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DESEMBER 2024

REPORT OF TRACER STUDY –USER SURVEY

*Undergraduate Program in
Teacher's Education of Early
Childhood Education (UPTEECE)*

**DIRECTORATE OF STUDENT AFFAIRS & ALUMNI
SUB DIRECTORATE OF STUDENT ORGANIZATION &
ALUMNI DEVELOPMENT**

Universitas Negeri Surabaya



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Lidah Wetan, Surabaya Indonesia

REPORT OF TRACER STUDY -USER SURVEY
Universitas Negeri Surabaya

**Undergraduate Program in Teacher's
Education of Early Childhood Education
(UPTEECE)**



PENYUSUN:
Tracer Study Team
Universitas Negeri Surabaya

UNIVERSITAS NEGERI SURABAYA
DIRECTORATE OF STUDENT AFFAIRS & ALUMNI
SUB DIRECTORATE OF STUDENT ORGANIZATION & ALUMNI
DEVELOPMENT
DESEMBER 2024

APPROVAL PAGE OF TRACER STUDY - USER SURVEY
UNIVERSITAS NEGERI SURABAYA

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OPENING REMARKS



Assalamualaikum Warahmatullahi Wabarakatuh,

Bismillahirohmannirohim, Praise be to Allah SWT, who has given us all various blessings. Amen.

Alumni tracing/Tracer Study of Surabaya State University (Unesa), is an important part of the implementation of education at Unesa in the current era of the Industrial Revolution 4.0. The leap in information technology changes has an impact on the entire system of life, including the field of higher education. Unesa has an important role in preparing its graduates to become experts, so feedback is needed from learning activities that have been carried out both from alumni, the community, and stakeholders. Thus, Tracer Study activities are absolutely necessary and on the other hand become one of the Main Performance Indicators (IKU) of higher education.

Alumni tracing/Tracer Study is an activity that cannot be separated from the education system at Unesa. Through this Tracer Study activity, it is hoped that there will be alumni involvement in providing input for the improvement and development of Unesa. This is because the Tracer Study instrument that was developed contains indicators of learning services that alumni have gone through, professions that alumni have pursued in the world of work. This information is feedback for efforts to improve the quality of learning at Unesa in the future.

Thank you to the Rector of Unesa, Vice Rectors around Unesa, Directorate of Student Affairs and Alumni, PIC Tracer Study Unesa, alumni, and all users of related graduates. Hopefully this Tracer Study will be a database in formulating Unesa's policies and development programs to improve services to the community, so that Unesa becomes One Step Ahead.

Wassalamualaikum Warrahmatullahi Wabarakatuh.

Vice Rector I
Division of Education, Student Affairs,
and Alumni

Foreword



Unesa Alumni Tracking/Tracer Study is a form of alumni survey that has strategic value for the development of higher education. Tracer study can be conducted annually in accordance with the target of alumni tracking that has been set, namely alumni/graduates one and two years after graduation. Tracer study is conducted with the aim of gathering information from alumni from graduation until alumni tracking is conducted. In addition, Tracer Study also aims to determine educational outcomes in the form of transitions from the world of higher education or campus to industry and the world of work (Iduka), the last work situation, alignment and application of competencies in the world of work.

The results of the Tracer Study can be used as a database of Unesa alumni, also used as a basis for improving and developing the quality of learning, developing educational management, developing teaching and learning facilities and infrastructure so as to produce graduates, both intellectually, skills/competencies, as well as morals and personalities to be optimally absorbed by the job market. This guidebook is prepared as a guide for implementing alumni tracking so that it is carried out properly so that the results can be useful for the development of Unesa in the future.

Director of Student Affairs & Alumni

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CHAPTER I

INTRODUCTION

A. Background

State University of Surabaya (Unesa) as a higher education institution that produces graduates in accordance with the competencies of existing study programs, its existence, progress, and sustainability are highly determined by the absorption of its alumni by industries and the workforce. Unesa is also inseparable from the support of graduates and stakeholders as users of these graduates. Unesa must conduct data collection on the absorption rate of its alumni, both recent graduates and those who graduated long ago. Unesa must also be able to establish good cooperation with various stakeholders. As users, stakeholders have better knowledge about the competencies needed in Iduka. Feedback from stakeholders will serve as input for improvements related to graduate competencies required by industries and the workforce.

Alumni Tracer Study (TS) serves as an effective tool used to track the absorption rate of university alumni in industries and the workforce (Iduka). Additionally, TS can be used to trace the whereabouts and conditions of alumni one year after graduation. TS also plays an important role in gathering various information as material for evaluation and development of higher education institutions. Thus, TS results can provide a depiction of a university's existence. TS data is used as a basis for curriculum improvement, enhancement of learning quality, as well as adjustment and improvement of learning systems. Meanwhile, Graduate User Survey (US) is also an effective medium used to assess the satisfaction level of users employing Unesa graduates. Furthermore, US can be utilized to trace alumni whereabouts and conditions one year after graduation. US also plays an important role in collecting various information for evaluation and development purposes at universities. Therefore, US results can represent a depiction of a university's existence status..

TS-US must be conducted periodically as an effort to bridge the gap between graduates and the needs of graduate users in order to support the achievement of Unesa's vision: "To become a Resilient, Adaptive, and Innovative Education University Based on Entrepreneurship." The data indicators required in IKU 1, "graduates obtain decent employment," consist of employment, further studies, and entrepreneurship. The achievement of this IKU indicator related to graduates obtaining decent employment will later be obtained from the Directorate of Belmawa through data services on the Kemdikbudristek Tracer Study application.

B. Purpose

The purpose of Unesa's TS-US refers to the "Gold Standard" in accordance with IKU 1, which is "Graduates Obtain Decent Employment (working, entrepreneurship, and continuing education)." In general, the TS aims to understand the following matters:

- a. The educational outcomes* align with the needs of industries and the workforce, including waiting time for employment, the process of obtaining the first job, current work situation, and application of competencies in the workplace;
- b. The educational output*, which is self-assessment regarding mastery and acquisition of competencies;
- c. The Educational process* in terms of evaluation of learning processes and higher education's contribution to competency acquisition
- d. The Educational input* related to further exploration of graduates' socio-geographical background.

Based on these general objectives, Unesa's TS aims to gather information on:

- a. The time and process required to obtain a job, as well as the number of job applications submitted;
- b. The waiting period needed (before and after graduation) to get a job;
- c. The current condition of alumni (working/entrepreneurship/ continuing studies);
- d. The suitability between graduate competencies and their field of work.

Furthermore, US aims to understand:

- a. Input related to further exploration into socio geographical aspects and direct supervisors' assessment of Unesa graduates' skills;
- b. Process concerning mapping user satisfaction (US);
- c. Output involving self-assessment regarding student competencies and sustainability of inter-institutional cooperation.

Based on these general purposes, Unesa's US aims to collect information about:

- a. Data on alumni workplaces;
- b. Assessment of alumni attitudes during employment;
- c. Evaluation of graduate outputs/outcomes;
- d. Suggestions for development in services as well as facilities at Unesa.

C. Benefit

a. *Tracer Study*

The expected benefits of Unesa's TS are obtaining information regarding:

- 1) Information about the gap between graduate competencies and the real demands of graduate users, so that efforts can be made to improve the curriculum, enhance educator quality, as well as adjust and improve the learning system at Unesa;
- 2) Additional (non-academic) competencies that must be provided by Unesa to graduates in accordance with competencies needed in the workforce;
- 3) Evaluation material for international accreditation;
- 4) As a reference for building an alumni network.

b. *User Survey*

The expected benefits of Unesa's User Survey (US) are obtaining information regarding:

- 1) For Unesa, the feedback from graduate users serves as the main reference for organizing focus group discussions (FGD), both internally and externally, to determine plans and follow-up improvements in the future;
- 2) For graduates, as a reference to develop their personal capacity based on input from users;
- 3) For users, providing information about graduate competencies offered by the institution that align with the competencies desired by users.

These obtained benefits serve as a fundamental basis for thought and policy-making in educational development at Unesa as a step of anticipation and adaptation to developments in the workforce and business world in the future.

D. Success Indicators Based on the Gold Standard

The "Gold Standard" target is the goal for each Key Performance Indicator (KPI) set as a benchmark of excellence. Each type of State University has different "Gold Standard" targets. The targets for each Key Performance Indicator and each type of PTN are regulated by separate regulations, decrees, circular letters, or guidelines. Below are the Gold Standards for Unesa's Bachelor & Diploma TS-US programs in 2024:

Tabel 1. Gold Standard Tracer Study Bachelor & Diploma Program

Level	IKU 1 Gold Standard achieved	Target Universities, Faculties and Undergraduate Programs (%)		
		Responsrate (TS)	Gold Standard (TS)	User Survey (US)
Bachelor & Diploma	Alumni Working ≤ 6 Months & Salary 1.2 UMP(*) (based on location of College)(after the date of issuance of diploma)	95	80	10(**)

	Self-Employed Alumni ≤ 6 Months & Income 1.2 UMP(*) (after the diploma issuance date)			
	Alumni Continuing Education ≤ 12 months (after the date of issuance of the diploma)			

Notes:

* In accordance with the Decree (SK) of the Governor of each Province, Alumni Work

** The determination of the User Survey of 10% is set by Unesa as a target according to the Determination Letter B/37492/UN38.I.2/AK.01.01/2024, however the percentage can change based on the needs and criteria for National or International accreditation determined through Faculty policy.

