

**THE RELEVANCE OF ECONOMIC EDUCATION TO CONTEMPORARY
LABOR MARKET DEMANDS**

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ABSTRACT

This study aims to analyse the influence of the relevance of economic education on the needs of the world of work, specifically among alumni of the Economic Education Study Programme at Gunung Jati Swadaya University. The background to this study is based on the challenges of the era of digitalisation and industrial transformation, which require university graduates to have competencies that match the needs of the job market. This study uses a quantitative approach with a descriptive method. The sample in this study consists of 40 alumni selected through purposive sampling. The research instrument, a questionnaire, was distributed online and tested for validity and reliability before analysis. Data analysis techniques used include simple linear regression tests, correlation tests, determination coefficients, and significance tests (t-tests). The results of the study indicate that the relevance of economic education has a positive and significant effect on the needs of the job market, with a correlation coefficient of 0.737 and an R Square of 0.543, meaning that 54.3% of the job market needs are explained by this variable. This occurs with the rejection of H₀ and the acceptance of H_a because the significance value of 0.000 is less than 0.05. This study combines Human Capital Theory and Job Matching Theory, demonstrating that relevant education can enhance graduates' readiness to face modern industrial challenges, contributing theoretically to understanding the relationship between education, skills, and work readiness. The findings emphasize the importance of developing competency-based curricula aligned with industrial needs, strengthening soft and hard skills, and optimising practical and internship programs such as MBKM. The recommendations from this study highlight the importance of synergy between educational institutions and the workforce in order to produce competent, adaptive, and competitive graduates in the labour market.

Keywords: Relevance of Economic Education, World of Work Needs. Job suitability

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh relevansi pendidikan ekonomi terhadap kebutuhan dunia kerja, yang khususnya pada alumni Program Studi Pendidikan Ekonomi di Universitas Swadaya Gunung Jati. Latar belakang penelitian ini didasarkan pada tantangan era digitalisasi dan transformasi industri yang menuntut lulusan perguruan tinggi untuk memiliki kompetensi yang sesuai dengan kebutuhan pasar kerja. Penelitian ini menggunakan pendekatan kuantitatif dengan metode

deskriptif. Sampel dalam penelitian ini berjumlah 40 alumni yang dipilih melalui teknik purposive sampling. Instrumen penelitian berupa kuesioner disebarakan secara daring dan diuji validitas serta reliabilitasnya sebelum dilakukan analisis. Teknik analisis data yang digunakan meliputi uji regresi linear sederhana, uji korelasi, koefisien determinasi, dan uji signifikansi (uji t). Hasil penelitian menunjukkan bahwa relevansi pendidikan ekonomi berpengaruh positif dan signifikan terhadap kebutuhan dunia kerja, dengan nilai koefisien korelasi sebesar 0,737 dan R Square sebesar 0,543, yang berarti sebesar 54,3% variabel kebutuhan dunia kerja. Hal ini terjadi dengan penolakan terhadap H_0 dan penerimaan H_a karena nilai signifikansi sebesar 0,000 lebih kecil dari 0,05. Penelitian ini menggabungkan Human Capital Theory dan Job Matching Theory menunjukkan bahwa pendidikan yang relevan dapat meningkatkan kesiapan lulusan menghadapi tantangan industri modern memberikan kontribusi teoritis dalam memahami hubungan antara pendidikan, keterampilan, dan kesiapan kerja. Temuan penelitian ini menekankan pentingnya pengembangan kurikulum berbasis kompetensi yang selaras dengan kebutuhan industri, penguatan soft skills dan hard skills, serta optimalisasi program-program praktikum dan magang seperti MBKM. Rekomendasi dari penelitian ini mengarah pada pentingnya sinergi antara institusi pendidikan dan dunia kerja dalam rangka menciptakan lulusan yang kompeten, adaptif, dan siap bersaing di pasar tenaga kerja.

