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Strengthening Graduate Competencies through the Implementation of Diploma Supplement and Study Program Collaboration with Industry and Professional Sectors at UIN Antasari Banjarmasin

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Abstract

This study examines the effectiveness of the Diploma Supplement (Surat Keterangan Pendamping Ijazah or SKPI) and the collaboration between study programs and industry in strengthening graduate competencies at UIN Antasari Banjarmasin. The research addresses the ongoing challenge of aligning academic outcomes with professional demands in Indonesia's Islamic higher education context. Using a descriptive quantitative approach supported by qualitative data, the study involved 111 respondents consisting of program managers, students, alumni, and industry partners. Data were collected through questionnaires and analyzed using descriptive statistics and thematic interpretation. The findings provide strategic insights for universities to integrate SKPI and industry-based collaboration to enhance employability, accreditation performance, and professional recognition. The results confirm that SKPI implementation and sustained academic–industry collaboration significantly improve graduates' readiness and institutional accountability in developing competitive human capital.

Keywords: Diploma Supplement; Graduate competence; Industry collaboration.

Abtrack

Penelitian ini mengkaji efektivitas Surat Keterangan Pendamping Ijazah (SKPI) dan kolaborasi antara program studi dan industri dalam memperkuat kompetensi lulusan di UIN Antasari Banjarmasin. Penelitian ini menanggapi tantangan berkelanjutan dalam menyelaraskan hasil akademik dengan tuntutan profesional dalam konteks pendidikan tinggi Islam di Indonesia. Menggunakan pendekatan kuantitatif deskriptif yang didukung oleh data kualitatif, studi ini melibatkan 111 responden yang terdiri dari manajer program, mahasiswa, alumni, dan mitra industri. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan statistik deskriptif dan interpretasi tematik. Temuan ini memberikan wawasan strategis bagi perguruan tinggi untuk mengintegrasikan SKPI dan kolaborasi berbasis industri guna meningkatkan keterserapan kerja, kinerja akreditasi, dan pengakuan profesional. Hasil penelitian menegaskan bahwa implementasi SKPI dan kolaborasi akademik-industri yang berkelanjutan secara signifikan meningkatkan kesiapan lulusan dan akuntabilitas institusi dalam mengembangkan sumber daya manusia yang kompetitif.

Kata Kunci: *Diploma Supplement; Graduate competence; Industry Collaboration*

I. Introduction

The rapid transformation of the global labor market has intensified competition among university graduates, emphasizing that technical skills alone are no longer sufficient to ensure employability (Anagün, 2018). Industrial transitions toward digitalization and automation demand a workforce equipped not only with theoretical

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knowledge but also with practical skills, professional attitudes, and adaptability to change (Turcato et al., 2024). In response, higher education institutions worldwide have adopted formal and transparent systems for recognizing graduate competencies, enabling academic qualifications to be more comprehensible to industries and international institutions alike (Burjulius & Lena, 2021).

The *Surat Keterangan Pendamping Ijazah (SKPI),* or Diploma Supplement, has emerged as a strategic instrument bridging academic achievement and employability, supporting graduates' international mobility and professional recognition. Within the frameworks of human capital theory (Becker, 1964) and employability the formal acknowledgment of additional competencies enhances graduates' competitiveness, qualification clarity, and adaptability in a dynamic labor environment. Consequently, universities in Indonesia, including Islamic higher education institutions, face the challenge not only of educating and certifying students but also of ensuring that graduates possess verifiable, transparent, and industry-relevant competency records (Kumi et al., 2024).

In Indonesia, although many universities have introduced *SKPI* as a supplementary academic document outlining graduates' learning achievements, its implementation has encountered various challenges. Several institutions report that *SKPI* has not always been effective in improving graduates' visibility in the job market due to inconsistencies in format, content, and the lack of structured industrial collaboration. Partnerships between academic programs and professional industries are often episodic and lack systematic engagement, limiting students' exposure to real-world professional experiences that could enhance their readiness for employment (Marpaung et al., 2024). At Universitas Islam Negeri Antasari Banjarmasin (UIN Antasari), the *SKPI* implementation and the development of strategic partnerships with industries and professional bodies have become central initiatives, yet systematic studies assessing their effectiveness remain scarce. There is a pressing need to examine how *SKPI* and academic–industry collaboration contributes to graduate competency development, identify operational challenges, and propose relevant strengthening strategies tailored to the institutional context of UIN Antasari.

Previous studies reveal significant research gaps regarding *SKPI* and graduate competency integration. Mumpuni, Akbar, and Yufananda (2020) developed an information system for *SKPI* using the Weighted Product method to determine top graduates but did not evaluate its influence on employability outcomes. Febrianti et all., (2024) , designed a Google Suite-based *SKPI* prototype focusing on administrative efficiency, overlooking program–industry collaboration aspects. Previous studies have applied the DeLone and McLean model to evaluate the success of the SKPI system in terms of system quality, service quality, system use, and user satisfaction. However, these evaluations have not been directly linked to graduates' readiness for the workplace or to the professional competency outcomes expected from SKPI. In this regard, Widya et al., (2025) analyzed SKPI system success using the DeLone and

McLean model but did not examine how such system success translates into graduates' workplace readiness. Similarly, the article *Seberapa Pentingkah SKPI* discussed the relevance of *SKPI* descriptively without quantitative analysis of its industry-related outcomes, while (Hadi, 2019) focused on curriculum and *SKPI* improvements within Islamic studies without linking them to industrial collaboration.

