Analysis of the Quantity of Economic and Islamic Financial Graduates Employing in Islamic Financial Industries

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Abstract— The purpose of this study is to find out the different quantity of employed graduates of the economic and the Islamic financial major at the Islamic Financial industries in Indonesia, particularly in Java and Sumatera islands. The research method is the Alignment Index (AI) and the exploratory study supported with data from tracer study of Universities in Java and Sumatera. The finding of this research is that the 2010 up to 2014 graduates in Java and Sumatera who work at the Islamic financial industries are at low level. The highest Alignment Index figure for graduates who work at the Islamic financial industries during 2010-2014 is 0.24, meaning that it is under 25%. It is known that the university curriculum still focuses on hard skill instead of soft skill. The low level of qualified graduates working at the Islamic financial industries is mostly caused by the insufficient softskill of the graduates. The islamic financial industries are in need of qualified soft skillful graduates, but the graduates are good at hardskill, instead.

Keywords— Study program, Industry, Islamic financial and economy, Alignment Index (AI), exploratory study.

JEL Classification: A23, J29, A10

I. INTRODUCTION

The global Islamic financial sectors have rapidly developed in the last two decades. The development of this sector also happens in Indonesia. Indonesia, as the biggest moslem populated-country in the world, is predicted to be one of the potential countries for the development of this sector. This prediction is supported with the finding of Global Islamic Finance Report (GIFR) in 2013, saying that Indonesia is in the fifth rank for the development of Islamic financial sector; those top five countries are Iran, Malaysia, Saudi Arabia, Arab Emirate Union, and Indonesia. The development of Islamic banks has shown the increase with the asset development of more than 65% in the last four years. This promising situation will make Islamic banking sectors provide significant contributions to national economy (Hasan, 2011).

The development of Islamic financial industries influences the development of economic and financial majors in universities, including other Islamic-based majors. There are 262 study programs for undergraduate programs (S1) in Indonesia. Following is the table of the majors.

Table.1: Nomenclature of Study Program

<table>
<thead>
<tr>
<th>No</th>
<th>Study Program</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>D-III/D-IV</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>Muamalalah</td>
<td>10</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Islamic</td>
<td>10</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Economy</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>Islamic</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Banking</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Accounting</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Post graduates</td>
<td>19</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(S2 &amp; S3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>26</td>
<td>12</td>
<td>2</td>
<td></td>
<td>295</td>
</tr>
</tbody>
</table>

Source: Euis Amalia, 2014

The economic and Islamic financial majors also show an increase at both Islamic universities and private-run
universities. The graduates are expected to be the fruitful human resources for Islamic financial sectors. However, this expectation has yet to be fulfilled. The study in 2003 conducted by Univeristy of Indonesia shows that more than 90% of human resources at Islamic banks does not have either Islamic economic or Islamic financial educational background. In line with this, Wahyu Dwi Agung and (the former chairman of Asbisindo) and M. Syakir Sula state that those, who have Islamic economic and Islamic financial educational background, working at Islamic banks only reach 10% and the remaining 90% are from non Islamic financial institutions. The latter is then provided with specific training to meet the criteria to work at Islamic financial institutions (Amalia, 2013). The Islamic economic and financial majors are unable to provide Islamic human resources to the Islamic financial institutions since the development of these institutions and of the Islamic economic educations are not balanced (Sari, 2014). This situation creates a gap between the need of the Islamic financial institutions and the graduates of Islamic economic and financial majors.

Related to the up-and-down rate of unemployment, data from Statistic Board Centre (BPS) reveal that the unemployment rate of graduates in February 2010 is 813.863 people, but it declines in numbers to 683.064 people in August 2010. In August 2011, the unemployment rate of graduates experiences a decrease to 543.216 people. However, in February 2012 the unemployment rate of graduates went up until 553.206 people. One year later, in February 2013 the rate of unemployment went down to 445.836 people. In the same year, exactly in August 2013, the rate of the unemployment decreased to 434.185 and in February 2014 it decreased to 398.298 people but it was significantly high in numbers up to 495.143 people in August 2014.

