



The Relevance of the PJKR Study Program Curriculum with Graduate Competencies: An Alumni Perspective

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Abstract. This study aims to examine the relevance of the PJKR Study Program curriculum to the competence of graduates based on an alumni perspective. This research is a description study using survey methods. The subjects of this study were alumni of PJKR study program students who graduated in the range of 2013–2018. The instruments used for this study were: through questionnaires. Questionnaires are submitted to the research sample online, online questionnaires are seen as having advantages, including saving more costs (no need to print and send by mail), not requiring a lot of staff in the distribution (data is entered by respondents themselves into the system), faster output results (data collected in the system so that processing is carried out faster), and the magnitude of the number of respondents who are netted will be more. The data analysis used in this study uses description analysis techniques that can describe how long alumni have obtained a job, the relevance of the study program to the field of work. Based on the results of the research and discussion that has been presented, it can be concluded that several things are related to this research, namely; alumni of the PJKR study program have been identified from 2013–2018 with a total of 222 alumni. In addition, it can also be concluded that there is relevance between the curriculum in the PJKR study program and alumni competencies which include components of knowledge, attitudes and skills.

Keywords: Relevance · PJKR Study Program Curriculum · Alumni Perspective

1 Introduction

Assessment of a good education system is one of them using indicators measuring the quality of graduates from education itself. The measurements taken can determine the quality of alumni which includes achievements, competencies, the distribution of problems faced, user responses, career acceleration, and other things that include both suitability and discrepancies between the quality of alumni and the quality expected by universities [1]. A good education system requires that the responsibility of universities to students does not end at graduation but is also related to the sustainability of the careers of their alumni so that they are better prepared to work in the community [2].

Alumni may only be one of the many important factors that play a role in improving the quality and performance of an educational institution. However, seeing the strategic and extraordinary potential that can be explored from the existence of alumni, it is time for the University to start re-embracing its alumni preparing students with careful preparation to be able to become alumni who have dedication and high enthusiasm to raise their alma mater. Harmonious cooperation and synergy between alumni and universities, students, and parents of students will have a great impact on the continuous development of the College in the future [3].

Providing *feedback* to alumni can be useful in helping universities to improve the system and management of education. *Tracer study* is one of the methods that can be used to help universities in improving the system and managing education [4]. Through *the Tracer Study*, it is hoped that it can provide useful information for the interests of assessment and evaluation of universities and can then be used for the improvement and quality assurance of higher education institutions in addition to being useful in providing important information about the relevance between universities and the professional world of work, information for stakeholders (*stakeholders*), and the need for higher education accreditation [5].

Tracer Studies should be carried out institutionally, structured and with appropriate method and analysis to obtain measurable, accurate and accountable results. Often *Tracer Studies* are carried out by universities only because of the need for accreditation, so their implementation is not carried out regularly or continuously and is not institutionalized. In addition, the resources for implementing *the Tracer Study* are generally still inadequate and this is accompanied by difficulties in applying the most appropriate method to the college in its implementation. *Tracer Studies* are carried out by universities only because of the need for accreditation, so that their implementation is not carried out regularly or continuously and is not institutionalized. In addition, the resources for implementing *Tracer studies* are generally still inadequate and this is accompanied by difficulties in applying the most appropriate method to the college in its implementation [6].

The existence of PJKR Study Program graduates until now has not been monitored, both regarding the waiting period for graduates to get a job, jobs obtained by alumni and alumni satisfaction with the educational services provided by the study program during their education. Therefore, against the background of the foregoing, researchers want to conduct a study with the title “Survey *Tracer Study* program study Physical Education Health and Recreation in 2020”.

2 Research Method

This type of research is quantitative descriptive research. Where it is not intended to test a particular hypothesis, but simply describes “as it is” about something variable, symptom or state. The method used in this research is a survey method with techniques through an online questionnaire. Population is a generalization area consisting of: objects/subjects that have certain characteristics that the researcher sets to study and then draw conclusions. The population in this study was all alumni of the PJKR FIK UNY study program in 2013–2018. Related to research data collection techniques, researchers use several data collection techniques, namely: 1. Questionnaires and Documentation. This study

uses the main instruments of online questionnaires and documentation Researchers function as planners, implementers, data collectors, data interpreters, and whistleblowers of research results. Data analysis is a method used to solve problems from research results. The data analysis used in this study used quantitative description analysis techniques that showed data based on categories of numbers and percentages.

3 Result and Discussion

3.1 The Relevance of the Curriculum of the PJKR FIK UNY Study Program to the Needs of the Job Market

In the final part of the analysis component in this instrument, it is a comparison between the average competency mastery score obtained by students and the contribution of UNY/Study Program to support graduate competencies. In this indicator there are 29 questions. These items include items related to the cognitive, affective and psychomotor components/skills of the student. The distribution of data from the 29 items of analysis items will be presented in Table 1.

