Tracer Study Analysis in Cosmetology Study Program Depending on Graduate Users' Demands

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Abstract. The objectives of the study were to determine: (1) cosmetology alumni readiness; (2) Receiving Graduates of Cosmetology; (3) the relevance of the study program to the needs of the job market and the responses of alumni users. This research is descriptive qualitative using a survey method. The analysis is carried out with percentages and uses 3 stages: data reduction, data presentation and conclusion drawing. The results of the study, namely tracing through the tracer study instrument, provide an overview of the average GPA of graduates of 78% or between 2.75-3.50, and there are 22% cum laude or 3.50-4.00. The study period for the alumni of the cosmetology study program is reasonably fast. With a study period of 3.5 years, 13% and 68% of alumni complete their studies in a timely manner, which is 4 years. Similarly, the waiting period to get the first job is very fast, at most 5 months with a percentage of 78,36%. The most occupations occupied by alumni teachers with 67% data. A user suggests that alumni's competence in foreign languages, especially English, be increased, skills or self-development skills, and mastery of technology need to be further developed.

Keywords: Tracer study, Cosmetology, Alumni, Users' Demands

1 Introduction

Tracing graduates is an essential part of the activities of an educational institution[1]. Through the search for graduates, various important information will be obtained that are very useful for the educational institution concerned, graduates, and other institutions related to the implementation of education [2]. The term alumni tracking is often identified with tracer study, which means graduate tracing research, which can be broadly defined as research to track the whereabouts of graduates or alumni and measure the institution's success in producing graduates who can meet the demands of high-service quality [3].

Tracer study, often known as the tracking system for students who have passed or the "follow-up" survey system, is an activity organized by universities. This activity is helpful for higher education institutions to evaluate the results of higher education quality which is then used to improve the institution's quality [4]. This tracer study helps determine the readiness of

graduates, the absorption of graduates, the suitability of the curriculum with work needs, assessing the relevance of higher education, and completeness for higher education accreditation. Implementation of tracer studies in universities to determine the improvement of education systems and management. The beginning of the academic year of higher education has provided policy input regarding the motivation, conditions and experiences of new university students. With this input, the university will determine the mind mapping of the institution's management, including the learning process, practicum, and research [5].

Tracer studies are ideally carried out on college alumni by involving each study program 1-3 years after graduation. Graduate competence, work experience, and knowledge of the world of work are considered ideal within 1-3 years. Feedback for this college comes from the experience and competence of alumni in the world of work [6]. The results of input from students in the form of conditions, experiences, and motivations will determine the direction of education policy in higher education. This will support universities in shaping the character/competence of graduates of these universities.

The importance of tracer studies in tertiary institutions is as input for universities, especially faculties in improving education systems and management [7]. The information obtained from these alumni includes alumni biodata, the readiness of graduates in the world of work, absorption of graduates (work recommendations, working conditions), curriculum suitability (suitability of education applicable in the world of work, assessment of curriculum that is following the world of work), transition from higher education to the world of business and industry, knowledge of the environment [8].

In this research, the tracer study was carried out using a method adapted to the university culture. Researching research subjects with personal homepage and internet or online. The problem of this tracer study is the weakness of the system, methodology, planning, and implementation in the tracer study. In addition, this tracer study has not been used to evaluate education in the context of improving the quality and development of the education system at universities. The existence of this tracer study can be helpful for universities to provide important information about the relationship (link) between higher education and the world of business and industry. In-depth information on the compatibility of work between various fields of knowledge and the compatibility of multiple levels/educational strata. Therefore, this tracer study can overcome various problems in the world of work and the relevance between the learning curriculum and the world of work.

