

## DAFTAR PUSTAKA

- Akkermans, J., Brenninkmeijer, V., Huibers, M., & Blonk, R. W. B. (2013). Competencies for the contemporary career: Development and preliminary validation of the career competencies questionnaire. *Journal of Career Development, 245–267*. <https://doi.org/10.1177/0894845312467501>.
- Asnan, N. M. (2021). *Studi Successive Independent Samples Kesuksesan Karier Alumni Universitas Gadjah Mada*. Universitas Gadjah Mada.
- Badiru, E. O., & Wahome, M. (2016). Conducting Graduate Tracer Studies for Quality Assurance in East African Universities: A Focus on Graduate Students Voices on Quality Culture. *Journal of Education and Practice, 7(6)*, 174–181. [www.iiste.org](http://www.iiste.org)
- Baird, A. M., & Parayitam, S. (2019). Employers' ratings of importance of skills and competencies college graduates need to get hired: Evidence from the New England region of USA. *Education and Training, 61(5)*, 622–634. <https://doi.org/10.1108/ET-12-2018-0250>
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. Chicago: The University of Chicago Press.
- Bogdány, E., Cserhádi, G., & Raffay-Danyi, Á. (2023). A proposed methodology for mapping and ranking competencies that HRM graduates need. *International Journal of Management Education, 21(2)*, 1–12. <https://doi.org/10.1016/j.ijme.2023.100789>
- Bonem, E. M., Fedesco, H. N., & Zissimopoulos, A. N. (2020). What you do is less important than how you do it: the effects of learning environment on student outcomes. *Learning Environments Research, 23(1)*, 27–44. <https://doi.org/10.1007/s10984-019-09289-8>
- Bouw, E., Zitter, I., & de Bruijn, E. (2021). Designable elements of integrative learning environments at the boundary of school and work: a multiple case study. In *Learning Environments Research* (Vol. 24, Issue 3). Springer Netherlands. <https://doi.org/10.1007/s10984-020-09338-7>
- Briggs, A. R. J., Clark, J., & Hall, I. (2012). Building bridges: understanding student transition to university. *Quality in Higher Education, 18(1)*, 3–21.
- Brown, P., & Souto-Otero, M. (2020). The end of the Credential Society? An Analysis of the Relationship Between Education and the Labour Market Using Big Data. *Journal of Education Policy, 35(1)*, 95–118.
- Chigbu, B.I., Nekhwevha, F. H. (2021). High school training outcome and academic performance of first-year tertiary institution learners-taking 'Input-Environment-Outcomes Outcomes model' into account. *Heliyon 7 (July)*, E07700.

- Chigbu, B. I., & Nekhwevha, F. H. (2022). Academic-faculty environment and graduate employability: variation of work-readiness perceptions. *Heliyon*, 8(3), e09117. <https://doi.org/10.1016/j.heliyon.2022.e09117>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge.
- Cruz, J. L. Dela. (2022). Tracer Study of Graduate School Graduates of a State Higher Education Institution in the Philippines from 2016 to 2020. *International Journal of Education and Literacy Studies*, 10(2), 149–154. <https://doi.org/10.7575/aiac.ijels.v.10n.2p.149>
- De Oliveira, M. C., Melo-Silva, L. L., Taveira, M. D. C., & Postigo, F. L. J. (2019). Career success according to new graduates: Implications for counseling and management. *Paideia*, 29, 1–9. <https://doi.org/10.1590/1982-4327e2913>
- Ditjendikti. (2020). *Buku Panduan Indikator Kinerja Utama (IKU) Perguruan Tinggi Negeri*.
- Egesah, O. B., & Wahome, M. N. (2018). University Students 'Learning Experiences Nuanced Voices from Graduate Tracer Study. *Journal of Higher Education in Africa*, 15(1), 42–56. <https://doi.org/10.57054/jhea.v15i1.1490>
- Felaco, C., & Parola, A. (2020). Young in university-work transition: the views of undergraduates in southern Italy. *The Qualitative Report*, 24(8), 3129–3148.
- Fenta, H. M., Asnakew, Z. S., Debele, P. K., Nigatu, S. T., & Muhaba, A. M. (2019). Analysis of supply side factors influencing employability of new graduates: A tracer study of Bahir Dar University graduates. *Journal of Teaching and Learning for Graduate Employability*, 10(2), 67–85. <https://doi.org/10.21153/jtlge2019vol10no2art801>
- Fund, I. M. (2020). *Unemployment: The Curse of Joblessness*. <http://www.imf.org/external/pubs/ft/fandd/basics/unemployment.htm>
- Gay, I. E., Mills, G. E., & Airasian, P. (2012). *Educational Research: competencies for analysis and application* (10th ed.). Pearson Education Inc.
- Graham, J. R., Shier, M. L., & Eisenstat, M. (2014). Misalignment between post-secondary education demand and labour market supply: Preliminary insight from young adults on the evolving school to work transition. *International Journal for Educational and Vocational Guidance*, 14(2), 199–219. <https://doi.org/10.1007/s10775-014-9267-1>
- Greenleaf, A. T. (2014). Making the best of a bad situation: Career counseling young adults in the aftermath of the great recession. *Journal of Employment Counseling*, 51(4), 158–169. <https://doi.org/10.1002/j.2161-1920.2014.00049.x>
- Grosemans, I., & De Cuyper, N. (2021). Career competencies in the transition from higher education to the labor market: Examining developmental trajectories.

