Analysis of Higher Education Student Career Plans in the era of society 5.0; Case Study of Physics Education Students

Herdiyanti Nursyamsi
Department of Physics Education, UIN Alauddin Makassar
Sudirman
Department of Physics Education, UIN Alauddin Makassar
Rustang
Department of Physics Education, UIN Alauddin Makassar
Reski Aulia
Department of Physics Education, UIN Alauddin Makassar
Arniati
Department of Physics Education, UIN Alauddin Makassar

Corresponding Author: **Sudirman**
sudirman.raja@uin-alauddin.ac.id

Abstract

The purpose of this study was to find out the Career Planning of Candidates for Bachelor of Physics Education Classes of 2020 and 2021. This research is a descriptive type of research. The population in this study were prospective alumni of Physics Education, to be precise, the 2020 and 2021 batches. Data collection was carried out using a g-form. The data analysis technique uses descriptive statistical techniques, namely in the form of frequencies, percentages, and averages. The results showed that: the number of Physics Education students in the Class of 2020 is 61 people and the Class of 2021 is 60 people, a total of 121 people. Of all the Physics education students who have distributed questionnaires. In fact, seen from the scattered data, there is a tendency for students to choose a plan after completing their studies, namely continuing to the next level of study and choosing to do business or start a business. In addition, the trend of the results of the questionnaires that were distributed shows that so far the number of physics education students has preferred the type of agency for career planning, namely in the public sector. As well as the tendency for students to really have their career plans after graduating from a bachelor's degree in education, namely in the field of teaching and the lowest is in the field of tutors.

Keywords: *Career Plans, Society 5.0, Physics Education, Higher Education Students*

A. INTRODUCTION

Education is one of the most important factors in living a social life. Because without education, humans will never change their social strata for the better according to the clear recommendations in the Qur'an to study. Viewed from the broad understanding of education, it means that adults also still need education. However, education is different from before reaching maturity. So education can be interpreted as a process of changing the behavior of students so that they become adults who are able to live independently and as members of the community in their surroundings.

Educational institutions have an important role in forming competent human resources in their field in the sense that they have the skills, expertise, abilities and knowledge. In the educational process, a product is produced in the form of graduates who have the ability to carry out their roles for the future. Its role is related to certain positions and jobs, of course related to development activities in the community. Work is defined as a number of physical and mental activities carried out by someone to do a job.

As a place to receive education, universities play an important role in determining the quality of their students in terms of mindset, knowledge, attitudes, beliefs, skills, and other aspects of behavior. Alumni or graduates will be one of the benchmarks for the level of success of education in a tertiary institution. Higher Education (PT) as an important institution whose role is to prepare human resources to have competence in various fields of knowledge and expertise, is expected to meet the needs of the world of work in

accordance with quality standards. Therefore, tertiary institutions are required to be able to produce graduates who are competitive and ready to take part in development in accordance with their scientific fields and expertise. Higher Education is tasked with preparing human resources to be able to develop the potential of human resources to be more innovative, creative, have expertise, and abilities in accordance with the vision and mission set. In simple terms, indicators of graduates' competitiveness can be seen through the waiting period for getting their first job, the success of graduates competing in selection, and the salary earned.

One clear portrait of this problem is the large number of job seekers who have been accepted into the world of work but the field of work is not in accordance with the skills they have. So that workers are not maximal in carrying out their work. The suitability of the work of alumni from tertiary institutions (PT) is shown through job profiles such as the type of work carried out by alumni, job placement both positions and work locations and expertise possessed by alumni and the length of time waiting to get a job. The suitability of the educational background with the alumni's work can be seen from the benefits of the courses received with the field of work that is being worked on.

The success of an institution that produces graduates is the extent to which graduates can apply knowledge in their field in society. Indonesian human resources who are qualified, competent and highly competitive are. College achievement is an aspect of relevance. In this aspect of relevance, universities are required to be able to produce graduates who are competitive and ready to take part in development. Competitiveness of graduates shown through the waiting period to get the first job, the success of graduates competing in selection. The relevance (appropriateness) of graduate education is demonstrated through job profiles (type and place of work), relevance of work to educational background, benefits of courses programmed in employment, suggestions for graduates to improve graduate competency. In addition, the relevance of education is also shown through the opinions of graduate users about graduate user satisfaction, graduate competencies and graduate suggestions for improving graduate competencies.

To what extent are university graduates able to take part in development in accordance with their field of education, tracing efforts can be made for their graduates (Tracer Study). Tracer study is an alumni tracing study to find out alumni activities after graduating from tertiary institutions, the transition from the world of higher education to the world of work, work situations, acquisition of competencies, and the use of competencies in work and career paths. Tracer Study is 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 used as a basis for planning activities for future improvements.

