

## Improved Management Teacher Professional Education Program Surabaya State University Through Alumni *Tracer* (*Tracer Study*)

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**Abstract:** The mandate of Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. The preparation of teachers as professional educators is also stated in Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers. The State University of Surabaya has been trusted to implement PPG In Position (Daljab) starting in 2018 – now which is being funded by APBN funds. The purpose of this study is to identify and obtain various information related to the level of satisfaction of PPG graduates who participate in PPG activities at the State University of Surabaya. The type of research used is descriptive research. The population in this study is all PPG participants in the range of 2018 - 2020. The samples used in this study are representatives of PPG who have graduated in 2018-2020 for the Madiun, Ngawi and Magetan areas along with the principals where PPG alumni teach. Data collection methods used are interviews and questionnaires. The data obtained will be analyzed descriptively qualitatively and quantitatively. Based on the results and discussion of the data obtained, it can be concluded that the level of management in the implementation of PPG Unesa received a good - very good response. This is indicated by the responses given by PPG Unesa student alumni through a questionnaire distributed using the *google form*.

**Keywords :** PPG, Descriptive Study, Tracer Study

**Abstrak:** Amanat Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen menyebutkan bahwa Guru wajib memiliki kualifikasi akademik, kompetensi, sertifikat pendidik, sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional. Penyiapan Guru sebagai pendidik profesional dinyatakan pula pada Peraturan Pemerintah Nomor 19 Tahun 2017 tentang Perubahan atas Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru. Universitas Negeri Surabaya telah mendapat kepercayaan melaksanakan PPG Dalam Jabatan (Daljab) mulai tahun 2018 – sekarang yang dalam pelaksanaan dibiayai oleh dana APBN. Adapun tujuan penelitian ini adalah untuk mengidentifikasi dan mendapatkan berbagai informasi terkait tingkat kepuasan pengguna lulusan PPG yang mengikuti kegiatan PPG di Universitas Negeri Surabaya. Jenis penelitian yang digunakan adalah penelitian deskriptif. Adapun populasi dalam penelitian ini yaitu seluruh peserta PPG dalam rentang tahun 2018 – 2020. Sampel yang digunakan dalam penelitian ini perwakilan PPG yang telah lulusan pada tahun 2018-2020 untuk daerah Madiun, Ngawi dan Magetan beserta kepala sekolah tempat alumni PPG mengajar. Metode pengumpulan data yang digunakan yakni wawancara dan angket. Data yang diperoleh akan dianalisis secara deskriptif kualitatif dan kuantitatif. Berdasarkan hasil dan pembahasan dari data yang diperoleh dapat disimpulkan bahwa tingkat pengelolaan dalam pelaksanaan PPG Unesa mendapatkan respon baik - sangat baik. Hal ini ditunjukkan dengan respon yang diberikan oleh alumni mahasiswa PPG Unesa melalui angket yang disebarkan dengan menggunakan *google form*.

**Kata Kunci:** PPG, Studi Deskriptif, Tracer Study

## INTRODUCTION

Article 8 of the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. In Law Number 12 of 2012 concerning Higher Education Article 17 paragraph (1) states that professional education is higher education after a bachelor's program that prepares students for jobs that require special skill requirements. The preparation of teachers as professional educators is also stated in Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers. The regulation underlies the teacher reform in Indonesia where teachers must be prepared through professional education after the undergraduate program.

The Teacher Professional Education Study Program (PPG) is organized by the Education Personnel Education Institute (LPTK) with reference to the Teacher Education Standards (Standard DikGu) and the National Standards for Higher Education (SNDikti). With the issuance of these guidelines, it is hoped that LPTKs will continue to improve the quality of the PPG Program in order to produce graduate teacher candidates who are able to prepare students to face increasingly complex challenges in the 21st century and make a positive contribution to realizing sustainable development goals. Technological advances and the development of today's world require teachers to be able to adapt to change and have various skills such as critical thinking, creative, collaborative, communicative, and so on. PPG In Position is expected to be able to improve the quality of prospective teachers and be ready to implement the principles of Independent Learning in carrying out their duties.

The State University of Surabaya has been trusted to implement PPG starting in 2018 – now and already has alumni starting in 2018 – 2020 spread throughout Indonesia. In the implementation of PPG it is carried out offline for 2018-2019 and online starting in 2020 - now due to the Covid-19 pandemic. Therefore, it is necessary to conduct a study to obtain information that can be used to improve graduates according to the needs in the field and refers to 21st century skills and service improvements in the implementation of PPG activities the following year .

