



## Educational Management Graduates: A Tracer Study from Universitas Negeri Surabaya, Indonesia

Shelly Andari<sup>1</sup>, Aditya Chandra Setiawan<sup>2</sup>, Windasari<sup>3</sup>, Ainur Rifqi<sup>4</sup>  
<sup>1,2,3,4</sup>Universitas Negeri Surabaya, Surabaya, Indonesia



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### ABSTRACT

Tracer Study is a study that can provide helpful information to evaluate higher education results and can then be used to improve and guarantee the quality of higher education institutions. This research uses a quantitative research approach with the type of survey research. The research population is graduates of the Educational Management Department who graduated in 2019 and 2020. The sample used is saturated sampling, where the entire population is a member of the sample. The study results were analyzed using descriptive statistics and extracted information about graduates, including the number of graduates. It includes who graduated, graduates employment status, waiting time for graduates, coverage of where graduates work, and other descriptions are required by *Badan Akreditasi Nasional Perguruan Tinggi* (i.e., BAN-PT). BAN-PT is an accreditation organization in Indonesia, where accreditation and input for curriculum development of Educational Management Department. The result showed that Educational Management graduates could be survived as employees or entrepreneurs that focus on Educational Management scope.

### INTRODUCTION

Tracer Study is a tracer study of graduates conducted to graduates two years after graduation. Tracer Study aims to determine educational outcomes in the form of transition from higher education to the world of work, scholarly outputs, namely self-assessment of mastery and competency acquisition, educational process in the form of evaluation of learning process, and contribution of higher education to competency acquisition and educational input in the form of further excavation of information (Laguador, 2013; Sadi et al., 2019; Renny et al., 2013; Dotong et al., 2016). Tracer Study can be used to determine the relationship between higher education inputs (learning situations and conditions, student profile, experience, and motivation), higher education processes (learning and teaching), higher education outputs (knowledge, skills, motivation, and values), and educational outcomes (period of transition into job and contribution to society).

Universities need to carry out tracer studies because they need feedback from graduates to improve education systems and management. As mentioned by Gines, the tracer study is an assessment tool to measure the relevance between university and work (Gines, 2014). Universities at the beginning of the academic year determine the direction of higher education policies from input in the form of conditions, experiences, and motivations of new students who enter the university. Conditions, experiences, and motivations determine universities are implementing education systems and management in terms of patterns/processes of teaching and learning, research, practicum, workshops, laboratories, studios, or research. The implementation of this

teaching and learning system will also be influenced by the education policy set by the university.

Tracer Study aims to determine the results of education in the form of a transition from the world of higher education to the world of business and industry, educational outputs in the form of self-assessment of mastery and acquisition of competencies, the educational process in the form of evaluation of the learning process and the contribution of higher education to competency acquisition and academic input in the form of further exploration. The benefits of the Tracer Study are not limited. It can give more information about the relationship between higher education and the world of business and industry. Tracer Study can provide in-depth and detailed job compatibility both horizontally (between various fields of knowledge) and vertically between education levels (Menez, 2014; Fenta et al., 2019; Albina and Sumagaysay, 2020; Halili, 2017). Thus, the Tracer Study can help overcome the problem of job opportunity gaps and efforts to improve them. For universities, information on competencies relevant to business and industry can help improve curriculum and learning systems. On the other hand, business and industry can look into higher education through Tracer Study, and thus can prepare themselves by providing more relevant training for new job seekers (Kahn et al., 2019; Siraye et al., 2018).

The Department of Educational Management is a department that strives to improve the quality of education on an ongoing basis continuously. The age of the Department of Educational Management is still relatively young. This department was established in 2009 and constantly requires improvements and constructive steps to improve the quality of education. To enhance the quality of learning, the Department of Educational Management evaluates the condition of the department, one of which is by conducting a Tracer Study. Tracer Study is needed to determine the distribution of graduates and the contribution of graduates in the community (Rogan and Reynolds, 2016; Ocholla, 2011; Hazaymeh, 2015). Through questionnaire items developed by the Indonesia Ministry of Education and Culture and adapted by Universitas Negeri Surabaya (i.e., Unesa), it will be illustrated how the actual condition of graduates is today. The results of the Tracer Study can be used for various purposes of the Department of Educational Management, starting from filling out accreditation forms, developing curriculum to developing extracurricular activities in the Department of Education Management. It also measures the relevance of graduate jobs and their competency in mastering educational management scope. Ramirez (2014) mentioned that graduates claimed that their knowledge, academic-acquired skills, and competencies contributed significantly to their job performance. Through this urgency, the Tracer Study should be managed optimally because the output produced has a significant impact on improving the quality of education in the Department of Education Management. It is also an effort to develop the curriculum so that graduates will have the competency required by the company and industry. These are keys to achieving the relevancy of graduate profiles and their career or future careers.