The calculation of the Gold Standard for IKU 1 refers to the Minister of Education, Culture, Research, and Technology Decree Number 210/M/2023 concerning Key Performance Indicators for Higher Education Institutions and Higher Education Service Institutions at Kemdikbudristek, and the Director General of Higher Education, Research, and Technology Decree Number 173/E/KPT/2023 regarding Technical Guidelines for Measurement and Calculation of Incentives for Academic Higher Education IKU at Dirjendiktiristek. The calculation formula for the Gold Standard & Minimum Respondents is as follows:

Minimum number of respondents	<ul style="list-style-type: none"> Minimum number of tracer study respondents that must be met $n = \frac{N}{Nd^2 + 1}$ <p>n = Minimum number of respondent N = Number of graduates d = error (2,5%)</p> <ul style="list-style-type: none"> If the Higher Education Institution does not meet the minimum number of respondents, then the achievement of IKU 1 will be counted as 0.
Formula	<ul style="list-style-type: none"> $\frac{\sum_1^t n_1 k_1}{t} \times 100$ n= respondents who are S1 and D4/D3/D2/D1 graduates who have succeeded in getting a job, continuing their studies or becoming self-employed t= total number of respondents who are graduates of S1 and D4/D3/D2/D1 who were successfully collected (there is a minimum number of respondents that must be met) k= weight constant

Figure 2. Gold Standard & Minimum Respondent Calculation

CHAPTER II

RESPONDENT PROFILE

A. Respons Rate & Gold Standard

1. Respon Rate

The Faculty of Education has played a very important role in encouraging the involvement of graduates. This support includes various strategies, such as providing intensive information, personal approaches through communication media, and involving alumni in the data collection process. Furthermore, cross-unit collaboration, both at the study program and faculty levels, also ensures the smooth implementation of the tracer study. The figure 1 a shared commitment to optimizing evaluation efforts.

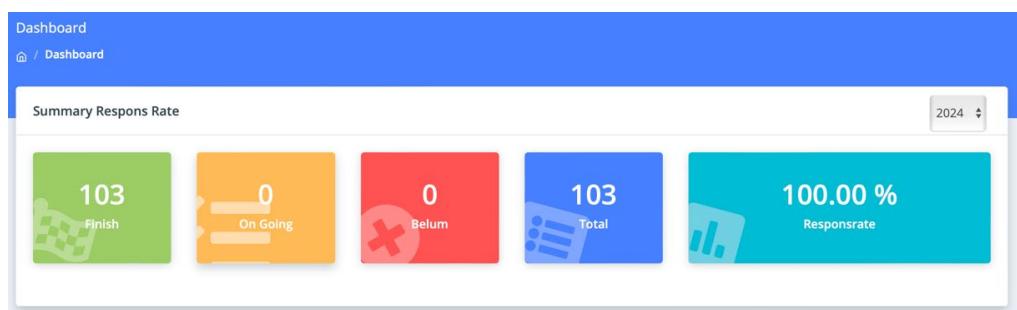


Figure 1. Response Rate Percentage of the Tracer Study for the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) Study Program in 2024

Figure 1 shows the number of responses obtained from the tracer study results for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE). Based on these results, it can be seen that the response rate percentage is 100% with a total of 103 graduates. The response rate continues to increase when viewed from Quarter I (March 2024), Quarter II (June 2024), and Quarter III (November). This positive progress in survey completion is inseparable from the support and cooperation of all parties involved, including the University, Faculty of Education, and PIC Study Program.

2. Gold Standart

The achievement of the gold standard from the tracer study responses completed by 103 alumni who graduated in 2024 is shown in Figure 2.

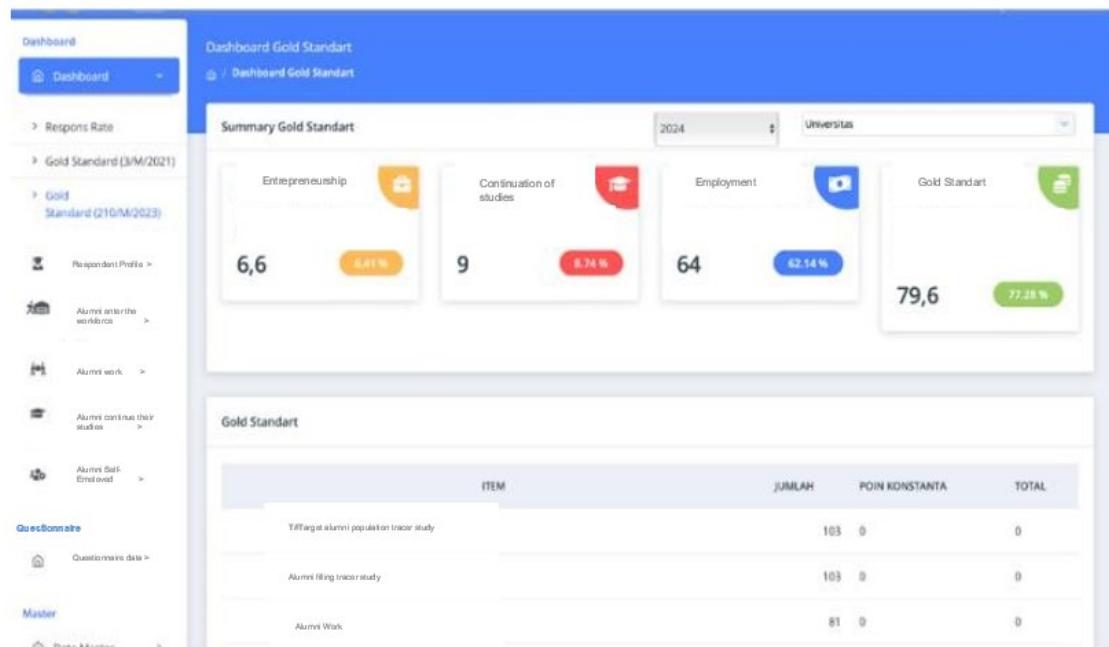


Figure 2. Summary Gold Standart S1 Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) in 2024

Figure 2 shows the gold standard of the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) in 2024 with a total of 79.6%. The Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) has achieved good results in several aspects including entrepreneurship, continuing studies, and employment. A total of 103 alumni have filled in according to the instrument that has been given with achievements per quarter. The aspect of continuing studies shows that there are 9 graduates who have continued their studies less than 12 months after the date of issuance of the diploma. With a constant point of 1, the total achievement in this aspect is 9. This shows that alumni of the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) have high motivation to continue their academic qualifications to a master's program.

The aspect of **having worked** shows that 26 graduates got jobs less than 6 months after graduating with a salary of more than 1.2 times the Provincial Minimum Wage (UMP) with a constant of 1, then the score obtained is 26. While 51 graduates have gotten jobs less than 6 months after graduating with a salary of less than 1.2 times the UMP with a constant of 0.5, then the score obtained is 35.7. Different results were obtained from 1 student with a working period of between 6-12 months getting a salary greater than 1.2 times the UMP with a constant of 0.8, then the score obtained is 0.8. In addition, there are 3

graduates with a waiting period of 6-12 months who get a salary less than 1.2x the UMP with a constant of 0.5, then the score obtained is 1.5.

In the entrepreneurship aspect, it is observed that 3 graduates became entrepreneurs within less than 6 months after graduation with an income above 1.2 times the regional minimum wage (UMP). With a constant of 1.2, the score obtained is 3.6. Meanwhile, 3 graduates who became entrepreneurs within less than 6 months have an income below 1.2 times UMP; with a constant of 1, the score obtained is 3. For graduates who became entrepreneurs with a waiting period of 6-12 months, there are 0 students who have incomes either less than or more than 1.2 times the UMP. Therefore, in this aspect the value obtained is 0.

Overall, the achievement of the gold standard of the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) in 2024 reflects the success of the study program in developing competent graduates, both in terms of study sustainability, work readiness, and entrepreneurship. This data shows the role of the study program in providing relevant educational provisions, supporting the success of graduates, and encouraging the creation of graduates who are able to compete in various professional fields. The high number of alumni involvement in this tracer study is also evidence of a good relationship between the study program and alumni, which allows the evaluation of educational achievements to be carried out in a more focused manner for future improvements.

