Tracer Study of Physical Education Graduates Universitas Negeri Semarang Towards Physical Education Teacher Competence

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Abstract

Alums are a means of promotion and curriculum development of a study program. This research focuses on finding data on graduates or alums through tracer studies. The research design uses qualitative analysis. This study's population was all graduates of the Physical Education Department Universitas Negeri Semarang. The data collection method used by researchers is: a graduate tracer study system carried out online through the development of an "alumni portal," which contains alumni respirators and databases that can be accessed online. The analytical method used to analyze the data obtained in this study are as follows: (a) Univariate analysis or single frequency analysis is intended to analyze only one variable that you want to know, for example, the waiting period for graduates to get a job (b) bivariate analysis is intended to explain the relationship between one variable and another, for example, the suitability between lecture material and competency in employment, and (c) multivariate analysis is used to determine various variables, from the simplest to the most complex.

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INTRODUCTION

Higher education is one of the human resource developers. Countries worldwide ensure that their national policies prioritize equitable access, enhanced learning, proficiency retention, and improving affirmation of success for all eligible students, regardless of their circumstances. Both approaches and program degrees must be adapted to economic needs (Marmolejo, 2016). The university level is not only a place to develop human beings through a mere deepening of knowledge but also to develop knowledgeable human beings for the benefit of many people's lives. After completing undergraduate education and getting a bachelor's degree, there will be many questions "What are you working on now? Where?". This illustrates that the knowledge gained during lectures is beneficial not only for graduates but also for other people. Tracer study is a research process for graduates of higher education providers to find out whether the graduates produced have good competence and are relevant to the needs of the world of work. (Soegoto et al., 2018). Physical Education Department has been accredited by the National Accreditation Board for Higher Education (BAN-PT) and certified by the International Organization for Standardization (ISO). One of the items of self-evaluation and the contents of the BAN-PT good accreditation form is about the existence of graduates. However, information related to graduates or alums is still very minimal. Nonetheless, (Abel et al., 2014) argues that graduates just starting to build a career often need time to transition to the labor market. These difficulties are not new. Based on their examination, a bachelor's degree is important in determining whether a graduate will get a good job. This means that students should choose a degree program based on their skill level, particularly those with higher intrinsic skills and abilities, which may have better labor market outcomes. Currently, the government is emphasizing specific and targeted skills, and efficient collaboration between universities and companies will result in a successful transition from education to the labor market (Drine, 2018). Freedom of learning is one of the supports for these graduates, especially alums. Alums are a means of promotion and a place to prove the quality of majors in the world of work. Through alums and alumni users, data will also be obtained that can be used to develop a learning curriculum that meets the community's needs. The importance of the contribution of graduates or alums for departments and institutions, it is necessary to conduct a search of their whereabouts so that they don't just drop out after they graduate. Tracer studies are a means to track the whereabouts of graduates or alums and can be used as a benchmark for the success of departments and institutions in producing practical graduates according to the community's needs. Based on the background of the abovementioned problems, this research focuses on finding data on graduates or alums through tracer studies.

METHODS

The type of research is qualitative research. The method is a survey using quota sampling. Qualitative research was carried out to explain and test the relationship between phenomena and determine the causality of the variables (Sudarwan Danim, 2002, p. 36). The population in this study were all alums of Physical Education Department, Universitas Negeri Semarang. This research took place at Physical Education Department, Faculty of Sports Science, Universitas Negeri Semarang. Tracer Study was conducted using a stratified proportionate random sampling technique for 20% of the graduate population. The type of data collected in this Tracer Study is primary data through a structured questionnaire. The Tracer Study system for graduates is carried out online by developing an "alumni portal," which contains a repository and alumni database that can be accessed online. Data analysis used in this Tracer Study uses univariate, bivariate, or multivariate analysis methods. Univariate analysis or single frequency analysis is intended to analyze only one variable that you want to know, for example, the waiting time for graduates to get a job. Meanwhile, bivariate analysis is intended to explain the relationship between one variable and another, for example, the suitability between lecture material and competence in employment. Meanwhile, multivariate analysis determines various variables, from the simplest to the most complex.