## **RESEARCH METHOD**

### **General Background**

This research is a type of descriptive research with a quantitative approach. Descriptive research leads to the disclosure of a problem or situation as it is and reveals the facts that exist, although sometimes interpretation or analysis is given. The results of this study are focused on describing the actual state of the object under study. Quantitative

research is required to use numbers, starting from data collection, data interpretation, and the results' appearance. Descriptive and quantitative analysis describes a fact, symptom, phenomenon, opinion, or opinion carefully and systematically. In this study, the researcher wanted to express data related to graduate data related to work after graduation, time to get work from the year of graduation, job relevance to the field of Education Management science, as well as competencies and skills possessed by graduates to be applied in the world of work.

### Participants

The population in this study were graduates after one year and two years of graduation according to the graduate cohort (homogeneous group of students who completed their studies at the same point in time), namely graduates of the Educational Management Department who graduated in 2019 (94 graduates) and in 2020 (61 graduates). The sample used is a saturated sample considering that this study aims to explore graduates' data related to careers. Some researchers focused on tracer study: saturated sample is a sampling technique when all members of the population are sampled (Syafiq, 2016; Rusman, 2012; Tim ITB, 2014). So the total sample in this study is 155 graduates.

### Instrument and Procedures

The data collection technique in this study was using a questionnaire. The questionnaire used is a mixed questionnaire consisting of open questions and closed questions. The questionnaire used was developed by the Unesa Tracer Study questionnaire drafting team through several activities including (1) identification of survey objectives referring to the Tracer Study guidelines of the Ministry of Education and Culture. The Tracer Study instrument carried out by Unesa includes all the core questions of the online tracer study that have been created and determined by the Directorate General of Belmawa; (2) Development of instruments based on Study Program Worksheets or *Laporan Kinerja Program Studi (LKPS)* for BAN-PT 9 Standard of Accreditation; and (3) Development of devices based on the Faculty and Departments/Study Programs at Unesa according to needs. Figure 1 below describes the research procedure that has been done.

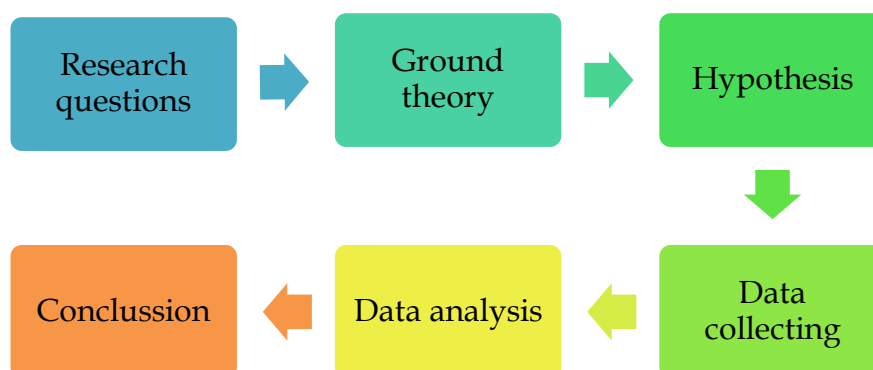


Figure 1. Research procedure.

## Data Analysis

The data collected were analyzed descriptively and narratively according to the needs of the annual Tracer Study report. The following is a description of the duties of the members of the research team. This description will then produce recommendations for improving and developing the curriculum for the Undergraduate Program of Educational Management Department.

