

Employability Tracer Study of Cosmetology Education Graduates at the Universitas Negeri Surabaya

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ABSTRACT

This research aims to define the employability of cosmetology education graduates at the Universitas Negeri Surabaya. The researchers used the survey method. A total of 87.37% or 173 of the 198 graduates in the cosmetology education study program from 2018-2020 participated in this research. The instrument used by the researcher for data collection is the tracer instrument for the study of faculties and study programs. The findings reveal that 139 out of 173 or 80.34% of the respondents are already working. In addition, 121 out of 139 or 80.67% felt that the first job was related and in line, with the program, the respondent took on campus. It needed one year to less than 2 years for 20.12% of respondents to get their first job. It needs one to six months for 26.62% of alumni to find their first career. Respondents stated that the relevance of the curriculum to their field of work is still quite high, almost 80%. We highly recommend developing the curriculum on an ongoing basis according to work needs. So that alumni get certainty that the knowledge they learn will be useful when they get a job. In addition, there is a need for synergy and communication between stakeholders and lecturers on campus.

Keywords: *Cosmetology education, Employability tracer study, Graduates, Universitas Negeri Surabaya.*

1. INTRODUCTION

Indonesia is a developing country and one of the problems faced is unemployment. Unemployment occurs due to rapid population growth that is not proportional to the number of jobs available and able to absorb them. Unemployment is a condition of a person who is included in the workforce who wants to get a job but has not obtained it. Meanwhile, the unemployment rate in Indonesia in 2021 is estimated at 26.26%. The number of unemployed, aged 16-23 is 44.7%, meanwhile, the age group is 25-34 years is 26.3%, based on the education level of college, high school, and junior high school graduates. (BPS May 20, 2021). Indonesia's and other countries' labor markets have grown highly tough. Whenever parents have a choice of several schools and institutions where their children might attend school and get degrees, future job prospects become more difficult to predict [1]. As a result, when schools decide on their curriculum and regulations for recruitment, admission, and retention, employability becomes a key consideration.

In addition, it can be said that someone who has competence is possible to get a job [2]. This requires an educational process for the level of knowledge and skill

development. All must be improved to ensure and produce graduates who can be accepted by the real world of work and industry. As a result, schools must examine their programs regularly, upgrading and offering new educational and learning approaches to ensure that their graduates are employable. Reorganizing resources is a goal that must be prioritized.

Through continual examination and scholarly evaluation of educational curricula, university education must recognize and give heed to cultural changes, particularly the requirements of potential and real jobs [3]. Workplace learning has become a concern and a worldwide issue that is difficult to overcome inside the globalized trade. [4]. This becomes the main instrument to determine the areas of strengths and weaknesses of graduates in an agency. Given the strengths and weaknesses above, it is necessary to trace alumni or what we often call tracer studies, a form of survey to alumni who have strategic value to develop higher education.

In this study, researchers conducted a study on the employability of graduates from the cosmetology education undergraduate study program passed 2018, 2019, and 2020. Graduates' employability in terms of employment, present job, reasons to remain working,

reasons to accept work, the time it takes graduates to get their first job, and reasons for not having a job were all determined. Additional variables of this research include whether or not the university-owned curriculum is appropriate through their first employment but not if the capabilities learned in college are deemed to be beneficial by alumni during their first career. The lack of public employability tracking studies is another need that academics address.

The cosmetology education degree has been in existence since 2006, under the auspices of the Department of Family Welfare Education (PKK) at the Unesa Engineering Faculty, where the first number of students was 20 students. And until now this study program has graduated more than two hundred people who are divided into several batches of students.

Much of the learning in the cosmetology education study program leads to practice, and with this practice, students are required to be skilled. Skills will be honed if we practice often. However, there is a pandemic like this that can reduce the movement of students to practice. The practice is only done at home, which is following the government's recommendation to implement a major social restriction policy.

The existence of this PSBB is because the COVID-19 pandemic has not subsided. This policy change of course also creates other obstacles in the implementation of the learning curriculum where not all course activities can be done online. Seeing these things, it is very necessary to conduct a study tracer to find out the waiting period for graduates to work, user satisfaction with the performance of our graduates, and alumni satisfaction with the educational services provided by the study program while they are students.

From the explanation above, it can be concluded that universities are expected to produce qualified and competitive graduates for the job market [4] and nation-building. They are responsible for producing a quality workforce for the social, economic, and cultural development of the State of Indonesia.

2. METHODS

The method utilized in this study was a trans retrospectively questionnaire. This study was performed at the Faculty of Engineering, State University of Surabaya, in the undergraduate program of cosmetologist education with a focus on social welfare education. From 2018 to 2020, 198 students received their diplomas. They were all chosen to receive survey questionnaires. The survey had a response rate of 87.37 percent or 173 of the 198 people who were asked to participate. The data was collected between February and June of 2021. MS Excel was used to process, assemble, and analyze the data. In frequency and percent distribution tables, descriptive statistics are used to summarize and organize data.

The preceding are some of the academic research problems that the researchers address. The results of this investigation showed that participants read consent forms, ensuring that their involvement was completely voluntary. The researchers ensured that no one or organization was harmed throughout the research. Furthermore, their researchers safeguarded respondents' identities by comparing the findings in a generalized manner and excluding specific results that might lead to personal recognition. Lastly, the authors respected the participant's judgments throughout the study, particularly during data collecting.

3. RESULT AND DISCUSSION

The participants' traits, whether they are engaged or otherwise, whether their first job is related to their university program. This study looks into the reasons why some respondents haven't worked, the respondent's employability, the amount of time they've been looking for their first job, whether the university curriculum is useful, and whether competitors learn from their failures.

