

**TRACKING STUDY OF GRADUATES OF
BUILDING ENGINEERING EDUCATION STUDY PROGRAM
FACULTY OF ENGINEERING, STATE UNIVERSITY OF ADANG
IN THE WORK FIELD**

SCRIPTION

**Proposed as one of the requirements to obtain a Bachelor of Education
in the Building Engineering Education Study Program, Civil
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Author :

**DIKI ASTARINO
15061019 / 2015**

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STATE UNIVERSITY OF PADANG 2019**

PERSETUJUAN SKRIPSI


**STUDI PELACAKAN LULUSAN PROGRAM STUDI PENDIDIKAN
TEKNIK BANGUNAN FAKULTAS TEKNIK UNIVERSITAS
NEGERI PADANG DI LAPANGAN PEKERJAAN**

Nama : DIKI ASTARINO
Nim : 15061019/ 2015
Program Studi : Pendidikan Tekuik Bangunan S1
Jurusan : Teknik Sipil
Fakultas : Teknik

Padang, 24 Mei 2019

Disetujui Oleh:

Dosen Pembimbing



Drs. Revian Body, MSA.
NIP.19600103 198503 1 003

Mengetahui:
Ketua Jurusan Teknik Sipil
Fakultas Teknik
Universitas Negeri Padang,



Dr. Rijal Abdullah, MT.
NIP. 19610328 198609 1 001

PENGESAHAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Dewan Penguji
Skripsi Program Studi Pendidikan Teknik Bangunan
Jurusan Teknik Sipil Fakultas Teknik
Universitas Negeri Padang

Judul : Studi Pelacakan Lulusan Program Studi
Pendidikan Teknik Bangunan Fakultas Teknik
Universitas Negeri Padang Di Lapangan Pekerjaan.

Nama : DIKI ASTARINO
Nim : 15061019/ 2015
Program Studi : Pendidikan Teknik Bangunan S1
Jurusan : Teknik Sipil
Fakultas : Teknik

Padang, 24 Mei 2019

Dewan Penguji
Nama

Tanda Tangan

1. Ketua : Revian Body, MSA.
2. Anggota : Dr. M. Giatman, MSIE.
3. Anggota : Dr. Nurhasan Syah, M.Pd.





BIODATA

Data Diri

Nama Lengkap : Diki Astarino
Tempat/ Tanggal Lahir : Tanjung Pinang, 14 Februari 1997
Jenis Kelamin : Laki- laki
Agama : Islam
Anak Ke : 2 (Dua)
Jumlah Bersaudara : 3 (Tiga)
Alamat : Jorong Koto Laweh, Kelurahan Koto
Tengah, Kecamatan Tilatang Kamang,
Kabupaten Agam.

Data Pendidikan

SD : SD Negeri 002 Gunung Kijang
SLTP : SMP Negeri 1 Tilatang Kamang
SLTA : SMK Negeri Tilatang Kamang
Perguruan Tinggi : Jurusan Teknik Sipil Fakultas Teknik
Universitas Negeri Padang

Skripsi

Judul : Studi Pelacakan Lulusan Program Studi
Pendidikan Teknik Bangunan Fakultas
Teknik Universitas Negeri Padang Di
Lapangan Pekerjaan.

Padang, Mei 2019

yDiki Astarino
NIM. 15061019/ 2015



KEMENTERIAN RISET, TEKNOLOGI DAN
PERGURUAN TINGGI
UNIVERSITAS NEGERI PADANG
FAKULTAS TEKNIK
JURUSAN TEKNIK SIPIL



Jl. Prof. Dr. Hamka Kampus UNP Air Tawar Padang 25171
Telp (0751) 7059996 FT (0751)7055644 445118 Fax 7055644

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Diki Astarino
NIM. TM : 15061019 / 2015
Program Studi : Pendidikan Teknik Bangunan
Jurusan : Teknik Sipil
Fakultas : FT UNP

Dengan ini menyatakan, bahwa Skripsi/Tugas Akhir/Proyek Akhir saya dengan judul Studi Pelacakan Lulusan Pendidikan Teknik Bangunan Fakultas Teknik Universitas Negeri Padang Di Lapangan Pekerjaan

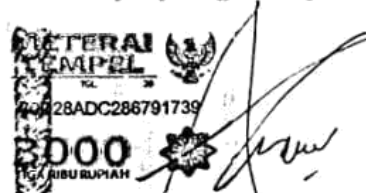
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Diketahui oleh,
Ketua Jurusan Teknik Sipil

(Dr. Rijal Abdullah.M.T)
NIP. 19610328 198609 1 001

Saya yang menyatakan,



DIKI ASTARINO
NIM. 15061019

OFFERING PAGE

Thank God hirobbil "experience it

What a short phrase, but has a special meaning implied in it ...

It didn't feel like it was at the end of the struggle to complete Diki Astarino's undergraduate studies. I am initially never thought of being able to continue his undergraduate studies after graduating from SMK. But the way of life says something else, and that way feels more beautiful according to what Allah Subhana Wata' ala has outlined.

This scription is proof that in fact, there is no wasted effort as long as we want and continue praying to achieve our goals. Initially, I hesitated to be able to complete his thesis with a title that was considered anti-mainstream. Diki ventured to take this title not just wanting quick graduation. But on the contrary, I thinks that he is at least able to leave a scientific work of great benefit to the Department, especially for the S1 Building Engineering Education Study Program (PTB). Diki believes, as long as we are willing and able to help someone or a group of people, then we are preparing help for ourselves.

Diki can't express all the feelings about the struggle of writing this thesis on a sheet of A4 paper with a 4-4-3-3 margin and this 12 spaced 1.5 font. The point of this thesis is not only Diki who fought for it. Many people are behind all of this, especially for the brothers and sisters of 2016 graduated PTB Alumni who care about our beloved Department and Study Program. Diki can't say names, let alone repay your kindness. Let Allah the most gracious of all the service and sincerity of Brother, Brother, Uda, and Uni. The final word,

Diki hopes that future generations can continue this tracing study research. Remember "Manjadda Wajadda"

ABSTRACT

DIKI ASTARINO, 2019: Tracing Study of Graduates of the Building Engineering Education Study Program, Faculty of Engineering, Padang State University in the Field of Work

This study aims to determine the career description of the alumni of the Building Engineering Education Study Program, Faculty of Engineering, Padang State University in 2016 in the field of work.

This type of research is survey research with quantitative analysis. The population in this study were all alumni of graduation 2016, amounting to 91 people. Because the number of subjects was less than 100, all populations were sampled using the total sampling technique. Meanwhile, of the 91 samples, the number of affordable samples was 64 people. Types of data used were primary and secondary data. Preliminary data was obtained from distributing questionnaires to alumni. Secondary data is data that already exists, namely data on the number of PTB S1 alumni graduating in 2016. The data analysis technique used is to find the percentage of each question item posed.

The results of this study can be concluded that there are still low levels of PTB S1 graduates who work as teachers in the field of Building Engineering Education with a percentage of 12.28%. The length of waiting time for getting the first job shows a reasonably high absorption, with 36.8% taking less than one month. Furthermore, the amount of income at the first job is relatively high with the largest percentage earning 3-5 million rupiah. Meanwhile, the amount of current work income shows an increase with the largest rate of 31.3%, earning more than 5 million rupiahs.

Keywords: Field of Work, Length of Waiting Period, Income.

PREFACE



Peace be upon you, and Allah mercy and blessings.

The authors thank God for the presence of the Almighty God who has given His grace and gifts, as well as health so that the author can complete a scientific paper in the form of a thesis entitled "Study of Graduates of the Study Program of Building Engineering Education Faculty of Engineering, Padang State University in the Field of Work". Do not forget to pray along with greetings. The author says to our lord, Prophet Muhammad Salaulahu'alaihi Wassalam and his family and friends.

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Padang, 21 May 2019

Author

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CHAPTER I PRELIMINARY

A. Background

Educational institutions or institutions are a means for the development and growth of students who direct and encourage the achievement of educational goals. Higher education institutions that produce graduates with high quality, ability and skills are expected to meet the needs and be absorbed by the world of work. This is to reduce the higher unemployment rate for the Indonesian people.

As a candidate for the workforce, educational institutions must equip knowledge and skills to their students. As stated in the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education Chapter I Article 5 Paragraph b "The production of graduates who master the branches of Science and Technology to fulfil national interests and increase the competitiveness of the nation". It is hoped that with the knowledge and skills obtained, graduates can work following their field of expertise.

Based on this description, educational institutions have an essential role in shaping competent human resources in their fields, in the sense of having skills, expertise, abilities, knowledge and skills to increase the nation's competitiveness. In the educational process, it is hoped that products can be produced in the form of graduates who can carry out their roles for the future. This role is related to certain positions and jobs, of course about development activities in the community (Oemar Hamalik, 2008)

Padang State University is one of the leading universities in West Sumatra which has nine faculties, one of which is the Faculty of Engineering which consists of six departments, including Civil Engineering. Civil Engineering has three study programs, namely Building Engineering Education (S1), Civil Engineering (S1), and Civil Engineering and Buildings (D3) which will take part in the world of work after graduation. For this reason, the department must prepare its graduates so that they can work well when entering the workforce..

S1 Building Engineering Education (PTB) is a study program that prepares graduates to be able to become educators, in this case building Engineering Vocational School teachers. However, in the current era, the opening of teacher formation is very lacking. This is evident from the acceptance of the civil servant (PNS) that is not proportional to the number of applicants. Even if there is a teacher formation opening, it is limited to being honorary. Besides, akta IV (teaching certificate) was not issued for PTB S1 graduates since 2017. Akta IV was only given for students of the Teacher Professional Education Program (PPG).

Research conducted by Fitria Ramadhanti (2016) on the career choices of PTB S1 alumni in the 2012-2015 graduation year shows that 96.59% of graduates are already working. For details, 30.68% work in the education sector, 52.68% work in the construction service sector, and 13.64% work in other fields. These data indicate that PTB S1 graduates are more dominant in working outside the field of education. This is certainly not following the vision and mission of the PTB S1 Study Program.

In choosing a job, of course, it is based on the factors that influence graduates. The facts show that many PTB S1 graduates work not as educators, but as non-educational workers. This can be affected by promising incomes and non-educational job opportunities such as contractors, consultants or self-employment. Moreover, Indonesia is currently incessantly building infrastructure.

Referring to the problems above, the role of the department is increasingly needed in providing student abilities during lectures. Departments must evaluate the curriculum, whether it is following what is needed in the world of work. Besides, the provision of entrepreneurial interest must be more intensively carried out to create wider employment opportunities.

To what extent a tertiary education graduate can take part in development following the field of education, tracing efforts can be made to its graduates. Tracer study is an alumnus tracing study to find out alumni activities after graduating from college, the transition from higher education to the world of

work, work situations, acquisition of competencies in work and career paths (Ministry of Education and Culture, 2012)

Universities can also use the benefits of a tracer study to determine the success of the educational process that has been carried out for students. Because of the enormous benefits, accreditation programs always require data on the results of the tracer study through the parameters of the waiting period of graduates who are already working, and the first income earned. Tracing alumni is a way for universities to obtain data such as the length of waiting time for graduates to get a job, the suitability of the field of study with the type of work involved, income earned, job placement such as position or work location and work situation.

From the above problems, the researcher was interested in tracing the condition of the 2016 graduated PTB alumni in the workforce. The reason the 2016 graduation year was taken is that according to previous research conducted by the University of Indonesia, it was found that the most appropriate period to measure indicators of the transition to the world of work and the relevance of acquiring competencies is two years after graduation. The following is the data on the number of students who graduated in 2016.

Table 1. Number of 2016 S1 PTB alumni

No	Graduation year	Number person
1	2016	97
	Total	97

Source: <https://alumni.unp.ac.id>

The availability of accurate data regarding the length of waiting time for graduates to get a job, the suitability of the field of study with the type of work they are engaged in, the income earned and job placement are needed by the Building Engineering Education Study Program, Faculty of Engineering, Padang State University. This data is required to determine the profile of study program graduates such as the level of absorption of graduates in the world of work, the number of unemployed graduates, the length of waiting time to get a job and the suitability of graduate competencies and needs in the field.

B. Problem Identification

Based on the background of the problems above, several issues can be identified, including:

1. Lack of job opportunities for PTB S1 graduates in education.
2. Not issued Deeds IV for PTB S1 graduates since 2017.
3. It is not yet known the percentage of the alumni's field of work, the average length of time waiting to get a job, and the average income/salary obtained by the alumni of PTB S1 in 2016.

C. Problem Limits

Based on the identification of the problems above, this study limits the issue to the analysis of the percentage of the alumni field of work, the average length of time waiting to get a job, and the average income/salary obtained by the alumni of PTB S1 in 2016.

D. Problem Formulation

The formulas discussed in this study are:

1. How is the description of the distribution of the alumni's occupation, especially in the field of building engineering education.
2. What is the description of the distribution of the waiting period of the 2016 alumni of PTB S1 in getting a job.
3. What is the description of the distribution of income or salary obtained by the alumni of PTB S1 in 2016.

E. Research Objectives

The objectives of this study are:

1. Knowing the percentage of occupational fields of PTB S1 alumni, especially in the field of building engineering education.
2. Knowing the average waiting time for a 2016 graduate of PTB S1 alumni to get a job.
3. Knowing the average income or salary earned by the alumni of PTB S1 in 2016.

F. Research Benefits

The results of this study are expected to be useful, including:

1. As information and input for the Department in preparing PTB S1 student competencies.
2. Give an overview of the campus, seeing the absorption of PTB S1 alumni in the world of work. The availability of accurate data regarding the length of waiting time of graduates in getting a job, the suitability of the field of study with the type of work they are involved in, the income earned and job placement

CHAPTER II

THEORETICAL REVIEW

A. Theory Basis

1. Tracer Study

a. Definition of a Tracer Study

According to Bambang (2015: 17), "a tracer study or what is often referred to as an alumni survey is a study of graduates from higher education providers". In line with that, Sirojuzilam (2015) stated that "tracer studies are tracking graduates administratively and programmatically as a measurement of satisfaction in the utilization of graduates, the sustainable absorption of graduates from study programs in tertiary institutions". Thus, a tracer study is a research conducted on college graduates to obtain information about absorption and career choices in the world of work to measure the success of educational institutions in producing quality graduates.

b. Purpose of Implementing a Tracer Study

Objectives are the results to be achieved from an activity. The tracer study carried out certainly has various purposes, as expressed by experts. Bambang (2015: 18) states, "Tracer study aims to determine the results of education in the form of a transition from higher education to business and industry, educational output in the form of self-assessment of mastery and acquisition of competencies, educational processes in the form of evaluation of the learning process and contribution of higher education. On the accession of competencies and academic input in the form of further exploration of graduate information. Jummaid (2014: 8) states that there are two objectives of a tracer study, "First, get a complete picture of the job search for graduates, get input on the relevance of learning experiences to the world of work, get input on learning satisfaction in higher education. Second, digging up information about user satisfaction with the performance of college alumni".

Meanwhile, according to the Guidelines for the Implementation of the University of Muhammadiyah Surabaya's Tracer Study (2013) has objectives, namely:

- 1) Evaluating the output/outcome of higher education;

- 2) Obtain information on the success of graduates in their careers, income status, and the relevance of knowledge and skills of graduates with their work;
- 3) As the university's responsibility in preparing students to face the world of work in the future;
- 4) As a basis for improving the learning process.

Meanwhile, Sirojuzilam (2015) argues that the objectives of a tracer study consist of: (1) to make it easier to track graduates in a planned manner, (2) to track graduates regularly and continuously, (3) to simplify the process of tracking graduates of study programs in tertiary institutions. Based on these various opinions, it can be concluded that the purpose of conducting a tracer study is to follow graduates of a study program at a university, to obtain useful information and input as input for improvement.

c. Benefits of a Tracer Study

Benefits are useful things that are obtained from something done. Tracer study has very beneficial benefits for a university. According to Bambang (2015: 20) in the ITB tracer study book, he states the various benefits of a tracer study, including:

- 1) As an alumni database recorded based on Study Program (Prodi) and batch (year of entry);
- 2) As important input/information for higher education development;
- 3) As an evaluation tool to see the relevance between higher education institutions and the business world and industry;
- 4) As input for improving the performance of lecturers and administrative staff;
- 5) As input for curriculum improvement;
- 6) As an evaluation material for participating in international accreditation;
- 7) As materials for building alumni networks.

Meanwhile, according to the Guidelines for the Implementation of a Tracer Study at the Muhammadiyah University of Surabaya (2013) reveals the benefits of a tracer study, including:

- 1) Can be used as an indicator of external efficiency in higher education institutions, and as a basis for holding dialogues with business, industry or other graduate users;
- 2) Can be used to determine priorities and determine the education/training model developed following the characteristics of the institution;
- 3) It is used as an appropriate concept development in the implementation of the education/training development model.

Meanwhile, Jummaid (2014: 8) states that "the practical benefits of researching alumni can be used as input for higher education development". From the above opinions, it can be concluded that the tracer study is very beneficial, especially for improving the quality of higher education. Therefore, tracer studies are critical to be carried out on an ongoing basis so that a university can update the career development of its graduates.

2. Alumni

According to KBBI, alumni are people who have attended or graduated from a school or college. More specifically, alumni cannot be separated in an educational cycle. Alumni link the school to campus and the global world. Alumni also serves as a medium that delivers the world's vision to schools.

Alumni also bring their benefits to schools or colleges, both in the form of academic and pragmatic fields, such as updating the curriculum based on relevance to market needs or the world of work and continuing education, namely schools or colleges.

This is in line with the meaning stated on the official website of the UNP Alumni Association (Iluni) which states that alumni are extensions or ambassadors of the alma mater in society. The progress and failure of a university are determined mainly by the progress of its alumni in the field. Therefore, attention to alumni cannot be ignored and must be manifested in

a strong bond, such as establishing continuous and continuous cooperation and maintaining friendship between fellow alumni.

3. Building Engineering Education Study Program (PTB)

In the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, it is explained that "the Study Program is a unit of certain educational and learning activities within one type of academic education, professional education, or vocational education". Furthermore, Prayitno (2007: 125) explains that "the main task of the department/study program is to provide services to students to achieve tri-success". Various components of the study program need to be strengthened for executing this main task optimally. Indicators that characterize program stability according to Prayitno (2007: 125) are:

- a. The stability of the program in the study program lies first of all in the curriculum. The curriculum, which is equipped with the vision and mission, abilities (competencies) and authority to be nurtured to students, as well as the arrangement of courses in the semester credit system, are the main components of the program that are clearly and comprehensively understood by students. This program is complemented by research and community service activities in the context of organizing the Tri-Dharma of Higher Education
- b. The study program curriculum is operationalized in the form of a learning process through lecture activities with a multi-strategy and multi-media approach, as well as with a complete syllabus and SAP. This learning process is supported by study activities in the library, laboratory/studio/workshop, as well as full-field experience.
- c. The learning process is followed by a scoring system which objectively and continuously refers to the optimal academic development of students. This assessment system is linked to the certification program, which refers to the placement and career development of graduate study programs.

Building Engineering Education (PTB) is one of the study programs at the Faculty of Engineering (FT) Padang State University (UNP). Based on the

Academic Guidebook of FT UNP (2014: 60) The vision of this study program is "to become a study program that produces prospective professional educators who are superior in the field of Building Engineering education in 2020 and devote to God Almighty". While the missions of this study program are:

- a. Organizing education, research and community service in the field of building engineering education,
- b. Producing prospective professional educators with 6 IQF standard qualifications in the field of building engineering education for educational institutions as well as education and training centres,
- c. Develop a learning strategy/approach in the field of building engineering education to be applied to educational institutions and education and training centres.

The objectives of this study program are:

- a. Producing educators and education staff in Vocational High Schools (SMK), industrial education and training centres, polytechnics and skills training centres, in the field of building engineering expertise.
- b. Producing educators and education staff in the field of building engineering at secondary education institutions, both formal and non-formal.

Based on the vision, mission and objectives of the study program, it is clear that PTB graduates should work or have a career in education, especially in Building Engineering Education. This is in line with what Prayitno (2007: 8) said that "a student's choice of a study program should be in line with a student's career choice because the content of the study program does support the career development that graduates will undertake".

Study programs do not only equip students with academic knowledge. Civil engineering is taught to students. However, the portion is not as significant as the existing pure civil engineering study programs. Students also carry out Industrial Field Experience (PLI) to construction projects for two months. This is what

makes graduates have the opportunity and confidence to be able to have a career outside the field of education.

4. Employment

The job field is a field concerning business activities or companies or agencies where someone works or has been employed. Employment itself is closely related to job opportunities. Sonny (2003: 41) explains "job opportunities are jobs that have been occupied (employment) and are still vacancies". The lower the employment opportunity in a country, the greater the unemployment rate in that country.

The provision of jobs usually follows the economic development that occurs (Syamsidar, 2017: 23). In the current period, growth in the construction sector has never ended. Moreover, Indonesia is doing infrastructure development on an extensive and comprehensive basis. This development is also in line with the size of available employment.

5. Labour

According to the Manpower Act No. 13 of 2003 Article 1 paragraph 2 states "labour is any person who is capable of doing work to produce goods or services either to meet their own needs or for the community". In line with this opinion, Payaman in Lalu (2003) explains that "manpower includes products that are already or are currently working, who are looking for work and who do other jobs such as school and taking care of the household". According to the labour law, this group consists of residents aged 15 to 64 years. It can be interpreted that a workforce is a productive person in producing goods and services.