Alauddin Makassar State Islamic University is one of the well-known universities in the city of Makassar, which consists of several faculties and departments. The Alauddin State Islamic University of Makassar annually conducts graduations for alumni who are scattered in each department in the existing faculties. One of them is the Faculty of Tarbiyah and Teacher Training, especially the Department of Physics Education.

The physics education department has educated its students to become graduates who are able to devote their knowledge to society. The problem is whether these idealistic ideals are actually proven on the ground. Alumni are part of a large family that will carry the good name of the alma mater. With the increasing number of alumni each year, information about alumni is urgently needed for the benefit of the university. So far, the description of the existence and whereabouts of alumni from the Physics Education Department has not been well described. The Department of Physics Education at UIN Alauddin Makassar has currently graduated approximately 350 alumni. Most alumni work not in accordance with the disciplines they study. Therefore, it is very important for prospective physics education graduates to make plans about what to do after completing their studies. Based on this background, research was carried out on "Career Planning for Candidates for Bachelor of Physics Education Batch 2020 and 2021. The purpose of this research was to find out Career Planning for Candidates for Bachelor of Physics Education Batch 2020 and 2021.

THEORETICAL REVIEW

College Alumni

The meaning of the word "Alumni" in this modern era marks graduates or former students of institutes, universities and high schools. Alumni comes from the Latin, namely the plural form of "Alumnus" which means in German "Zoegling" or freely translated as "ernaehren". It means that we still feel a bond because we were "fed" by our parent "almamater" (the university where we studied). Alumni according to the Big Indonesian Dictionary (KBBI) are people who have attended or graduated from a school or college. Meanwhile, according to the same dictionary, alumni are people who have attended or graduated from a school or college (Ana and Suharso, 2013).

Alumni are graduates of a school, academy, high school, college, or university. Alumni are an important asset that must be embraced and developed as early as possible. The existence of alumni is very influential in improving the quality of an institution. When alumni work in a company, alumni will carry the good name of the school or university the alumni come from. In addition, alumni can also help their alma mater by providing useful input or by providing information on job vacancies (WJS Purwadar Minta, 2007)

It is said alumni when they have graduated from an educational institution. After graduation, formally the relationship between students and educational institutions has been completed. However, the relationship between students and educational institutions can be continued through the alumni association. Schools can benefit from alumni relations. Educational institutions or schools can collect various information from alumni (Badruddin, 2012).

One thing that needs to be realized and becomes a necessity, all students who successfully undergo a period of education at school will eventually become alumni. That is, one indicator of the success of the educational process can be seen from the success of alumni in carrying out their roles at higher education levels as well as in various fields of work that they carry out professionally according to their interests and abilities.

Following are the strategic roles that alumni have:
Improving the quality of education and developing various productive extracurricular activities in schools, alumni can act as catalysts by providing various critical and constructive inputs to their alma mater. In accordance with their natural role, alumni who excel and have qualified competence can play an important function in building public opinion to attract prospective new students. Alumni, whether they realize it or not, is one of the main references that underlies the decisions of parents and prospective students in determining the choice of school.

Alumni, as the main product of an educational factory called school, are also expected to be able to develop networks and build institutional imagery outside. The creation of business opportunities, work and internships, scholarship opportunities, as well as the circulation of various kinds of important information about the world of education and work are some concrete examples that alumni can contribute through their networks.

Internally at the school, the presence of alumni in various fields of business, employment and educational institutions can provide an overview and inspiration to students, so that in turn can motivate them in setting priorities and aspirations for the future (Eka, Prihatin. 2012).
Alumni as stake holders or school stakeholders are of course expected to have a role and make a significant contribution to the school. Indeed, schools in general currently need financial assistance, but that is not all that is expected but also regarding management assistance, increasing resources including personnel, leadership and organizational systems, communication, and cooperation, and so on. In short, from various aspects, alumni can contribute (Team of Administrative Lecturers, 2014).

The relationship between schools and alumni can be maintained through meetings organized by alumni, which are commonly called "reunions". The achievements

of alumni from educational institutions (schools) need to be recorded or recorded by the institution. Because these notes are very useful for institutions in promoting their educational institutions (Kharisul & Whatoni, 2022). Harmonious cooperation and synergy between alumni and schools, students and parents of students will have a major impact on sustainable school development in the future.

Competencies of Graduates (Alumni)

Graduates are prospective workers who will later enter the world of work. Bachelor graduates certainly have certain competencies to support their sustainability in the world of work. The National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. The scope of the National Education Standards in Government Regulation Number 19 of 2005 Article 2 includes graduate competency standards, content standards, process standards, education and education staff standards, facilities and infrastructure standards, management standards, education financing standards, and education assessment standards. Management of education is no longer carried out centrally but is handed over to districts/cities. This becomes a strategy in implementing more effective, efficient, and quality education (Koestoro, 2007).

