

A Tracer Study of Home Economics Department in Bachelor Culinary Graduates

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A Tracer Study of Home Economics Department in Bachelor Culinary Graduates

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Abstract. This study is a content analysis of the curriculum at the culinary education of home economics department, State University of Surabaya linked to the curriculum of culinary vocational high school teachers, instructors of non-formal education in culinary, and industrial kitchen managers and entrepreneurs. The aim is to assess the level of suitability or relevance between the substance of the curriculum with the substance of the material taught at culinary fields. This study uses a qualitative approach, therefore clear criteria are needed so that the results can be concluded. Most of the graduates of the School of Education are female graduates as much as 79% while men are 21%. Most graduates (54%) have a GPA between 3.00-3.39 while 23% have a GPA between 2.50 - 2.99. It was further recommended that there is a need to update their curriculum in order to meet the changing needs of the industry. Most of the graduates stated that the substance of the courses studied during the lecture was quite in line with the field of work and graduates felt a lot and even very many benefits in helping their work. Although there are still many materials that need to be updated and developed.

1. Introduction

Curriculum development is a process to answer the emerging needs and challenges faced in the future. The curriculum was developed to achieve the vision, carry out the mission, and achieve the goals of the state university of Surabaya in general and the study program in particular. To produce food education graduates with character and professionalism so that they are able to compete in meeting the needs of the community and in efforts to improve science related to food education, food and entrepreneurship industries that are relevant to the development of science and technology, and enhance collaboration with various institutions / institutions to improve relevance and quality graduates, the development of a curriculum is a necessity that must always be carried out continuously. The higher learning process, which is systematic feedback from their graduates in order to see how their primary products, the graduates, perceive the usefulness of their studies [1].

The curriculum is a set of plans and arrangements relating to objectives, content, teaching materials and the methods used as guidelines in the implementation of learning to achieve the goals of study programs. Some judgments about what aspects of the curriculum can be retained, enhanced or written off can be made if there is an evaluation of data on which decisions are based [2]. The main function of the curriculum is to provide learning experiences to develop students to be able to accommodate the demands of their future lives. Thus the learning experience and self-development provided must be in accordance with their future needs, where it cannot be separated from the demands of rapid and dynamic community development. All over the world, one of the biggest challenges between the skills and skills offered by the labor market [3]. The community referred to in this case is the users of graduates or stakeholders. Institutionally, educational institutions are billed by stakeholders about the

real work of educating the generation of the nation in the form of giving birth to graduates who are academically qualified, professional and have a career. As a form of responsibility, universities (in this case bachelor culinary education program) need to track graduates to find out the performance and alignment of graduates' abilities with needs in the world of work. Tracer study is one of the requirements for completing accreditation by the National Accreditation Board of Higher Education (BAN-PT), also completeness in the study program self-evaluation document as the foundation for organizational consolidation and the development of academic activity programs, namely evaluation and curriculum development. Higher education institutions in this era need to be aware of these developments and rise to the challenge or be doomed to failure. To do that, it has to have information on its performance provided by none of the learners and graduates, two groups of stakeholders who are already receiving the services rendered by the institution, respectively. It is customary to have a learner complete program of the study that they have been taught. Related topics such as course content, instructional materials, use of ICT, course tutors/facilitators and others [4].

The main objectives of this study to find the transition process from higher education to: the process of employment and employment over five years period after graduation; analysis between higher education and work in a broad perspective which includes the fulfillment of personal goals such as job satisfaction and objective measurement like job positions, income, job security and the type of work; find out what factors are important for professional success in industries field.

2. Method

2.1 Type of Research and design

The type of this research is descriptive qualitative research, which is to describe the curriculum that is Food Governance and the competencies that must be possessed by graduates as vocational teachers, instructors, and managers of industrial kitchens and entrepreneurs. This research is a content analysis research on the curriculum of bachelor culinary education program state university of Surabaya linked to the contents of the secondary school curriculum, the competence of the Vocational School Teachers teacher, the competence of non-formal education instructors in culinary, and industrial kitchen management and entrepreneurs.

