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# TRACER STUDY MASTER ADMINISTRATION OF EDUCATION OF UHAMKA AS THE INTENTION OF THE EDUCATIONAL TRANSFORMATION PROGRESS

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## ABSTRACT

The research objective of this tracer study master's degree in educational administration is as an effort to see the progress of university transformation (UHAMKA) regarding the relevance of knowledge and skills acquired while criticizing higher education which is beneficial to society in general and its recognition, and as an evaluation material for decision making. The research methodology is a mix method that combines qualitative and quantitative forms. The model used is Sequential Explanatory, which means the collection and analysis of quantitative data is followed by the collection and analysis of qualitative data by calculating the frequency distribution of each indicator. Quantitative data collection was carried out by survey techniques, using qualitative descriptive and distributing questionnaires to 24 respondents. The findings show that the provision of competency for graduates can be relied upon by emphasizing the effectiveness of higher education in providing quality education and education services, which is shown by the recognition of the society for graduates who are able to change the order of life with noble character that is desired by society in general.

**Keywords:** Tracer study, educational transformation, graduates with noble character

## INTRODUCTION

Graduates or alumni are the final product of a process that exists in a university. One of the assessments carried out by the community on the quality of higher education is by looking at the reputation of its alumni in the community or in the world of work, because higher education institutions are responsible for ensuring the quality of education offered to their students.(Tefera, 2018). The various successful achievements of alumni in their careers will have a positive impact. Graduates or alumni are the final

product of a process that exists in a university. One of the assessments carried out by the community on the quality of higher education is by looking at the reputation of its alumni in the community or in the world of work, because higher education institutions are responsible for ensuring the quality of education offered to their students. Increasing UHAMKA's reputation in the eyes of the community.

Higher education is one of the educational institutions that has an important role in producing generations of national leaders. In order to optimize its role and function, UHAMKA has consistently conducted Tracer Study activities since 2015, as an effort to track the activities of graduates from an educational institution which aims to determine the relevance of knowledge and skills acquired by graduates at the university. (Ofoha & Iwuchukwu, 2018), and track graduates offer empirical data on graduate employment and competencies (Bahian et al., 2020). Through this Tracer Study activity, various useful information will be provided to evaluate the process and results of Higher Education activities. It is hoped that various information will be used to improve and guarantee the quality of UHAMKA in the future and always be relevant to the needs of the community, related research states that, "An alumni database is a valuable information source for the development of a university." (Toba et al., 2017).

Tracer Study is a tracing study conducted on college graduates in order to get feedback from graduates. Feedback from graduates through tracer studies is one reliable indicator to confirm the effectiveness of educational institutions in providing quality education and services (Reusia et al., 2020). Every institution must always strive to make system improvements and quality improvements, to see the progress of the transformation of higher education institutions. Transformation has a basic meaning as a continuous slow change towards a better future for professional development that shows the value of transformative learning as empowerment and enhances identity towards transformation. (Fernando et al., 2017). Transformation of learning in education is beneficial for the sustainability required by faculty or study programs and academics with motivational efforts and innovative ideas so that change can be realized (Leal Filho et al., 2018).

Prof. Muhammadiyah University. DR. HAMKA in its journey has produced many graduates. The distribution of these graduates can be seen through a tracer study. This tracking activity aims to measure the level of success of an educational institution in implementing the planned program by looking at the condition of its graduates in the field. The tracer activity carried out by UHAMKA this year is the 4th activity. The results of the implementation of the tracer study conducted by UHAMKA, the alumni participation rate (response rate) is considered insignificant, in 2018 the participation rate was 60%. Then in 2019 the participation rate is 70%. This low participation rate needs to be dealt with so that UHAMKA gets optimal feedback from alumni. The response rate considered appropriate in the implementation of the tracer study is 50%, this illustrates only half of the characteristics and profiles of respondents. Many institutions or universities in Indonesia that have conducted Tracer studies only receive a response rate of less than 50%.

The output of the Tracer Study survey includes the availability of important information regarding the relationship between tertiary institutions and the world of professional work, assessing the relevance of higher education, information for stakeholders, and completeness of requirements for university accreditation. If this information is further processed, it can provide high feedback for higher education which is useful for evaluating higher education and can then be used for improvement and quality assurance of higher education institutions. This is supported by Miller's research which states that, to accelerate the process of institutional change (transformation), STEM (Science, Technology, Engineering and Math) is

needed which will impact the university to make substantial improvements to the learning experience of thousands of students. (Miller et al., 2017).