B. Grade Point Average (GPA)

The responses from alumni of the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) show that the overall GPA of alumni who completed the tracer study and graduated in 2024 is presented in Figure 3.



Figure 3. Graph of GPA Acquisition of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) Graduates in 2024

Figure 3 shows the Grade Point Average (GPA) data results of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates in 2024. This graph is divided into the lowest GPA, highest GPA, and average GPA. Based on the graph, it can be seen that the highest GPA reached 3.89 achieved by 1 student, the lowest GPA was 3.00 obtained by 2 students, and the average GPA of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates is 3.59.

Overall, this GPA data is not only a reflection of the quality of graduates, but can also be a basis for the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) to continue to improve the quality of learning, academic guidance, and curriculum development that is adaptive to student needs. Thus, this achievement is expected to continue to be improved in the coming years to produce graduates who not only have superior academic abilities but also professional competencies that are in accordance with the demands of the world of work.

C. Alumni Status

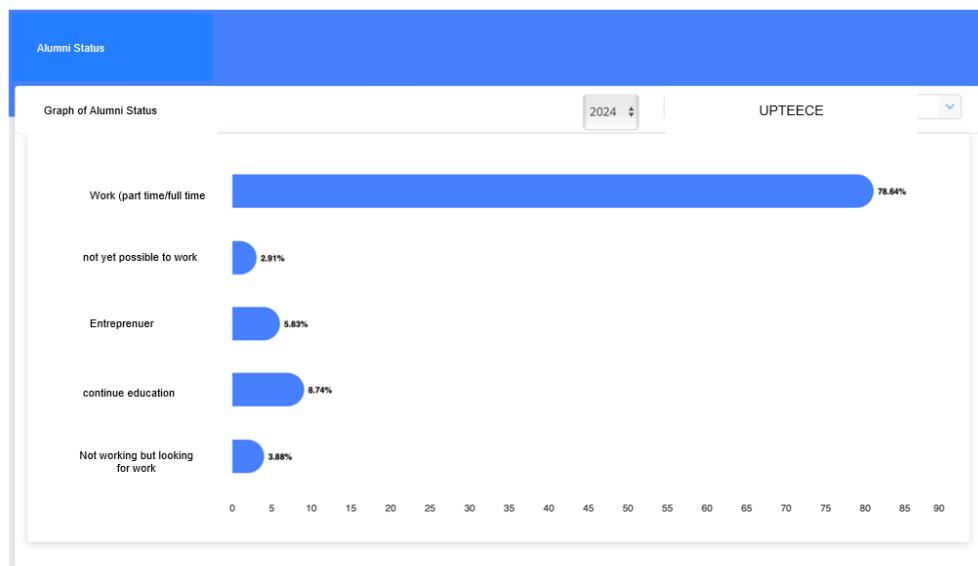


Figure 4. Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) Alumni Status in 2024

Figure 4 is a graph of the status of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni in 2024. This percentage was obtained according to the status of 103 alumni who had completed the tracer study. Aspects in this status include working (full time/part time), not yet able to work, self-employed, continuing education, and not working but looking for work. In general, it can be seen that the working aspect gets the highest score, while not yet able to work gets the lowest score. In the working aspect (full time/part time), the percentage obtained was 80 students or 78.64%. The next aspect is continuing education with 9 graduates or 8.74%. In the third aspect, it was obtained by self-

employed with 6 students or 5.83%. In the fourth aspect, it is not working but looking for work. The lowest point was obtained by not yet able to work with 2 students or 2.91%. Overall, this alumni status data provides a comprehensive picture of the success of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates in various aspects of life after graduation. This information is also a valuable input for the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) to continue to improve the quality of education, provide career guidance, and collaborate with various sectors to expand job opportunities for graduates. Thus, the study program is expected to maintain and improve this achievement in the future.

D. Sources of Tuition Funding

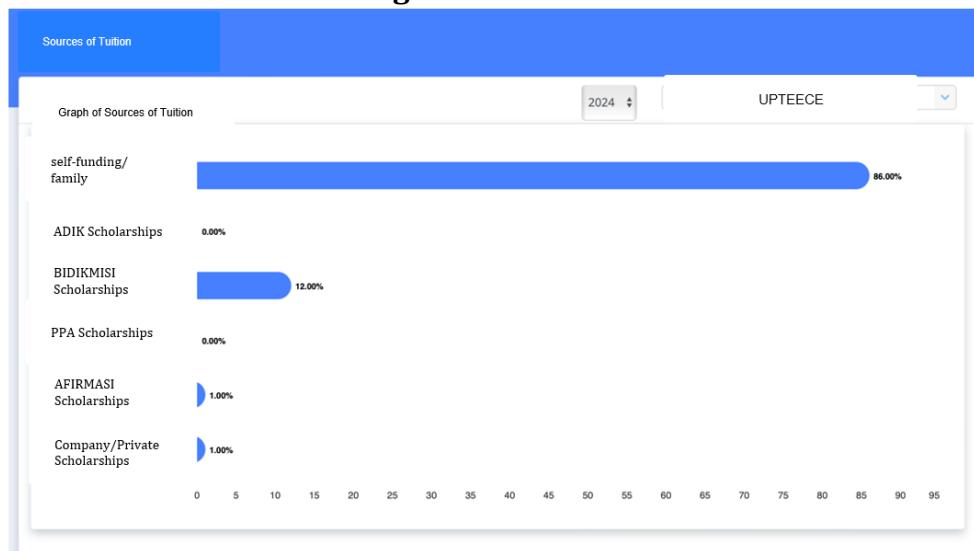


Figure 5. Sources of Tuition Funding for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) Graduates 2024

Figure 5 explains the sources of funding for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates in 2024. The aspects observed were self-funding/family, ADIK scholarships, BIDIKMISI scholarships, PPA scholarships, AFIRMASI scholarships, and company/private scholarships. In general, the highest acquisition was obtained from the self-funding/family aspect.

Of the 103 graduates, 88 graduates or 86.00% financed their own or family expenses. 12 graduates or 12% received funding for their studies from the BIDIKMISI scholarship. In the AFIRMASI scholarship and company/private scholarship aspects, only 1% of graduates received funding. Meanwhile, in the ADIK scholarship aspect, no graduates received funding.

This data shows the dominance of self-funding or family as the main source of funding for education for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates. This is

important input for the Study Program to expand access to various scholarship programs and strengthen cooperation with scholarship-providing institutions, both from the government and the private sector. Thus, students' opportunities to receive financial assistance can be increased, so as to support the sustainability of more inclusive and equitable education.

E. Alumni Competencies (Mastered & Required)

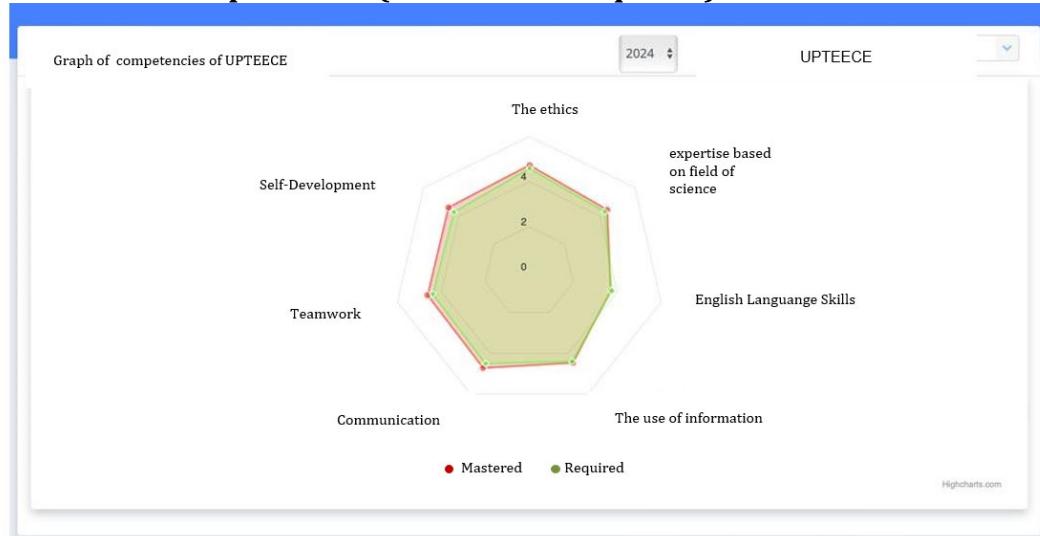


Figure 6. Competencies of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) Graduates Alumni

Figure 6 explains the competencies of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni graduates reviewed from the competencies needed and mastered. Based on the graph, Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates feel that **English language skills** get the highest score.