The reason on the high numbers of the unemployment of the graduates is the low skill possessed by the graduates (Bataviase in Hasan, 2010), and this proves that graduates cannot easily find a job after finishing their study. Zeti in Dewa (2012) states that the rapid evolution and the significant development of the Islamic financial industries require qualified human resources to support the competition in the Islamic financial industries. It is acknowledged that there is a vital correlation between the human-based capital and the durability of business in the tight competition.

Amalia (2014) states that the quality of human resources in Islamic financial institutions is still limited and most of them are not qualified yet. Based on the above facts, this study is to find out to what extent graduates of Islamic economic and financial majors work at the Islamic financial industries in Indonesia, particularly in Java and Sumatera and to find out how this can take place.

II. LITERATURE REVIEW

2.1 Curriculum of Islamic Economy

The pattern of the development of the Islamic education at Indonesian universities varies. Amalia’s (2010) study shows that there are two trends of the Islamic economic education. First, the major establishment is specified to Islamic economy and the second is the establishment of universities which are specified to the study of Islamic economy.

The development of the Islamic economic curriculum is based on five elements, all of which are normative rules, empirical socio-economic, market demands, comparative advantages and demands of the times, and global trends. The Islamic teaching values need to be studied, understood, comprehended and trusted and then they need to be implemented by those who are actively involved in the economic sectors at all circumstances in order to gain benefits in both the world and the world after (falih). Consequently, all economic activities should be intended as worships (ibadah) since the men are created to worship to God. Recently, the Islamic economic education has been taught from secondary schools up to tertiary levels, both national and international. This is a chance for either state-run or private-run universities, especially economic faculties, to develop the Islamic economic study (Mintaroem, 2009; Kayed, 2008).

2.2 Suitability of Education Concept

Match, according to Robst (2007), is the conformity of education or of field of study possessed by an employee with the work he owns. University graduates can get a job with or without specific skill which is in line with his job (Dongping, 2006; Collins, 2002). Partially mismatched is a condition in which a job is somewhat related to the employee’s skill and completely mismatched is a job condition is not related at all to the employee’s skill. Sloane in Robst (2007) states that the mismatched employees are those having matched level of education but their type of education is mismatched with their job. When a job is not suitable with the field of study, there is no conformity between a job and the employee’s skill.

Type of demand designed in the conformity concept should be able to produce information on the needs of employment, on business opportunity in job market and on the role and function which should be provided by the Ministry of Manpower, including all Ministries handling economic sectors; the sectors are manufacturing,
processing, agriculture, plantation, fishery, forestry, telecommunication, trade, transportation, public work/construction service, finance and other services (aligning team of Indonesian Education Ministry).

The market-driven approach, as in the framework of conformity and in a way to conform the education and employment, explains that the supply side or education must be able to respond the need of employment (aligning team of Indonesian Education Ministry, 2010).

2.3 Concept of Employment Quality and Islamic Competence of Human Resources

The quality of employment has strong relationship to the quality of human resources. The quality of human resources refers to: 1. Knowledge: The orientation of employee’s ability is the intellectual and thought capacity, and the mastery of broadened knowledge. 2. Skill: The mastery of certain knowledge and the ability to implement it. 3. Ability: The ability is formed with some competencies of employees and the competencies are loyalty, disciplines, cooperation and responsibility (Matutina, 2001). According to Flippo (2002), the work quality is: “Even though each organization has different point of view on the employees’ work quality standard, effectiveness and efficiency are still the common measure for the work quality.” Based on Flippo’s definition, the work quality is measured with the work effectiveness and efficiency conducted by human resources to achieve the company’s goals.

Yorke and Knight in Agustin (2012) introduce the concept of employability. This is defined as the achievement which cover skills, comprehension, and personal attributes which will provide a chance for graduates to get a job and to be successful in their job. Consequently, this will bring about benefits for the graduates, manpower, society, and economic.

Hard skills are defined as observable and measurable technical procedures, whilst soft skills are defined as human’s skill that cannot be observed and this skills are need in work places. These soft skills have three categories, all of which are personal, inter-personal skills and skills on problem solving and decision making.