Furthermore, Lalu (2003: 17) explains that the workforce consists of the labour force and not the labour force. The non-labour force groups are:

- a. Those in the study;
- b. Household group;
- c. Income recipient groups are those who do not carry out economic activities but earn income, for example, retirees, recipients of deposit interest and the like.

Meanwhile, what is meant by the workforce by Lalu (2003: 19) "consists of those who are working and those who are still looking for work".

Non-workers are people who are unable and unwilling to work, even though there are various kinds of job offers. According to Law no. 13 of 2003, they are residents whose age is below 15 years and over 64 years. Retirees and children are some examples.

The workforce can be classified based on their educational background. According to the Labor Law no. 13 of 2003, labour consists of three types, namely:

- a. Educated workforce: a type of force where a worker has specific skills obtained from the field of education. Example: lecturers, teachers, doctors, lawyers, and so on.
- b. Trained labour: workers who have the expertise that is obtained from the results of training and experience. Example: mechanic, driver, writer, and so on.
- c. Uneducated and unskilled labour: workers who rely solely on their energy to work, without the need for education or training. Example: porters, domestic helpers, and so on.

Of the three types of workforce above, PTB S1 graduates are candidates for the educated workforce. This is because graduates have acquired skills during the study period.

6. Opening of the Teacher Formation

Bachelor of Education (S.Pd) is a degree that is obtained by all students after graduating from Education courses. The goal is how to produce quality educators for the nation's children. That is the fundamental essence of the Teacher Training and Education Institution (LPTK), where the graduates will be deployed to teach formal and informal schools. However, not all of the LPTK's expectations are in line with the wishes of the graduates. Reported by Kompasiana.com, only 20% chose to become teachers or teaching staff. 5% of them follow the Undergraduate, Disadvantaged, Frontier and Outermost Areas (SM3-T) program. Meanwhile, the other 80% choose office work, continue their master's education, become entrepreneurs, and become civil servants in other agencies.

It becomes natural if the education graduate feels there is no certainty given by the government to LPTK institutions such as UNJ, UPI, UNP, UNIMED, and so on. This is exacerbated by the government, allowing pure undergraduate graduates to become professional teachers, even though they are not equipped at all with pedagogical education.

As reported by antarnews.com, the Constitutional Court (MK) stated that non-educational scholars could become teachers after rejecting the review of Article 9 of Law Number 14 of 2005. In its consideration, the Constitutional Court indicated Article 28 D Paragraph 1 of the 1945 Constitution, which is also the basis for testing in the primary petition for testing. The Teacher and Lecturer Law stipulates that "Everyone has the right to recognition, guarantees, protection and legal certainty that is just and equal treatment before the law. Thus, the position between LPTK and non-LPTK graduates is the same as these requirements, so that there is a no different treatment that is contrary to the constitution.

7. Types of Alumni Work

The type of work of the alumni is closely related to the profile of the graduate program. This graduate profile provides career options in both the educational and non-educational fields. Based on the FT UNP Academic Guidebook (2014), there are five types of job profiles for undergraduate PTB graduates, as follows.

a. Prospective Teachers of Technology and Engineering Vocational Schools in the field of Building Engineering Education

Vocational school teachers are one of the alumni occupations included in the education sector. As educators, of course, they must have the main competencies and unique competences. The main competencies required are:

- 1) Able to design teaching materials, media, methods, evaluation in learning
- 2) Able to display the code of ethics of teachers in the school and community environment;
- 3) Able to communicate between and within personal in the learning of Building Engineering skills;
- 4) Able to know the characteristics of students well;
- 5) Able to develop a Building Engineering Education curriculum following the times;

- 6) Integrating the application of building technology in the field into the building engineering curriculum and learning program;
- 7) Able to develop the latest Building Engineering learning program following assessment standards;
- 8) Able to develop creative and innovative learning media to support the Building Engineering learning process;
- 9) Apply the necessary skills to teach building engineering through teaching practice activities.

The specific competencies required are:

- 1) Able to apply ethical, scientific, and intelligent character values in the life of the nation and state;
- 2) Able to help students solve problems;
- 3) Able to apply active, creative, innovative learning strategies following the standards of the learning process;
- 4) Integrating professional character values in the building engineering learning process;
- 5) Integrate the implementation of classroom action research through the learning process in the classroom.

b. Instructor Candidates at Training Centers

The job as an instructor also falls into the field of education. This job also requires key competencies and specific competencies. The main competencies required are:

- 1) Able to develop a Building Engineering training program at level 6 (undergraduate) IQF standards;
- 2) Able to apply training methods according to industry work process standards;
- 3) Able to train prospective workers individually and in groups;
- 4) Applying measurement and assessment methods in Building Engineering training;
- 5) Able to carry out process assessments and results of Building Engineering training following industry standards.

The specific competencies required can plan building drawings, material and equipment requirements, labour requirements in building engineering work.

c. Civil Engineering Technical Workers (Supervisor, Executor, Estimator)

Jobs, as supervisors, executors, and estimators are included in the non-education sector. This job requires more competencies that are directly related to civil engineering science. Therefore, we need unique competencies that graduates must master. The specific competencies required are:

- 1) Able to carry out civil engineering work;
- 2) Able to carry out measurement work, earthworks, substructure work, and superstructure work on civil engineering projects;
- 3) Able to carry out supervision of measurement work, earthworks, substructure work, and superstructure work in civil engineering projects;
- 4) Able to calculate the cost of measurement work, earthworks, substructure work, superstructure work on civil engineering projects.

d. Prospective Researchers in the Field of Education and Technology

As a prospective researcher in the field of education, this job is also classified in the field of education. It's just that its function is not as teaching staff, but leads to education in general. The main competencies required are:

- 1) Mastering research methodology in education and technology;
- 2) Able to compile research proposals in education and technology;
- 3) Able to research in education and technology;
- 4) Able to compile research reports in the field of education and technology.

e. Entrepreneurial Candidates in the Civil Engineering Field

Entrepreneurship is a job that does not require a job vacancy. The choice of career as an entrepreneur that is expected by PTB S1 graduates is those that are still related to the field of civil engineering. This is so that graduates can develop the knowledge that has been obtained during their studies. However, this work is classified in the non-educational field. The unique competencies required are;

- 1) Able to design business forms in the civil engineering field;
- 2) Able to carry out entrepreneurial feasibility studies;

- 3) Mastering strategies and techniques for marketing business products in the civil engineering field.

B. Relevant Research

The research relevant to this research is as follows.

1. Research conducted by Fitri Ramadhanti in 2016 entitled, "Career Options for Graduates of the Building Engineering Education Study Program S1, Faculty of Engineering, Padang State University". The results of the research stated that out of 88 respondents, 96.59% of graduates who have worked with a description of 30.68% of graduates who work in the education sector 52.68% work in the construction services sector and 13.64% work outside the field of education and construction services.
2. Research conducted by Isnaini Salastun in 2017 with the title "Analysis of the Absorption of Graduates of the Building Engineering Education Study Program, Faculty of Engineering, the State University of Jakarta in the Field of Work". The results showed that the average waiting time for alumni was <3 months with a percentage of 74.4%, the type of work of the alumni according to the competence of graduates in the education sector was 7.70%. The non-education sector was 92.30%, and the average income or alumni salary for the first job is less than 3 million at 20.51%, three million-4 million for 28.21%, four million-5 million for 35.04%, five million-6 million for 8.55%, and more than 6 million for 7.69 %. Meanwhile, the income or salary of alumni is currently less than 3 million as much as 5.31%, three million-4 million for 19.66%, four million-5 million for 46.15%, five million-6 million for 16.24% and more than 6 million for 12, 82%.
3. Research conducted by Syamsidar in 2017 entitled "Study Absorption of Alumni in the World of Work in the Physics Education Department Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar ". The results of the study stated that of 33 respondents, 30 alumni who have worked with a waiting time of 1 month to 2 years. Of the 33 respondents who have worked, 23 people have educational relevance to their field of work, and eight people have jobs that are not relevant to their education. Twenty-three respondents whose jobs are relevant to the world of education generally work as teachers, while eight work typically in entrepreneurship and some work as business employees.

C. Conceptual Framework

To determine the absorption of PTB S1 graduates in the workforce, a frame of mind can be made that serves as a guideline for determining the direction of research to be carried out as illustrated as follows.

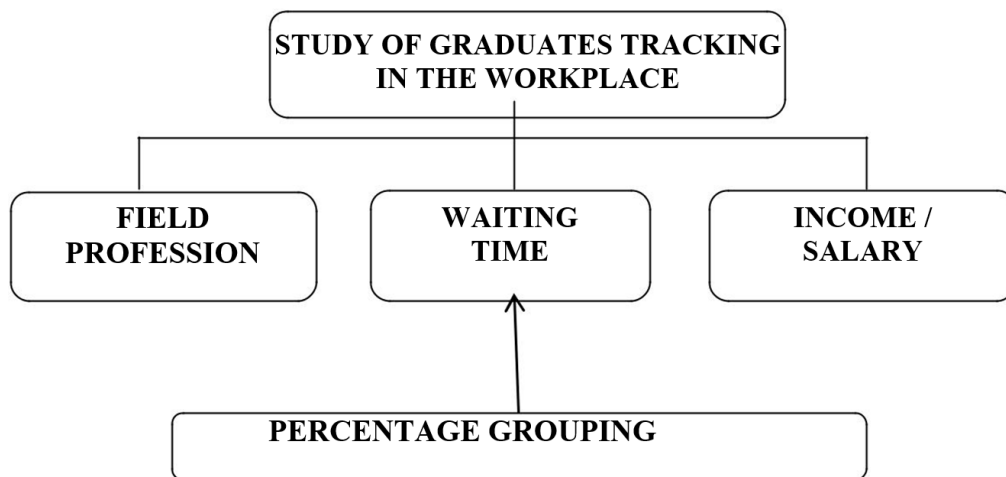


Figure 1. Conceptual Framework Chart

D. Research Questions

In this research, the following research questions can be made.

1. How is the percentage distribution of PTB S1 alumni who graduated 2016 working in the field of building engineering education?
2. What is the distribution of the average waiting period for the 2016 alumni of PTB S1 in getting a job?
3. What is the distribution of the average income or salary earned by the alumni of PTB S1 in 2016?

CHAPTER III

RESEARCH METHODS

A. Type of Research

Following the problems that have been stated, this type of research is a survey method with descriptive quantitative analysis. Werwick and Lininger in A. Muri (2007: 98) state that "A survey is a method of collecting information about a human population in which direct contact is made with the units of study (individual, organizations, communications, etc.) through such systematic means as questionnaires and interview schedule ". In line with this opinion, Lijan (2014: 69) argues "A survey is a design used to investigate information related to prevalence, distribution and relationships between variables in a population". Thus it is clear that survey research is a systematic investigation in collecting information related to an object of study, by using a structured questionnaire or list of questions.

Quantitative analysis is an analysis that is directed to answer the formulation of the problem and the proposed hypothesis. In quantitative research, data analysis uses statistics. The statistics used can be in the form of descriptive and inferential/inductive statistics (Sugiyono, 2017: 31).

B. Place and Time of Research

1. Place of Research

This research was conducted on PTB S1 alumni who graduated in 2016 both living inside and outside West Sumatra. Online distribution of questionnaires via WhatsApp, Instagram and Facebook. This method was chosen because it is more effective and efficient, easy data processing, and more efficient financing. Besides, it is hoped that, in the absence of direct contact with the respondent, it is expected that honest and straightforward answers will be obtained.

2. Research Time

This research was conducted in April 2019. This research was carried out for approximately three weeks until it reached the limit point for sending the questionnaire.

C. Operational Definition

To describe the variables studied, the operational definitions of the variables can be given as follows.

1. Tracer study is a tracer study conducted on alumni to obtain information that can be useful for the benefit of educational institutions. This study was conducted to receive an overview of the status of alumni as input for improvement and evaluation of study programs and departments of a university.
2. Alumni or graduates are people who have completed their studies at a school or college. The alumni achievement is the best indicator in determining the success of education in a school or college.
3. Study Program (Prodi) of Building Engineering Education (PTB S1) is a field of science where graduates can have careers in several fields of work. In general, it can be classified into two fields, namely the field of building engineering education and other fields. Besides, graduates of PTB Study Program can also become entrepreneurs, both inside and outside of civil or building engineering.
4. Job field is a place or opportunity to distribute knowledge contributions in an area of expertise. The job fields referred to in this research, can come from the educational, non-educational, or employment fields created by the graduates themselves.

D. Population and Research Sample

1. Population

The population is the entire research subject (Suharsimi, 2010: 173). Agreeing with this statement, Sugiyono (2017) states that "the population

consists of objects/subjects that have certain qualities and characteristics that are determined by researchers to study and draw conclusions." In this study, the population consisted of all alumni of PTB S1 in 2016, totalling 97 people.

2. Samples

The sample is a part or representative of the population under study. It is called sample research if we intend to generalize the results of sample research. (Suharsimi, 2010: 174). Due to the finite population and not too many subjects, population research can be carried out (Suharsimi, 2010), so in this case, the total population is used as a sample size, namely 97 people. However, after being traced based on the year of entry, there were six samples who were not the same characteristics as the other samples. This is because the six people are vocational school teachers from Aceh who received scholarships to continue their studies at PTB FT UNP. From here, we already know the type of work, so there is no need to research it. So that the final total sample becomes 91 people. Besides, the reason for taking a sample from the entire population is to get maximum participation from the respondent, given the serious difficulty in finding and contacting respondents.

E. Variables and Research Data

1. Variables

According to Sugiyono (2017: 39) "research variables are an attribute or nature or value of people, objects or activities that have certain variations that are determined by researchers to be studied and then draw conclusions." In this study, the variable used as a single variable, namely the tracking study of PTB S1 graduates in the field of work.

2. Types and Sources of Research Data

- a. Primary data is data obtained from distributing questionnaires to PTB S1 alumni who graduated in 2016.
- b. Secondary information is data that already exists, namely data on the number of PTB S1 graduates who graduated in 2016.

F. Data Collection Techniques

Data collection techniques are documentation and direct observation to alumni. Documentation is a collection of data obtained from existing archives. Data on the list of names of alumni who graduated in 2016, was obtained from the official website alumni.unp.ac.id. Then a contact search was carried out for one of the representatives of the rank graduates to be able to help provide contact information for their friends. At the same time, direct observation is data obtained by distributing questionnaires to alumni of the S1 Building Engineering Education Study Program in 2016.

G. Research Instruments

A research instrument is a tool used to measure specific natural and social phenomena that are observed (Sugiyono, 2017). The instrument used in this study was a questionnaire (questionnaire). The questionnaire is usually arranged in the form of a question sentence or a statement sentence. The aspects that are asked in the questionnaire can be facts, opinions, information and skills (Lufri, 2007).

The instrument used in this study was a questionnaire with free questions. There are two kinds of questions asked. The first is a multiple-choice question, which requires an answer in the form of an opinion, period, nominal, and so on. Both essay questions, which need detailed answers from each alumni

The research instruments were arranged based on indicators. Filling in the questionnaire still takes into account the ease of filling in by the respondent. The instrument grid is shown in the following table.

Table 2. Instrument Guide

Variabel	Indicator	Sub Indicator	Unit Number
Studies Tracking	CV		1,2,3,4,5,6,7
graduates in the workforce	Field	1. Continuous to Study	8,9,10

Table 2. Instrument Guide (cont)

	Graduate Work	2. Type of work	17,26
		3. Interest in work	11,20,28
		4. Working conditions	15,18,19,24,27
		5. Place of work	16,25
		6. The relevance of education to work	30,33,34
	Length of waiting period to get a job	1. Work experience	14,23
		2. Factors play a role in getting a job	13,32
		3. Job information	12,21,31
	Income Amount		22,29

H. Instrument Testing

In research that uses a questionnaire with free questions, instrument testing is not necessary. This is because the questions are not arranged using a specific scale. To find out that the questionnaire is valid and reliable, the questionnaire needs to be validated by an expert validator. The task of the expert validator here is to check the composition of the questions and whether or not a question is asked in the questionnaire..

I. Data Analysis Techniques

The purpose of this study was to find the percentage of each indicator and the question items posed. Furthermore, the distributed questionnaire also uses an online-based program, namely the google form. The results of the statements from the respondents are then processed to get the percentage and the number of each answer in that percentage. Thus, the percentage results will be clearly illustrated.

The formula used to find the percentage is,

Note:

% : percentage

B : Part of

S : All of

CHAPTER IV

RESEARCH RESULT

Of the total 91 samples that were planned, then tracking all samples was carried out to see if any contacts could be contacted. After tracing, 17 samples of communications were not found, including cellphone numbers, email, Facebook and Instagram accounts. The number of samples which did not return the questionnaire was ten people. The reasons, among others, are due to busyness and also because the questionnaire link is difficult to open in certain areas. Especially for samples that have been sent questionnaires, intensive communication has also been carried out both via WhatsApp and telephone, so that potential respondents are willing and remember to take the time to fill out the questionnaire.

After going through the process as above, then calculating the number of samples that have filled in the questionnaire, then processing the results of the data. This number of samples is known as affordable samples. For more details, consider what is listed in table 3.

Table 3. Sample Calculation

Initial sample size	91	Orang
Not traceable	17	Orang
Did not return the questionnaire	10	Orang
Affordable sample quantities	64	Orang
Percentage of initial sample	70.33	%

So the sample in this study amounted to 64 people or according to the number of affordable samples.

A. Data Description

This study aims to reveal the distribution of graduates in the employment field. Whether it is in the area of work, the length of the graduate waiting period, the amount of graduate income and other data if needed in this tracing study. The data from this research are described according to the types of questions asked. For multiple-choice questions, the results of the survey are described using diagrams, both pie and bar charts. Meanwhile, for essay questions, the results of the study are described using

Table and positioned in the attachment. Data analysis was performed using Microsoft Excel 2010. As a comparison of research results, comparisons were made with the results analyzed by the Google Forms system.

B. Research Results

The results of the research on all indicators of the Graduate Tracking Study of the S1 Building Engineering Education Study Program can be seen as follows:

1. Personal Biodata

Statement No. 1,2,3,4,5,6 and 7

The answer statements in items 1 (respondent's name), 2 (gender), 3 (place of birth), 4 (date of birth), 5 (no. hp), 6 (email address), and 7 (current domicile) are not stated, because it concerns the confidentiality of respondents. For more details, see Appendix 5 on page 81.

2. Field of Work Graduates Statement No.8

Based on the answer to item 8 (whether to continue the study) shows,

a. Option Yes

—

b. Choice No.

—

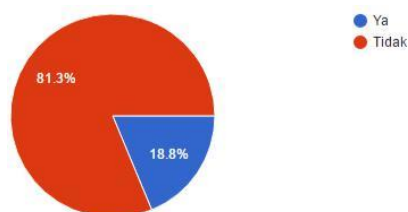


Figure 2. Diagram of the Results of Statement No.8

Figure 2 shows the continuation information of the respondent's study after graduating from PTB S1. It is known that from a total of 64 people, 12 or 18.8% continued their studies, and 52 people or 81.3% did not continue their studies.

Statement No.9

Answers to item no.9 (where to continue studies) can be seen in appendix 6 on page 86.

Statement No.10

The answer to item no.10 (whether to continue studying while working) shows,

a. Option Yes

b. Choice No

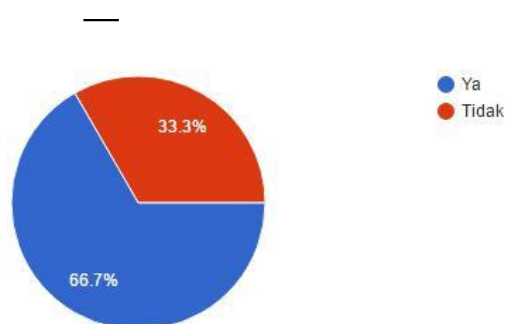


Figure 3. Diagram of the Results of Statement No.10

Figure 3 shows that out of a total of 12 respondents, 8 people or 66.7% continued their studies while working, and 4 people or 33.3% continued their studies while working.

Statement No. 17

The answer to item no.17 (position / first job position) cannot be stated.
For more details, see appendix 7 on page 88.

Statement No.26

—
The answer to statement 26 (current job title/position) cannot be stated.
For more details, see appendix 8 on page 92.

Statement No.11

The answer to item no.11 (the desired workplace after passing PTB S1) is as follows.

- a. Choice of Government Agencies (Central / Regional / BUMN / BUMD)
- b. Choice of private companies
- c. Public School Options
- d. Private school options

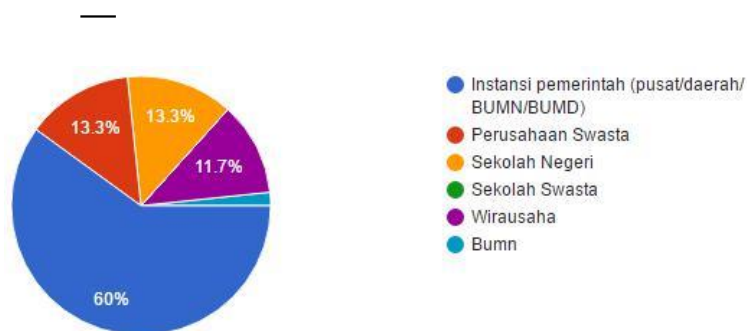


Figure 4. Diagram of the Results of Statement No.11

Figure 4 shows that out of a total of 60 respondents, it shows as many as 36 people or 60.0% want to work in BUMN / BUMD, 8 people or 13.3% want to work in private companies, 8 people or 13.3% want to work in public schools, 7 people or 11.7% want to be entrepreneurs, and 1 person or 1.7% choose another option, namely BUMN.

