills in their work environments by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 81.8% (27 people), and those who were satisfied, at 18.2% (6 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of environmental adaptation. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's adaptation skills.

Figure 12. *Work productivity*



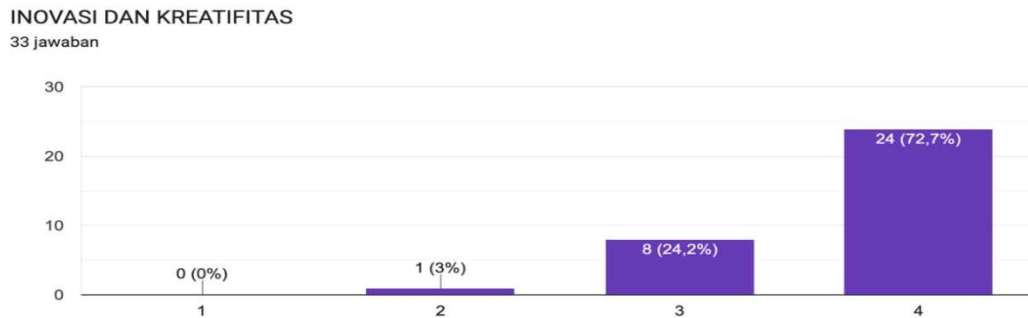
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good work productivity by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24 people), and those who were satisfied, at 27.3% (10 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of work productivity. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's work productivity.

Figure 13. *Problem-solving skills*



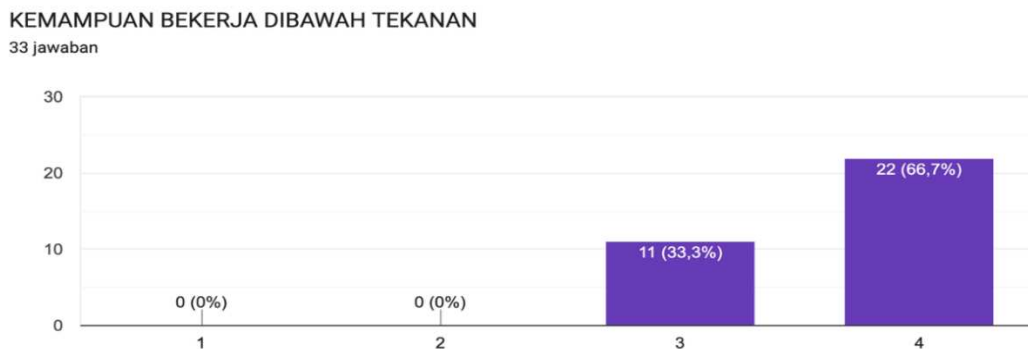
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good problem-solving skills by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 66.7% (22 people), and those who were satisfied, at 33.3% (11 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of problem-solving skills. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's problem-solving abilities.

Figure 14. *Innovation and creativity*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good innovation and creativity skills by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24 people), and those who were satisfied, at 24.2% (8 people). The respondents who were dissatisfied made up 3% (1 person), and no respondents expressed strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of innovation and creativity. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's innovation and creativity.

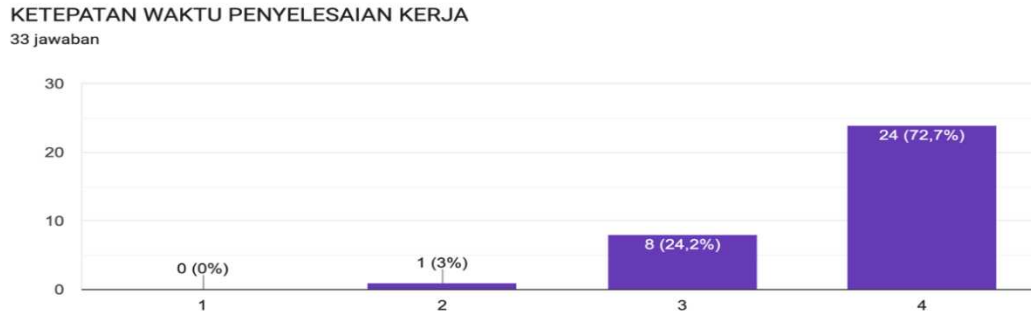
Figure 15. *Ability to work under pressure*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good ability to work under pressure by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 66.7% (22 people), and those who were satisfied, at 33.3% (11 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of working under pressure. This is evidenced by the high level of satisfaction from school