Teamwork is an aspect that has a large gap. The results of the filling show that the ability of new graduates reaches 4.39 while the need is 4.63. In the **communication** aspect, the abilities that alumni have reached 4.51 while the abilities needed in the field are 4.71. **The development ability** of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates reaches 4.27 while those needed in the field are 4.59. **The ethics** Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates reaches 4.59 with the required abilities of 4.74. **The use of information technology** by graduates gets a score of 4.39 with the needs getting a score of 4.47. **Expertise based on the field of science** reaches 4.29 while the required abilities reach 4.43. The English of graduates reaches 3.75 and the required abilities reach 3.71.

Overall, these data show that Undergraduate Program in Teacher's

Education of Early Childhood Education (UPTEECE) graduates have quite good competencies in various aspects, although some gaps remain. Study programs need to use these results as a basis for developing curriculum development strategies that are more in line with the needs of the workforce. By strengthening competencies in the areas of teamwork, communication, self-development, and information technology, Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates will be better prepared to face professional challenges and increase their competitiveness in the workforce..

F. Reasons Why Alumni Are Not Yet Able to Work



Figure 7. Graph of Reasons Why Alumni Are Not Yet Able to Work

Figure 7 shows a graph of the reasons why alumni are not yet able to work. There are 3 aspects observed, namely marriage, illness and others. The highest score was obtained by the reason for marriage, while the aspect of illness did not exist at all.

The reason for marriage has the highest score. A total of 68 or 66.67% of graduates chose marriage as the highest reason they were not yet able to work. The second aspect is others which was chosen by 34 or 33.33% of graduates. The illness factor is not a factor in the reason why graduates are not yet able to work.

Study programs can utilize this data to provide appropriate support, for example through career counseling, strengthening work networks, or flexible skills training, so that alumni can be ready to re-enter the workforce when their personal situation allows. This can also be input in designing training programs or seminars that better support the transition of graduates to the workforce, especially for those who prioritize aspects of their personal lives first.

G. Learning Methods

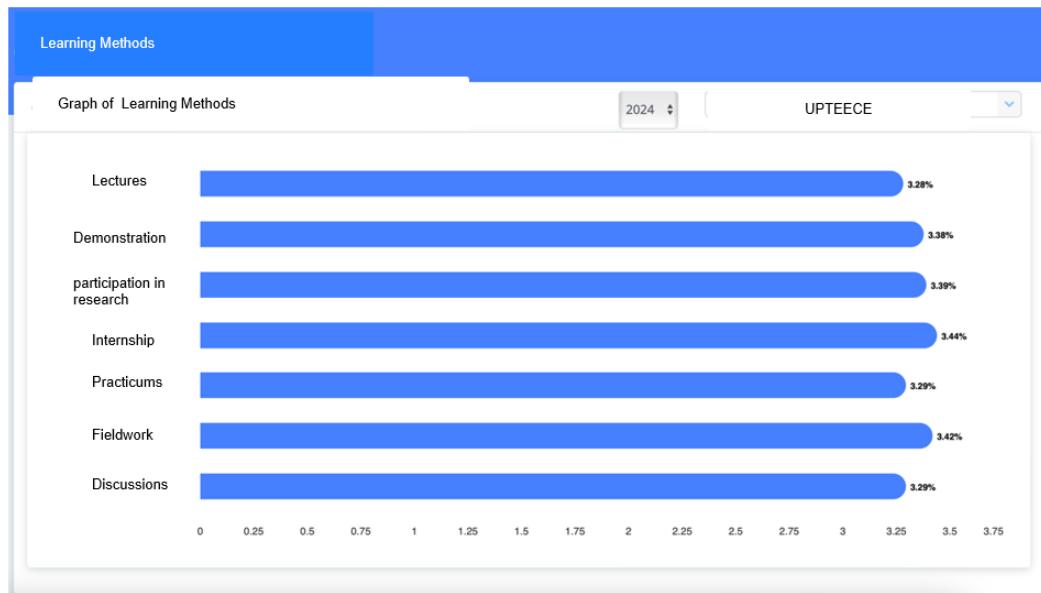


Figure 8. Graph of Learning Methods Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) Graduates

Figure 8 shows the learning methods obtained by Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates during college. The aspects observed were discussions, fieldwork, practicums, internships, participation in research projects, demonstrations, and lectures. The internship method received the highest score, while the practicum received the lowest score.

A total of 3.44% of graduates chose internships as a learning method. The second factor is fieldwork with a percentage of 3.42%. The third factor is participation in research projects with a percentage of 3.39%. The fourth factor is demonstrations with a score of 3.38%. Practicums and discussions received the same number of scores and were in fifth place with a percentage of 3.29%. The last factor was lectures with a score of 3.28%.

Overall, these data show that learning methods that involve direct student involvement, such as internships, fieldwork, and participation in research projects, are more appreciated than theoretical methods such as lectures. These findings can be the basis for study programs to continue to develop learning approaches that are oriented towards practical experience and collaboration, so as to improve the quality of learning and the readiness of graduates to face the world of work.

CHAPTER III

ALUMNI ENTERING THE WORKFORCE

A. Average Time to Start Job Search



Gambar 9. Graph of Average Time to Start Job Search

Figure 9 shows the average achievement of graduates starting to look for work. There are three factors assessed, namely before graduating, after graduating, and not looking for work. The highest score was obtained by before graduating with a percentage of 58.52%.

Graduates of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) have generally looked for work before becoming alumni. With an achievement of 58.82% or a total of 50 Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates have looked for work while still in college. A total of 38.82% or 33 graduates stated that they started looking for work after graduating. The lowest point was obtained by the factor of not looking for work with an achievement of 2.35% or 2 graduates.

Overall, this data reflects that most Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates have been proactive in preparing for their future careers, both before and after graduation. This finding can be a reference for study programs to continue to support their students in planning their careers, for example by providing career guidance programs, job interview training, or partnerships with institutions that can provide job opportunities even before graduation. Thus, the level of graduate work readiness can continue to be improved.

B. Pathways to Obtaining Employment



Figure 10. Graph of Pathways to Obtaining Employment

Figure 10 shows a graph of job-getting pathways for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates. The most common pathway is through relationships (e.g. lecturers/parents/siblings/friends/etc.) and the lowest results are contacting the Ministry of Manpower and Transmigration, contacting commercial/private employment agencies, and contacting student affairs/alumni offices.

Through relationships (e.g. lecturers/parents/siblings/friends/etc.) is the pathway most often chosen by graduates in getting jobs, namely 32.37% or 45 graduates. Furthermore, 20.86% or 29 graduates got jobs from searching via the internet. Apart from these two pathways, the number of graduates who got jobs from other pathways scored below 10%. Paths not taken by graduates include contacting the Ministry of Manpower and Transmigration, contacting employment agencies, and contacting student affairs offices.

Overall, these data reflect that graduates rely more on informal pathways such as relationships and online media than formal or institutional pathways. Thus, study programs can consider strengthening the role of alumni networks, expanding partnerships with companies, and improving career services to support graduates in accessing more diverse job opportunities. This approach can help graduates explore broader paths and maximize their future career opportunities.

C. Job Search Period (Actively Searching, Applying, Responding, Interviewing)



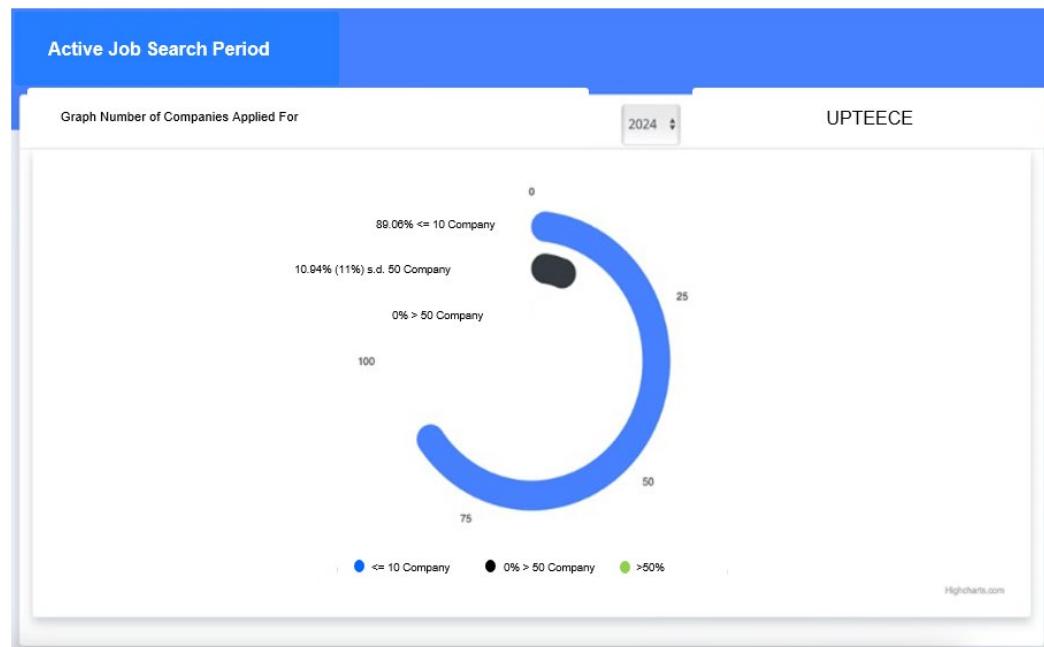
Figure 11. Graph of Active Job Search Period

Figure 11 shows a graph of the status of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates who are actively looking for work. Based on this graph, the majority of graduates (75%) have shown activeness in looking for work and are predicted to start working in the next 2 weeks. This shows the readiness of graduates to enter the workforce quickly.

