Needs Analysis of the Bengkulu Community Based on Local Culture for Study Program Development in Islamic Universities

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Abstract. Graduate profiles that do not match the needs of the world of work in a community environment based on local culture are one of the problems for prospective teachers. This research aims to analyze local culture-based community responses regarding the development of prospective teachers' skills. This research used a mixed-method approach with primary data from questionnaires and secondary data from observations, interviews, and documentation. This research finds that 83.33% of students and 65% of the community respond positively to the development of prospective teachers. It means prospective teachers align with the community's needs based on local culture.

Keywords: Study program development, response, needs analysis

Introduction

Recently, progress in the development of artificial intelligence technology has increased and is used globally, thus greatly influencing various industries, infrastructure, social activities, and other human activities. The rapid development of technology has caused changes in society's values (Kappner et al., 2023; Rasa & Laherto, 2022; Yenilmez Turkoglu et al., 2022). The new values technological developments create are called Industry 4.0 and Society 5.0. These developments inevitably require the world of education, including universities, to also make adjustments to prepare the education society needs. The Ministry of Education, Culture, Research, and Technology has issued the Merdeka Belajar-Kampus Merdeka (MBKM) policy, which Islamic Universities, especially State Islamic Universities, must also respond to at the curriculum level and the opening of new study programs.

Education is a process and pattern that leads to achieving goals. Furthermore, education is expected to be ideal and respond to the challenges of current life developments. Islamic education in Indonesia is part of national education, which aims to create perfect or complete human beings (Idris, 2008), so education must reflect the direction of Indonesian human development (Fadjar, 2005). It cannot be separated from religious education as the foundation for how they think, behave, and solve problems that are neatly arranged in the national education system. Exemplary character is the most important educational tool in Islamic education. Therefore, it is the duty of educators, both parents and teachers, to introduce and teach developments in science and technology.

The phenomenon of backwardness in Islamic society for an extended period since the 18th century forced Muslims to make confident choices if they wanted to develop knowledge again, for example, by developing the quality of education and higher education. Furthermore, through higher education, the mass production of intellectuals with multiple qualities expected to become actors of change can be achieved (Idris, 2009). On the internal side, readiness to develop study programs is also an aspect that must be prepared. The readiness of human resources and any new study programs needed by society and the world of work must be explored and concluded. This data on the needs of society and stakeholders can later be used as a consideration for universities to determine policies, what the needs of society are, what the needs of the world of work are, and how prepared campus resources are.

Local cultural values are values or traditions that are agreed upon and embedded in a society (Pattipeilohy, W. S.E et al., 2023). We must maintain and preserve these cultural values so

they remain and are remembered by future generations (Suraya et al., 2016). From that, cultural values in the local area can be applied to support the development of study programs at the Fatmawati Sukarno Bengkulu State Islamic University (UIN). Analysis of community needs based on local culture is critical to implement because the development of study programs must follow demands from society to benefit religion and the country.

There are aspects of needs that can be analyzed, such as biological needs, safety needs, needs for esteem, social needs, and self-actualization needs (Taormina & Gao, 2013). Humans also have future needs, which are anticipations of the development of human life in the future (Briggs, 1977). In education, study programs that are projected to be needed in the future must be prepared through needs analysis to anticipate societal developments. Needs can arise due to internal factors but can also be stimulated by external factors such as the environment (Alwisol, 2019).

Needs analysis is an activity to find various things that society needs. Analysis can be carried out to determine needs. The difference between actual and required conditions or conditions that should occur is mapped using needs analysis (Murray, 1981) so that the gaps can be described and solutions that can be taken to overcome these problems can be concluded (Atmodowirio, 2002). The purpose of needs analysis is to provide information for planning and diagnosing, or identifying problems (Sedarmayanti, 2011). In addition, the macro-level needs assessment model examines the gap between the ideal and actual quality of a product provided by an organization to other parties, especially users. This model aims to analyze products organizations provide through program output to other parties, such as society and stakeholders (Kaufman et al., 1993).

A need is also often referred to as gaps that occur in society, where these gaps are different from what is expected. These gaps can occur in results, achievements, or consequences (Kaufman et al., 1993). Therefore, to identify these needs, it is necessary to start by determining the gaps that occur so that the expected solutions can be formulated. Fact and fiction must be separated to provide actual recommendations (Stolovitch & Keeps, 1992). Needs analysis systematically determines suggestions, identifies gaps between targets and real conditions, and determines actions (Briggs, 1977).