The criteria for student graduation are formulated in the SKL (Graduate Competency Standards) which are part of the components of the National Education Standards. PP No. 19 of 2005 states that the qualifications of graduates' abilities include attitudes, knowledge, and skills (Hadiana, 2015).

On November 3-4, 2009, The Nebraska Department of Education in Lincoln held an event entitled The Nebraska Summit on Career Readiness. This event formulated 11 basic areas of knowledge, skills, and behaviors that a university graduate must have, namely:

a. Interpersonal and intrapersonal skills
b. Creative and innovative
c. Think critically and be able to solve problems
d. Work ethics and responsibility
e. Core Knowledge and Core Standards
f. Communication skills
g. Technology
h. Lifelong adaptation and learning
i. Provision of jobs
j. Teamwork and collaboration
k. Social awareness.

(The Nebraska Department of Education. 2009).

Competitiveness

The word power in the sentence competitiveness means strength, and the word competitiveness means achieving more than others, or being different from others in terms of quality, or having certain advantages. This means that competitiveness can mean the power to try to be superior in certain things that are done by a person, group, or certain institution.

Satryo Soemantri Brodjonegoro stated that in order to increase the competitiveness and quality of tertiary institutions, it is necessary to strive for higher education performance indicators. The university performance indicators consist of:
a. Quantity and quality as well as relevance of graduates,
b. Quantity and quality as well as relevance of research and development results,
c. The quantity and quality as well as the relevance of community service activities.
d. Referring to one of the tertiary performance indicators expressed by Satryo Soemantri Brodjonegoro, namely the quantity and quality and relevance of

graduates, the following is the development of criteria for assessing the competitiveness of tertiary graduates.

Working world

Work is a number of physical and mental activities of a person to do all the work. Work is an activity, but not all human activities are work. Activities are carried out because there is an urge to make something happen so that there is a great sense of responsibility to produce quality work or products. What is done is done because of gaps, something that is planned, because of that sometimes in it a spirit of mobilizing all the potential that is owned so that what is done really gives satisfaction and work benefits is interpreted as an activity that aims to make ends meet. Work is an activity shown by individuals who earn income. Another understanding of work is an essential activity of human life which may be social in nature, capable of providing status from the surrounding community (Anoraga, 2001).

Based on these definitions it can be concluded that work is a human activity both social in nature and leads to income which aims to fulfill his life needs. In the world of work at this time there is a lot of intense competition in getting a job. This is because, employment opportunities are not proportional to the number of graduates each year from all universities in Indonesia. The Central Statistics Agency (BPS) noted that the number of unemployed graduates or university graduates in February 2013 reached 360 thousand people, or 5.04 percent of the total unemployment which reached 7.17 million people (Agusta, 2015).

Kellermann and Sagmeister (2000) stated that in the world of work unemployment continues to increase every year, especially unemployment from college graduates. Therefore, prospective graduates are required to be more creative, innovative, have competence, work skills, and a good personality. This is because, the available vacancies are actually the main obstacle for a scholar to get a job is their readiness to work. Job readiness can be defined as the ability with little or no assistance to find and adapt jobs as needed and desired. Furthermore, work readiness according to Brady focuses on personal characteristics, such as the nature of workers and the defense mechanisms needed, not only to get a job, but also more than that, to maintain a job (Agusta, 2015).

Type of work

The job search mode used is multimodal, namely by utilizing all methods of job search such as newspaper advertisements, information from friends, through lecturers, and information from bulletin boards on campus. However, informants were also generally offered jobs, some were even offered jobs before graduating from university. Almost all respondents did not experience any difficulties in their first job search. Job search for the first job, especially through networking, both friendship networks and with seniors and lecturers. Several types of work for alumni after completing their studies at tertiary institutions, both based on educational background and those not based on educational background, are as follows:

Teacher

Teacher is a professional position that must meet professional criteria, which includes physical, mental or personality, scientific or knowledge, and skill requirements. The teacher's position is a professional position, the teacher in this paper is a teacher who performs his function at school. In this sense, there has been contained a concept that professional teachers who work to carry out the functions and objectives of the school must have the competencies required so that teachers are able to carry out their duties as well as possible. According to Wrightman (1977) "the role of the teacher is the creation

of a series of interrelated behaviors that are carried out in a particular situation and develop with the progress of changes in behavior and the development of students who are the goal". According to Laurence D. Hazkew and Jonathan C. Mc Lendon "Teacher is a professional person who conducts classes". The teacher is someone who has the ability to organize and manage the class (Hamalik, 2008).

According to Jean D. Grambs and c. Morris Ms Clare "Teachers are those persons who consciously direct the experiences and behavior of an individual so that education takes place". Teachers are those who consciously direct the experience and behavior of an individual so that education can occur. Teachers are adults who are consciously responsible for educating, teaching, and guiding students. People who are called teachers are people who have the ability to design learning programs and are able to organize and manage classes so that students can learn and, in the end, can reach a level of maturity as the ultimate goal of the educational process (Uno, 2009).