Meanwhile, other factors, which include conditions such as waiting for job application results, not certain about working in the next two weeks, or other categories, reached 25%. This provides an illustration that a small number of graduates are still in the waiting stage or do not have certainty regarding their work in the near future.

Overall, these results illustrate that the majority of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates are already in an active position looking for work and are ready to join the workforce in a relatively short time. The next graph will describe the job search process in more depth, including the steps for applying for a job, responding, and being interviewed.

1. Number of Companies Applied For



Gambar 12. Graph Number of Companies Applied For

Figure 12 shows a graph of the number of companies applied to by graduates. A total of 89.04% of the 103 graduates have had experience applying to less than 10 companies. In addition, a total of 10.96% of graduates have applied to 11-50 companies. However, a total of 0% of graduates have applied to more than 50 companies. This data shows that the absorption of graduates in the job market is quite high, with most graduates getting job opportunities without having to apply to many companies.

2. Number of Companies Responding



Gambar 13. Graph Number of Companies Responding

Figure 13 shows the number of companies that responded to applications from Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates. A total of 96.92% of graduates immediately received replies from less than 10 companies. Meanwhile, a total of 3.08% of graduates received responses from 11-20 companies. However, a total of 0% of graduates received replies from more than 20 companies. This fact underlines that Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates are quite in demand in the job market, although the majority of opportunities tend to come from limited-scale company networks.

3. Total Companies Inviting Interviews

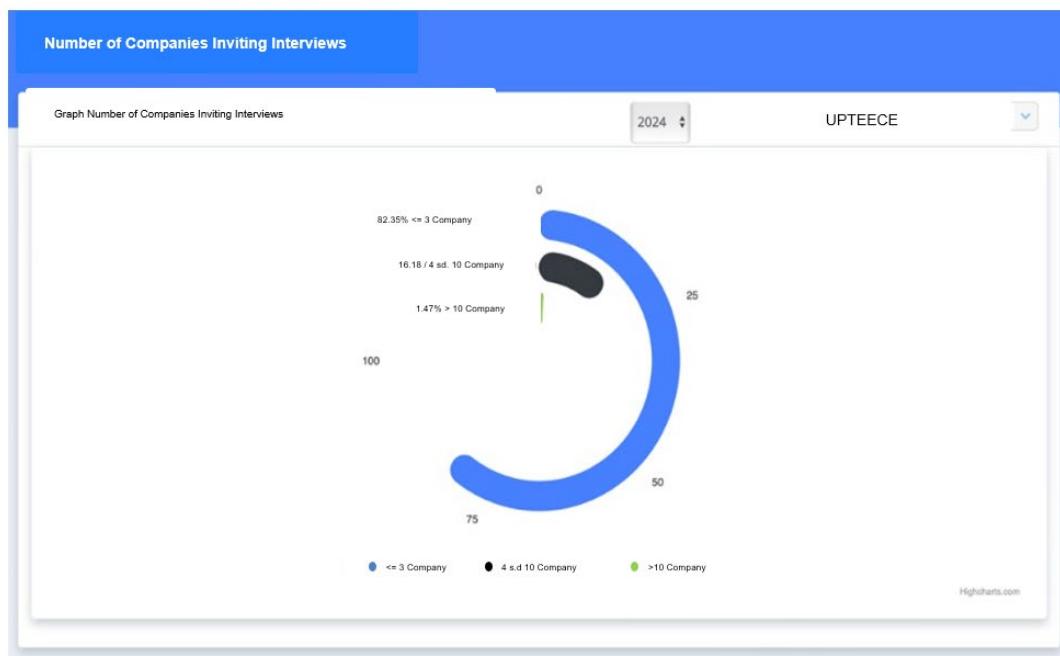


Figure 14. Number of Companies Inviting Interviews

Figure 14 shows the number of companies that invited graduates for interviews. A total of 82.35% of graduates got the opportunity to be invited for interviews by more than 3 companies. A total of 16.18% of graduates got the opportunity to be interviewed by 4-10 companies. Meanwhile, 1.47% got the opportunity to be interviewed by more than 10 companies. This data confirms that Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates have the ability to compete in the recruitment process, with most of them getting the opportunity to be interviewed by several companies.

Overall, the data in this graph shows that Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates in 2024 have good competitiveness in the job market, with a high response rate and interview opportunities. This is a positive indicator of the quality of education received by graduates and the relevance of their competencies to the needs of the job market.

CHAPTER IV

ALUMNI EMPLOYED

A. Alumni Employment Waiting Period

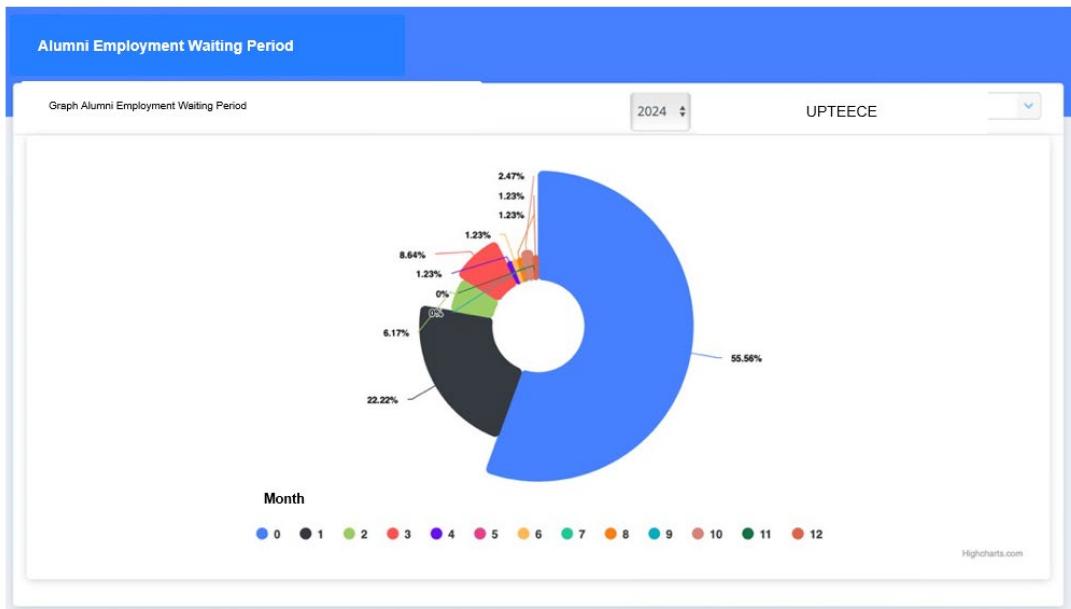


Figure 15. Alumni Employment Waiting Period

Figure 15 displays data on the waiting period for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates until they successfully get a job. The results show that most graduates managed to get a job in a very short time, namely 0 months, with a percentage of 55.56% or equivalent to 45 graduates. This indicates that more than half of the graduates were immediately absorbed into the workforce without having to wait, reflecting the high relevance of education and graduate competencies to the needs of the labor market.

The waiting period of 1 month was occupied by 18 graduates, representing 22.22% of the total graduates, indicating that almost a quarter of graduates only needed a short time to get a job after graduating. Furthermore, 5 alumni (6.17%) got a job within 2 months, and 7 alumni (8.64%) succeeded in a waiting period of 3 months.

For a longer waiting period, namely 4 to 12 months, a very small percentage was recorded, namely less than 2%. No graduates needed a waiting period of 9 or 11 months, with both categories recording 0%.

Overall, these data show that the majority of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates have a fast absorption rate in the job market, with most successfully getting a job within 0-1 month after graduating. This is a positive indicator of the quality of education and the suitability of the skills possessed by graduates with industry needs.