According to Kemper and McMurchie, hard skills and soft skills are completed each other. Spencer and Spencer also state that the successful employees are those with technical skills and with good manner (Shakir, 2009). Amin (2009) point out that human resources should have characters and habit of cooperation and he concluded as ZIKR, PIKR dan MIKR. ZIKR stands for: 1. Zero base: It is the concept which exist in employee and considers everything with positive thinking (husnudzon). 2. Faith: Faith in employees will guide them to think that God will always watch them and consequently, they will not be able cheat while working. 3. Consistence: Consistent employees will produce good result in working. 4. Result oriented: Employees who are able to combine zero base, faith and consistency will definitely generate optimum results.

2.4 Alignment Index

Alignment Index (AI) model is the measurement model of performance alignment by using the approach from supply side. Alignment Index (AI) is the index which measures the achieved alignment between universities and work places. Alignment Index is measured from the quantity of university graduates who get a job and this measurement is in line with four alignment dimensions; they are quantity, quality/competence, location and time. The alignment program is a thorough program from supply side up to demand side. In this study, the measurement model of performance alignment will be directed to accommodate supply side which functions as the employee suppliers.

Demand side varies in every business field (manufacturers and services). Some future plans are needed in formulating the alignment program between supply side and demand side. Based on the framework of alignment and definition on alignment, the alignment is in need of four dimensions, all of which are quantity dimension, quality dimension, location dimension and time dimension.

2.5 Exploratory Research

Exploratory research is a research to discover variables or factors existing in a phenomenon/condition/social setting and to explore a place or certain situations or something unknown or something which has less information on it (Kumar, 2005). This research involves three main components, three of which are qualitative technique, secondary data analysis, and field research (Cooper and Schindler, 2006).

2.6 Previous Study/Research

There have been a few studies between economic and Islamic finance graduates and the need of employment in Islamic financial institutions. Amalia (2004) conducted a study on ‘Survey Dan Analisis Kondisi Kini Pengajaran Ekonomi Dan Keuangan Islam di PTAI Dan PTU’. The finding of this study shows that the quality of human resources required by Islamic institutions are still far from expected. Graduates were not ready with real situation since they were provided with more theories during their study instead of being provided with operational techniques. Consequently, the Islamic finance institutions prefer recruiting graduates from non-Islamic universities to recruiting graduates from Islamic universities. The
graduates who work at those institutions are then provided with related trainings.

Hasan’s study (2011) called ‘Analisis Industri Perbankan Islam di Indonesia’ (Analysis on Islamic Banking Industry in Indonesia) reveals that the university graduates cannot fulfill the employment. Unemployed graduates which are increased in numbers are caused by the low quality of the skills possessed by graduates. This condition cannot guarantee that university graduates can always get a job. Most graduates still struggle to find a job related to their educational background.

Kartikasari (2013) conducted research on the analysis of a gap between accounting major’s input, the would-be students and the output, the industry. The finding describes the input and the output as the two elements that should be considered by universities, especially accounting majors, in making curriculum and in making strategies to recruit students. By using the descriptive statistical method to the survey finding on 1970 senior high school students, 40 companies, and a document study by taking some sources from newspapers until September 2013, Kartikasari finally found out that the output quality conducted by accounting majors of universities in Batam is still balanced with the needs of industries. However, there was a big gap between output and input. It is suggested that universities promote this gap in order to avoid over supplied graduates from undergraduate program and under supplied from diploma III (D3).

Ayu and Hastuti (2010), conducting a study on the analysis of the conformity between graduate competence and the need of tax competence at work places, find a significant distinction between the expected competence and the provided competence for both internal and external tax payers. Another finding of this study is the significant difference between the expected competence on the external tax payers and internal tax payers. The method used in the data analysis is the descriptive statistic.