2.2 Research Subjects and evaluation criteria

The subjects of this study were: (1) Bachelor Study Program of culinary curriculum material (2) curriculum material in the Culinary Study Program in Vocational School (3) Alumni competency as a vocational teacher, and (4) alumni competency as instructors, as well (5) alumni competence as managers of industrial kitchens and entrepreneurs. Using the reference developed by [5] the program evaluation criteria are grouped into three: effective, sufficient, less effective. Related to the substance of this research, the three successive levels are adjusted/modified to be: very relevant, quite relevant, and less relevant.

2.3 Data Collection and analysis techniques

The data needed in this study was collected by conducting an assessment of the curriculum content of the bachelor Culinary Education Study Program and the curriculum content of the Vocational High School of hospitality, the competence of vocational teachers, non-formal instructors, and industrial kitchen managers as well as entrepreneurs. To complete the required data, a questionnaire will also be used to be delivered to the teacher who teaches the material in the field of study that is relevant to the bachelor culinary education program.

3. Results and Discussion

3.1 Gender

The results of the analysis of recorded data based on respondents' answers stated that the total number that had filled out questionnaires was 137 people. Most of the graduates of the bachelor culinary

education program are female graduates as much as 79% while men are 21%. The following graph of the profile of graduates based on gender. These results indicate that the community is still bound by developing social values that consider cooking (culinary) as part of women. The greater percentage of the respondents is working in professional, technical and even supervisory level. Some are assigned to do clerical jobs while the rest put up their own business [6].

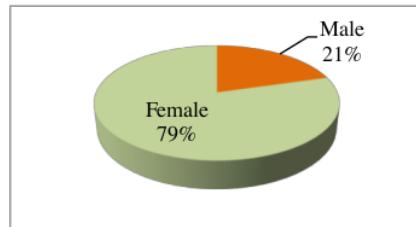


Figure 1. Gender

3.2 Index of Cumulative Achievement (GPA)

Most graduates (54%) have a GPA between 3.00-3.39 while 23% have a GPA between 2.50 - 2.99 and as many as 3% have a GPA between 2.00-2.49. Although respondents who have an achievement index below 2.75, researchers do not fully conclude that it is not due to the low quality of students but can be viewed from the graduating year of the student concerned. Allegedly because the learning system in the past was more stringent in giving grades. In addition, it requires students to study independently, as well as supporting facilities that are still very minimal. At this time various types of media have been developed in the bachelor culinary education program. Some of these media include online tutorial services and teaching materials that are packaged in non-print forms, such as interactive videos, web supplements, and so on. Figure 2 presents the percentage of graduates based on the GPA obtained.

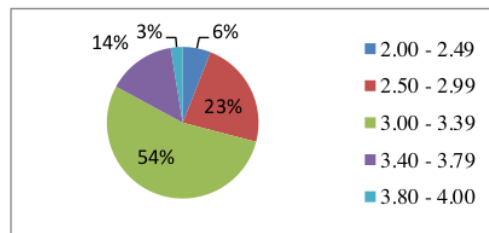


Figure 2. Index of Cumulative Achievement (GPA)

The following are the findings of the study: (1) Most graduates have baccalaureate degrees in education; (2) All graduates have permanent positions in their current employment and all of them are in the teaching profession; (3) Most graduates have administrative positions in their schools. In connection to this, employers need people with communication skills; the ability to collect, organize, analyze and interpret data; and an understanding of human behavior. Psychology graduates may work in human resources or communications, while further education will open paths toward clinical practice and research [7]. Evaluation is necessary so that there is no gap between the world of higher education to the world of real work in the community [8]. Graduates get insight in skills; attitude and knowledge for their job performance as well as improved work efficiency and communication skills after proceeding from this campus. Similarly the graduates have been able to improve their information technology skills and team spirit from the academic program offered by the campus.