Alumni is a plural noun in English which means male graduates from a school. The singular form is alumni. While alumna is also a plural noun in English which means female graduates from a school. The singular form is alumnae (Echols and Shadily, 1995:25-26). In this search study, we will use English terms that have been absorbed into Indonesian, namely alumni without distinguishing the gender of the graduate. While the search is an activity to find information about things that are not known with certainty. The information to be explored in this research is about the whereabouts of alumni after leaving college.

How much higher education graduates are able to take part in development according to the relevance of their education can be traced to the graduates ( *Trace Study* ). *Tracer Study* is an approach that allows higher education institutions to obtain information about deficiencies that may occur in the education, learning, and service processes that can be used as a basis for planning activities for future improvements. The results of the *Tracer Study* can be used by universities to determine the success of the educational process that has been carried out on students. Even in competition and accreditation grant programs always require the data of the *Tracer Study* results through the parameters of the graduate waiting period, the percentage of graduates who are already working, and the first income earned. Schomburg (2003: 11) defines *Tracer Study as* an approach that allows higher education institutions to obtain information about deficiencies that may occur in the educational process and learning process and can be the basis for planning

activities for future improvements. Information provided by graduates who are successful in their professions is required for example information about relevant knowledge and appearance (relationship between knowledge and skills and job demands, work area, professional position).

In addition, graduates can also be asked to assess the conditions of study they experienced during the education and learning process. *Tracer Study* can also be used as an activity to find information about the needs of stakeholders for alumni. The purpose of this activity is to collect relevant information and input from graduates related to the "learning and working experience" experienced by graduates for the development of higher education. According to Schomburg (2003) the main purpose of the *Tracer Study* activity is to identify/identify the quality of graduates in the world of work, while the specific objectives of the *Tracer Study* are: (1) Identifying competency and skill profiles of graduates; (2) Knowing the relevance of the implementation of the curriculum that has been applied in tertiary institutions with the needs of the labor market and professional development in the competence of the department; (3) To evaluate the relationship of curriculum and study in the department as scientific development; (4) As a contribution to the department's accreditation process.

The existence of the alumni includes: (1) waiting period for alumni from graduation until getting their first job, (2) alumni's place of work, (3) alumni career development, (4) how alumni develop academic abilities, (5) stakeholder satisfaction on alumni performance. , (6) alumni satisfaction with study program performance, (7) stakeholder expectation on study program performance, and (8) alumni expectation on study program performance. The existence of alumni is often associated with satisfaction, both for themselves and *stakeholders*. Satisfaction is an individual's subjective condition when his hopes are successfully realized. A high school graduate wants to become a doctor but his family can't afford his child's medical college, so the child becomes disappointed and desperate. On the other hand, if the child wishes to become a doctor, takes the medical test and is declared to have passed and the family is able to pay for the costs during college until completion, then the child will be happy and satisfied. Likewise, the satisfaction to be known in this study is related to the realization of alumni expectations after attending and completing teacher professional education. Based on the description in the background behind the above, can be formulated in a formulation of the problem in this research is the Management Improvement Program Professional Teacher Education Through Tracking Surabaya State University Alumni (*Tracer Study*).

## METHODS

The type of research used is descriptive research. This study serves to describe or provide an overview of the management of teacher professional education at the State University of Surabaya. Therefore, the researcher uses descriptive analysis (survey) method because it is suitable to know the phenomenon that is currently taking place. The phenomenon that will be described in this study is related to the tracer study of the 2018-2020 class of alumni and users, in this case the principal where the alumni teach.

The population in this study were all PPG participants in the 2011-2021 range. The samples used in this study were representatives of PPG student alumni who graduated in 2011-2021, totaling 47 students representing each generation. The data collection method used is a questionnaire. The questionnaire developed by the researcher has 10 indicators that are used to obtain complete information from PPG Unesa student alumni. These indicators can be described as follows: (1) Material deepening, (2) Device Development, (3) Learning and Reflection Tool Development Review, (4) Comprehensive Test, (5) PPL, (6) UKIN, (7) UKMPP- UP, (8) PPG

instructors (lecturers), (9) civil servant teachers and (10) needs in the field according to research instruments that have been developed by researchers.

## RESULTS AND DISCUSSION

In accordance with the research objectives stated in the previous chapter, namely to identify and obtain various information related to improving the management of the Surabaya State University Teacher Professional Education Program through tracking alumni ( *Tracer Study* ). In this study, instruments were used to collect research data according to the stages in the implementation of PPG. This research instrument has also been digitized using a google form with a url address that can be accessed at <https://forms.gle/Yn47dW51WxKgSbEH7>. Questionnaire links were distributed to PPG students starting in May – August 2021, then tabulation was carried out on the responses given by PPG student alumni. Questionnaires were distributed to alumni of the 2011-2021 class, totaling 47 representatives of each alumni generation, as shown in the following diagrams 1 - 10.