III. METHOD
The study is conducted by using quantitative and qualitative approaches. The quantitative methods is to produce output, such as demand, supply and a gap between human resources in economic and Islamic finance. The qualitative approach is to find out problems, solutions, and strategies of practitioners for human resources on economic and the Islamic finance related to supply gap in human resources on economic and the Islamic finance. Alignment Index (AI) will be designed in this study. AI is calculated from the quantity of graduates that can get a job, being based on four dimensions of conformity: quantity dimension, quality/competence, location and time. AI is unable to calculate the demand of manpower required by companies because AI calculation is based on the graduates quantity who get a job compared to the quantity of graduates. Exploratory research is used to find out problems, solutions and strategies, all of which are subjects in the exploratory study to discover problems related to employed graduates in Islamic finance industries.

3.1 Data
Data collected in this study are primary and secondary data and they are obtained from survey and interview. Data are collected by using interview supported with questionnaires, tape recorder and video recorder. Survey is conducted to find out the quantity of graduates based on the capacity of universities and Islamic Universities holding the undergraduate program of economic and Islamic financial majors. The survey is conducted at both Directorate General of High Education of the Indonesian Ministry of Research and Technology and High Education which issues a permit and conducts accreditations to general universities and Directorate General of The Indonesian Religion Ministry which issues a permit and conducts accreditations to Islamic universities.

Individual Depth interview and Focus Group Discussion (FGD) are conducted to discover more detailed information on problems, solutions and strategies of human resource practitioners on economic and Islamic finance related to the gap between the human resources and the Islamic finance institutions. The purpose of the interview and FGD is also to find information which will be beneficial for researchers in accurately formulating problems, solutions and strategies. Supporting information is conducted by searching data from literatures, reports, news/opinions/statements from high rank officials and from Islamic financial industry experts published on printed/ on-line media. The supporting information is also conducted by analysing published journals.

3.2 Data Analysis Method
The analysis method in this study is the quantitative and qualitative analyses. Statistical technique is used in quantitative method to calculate demand, supply and gap in economic and Islamic financial human resources. It is also to find out the ideal condition of economic and Islamic finance – there is a conformity between demand and supply and it is with perception, expectation, plan and policy from Islamic financial agents, either quantity or quality.
The qualitative method is to analyze data obtained from individual depth interview and FGD. Data analysis is started by reducing data, displaying them, making a conclusion and verifying data. Reducing data is to sort the data whether or not it is related to the purpose of the study. The raw materials gained from site information are summarized, systematically arranged and are highlighted. Data display is to show all figures or certain parts of all figures. Conclusion is conducted by making a comparison between the suitability of statements in the research subjects and meanings contained in basic concepts in the study.

3.3 Conceptual Method

Conceptual method of economic and Islamic finance are established from patterns of graduates of economic and Islamic finance obtained from tracer study. Those patterns are then simplified to conceptual method on supply side. The demand side, on the other hand, adjusts the employed graduates of economic and Islamic finance which also refers to tracer study. The first paragraph under each heading or subheading should be flush left, and subsequent paragraphs should have a five-space indentation. A colon is inserted before an equation is presented, but there is no punctuation following the equation. All equations are numbered and referred to in the text solely by a number enclosed in a round bracket (i.e., (3) reads as "equation 3"). Ensure that any miscellaneous numbering system you use in your paper cannot be confused with a reference [4] or an equation (3) designation.

3.4 Mathematical Model

Mathematical model is designed based on conceptual model. Following is the Alignment Index's properties containing definition, purpose, calculation method, formulae, interpretation and other properties. Definition is an index which measures to what extent the employed graduates. There are types of financial institutions, Islamic finance institutions and non Islamic financial institutions. Its purpose is to find out the achieved conformity which is measured with graduated university students and graduates who work as employees, and as businessman, and at universities as postgraduate students. The calculation method is dividing between graduates who work as employees, as businessman and as students and the quantity of university graduates. Formulae: following is the basic formulae for Alignment Index of economic and Islamic finance:

\[ AI_{Total} = AI_{IFI} + AI_{Businessman} + AI_{works NIKS} + AI_{lecture} \]

in which:

\[ AI_{work IFI} = \frac{WIFI}{TG} \]

\[ AI_{work NIFI} = \frac{WNIFI}{TG} \]

\[ AI_{businessman} = \frac{B}{TG} \]

\[ AI_{lecture} = \frac{L}{TG} \]

statement:

\[ AI = Alignment Index \]

\[ IFI = Islamic financial industry \]

\[ NIFI = Non Islamic financial Industry (selain industri keuangan Islam) \]

\[ WIFI = work at Islamic financial industry \]

\[ WNIFI = working at non Islamic financial industry \]

\[ B = Businessman \]

\[ L = Lecture (continue to post graduate program) \]

\[ TG = total graduate \]

