



Analysis of the Needs for Developing the Quality of Graduates: Efforts to Increase the Competence of Candidates for Bachelor of Education

Ansar¹, Andi Wahed²

¹ Education Administration, Universitas Negeri Makassar, Indonesia
Email: ansar@unm.ac.id

² Education Administration, Universitas Negeri Makassar, Indonesia
Email: andi.wahed@unm.ac.id

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Abstract. This study aims to analyze the quality development needs of Fakultas Ilmu Pendidikan, Universitas Negeri Makassar FIP UNM graduates, provides a comprehensive analysis of the results of the tracers study, which provides an overview of the university's employability in an effort to overcome the problem of the suitability of graduates' abilities and skills with the needs of the graduate user community. The approach used in this study is quantitative using survey methods to obtain alumni feedback to detect existing competency needs. Data collection techniques using online questionnaires through tracer studies. The research population is 1414 alumni of the last three years with a sample size of 869 by purposive sampling, namely alumni from August 2019 to April 2021 at FIP UNM. The descriptive analysis was used to generate results from the acquired quantitative data using frequency counts and percentages. The results obtained include; 1) The level of absorption of FIP UNM alumni is in the high category with fields of study that are very close to the field of work. Competencies of FIP UNM alumni are in the high and very high categories, including; ethics, expertise based on knowledge, use of information technology, communication, cooperation, and self-development. The relevance of the curriculum to the field of work of FIP UNM alumni which has an influence on large and very large categories, includes; lectures, internships, practicum, work, and discussion methods. 2) Aspects of alumni development that are needed by FIP UNM are English language skills and student involvement/participation in research and the use of demonstration methods in learning. 3) The challenge of alumni development that needs to be maintained and improved by FIP UNM is the competitiveness of alumni in obtaining jobs and entrepreneurship according to their fields of expertise.

Keywords: needs analysis, graduate quality development, tracer study

INTRODUCTION

The urgency of implementing the tracer study is the establishment of a link and match between universities and users/stakeholders through the provision of positive feedback by alumni. Tracer study is also one of the

requirements for completeness of accreditation by BAN-PT as well as being part of the internal quality assurance of higher education as a form of accountability of universities to their alumni, measuring educational/alumni outcomes for evaluating higher education performance, and specifically to encourage the improvement of the

learning process in higher education institutions through the development of curricula that are relevant to the needs of the world of work.

Based on the circular letter of the Director General of Belmawa Number: 471/B/SE/VII/2017 on July 26, 2017 concerning the Implementation of Tracer Study in Higher Education, requires all universities to conduct tracer studies regularly (Kopertis3, 2017). Letter of the Director of Learning and Student Affairs Number 0516/E2/KM/2021 dated February 7, 2021 concerning Reporting of the 2021 Alumni Tracer Study Results, in which the results reported are tracer studies of alumni (Tracer Study) for graduates in 2019 and 2020 which are carried out regularly. independently by universities for the period of January 1 sd December 31, 2019 and the period January 1 s.d. December 31, 2020 (lldikti5.kemdikbud, 2021).

The objectives of the tracer study include mapping job opportunities for prospective alumni, tracing alumni tracks, designing curriculum development, and improving academic services for students. The benefits of tracer studies include evaluating the relevance of the world of education to the world of work, raw data input for the development of study programs, increasing accreditation, as well as input for the government in developing regulations.

There are several previous studies that are in line with this research, namely Santoso, Eko, (2018) said that tracer study aims to find out information on the needs and capabilities of the world of the work market, so that development planning steps can be right on target. In addition to this, the tracer study produces conclusions and suggestions that are useful for planning the learning process in the future.

Study in the context of Ghana conducted by Nudzor & Ansah (2020) concludes that reflective research exercises, as reported in the article, are a scientific imperative for continuous improvement in the conduct of graduate tracer studies, which is rarely undertaken in the Ghanaian higher education context. (Nudzor & Ansah, 2020). Furthermore, Rahim & Pulu-hulawa, (2018) which aims to obtain information about graduates, which include (1) the average waiting period for graduates, (2) the type of work occupied, and (3) responses to graduate users.