RESULTS AND DISCUSSION

Most physical education study program graduates are scattered in various regions. To the graduate output stated in the vision, mission, and objectives of the study program, graduates of the health and recreation physical education study program are designed to become physical education teachers. To find the alum profile, a tracer study was carried out in addition to later explaining the profile and characteristics of graduates.

This study tracer is also used to get input from users, as well as to get input regarding material that is tailored to the needs of the school. This input can later be used to refine the curriculum.

The tracer study conducted in 2020 is focused on collecting data on alums or graduates. Of the existing alumni, not all of them filled out the "alumni portal." Hence, for the tracer study this year, the number of alums who returned the questionnaire was 44 people, and 43 of them assessed the user side. A complete description of the alum profile will be presented later.

Characteristics of Graduates
Alumni Response
The data that was successfully collected from returning alum questionnaires this year ranged from 44% of the total questionnaires sent. This year, the questionnaire was sent by registered mail in the hope that there would be evidence/recorded documents and that it would have a high return/fill-in rate when compared to other methods. However, the alum participation level in this study is still relatively small. Out of 7 batches from the 2014 to 2020 class, the 2018 class which participated the most was 25%. The following is the distribution of respondents by generation **Figure 1.**
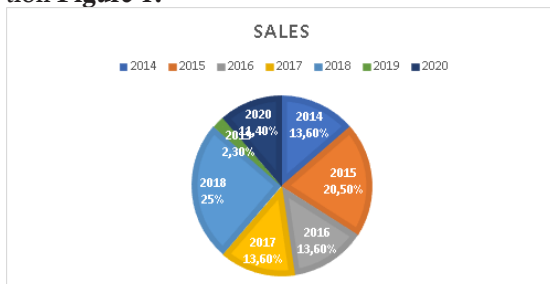

Figure 1. Distribution of Respondents

Communication problems and difficulties in tracing alums' footsteps are homework in themselves for study programs, especially in terms of maintaining relations between institutions and their former students, as well as constantly communicating with graduates to find out the fundamental role of graduates in society. Communication between study programs and graduates needs to be fostered from an early age because they are the ones who will be able to embed the role of study programs in society as well as play a role as partners in developing study programs.

Gender Representation
Regarding gender, the percentage of female respondents (63.3%) is higher than that of male respondents (36.7%).

Tabel 1. Gender Distribution

Generation	Male	Fimale
2014	23.8 %	4.34%
2015	14.28%	26.08%
2016	14.28%	13.04%
2017	9.52%	17.39%
2018	19.04%	30.43%
2019	-	4.34%
2020	19.04%	4.34%

Graduate Status
Study success is determined by the cumulative grade point index (GPA) of students, where the average GPA of graduates who are successfully tracked is 3.52, but study success is not only measured by GPA. in fact, study success is reflected in the absorption of alums in employment. The data that was successfully collected shows that 95.5% of graduates have jobs spread across various fields, especially in teaching as teachers. 2.3% used to work but are currently looking for a new job. While the rest are still looking for work, and a small proportion continues their education to a higher level. For more details, see **Figure 2.**
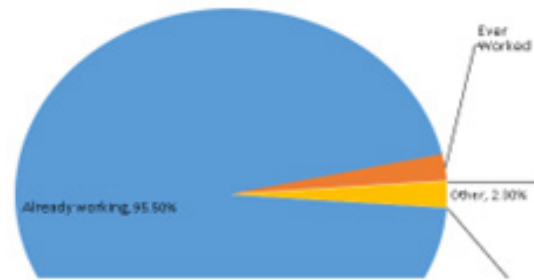

Figure 2. Responden Statuse

Work Area
The first job they get is generally at school (according to the characteristics of the study program (52.3%), even though their status is not necessarily a government employee. Most alums work at schools with the status of contract or honorary employees. This status does not reduce their teaching motivation, but it encourages their belief to get a more guaranteed status. The first place of work is used as a stepping stone to gain experience to get the coveted job status. This can also be interpreted that jobs in the formal sector, such as government employees, are minimal, so when graduates finally work in this sector requires a relatively long time.