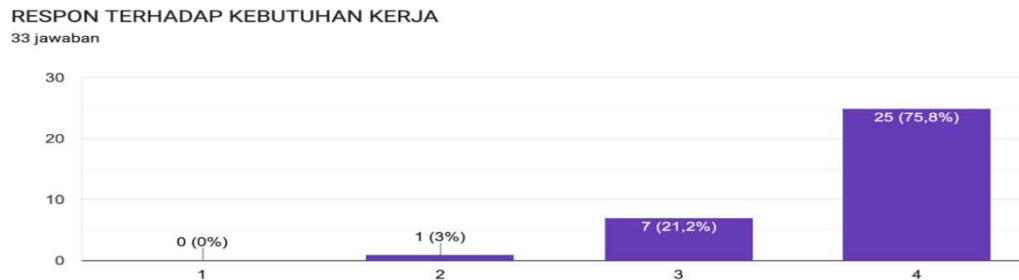
principals, institutions, or course agencies regarding the alumni's ability to work under pressure.

Figure 16. *Timeliness in completing work*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good timeliness in completing work by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24 people), and those who were satisfied, at 24.2% (8 people). Respondents who were dissatisfied made up 3% (1 person), and no respondents expressed strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of work completion timeliness. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's timeliness in completing work.

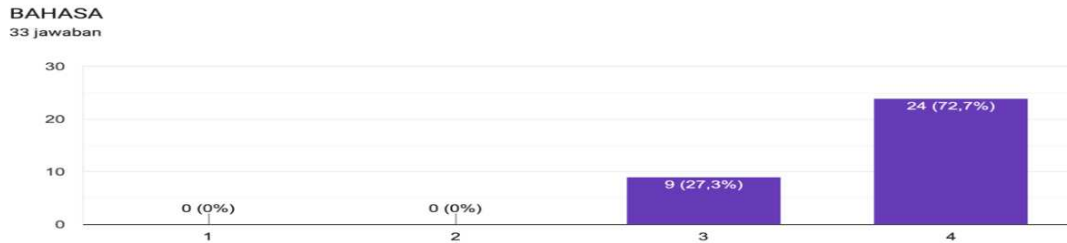
Figure 17. *Response to work requirements*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good response skills to work requirements by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 75.8% (25 people), and those who were satisfied, at 21.2% (7 people). Respondents who were dissatisfied made up 3% (1 person), and no respondents expressed strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of responding to work requirements. This is evidenced by the

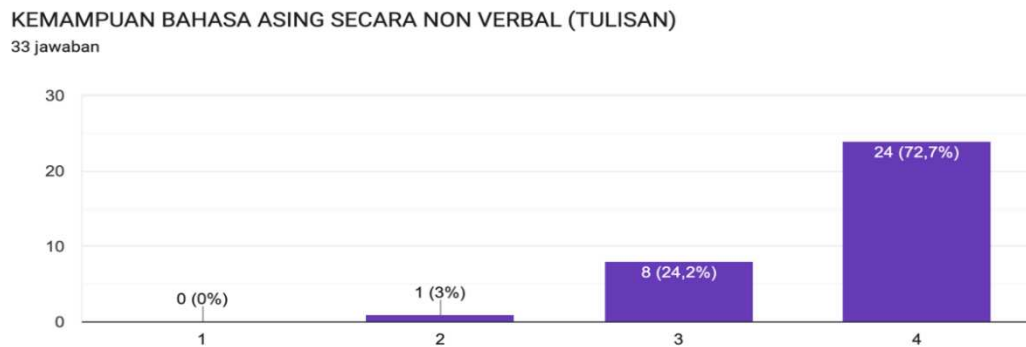
high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's response to work requirements

Figure 18. *Language skills*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good language skills by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24 people), and those who were satisfied, at 27.3% (9 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of language skills. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's language skills.

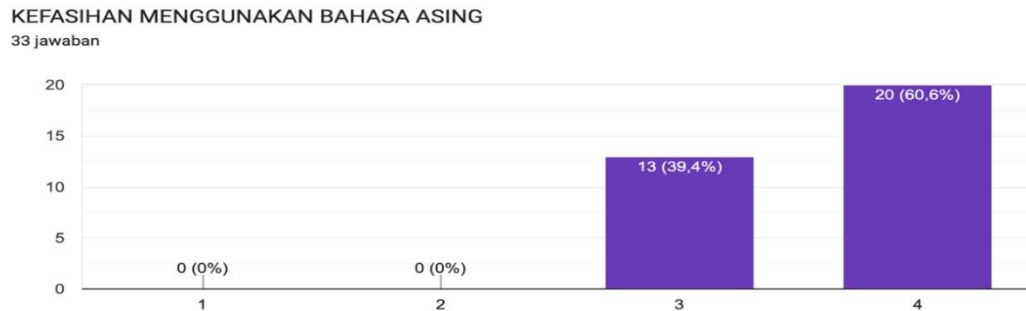
Figure 19. *Foreign language non-verbal skills (written)*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good foreign language non-verbal skills (writing) by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24 people), and those who were satisfied, at 24.2% (8 people). Respondents who were dissatisfied made up 3% (1 person), and no respondents expressed strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of foreign language non-verbal skills