Kata kunci: Relevansi Pendidikan Ekonomi, Kebutuhan Dunia Kerja. Kesesuaian pekerjaan.

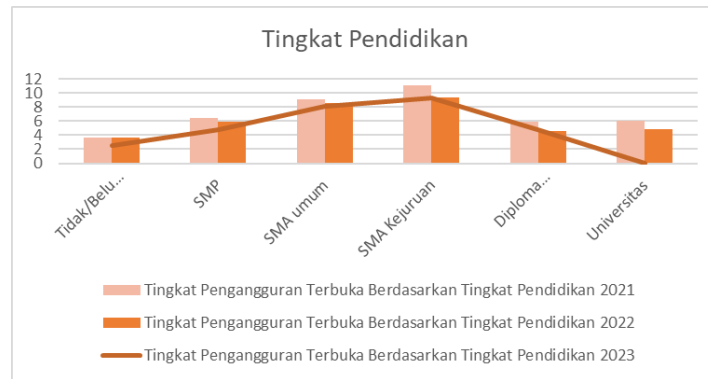
A. INTRODUCTION

In this era of ever-evolving globalisation, the world of work is undergoing rapid and significant changes. With the rapid development of technology, especially digitalisation, new jobs are being created and old ones are being eliminated, especially with the advent of AI systems that can replace humans with robots (Fitriyani, Putri, and Adawiyah 2021). However, technological developments have fundamentally changed almost all aspects of human life, including education (Fikri 2019).

According to a report *World Economic Forum* (2020), by 2025, an estimated 85 million jobs will be lost, while 97 million new jobs that are more suited to the needs of industry will emerge. These changes have led to demands for education to be more relevant and adaptive (Rizik, Hasibuan, and Anwar Us 2021). Around the world, many universities are trying to integrate curricula that cover practical skills, critical thinking, and adaptability (Latif, Putra, and Nanny Mayasari 2023).

In Indonesia, similar challenges are evident in data reflecting unemployment among university graduates. According to research conducted by Ragil Andrian, Ketut Patra dkk. (2025) unemployment has a negative impact on both education and economic growth. The Central Statistics Agency noted that in 2021-2023, the open unemployment rate at universities decreased by 1,18 and increased by 0,30 (Statistik 2025).

Table 1. Central Statistics Agency 2021-2023



Source: National Labour Force Survey (Sakernas)

These figures show that graduates are not always ready to enter the workforce, even though they have academic degrees. Education tends to focus more on theory without practice (Suryono et al. 2022). However, many companies also expect university graduates to possess skills that go beyond theory, including practical skills that can be applied in the field (Lase 2019).

In the job market, there are various sectors, such as the formal and informal sectors, with different types of jobs that require specific skills and competencies (Maulyan 2019). According to 2023 employment data, the Indonesian National Occupational Standards (SKKNI) have established 17 fields of work. This diversity in the job market requires economics graduates to possess relevant skills and knowledge to meet the needs of the job market in line with their interests (Bustanul Arifin and Abdul Mu'id 2024). According to SKKNI data, there are still some business fields that have been revoked, and there are also business fields that have not been revoked. Business fields that have not been revoked indicate that these sectors are stable in terms of competency standards. However, in the education sector, there are still 4 that have been revoked, meaning that this sector is not yet stable (Ketenagakerjaan 2023).

The relevance of economic education to the needs of the job market can be seen in the curricula used by universities (Maryanti, Lubis, and Widayat 2022). Relevant education must also equip graduates with the skills demanded by the job market, such as enhanced soft skills and hard skills (Lamri and Lubart 2023). Skills required in the technological era include digitalisation, data analysis, and adaptability. These skills are essential for navigating the era of digital technological disruption (Pakpahan and Nikmah 2023).

