The Effects of the Learning Achievement, Study Period, and Activeness in Organizations on the Waiting Period Job Relevance

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Abstract: This study aimed to find out the effect of the learning achievement, study period, and activeness in organizations on the waiting period and job relevance among graduates of the study program of economics education, Faculty of Economics, Medan State University partially and simultaneously. This research method using descriptive quantitative approach. Population in this research is the graduates of Economic Education Program FE UNIMED year 2013-2017. Sampling of 186 respondents with proportionate random sampling. The data were collected using questionnaire. Analytical technique using logisctic regression analysis. The result of research is (1) learning achievement has no effect in job search period. (2) Learning achievement has a positive effect on the job relevance. (3) Study period has no effect in job search period. (4) Study period has no effect in job relevance. (5) Graduates who participate in the organization have a job search period faster than those who are not participate. (6) Participation in the organization has no effect in job relevance. (7) Learning achievement, study period, and participation in the organization collectively affect the job search period. (8) Learning achievement, study period, and participation in the organization collectively affect the job relevance.

1 INTRODUCTION

Unemployment is still a problem in Indonesia. Based on Macro, unemployment is a workforce that is currently unemployed, meanwhile based on micro, unemployment is those who is able and willing to do work but is currently unemployed (Suroto, 1986: 12-13). Unemployment too defined as a workforce that does not have a job or does not yet have work and are actively seeking work (Kusnendi, 2003: 203). Unemployment based on the reason is divided into frictional, seasonal, cyclical, structural, and technological unemployment (Kusnendi, 2003: 206-208).

Now days, in fact of graduates of Indonesian universities have a bachelor's degree and diplomas are no longer an easy guarantee to get a job. For marking this phenomenon, the term educated unemployment arises. Educated unemployment is a workforce that does not work but has a high school education (high school) Diploma, and Bachelor).

Based on data obtained from Kemenristekdikti, the number of study programs or the number of students taking majors or educational study programs was very high. This includes many undergraduate degrees. The highest education program for the soul was 110,879 people with a total workforce of 730,728 people, the number of students for graduates of education and teacher programs was 15.17 percent and classified as a bored graduate student. On the other hand, currently competition between education and teacher majors was getting tougher. Competition was increasingly tightened since the registration of CPNS teachers formation in the future must obtain the title of teacher profession (Gr) to be accepted as a CPNS teacher. To achieve a bachelor's degree, undergraduate teachers can determine additional schools known as the Pre-service Professional Teacher Program (PPG). Not to mention competitors who have education because the program was not only attended by scholars, but can also be attended by non-educational scholars.

As an educational institution, the Economic Education study program is one of the majors at the Faculty of Economics, Medan State University, which creates graduates with degrees in education in the field of economics. For this reason, all Economic

Education graduates are expected to have the competence to become competent and professional teachers. Therefore, it is necessary to conduct a search of UNIMED Economic Education graduates, to find out the competencies of graduates which are produced as well as an effort to evaluate the performance of study programs, one of them is by measuring the waiting period and the relevance of work.

The waiting period is defined as the length of time a person gets the first job after graduating from the last completed education. The waiting period or long time to find a job is usually expressed in months or years. Waiting period is closely related to unemployment. Unemployment is a period in which a person continues to be unemployed or the average unemployment period of a worker.

In relation to the waiting period, someone will try to find work to get a job that is considered feasible. For this reason, a theory is needed to explain how someone looks for work. Search theory or the theory of looking for work according to Sutomo and Prihatini (1999) is a model that explains the problem of unemployment from the point of supply (Susanti, 2014). Search theory arises from economic uncertainty where there is imperfect labor market information. The unemployed do not know the qualifications of the labor needed and the level of wages offered by job seekers. they will maximize expected net income and wage reservation or reservation wages as criteria for accepting or rejecting a job. Job seekers will stop looking for work when additional costs or marginal costs from an additional one job offer are equal to the marginal return of the job offer.