## RESULTS AND DISCUSSION

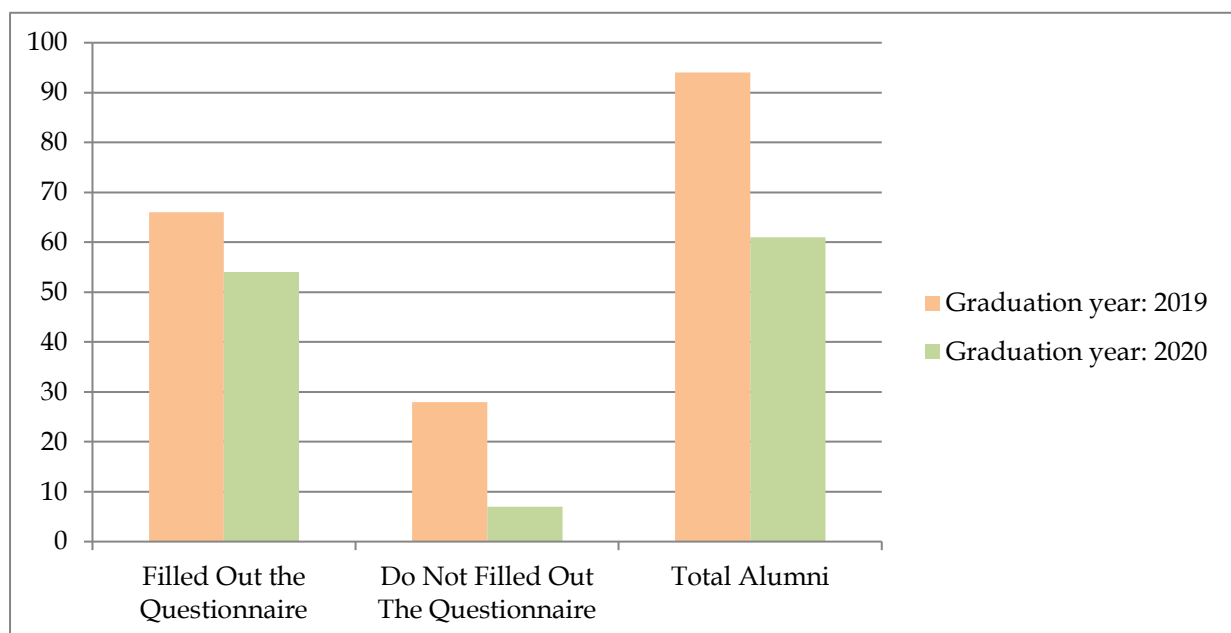
### Results

The research took place from June to September 2021 with a total sample of 150 graduates, with details of 94 graduates graduating in 2019 and 61 graduates graduating in 2020. The research was conducted by contacting all graduates considering that graduates must use a special account to access questionnaires on the web. [tracer.study.unesa.ac.id](http://tracer.study.unesa.ac.id). Graduates are asked to deposit their name, student identification number, and active email for registration for Unesa's Tracer Study account.

Based on the research conducted, the respondents who were recruited were 120 graduates, with details of 66 graduates graduating in 2019 and 54 graduates graduating in 2020. At the same time, the total graduates who did not fill out the Tracer Study questionnaire were 28 graduates who graduated in 2019 and 7 graduates who graduated in 2020. The following are Table 1 and Figure 2, which contain these details.

**Table 1.** Respondents who filled out the questionnaire.

No.	Graduation year	Filled out the questionnaire	Do not filled out the questionnaire	Total graduates
1.	2019	66	28	94
2.	2020	54	7	61
<b>TOTAL</b>				155



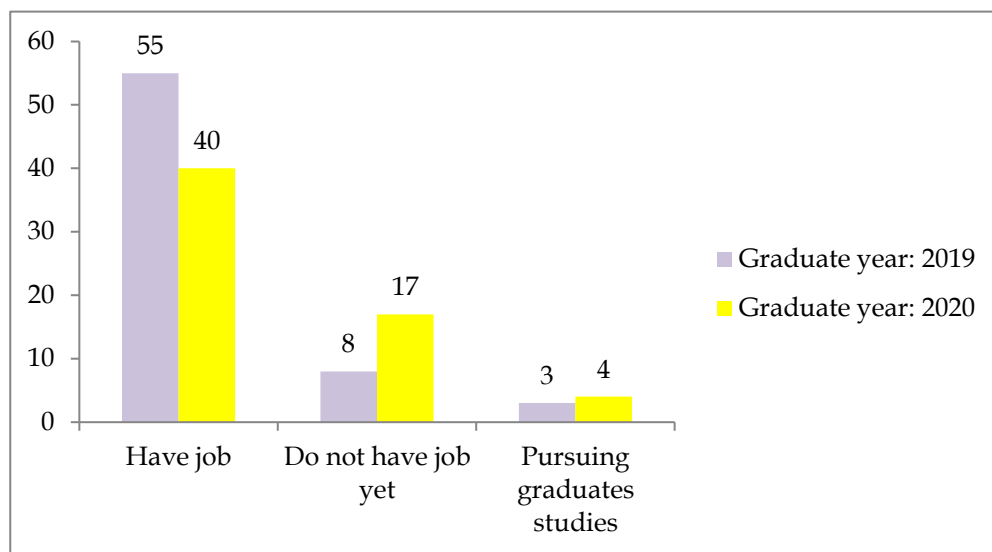
**Figure 2.** Respondents who filled out the questionnaire.