In addition, collaboration between agencies and the world of work is key to improving the relevance of economic education (Hesti Kusumaningrum et al. 2024). Programmes such as MBKM (Merdeka Belajar Kampus Merdeka) offer internships, campus teaching, student exchanges, entrepreneurship and other opportunities. Undergraduate students can take up to three semesters of elective courses outside their degree programme to gain experience in non-academic fields that can help them become more competent scientists, as stated in Article 18 of Ministerial Regulation No. 53 of 2023 on Quality Assurance in Higher Education (Permendikbud Ristek 2023). Thanks to this

programme, university graduates are better prepared to enter the workforce with the skills and knowledge they need. (Alfarizi, Wijaya, and Maulida 2024).

Additionally, there is a regulation in Peraturan Menteri ketenagakerjaan RI No. 6 Tahun (2020) Regarding the implementation of internships within the country, which utilise the concept of learning by doing, where during the internship process, participants not only learn theory and practice in workshops or practice rooms but also gain practical experience at the workplace like an employee. Through this learning process, interns can directly acquire skills and gain work experience (APINDO 2023).

With these programmes, students can acquire the skills required in the workplace. The demands of the workplace require skills such as creativity, innovation, analytical thinking, design, technology programming, problem-solving, leadership, emotional intelligence, reasoning, problem-solving, system analysis, and emotional skills (Kamaruzaman et al. 2019). Both public and private universities need to enhance their academic capabilities in fields such as data analysis, artificial intelligence, augmented reality, the Internet of Things, and competencies to improve graduates' capabilities in this era (Ellahi, Ali Khan, and Shah 2019).

Digital literacy, technical literacy, and human literacy are three important pillars of modern education in an era when computers and robots cannot replace humans (Island et al. 2021). Competence, which can be defined as the capacity to perform work, acquire new information, hone existing talents, and build new knowledge from experience, is very important in today's digital age (Ismail and Nugroho 2022).

The connection between the world of work and the relevance of economic education can be seen from the results of research conducted by Budiwati dkk. (2020) among economics education graduates at the University of Education Indonesia. Although research reveals a variety of jobs, around 60% of the workforce is involved in some aspect of education. This includes classroom teaching, administrative support, and student support. Another 39.88% are involved in sectors other than schools, such as the private sector, entrepreneurship, business, or the public sector.

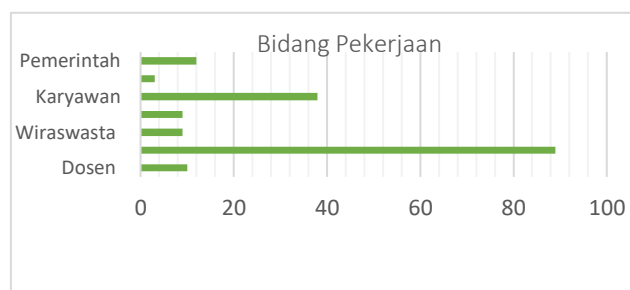


Figure 1. Research Data on Graduate Employment

The existence of several variations in the fields of work for graduates of the Economics Education programme at the University of Education Indonesia shows that graduates have good competitiveness, meaning that the relevance of economics education to the needs of the job market at the University of Education Indonesia has an impact. They

are able to work in both educational and non-educational fields with competitiveness in this era of digitalisation.

One of Indonesia's private universities, Universitas Swadaya Gunung Jati, must innovate and enhance its academic programmes to better prepare its students for the demands of the modern job market, particularly in the field of economics education. Therefore, the purpose of this study is to examine how the importance of economic education in the current job market is being debated. Economics is the study of human and societal decision-making in relation to the allocation of scarce resources to obtain various forms of information, growth, development, skills, and personal character (Indrati and Hermawan 2023).

The relevance of education can be seen from the curriculum and teaching methods used in an institution. To build a more effective and relevant learning experience, curriculum planners need to know what works and what does not in the current curriculum (Yustiasari Liriwati 2023).

Education designed with a competency-based approach can enhance students' readiness to enter the workforce. This aligns with Human Capital Theory, which emphasises the importance of education as an investment to enhance productivity (Hasan 2020). Additional research highlights the importance of focusing on the learning process as a means to improve educational outcomes. When teachers, students, classrooms, curricula, and physical spaces work together effectively, the overall educational process can develop rapidly (Haque and Kurniawan 2021).