Instructor

Instructors are civil servants who are given full duties, responsibilities, authorities and rights by authorized officials to carry out training and learning activities for trainees in certain fields or professions. The main task of the instructor is to carry out training and learning activities as well as training development. Supporting instructor activities include:

a. Teaching or training outside the main task
b. Participate in seminars or workshops or conferences.
c. Become a member in a professional organization.
d. Become a member of the instructor's Functional Position Assessment Team.
e. Obtaining a certificate of appreciation or honor
f. Obtained another degree.

(Infrastructure Functional Administration Guidelines, 2008, p. 144-146).

Businessman

Entrepreneur is a person who runs a business or company with the possibility of profit or loss. Therefore, entrepreneurs need to have mental readiness, both to face losses and big profits. So that an entrepreneur must have special characteristics that are inherent in an entrepreneur such as self-confidence, having many interests, being able to agree, having ambition, being an explorer, and liking to try something. The following is the understanding and definition of entrepreneurship from several figures. Entrepreneur is a person who is able to destroy the market balance and then form a new market balance and take advantage of these changes. Entrepreneur according to Raymond WY Entrepreneurship is a person who is able to create and design an idea into reality. Entrepreneur according to Richard Cantillon is able to move or convert economic resources from low productivity levels to high productivity levels (Trisna, 2013).

Entrepreneurs according to Schumpeter are innovators who are not always inventors. Entrepreneur according to Syamsudin Suryana is someone who has the characteristics of self-confidence, task and result oriented, reasonable risk taker, straightforward leadership, creative in producing innovation, and future oriented. Entrepreneurs according to Prawirokusumo are those who make creative and innovative efforts by developing ideas and gathering resources to find opportunities and improve life (Amperaningrum and Ichyaudin, 2010).

According to Amperaningrum and Ichyaudin (2010), entrepreneurship is the ability possessed by someone to see and assess business opportunities, gather the resources needed to take appropriate action and take advantage in order to achieve success. Entrepreneurship is a business run by individuals or by companies that have special characteristics, are able to design and provide creative ideas, and are task and result oriented and dare to take and face the advantages and disadvantages of running a business.

Unemployment

Unemployment is a labor problem experienced by many countries. This problem is so serious that every plan for community economic development is always said to be aimed at reducing the unemployment rate. The definition of work and unemployment according to BPS (2005) is an economic activity carried out by someone with the intention of obtaining or helping to earn income or profit, at least 1 hour (uninterruptedly) in the past week. Those who have a job but are temporarily not working due to various reasons, such as: illness, leave, waiting for harvest, strike, and so on. Classified as workers (Muhson, et al. 2012).

Categorized as openly unemployed are residents who are not working but are looking for work, or are preparing for a new business, or residents who are not looking for work because they feel it is impossible to get a job (discouraged workers), or residents who are not looking for work because they have been accepted to work/have work but not yet started work (future starts). The open unemployment rate (TPT) can be calculated from the comparison between the number of unemployed and the number of the labor force (Putong, 2003).

METHODOLOGY

This research is a type of descriptive research, in which descriptive research is research that seeks to describe and interpret objects according to what they are. The research was conducted by researchers at Alauddin Makassar State Islamic University, the Physics Education Department, which was held from 20 November 2022 to completion. The choice of this location as a research location was due to fulfilling one of the tasks in the Research-Based Physics Learning course. The research design used in this research is a quantitative approach, where the quantitative approach is an approach in which the data is in the form of numbers. With the survey method, where the survey method in general is a tool for collecting data in the field when we do research. The population in this study were prospective Physics Education alumni to be precise, the 2020 and 2021 batches as a whole with a total of 121 people. The data collection method used is to distribute *g-forms* related to career planning for prospective alumni for batches of 2020 and 2021 majoring in Physics Education. After we obtained complete information about prospective alumni of the Department of Physics Education which included: Name, NIM, class, GPA each semester, place and date of birth, region of origin, cellphone number, address, and career plans, we began to process the data by collecting device data, then grouping the career plans of prospective alumni which are classified as prospective alumni who work according to their competence and also prospective alumni who work not according to their competence. In this study the data processing technique used was descriptive statistical techniques in the form of frequencies, percentages, and averages by classifying the data.