The AI score for graduates of economic and Islamic finance (IEF) will combine two elements, two of which are AI Total and AI ief. AI ief has a parameter (t) = graduates of economic and Islamic finance in the year of (t). With variable (t) at AI ief, it is formulated that AI ief in a new similarity:

\[ AI_{ief} = \frac{total AI}{(1)} \]

AI ief score is \( 0 \leq AI_{IEF} \leq 1 \). The more it closes to one \( 1 \), the better the rank of conformity. On the contrary, the more it closes to zero \( 0 \), the worse the rank of conformity. AI ief is said to be in good condition when AI working at Islamic financial industries is higher that AI working at non Islamic financial institutions, AI as businessman and AI as university students.

IV. RESULT

4.1 Exploratory Study

The exploratory study is conducted at state-run and private-run universities in Sumatera and Java whose graduates are from economic and Islamic financial majors from 2010 up to 2014. It is shown at the following figure 1:
Based on the results of tracer study conducted by some universities in Sumatera, it is revealed that there are four types of graduates as shown at the above figure. They are graduates working at Islamic financial industry, working at non Islamic financial industry, becoming businessman, and continuing to postgraduate program. This sort of pattern would facilitate the analysis.

The above figure shows that the number of graduates of economic and Islamic finance is fluctuated annually. The number of graduates is higher in 2013. There are about 603 graduates from state-run and private-run universities in Sumatera. Graduates of economic and Islamic financial majors are the lowest in 2014.

4.2 Model of Implementation

EKS Alignment Index Model is implemented at universities located in Java during 2010 up to 2014. The model is shown below.

\[
\text{AI total} = \frac{\text{WIFI}}{\text{TG}} + \frac{\text{B}}{\text{TG}} + \frac{\text{L}}{\text{TG}} + \frac{\text{WNIFI}}{\text{TG}}
\]

\[
= \frac{48}{484} + \frac{9}{484} + \frac{30}{484} + \frac{73}{484}
\]

\[
= 0.10 + 0.02 + 0.08 + 0.15
\]

\[
= 0.35
\]

So, AI ief = 0.35 AI \text{ 2010}_{10}

\[
\text{AI total} = \frac{\text{WIFI}}{\text{TG}} + \frac{\text{B}}{\text{TG}} + \frac{\text{L}}{\text{TG}} + \frac{\text{WNIFI}}{\text{TG}}
\]

\[
= \frac{56}{413} + \frac{8}{413} + \frac{43}{413}
\]

\[
= 0.14 + 0.02 + 0.10 + 0.14
\]

\[
= 0.40
\]

So, AI ief = 0.40 AI \text{ 2011}_{14}

\[
\text{AI total} = \frac{\text{WIFI}}{\text{TG}} + \frac{\text{B}}{\text{TG}} + \frac{\text{L}}{\text{TG}} + \frac{\text{WNIFI}}{\text{TG}}
\]

\[
= \frac{54}{603} + \frac{9}{603} + \frac{56}{603} + \frac{86}{603}
\]

\[
= 0.09 + 0.01 + 0.09 + 0.14
\]

\[
= 0.34
\]

So, AI ief = 0.34 AI \text{ 2013}_{09}

\[
\text{AI total} = \frac{\text{WIFI}}{\text{TG}} + \frac{\text{B}}{\text{TG}} + \frac{\text{L}}{\text{TG}} + \frac{\text{WNIFI}}{\text{TG}}
\]

\[
= \frac{23}{120} + \frac{23}{120} + \frac{23}{120} + \frac{23}{120}
\]

\[
= 0.19 + 0.19 + 0.08 + 0.19
\]

\[
= 0.65
\]