These studies collectively highlight five research gaps: limited evaluation of *SKPI*'s effectiveness in enhancing employability; insufficient analysis of academic–industry partnership roles; scarce investigation within religious higher education contexts like UIN Antasari; lack of outcome-based assessments from industry perspectives; and minimal cross-program comparative studies to develop an institutional strengthening model. This study addresses those gaps by systematically examining the effectiveness of *SKPI* implementation, the role of program–industry collaboration, and the challenges and strategies for strengthening these efforts at UIN Antasari.

This study seeks to answer the following research questions:

1. How effective is the implementation of SKPI in strengthening graduate competencies at UIN Antasari Banjarmasin?
2. How do collaborations between study programs and industry contribute to improving the relevance of SKPI and graduate employability?
3. What institutional challenges and strategic measures are necessary to ensure sustainable and standardized SKPI implementation?

Based on these questions, the objectives of the study are to:

1. Analyze the effectiveness of SKPI in enhancing graduate competencies;
2. Examine the role of academic–industry collaboration in supporting SKPI; and
3. Formulate policy recommendations for improving competency-based education within Islamic higher education.

This study integrates Human Capital Theory and Employability Theory as its analytical foundation. Human Capital Theory provides a lens to understand SKPI as an investment in educational quality and individual productivity, while Employability Theory explains how documented competencies influence graduates' adaptability and market readiness. Together, these frameworks enable a comprehensive analysis of how SKPI and academic–industry partnerships jointly contribute to human resource development within Islamic higher education institutions.

II. Method

This research employed a mixed-methods design**,** combining quantitative and qualitative approaches to obtain a comprehensive understanding of the effectiveness of the Diploma Supplement (Surat Keterangan Pendamping Ijazah/SKPI) implementation and the collaboration between study programs and professional sectors at UIN Antasari Banjarmasin. The quantitative component focused on measuring perceptions through surveys, while the qualitative component explored experiences and perspectives through interviews and open-ended responses.

1. Type and Research Approach

This study employed a descriptive quantitative approach complemented by qualitative data to provide a comprehensive understanding of the effectiveness of the Diploma Supplement (*Surat Keterangan Pendamping Ijazah/SKPI*) implementation and the collaboration between study programs and the industrial and professional sectors at Universitas Islam Negeri (UIN) Antasari Banjarmasin. The quantitative approach was selected to systematically measure respondents' perceptions through a Likert-scale questionnaire, while the qualitative approach was used to examine open-ended responses from industry partners and other respondents regarding challenges and strategic recommendations for program enhancement. Mixed methods research strengthens the validity of findings by combining quantitative numerical results with qualitative narrative insights, enabling triangulation and deeper interpretation of complex educational phenomena. This approach has been widely recommended in empirical research on higher education and employability because it integrates statistical trends with contextual understanding, resulting in more comprehensive and credible conclusions (Habibullah et al., 2025).

Accordingly, this research aims to objectively describe how *SKPI* implementation and industry/professional partnerships operate and what factors influence them within the local context. The quantitative emphasis allows for measuring the degree of agreement toward key variables, while the qualitative data provide space for uncovering non-numerical aspects such as institutional barriers or best practices. This approach also enables triangulation among perspectives of study program managers, students/alumni, and industry/professional partners to enhance the reliability and practical relevance of the study's findings for institutional policy development.

2. Research Location and Period

The study was conducted at UIN Antasari Banjarmasin, a state Islamic university under the Ministry of Religious Affairs of the Republic of Indonesia, which has implemented *SKPI* across its study programs. Data collection took place in 2024, after the institution had fully adopted *SKPI* and established partnerships with various industries and professional organizations in South Kalimantan.

The 2024 timeline was chosen to ensure that the implementation of *SKPI* had reached a mature stage and that industrial partners had sufficient experience to provide meaningful evaluations. The selection of UIN Antasari Banjarmasin provided a unique local context, thus allowing for a more contextual and applicable analysis. Consequently, the findings are expected to represent the actual implementation of *SKPI* and the dynamics of academic–industry collaboration within PTKIN institutions in South Kalimantan Province.