B. Average Take-Home Pay of Employed Alumni

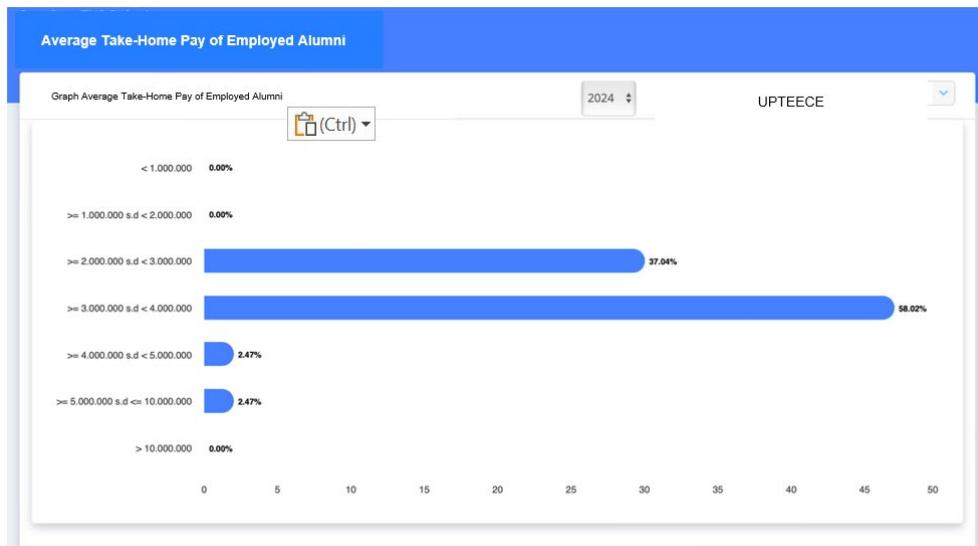


Figure 16. Graph of Average Take-Home Pay of Employed Alumni

Figure 16 displays data on the average income received by Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates in various salary ranges. Overall, the majority of graduates earn salaries in the range of more than 3 million to less than 4 million, with the highest percentage being 58.02%, indicating that most graduates are at a competitive middle income level.

Graduates who earn salaries in the range of more than 2 million to less than 3 million also recorded a significant percentage, namely 37.04%, indicating a fairly stable income level in this category. However, the number of graduates who earn salaries in the higher range, namely more than 4 million to less than 5 million and more than 5 million to less than 10 million, only reached 2.47%.

No graduates reported incomes below 1 million or more than 10 million, reflecting a fairly good salary standard for the profession in the field of early childhood education. These data indicate that although most graduates are in the decent income category, there is room to improve the welfare of graduates, especially for those working in sectors with higher salary potential.

C. Types of Institutions Where Alumni Work



Figure 17. Graph of Types of Institutions Where Alumni Work

Figure 17 presents data on the various types of institutions where Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni work. The results show that the majority of graduates work in other institutional categories, with a percentage of 43.21%, indicating that many graduates work in sectors that may be diverse and not included in conventional categories.

In second place, private companies are a career choice for 20.99% of graduates, confirming the attractiveness of this sector as one of the main absorbers of labor. Furthermore, entrepreneurs are in third place with a percentage of 13.58%, indicating that some graduates have the initiative to build their own businesses. The category of multilateral institutions/organizations recorded a figure of 11.11%, followed by non-profit institutions or NGOs with 8.64%, reflecting the presence of alumni in the social development sector.

Meanwhile, only 2.47% of graduates work in government agencies, indicating limited opportunities in this sector. There are no graduates working in BUMN/BUMD institutions, indicating that this sector has not become an alternative career for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni.

These data provide an overview that Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates are spread across various types of institutions, with dominance in other institutions and the private sector, and indicate the potential for developing job opportunities in other sectors such as BUMN and government agencies.

D. Level of Alumni Workplace

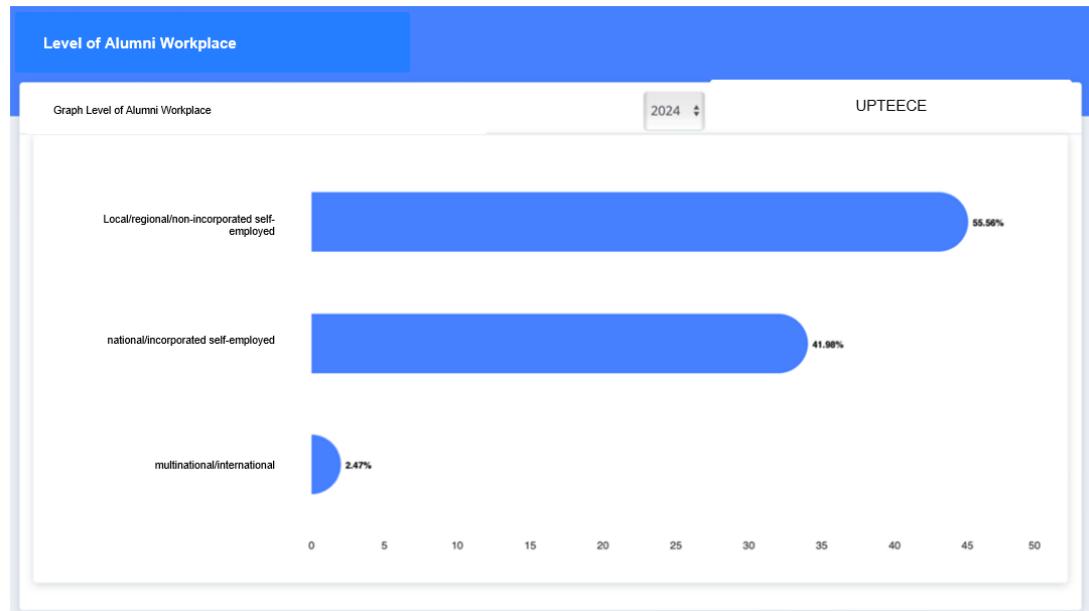


Figure 18. Grafik Level of Alumni Workplace

Figure 18 illustrates the distribution of the level of employment of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates based on local, national, and multinational/international categories. The majority of graduates work at the local level or are self-employed without a legal entity, with a percentage of 55.56%, indicating the dominance of job opportunities in the informal sector or on a local scale.

Furthermore, as many as 41.98% of graduates work in national institutions or are self-employed with a legal entity, reflecting a significant shift towards a more structured sector that has legal recognition.

In contrast, only 2.47% of graduates work in multinational or international institutions, indicating limited access or opportunities in the global sector for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates.

These data indicate that Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates tend to be more involved at the local and national levels, with still small opportunities at the multinational or international level. This can be a strategic input to increase the competitiveness of graduates so that they are better able to compete in the global job market.

E. Relevance of Field of Study to Employment



Figure 19. Graph of Relevance of Field of Study to Employment

Figure 19 shows the level of closeness between the fields of study of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates and the jobs they get. Overall, the data shows that the majority of graduates feel that their fields of study are very relevant to the jobs they are engaged in.

As many as 71.60% of graduates stated that their fields of study are very closely related to their jobs, indicating that the skills and competencies acquired during lectures are in accordance with the needs of the job market. Furthermore, 12.35% of graduates said that the relationship was close, while 7.41% felt that the relationship was only quite close.

On the other hand, there were 1.23% of graduates who felt that the relationship between their fields of study and their jobs was not very close, and 7.41% of graduates stated that their fields of study were not relevant at all to the jobs they were engaged in.

These results show that the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) study program has succeeded in creating a significant link between the education provided and the needs in the workplace, although there is still room to increase relevance for a small number of graduates.

F. Alignment of Education Level with Employment



Figure 20. Graph of Alignment of Education Level with Employment

Figure 20 displays a graph of the level of suitability of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates' education to the jobs they obtain. The data shows that most graduates work in positions that match their level of education.

As many as 77.78% of graduates stated that their jobs require the same level of education as they have completed, indicating that the education obtained is in accordance with professional demands in their fields. In addition, 20.99% of graduates work in positions with higher educational requirements, reflecting recognition of the competence of graduates to fill more complex positions.

In contrast, 1.23% of graduates work in positions that do not require higher education, while no graduates (0%) work in positions with lower educational requirements.

These results indicate that the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) has succeeded in equipping graduates with relevant competencies to meet job market requirements, while opening up opportunities for them to fill positions at higher levels.

