



UPT KEMAHASISWAAN DAN ALUMNI

UPGRIS

REPORT TRACER STUDY

*Universitas Persatuan Guru Republik
Indonesia Semarang*

2024

**BACHELOR'S AND MASTER'S
PROGRAMMES**

GRADUATES OF 2022



FOREWORD

We give thanks to God Almighty, Lord of the universe, for His abundant grace and guidance, which have enabled the completion of the 2024 *Tracer Study* Report for the Bachelor's and Master's programmes at the UPGRIS.

We, as the Head of the Student Affairs and Alumni Department, would like to express our gratitude to the various parties who have supported the publication of this report, including:

1. Dr Sri Suciati, M.Hum., Rector of UPGRIS
2. Dr. Sapto Budoyo, S.H., M.H., Vice-Rector III for Student Affairs at UPGRIS
3. Dr Ling Maria Ulfah, S.Si., M.Pd., Head of the Student Affairs and Alumni Unit
4. All UPGRIS alumni at the undergraduate and postgraduate levels who served as respondents and completed the survey

We hope that this 2024 UPGRIS Undergraduate *Tracer Study* report will be of benefit to the development of UPGRIS, in terms of accreditation, the curriculum, student development and other areas. We apologise for any shortcomings in the production of this report and will continue to make improvements to achieve even better results.

Semarang, 31 December
2024 Head of Student Affairs and
Alumni

Yanuar Hery Murtianto, M.Pd

TABLE OF CONTENTS

FOREWORD	ii
TABLE OF CONTENTS.....	iii
LIST OF FIGURES.....	ix
RESPONSE RATE BY FACULTY	1
FACULTY OF EDUCATION	2
2.1 Response Rate per Study Programme	2
2.2 Sources of Funding for Tuition Fees	3
2.3 Competencies Mastered by Graduates	4
2.4 Teaching Methods	5
2.5 Employment Status.....	7
2.6 Average Time Taken by Graduates to Find Employment.....	8
2.7 Time Taken by Graduates to Find Employment	9
2.8 Types of Companies Employing Graduates	10
2.9 Level of Alumni Employment.....	11
2.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	11
2.12 How closely is the field of study related to the job?	13
2.13 Level of Education Suitable for Current Job	14
2.14 How Graduates Look for Work.....	14
2.15 Average Number of Applications Sent to Companies.....	16
2.16 Average number of responses from companies.....	16
FACULTY OF SOCIAL SCIENCES AND SPORTS EDUCATION	18
3.1 Response Rate per Study Programme	18
3.2 Sources of Funding for Tuition Fees	19
3.3 Competencies Mastered by Graduates	20
3.4 Teaching Methods	21
3.5 Employment Status.....	21
3.6 Average Time Taken by Graduates to Find Employment.....	22
3.7 Time Taken by Graduates to Find Employment	23
3.8 Type of Company Employed By	24
3.9 Level of Alumni Employment.....	25
3.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	26
3.11 Percentage of Alumni Continuing Their Studies.....	26

3.12 How Close is the Link Between Field of Study and Employment.....	27
3.13 Level of Education Suitable for Current Job	28
3.14 How Graduates Look for Work.....	28
3.15 Average Number of Applications Sent to Companies.....	29
3.16 Average number of responses from companies.....	30
FACULTY OF MATHEMATICS, NATURAL SCIENCES AND INFORMATION TECHNOLOGY	31
4.1 Response Rate per Study Programme	31
4.2 Sources of Funding for University Tuition Fees.....	32
4.3 Competencies Mastered by Graduates	33
4.4 Teaching Methods	34
4.5 Employment Status.....	35
4.6 Average Time Taken by Graduates to Find Employment.....	35
4.7 Time Taken by Graduates to Find Employment	36
4.8 Type of Company Employed By	37
4.9 Level of Alumni's Workplace	38
4.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	39
4.11 Percentage of Alumni Continuing Their Studies.....	40
4.12 How Close is the Link Between Field of Study and Employment.....	40
4.13 Level of Education Suitable for Current Job	41
4.14 How Graduates Look for Work.....	42
4.15 Average Number of Applications Sent to Companies and Company Responses	43
FACULTY OF LANGUAGE AND ARTS EDUCATION	44
5.1 Response Rate by Study Programme	44
5.2 Sources of Funding for Tuition Fees	45
5.3 Competencies Mastered by Graduates	45
5.4 Teaching Methods	46
5.5 Employment Status.....	47
5.6 Average Time Taken by Graduates to Find Employment.....	47
5.7 Time Taken by Graduates to Find Employment	48
5.8 Type of Company Employed By	49
5.9 Level of Alumni's Workplace	50
5.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	51
5.11 Percentage of Alumni Continuing Their Studies.....	52
5.12 How Close is the Relationship between Field of Study and Current Job, and the Level of Education Suitable for the Current Job.....	52