Declaration No. 20

The answer to statement no.20 (Key considerations for choosing a first job) indicates,

- a. Salary options are adequate
- b. Options according to the scientific field
- c. Options Get experience
- d. Options Get skills
- e. Choice of Interests and ideals
- f. Another option, namely in addition to opportunities and encouragement as well as partners to develop their scientific fields

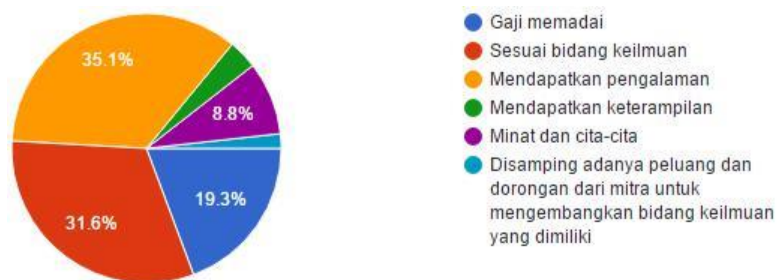


Figure 5. Diagram of the Result of Statement No.20

Figure 5 explains that out of a total of 57 respondents, 11 or 19.3% chose an adequate salary, 18 people or 31.6% chose according to their scientific field, 20 people or 35.1% chose to gain experience, 2 people or 3.5% chose gain skills, 5 people or 8.8%

choose interests and ideals, and 1 person or 1.8% chose options

other.

Declaration No.28

The answer to statement no.28 (the main consideration in choosing a current job) is as follows.

- a. Salary options are adequate
- b. Options according to the scientific field
- c. Options Get experience
- d. Options Get skills
- e. Choice of Interests and ideals

f. Another option, Study while working at your own expense

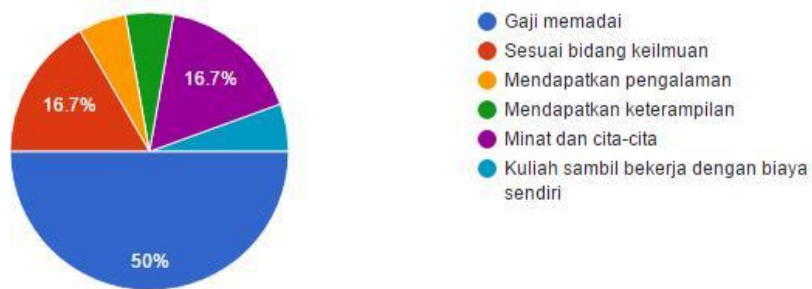


Figure 6. Diagram of the Result of Statement No.28

Figure 6 explains that out of a total of 18 respondents, 9 people or 50.0% chose an adequate salary, 3 people or 16.7% chose according to their scientific field, 1 person or 5.6% chose to gain experience, 1 person or 5.6% chose to get skills, 3 people or 16.7% chose interests and ideals, and 1 person or 5.6% chose another option, namely studying while working at their own expense.

Statement No.15

Statement no.15 (have you worked since graduating from PTB S1) shows the results as below.

- Option Yes
- Choice No.

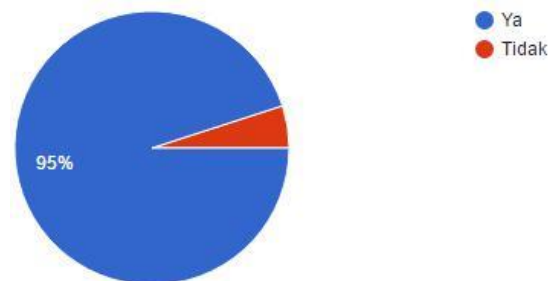


Figure 7. Diagram of Result of Statement No.15

Figure 7 explains that out of a total of 60 respondents, 57 people or 95.0% have worked and 3 people or 5.0% have never worked since graduating from PTB S1.

Declaration No. 18

The answer to statement no.18 (month / year starting first job) cannot be stated. For more details, see appendix 9 on page 95.

Declaration No. 19

The answer to statement no.18 (month / year of leaving the first job) cannot be stated. For more details, see appendix 9 on page 95.

Declaration No. 24

The result of statement no.24 (the reason for not working at this time) is stated by the result as follows.

- a. Options already applied but not yet called
- b. Options Have taken the test but have not passed
- c. Choices Have had time to attend an interview but did not pass
- d. Options There are no vacancies that match your interests (career, salary)
- e. Choice Focus on being a housewife
- f. Other options, have their own business



Figure 8. Diagram of Result of Statement No.24

Figure 8 explains that out of 6 respondents, 1 person or 16.7% chose to have applied but had not been called, 1 person or 16.7% chose to have taken the test but had not passed, 1 person or 16.7% chose there were no suitable vacancies interests, 2 people or 33.3% choose to focus on being a housewife, 1 person or 16.7% chose to have their own business

Declaration No.27

The results of Statement no.27 (month / year starting work now) cannot be stated because it involves data confidentiality. For more details, see appendix 10 on page 99.

Statement No. 16

The result of statement no.16 (place of work for the first job) cannot be stated because it involves data confidentiality. For more details, see appendix 10 on page 99.

Declaration No. 25

The result of statement no.25 (current job place of work) cannot be stated because it involves data confidentiality. For more details, see appendix 9 on page 95.

Declaration No. 30

The answer to statement no.30 (the relationship between work and knowledge learned on campus) shows the following.

- a. Option Yes
- b. Choice No.

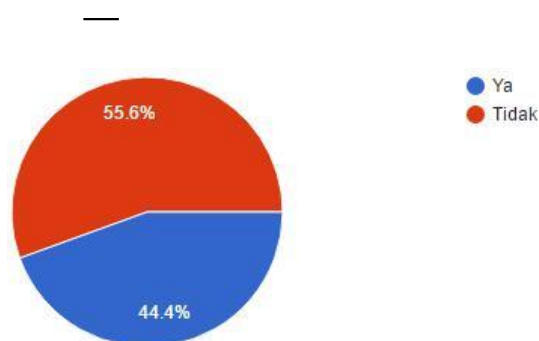


Figure 9. Diagram of Result of Statement No.30

Figure 9 shows of the 18 respondents, as many as 8 people or 44.4% stated that their work was related to the knowledge learned at campus, and 10

people or 55.6% said their work was not related to the knowledge learned on campus.

Declaration No. 33

The results of statement No. 33 (the relevance of PTB S1 to the needs in the work field) can be stated as follows.

- a. Option Yes
- b. Choice No.

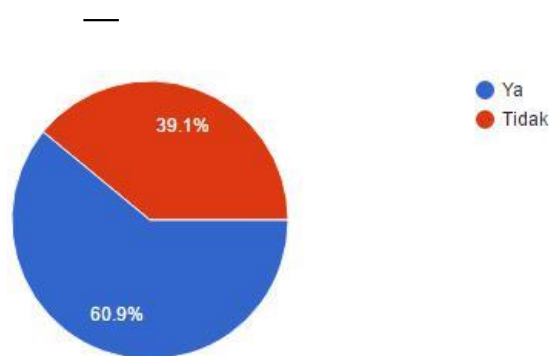


Figure 10. Diagram of Result of Statement No.33

Figure 10 states that of the 64 respondents, as many as 39 people or 60.9% stated that PTB S1 education is relevant to job field needs, while 25 people or 39.1% stated that PTB S1 education was not relevant to job field needs.

Statement No. 34

The answer to statement no.34 (practical advice for the PTB S1 study program) cannot be stated in this section. For more details, see appendix 11 on page 101.

3. Length of Waiting Period for Getting a Job Statement No.14

Statement item no.14 (work experience during college) can be seen as follows.

- a. Option Yes

—
b. Choice No.

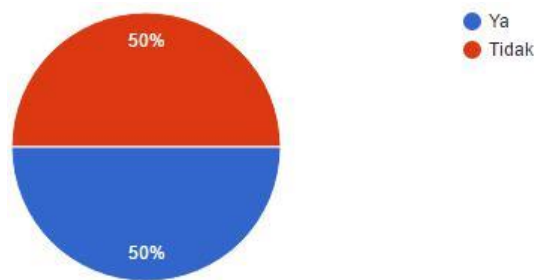


Figure 11. Diagram of Result of Ststatement No.14

Figure 14 states out of 60 respondents, as many as 30 people or 50.0% stated that they study while working, and 30 people or 50.0% stated that they do not study while working.

Declaration No. 23

Statement item no.23 (whether the first job is still being worked on until now) can be seen as shown below.

a. Option Yes

b. Choice No

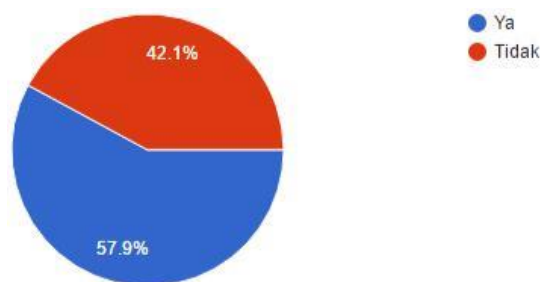


Figure 12. Diagram of Result of Statement No.23

Figure 12 shows that of the 57 respondents, 33 people or 57.9% are still in their first jobs until now, and 24 people or 42.1% are no longer in their first jobs.

Statement No.13

The answer to question no.13 (last GPA) cannot be stated in this section, because it is to maintain data confidentiality. For more details, see appendix 12 on page 107.

Declaration No. 32

Statement no.32 (The most influential factor in getting a job) is stated by the following results.

- a. Choice of GPA / academic ability
- b. Extra-curricular options, organization, etc.
- c. Choice of Origin college
- d. Study program accreditation options
- e. Personality Choice
- f. Certificate of expertise options
- g. Work experience options
- h. Link Options
- i. Prayer choices and effort

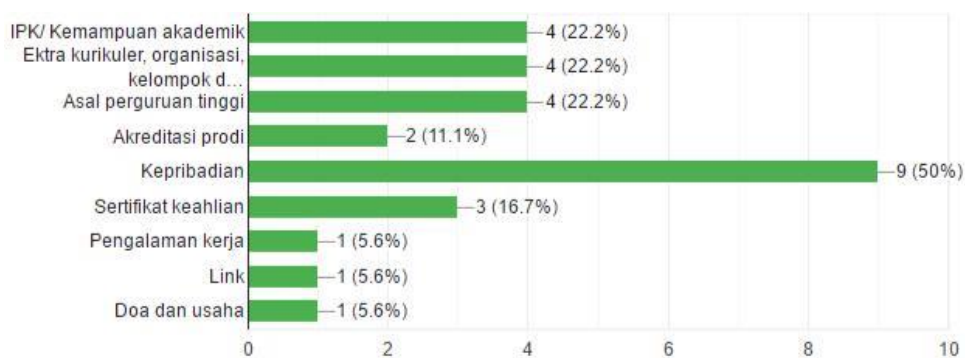


Figure 13. Diagram of Result of Statement No.32

Figure 13 explains that out of 18 respondents, 4 people or 22.2% chose GPA / academic ability, 4 people or 22.2% chose extra-curricular and organizational, 4 people or 22.2% chose from college, 2 people or 11.1% chose study program accreditation, 9 people or 50% chose personality, 3 people or 16.7% chose a certificate of expertise, 1 person or 5.6% chose work experience, 1 person or 5.6% chose a link, 1 person or 5.6% chose prayer and effort.

Statement No.12

The answer to statement no.12 (opinion on the right time to find out the procedure for applying for a job) can be described as follows.

- a. Electives Since the first year of study
- b. Electives In the second year of study
- c. Electives In the third year of study
- d. Electives At the end of the year of study
- e. Options After graduation



Figure 14. Diagram of Result of Statement No.12

Figure 14 shows that of the 60 respondents, 25 people or 41.7% chose since the first year of study, 1 person or 1.7% chose in the second year of study, 8 people or 13.3% chose in the third year of study, 16 people or 26.7% voted in the final year of college, 10 people or 16.7% voted after graduation.

Declaration No. 21

The answer to item no.21 (length of time from graduation to getting the first job) is stated as follows.

- a. Options <1Month
- b. Choice of 1-3 Months
- c. Options 3-6 Months
- d. Choice of 6 Months - 1 Year
- e. Choice of 1-2 Years

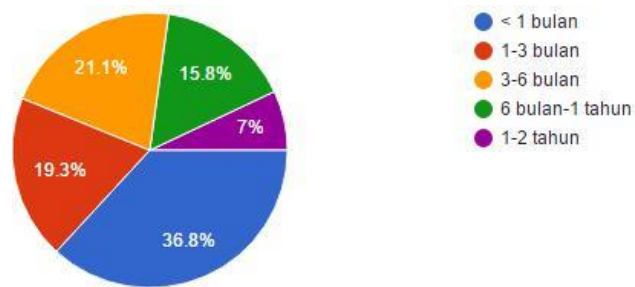


Figure 15. Diagram of Result of Statement no.21

Figure 15 shows that of the 57 respondents, as many as 21 people or 36.8% needed <1 month, 11 people or 19.3% needed 1-3 months, 12 people or 21.1% needed 3-6 months, 9 people or 15.8% need 6 months- 1 year, 5 people or 7% need 1-2 years.

Declaration No.31

The results of the statement item no.31 (where to get current job information from) can be seen below.

- a. Ad Options
- b. Announcement option on campus
- c. Choice of Family / Friends
- d. Alumni Choice
- e. Other Options

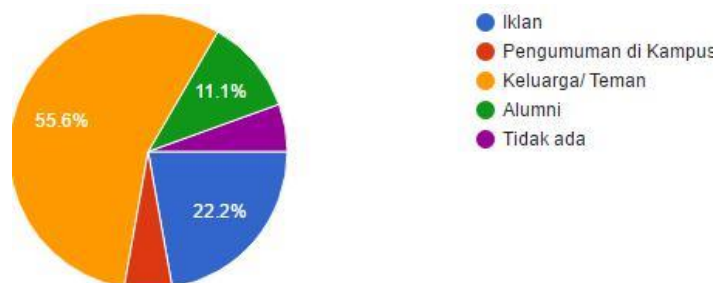


Figure 16. Diagram of Result of Statement No.31

Figure 16 shows that out of 18 respondents, 4 people or 22.2% chose advertisements, 1 person or 5.6% chose announcements on campus, 10 people or 55.6% chose family / friends, 2 people or 11.1% chose alumni, 1 person or 5.6% chose other options.

4. Amount of Income Statement No.22

The answer to statement no.22 (average income at first job) is as follows.

- a. Options <IDR 1,000,000.00
- b. Options IDR 1,000,000.00- IDR 2,000,000.00
- c. Options IDR 2,000,000.00- IDR 3,000,000.00
- d. Options IDR 3,000,000.00- IDR 5,000,000.00
- e. Option> IDR 5,000,000.00

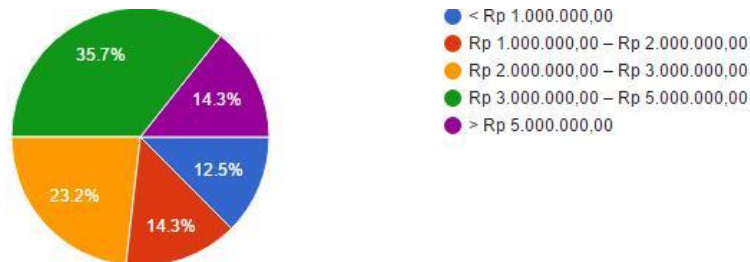


Figure 17. Diagram of Result of Statement No.22

Figure 17 explains that out of a total of 56 respondents, 7 people or 12.5% earn less than 1 million rupiah, 8 people or 14.3% are 1-2 million rupiah, 13 people or 23.2% are 2-3 million rupiah, 20 people or 35.7% were 3-5 million rupiahs, and 8 people or 14.3% were over 5 million rupiahs.

Declaration No.29

Answer to statement no.29 (average income at current job) as follows.

- a. Options <IDR 1,000,000.00
- b. Options IDR 1,000,000.00- IDR 2,000,000.00
- c. Options IDR 2,000,000.00- IDR 3,000,000.00
- d. Options IDR 3,000,000.00- IDR 5,000,000.00
- e. Option> IDR 5,000,000.00

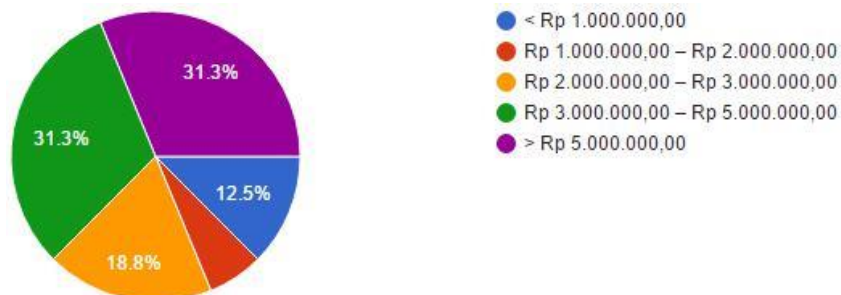


Figure 18. Diagram of Result of Statement No.29

Figure 18 shows that out of a total of 16 respondents, 5 people or 31.3% had an income of > 5 million rupiah, 5 people or 31.3% had an income of 3-5 million rupiah, 3 people or 18.8% had an income of 2-3 million rupiah, 2 people or 12.5% have an income of <1 million rupiah, and 1 person or 6.1% have an income of 1-2 million rupiah

Table 4. Recapitulation of Research Results

No	Question	choose an answer	%	No	Question	choose an answer	%
1	do you continue your studies	Yes	18,8%	2	do you continue your studies while working	Yes	66,7%
		No	81,3%			No	33,3%
3	Where do you want to work?	state company	60%	4	What was your main consideration in choosing the first job?	Salary is adequate	19,3%
		private companies	13,3%			In accordance with the scientific field	31,6%
		Public school	13,3%			Get experience	35,1%
		Private school	0%			Gain skills	3,5%
		Entrepreneur	11,7%			Interests and ideals	8,8%
		Others	1,7%			Other	1,8%
5	What is your main consideration in choosing a job now?	Salary is adequate	50%	6	What is the reason you are not working at this time?	Has applied but has not been called	16,7 %
		In accordance with the scientific field	16,7%			Have taken the test, but have not passed	16,7%
		Get experience	5,6 %			Already followed the interview, but not yet accepted	0%
		Gain Skill	5,6 %			There are no vacancies according to my interest	16,7 %

		Interests and ideals	16,7%			Focus on being a housewife	33,3%
		Other	5,6%			Punya usaha sendiri	16,7%
7	Have you worked since graduating from PTB S1?	Yes	95%	8	Does your work relate to science on campus?	Yes	44,4%
		No	5%			No	55,6%
9	Is there any the needs in relevance of PTB S1 with the work field?	Yes	60,9%	10	Did you work while attending PTB S1?	Ya	50%
		No	39,1%			Tidak	50%
11	What was the most influencing factor in getting a job?	GPA	22,2%	12	When is the right time to know the procedure for applying for the jobs?	First Year	41,7%
		Extracurricular organization	22,2%			Second Year	1,7%
		Origin of Campus	22,2%			Third Year	13,3%
		Study program accreditation	11,1%			Fourth Year	26,7%
		Personality	50%			After Graduate	16,7%
		Certificate of expertise	16,7%	13	How long is the waiting time for your first job?	< 1 month	36,8%
		Work experience	5,6%			1-3 months	19,3%
		Link	5,6%			3-6 months	21,1%
		Prayer and effort	5,6%			6 months -1 year	15,8%
						1-2 years	7%
14	Where to get current job information?	Advertisement	22,2%	15	What is the your average income of first job?	< 1 milloin	12,5%
		Campus announcements	5,6%			1-2 million	14,3%
		Family/Freind	55,65			2-3 million	23,2%
		Alumni	11,1%			3-5 million	35,7%

		Other	5,6%			> 5million	14,3%
16	What is your average current job income	< 1 million	12,5%				
		1-2 milloin	6,1%				
		2-3 million	18,8%				
		3-5 million	31,3%				
		> 5 million	31,3%				

C. Discussion

1. Field of Alumni Work

In this study, it has been obtained the description that only a few PTB S1 graduates prefer to work as teaching staff in the field of Building Engineering Education. The percentage obtained is only 12.28%. This is certainly not in line with the vision of the Study Program, which is "to become a study program to produce superior professional educators in the field of Building Engineering education in 2020 and to devote to God Almighty".