This study introduces novelty through the conceptual integration of Human Capital Theory and Job Matching Theory in the context of economic education, an approach that has yet to be explored holistically. Human Capital Theory traditionally focuses on education as an investment in productivity, while this study expands it by incorporating skill analysis (Skills) not only in the aspect of educational investment but also in the precision of curriculum alignment with industry needs, such as digital skills, data analysis, and adaptability in the era of the digital economy (Angwaomaodoko 2024).

The needs of the job market and economics education also emphasise the Job Fit Theory, which highlights the importance of aligning an individual's skills with the demands of the job market. In this context, the relevance of economic education can be evaluated based on how well the curriculum reflects current industry trends and skill requirements. Unlike other general studies, this research focuses on economic education as its primary subject, which is another unique aspect. Graduates of economic programmes in today's competitive job market require a set of skills outlined in this study (Farhan et al. 2024). This alignment can be seen in the employment rate of economics graduates in the job market, where graduates with skills aligned with market demand are more likely to secure jobs relevant to their field of study (Bayl-smith and Grif 2016).

This study aims to understand how economic education can prepare graduates for the job market and identify the skills needed in the modern era. The study uses two main theories to achieve this objective. First, it employs the human capital theory to analyse the relevance of economic education in enhancing job readiness. This theory emphasises the importance of education as an investment to increase productivity.

Second, the job fit theory is used to explore the skills required in today's job market. By combining these two theories, this study aims to provide insights into how the relevance

of economic education can meet the needs of the job market and identify the relevant skills in the current era.

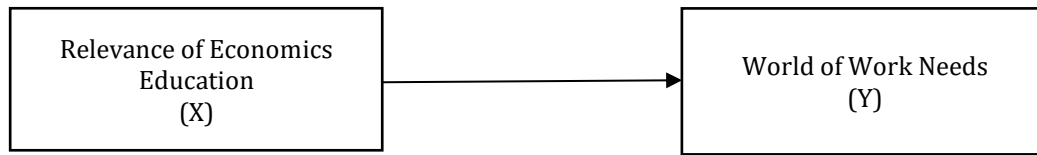


Figure 2. Thinking Framework Diagram

H1: Economics education has a positive impact on individual job readiness, where the more relevant the economics education, the greater the job readiness possessed.

H2: The job readiness of graduates significantly influences their ability to meet the skill requirements demanded by the job market in this digital age.

B. RESEARCH METHOD

The purpose of this quantitative descriptive study is to examine how well economic education meets the demands of the modern workplace. According to Sugiono (2019), Quantitative methods are a scientific approach to research designed to meet basic principles such as objectivity, provable facts, logical thinking, and systematic organization.

Those who graduated in the last five years from the Economic Education Research Programme at Gunung Jati University in Cirebon are the demographic group to be studied in this research. A total of forty graduates were included in the sample. This sample was selected directly using purposive sampling methodology, which indicates that the selection was motivated by the desire to meet specific research requirements. The researchers in this study used a Likert scale to collect data, which had five response levels ranging from 'strongly disagree' (score 1) to 'strongly agree' (score 5).

An online survey was sent using Google Forms to collect data. The questionnaire was used to study a phenomenon by asking several questions about the curriculum used and the absorption of skills in the economics education study programme to respondents selected by the researcher, thereby producing research results. An online survey was sent using Google Forms to collect data. The questionnaire was used to investigate a phenomenon by asking several questions about the curriculum used and the acquisition of skills in the economics education programme to respondents selected by the researcher, thereby yielding research results (Siregar 2023). Before entering this simple regression test stage, the researcher conducted a validity test and reliability test of the instrument by distributing it to 30 respondents as a trial stage so that the research instrument was declared suitable for use.