So, AI ief = 0.65 AI \text{ 2010}_{19}

The following EKS Alignment Index model is implemented at universities located in Java during 2010 up to 2014.

\[
\text{AI total} = \frac{\text{WIFI}}{\text{TG}} + \frac{\text{B}}{\text{TG}} + \frac{\text{L}}{\text{TG}} + \frac{\text{WNIFI}}{\text{TG}}
\]

\[
= \frac{32}{216} + \frac{32}{216} + \frac{13}{216} + \frac{35}{216}
\]

\[
= 0.15 + 0.15 + 0.06 + 0.16
\]

\[
= 0.52
\]

So, AI ief = 0.52 AI \text{ 2011}_{15}
4.3 Analysis of Model Implementation

The result of AI total in Sumatera during 2010 up to 2014 is fluctuated. The highest AI total in Sumatera is in 2014, being 0.46. It means that the employed graduates of economic and Islamic financial majors is under 50% and it is still considered for the last five years. However, graduates of similar majors in Java from 2010 until 2014 are high, reaching above 0.5. The 2013 graduates are the highest with 0.70, meaning that 70% of the graduates are employed.

The 2010 up to 2014 graduates in Sumatera only reach 15% of the total graduates each year. The highest employed graduates is in 2010 with 0.19 and the employed graduates in 2011, 2013 and 2014 are less than 10%. In 2012, the employed graduates is 14%. It implies that this condition is not as good as those in Java. The employed graduates from 2010 until 2014 are more than 15% of the total graduates. Even in 2014, the employed graduates are 0.24 or 24% as shown in AI economic and Islamic finance. This figure is the highest. In 2010, 2011 and 2013 the employed graduates are under 20%, whilst 2012 employed graduates reach 22%.

In addition to observing to what extent the employed graduates in economic and Islamic financial industry, this study also observes how the employed graduates in those institutions. Besides the Islamic financial industries, private-run companies, banks non-banks and state-run institutions are also included in this study. The 2010-2014 employed graduates in non Islamic financial industries are almost similar to economic and Islamic financial industries with less than 15% of the total of graduates. in 2014, the employed graduates are higher in non Islamic financial industries with 31% as shown in AI of non Islamic financial industries.

The employed graduates in non Islamic finance industries in Java are better than that of in Sumatera. The employed graduates are more than 15% of the total of graduates. The highest employed graduates in non Islamic finance industries is in 2012 with 0.23.

The employed graduates as businessman in Sumatera is also in the low level with less than 5 %. The highest AI figure is in 2014 with 0.04. Unlike in Sumatera, the employed graduates as businessman in Java is better than those of in Sumatera with more than 12%. The highest figure takes place in 2010 and 2014 with 0.19, meaning that it is almost 20% of the total of graduates as businessman.

Meanwhile, the employed graduates in Sumatera continuing to postgraduate program are higher than those of in Java with 14% and 11% respectively. It could be concluded that the employed graduates from 2010 up to 2014 in economic and Islamic financial industries are still low either in Sumatera or in Java. The employed graduates in economic and Islamic financial industries in Sumatera and Java are less than 0.25 or 25% as shown in AI working for economic and Islamic financial industries. Based on the depth interview with some stake holders, practitioners and academicians of economic and Islamic finance, it is found that the tracer study is not well conducted by universities.

Rahmat Dahlan the head major of Islamic economic at a university in Lampung points out: “our weaknesses lay on the curriculum and on the management network pattern. We finally make a direct network to industries. We invite those from the industries and they understand our weaknesses.”

Efforts to connect the Islamic industries’ needs and the human resources supply actually have been done by universities. In line with this, M. Nasir, the head major of Islamic economic at a university in Lampung points out:
“We have the same policy, especially financial institutions. We often communicate with Islamic bank (BSM), BRI bank, and with other financial institutions. Let alone, we have Ashisindo in Lampung.”