3.3 Employment Status

The results of the analysis show that there are various types of work occupied by alumni. The respondents who were recruited in this tracer study mostly worked. The percentage of graduates who have worked is 92%. More than 50% work as educators, while 21% work as entrepreneurs. While 20% work in the industry and the rest do not work or are looking for work (5%). These results prove that the unemployment rate is relatively low. As for a few percents who have not gotten a job due to special aspects such as family factors and types of work that are not suitable. 73 graduates are employed at the assistant level and two people have not specified their designation. Out of the total graduates of JMC, 7.52% have got an appointment for the job in fiscal year 2008/2009. Similarly, 4.89% of graduates got their employment opportunity in 2009/2010 & 2011/2012 each respectively. In fiscal year 2010/2011, 5.64% of graduates have got that opportunity. The highest enrollments in the jobs of the graduates have been in 2012/2013. In 2013/2014, 8.28% of graduates enrolled in their job markets but this number may increase by the end of this fiscal year[9]. Therefore, we need a technology service to support the optimization of the use of a tracer study. One of that is the use of a website to facilitate the conduct tracer study [10]. The description of the employment status in response to this is presented in Figure 4 below.

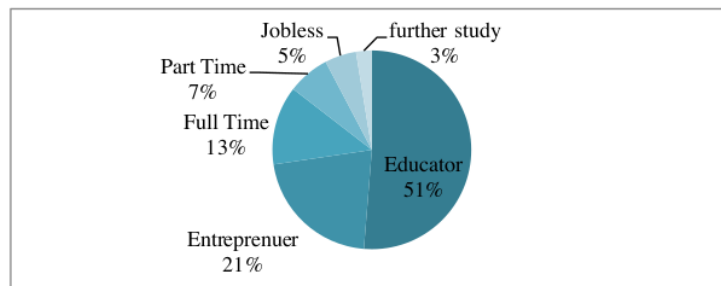


Figure 4. Employment Status

3.4 The relevance of the Curriculum

In addition, the researcher explored information related to the suitability of the curriculum with the development of science in alumni who work as educators. Foremost, the college was tasked to primarily provide higher technological, professional, and vocational instruction, and training in fisheries, trade and technology, arts and sciences, as well as short term technical and vocational courses. The description of the respondent's results in response to this is presented in Figure 6 below.

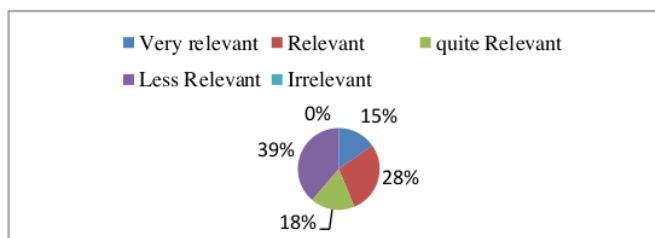


Figure 6. The relevance of the Curriculum

The existence of the college in the region was justified by offering a “unique” curriculum, that is, a ladderized one where in any year level finished corresponds to an earned diploma or certificate [11].

The graduates are challenged by the lack of opportunity and by their lack of competence. The findings of the study yield the following recommendations: Functional facilities must be sustained; continual job placement services should be strengthened; The university administration may consider additional faculty members in the field of tourism management [12]. To produce graduates with character and professionalism so that they are able to compete in meeting the needs of the community and in efforts to improve science related to food education, food and entrepreneurship industries that are relevant to the development of science and technology, and enhance collaboration with various institutions / institutions to improve relevance and quality graduates, the development of a curriculum is a necessity that must always be carried out continuously.

According to alumni responses, it can be seen in Figure 6 that the curriculum that has been implemented in lectures is still less relevant (39%). This is alleged because the alumni have experienced technological developments related to the material that has been taught so far so that there needs to be an improvement and adjustment to the development of the knowledge that has occurred so far [13].

3.5 Courses

Respondents said there were several types of new courses that needed to be added to the curriculum. Researchers try to get input related to the courses needed today in terms of the aspects of educators in developing knowledge that has been obtained from lectures. According to the alumni, the new material packaged in the course below (Figure 7) is considered necessary to be taught to students today, considering that this is what is needed in the world of work and the world of industry in the present [14]. Once again, the technology aspect is highly recommended to be applied in the course. In general, the expected courses are those that are able to provide provisions when they graduate. The details are presented in Figure 7 below.