RESULTS AND DISCUSSION

A. Descriptive Analysis

In this study, the population used was 121 people from students majoring in Physics Education Batch 2020 and 2021. In the Physics education department, 61 new students were accepted from the 2020 Batch and 60 in the 2021 class. Of all these students, many have withdrawn in the sense that these students are no longer physics education students. As we can see in the following table:

Table 1 Data on Physics Education students for the 2020 and 2021 batches

No	Force	Number of students accepted	The number of	Number of surviving students who

No	Year		students	withdrew
1	2020	83	61	32 people
2	2021	84	60 people	24 people
	Amount	164 people	121 people	56 people

The following table shows the distribution of the questionnaire instruments to students of physics education class of 2020 and 2021. There were 45 people who filled out the questionnaire, consisting of 23 physics education students' class of 2020 and as many as 22 people from physics education students' class of 2021. After we obtained complete information about students majoring in physics education. We start processing the data by collecting device data, then classifying it. In this study the data analysis technique used was descriptive statistical data analysis, namely in the form of frequencies, percentages, and averages by means of "Descriptive statistical analysis functions to describe or give an overview of the object under study through sample data or population as it is.

The steps taken in analyzing the research data are, first enter the data into the data processing card (data *file).* Second, make a frequency table or cross table. The third edit data. Besides that, to present the data, tabulation and visualization are used in graphical form.

1. Physics Education Students in terms of gender

    Based on the results of an analysis of the identity of the respondents, it was first stated regarding the identities of the respondents (students) as many as 45 students, viewed by gender, as set out in the following table:

Table 2 the number of respondents in 2020 and 2021

Gender	Number of respondents	Percentage (%)
Man	7	16%
Woman	38	84%
Amount	45	100%

Source of data: questionnaire No.2

In table 2 showed that out of 45 students, 7 (16%) were male and 38 were female (84%). If you look at the trends in the field, it does show that so far the number of female students has been greater than that of the male students. This is related to the image in society that women are better suited to work. The number of female respondents is more than that of male respondents. Visually, it shows that there is a significant difference in the amount.
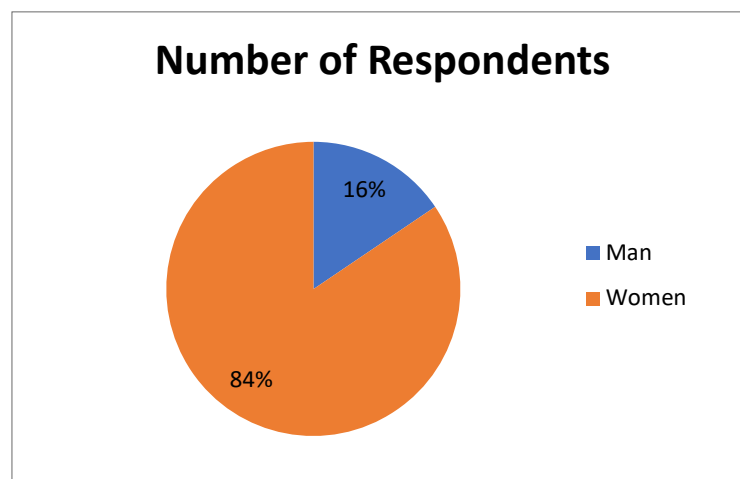

Graph 1 the number of male and female respondents in the 2020 and 2021 batches

2. Early career plan

Table 3 Plans for initial careers for Class 2020 and 2021 students

Initial Career Plan	Responding	Percentage (%)
Already available	34	7 6 %
There isn't any yet	11	2 4 %
Amount	45	100%

Table 3 shows that from the initial career plans for Class 2020 and 2021 students, there are already 34 (72%) and 11 (28%) who have not thought about their early careers.
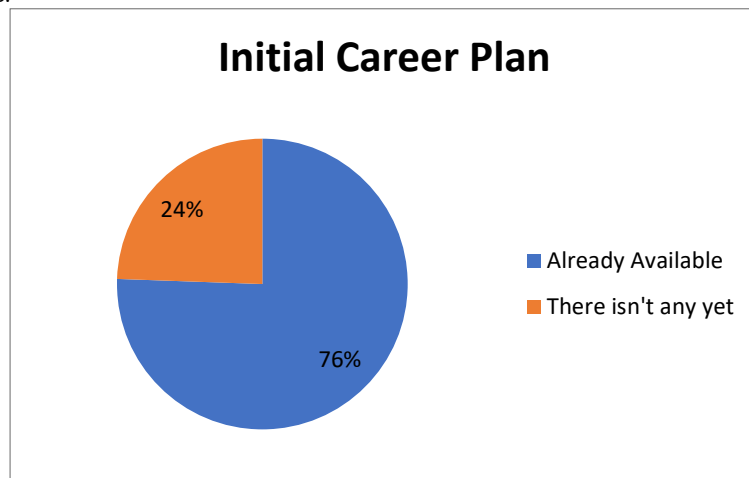

Graph 2 Initial career plan

3. Planning after completion of studies

Table 4 Plans after completing the study.

