REPORT

STAKE HOLDER RATING RESULTS

PHYSICAL EDUCATION HEALTH AND RECREATION STUDY PROGRAM
SPORTS EDUCATION DEPARMENT
FACULTY OF SPORTS SCIENCE
UNIVERSITAS NEGERI SURABAYA
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CHAPTER I INTRODUCTION

A. Background

Teachers are positions or professions that require special skills. This work cannot be done by everyone, because without having expertise in teaching one cannot do it. To become a teacher, special requirements are required, what's more a professional teacher who must master from an educational background and teach with a variety of other sciences that need to be developed through a certain educational period. Teachers are an important element in the entire education system. Therefore, the role and position of a teacher in improving the quality and quality of students needs to be taken into account carefully. Teacher status is not only limited to employees who only carry out teaching duties but must have a sense of responsibility to the disciplines owned. To become a professional teacher must also have characteristics or abilities in identifying students, able to arouse and provide opportunities to be creative and active in the learning process penjas. Being a professional teacher should also be able to provide guidance and development of children in the penjas learning process. The main requirement to be a professional penjas teacher is to have pedagogy competencies, personality competencies, professional competencies, and social competencies. In education the main tasks that can be carried out by a teacher must have professional duties and competency tasks related to his profession. These professional tasks include the task of educating, teaching, and training. Educating in this case developing the values of life, teaching means continuing and developing science and technology, while training in this case means developing the skills at your disposal. While this competency is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by teachers in carrying out tasks according to their profession. One indicator of college success is the relevance aspect. In this aspect of relevance, universities are required to produce qualified graduates who have competitiveness and have a development mission. How big and how far college graduates are able to work in development. Almost all universities have attempted to trace their graduates (*tracer*

study), but the results obtained are mostly unsatisfactory (Hamdani, et al: 2018). The results of the *tracer study* are needed by every university to know the success of the educational process that has been done to its students, including the State University of Surabaya (UNESA).

Universitas Negeri Surabaya (UNESA) is a university that organizes academic and professional education programs in a number of educational and non-educational fields (PKKMB Handbook, 2011:8). The Faculty of Sports Science has a superior vision in sports science and is strong in promoting sportsmanship and mission (1) Organizing education and learning in the field of education and non-education that makes graduates excel (rational attitude, enejik, creative and competitive). Competitive at the regional level that prioritizes piety, independence, and the spirit of seportivity. (2) Conduct research activities to discover, develop, and disseminate science and technology in the field of sports that prosper individuals and communities, and and contribute to regional and global problem solving. (3) Organizing community service and empowerment activities that encourage the development of human, community, and natural potential to realize the welfare of the community. (4) Realizing the FIO as an educational center, especially primary and secondary education as well as a scientific center based on the noble values of national culture. (5) Organizing the governance of the Faculty of Sports Sciences which is good and independent *good faculty governance.* The faculty of sports science oversees three courses. The three courses are 1) Sports Education, 2) Sports Coaching Education, 3) Sports Science. The Department of Sports Education cannot be separated from the history of the existence of FIO Unesa which is its parent. In relation to the vision and mission of the faculty of sports science, it is expected that every graduate from the education department is able to become a qualified PJOK teacher and give a positive impression to stakeholders in the educational institutions occupied, especially the principal.

The word *stakeholder* was originally used in the business world, this term comes from the English language consisting of two words; *stake* and *holder*. *Stake* means *to give support to /* stake, *holder* means holder. So stakeholders are anyone who has the interests of a business. *Stakeholders* can serve as "figures of

key" or "key *person"* and is a role model for the surrounding community, such as: Village Head / Lurah, Rt Chairman, religious leaders, etc. Freeman (1984) defines stakeholders as groups or individuals who can influence and or be influenced by an achievement of a particular goal. Another definition of stakeholders is the holder or stakeholder. A specific person or group that has any interest in an object is called a stakeholder. While in the field of education, education stakeholders can be interpreted as people who become holders and also give support to education or educational institutions. In other words, *stakeholders* are people or entities that are directly or indirectly interested in educational activities in schools. The recommended institutions were formed to increase the participation of the community in advancing education, according to Law No. 20 of 2003, article 56 is in the form of the Board of Education, and school committees. The chairmen and members of both institutions can be classified as Stakeholders, one of which is the principal.

