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DETERMINANTS OF GRADUATE WAITING TIME IN OBTAINING A JOB AND ENTREPRENEURSHIP IN THE AGROINDUSTRY AND ENVIRONMENT BASED SECTOR IN JAMBI PROVINCE (STUDY ON GRADUATES OF THE FACULTY OF ECONOMICS AND BUSINESS, UNIVERSITAS JAMBI)

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ABSTRACT

This study aims to identify the socio-economic characteristics of graduates from the Faculty of Economics and Business at Jambi University who work as entrepreneurs and work in the agro-industry and environmental sectors, as well as analyze what factors determine the waiting period for them to work in these sectors. The data used in this study is primary data with a survey method for respondents who graduate from the Faculty of Economics and Business, Jambi University, with a purposive sampling method of 80 respondents. The data analysis method used in this study is descriptively by identifying the socio-economic characteristics of the respondents. and quantitatively to determine the factors that influence the waiting period of graduates to work as entrepreneurs and agro-industry, the analytical tool used in this study is the Ordinary least squares (OLS) multiple regression method. Based on the results of research from socio-economic characteristics, the majority of respondents are 86.25% earning between one million and five million rupiah, judging by the gender of the respondents, 52.5% of respondents are female and the remaining 47.5% are male. of marital status, only 3.75% of respondents are married, the rest 96.25% are unmarried. From the occupation of respondents, 40% of respondents are self-employed, 35% are entrepreneurs and 25% are civil servants. The regression results show that the cumulative achievement index (GPA) has a significant negative effect, the length of the study period has a significant positive effect, and gender and curriculum also have a significant effect on the waiting period to work, only English language skills have no significant effect on the waiting period for graduates to work.

JEL: L21, L26, Q1

KEYWORDS: entrepreneurship, agro industry, GPA, gender, study period, curriculum, English.

1. INTRODUCTION

Higher education is the spearhead of a country in producing superior human resources. Superior human resources are produced in the formal education process starting from early childhood education to the tertiary level. As an estuary in producing human resources, universities are required to be able to produce graduates who are competent according to their fields and are able to contribute to the progress of the community of a nation and state. In the process and efforts to create superior human resources, universities seek to do various ways, including providing facilities and infrastructure, equipment and equipment that can support the lecture process, and most importantly the availability of a curriculum that is in accordance with national standards and the needs of the world of work.

Jambi University (Unja) is one of the universities in Indonesia and in the province of Jambi. And is the highest education center which is an academic barometer in Jambi province. As a university, Unja has a vision to become world class entrepreneurship based on agro-industry and the environment. The Faculty of Economics and Business (FEB) is one of the oldest faculties in Unja and has produced many graduates who are engaged in various jobs both in the government and private sectors, in accordance with the vision of Unja and FEB who want to produce competent graduates, especially in entrepreneurship or working in the industrial sector. Agro industry and the environment.

The effectiveness of the curriculum and teaching and learning process is reflected in the ability of graduates to get jobs. Basically, FEB Unja really hopes that after graduating from FEB Unja, they will immediately get a job according to their competence. In general, the profiles of FEB Unja graduates are entrepreneurs or people who work in the agro-industry and environmental sectors. The speed of graduates in obtaining jobs is one indicator of the success of universities in contributing to human resources and a reflection of the quality of graduates, especially FEB Unja graduates. In addition, the waiting period for graduates to work is one of the indicators in determining the accreditation assessment of a study program, several factors that are considered to determine the waiting period for work include the cumulative achievement index, average study period, gender, curriculum and English language skills.

Thus, it is very important how important the waiting period data for graduates is to do research in order to identify the socioeconomic characteristics of graduates and how factors affect the waiting period for graduates to get a job such as cumulative achievement index, average study period, gender, curriculum and English language skills. Waiting period for work is one indicator of the success of a study program. Sometimes there is a strange phenomenon where students who have a longer study period turn out to have a shorter working waiting period and students with an ordinary or standard GPA but have a shorter working waiting period. The phenomenon also shows that

especially in the province of Jambi, the interest in entrepreneurship among female alumni is higher than that of male alumni. Some of these phenomena become the background in this study.