Type of study plan	Respondent	Percentage (%)
Apprenticeship	5	11 %
Get to work	16	36 %
Advanced studies	22	49 %
Other	2	4 %
Amount	45	100 %

Table 4 shows that students of Physics Education Class of 2020 and 2021 have plans after completing their studies, for the type of plan (1) apprenticeship 5 (11%), (2) direct work 16 (36%), (3) further studies 22 (49%), (4) other 2(4%). If you look at the trend from the results of the questionnaires distributed, it does show that so far, the number of physics education students has chosen more plans after completing

their studies, namely continuing their studies, then the second most popular choice is to go straight to work and then there are others who choose to do business and start a business.
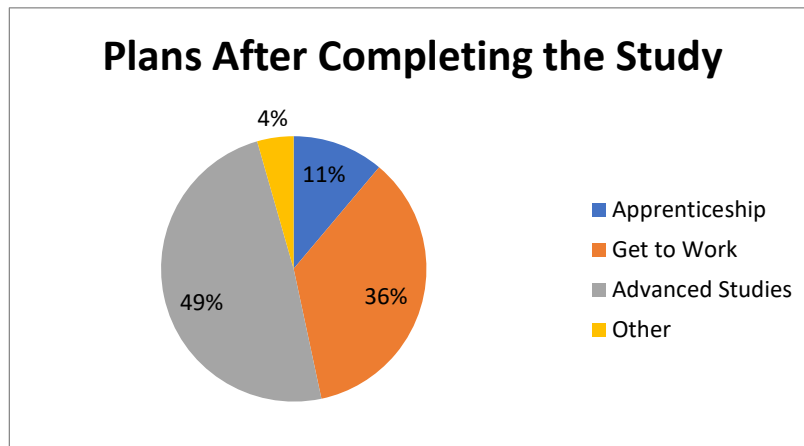

Graph 3 Planning after completing the study.

4. Sector Career plans

Table 5 Types of career plan sector agencies

Types of agencies, sectors, career plans	Respondents	Percentage (%)
Private	13	29%
Public	30	67%
Other	2	4%
Amount	45	100%

Table 5 shows that physics education students of the 2020 and 2021 batches have been able to determine the type of planning sector agency for their careers, for the private sector 13 (29%). Public 30(67%), and Others 2(4%). If you look at the trend from the results of the questionnaires that were distributed, it does show that so far the number of physics education students has preferred the type of agency for career planning, namely in the public sector.

Type of Institution Career Plans
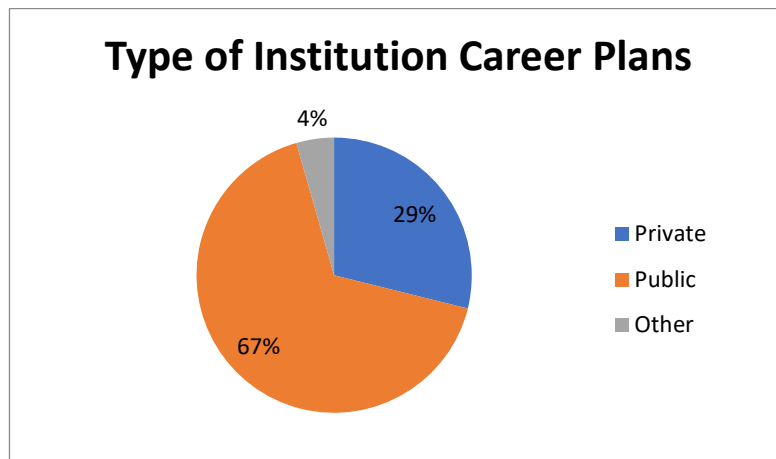
Graph 4 Types of Agencies Career Plans

5. Further study plans

Table 6 Types of further studies in the Class of 2020 and 2021

Advanced type of study	Respondents	Percentage (%)
Continue PPG education	20	44%
Masters Studies	25	56%
Amount	45	100%

