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## **Developing Graduate Profiles through Research Road Map: Case in Bachelor of Sharia Economics UIN Sunan Ampel Surabaya**

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### **Abstract**

*Universities should guarantee that graduates are ready for the challenges of current life, work, and citizenship. Thus, universities should manage a myriad of priorities to ensure students' success in life, work, and citizenship. The first step to take is developing graduate profile. This study aims to design a research road map to develop the graduate profiles of Bachelor of Sharia Economics (BSE) Study Program in UIN Sunan Ampel Surabaya. BSE has designed three graduate profiles: 1) Practitioners in Islamic finance; 2) Islamic finance & public policy analyst; and 3) Moslem entrepreneur. Therefore, BSE focused on three specializations: Islamic financial institution; Islamic economy & public policy; and halal industry and Islamic business. Islamic financial institution sub major has been designed to support the first profile, Islamic economy and public policy has been designed to support the second, while halal industry and Islamic business has been designed to support the last. These three specializations is strengthened by BSE research studies. BSE research studies were then strengthened by research road map. In other word, research road map was designed to develop research studies, and finally to develop graduate profiles of BSE.*

**Keywords:** *graduate profile; research; research road map.*

### Abstrak

Universitas harus menjamin bahwa lulusan siap menghadapi tantangan kehidupan saat ini, pekerjaan, dan kewarganegaraan. Dengan demikian, universitas harus mengelola segudang prioritas untuk memastikan keberhasilan siswa dalam kehidupan, pekerjaan, dan kewarganegaraan. Langkah pertama yang harus diambil adalah mengembangkan profil lulusan. Penelitian ini bertujuan untuk merancang peta jalan penelitian untuk mengembangkan profil lulusan Program Studi Sarjana Ekonomi Syariah (BSE) di UIN Sunan Ampel Surabaya. BSE telah merancang tiga profil lulusan: 1) Praktisi keuangan Islam; 2) Analis keuangan & kebijakan publik syariah; dan 3) pengusaha muslim. Oleh karena itu, BSE berfokus pada tiga spesialisasi: lembaga keuangan syariah; Ekonomi Islam & kebijakan publik; serta industri halal dan bisnis Islam. Sub jurusan lembaga keuangan syariah telah dirancang untuk mendukung profil pertama, ekonomi Islam dan kebijakan publik telah dirancang untuk mendukung yang kedua, sedangkan industri halal dan bisnis Islam telah dirancang untuk mendukung yang terakhir. Ketiga spesialisasi ini diperkuat oleh studi penelitian BSE. Kajian penelitian BSE kemudian diperkuat dengan peta jalan penelitian. Dengan kata lain, peta jalan penelitian dirancang untuk mengembangkan studi penelitian, dan akhirnya untuk mengembangkan profil lulusan BSE.

**Kata Kunci:** profil lulusan; roadmap penelitian; penelitian.

### Introduction

Bachelor of Sharia Economics (BSE) Study Program in UIN Sunan Ampel Surabaya has determined to become an excellent and competitive Sharia Economics Study Program with international standards to create virtuous human resources in 2025. The students of BSE are prepared to become graduates who are ready to work as practitioners in Islamic Finance, Public Policy Analysts, and Moslem entrepreneurs (Prodi Ekonomi Syariah, 2021). As educators, BSE program should guarantee that graduates are ready for the challenges of current life, work, and citizenship. BSE program should manage a myriad of priorities to ensure students' success in life, work, and citizenship. The first step to take is developing and adopting graduate profile (Prodi Ekonomi Syariah, 2021).

Graduate profiles are descriptions of attributes, or knowledge, skills and attitudes, which a university community intends its graduates will develop through their study to equip them for their future education or employment. These descriptions are written at institution and qualification level, and are used to inform curriculum design as well as guide the development of learning outcomes, teaching activities and assessment at paper or course level. Graduate profiles have been shown to benefit all stakeholders in university learning (Smith, et.al., 2013).

Graduate profile is used for orientation statement of education outcomes. At last, it used to inform curriculum design and the provision of learning experiences at a university. They are descriptions of the core abilities and values a university community agrees all its graduates should develop as a result of successfully completing their university studies (Barrie et.al., 2009).