4. Research Population and Sample

The study population (figure 1.) comprised three key groups directly involved in *SKPI* implementation and evaluation: (1) program study managers (heads, secretaries, or *SKPI* coordinators), (2) students and alumni, and (3) industry, business,

and professional partners collaborating with the university in internships, certification, and joint activities. The sampling technique used was purposive total sampling, resulting in 111 respondents—consisting of 8 program managers, 73 students/alumni, and 30 industry/professional partners. This sample was considered representative for assessing *SKPI* implementation from three main perspectives: academic (managers), user (industry/profession), and graduate (students/alumni). Including a variety of respondents from different stakeholder groups such as students, educators, employers, and industry partners aligns with established employability research practices that use a multi-stakeholder approach to gain a holistic understanding of graduate employability challenges and skill needs. Previous studies (Heynes & Govender, 2025), emphasize that combining perspectives from multiple actors helps bridge gaps between academic preparation and labour market expectations and supports more systemic frameworks for employability research (Olo et al., 2021). Thus, the collected data are expected to reflect multiple viewpoints and provide relevant insights for institutional policy development.

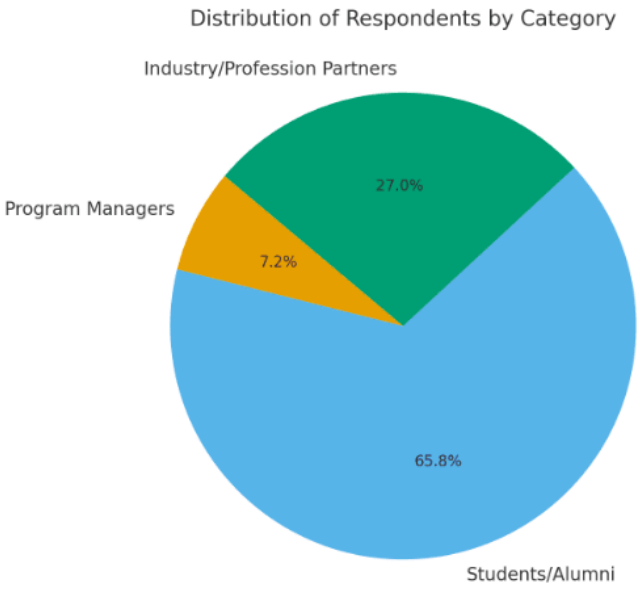


Figure 1. Population and Sample research

4. Research Instruments

The research instrument consisted of a structured questionnaire developed by the research team based on study objectives and relevant literature on graduate competencies and employability. The questionnaire included both closed-ended questions using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) and open-ended questions designed to elicit opinions, suggestions, and strategic recommendations from industry partners and other respondents. The questionnaire was divided into three sections: Section A (program managers) focused on policy, implementation, *SKPI* validation, and industrial partnerships; Section B

(students/alumni) emphasized understanding, perceived benefits, and the impact of *SKPI* on employability; and Section C (industry/professional partners) focused on perceptions of graduate quality, collaboration effectiveness, and skill development suggestions.

The primary data collection instrument was a structured questionnaire containing both closed-ended and open-ended questions. The closed-ended items used a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) to assess respondents' attitudes toward SKPI implementation and collaboration effectiveness. The open-ended questions allowed respondents to elaborate on perceived challenges and recommendations.

Instrument Reliability

Reliability testing using Cronbach's Alpha confirmed high internal consistency across all constructs:

a. SKPI Implementation: $\alpha = 0.89$
b. Academic–Industry Collaboration: $\alpha = 0.87$
c. Graduate Employability Perceptions: $\alpha = 0.90$

These values exceed the minimum reliability threshold ($\alpha > 0.70$), indicating that the instrument was statistically reliable.

The combination of closed and open questions allowed for both numerical analysis and qualitative exploration, consistent with the mixed-method approach recommended in employability research in Indonesia (Wibowo et al., 2020). Instrument validation was conducted through internal pilot testing and item revisions to ensure reliability and local contextual relevance.

5. Data Collection Procedures

Data were collected through online surveys distributed via Google Forms and supported by semi-structured interviews with selected respondents. The interviews were conducted to gain deeper insights into policy implementation, operational challenges, and collaborative practices that may not have been fully captured through the survey data. This technique aligns with employability research recommendations emphasizing the importance of industry interviews to explore partnership dimensions not captured by questionnaires (Creswell & Creswell, 2018). All respondents were informed about the research objectives, data confidentiality, and voluntary participation, in accordance with research ethics standards.

6. Data Analysis Techniques

Data analysis was carried out in two stages: quantitative and qualitative. Quantitative data from the closed-ended questionnaire were analyzed using descriptive statistics (percentages and frequencies) to measure respondents' levels of agreement with key indicators of *SKPI* implementation and industry collaboration. The results were presented in tables and graphs for clear interpretation and visualization. Qualitative data from open-ended responses and industry interviews were analyzed using thematic analysis to identify patterns, ideas, challenges, and strategies in implementing *SKPI* and strengthening collaboration with professional

sectors. This combined approach provided a deeper understanding of partnership dynamics and institutional barriers, yielding more comprehensive and actionable insights consistent with mixed-method practices in higher education research in Indonesia (Firmansyah & Masrun, 2021).