There are several factors that can influence the waiting period, including age, education, experience, marital status, and wages (Astuti, 2013). In addition, information in the imperfect labor market will make a person unemployed at a certain time and will continue to find the best job (Kaufman, 1999). Meanwhile, according to Sutomo (2001), several other factors that cause long time a person gets a job, especially for educated labor, are caused by structural inequalities between supply and employment, too strong the influence of human capital theory on people's thinking, and educational programs seen from high school graduates and Bachelor who gets the fastest job (Mariska, 2016). Then, based on research conducted (Setiawan, 2010) on educated workers in the city of Magelang, that age, education, income and work experience have a positive influence on the length of seeking employment. While gender does not have an effect on the length of time seeking work, there are differences between the length of time seeking work for men and women. Unlike the study (Putranto and Mashuri, 2012) for

graduates of the Department of Statistics, Sepuluh Nopember Institute of Technology, work waiting time can be influenced by factors of family members, high school status, type of work chosen, and motivation in finding work where chosen to be a factor that further determines the waiting time for work among other factors. Graduates who choose the type of entrepreneurial work will work much faster, so in this case it is important for the relevant educational institutions to provide entrepreneurship education to students.

Relevance according to the Big Indonesian Dictionary means relationships, suitability, relation to objectives, useful directly with what is needed (Muhson et al, 2012). When producing graduates who are unemployed, it means that a unit, type, or level of education can be said to be less relevant to community needs and social development (Suryadi, 2014: 11). An institution of higher education is said to be relevant to its existence if all or most of its graduates can be quickly absorbed by employment in accordance with their fields and strategic rank (Muhson et al., 2012). The level of absorption of graduates in employment also depends on the quality of graduates, namely the skills, knowledge, and abilities possessed. Whether or not the competency of graduates can be seen from the job profile includes the type of work, number of hours worked, position, and salary earned (Muhson et al, 2012).

The relevance of work can be influenced by several factors, including unemployment, education and training, labor market information, and changes in economic structure. In relation to the long unemployed factors, long-unemployed graduates tend to have no choice to capture any employment opportunities. For them, getting the first job is very important to get experience (Saputra, 2014). While the education and training factors concern the competencies possessed by job seekers. According to Alwi (2010) education is related to the relevance of the curriculum where it also leads to the suitability of courses, material in teaching books, and even reference books used (Asnawi et al, 2015). Higher education will provide knowledge in accordance with work requirements. For this reason, certain types of work require educational qualifications from majors and certain GPAs that are charged to job applicants. As for developing practical skills, educational institutions will provide internship opportunities. For this reason, some types of work require qualifications in the form of work experience so that learning through internships is very important. In addition, the company has also anticipated by providing training in the initial period of work (Saputra, 2014). In addition, the information factors available in the labor market also affect the relevance of work. Usually this involves information about the skills needed by the

business world and even a system of remuneration and wages. Finally, changing economic structures can affect the relevance of work. Changes that occur in the form of revolutionary changes in industry and technology are accompanied by various forms of transformation in the types of jobs and job qualifications. This transformation eventually resulted in a shift in the need for the types of knowledge and skills of the workers (Suryadi, 2014: 39).

Based on the results of the 2016 UNNIMED annual report, the average waiting period for graduates to get the first job is for 3 months, where the Faculty of Social and Economics is a faculty with the respondent's work waiting period of 4 months (more than the average waiting period of UNIMED). Then most of the UNIMED respondents in the tracer study amounted to 47.51% working according to their field of study and 13.03% not working according to their field of study. Based on research conducted by Muhson et al. (2012) on FE UNIMED Economics Education graduates, there were 6% of graduates who had not yet worked and some of the respondents who continued to study S2 were only counted as not the workforce. If the conclusion is drawn, as many as 4.8% of graduates of S1 Economic Education have not been absorbed in the labor market, while as many as 95.2% have been absorbed in the labor market with the waiting time getting the first job is 4 months. The level of work relevance of graduates of Economic Education reaches 51%. The salary level is not relevant because 68% of graduates have sub-standard salaries or Rp1,655,800 with a number of working hours of less than 35 hours per week.

Learning achievement is proof of the success of the learning process or the ability of a student to carry out learning activities according to the weight achieved (Winkel, 1996: 162). Learning achievement in the world of work is one of the conditions that must always be included when job seekers apply for jobs. For college graduates who hold Diploma or Bachelor degrees, their learning achievements are measured through the GPA. In addition to the GPA, the study period is related to the absorption of graduates in the world of work. The study period or duration of study is the length of time someone completes studies in college (Samekto, 2014). The study period is the time it takes for someone to take a study program at a certain level of strata which is calculated through a minimum Semester Credit Unit. Graduates who have a study period longer than the average study period of one class, will tend to be late in finding work. Then, activeness of organization can be a consideration of how graduates will be accepted to work. Organizational activeness is someone's involvement in organizational activities. For this reason, according to Susseldrop, various forms of involvement or activity in the organization can be in the form of attending meetings, involving themselves in discussions, participating in activities carried out, taking part in decision-making processes by expressing opinions, and participating in utilizing program results (Suryobroto, 2009: 300) . Graduates who have organizational experience in college or in other words the graduates are actively organizing, certainly get a lot of added value for job seekers to receive them working in their place. For this reason, learning achievement, study period, and organizational activity are chosen to be independent variables that can affect the waiting period and the relevance of the work.