In connection with this, data on graduate external results greatly influence the progress of a major. In the department of Sports Education Faculty of Sports Sciences, Universitas Negeri Surabaya has been conducted a study of external results search in 2018.

B. Problem Formulation

The formulation of problems based on the background in this study is how the quality of pjok teachers alumni majoring in Sports Education Faculty of Sports Sciences, State University of Surabaya based on *stakeholder* perspective?

C. Research Objectives

Research objectives to find out the quality of alumni of the Department of Sports Education Faculty of Sports Sciences, State University of Surabaya based on the perspective of *stakeholders.*

D. Research Urgency

       This research is considered important because it is a form of information about the quality of alumni of the FIO Unesa Sports Education Department.

E. Research Annual Achievement Target

       The results of this study are expected to create scientific works that can contribute to the development of science in the world of education. The target plan of this research achievement can be seen in table 1.1 as follows:

Table.0.1 Research Achievement Target Plan

No.	**External** Type **(Achievement Indicator)**		**indicator Capaian**
1	Scientific publications	international	Tidak ada
		Nationally accredited	Tidak ada
2	Deep-faced scientific meeting	international	*Draft*
		national	Tidak ada
3	Invited speaker in scientific meetings	international	Tidak ada
		national	Tidak ada
4	Visiting Lecturer	international	Tidak ada
5	Intellectual Property Rights (IPR)	godfathers	Tidak ada
		Simple patent	Tidak ada
		Copyright	Tidak ada
		Trademarks	Tidak ada
		Industrial product design	Tidak ada
		Geographical indications	Tidak ada
		Protection of plant varieties	Tidak ada
		Circuit topography protection integrated	Tidak ada
6	Appropriate technology		Tidak ada
7	Models/prototypes/designs/artwork/social engineering		Tidak ada
8	Textbooks (ISBN)		Tidak ada
9	Technology readiness level (TKT)		Tidak ada

CHAPTER II LIBRARY REVIEW

A. Physical Education Teacher Competency

The understanding of a teacher is that all persons in authority and also responsible for an education of students, both individually and classically, both at school and outside the school" (Sardiman, 2001:123). A teacher must have a minimum of basic competence as a form of authority as well as   the ability   in carrying out duties as a teacher. Understanding teacher competence is a must-have skill and must be possessed by a teacher. These abilities can be in the form of skills in terms of science, skills and responsibilities to the students they educate, so that it will be able to provide   good benefits.

As a professional teacher must be able to develop personality, interact and also communicate, can carry out guidance and conduct counseling, carry out school administration, carry out simple research is as a necessity in teaching, mastering the foundation of education, understanding also teaching materials,   putting together a teaching program,   implementing teaching programs, as well as evaluating the results and also the teaching and learning process that has been carried out.

Professional teachers including PJOK teachers must have (4) four teacher competencies that have been stipulated in the Law of the Republic of Indonesia Number 14 in   2005 concerning Teachers and Lecturers. The four basic competencies are

1. Pedagogic competence
2. personality
3. professional
4. social

In addition to being skilled in teaching, professional teachers must also have or have extensive scientific skills, wise, and also able to socialize well.   In addition to this,   there are several criteria or characteristics of professional   teachers, including:

1. Have a   morals & also noble   ethics so as to set a good example to his students.

2. Having the ability to educate also teach students well.
3. Mastering the lesson materials that will be explained and taught in the teaching and learning process.
4. Have academic qualifications as well as educational background in accordance with the field of duty.
5. Mastering and understanding various educational administrations, such as RPP, Syllabus, Curriculum, KKM, and others as.
6. Have a high spirit and motivation in devoting their knowledge to all their students.
7. Never stop at learning and also develop his abilities.
8. Follow training and training to add insight and experience.
9. Active, creative, and also innovative in developing learning
10. Always up to date on any information or problems that occur in the environment.
11. Mastering science and technology such as computers, the internet.
12. Fond of reading as a tool in adding insight.
13. Never stop to continue working (creative in terms of education), for example making PTK, teaching materials.
14. Can interact and also socialize with parents, peers and also the surrounding environment well.
15. Active in educational activities or activities such as KKG, PGRI, Pramuka, and so on.
16. Have a loving attitude, sincere and also sincere in teaching.

William H Freeman (2007:27-28) states that physical education uses physical activity to produce a comprehensive improvement of the physical, mental, and emotional qualities of learners. Physical education treats each student as a whole, no longer treating individuals as separate owners of the body and soul, so that some of them are considered to influence each other. Physical education is a very interesting field of study with a heavy point on the increase of human movement. Physical education uses physical activity as a vehicle to develop each individual thoroughly, develop the mind, body, and soul into one entity, so that it can be connotatively conveyed that penjas is termed as the process of forming a "body that is good for

the place of mind or soul".

Marilyn M. Buck and friends (2007:15) translate physical education as a study, practice, and appreciation for the art and science of human movement. Physical education is part of the general education process. Motion is a natural nature and is a basic feature of human existence as a living being. Physical education is not a closed field of study. Changes in society, technological changes, health care, and education in general have an impact on the quality of physical education programs.

While iru according to Wuest and Bucher (2009, p. 11) physical activity is the entire body movement produced by the contingency of skeletal muscles that significantly increases energy expenditure above the level of basic needs. In simple terms physical activity can also be interpreted as the whole movement involving large muscle groups and requiring energy supply. That is, when the child is instructed to move, the motion they do should involve large muscle groups and cause them to process energy through the metabolism of the muscles involved.

Sports on the other hand is an organized and competitive form of play (Freeman, 2001). Sport is a physical activity that has been completely organized and the level of competition is high and supported by the rules that govern it. The rules set competition and situation standards, so that individual athletes can compete fairly and achieve specific goals. Sports also provide an opportunity to demonstrate one's competence and challenge the limits of maximum ability.

Physical Education, Sports, and Health (hereinafter abbreviated as PJOK) is essentially an educational process that utilizes physical activity to produce holistic changes in individual qualities, both in terms of physical, mentally, as well as emotionally. As a subject of Physical Education, Sports, and Health is a medium to encourage physical growth, psychic development, motor skills, knowledge and reasoning, the appreciation of values (attitude-mental- emotional-sportsmanship-spiritual-social), as well as habituation of healthy lifestyles that serve to stimulate the growth and development of balanced physical and psychic qualities. In the 2013 curriculum structure, Physical Education, Sports, and Health subjects are grouped into group B subjects, namely subject groups whose content is developed by the center and supplemented by local wisdom content developed by local governments. The implementation pattern can be integrated with the basic competencies that have been contained in the curriculum smp / MTs / SMA / MA, or can be formulated by adding its own basic competencies. In the

curriculum, the time allocation for PJOK subjects is 3 hours of lessons each week. The allocation of learning hours is the minimum amount that can be added according to the needs of students. The 2013 curriculum emphasizes that PJOK subjects have unique content to color the nation's character education, in addition to being directed to develop the competence of motion and healthy lifestyle.

Departing from this view, it can be known that Physical Education, Sports, and Health (PJOK) is an integral part of overall education, aiming to develop aspects of physical fitness, motion skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy lifestyles and the introduction of a clean environment through physical activities, sports and health systematically planned in order to achieve national educational goals.

How to carry out such a comprehensive goal above, PJOK subjects certainly need to be adjusted to the basis of the paradigm change curriculum 2013 which emphasizes on improving mindset, as follows:

1. Teacher-centered learning patterns become student-centered learning. Students must have choices about the materials studied to have the same competencies.