*Journal of Vocational Behavior*, 128(June), 103602.  
<https://doi.org/10.1016/j.jvb.2021.103602>

Han, X., Xu, Q., Xiao, J., & Liu, Z. (2024). Academic atmosphere and graduate students' innovation ability: the role of scientific research self-efficacy and scientific engagement. *European Journal of Psychology of Education*, 39(2), 1027–1044. <https://doi.org/10.1007/s10212-023-00737-x>

Hun Lim, D., & Kim, J. H. (2023). The role of college and faculty mentoring on intellectual engagement, career, interpersonal relationships and personal development perceived by private college versus public university alums. *Mentoring and Tutoring: Partnership in Learning*, 31(2), 288–306. <https://doi.org/10.1080/13611267.2023.2178710>

Judge, T. A., Piccolo, R. F., Podsakoff, N. P., Shaw, J. C., & Rich, B. L. (2010). The relationship between pay and job satisfaction: A meta-analysis of the literature. *Journal of Vocational Behavior*, 77(2), 157–167. <https://doi.org/10.1016/j.jvb.2010.04.002>

Koen, J., Klehe, U. C., & Van Vianen, A. E. M. (2012). Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior*, 81(3), 395–408. <https://doi.org/10.1016/j.jvb.2012.10.003>

Kuráth, G., & Sipos, N. (2020). Competencies and success measured by net income among Hungarian HE graduates. *Education and Training*, 63(3), 417–439. <https://doi.org/10.1108/ET-01-2020-0015>

Mubuuke, A. G., Businge, F., & Kiguli-Malwadde, E. (2014). Using graduates as key stakeholders to inform training and policy in health professions: The hidden potential of tracer studies. *African Journal of Health Professions Education*, 6(1), 52–55. <https://doi.org/https://doi.org/10.7196/AJHPE.302>

Nudzor, H. P., & Ansah, F. (2020). Enhancing post-graduate programme effectiveness through tracer studies: the reflective accounts of a Ghanaian nation-wide graduate tracer study research team. *Quality in Higher Education*, 26(2), 192–208. <https://doi.org/10.1080/13538322.2020.1763034>

Odame, L., Osei-Hwedie, B., Nketsia, W., Opoku, M. P., & Nanor Arthur, B. (2021). University preparation and the work capabilities of visually impaired graduates in Ghana: a tracer study. *International Journal of Inclusive Education*, 25(11), 1287–1304.

Olaniyan, D. A., & Okemakinde, T. (2008). Human capital theory: implications for educational development. *European Journal of Scientific Research*, 24(2), 175–62.

Owusu-Agyeman, Y. (2024). Career success, collegiality, and the intentions of early career academics to stay in the academic profession. *Mentoring and Tutoring: Partnership in Learning*, 32(4), 440–465. <https://doi.org/10.1080/13611267.2024.2360377>