Statistics Indonesia data shows that labour availability is shifting to various service sectors, ranging from construction, finance, and transportation to health and education. This phenomenon should be one of the cornerstones of the policy for opening study programs. The highest open unemployment report also occurred among diploma I, II, and III graduates, which reached 6.89%, above high school unemployment of 6.78%. There is 6.24% open unemployment for university diploma holders with at least a bachelor's degree. Educated unemployment is a phenomenon in itself. Open unemployment data in 2019 put Bengkulu at 2.50%. The unemployment rate in August 2020 experienced a significant increase compared to a year ago, amounting to 2.97%. Based on gender, the underemployment rate for men (14.06 percentage points) is higher than for women (11.60 percentage points) (Bengkulutoday.com, 2020).

The Open Unemployment Rate (*Tingkat Pengangguran Terbuka/TPT*) is an indicator used to measure labour not absorbed by businesses in the job market. Bengkulu's TPT results from Sakernas in August 2020 were 4.07%. This percentage means that out of 100 people in the workforce, there are around four unemployed people. The TPT value has increased compared to a year ago by 0.81 percentage points (Badan Pusat Statistik Provinsi Bengkulu, 2021).

At the stage of curriculum preparation outlined in the MB-KM Directorate General of Higher Education 2020, a needs analysis was carried out to look at social, professional, and industrial needs as a basis for curriculum development. Needs analysis (market signals) is the primary basis besides the Science Vision (science and technology studies) in the curriculum document preparation stage (Junaidi, 2020). In responding to this problem, activities and analyses are needed to provide data for policymakers to decide on the needs of society, stakeholders, and the world of work regarding opening specific study programs (Kaur et al., 2023). Needs analysis can be a basis for developing community resources. Needs analysis is done to analyze gaps, identify needs, and determine the right solution; it is a complex process (Stolovitch & Keeps, 1992).

Every study program needs to be developed considering the challenges of the future, which are much more complex than they are now. Education must be designed to plan future needs with all the consequences that arise. Education also plays a strategic role in predicting and measuring the desired future with various logical considerations. No less interesting, Everett Reimer (2000), in his book An Essay on Alternatives in Education, states that education should not prepare people for something else or be a byproduct of other activities (Nurjannah & Yamani, 2023). Education must be intended to help humans gain and maintain power over themselves, society, and their environment (Mukhtar, 2007).

Therefore, the development of study programs should be openly and clearly formulated to provide space for an elastic, directed, holistic, and non-discriminatory movement toward an independent, professional, and competitive school education process (Akçakoca & Orgun, 2021; Mosapour et al., 2018). From this explanation, it appears that investment in education is a very long chain and involves the issue of educational maturation (Gropen et al., 2017), responsibility, religiosity, realizing the desired vision of society, and the tendency to live socially (Kruachottikul et al., 2023). It follows research results refined by the research team, such as simplifying the language, adapting content to local settings, and ensuring that program materials are exciting and relevant for developing stress reduction programs in rural society (Shrivastava et al., 2023).

The culture embedded in society and passed down from generation to generation will become increasingly conceptualized in people's lives so that it becomes a belief in things related to a belief that is not easy to eradicate (Marx, 2019; Widagdho, 1994). Various cultures give rise to many characteristics, especially when an area has people with various cultures. An example is the Bengkulu community, which is heterogeneous in terms of ethnicity. The population consists of indigenous tribes and immigrants (Aditia, 2021). The native tribes of Bengkulu are Rejang, Serawai, Mukomuko, Enggano, Kaur, Lembak, Pekal, Besemah, Semende, Merpas, Nasal, and Malay Bengkulu. Among the native tribes, the Rejang and Serawai have the highest populations, with percentages of 20.60% and 18.91%, respectively. The Javanese as immigrants are the largest single ethnic population in Bengkulu Province, with a percentage of 22.64%. Meanwhile, the local tribes are Malay, Minangkabau, Batak, Sundanese, and Lampung.

Thus, education as an investment must be designed according to users' needs to allow them to act intelligently and wisely. Seeing this reality, research on the prospects for developing prospective Islamic teachers in the Bengkulu community is significant. It is hoped that the results of this research can help analyze the needs of the job market in Bengkulu to find out the needs, challenges, and job prospects of prospective Islamic teachers in Bengkulu as evaluation material for the development of better prospective Islamic teachers in the future. Therefore, this research

aims to analyze the needs of the Bengkulu community based on local culture for the development of prospective Islamic teachers.