Income
The seriousness and strong desire of alums to get a job immediately need to be given high

appreciation, considering that in terms of welfare, their first income at work is still relatively small, even though afterward they get adequate income at their second job. Most graduates first earn below one million rupiahs (40.9%), and the rest earn above one million.

Compared with data from the ministry of human resources and transmigration, this income is relatively below the average number of fresh graduates who earn their first income in the range of 2.2 million/month. This can also be understood because, until now, the welfare of educators, especially those working in educational institutions and temporary employees, is still very low. This seems to be homework, especially for educational institutions, to encourage increased welfare for teaching staff.

Relevance of Study Program with Work
Compatibility of Graduates with Users

Educational background support for graduate professions also correlates with the suitability of study program competencies. 93.2% of graduates admit that the background of the study program they choose is by the field of work they are currently engaged in.

Compatibility of graduate competencies with market demand also shows the same results. Graduate competence is seen using various parameters. The parameters include lectures/face-to-face, thesis, fieldwork lectures, student organization activities, community service, and teaching practice. The majority admits that these parameters help graduates improve their professional competence.

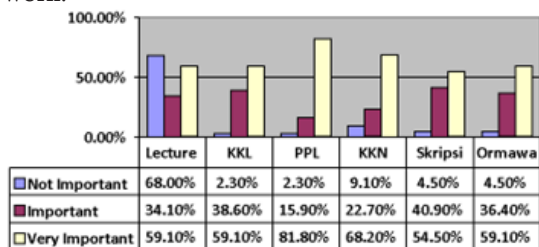The following is the distribution of lecture components that are helpful and relevant to alum work:

	Lecture	KKL	PPL	KKN	Skripsi	Ormawa
Not Important	68.00%	2.30%	2.30%	9.10%	4.50%	4.50%
Important	34.10%	38.60%	15.90%	22.70%	40.90%	36.40%
Very Important	59.10%	59.10%	81.80%	68.20%	54.50%	59.10%

Figure 3. Relevance of lectures to work

Job Search Duration (Waiting Period)

The time waiting for graduates from the month of graduation to get a job is fewer than three months (47.7%), 3-6 months (36.4%), or as much as 84.1% have found a job less than six months after graduation. The short duration of looking for a job indicates the competence of alums in the job market. Moreover, the data previously described, it shows that the work of alum-

ni is not far from the main field, namely sociology education. Apart from the competence they have, the short duration also shows that alumni are ready to work.

A challenging task awaits to keep the pace of getting a job constant at a maximum range of 6 months after graduation. The job market can directly absorb alums.

Level of User Satisfaction

One indicator of graduate success is the assessment made by users. From the data that was successfully collected, 20.9% of users stated that they were delighted with the performance of the Sociology Education Study Program graduates, while the rest (79.10%) expressed satisfaction. User satisfaction with the quality of alums of physical education, health, and recreation is determined by work skills, ethics, manners, character, leadership, etc. In general, the quality of alums of physical education, health, and recreation is suitable according to the data provided by stakeholders as follows **Table 2.**

Table 2. Quality of Graduates based on Competency Components

Competencies	Assessment (%)		
	Very good	good	bad
Integrity (ethics and morals)	58.1	41.9	-
Science knowledge	32.6	65.1	2.3
Foreign language communication skills	9.3	55.8	32.6
Use of Information Technology	44.2	55.8	-
Communication skills	37.2	62.8	-
Teamwork	48.8	51.2	-
Self-development	34.9	65.1	-
Work Skills	41.9	58.1	-
Character	39.5	58.1	2.3
Managerial Spirit	20.9	67.4	9.3
Leadership Spirit	20.9	67.4	11.6
Self-development	34.9	62.8	-
Creativity	25.6	74.4	-
initiative	67.4	7	-
Ability to work under pressure	23.3	53.5	23.3
independence	41.9	55.8	2.3
Problem solving ability	23.3	74.4	2.3
Critical Power	27.9	65.1	7
Visionary	27.9	62.8	9.3
Loyalty and Commitment	51.2	46.5	2.3

From the **Table 2** above, the performance of graduates is considered very good for most competency components. It is just that some components need development, primarily related to communication skills in foreign languages (only 9.3% are good). Input from graduates also shows a common understanding that study programs need to develop soft skill competence to bridge between the academic realm and the world of work, especially in terms of leadership, foreign language mastery, to developing character and attitude as a plenary scholar.

