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(IJMOE)[www.ijmoe.com](http://www.ijmoe.com)EVALUATION OF THE DIPLOMA ASSOCIATE CERTIFICATE  
IMPLEMENTATION PROGRAM: A STUDY AT A UNIVERSITY  
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Fa'uzobihi, F., Suseno, M., & Supriyanti, Y. (2025). Evaluation of the Diploma Associate Certificate Implementation Program: A Study at a University in The City of Bekasi. *International Journal of Modern Education*, 7 (28), 581-593.

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This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

The implementation of the evaluation is to provide an understanding of the objectives of a policy, how it is implemented, and what impacts are obtained. Related research on the SKPI program carried out by universities in the Bekasi city area by conducting an evaluation using a combination of the CIPP and Kirkpatrick models which aims to determine the background, input, process, product and impact of the implementation of the program. This study uses a mixed method research design with the Explanatory Sequential Mixed Methods approach. The results of this study indicate that the implementation of the SKPI program received a very positive assessment and was considered to have a significant impact on improving the quality of graduates, preparing them for the global job market, and supporting the recognition of graduates at the national level. This program is also considered to be able to provide direct benefits in helping graduates get jobs that match their expertise. This reflects the importance of SKPI in increasing the relevance of education to industry needs and developing graduate competencies.

**Keywords:**

Diploma Accompanying Certificate Program, Implementation and Evaluation

## Introduction

The implementation of a curriculum that refers to KKNI actually clarifies what the profile of graduates from each study program is like and what learning outcomes (learning achievements) students get after attending lectures, so that the preparation of the curriculum is truly based on the needs and competencies desired by each study program (Asis et al., 2023). Thus, the graduates produced will have abilities that are equivalent to the abilities (learning achievements) that have been formulated systematically in accordance with KKNI in each study program. (Aflahah, 2019)

The KKNI-based curriculum is also intended to reduce the gap between the competency needs of the workforce and the quality of graduates of an educational institution. Synchronization of these matters has an impact on the absorption of workers effectively and in accordance with their respective fields and have the expected competencies. The impact of implementing the KKNI-based curriculum is that Indonesian society must have an Indonesian attitude and values, abilities, knowledge and at the same time receive responsibility and rights for the learning achievements they have made in accordance with the level in the KKNI. Meanwhile, in terms of institutional strengthening, the KKNI-based curriculum is useful for strengthening and improving the competence of lecturers and students and for improving the level of a university from all aspects and its environment.

Diploma Companion Certificate (SKPI) is a document issued by a university that contains information about the fulfillment of academic and vocational education graduate competencies. One of the government policies that supports the fulfillment of graduate competencies is the Independent Learning-Independent University (MBKM) program. (Hadi, 2019) As per the Regulation of the Minister of Education and Education, participating in student exchanges, conducting research, conducting entrepreneurial activities, conducting independent studies/projects, and participating in humanitarian programs. The MBKM program aims to encourage students to master various sciences that are useful for entering the highly competitive world of work and encourage students to gain learning experiences, with various additional competencies outside their study program and/or outside their university. The main objective of MBKM is to improve graduate competencies, both in soft skills and hard skills, to better suit current needs and produce quality future leaders.

The MBKM policy is in line with Permendikbud No. 3 of 2020 concerning National Standards for Higher Education. Universities, faculties, study programs, students, and partners are involved in implementing this regulation. Universities need to provide options for students to take courses outside their study programs, and faculties must compile a list of cross-study program courses and collaboration with relevant partners. (Masithoh & Dwi Prasetyatama, 2023) One concrete way to describe student learning achievements is to use the issuance of a Diploma Companion Certificate or SKPI in accordance with the provisions of Permendikbud No. 73 of 2013. With the existence of SKPI, students' track records during lectures and MBKM programs with various forms of learning activities that become a portfolio of abilities and experiences can be accommodated in it.