7. Integration of Methods

The integration of quantitative and qualitative data occurred during both the analysis and interpretation stages. Quantitative results were first examined through descriptive statistics (means, frequencies, and percentages) to determine general patterns. These patterns were then triangulated with qualitative narratives, allowing the researchers to explain why certain results emerged. For example, when quantitative data indicated variability in SKPI validation across programs, qualitative feedback from coordinators clarified underlying institutional constraints. This process strengthened both the validity and contextual richness of the findings.

Data validity was ensured through source and method triangulation, comparing results from the three respondent groups (program managers, students/alumni, and industry partners). This allowed cross-verification between quantitative and qualitative findings. Additionally, results were validated through internal team discussions and member-checking with key respondents to confirm that interpretations accurately reflected field realities. Member-checking enhanced the credibility of qualitative data and ensured that partner and managerial perspectives were authentically represented in the analysis. This validity technique follows best practices in higher education quality and employability research in Indonesia (Agmallia, 2022).

8. Thematic Analysis Procedure

Qualitative data were analyzed following the six-step thematic analysis framework of Braun and Clarke (2006):

a. Familiarization: Reading transcripts and responses repeatedly to identify initial impressions.
b. Coding: Labeling significant statements or phrases related to SKPI and collaboration.
c. Categorization: Grouping similar codes into broader conceptual categories.
d. Theme Development: Identifying overarching themes that captured key ideas, such as “institutional readiness” and “industry feedback mechanisms.”
e. Theme Review: Refining and validating themes against raw data to ensure accuracy.
f. Interpretation: Integrating themes into the broader research framework and relating them to Human Capital and Employability theories.

9. Research Design Flow

Formulation of Research Problems 1) Instrument Design, 2) Data Collection (Survey & Interview), 4) Quantitative Analysis, 5) Thematic Analysis, 6) Integration & Triangulation, 7) Conclusion & Policy Recommendations

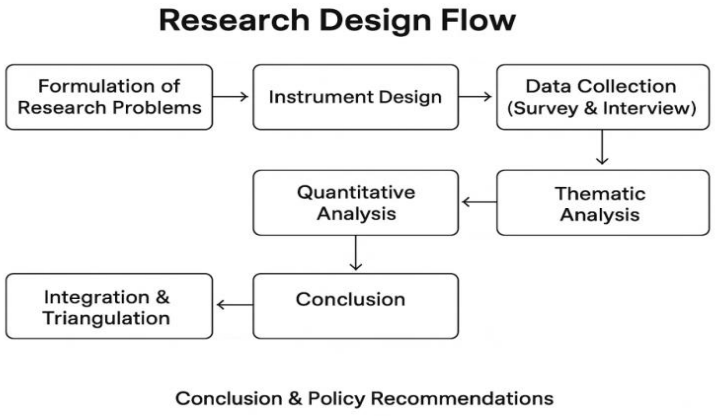


Figure 2. research design flow

The Research Design Flow illustrates the systematic stages of the study from beginning to end. The process starts with Formulation of Research Problems, where the main issues and focus areas are identified. This is followed by Instrument Design, which involves developing the research instruments such as questionnaires and interview guides. The next stage, Data Collection, gathers information through surveys and interviews.

The collected data are analyzed through two paths: Quantitative Analysis for numerical findings and Thematic Analysis for qualitative insights. These results are then combined in the Integration & Triangulation stage to ensure consistency and analytical depth. The process concludes with Conclusion & Policy Recommendations, where the findings are interpreted and translated into practical recommendations for competency-based higher education policy development.

9. Research Ethics

The study ensured that all respondents received clear information regarding the research objectives, data confidentiality, and intended academic and institutional use of the findings. Participation was voluntary, with informed consent obtained prior to completing the questionnaire or interview. Respondents were assured that data would be reported in aggregate form and that individual identities would remain confidential. All procedures adhered to ethical principles in social and educational research, emphasizing respect for participant rights and transparency in the research process (Kuncoro, 2001).

III. RESULTS AND DISCUSSION

1. Result

a. Implementation of the Diploma Supplement (SKPI)

The implementation of the Diploma Supplement (Surat Keterangan Pendamping Ijazah/SKPI) represents a strategic institutional effort to document and communicate graduates' competencies in a transparent, standardized, and labor-market–oriented manner. As an official complement to the diploma, SKPI is designed to bridge academic learning outcomes with professional qualifications, thereby enhancing graduate employability and institutional accountability in higher education.