Students can use graduate profile to inform their choice of courses and their future planning for study and employment. Staff engaged in creating graduate profiles find the process of identifying overarching statements of education outcomes can foster collegiality, increase efficiency and transform their thinking about teaching to take a more student outcome-oriented approach. Alumni, employers and external and accrediting agencies consulted in the process of creating graduate profiles can contribute to ensuring university learning experiences and qualification content maintain currency

and relevance, and are communicated in a format that is better understood outside the university than a list of paper titles (Smith, et.al., 2013).

Universities are encouraging efforts to improve their overall quality, including their graduates' profiles. The absorptivity of graduates in industries or users has become one of the indicators of graduates' profile quality (Romadlon & Arifin, 2021). Therefore, graduate profiles that are written at institutional and qualification level, should reflect the perspectives of students and staff, employers, industry, the professions, alumni, and the wider community. The underpinning requirement for all attribute development is the students' ability to evaluate critically the quality and impact of their own work (Nicol, 2010).

It is important to assure university learning, that is, universities need to have systems in place so they can monitor their programmes and ensure that they are developing capabilities as they claim. Having a graduate profile is the first step in developing a system to assure university learning (University of Auckland, 2017). Therefore, developing graduate profiles is significantly needed. Developing graduate profile can be achieved by many programs. Referring to the Tridharma (three obligations of academic university: education, research, and community service), one of important aspect of university is research. This study aims to design a research road map to develop the graduate profiles of Bachelor of Sharia Economics (BSE) Study Program in UIN Sunan Ampel Surabaya.

## Research Method

Based on the purpose, this study used qualitative methods with FGD (Focus Group Discussions) as a technique of data collection. Participants in the focus group discussion are informants consisting of lecturer and students representatives. This research was conducted in several stages, namely:

1. Inventory of Problems
2. FGD with topics: Graduate Profiles and Learning Outcomes
3. FGD with topics: Research Road Map Needed by Study Program in Developing Graduate Profile
4. Analysis of the FGD results

Inventory of problems aims to record the problems related to the challenges needed by students in facing the current life, work, and citizenship. Inventory is carried out through a literature study of various published research results. The results of the inventory carried out are used as material for FGD (Focus Group Discussions) conducted in two stages. Focus Group Discussion invited various representatives from students and lecturers of Bachelor of Sharia Economics (BSE) Study Program in UIN Sunan Ampel Surabaya. All informations obtained from discussion participants was analyzed to get recommendations on research road map to improve graduate profiles and learning outcomes.

## Results

### *Bachelor of Sharia Economics (BSE) Profile*

BSE Study Program in UIN Sunan Ampel Surabaya has the vision to become an excellent and competitive study program with international standards in producing Practitioners in Islamic Finance and Public Policy Analyst as well as becoming Moslem Entrepreneurs who prioritize mercy and blessings to all creations (*rahmah li al-'ālamīn*) in 2025. In achieving such vision, BSE has a mission: organizing education and teaching of Islamic Economics properly; developing Islamic economic research that is relevant to the needs of society; increasing participation in improving community

welfare; and building and strengthening cooperation with various parties, both national and International sphere.

Referring to the vision and mission above, BSE has the following objectives: producing a bachelor who masters Islamic Economics comprehensively; producing Human Resources who have entrepreneurial character and spirit; conducting research in the field of Islamic Economics and Finance that is beneficial for the benefit of society; building quality and efficient community service in Islamic economy; realizing good, clean and quality education services in Islamic economics; generating cooperation with the government and private agencies in strengthening education, teaching, research and community service in Islamic Economics and Business (Prodi Ekonomi Syariah, 2021).

### ***Graduate Profiles of BSE***

Bachelor of Sharia Economics (BSE) Program in UIN Sunan Ampel Surabaya has designed three graduate profiles. They are practitioners in Islamic finance; Islamic finance and public policy analyst; and moslem entrepreneur.