Several universities have implemented the issuance of SKPI, some are already based on information system technology and some are still manual using printed forms. And here are the problems in the implementation of SKPI, Limited understanding of many students, graduates, and even some parties in universities do not understand the purpose and benefits of

SKPI. As a result, SKPI is often considered an additional document that is not important, and the process of compiling it is often missed and not prioritized, Lack of standardization. In addition, it was found that the Ministry of Education, Culture, Research, and Technology issued regulations on SKPI which regulate things in general so that the implementation in each university is different. This causes diversity in format, content, and assessment, which can affect the credibility and ability of graduates to be read by the world of work, Long process.(Asis et al., 2023)

In addition, the creation of SKPI can take a long time and involve several stages of verification, such as reviewing extracurricular activities, work experience, or additional certifications. Often, the issuance of SKPI is delayed due to complicated bureaucracy, Lack of recognition in the world of work, In addition, many companies and institutions in the world of work do not fully understand or recognize SKPI. They focus more on diplomas and transcripts only, so graduates feel that SKPI does not provide significant additional benefits in the recruitment process, Challenges of digitalization. Although some universities have started to switch to digital systems, there are still obstacles in terms of infrastructure, data security, and compatibility between systems. (Ismunandar, 2023)

This can slow down the implementation of digital-based SKPI that is more efficient and easily accessible, Lack of collaboration with industry. Sometimes, the contents of the SKPI do not fully reflect the needs of industry or the job market. The lack of collaboration between universities and the industry makes SKPI less relevant in describing the competencies needed by employers, Weak validation and verification. There are concerns about the accuracy of SKPI data. Without a strong validation and verification mechanism, there is a risk of inaccurate or invalid data emerging. (PSMK, 2015)

Evaluation has steps, as Edward A. Suchman said. The following are the steps of policy evaluation: identifying program objectives, analyzing problems, describing and standardizing activities, measuring at each stage of change, determining the causes that create change, and indicators that determine the emergence of impact. Of the six stages, according to him, identifying problems is the most crucial stage.

The purpose of implementing an evaluation is to provide an understanding of the objectives of a policy, how it is implemented, and what impacts are obtained. There are three elements that must be carried out by the evaluator in implementing an evaluation, Explaining the policy output which is the result of the policy, Evaluation related to the ability of a policy to improve social problems and Evaluation related to each consequence of the policy in the form of reactions to government actions. (Yanti, 2020)

Based on the above, researchers are interested in conducting research on the SKPI program carried out by universities in the Bekasi city area by conducting an evaluation using a combination of the CIPP and Kirkpatrick models which aims to determine the background, input, process, product and impact of the implementation of the program. (Fauzobihi & Supriyati, 2021)

The research questions are Context, what is the background of the diploma supplementary certificate program, Reaction, how did the participants react to the training they attended, Process, how was the implementation of the diploma supplementary certificate program,

Learning, how did the participants' attitudes change towards the diploma supplementary certificate program, Product, what decisions were made by the university regarding the program that had been implemented. (Mahmudi, 2011)

This evaluation model is widely used to evaluate training programs, developed by Kirkpatrick with four levels, namely: "reaction, learning, behavior, results". Reaction, evaluates the reactions of training participants by measuring participant satisfaction (Anisa, 2013). The program is considered more effective if the training process is enjoyable and satisfying for training participants, so that participants are motivated to learn and practice. Conversely, if participants feel dissatisfied, participants will not be motivated to take further training. Learning, is defined as a change in attitude, improvement of knowledge, and improvement of participant skills after completing the program, Behavior, changes in participant attitudes after participants return to their respective workplaces. How participants can transfer the knowledge, attitudes and skills acquired during training to be applied in the workplace, Results, focused on the final results which include increased productivity, increased quality, reduced costs, decreased quantity of work accidents, and increased profits.

The CIPP model is formed from four dimensions of evaluation, namely Context, Input, Process, and Product evaluation. These four evaluations are a series of wholeness, although in its implementation someone can only do one type or a combination of two or more dimensions of evaluation, but in fact the strength of the model lies in the series of activities of the four types of evaluation itself. In Stufflebeam's view, the most important goal is not to prove, but to improve. "the CIPP approach is based on the view that the most important purpose of evaluation is not prove but to improve" (Plate, 2012)

In this research, the author uses a combination of the KirkPatrick and CIPP models, with the aim of finding out the background, participants' reactions to the program, program implementation, changes in participants' attitudes after participating in the program, the decisions made by the university after the program was implemented.