G. Alumni Job Professions

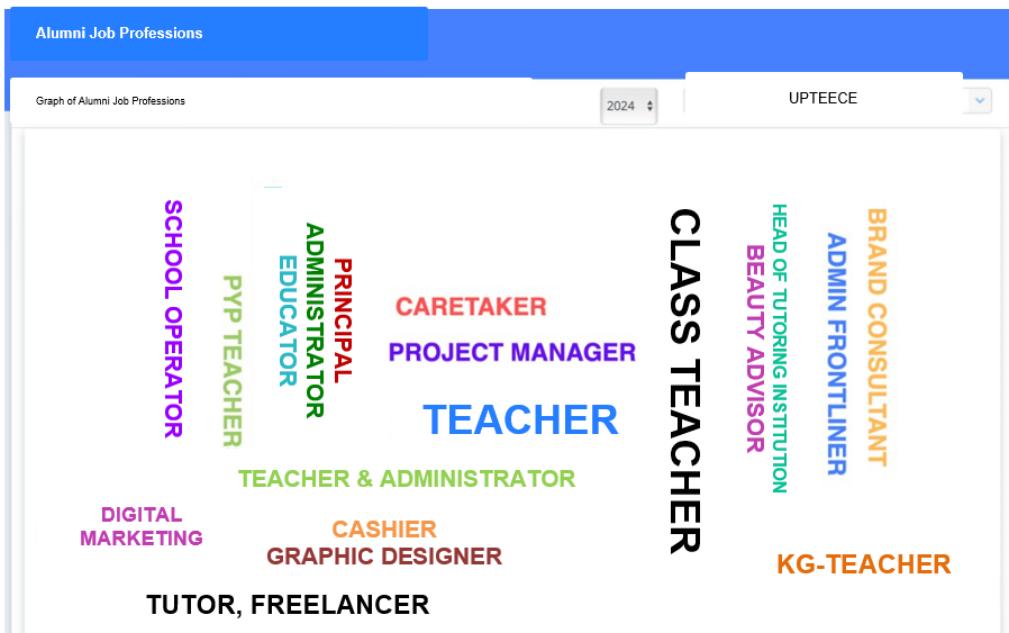


Figure 21. Figure of Alumni Job Professions

Figure 21 shows a graph of the professions pursued by Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni. Most graduates work as teachers, which is the main profession relevant to their educational background.

The majority of graduates who become educators occupy positions as teachers and class teachers, reflecting the suitability between the competencies obtained during lectures and the needs of the profession in the field. In addition to the teaching profession, other types of jobs such as managers, project managers, brand consultants, beauty advisors, or workers in other fields show relatively similar scores, although the number is much smaller compared to the teaching profession.

These results confirm that the education received by Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates effectively directs them to fill positions directly related to early childhood development and education, but still provides flexibility to explore other fields of work.

CHAPTER V

ALUMNI PURSUING FURTHER STUDIES

A. Alumni Waiting Period to Pursue Further Studies

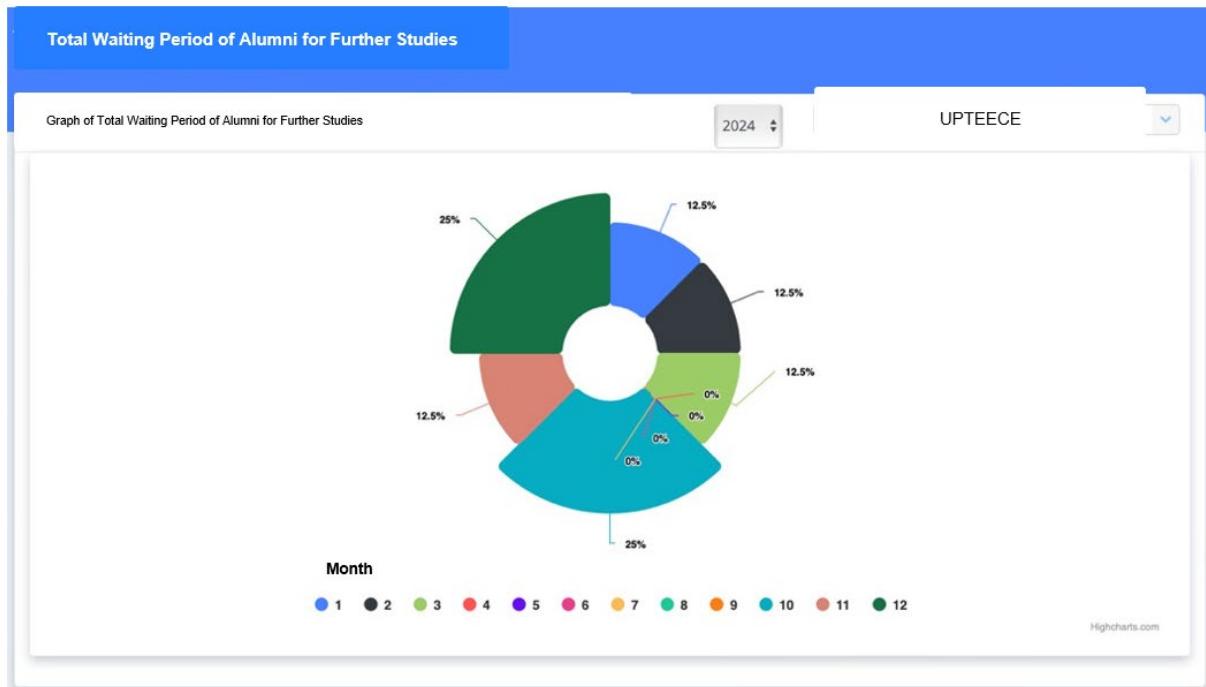


Figure 22. Graph of Total Waiting Period of Alumni for Further Studies

Figure 22 shows a graph of the waiting period for Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni to continue their studies. Most graduates, namely 25%, waited for 12 months before deciding to continue their studies.

In addition, there were 12.5% of graduates who chose a waiting period of 1 month, 2 months, 3 months, and 11 months respectively. This shows that some graduates choose to continue their education immediately after graduating, but with a relatively short time variation.

For other waiting periods, 0% of graduates chose to wait longer or did not choose a particular option to continue their studies. This shows that the majority of graduates have a relatively short waiting period and prefer to immediately take the next step in their education after graduating.

B. Source of Further Study Funds

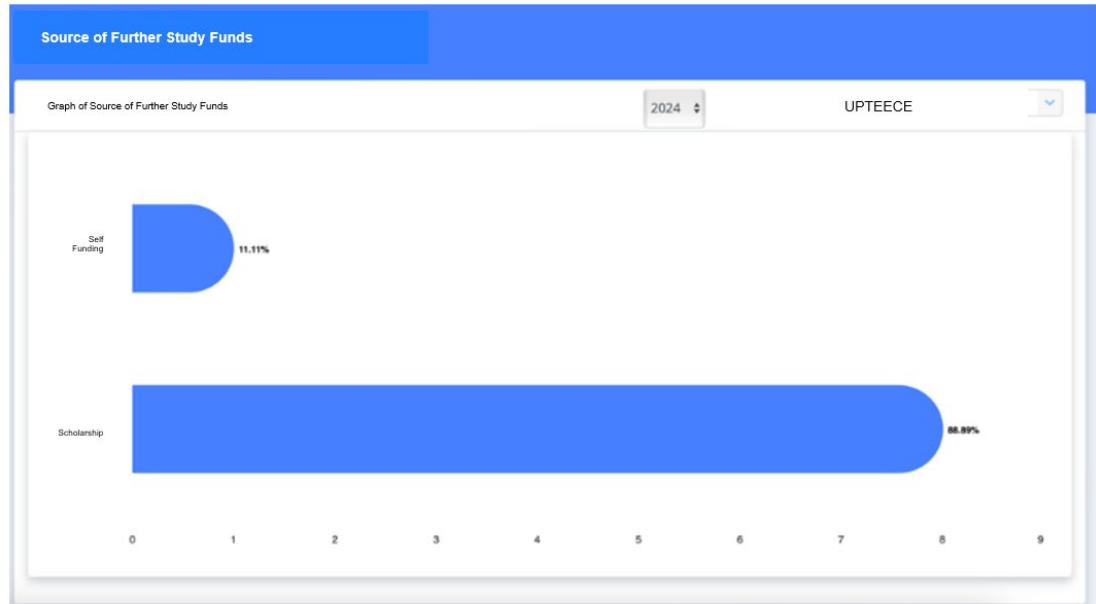


Figure. Graph of Source of Further Study Funds

Figure 23 shows a graph of the sources of funding used by Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni to continue their studies. Most graduates, namely 88.89%, received scholarships as the main source of funding for their further studies. This shows that scholarships are the main choice for graduates to continue their education without being burdened with large personal costs.

Meanwhile, 11.11% of graduates chose to pay for their own funds to continue their studies. Although the percentage is smaller, this shows that some graduates choose to fund their further education independently, either with personal savings or other sources of funding. Overall, the majority of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates use scholarships as the main way to fund their further studies.