As practitioners in Islamic finance, graduates will apply Islamic finance principles as the experts and practitioners in Islamic financial institutions such as Islamic banks, Islamic insurances, and Islamic microfinances. They can work as financial analysts, credit analysts, account officers, and Sharia-compliance supervisory boards in Islamic financial institutions who uphold integrity and Islamic values.

As Islamic finance and public policy analyst, graduates can analyze theories of Islamic finance and economics as researchers and analysts in the field of finance, macroeconomics, and public policy based on Islamic economics. Graduates of this program have the competences in Islamic financial, macroeconomic, and public financial analyses to contribute to the policy making process that supports the economic ecosystem based on Islamic values.

As moslem entrepreneur, graduates are expected to be entrepreneurs who have competences in Islamic marketing, Islamic business planning, Islamic financial management, and halal product development by prioritizing Islamic values and professionalism; hold global vision; and uphold Islamic ethics in managing their businesses.

These three graduate profiles has been defined by Expected Learning Outcomes (ELOs). These ELOs includes four aspects: attitudes, general skills, knowledge, and specific skills. For attitudes aspect, graduates are designed to be able to demonstrate attitudes that uphold human values in carrying out duties based on religion, morals, and ethics. Besides, graduates are also designed to be able to demonstrate attitudes of independence, hard work, and entrepreneurship.

For general skills aspect, graduates are designed to be able to apply humanely, logical, critical, systematic, and innovative thinking in the area of economics. Graduates are also designed to be able to solve contextual problems related to their expertise through information and data analysis results.

For knowledge aspect, graduates are designed to be able to analyze the basic principles of Islamic business and entrepreneurship and the fundamental of Islamic business ethics. Graduates are designed to be able to evaluate the conceptual and theoretical framework of Islamic financial institutions including products and services, financial statements, and management. Graduates are also designed to be able to analyze concepts in Islamic macro and microeconomics, national finance, and economic development as a supporting ecosystem of Islamic economics.

For specific skills, graduates are expected to support the development of industrial products, services, and standard management tools for meeting market needs and demands based on principles of Islamic economics. Graduates are expected to implement the principles of Islamic economics in the framework of Islamic industry and business, applied research, and various applications as management support systems based on industrial needs in Islamic financial and non-financial sector. Graduates are also expected to implement the Islamic economic framework in order to solve business problems using the current business model.

In order to achieve these learning outcomes, BSE Studi Program has prepared three specializations or sub-majors. They are Islamic financial institution; Islamic economy & public policy; and halal industry and Islamic business. Each specialization has each specific course unit, which is described in curriculum overview.

Islamic financial institution sub major has been designed to support the practitioners in Islamic finance graduate profile. BSE prepared eight special course units to support this sub-major. The eight course units in Islamic Financial Institution sub-major provide students with the professional skills, knowledge, and understanding of the economic environment within which business operates. These eight course units include Islamic portfolio analysis, financial institution audit system, Islamic financial products development, financial project simulation, Islamic financial institution risk management, credit analysis of Islamic financial institution, accounting for Islamic bank, and financial report analysis of Islamic financial institution, as shown in Table 1.

Table 1. Curriculum Overview of Islamic Financial Institution Sub-Major

No	Course Unit	Credit
1	Islamic Portfolio Analysis	4
2	Financial Institution Audit System	4
3	Islamic Financial Products Development	4
4	Financial Project Simulation	4
5	Islamic Financial Institution Risk Management	5
6	Credit Analysis of Islamic Financial Institution	5
7	Accounting for Islamic Bank	5
8	Financial Report Analysis of Islamic Financial Institution	5

Source: BSE Curriculum Overview (2021)

Islamic economy and public policy has been designed to support Islamic finance and public policy analyst graduate profile. The course units in Islamic economy and public policy sub-major provide students with the professional skills, knowledge, and understanding of the economic environment within which government system, which is accordingly valuable for BSE students. BSE prepared eight special course units to support this sub-major. Table 2 shows eight course units mandatory for Islamic economy and public policy sub-major in BSE program. These eight course units include Budgeting System Development; Political Economics and Development; Taxes and *Zakah* in Government Systems; Policy Project Simulation; Public Policy Analysis; Public Economics; Islamic Monetary Economics; and Development Project Evaluation.