### Literature Review

One of the recognitions of higher education institutions to graduates of academic education regarding the learning achievements of their graduates is by providing documents in the form of diplomas. Based on (Asis et al., 2023) article 5 states that diplomas are issued by universities accompanied by Academic Transcripts and Diploma Accompanying Certificates (SKPI). Academic Transcripts are the grades for each course that students have obtained in each semester and SKPI is additional information about students' academic achievements and activities while actively attending college.

The implementation of SKPI is mandated by the curriculum based on the Indonesian National Qualification Framework (KKNI) for every new bachelor candidate or graduate. KKNI is implemented in a measurable and clear or transparent manner, starting from the process of describing the qualifications of graduates from an educational program so that producers and users can understand it at the national, international, and regional levels. Based on Permendikbud Number 73 of 2013 since August 2014, issuing SKPI is a concrete form of describing learning achievements. (Hiryanto, 2017)

SKPI or diploma supplement is a document issued by a university as an official statement containing information about the qualifications or academic achievements of university graduates. Graduate qualifications describe learning outcomes at the KKNI level in the form of descriptive narratives in a standard format so that the general public can easily understand them. SKPI is not a substitute for academic transcripts or diplomas and SKPI is not a means that guarantees that its holders will automatically receive recognition. In, it is stated that SKPI contains the SKPI number, university data, and the identity of the SKPI owner. SKPI can also contain additional data or information about students' academic activities and achievements, both in extracurricular, co-curricular, and non-formal education.

The concept of implementing SKPI at Pertiwi University has its own background. In the Covid-19 conditions at that time, the implementation of SKPI at the Pertiwi School of Economics (before becoming a University) emphasized the competency of enriching knowledge on human resource management, marketing, audit, tax, research data analysis, leadership training and teaching English of foreign language tests.(Kementerian Riset teknologi dan Pendidikan, 2018)

One of the educational problems, including at the higher education level, for which solutions are continuously being sought is related to the suitability of the competencies of graduates of educational units at certain levels of education with market needs and the readiness of graduates to enter the world of work. Efforts link and match between the implementation of education and the world of work continues to be pursued sustainably.(Pendidikan & Kebudayaan, n.d.)

The government continues to strive to reduce the gap in the quality of graduate competencies with the needs of the market and the world of work by increasing the number and quality of graduates because of the open access to higher education for the wider community. On the other hand, the government is also trying to reduce the unemployment rate of graduates of educational institutions which is caused by the unpreparedness of graduates to enter the world of work. In other words, these graduates do not have the competencies or the competencies they have do not match the needs of the market and the world of work

Fundamental efforts made by the Government include synchronizing the development of science and technology, the formation of attitudes, behavior, and work competencies, as seen from the birth of the Higher Education Law Number 12 of 2012. This law has adopted the importance of providing diplomas, academic transcripts, accompanying diploma certificates, competency certificates and professional certificates to college graduates. If previously, when students graduated from college they only received a diploma and academic transcript, then since the regulation was enacted, college graduates have the right to receive several other official documents in accordance with the provisions of the law.

The issuance and provision of competency certificates to college graduates has a significant meaning in order to complement the main competencies of graduates with certain competencies that can increase the competitiveness of graduates in responding to market needs and entering the world of work. Thus, the principle of relevance between the world of education and the world of work is increasingly solid and finds a meeting point so that graduates can enter the world of work. The competency certification program carried out by universities also contributes to increasing the absorption of graduates in entering the world of work and having a greater opportunity to get a job.