Furthermore, based on the status of graduates working and not working, the results are shown in Table 2 and Figure 3 as follows. Based on Table 2 and Figure 2, it is known

that 95 graduates have worked with details of 55 graduates graduating in 2019 and 40 graduates graduating in 2020. Total graduates who have not worked are 25 people, with eight graduates graduating in 2019 and 17 graduates graduating in 2020. Graduates who continue their studies are seven graduates with more information of 3 graduates graduating in 2019 and 4 graduates graduating in 2020

**Table 2.** Graduates with their current status.

No.	Graduation Year	Have job	Do not have job yet	Pursuing graduate studies
1.	2019	55	8	3
2.	2020	40	17	4
<b>TOTAL</b>		<b>95</b>	<b>25</b>	<b>7</b>

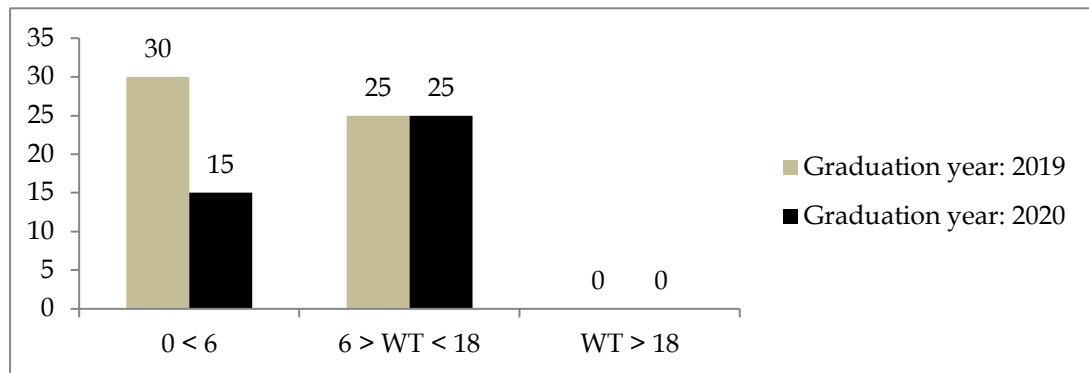


**Figure 2.** Graduates with their current status.

The data regarding the waiting time (WT) of graduates in getting their first job (not a side job) for graduates who graduated in 2019 are 30 graduates that have WT less than six months and 25 graduates have WT more than six months and less than 18 months in getting their first job. Then for the 2020 graduates, 15 graduates have WT less than six months, and 25 have WT more than six months and less than 18 months. The following Table 3 and Figure 4 contain the details of the data.

**Table 3.** Graduates are waiting time.

No.	Graduation year	Waiting time (months)		
		0 < 6	6 > wt < 18	wt > 18
1.	2019	30	25	0
2.	2020	15	25	0
<b>TOTAL</b>		<b>45</b>	<b>50</b>	<b>0</b>