CHAPTER VI

ENTREPRENEURIAL ALUMNI

A. Alumni Start-Up Period for Entrepreneurship

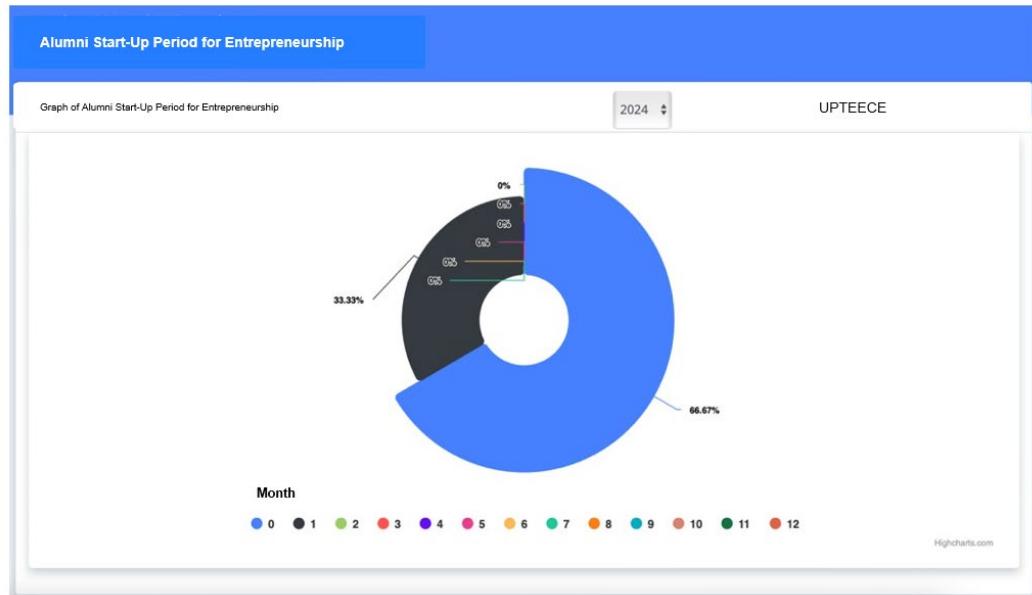


Figure 24. Graph of Alumni Start-Up Period for Entrepreneurship

Figure 24 shows a graph of the time needed by Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni to start a business after graduating. Most graduates, namely 66.67%, started their business 0 months after graduation, which shows that they immediately took the initiative to run a business after completing their education. This shows a high entrepreneurial spirit among Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates.

Meanwhile, 33.33% of graduates started their business within 1 month after graduation. This shows that even though they need a little time to plan or prepare a business, they still act quickly after graduating.

No graduates started a business in the 2 to 12 months after graduation, which means that most graduates immediately took steps to become entrepreneurs immediately after graduating, without waiting a long time.

B. Average Take-Home Pay of Entrepreneurial Alumni

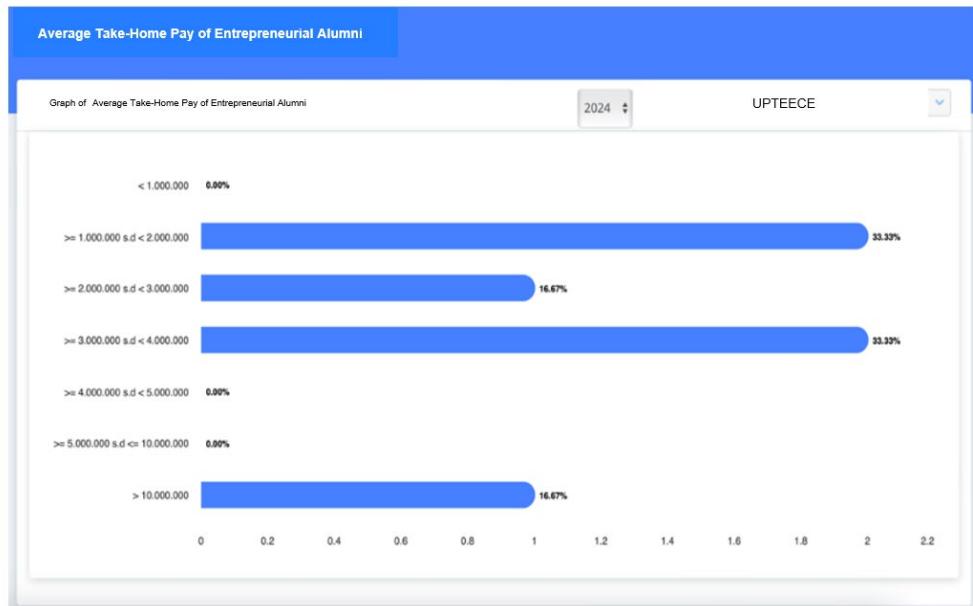


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C. Entrepreneurial Position/Title



Figure 25. Graph of Entrepreneurial Position/Title

Figure 25 shows a graph of positions or titles held by Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni who started businesses. Most graduates, namely 66.67%, hold the position of Founder in their business. This shows that the majority of graduates choose to establish and lead their own businesses, reflecting high initiative and leadership in the field of entrepreneurship.

As many as 16.67% of graduates hold Staff positions or work as Freelancers. This position shows that there is variation in how alumni develop their entrepreneurial careers, with some choosing to work independently or join a small business team.

There are no alumni who hold the position of Co-Founder, which shows that although there are many alumni who establish businesses, none choose to share the role of establishing a business with others in the company structure..

D. Alumni Business Sectors



Graph 26. Alumni Business Sectors

Figure 26 shows a graph of the business fields run by Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni who started entrepreneurship. Based on the graph, there is 1 graduate who started a business in each of the following fields: F&B (Food and Beverage) Entrepreneurship, Creative Industry, Trade, Education, and Makeup. This shows that Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) alumni who are entrepreneurs are diversified in various sectors, with each of these business fields represented by one graduate. Thus, although the number of alumni who started businesses is relatively small, they have chosen various different sectors, reflecting the diversity of interests and skills in the world of entrepreneurship..

CHAPTER VII

ALUMNI EMPLOYER SURVEY

Based on the results of the user survey of graduates of the Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE), it can be described as follows:

1. Total Respondents

The total number of respondents in this survey was 25 alumni users as representatives in this questionnaire to provide a fairly representative basis for describing the profile of graduates of this study program.

2. Alumni Working in Fields Relevant to Early Childhood Education (ECE)

3. A total of 71.60% of alumni, or around 74 people from the total respondents, work in fields relevant to Early Childhood Education (ECE). This figure shows that the majority of graduates of the study program have succeeded in utilizing their education to work in the appropriate sector. This reflects the success of the study program in providing skills that are relevant and in accordance with the needs of the workforce in the Early Childhood Education (ECE) field.

4. Alumni with Income of More than 1.2 Million per Month

A total of 37.04% of alumni, or around 38 people, have an income of more than IDR 1.2 million per month. Although more than a third of alumni have reached this income level, this data also indicates that most alumni still have incomes that may be below certain standards. Further evaluation is needed regarding the job market conditions or the negotiation skills of graduates in getting higher wages.

5. Alumni with Skills in Using Information Technology As many as 43.21% of alumni, or around 45 people, stated that they have skills in using information technology. In today's digital era, this number is still relatively low, especially considering the importance of information technology in the world of education, including Early Childhood Education (ECE). This can be a concern for study programs to improve training or curriculum related to technological literacy for students.

CHAPTER VIII

CLOSING

A. Conclusion

Overall, although many Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduates have been successful in entering the workforce, a number of challenges remain, both in terms of waiting time, job search paths, salaries earned, and the match between education and work. Corrective actions that have been implemented, such as improving skills training, cooperation with various institutions, and further counseling for graduates, are expected to improve the quality of future survey results and support graduates to enter the job market better.

The correlation actions that have been implemented are:

No	Obstacles	Actions
1	Limited job search opportunities	<ul style="list-style-type: none">a. Providing a platform or job fair involving various companies to facilitate graduates in finding jobs more openly.b. Counseling on the importance of utilizing online job search platforms and official job search institutions such as the Ministry of Manpower and Transmigration.c. Providing digital skills improvement programs for graduates to be more open to various job opportunities that can be accessed online.
2	Limitations of Salary and Types of Work Institutions	<ul style="list-style-type: none">a. Increasing cooperation with government agencies, state-owned enterprises, and international organizations to expand job opportunities with more competitive and stable salaries.b. Adding training in entrepreneurship for graduates interested in building independent careers, to encourage diversification of income sources.c. Providing further training to improve the competitiveness of graduates in terms of skills, especially those related to technology and digitalization, to improve the quality of work and income.
3	Low Participation in Advanced Study Programs	<ul style="list-style-type: none">a. Increase access to scholarships and counseling on sources of funding for further study through collaboration with government, private and donor agencies.b. Provide more information on further study

		<p>opportunities and encourage students to plan their further education earlier.</p> <p>c Stronger mentoring and career guidance programs for graduates who want to continue their education or start a business to provide them with clearer guidance</p>
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B. Recommendations

Based on the analysis of Undergraduate Program in Teacher's Education of Early Childhood Education (UPTEECE) graduate data, there are several recommendations that can be implemented to improve the quality and readiness of graduates in facing challenges in the world of work, as well as to expand their educational opportunities and career development. The following are some recommendations that will be implemented in the future:

1. Improving the quality of graduate skills
2. Expanding networks and cooperation with industry
3. Empowering graduates in entrepreneurship
4. Strengthening advanced study programs and scholarships
5. Counseling and career development
6. Continuous monitoring and evaluation