The benefits of the competency certification program for college graduates include promoting competency in the industrial and labor market sectors, ensuring recognition of competency, and fulfilling work requirements. For universities, it is useful for ensuring that graduate competencies are in accordance with the needs of the world of work and measuring the effectiveness and efficiency in organizing education and training programs. Competency certification is the provision of certificates through competency tests that are in accordance with the Indonesian National Work Competency Standards (SKKNI) or other competency standards. Competency tests that are in accordance with the Indonesian National Work Competency Standards (SKKNI) are carried out by the National Professional Certification Agency (BNSP) through the Professional Certification Institute (LSP) that has been licensed.

Currently, graduates must have competency certification to become professional workers needed in the era of the industrial revolution 4.0. Competency certification, both national and international, is intended for college graduates. College graduates, in addition to getting a diploma, are now directed to have a competency certificate. This competency certificate can be used as one of the attachments to the Diploma Accompanying Statement (SKPI) which is useful for graduates when entering the workforce later.

In accordance with Government Regulation Number 4 of 2014 concerning the implementation of higher education and management of higher education, each higher education institution provides a competency certificate for its graduates, because a competency certificate is one of the important factors for the acceptance of employees and experts in the world of work. In other words, a competency certificate is intended as an acknowledgement of competency for the achievements of graduates that are in accordance with expertise in their field of science and/or have achievements outside their study program. In addition to receiving a diploma as proof that the student meets the scientific qualifications achieved through formal education and academic transcripts, college graduates also receive a competency certificate that proves mastery of competency in the field they are engaged in which includes aspects *skill, knowledge And attitude*.

Lecturers at the Pertiwi School of Economics continue to try to provide guidance and have prepared many instruments to be applied to students during the training. The development and implementation of SKPI at the Pertiwi School of Economics in the future is intended to equip students to be able to compete according to their times, because the future of students is very different when compared to today.

The concept of implementing a certificate accompanying a diploma is related to character and competency education. One of the leading programs is the basic leadership training program. The program is a facility or place that provides leadership training, cooperation and games, organizational introduction, and basic leadership training is basically a place to equip new students before starting lectures, but more than that, the program can be a fairly appropriate medium to train student leadership. Another example of an excellent program is a demonstration of skills from each student. This means that the event is one of the programs that aims to train students' responsibility, discipline, and cooperation.

SKPI is a document that contains information about the fulfillment of graduate competencies in a study program at PTKI. SKPI is an additional document that states the work ability, mastery of knowledge, and attitude of graduates that is easier to understand by users both

domestically and abroad compared to reading transcripts. SKPI is useful in explaining the objectives of the achievements and competencies of its holders, and increasing work eligibility. (*employability*) regardless of the rigidity of the type and level of study program).

Information on the SKPI includes: SKPI Number, National Diploma Number, Pertiwi University logo, Pertiwi University name, BAN-PT Decree regarding study program accreditation, study program name, full name of SKPI owner, place and date of birth of SKPI owner, Student Identification Number, date, month, year of entry and graduation, academic degree awarded along with its abbreviation for educational program (bachelor, profession, master or doctor), graduate learning outcomes according to the Indonesian National Qualification Framework (KKNI), KKNI level, admission requirements, language of instruction, assessment system, length of study, type and program of further higher education, scheme regarding the higher education system

The process of granting competency certificates is carried out systematically and objectively through competency tests, training and seminar activities. Specifications of each attitude, knowledge, skills and/or expertise and their effective application in work in accordance with the performance standards required by each UPPS. SKPI fulfillment activities carried out by each UPPS, Mandatory Student Seminars, BLT, Data Analysis Training, Brevet Training.

explains that more specifically *program evaluation deals with collecting and documenting information about a particular program to enable valid decision-making pertaining to a particular aspect of that program*. Every program is always followed by evaluation activities that include assessment of the results and processes carried out. Various experts have provided definitions related to evaluation, including Grounlund and Linn, Ralph Tyler, Scriven, Lee Cronbach, Daniel Stufflebeam, and Malcolm Provus, who are known as important figures in the study of program evaluation. Studies on program evaluation have various approaches, which in turn influence the evaluation model used. From the various approaches, methods, and presentations of program evaluation, it can be concluded that all aim to provide information that supports the decision-making process by the authorities. (Sadler, 1985)

Program evaluation is an effort to provide information that is then conveyed to decision makers. In various fields, program evaluation functions to determine whether the objectives set can be achieved. Therefore, program evaluation is a series of activities carried out carefully to assess the effectiveness of each existing component. Based on the results of the evaluation, there are four policy options that can be taken, namely stopping the program, revising the program, continuing the program, or disseminating the program. (Sri Hardiyanti Samad, n.d.)