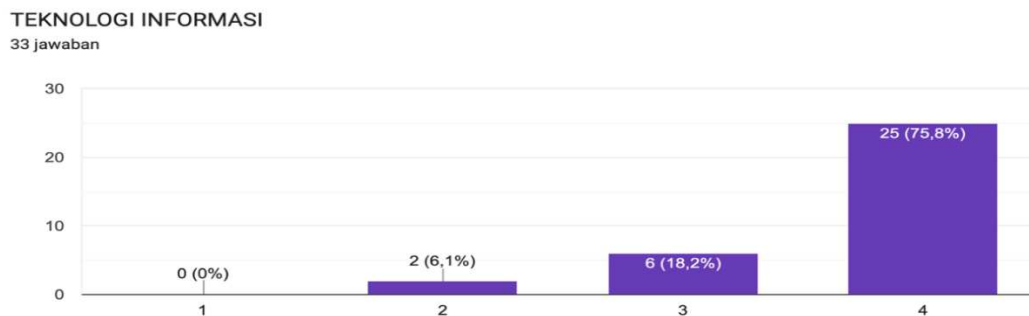
(writing). This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's foreign language non-verbal (written) skills.

Figure 20. *Fluency in using a foreign language*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good fluency in using foreign languages by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 60.6% (20 people), and those who were satisfied, at 39.4% (13 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of fluency in using foreign languages. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's fluency in using foreign languages.

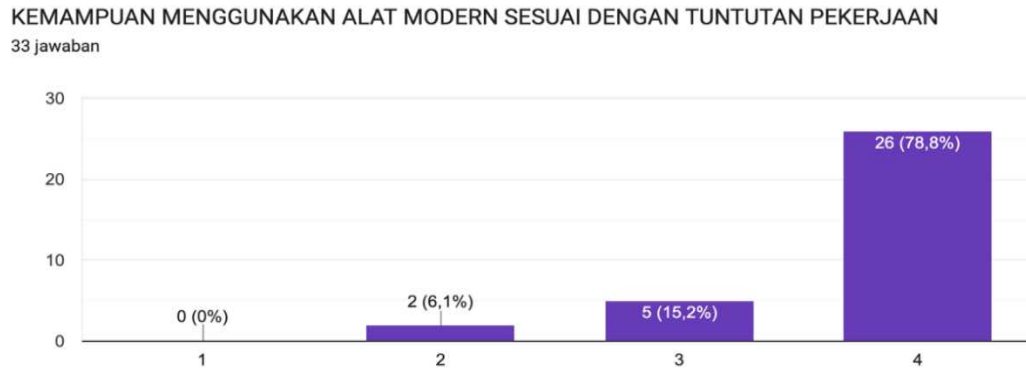
Figure 21. *Mastery of information technology*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good information technology skills by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 75.8% (25 people), and those who were satisfied, at 18.2% (6 people). Respondents who were dissatisfied made up 6.1% (2 people), and no respondents expressed strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of information technology skills. This is evidenced by the high

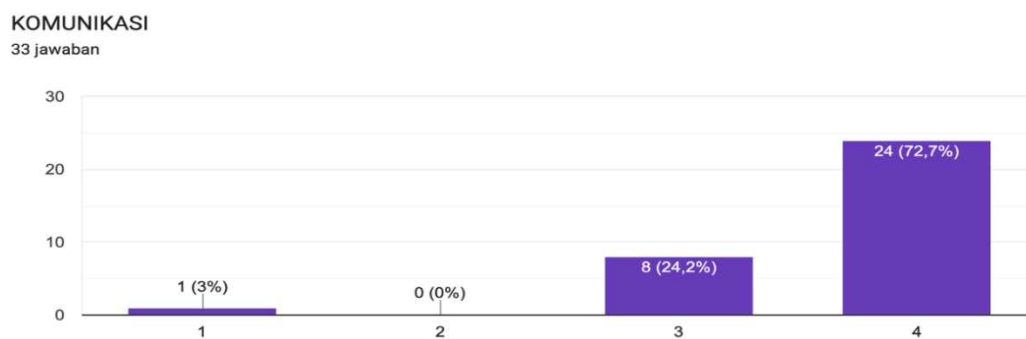
level of satisfaction from school principals, institutions, or course agencies regarding the alumni's information technology skills.