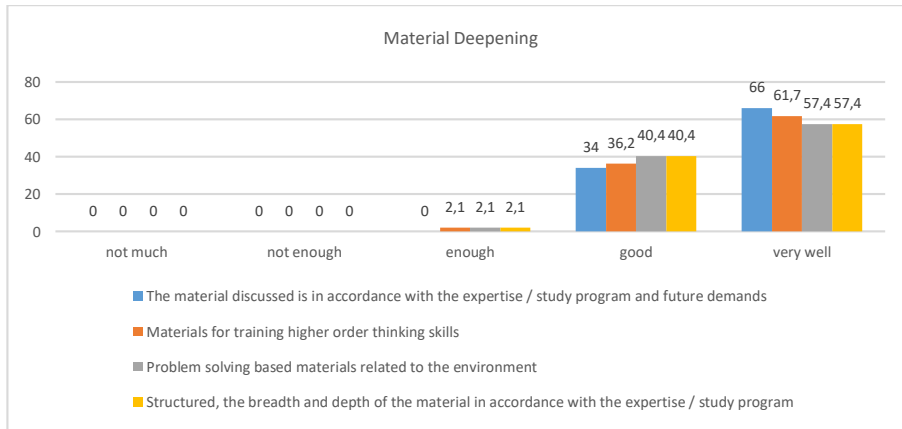


Diagram 1. Material deepening

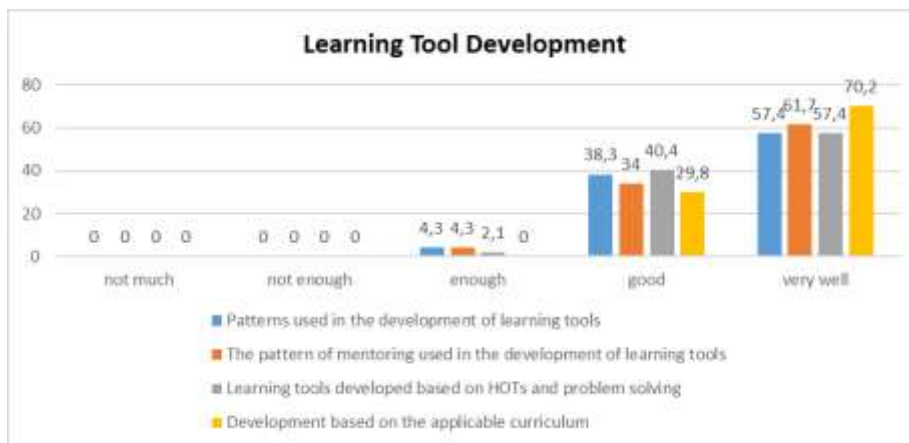


Diagram 2. Device Development

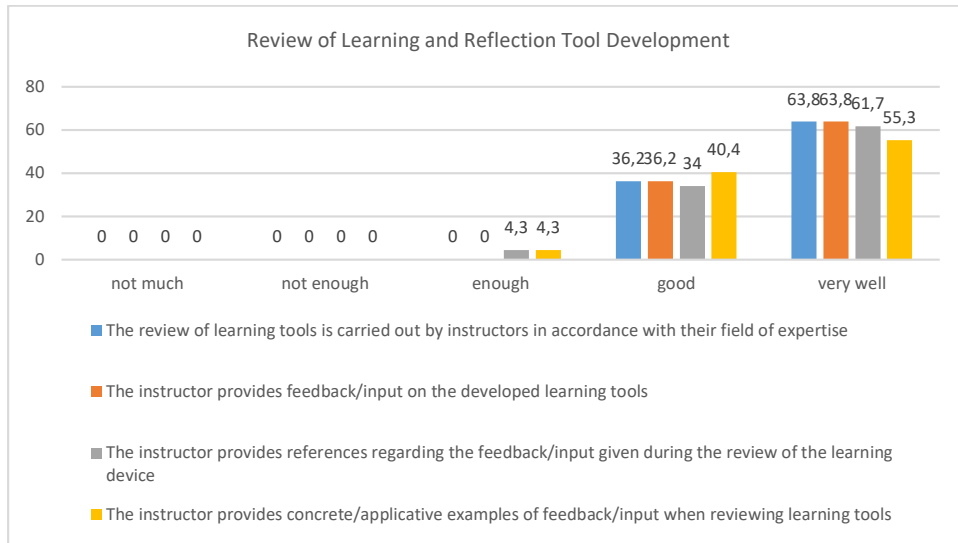