The first test conducted was the validity and reliability test of the research instrument, which was also tested to ensure that the instrument was suitable for use. In the data analysis process technique used in the research, the researchers applied data validity testing, classical assumption testing, simple linear regression, coefficient of determination (R²) testing, and hypothesis testing using the t-test.

C. RESULT AND DISCUSION

RESULTS

The results of the study indicate that all respondents met the specified requirements to be used as samples in the study or to represent the population. First, the respondents were alumni of the Economics Education programme at Swadaya Gunung Jati University. Second, the students were enrolled in the Economics Education programme between 2015 and 2022. The subjects used in this study consisted of 40 respondents, divided into 75% (30 female alumni) and 25% (10 male alumni).

All results from the completed questionnaires were collected and organised into tables for data analysis purposes. The data organised in these tables include all responses or answers provided by respondents to the questions in the questionnaire.

Table 1. Results of the Validity Test of the Relevance of Economic Education (X)

Item	R hitung	r-tabel (N=30, $\alpha=5\%$)	Keterangan
X1	0,760	0.3120	Valid
X2	0,758	0.3120	Valid
X3	0,798	0.3120	Valid
X4	0,827	0.3120	Valid
X5	0,892	0.3120	Valid
X6	0,876	0.3120	Valid
X7	0,852	0.3120	Valid
X8	0,873	0.3120	Valid

Source: Processed primary data, 2025

Based on Table 1, the validity test of the research instrument for variable X was conducted on 30 respondents (N = 30) and a significance level (α) of 5%. The purpose of this validity test was to determine how well the instrument items measured the intended construct. All eight items of the Economic Education Relevance (X) validity statement had an R value > 0.3120, indicating that the instrument as a whole is valid, according to the validity test results. Since each question in the Economic Education Relevance (X) test accurately measures the required features, this instrument can be accepted for use in research.

Table 2. Results of the Validity Test of Work Requirements (Y)

Item	R hitung	r-tabel (N=30, $\alpha=5\%$)	Keterangan
Y1	0,883	0.3120	Valid
Y2	0,847	0.3120	Valid
Y3	0,831	0.3120	Valid
Y4	0,914	0.3120	Valid
Y5	0,870	0.3120	Valid
Y6	0,902	0.3120	Valid
Y7	0,849	0.3120	Valid
Y8	0,886	0.3120	Valid

Source: Processed primary data, 2025

Using a sample size of 30 respondents and a significance level of 5%, Table 2 shows the results of the validity test conducted on the research instrument for the Work World Needs (Y) variable. The purpose of this validity test is to determine how well the instrument items measure the intended construct. All items were certified as valid because the calculated R values (Y1–Y8) were greater than the table R values. This indicates that all statements in the Work World Needs (Y) variable instrument are also relevant and suitable for use in measuring perceptions of work world needs.

Reliability Test

The purpose of reliability testing is to determine how consistent the responses to all survey questions are. This test is applied using Cronbach's Alpha formula with the help of the SPSS program. If the coefficient obtained is higher than the standard value, the instrument is categorised as reliable. There is also a view that an alpha value exceeding 0.60 indicates an adequate level of reliability. This assessment reflects the reliability of the instrument. Additionally, the closer the value is to 1, the higher the internal consistency in reliability as indicated by Cronbach's alpha. The following are the reliability results for the variable Relevance of Economic Education (X) with Labour Market Needs (Y) based on data obtained from the questionnaire distribution:

Table 3. Results of the Reliability Test of the Relevance of Economic Education (X)

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
,790	,952	9

Source: Processed primary data, 2025

The Economic Education Relevance (X) instrument variable has a Cronbach's Alpha value of 0.790 and a Cronbach's Alpha Based on Standardised Items of 0.952, based on the reliability test results in Table 3. When normalised, these scores indicate that all elements of the instrument have strong internal consistency or very good internal consistency. Since the research instrument for the Economic Education Relevance variable has met the reliability requirements, it can be confirmed that the instrument is suitable for use. Thus, all statements in the questionnaire can be trusted and are appropriate for use as a data collection tool for research purposes.

