TRACER STUDY REPORT OF HISTORY EDUCATION GRADUATES 2018-2020

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FOREWORD

Tracer study is a way for colleges to get feedback from alumni. Through a tracer study, the institution obtains objective data to determine the absorption capacity of graduates in the world of work. This data can be used to identify the competencies most needed in the world of work so that the competencies obtained during college align with conditions in the field.

For the UPI Historical Education Department, tracer studies are instrumental in developing a learning system that includes a curriculum. So, graduates are produced following the vision and mission and acquire competencies that can answer the demands of the world of work.

Finally, the authors would like to thank you for the cooperation and participation of all parties involved so that the UPI History Education Department's tracer study can be carried out well.

Bandung, December 2nd, 2020

TABLE OF CONTENTS

LIST OF TABLES

LIST OF PICTURE

CHAPTER I INTRODUCTION

A. Background

The capacity absorption of graduates in the work field is a succeeded measurement of education providers' in producing graduates who are superior and able to compete. In this regard, the Department of History Education's responsibility, which is part of the Indonesia University of Education, is mediating the competency that is needed by the work realm with the education that is taught. Based on the UPI History Education curriculum document in 2018, it is stated that the profiles of graduates of the Department of History Education are as educators, researchers, and educators. So it is necessary to map graduates to obtain objective and valid data.

Implementing education in producing qualified graduates can be measured through a tracer study which searching for graduates and the users. The intended graduates have worked in both educational and non-educational fields. Meanwhile, graduate users are stakeholders or leaders where the alumni work. Directly, the tracer study will positively impact the implementation of education to continue developing a better education system. The absorption of graduates will increase because they can answer the needs of the world of work. Besides, tracer studies can also be data-based support for national and international accreditation.

B. Objective

The objectives of conducting a tracer study by the Department of History Education are as follows:

1. Have an objective and accountable 2018-2020 data of the graduates
2. Knowing the absorption, quality, and performance of alumni in the world of work
3. As an evaluation material to develop an education system that suits the needs of the world of work
4. Provide valid information to the public through the website http://sejarah.upi.edu/ related to graduates of the Department of History Education

C. Benefits

The benefits of carrying out a tracer study of the Department of History Education are as follows:

1. To maintain communication and friendship with alumni
2. Provides data based which is used for accreditation
3. As a consideration material in developing curriculum in the future
4. Bridging the competency needs of the world of work with those developed in the courses

CHAPTER II TRACER STUDY METHOD

A. The subject of a tracer study

There are two subjects in this tracer study: graduates and graduate users. The alumni in question are students of the History Department of Education who have graduated in the 2018-2020 timeframe. Meanwhile, graduate users are other parties who have certain positions that recruit alumni.

B. Data collection technique

Tracer study uses a survey method which makes the questionnaire a data collection technique. This questionnaire is given to alumni and graduate users to obtain information related to work, absorption, competence, the relevance of knowledge to the field of work. The following components are in the two types of questionnaires used in the tracer study as follows:

Table 2.1 Questionnaire components

	Alumni Questionnaire	Graduate User Questionnaire
Component	1. Alumni identity 2. Alumni Information 3. Alumni Work 4. Job Competence	1. The identity of the graduate user 2. Performance of graduates in the workplace 3. Competence of graduates in the workplace

C. Technical data analysis

The data analysis technique used was quantitative descriptive statistics because the data obtained needed to be described descriptively, supported by tables and graphs to make it easier to understand.

CHAPTER III ANALYSIS OF THE RESULTS OF THE TRACER STUDY
DEPARTMENT OF HISTORY EDUCATION
2018-2020

A. Description of alumni response

1. Alumni Identity

In December, tracer study 2020 was carried out by distributing the Google form for two weeks via WhatsApp Group, Instagram, and E-mail. At the initial stage, asked the alumni who graduated in 2018, 2019, and 2020 to update their identity data. The results obtained are that 94 alumni have filled in the Google Form, which is distributed every year they graduate which can be seen in table 3.1.