Diagram 3. Learning and Reflection Tool Development Review

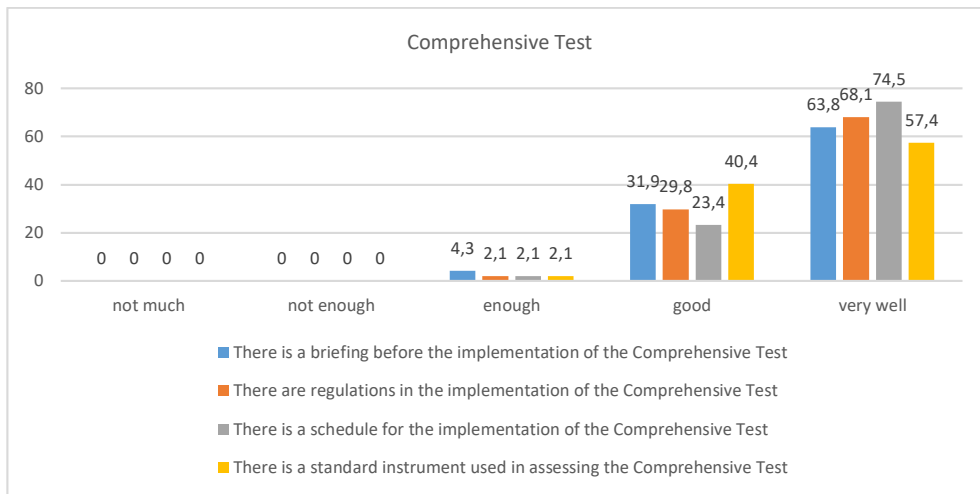


Diagram 4. Comprehensive Test

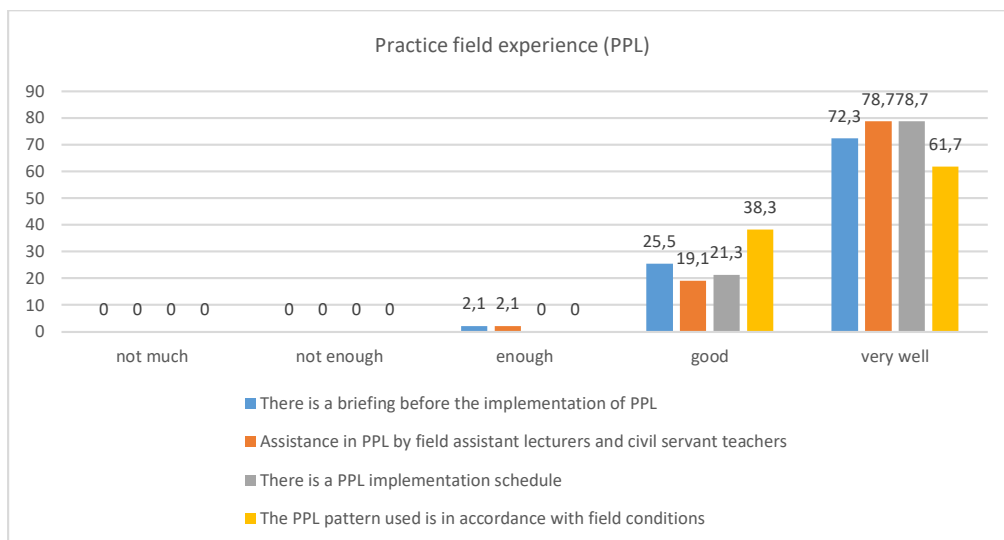


Diagram 5. Practice Field Experience