Table 4. Reliability Test Results of World of Work Needs (Y)

Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
,797	,966	9

Source: Processed primary data, 2025

To ensure the internal consistency of the instrument in measuring the Work World Needs (Y) variable, this was done based on the reliability test findings shown in Table 4. A total of nine items produced a Cronbach's Alpha of 0.966 when tested with standard items, and a Cronbach's Alpha of 0.797 when tested without those items.

The Cronbach's Alpha value was higher than the generally accepted threshold of 0.7, indicating that the instrument has satisfactory reliability. This shows that, both in

natural and standard measurement settings, the Y variable instrument has a high level of internal consistency. Further analysis of this study may be based on the reliability and suitability of all statements in the World of Work Needs (Y) instrument.

1. Classical Presumption Test

a. Normality Test

To assess the extent to which economic education is relevant to labour market demands, this study was examined using correlation analysis and basic linear regression methods. Normality and linearity tests, which are part of the analysis requirements, were performed prior to the main analysis. A significance threshold of 0.05 was used to perform the normality test using the one-sample Kolmogorov-Smirnov technique.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			40
Normal Parameters ^{a,b}	Mean		,0000000
	Std. Deviation		4,4369894
	6		
Most Extreme Differences	Absolute		,109
	Positive		,109
	Negative		-,101
Test Statistic			,109
Asymp. Sig. (2-tailed)			,200 ^{c,d}

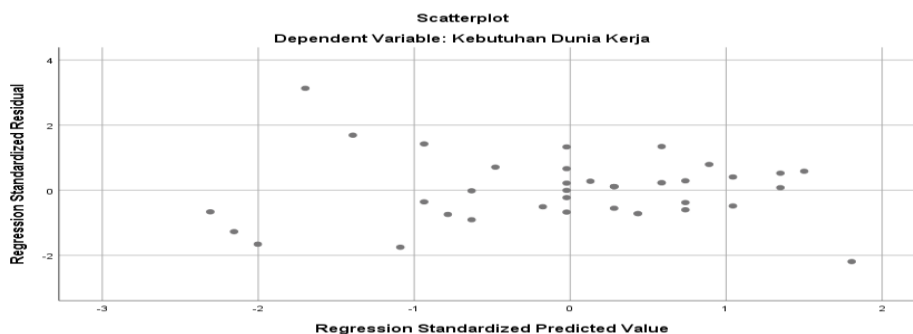
Source: Processed primary data, 2025

Based on the results of the normality test shown in Table 5, a significance level of 0.200 was set after performing a normality test using the Kolmogorov-Smirnov One Sample Test. We can conclude that the data follows a normal distribution because this value is greater than the significance level of 0.05. The absence of outliers and the generally even distribution of data points are characteristics of a normal distribution.

b. Heteroscedasticity Test

Determining whether the residual variance varies between two observations in a regression model is the essence of the heteroscedasticity test.

Table 6. Heteroscedasticity Test Results



Source: Processed primary data, 2025

The results of the heteroscedasticity test can be seen in Table 6. This information is used to check whether the residual variance is not the same for each predictor value in the regression model. A scatterplot comparing the standardised predicted value with the standardised residual can reveal signs of heteroscedasticity. The scatterplot above Table 6 shows that the residual points do not form a specific pattern, such as a funnel shape, and are randomly distributed around the zero line (0). It appears that the points are uniformly distributed throughout the plot area. This means that the regression model satisfies the assumption of homoscedasticity, indicating no issues with heteroscedasticity. One of the classical assumptions of linear regression is satisfied by the regression model, thereby meeting the criteria for further investigation.

2. Data Analysis Results

a. Test of Correlation and Determination Coefficients

As a statistical tool, the correlation coefficient is used to determine the degree of relationship between variable X (Relevance of Economic Education) and Y (Workplace Needs). The results are shown in the following table.