The next research conducted by Ramirez et al., (2014) revealed that the graduates claimed that their knowledge, academic-acquired skills and competencies contributed greatly in their job

performance. The Chi-square goodness of fit proved that there is a significant relationship between the graduates' fields of specialization and their occupations after graduation. Likewise, the academic-acquired skills and competencies of the graduates are relevant to their chosen occupations. The results further proved that RTU produces marketable and appropriately trained graduates with the majority landing in course-related jobs within a short period after graduation. The study also indicates that the RTU graduates possess the skills and competencies necessary to succeed in this competitive world. However expansion of tie-ups with private business entities is made to at least maintain the high employability level of the graduates.

Based on several portraits of previous research, it is known that the purpose of conducting a tracer study is not much different from each other, namely obtaining information about the portraits of their graduates. This research also has more or less the same purpose, namely to obtain feedback from alumni for the future development of alumni of the Faculty of Education, Makassar State University. Raw input data is intended to be able to contribute to the development of study programs, increase accreditation, as well as input for Makassar State University in developing regulations.

Based on the description above, the researcher aims to analyze Raw Input Data for the Quality Development of Graduates Based on an Online Tracer Study at the Faculty of Education, Makassar State University. In detail, these objectives are described as follows: 1) To find out the description of the results of the tracer study at the Faculty of Education, UNM. 2) To find out the description of the need for quality development for graduates of the Faculty of Education, UNM. 3) To find out the description of the efforts taken by the Faculty of Education, UNM.

Tracer Study is a form of empirical study that can provide valuable information for evaluating the educational outcomes of higher education institutions. Such information can be used for further institutional development in the context of quality assurance (Schomburg, 2003).

Every higher education institution is expected to have tracer study management accompanied by appropriate and comprehensive methodologies, characteristics and implementation so that each university can collaborate with each other to provide comprehensive results so that it is efficient to support the compilation of

national tracer study data (Margaretha, 2017).

Based on some of the views above, it can be concluded that the tracer study is a study of tracing the traces of alumni carried out to alumni in order to track the presence and absorption of alumni related to some information about abilities and the length of the waiting period, in order to map job opportunities for prospective alumni, designing curriculum development, and improving academic services for students.

Strategic policy for improving the quality of graduates through the dimensions of self-evaluation which is ultimately expected to have implications for continuous improvement in aspects of (a) improving the quality of the learning process; (b) improvement of graduate competency standards; (c) increasing the relevance of the curriculum for study programs; (d) lecturer resource development; (f) providing quality education; and (g) developing student raw input (Fakultas, n.d.).

METHOD

This study uses a quantitative approach with an ex post facto designs survey method, which is a form of research in which the variables are not treated, manipulated or controlled directly by the researcher (Creswell, J.W. & Creswell, 2018). This study uses a descriptive design that aims to describe the symptoms of the variables studied systematically as they are.

The population in this study were all alumni of the UNM Faculty of Education in the last five years. The total population of FIP UNM alumni in the last three years in detail can be seen in Table 1 Population.

Table 1. Population

No	Period	Graduation Date	Total
1	I	07 Nov 2018	159
2	II	03 Feb 2019	175
3	III	27 Mar 2019	101
4	IV	16 Jul 2019	63
5	V	21 Agu 2019	189
6	VI	11 Sep 2019	119
7	VII	19 Des 2019	104
8	VIII	25 Feb 2020	62
9	IX	14 Apr 2020	57
10	X	16 Sep 2020	93
11	XI	08 Feb 2021	189
12	XII	10 Apr 2021	103
Total			1414

Source: BAK UNM

This research sample was taken by

purposive sampling, namely alumni from August 2019 to April 2021 at FIP UNM with a sample size of 868 with the consideration that the respondent is still very new with the status of alumni according to research interests. For more details, see table 2.

Table 2. Sample

No	Period	Graduation Date	Total
1	V	21 Agu 2019	168
2	VI	11 Sep 2019	119
3	VII	19 Des 2019	104
4	VIII	25 Fer 2020	62
5	IX	14 Apr 2020	57
6	X	16 Sep 2020	93
7	XI	08 Feb 2021	163
8	XII	10 Ap 2021	103
Total			869

Source: Primary data processed (March, 2021).

The alumni tracking data entry instrument used in this study adapts the Ministry of Education and Culture's 2017 Tracer Study standard questionnaire form which can be accessed on the following page <http://tracerstudy.kemdikbud.go.id/index.php/site/unduh>.

By taking into account the characteristics of the data, the technique used to collect data in this study is in the form of a questionnaire. Data collection was carried out by distributing questionnaires to FIP UNM Alumni for the last 4 years, from each Department/Prodi in FIP UNM.