The career choice to become a teacher in the field of Building Engineering Education is certainly the main option after graduates look for work. However, this is considered difficult because of the government's unfair policy towards education graduates regarding their status before the law. Education graduates no longer receive the Akta IV Certificate, which is an absolute requirement if they want to become educators. Deed IV is only issued if the bachelor of education continues PPG. The worst thing is that pure scholars can also become educators if they take PPG. Whereas pure or non-educational undergraduates are not equipped with pedagogical education as obtained by an undergraduate degree during their undergraduate course.

As a result of the above problems, many PTB graduates prefer other jobs, such as in the construction service industry. This naturally is not wrong. However, this will result in a decrease in the indicators for the success of the Study Program in producing prospective teaching staff. This situation is certainly not a good condition for study programs and graduates. This uncertainty is certainly a dilemma that must be found a solution so that the vision and mission of the PTB S1 Study Program can be realized.

Based on the entire series of discussions above, improving the quality of prospective graduates is the most important thing to do. Competition in the world of work, whether in the field of Building Engineering Education or not, must be addressed with careful preparation. Provision of deeper knowledge is

essential for PTB students. This makes more sense to do while fighting for changes in government policies that are very detrimental to education scholars.

2. Long Waiting Period to Get a Job

The difficulty of working as educators makes PTB graduates look for other job alternatives. The work in question is in the field of construction services, entrepreneurship, and other jobs. The opportunity to get the job is quite large, as reflected in the long waiting period for graduates to get a job. As many as 35.7% of graduates took less than one month. This, of course, feels good, because the graduates have high morale.

3. Income or Alumni Income

PTB graduates do have great potential to work in construction services and other fields. Moreover, the income earned is quite promising. This is reflected in the increase in the percentage of graduate first job salaries with current job salaries. For example, in the first job, only 12.5% of graduates earn more than 5 million rupiahs. In current employment, the percentage rose to 31.3% for the same amount of income.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the research and the results of the data analysis that has been done, it can be concluded that:

1. The low number of PTB S1 graduates who work as teachers in the field of Building Engineering Education with a percentage of 12.28%.
2. High enthusiasm for work causes the length of waiting time to get a PTB graduate job is quite right, which is less than one month with a percentage of 36.8%.
3. Good career advancement by PTB graduates is in line with the increase in income of more than 5 million rupiahs, from 14.3% previously increased to 31.3%.

B. Suggestions

Based on the research results, the following suggestions can be made:

1. For the Study Program to provide more in-depth knowledge to help PTB students to be able to compete in the world of work, especially in the field of Building Engineering Education.
2. For PTB students to always try to improve their academic and non-academic abilities in order to prepare themselves to face fierce job competition.
3. To the next prospective researchers, considering that this tracking study research is really needed by the Prodi, it is hoped that this research can continue this research and even develop it for a broader scope of tracking studies.

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- Undang-Undang Republik Indonesia Nomor 13 Tahun 2013 Tentang Ketenagakerjaan.

LAMPIRAN 1

Lampiran 1. Rekapitulasi Wisudawan PTB S1 Tahun 2016

No	Tahun Lulus	Nama	Tahun Masuk
1	2016	Ahmad Arif	2012
2	2016	Charles Hermanto Sibarani	2012
3	2016	Dana Yulianto	2012
4	2016	Dino Saputra	2012
5	2016	Fauziatul Husna	2012
6	2016	Fitri Ramadhanti	2012
7	2016	Fitri Trisnawaty Pane	2012
8	2016	Gratia K. Simarmata	2012
9	2016	Jefri Zondra	2012
10	2016	Mahdika Putra Nanda	2012
11	2016	Mega Kurniawati	2012
12	2016	Muhammad Wahyudi	2012
13	2016	Sandi Junia Putra	2012
14	2016	Sarli Marlita	2012
15	2016	Syiaful Haq	2012
16	2016	Syisrika Elida	2012
17	2016	Alvino Kurniawan	2011
18	2016	Arman Kurnia Prayogi	2011
19	2016	Andriani Utami	2011
20	2016	Anggia Roza	2011
21	2016	Arif Rahman	2011
22	2016	Asep Kuswadi	2011
23	2016	Citra Ayu Noviani	2011
24	2016	Dedi Famina Riyo	2011
25	2016	Dwi Yanda Anderson	2011
26	2016	Eka Winda Rianti	2011
27	2016	Eldiansyah Putra	2011
28	2016	Elfia Fatri Yeni	2011
29	2016	Eri Yadi Setiawan	2011
30	2016	Faisal Murnawan Amin	2011
31	2016	Fandy Pratama	2011
32	2016	Febri Madhoni	2011
33	2016	Hatta Suparmadi	2011
34	2016	Indah Irsa Kembang Kasih	2011

35	2016	Lulu Nurjanah	2011
36	2016	Mahyu Hendri Susilo	2011
37	2016	Mita Dwi Putri	2011
38	2016	Muhammad Andhika	2011
39	2016	Nofrio Rafni	2011
40	2016	Nurani Masyita	2011
41	2016	Rachmad Ricko	2011
42	2016	Ramadhani r	2011
43	2016	Rita Yuliana Sari	2011
44	2016	Rudy Wahyunugroho	2011
45	2016	Windha Sri Yuhartini	2011
46	2016	Yoricha Juniza	2011
47	2016	Yosni Juni Dola Sihotang	2011
48	2016	Yunda Permatha Yuara	2011
49	2016	Afrimen Candra	2010
50	2016	Anggi Yuda Saputra	2010
51	2016	Arif Aprinal	2010
52	2016	Budi Prasetya	2010
53	2016	Della Dwyana	2010
54	2016	Devky Auzan	2010
55	2016	Eko Noverli	2010
56	2016	Gusnaldi	2010
57	2016	Ikhsan Pratama	2010
58	2016	Iqbal Purwadi	2010
59	2016	Lilis Novitasari	2010
60	2016	M Furqon Al Hamdani	2010
61	2016	Maryuni Silvia	2010
62	2016	Mutia Luthfi Addistia	2010
63	2016	Oki Nanda Saputra	2010
64	2016	Ravela Andika	2010
65	2016	Rima Cholyah	2010
66	2016	Ruri Oktavian	2010
67	2016	Tauri Eldara	2010
68	2016	Wirandy Retmon	2010
69	2016	Zulghi Edri	2010
70	2016	Aida Rasita	2009

71	2016	Andi Kurniawan	2009
72	2016	Ari Isfandi	2009
73	2016	Arif Firman Alim	2009
74	2016	M. Havids	2009
75	2016	Romadoni	2009
76	2016	Zamrud Kurnia	2009
77	2016	Akbar Vilhayati	2008
78	2016	Deri Chandra	2008
79	2016	Fetrio Rizal	2008
80	2016	Gito Marda Gustian	2008
81	2016	Hasiholan Silalahi	2008
82	2016	Jatmico Setiawan	2008
83	2016	Randi Sardi	2008
84	2016	Riko Mario Alberto	2008
85	2016	Robby Okta Vernando	2008
86	2016	Sabtama Ramanda	2008
87	2016	Syaifudin Ahmad	2008
88	2016	Werman Saputra	2008
89	2016	Yelita	2008
90	2016	Yenni Deswita	2008
91	2016	Yuanda Usman	2008

Dari tabel di atas, dapat diketahui bahwa,

1. Jumlah Angkatan 2012,

—

2. Jumlah Angkatan 2011,

—

3. Jumlah Angkatan 2010,

—

4. Jumlah Angkatan 2009,

—

5. Jumlah Angkatan 2008,

—

Dari 91 responden, sebanyak 16 rang atau 17,58% adalah angkatan 2012, 32 orang atau 35,16% angkatan 2011, 21 orang atau 23,08% angkatan 2010, 7 orang atau 7,69% angkatan 2009, dan 15 orang atau 16,48% angkatan 2008.

LAMPIRAN 2

“Studi Pelacakan Lulusan Program Studi Pendidikan Teknik Bangunan Fakultas Teknik Universitas Negeri Padang di Lapangan Pekerjaan”

Kuisisioner ini bertujuan untuk mengetahui keadaan pekerjaan alumni lulusan Program Studi Pendidikan Teknik Bangunan FT UNP tahun lulus 2016. Saya menjamin atas kerahasiaan dari informasi yang diberikan.

KATA PENGANTAR

Assalamualaikum Warahmatullah Wabarakatuh...

Sebelumnya Diki doakan Abang-abang dan Kakak-kakak selalu dalam keadaan sehat waalfiat. selanjutnya Diki ingin memperkenalkan diri.

Nama : Diki Astarino

NIM/BP : 15061019/2015

Prodi/ jurusan : Pendidikan Teknik Bangunan/ Teknik Sipil

Tempat/ Tgl lahir : Tanjung Pinang/ 14 Februari 1997

Alamat : Jorong Koto Laweh, Kelurahan Koto Tengah, Kecamatan Tilatang Kamang, Kabupaten Agam

No. HP : 081268544102

Alamat E-mail : diki4starino@gmail.com

Penelitian ini Diki lakukan bukan hanya untuk kepentingan pribadi saja. Namun lebih luas dari itu, penelitian ini sangat berguna bagi Prodi dan Jurusan dalam mengevaluasi kinerja dan kurikulumnya. Diki dalam hal ini tidak mengharap dan tidak menerima imbalan dalam bentuk apapun dari pihak manapun yang sekiranya dapat mengurangi kredibilitas penelitian ini. Diki berharap sepenuhnya kepada Abang-Abang dan Kakak-Kakak agar dapat berpartisipasi dalam penelitian ini. mudah-mudahan dapat memberikan manfaat bagi Prodi dan Jurusan kita tercinta. Semoga partisipasi dari Abang-Abang dan Kakak-Kakak semuanya dapat menjadi amal jariyah.. Insha Allah

PETUNJUK PENGISIAN

Pada Kuisisioner ini, terdapat dua macam pertanyaan. Pertama, untuk soal yang menyediakan pilihan jawaban, Saudara diminta memilih salah satu pilihan atau lebih (sesuai petunjuk soal).Kedua, untuk soal berbentuk esai, Saudara diminta mengetikkan jawaban sesuai dengan pertanyaan yang diajukan.

* Required

1. DATA PRIBADI Nama Lengkap *

2. Jenis Kelamin *

Mark only one oval.

Laki-laki

Perempuan

3. Tempat Lahir *

4. Bulan/ Tanggal/ Tahun Lahir *

Example: December 15, 2012

5. Nomor HP *

6. Alamat E-mail *

7. Domisili Sekarang *

KELANJUTAN STUDI**8. Setelah lulus dari PTB S1, apakah Saudara melanjutkan studi? ****Mark only one oval.*
 Ya *Skip to question 9.*
 Tidak *Skip to question 11.*
Untitled Section**9. Dimana Saudara melanjutkan studi? (Tuliskan dengan format: Thn. Masuk<spasi> Fakultas<spasi>PT) Cth. 2016 FT UNP ***

10. Apakah Saudara melanjutkan studi sambil bekerja? **Mark only one oval.*
 Ya *Skip to question 11.*
 Tidak *Skip to question 33.*
Untitled Section**11. Saat baru lulus, sebenarnya dimana Saudara ingin bekerja? (pilih salah satu) ****Mark only one oval.*
 Instansi pemerintah (pusat/daerah/BUMN/BUMD)

 Perusahaan Swasta

 Sekolah Negeri

 Sekolah Swasta

 Wirausaha

 Other: _____

12. Menurut Saudara, kapan waktu yang tepat untuk mengetahui prosedur melamar pekerjaan? *

Mark only one oval.

- Sejak tahun pertama perkuliahan
- Pada tahun kedua perkuliahan
- Pada tahun ketiga perkuliahan
- Pada tahun akhir perkuliahan
- Setelah lulus

13. Berapa IPK terakhir Saudara? *

14. Semasa kuliah, apakah Saudara juga bekerja? *

Mark only one oval.

- Ya
- Tidak

Untitled Section

15. Setelah lulus dari PTB S1 hingga sekarang, apakah Saudara pernah bekerja? *

Mark only one oval.

- Ya *Skip to question 16.*
- Tidak *Skip to question 33.*

PEKERJAAN PERTAMA SETELAH WISUDA

16. Nama Tempat kerja pertama kali setelah Saudara lulus PTB S1 (termasuk jika berwirausaha atau memiliki usaha sendiri) *

17. Jabatan/ posisi dalam pekerjaan pertama kali *

18. Bulan/ Tahun mulai bekerja *

Example: December 15, 2012

19. Bulan/ Tahun berhenti bekerja (kosongkan jika masih bekerja di tempat tersebut)

Example: December 15, 2012

(pilih satu jawaban) *

Mark only one oval.

- Gaji memadai
- Sesuai bidang keilmuan
- Mendapatkan pengalaman
- Mendapatkan keterampilan
- Minat dan cita-cita
- Other: _____

21. Berapa lama setelah lulus Saudara mendapatkan pekerjaan pertama? *

Mark only one oval.

- < 1 bulan
- 1-3 bulan
- 3-6 bulan
- 6 bulan-1 tahun
- 1-2 tahun

22. Berapa rata-rata pendapatan (take home pay = seluruh pendapatan per bulan termasuk bonus, insentif, dsb) Saudara pertama kali bekerja?

Mark only one oval.

- < Rp 1.000.000,00
- Rp 1.000.000,00 – Rp 2.000.000,00
- Rp 2.000.000,00 – Rp 3.000.000,00
- Rp 3.000.000,00 – Rp 5.000.000,00
- > Rp 5.000.000,00

23. Apakah pekerjaan pertama Saudara masih anda geluti sampai sekarang? *

Mark only one oval.

- Ya *Skip to question 33.*
- Tidak *Skip to question 24.*

24. Jika saat ini Saudara belum bekerja, manakah kondisi yang sesuai dengan anda. (kosongkan jika Saudara sudah bekerja)

Mark only one oval.

- Sudah melamar tetapi belum dipanggil *Skip to question 33.*
- Sudah mengikuti tes tetapi belum lulus *Skip to question 33.*
- Sudah sempat mengikuti interview tetapi tidak lulus *Skip to question 33.*
- Belum ada lowongan yang sesuai dengan minat saya (karir, gaji,dll.) *Skip to question 33.*
- 33. Fokus menjadi Ibu rumah tangga *Skip to question 33.*
- Other: _____ *Skip to question 33.*

PEKERJAAN SEKARANG

25. Nama tempat bekerja saat ini *

26. Jabatan/ posisi pada pekerjaan saat ini *

27. Bulan/ Tahun mulai bekerja *

Example: December 15, 2012

28. Secara umum, apa pertimbangan utama Saudara dalam memilih pekerjaan sekarang? (hanya satu jawaban) *

Mark only one oval.

- Gaji memadai
- Sesuai bidang keilmuan
- Mendapatkan pengalaman
- Mendapatkan keterampilan
- Minat dan cita-cita
- Other: _____

29. Berapa rata-rata pendapatan (take home pay = seluruh pendapatan per bulan termasuk bonus, insentif, dsb) Saudara saat ini?

Mark only one oval.

- < Rp 1.000.000,00
- Rp 1.000.000,00 – Rp 2.000.000,00
- Rp 2.000.000,00 – Rp 3.000.000,00
- Rp 3.000.000,00 – Rp 5.000.000,00
- > Rp 5.000.000,00

30. Apakah pekerjaan Saudara ini berhubungan dengan bidang ilmu yang saudara pelajari? *

Mark only one oval.

- Ya
- Tidak

31. Dari mana anda mendapatkan informasi pekerjaan sekarang? *

Mark only one oval.

- Iklan
- Pengumuman di Kampus
- Keluarga/ Teman
- Alumni
- Other: _____

32. Faktor apa yang paling berperan dalam mendapatkan pekerjaan? (boleh isi lebih dari satu)

*

Check all that apply.

- IPK/ Kemampuan akademik
- Ektra kurikuler, organisasi, kelompok dan studi
- Asal perguruan tinggi
- Akreditasi prodi
- Kepribadian
- Sertifikat keahlian
- Other: _____

RELEVANSI PENDIDIKAN DENGAN PEKERJAAN

33. Apakah pendidikan yang Saudara dapat di PTB S1 FT UNP relevan dengan kebutuhan di lapangan kerja? *

Mark only one oval.

- Ya
- Tidak

34. Dari pengalaman Saudara, apa saran praktis untuk pendidikan di UNP khususnya pada Program Studi Pendidikan Teknik Bangunan agar lulusannya dapat terserap di lapangan pekerjaan? *

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“Studi Pelacakan Lulusan Program Studi Pendidikan Teknik Bangunan Fakultas Teknik Universitas Negeri Padang di Lapangan Pekerjaan”

Kuisisioner ini bertujuan untuk mengetahui keadaan pekerjaan alumni lulusan Program Studi Pendidikan Teknik Bangunan FT UNP tahun lulus 2016. Saya menjamin atas kerahasiaan dari informasi yang diberikan.

KATA PENGANTAR

Assalamualaikum Warahmatullah Wabarakatuh...

Sebelumnya Diki doakan Abang-abang dan Kakak-kakak selalu dalam keadaan sehat waal^{لله}at. selanjutnya Diki ingin memperkenalkan diri.

Nama : Diki Astarino

NIM/BP : 15061019/2015

Prodi/ jurusan : Pendidikan Teknik Bangunan/ Teknik Sipil

Tempat/ Tgl lahir : Tanjung Pinang/ 14 Februari 1997

Alamat : Jorong Koto Laweh, Kelurahan Koto Tengah, Kecamatan Tilatang Kamang, Kabupaten Agam

No. HP : 081268544102

Alamat E-mail : diki4starino@gmail.com

Penelitian ini Diki lakukan bukan hanya untuk kepentingan pribadi saja. Namun lebih luas dari itu, penelitian ini sangat berguna bagi Prodi dan Jurusan dalam mengevaluasi kinerja dan kurikulumnya. Diki dalam hal ini tidak mengharap dan tidak menerima imbalan dalam bentuk apapun dari pihak manapun yang sekiranya dapat mengurangi kredibilitas penelitian ini. Diki berharap sepenuhnya kepada Abang-Abang dan Kakak-Kakak agar dapat berpartisipasi dalam penelitian ini. mudah-mudahan dapat memberikan manfaat bagi Prodi dan Jurusan kita tercinta. Semoga partisipasi dari Abang-Abang dan Kakak-Kakak semuanya dapat menjadi amal jariyah.. Insha Allah

PETUNJUK PENGISIAN

Pada Kuisisioner ini, terdapat dua macam pertanyaan. Pertama, untuk soal yang menyediakan pilihan jawaban, Saudara diminta memilih salah satu pilihan atau lebih (sesuai petunjuk soal).Kedua, untuk soal berbentuk esai, Saudara diminta mengetikkan jawaban sesuai dengan pertanyaan yang diajukan.

DATA PRIBADI Nama Lengkap *

Mutia Luth^{لث} Addistia

Jenis Kelamin *

Laki-laki

Perempuan

Tempat Lahir *

Padang Panjang

Bulan/ Tanggal/ Tahun Lahir *

MM DD YYYY

02 / 15 / 1992

Nomor HP *

0812170206725

Alamat E-mail *

mutialuth13addistia2@gmail.com

Domisili Sekarang *

Padang Panjang

KELANJUTAN STUDI

Setelah lulus dari PTB S1, apakah Saudara melanjutkan studi? *

Ya

Tidak

Untitled Section

Dimana Saudara melanjutkan studi? (Tuliskan dengan format: Thn. Masuk<spasi> Fakultas<spasi>PT) Cth. 2016 FT UNP *

Apakah Saudara melanjutkan studi sambil bekerja? *

Ya

Tidak

Untitled Section

Saat baru lulus, sebenarnya dimana Saudara ingin bekerja? (pilih salah satu) *

Instansi pemerintah (pusat/daerah/BUMN/BUMD)

Perusahaan Swasta

Sekolah Negeri

Sekolah Swasta

Wirausaha

Other: _____

Menurut Saudara, kapan waktu yang tepat untuk mengetahui prosedur melamar pekerjaan? *

- Sejak tahun pertama perkuliahan
- Pada tahun kedua perkuliahan
- Pada tahun ketiga perkuliahan
- Pada tahun akhir perkuliahan
- Setelah lulus

Berapa IPK terakhir Saudara? *

3,29

Semasa kuliah, apakah Saudara juga bekerja? *

Ya

Tidak

Untitled Section

Setelah lulus dari PTB S1 hingga sekarang, apakah Saudara pernah bekerja? *

Ya

Tidak

PEKERJAAN PERTAMA SETELAH WISUDA

Nama Tempat kerja pertama kali setelah Saudara lulus PTB S1 (termasuk jika berwirausaha atau memiliki usaha sendiri) *

CV. ELKA bergerak di bidang perencanaan dan pengawasan

Jabatan/ posisi dalam pekerjaan pertama kali *

Perencana dan pengawas

Bulan/ Tahun mulai bekerja *

MM DD YYYY

03 / 27 / 2018

Bulan/ Tahun berhenti bekerja (kosongkan jika masih bekerja di tempat tersebut)

MM DD YYYY

/ /

Secara umum, apa pertimbangan utama Saudara dalam memilih pekerjaan pertama? (pilih satu jawaban) *

- Gaji memadai
- Sesuai bidang keilmuan
- Mendapatkan pengalaman
- Mendapatkan keterampilan
- Minat dan cita-cita
- Other:

Berapa lama setelah lulus Saudara mendapatkan pekerjaan pertama? *

- < 1 bulan
- 1-3 bulan
- 3-6 bulan
- 6 bulan-1 tahun
- 1-2 tahun

Berapa rata-rata pendapatan (take home pay = seluruh pendapatan per bulan termasuk bonus, insentif, dsb) Saudara pertama kali bekerja?