2 METHOD

Design

This research is descriptive qualitative by using a survey method. This study seeks to uncover the tracking of alumni of the Cosmetology Study Program, Faculty of Engineering, Makassar State University. The population of this research is all alumni of the Guidance and Counseling study program, with a sample of alumni research from the last two years spread across various regions.
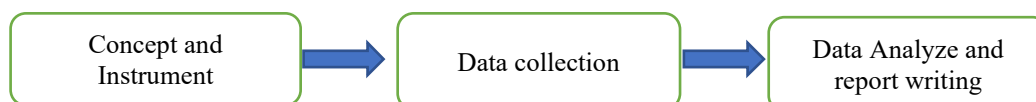
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Fig. 1. Research Flowchart

Steps of Data Collecting

The data collection tool used is a questionnaire. Questionnaires are used to obtain tracking data for Guidance and Counseling student alumni consisting of the alumni personal data section, workplace, suggestions, and input from alumni users. The data analysis technique used is percentage analysis (Hadi, 2007) from each aspect and descriptive analysis linking the data obtained. This descriptive analysis includes the following activities: data processing, arranging it; categorizing, making patterns; and linking data. Data analysis techniques used in this study are as follows: data reduction, data presentation, conclusion.

Pre-field Stage

At this stage, the researcher conducted a preliminary survey. During this process, the researcher conducted a field study of the research subject and drafted a research design.

Field Work Stage

In this stage, the researcher enters and understands the research setting to collect data. The steps are as follows:
1. Create a search route based on the alumni's area of origin distribution.
2. Search for alumni who were randomly selected and passed the sampling.
3. Questionnaires are given to alumni.
4. Compiling field data as report material.
5. Evaluation and reflection.

Data Analysis
The researcher carried out a series of quantitative data analysis processes in the form of a questionnaire to interpret the data obtained previously.
Evaluation and Reporting
This last stage is carried out after the research is tested.

3 RESULTS AND DISCUSSION

1. Cosmetology Alumni Readiness

Work readiness is needed in the world of work so that graduates can develop their potential according to their talents and interests. But in reality, many of these alumni or graduates have not been able to adjust to the work environment and developing technology. It can be seen that graduates have not been absorbed in the world of work in accordance with their scientific fields. According to [9][10], job readiness is "the preparation of physical mental and other vocational resources for entry into competitive employment". This shows that readiness is influenced by several things, namely physical, mental, and the ability of human resources to be competitive in the world of work. This job readiness tests the graduate's ability to deal with the graduate's users.
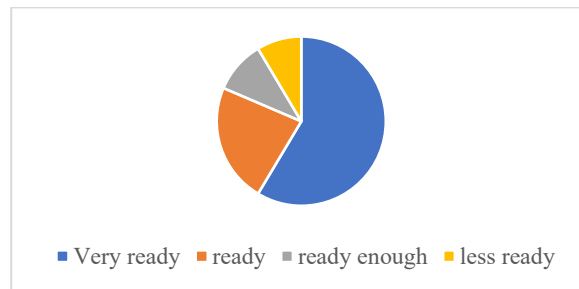
Fig. 2. Cosmetology Alumni Readiness

2. Receiving Graduates of Cosmetology

Factors that affect readiness to enter the world of work consist of internal and external factors. The influence of individuals to enter the world of work is maturity (readiness), skills, abilities, interests, and motivation. From the results of filling out the questionnaire, as many as 150 responses, it shows that the maturity or readiness of graduates in the world of work with the very ready category is 60%, namely there are 90 alumni. Alumni who stated that they were prepared to enter the world of work were 31% or 47 alumni. Meanwhile, 7% (10 alumni) and 2% said they were not ready (3 alumni). The reality of these previous graduates, apart from college, is that many divide their time by working. By having a working readiness capital, our graduates say they are almost ready to enter the world of work [11]. The influence factor of external work readiness is from outside the individual graduate. External factors of readiness to enter the world of work are the suitability of disciplines, learning, and student organization experience. Readiness in dealing with users is essential because, in a short time, all these graduates will face a higher level, namely facing society. Doing the activity is not easy to be prepared in advance. Preparedness that is ripe but not prepared will not produce maximum results. Living a working life is a match between college and work. With this, the alumni are very helpful regarding developing the knowledge that has been absorbed [12]. On the other hand, for tertiary institutions, the suitability of lectures will impact the accuracy of the Study Programs carried out by each curriculum.