The data analysis technique used in this research is descriptive statistical analysis technique (Creswell, J.W. & Creswell, 2018; Privitera & Ahlgrim-Delzell, 2019). Descriptive analysis technique to describe the trend of data from the results of tracking FIP UNM alumni in the last four years.

Analysis of the data description includes a frequency distribution consisting of: average score, minimum score, maximum score and interval (Creswell, J.W. & Creswell, 2018; Privitera & Ahlgrim-Delzell, 2019). Through the frequency distribution, the category or level of each sub-variable of the study can be known.

The first step is to determine the qualification of the assessment, the percentage calculation stage, and the presentation of data through tables. The stage of determining the qualifications for the assessment of the research variables is done by grouping the data based on the study criteria for tracking FIP UNM alumni

in the last three years.

Determination of the percentage is intended to determine the number of comparisons of variable scores so that a description of the condition of the variables under study can be obtained, which among the category groups has the highest number and vice versa (Privitera & Ahlgrim-Delzell, 2019). The percentage calculation uses the following formula (Arikunto, 2013). Based on the number of class categories in this study, guidelines were obtained for determining the category with the largest or most dominant percentage value (%) obtained from each research data criterion, as follows table 3.

Table 3. Percentage Value Category Guidelines

No	Category	Interval %
1	Very High	80 %-100%
2	High	60%-79%
3	Currently	40%-59%
4	Low	20%-39%
5	Very Low	0%-19%

a. Time for Students to Get a Job

Table 4 Time for Students to Get a Job

Program studies-S1	N	before graduate	%	after graduate	%
Guidance and Counseling	138	23	17	115	83
Special Education	95	31	33	64	67
Education Technology	44	13	30	31	70
Education Administration	87	12	14	75	86
Non-formal Education	60	16	27	44	73
PGSD	391	67	17	324	83
PGPAUD	54	20	37	34	63
Total	869	182	22	687	79

Source: Researcher data processing 2021

The time alumni work is distinguished from the choice before graduation and after graduation with the distribution of data on seven study programs, it is known that the absorption rate of FIP UNM alumni for the period August 2019 – April 2021 who worked after graduation was 79% in the high category.

Source: (Arikunto, 2013)

RESULTS AND DISCUSSION

The total respondents who responded to the questionnaire distributed online were 869 of 979 respondents or 89% of the total sample that had been determined. A total of 89% of the respondents are FIP UNM alumni who have graduated from August 2019 to April 2021. The results are presented below:

Result

1. Absorption Rate of UNM FIP Alumni

In the sub-variables, the level of absorption of alumni is divided into four indicators, namely 1) when students get a job, 2) Waiting Period for Alumni to Get Jobs, 3) suitability of strata with work, 4) the relationship between fields of study and alumni's work. some of these things are presented one by one as follows;

Furthermore, the level of absorption of alumni seen from the waiting period for alumni to get a job is distinguished from under six months (<6 months) with above six months (>6 months), it is known that the absorption rate of FIP UNM alumni for the period August 2019 – April 2021 who worked after graduating under 6 months was 59% in the medium category

b. Waiting Period for Alumni to Get Jobs

Tabel 5. Waiting Period for Alumni to Get a Job

Program studies-S1	N	<6 month	%	>6 month	%
Guidance and Counseling	138	76	55	62	45
Special Education	95	62	65	33	35
Education Technology	44	25	57	19	43
Education Administration	87	44	51	43	49
Non-formal Education	60	31	52	29	48
PGSD	391	238	61	153	39
PGPAUD	54	38	70	16	30
Total	869	514	59	355	41

Source: Researcher data processing 2021

c. Strata Suitability with Work

Tabel 6. Compatibility of Alumni Education Strata/ Level with Their Occupation.