Table 2. Curriculum Overview of Islamic Economy and Public Policy Sub-Major

No	Course Unit	Credit
1	Budgeting System Development	4
2	Political Economics and Development	4
3	Taxes and <i>Zakah</i> in Government Systems	4
4	Policy Project Simulation	4
5	Public Policy Analysis	5
6	Public Economics	5
7	Islamic Monetary Economics	5
8	Development Project Evaluation	5

Source: BSE Curriculum Overview (2021)

Halal industry and Islamic business sub major has been designed to support the moslem entrepreneur graduate profile. BSE also prepared eight special course units to support this sub-major. The subjects or course units in this sub-major provide students with the professional skills, knowledge and understanding that enhance their capabilities in each of the professional areas within Islamic business. Studying about Islamic business is significantly needed. Islamic businesses operate within the economy and many of the prospects and problems faced by a business are influenced or determined by the economy. Consequently, many business leaders emphasise the need for business managers to understand the economy and its impact on business.

Table 3 shows eight subjects mandatory for Halal Industry and Islamic Business sub-major in BSE program. These eight subjects include creative economy and innovation, digital economy, Islamic philanthropy and social entrepreneurship, entrepreneurship project simulation, Islamic marketing management, Islamic business operation management, Islamic finance management, and business feasibility study.

Table 3. Curriculum Overview of Halal Industry and Islamic Business Sub-Major

No	Course Unit	Credit
1	Creative Economy and Innovation	4
2	Digital Economy	4
3	Islamic Philanthropy and Social Entrepreneurship	4
4	Entrepreneurship Project Simulation	4
5	Islamic Marketing Management	5
6	Islamic Business Operations Management	5
7	Islamic Finance Management	5
8	Business Feasibility Study	5

Source: BSE Curriculum Overview (2021)

**Research Road Map of BSE**

BSE provides training and development activities based on methodological and research skills, which are applied in an applicable way to help students improve their graduate profile. BSE also provides opportunities for students to involve in research activities and community service.

In case of research, BSE has research road map to accomodate each specialization (as shown in Figure 1). As mentioned above, BSE has three sub-majors or specializations: Islamic financial institution; Islamic economy & public policy; and halal industry and Islamic business. Research studies in BSE were design to strengthen these specializations. For example, students in Islamic financial institution sub major were guided to choose any topic of research studies related to their specialization (Islamic financial institution). They can take the topic of financial report analysis, accounting, risk management, audit system, credit analysis, or any other research studies related to Islamic financial institution.



Figure 1. Research Road Map of BSE (Source: Researcher, 2022.)

Students in Islamic economy & public policy sub major were guided to choose any topic of research studies related to Islamic economy & public policy. They can take the topic of public economics, taxes and *zakah*, Islamic philanthropy, Islamic monetary economics, or any other research studies related to Islamic economy & public policy. Respectively, students in halal industry and Islamic business sub major were guided to choose any topic of research studies related to halal industry and Islamic business. They can take the topic of Islamic marketing management, Islamic business operations management, digital economy, creative economy, Islamic finance management, social entrepreneurship, business feasibility study, or any other research studies related to halal industry and Islamic business.

The framework of the Research Road Map adopted in BSE (Figure 2) addresses both the research process and a number of research options, in a matrix format with columns representing the steps in the research process and rows representing elements in the research designs. This model allows novice researchers to locate where they are in the process and compare research designs, options for methods, analysis and interpretation. The expectation is that having this tool as a roadmap to research will alleviate some of the confusion and help students to make better research project choices. If provided at the beginning of the program, the student can use the Research Road Map to track what they are learning in each of the courses, thereby linking together the concepts, processes and philosophical orientations of the various research elements. This should also assist them in approaching their dissertation project or their professional articles with more confidence.