Table 7. Correlation Coefficient Test Results

		Relevansi Pendidikan Ekonomi	Kebutuhan Dunia Kerja
Relevansi Pendidikan Ekonomi	Pearson Correlation	1	,737**
	Sig. (2-tailed)		,000
	N	40	40
Kebutuhan Dunia Kerja	Pearson Correlation	,737**	1
	Sig. (2-tailed)	,000	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Processed primary data, 2025

Based on Table 7, the results of the correlation coefficient test show that there is a significant correlation between variable X (Relevance of Economic Education) and variable Y (Workplace Needs), indicating that the relationship between Relevance of Economic Education (X) and Workplace Needs (Y) is correlated because the significance value of 0.000 is less than the significance value of 0.05. Meanwhile, the level of relationship between the Relevance of Economic Education (X) and Labour Market Needs (Y) is strongly correlated because the Pearson correlation value is 0.737.

Table 8. Results of the Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,737	,543	,531	4,495

a. Predictors: (Constant), Relevansi Pendidikan Ekonomi

Source: Processed primary data, 2025

There is a strong and positive relationship between the Relevance of Economic Education (X) and the Needs of the World of Work (Y), as shown in Table 8, which presents the results of data processing using SPSS version 25. The coefficient of determination test produced an R value of 0.737. The R-squared value obtained is 0.543, meaning that approximately 54.3% of the Labour Market Needs (Y) variable is influenced by the Economic Education Relevance (X) variable.

3. Statistical Analysis

a. Simple Linear Regression Test

Table 9. Simple Linear Regression Test Results

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	7,935	3,381		2,347	,024
	Relevansi Pendidikan Ekonomi	,736	,110	,737	6,713	,000

Source: Processed primary data, 2025

The simple linear regression equation formula is presented in the following form:

$$Y = a + b x$$

$$Y = 7,935 + 0,736 X$$

Explanation:

Y = Dependent Variable Value (Workforce Requirements)

a = Constant

b = Correlation Coefficient

X = Independent Variable Value (Relevance of Economic Education)

Based on table 9 analysis results, the simple linear regression equation can be explained as follows:

1. The constant value in the equation is 7.935, which means that if the economic education relevance variable is considered constant or unchanged, then the needs of the world of work remain at a level of 7.935.
2. With a value of 0.736, the Economic Education Relevance variable (X) shows a positive regression coefficient. Thus, the demands of the world of work will increase by 0.736 times for every one per cent increase in the importance of economic education.
3. The basic linear regression test results show a strong correlation between the Importance of Economic Education and World of Work Demands.

b. Significance Test (T-Test)

Table 10. Significance Test Results (T-test)

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	7,935	3,381		2,347	,024
	Relevansi Pendidikan Ekonomi	,736	,110	,737	6,713	,000

Source: Processed primary data, 2025

Based on Table 10, the results of data analysis processed using the SPSS version 25 for Windows statistical program yielded a calculated t-value of 6.713 > t-table value of 2.026. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This indicates a significant partial effect between the relevance of economic education (X) and the needs of the job market (Y). The t-table value can be calculated using the following formula, which requires degrees of freedom:

1. The degree (df) is calculated using the formula $(n - k - 1)$, with a significance level (α) of 5%.
2. n = the number of samples used in this study were 40 respondents
3. k = number of variables used, $k = 2$
4. Therefore, the degree of freedom is determined by calculating $40 - 2 - 1$. We can see that the t-count value is higher than the t-table value by comparing the two values mentioned earlier.

DISCUSSION

The validity test results show that the research instruments used to measure the variables of the relevance of economic education and the needs of the world of work are valid. This means that the instrument can measure what should be measured. In addition, the reliability test results also show that the research instruments are reliable and can be relied upon to measure the same variables consistently.

The classical assumption test shows that the data used in this study fulfils the assumptions of normality and homoscedasticity. This means that the data can be used for further statistical analysis. The normality test results show that the data follows a normal distribution, while the homoscedasticity test results show that the residual variance does not differ significantly between the predictor values.