Figure 22. *Ability to use modern tools in line with job demands*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good skills in using modern tools in line with job demands by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 78.8% (26 people), and those who were satisfied, at 15.2% (5 people). Respondents who were dissatisfied made up 6.1% (2 people), and no respondents expressed strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of the ability to use modern tools according to job demands. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's ability to use modern tools in line with job requirements.

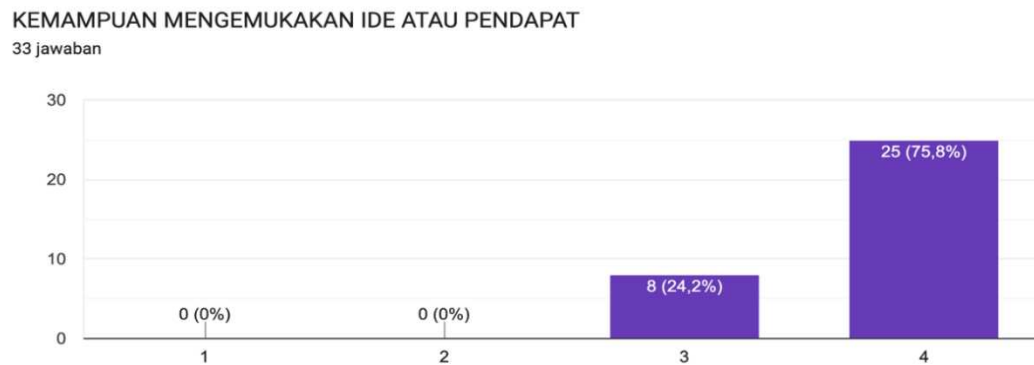
Figure 23. *Communication skills*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good communication skills by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24

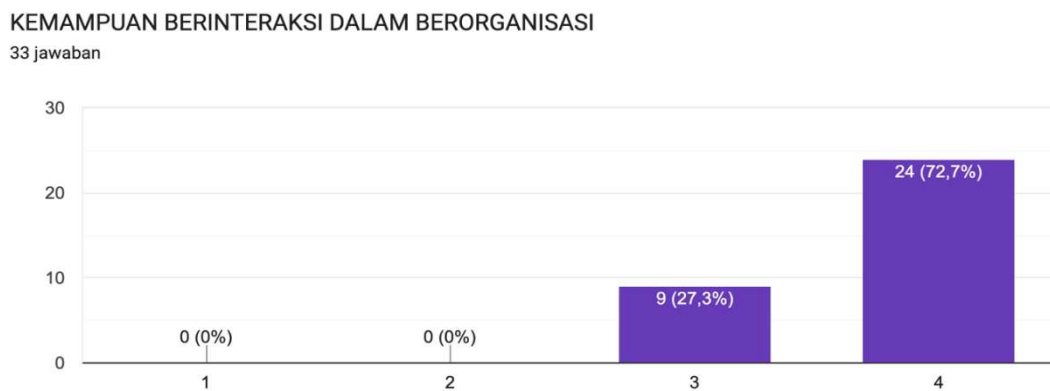
people), and those who were satisfied, at 24.2% (8 people). No respondents expressed dissatisfaction, and 3% (1 person) chose "strongly dissatisfied." These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of communication skills. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's communication abilities.

Figure 24. *Ability to express ideas and opinions*



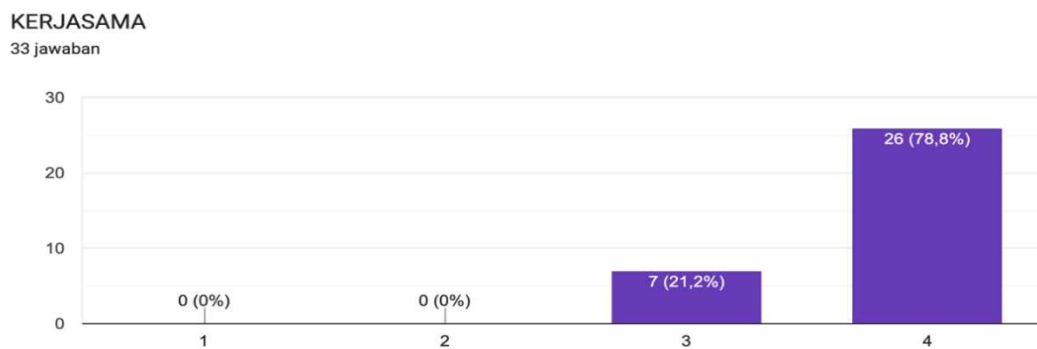
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good abilities in expressing ideas or opinions by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 75.8% (25 people), and those who were satisfied, at 24.2% (8 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of the ability to express ideas or opinions. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's ability to express ideas or opinions.