The purpose of the Tracer Study is to determine the quality of graduates produced by tertiary institutions, and to extract further information from alumni regarding career choices undertaken as input for the improvement of UHAMKA in the future, as well as to see the progress of education as a transformation towards professional sustainability and for achieve a universal sustainable living society in accelerating the transformation of beneficial policies and showing the positive things from the tracer study (Middleton, 2018).

Specifically, the objectives of the Tracer Study are: (1) To obtain feedback from graduates as material for continuous improvement, system development and management of higher education, both facilities, teaching and learning patterns, and services, (2) As evaluation materials to determine relevance higher education with graduate competencies in work (hard skills and soft skills), (3) As feedback for quality assurance of UHAMKA as a university, (4) To assist UHAMKA as a tertiary institution in the accreditation process, both national and international, (5) Provide important input and data for business and industry regarding the characteristics of UHAMKA graduates, (6) Obtaining graduate data related to the relevance of work to the higher education process at UHAMKA, and (7) As information for students, parents, UHAMKA academics and education actors others regarding the characteristics of UHAMKA graduates.

## **METHOD**

Data analysis was performed using the mix method. Mix method is a research approach that combines or combines qualitative and quantitative forms (Creswell, 2015). The model used is the Sequential Explanatory, which means that the collection and analysis of quantitative data is followed by the collection and analysis of qualitative data. Quantitative data collection was carried out by survey techniques, then to sharpen the data analysis using qualitative descriptive. Concept development begins with an evaluation of the previous year's tracer study. Identify the strengths and weaknesses. The next step from the results of identification and evaluation is the development of concepts and instruments for the purpose of obtaining optimal results on the implementation of the tracer to be carried out. Before being distributed, the questionnaire was validated first. Then convert the questionnaire into an online questionnaire.

The data collection technique begins with validating the contact email / cellphone number from the graduation data. After validation, data collection can be done in several ways, namely through email blasts and WhatsApp blasts. This sending via Email and WA can be done 1 week 2 times, depending on the situation and condition of the respondent's rate and requests from the surveyors. Techniques to obtain the maximum number of respondents rate can be educated first to surveyors and respondents. The surveyor's role is important in the data collection process. The surveyors' duties are as follows: (a) Educating the interests and benefits of the Tracer Study for graduates who are the target respondents, (b) Updating the database by completing the contact data of the graduates who are the target respondents, (c) Inviting and reminding graduates who become the target respondents for filling out the tracer study questionnaire, (d) Coordinating and reporting work results to the Tracer Study Implementation Team. The data analysis was carried out by the team, in order to obtain results that match the data found.

## **Result and Discussion**

The results of the research from distributing questionnaires based on the indicators contained in the tracer study are as follows:

### **1. Source of Funds in Tuition Financing**

Based on a survey conducted on 24 samples that we have determined regarding Sources of Funds in Tuition Financing, 22 people answered that the source of funds in financing their tuition came from their own / family expenses. Meanwhile, 1 person answered that the source of funds in his college funding came from scholarships and 1 other person chose not to answer. The survey results explained that most UHAMKA students pay for their education at their own expense. This is due to the increasing demand for higher education in developing countries which is driven by an increase in demographics in the college age group, which is marked by an increase in demand for skilled labor. (Murphy et al., 2019).

### **2. Emphasis on Learning Methods**

Based on a survey conducted on 24 samples that we have determined regarding the Emphasis on Learning Methods in Lectures, Demonstrations, Participation in Research Projects, Internships, Practicum, Fieldwork and Discussions. Emphasis on learning methods in terms of lectures gets a score of 4.3 on a scale of 1 to 5 which means that the lecture aspect in the emphasis on learning methods is considered large. Emphasis on learning methods from the demonstration aspect scores 3.6 on a scale of 1 to 5 which means that the demonstration aspect in the emphasis on learning methods is considered moderate. Emphasis on learning methods from the participation aspect in research projects scored 3.4 on a scale of 1 to 5 which means that the participation aspect in the research project in the emphasis on learning methods is considered moderate. Emphasis on the learning method from the apprenticeship aspect gets a score of 3.3 on a scale of 1 to 5, which means that the apprenticeship aspect in emphasizing the learning method is considered moderate. Emphasis on learning methods from the practical aspect gets a score of 3.3 on a scale of 1 to 5, which means that the practical aspect in the emphasis on learning methods is considered moderate. Emphasis on the learning method from the aspect of fieldwork gets a score of 3.4 on a scale of 1 to 5 which means that the fieldwork aspect in the emphasis on the learning method is considered moderate. The emphasis on the learning method from the discussion aspect gets a score of 4.7 on a scale of 1 to 5 which means that the practical aspect in the emphasis on the learning method is considered very large.