Program studies-S1	N	Higher Level	Same rate	One level lower	No need Higher Education
Guidance and Counseling	138	22%	70%	2%	5%
Special Education	95	22%	71%	2%	5%
Education Technology	44	18%	64%	0%	18%
Education Administration	87	16%	68%	14%	2%
Non-formal Education	60	18%	65%	5%	12%
PGSD	391	23%	73%	2%	2%
PGPAUD	54	31%	65%	2%	2%
Total	869	22%	70%	3%	4%

Source: Researcher data processing 2021

The suitability of the alumni's strata/level of education with their work is seen from the choice of a higher level, the same level, a lower level, no need for a college with the distribution of data in seven study programs, it can be seen

that the suitability of between the strata level and the work of FIP UNM Alumni for the period August 2019 – April 2021 of 70% is appropriate (same level).

d. Relationship Between Fields of Study and Alumni Jobs

Tabel 7. Relationship Between Fields of Study and Alumni Jobs

Program studies-S1	N	Very Tight	Tight	Pretty Tight	Less Tight	not at all
Guidance and Counseling	138	61%	15%	12%	5%	7%
Special Education	95	69%	11%	6%	1%	13%
Education Technology	44	11%	14%	27%	14%	34%
Education Administration	87	17%	20%	33%	18%	11%
Non-formal Education	60	15%	22%	22%	23%	18%
PGSD	391	74%	8%	5%	2%	9%
PGPAUD	54	80%	7%	6%	4%	4%

Program studies-S1	N	Very Tight	Tight	Pretty Tight	Less Tight	not at all
Total	869	59%	12%	12%	6%	11%

Source: Researcher data processing 2021

The relationship between the field of study and the work of Alumni seen from the choice of very close, close, quite close, less close and not at all, with the distribution of data in seven study programs, it is known that the relationship between the field of study and the work of FIP UNM Alumni for the period August 2019 – April 2021 of 59% is very close.

2. Student Competence When Graduating

Tabel 8. Student Competence When Graduating

Aspect	Very high	High	Currently	Low	Very Low
Ethical	46%	48%	6%	0%	0%
Expertise	23%	59%	18%	0%	0%
English	4%	21%	51%	18%	6%
Information Technology	32%	50%	17%	1%	0%
Communi-cations	38%	49%	13%	1%	0%
Teamwork	49%	43%	8%	0%	0%
Self Development	38%	47%	15%	0%	0%

Source: Researcher data processing 2021

a. Ethical Aspect

Students' competence when graduating in ethical aspects is seen from very high, high, medium, low, and very low choices with the distribution of data in seven study programs, it is known that the trend of FIP UNM Alumni data for the period August 2019 – April 2021 can be concluded that when passing competence on the ethical aspects of FIP UNM Alumni for the period August 2019–April 2021, 46% were in the very high category and 48% were in the high category.

b. Aspects of Expertise Based on Science

The competence of students when graduating in the aspect of expertise based on science is seen from the very high, high, medium, low, and very low categories with the distribution of data in seven study programs, it can be concluded that when passing competence in the aspect of expertise based on knowledge, 59% of FIP UNM Alumni for the period August 2019 – April 2021 was in the High category.

c. English Aspect

The competence of students when they graduate in the English aspect is seen from the very high, high, medium low, and very low categories with the distribution of data in seven

In the sub-variable level of Competence Graduates when graduating is divided into seven indicators, namely 1) ethical aspects, 2) knowledge-based skills aspects, 3) English aspects, 4) aspects of the use of information technology, 5). Aspects of communication, 6) aspects of teamwork, and 7) aspects of self-development. This number of responden is 863

study programs, it can be concluded that when passing the competence of FIP UNM Alumni for the period August 2019 – April 2021, 51% were in the medium category in the English aspect.

d. Aspects of Using Information Technology

The competence of students when graduating in the aspect of using Information Technology is seen from the very high, high, medium low, and very low categories with the distribution of data in seven study programs, it can be concluded that when passing the competency of FIP UNM Alumni for the period August 2019 – April 2021, 50% were in the High category in the aspect of using information technology.

e. Communication Aspect

The competence of students when graduating in the communication aspect is seen from the very high, high, medium low, and very low categories with the distribution of data in seven study programs, it can be concluded that when passing the competence of FIP UNM Alumni for the period August 2019 – April 2021, 49% were in the high category in the communication aspect.

f. Teamwork Aspect

The competence of students when they graduate in the aspect of teamwork is seen from the very high, high, medium low, and very low categories with the distribution of data in seven study programs, it can be concluded that when passing the competency of FIP UNM Alumni for the period August 2019 – April 2021, 49% were in the very high category in the aspect of teamwork.

g. Aspects of Self Development

The competence of students when graduating in the aspect of self-development is seen from the very high, high, medium low, and very low categories with the distribution of data in seven study programs, it can be concluded that sponden is 863.

when passing the competency of FIP UNM Alumni for the period August 2019 – April 2021, 38% were in the high category in the aspect of self-development.