2. LITERATURE REVIEW

Talking about the waiting period for graduates to work, there are various influencing factors and criteria. Syaif 2007 taken from Paul and Murdoch 1992, said that to enter the world of work, and to speed up the length of the waiting period to work, a graduate of a university must be equipped with the following qualifications so that he can survive and excel in competition and competition in the world of work: 1) general knowledge and mastery of language. 2) Communication skills include mastery of computers and the internet, audiovisual presentations, and other communication tools. 3) Personal skills include independence, communication skills and listening skills, courage, enthusiasm, teamwork skills, initiative and openness as well. 4) Motivation and flexibility, namely the drive or desire to move forward and the ability to adapt according to changes in time and environment.

Several studies related to this research, among others, Yulmiati (2020) examined the factors that affect the waiting period for graduates of the S1 Mathematics study program at Andalas University with the Naïve Baiyes Classifier approach. She found that the selected factors were GPA, gender, period of study, organizational activity, and the main source. Tuition fees and competence at graduation. Soiful Hadi (2020) conducted a study to determine the factors in determining alumni in obtaining their main job with the neural network method approach, the results of his research showed that Based on the results of experiments with the Neural Network method, the class precision results were 87.76%. And the prediction of waiting period to get a job of 6 months is 6. Adhyaksa, M. Atma and Agus Rusgiyono (2010). With the research title Perception of the World of Work against Fresh Graduates S1 Using Multidimensional Unfolding (Case Study: The Business World in Batang Regency). The result is the average value, ability and suitability of computer application courses with work positions that are most considered by companies in choosing job applications from colleges for undergraduate graduates. Anjani and Nabila Sitta (2018), in their research entitled the effect of learning achievement, study period and organizational activity on waiting period and job relevance. The results showed that learning achievement had no effect on the waiting period, but had a positive effect on job relevance, the study period had no effect on the waiting period, and on job relevance, graduates who were active in organizations had a faster waiting period than those who were not active in organizations, organizational activity had no effect. On the relevance of work, learning achievement, study period, and organizational activity together affect the waiting period and the relevance of the job. Herlambang Beny (2016), in his research looking for factors that affect the waiting period for graduates from Bakri University's management study program, found that organizational activity and work experience as a freelancer have a significant effect on the waiting period for graduates to work.

Several studies have shown various factors that influence the waiting period for graduates to work. In this study, there are several variables that have similarities, including GPA, study period and gender, but there are variables that are up to date, such as curriculum and English.

3. RESEARCH METHODS

The type of data used in this study based on how to obtain it is secondary data and primary data, secondary data obtained from the Institute for Information and Communication Technology Development (LPTIK) Jambi University. Primary data were obtained from respondents or graduates of the economics and business faculty of the undergraduate program. The object of research is the alumni of FEB Unja graduates who graduated in the period 2018 to 2022 with a total of 2,568 (Siakad Unja).

The sampling method was carried out by purposive sampling, which is a sampling technique with certain considerations in Sugiyono, (2016). The reason for using this purposive sampling technique is because it is suitable for use for quantitative research, or research that does not generalize according to Sugiyono, (2016). In this case the researchers set a sample of 80 alumni who work in the agro-industry and environmental sectors and as entrepreneurs. 80 samples were taken based on the objectives in this study by maximizing the data available in the field because basic data showing all alumni and their work was not yet available.

Data analysis method used is quantitative descriptive method, with analytical techniques used in accordance with the order in answering the formulation of the problem.