The survey results above explain that, regardless of the form of learning methods offered at UHAMKA, it shows mixed results which are used in education to explain individual differences in the way students approach learning. In research, it is assumed that teaching based on learning style theory results in better achievement. A good learning style theory must explain the general processes and causal mechanisms underlying the learning styles described in the theory. In contrast, learning style theories tend to consist of a list of preferences with no explanation of the cognitive, motivational and personality mechanisms underlying preferences (An & Carr, 2017).

Other research reveals that over the past few decades, interest in internships has increased, both by students seeking internships and by universities or schools that have integrated them into the curriculum or promoted it as an extra-curricular activity, and graduates have shown that future labor market success is a key motivation. participate in an internship (Baert et al., 2019).

### **3. Number of Months Starting to Look for a Job**

Based on a survey conducted on 24 samples that we have determined regarding the time frame to start looking for a job, 1 respondent gave a statement that he had been looking for work one month before graduating. A total of 1 respondent stated that he had been looking for work for more than 12 months before graduating. A total of 4 respondents stated that they have been looking for work for 1 month after graduating. A total of 2 respondents stated that they had been looking for work for 3 months after graduating. A total of 1 respondent gave a statement that he had been looking for work for 6 months after graduating. A total of 2 respondents stated that they had been looking for work for 12 months after graduating. A total of 3 respondents stated that they had been looking for work for more than 12 months after graduating. A total of 10 respondents chose not to answer.

The findings of the research above illustrate that some students are looking for work before graduating and some are looking for work after graduating with different time frames. Research support explores the readiness of students to find work with various perceptions, namely (a) a multidimensional perspective on academic experience, (b) knowledge and competencies developed during studies. Regarding academic involvement, the results of the study suggest that participation in lectures and quality in developing collective work has a positive effect on students' readiness to work, while regular attendance in lectures appears to be negatively related to students' perceptions of readiness. The results also indicated that practical and theoretical content, together with methodological competences and employability, had a positive impact on students' perceptions of their readiness to transition to work. Thus, the promotion of learning experiences that develop methodological and practical competencies, along with more collective career-related experiences and job skills, can help better prepare graduates for the transition to work. (García-Aracil et al., 2018).

### **4. The Media or Way of Finding a Job**

Based on a survey conducted on 24 samples that we have determined regarding the Media / Method of finding work, 1 respondent is looking for work through advertisements in newspapers / magazines / brochures. A total of 3 respondents looking for work through the internet / online advertisements / mailing lists. A total of 5 respondents said that they were contacted by the company when looking for work. A total of 1 respondent obtained information from the faculty / university career development center / office when looking for a job. A total of 3 respondents built a network (network) since they were still in college as an effort to find work. A total of 8 respondents found jobs through relationships (for example, lecturers, parents, relatives and friends). A total of 2 respondents worked in the same place as the workplace during college. A total of 1 respondent answered the other.

The media used by graduates in finding jobs is obtained from print and electronic media. Regarding the media used, it depends on the beliefs and beliefs of graduates in the use of a media to obtain accurate or more complete information about a job. Nowadays, social media (electronic media)

is more widely used because social media is more freely used than traditional in organizational crisis management because “social media has had profound impacts on the world” (Allcott et al., 2020).

#### **5. The company / agency / institution being proposed**

Based on a survey conducted on 24 samples that we have determined regarding the company / agency / institution being applied for, as many as 8 respondents applied for jobs to 1 company / agency / institution. A total of 1 respondent applied for a job at 2 companies / agencies / institutions. A total of 2 respondents applied for jobs to 4 companies / agencies / institutions. A total of 1 respondent applied for jobs to 5 companies / agencies / institutions. A total of 2 respondents applied for jobs to more than 5 companies / agencies / institutions. A total of 10 respondents chose not to answer.