Table 3.1 Alumni data

Graduation year	Men	Woman	Number of graduates
2018	6	13	19
2019	17	16	33
2020	21	21	42

2. Alumni Information

The alumni information questionnaire distributed via Google Form is carried out to determine the current condition of alumni, such as the field of work, the business they are running, the study being undertaken, their competencies, and their views on the usefulness of knowledge that supports careers. The tracer study results also trace the waiting time for graduates to obtain a job divided into three categories, namely less than 6 months, 7-18 months, and more than 18 months (see Figure 3.1).
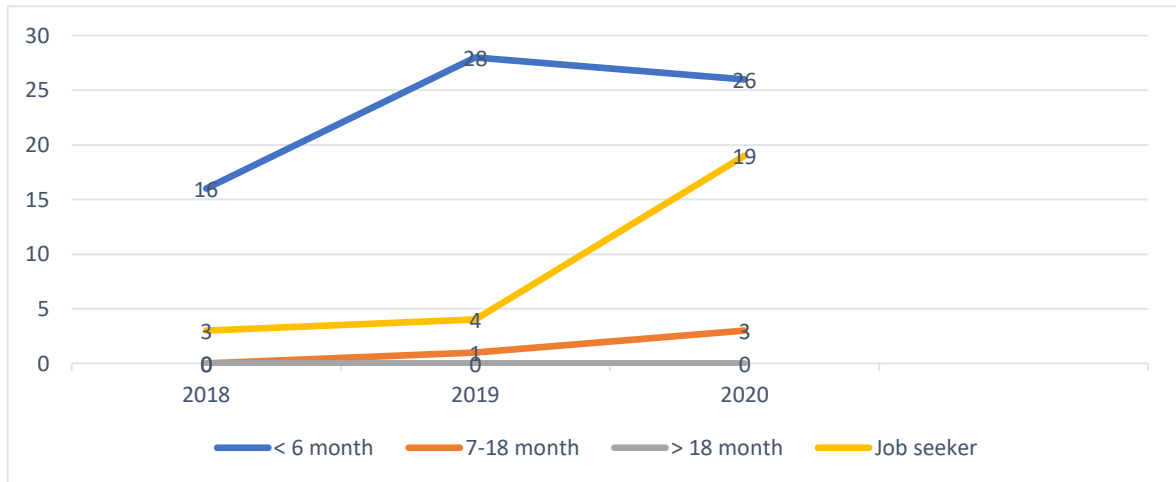
Figure 3. 1 Waiting time for working

Based on the data above, 2018 to 2019 shows an increase in the number of alumni who have obtained jobs for less than 6 months. This means that the absorption of graduates in the world of work is high. However, it is inversely proportional to 2019 to 2020; there is a significant increase in alumni looking for work. This is likely influenced by a pandemic situation that impacts the difficulty of getting a job.

The results of 68 alumni who have worked filled out a questionnaire with the question "In your opinion, what is the background of being accepted to work?" shows multiple answers. The answers are categorized into 4: having a high GPA, practical experience in the field (PPL), writing skills, and passing the selection test. The alumni's views on this matter were presented in Figure 3.3.

Figure 3. 2 The alumni's views on the reasons for being hired

Based on data from Figure 3.1 and Figure 3.2, it shows that the majority of alumni who get work for less than 6 months and are assumed to be accepted to work because they pass the selection proves that alumni of the Department of History Education can compete for jobs.

3. Alumni Work

Overall, 72.3% or 68 alumni who have graduated have worked, while the remaining 26 people are looking for work. The chart in Figure 3.2 shows the Department of History's alumni's professional distribution, who are generally categorized as teachers, private employees, radio broadcasters, and politicians.

Table 3.2 Alumni profession

Profession	Graduation year		
	2018	2019	2020
History teacher	16	25	18
Non-history teacher	-	-	3
Private employees	-	3	2
Politician	-	1	-