Table 3. Average Scores of SKPI Implementation by Respondent Group

Respondent Group	Mean Score	Interpretation
Program Managers	4.10	Effective Implementation
Students/Alumni	4.05	High Awareness And Benefit
Industry Partners	4.00	Positive Perception
Overall Average	**4.05**	**High Effectiveness**

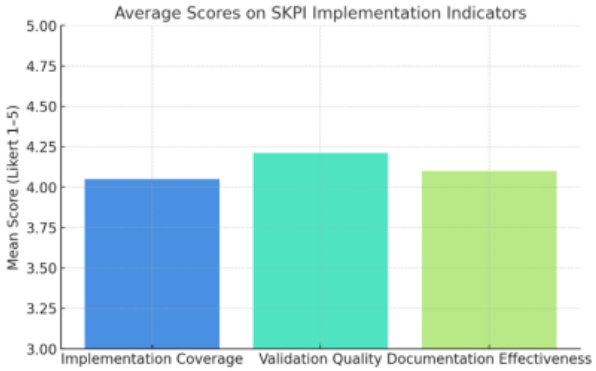


Figure 4. Bar Chart of SKPI Implementation Scores

A bar chart (figure 4.) would show three bars representing each respondent group with values around 4.0–4.1, indicating consistent positive evaluation across stakeholders.) The results indicate that all respondent groups perceive the SKPI implementation as effective, with minor variations among departments. From the perspective of *Human Capital Theory*, SKPI functions as an institutional investment in educational quality assurance. It documents and certifies students' competencies, contributing to higher productivity and employability. Meanwhile, *Employability Theory* explains that SKPI enhances the signaling value of graduates in the labor market by making their competencies transparent and verifiable.

This finding in table 3. supports (Burjulius & Lena, 2021) who noted that *SKPI* effectiveness depends on administrative readiness and faculty policy support. Data reveal that 87% of respondents affirmed full implementation of *SKPI*, while 13% indicated a need to improve digital validation systems.

The average score of 4.21 on the *SKPI* content validation indicator suggests standardized procedures, though technical reinforcement at the department level remains necessary. Lestari and Sylviana (2022) also emphasize that *SKPI* success depends on supervisors' capacity to assess students' competencies beyond formal curricula. Survey results similarly show that most lecturers view *SKPI* as an important instrument for showcasing students' additional abilities. Overall, *SKPI* at UIN

Antasari functions effectively as a documentation tool for graduates' supplementary competencies. However, further inter-program consolidation is needed for more uniform and integrated implementation—affirming the importance of a systemic approach in *SKPI* management within Islamic higher education institutions.

b. Effectiveness of Study Program Collaboration with Industry

Collaboration between study programs and industry constitutes a critical mechanism for aligning academic learning with the evolving demands of the labor market. Through structured partnerships such as internships, professional training, and competency certification, academic–industry collaboration enables students to acquire practical skills, professional attitudes, and workplace adaptability that extend beyond formal curricula. Consequently, the effectiveness of such collaboration becomes a key indicator of how higher education institutions translate educational outcomes into employability-oriented competencies.

Table 5. Collaboration Effectiveness by Respondent Group

Respondent Group	Mean Score	Interpretation
Program Managers	4.15	Strong Institutional Support
Students/Alumni	4.05	Improved Learning Relevance
Industry Partners	4.04	Productive Engagement
Overall Average	4.08	High Collaboration Effectiveness

The high average score (4.08) reflects strong synergy between study programs and professional sectors. In line with *Employability Theory*, such collaboration facilitates the development of practical competencies and enhances graduates' readiness for employment. Industry partners confirmed that internship programs and certifications improved students' soft skills and adaptability, validating the theoretical notion that work-based learning bridges academic and practical skills.

The study found that collaboration between study programs and industry/professional sectors at UIN Antasari is high, with an average score of 4.08 on the Likert scale. About 85% of respondents stated that joint activities such as internships, certification, and industrial workshops significantly enhance student skills.

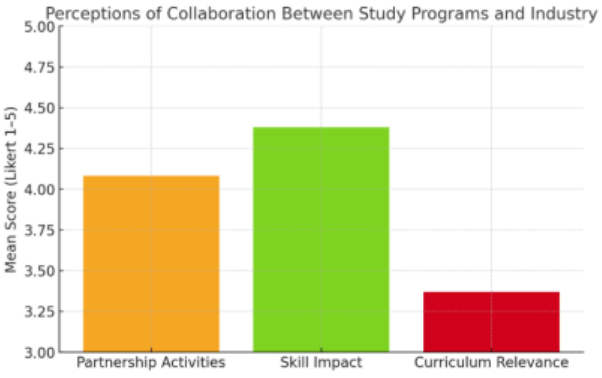


Figure 6. Bar Chart of Collaboration Scores

(The chart would display nearly uniform bars across respondent groups, reflecting shared agreement on the positive impact of collaboration)

At UIN Antasari, the most common forms of collaboration include professional training and competency certification mentoring. The average score of 4.38 on the indicator "collaborative programs improve skills" indicates a strong positive impact on graduates' work readiness. Furthermore, 78% of external respondents from industry rated the collaboration as aligned with labor market needs. This confirms (Lisnawati, (2023) findings that campus–industry synergy enhances both curriculum relevance and students' soft skills. Nevertheless, challenges remain in synchronizing academic curricula with industry demands, with an average score of 3.37, suggesting room for improvement in program planning. Overall, these findings affirm that UIN Antasari's partnership model is on the right track in linking higher education with the professional world.

c. Comparative Perceptions among Respondent Groups

Examining comparative perceptions among different respondent groups provides a comprehensive understanding of how the implementation of the Diploma Supplement (SKPI) and academic–industry collaboration are evaluated across key stakeholders. By comparing the views of study program managers, students and alumni, and industry partners, this analysis captures convergences and divergences in perceived effectiveness, relevance, and graduate readiness. Such a multi-stakeholder perspective is essential for assessing the coherence between institutional policies, graduate experiences, and labor market expectations.