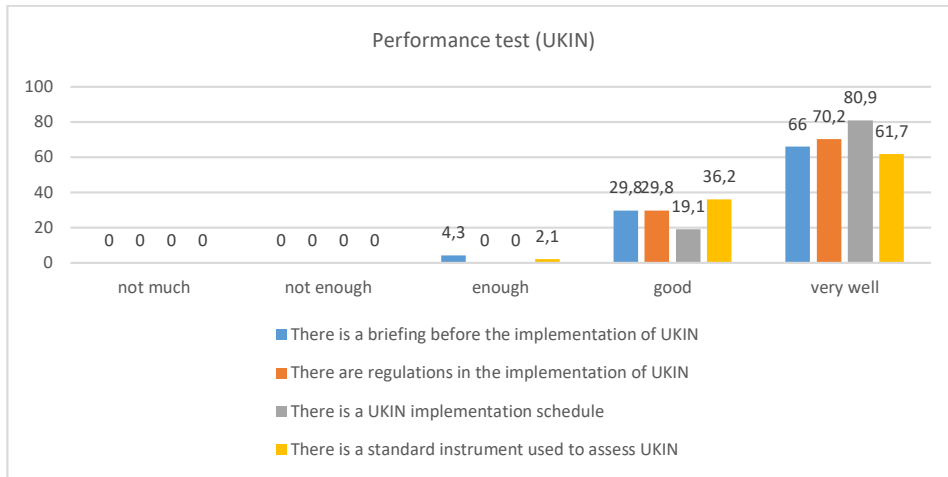


Diagram 6. Performance Test

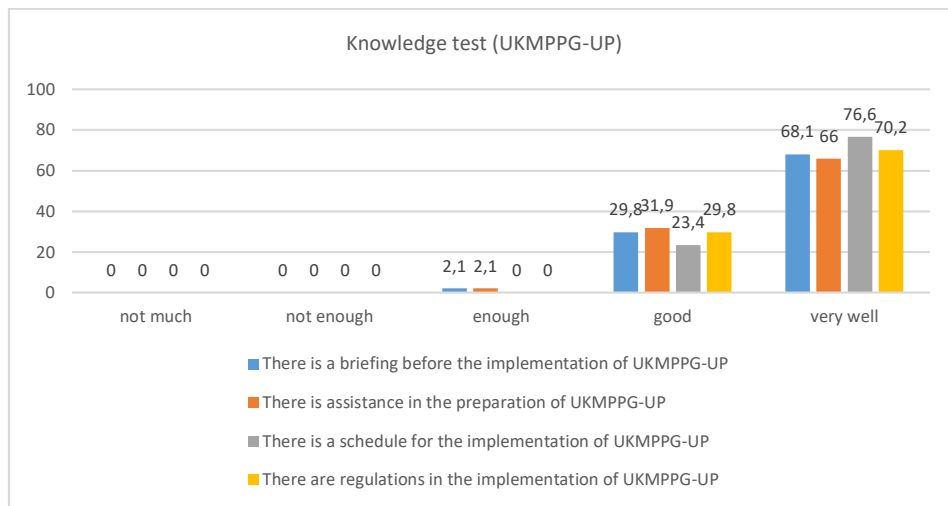


Diagram 7. UKMPPG-UP

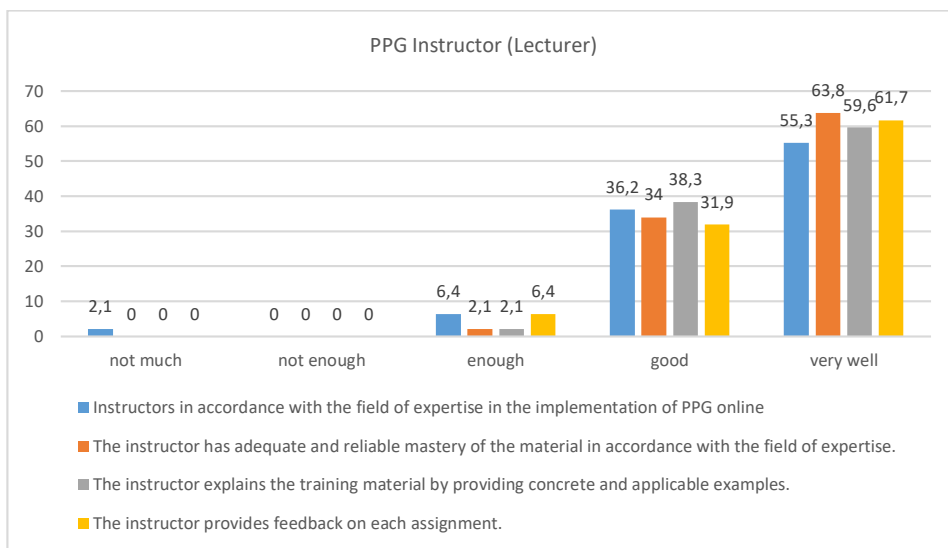


Diagram 8. PPG Instructors (Lecturers)