Based on the field of work, most of the Department of History Education graduates, 86.76% or 59 out of 68 people, are in the education sector. It does not rule out that there are alumni who run businesses in various fields such as fashion, food, IT, handcraft, and services. Besides, 18 alumni continued their postgraduate studies; this is illustrated in Figure 3.2.
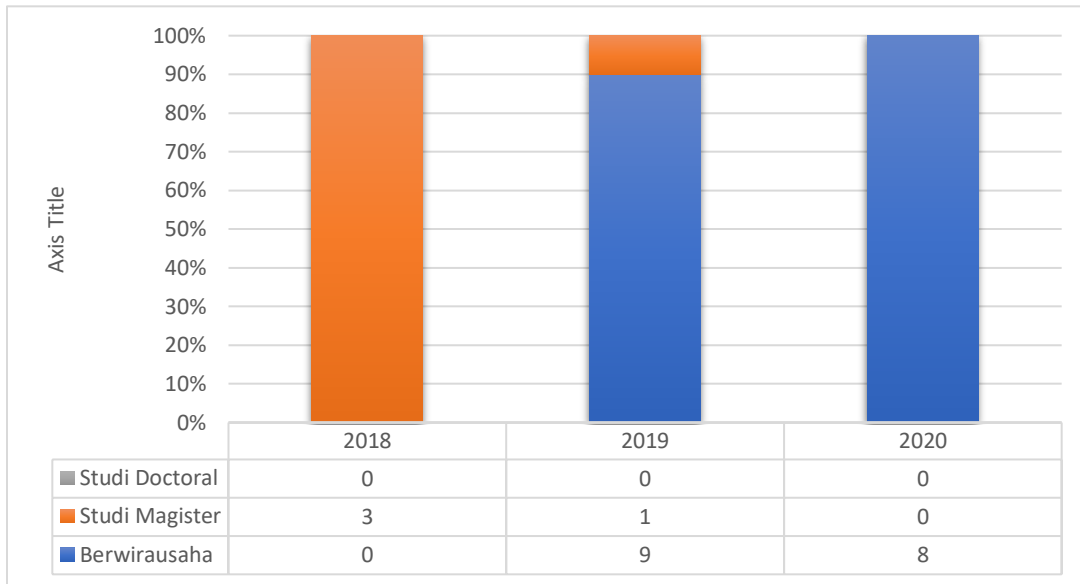
	2018	2019	2020
■ Studi Doctoral	0	0	0
■ Studi Magister	3	1	0
■ Berwirausaha	0	9	8

Figure 3. 3 Alumni who are entrepreneurs and continue their studies

4. Job Competence

   Tracer study traces the process of getting a job for graduates and the relevance of the competencies learned in college with work. The competencies taught during lectures at the Department of Historical Education are identified with the needs used in the world of work, with the results in Figure 3.4.
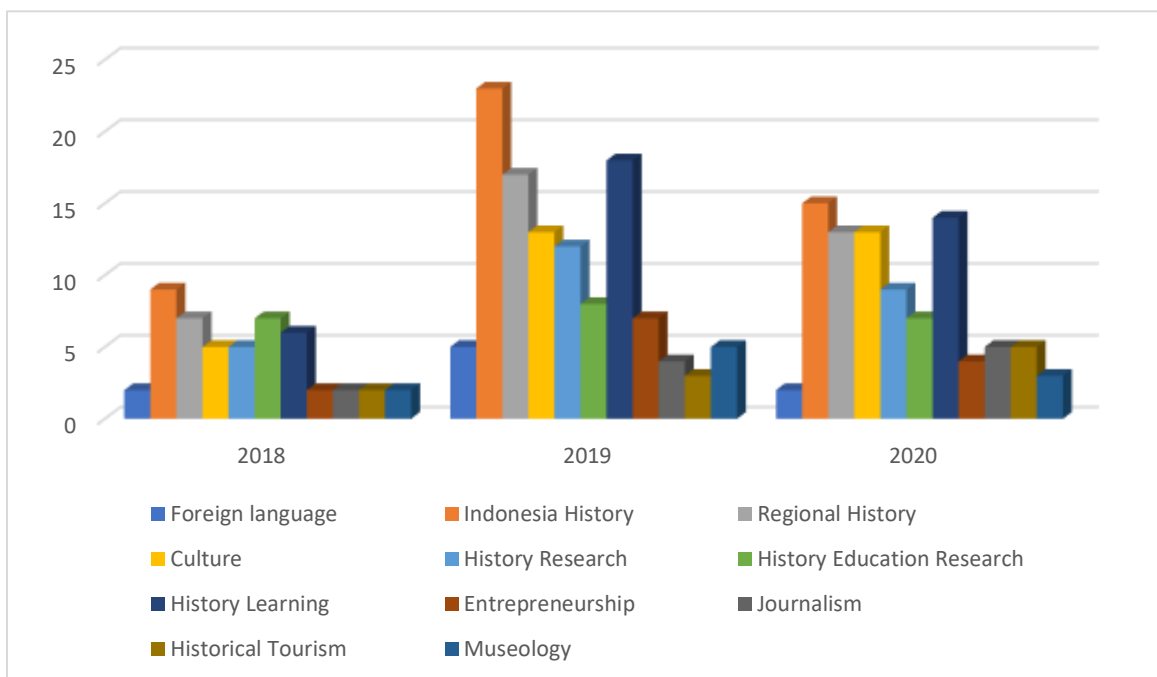

Figure 3. 4 Alumni Competences

Alumni who graduate every year to understand Indonesian history are considered very useful, followed by learning about history and regional history. Meanwhile, related to soft skills that are owned and needed in the workplace can be seen in the table below:

Table 3.3 Soft skills

No.	Soft skills	Owned by the Alumni (%)	Needed at work (%)
1.	Writing skills	38.7	34
2.	*Public speaking*	50.9	69.8
3.	Discipline	70.8	73.6
4.	*Teamwork*	69.8	77.4
5.	Leadership ability	36.8	49.1
6.	*Good attitude*	78.3	77.4
7.	*Good networking*	37.7	57.5
8.	Critical thinking	47.2	53.8
9.	Information and Technology (IT)	1.8	1.8
10.	*Digital Marketing*	0.9	0.9
11.	Creative	0.9	0.9

The two graphs of soft skills above show that a good attitude is the most important ability that the world of work should have and need. Although it also needs discipline and teamwork, and other soft skills that are honed during the lecture process, this is directly proportional to the real needs in the field. To expand the information that will be used as feedback for the Department of History Education, there are two open questions, namely "In your opinion, what competencies do a graduate of the Department of History need to find a job? " and"In your opinion, what is the scientific benefit obtained from the Department of History Education for career development in today's workplace? ". In general, the responses from 68 alumni regarding the first question can be concluded that the use of foreign

languages, good attitude, broad insight, and IT are the competencies needed today. Meanwhile, for the second question, most of them answered that the knowledge of education and history obtained during lectures is very useful in today's world of work, especially for those who work as teachers.

B. Description of graduate user response

1. Graduate User Identity

Tracer study reached 25 respondents consisting of 19 men and 6 women. These respondents were graduate users from the Department of Historical Education who graduated in 2018-2020. The following is the distribution of positions of graduate users.

Table 3.4 Distribution of graduate user positions

No.	Position / Position	Number of people)
1.	Headmaster	15
2.	Vice Principal for curriculum	3
3.	*Office Manager*	5
4.	Deputy Chief of Student Affairs	1
5	Deputy Chief of Public Relations	1

2. Performance of Graduates in the Workplace

To determine the quality of graduates' performance in the workplace, it is derived into eleven categories consisting of ethics, honesty, discipline, foreign language skills, communication skills, teamwork, curiosity, innovation, creativity and the breadth of interdisciplinary insight. Based on the tracer study results, the five most dominant performances are discipline, ethics, honesty, IT, and teamwork. In Figure 3.5, there is a presentation of graduates' quality of performance in the workplace.
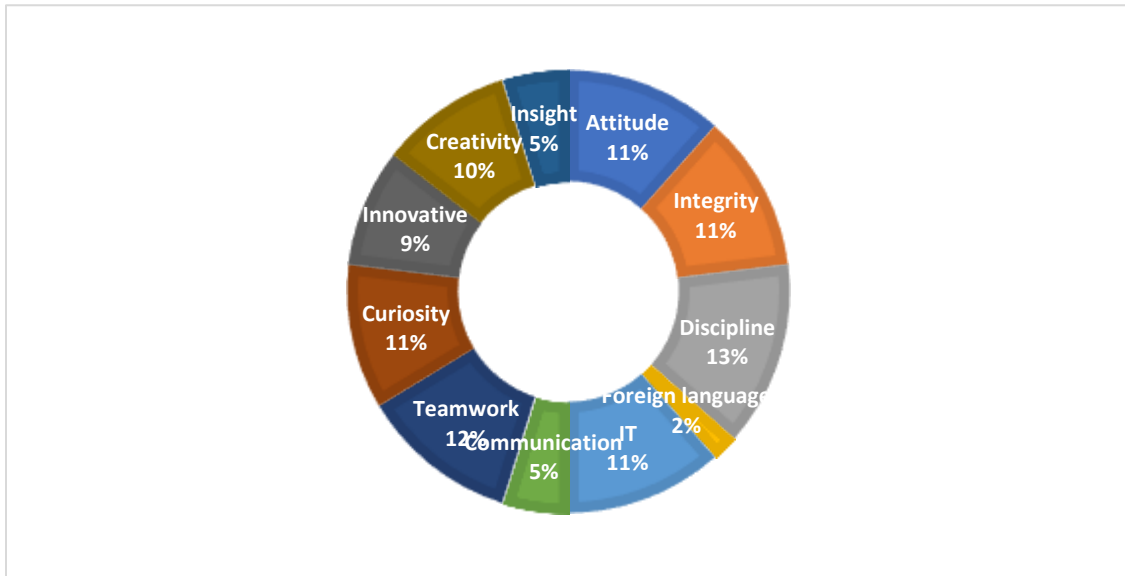
Figure 3. 5 Bar chart of the quality of performance of the Department of Historical Education graduates