Figure 25. *Ability to interact in organizations*



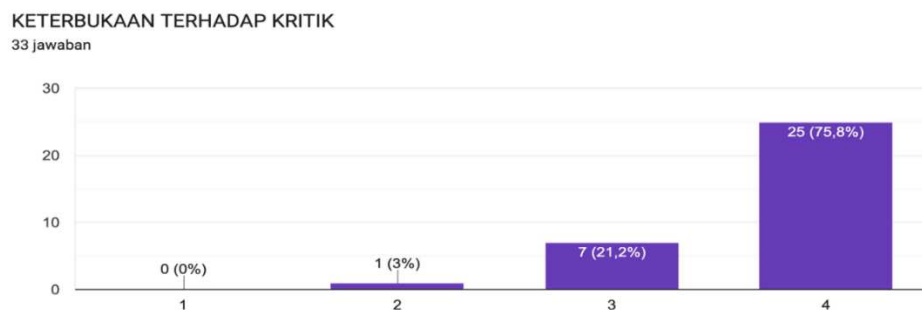
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good interaction skills in organizations by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who were very satisfied, reaching 72.7% (24 people), and those who were satisfied, at 27.3% (9 people). No respondents expressed dissatisfaction or strong dissatisfaction. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of their ability to interact in organizations. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's ability to interact within organizations.

Figure 26. *Collaboration*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good collaboration skills by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated it as good, reaching 78.8% (26 people), and very good, reaching 21.2% (7 people). No respondents rated it as poor or very poor. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of collaboration skills. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's collaboration abilities.

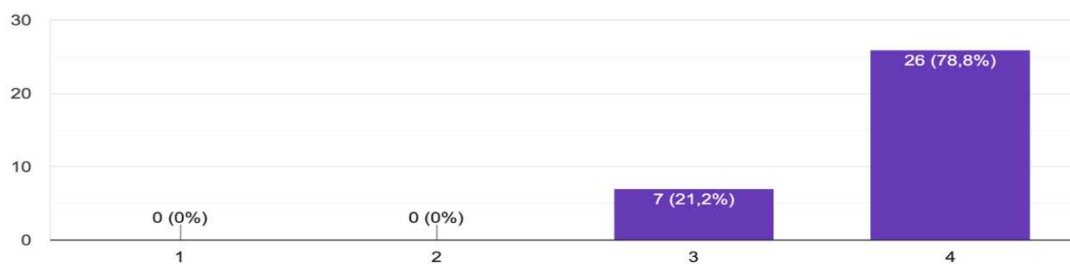
Figure 27. *Openness to criticism*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good openness to criticism by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated it as sufficient, reaching 3% (1 person), good, reaching 21.2% (7 people), and very good, reaching 75.8% (25 people). No respondents rated it as poor or very poor. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of openness to criticism. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's openness to criticism.

Figure 28. *Ability to work in groups*

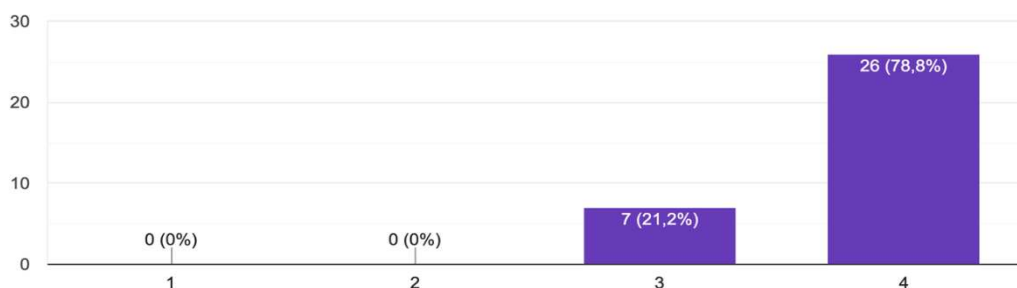
KEMAMPUAN BEKERJA DALAM KELOMPOK
33 jawaban



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good skills in discussing and sharing tasks by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated it as good, reaching 21.2% (7 people), and very good, reaching 78.8% (26 people). No respondents rated it as poor or very poor. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of their ability to discuss and share tasks. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's skills in discussing and sharing tasks.