Of the many evaluation models that have been put forward, tests and measurements no longer occupy a determining position. Their use is only for certain purposes, no longer a necessity, as when the first model was presented. Tests and measurements are no longer parameters for the quality of an evaluation study that is carried out. Another interesting development in this evaluation model is the existence of an attempt to be eclectic in the use of approaches. *positivism* as well as the so-called phenomenology *paradigm of choice*. Although it does not produce a model in the limited sense, it provides a new alternative in evaluation.

Context evaluation is intended to assess needs, problems, assets and opportunities to help policy makers set goals and priorities, and to help other user groups understand the goals, opportunities and outcomes. Input evaluation is carried out to assess alternative approaches, action plans, staff plans and financing for the sustainability of the program in meeting the needs of the target group and achieving the stated goals. (Arikunto & Jabar, 2014)

This evaluation is useful for policy makers to choose the most appropriate design, form of financing, resource allocation, implementers and activity schedules for the sustainability of the program. Process evaluation is intended to assess the implementation of the established plan to help implementers in carrying out activities and then will be able to help other user groups to understand the performance of the program and estimate the results. Product evaluation is carried out with the aim of identifying and assessing the results achieved, expected and unexpected, short-term and long-term, both for the implementers of activities so that they can focus on achieving program targets and for other users in gathering efforts to meet the needs of the target group. (Mahmudi, 2011)

This outcome evaluation can be divided into assessments of impact, effectiveness, sustainability and transportability. The CIPP (Context, Input, Process, and Product) model is an evaluation model in which the evaluation is carried out as a whole as a system

The CIPP model evaluation is a concept offered by Stufflebeam with the view that the important purpose of evaluation is not to prove but to improve. The CIPP model evaluation can be applied in various fields. translates each of these dimensions with the following meanings: a. Context: the situation or background that influences the planning of the coaching program. b. Input: the quality of input that can support the achievement of the coaching program. c. Process: the implementation of the program and the use of facilities in accordance with what has been planned. Product: the results achieved in the implementation of the program. (Nurman, 2016) The uniqueness of this model is that each evaluation is related to the decision-making device concerning the planning and operation of a program. To better understand CIPP, it can be explained as follows: 1) Context evaluation includes analysis of problems related to the program environment or objective conditions that will be implemented.

## Method

Mixed methods research involves the combination or integration of qualitative and quantitative research. In mixed methods research, there are many research designs that researchers can choose from. Mixed methods research designs include Explanatory sequential mixed methods, multiphase mixed methods, convergent parallel mixed methods, and exploratory sequential mixed methods. (Suryana, 2013)

This study uses a mixed method research design with the Explanatory Sequential Mixed Methods approach. This design was chosen because it has a two-phase structure that makes it easy to implement, as explained by Creswell. This design model allows researchers to collect data in two separate stages, with quantitative data collected first, followed by qualitative data collection used to explain the results of the quantitative data. (Pakpahan et al., 2021) This approach allows for a clear separation between quantitative and qualitative data collection, so that researchers can provide a deeper focus on each type of data and the methods used.



## Result

This study uses an explanatory sequential mixed methods design with the notation (QUAN → qual), where quantitative data is analyzed first, then continued with in-depth analysis using qualitative data.

The vision of organizing SKPI is in line with the goal of developing graduates' competencies and soft skills" (4.0926), which shows that respondents strongly support the vision of SKPI in terms of developing broader competencies, including interpersonal skills that are important in the world of work. In addition, the indicator "The implementation of SKPI provides significant benefits for national recognition of graduates" (4.1975) also obtained a very high score, indicating that SKPI has a major impact on the recognition of graduates at the national level.