Table 7. Comparative Perception Scores

Variable	Program Managers	Students/Alumni	Industry Partners
SKPI Implementation Effectiveness	4.10	4.05	4.00
Collaboration Relevance	4.15	4.05	4.04
Graduate Job Readiness	4.00	4.17	4.67

While all groups expressed positive perceptions, industry partners rated graduate job readiness the highest (4.67), confirming the real-world impact of SKPI documentation and industrial engagement. Students and alumni emphasized that SKPI helps them showcase professional skills to employers, while program managers viewed it as a means to institutional accountability.

According to *Human Capital Theory*, these findings illustrate that SKPI represents an institutionalized investment in enhancing the productive capacity of graduates. From the lens of *Employability Theory*, SKPI and collaboration initiatives collectively function as mechanisms that increase graduates' marketability and professional adaptability. The comparative results further show that consistent institutional commitment and active industry participation are key drivers in transforming SKPI from a mere document into a strategic employability tool.

d. Student and Alumni Perceptions of *SKPI* and Its Impact on Job Readiness

Analysis of student and alumni responses indicates a high level of understanding of *SKPI*, with an average score of 4.12. Most respondents agreed that *SKPI* accurately reflects their abilities and aligns with labor market needs. This finding who identified *SKPI* as a vital medium for graduates to showcase non-academic competencies to recruiters.

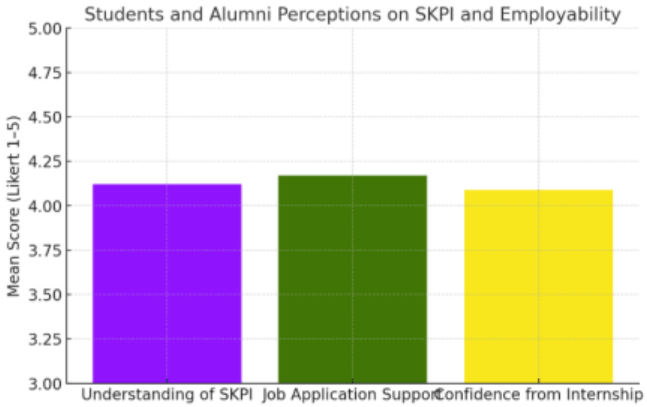


Figure 8. Understanding of SKPI

Respondents also noted that *SKPI* helps during job applications and offers a competitive advantage compared to graduates without such documentation, as shown by the 4.17 average score on the indicator "*SKPI* assists in job applications." Moreover, students acknowledged that internships and certifications facilitated by the university significantly boost their confidence in facing the workforce, scoring 4.09 on average. However, 12% of respondents felt that *SKPI* does not yet fully capture all their competencies, suggesting the inclusion of social, research, and entrepreneurial activities. In general, these results confirm that *SKPI* functions not merely as an administrative document but as a strategic tool to strengthen graduate employability in the modern labor market.

e. Industry Partners' Perceptions of Graduate Quality and the Need for a National *SKPI* Guideline

From the perspective of industry and professional partners, 90% of respondents rated UIN Antasari graduates as possessing strong basic competencies relevant to industry needs, with an average score of 4.67.

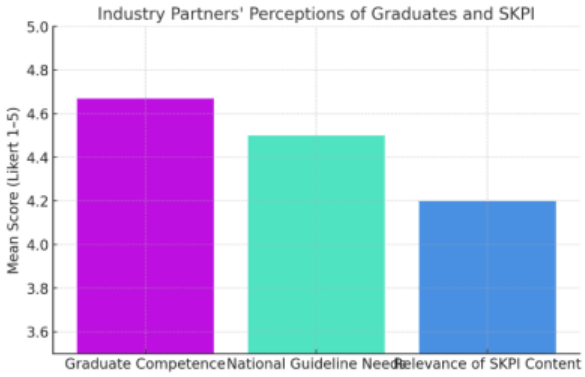


Figure 9. Graduate Competence

This indicates that *SKPI* implementation and collaborative programs positively impact graduate reputation. However, partners emphasized the need for a more operational and adaptive national *SKPI* guideline to keep pace with evolving labor market demands. The 4.50 average score on the indicator "need for a more operational national guideline" reflects a collective awareness of the importance of national standardization. (Rusdiana & Nasihudin, 2021) National SKPI (Diploma Supplement) guidelines set out in Indonesian higher education regulations (Permendikbudristek and KKNI) define SKPI as an official document that describes graduates' academic achievements and competencies beyond formal grades in a standard narrative format. This regulatory framework serves as a benchmark to ensure consistency between academic accomplishments and additional skills or competencies documented in the SKPI.