Table 6 shows that Physics Education students Batch 2020 and 2021 can already determine the type of further study they plan to do after completing their studies, to continue PPG 20 (44%) Education, and study 25 (56%). If you look at the trend from the results of the questionnaires distributed, many students wish to continue their studies after completing their undergraduate studies.
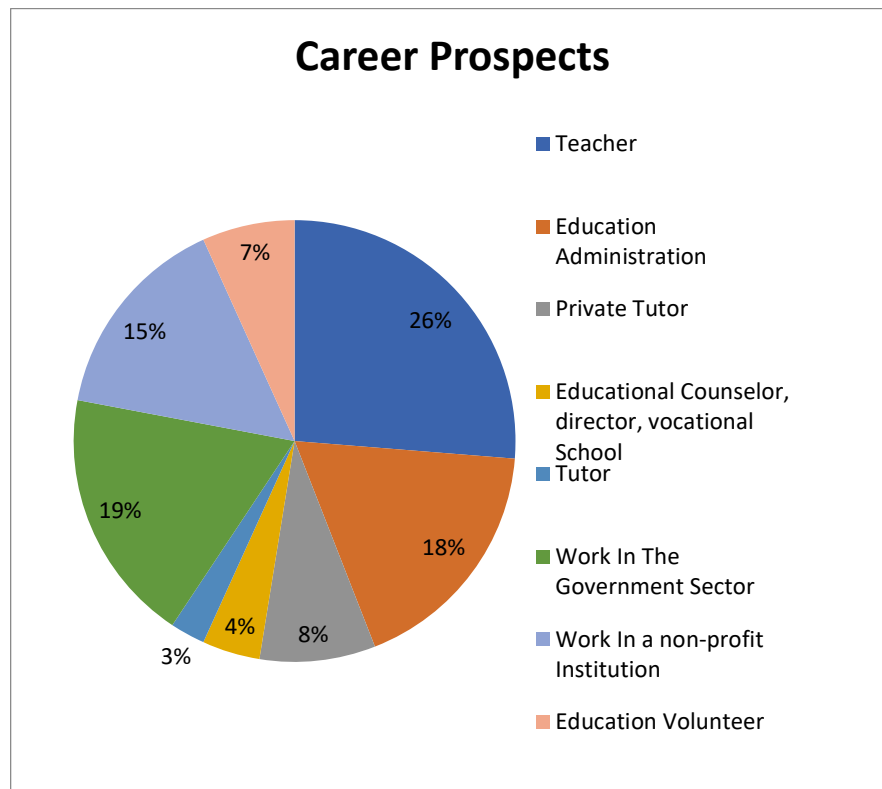
Advanced Type of Study
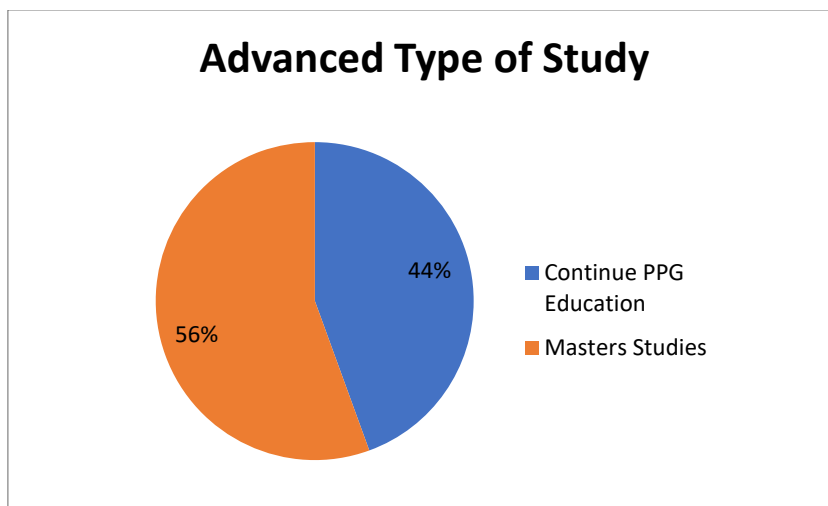
Graph of 5 Types of Advanced Studies

6. Career prospects for undergraduate education graduates

Table 7 Career prospects for graduates of education

Types of Career Prospects	Respondents	Percentage (%)
Teacher	31	26 %
Education administration	21	18 %
Private tutor	10	8 %
Educational counselor, director, vocational school	5	4 %
tutors	3	3%
Work in the government sector	22	19 %
Work in a non-profit institution	18	15 %
Education volunteer	8	7%
Amount	118	100%

Table 7 shows that physics education students Batch 2020 and 2021 can already think about their career prospects after graduating from a bachelor's degree in education, for teachers 31 (15%), educational administration 21 (18%), private teachers 10 (8%), educational counselors , directors, vocational schools 5(4%), tutors 3(3%), work in the government sector 22(19%), work in non-profit institutions 18(15%), and educational volunteers 8(7%). If you look at the tendency of students to really have their career planning after graduating from undergraduate education.

Career Prospects

- Teacher
- Education Administration
- Private Tutor
- Educational Counselor, director, vocational School
- Tutor
- Work In The Government Sector
- Work In a non-profit Institution
- Education Volunteer

26%
18%
8%
4%
3%
19%
15%
7%

Graph 6. Career prospects for graduates of education

B.   Discussion

Based on the results of the study, the number of Physics Education students in the Class of 2020 is 61 people and the Class of 2021 is 60 people, a total of 120 people.

1.   Types of Alumni Jobs

The physics education department already has 45 students who have initial career plans for the 2020 and 2021 class students. It turns out that some students are already thinking about plans for the future and some have no initial career plans.