The competencies obtained by alumni from college are strongly supported by knowledge from the field of science from the Study Program. However, alumni's competence does not depend on the field of science, considering the potential of different individuals. Forming graduates according to community users' needs will be even better[13]. Provide application in the field of science, for example, experience in PPL, KKL and KKN activities. This applicative activity is very supportive of work readiness. Starting from the PPL experience, graduates have faced each student from planning, implementing and evaluating the learning process. This data shows that the absorbed scientific fields are in accordance with the working conditions. The carrying capacity of alumni who contribute to them in entering the world of work is the suitability of the field of science, which is 46% (54 alumni). This shows that the suitability of the field of science is quite influential on the type of work involved. According to respondents, the carrying capacity of on-campus learning practice experiences contributed 25% (12 alumni), PPL and KKN (23%) or 25 alumni, 15% teaching experience (10 alumni), experience writing scripts, discussions, presentations, and others each 3% (7 alumni). Suppose graduates from universities are able to

be competitive in accordance with community users. In that case, it is expected that they will have a positive impact on users of the world of work, both directly and indirectly. Alumni of the Makeup Study Program, most of their competence in work comes from lectures. Part of the competence of the lecture and the other is the work time. Another thing that supports work readiness is the class presentation experience that trains confidence in society [14].

The inhibiting factor in the discrepancy in entering the world of work is the incompatibility of disciplines with the type of work offered, which is 10% or 15 alumni. Meanwhile, aspects of practical learning experience in campus laboratories that are not supportive are 23% (35 alumni), lack of support in PPL, KKL, and KKN experiences 11% (17 alumni), lack of support in the lecturer guidance process 15% or 23 alumni, the limitation is in compiling Study Program scripts of 7% or 10 alumni, and other factors by 34% or 50 alumni. Various activities have been carried out in universities, including at the State University of Surabaya. Every action can run well if supporting facilities accompany it. Suitable facilities will provide opportunities for those who carry out activities to provide the best [15]. Meanwhile, inadequate facilities will make the activity itself run as it is. Another factor that becomes unprepared for work is the insufficient support for campus facilities in practical learning. For example, microteaching has not been used optimally, computer labs have not met the number of students

3. **The Relevance of The Study Program To The Needs Of The Job Market And The Responses Of Alumni Users.**

Based on the table above, the waiting period for cosmetology graduates is quite fast or does not wait too long. Most of the waiting period for alumni to get a job is less than 3 months, with a total of 126 respondents or 70%. The alumni survey results from the Study Program show that the majority are already working. A total of 32 respondents, or 21% of alumni got a job within 3-6 months and more than 6 months, as many as 13 respondents or 9%. This shows that the speed at which alumni are absorbed in the world of work is very high. The percentage of 82% of graduates who work in fields that match their expertise is obtained based on a questionnaire filled out by cosmetology alumni. The processed data found that 38% were in the industry, 26% in private institutions, 18% in educational institutions, and 8% in developing independent entrepreneurs.
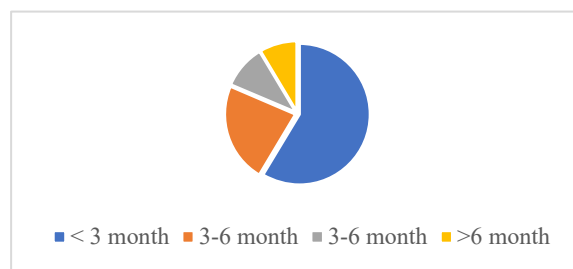