A very high average is also seen in the indicator "The purpose of implementing SKPI can help improve the quality of graduates from universities" (4.1852), which indicates that respondents feel that SKPI plays an important role in improving the quality of graduates. Likewise, the indicator "The benefits of SKPI can help graduates in obtaining jobs according to their fields of expertise" (4.2099), which indicates that the SKPI program is considered to provide relevant added value for the world of work.

However, although the average score of most indicators is above 4, there is a slight variation in the standard deviation, reflecting differences of opinion among respondents. For example, the indicators "The purpose of implementing SKPI is clear and can be implemented well in all study programs" (0.78567) and "The vision of implementing SKPI supports graduates to be ready to compete in the global job market" (0.80298) have slightly higher standard deviations, indicating variation in respondents' views on the implementation and impact of SKPI in various study programs.

Overall, although there were some variations in the views of respondents, these data indicate that the implementation of the SKPI program received a very positive assessment and was considered to have a significant impact on improving the quality of graduates, preparing them for the global job market, and supporting the recognition of graduates at the national level. The program was also considered to provide direct benefits in helping graduates obtain jobs that match their skills. This reflects the importance of SKPI in increasing the relevance of education to industry needs and developing graduate competencies.

**Figure 1**  
**The Average Value of The SKPI Implementation Objective Indicator Can Help Improve the Quality of Graduates from Higher Education Institutions**

No	Statement Answer	Frequency	Mark	$\sum F(X)$	Mean	Criteria	Category
1	Strongly Disagree	0	1	0	4.185	$x > 3$	Very high
2	Don't agree	3	2	6			
3	Just normal	23	3	69			
4	Agree	77	4	308			
5	Strongly agree	59	5	295			
	Total	162		678			

Based on the data provided, most respondents gave a positive assessment to the statement "The purpose of implementing SKPI can help improve the quality of graduates from universities." As many as 77 people chose "Agree" and 59 people chose "Strongly Agree," which shows that the majority of respondents believe that the Diploma Companion Certificate (SKPI) program contributes to improving the quality of graduates. This shows that SKPI is considered to have a positive impact on the readiness of graduates to enter the workforce with better competencies, as well as providing added value to the quality of education received during the study period.

However, there were 23 respondents who chose "So-so" (Neutral), indicating that a small number of survey participants felt that even though they participated in the SKPI program, they had not felt a significant improvement in the quality of their graduates. This group may feel that the SKPI program is not structured enough or has not provided benefits that meet their expectations, so that its impact on the quality of graduates has not been seen directly. Meanwhile, only 3 respondents chose "Disagree," indicating a minority view that may doubt the effectiveness of this program in improving the quality of graduates.

With an average value (mean) of 4.19, which indicates a very positive assessment overall, it can be concluded that the majority of respondents believe that the purpose of implementing SKPI has an important role in improving the quality of college graduates. Although there are a small number of respondents who gave a neutral or disagree assessment, this shows that there is still room for universities to further clarify the benefits of the SKPI program, both in terms of structure and support provided, in order to provide a more real impact on improving the quality of graduates. For this reason, universities need to continue to develop and improve the implementation of the SKPI program so that it is more relevant and effective for all students.

**Table I**  
**Review of the SKPI Implementation Vision Document**

No	Aspects / Documents	Un iv 1	Un iv 2	Un iv 3	Un iv 4	Un iv 5	Un iv 6	Description / Notes
1	SKPI's vision is stated in the University Vision	✓	✓	✓	✓		✓	Campus 5 has not included the SKPI vision
2	SKPI's mission is listed in the University's Mission	✓	✓		✓	✓	✓	Campus 3 has not listed the SKPI mission
3	Official SKPI document (Rector's Decree or equivalent)	✓	✓	✓		✓	✓	Campus 4 does not yet have an official SKPI decree
4	Legality of the SKPI program (e.g. registered with BAN-PT or SK Kemenristekdikti)	✓	✓	✓	✓		✓	Campus 5 has not completed the legality
5	Compliance with government regulations on SKPI (Permenristekdikti, etc.)	✓		✓	✓	✓	✓	Campus 2 has not shown compliance
6	Legal supporting documents (e.g. deed of establishment, operational permit)	✓	✓		✓	✓		Campus 3 and 6 lack supporting documents