2. One-way learning patterns (teacher-student interaction) become interactive learning (interactive between teachers, learners, communities, natural environments, and other sources or media).

3. Isolated learning patterns become online learning (learners can learn from anyone and from anywhere that can be contacted and obtained through the internet)

4. Passive learning patterns become active learning seeks (active learner learning seeks to be further strengthened by the learning model of science approach)

5. Self-learning patterns into group learning (team-based)

6. Single tool learning pattern becomes multimedia tool-based learning

7. Mass-based learning patterns become the needs of customers by strengthening the development of special potentials that each student has

8. Monodiscipline becomes multidisciplines

9. Passive learning patterns become critical learning.

The purpose of Physical Education, Sports, and Health is given in schools

is to form a "physically educated person". National Association for Sport and Physical Education (NASPE) as cited by Michel W. Metzler (2005:14) describes that this "physically educated person" has the following characteristics:

1) Demonstrate the skills of motor skills and motion patterns required to display a variety of physical activities.

2) Demonstrate an understanding of the concepts of motion, principles, strategies, and tactics as they apply in the learning and performance of various physical activities.

3) Participate regularly in physical activity

4) Achieving and maintaining improved health and fitness degrees

5) Showing personal and social responsibility in the form of respect for yourself and others in an atmosphere of physical activity.

6) Appreciate physical activity for health, pleasure, challenges, self-expression, and or social interaction.

From the explanation above, it can be concluded that qualified PJOK teachers are teachers who are able to develop aspects of physical fitness, motion skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy lifestyle and the introduction of a clean environment through physical activities, sports and health to students adapted to the paradigm of curriculum K13 in its application, so as to achieve the nature of physical education objectives of sports and health (PJOK).

B. Stakeholder

Stakeholders are a community, group, community or human individual who has a relationship and interests to the organization or company. A community, group, community or individual can be said to be a stakeholder if they have karekteristic such as having power and interest in the organization or company.

Another definition of *stakeholders* is people who have interests and interests in a company. This can be about financial or other interests, if the person is affected by what happens to the company, whether it is a negative or positive impact the person can be said to be a stakeholder.

Some examples of stakeholders such as employees or employees, customers, staff and suppliers. As for organizations that only have stakeholders

and do not have shareholders "people who own shares" for example such as the University. Universities generally do not have shares but only have many stakeholders such as students, lecturers, security guards, staff, academics and so on.

In cultivating peace, Ramizes identifies various opinions about these stakeholders. Some important definitions are put forward such as:

- Freeman "1984" which defines stakeholders as groups or individuals who can influence and or be influenced by an achievement of a particular goal.
- Biset "1998" briefly defines stakeholders as people with an interest or attention to the problem, these stakeholders are often identified with a certain basis as stated by Freeman "1984" namely in terms of the strength and relative interests of stakeholders to issu, Grimble and Wellard "1996" in terms of their important position and influence.

Based on strength, important position and influence of stakeholders on an issu stakeholder can be categorized into several groups, namely primary, secondary and key stakeholders.

The main stakeholders are stakeholders who have a direct interest relationship with a policy, program and project. They should be placed as the main determinants in the decision-making process.

"Secondary" supporting stakeholders are stakeholders who do not have a direct interest in a policy, program and project but have concerns and concerns so that they also have a voice and influence on community attitudes and legal decisions of the government. Included in the "secondary" supporting stakeholders are:

- Government "Apparatus" institutions in a region but have no direct responsibility.
- Government agencies are associated with issu but do not have direct authority in decision making.
- Local non-governmental organizations "NGOs", NGOs engaged in areas that are in accordance with the plan, benefits, emerging impacts that have concerns "including related mass organizations".
- Universities, namely academic groups, have an important influence in the decision-making of the government and related "Business Entity" entrepreneurs so that they are also included in the supporting stakeholder groups.
- Employers "Business Entities" related.