- < Rp 1.000.000,00
- Rp 1.000.000,00 – Rp 2.000.000,00
- Rp 2.000.000,00 – Rp 3.000.000,00
- Rp 3.000.000,00 – Rp 5.000.000,00
- > Rp 5.000.000,00

Apakah pekerjaan pertama Saudara masih anda geluti sampai sekarang?

*

- Ya
- Tidak

Jika saat ini Saudara belum bekerja, manakah kondisi yang sesuai dengan anda. (kosongkan jika Saudara sudah bekerja)

- Sudah melamar tetapi belum dipanggil
- Sudah mengikuti tes tetapi belum lulus
- Sudah sempat mengikuti interview tetapi tidak lulus
- Belum ada lowongan yang sesuai dengan minat saya (karir, gaji,dll.)
- Fokus menjadi Ibu rumah tangga
- Other:

PEKERJAAN SEKARANG

Nama tempat bekerja saat ini *

Jabatan/ posisi pada pekerjaan saat ini *

Bulan/ Tahun mulai bekerja *

MM DD YYYY

/ /

Secara umum, apa pertimbangan utama Saudara dalam memilih pekerjaan sekarang? (hanya satu jawaban) *

Gaji memadai

Sesuai bidang keilmuan

Mendapatkan pengalaman

Mendapatkan keterampilan

Minat dan cita-cita

Other: _____

Berapa rata-rata pendapatan (take home pay = seluruh pendapatan per bulan termasuk bonus, insentif, dsb) Saudara saat ini?

< Rp 1.000.000,00

Rp 1.000.000,00 – Rp 2.000.000,00

Rp 2.000.000,00 – Rp 3.000.000,00

Rp 3.000.000,00 – Rp 5.000.000,00

> Rp 5.000.000,00

Apakah pekerjaan Saudara ini berhubungan dengan bidang ilmu yang saudara pelajari? *

Ya

Tidak

Dari mana anda mendapatkan informasi pekerjaan sekarang? *

Iklan

Pengumuman di Kampus

Keluarga/ Teman

Alumni

Other: _____

Faktor apa yang paling berperan dalam mendapatkan pekerjaan? (boleh isi lebih dari satu) *

IPK/ Kemampuan akademik

Ektra kurikuler, organisasi, kelompok dan studi

Asal perguruan tinggi

Akreditasi prodi

Kepribadian

Sertifikat keahlian

Other: _____

RELEVANSI PENDIDIKAN DENGAN PEKERJAAN

Apakah pendidikan yang Saudara dapat di PTB S1 FT UNP relevan dengan kebutuhan di lapangan kerja? *

Ya

Tidak

Dari pengalaman Saudara, apa saran praktis untuk pendidikan di UNP khususnya pada Program Studi Pendidikan Teknik Bangunan agar lulusannya dapat terserap di lapangan pekerjaan? *

Mengubah gelar S.Pd menjadi S.T karena karena dengan gelar S.Pd sangat di pandang sebelah mata di lapangan kerja.

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LAMPIRAN 3



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI PADANG
JURUSAN TEKNIK SIPIL
FAKULTAS TEKNIK

Jl. Prof. Dr. Hamka Kampus UNP Air Tawar Padang 25131
 Telp: (75) 7059096, FT (0251) 7059644-445118 Fax: 7055644
 E-mail: info@ft.unp.ac.id

No : *2019* /UN35.2.6/AK/2019
 Lamp. : 1 berkas
 Hal : *Uji Validasi Angket*

13 Maret 2019

Kepada Yth. Bapak Dr. Nurhasan Syah, M.Pd.
 Dosen Jurusan Teknik Sipil
 di
 Padang

Dengan hormat,

Sehubungan dengan mahasiswa yang tersebut di bawah ini:

Nama : Diki Astariuo
 NIM/BP : 2015/15061033
 Prodi : S1 Pendidikan Teknik Bangunan
 Judul Skripsi : Studi Pelacakan Lulusan Program Studi Pendidikan Teknik Bangunan FT-UNP di Lapangan Pekerjaan

akan melakukan observasi yang harus sudah divalidasi, untuk itu kami mohon Bapak untuk dapat membantu mahasiswa tersebut dalam penyelesaian validasinya.

Demikian permohonan ini disampaikan dan atas bantuan serta kerjasamanya diucapkan terima kasih.

Ketua Jurusan,

Dr. Rijal Abdullah, MT.
 NIP.19610328 198609 1 001



Mahasiswa
 No. 1001
 1001 1001 1001



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI PADANG
JURUSAN TEKNIK SIPIL
FAKULTAS TEKNIK**

Jl Prof Dr Hamka Kampus UNP Air Tawar Padang 25131
Telp (0751) 7059996, FT (0751) 7056644 445118 Fax 7055644
E-mail info@ft.unp.ac.id

No : 081/UN35.2.6/AK/2019
Lamp. : 1 berkas
Hal : *Uji Validasi Angket*

13 Maret 2019

Kepada Yth. Ibu Yuwalitas Gusmareta, S.Pd., M.Pd.T.
Dosen Jurusan Teknik Sipil
di
Padang

Dengan hormat,

Sehubungan dengan mahasiswa yang tersebut di bawah ini:

Nama : Diki Astarino
NIM/BP : 2015/15061033
Prodi : S1 Pendidikan Teknik Bangunan
Judul Skripsi : Studi Pelacakan Lulusan Program Studi Pendidikan Teknik Bangunan FT-UNP di Lapangan Pekerjaan

akan melakukan observasi yang harus sudah divalidasi, untuk itu kami mohon Ibu untuk dapat membantu mahasiswa tersebut dalam penyelesaian validasinya.

Demikian permohonan ini disampaikan dan atas bantuan serta kerjasamanya diucapkan terima kasih.

Ketua Jurusan,

Dr. Rijal Abdullah, MT.
NIP.19610328 198609 1 001



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FAKULTAS TEKNIK
JURUSAN TEKNIK SIPIL

Jl. Prof Dr. Hamka Kampus UNP Air Tawar Padang 25131
Telp. (0751) 7059996, FT: (0751) 7055644, 445118 Fax .7055644
E-mail : info@ft.unp.ac.id



LEMBAR VALIDASI INSTRUMEN PENELITIAN

Nama Mahasiswa : Diki Astarino
NIM/ TM : 15061019/2015
Program Studi : Pendidikan Teknik Bangunan
Judul : Studi Pelacakan Lulusan Program Studi Pendidikan
Teknik Bangunan Fakultas Teknik Universitas Negeri
Padang di Lapangan Pekerjaan
Validator Ahli : Dr. Nurhasan Syah, M.Pd

Catatan Validator Ahli

1. *Perbaikas page ini penomoran saja*
2. *Dalam hal substansi sudah OK.*

Dari Instrumen penelitian yang telah dilihat dapat dikatakan bahwa instrument dari penelitian ini..

- a. Valid tanpa perbaikan
- b. Valid dengan perbaikan
- c. Tidak valid

Validator Ahli

Dr. Nurhasan Syah, M.Pd

20/3-2019



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI RI
UNIVERSITAS NEGERI PADANG
FAKULTAS TEKNIK
JURUSAN TEKNIK SIPIL

Jl Prof Dr Hamka Kampus UNP Air Tawar Padang 25131
Telp. (0751) 7059996, FT: (0751) 7055644, 445118 Fax: 7055644
E-mail: info@ft.unp.ac.id



LEMBAR VALIDASI INSTRUMEN PENELITIAN

Nama Mahasiswa : Diki Astarino
NIM/ TM : 15061019/2015
Program Studi : Pendidikan Teknik Bangunan
Judul : Studi Pelacakan Lulusan Program Studi Pendidikan
Teknik Bangunan Fakultas Teknik Universitas Negeri
Padang di Lapangan Pekerjaan
Validator Ahli : Yuwalitas Gusmareta, S.Pd, M.PdT

Catatan Validator Ahli

1. *oke, angket dpt digunakan!*
- 2.

Dari Instrumen penelitian yang telah dilihat dapat dikatakan bahwa instrument dari penelitian ini..

- a. Valid tanpa perbaikan
- b. Valid dengan perbaikan
- c. Tidak valid

Validator Ahli

Yuwalitas Gusmareta, S.Pd, M.PdT

LAMPIRAN 4

Lampiran 4. Daftar Nama Responden Penelitian

No	Nama	Thn. Masuk
1	Mutia Luthfi Addistia	2012
2	M. Havids	2010
3	Yuanda Usman	2010
4	Maryuni Silvia	2009
5	Rima Cholylah	2008
6	Wirandy Retmon	2011
7	Sandi Junia Putra	2010
8	Budi Prasetya	2010
9	Nurani Masyita	2010
10	Iqbal Purwadi	2010
11	Rudy Wahyunugrohi	2011
12	Akbar vilhayati	2010
13	Ruri Oktavian	2011
14	Ari Isfandi	2008
15	Afrimen Candra	2010
16	Dana Yulianto	2009
17	Fauziatul Husna	2010
18	Febri Madhoni	2012
19	Fandy Pratama	2012
20	Robby Okta Vernando	2011
21	Syaifudin Ahmad	2011
22	Mita Dwi Putri	2008
23	Dwi Yanda Anderson	2008
24	Jatmico Setiawan	2011
25	Elidawaty	2011
26	Arif Rahman	2008
27	Fitri Trisnawaty Pane	2012
28	Mega Kurniawati	2011
29	Eko Noverli	2012
30	Alvino Kurniawan	2012
31	Romadoni	2010

32	Charles Hermanto Sibarani	2011
33	Muhammad Wahyudi	2009
34	Ikhsan Pratama	2012
35	Andriani Utami	2012
36	Mahdika Putra Nanda	2010
37	Fitri Ramadhanti	2011
38	Syaiful Haq	2012
39	Elfia Fatri Yeni	2012
40	Arif Firman Alim	2012
41	Eldiansyah Putra	2011
42	Faidal Murnawan Amin	2009
43	Ramadhani Rahmatullah	2011
44	Della Dwiyana	2011
45	Lilis Novitasari	2011
46	Ravella Andika	2010
47	Arif Aprinal	2010
48	Eri Yadi Setiawan	2010
49	Lulu Nurjannah	2010
50	Randi sardi	2011
51	Rita Yuliana Sari	2011
52	Citra Ayu Noviani	2008
53	Oki Nanda Saputra	2011
54	Aman Kurnia Prayogi, S.Pd	2011
55	Asep Kuswadi	2010
56	Tauri Eldara	2011
57	Andi Kurniawan	2011
58	Eka winda Rianti	2009
59	Gratia Krista	2011
60	Muhammad Andhika	2011
61	Yosni Juni Dola Sihotang	2011
62	Deri Chandra	2008
63	Yellita	2008
64	Nofrio Rafni	2011

Dari tabel di atas, dapat diketahui bahwa,

1. Jumlah Angkatan 2012,

—

2. Jumlah Angkatan 2011,

—

3. Jumlah Angkatan 2010,

—

4. Jumlah Angkatan 2009,

—

5. Jumlah Angkatan 2008,

—

Dari 64 responden, sebanyak 11 orang atau 17,19% adalah angkatan 2012, 23 orang atau 35,94 angkatan 2011, 16 orang atau 25% angkatan 2010, 5 orang atau 7,81% angkatan 2009, dan 8 orang atau 12,5% angkatan 2008.

LAMPIRAN 5

Lampiran 5. Hasil Pernyataan No. 1,2,3,4,5,6 dan 7 (Nama responden, jenis kelamin, tempat/tanggal lahir, no.hp, alamat e-mail, domisisli)

NO	Nama	Jenis Kelamin	Tempat Lahir	Bulan/ Tanggal/ Tahun Lahir	Nomor HP	Alamat E-mail	Domisili Sekarang
1	Mutia Luthfi Addistia	Perempuan	Padang Panjang	2/15/1992	82170206725	mutialuthfiaddistia2@gmail.com	Padang Panjang
2	M. Havids	Laki-laki	Sungai Laban	6/27/1990	82288014934	havids27@gmail.com	Kabupaten Padang Pariaman
3	Yuanda Usman	Laki-laki	Sijunjung	10/1/1989	81365650465	Yuanda_solok@gmail.com	Sijunjung
4	Maryuni Silvia	Perempuan	Sijunjung	3/27/1992	81333768816	maryunisilvia03@gmail.com	Padang
5	Rima Cholylah	Perempuan	Padang	2/28/1992	81374176260	rimacholylah@gmail.com	Pariaman
6	Wirandy Retmon	Laki-laki	Padang	11/27/1992	82173170027	wirandyretmon27@gmail.com	Padang
7	Sandi Junia Putra	Laki-laki	Padang Rantang	6/7/2019	85374827764	sandiip07@gmail.com	Cikarang Pusat, Jawa Barat
8	Budi Prasetya	Laki-laki	Padang Tarok	9/26/1991	82390962539	Budiprasetya2691@yahoo.com	Padang
9	Nurani Masyita	Perempuan	Balige	10/21/1993	81270620744	nuranimasyita@ymail.com	Yogyakarta
10	Iqbal Purwadi	Laki-laki	Tanjung Lolo	8/18/1992	82387261956	iqbalpurwadi1234@gmail.com	Padang
11	Rudy Wahyunugrohi	Laki-laki	Padang	9/11/1993	82284567955	rudynugroho@gmail.com	Padang
12	Akbar Vilhayati	Laki-laki	Payakumbuh-Sumbar	11/28/1989	82391101158	Akbarvilhayati1989@gmail.com	Dki Jakarta
13	Ruri Oktavian	Laki-laki	Payakumbuh	10/30/1992	82389024109	oktavianruri.10@gmail.com	Payakumbuh
14	Ari Isfandi	Laki-laki	Lubuk Tarab	1/28/1991	82288045861	ariisfandi466@gmail.com	Padang
15	Afrimen Candra, S.Pd	Laki-laki	Muaro	9/2/1990	81277166104	Pimen.chandra@gmail.com	Sijunjung
16	Dana Yulianto	Laki-laki	Kampung Harapan	7/16/1993	81374907767	danayulianto@yahoo.co.id	Jakarta
17	Fauziatul Husna	Perempuan	Namuang	3/7/1994	85264822830	fauziatulhusna30@gmail.com	Padang
18	Febri Madhoni	Laki-laki	Batusangkar	2/22/1993	82169714657	febrimadhoni2202@gmail.com	Bogor
19	Fandy Pratama	Laki-laki	Jakarta	6/29/1993	82285157020	fandypratama29@gmail.com	Padang
20	Robby Okta Vernando	Laki-laki	Padang	11/1/1989	85274874791	robbyoktavernando5@gmail.Com	Padang
21	Syaifudin Ahmad	Laki-laki	Jambak	8/25/1989	85363053335	syaifudinahmad46@gmail.com	Padang
22	Mita Dwi Putri	Perempuan	Padang	8/1/1993	81261235670	Mytadwiputri@gmail.com	Padang

23	Dwi Yanda Anderaon	Laki-laki	Cupak	5/22/1993	85376705670	adwiyanda@yahoo.co.id	Padang
24	Jatmico Setiawan	Laki-laki	Padang	1/31/1990	85264870008	x.miko@ymail.com	Padang
25	Elidawaty	Perempuan	Balige	7/30/1994	82111223674	Elidawatysinambela@gmail.com	Jakarta
26	Arif Rahman	Laki-laki	Lampung	6/23/1992	82287088296	rahman.arif2306@gmail.com	Padang
27	Fitri Trisnawaty Pane	Perempuan	Balige	2/20/1994	85213519434	fitritrisnawaty@gmail.com	Balige
28	Mega Kurniawati	Perempuan	Bukittinggi	1/24/1994	81270915582	megakurniawati64@gmail.com	Yogyakarta
29	Eko Noverli	Laki-laki	Padang	11/15/1990	85274057233	ekonoverli@gmail.com	Pariaman
30	Alvino Kurniawan	Laki-laki	Padang	5/20/1993	82389271818	alvino.kurniawan@gmail.com	Pariaman
31	Romadoni	Laki-laki	Pegambiran	5/4/1989	85356143310	Romadonimtd001@gmail.com	Pasaman Barat
32	Charles Hermanto Sibarani	Laki-laki	Tg.Pinag	3/12/1994	82388318483	charleshermantoc@gmail.com	Tanjungpinang
33	Muhammad Wahyudi	Laki-laki	Alai	9/22/1993	85271919693	mwahyudi144@yahoo.com	Kabupaten Karimun
34	Ikhsan Pratama	Laki-laki	Simpang Tiga, Pasaman Barat	9/15/1991	82390156435	awalulikhsan7@gmail.com	Kinali, Pasaman Barat, Sumatera Barat.
35	Andriani Utami	Perempuan	Jakarta	5/10/1993	82214849920	andrianiutami95@gmail.com	Pesisir Selatan
36	Mahdika Putra Nanda	Laki-laki	Paninjauan	8/16/1993	85265153198	Mahdikaputra@gmail.com	Jakarta
37	Fitri Ramadhanti	Perempuan	Sikabu, Lubuk Alung	2/26/1995	81378349355	ramadhanti553@gmail.com	Yogyakarta
38	Syaiful Haq	Laki-laki	Bukittinggi	6/22/1992	82384020668	Syaifulhaq9206@gmail.com	Padang
39	Elfia Fatri Yeni	Perempuan	Saniang Baka	9/22/1993	85262371176	elfiafatriyeni@gmail.com	Padang
40	Arif Firman Alim	Laki-laki	Padang	12/4/1990	87789529157	Arif.fa926@gmail.com	Padang
41	Eldiansyah Putra	Laki-laki	Bandar Alai Kari	7/10/1993	82169097440	Eldiansyah10juli1993@gmail.com	Padang
42	Faidal Murnawan Amin	Laki-laki	Tebo	2/9/1992	82372346677	faisal murnawanamin47@gmail.com	Tebo
43	Ramadhani Rahmatullah	Laki-laki	Salimpaung	2/15/1994	85274861350	ramadhanirahmatullah@rocketmail.com	Padang
44	Della Dwiwana	Perempuan	Karya Bakti	6/26/1992	82269339845	dwiyanadella@gmail.com	Kota Sungai Penuh- Kerinci, Jambi
45	Lilis Novitasari	Perempuan	Sragen	2/11/1991	81378551440	lilis.ns13@gmail.com	Pekanbaru
46	Ravella Andika	Laki-laki	Sitanang	11/24/1991	82392772513	ravellaandika91@gmail.com	Jln. Babura Baru, No. 22, Medan Baru, Medan

47	Arif Aprinal	Laki-laki	Padang	4/30/1991	85364103545	Arif_aprinal77@yahoo.com	Pariaman
48	Eri Yadi Setiawan	Laki-laki	Padang	9/28/1999	85263868017	eriyadisetiawans@gmail.com	Manado
49	Lulu Nurjannah	Perempuan	Jakarta	6/23/1993	82386419393	lulu.nurjannah93@gmail.com	Yogyakarta
50	Randi Sardi	Laki-laki	Payakumbuh	4/4/1990	82387185002	Randisardi@yahoo.com	Payakumbuh
51	Rita Yuliana Sari	Perempuan	Timbulun	7/31/2019	85274124146	Rita_yulianasari@yahoo.com	Surantih.Kecamatan Sutera.Kabupaten Pesisir Selatan
52	Citra Ayu Noviani	Perempuan	Koto Laweh	11/15/1993	85280112479	citra.ayunoviani@gmail.com	Yogyakarta
53	Oki Nanda Saputra	Laki-laki	Sawahlunto	10/7/1991	85263715784	Khienatra@gmail	Solok Selatan
54	Aman Kurnia Prayogi, S.Pd	Laki-laki	Koto Dua	7/8/1993	82285688533	akp.prayogi93@gmail.com	Koto Baru
55	Asep Kuswadi	Laki-laki	Salido	5/18/1993	82388113808	Asepkuswadi9@gmail.com	Padang
56	Tauri Eldara	Perempuan	Manggung	2/15/1992	85364103544	Tarildara@gmail.com	Pariaman
57	Andi Kurniawan	Laki-laki	Batukambang	8/11/1986	81363845665	andy.cvl.eng@gmail.com	Lubukbasung
58	Eka Winda Rianti	Perempuan	Pesisir Selatan	5/15/1993	82288211898	Riantiekawinda@gmail.com	Pesisir Selatan
59	Gratia Krista	Perempuan	Balige	2/2/1994	82112675057	gratianeary@gmail.com	Jakarta
60	Muhammad Andhika	Laki-laki	Bengkulu	10/12/1993	81276054599	andhika.oneboy@gmail.com	Yogyakarta
61	Yosni Juni Dola Sihotang	Perempuan	Bandung	6/16/2019	85264446962	yosnijunidola@gmail.com	Sibolga
62	Deri Chandra	Laki-laki	Sikabau	6/11/1988	81267523293	deri.miang@gmail.com	Payakumbuh
63	Yellita	Perempuan	Tamiang Ampalu	9/14/1989	85374750999	yellita37@gmail.com	Jorong Tamiang Ampalu,Kec. Koto Balingka
64	Nofrio Rafni	Laki-laki	Bancah	1/4/1993	82386101992	nofriorafly@gmail.com	Gunung Pangilun Kota Padang

Dari data pada tabel di atas, dilakukan perhitungan persentase dengan hasil sebagai berikut

1. Jumlah Responden Laki-Laki

—

2. Jumlah Responden Perempuan

—
3. Tempat Lahir (Dalam Sumatera Barat)

—
4. Tempat Lahir (Luar Sumatera Barat)

—
5. Domisili Sekarang (Dalam Sumatera Barat)

—
6. Domisili Sekarang (Luar Sumatera Barat)

—
7. Tahun Lahir Responden Dalam Rentang Tahun 1989-1992

LAMPIRAN 6

Lampiran 6. Hasil Pernyataan No.9 (Kelanjutan Studi)

No	Nama	Kelanjutan Studi
1	Maryuni Silvia	2017 FT UBH
2	Wirandy Retmon	2018, Pendidikan Prioesi Guru, Univesitas Pendidikan Indonesia
3	Nurani Masyita	2017 Pasca Sarjana UNY
4	Mita Dwi Putri	2017 Pasca Sarjana FT UNP
5	Elidawaty	2018 FT Mputantular
6	Arif Rahman	2018 FT UNAND
7	Fitri Ramadhanti	2017 Pasca Sarjan UNY
8	Syaiful Haq	2017 FT UNP
9	Ramadhani Rahmatullah	2016 Pasca Sarjana FT UNP
10	Lilis Novitasari	2016 FT UNAND
11	Muhammad Andhika	2018 Penelitian Dan Evaluasi Pendidikan Pascasarjana UNY

Dari data pada tabel di atas, didapatkan hasil sebagai berikut

1. Tahun melanjutkan studi dengan rentang waktu Tahun 2016-2018
2. Jumlah melanjutkan Pendidikan Profesi Guru (PPG),

—

3. Jumlah melanjutkan S2 Kependidikan,

—

4. Jumlah melanjutkan S2 Teknik Murni,

—

Dari 11 responden yang melanjutkan studi, sebanyak 1 orang atau 9,09% mngambil Profesi guru, 7 orang atau 63,63% mengambil S2 kependidikan, dan 3 orang atau 27,27% mengambil S2 non kependidikan atau murni.