3. Link & Match Curriculum with Competencies in the Field of Alumni Work

In the sub-variables of the level of relevance of the curriculum to the competency of the alumni work field, it is divided into seven indicators, namely 1) lectures, 2) demonstration methods, 3) participation in research, 4) internships, 5) practicum, 6) field work, and 7) discussions. This number of re

Table 9. Link & Match Curriculum with Competencies in the Field of Alumni Work

Indikator	Very large	Large	Currently	Small	Not at all
Lectures	30%	21%	17%	20%	13%
Demonstration Methods	14%	18%	29%	24%	13%
Participation in Research	12%	21%	33%	21%	13%
Internship	26%	19%	23%	17%	15%
Practicum	26%	23%	21%	19%	12%
Field work	28%	21%	20%	18%	14%
Discussion Methods	32%	21%	15%	17%	34%

Source: Researcher data processing 2021

The results obtained are presented one by one as follows;

a. The Effect of Lectures on Competence in the Field of Work

The measurement of the level of relevance of the curriculum with the competence of the alumni's field of work in the lecture aspect seen from the very large, large, medium, small and not categories with the distribution of data in seven study programs, it can be concluded that the relevance of the curriculum in the lecture aspect with the competence of the work field of FIP UNM Alumni for the period August 2019 - April 2021 by 30% is in the very large category.

b. The Effect of Demonstration Methods on Work Competence

Measurement of the level of relevance of the curriculum with the competence of the alumni's field of work on the aspect of the demonstration method seen from the very large, large, medium, small and not categories with the distribution of data in seven study programs, it can be concluded that the relevance of the curriculum in the aspect of the demonstration

method with the competence of the Alumni of FIP UNM for the period August 2019 – April 2021 of 29% is in the medium category.

c. Participation in Research on Work Competence

The measurement of the level of relevance of the curriculum with the competence of the alumni's field of work on the aspect of participation in research seen from the very large, large, medium, small and not categories with the distribution of data in seven study programs, it can be concluded that the relevance of the curriculum in the aspect of participation in research with the competence of the Alumni of FIP UNM for the period August 2019 – April 2021 by 33% is in the medium category.

d. Internship on Work Competence

The measurement of the relevance of the curriculum to the competence of the alumni's field of work in the apprenticeship aspect is seen from the very large, large, medium, small and not categories with the distribution of data in seven study programs, it can be concluded that the relevance of the curriculum in the apprenticeship

aspect to the competence of the FIP UNM Alumni for the period August 2019 – April 2021 of 26% is in the very large category.

e. Practicum on Work Competence

The measurement of the level of relevance of the curriculum with the competence of the alumni's field of work in the practical aspect is seen from the very large, large, medium, small and not categories with the distribution of data in seven study programs, it can be concluded that the relevance of the curriculum in the practical aspect with the competence of the Alumni of FIP UNM for the period August 2019 – April 2021, 26% is in the very large category.

f. Field Work on Work Competence

The measurement of the level of relevance of the curriculum with the competence of the alumni's field of work in the field work aspect is seen from the very large, large, medium, small and not categories with the distribution of data in seven study programs, it is known that the relevance of the curriculum to the competence of the FIP UNM alumni for the period August 2019 – April 2021 can be described as follows; 1) as many as 28% of alumni have competencies in the field of work that are very closely related to the curriculum in the field work aspect, 2) as many as 21% alumni have work competencies relevant to the curriculum in the field work aspect are in the large category, 3) as many as 20% alumni having competence in the field of work that is relevant to the curriculum in the field work aspect is in the medium category. 4) as many as 18% of alumni have competence in the field of work that is relevant to the curriculum in the aspect of field work in the small category. 5) as many as 14% of alumni have competencies in the field of work that are not at all relevant to the curriculum in the field work aspect. In general, it can be concluded that the relevance of the curriculum in the field work aspect with the competence of the Alumni of FIP UNM for the period August 2019 – April 2021 of 28% is in the very large category.

g. The Influence of the Discussion Method on Work Competence

The measurement of the level of relevance of the curriculum with the competence of the alumni's field of work on the aspect of the discussion method seen from the very large, large, medium, small and not categories with the distribution of data in seven study programs, it can be concluded that the relevance of the curriculum in the discussion method aspect with the competence of the FIP UNM Alumni for the

period August 2019 – April 2021, 31% is in the very large category.