To answer the first problem, the analytical tool used is descriptive statistics by describing the socio-economic characteristics of the respondents in this case graduates such as: Age, Gender, study program, income, marital status, Occupation (Entrepreneur or work in the agro-industry and environmental sectors)

To answer the second problem, using multiple regression, namely as follows:

$$Y_{it} = \beta_0 + \beta_1 X_{1it} + \beta_2 X_{2it} + \beta_3 D_{1it} + \beta_4 D_{2it} + \beta_5 D_{3it} + \varepsilon \dots \dots \dots (1)$$

Where:

Y : Waiting period for work

X1 : Length of study

X2 : GPA

D1 : Gender

D2 : Curriculum

D3 : English Language Skills

β_0 : Constants

$\beta_{1,2,3,4,5}$: Regression coefficient of each variable

This multiple regression model consists of the dependent variable, namely the waiting period for graduates in units of years, data ratio, and then the independent variables are the GPA in units of index, study period in years, gender, nominal data used as a dummy variable, namely male and female zero, English and curriculum. Nominal data is also used as a general variable with students who understand the curriculum and English given a number of one and not given a zero.

Because the analytical tool used is OLS multiple regression, a classic assumption test is carried out including autocorrelation tests, heteroscedastic tests and multicollinearity tests. In addition to the classic assumption test, the tests carried out are statistical tests, F tests and t tests to test the hypothesis both together and for each variable.

4. RESULTS AND DISCUSSIONS

4.1. Respondent's Socio-Economic Characteristics

4.1.1. Respondents Based on Study Program

To find out the distribution of respondents based on the origin of the study program, it can be seen in the following table:

Table 1. Respondents based on the origin of the study program

Study Program	Number of Respondents	Percentage (%)
Economic development	33	41,25
Management	20	25
Accountancy	14	17,5
Islamic economics	13	16,25
Total	80	100

Source: Primary data (survey)

Based on Table 1, it can be seen that the majority of respondents came from development economics study program with a percentage of 41.25%, and the next one came from management study program with a percentage of 25%, followed by accounting study program 17.5% and finally Islamic economics study program with a percentage of 16.25 %. Of all undergraduate study programs at FEB Unja the most respondents were students of development economics study programs.

4.1.2. Respondents Based on Total Income

To find out the distribution of respondents' income can be seen in the following table

Table2. Total net income of respondents per month

Net Income	Number of Respondents	Percentage (%)
<1000.000	7	8,75
1000.000-5.000.000	69	86,25
5.000.000-10.000.000	4	5
Total	80	100

Source: Primary data (survey)

Based on the data in Table 2, it can be seen that the majority of respondents have an income ranging from one million rupiah to five million rupiah, with the number of respondents being 69 people with a percentage of 86.25%. And followed by respondents with a net income of less than one million rupiah per month, namely 7 people with a percentage of 8.75%. And finally, respondents with incomes ranging from five million to ten million rupiahs are 4 people with a percentage of 5% of the total respondents.

4.1.3. Respondents by Type of Work

To find out the characteristics of respondents by type of work, see the following table:

Table3. Characteristics of respondents by type of work

Type of Work	Number of Respondents	Percentage (%)
Businessman	28	35
Government employees	20	25
Self-employed	32	40
Total	80	100

Source: Primary data (survey)

Based on the data in Table 3. it can be seen that the majority of respondents work as entrepreneurs with a total of 32 respondents or 40%. And then ranked second are respondents who work as entrepreneurs with a total of 28 people or 35%. And the remaining 20 people work as civil servants with the number of respondents as many as 20 people or 25%. All respondents who work both as entrepreneurs and self-employed, as well as those who work as civil servants are jobs related to the field of entrepreneurship, and jobs that are engaged are still in the agro-industry and environmental sectors, either directly or indirectly.

4.1.4. Respondents by Gender

To find out the characteristics of respondents by gender, it can be seen in Table 4. Below:

Table 4. Characteristics of respondents by gender

Gender	Number of Respondents	Percentage (%)
Laki-Laki	38	52,5
Perempuan	42	47,5
Total	80	100

Source: Primary data (survey)

Based on the data in Table 4. it can be seen that the majority of respondents are female with a total of 42 respondents or the percentage is 52.5%. And the remaining 38 respondents are male with a

percentage of 47.5%. In conclusions, the number of female and male respondents in this study was almost the same but the number of female respondents was greater.