3. Competencies of Graduates in the Workplace

The background of graduates to be accepted for work is an important thing to explore. The survey results showed that 64% of graduates passed the job acceptance selection test. If between Figure 3.6 compared to 3.2, it leads to the same result, namely passing the selection. This proves that most graduates have superior competencies that can compete and pass job selection.
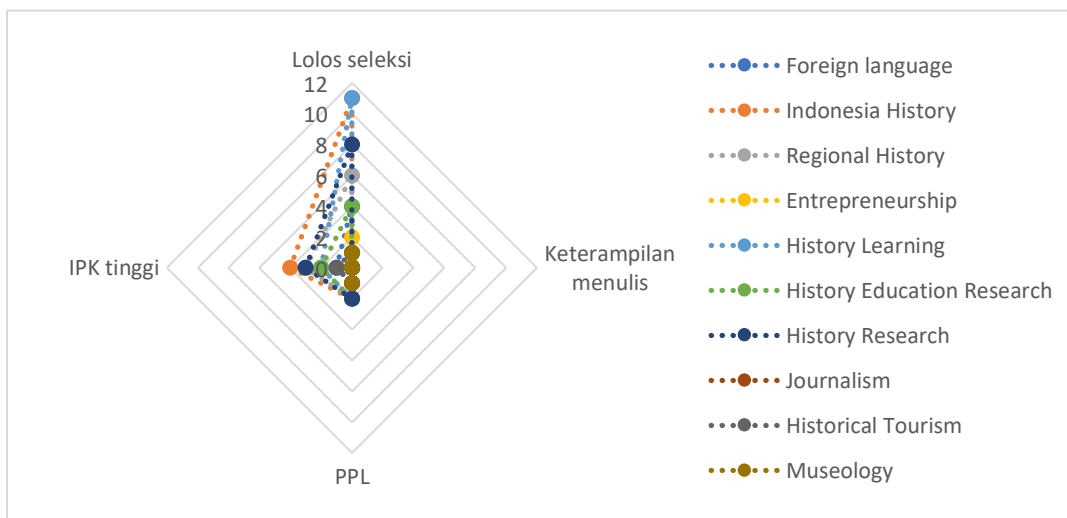

Figure 3. 6 Graph of alumni excellence

According to Figure 3.6, there are three useful graduate disciplines according to graduate users: Indonesian history, history learning, and historical research. Apart from closed questions, two open-ended questions ask the first, "How is the role of graduates of the Department of History Education beneficial to the institutions you lead? ". The answers from 25 respondents can be concluded that the impact felt by having graduates of the Department of History Education working at the institutions they lead makes history lessons reliable and makes students like history lessons because graduates can package interesting and innovative learning. Besides, graduates are also actively involved in carrying out their responsibilities as extracurricular coaches, curriculum staff, and homeroom teachers. The second question, namely "Provide input to improve the quality of the Department of History Education graduates needed according to where you lead," the answer shows that there is a need for understanding related to entrepreneurship, the use of technology,

CHAPTER IV

CLOSING

A. Conclusions

Based on the results of the tracer study, it shows that the waiting time for alumni who graduated from 2018 to 2020 has fluctuated. Starting from 2018 to 2019, there has been an increase in alumni who were accepted to work for less than 6 months, but from 2019 to 2020, it has decreased. In fact, what has increased significantly are alumni who are still looking for work. Since 2020 there have been 3 graduates have just been accepted for work spanning a span of 7-18 months. This can be interpreted that the absorption capacity has decreased. The main factor affecting the most is the pandemic which has not ended, resulting in limited employment opportunities.

The alumni's assumption is directly proportional to graduate users' responses that the basis for which the workplace accepts alumni because they pass the selection test. The majority of graduates work in education as teachers. Also, some work as politicians and private employees. When analyzed with a curriculum document in which there is a graduate profile, the results show that it is very suitable even though the Department of Historical Education produces educators and researchers and educators. Alumni who work as teachers will affect the institution's competence and knowledge. According to graduate users, three competencies that occupy the main position in providing benefits to institutions, namely Indonesian history, historical learning, and regional history.

Graduates' performance in the workplace gets positive responses, especially in discipline, ethics, honesty, use of IT, and teamwork. This shows that most UPI Historical Education Department graduates have been able to meet stakeholder needs in terms of soft skills, competencies, and attitudes.

B. Suggestion

In line with the tracer study findings, the weaknesses in graduates, such as entrepreneurial skills, scientific research, writing papers, interdisciplinary insights, and foreign languages, are competencies needed in the world of work.