Fig. 3. waiting period

Getting a job is very difficult, considering many people compete to get a job. The problem faced in getting a job is administrative completeness. From the following data, respondents indicate that 28.6% of graduates encounter many issues in terms of documents. Another thing that is

personal factor of graduates is not confidence when taking shelter in the world of work. Soft skills and self-confidence are necessary in a world full of competition because they are the primary capital for success[16]. Self-confidence is a belief in one's abilities that are adequate and aware of their skills and can use them appropriately [17]. Growing self-confidence is essential to building the competencies possessed by graduates. In the world of work, we interact a lot with other people. Therefore we must cultivate our self-confidence. When we believe in our abilities, we will dare to run them at work[18]. Confident people will develop better than people who are not assured. With confidence, we automatically explore our potential. The data above shows that a lack of confidence is a problem in getting a job, with a percentage of 23.2%. This impacts cosmetology graduates in the world of work so that their potential and social relations have not appeared well. In addition to getting a job to transfer knowledge (transfer of knowledge), there is another thing that cannot be avoided, namely income in the world of work[19].

Table 1. Table title. Table captions should always be positioned *above* the tables.

No	type of ability	User Feedback				Follow-up Plan by Program Studies
		Very good	Good	Good enough	Less good	
	Integrity (ethics and moral)		80%			Improving student integrity by optimizing academic mentoring programs; Empowering student activity units engaged in fashion; Increase the discussion and study of the latest fashion activities.
	Skill based on knowledge field (professional sme)	83%				By providing training or training in the field of cosmetology to improve the professional competence of graduates; Increasing the portion of supporting courses; Utilizing the cosmetology laboratory to maximize the simulation of the latest make-up procedures; Providing access and internship opportunities to final study students at
						industry; Provide valuable research guidance to improve students' skills according to their interests
	Speaking english			75%		Improve skills in the field of English through academic activities (lecture

			activities) and non-academic (training, debates, festivals); Students are also encouraged to improve their English skills by joining organizations students in the field of linguistics.
Make Use of Technology Information		68%	Increasing the use of information technology tools for students in academic activities through computer courses; Utilization of computers, applications in the field of cosmetology that utilize artificial intelligence technology
Communication skill		84%	Improved public speaking skills. SCL (student Center Learning) based teaching system is applied, and student discussion refers to the cooperative learning model; Increasing the practice of good communication with friends.
Team Collaboration		76%	Increase non-academic activities that allow students to work together and interact with each other, such as leadership and organizational training, regular coordination meetings attended by all student organizations; Increased mentoring and coaching on activities carried out by students.
Self-development		81%	Motivating students to be actively involved in student organizations by providing scholarships for activists organization. Add content to courses that encourage creative, innovative behavior (eg Entrepreneurship Courses)

4 Conclusion

The carrying capacity of alumni who contribute to them entering the world of work is the suitability of the field of science, which is 46% (70 alumni). This shows that the suitability of the field of science is exceptionally influential on the type of work involved. According to

respondents, the carrying capacity of on-campus learning practice experiences contributed 25% (17 alumni), PPL and KKN (23%) 35 alumni, 15% teaching experience (10 alumni), experience writing scripts, discussions, presentations, and others each 3% (5 respondents). 3. The inhibiting factor in the discrepancy in entering the world of work is the incompatibility of disciplines with the type of work offered, namely 10% or 15 alumni. Meanwhile, aspects of practical learning experience in campus laboratories that are not supportive are 23% (35 alumni), lack of support in PPL, KKL, and KKN experiences 11% (17 alumni), lack of support in the lecturer guidance process 15% or 23 alumni, and other factors by 34% or 50 alumni. 4. Some of the waiting periods for cosmetology graduates are fast or do not wait long. Most of the waiting period for alumni to get a job is less than 3 months, with 105 respondents or 70%. The alumni survey results from the Study Program show that the majority are already working. A total of 32 respondents, or 21% of alumni got a job within 3-6 months and more than 6 months, as many as 13 respondents or 9%. This shows that the speed at which alumni are absorbed in the world of work is very high. 5. The percentage of 82% of graduates who work in the field according to their expertise is obtained based on a questionnaire filled out by cosmetology alumni. From the processed data, it was found that 38% were in government agencies, 26% in private institutions, 18% in educational institutions, and 8% in developing independent entrepreneur.

Acknowledgments

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