Based on Table 1, it can be seen the distribution of the average score from two columns, the left column shows the competence of students/alumni based on the data mentioned above, it is known that the lowest score is 3.5 on the analysis item “English/other foreign languages”. Meanwhile, in the rightmost column, it is the contribution of UNY/Study Program in providing/adding alumni competencies, as for the data obtained, it is also identical to student competence, which considers the contribution of study programs in increasing student/alumni competence in the ability to speak foreign languages (English or others) showing another low number of 3.6. When viewed from the analysis items that get a fairly high score, it is known that affective components such as responsibility, tolerance, cooperation have a score comparison that is not too far/almost similar to the score range of 4.3–4.4 and is the highest among all components of the analysis.

3.2 Discussion

The relevance of the study program curriculum to today’s employment is very necessary, especially in the world of work, it really needs job-ready graduates. Although the principle is that education is not aimed at producing mechanized workers. Improving the quality of human resources from an economic point of view does focus on aspects of human productivity in the world of work in this case industry, so it is not wrong if the current sustainability of education is often directed at certain types of work. This is certainly contrary to the concept of human resource development in a complete human context, where development is not only directed at work productivity, but rather at increasing creativity which leads to creation, taste and taste.

The alumni’s assessment of the different types of skills provided by the study program shows that technical skills, confidence and theoretical knowledge are very beneficial to their work. Meanwhile, what is not felt to be useful is recognition or prestige, this is due to the large number of people who do not know about what PJKR is. Similarly, the

Table 1. Relevance of Curriculum to Graduate Competencies

Mastery of Competence	Analysis Items	Contribution of UNY/Study Program
4,3	Knowledge in the field or discipline	4,2
4,0	Knowledge outside the field or discipline	4,0
4,0	General knowledge	4,0
3,5	English/Other Foreign Languages	3,6
4,2	Internet skills	4,0
4,1	Computer skills	4,0
4,1	Critical thinking	4,1
3,7	Research skills	3,9
4,2	Learning ability	4,2
4,3	Communication skills	4,2
4,0	Work under pressure	4,0
4,2	Time management	4,1
4,3	Work independently	4,2
4,4	Work in a team/work with others	4,2
4,2	Problem-solving skills	4,2
4,1	Negotiations	4,0
4,1	Analytical skills	4,0
4,4	Tolerance	4,3
4,4	Adaptability	4,2
4,3	Loyalty	4,2
4,3	Integrity	4,3
4,3	Work with people of different cultures	4,2
4,2	Leadership	4,2
4,3	Ability to hold responsibility	4,3
4,2	Initiative	4,2
4,0	Project/programme management	4,1
4,1	Ability to present ideas/products/reports	4,1
4,1	Ability to write reports, memos, letters and documents	4,1
4,3	Ability to continue learning throughout life	4,3

effect of a bachelor's degree in out-of-school education on the income earned, where alumni now view the income earned from their work as not very large. The PJKR Study Program is seen as a study program with an orientation to the social sciences and social education, where currently the study program that is able to provide prestige and large income comes from superior study programs with nuances of management and business.

So it is quite reasonable if alumni argue that study programs are not useful in increasing prestige and income after work.

Facing the above conditions, the study program needs to increase insight into changing the mindset of students when studying in lectures related to the unfavorable view of PJKR. In fact, when viewed in everyday life, many professional PJKR fields have very good prospects, are profitable and have *prestige* in the eyes of the public. Some PJKR programs that have quite good prospects and have the potential to provide a lot of income include: tutoring, human resource development consultants and other similar programs. The study program needs to increase attention to the PJKR program above, so that since attending lectures, students are not trapped in the PJKR program paradigm that is not financially profitable.

In this indicator, there are 29 items/points of analysis to explore the relevance between the competencies provided by the Study Program and the competencies possessed by students/alumni. Based on the data that has been presented above, it can be seen that the mastery/ability component of English or other foreign language skills received a relatively smaller assessment compared to other analysis items, which ranged from the numbers 3.5 and 3.6 out of a maximum of 5. In addition, it is relevant to the previous discussion that skills/competencies for conducting research are items that must get attention because the scores obtained are also relatively not too high, namely 3.7 on student competencies and 3.9 on contributions made by the Study Program.

One thing that is quite interesting about this component discussion is the tendency to score high on the affective component or the attitudes and characters possessed by alumni or students and the contribution of the study program to the formation of this character. The indication is a high score on the components of responsibility, cooperation and tolerance. This is in line with UNY's aspiration to become a campus that excels in Character Education, so that it is also relevant to the characteristics of educational institutions where graduates in most study programs are expected to become professional educators.

In addition, the cultivation of student soft skills also needs to be considered since they entered the campus world, the effectiveness of the implementation of soft skills coaching has been felt to have increased by actively involving students in the forums created, as well as more and more lecturers and educational staff who are involved and responsible for the success of the program. Coupled with the participation of lecturers while supporting courses received by students diving studies and various student activities, it is hoped that it can improve student competence after they complete their studies in the PJKR Study Program.

4 Conclusion

Based on the results of the research and discussion that has been presented in the previous subject matter, it can be concluded that several things related to this research are; tracers have been identified for PJKR study program alumni from 2013–2018 with a total of 222 alumni. In addition, it can also be concluded that there is relevance between the curriculum in the PJKR study program and alumni competencies which include components of knowledge, attitudes and skills.

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