The results of the survey regarding the number of companies / agencies / institutions that the graduates were applying for indicated the talents and interests of the graduates in the job being traced. This is supported in related research which states that, "employability as" the individual's ability to keep the job one has, or to get the job one desires "(van Harten et al., 2016). However, in other studies, it is argued that, to understand and measure jobworthiness is the belief of individuals about job opportunities, as well as opportunities to find work, focusing on the ability and use of individuals to skills and competencies that cause the characteristics of a job to affect the development of employee skills. (Hetty van Emmerik et al., 2012).

#### **6. Companies / Agencies / Institutions that Respond**

Based on a survey conducted on 24 samples that we have determined regarding responding companies / agencies / institutions, as many as 7 respondents received responses from 1 company / agency / institution. A total of 1 respondent received responses from 2 companies / agencies / institutions. A total of 2 respondents received responses from 4 companies / agencies / institutions. A total of 3 respondents received responses from 5 companies / agencies / institutions. A total of 1 respondent applied for jobs to more than 5 companies / agencies / institutions. A total of 10 respondents chose not to answer.

The research findings above, explain that companies / agencies / institutions that respond to graduate job applications are based on the way the company / agency / institution is in the selection process because companies have many strategies for choosing graduates to work at these companies which are categorized on reliability at work. The benefit of higher education for the progress of transformation is to produce competent and qualified graduates who can compete locally and globally (Cuadra, 2019).

#### **7. Companies / Agencies / Institutions Inviting the Interview**

Based on a survey conducted on 24 samples that we have determined related to companies / agencies / institutions that invite interviews, as many as 7 respondents received an interview invitation from 1 company / agency / institution. A total of 1 respondent received responses from 2 companies / agencies / institutions. A total of 1 respondent received responses from 3 companies / agencies / institutions. A total of 2 respondents received responses from 4 companies / agencies / institutions. A total of 2 respondents received responses from 5 companies / agencies / institutions. A total of 1 respondent received responses from more than 5 companies / agencies / institutions. A total of 10 respondents chose not to answer.

Research results on no. 2 above regarding the emphasis on learning methods, including apprenticeship. With the apprenticeship method carried out has a positive impact on the success of the labor market by monitoring callbacks to students who are apprenticed, so that experts in one study argue that internships causally affect the likelihood of receiving invitations for job interviews, namely "applicants with internship experience were 14, 3% more likely to be invited to a job interview"(Nunley et al., 2016).

## **8. Description of the Current Situation of Alumni**

Based on a survey conducted on 24 samples that we have determined regarding the current situation of alumni, 4 respondents are still studying / continuing their professional or postgraduate studies. A total of 7 respondents were married. As many as 8 respondents were busy with family and children and the rest answered others.

The findings regarding the current description of the alumni situation explain that the factors that influence alumni to work or not work are caused by various factors, including: complex and interrelated factors that include contextual or social or individual variables. (Jimenez Vivas & Menendez Alvarez-Hevia, 2017).

## **9. Job search within the last 4 weeks**

Based on a survey conducted on 24 samples that we have determined regarding job search in the last 4 weeks, 21 respondents stated that they were not currently looking for work in the last 4 weeks. A total of 1 respondent answered another and 2 respondents chose not to answer.

The span of time to find work for alumni or graduates depends on the persistence and social interaction with the community. If the interactions are positive, then success will be achieved. Related research findings indicate that innovative learning, school partnerships with industry or business, and the socioeconomic status of parents have a significant impact on students' readiness to work (Rakib, 2020).

## **10. Waiting Period to Get a Job After Graduation**

Based on a survey conducted on 24 samples that we have determined regarding the waiting period to get a job after graduation, 20 people said they were waiting to get a job after graduating for less than 3 months. As many as 2 people said they were waiting to get a job after graduating for 3 months to 6 months. As much as 1 person said that he was waiting to get a job after graduating for 6 months to 12 months. As many as 1 person said that he was waiting to get a job after graduating for more than 18 months.

The waiting period of graduates in obtaining a job is related to the ability of graduates to identify jobs which include: entrepreneurial skills, communication, critical thinking and the information technology used (Caminade et al., 2016).