Table 1 below shows the distribution of graduates who have worked or not and the relationship between the respondent. it's the first job and the program they took in college

Table 1 The level of suitability of the respondent with the first job

Program	Batch	Not whether grads are employed directly, and that may or may not they are currently working. Their first employment is program-related, they began throughout their collegiate years															
		Whether or not graduates are presently employed (N=173)				Whether or not the first job is related to the program they took up in college (N=139)											
		Employed		Not employed		Related		Not Related									
		F	%	f	%	F	%	f	%								
S1 tata Rias																	
	2018	43	30.94	5	14.71	21	28.01	25	39.06								
	2019	54	38.85	3	8.82	35	46.67	15	23.44								
	2020	42	30.22	26	76.47	19	25.33	24	37.50								
		139	80.34	34	19.66	75	53.96	64	46.04								

Table 1 shows that 80.34 percent (or 1.39 of 173) of the respondents are already employed. With a graduation rate of 30.94 percent in 2018, 38.85 percent in 2019, and 30.22 percent in 2020, there will be a total of 30.94 percent graduates. In comparison to 2018 and 2020, the percentage of graduates working in 2019 is much higher. Many grads are already working, according to 53.96 percent of graduates who related to the employment or program, they took in college. Only 75 of the 173 respondents said they didn't work based on what they learned in college. This study's outcomes in terms of the percentage of employability are reasonable and contribute to national growth.

On the other side, 46.04 percent (or 64 of 173) of the respondents had not worked at the time of the survey. Due to the enormous growth in enrolment at higher education levels, diplomas are no longer a

guarantee of employment, and higher education institutions are obliged to equip their students with job skills and traits [5].

Table 2 the explanation for some participants' inability to work Reasons for Some Participants' Unemployment

Program Batch	Reasons why some graduates are not yet employed (N ¼ 38)												
	Further studies		Family concern		Beauty-related reason/s		No job opportunity		Did not look for a job yet		Qualifications did not fit the job		
	f	%	f	%	f	%	f	%	f	%	f	%	
S1 Tata Rias	2018	1	2.94	3	8.82	3	8.82	5	14.71	-	-	-	-
	2019	2	5.88	1	2.94	3	8.82	1	2.94	1	2.94	1	2.94
	2020	-	-	7	20.59	4	11.76	2	5.88	-	-	-	-
		3	8.82	11	32.36	10	29.41	8	23.53	1	2.94	1	2.94

In the percentage above, graduates who have the highest number of qualifications for beauty-related reasons are 29.41%. From the explanation above, it can be concluded that graduates who want or are currently studying further reach 8.82%, those with families 32.36%, those with no jobs 23.53%. This data implies that those who have not worked at the time this research was conducted do not see their qualifications, desire for further studies, interest in finding work as important problems to become unemployed.

In terms of the length of time, it took respondents to get their first job, it took one year less than two years for 14.39% or 20 of 139 respondents to get their first job. It should also be noted that it took 1-6 months for 26.62% or 37 of the 139 respondents to get their first job. This is something that future studies could consider including otherwise [5] finding that within six months

after they graduate, the number of graduates employed is 56%. In the graduate data in 2019, 58.33% stated that graduates in the cosmetology study program have not worked in their field for 1 month.

When asked whether the curriculum they had in college was relevant or not at the start of their work, the majority of respondents (79.14 percent or 110 out of 139) said that the curriculum of the program they had in college was indeed relevant. The findings of this study back with the notion that "market-competitive graduates generally rely on a good program curriculum" [5]. More importantly, because universities are not practical, the curriculum must be relevant to the industry. The curriculum is one of the factors that cause graduate skills, along with factors such as constant changes in the labor market and graduates' passivity in planning and developing their careers [6].

Table 3 reveals that in terms of the length of time it took respondents to get their first job.

Program Batch	Length of Time it Took the Respondents to Land in their First Job (N=139)										
	Less than 1 month		1-6 months		7-11 months		1 yr less than 2 years		2 yr less than 3 years		
	f	%	f	%	f	%	f	%	f	%	
S1 Tata Rias	2018	1	4.17	12	32.43	10	35.71	10	50.01	4	6.67
	2019	28	58.33								
	2020			15	40.54	10	35.71	8	40.01	2	3.33
		18	37.50	10	27.03	8	28.57	2	10.88	-	-

	48	34.53				
			37	26.62	28	20.14
					20	14.39
						14.39

Table 4 Whether or not the Curriculum is Relevant in the Respondents First Job

Program	Batch	Whether or not the Curriculum is Relevant in the Respondents' First Job i(N=139)			
		Yes, the curriculum is relevant		No, the curriculum is not relevant	
		f	%	f	%
S1 Tata Rias	2018	21	19.09	10	34.48
	2019	37	33.64	10	34.48
	2020	52	47.27	9	31.03
		110	79.14	29	20.86

4. CONCLUSION

Depending on the findings of the research and discussion, the following conclusion can be drawn:

First, the findings of this study are critical in identifying and addressing concerns connected to curriculum, notification grounds, employment status, and work duration. According to the majority of respondents, entrepreneurship abilities and problem-solving skills are the two competencies that require the most curricular focus.

Good employability and they fulfill a curriculum relevant to their job. This latest research can be used to improve academic and career guidance programs as well as student services, in particular, to improve student ability programs in terms of job entry skills by holding seminars. The researchers concluded that 173 graduates of Cosmetology Education.

Findings of this investigation, the following recommendations are given. Periodic assessment of the curriculum by academics, alumni, and industry leaders is vital to guarantee that graduates have the knowledge and skills needed to make positions in the business.

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