  1. *Stakeholders* **in education**

In the field of education, education *stakeholders* can be interpreted as people who become holders and also givers of support to education or educational institutions. In other words, *stakeholders* are people or entities that are directly or indirectly interested in educational activities in schools.

Stakeholder Component **in Education**

1. Parents

   Parent roles include:

a. Support the implementation of teaching and learning in schools.

b. Actively participate in socializing school activities in various communities.

c. Willing to be a resource person according to their skills and profession.

d. Inform the positive values of the implementation of activities in the school to the community at large.

e. Cooperate with school committee members or other parties in the procurement of learning resources.

f. Actively working with teachers in the learning process for children with special needs.

g. Active in providing ideas in order to improve the quality of learning.

2. Guru

   Teacher roles include:

   a. Communicate regularly with the family, namely: parents or guardians about their child's progress in learning and achievement.

   b. Working with the community to attract children who are not in school, invite and enter them to school.

   c. Explain the benefits and objectives of the school to the parents of the students.

   d. Preparing children to dare to interact with the community as part of the curriculum, such as visiting museums, commemorating religious and national holidays.

   e. Invite parents and community members to be involved in the classroom.

3. School committee

   The SchoolCommittee is the new nameof the replacementof the Education Organizing Agency (BP3). The School Committee is an independent body accommodate the participation of the community in order to improve the quality, equality, and efficiency of

education management in the education unit, both in pre-school education, school education lines and educational pathways outside the school (Kepmendiknas number: 044/U/2002).

Contextually, the role of the School Committee as:

a. Advisory *agency* in the determination and implementation of education policy in the education unit.

b. Supporting *agency,* both in the form of financial, thought, and energy in the implementation of education in the education unit.

c. Controller (*controlling agency)* in the framework of transparency and accountability of the implementation and output of education in the education unit.

d. Mediator between the government (executive) and the community in the education unit (Kepmendiknas number: 044/U/2002).

The Ministry of Education in its book Community Participation, outlines the seven roles of the School Committee on school implementation, namely:

a. Helping to improve the smooth implementation of teaching and learning activities in schools both facilities, infrastructure and technical education.

b. Fostering the attitudes and behaviors of students. Assisting the efforts of strengthening the school in realizing the development and development of piety towards God Almighty, early democratic education (national and state life, preliminary education of defense, citizenship, organization, and leadership), skills and entrepreneurship, physical freshness and sports, creative and copyright, and appreciation of art and culture.

c. Find sources of funding to help disadvantaged students.

d. Conducting school assessments for the development of curriculum implementation, both intra and extracurricular and the implementation of school management, the deputy headmaster, teachers, students, and employees.

e. To reward the success of school management.

f. Discussing the proposed School Budget Plan (RAPBS).

g. Ask the school to hold meetings for certain purposes (Depdiknas, 2001:17).

4. Principal

The roles of the principal include:

a. Manage school relationships with parents of students.

b. Maintain good relations with BP3.

c. Maintain and develop school relationships with other institutions, both government and private.

d. Giving understanding to the community about the function of the school through various communication media.

e. Seeking support from the community. The support required includes

   1) Personnel, such as: experts, consultants, teachers, parents, supervisors and so on

   2) Funds are needed to support the availability of facilities, equipment and other teaching materials.

   3) Support in the form of information, institutions and political attitudes.

f. Utilizing the resources obtained appropriately, so as to improve the teaching and learning process.

C. Alumni of FIO Unesa Sports Education Department

Alumni of the Department of Sports Education is an external product or graduate of the department of Sports Education FIO Unesa.

CHAPTER III PURPOSES AND BENEFITS

3.1. Research Objectives

The purpose in this research is generally to obtain a measurement tool of PJOK alumni competency that can be functioned as a benchmark for measurement competency and development of PJOK teachers' skills. In particular, this study is to determine the development of empirical research stages for 5 years, namely:

1. Knowing the state of alumni of The Department of Physical Education, Health and Recreation Department of PendidikanSports, Faculty of Sports Sciences State University of Surabaya alumni who became teachers PJOK secondary education in Surabaya.