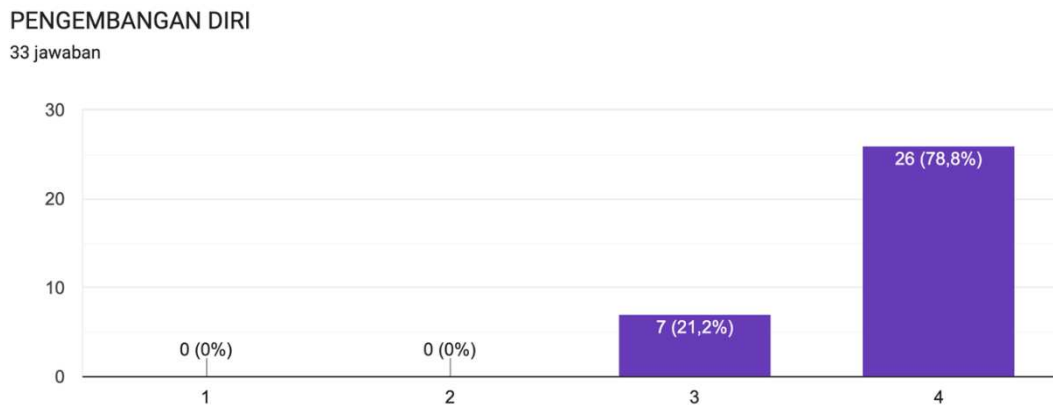
Figure 29. *Ability to discuss and share tasks*

KEMAMPUAN BERDISKUSI DAN BERBAGI PEKERJAAN
33 jawaban



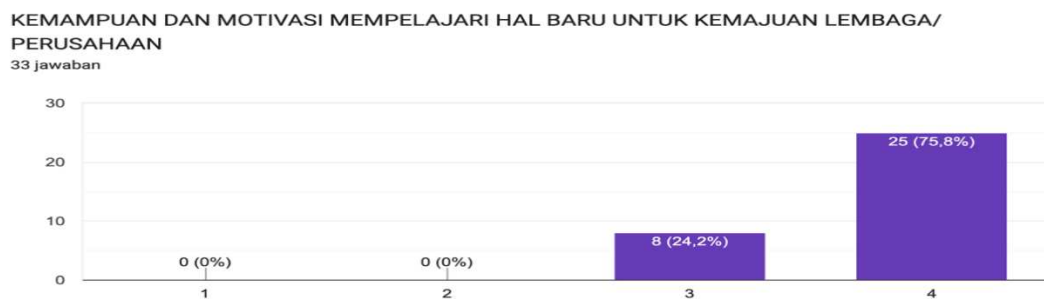
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good skills in discussing and sharing tasks by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated it as good, reaching 21.2% (7 people), and very good, reaching 78.8% (26 people). No respondents rated it as poor or very poor. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of their ability to discuss and share tasks. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's skills in discussing and sharing tasks.

Figure 30. *Self-development*



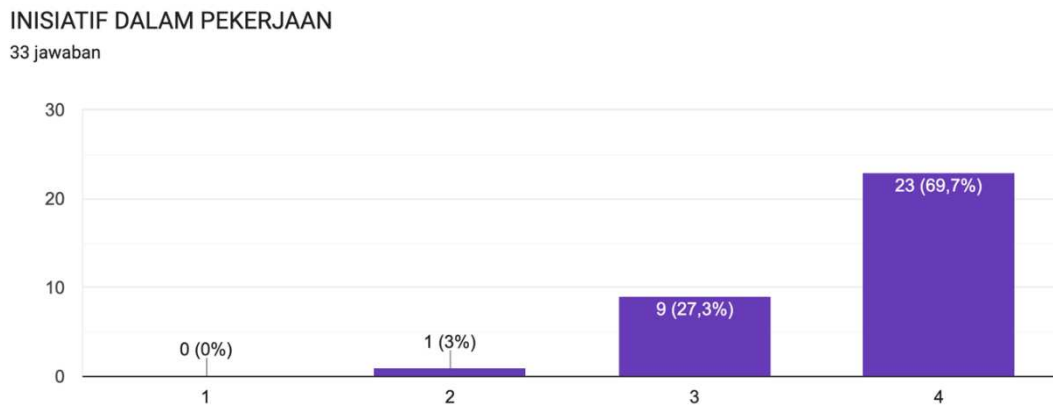
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good self-development abilities by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated it as good, reaching 21.2% (7 people), and very good, reaching 78.8% (26 people). No respondents rated it as poor or very poor. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of self-development abilities. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's self-development abilities.