2.   Planning After Completion of Study

The Department of Physics Education for Students Batch 2020 and 2021 already has a plan after completing their studies to have 45 students. Various types of student study plans for batches of 2020 and 2021. It turns out that judging from the scattered data, there is a tendency for students to choose a plan after completing their studies, namely continuing to the next level of study and choosing to do business or start a business.

3.   Study Plan Sector

The physics education department has 45 physics education students from Class of 2020 and 2021 who are already able to determine the type of planning sector agency for their careers. It turns out that the tendency of the results of the questionnaires that were distributed shows that so far the number of physics education students has preferred the type of agency for career planning, namely in the public sector.

4.   Advanced Study Plan

The physics education department has 45 Physics Education students Batch 2020 and 2021 who are already able to determine the type of further studies they plan to do after completing their studies. It turned out that from the results of

the questionnaires that were distributed, many students tended to wish to continue their studies after completing their undergraduate studies.
5. Career Prospects Graduates of Bachelor of Education
    The physics education department has 45 physics education students from Batch 2020 and 2021 who can already think about their career prospects after graduating with a bachelor of education. It turns out that the tendency of students to really have a career plan after graduating from a bachelor's degree in education is in the field of teaching and the lowest is in the field of tutors.

CONCLUSION

Based on the results of the study, the number of Physics Education students in the Class of 2020 is 61 people and the Class of 2021 is 60 people, a total of 120 people. From all physics education students, questionnaires have been distributed. It turns out that judging from the scattered data, there is a tendency for students to choose a plan after completing their studies, namely continuing to the next level of study and choosing to do business or start a business. In addition, the trend of the results of the questionnaires that were distributed shows that so far the number of physics education students has preferred the type of agency for career planning, namely in the public sector. As well as the tendency for students to really have their career plans after graduating from a bachelor's degree in education, namely in the field of teaching and the lowest is in the field of tutors.

REFERENCES

Augustine. (2012). Competence of Graduates of Psychology Undergraduate (S1) in Facing the World of Work in Higher Education Students "X". *University of Surabaya Student Scientific Journal* .1(1).

Agusta, Yosiana Nur. (2015). The Relationship Between Future Orientation And Fighting Toward Job Readiness In Final Year Students Of The Faculty Of Social And Political Sciences At Mulawarman University: *Journal Of Psychology* .

Anoraga, Panji. (2001). *Work Psychology. Jakarta* : Rineka Cipta.

Amperaningrum, Izzati. (2010). *The Nature of Entrepreneurship* . Yogyakarta: Learning Library.

Ario, Trisana. (2013). *Entrepreneurial Definition* . Jakarta: Rineka Cipta.

Badruddin. (2014). *Student Management* . Jakarta: PT. Index.

Hadiana, D. (2015). Assessment of Learning Outcomes for Elementary School Students. *Journal of Education and Culture* . 21(1): 25-26

Hamalik, Oemar. (2008). *Curriculum and Learning* . *Jakarta* : PT Bumi Aksara.

Hamzah, B. Uno. (2009). *Learning Design* : Important Reference for Teachers and Lecturers, Students. Course tutors and Training Trainers.

Ibid. (2007). *Management of Islamic Education* . Jakarta: Erlangga.

Kellermann, P and Sagmeister, G. 2000. Higher Education and Graduate Employment in Austria. *European Journal of Education.* 35(2)

Koestoro, B. (2007). Characteristics of Basic Education (SD and SMP) in Kupang City, East Nusa Tenggara Province. *Journal of Economics and Culture* . 4(1): 42-64

Muhson, Ali, et al. (2012). *Educational Research, Yogyakarta State University:* Yogyakarta.

Putong, Iskandar. *Micro & Macroeconomics, second edition* . Jakarta: Ghalia Publisher
Administration Guidelines for Instructor Functional Positions. (2008).

Prikatin, Eka. (2012). *Student Management* . Bandung: Alphabet.

Sastrohadiwiryo, Siswanto. (2007). *Indonesian Workforce Management* . Jakarta: Script Book.

Suharso and Ana Retnoningsih. (2013). *Big Indonesian Dictionary Lux Edition, cet. 11th* . Semarang: CV. Widya Karya.

Education Administration Lecturer Team at the Indonesian University of Education. (2014). *Education Management*. Bandung: Alphabet.

The Nebraska Department of Education. (2005). *The Nebraska Summit on Career Readiness*. Lincoln.

Usman, Uzer Moh. (2013). *Becoming a Professional Teacher*. Bandung: PT Juvenile Rosdakarya.

Wathoni Kharisul. (2021). Alumni According to Total Quality Management (TQM) Perspective. *Journal of Islamic Education*. 2(1):37

WJS Poerwadar Minta. (2007). *Indonesian General Dictionary*. Jakarta: Balai Pustaka.