4.1.5. Respondents by Marital Status

To find out the characteristics of respondents based on their marital status, it can be seen in the following table:

Table 5. Characteristics of respondents based on marital status

Marital Status	Number of Respondents	Percentage (%)
Married	3	3,75
Not-Married	77	96,25
Total	80	100

Source: Primary data (survey)

Based on the data in Table 5. it can be seen that the majority of respondents in this study were unmarried with a total of 77 people or 96.25%. While the remaining 3 respondents are married or 3.75%. so it was concluded that the majority of respondents were not married

4.2. Determinants Affecting the Waiting Period of Graduates in Work and Entrepreneurship in the Agro industry and Environment-Based Sector

4.2.1. Regression Results

To answer the second problem in determining what factors affects the waiting period to work for alumni of undergraduate programs at the Faculty of Economics and Business at the University of Jambi, according to the regression equation. The regression results are obtained in Table 6. Below:

Table 6. Determinant regression results that affect the waiting period for graduates of the FEB Unja graduate program

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	9.077371	5.502478	1.649688	0.1032
IPK	-2.252009	1.187092	-1.897081	0.0617
LMS	0.077872	0.038731	2.010569	0.0480
D1	0.771905	0.392838	1.964948	0.0532
D2	-1.114953	0.547820	-2.035256	0.0454
D3	-0.728259	0.590786	-1.232696	0.2216
R-squared	0.473312	Mean dependent var		4.475000
Adjusted R-squared	0.437725	S.D. dependent var		2.193056
S.E. of regression	1.644463	Akaike info criterion		3.904743
Sum squared resid	200.1151	Schwarz criterion		4.083395
Log likelihood	-150.1897	Hannan-Quinn criter.		3.976370
F-statistic	13.30013	Durbin-Watson stat		1.643485
Prob(F-statistic)	0.000000			

Source: Eviews processed from primary data

4.2.2. Classic Assumption Test Results

Because the model used is a multiple regression model with the Ordinary Least Square (OLS) approach or the least squares method, so that the model can be used and meet the requirements, it must meet the classical assumption test, namely:

1. Heteroscedasticity Test

To test heteroscedasticity, the White Test is used with results that can be seen in the following table:

Table 7. Heteroscedastic Test Results using the White Test

Heteroskedasticity Test: White			
F-statistic	0.544034	Prob. F(17,62)	0.9185
Obs*R-squared	10.38457	Prob. Chi-Square(17)	0.8867
Scaled explained SS	10.08281	Prob. Chi-Square(17)	0.9001

Source : Eviews

Based on the results of the white test, the probability value of ObsRsquared is 0.88, this result is greater than alpha 5%, so it can be concluded that this model does not contain heteroscedasticity problems.

2. Multicollinearity Test

To find out whether there is a multicollinearity problem or not in the model, multicollinearity testing is used with the Variance Inflation Factor (VIF) method and the results are shown in the following table:

Table 8. Multicollinearity Test Results with VIF method

Variable	Coefficient Variance	Uncentered VIF	Centered VIF
C	30.27727	895.6919	NA
IPK	1.409186	514.6225	1.535031
LMS	0.001500	119.6021	1.728470
D1	0.154321	2.168511	1.138468
D2	0.300106	4.771948	2.207026

Source: Eviews

Based on Table 8. it can be seen that the value of centered VIF is not greater than ten, so it can be concluded that there is no multicollinearity problem in the model.

3. Autocorrelation

To find out the results of the autocorrelation test using the Breusch-Godfrey method with the LM test method. It can be seen in the following table:

Table 9. Autocorrelation Test Results

Breusch-Godfrey Serial Correlation LM Test:			
F-statistic	1.330371	Prob. F(2,72)	0.2708
Obs*R-squared	2.851021	Prob. Chi-Square(2)	0.2404

Source : Eviews

Based on the results of the autocorrelation test in Table 5.9, the probability value of ObsRsquared is 0.24. This value is greater than 5% alpha, so it can be concluded that there is no autocorrelation problem in the model.