Figure 31. *Ability and motivation to learn new things for the progress of the organization*



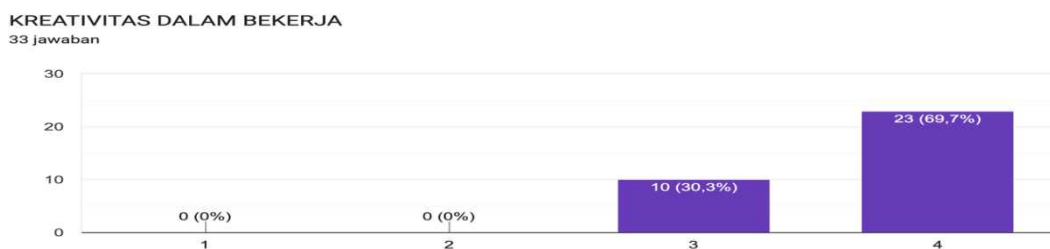
Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good abilities and motivation to learn new things for the progress of the institution and company by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated it as good, reaching 24.2% (8 people), and very good, reaching 75.8% (25 people). No respondents rated it as poor or very poor. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of their ability and motivation to learn new things for the advancement of the institution and company. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's ability and motivation to learn new things for the progress of the institution and company.

Figure 32. *Initiative in work*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good initiative in work by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated it as sufficient, reaching 3% (1 person), good, reaching 27.3% (9 people), and very good, reaching 69.7% (23 people). No respondents rated it as poor or very poor. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of initiative in work. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's initiative in work.

Figure 33. *Creativity in work*



Based on the data in the chart, it can be concluded that the majority of alumni from the English Education Department (Tadris Bahasa Inggris) are considered to have good creativity in work by the school principals, institutions, or course agencies where they work. This is reflected in the percentage of respondents who rated it as good, reaching 30.3% (10 people), and very good, reaching 69.7% (23 people). No respondents rated it as poor or very poor. These survey results indicate that the English Education Department has successfully provided quality education to its alumni in terms of creativity in work. This is evidenced by the high level of satisfaction from school principals, institutions, or course agencies regarding the alumni's creativity in work. Based on the data presented above, it can be concluded that almost all points in the questionnaire received very good results, especially in the aspects of personality related to religious values, such as morals and religious practices. Additionally, the component of language proficiency also received excellent scores according to the data presented above.

However, there are some points in the evaluation that still received less favorable ratings, such as in the areas of discipline, morality, work ethic, obedience to leaders/superiors, innovation and creativity, punctuality in completing work, response to work needs, non-verbal foreign language proficiency, initiative in work, and openness to criticism. These ten points need improvement by the management of the TBI FITK UIN SU Medan program. There were also some opinions expressed by stakeholders that align with the data obtained from the questionnaire. For these points, there was one person who felt that alumni of TBI FITK UIN SU Medan were lacking in mastering these ten aspects.

Furthermore, there are two points with responses from less than two respondents indicating dissatisfaction. In the previous ten points, only one person marked "lacking," but for two points, there were two people who marked "lacking," specifically in the areas of information technology proficiency and the ability to use modern tools in accordance with job demands. This suggests that alumni from TBI FITK UIN SU Medan are still lacking in technology proficiency. This should be a concern for the TBI FITK UIN SU Medan management to ensure that students are equipped with adequate technology skills before entering the workforce. There is one point that received a response from a single respondent stating that the alumni's communication skills were very poor. Although this is only one response, it should still be a point of attention for the TBI FITK UIN SU Medan program management to ensure that this aspect does not receive a "very poor" rating from future respondents.

Discussion

Based on the findings above, it can be concluded that the points that received very good and good ratings suggest that, from a personality standpoint, alumni of TBI FITK UIN SU Medan possess excellent character, particularly in the categories of akhlakul karimah (noble character) and religious practice. This aligns with the research conducted by Bahri and Sada (2019), whose article found that the highest competence score was in the personality competence category, which was rated very high.

Regarding English proficiency, all respondents stated that the alumni of TBI FITK UIN SU Medan had excellent English skills. However, this contrasts with the research findings of Fahsani (2022), where students' perceptions of their English proficiency were opposed to those of other stakeholders (English teachers, course lecturers, institutions, and industries).

This perception of other stakeholders was supported by TOEFL testing results, which showed the low proficiency of students. These learners' perceptions affect their motivation to learn English, as they are already content with their skills. It is recommended that instructors and institutions correct these perceptions without allowing them to become demotivating factors in English learning at STIE. It would be even better if instructors and institutions could motivate students, thus eliminating cognitive dissonance.