2. Produce a form of instrument to measure the performance of alumni who as teachers PJOK secondary education based on the perspective of stakeholders in Surabaya.

3. Providing a form of measurement and competency development services to pjok teacher alumni based on the perspective *of stakeholders* in Surabaya.

3.2 Benefits of Research

This research is very important the main purpose of this research is to know the quality of alumni of the Department of Sports Education Faculty of Sports Sciences, State University of Surabaya based on the perspective of *stakeholders.* Knowing the extent of the performance level of alumni of the Department of Physical Education, Health and Recreation Department of Sports Education Faculty of Sports Sciences, State University of Surabaya teaches it so that they can improve their teaching skills in accordance with the standards of qualified teachers in accordance with the expectations of the government and the community.

CHAPTER IV RESEARCH METHODS

This research is included in quantitative descriptive research, the approach used is the approach with data collection using questionnaires with the aim to know the quality of alumni of S1 Study Program in Physical Education, Health and Recreation, Department of Physical Education FIO Unesa based on stakeholder *perspective.* This research will be conducted through the process detailed in table 4.1. as follows:

Table 2 Research Process Plan

No.	step	Activities
1	Identify the problem	– Literature studies – Observation – Determination of research methods
2	*Ethic Clearence*	– Research licensing – Population and sample determination – Research contracts with samples
3	Instrument setup	– Instrument making – Instrument usage procedure creation – Instrument doubling – Instrument validation
4	Preparation of research team	– Data collection team briefing
5	Field licensing	– Application for licensing to schools in Surabaya – Determination of the schedule of data collection to the school
6	Data retrieval	– Stabilization of data collection team readiness – Division of tasks and schedules – Division of research instruments and equipment – Data collection on schedule
7	Data Processing	– Data tabulation – Data reduction – Data analysis – Withdrawal conclusion
8	Report Preparation	– Description of data processing results – Report binding and duplication – External preparation (Draft article for national/international seminars)

A. Research Subjects

The determination of the subjects of this study is 5 at the level of State Junior High School spread in Surabaya. Sampling techniques   using *multistage*

random sampling which is a combination of *stratified random sampling* and *cluster sampling,* where the selection of schools based on the suitability of the sampling area and become the workplace of alumni of S1 Students of Physical Education, Health and Recreation, Department of Sports Education FIO Unesa.

B. Instruments

The research instruments that will be used are: performance quality instruments pjok teachers alumni of the Department of Sports Education FIO Unesa. In accordance with the purpose of research is to know the quality of alumni competencies. The assessment is conducted by the principal which has been determined by the researcher.

There are four components in teacher competency assessment: 1) Integrity; 2) Professionalism; 3). English; 4) Information Technology; 5) Communication, 6) Teamwork, 7) Self-development.

CHAPTER V RESULTS AND DISCUSSION

5.1. Research Results

In accordance with the purpose of the research, the results of this study are describing the quality of alumni of the Physical Education, Health and Recreation Study Program of the Department of Sports Education Faculty of Sports Science Unesa. This research consists of 2 variables, namely about alumni performance and stakeholder satisfaction with alumni. Alumni performance can be seen from the data results   that produce the value and percentage of each as   seen in table 5.1 and below:

Table 5.1. Alumni performance value based on *stakeholder* assessment

No	Alumni Code	value	category
1	013-01	80	Very Good
2	025-01	96	Very Good
3	025-02	81	Very Good
4	001-01	79	good
5	006-01	80	Very Good
6	006-02	80	Very Good
7	006-03	80	Very Good
8	060-01	86	Very Good
9	016-01	95	Very Good
	Average	84,18	Very Good
	Standard Deviation	6,93	
	Lowest Value	79	good
	Highest Score	96	Very Good

Based on the table above variables known the performance of alumni of Prodi S1 PJKR on performance assessment of the average alumni performance value based on the principal's assessment of 84.18 (very good), standardization value of desviasi 6.93, lowest score of 79, and   highest score of 96. Furthermore, it is necessary to describe the perception of stakeholders in each variabel dnature assessmentof the performance of alumni of the Department of Physical Education, Health and Recreation Department of Sports Education Faculty of Sports Science.