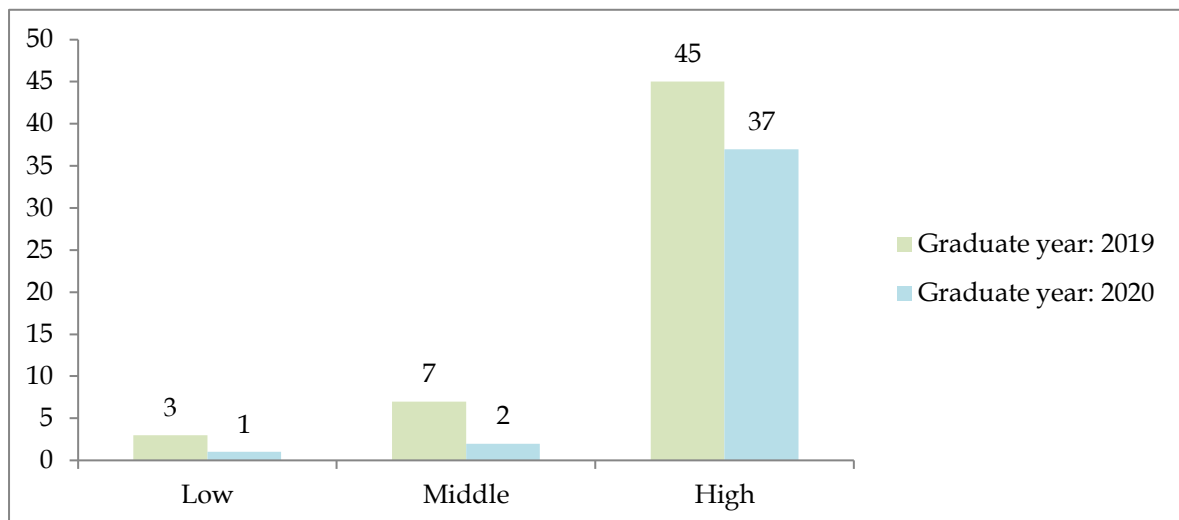


**Figure 4.** Graduates are waiting time (WT).

The following data is related to the suitability of the graduates' field of work with the scientific field of Education Management. Based on the data obtained, it can be seen the details of each year graduates graduate in Table 4 and Figure 5.

**Table 4.** Graduates' job relevancy with educational management scope.

No.	Graduation year	Total graduates		
		Low	Middle	High
1.	2019	3	7	45
2.	2020	1	2	37
<b>TOTAL</b>		<b>4</b>	<b>9</b>	<b>82</b>



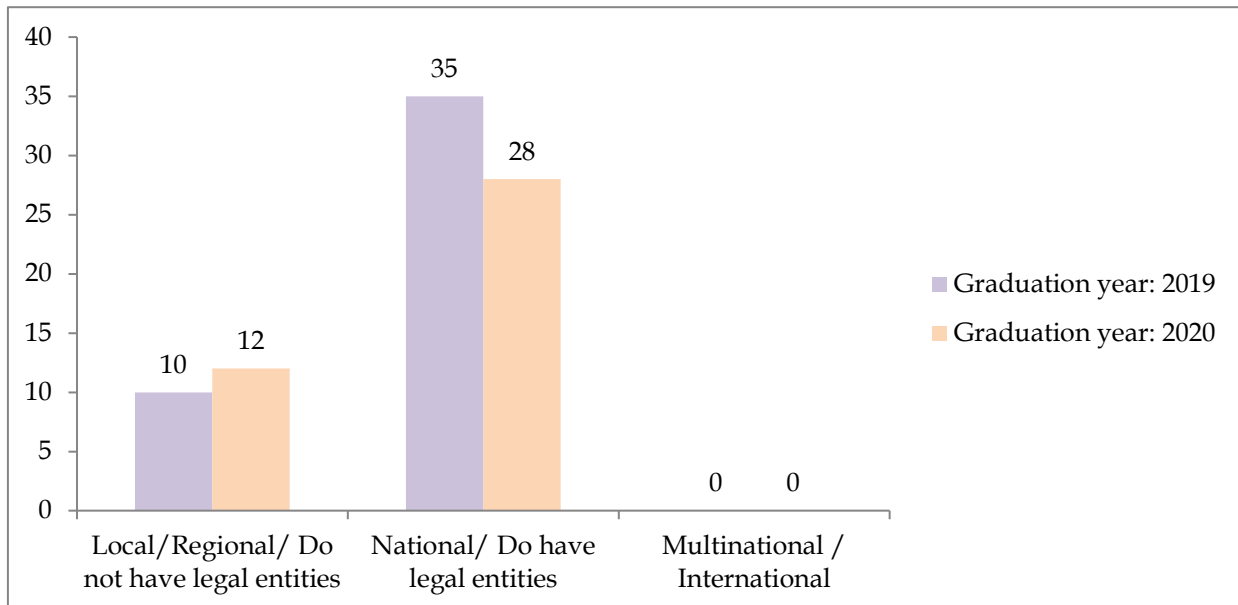
**Figure 5** Graduates' job relevancy with educational management scope.