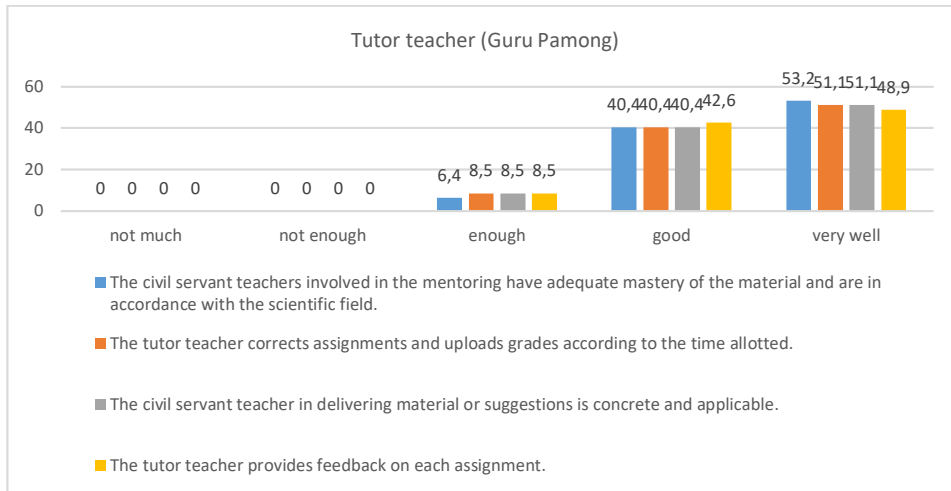


Diagram 9. Civil Service Teacher

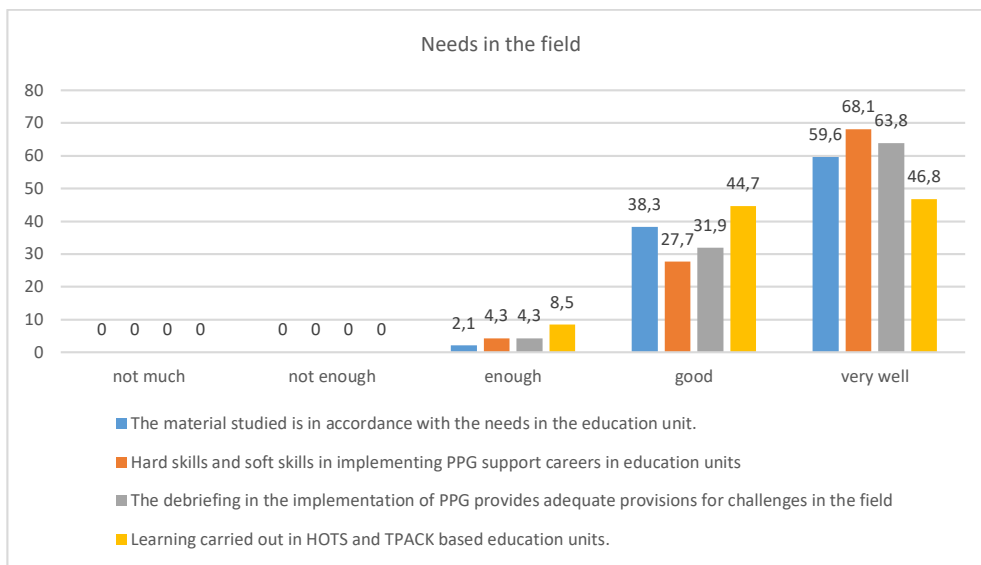


Diagram 10. Needs in the field

Based on the research data obtained by the researcher, it shows that the management in the implementation of PPG Unesa gets the criteria in general to get a very good response. This is indicated by the results of the response recap of each aspect of the indicators used in the development of the PPG Unesa management questionnaire by PPG Unesa student alumni. The questionnaire developed has 10 indicator aspects and each indicator aspect is broken down into 4 sub-indicators to make it easier to capture alumni responses. The questionnaire was digitized in the form of a *google form* with the address at <https://forms.gle/Yn47dW51WxKgSbEH7>. In more detail, each indicator used in capturing responses related to the level of management in the implementation of PPG Unesa will be discussed.

**Indicator I Material Deepening**, the first indicator has 4 sub-indicators, namely; (1) The material discussed is in accordance with the expertise / study program and future demands , (2) The material is to train higher-order thinking skills , (3) Problem solving-based material related to the environment, and (4) Structured, the breadth and depth of the material is appropriate with expertise / study program. The results of the four sub-indicators for the first indicator received responses from PPG Unesa student alumni with good - very good

criteria. The highest response was given by student alumni in the second sub-indicator that the material provided trains higher thinking skills and followed by the third sub-indicator which states that problem solving-based material is associated with the environment so that the learning carried out becomes meaningful. In addition, the material presented by the instructors, both lecturers and civil servants, is coherent, the depth and breadth of the material is developed in accordance with the field of expertise in the student's field of study.

**Indicator 2 Development of Devices**, the second indicator has 4 sub-indicators namely; (1) The pattern used in the development of learning tools, (2) The pattern of assistance used in the development of learning tools, (3) The learning tools developed are based on HOTS and problem solving and (4) Development is based on the applicable curriculum. The four sub-indicators used in this second indicator also received an extraordinary response from PPG Unesa student alumni, especially related to the fourth and third sub-indicators. This means the development of learning tools developed by PPG Unesa students in accordance with the applicable curriculum and based on HOTS and problem solving. In line with the need for 21st century skills which refers to 4 skills, namely communication skills, collaboration skills, critical thinking skills and creativity skills, so that PPG Unesa student alumni get provisions that are in accordance with the skills needs of a future teacher.