Based on this phenomenon, the author wants to conduct research on "The Effect of Learning Achievement, Study Period, and Activeness of Organizing on the Waiting Period and the Relevance of Work Graduates of Economic Education Faculty of Economics, Medan State University".

2 RESEARCH METHOD

This study uses a quantitative descriptive approach with the research subject being a graduate of the Faculty of Economics UNIMED. Data used in the form of primary data and secondary data. The variables examined in this study consisted of three independent variables and two dependent variables. The dependent variable in this study is the waiting period and the relevance of the work. The two dependent variables are measured using Dummy variables. Waiting period 0 means not fast and 1 fast. while the relevance of category 0 work is irrelevant and 1 is relevant. The independent variables in this study include the CPI variable, the period of study and active organization. The GPA variable and study period are quantitative data while the organizational activeness variable is categorical and measured using Dummy 0 variable which means it is inactive and 1 active. Figure 1. The following illustrates the research paradigm.
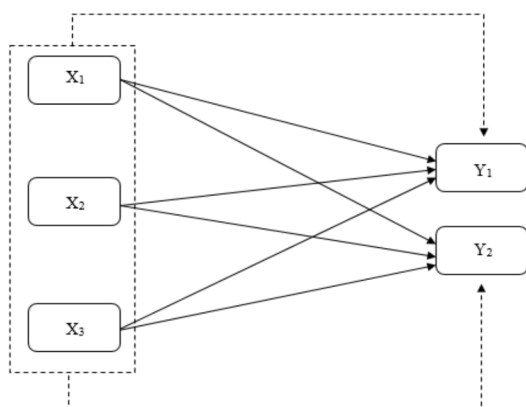
Figure 1: Research Paradigm

The population in this study were 348 graduates of the UNIMED FE Economics Education class of 2013-2017. Sampling was 186 respondents using the proportionate random sampling technique. Table 1. illustrates the distribution of research samples graduated from the FE UNIMED Economic Education.

Table 1: Distribution of Research Samples

Year	Number of Population	Number of Samples
2013	100	53
2014	79	42
2015	65	35
2016	66	36
2017	38	20
	348	186

The method of data collection uses a questionnaire, where the questions in the questionnaire do not require a validity test because the answers in the questionnaire are accurate and definitely describe the conditions experienced by the respondents. Similar to the validity test, the instrument used in this study does not require reliability testing because the answers contained in the questionnaire are unlikely to produce different data even though the instrument was used several times for the same respondent. The analysis technique uses logistic regression analysis.

3 RESULT AND DUSCUSSION

The results showed that the average waiting period obtained the first job (after graduating S1) of the respondents of 3.26 months. The first job relevance level of respondents was 41.40%, where the majority of respondents in this study or 63.98% obtained non-teacher jobs at their first job and only 36.02% were classified as working as teachers. Most respondents work for the first time in private companies, namely 44.60%. The average income of the respondent's first job was Rp2,084,946, with the average income for the type of work of the teacher amounting to Rp1,325,373, while the average income for the type of work for the non-teacher was Rp2,512,605. For this reason, it can be concluded that overall, respondents who obtained non-teacher jobs at their first job obtained higher average income compared to respondents who worked as teachers. Based on the number of hours worked in a week, respondents in this study 53.76% were categorized as full-employed workforce because they worked above 35 hours per week.

Meanwhile, for the history of the type of work now, the level of relevance of the work of respondents currently rose to 45.70%, where the majority of respondents or 61.29% currently work as non-teachers, amounting to 34.41% who work as teachers, and as much as 4.30% are currently not working when the study takes place because 6 respondents prefer to be housewives, 1 person is continuing his studies S2, and 1 person has just resigned and is looking for work. Based on the type of work agency now, 34.90% of respondents are currently private companies. The average income from occupation owned by respondents has now risen to Rp2,989,354, with the average income for the type of work of the teacher rising to Rp1,815,589 and for the type of non-teacher work being increased to Rp3,648,158. For this reason, it can be concluded that overall, respondents who worked as non-teachers obtained higher average income compared to respondents who worked as teachers. Based on the number of hours worked in a week, the respondents in this study 57.53% were categorized as full employed workforce or increased by 3.76% from the first job.