Table 5.2 The principal's perception of the performance of PJKR alumni of the Department of Sports Education, Faculty of Sports Science.

No.	Types of Abilities	User Responses				
		very good	good	Cukup	Which one of the	very less
		(%)	(%)	(%)	(%)	(%)
(1)	(2)	(3)	(4)	(5)		(6)

1	Integrity (Ethics and Moral)	22,22%	77,78 %	0,00%	0,00 %	0,00%

2	Skills based on field of science (professionalism)	20,00%	80,00 %	0,00%	0,00 %	0,00%
3	English	27,78%	61,11 %	11,11 %	0,00 %	0,00%
4	Use of Technology information	16,67%	83,33 %	0,00%	0,00 %	0,00%
5	communication	33,33%	66,67 %	0,00%	0,00 %	0,00%
6	Teamwork	22,22%	77,78 %	0,00%	0,00 %	0,00%
7	Self-development	38,89%	61,11 %	0,00%	0,00 %	0,00%
	Total	25,87%	72,54 %	1,59%	0,00 %	0,00%

From table 5.2 The second component is descriptive statistics of alumni user respondent variables. The research variables seen are 9 items namely performance, field suitability, integrity, professionalism, English, information technology, communication, teamwork, and self-development. When viewed from the table it is known that the quality of alumni on variable integrity, professionalism, the use of Information technology, Communication, teamwork and self-development perohaeh percentage is very good with an average of 25.87 %, good category 72.54 %, but in english variables the result is less with 1.59% Enough. Based on the results of the research obtained, the levelof user satisfaction (*stakeholders*)to the quality in the Study Program S1 Jamani Education, Health and Recreation, there are several things that can be discussed in this study. The results of research on the level of satisfaction with alumni contains about the insight of understanding learning plans, learning process and evaluation of learning with a very good category, this identifies that user or stakeholder satisfaction is good but there is something that needs to be improved is in the competence of communicating using a foreign language or English language where the school needs competence in communicating English well in all students, so that students can be better prepared to face the challenges of being worked. Research on this quality only uses assessments from stakeholders so that only a few factors of educational quality should be analyzed. In the next study, it is necessary to analyze the competencies of alumni that are more specific and

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more broadly. In addition, it can also include an assessment component about kualiyas that refers to the professionalism of a PJOK teacher in order to support the improvement of the quality of education held by the government so that universities and alumni user partners can go towards quality or quality of quality courses and can produce ideal teacher candidates.

CHAPTER VI CONCLUSIONS AND SUGGESTIONS

6.1. Conclusion

Conclusions that can be taken from the results of research and discussion in this study are as follows:

1) The level of stakeholder satisfaction to the quality of alumni of the S1 PJKR Department of Sports education Faculty of Sports Science, if seen from the assessment is in the criteria is very good..

2) The level of satisfaction of alumni users to the quality of alumni of the S1 PJKR Department of Sports education Faculty of Sports Sciences, Unesa, judging by the ability of graduates or alumni in the world of work, in general is good, but it needs to be improved again related to the educational process   to improve english skills   that are still not good.

6.2. Suggestion

Based on the results and discussion of the research described, it can be suggested the following:

1) Improving the satisfaction of   stakeholders can be done by improving what is lacking and improving what is   already good from the implementation   of education in the S1 PJKR Department of Sports Education,   Faculty of Science Byarag Unesa.

2) From the results of this study that needs to be taken seriously is how to improve the physical condition used in the prison process, such as infrastructure,   facilities in the learning process as well as efforts to improve the professionalism and English skills of students.

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