LAMPIRAN 7

Lampiran 7. Hasil Pernyataan No.17 (Jabatan Pekerjaan Pertama)

NO	NAMA	TEMPAT BEKERJA	JABATAN/POSISI
1	Mutia Luthfi Addistia	CV. Elka Bergerak Di Bidang Perencanaan Dan Pengawasan	Perencana Dan Pengawas
2	M. Havids	Pt Kereta Api	Petugas Loker
3	Maryuni Silvia	Pt. Multi Karya Interplan Konsultan	Administrasi
4	Rima Cholylah	Asia Ponsel	Customer Service
5	Sandi Junia Putra	PT. Citra Buana Perkasa Batam	Inspector Civil And Architect
6	Budi Prasetya	PT. Bank Rakyat Indonesia	Pelaksana
7	Iqbal Purwadi	PT Baretta Muda Pratama	Pelaksana Dan Administrasi
8	Rudy Wahyunugrohi	PT. SNIR	Drafter
9	Ruri Oktavian	PT. AMAR PERMATA INDONESIA	Pelaksana
10	Ari Isfandi	Proyek Rumah Sakit Unand	Drafter
11	Afrimen Candra, S.Pd	PT Anugrah Alam Makmur Selaras (Kontraktor) Pekerjaan Penataan Kawasan Masjid Raya Sumbar	Drafter
12	Dana Yulianto	PT. Hutchinson 3 Indonesia	Trainerr
13	Fauziatul Husna	PT. Laksana Desain Daya Cipta	Drafter
14	Febri Madhoni	Swasta	Karyawan
15	Fandy Pratama	Invasi Raya Group	Staff Capital
16	Robby Okta Vernando	Cv Mitra Sakinah	Konsultan
17	Syaifudin Ahmad	Konsultan Perencana Dan Pengawasan	Drafter
18	Dwi Yanda Anderaon	PT. Amar	Logistik
19	Jatmico Setiawan	Konsultan Perencana	Drafter
20	Elidawaty	Usaha Sendiri	Drafter
21	Arif Rahman	PT. Pusako Sikuai Wisata	Staff Pelaksana Proyek
22	Fitri Trisnawaty Pane	Bank BNI	Teller

23	Mega Kurniawati	Satuan Kerja Pengembangan Sistem Penyediaan Air Minum Kepulauan Riau Direktorat Jenderal Cipta Karya PUPR	Staf Quantity Surveying
24	Eko Noverli	PT.Amar Permata Indonesia	Quantity
25	Alvino Kurniawan	PT. Amar Permata Indonesia	Quantity
26	Romadoni	Kantor Camat Rabat	Staff
27	Charles Hermanto Sibarani	PT. Graha Adiguna Konsultan	Quantity Engineer
28	Muhammad Wahyudi	CV. Armaco Consultant	Drafting
29	Ikhsan Pratama	PDAM Tirta Gemilang Pasaman Barat	Karyawan Bagian Teknik
30	Andriani Utami	SMK N 1 Linggo Sari Baganti	Guru Produktif Tgb
31	Mahdika Putra Nanda	PT.PP (Persero) Tbk.	Engineering Staff
32	Syaiful Haq	Lembaga Pemerhati Infrastruktur & Pembangunan Daerah Sumatera Barat	Kepala/Ketua Umum
33	Elfia Fatri Yeni	Cv. Dinamika	Desainer, Estimator
34	Arif Firman Alim	Kontraktor	Karyawan/Staf
35	Eldiansyah Putra	PT. Putra Giat Pembangunan	Logistik
36	Faidal Murnawan Amin	CV. Bagas Jaya	Drafter
37	Ramadhani Rahmatullah	SMK Negeri 1 Sumatera Barat	Guru Honoret
38	Della Dwiwana	Dinas Perdagangan Dan Perindustrian Kota Sungai Penuh	Honoror
39	Lilis Novitasari	Akas Group	Staff Teknis
40	Ravella Andika	PT. Trimatra Liguna	Suervisor
41	Arif Aprinal	PT. Katama Inovasi Global	Technical Assistance
42	Eri Yadi Setiawan	PT. Kunango Jantan	Quality Control
43	Lulu Nurjannah	PT. Fokus Sanjaya	Admin

44	Randi Sardi	Memiliki Usaha Sendiri	Bos Sekaligus Anggota
45	Rita Yuliana Sari	SMK N 1 Ranah Pesisir	Guru Bidang Studi Dan Wali Kelas
46	Citra Ayu Noviani	Program SM-3T	Guru
47	Oki Nanda Saputra	Maha Karya	Pelaksana
48	Aman Kurnia Prayogi, S.Pd	SMK NEGERI 2 Sungai Penuh	Guru Produktif
49	Asep Kuswadi	PT KAI	Masinis
50	Tauri Eldara	SMK N 4 Pariaman	Guru
51	Andi Kurniawan	PT.PP (Persero)	Staf Teknik
52	Eka Winda Rianti	SMKN Dan Mtss	Guru
53	Gratia Krista	Konsultan	Asisten Engineering
54	Yosni Juni Dola Sihotang	PT. Bank National Nobu TBK	Fronliner
55	Deri Chandra	PT. Deco Deconta	Pengawas
56	Yellita	SMK Negeri 1 Lembah Melintang	Guru Honor
57	Nofrio Rafni	BANK BTPN Area Pekanbaru Riau	Marketing

Dari tabel di atas, didapatkan hasil seperti berikut.

1. Bekerja sebagai guru bidang Pendidikan Teknik Bangunan,

—

2. Bekerja di luar bidang Pendidikan Teknik Bangunan,

—

Dari 57 responden, sebanyak 7 orang atau 12,28% bekerja menjadi guru di bidang pendidikan teknik bangunan, dan 50 orang atau 87,72% bekerja di bidang lainnya.

LAMPIRAN 8

Lampiran 8. Hasil Pernyataan No.26 (Jabatan Pekerjaan Sekarang)

No	Nama	Nama tempat bekerja saat ini	Jabatan/ posisi pada pekerjaan saat ini
1	M. Havids	PT. KAI	Staf Loket
2	Rima Cholylah	Dunlop Shop	Kasir
3	Fauziatul Husna	Balai Teknik Perkeretaapian Wilayah 2 Sumbar	Staff Prasarana
5	Robby Okta Vernando	wirausaha	Bos
6	Jatmico Setiawan	Kontraktor	Pelaksana
7	Arif Rahman	Karya Engineering Konsultan	Perencana
8	Syaiful Haq	Bekerja Bebas	Peneliti
9	Eldiansyah Putra	PT. Putra Giat Pembangunan	Pelaksana
10	Lilis Novitasari	ITMP	Pengajar
11	Eri Yadi Setiawan	PT. Bank BRI Syariah	Account Officer
12	Lulu Nurjannah	Pro U press	Admin
13	Citra Ayu Noviani	SMKN 2 Wonosari	Guru Teknik Bangunan(Cpns)
14	Asep Kuswadi	PT. KAI	Masinis
15	Gratia Krista	Bank Mega	Staf
16	Yosni Juni Dola Sihotang	Wings Group	Cso
17	Deri Chandra	Usaha Sendiri	Pemilik
18	Nofrio Rafni	PT. Amar Permata Indonesia	Tim Teknis Lapangan

Dari Tabel di atas, didapatkan hasil sebagai berikut.

1. Bekerja sebagai guru bidang Pendidikan Teknik Bangunan,

—

2. Bekerja di luar bidang Pendidikan Teknik Bangunan,

—

Dari total 18 responden, sebanyak 1 orang atau 5,5% bekerja di bidang pendidikan teknik bangunan, dan 17 orang atau 94,95% bekerja di bidang lainnya.

LAMPIRAN 9

Lampiran 9. Hasil Pernyataan No.18,19 dan 25 (Bulan/ Tahun Pekerjaan Pertama)

No	Nama	Nama Tempat kerja pertama	Bulan/ Tahun mulai bekerja	Bulan/ Tahun berhenti bekerja
1	Mutia Luthfi Addistia	CV. Elka bergerak di bidang perencanaan dan pengawasan	3/27/2018	
2	M. Havids	PT Kereta Api	7/30/2017	2/14/2019
3	Maryuni Silvia	PT. Multi Karya Interplan Konsultan	5/6/2016	
4	Rima Cholylah	Asia ponsel	11/21/2016	1/11/2018
5	Sandi Junia Putra	PT. Citra Buana Perkasa Batam	12/8/2016	
6	Budi Prasetya	PT. Bank Rakyat Indonesia	10/1/2017	
7	Iqbal Purwadi	PT Baretta muda pratama	9/27/2016	1/10/2017
8	Rudy Wahyunugrohi	PT. SNIR	1/11/2016	
9	Ruri Oktavian	PT. Amar Permata Indonesia	5/26/2016	12/31/2018
10	Ari Isfandi	Proyek Rumah Sakit Unand	12/3/2014	3/26/2016
11	Afrimen Candra, S.Pd	PT Anugrah Alam Makmur Selaras (Kontraktor) Pekerjaan Penataan Kawasan Masjid Raya Sumbar	5/1/2016	
12	Dana Yulianto	PT. Hutchinson 3 Indonesia	10/15/2016	6/15/2018
13	Fauziatul Husna	PT. Laksana Desain Daya Cipta	1/4/2017	2/8/2018
14	Febri Madhoni	Swasta	9/21/2018	
15	Fandy Pratama	Invasi Raya Group	2/16/2017	
16	Robby Okta Vernando	CV. Mitra Sakinah	3/3/2017	12/28/2018
17	Syaifudin Ahmad	Konsultan Perencana Dan Pengawasan	8/1/2016	8/30/2017
18	Dwi Yanda Anderaon	PT .Amar	2/9/2017	

19	Jatmico Setiawan	Konsultan Perencana	3/12/2012	3/5/2013
20	Elidawaty	Udaha sendiri	11/1/2015	11/1/2016
21	Arif Rahman	PT. Pusako Sikuai Wisata	9/26/2016	1/10/2018
22	Fitri Trisnawaty Pane	Bank BNI	12/4/2017	
23	Mega Kurniawati	Satuan Kerja Pengembangan Sistem Penyediaan Air Minum Kepulauan Riau Direktorat Jenderal Cipta Karya PUPR	5/2/2016	4/30/2018
24	Eko Noverli	PT.Amar Permata Indonesia	2/9/2016	
25	Alvino Kurniawan	PT. AMAR PERMATA INDONESIA	5/5/2017	
26	Romadoni	Kantor camat rabat	5/10/2017	11/6/2018
27	Charles Hermanto Sibarani	PT. GRAHA ADIGUNA KONSULTAN	10/1/2016	
28	Muhammad Wahyudi	CV. Armaco Consultant	10/10/2016	3/22/2017
29	Ikhsan Pratama	PDAM TIRTA GEMILANG Pasaman Barat	9/18/2018	
30	Andriani Utami	SMK N 1 Linggo Sari Baganti	7/1/2017	
31	Mahdika Putra Nanda	PT.PP (Persero) Tbk.	1/23/2017	
32	Syaiful Haq	Lembaga Pemerhati Infrastruktur & Pembangunan Daerah Sumatera Barat	10/18/2018	
33	Elfia Fatri Yeni	cv. dinamika	3/19/2016	10/31/2016
34	Arif Firman Alim	Kontraktor	1/16/2012	
35	Eldiansyah Putra	Pt. Putra giat pembangunan	9/25/2016	
36	Faidal Murnawan Amin	Cv. Bagas Jaya	10/1/2017	
37	Ramadhani Rahmatullah	SMK Negeri 1 Sumatera Barat	4/3/2016	
38	Della Dwiyana	1. Dinas Perdagangan dan Perindustrian Kota Sungai Penuh	4/3/2017	12/25/2017
39	Lilis Novitasari	AKAS GROUP	6/6/2016	12/24/2018
40	Ravella Andika	PT. Trimatra Liguna	2/6/2017	

41	Arif Aprinal	PT. Katama Inovasi Global	6/7/2016	
42	Eri Yadi Setiawan	PT Kunango Jantan	5/26/2016	9/6/2017
43	Lulu Nurjannah	PT. Fokus Sanjaya	11/28/2016	1/11/2019
44	Randi Sardi	Memiliki Usaha Sendiri	8/10/2019	1/2/2019
45	Rita Yuliana Sari	SMK N 1 Ranah Pesisir	3/20/2016	
46	Citra Ayu Noviani	Program SM-3T	9/1/2016	9/1/2017
47	Oki Nanda Saputra	Maha Karya	8/1/2016	1/31/2019
48	Aman Kurnia Prayogi, S.Pd	SMK NEGERI 2 SUNGAI PENUH	7/1/2016	
49	Asep Kuswadi	PT KAI	11/1/2016	
50	Tauri Eldara	SMK N 4 pariaman	6/15/2017	
51	Andi Kurniawan	PT.PP (Persero)	7/1/2016	
52	Eka Winda Rianti	SMKN dan MTSSs	1/2/2017	1/1/2019
53	Gratia Krista	Konsultan	2/25/2017	1/31/2018
54	Yosni Juni Dola Sihotang	PT. Bank National Nobu TBK	8/3/2017	
55	Deri Chandra	PT. Deco Deconta	1/6/2016	6/17/2017
56	Yellita	SMK Negeri 1 Lembah Melintang	7/18/2016	
57	Nofrio Rafni	BANK BTPN Area Pekanbaru Riau	4/5/2017	4/4/2016

Dari Tabel di atas, didapatkan hasil sebagai berikut.

1. Rentang waktu responden yang tidak lagi bertahan pada pekerjaan pertama adalah 6 bulan sampai 2 tahun
2. Jumlah responden yang masih bertahan hingga sekarang pada pekerjaan pertama,
—
3. Jumlah responden yang sudah mempunyai pekerjaan baru,
—

LAMPIRAN 10

Lampiran 10. Hasil Pernyataan No.27 dan 16 (Tempat Bekerja dan Bulan/Tahun Mulai Pekerjaan Sekarang)

No	Nama	Nama tempat bekerja saat ini	Bulan/ Tahun mulai bekerja
1	M. Havids	PT. KAI	2/15/2018
2	Rima Cholylah	Dunlop Shop	8/20/2018
3	Fauziatul Husna	Balai Teknik Perkeretaapian Wil 2 Sumbagbar	1/2/2019
4	Febri Madhoni	Wirausaha	3/31/2019
5	Robby Okta Vernando	Wirausaha	11/28/2019
6	Jatmico Setiawan	Kontraktor	1/27/2017
7	Arif Rahman	Karya Engineering Konsultan	2/28/2018
8	Syaiful Haq	Bekerja Bebas	8/6/2018
9	Eldiansyah Putra	PT. Putra Giat Pembangunan	9/27/2016
10	Lilis Novitasari	ITMP	1/7/2019
11	Eri Yadi Setiawan	PT. Bank BRI Syariah	10/22/2017
12	Lulu Nurjannah	Prou Press	1/25/2019
13	Citra Ayu Noviani	SMKN 2 Wonosari	4/1/2019
14	Asep Kuswadi	Pt. KAI	11/1/2016
15	Gratia Krista	Bank Mega	5/28/2018
16	Yosni Juni Dola Sihotang	Wings Group	7/10/2018
17	Deri Chandra	Usaha Sendiri	8/7/2017
18	Nofrio Rafni	PT. Amar Permata Indonesia	5/4/2017

Dari tabel di atas, didapatkan hasil sebagai berikut.

1. Jumlah responden bekerja di bidang Pendidikan Teknik Bangunan,

—

2. Jumlah responden bekerja di bidang Pendidikan Teknik Bangunan,

—

Dari 18 responden, sebanyak 1 orang atau 5,55% bekerja di bidang pendidikan teknik bangunan, dan 17 orang atau 94,45% bekerja di bidang lainnya.

LAMPIRAN 11

Lampiran 11. Hasil Pernyataan No. 34 (Saran Praktis Untuk PTB S1)

No	Nama	Dari pengalaman Saudara, apa saran praktis untuk pendidikan di UNP khususnya pada Program Studi Pendidikan Teknik Bangunan agar lulusannya dapat terserap di lapangan pekerjaan?
1	Mutia Luthfi Addistia	Mengubah gelar S.Pd menjadi S.T karena karena dengan gelar S.Pd sangat di pandang sebelah mata di lapangan kerja.
2	M. Havids	Karena S1 Pendidikan tingkatan lagi kerja sama dengan sekolah atau Dinas Pendidikan dalam Ketenagakerjaan.
3	Yuanda Usman	Lulusan PTB FT UNP hendaknya tidak terfokus untuk menjadi guru saja, sehingga mau menjadi guru honorer sementara lulusan PTB FT UNP bisa berwirausaha, membuka perusahaan seperti Kontraktor atau Konsultan Perencana misalnya.
4	Maryuni Silvia	Memberikan pelajaran yang bisa d manfaatkan baik di lapangan maupun di dunia pendidikan karna lulusan ptb tidak sedikit yang bekerja dilapangn
5	Rima Cholylah	Tingkatkan lagi pembahasan pembelajaran tentang RAB
6	Wirandy Retmon	Selain diprogramkan untuk menjadi calon pendidik yang provesimal, Prodi PTB juga harus sering mengadakan workshop keahlian di bidang konstruksi agar mampu bersaing dan mudah di terima di dunia industri
7	Sandi Junia Putra	Menambah atau mengupdate perkuliahan program komputer yg berhubungan dg pekerjaan konstruksi yg dibutuhkan dunia usaha
8	Budi Prasetya	Untuk menunjang pekerjaan di lapangan sebaiknya untuk lebih diberikan praktek setiap mata kuliah, tdak hnya dengan teori dari dosen. PTB susah bersaing dengan non pendidikan apabila tdak diberikan lebih bnyak praktek di lapangan
9	Nurani Masyita	Perdalam ilmu bukan hanya di kampus tapi juga di lapangan, jika berniat untuk langsung bekerja maka mulailah untuk perbanyak pergaulan di lapangan (ex: magang di perusahaan atau instansi terkait). Perlu di garis bawahi memiliki attitude yg baik juga menjadi hal penting yg akan perusahaan pandang pada diri kita.
10	Iqbal Purwadi	Harus ditingkatkan lagi cara belajar dan mengajar di fakultas teknik sipil, supaya bisa bersaing dengan lulusan teknik sipil murni di universitas-universitas lain.
11	Rudy Wahyunugrohi	Sekolah yg membutuhkan guru teknik bangunan kuota sedikit jika dibandingkan dengan lulusan PTB setiap tahunnya. Jadi lulusan PTB lebih banyak bekerja di proyek/dilapangan. Untuk bekerja dilapangan pun PTB lebih ke drafter, Qc atau QS. Sarannya PTB mungkin bisa lebih mendalami soal perencanaan struktur dengan kasus real. Seperti high risk building atau bangunan2 yg lebih banyak kajian strukturnya. Karena PTB banyak ketinggalan ilmu perencanaan dibandingkan dengan lulusan UNIV lain, padahal sama2 fresh graduate. Jadi PTB lebih lemah ke teori perencanaan struktur.
12	Akbar Vilhayati	Masukan dari saya untuk dosen bapper tidak usah memperlambat proses skripsi mahasiswa. Karna yg dibutuhkan dilapangan bukan skripsi tetapi keterampilan dan bukan juga mahasiswa yg lambat menyelesaikan studi nya akibat dosen yg sensitif terhadap hal yg spele