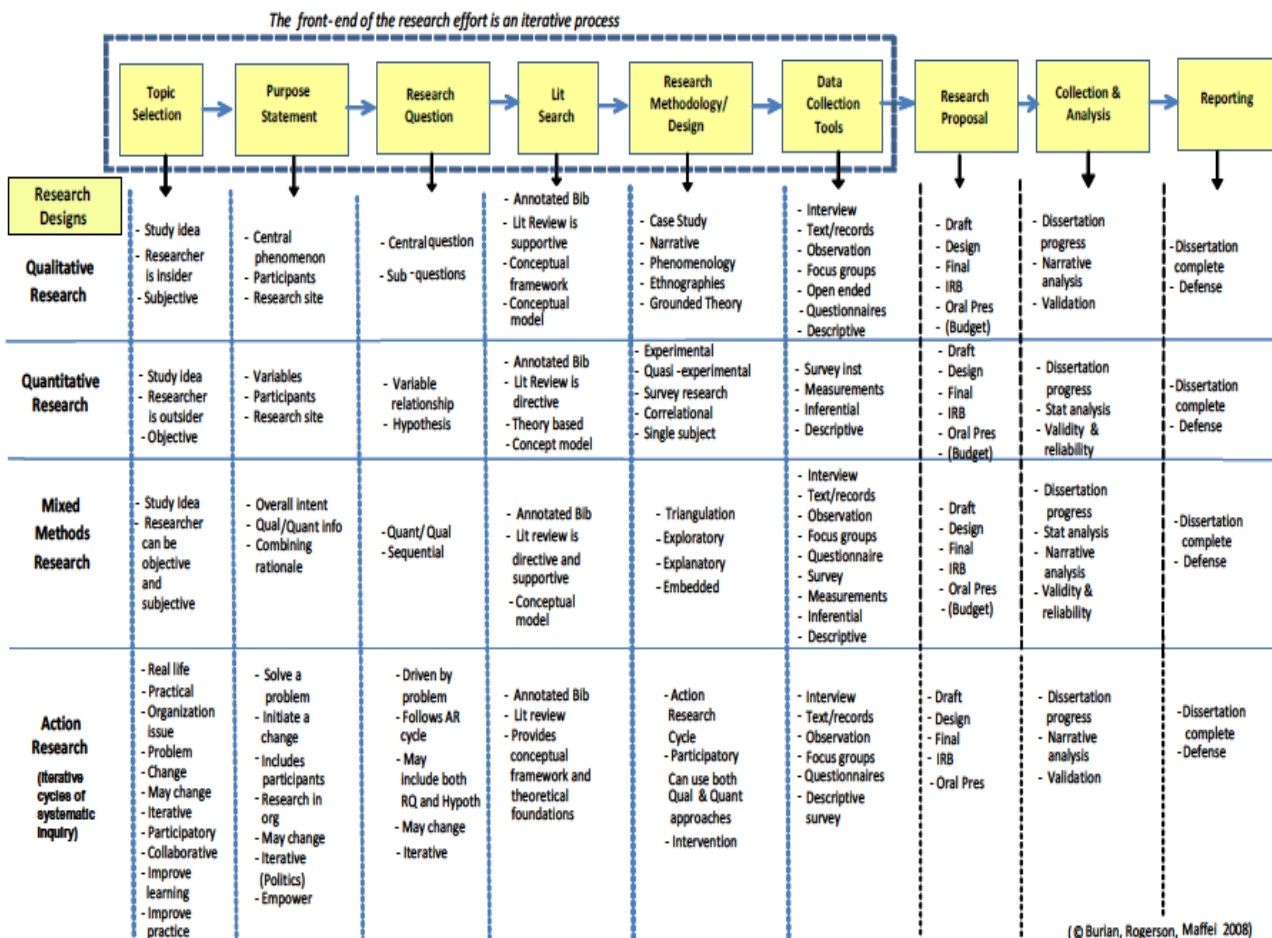
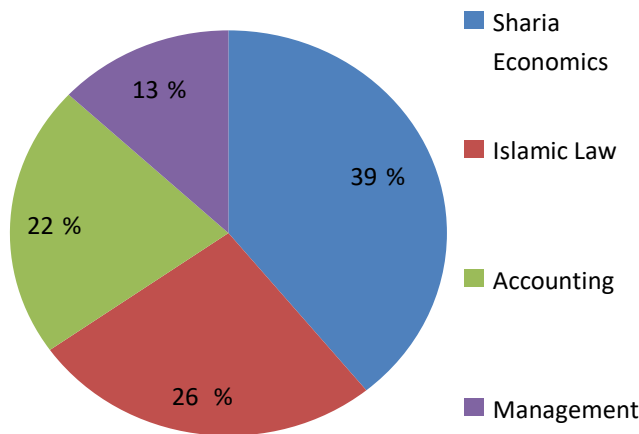