4.2.3. Hypothesis Test

1. F test

The F test is used to see together whether there is a significant effect between all independent variables on the dependent variable, in this case between all variables that affect the waiting period to work on the waiting period to work. To find out, you can compare the calculated F value with a maximum alpha probability of 10%. Based on the results of the regression output in Table 5.6. The calculated F value is 13.3 with a probability value close to zero percent, so it can be concluded that all variables have a significant effect on the waiting period for FEB Unja graduates.

2. t test

The t test is used to see the effect of each independent variable on the waiting period for graduates to work.

- a) Variable Grade Point Average (GPA). The calculated t value is -1.89 with a probability of 0.06 smaller than the maximum alpha of 10%, so it can be concluded that the GPA variable has a significant effect on the direction of the negative relationship.
- b) Variable Length of Study Period (LMS). The t-count value is 2.01 with a probability of 0.048 less than 5% alpha, so it can be concluded that the GPA variable has a significant effect on the direction of a positive relationship.
- c) Dummy variable Gender. The t-count value is 1.96 with a probability of 0.053 which is smaller than the alpha of 10%, so it can be concluded that the sex variable has a significant effect on the direction of the positive relationship.
- d) Curriculum dummy variable. The t-count value is 2.03 with a probability of 0.045 which is smaller than alpha 5%, so it can be concluded that the curriculum variable has a significant effect on the direction of the negative relationship.
- e) English dummy variable. The calculated t value is -1.23 with a probability of 0.22 greater than a maximum alpha of 10%, so it can be concluded that the English variable has no significant effect.

3. Determinant coefficient

The value of R squared in this study is 0.47, which means that 47% of the factors that affect the waiting period for graduates to work are determined by the variables contained in the model. The remaining 53% is determined by other variables not included in the model.

4.2.4. Interpretation of Regression Results

Based on the regression results in Table 6. the following regression equation is obtained:

$$MTB = 9.07 - 2.25*IPK + 0.077*LMS + 0.77*D1 - 1.11*D2 - 0.72*D3 + e$$

Based on the regression equation 5.1. Referring to the results of hypothesis testing, it can be interpreted as follows:

- 1) Constant 9.07 because it is not significant then the interpretation is ignored

- 2) The GPA regression coefficient is -2.25, meaning that if there is an increase in the GPA by one grade, the waiting period for work will be reduced by 2.25 months.
- 3) The regression coefficient for the length of study (LMS) is 0.07, meaning that if there is an increase in the study period by one month, the waiting period for work will increase by 0.07 months.
- 4) The regression coefficient for the gender dummy variable is 0.77, meaning that male graduates have a longer waiting period of 0.77 months than female graduates.
- 5) The regression coefficient for the curriculum dummy variable -1.1 means that graduates who say there is an influence of the curriculum in the waiting period for work have a faster waiting period of 1.1 months than graduates who say there is no curriculum influence.
- 6) The English dummy variable has no significant effect so it does not need to be interpreted.

4.2.5. Implications of Research Results

The results of the study show that there are still many factors that determine the waiting period for graduates to get a job; this can be seen from the not yet maximal value of the coefficient of determination in the model. However, in the regression model, the results of the GPA variable, gender and study period have a significant effect on the waiting period for work; this is in accordance with previous research conducted by Yulmiati (2020). The results of this study indicate that students who have better academic abilities as reflected by a high GPA and a fast length of study period are actually students whose waiting period is faster in getting a job.

In the accreditation instrument, the GPA value and the average length of study period are very important variables in producing graduates, and have a positive impact on accreditation points. So that each study program seeks to improve students' academic abilities in order to obtain the highest GPA and a fast study period. This research proves this so that the study program policies in an effort to improve students' academic abilities and accelerate the study period must be supported.