**Indicator 3 Review of Learning and Reflection Tool Development**, for this third indicator has 4 sub indicators including; (1) The review of learning tools is carried out by the instructor in accordance with the field of expertise, (2) the instructor provides feedback/input on the developed learning tools, (3) the instructor provides references related to the feedback/input given during the review of learning tools and (4) The instructor provides concrete/applicative examples of feedback/input when reviewing learning tools. In general, the six sub-indicators received a very good response from PPG student alumni, especially on indicators 1, 2, and 3. This was because the instructors involved were in accordance with the areas of expertise that the students participated in the PPG program and the instructors also received equalization. the perception of the study program on the need for the development of learning tools. For future implementation, there will be more monitoring of each training item in the LMS.

**Indicator 4 Comprehensive Test**, for this indicator has 4 sub indicators including; (1) There are directions before the implementation of the Comprehensive Test, (2) There are regulations in the implementation of the Comprehensive Test, (3) There is a schedule for the implementation of the Comprehensive Test and (4) There are standard instruments used in assessing the Comprehensive Test. For all the sub-indicators in indicator 4, the PPG student alumni responded with good – very good criteria. This is because in the implementation of the comprehensive test by the manager, a comprehensive test preparation direction is carried out. In the briefing, the regulations and schedule for the implementation of the comprehensive test were conveyed so that students could prepare themselves more thoroughly both the learning tools that would be displayed in the implementation of the comprehensive test. All of these efforts are to provide services to students so that students can graduate with satisfactory scores in taking a comprehensive test according to the scientific field towards professional teachers.

**Indicator 5 Field Experience Practice (PPL)**, for the fifth indicator in the developed questionnaire has 4 sub indicators. The sub-indicators for this fifth aspect include; (1) There is guidance before the implementation of PPL, (2) Assistance in PPL by field assistant lecturers



and tutor teachers, (3) There is a schedule for PPL implementation and (4) The PPL pattern used is in accordance with field conditions. For this fifth aspect, the PPG UNESA alumni received an extraordinary response. This is indicated by the response given to all sub-indicators in this aspect, getting a percentage range of 61.7% - 78.7% in the very good category. In addition, the fifth indicator that received a high response was related to the mentoring pattern and schedule for PPL implementation. This shows that the preparation for the implementation of PPL PPG is in accordance with the needs in the field and the implementation is running smoothly without any obstacles.

**Indicator 6 Performance Test (UKIN)**, this indicator has 4 sub indicators, including; (1) There are directions before the implementation of UKIN, (2) There are regulations in the implementation of UKIN, (3) There is a schedule for the implementation of UKIN and (4) There are standard instruments used in assessing UKIN. For this sixth indicator, all sub-indicators received responses from PPG Unesa student alumni with good - very good criteria. This is because in the sixth indicator aspect, the management carries out activities that provide information and direct practice on UKIN preparation for students. The activities carried out began to provide direction, implementation schedule, regulations and instruments to be used in the implementation of UKIN, so that students were better prepared both in terms of the UKIN portfolio, learning implementation plans and learning videos that were in accordance with the learning implementation plans that had been developed. Through these activities, the manager hopes that the passing rate of performance exams will increase.

**Indicator 7 Knowledge Test (UKMPPG-UP)**, for this seventh indicator has 4 sub indicators, including; (1) There is guidance prior to the implementation of UKMPPG-UP, (2) There is assistance in the preparation of UKMPPG-UP, (3) There is a schedule for the implementation of UKMPPG-UP and (4) There are regulations in the implementation of UKMPPG-UP. For this sixth indicator, all sub-indicators received responses from PPG Unesa student alumni with good - very good criteria. For last year's PPG implementation, it was still carried out fully offline so that managers could provide brief direction, assistance, schedules and regulations and were oriented towards the graduation rate target. For assistance carried out by the manager in preparing PPG students by providing lattice surgery assistance and exercises that refer to the UP grid on the GTK web. Mentoring is carried out by involving lecturers of study programs which are in accordance with the scientific field so as to facilitate student understanding in learning. The pattern used in mentoring uses peer tutors where students discuss with each other about the practice questions given by the lecturer and at the end of the activity the lecturer provides follow-up related to the question.