- Owusu-Ansah, S. (2024). Repurposing university library spaces for improved learning satisfaction: The moderating role of organizational size. *Journal of Access Services*, 21(2), 71–104. <https://doi.org/10.1080/15367967.2024.2319196>
- Pastore, F., & Choudhry, M. T. (2022). Determinants of school to work transition and COVID-19. *International Journal of Manpower*, 43(7), 1487–1501. <https://doi.org/10.1108/ijm-10-2022-711>
- Patria, B. (2012). Learning environment and graduates' transition period. *International Journal of Research Studies in Education*, 2(1), 25–40. <https://doi.org/10.5861/ijrse.2012.85>
- Perez-Encinas, A., & Berbegal-Mirabent, J. (2023). Who gets a job sooner? Results from a national survey of master's graduates. *Studies in Higher Education*, 48(1), 174–188. <https://doi.org/10.1080/03075079.2022.2124242>
- Pico-Saltos, R., Bravo-Montero, Lady, Montalván-Burbano, N., Garzás, J., & Redchuk, A. (2021). Career success in university graduates: Evidence from an Ecuadorian study in los ríos province. *Sustainability (Switzerland)*, 13(16), 1–24. <https://doi.org/10.3390/su13169337>
- Presti, A. Lo, Capone, V., Aversano, A., & Akkermans, J. (2022). Career Competencies and Career Success: On the Roles of Employability Activities and Academic Satisfaction During the School-to-Work Transition. *Journal of Career Development*, 49(1), 107–125. <https://doi.org/10.1177/0894845321992536>
- Ray, V. M., McLaughlin, E., & Morrow, B. (2023). The Physical Learning Environment's Impact on Higher Education Programs: Student Perception of Learning, Satisfaction, and Sense of Belonging in a Construction Management Program. *ASEE Annual Conference and Exposition, Conference Proceedings*. <https://doi.org/10.18260/1-2--44476>
- Sanchez, J. R., Laanan, F. S., & Wiseley, W. C. (1999). Postcollege earnings of former students of California community colleges: Methods, analysis, and implication. *Research in Higher Education*, 40(1), 87–113.
- Savickas, M. L., & Porfeli, E. J. (2012). Career adaptabilities scale: Construction, reliability, and measurement equivalence across 13 countries. *Vocational Behavior*, 80(3), 661–673. <https://doi.org/10.1016/j.jvb.2012.01.011>
- Schomburg, H., & Teichler, U. (2011). Employability and Mobility of Bachelor Graduates in Europe: Key Results of the Bologna Process. In *Angewandte Chemie International Edition*, 6(11), 951–952. Sense Publishers.
- Schomburg, Harald. (2003). Handbook for Graduate Tracer Studies. *University of Kassel, Germany: Centre for Research on Higher Education and Work*, 1–281.
- Schomburg, Harald. (2007). The professional success of higher education

- graduates. *European Journal of Education*, 42(1), 35–57.
- Schomburg, Harald. (2016). Carrying Out tracer studies: Guide to anticipating and matching skills and job. In *EU Law and Publication* (Vol. 6). <https://doi.org/10.2816/753132>
- Senekal, J. S., & Smith, M. R. (2022). Assessing the employability and employment destinations of professional psychology alumni. *South African Journal of Psychology*, 52(1), 11–22. <https://doi.org/10.1177/00812463211025466>
- Succi, C., & Canovi., M. (2020). Soft Skills to Enhance Graduate Employability: Comparing Students and Employers' Perceptions. *Studies in Higher Education*, 45(8), 1834–1847.
- Teichler, U. (2019). *Higher Education and Graduate Employment : Changing Conditions and Challenges by Ulrich Teichler INCHER Working Paper Nr . 10 International Centre for . October 2018.* <https://doi.org/10.17906/INCHER.0002>
- Teichler, U., Arimoto, A., & Cummings, W. K. (2013). The changing academic profession: Major findings of a comparative survey. In *The Changing Academic Profession: Major Findings of a Comparative Survey* (Issue January 2013). <https://doi.org/10.1007/978-94-007-6155-1>
- Tuononen, T., & Hyytinen, H. (2022). Towards a successful transition to work - which employability factors contribute to early career success? *Journal of Education and Work*, 35(6–7), 599–613. <https://doi.org/10.1080/13639080.2022.2126969>
- Vermeulen, L., & Schmidt, H. G. (2008). Learning environment, learning process, academic outcomes and career success of university graduates. *Studies in Higher Education*, 33(4), 431–451. <https://doi.org/10.1080/03075070802211810>
- Veroszta, Z. S. (2018). The creation and results of the Hungarian Graduate Career Tracking System. *One Decade of the Hungarian Higher Education, 2008-2016, NFKK k€ote*, 202-212.
- Wickramasinghe, V., & Perera, L. (2010). Graduates', University Lecturers' and Employers' Perceptions Towards Employability Skills. *Education + Training*, 52(3), 226–244.
- Wong, W. H., & Chapman, E. (2023). Student satisfaction and interaction in higher education. *Higher Education*, 85(5), 957–978. <https://doi.org/10.1007/s10734-022-00874-0>
- Yi, E., & Park, D. H. (2024). The effect of core competencies of university students on employment and first year salary level based on school activity log. *Heliyon*, 10(7), e28474. <https://doi.org/10.1016/j.heliyon.2024.e28474>
- Zajíc, T., Jasiński, M., & Bozykowski, M. (2018). Early careers of tertiary

graduates in Poland: Employability, earnings, and differences between public and private higher education. *Polish Sociological Review*, 202(2), 187–208.  
<https://doi.org/10.26412/psr202.03>