Research Method

This research used a mixed-method approach that combines positivism and post-positivism (Sugiyono, 2015). This approach involves the functions of the two research approaches collectively so that the overall strength of this research is more remarkable than qualitative and quantitative research and more complete than just collecting and analyzing two types of data. This approach also involves quantitative and qualitative approaches, philosophical assumptions, and mixing both approaches in one study simultaneously (Putra & Hendarman, 2013). The sample in this research was 1200 students, 200 stakeholders, and 100 university students. Primary data in this research came from questionnaires of respondents from students, stakeholders, and university students. Secondary data was collected by researchers directly from the school through observation and documentation.

Quantitative data collection techniques were the main focus of research by providing instruments tested for validity and reliability to all samples. This data collection technique obtained quantitative data regarding the public response to the transfer of IAIN status to UIN. Qualitative data was collected to complement the quantitative data to produce more profound, meaningful, and broader research. The qualitative data collected was related to the contribution of prospective Islamic teachers to the local culture-based needs of communities. Quantitative data was collected by giving questionnaires with questions that respondents answered for data collection (Sugiyono, 2010). This method was used to collect data regarding community responses. Qualitative data was collected using in-depth interviews, documentation, and observations in natural settings.

The correlation coefficient was a quantity used to check the level of closeness of the relationship between variable X and variable Y at the interval level of measurement. Moment Product Correlation tests the associative hypothesis when the data is in the form of intervals or ratios. It tests the hypotheses of the relationship between one independent and dependent variable. The activities carried out during qualitative data analysis by directly interacting with information providers are carried out continuously until the data shows saturated data (Putra & Hendarman, 2013). The steps in data analysis were data reduction, data display, and data conclusion drawing/verification.

Result and Discussion

Bengkulu is a province in Sumatra at coordinates 5°40' – 2° 0' South Latitude 40' – 104° 0' East Longitude with an area of 19,788.70 km^2 (7,640.46). This province borders West Sumatra to the north, Lampung to the south, the Indian Ocean to the west, and Jambi and South Sumatra to the east. The eastern part of Bengkulu province is hilly with fertile highlands, while the western part is narrow lowlands extending from north to south with several undulating parts. There are ten islands in the geographical area of Bengkulu. One island is in Bengkulu City, and the other nine are in North Bengkulu Regency, one of which is the largest island in Bengkulu Province, Enggano Island.

After Indonesian independence, Bengkulu was once a residence in South Sumatra Province. Only since 18 November 1968 has its status been upgraded to become the 26th

youngest province after East Timor. Bengkulu Province, which was formed based on Law no. 9 of 1967, covers the former Bengkulu Residency area of 19,813 km² and consists of four Level II Regions: Bengkulu Municipality with two sub-districts, North Bengkulu Regency (Argamakmur capital) with 13 sub-districts, South Bengkulu Regency (Manna capital) with 11 sub-districts, and Rejang Lebong Regency (Curup capital) with ten sub-districts. In its development, after experiencing several expansions at the district level, there are nine regencies and one municipality in Bengkulu Province. The regional potential of Bengkulu province is presented in Table 1 (see Appendices).

The change of IAIN Bengkulu into UIN is one of the achievements that has impacted the development of science education in Bengkulu province as the only state campus in Bengkulu city. It will contribute by opening more comprehensive study programs, accommodating more students, and providing more sources of knowledge. The change gave rise to responses from IAIN internal circles, the academic community, the community, and stakeholders. From respondent data after interviews with 100 students to gather responses about the status change from IAIN to UIN, 83.33% of students responded positively, while the rest (16.67%) responded negatively.

In providing a more in-depth picture of the public response to the status change, a SWOT analysis was carried out first to determine the relationship between the needs of the Bengkulu people and the factual conditions at UIN Fatmawati Sukarno. After that, appropriate steps can be taken to meet the public real needs. Data was collected based on secondary data through a purposive public survey to see their response to the change from IAIN Bengkulu to UIN Fatmawati Sukarno. Each district was represented by 20 people, including residents and community leaders. The following two indicators were compiled To understand the public response to status change from IAIN to UIN: the level of the public understanding of the benefits of status change from IAIN to UIN Fatmawati Sukarno and the level of public support for status change from IAIN to UIN Fatmawati Sukarno.