13	Ruri Oktavian	Tolong lebih di fokuskan mahasiswa, apakah disiapkan untuk jadi pengajar/pendidik atau karyawan swasta,, Karena sangat disayangkan kuliah melewati dunia pendidikan dan dunia industri, tetapi setelah wisuda masih banyak kekurangan persyaratan dalam memasuki dunia pekerjaan,,
14	Ari Isfandi	Kembangkan lagi pengetahuan individu masing masing mahasiswa
15	Afrimen Candra, S.Pd	Beri sertifikat untuk pendamping ijazah agar DU/DI bisa mempertimbangkan ijazah lulusan PTB UNP
16	Dana Yulianto	Harus lebih mngutamakan praktek daripada teori
17	Fauziatul Husna	Tetap fokus pada mata kuliah teknik umum karna di lapangan kerja kita akan di minta untuk lebih cepat dalam gambar dan lebih tepat dalam menghitung... Jangan smpi kalah dengan anak lulusan universitas lain... Walau kita pendidikan.. Kita wajib bisa...
18	Febri Madhoni	Ketika melakukan praktek lapangan industri, itu merupakan kesempatan buat mahasiswa untuk mempromosikan diri. Maka lakukan praktek lapangan industri dengan sungguh sungguh.
19	Fandy Pratama	Diperbanyak praktek ke lapangan
20	Robby Okta Vernando	D beri pengawasan yg kusus sewaktu pi. Karna sewaktu saya praktek industri dulu pengawadan dr dosen kurang. Jd kebanyakan anak2 pi dulu banyak yg tidk masuk. Jd bagaimana mau dapat ilmu. Padahal banyak ilmu baru yg tidk ada d kampus. Itu menurut saya yg harus d perbaiki dr kmpus. Pengawasan dosen yg harus d tingkatkan
21	Syaifudin Ahmad	Menyesuaikan materi kuliah dengan kondisi terbaru di lapangan
22	Mita Dwi Putri	Lebih meningkatkn skill mahasiswa baik dalam bidang pendidikan maupun bidang murni teknik sipil
23	Dwi Yanda Anderaon	Semangat
24	Jatmico Setiawan	Kuasai bidang keahlian yang disukai, selalu tingkatkan, perluas wawasan dan benahi diri.
25	Elidawaty	Belajar dengan sungguh sunggu
26	Arif Rahman	Menurut saya sebaiknya untuk mata kuliah program studi PTB lebih banyak lagi menambah wawasan dan ilmu di bidang teknik sipil murni, agar nanti lulusan dari PTB mudah bersaing didunia usaha dan industri.
27	Fitri Trisnawaty Pane	Dalami kemampuanmu, jangan batasi dirimu.
28	Mega Kurniawati	Mungkin S1 PTB harus lebih memiliki sebuah skil dan bisa dia kuasai dengan baik, karena dunia kerja tidak hanya mengandalkan ijazah tapi membutuhkan sebuah kemampuan yang bisa ditawarkan dari dalam diri untuk sebuah kebutuhan dunia industri zaman sekarang
29	Eko Noverli	Berikan ijazah setara D3 bgi lulusan agar nanti apabila tidak bekerja d dunia pendidikan dapat diperhitungkan perusahaan, seperti tamatan terdahulu
30	Alvino Kurniawan	Untuk Mendapatkan Pengalaman Lapangan yaitu melalui mata kuliah PLI atau PLK perlu Diseriuskan karena itu akan Membentuk Kesiapan Mahasiwa Dalam Memesuki Dunia kerja #angketmya bagus dan praktis

31	Romadoni	Memberikan mata kuliah yang praktis
32	Charles Hermanto Sibarani	Sebaiknya materi pelajaran disesuaikan dengan dengan kebutuhan dilapangan, agar prosesnya lebih mudah ketika baru mulai bekerja
33	Muhammad Wahyudi	Lakukan pelatihan khusus tenaga teknik
34	Ikhsan Pratama	<p>Pertama dari segi relevansi jurusan PTB, setelah melaksanakan PLI mahasiswa ingin bekerja di dunia usaha dan industri, tetapi mereka banyak yang terjebak disebabkan cetakan pendidikan teknik bangunan itu untuk tenaga pendidik teknik yang diarahkan sebagai guru di smk baik negeri ataupun swasta, sedangkan DUDI banyak memintak lulusan S1 murni. Jadi bagi mahasiswa yang ingin masuk DUDI tetapi tidak memiliki relasi didalam DUDI tersebut dari pengalaman senior yang sudah-sudah mereka melanjutkan studi mengambil pendidikan S1 murni di Universitas yang lain atau melanjutkan ke pendidikan S2.</p> <p>Kedua, di harapkan bagi koordinator PLI untuk mengingatkan kepada mahasiswa yang melaksanakan PLI untuk mengambil tempat PLI yang benar-benar bisa nanti setelah lulus menjadi batu lonjakan sebagai tempat pertama memasuki DUDI sehingga tidak susah mencari tempat kerja yang meminta lulusan S1 murni. Karena dengan PLI inilah mahasiswa memiliki relasi pertama di DUDI.</p>
35	Andriani Utami	Berdasarkan pengalaman, saran praktis saya untuk pendidikan di UNP khususnya Program Studi Pendidikan Teknik Bangunan agar lulusannya dapat terserap di lapangan pekerjaan yaitu, selain mengikuti program-program perkuliahan, mahasiswa hendaknya aktif juga di luar jam perkuliahan, seperti membentuk komunitas-komunitas pelatihan khusus yang mendukung dibidang Teknik Bangunan, karena saya rasa penting, apalagi tidak semua mahasiswa/i Program Studi Pendidikan Teknik Bangunan berlatar belakang pendidikan SMK. Contoh, membentuk komunitas autocad, komunitas SAP 2000, dll. Saran lain saya, diadakan juga komunitas ikatan alumni, selain menjalin hubungan silaturahmi didalamnya juga bisa berbagi ilmu dan pengalaman, dan bahkan bisa berbagi info-info tentang lowongan pekerjaan. Selanjutnya, saya ucapkan terima kasih.
36	Mahdika Putra Nanda	Bagusnya Dosen mengajarkan Pelajaran yang emang di butuhin di lapangan, karena lulusan PTB sengan title S.Pd belum tentu mereka menjadi tenaga pendidik. Jadi agar bisa menyeimbangi lulusan dengan ilmu murni.
37	Fitri Ramadhanti	Dengan adanya S1 teknik sipil murni kita yang S1 pendidikan lebih memperlihatkan keunggulan kita terutam dibidang pendidikan.
38	Syaiful Haq	PTB ini merupakan prodi yg unik, sehingga perlu peningkatan dan pengembangan kurikulum berbasis kependidikan disetiap mata kuliahnya. Sebab akhir-akhir ini saya melihat porsi nilai kependidikan utk prodi ini hampir sama dengan porsi prodi lain (D3 Teknik Sipil). Misalnya porsi pembelajaran mata kuliah praktek yang hampir berimbang. Padahal semestinya itu berbeda dan lebih banyak untuk prodi PTB
39	Elfia Fatri Yeni	Agar bisa melatih mahasiswanya mampu terjun ke lapangan pekerjaan, tidak hanya tentang mempelajari teori di kampus
40	Arif Firman Alim	Link and match universitas dengan lapangan pekerjaan di bidang keguruan menurut saya masih lemah, sehingga ketersediaan ketenagakerjaan jurusan S1 masih sangat rendah

41	Eldiansyah Putra	Lebih mendalami keahlian di lapangan
42	Faidal Murnawan Amin	Praktek lapangan harus ditambah
43	Ramadhani Rahmatullah	Tingkatkan kompetensi pendidik
44	Della Dwiyanah	Menambah jam efektif pada mata kuliah ekonomi teknik dan kewirausahaan
45	Lilis Novitasari	Jujur
46	Ravella Andika	Pemberian materi tentang ilmu bangunan kepada mahasiswa terus ditingkatkan dengan update pembangunan di zaman sekarang
47	Arif Aprinal	Sebaiknya tingkatkan lagi mata kuliah yg bisa dipakai untuk bekerja di perusahaan yg bergerak di bidang struktur atau proyek
48	Eri Yadi Setiawan	Kurikulumnya disesuaikan dengan kebutuhan dunia kerja
49	Lulu Nurjannah	Tidak
50	Randi Sardi	Pelajaran keterampilan lebih di dalam
51	Rita Yuliana Sari	Kalau menurut saya... Pendidikan di unp Kusus nya prodi PTB sudah cukup baik....dapat terserap atau tidaknya dikalangan pekerjaan,itu tergantung pada individu mahasiswa masing-masing..kalau ingin menjadi guru..selama PLK lah bisa mendapat peluang untuk itunamun kalau ingin bekerja di instansi swasta atau tidak menjadi tenaga pendidik.semasa PLI lah mencari peluang nya.
52	Citra Ayu Noviani	Saran untuk mahasiswa: optimis dan disiplin, pandai membaca peluang agar dapat terserap di lapangan pekerjaan, perbanyak pengalaman di lapangan jika ingin bekerja dilapangan spt pt2 kontraktor/konsultan, kuasai dan perdalam ilmu setiap mata pelajaran yg diberikan, terutama Menggambar dengan Perangkat Lunak, RAB, analisis struktur, dll. Akan lebih baik juga untuk mahasiswa S1 PTB agar menguasai mata pelajaran keguruan, media pembelajaran serta kurikulum yg berlaku di sekolah kejuruan khususnya teknik bangunan, karna akan memudahkan juga untuk lulusan S1 PTB jika ingin menjadi guru di sekolah negeri atau swasta.
53	Oki Nanda Saputra	-
54	Aman Kurnia Prayogi, S.Pd	PTB FT UNP harus betul-betul memperhatikan apa tujuan dari lulusannya, sehingga dalam perkuliahan dosen dan program kerjanya betul-betul mempersiapkan mahasiswanya siap bersaing dengan lulusan lain yang satu jurusan.
55	Asep Kuswadi	Jadilah mahasiswa/i yg kritis
56	Tauri Eldara	Kompetensi mahasiswa tolong lebih diperhatikan kembali
57	Andi Kurniawan	Bagi yg memilih bekerja pada Instansi non pendidikan (perusahaan): Diharapkan Program Studi membina kerja sama dengan perusahaan dalam hal lowongan pekerjaan yang dibuka, supaya mahasiswa yg baru tamat tidak kesulitan mencari informasi lowongan pekerjaan yg tersedia pada saat itu.
58	Eka Winda Rianti	Banyak praktik walaupun bergerak dibidang pendidikan, setidaknya lulusan nya terampil juga dalam hal praktik, masalah bukan ada pada universitas nya tetapi lapangan pekerjaan nya saja yg kurang memadai terlebih bidang pendidikan, kalau murni lapangan

		pekerjaan nya berlimpah.
59	Gratia Krista	Cari keahlian yang kita miliki asah kembali agar ketika mendapat pekerjaan ada bekal yang diberikan kepada perusahaan tempat bekerja
60	Muhammad Andhika	Interaksi dosen dan Mahasiswa harus lebih persuasif lagi dan tidak mempersulit dalam bidang akademik mahasiswa. Usahakan ditingkatkan lagi suasana-suasana organisasi utk meningkatkan softskill mahasiswa. Saya melihat suasana di PTB sangat jauh dari kondisi organisasi bagi mahasiswa, sangat kontras dengan kampus-kampus lainnya.
61	Yosni Juni Dola Sihotang	Perbanyak berteman dan main di dunia lapangan kerja atau di luar teman2 kuliah
62	Deri Chandra	Mantapkan dlam pmkaian autoced dan sering2 tukar pikiran sm senior yg sudah begelut dengan dunia pekerjaan...
63	Yellita	Belajar dengan giat, timbalah ilmu selagi bersama dosen-dosen yang baik dan mempunyai gudang ilmu untuk dikembangkan dilapangan.
64	Nofrio Rafni	Kondisi lapangan sebenar nya yg harus dipelajari di bangku perkuliahan, contoh menghitung berat besi kita harus ketahui berapa berat besi tersebut dlm satu btg nya (ini adalah contoh sederhananya saja)

Dari semua saran yang telah diberikan, dapat diambil kesimpulan bahwasanya para responden berharap lulusan PTB S1 dapat bersaing di dunia kerja. Apalagi peluang menjadi guru di bidang Pendidikan Teknik Bangunan sangat kecil peluangnya, setidaknya responden berharap bahwa ilmu ketekniksipelannya lebih diperdalam lagi, sesuai yang dibutuhkan di lapangan kerja. Sebab banyak lulusan PTB yang terjun ke Industri, sering kali kalah dalam kedalaman ilmu. Sehingga hal ini menyebabkan lulusan PTB hanya mampu menduduki posisi/jabatan yang kurang bergengsi.

LAMPIRAN 12

Lampiran 12. Hasil Pernyataan No.13 (IPK Terakhir)

No	Nama	IPK Terakhir
1	Mutia Luthfi Addistia	3,29
2	M. Havids	2,9
3	Yuanda Usman	2,78
4	Maryuni Silvia	3,01
5	Rima Cholylah	3,03
6	Sandi Junia Putra	3,58
7	Budi Prasetya	3,1
8	Nurani Masyita	3,81
9	Iqbal Purwadi	3,07
10	Rudy Wahyunugrohi	3,24
11	Akbar Vilhayati	2,94
12	Ruri Oktavian	3,14
13	Ari Isfandi	3,13
14	Afrimen Candra, S.Pd	3,11
15	Dana Yulianto	3,18
16	Fauziatul Husna	3,53
17	Febri Madhoni	3,13
18	Fandy Pratama	3,22
19	Robby Okta Vernando	2,75
20	Syaifudin Ahmad	3,25
21	Dwi Yanda Anderaon	3,26
22	Jatmico Setiawan	3,01
23	Elidawaty	3,02
24	Arif Rahman	3,4
25	Fitri Trisnawaty Pane	3,14
26	Mega Kurniawati	3,51
27	Eko Noverli	3,1
28	Alvino Kurniawan	3,24
29	Romadoni	2,87
30	Charles Hermanto Sibarani	3,24
31	Muhammad Wahyudi	3,48
32	Ikhsan Pratama	3,1
33	Andriani Utami	3,17
34	Mahdika Putra Nanda	3,38
35	Syaiful Haq	3,86
36	Elfia Fatri Yeni	3,25

37	Arif Firman Alim	3.51
38	Eldiansyah Putra	3.07
39	Faidal Murnawan Amin	3.5
40	Ramadhani Rahmatullah	3.75
41	Della Dwiyana	3,38
42	Lilis Novitasari	3.14
43	Ravella Andika	3,20
44	Arif Aprinal	3.12
45	Eri Yadi Setiawan	3.81
46	Lulu Nurjannah	3.15
47	Randi Sardi	2,75
48	Rita Yuliana Sari	3,45
49	Citra Ayu Noviani	3.48
50	Oki Nanda Saputra	3,13
51	Aman Kurnia Prayogi, S.Pd	3,16
52	Asep Kuswadi	3.23
53	Tauri Eldara	3.13
54	Andi Kurniawan	3,27
55	Eka Winda Rianti	3.09
56	Gratia Krista	3,14
57	Yosni Juni Dola Sihotang	3.01
58	Deri Chandra	3.09
59	Yellita	3,26
60	Nofrio Rafni	3.19

Berdasarkan tabel di atas, dapat diketahui bahwa,

1. Jumlah responden dengan IPK di atas 3,00,

—

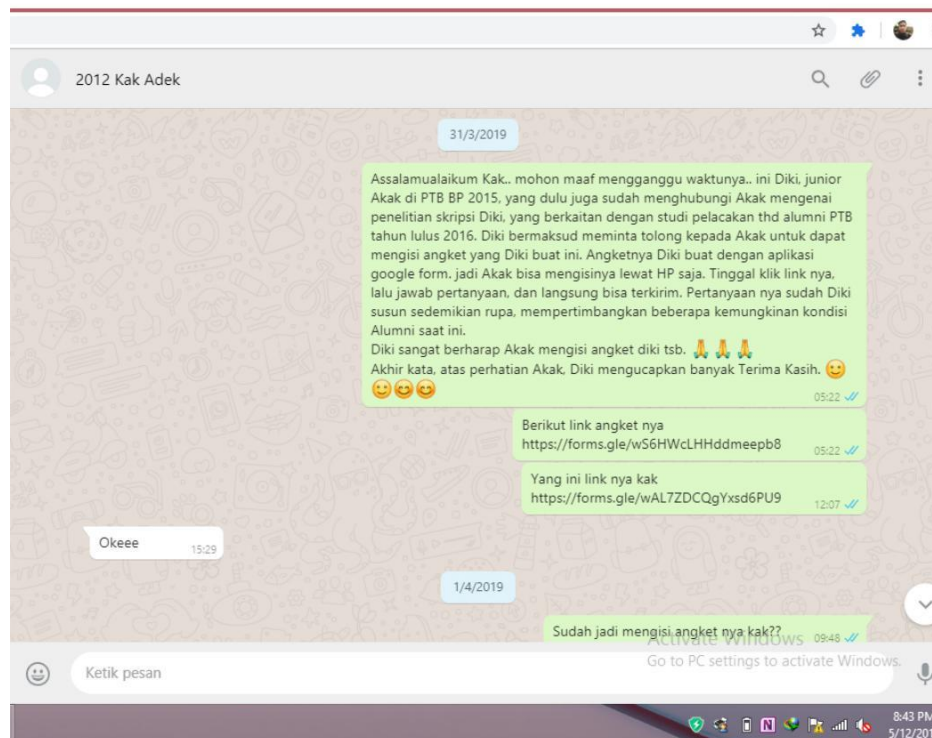
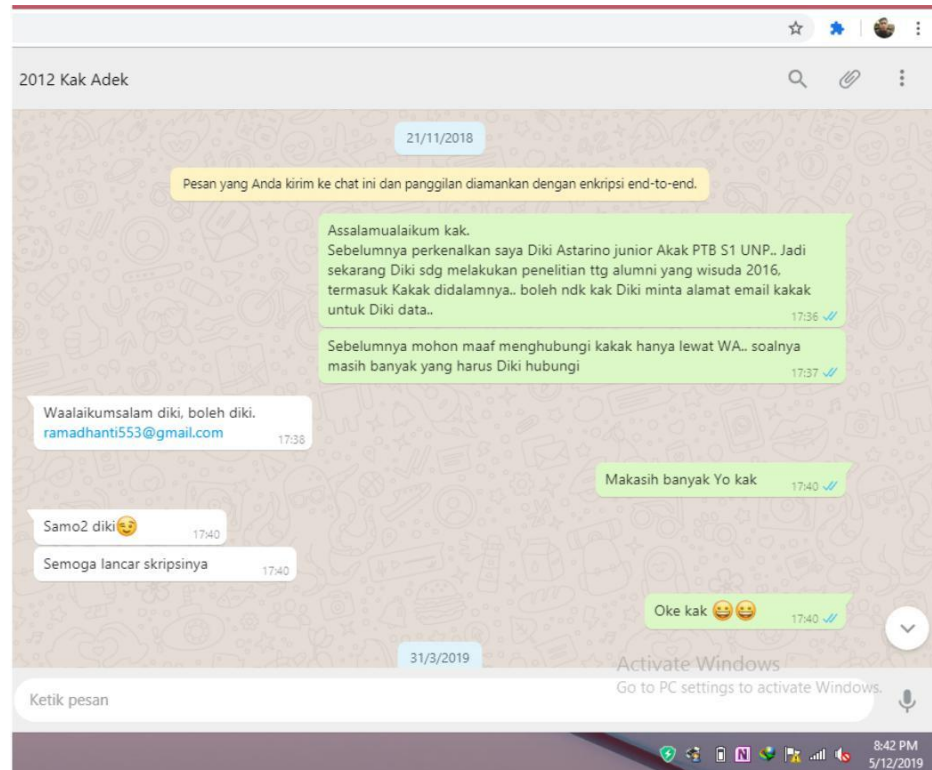
2. Jumlah responden dengan IPK di bawah 3,00,