No	Aspects / Documents	Un iv 1	Un iv 2	Un iv 3	Un iv 4	Un iv 5	Un iv 6	Description / Notes
7	The existence of an official SKPI management team	✓	✓	✓	✓	✓	✓	All campuses have a management team

From the checklist table of SKPI implementation in the 6 campuses, it can be seen that most campuses already have a vision document that includes SKPI as part of the university's vision, except for Campus 5 which has not explicitly included the SKPI vision. In the mission document, Campus 3 still does not include SKPI, which indicates a lack of integration of the SKPI program into the campus's strategic goals.

The legality of the SKPI program in the form of a rector's decree or other official documents has been owned by the majority of campuses, except for Campus 4 which still does not have the official document. This is important to ensure that the SKPI program runs according to the rules and receives formal recognition. In terms of legal compliance and government regulations, Campus 5 has not completed the legality related to SKPI, and Campus 2 has not shown full compliance with regulations such as the Permenristekdikti which regulates SKPI. This is a concern so that all campuses can meet the applicable legal requirements.

Supporting legal documents such as deed of establishment and operational permits are also incomplete at Campus 3 and Campus 6, which has the potential to hamper the smooth implementation of SKPI administratively. However, all campuses have formed an official SKPI management team as part of the program implementation, which is a positive step in supporting the sustainability and effectiveness of SKPI.

From the results of the survey, interviews and review of report documents, it can be concluded that the implementation of SKPI as a whole has great potential to improve the quality of graduates by providing broader recognition of student competencies, but the success of its implementation is highly dependent on the development of an objective and integrated assessment system and institutional compliance with applicable regulations.

Overall, the SKPI program has made an important contribution to the development of graduate competencies, especially in improving English language skills and communication skills. However, in order to make a greater and more sustainable contribution to the sustainability of graduate competencies in the long term, there needs to be an adjustment in terms of increasing academic challenges and focusing more on developing practical skills that are more relevant to the needs of the industrial world. Data on student ability qualifications from 6 universities shows that the majority of students are in the medium ability category, followed by high ability and low ability. University 6 shows the best performance in producing students with high ability and reducing students with low ability, while University 5 has the greatest challenge in this regard

## Conclusion

Based on the research findings, most indicators show a positive assessment of the implementation of the SKPI program, especially in terms of developing graduates' competencies and soft skills and their impact on graduate recognition at the national level. The indicator with the highest score shows that the SKPI vision is in line with the goals of graduate

development and provides significant benefits in improving the quality of graduates and making it easier for them to get jobs. However, there are variations in opinion regarding the implementation of SKPI in various study programs, indicating the need for increased socialization and training to ensure even understanding.

Counseling and Socialization of SKPI Program to Students, Universities need to immediately hold SKPI orientation for new and old students. Through this session, students will be given an explanation of the benefits and how to participate in the SKPI program. Universities also need to create a digital information module that can be accessed by all students, which contains a step-by-step guide on how to participate in non-academic activities recognized in SKPI and how to earn points., Integration of Non-Academic Activities in the Curriculum

Universities need to start integrating non-academic activities into the curriculum by creating courses or projects based on soft skills, such as leadership, communication, and teamwork. Activities that students participate in to fulfill these courses will be given SKPI points. In this way, students not only get academic grades, but also recognition for developing skills that are relevant to the world of work. Improvement of the Non-Academic Activity Registration and Reporting System, Universities must immediately develop a more efficient and user-friendly non-academic activity registration system. Through this system, students can easily register the activities they participate in and upload evidence of activity. This system must be equipped with features that allow students to monitor their SKPI points in real-time and find out which activities they can still participate in to add points

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