The results of a questionnaire review regarding the public understanding of the benefits of status change from IAIN to UIN Fatmawati Sukarno are presented in Table 2 (see Appendices).

From Table 2, the public understanding of the benefits of changing IAIN status to UIN is based on the knowledge that status change will provide various study programs (65%), while those who understand further that status change will have a long-term impact on providing workers in various fields are 26.5%. People who believe that changing status will improve welfare are 30%.

Meanwhile, the response in community support for the status change is presented in Table 3 (see Appendices).

From Table 3, 75.5% of the public assess that the status change from IAIN Bengkulu to UIN Fatmawati Sukarno benefits the community, while the remainder (24.4%) assesses that this status change provides no benefits. After conducting an in-depth investigation, people who hold this opinion believe that Universitas Bengkulu has provided study programs that are not provided at UIN, so they are considered complementary. They then advised UIN to open study programs unavailable at Universitas Bengkulu.

Stakeholders' Opinion on Status Change

Besides the public response, stakeholders' opinions on higher education development are also important. In-depth interviews must be conducted to see how graduate users and stakeholders view the status change. A stakeholder has a positive or negative influence on activities and a particular interest (Amalyah et al., 2016). Stakeholders and universities have a reciprocal relationship that supports and strengthens each other. So, in essence, higher education does not stand and develop alone but develops together with society and contributes directly to government and society and the reciprocal relationship between stakeholders, government, and universities.

Stakeholders are classified into internal and external. Internal stakeholders include lecturers, education staff, students, and parents. Meanwhile, external stakeholders include groups or organizations outside higher education institutions, such as government, communities, social institutions, graduate users, and training institutions. All parties have their role in improving the quality of education in higher education. This research aimed to gather this information by targeting the Department of Manpower and Transmigration, Statistics Indonesia, and Businessmen. Data is selected and grouped as material for future development of UIN Fatmawati Sukarno.

Kepahiang Regency stakeholder data is concluded in several aspects, highlighting the status change from IAIN to UIN. Stakeholders hope that the development of UIN will consider natural resources in districts in Bengkulu province so that the potential that is available but cannot be utilized optimally due to the lack of skilled human resources can be covered. The plantation aspect is one of the main potentials in Kepahiang district. An example of the available potential is large areas of land suitable for tea, coffee, and pepper. Kepahiang Regency also has quite large and unexplored andesite mining resources and the Bukit Hitam biothermal. Based on several interviews, Kepahiang Regency needs more study programs in agriculture, plantation, and mining product processing.

South Bengkulu Regency, based on in-depth interviews, it can be described that the community needs education that is of interest. It is hoped that general study programs can be opened at UIN while still paying attention to religious values. Religious elements and morals are emphasized as an added value apart from good quality education. Apart from that, society needs study programs that interest women. The availability of more affordable health services is also a problem in society, so it is hoped that UIN can open nursing, midwifery, and medicine study programs at more affordable costs. Several Islamic schools hope that the graduation standards at UIN in general study programs can be prioritized for Religious High Schools, considering that the high standards set at general universities make it difficult for alums of Religious High Schools and Islamic Boarding Schools to pass and enter majors or study programs in science and technology.

Meanwhile, in Mukomuko Regency, there is quite a large area of oil palm plantation land available. Mukomuko is one of the districts with the highest palm oil productivity in Bengkulu Province. This condition requires learning resources that focus on the palm oil sector. An interview with the Department of Manpower and Transmigration hopes that UIN can open a palm oil department. Palm oil is Mukomuko's mainstay commodity. With high productivity, palm oil processing is not only limited to CPO but also extends to cooking oil. Apart from that, UIN is also expected to collaborate with Balai Latihan Kerja (BLK) or prepare BLK on campus as a forum to provide additional skills for students according to the interests and needs of society and the world of work. The Seluma Regency Manpower and Transmigration Office hopes that

UIN can open an agricultural science study program. Also, engineering study programs in managing industrial machines are needed.