Research (Rogan & Reynolds, 2016) confirms that the Graduate Tracer Study (GTS) is valid for policy implications and equity in higher education. They suggest that policies should not only focus on providing interventions to schools but also on focusing on students from poorly resourced schools and in the early stages of their studies. (Lidice & Saglam, 2013) Emphasize 'value added' and the importance of comparing what a graduate receives 'out' with what he or she gets at 'entrance'. Increasing pressure is being placed on the higher education sector to promote socio-economic stimulation and growth by ensuring that the national workforce is highly skilled and internationally competitive. (Chetty, 2012) states that 'it is widely recognized that higher education plays an essential role in human capital development and economic growth.

What is concerning is that South Africa has a higher unemployment rate among young people than older members of society (Greyling, 2015; Rankin et al., 2014). An alarming trend is emerging where the unemployment rate of graduates has experienced a steady increase since 1995 (Baldry, 2015; Pauw et al., 2006). This calls for university-enterprise collaboration (Tran, 2016) to ensure that the required skills are not developed in just higher education context, emphasizing the accountability of stakeholders such as industry and employers. According to (Chetty, 2012), the collaboration between higher education and the world of work includes defining and understanding work about graduates, arguments against the skills related to labor market requirements, and the needs and expectations of employers. Concerns that institutions are increasingly under pressure to produce graduates suitable for the world of work are common (Chetty, 2012). Higher education institutions must ensure that they provide a quality education that will produce high-skilled graduates who will be directly employed in the labor market (Awere et al., 2016). Research (Mumford & Miller, 2017) con-

firms that not all skills learned in higher education are 'directly transferable to the workplace'. Quality higher education that is 'workplace relevant' is essential in addressing the high unemployment rates mentioned above and for addressing concerns (Harvey, 2000). The central claim of institutions is that their right to success consists of the employability of their graduates (Dumford & Miller, 2017). back on the indicators used to determine curriculum quality'. Therefore, tracer studies can be used as a valuable indicator of an institution's curriculum quality. Alums are in a unique position to judge how effective their studies are. They can also point out the deficiencies they experience in the workplace and suggest what skills and knowledge are needed to succeed in their careers (Saunders-Smits & Graaff, 2012).

In different contexts, graduate tracer studies may be known by other names, including surveys of graduate goals, alum research, or tracer studies. Although these studies may differ subtly, they all share a common strategy of using alums of higher education as a source of educational evaluation and for information about work behavior after graduation (Harvey, 2000; Ocholla, 2011). In this article, the term "graduate tracer studies" will be deemed to include studies also referred to as "postgraduate destination studies" or "alumni research", which take place after graduation that focus on alumni work goals, not "exit" studies and surveys only similar evaluation.

Graduate tracker studies provide information regarding typical career trajectories as well as the relevance and development of higher education programs, based on reflections and evaluations of the educational experiences and work activities of alumni from higher education institutions (Mubuuke et al., 2014) Parents, career counselors, and teachers schools and universities can also use findings from graduate tracker studies in their guidance and teaching of prospective and current students (Matsouka & Mihail, 2016).

Because the university is an institution related to the interests of the community, its management must effectively achieve its objectives and that of the community. Therefore, it is essential for university management to develop measures that guarantee academic quality, which is the primary goal of university institutions that adhere to policies centered on citizen formation (Yovera Yecerra, 2020). (Jimenez-Cruz, 2019a) suggests that in managing strategic education carried out by tertiary institutions, it is essential to consider demanding aspects, such as the transformation of thinking, adaptation to change, decentralization of decisions, understanding of human action,

and flexibility in practices and relationships.