## **11. Suitability of Field of Study with Work**

Based on a survey conducted on 24 samples that we have determined regarding the suitability of the field of study with work, 74% of all respondents said the suitability of the field of study with work was high. 26% of all respondents said the suitability of the field of study with medium work.

The data on the suitability of the field of study of graduates with work reveals higher, which means that the fulfillment of the specificity of a field of study with the type of work explains the productivity of the results obtained from work. This is supported by research which states that, "work experience might yield data to clarify these relationships are important for workplace human resource management support systems" (Masole & van Dyk, 2016). Practically and theoretically, methodological competence and employability have a positive impact on the readiness of graduates to work in relation to graduate career development (García-Aracil et al., 2018).

## **12. Level / Size of Workplace or Entrepreneurship**

Based on a survey conducted on 24 samples that we have determined regarding the level / size of the workplace or entrepreneurship, as many as 4 respondents work or entrepreneurship at the local / regional / entrepreneurial level without a license. As many as 18 respondents work or entrepreneurship at the national level / licensed entrepreneurship. A total of 2 respondents work or entrepreneurship at the multinational / international level.

Alumni or graduates who have entrepreneurship at the licensed national level get the largest gain, namely 18 out of 24 respondents, this indicates that entrepreneurial success is influenced by personality traits, education, skills and knowledge which are the source of human capital. Supporting research results are the protective factors of entrepreneurial resilience including social networks and plans to develop entrepreneurship (Pollack et al., 2012).

## **13. Type of company / agency / institution / place of work**

Based on a survey conducted on 24 samples that we have determined regarding the type of company / agency / institution where they work, as many as 12 respondents work for companies / government agencies / institutions (including BUMN). A total of 6 respondents work for private companies / agencies / institutions. As much as 1 respondent works as an entrepreneur / company alone. A total of 4 respondents chose other.

The profile of the company where the alumni work includes government and private components that illustrate the relevance of knowledge and skills acquired by alumni as a progress of higher education transformation because education encourages competencies needed by the economy at present and in the future, and education is called the common good and as the key to achieving sustainable development in society which is an investment in human resources. To take advantage of investment in human resources in realizing the progress of higher education transformation, UHAMKA forms a supply of graduates in the form of labor, because employment is a parameter of development and job skills as a result of education (Arora, 2020) which can be responded by various companies to economic growth in adapting. against the changes that occur to explore employment.

## **14. Describing the conditions of work**

Based on a survey conducted regarding the description of working conditions, 13 respondents said their current work was in accordance with their education. As much as 1 respondent said he had not found a more suitable job. A total of 5 respondents said that their current job is getting a good career. A total of 2 respondents said they could earn a higher income in this job. As much as 1 respondent said the current job is safer / secure / secure. Two respondents said their current job was more attractive. A total of 2 respondents said their job allowed them to take a flexible job / schedule.



As much as 1 respondent said their current job is located closer to home. As many as 2 respondents said their jobs better guarantee family needs. As much as 1 respondent said at the start of this career, they had to accept a job that was not related to their education.

The description of graduate employment conditions varies, meaning that it is influenced by the argument for the progress of the transformation of higher education graduates regarding education which leads to the quality of higher education as a measure of graduation scores that have an impact on job outcomes. The work results of tertiary education graduates are a measure in achieving higher education success which has implications for universities that have a superior predicate.

### **15. Level of Competency Mastered at the Time of Graduation**

Based on a survey conducted regarding the level of competence mastered at the time of graduation, the respondents' ratings were divided between high and very high. The average results of respondents' assessments related to the level of competence mastered at the time of graduation are included in the medium category, namely working under pressure. The average results of the respondent's assessment related to the level of competence mastered at the time of graduation which entered into a high category, namely Knowledge in a field or scientific discipline, Knowledge outside the field or scientific discipline, General knowledge, English, Internet skills, computer skills, critical thinking Research skills, Working in a TEAM / collaborating with others, Ability to solve problems, negotiation, analytical skills, tolerance, adaptability, loyalty, integrity, work with people of different cultures and backgrounds, leadership, ability to hold responsibility, project management / program, Ability to present ideas / products / reports, Ability to write reports, memos and documents, Ability to continue learning throughout life. The average results of the respondent's assessment related to the level of competence mastered at the time of graduation are included in very high categories, namely Learning Ability, Communication Ability, Time Management, Working Independently, and Initiative

The results of the research above, describe the level of competence mastered at graduation is influenced by education because education plays an important role in preparing graduates with various learning skills to face the demands and challenges of knowledge development. (Chin et al., 2017).