The results of stakeholder perceptions of alumni from TBI FITK UIN SU Medan align with the research conducted by Kristanti et al. (2021), whose study showed that stakeholders' expectations regarding attitude competence include being religious, quick to help colleagues, enthusiastic during national holidays, responsive to their social environment, disciplined, responsible, and courageous. Based on the research findings, alumni of TBI FITK UIN SU Medan have met stakeholder expectations in terms of religious observance and personality.

Regarding the writing skills of alumni from TBI FITK Medan, stakeholders still perceive these skills as lacking, which aligns with the findings of Hayati (2021). Hayati's research states that, according to stakeholder perceptions, the most essential skill for students to possess is writing, particularly for writing project proposals, business letters, and communicating via email. Another equally important skill for students entering the workforce is speaking, especially in explaining projects verbally in English, seminars, or explaining daily tasks. Another crucial skill is reading, as students need to read textbooks in English or source materials from the internet. The final essential skill is listening, which is necessary for understanding project discussions or seminars.

Conclusion and Recommendations

Based on the data presentation, findings, and discussion in the previous chapter, it can be concluded that the stakeholders' perceptions of the alumni of PBI FITK UIN SU are very good. Almost all points were filled out with the highest percentage being "very good" from the 33 statement points that needed to be completed. There are ten points where one respondent out of the 33 respondents rated them as "poor," specifically in the areas of discipline, morality, work ethic, compliance with leadership/supervision, innovation and creativity, timeliness in work completion, response to work needs, non-verbal foreign language skills, initiative in work, and openness to criticism.

Two respondents out of the 33 had a "poor" perception in the areas of information technology proficiency and the ability to use modern tools in line with job requirements, while one respondent stated that the communication skills of the alumni from TBI FITK UIN SU Medan were very poor, specifically in communication.

The results of this study should serve as a reference for the management of the PBI FITK UIN SU program to make improvements, particularly in areas that are considered very lacking, such as discipline, morality, work ethic, compliance with leadership/supervision, innovation and creativity, timeliness in work completion, response to work needs, non-verbal foreign language skills, initiative in work, and openness to criticism, as well as proficiency in information technology, the ability to use modern tools according to job requirements, and communication skills.

References

- Abdullah, A. (2016). *Aplikasi teori Gestalt dalam mewujudkan pembelajaran bermakna (meaningful learning)*. *Journal Edukasi*.
- Allport, G. W. (2005). *Personality: A psychological interpretation*. Henry Holt and Company.
- Berman, S. L., Wicks, A. C., Kotha, S., & Jones, T. M. (1999). Does stakeholder orientation matter? The relationship between stakeholder management models and firm financial performance. *The Academy of Management Journal*, 42(5), 488–506.
- Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. John Wiley & Sons.
- Carroll, A. B. (1991). The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders. *Business Horizons*, 34(4), 39–48.
- Depdiknas. (2003). *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Retrieved July 22, 2024, from https://kelembagaan.ristekdikti.go.id/wpcontent/uploads/2016/08/UU_no_20_t_h_2003.pdf
- Donaldson, T., & Preston, L. E. (1995). The stakeholder theory of the corporation: Concepts, evidence, and implications. *Academy of Management Review*, 20(1), 65–91.
- Freeman, R. E., & McVea, J. (1984). *Strategic management: A stakeholder approach to strategic management* (Working Paper No. 1). Boston: Pitman.
- Gregory, R. (2003). *Teori makroekonomi* (Edisi ke-5). Erlangga.
- Locke, J. (1975). *Sebuah esai tentang pemahaman manusia* (P. Nidditch, Ed.). Oxford University Press.
- Marr, D. G., & White, C. P. (1988). *Postwar Vietnam: Dilemmas in socialist development*. Ithaca: Cornell Southeast Asian Program.
- Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of Management Review*, 22(4), 853–886.
- Prahalad, C. K., & Hamel, G. (1990). The core competence of the corporation. *Harvard Business Review*, 68(3), 79–91.
- Rakhmat, J. (2015). *Psikologi komunikasi*. Bandung: PT Remaja Rosdakarya.
- Sihabudin. (2011). *Komunikasi antarbudaya: Suatu perspektif multi dimensi*. Jakarta: Bumi Aksara.
- Silvani, et al. (2022). Pengaruh motivasi dan kemandirian belajar terhadap hasil belajar siswa pada mata pelajaran IPS Terpadu kelas VIII di SMP Negeri 1 Bulango Utara Kabupaten Bone Bolango. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 123–132.*
- Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. John Wiley & Sons.
- Sutrisno, E. (2019). *Manajemen sumber daya manusia*. Jakarta: Kencana Prenada Media Group.
- Triton. (2018). *Marketing strategic: Meningkatkan pangsa pasar dan daya saing*. Yogyakarta: Tugu.