However, these efforts have yet to fulfill the needs of the Islamic financial industries.

Fasih, the head major of Islamic banking at a university in Jakarta, states:

“We do not focus and we do not know why we study at Islamic banking. We still have many non Islamic banking subjects, but less Islamic banking subjects.”

Reza, the alumnus of the Islamic major and currently working for the Islamic bank in Riau states:

“We have got many theories only. What we want is the real situation. A teller, for example, has the responsibility for data input, but it is not explained how to do it. No practice, only theory.”

Marjana, the chairman of an Islamic bank in Jakarta, states:

“This is not a matter of the psychological test. University students should get more practical subjects than theory. They will not become scientists. So, practical subject, such as discussion, is very important.”

Rully, the dean of Economic faculty at Djuanda University in Bogor, states:

“...The English language capability is important. This is the user’s opinion, and this knowledge is still insufficient. And from the alumni is about curriculum.”

Those statements above show that the curriculum of Islamic banking cannot fulfill the users’ needs or the Islamic financial industries’ needs. Those industries are in need of practice-based subjects. Consequently, there are not many graduates of economic and Islamic financial majors work for the Islamic financial industries.

In the framework of conformity between education and work need (aligning team, 2010), the market-driven approach has a consequence in which the supply side or education should always respond the need of employment.

Furthermore, Rahmat Dahan states:

Upaya untuk menyelaraskan kebutuhan industri keuangan Islam dengan penyediaan SDM ekonomi dan keuangan Islam sudah dilakukan namun masih terkendala, seperti yang diungkapkan oleh Pak Rahmat Dahan:

“The human resources manager once stated that what we need was the students’ soft skill. Soft skills cover the leadership, experience in organisation. Job vacancies at banks are for every educational background. So we made up our mind that universities should focus on soft skills, leadership, internal and external communication skills.”

The low soft skill quality is also the cause why few graduates of economic and Islamic finance work for the Islamic financial institutions. Soft skills are most required by Islamic financial industries. Exploratory study finding also shows that soft skills are very important.

Bambang, the head of human capital division at an Islamic bank in Jakarta, emphasizes:

“We believe that universities only focus on hard competence but what we need is the soft competence of the graduates. It means that companies do not need hard competence of the graduates. This does not match.”

The imbalanced situation should be quickly overcome by focusing more on soft skills. Softskill-based subjects should be included in curriculum so that it can fulfill the need and demand of the professional needs, industrial needs and of societal needs.

Soft skillful graduates, covering the personality intelligence, are strongly required, whilst professional competence emphasizes more on the use of the knowledge.

Soft skills would be more meaningful when they are accompanied with the competence of life skill obtained from internship program. This program relating between education and employment is the implementation of the theory (Muslih, 2014).

Related to this study, Muson et al (2012) states that the education must be in line with the employment so that the cognitive aspect is not the only one element to be emphasised. Aspects of personality, such as affective and psychomotor aspects, should be provided as well. In this way, the life-skill oriented education could be conducted.

The result of exploratory study also shows that most of graduates of economic and Islamic finance fail in the first stage recruitment.

Taty from Islamic Insurance Association says:

“If two test takers-one is from economic and Islamic financial background and another one is from non economic and Islamic finance background-pass the psychological test in the first stage of test, and they have similar competence of either soft skills or hard skills, we will choose the graduate from economic and Islamic finance background.

The Islamic financial Industries are the business entities which should have accurate consideration and tight selection in human resource recruitment. Even though the economic and Islamic financial majors are
from private-run universities and Islamic-based universities, graduates from those universities should face tight competition with graduates from prominent universities since they have better soft skill competence.

V. CONCLUSION
The employed graduates in Islamic financial industries from 2010 up to 2014 are still low as seen in AI working at Islamic financial industries. It is less than 0.25. Those who are involved in the economic and Islamic financial majors have yet to well respond to the Islamic financial industries demand in supplying the qualified soft-skill graduates. To fulfill the demand of the Islamic financial industries (professional needs, industrial needs and societal needs), universities should design proper competence-based curriculum.

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