Discussion

Efforts to improve the quality of graduates are inseparable from the development of the situation in the world which is divided into national, regional and international development challenges that are adapted to changing stakeholder demands. Through the tracer study strategy, FIP UNM obtains sources of information regarding the level of absorption of alumni, the quality of education provided which is reflected in the competence of graduates and information regarding links & matches or the relevance of the curriculum to the competencies of the alumni's field of work. The feedback obtained from FIP UNM alumni can be used as a basis for measuring the competitiveness of graduates, and some other information for continuous improvement of governance in order to improve the quality of graduates.

The description of the results of the study tracer also allows providing feedback on the conditions of the study and the conditions experienced by alumni retrospectively (evaluation in the narrow sense) (Schomburg, 2003). Margaretha further, (2017) said that the track record of alumni through tracer studies can be the basis for curriculum improvement, self-evaluation and higher education quality (Margaretha, 2017). Study tracers also allow graduates / alumni to provide feedback on the conditions of study and the conditions they experienced retrospectively (evaluation in the narrow sense) (Schomburg, 2003).

Tracer study is a medium used to get feedback from graduates on the learning process that was obtained while in college (Fitriani & Hairah, 2017). Tracer study is what allows study programs to improve and develop the quality of learning systems and the quality of study program management through obtaining feedback from graduates (Akram & Djumaidi, 2020). The benefits of carrying out tracer study activities are for the benefit of academic development, evaluation of competency achievement and excellence of a study program, continuous curriculum evaluation and accreditation purposes. (Karyono & Hermanto, 2013).

Typical Objectives of Institutional Graduate Surveys (Tracer Studies) is to obtain data from graduates regarding; 1) to get valuable information for development of university, 2) to evaluate the relevance of higher education, 3) to

contribute to the accreditation process, 4) to inform students, parents, lecturers and administrators (Schomburg, 2003).

Based on some of the findings about Alumni Absorption Rate, it is concluded that the level of absorption of FIP UNM alumni is in the high category with the suitability of strata and the relevance of the field of study that is very close to their field of work, especially in the Guidance Counseling, Special Education, PGSD and PGPAUD study programs. The four study programs have the characteristics of work as educators which are generally organized by the government. While the other three study programs still have the opportunity to be absorbed outside of government agencies. Thus, the challenges of alumni development that need to be maintained and improved by FIP UNM are 1) the competitiveness of alumni in facing the ASN acceptance test, 2) the ability to entrepreneur according to their fields of expertise, and 3) cooperation with excellent private schools organized by SOEs. BUMD and foundations that are equated by the government.

To increase the number of student entrepreneurs and produce globally competitive and successful entrepreneurs, entrepreneurship development programs must be well designed and implemented. The implementation of entrepreneurship programs should be socialized from new students to the end of the program so that the process does not stop prematurely and students see its effectiveness (Ismail et al., 2019).

Based on some of the findings above, it is known that the competencies of FIP UNM alumni for the period August 2019 – April 2021 who when graduated were in the high and very high categories, including ethics, knowledge-based expertise, use of information technology, communication, teamwork and self-development. While the medium category is English. Thus the challenge of alumni development that needs to be improved by FIP UNM as an institution is the English aspect.

In line with the above findings, the purpose of the tracking study is to obtain information from graduates about the application of knowledge and skills acquired in the profession (Romadlon & Arifin, 2021). Study tracers instruments are used as an alternative in tracing studies. These results are used as a basis for determining the success of universities in producing quality graduates (Saifudin & Fitriawanawati, 2021)

University of South Australia (UniSA) it places itself among universities and has identified a number of 'graduate qualities' that need to be developed in the curriculum. Some time universities have sought to address the shortage of skills requirements that have been identified by prospective employers of graduates (Monday & Barker, 2002).

Universities must improve the quality of higher education which leads to an increase in competency-based learning that aims to develop graduate competencies (Martínez-Gómez et al., 2020). Graduates are expected to have knowledge and skills as attributes of graduates that are in accordance with the needs of society, which makes them job-ready and job-ready (Halibas et al., 2020).

Based on some of the findings above, it is known that the competencies of FIP UNM alumni for the period August 2019 – April 2021 who when graduated were in the high and very high categories, including ethics, knowledge-based expertise, use of information technology, communication, teamwork and self-development. While the medium category is English. Thus the challenge of alumni development that needs to be improved by FIP UNM as an institution is the English aspect.