Significant changes in the economic, technological, scientific, and social environment have profoundly impacted university education. These advances have made university management a more complex process. At the same time, management demands a specific specialty from those responsible for managing an educational entity; One of the main competencies is leadership. This case (Rehbock, 2020) shows that leadership has positioned itself as an essential skill university directors need because it changes the phenomenon of their context.

Finally, leadership refers to the ability to influence, influence, or encourage groups or individuals from an organization to achieve specific actions or behaviors that encourage the fulfillment of institutional goals or objectives (Solaja et al., 2016). Therefore, higher education management must be developed by those who carry out actions framed in a leader's fundamental characteristics. In addition, it is essential to consider that there are unique characteristics in university institutions that differentiate them from other organizations and make their management more complex.

Regarding university management, it implies a series of fundamental aspects that involve keeping its developments in effect. Studies appreciate the role of the university as a driving force for community social development, hence the importance of efficient management to fulfill this fundamental function (CRUZ, 2020; Cuadro, 2018)

The proposed article is oriented toward a management model based on strategic planning (Huerta-Riveros & Pedraja-Rejas, 2019) with vertical and horizontal interactions of management (Laktionova & Volodymyrivna, 2021; Yáber et al., 2018) Because university management involves certain complexities as it relates to training people and knowledge management concepts are dealt with, elements for their development are analyzed. They include implementing administrative processes of diagnosis, evaluation, control, and continuous improvement (Cuadro, 2018) through models that include competitive strategy, organizational systems, stimulation, and leadership, thereby ensuring the quality of university institutions.

This type of management sets an example in society, generating values that enable the development of the competencies of its graduates. Incorporate a mobile strategic plan that develops constant evaluation to implement adjustments and corrective actions.

According to (Alvarado & Alvarado, 2019), the evaluation of university management is complemented by the level of achievement of institutional missions and projects, as well as the leading economic and financial indicators obtained. Coherence between the administrative processes of university entities and the elements that make up education, such as teaching, research, and extension, should be a fundamental point for their development and growth (Gamboa-Suárez, 2017; Yovera, 2020)

There is a clear need for a management model adaptable to permanent redesign, focused on innovation and exchange of experience (Hale et al., 2020). Also, (CRUZ, 2020) incorporates internal articulation, external collaboration, and coherence with sustainable development goals. Therefore, it is proposed to share reflective management experiences through productive dialogue internally and externally, salvaging good practices through university management benchmarking (Laktionova & Volodymyrivna, 2021)

Regarding the approach, (Builes et al., 2020) point out that, in university administration management, a structuralist approach predominates, characterized by managing according to the organization's internal structure and its interactions with other institutions. In contrast, the functional approach predominates in academic management, which is applied vertically.

Education is changing, and virtuality is an essential factor in its development, hence the need to lead management efficiently by professionals with a high level of management skills (Yong-Castillo et al., 2017). Together with management, those who run it must have leadership characteristics to guide the organization toward achieving its goals. In this sense, (Udin et al., 2019), analyze leadership and its relationship with job satisfaction and the development of communicative relationships. In addition, (Argento & van Helden, 2021) focuses on the balance between the senses (rational competence) and sensitivity (intangible aspects).

Leadership must lead to what (Stolze & Sailer, 2022) call the third mission, which corresponds to the fact that higher education institutions must address socio-economic needs and market demands. At the same time, connections with the economic sector, as well as the development of innovation activities so that university institutions have a more decentralized structure, is very important (Badillo Vega et al., 2015). Managers who exercise leadership are formed by: the system itself through the execution of tasks related to their position where necessary to exercise

meritocratic leadership (M. San Juan et al., 2019) (CRUZ, 2020).

Analysis of the characteristics detected in university leaders demonstrates leadership with an emphasis on innovation and the use of technology for problem-solving (Tintore et al., 2019). At the same time, (Escobar & Bretaña, 2017) recommends strengthening low-level leadership through commitment and participation. (J. G. San Juan et al., 2015) added other essential aspects of university management, such as ideology, charisma, emotional, and visionary leadership. By gender, (Freitas et al., 2017) have also found analyzing traits in motivation when managing, with marked differences by gender of leaders. This study reveals a strong perception that university leadership positions are mostly reserved for the male gender.