Figure 2. The Research Road Map Adopted in BSE



Of course, each research specialization is under professional supervisory by expert lecturers (mentor). The research mentor brings a wealth of knowledge and skills on how to conduct a research project. The gains to the student are obvious. The student might strengthen the mentoring relationship: previous research education, literature searching, organization, track record, commitment, creativity, and enthusiasm (Alpi, et.al., 2018). The expertise mapping in BSE is shown in Figure 3.

Figure 3. The Expertise Mapping in BSE



Source: Researcher, 2022.

Lecturers of BSE has four major expertise, namely sharia economics, Islamic law, accounting, and management. Lecturer with expertise of sharia economics could be a mentor for any Islamic economics studies, such as Islamic financial institution, Islamic philanthropy, and Islamic monetary economics. Lecturer with expertise of Islamic law could be a mentor for any Islamic studies, such as Islamic philanthropy, halal industry, and Islamic financial institution. Lecturer with expertise of accounting could be a mentor for any financial studies, such as Islamic finance, financial report, and accounting. And lecturer with expertise of management could be a mentor for any management studies, such as Islamic finance management, risk management, and Islamic marketing management. This expertise mapping is ofcourse important, because supporting and enhancing relevant research is a core priority for a profession to become fully accepted (Thor & Pasion, 2014).

**Discussion**

***Improving Graduate Profiles through Research Road Map***

Graduate profile is a formulation of learning outcomes to be achieved and must be owned by all graduates, also a statement of quality of graduates. Learning outcomes can be used by study programs as a direction to achieve the quality target of graduates that must be achieved. Descriptions of learning outcomes include knowledge, attitudes, skills, competencies, and accumulated work experience. Four elements in the formulation of learning outcomes are attitudes and values, work ability, mastery of knowledge, and authority and responsibility. Each element of learning outcomes in graduate competence standard as stated in the guidance is interpreted as follows:

1. Attitude is right and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research, and / or community service related to learning.
2. Knowledge is systematic mastery of concepts, theories, methods, and/or philosophies in certain fields of science which are obtained through reasoning in the learning process, student work experience, research and/or community service related to learning. What is meant by student work experience is experience in activities in a particular field for a certain period of time in the form of work training, practical work, field work practices or other similar types of activities.
3. Skills are the ability to perform performance using concepts, theories, methods, materials, and/or instruments, which are obtained through learning, student work experience, research and/or community service related to learning. The skill element is divided into two namely general skills and special skills which are interpreted as follows:
  - a. General skills are general work abilities that must be possessed by each graduate in order to guarantee the equality of graduates' abilities according to the program level and type of higher education; and
  - b. Special skills are special work abilities that must be possessed by each graduate in accordance with the scientific field of the study program (Simanjuntak & Simarmata, 2019).

Universities engage in some policies to improve graduate profiles, one of them is engage in research. Engaging in research is one of part of their missions around learning and discovery. This, in turn, contributes directly and indirectly to their primary mission of teaching. Students get benefit from studying in an environment rich with research and discovery, because research is essential to advancing society, strengthening the economy, driving innovation, and addressing the vexing and challenging problems we face as a people, place, and planet (Rosowsky, 2022).

Research is an important part for universities. Research is a systemic and objective activity to find the truth and solving or answering a problem. Curiosity should support research about something or to figure something out, how it works, and what it does or will do. In consequence, a researcher should direct the activity in such a way so that it can answer or solve the research question. Research skills represent a set of abilities related to conducting a research, including the strategies and instruments to access and evaluate information which consists of observing, formulating research question, building a hypothesis, conducting experiment, analyzing data, and drawing a conclusion. In accordance to that, The Council of Research Professor of Indonesian Institute of Science stated that research skills are the skills to conduct scientific study in attempt to find truth with the implementation of scientific methods which are based on tested scientific reasoning. Furthermore, these skills are important for preservice teachers since developing such skills would help them building a strong intellectual and practical connection between research and their own learning process. Thus, when students possess these skills, it would be easier for them to do a research (Prahmana, 2017).