All of the above findings are in line with Rofaida & Gautama, (2019) which states that the Tracer Study or graduate survey conducted allows universities to obtain an overview of several things, such as: (1) Obtain an overview of the competencies possessed by graduates, both comparative competency advantages and competitive competency advantages. (2) Obtaining an overview of the competence and demands of the world of work/industry. (3) Get an overview of the competency gaps possessed by graduates with the demands of the world of work/industry. (4) Become input in the development of education implementation strategies (curriculum development, learning strategies, and other aspects) at the level of study programs, faculties, and universities. (5) Become information for stakeholders (industry and society) regarding graduate competencies. (6) Become one of the means for imaging study programs and universities. (7) Become one of the indicators of higher education quality assurance/accreditation and accountability of educational institutions.

The low competitiveness of graduates of educational institutions is a problem that must be addressed immediately. The way to overcome

this problem is to update or change the curriculum used by educational institutions (Achadah, 2020). To achieve quality education, the curriculum must be continuously evaluated and updated (Toosi et al., 2021).

As university graduates face many demands as they enter the job market, they must develop and constantly update relevant skills to do their jobs well (Martínez-Gómez et al., 2020).

Innovative experiential learning programs need to be built on the principles of work-based learning that prepares students to achieve competitive graduation qualifications (Clements & Cord, 2013). Four university best practices primarily to develop highly attractive graduate employability include, (1) developing effective university-industry partnerships, (2) aligning university education with national development plans, (3) regularly revising university curricula and (4) strengthening the quality assurance system (Mgaiwa, 2021).

One aspect of the quality of higher education is the quality of the results achieved. Higher education brings added value by developing professional skills and expertise (Woya, 2019). Efforts are being made faster in developing countries to transform teaching-oriented colleges into research-intensive universities that can contribute to social development by generating new knowledge. At the same time, efforts are also made to use internationalization to enrich education and research (Aviso et al., 2021).

College graduates must graduate not only with hard skills, but also with soft skills. Therefore, it is the responsibility of universities as a forum to equip graduates with broad enough skills so that they can continue to be successful in their profession in the future (Noah & Aziz, 2020). Faculty leaders should seriously consider the development of leadership skills in faculty members involved in producing such graduates, as well as in the development of undergraduate educational curricula (Mohamad et al., 2017).

The various benefits obtained from the tracer study presented in this study are expected to provide benefits for alumni development, contribute to policy directions and strategies that have implications for continuous improvement in aspects of (a) improving the quality of the learning process; (b) improvement of graduate competency standards; (c) increasing the relevance of the curriculum for study programs; (d) development of lecturer resources; (f)

providing quality education; and (g) developing student raw input.

CONCLUSIONS AND SUGGESTIONS

Some conclusions that can be drawn from this study are a) The level of absorption of FIP UNM alumni is in the high category with the suitability of the strata and the relevance of the field of study that is very close to the field of work. b) Competencies of FIP UNM graduates for the are in the high and very high categories, including ethics, expertise based on knowledge, use of information technology, communication, teamwork and self-development. c) The relevance of the curriculum to the field of work of FIP UNM alumni which has an influence on the large and very large categories, namely aspects of lectures, internships, practicum, field work, and discussion methods.

Aspects of alumni development that are needed by FIP UNM are English language skills and improvement of learning services, especially in the method of student involvement/participation in research and the use of demonstration methods in learning.

The challenges of alumni development that need to be maintained and improved by FIP UNM are the competitiveness of alumni in obtaining jobs and entrepreneurship according to their fields of expertise and the direction of policies and strategies that have implications for continuous improvement in aspects of (a) improving the quality of the learning process; (b) improvement of graduate competency standards; (c) increasing the relevance of the curriculum for study programs; (d) development of lecturer resources; (f) providing quality education; and (g) improvement of student raw input standards.

Research suggests are: (1). The Leaders of Study Programs in the FIP UNM environment need to maintain and improve the competitiveness of alumni in facing the ASN acceptance test, especially prospective educators, (a) entrepreneurial abilities according to their fields of expertise, and (b) cooperation with excellent private schools organized by BUMN, BUMD and foundations that are equated by the government; (2). The Leaders of Study Programs in the FIP UNM environment need to improve the competence of graduates in the English aspect, and improve the development and improvement of services in the aspect of learning methods, especially the use of demonstration methods and increase the involvement of student participation

in research.

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