**Indicator 8 PPG Instructors (Lecturers)**, for this eighth indicator it has 4 sub indicators, including; (1) Instructors in accordance with the field of expertise in conducting PPG online, (2) Instructors have adequate and reliable mastery of material according to their fields of expertise, (3) Instructors in explaining training materials by providing concrete and applicable examples, and (4) Instructors provide feedback on each task. For this eighth indicator, all sub-indicators received responses from PPG Unesa student alumni with good - very good criteria. Although all sub-indicators got good - very good, there were some who responded that PPG instructors (lecturers) were very less in using IT because of online implementation (2.1%). Therefore, the manager made a breakthrough in overcoming these problems, namely in the recruitment of PPG instructors in addition to the academic field, preferably proficient in IT, especially using LMS in PPG learning in accordance with the scientific field or study program. In addition, the manager carries out a refresher for all

instructors, both lecturers and tutors regarding the implementation of online-based PPG using the LMS platform so that the implementation runs smoothly and well according to the goals expected by PPG managers.

**Indicator 9 Guru Pamong**, for this ninth indicator has 4 sub-indicators, among others; (1) The civil servant teachers involved in the mentoring have adequate mastery of the material and are in accordance with the scientific field, (2) the civil servant teachers make corrections to assignments and upload grades according to the time allotted, (3) the civil servant teachers in delivering material or suggestions are concrete and applicable, and (4) The tutor teacher provides feedback on each assignment. For this ninth indicator, all of the sub-indicators received responses from PPG Unesa student alumni with quite – very good criteria. For civil servant teachers who are involved in the implementation of PPG either in office or pre-service, academic and non-academic are preferred. The ability of civil servant teachers related to non-academics, for example the ability to use LMS in the implementation of PPG, provide corrections related to assignments or others through LMS, delivery of material or suggestions that are concrete and applicable in accordance with the scientific field. To achieve this, the manager carried out a refresher for civil servant teachers organized by the central PPG committee. The civil servant teacher who is declared to have passed will receive a certificate and have the right to become a civil servant teacher in the implementation of PPG.

**Indicator 10 Needs in the field**, for this tenth indicator has 4 sub-indicators, namely; (1) The material learned is in accordance with the needs in the education unit, (2) *Hard skills* and *soft skills* in the implementation of PPG support careers in the education unit, (3) Debriefing in the implementation of PPG provides adequate provisions for challenges in the field, and (4) Learning carried out in HOTS and TPACK based education units. For all sub-indicators, the tenth indicator received a response from PPG Unesa student alumni with good - very good criteria. This is because the implementation of PPG Unesa provides students with provisions related to the needs of *hard skills* and *soft skills* needed by educational units, HOTS and TPACK-based learning, and 21st century skills needed by a professional teacher.

Based on the analysis and discussion carried out by researchers according to the data obtained which refers to the 10 indicators used in the questionnaire related to management in the implementation of PPG Unesa, it can be said that the level of management and service in implementing PPG Unesa is very good. This is reinforced by the results of the questionnaire responses for each aspect of the indicator by PPG Unesa student alumni. In implementing PPG Unesa continues to innovate in providing PPG implementation services in accordance with the challenges of future teachers. The innovations that have been carried out by PPG Unesa include: (1) development of a supplementary material deepening module based on study programs and science so as to make it easier for students to understand the material in the subject of material deepening training correctly without misconceptions, (2) development of classroom action research based on continue improvement instruction quality (CI IQ) which aims to carry out continuous reflection in the learning that has been carried out, and (3) to assist the implementation of UP online starting in 2021 the manager has developed CBT-based practice questions which aim to equip students with mastery of content or material according to the field of science or student study program.

In the future, it needs to be improved to be better in the management and implementation of PPG Unesa. This is aimed at realizing excellent management and service in the implementation of PPG both in office and pre-service, as well as being a role model for implementing PPG nationally.

## Conclusions and suggestions

Based on the results and discussion, it can be concluded that the level of management in the implementation of PPG Unesa received a response in the good - very good category. This is indicated by the results of the response recap given by PPG Unesa student alumni through a questionnaire developed by researchers and distributed using the *google form*. In addition, the results of the 10 indicators used in the questionnaire were also supported to capture the responses of PPG student alumni regarding management in the implementation of PPG Unesa. Although in general the responses given by PPG student alumni were good – very good, but there were those who received very poor responses on the indicator aspects of PPG instructors (lecturers). The steps taken by doing a refresher at the beginning of the implementation of PPG Unesa activities so that the instructors, both lecturers and civil servants, have the same perception in the implementation of PPG based on the learning management system (LMS). According to the results and discussion in this study, the following suggestions can be put forward: 1) It is necessary to develop video tutorials related to the use of LMS, especially the preparation, briefing, implementation, and reporting of PPG activities for both PPG instructors and students. 2) There needs to be a refresher for both lecturer instructors and civil servant teachers involved in the implementation of PPG before the implementation of PPG begins. 3) It is necessary to develop a pocket book related to LMS as a guide for lecturers and tutors who are involved in the implementation of PPG.

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