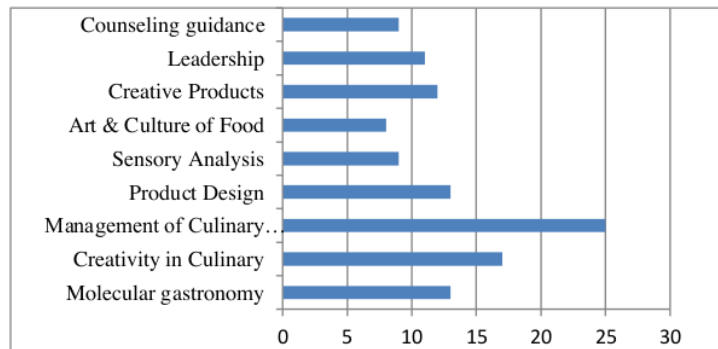


Figure 7. Courses

Many alumni who have gained work experience feel that some abilities need to be taught and developed. According to work experience has a significant impact to explore new knowledge in the fields they have studied. In line with the opinion [15] which states that the most important thing in developing capabilities is through learning activities as a provision in working in the field. It can be seen in Figure 7 that culinary management occupies the top position as a subject expected to be taught by alumni (25). While creativity in culinary took second place with a total of 18 respondents. Courses that have never been taught based on alumni input are molecular gastronomy, this is reasonable because, in the current era, the development of culinary arts is so rapid. The most needed thing is to develop human resources capable of teaching the course.

The results of the survey show a number of policy recommendations have been carried out as a follow-up to the results of the tracer study survey. The results of graduate tracking studies can be used

by institutions and study programs especially in improving: (1) curriculum, (2) learning process, (3) labor market job information, and (4) building networks. The results of the graduate tracking study can be used as a basis for developing the curriculum in the Study Program. This is done in order to develop a curriculum based on the results of questionnaires that have returned from graduates [16, 17]. Besides that in developing the curriculum, it is necessary to involve alumni of graduate users and stakeholders to obtain information about inputs that will be used as a basis in developing the curriculum [18]. The basis for curriculum development is the vision and mission by considering the development of science and technology involving graduate users and stakeholders. [19] This is so that the existing curriculum is in accordance with the needs of stakeholders and the demands of the community and the needs of the workforce. There is one of the most important proposals is the improvement of the curriculum in accordance with the school curriculum, in this case, the 2013 curriculum and this has been done mainly in developing the Indonesian National Qualifications Framework (KKNI) which will be implemented. Curriculum changes for each study program must be adapted to the needs of the 2013 curriculum, especially in learning devices including: Syllabus, Learning Implementation Plan, and Authentic Assessment [20].

The study program always strives to continually improve the quality of learning to produce quality graduates who have global competitiveness tailored to the competencies needed [21]. In realizing this, various learning approaches are carried out. Doing a comparative study with several higher education institutions and several companies through several courses is one of the efforts that have been made. The learning approach carried out with instructional system development refers to the University's provisions. This approach provides students with independent and creative learning opportunities in the learning process in order to realize the expected graduate competencies. In connection, the current study features the participants' perceptions while experiencing transition management and major changes in the University officials which may hinder abrupt changes and progress as often expected by the participants. This means that the curricular program puts premium and emphasis on the content-based skills because it got the highest rating. It can be noted that communication skills has the lowest rating. This implies that this is skill which was least learned by the graduates from the program [22]. To produce quality graduates that can steer viable development in thought and practice, universities worldwide must instill and adhere to quality service provision. Institutions of higher learning are increasingly curious about how well study programmes deliveries contribute to learnings by their graduates.

4. Conclusion

Current graduates' competencies assessed by graduates and superiors are knowledge in the field of science, the ability to coordinate catering activities, the ability to use computers and the internet, and analytical thinking. Meanwhile, much needed competencies in work according to superiors and graduates are knowledge in other fields of science, the ability to get new knowledge quickly, the ability to solve problems, the ability to manage time efficiently, the ability to coordinate activities, the ability to empower others, and the skills to use computer and internet. The impact of graduate competence on employment is to get a promotion, get a salary / allowance, get an award and get work support facilities.

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