Based on the Table 4 and Figure 5, it is stated that for 2019 graduates who are already working, the number of graduates who have a suitability for the field of work with educational management scope are: (1) **high** as many as 45 graduates; (2) **middle** as many as 7 graduates; and (3) **low** as many as 3 graduates. For 2020 graduates who are already working, the number of graduates who have relevance work field with educational management scope are: (1) **high** as many as 37 graduates; (2) **middle** as many as 2 graduates; and (3) **low** as many 1 graduate.

Furthermore, based on the level or size of the place of work or entrepreneurship, the graduates are presented in Table 5 and Figure 6.

**Table 5.** Total graduates by level of work place or entrepreneurship field.

No.	Graduation year	Total graduates by level of work place or entrepreneurship field		
		Local/regional/ do not have legal entities	National/ do have legal entities	Multinational/ international
1.	2019	10	35	0
2.	2020	12	28	0
<b>TOTAL</b>		<b>22</b>	<b>63</b>	<b>0</b>

**Figure 6.** Total graduates by the level of workplace or entrepreneurship field.

Based on Table 5 and Figure 6, it is known that the graduates of 2019 are: (1) worked in local level workplaces or were entrepreneurship without legal entities as many as ten graduates; (2) working at national level workplaces or as entrepreneurship as a legal entity as many as 35 graduates; and (3) there are no graduates who work or are entrepreneurs at the global or international level. The graduates of 2020 are: (1) working in local level workplaces or entrepreneurship without legal entities as many as 12 graduates; (2) working in a national level workplace or as an entrepreneur with a legal entity as many as 28 graduates; and (3) there are no graduates who work or are entrepreneurs at the global or international level.

### Discussions

Based on the results of the Tracer Study that has been carried out, it can be seen about the graduates' profile of Educational Management Department in real terms in the field. It is known that 95 graduates have worked, with details of 55 graduates graduating in 2019 and 40 graduates graduating in 2020. Then 25 graduates have not worked, with details of 8 graduates graduating in 2019 and 17 graduates graduating in 2020. Graduates who continue their studies as many as seven graduates with more information of 3 graduates graduating in 2019 and 4 graduates graduating in 2020. From these data, it is known that Educational Management Department graduates can compete in the world of work as indicated by the percentage of graduates who work are 61.7%; 16.1% of graduates are not yet employed, and 4% are continuing their studies. It can be interpreted that more than 50% of Educational Management



Department graduates can be selected by the existing job recruitment system in the field. One of the objectives of the Educational Management Department is that graduates can work or further study following the scientific field of Education Management. If this is realized, it shows the achievement of the profile of Education Management graduates. It also showed by other research results that graduates are directed to find work or continue their studies according to

Furthermore, from graduates who work, it is known that 52.6% of graduates have waiting times of more than six months and less than 18 months; and 47.4% of graduates have a waiting time of fewer than six months. It shows that an average processing time is needed between zero and 18 months to get the first job for graduates in the Educational Management Department. There are 86.3% of graduates have a high match between their field of work and the science of Education Management. The suitability shown can be interpreted that the S1 Education Management curriculum can transfer the scientific values of Education Management following the expected graduate profile. As expected, the Educational Management Department can offer a graduate profile by combining high-level knowledge and skills that are continuously adapted to meet the needs of the world of work. Graduates of the Educational Management Department can meet the expected learning outcomes, evidenced by their field of work with Educational Management science. As it is known that learning achievement can be seen as a result of the overall results of the learning process; it has been taken by students while studying in a particular study program. The relevance of work with the knowledge possessed can greatly influence scientific development, individual competence, and graduates' career development. Relevance is also an expected goal of graduates. It is also stated by Ocholla (2011), graduates need to design their careers at the time of study so that they have a good and scientifically relevant job. Work relevance is one of the main objectives in learning achievement.