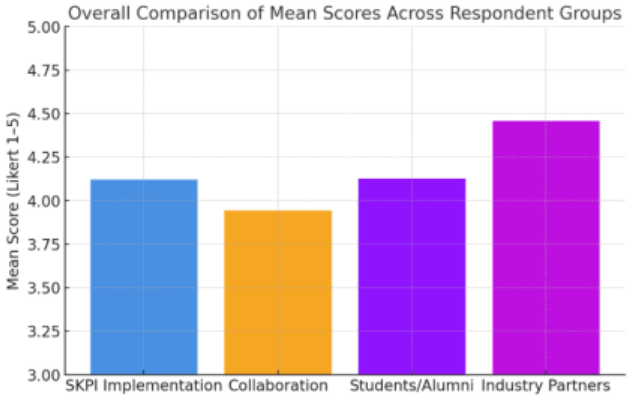


Figure 10. SKPI Implementation

Moreover, this study revealed variations in industry perceptions of *SKPI* content relevance, highlighting the need for ongoing communication between universities and industry partners (Lestari & Sylviana, 2022). Strengthening cross-sector coordination is therefore essential for making *SKPI* implementation more effective in meeting national labor market needs. These findings reinforce the importance of the *Surat Keterangan Pendamping Ijazah* (SKPI) as an official competency documentation instrument in Indonesian higher education. SKPI plays a crucial role

in systematically recording graduates' additional competencies beyond academic transcripts, thereby enhancing transparency, comparability, and recognition of learning outcomes in the labor market. As mandated by national higher education regulations, SKPI serves as a standardized benchmark to ensure alignment between academic achievements and supplementary skills, supporting graduates' employability and institutional accountability. Consequently, UIN Antasari should actively contribute to developing *SKPI* policy updates aligned with the national qualifications framework and global higher education trends.

4. Summary of Findings

a. SKPI implementation at UIN Antasari is considered highly effective (mean = 4.05).
b. Academic–industry collaboration demonstrates strong relevance and practical value (mean = 4.08).
c. Industry partners report high satisfaction with graduate competencies (mean = 4.67).
d. Theoretical interpretation confirms that SKPI aligns with the principles of human capital development and employability enhancement.

Overall, the results validate that SKPI, supported by systematic academic–industry collaboration, serves as both an instrument of competency documentation and a catalyst for strengthening human resource quality in Islamic higher education.

2. Discussion

The study findings confirm that the implementation of the Diploma Supplement (SKPI) and collaboration with industry have significantly contributed to strengthening graduate competencies at UIN Antasari Banjarmasin. The following discussion connects each significant finding to theoretical perspectives, prior studies, and policy implications within the context of Islamic higher education.

The finding that the implementation of the *Surat Keterangan Pendamping Ijazah (SKPI)* at Universitas Islam Negeri Antasari Banjarmasin achieved an average score of 4.05 reflects the institution's strong commitment to implementing this policy comprehensively.

a. SKPI as an Institutional Investment in Human Capital

From the perspective of Human Capital Theory, the investment in SKPI functions as a structured institutional mechanism to enhance the productivity and competitiveness of graduates. The high average score (4.05) for SKPI implementation indicates that the university's documentation of student competencies has successfully increased transparency and accountability. Similar findings were reported by Isbah, Kustiningsih, and Wibawanto (2023), who highlighted that competency certification systems significantly improve graduate employability in Islamic universities. However, the present study extends that conclusion by demonstrating that SKPI not only strengthens graduate qualifications but also serves as a benchmark for internal quality assurance and professional credibility.

This perspective aligns with Becker's (1964) notion that educational investment leads to economic and professional returns when competencies are recognized and validated. At UIN Antasari, SKPI implementation has transformed from an administrative obligation into a systematic institutional strategy, emphasizing continuous improvement in competency assessment and documentation.

2. Academic–Industry Collaboration and Employability Enhancement

The findings also show that collaboration between academic programs and industry, scoring an average of 4.08, plays a critical role in bridging academic theory and professional practice. From the standpoint of Employability Theory, this partnership offers students opportunities to apply theoretical knowledge in real-world workplace settings, thereby enhancing their adaptability and practical skills. This result corroborates the study by Riswanto et al. (2025), which found that certified internship and independent study programs significantly boost students' self-confidence and employment opportunities, and aligns with the findings of Beno et al. (B et al., 2025), who showed that internship experience positively influences work readiness through enhanced self-efficacy (Riswanto et al., 2024).

Nevertheless, this study contributes a novel insight by revealing that collaboration effectiveness depends not only on program design but also on institutional integration and curriculum responsiveness. While previous research has focused on skill gaps from the employer's perspective, particularly highlighting mismatches between academic outputs and industry expectations, recent studies demonstrate that structured institutional mechanisms such as co-designed internship programs directly help bridge these gaps. Literature shows that internships significantly influence graduates' employability by enhancing practical skills and workplace readiness, and that university-industry collaboration plays a central role in aligning educational outcomes with labor market demands. Together, these findings strengthen the theoretical connection between employability enhancement and structured academic-industry engagement (Awang et al., 2024).