The results of the correlation analysis show that there is a strong positive correlation between the variables of the relevance of economic education and the needs of the world of work. So that the higher the relevance of economic education, the higher the needs of the world of work. The coefficient of determination test results show that

about 54.3% of the world of work needs variable is influenced by the relevance of economic education variable.

The results of the simple linear regression test show that there is a significant positive influence between the variables of the relevance of economic education on the needs of the world of work. That is, if the relevance of economic education increases, then the needs of the world of work will also increase. The significance test results show that the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a significant partial effect between the relevance of economic education to the needs of the world of work.

Statistical analysis shows that the importance of economic education is positively and significantly correlated with the demands of employers. This result is supported by the significance value of 0.000 which is less than the significance threshold of 0.05 and the t-count value of 6.713 which is greater than the t-table value of 2.026. So, we decided to accept H_a and reject H_0 . So, we can accept the hypothesis stating that there is a considerable influence between the relevance of economic education (X) and the needs of the world of work (Y). There is a good correlation between the relevance of economic education and the ability to fulfil the demands of the world of work.

The findings of this study provide a good picture. Based on descriptive research, the level of fulfilment of the demands of the world of work by economic education is very good. Most respondents gave positive responses to all research variables. This shows that the test results of the coefficient of determination (R^2) of economics education significantly influences the demand for labour in the current labour market. The content of the skills honed in economics classes shows that this field is very important in producing graduates who are able to compete in a competitive labour market.

This study aims to determine how much the relevance of economics education to the needs of the world of work. The results of this study indicate that there is a significant correlation between the variables of the relevance of economic education and the needs of the world of work. This means that the economic education provided to students has a significant influence on the needs of the world of work.

The results of this study also show that there is a strong relationship between the relevance of economic education and the needs of the world of work. This means that economic education that is relevant to the needs of the world of work can improve the ability of students to meet the needs of the world of work. Therefore, it is necessary to review the economic education curriculum in order to meet the increasingly complex needs of the world of work.

Universitas Swadaya Gunung Jati develops and implements a curriculum that refers to KKNI and National Higher Education Standards (SN-Dikti), where the curriculum is widely used in universities (Dsanti, and werihisfenli 2024). With learning that hones skills, which does not refer to theory alone but certain skills including digitalisation, data analysis and adaptability, which are skills that are needed in the current technological era.

In improving the quality of economic education, it is necessary to review the economic education curriculum in order to meet the increasingly complex needs of the world of work. In addition, it is also necessary to improve the quality of teaching staff in order to provide quality education to students.

Thus, this study can make a significant contribution to improving the quality of economic education in Indonesia. Therefore, further research needs to be done to find out more about the relevance of economic education to the needs of the world of work.

D. CONCLUSION

Based on the results of the analysis and discussion in this study, the authors conclude that there is a significant influence between the variables of the relevance of economic education (X) to the needs of the world of work (Y). Since the significance value of 0.000 is smaller than 0.05, this coincides with accepting H_a and rejecting H_0 . In addition, the summary model R value of 0.737 indicates a favourable relationship between the two variables. As for labour demands, the R squared value of 0.543 indicates that economic education is relevant and can explain 54.3% of the variability. Therefore, it is reasonable to assume that the application of economic education strongly influences labour requirements. The regression equation $Y = 7.935 + 0.736 X$, where X is the relevance of economic education and the constant coefficient (a) of 7.935 is required for the significance test because X is a constant and the coefficient of 0.736 indicates that a one unit increase in X will result in a 0.736 unit increase in variable Y. The same applies to the level of variable Y; a reduction in the value of X by 0.736 will result in the same change.

Based on the research findings and the results of data analysis, it is recommended that the Economics Education study program continue to be maintained and improve its quality as a superior study program, in order to produce graduates who are competent and able to compete optimally in the current digitalisation era of the world of work.

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