Furthermore, relating to the workplace or entrepreneurship of graduates, dominated by national level workplaces or entrepreneurship with legal entities as many as 66.3% of graduates and 33.7% of graduates working at local level workplaces or entrepreneurship without legal entities. It shows that graduates of the Educational Management Department can compete at both local and national levels, with their skills and competencies. The internationalization and accumulation of knowledge, practical knowledge, skills, affection, and competencies are achieved through a structured educational process covering a particular field of knowledge/expertise or a work experience program in the Educational Management Department. Currently, the Educational Management Department is developing international programs so that graduates' skills in communication, networking, and self-competence can be compared to graduates from leading universities globally. These are ways to increase the number of graduates working in national and international areas so that it is an indicator that graduates can compete and benefit at the international level or society (Odame et al., 2021).

Through Tracer Study, it will be known how the contribution of higher education outputs to society. The benefits of the Tracer Study results can be used for accreditation purposes, curriculum development, and the development of student extracurricular activities to improve the quality of education in a university. Based on the data above, it can be seen that Educational Management Department outcomes are relevant to the needs of the graduates' careers. As mentioned in some researches, we can conclude that through tracer study, we can obtain information about the gap between the competence



of graduates and the demands of the real needs of graduate users (Kahn et al., 2019; Moderazo, 2016; Odame et al., 2021). In addition, additional (non-academic) competencies that must be given to graduates are following the competencies needed in the graduates' future career (Reusia et al., 2020; Pontillas, 2018; Noko and Ngulube, 2013). Tracer Study is conducted to obtain the following benefits: (1) As a graduates database that is recorded based on the department and students' year of entry (Cuandra et al., 2019; Mugwisi and Hikwa, 2015); (2) As input/crucial information for higher education development (Sharma, 2014); (3) As an evaluation tool to see the relevance between universities and the world of business and industry (Sagarino et al., 2018; Gonzales, 2019; Kalaw, 2019); (4) As input for improving the performance of lecturers and administrative staff; (5) As input for curriculum improvement (Rojas and Rojas, 2016; Bueno, 2017); (6) As an evaluation input to participating in international accreditation; and (7) As accelerator to build graduates network (Mina et al., 2020; Osei et al., 2015).

Tracer Study results will be used as a basis for reference for developing and making policy to increase the quality of education in the Educational Management Department by adapting and restructuring curriculum; as a step to anticipate and adapt to the development of the global job market and business in the future. It gives us an insight into the condition of graduates, their status, and their current activities so that this is useful as input for improving the education system (Sharma, 2014). Indirectly, tracer study also provides continuous improvement efforts carried out by universities periodically.

## CONCLUSIONS

The study concludes that the Tracer Study of the Educational Management Department has been conducted and showed that most of the graduates have a job and continue their analysis based on Educational Management scope. It indicates that graduates are mastering the competencies expected by Educational Management Department. Meanwhile, graduates have not contributed much at the international job level due to their limitations, both in terms of communication and networking skills. Therefore, Educational Management Department builds international programs that are expected to help graduates contribute more to the broader area, specifically in the global job market. Tracer study also helps universities in carrying out continuous improvement. The tracer study results can be used as a substance for improving the quality of education, both in terms of curriculum, its implementation, and developing educational facilities and infrastructure.

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**\*Shelly Andari, M.Pd. (Corresponding Author)**

Department of Educational Management, Faculty of Education,  
Universitas Negeri Surabaya,  
Jl. Lidah Wetan, Kecamatan Lakarsantri, Kota Surabaya, Indonesia  
Email: [shellyandari@unesa.ac.id](mailto:shellyandari@unesa.ac.id)

**Aditya Chandra Setiawan, M.Pd.**

Department of Educational Management, Faculty of Education,  
Universitas Negeri Surabaya,  
Jl. Lidah Wetan, Kecamatan Lakarsantri, Kota Surabaya, Indonesia  
Email: [adityachandrasetiawan@unesa.ac.id](mailto:adityachandrasetiawan@unesa.ac.id)

**Windasari, M.Pd.**

Department of Educational Management, Faculty of Education,  
Universitas Negeri Surabaya,  
Jl. Lidah Wetan, Kecamatan Lakarsantri, Kota Surabaya, Indonesia  
Email: [windasari@unesa.ac.id](mailto:windasari@unesa.ac.id)

**Ainur Rifqi, M.Pd.**

Department of Educational Management, Faculty of Education,  
Universitas Negeri Surabaya,  
Jl. Lidah Wetan, Kecamatan Lakarsantri, Kota Surabaya, Indonesia  
Email: [ainurrifqi@unesa.ac.id](mailto:ainurrifqi@unesa.ac.id)

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