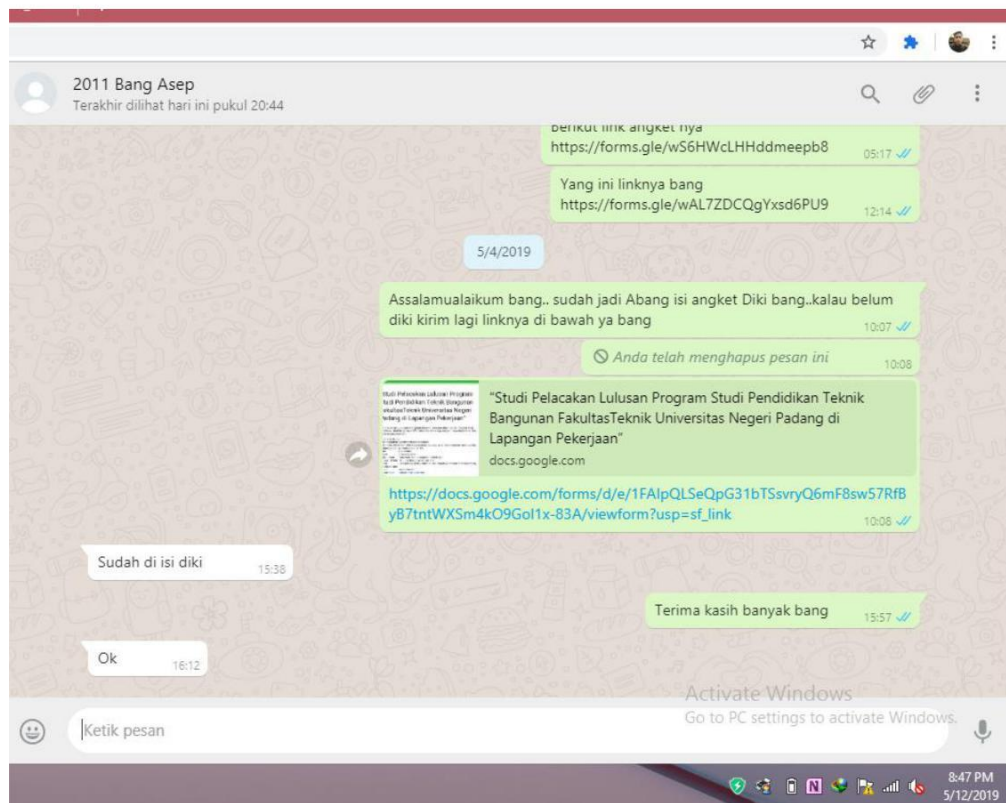
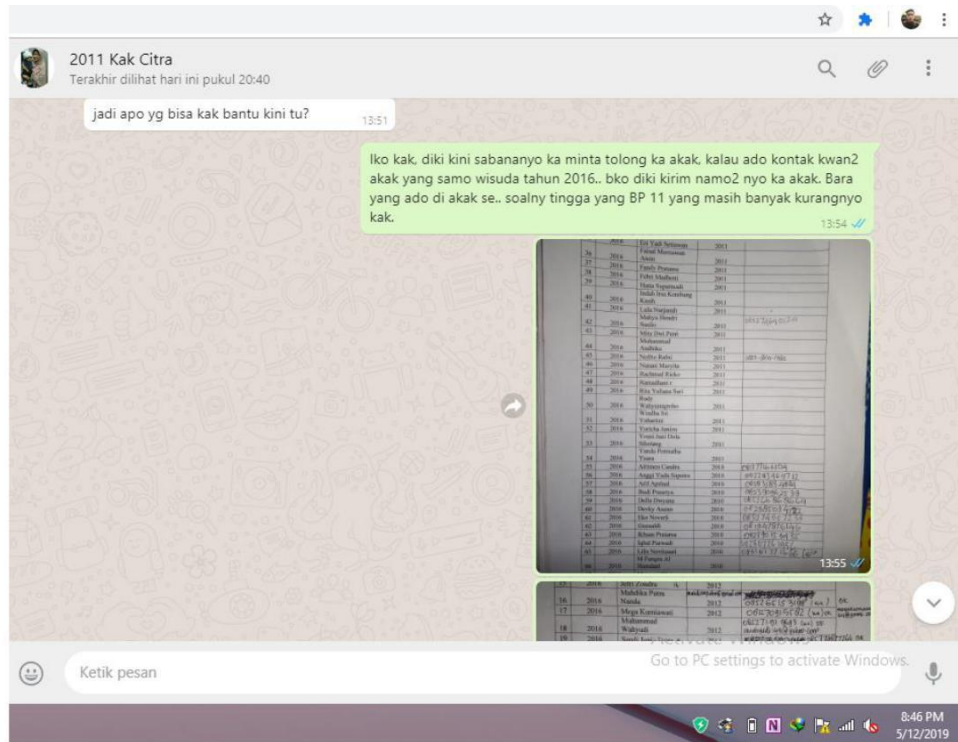
—

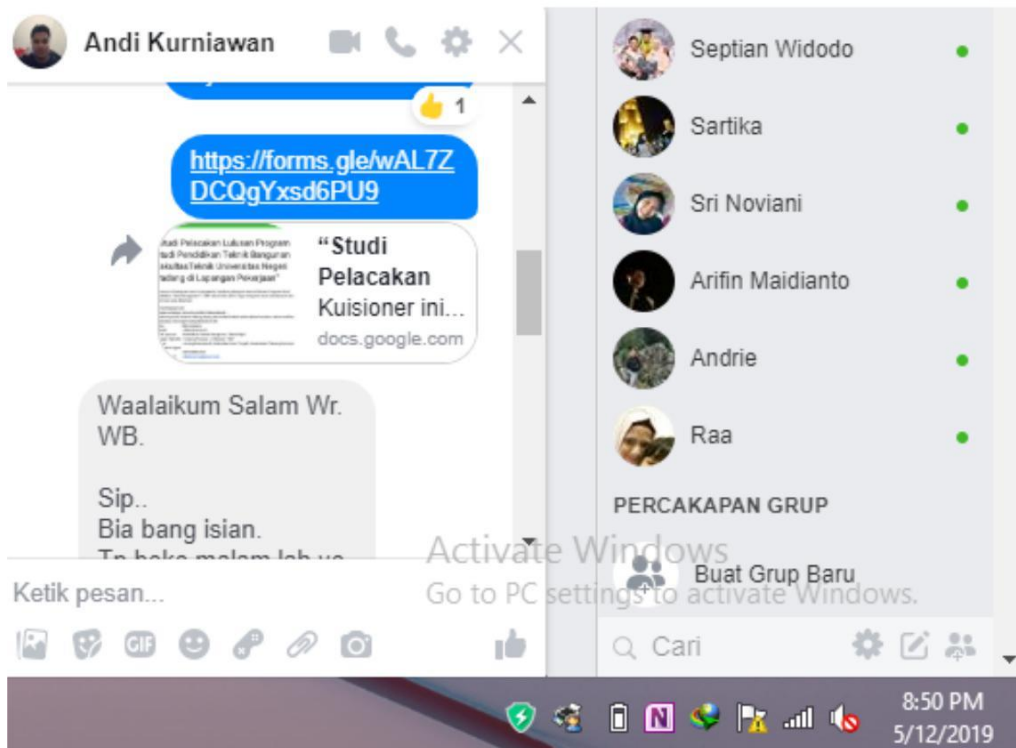
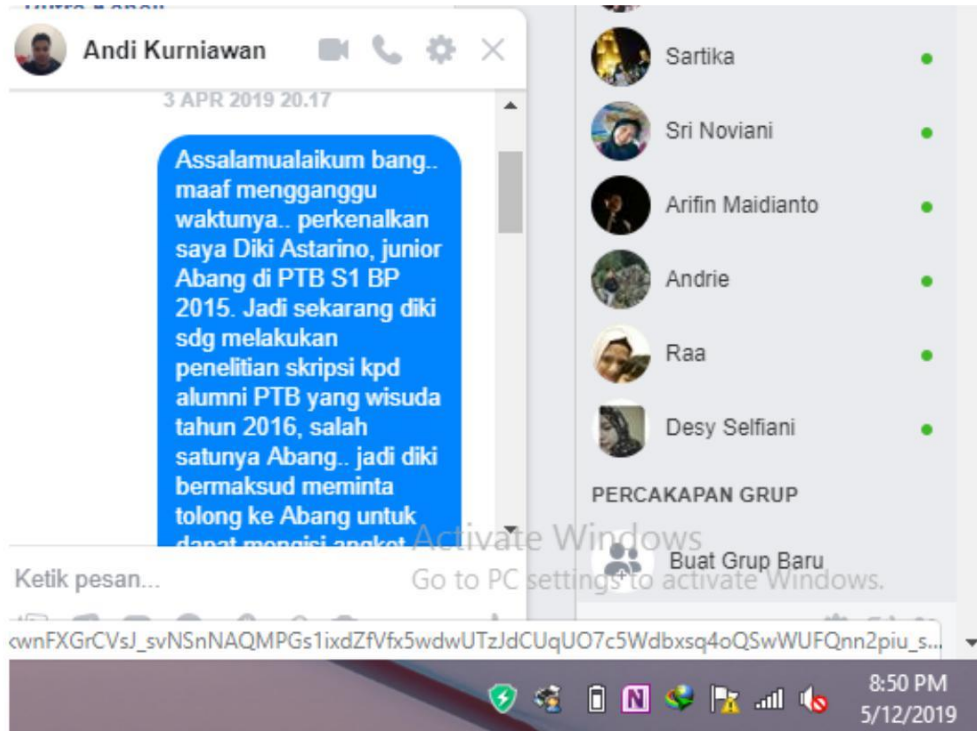
Dari total 60 responden, sebanyak 55 orang atau 92% memiliki IPK di atas 3,00, dan 5 orang atau 8% di bawah 3,00.

LAMPIRAN 13

Lampiran 13. Dokumentasi Penelitian









mengganggu waktunya.
Perkenalkan saya Diki Astarino,
junior akak PTB BP 2015. Jadi
sekarang Diki sdg melakukan
penelitian ttg alumni PTB tahun
lulus 2016. Maaf sebelumnya
diki menghubungi akak lewat
IG, karena diki belum punya
kontak Akak. Diki sangat
berharap akak bersedia
mengisi angket yang diki kirim
di bawah ini kak. Terima kasih
banyak atas segala perhatian
dan partisipasinya kak 😊😊

https://docs.google.com/forms/d/e/1FAIpQLSeQpG31bTSsvryQ6mF8sw57RfByB7tntWXSm4kO9Gol1x-83A/viewform?usp=sf_link

"Studi Pelacakan Lulusan Program
Studi Pendidikan Teknik Bangunan
Fakultas Teknik Universitas Negeri
Padang di Lapangan Pekerjaan"

Kuisiner ini bertujuan untuk mengetahui keadaan pekerjaan alumni lulusan Program Studi Pendidikan Teknik Bangunan ST. BP tahun lulus 2016. Saya menghimbau atas kerahatian jika



Pesan...





Assalamudlailah bang..
maaf mengganggu waktunya..
Perkenalkan Saya Diki Astarino,
junior abg PTB S1 BP 2015..
Jadi begini bang. Saat ini diki
ada buat penelitian ttg alumni
PTB yang wisuda tahun 2016,
salah satunya Abg.. kebetulan
Diki belum punya kontak abg..
jadi untuk pendataan, Diki perlu
nomor wa sama alamat email
abg. Boleh bang??

Feb 7, 8:10 AM

Walaikumsalam wr wb...

Boleh Diki WA [085264136122](https://wa.me/085264136122)



WA aja ya

Siap bang.. makasih banyak
bang



Pesan...



LAMPIRAN 14



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI PADANG

FAKULTAS TEKNIK

Jl. Prof. Dr. Hamka, Kampus UNP Air Tawar, Padang 25171

Telp. (0751) 7055644, 445118 Fax (0751) 7055644, 7055628

website : www.ft.unp.ac.id e-mail : info@ft.unp.ac.id

IZIN MELAKUKAN PENELITIAN

Nomor : 1347/UN35.2.1/L.T/2019

Dekan Fakultas Teknik Universitas Negeri Padang, dengan ini memberi izin kepada mahasiswa yang tersebut di bawah ini :

Nama	: Diki Astarino
BP/NIM	: 2015 / 15061019
Prodi	: Pendidikan Teknik Bangunan
Jenjang Program	: S1

Untuk melakukan Penelitian di Jurusan Teknik Sipil Fakultas Teknik Universitas Negeri Padang yang dilaksanakan pada tanggal 18 April 2019 s/d 18 Mei 2019 dengan judul Skripsi Tugas Akhir "Studi Pelacakan Lulusan Program Studi Pendidikan Teknik Bangunan Fakultas Teknik Universitas Negeri Padang Di Lapangan Pekerjaan".

Demikian surat izin ini dikeluarkan untuk dapat dipergunakan dengan sebaik-baiknya.

Padang, 16 April 2019



Rizal, M.Pd., MT
NIP. 19591204 198503 1004

LAMPIRAN 15



KARTU BIMBINGAN SKRIPSI

NAMA : Diki Astarino
BP/NIM : 2015/ 15061019
PROGRAM STUDI : Pendidikan Teknik Bangunan
PEMBIMBING : Drs. Revian Body, MSA.
JUDUL PENELITIAN : Analisa Keterserapan Lulusar. Program Studi Pendidikan Teknik Bangunan Fakultas Teknik Universitas Negeri Padang di Lapangan Pekerjaan.

NO	Hari/tanggal	Rekomendasi/Catatan	Paraf
1	19-10-2018	- Perbaiki format proposal dan Tugasm Penelitian - Utk Penelitian Referensi, cari penelitian sdr. Fitri Ramadhani Si PTB 2012 - Lemper. kajian teori	
2	29-10-2018	- Kembangkan BAB II secara variabel penelitian	
3	30-10-2018	- Kajian Teori (BAB) harus diperlihatkan ke-4 dimensi yg mngg. Jln Bab ini harus dituliskan sumber dan peng. buku/ referensi yg digunakan utk membuat Bab ini!	



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Jl. Prof Dr. Hamka Kampus UNP Air Tawar Padang 25131
Telp. (0751) 7059996, FT: (0751) 7055644, 445118 Fax .7055644
E-mail : infoft.unp.ac.id



A	2-11-2018	<ul style="list-style-type: none">- Libainya Lata Belahang dipulmet, dan detz' kangan.- Pelayan cara pembeli kutipan Inyang- 1 program kany Ardri' dan libal 1 kch et- Apa beda pertanyan puelctan dg Rumusan Masalah	mt
5	5-11-2018	<ul style="list-style-type: none">- Aree Leniran	mt
6	12-11-2018	<ul style="list-style-type: none">- Perbaiki / Supuratom pro-posek penelitian dan mengup'ctkan puelctan' de' p'eminan !.	mt
7	2-1-2019	<ul style="list-style-type: none">- Buat kin' instrumen de' layak' d' instrumen- Tambahka' kajia tem' tly "Kestonergan Lulura"	mt
8	21-1-2019	<ul style="list-style-type: none">- Kajian tem' dan kin' ; die!- Buatlah Instrumen penel. tian!	mt



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Telp (0751).7059996, FT (0751)7055644.445118 Fax .7055644
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9	13-2-2019	- Silahkan siapkan instrumen	
10	10-4-2019	- Menganalisis penyusunan kualifikasi instrumen dan cara pengumpulan responden. - Distribusi di P.L. Air Tawar & Minirisan Lada Hj yang minimal kualifikasi yang optimal - Gambar dan foto kualifikasi dan pengumpulan data/ instrumen	
11	24-4-2019	- Lanjutkan ke BAB IV	
12	23-5-2019	- See many signs	

LAMPIRAN 16



KEMENTERIAN RISET, TEKNOLOGI DAN PERGURUAN TINGGI
UNIVERSITAS NEGERI PADANG
FAKULTAS TEKNIK

Jl. Prof Dr. Hamka Kampus UNP Air Tawar Padang 25131
Telp. (0751) 7059996, FT: (0751) 7055644, 445118 Fax. 7055644
E-mail : info@ft.unp.ac.id

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UNDANGAN SEMINAR

Nomor: 2591/UN35.2.6/AK/2018

Ketua Jurusan Teknik Sipil dengan ini menugaskan dosen-dosen yang namanya tersebut dalam tabel berikut (kolom 4) untuk mengikuti Seminar Proposal Skripsi mahasiswa Prodi Pendidikan Teknik Bangunan, pada:

Hari/Tanggal : Kamis/15 November 2018
Fukul : 08.30 – 11.30 wib
Tempat : Ruang Sidang Jurusan Teknik Sipil FT UNP
Acara : Seminar Proposal Skripsi

NO	NAMA MHSW & BP	JUDUL SKRIPSI / TA	DOSEN PEMBIMBING & NOMINASI DOSEN PENGUJI
(1)	(2)	(3)	(4)
1	Yovia Rahma Pratiwi 2015/1506103 7	PENGARUH MODEL PEMBELAJARAN TUTOR SEBAYA TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN APLIKASI PERANGKAT LUNAK DAN PERENCANAAN INTERIOR GEDUNG KELAS XI SMKN 1 PARIAMAN	Faisal Ashar, Ph.D Drs. Iskandar G.Rani, M.Pd Yuwalitas Gusmareta, S.Pd.,M.Pd.T
2	Hendra Dona Putra 2014/1406100 7	PERANCANGAN AULA DAN FASILITAS PEDESTRIAN DI SMKN 1 PADANG	Drs. Revian Body, MSA Faisal Ashar, Ph.D Risma Apdeni, ST.,MT
3	Diki Astarino 2015/1506101 9	ANALISA KETERSERAPAN LULUSAN PROGRAM STUDI PENDIDIKAN TEKNIK BANGUNAN FT-UNP DI LAPANGAN PEKERJAAN	Drs. Revian Body, MSA Dr. M.Giatman, MSIE Dr. Fahmi Rizal, MT.,M.Pd
4	Malcia Gutrianda 2015/1506104 7	PENERAPAN MODEL PEMBELAJARAN STUDENT TEAMS ACHIEVEMEN DIVISION (STAD) UNTUK MENINGKATKAN HASIL BELAJAR KONSTRUKSI JALAN DAN JEMBATAN SISWA KELAS XI DPIB DI SMKN 1 TANJUNG RAYA	Rusnardi Rahmat Putra, Ph.D Drs. Iskandar G.Rani, M.Pd Prima Zola, ST.,MT

Demikian disampaikan, untuk dilaksanakan dengan sebaik-baiknya.

Padang, 13 November 2018
Ketua Jurusan,

Dr. Rijal Abdullah, MT.
NIP.19610328 198609 1 001

LAMPIRAN 17



SURAT TUGAS PENGUJI SKRIPSI

No. 139 /UN35.2.6/PP/2019

Sehubungan dengan akan dilaksanakan Ujian Skripsi mahasiswa dibawah ini :

Nama : **Diki Astarino**
NIM/TM : 15061019/2015
Studi Kasus : Studi Pelacakan Lulusan Program Studi Pendidikan Teknik Bangunan FT-UNP di Lapangan Pekerjaan
Hari/Tanggal : Jum'at/24 Mei 2019
Pukul : 08.00 - 09.30 Wib
Tempat : Ruang Sidang II Jurusan Teknik Sipil

Bersama ini kami menugaskan nama-nama berikut untuk melaksanakan kegiatan tersebut sebagai penguji :

1. Drs. Revian Body, MSA
2. Dr. M.Giatman, MSIE
3. Dr. Nurhasan Syah, M.Pd

Demikianlah Surat Tugas ini disampaikan untuk dilaksanakan. Atas kerja sama dan bantuan Saudara diucapkan terima kasih.

Padang, 23 Mei 2019
Ketua Jurusan,

Dr. Rijal Abdullah, M.T
NIP. 19610328 198609 1 001

LAMPIRAN 18



Perbaikan Skripsi

NAMA : Diki Astarino
NIM/TM : 15061019/2015
PROGRAM STUDI : Pendidikan Teknik Bangunan
JUDUL : Studi Pelacakan Lulusan Program Studi Pendidikan Teknik Bangunan FT-UNP Di Lapangan Pekerjaan

No	Nama	Perbaikan	Tanda Tangan
1	Dr. M. Giatman MSIE	<ol style="list-style-type: none"> 1. Perbaiki susunan penghasilan pada abstrak 2. Tambahkan point Pembahasan Pada Bab IV 3. Sinkronkan antara Rumusan Masalah dengan Tujuan Penelitian 4. jumlah Sinkronkan Tujuan Penelitian dengan Kesimpulan 5. Perbaiki Saran Sesuai dengan hasil Pembahasan 6. Kelompokkan hasil pada lampiran dengan memakai matriks 7. Perbaiki kerangka konseptual 	
2	Dr. Nur'asan Syah, M.Pd	<ol style="list-style-type: none"> 1. Buat sumber pada latar belakang abstrak 2. Tambahkan kesimpulan dari hasil yang ditampilkan pada abstrak 3. Sinkronkan rumusan masalah dengan kesimpulan 4. Cek lagi hasil persentase berdasarkan jumlah respondennya 5. Perbaiki kesimpulan disertai dengan analisis datanya 	 27.5.2017



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI RI
UNIVERSITAS NEGERI PADANG
FAKULTAS TEKNIK
JURUSAN TEKNIK SIPIL

Jl. Prof Dr. Hamka Kampus UNP Air Tawar Padang 25131
Telp. (0751) 7059996, FT: (0751) 7055644, 445118 Fax. 7055644
E-mail : info@ft.unp.ac.id



	<p>6. Buat pembahasan sesuai dengan hasil teori pada Bab II dan buat dampak, dan implikasinya</p> <p>7. Dianalisis untuk semua hasil yang ditampilkan</p> <p>8. Perbaiki saran sesuai dengan kesimpulan yang dibuat</p> <p>9. Kategorikan nilai manfaat pada hasil pernyataan yang berupa data kualitatif</p> <p>10. Perbaiki urutan penyajian pada hasil Bab IV</p>	
<p>3 Drs. Revian Body, MSA</p>	<p>1. Perbaiki isi abstrak dan tambahkan informasi yang harusnya ditampilkan</p> <p>2. Perbaiki tata tulis , terutama yang tertetak pada lampiran</p> <p>3. Tambahkan pada Bab II pergangkatan guru di Indonesia</p>	