3. Comparative Perceptions and Stakeholder Synergy

The comparative data among program managers, students, and industry partners reveal a convergence of positive perceptions toward SKPI and collaboration outcomes. Industry partners gave the highest rating (4.67) for graduate readiness, validating that SKPI-based competency documentation meets professional standards. This alignment between academic and industry expectations reflects a maturing ecosystem of stakeholder synergy.

From a theoretical standpoint, the results illustrate the complementary relationship between *Human Capital* and *Employability* frameworks. Human Capital Theory explains institutional investment in training and competency systems, while Employability Theory captures how these competencies are recognized and valued in the labor market. This dual framework highlights the multidimensional nature of SKPI, as it serves both as an educational and economic instrument.

4. Comparison with Previous Research

Previous studies Burjulius & Lena, (2021) and Lestari & Sylviana, (2022) primarily emphasized the technical or administrative dimensions of SKPI systems. By contrast, this study deepens the analysis by integrating SKPI with theoretical and practical implications for competency development, employability, and policy-making in Islamic higher education. Previous literature has often addressed SKPI (or Diploma Supplement) primarily from a policy standardization perspective, focusing on its role as a formal document to describe and standardize graduates' achievements in accordance with national qualification frameworks. However, broader research in higher education employability highlights the necessity of integrating institutional mechanisms such as university-industry collaboration to operationalize competences that align with labor market needs. This study contributes to the field by proposing an empirically grounded model linking institutional management, industry collaboration, and human capital development, thereby shifting the discourse from what SKPI is to how SKPI functions as a transformative mechanism within the educational and professional ecosystem (Abelha et al., 2020). The study advances the discourse by shifting the focus from *what SKPI is* to *how SKPI operates as a transformative mechanism* within the educational and professional ecosystem

5. Scientific Novelty and Policy Implications

This study presents an integrated analytical framework that combines Human Capital and Employability theories to examine the implementation of SKPI in Islamic higher education. The novelty lies in demonstrating how SKPI functions as a *dual instrument,* both as an institutional investment (human capital formation) and as a signaling mechanism for employability. It also emphasizes the relationship between documentation, curriculum, and partnership strategies, an area that has not been thoroughly explored in previous SKPI studies.

The findings provide actionable insights for policymakers and higher education administrators. First, SKPI should be institutionalized through standardized digital systems and aligned with national qualification frameworks. Second, universities should establish long-term collaboration models with industries to ensure curriculum relevance and graduate readiness. Third, regulatory bodies such as the Ministry of Religious Affairs could adopt SKPI as a formal performance indicator for Islamic universities, ensuring that employability and competency documentation become integral parts of accreditation and quality assurance systems. By linking theory, empirical data, and practical recommendations, this study reinforces the significance of SKPI and academic–industry collaboration as pillars for strengthening the human resource competitiveness of Islamic higher education in Indonesia.

IV. CONCLUSION

The study concludes that the implementation of the Diploma Supplement (SKPI) and the strengthening of academic–industry collaboration at UIN Antasari Banjarmasin have a substantial positive impact on graduate competencies, employability, and institutional credibility. SKPI has evolved into a transparent

documentation system that enhances the visibility of graduates' competencies. Meanwhile, collaboration with industry ensures the curriculum's relevance and supports the acquisition of professional and adaptive skills. Both mechanisms function synergistically to bridge the gap between education and employment, thus fostering a competency-based higher education model.

From a theoretical standpoint, this research reinforces the relevance of Human Capital Theory by illustrating that SKPI acts as an institutional investment in enhancing educational value and graduate productivity. It also operationalizes Employability Theory, showing that competency documentation and collaborative engagement serve as effective mechanisms for translating educational attainment into professional readiness. The integrated application of both theories provides a comprehensive model for understanding how Islamic higher education can align academic outcomes with labor market expectations. At the practical level, universities should develop standardized digital systems for SKPI documentation and validation to ensure data accuracy and accessibility. They also need to establish long-term, mutually beneficial partnerships with industry to integrate internships, certifications, and co-designed curriculum modules that enhance graduate employability. Moreover, SKPI data should be utilized as part of institutional performance indicators and accreditation criteria to strengthen accountability and quality assurance. At the policy level, the Ministry of Religious Affairs should adopt SKPI as a strategic instrument within national frameworks to support the systematic development of graduate competencies in Islamic higher education institutions.

This study contributes novel insights by offering an integrated analytical framework that links Human Capital and Employability theories to the practice of SKPI implementation in Islamic higher education. It provides empirical evidence that SKPI functions not merely as an administrative record but as a strategic tool for institutional transformation and human resource development. Future research should employ longitudinal or comparative designs across multiple Islamic universities to assess the long-term impact of SKPI and collaboration initiatives.

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