Improving research skills has been addressed by the independent curriculum. Today, we live in the industrial era 4.0 and the period of society 5.0, in which research development are essential. The development of research is also supported by independent curriculum. The independent curriculum was created in response to this rapid development. The independent curriculum is a philosophy of change from the learning approach that has occurred thus far. The

independent curriculum allows the educational environment to select the optimal method to proceed with the learning process (Nurhayati & Marsidin, 2022). Besides, the independent curriculum is a curriculum with a variety of intracurricular learning where the content will be more optimal that students have sufficient time to explore concepts and strengthen student competence. This independent curriculum gives freedom to teachers to choose various teaching tools so that learning can be adapted to the learning needs and interests of students (Bintari, et.al., 2022).

The curriculum is the heart and soul of education, as well as the driving force behind national education. Changes in the curriculum are unavoidable, but they must be lived following the demands of progress. The curriculum functions like a vehicle that transports its passengers to their destination. To fulfill the purpose, the vehicle must meet the eligibility requirements. Similarly, to convey to the Indonesian people the purposes of education, the curriculum must be excellent. If a building's foundation is weak, the structure above it will collapse. However, if the educational foundation (particularly the educational curriculum) is inadequate, it is the people who will crumble. An independent learning policy is an educational approach that stresses freedom for both teachers and students. The essence of independent learning is to explore teachers' and students' best potential to innovate and improve the quality of learning independently. The learning system will shift from face-to-face in the classroom to face-to-face outside. Because students can discuss with the lecturer and their friends, experience learning with exciting tactics and approaches, and character formation occurs, the learning environment will be more open. Each student possesses unique abilities based on their strengths and interests. Independent learning is required to achieve the quality of sustainable education in the context of future educational reform. As the core subject of the Fourth Industrial Revolution, freedom to learn is linked to the school's efforts to instill lifelong learning capacity. Learning freedom can be implemented as freedom of cognition, freedom to create, and respect for or response to changes. Both teachers and students must be free to learn. The goal of education is to liberate people. The satisfaction of students and teachers is the purpose of independent learning (Wedi & Surahman, 2017).

In short, curriculum provides way to achieve learning outcomes. Learning outcomes create graduate profiles. Graduate profiles could be improved by optimizing research studies (as stated in independent curriculum). Optimizing research studies could be answered by designing research road map. In other word, research road map was aimed to develop research and development activities, and finally to develop graduate profiles.

## **Conclusion**

BSE provides research road map which is applied in an applicable way to help students improve their graduate profile. The BSE graduate profiles are becoming practitioners in Islamic finance; Islamic finance & public policy analyst; and Moslem entrepreneur. Therefore, BSE focused on three sub majors or specializations, namely Islamic financial institution; Islamic economy & public policy; and halal industry and Islamic business. Islamic financial institution sub major has been designed to support the profile of practitioners in Islamic finance, Islamic economy and public policy has been designed to support the profile of Islamic finance & public policy analyst, while halal industry and Islamic business has been designed to support the profile of Moslem entrepreneur. Research studies in BSE were design to strengthen these specializations. Students in Islamic financial institution sub major were guided to choose any topic of research studies related to Islamic financial institution, such

as financial report analysis, accounting, risk management, audit system, and credit analysis. Students in Islamic economy & public policy sub major were guided to choose any topic of research studies related to Islamic economy & public policy, such as public economics, taxes and *zakah*, Islamic philanthropy, and Islamic monetary economics. Respectively, students in halal industry and Islamic business sub major were guided to choose any topic of research studies related to halal industry and Islamic business, such as Islamic marketing management, Islamic business operations management, digital economy, creative economy, Islamic finance management, social entrepreneurship, and business feasibility study. For suggestion, besides designing road map, the future research could study about the other ways to develop graduate profiles.

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