In contrast to the research of Anjani and Sitta (2018) which actually found that academic achievement had no significant effect on the waiting period to work, but academic achievement had a significant effect on job relevance, while the length of the study period actually had no significant effect at all on both the waiting period for work and job relevance. . If you refer to several other studies, it shows that there are many factors that affect the waiting period for work, including Herlambang Beny (2016) who found that organizational activity and work experience as a freelancer have a significant effect on the waiting period for graduates to work. Yulmiati (2020) also found that apart from GPA, gender and study period, there are many other factors that affect the waiting period for graduates to work, including organizational activity, the main source of tuition fees and competence upon graduation.

The research results of Alemu, M., &Yismaw, B. (2022) show the same results, namely the cumulative grade point average and gender have a significant effect on the waiting period for graduates to work. Meanwhile, Purwantini, Yuliani and Muhdiyanto (2018) found that the main motivation for graduates to work is determined by the salary factor. Similar results by Albina, A. C., &Sumagaysay, L. P. (2020) who found that reviewing the curriculum is an important factor that helps graduates get jobs. Perez-Encinas, A., & Berbegal-Mirabent, J. (2022) found different results, namely the education program failed to contribute to the distribution of university alumni to the job

market. Niranjan, S., Kiresur, V. R., & Anbukkani, P. (2018) found that alumni prefer jobs in the government rather than the private sector and many alumni also choose to become farmers.

In an effort to improve the ability of graduates, the undergraduate study program at FEB UNJA currently also continues to encourage students in positive activities that increase their experience and knowledge in the world of work. Among other things, supporting campus organizational activities in training leadership, discipline and cooperation. In addition, the independent learning program is expected to be able to have a positive impact in increasing students' knowledge and experience in the world of work, such as independent learning activities in the form of internships, and with competency certificates such as those carried out by the accounting study program.

This study also shows the impact of the curriculum and English, on the curriculum variable it appears that the effectiveness of the curriculum on most graduates has a fairly good impact in accelerating them to get a job, but the English variable has an insignificant effect but shows a negative relationship, meaning that a small number of graduates think English able to reduce the length of their working waiting period although in general the results are not significant. So this needs to be followed up by continuing to improve English language skills for students so that they can work anywhere, both at national and international levels that require English communication skills. Lawrence et al (2021) found that gender, age, field studies, community perceptions were factors that determined graduates' entrepreneurship.

In the future it is necessary to develop further research with a wider range of variables in order to provide better information. However, the scope of the research object in this case is that the graduate respondents are more focused on one major so that the appropriate policy recommendations for each department with different conditions of scientific background and graduate profiles. Jefri et al (2022) found that many university graduates were not absorbed in the world of work due to skills and a mismatch between work and salary.

5. CONCLUSION AND RECOMMENDATIONS

Based on the formulation of the problem and research objectives, the conclusions of this study are as follows:

- 1) Socio-economic characteristics show that the majority of respondents are 86.25% earning between one million and five million rupiahs, judging by the gender of the respondents, 52.5% of respondents are gender the remaining 47.5% women are male, in terms of marital status only 3.75% of respondents are married the remaining 96.25% are unmarried, from the respondents' occupations most of the 40% of respondents are self-employed, 35% are entrepreneurs and 25 % are civil servants, and
- 2) The regression results show that the cumulative achievement index (GPA) has a significant negative effect, the length of study period has a significant positive effect, and gender and curriculum also have a significant effect on the waiting period to work, only English language skills have no significant effect. The waiting period for graduate work.

Based on the conclusions, the recommendations that can be given include:

- 1) Policies in accelerating the study period and increasing student GPAs need to be continuously improved, apart from being something that is required for accreditation, this also helps in

accelerating the waiting period for work, in addition to efforts to improve English language skills and competencies. students need a very strong effort so that it makes a significant contribution in accelerating the waiting period for graduates to work, and

- 2) Further research needs to be developed using other wider variables, including competency certificates, organizational experience, skills in using information technology, and using respondents. Which is more narrowed to one department so that policies can be carried out effectively and efficiently based on the profile of graduates of each study program in the department.

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