Rejang Lebong Regency, with its extensive plantation and agricultural areas, requires agricultural, livestock, and fisheries study programs. Apart from that, production results from the district have not been marketed widely due to the lack of human resource capacity to manage production results well. The unemployment rate of 3.7% in Rejang Lebong is a problem amidst sufficient land and natural production availability. One of the needs of society is to have a creative economy study program with massive collaboration in improving skills with Balai Latihan Kerja (BLK). Apart from that, by changing its status, UIN is expected to maintain good character and mental values so that it does not eliminate religion but still maintains it and builds entrepreneurial character. The problem faced in society is that many graduates who are not employees cannot develop themselves because of the lack of entrepreneurial character instilled on campus. Apart from stakeholders, the needs and desires of prospective students are also part of the needs analysis. Samples were taken from 1200 students from 22 high schools (MAN and SMA) in 10 districts and cities in Bengkulu Province. Of the 1200 samples, 789 students (65.75%) chose the study program offered in the questionnaire with a margin of error of 2% (confidence level 95%), as shown in Figure 1 (see Appendices).

Conclusion

From the research results, it was concluded that 83.33% of students and 65% of the community responded positively to the development of prospective teachers. It means prospective teachers align with the community's needs based on local culture. So, the hope for UIN Fatmawati Sukarno is that the good values of religion will continue to be prioritized in forming the character of graduates. The mutually reinforcing integration of religious and general knowledge at UIN Fatmawati Sukarno is one of the values that society hopes to achieve. Apart from that, the study programs expected to be opened are also more applicable and directly related to community needs and the availability of natural resources.

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Appendices

Table 1. Regional Potential of Bengkulu Province

No	City/Regency	Area (km^2)	2021 Population (in thousands)
1	Bengkulu City	151,70	378,6
2	Central Bengkulu Regency	1.223,94	118,1
3	South Bengkulu Regency	1.186.10	168,0
4	North Bengkulu Regency	4.234,60	299,4
5	Kaur Regency	2.369.05	128,0
6	Kepahiang Regency	665.00	151,6
7	Lebong Regency	1.921.82	106,8
8	Rejang Lebong Regency	1.639,98	278,8
9	Muko Muko Regency	4.036,70	193,2
10	Seluma Regency	2.400,44	210,5

Table 2. Public Understanding of Status Change Benefit (2022 Questionnaire)

No	City/Regency	Status Change Benefit		
		Providing various study program	Providing workers in various fields	Improving welfare
1	Bengkulu City	70	20	10
2	Rejang Lebong Regency	85	15	-
3	Kepahiang Regency	65	30	5
4	Lebong Regency	55	35	10
5	Seluma Regency	65	35	-
6	South Bengkulu Regency	65	35	-
7	Kaur Regency	85	15	-
8	Argamakmur Regency	55	30	15
9	North Bengkulu Regency	75	15	10
10	Muko-Muko Regency	45	35	20

Table 3. Public Understanding of Status Change Benefit (2022 Questionnaire)

No	City/Regency	Status Change Benefit	
		Beneficial	Unbeneficial
1	Bengkulu City	100	-
2	Rejang Lebong Regency	95	5
3	Kepahiang Regency	65	35
4	Lebong Regency	70	30
5	Seluma Regency	65	35
6	South Bengkulu	75	25

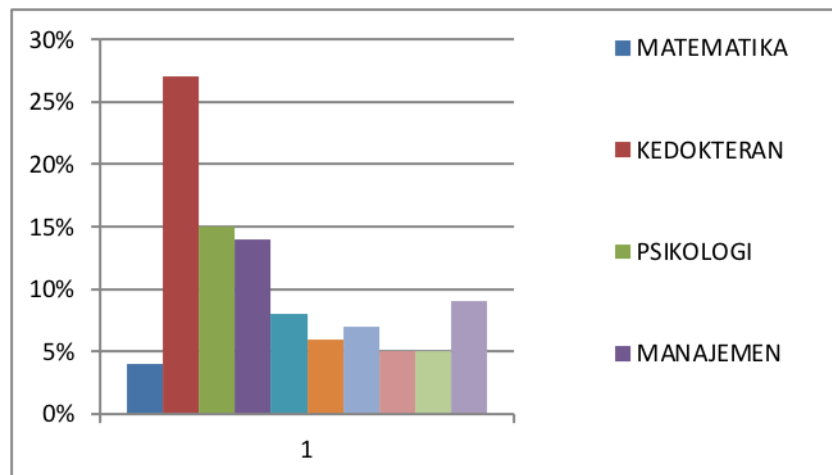|			
	Regency		
7	Kaur Regency	65	35
8	Argamakmur Regency	80	20
9	North Bengkulu Regency	80	20
10	Muko-Muko Regency	75	25

Figure 1. Study Program Chosen by Respondents