Then it is necessary to test hypotheses on the five variables used in this study. However, before testing the hypothesis, a multicollinearity test is conducted on the three independent variables. Based on the results of multicollinearity test between independent variables in this study, the correlation matrix value is worth less than 0.8. This means that multicollinearity was not found among the three independent variables used in the study. Furthermore, hypothesis testing can be done. Based on the results of hypothesis testing using logistic regression, conclusions can be drawn as follows.

Based on the results of the hypothesis testing of the learning achievement variable (GPA) on the waiting period partially using the Wald test, the Wald t count is obtained at 0.005 with a significance of 0.943. Because the significance value is greater than 0.05, the GPA variable has no effect on the waiting period to get the first job of the UNIMED FE Economics Education Study Program graduate.

The results of testing the hypothesis of the effect of GPA on the relevance of the work show a positive value on the regression coefficient of 2.404, Wald's t count is 5.769 and significance is 0.016 or less than 0.05. The GPA Odds ratio for job relevance shows a positive value of 11.068. For this reason, it can be concluded that the GPA has a positive effect on the relevance of the graduates' first job. The greater the graduates' GPA, the chance for graduates to obtain the first relevant type of work is 11,068 times greater, where other factors are considered constant. That is, the greater the graduates' GPA, the chances of graduates working first after graduating S1 as civil servant teachers, teaching staff, private teachers, lecturers and entrepreneurs are greater 11,068 times. GPA shows the learning outcomes obtained by someone after going through education.

According to Alwi (2010) education itself is related to the suitability of courses, material in textbooks and reference books used and universities as educational institutions will provide knowledge according to work needs (Asnawi et al., 2015). In relation to education and work needs, all graduates of the Economics Education Study Program certainly gain insight into economics, entrepreneurship science, teaching methods, and how to administer teacher administration that can support their work needs. So that graduates of the Economic Education Study Program who obtain a higher GPA are considered to have more mastery of the knowledge and are more likely to have jobs that are relevant to the education they pursue.

Then, the results of partial hypothesis testing indicate that the study period does not affect the waiting period of UNIMED FE Economics Education Study Program graduates. Regression coefficient obtained for 0.405 with Wald test t count of 3.173 and significance of 0.075 or greater than 0.05. This was also supported by research conducted by Dewi (2017) in the year 2005-2009 graduates of Economic Education Study Program where the results of the study found that the study period did not affect the waiting period. In addition, research conducted by Putranto and Mashuri (2012) on the analysis of factors that influence the waiting time for fresh graduate work in ITS Statistics.

Testing the hypothesis of the influence of the study period on the relevance of the work, obtained a regression coefficient of -0.296 with Wald test tcount of 1.951 and significance of 0.162 or greater than 0.05 so that the study period did not partially affect the relevance of work of Economic Education Study Program graduates. This is because the study period does not have a direct relationship with the first type of work that is classified as relevant work in this study.

Furthermore, the results of the hypothesis test influence the activeness of the first category of organization (active organization) for the partial waiting period, obtained a regression coefficient of -0.695, Wald test tcount of 4.535, significance of 0.033 or less than 0.05 and odds ratio of 0.499. For this reason, it was concluded that the activeness of the first category of organization (active organization) had a negative effect on the waiting period of Economic Education Study Program graduates partially. In this case, graduates who are actively organizing have a 0.499 times greater chance of obtaining a fast waiting period (less than three months) compared to graduates who are not actively organizing. Organizational activity has something to do with organizational experience. Graduates who have organizational experience have the provision of competing in the world of work. In addition, the activity of students in organizing has a positive effect on job readiness (Widyatmoko, 2014). The results of this study are in accordance with the benefits of the organization according to Sukirman (2004), namely training cooperation, adding insight and fostering self-confidence which will later be useful in the world of work. Someone who is active in organizing during college, shows a personality that is more ready to work than those who are not actively organized. This is the consideration of the labor seekers. For that the opportunity for graduates who are actively organizing to get a short waiting period is getting bigger. However, in another study conducted by Putranto and Mashuri (2012) on "Analysis of Factors Affecting the Fresh Graduate Work Wait Time in the ITS Statistics Department with Ordinal Logistic Regression Method" it was found that organizational experience had no effect on work waiting time.