The crisis produced by the pandemic has deeply affected education at all levels. Universities are forced to undergo a process of adaptation to get back on their feet and keep operating, especially given the significant role they play, which allows them to make meaningful contributions in terms of knowledge, human resources, technology, science, and infrastructure (Murillo Vargas et al., 2021). Regarding dynamic capacity in management, demonstrating the creation of competitive advantage through constant feedback supports staying at the forefront. Moreover, it is an adaptation process that should support adequate progress toward the fourth industrial revolution, given the imbalances presented due to the health crisis (Coetzee et al., 2021).

Leadership shifts in times of crisis must be from the inside out to promote proactive decision-making, social skills, teamwork, and emotional intelligence. Technological tools, focusing goals and policies in new contexts, and greater organizational fluidity will be required (Pandit & Agrawal, 2021; Pekkola et al., 2021). The leader must have experience and be a member of the management team. The creation of a formal ethics committee made up of a wide range of stakeholders is also essential. By embedding values into future crisis plans, higher education leaders can be confident that their response will be based on the shared values of their community (Liu et al., 2022).

The relationship between leadership and management variables has been researched (Freites & Ortega, 2019). They consider transformational leadership and its direct relationship to university management. This type of leadership is characterized by the fact that it inspires admiration from followers and builds strong motivational relationships because it generates commitment and empowerment. University management and manager leadership in university education have been analyzed in recent years through various research studies exploring their main trends.

It is essential to point out that management in higher education institutions has components and characteristics that are different from other types of organizations. On the one hand, administrative aspects, on the other hand, academic aspects related to curriculum and training, as well as relations with the community. It is noteworthy that recent events arising from the health crisis have made it possible to implement planning strategies by adapting to critical situations in companies, especially in educational institutions, according to (Huerta-Riveros & Pedraja-Rejas, 2019), through a management model that has a fast response and flexible.

Some of the studies analyzed show serious weaknesses in university management, such as a lack of knowledge about institutional goals and policies and strategies to achieve these goals in absolute terms (Suárez, 2017). This analysis requires changing and redesigning management roles, often evaluated through related performance indicators with objectives and applying standards when they must be qualified through a more suitable control mechanism (Argento & van helden, 2021).

The current situation has forced universities to have a hopeful and innovative outlook on using technology through managing virtual modalities in higher education, becoming a challenge to manage and develop additional competencies other than those implemented in traditional education (Yong-Castillo et al., 2017). This implies an extraordinary transformation in university management covering academic, research, administrative, and welfare issues (Murillo Vargas et al., 2021).

While it is true that directors must have a variety of competencies to exercise management, leadership is the most valued, so studies focus on analysis and perspective, emphasizing its importance in university management (Murillo Vargas et al., 2021). Several studies have explored leadership tendencies, such as those carried out by (M. San Juan et al., 2019). They analyzed how directors deal with complex situations, proving that it depends on personal and professional competence, regardless of gender, age, or type of institution.

As an important element of quality management, leadership must be exercised by those who manage the university transparently, where

meritocracy is applied, so that management positions are taken over by those with all the experience, knowledge, and talent required for them. (CRUZ, 2020).

Transformational leadership is one of the most remarkable in the research analyzed since it allows the development of integration skills for teamwork and listening to members, which results in more significant connections (Freites & Ortega, 2019). In addition, this type of leadership is more adaptable to change and less rigid in strictly following rules that do not allow decisions to be made in unexpected situations (Jimenez-Cruz, 2019b).

CONCLUSION

The relevance of work to the study program also shows a positive condition where most graduates become teachers (93.2%) of what they learn during college. The high level of user satisfaction with graduate performance also supports this. As many as 79.1% of users stated that they were satisfied, and 20.9% stated that they were delighted with the performance of health and recreation physical education graduates. Input from graduates also shows that the curriculum/courses they received while still in college are very relevant to their current jobs. However, in the future, there will need to be several additional competencies, especially soft skills, that need to be developed.

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