### **16. UHAMKA's Contribution to Competency Training**

Based on a survey conducted regarding UHAMKA's contribution to competency training, 9% of all respondents answered that UHAMKA's contribution to competency training was low. 43% of all respondents answered that UHAMKA's contribution in the competency provision was Enough. 48% of all respondents answered that the contribution of UHAMKA in providing competency was high.

The analysis of the research results showed that most (48%) alumni stated that the competency training provided during education came from UHAMKA college, because the competency training given to graduates or alumni from UHAMKA was grouped based on the following six aspects: (1) academic aspects, (2) administrative aspects, (3) complementary aspects, (4) academic content, (5) environment, and (6) relationships. Supporting research states that measuring student satisfaction is provided with curriculum content, teaching methods, infrastructure and facilities, skills and student performance (Espinoza et al., 2019).

### **17. Workplace Expectations in Owning a Competency Certificate**

Based on a survey conducted regarding the expectations of the workplace in having a competency certificate, 30% of all respondents answered that the expectations of the workplace in having a competency certificate were sufficient. 70% of all respondents answered that the expectations of the workplace in having competency certificates were high.

### **18. The Impact of AIK Coaching on Ownership of Integrity**

Based on a survey conducted regarding the impact of Al Islam Kemuhammadiyah coaching on integrity ownership, 82% of all respondents answered that the impact of Al Islam Kemuhammadiyah guidance on integrity ownership was low. 3% of all respondents answered that the impact of the development of Al Islam Kemuhammadiyah on the ownership of integrity is Enough. 15% of all respondents answered that the impact of developing Al Islam Kemuhammadiyah on integrity ownership was high.

### **19. Impact of AIK Development on Worship Obedience**

Based on a survey conducted regarding the impact of fostering Al Islam Kemuhammadiyah in the obedience of worship, 82% of all respondents answered that the impact of coaching Al Islam Kemuhammadiyah (AIK) in worship was low. 5% of all respondents answered that the impact of guidance on Al Islam Kemuhammadiyah in the obedience of worship is Sufficient. 13% of all respondents answered that the impact of developing Al Islam Kemuhammadiyah in the obedience of worship is high.

The development of AIK at UHAMKA is in accordance with its objectives, namely to prepare intellectuals who have faith and piety, have a noble character, are confident, and do good deeds in accordance with the field of science and advance Islam to improve people's lives as a form of progress in higher education transformation, and free from radicalization. (Davies, 2019).

### **20. Participation in ORTOM**

Based on a survey conducted on 24 samples that we have determined regarding participation in ORTOM, a total of 13 respondents answered that they did not participate in ORTOM. A total of 6 respondents stated that they were passive members in ORTOM. A total of 3 respondents stated that they are active members in ORTOM. A total of 6 respondents stated that they work for Muhammadiyah Business Charities. A total of 6 respondents stated that they are the administrators of the Muhammadiyah Organization or Muhammadiyah Organization.

Muhammadiyah organizations are useful for realizing a true Islamic society. Based on the responses from graduates regarding their involvement in ORTOM, not all of them are involved, this is because the field of work is not included in the scope of Muhammadiyah, such as the findings above regarding the field of graduate work. This causes a gap between the world of higher education and the labor market as a result of the revolutionary changes in information technology and science (Dianing Kartika et al., 2019).

## **Conclusion**

The Study Tracer Study Program of the Masters in Educational Administration is carried out regularly every year with the aim of being an evaluation material and a basis for decision making for the coming years as a form of progress in the transformation of higher education by turning graduates into progress in community service with the formation of the character of Al Islam Kemuhammadiyah as capital strengthening faith with noble character to avoid moral radicalization. Higher education transformation is a process in which graduates change due to various factors including educational development which will affect the interaction and social status of graduates in the long term by implementing quality educational excellence which results in recognition from the community towards higher education (UHAMKA) of the success achieved by graduates or alumni. .

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