Hypothesis test results influence the active activity of the first category (active organization) on the relevance of the work partially, obtained a regression coefficient of -0.063, Wald t test count of 0.039, significance of 0.844 or more than 0.05 and the odds ratio of 0.939. For this reason, it was concluded that the activeness of the first category of organization (active organization) did not affect the

relevance of the work of Economic Education Study Program graduates partially. According to Sudarman (2004) organizational experience can shape the personality of students so as not to show an influence on the type of work first obtained after graduation, but rather leads to an increase in soft skills.

Finally, simultaneous hypothesis testing regarding the effect of learning achievement (GPA), study period, and organizational activity on the waiting period of graduates of the Economics Education Study Program FE UNIMED, obtained a significance result of 0.034 or less than 0.05. So it can be concluded that simultaneously or at least one of the three independent variables above affects the graduate waiting period. Likewise with the results of simultaneous hypothesis testing regarding the effect of learning achievement (GPA), study period, and activeness of the organization on the relevance of the work of graduates of Economics Education Study Program FE UNIMED, obtained significance results of 0.008 or less than 0.05. So that simultaneously or at least one of the three independent variables above affects the relevance of graduate work.

Then the model that has been formed must go through the model conformity test. The suitability testing of the model in this study used the Hosmer and Lemeshow test. Based on the results of the model testing to see the effect of the GPA variables, study period, and organizational activeness on the waiting period the significance was 0.128 or greater than 0.05. This means that there is no significant difference between the value of observation and the model so that the model is said to be fit. Likewise, the significance of the model testing on the effect of the GPA variable, study period, and organizational activity on job relevance, obtained a significance of 0.416 or greater than 0.05, so that no significant difference was found between the observation value and the model so that the model was said to be fit.

After conducting a model suitability test, the model needs to be tested for the probability of classification errors. For this reason, it is necessary to test the model classification. Based on the results of the classification test on the waiting period variable model, the percentage accuracy of the model in classifying observations was 66.1%. This means that from 186 observations, there are 123 observations that are appropriate for classification by the logistic regression model. While the results of the classification test on the model of job relevance variables, obtained the percentage accuracy of the model in classifying observations by 59.7%. This means that from 186 observations, there were 111

observations that were appropriate in their classification by the logistic regression model.

4 CONCLUSSIONS

Based on the results of data analysis and discussion, the conclusions are as follows:

1. Learning achievement (GPA) does not affect the waiting period of UNIMED FE Economics Education Study Program graduates
2. Learning achievement (GPA) has a positive effect on the relevance of the work of UNIMED FE Economics Education Study Program graduates
3. The period of study does not affect the waiting period of UNIMED FE Economics Education Study Program graduates
4. The period of study does not affect the relevance of the work of UNIMED FE Economics Education Study Program graduates
5. Active organization has a negative effect on the waiting period of UNIMED FE Economics Education Study Program graduates with
6. Organizational activity does not affect the relevance of the work of UNIMED FE Economics Education Study Program graduates
7. Learning achievement (GPA), study period, and active organization have a simultaneous effect on the waiting period of UNIMED FE Economics Education Study Program graduates
8. Learning achievement (GPA), study period, and active organizational activities

5 SUGGESTIONS

The suggestions that can be given relating to the results of this study include:

1. The learning achievement of the graduates of the Faculty of Economics of UNIMED is good because the majority of graduates obtain a GPA with a very satisfying predicate. This is an illustration for students to maintain good academic achievement and if necessary be increased to cum laude. Improving learning achievement can be done by developing more varied ways of learning by learning with peers. In addition, the improvement of learning achievement can be done by maximizing the functions of department-level organizations to

hold academic tutorials through the student association work program.

2. The interest in organizing graduates of the Faculty of Economics of the Medan State University is good because the majority of graduates are active in organization. This is an illustration for students to continue to be active and participate in organizations, even old students need to build interest in organizing new students. Student organizations together with the campus environment need to provide an understanding of the benefits of organizing with a more varied approach, for example holding an introduction program for high-performing organizational managers, so that new students gain an understanding that organization will not interfere with their studies.

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