5.13 How Graduates Find Employment	53
5.14 Average Number of Applications Sent to Companies and Company Responses	54
FACULTY OF COMPUTER SCIENCE.....	56
6.1 Response Rate by Study Programme	56
6.2 Sources of Funding for Tuition Fees	57
6.3 Competencies Mastered by Graduates	58
6.4 Teaching Methods	58
6.5 Employment Status.....	60
6.6 Average Time Taken by Graduates to Find Employment.....	60
6.7 Time Taken by Graduates to Find Employment	61
6.8 Type of Company Employed By	62
6.9 Level of Alumni Employment.....	63
6.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	64
6.11 Percentage of Alumni Continuing Their Studies.....	65
6.12 How Closely Related is the Field of Study to the Job and the Appropriate Level of Education for the Present	66
6.13 How Graduates Look for Work.....	67
6.14 Average Number of Applications Sent to Companies and Company Responses	67
FACULTY OF LAW	69
7.1 Response Rate per Study Programme	69
7.2 Sources of Funding for Tuition Fees	69
7.3 Competencies Mastered by Graduates	70
7.4 Teaching Methods	71
7.5 Employment Status.....	72
7.6 Average Time Taken by Graduates to Find Employment.....	72
7.7 Time Taken by Graduates to Find Employment	73
7.8 Type of Company Employed By	73
7.9 Level of Alumni Employment.....	74
7.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	75
7.11 Percentage of Alumni Continuing Their Studies.....	76
7.12 How Close is the Relationship between Field of Study and Current Job, and the Level of Education Suitable for the Current Job.....	77
7.13 How Graduates Find Employment	79
7.14 Average Number of Applications Sent to Companies and Company Responses	80
FACULTY OF ECONOMICS AND BUSINESS	81
8.1 Response Rate by Study Programme	81



8.2 Sources of Funding for Tuition Fees	81
8.3 Competencies Mastered by Graduates	82
8.4 Teaching Methods	83
8.5 Employment Status	84
8.6 Average Time Taken by Graduates to Find Employment	85
8.7 Time Taken by Graduates to Find Employment	85
8.8 Type of Company Employed By	86
8.9 Level of Alumni Employment.....	87
8.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	87
8.11 Percentage of Alumni Continuing Their Studies.....	88
8.12 How Close is the Relationship between Field of Study and Current Job, and the Level of Education Suitable for the Current Job.....	89
8.13 How Graduates Find Jobs.....	90
8.14 Average Number of Applications Sent to Companies and Company Responses	90
POSTGRADUATES.....	92
EDUCATIONAL MANAGEMENT PROGRAMME.....	92
9.1 Programme Response Rate.....	92
9.2 Sources of Funding for Tuition Fees	92
9.3 Competencies Mastered by Graduates	93
9.4 Teaching Methods	94
9.5 Employment Status.....	94
9.6 Average Time Taken by Graduates to Find Employment.....	95
9.7 Time Taken by Graduates to Find Employment	95
9.8 Type of Company Employed By	96
9.9 Level of Alumni Employment.....	97
9.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	97
9.11 Percentage of Alumni Continuing Their Studies.....	98
9.12 How Closely Are Fields of Study Linked to Employment, and What Level of Education Is Appropriate for Current Jobs	98
9.13 How Graduates Look for Work.....	99
9.14 Average Number of Applications Sent to Companies and Company Responses	100
INDONESIAN LANGUAGE AND LITERATURE STUDY PROGRAMME.....	101
10.1 Programme Response Rate.....	101
10.2 Sources of Funding for Tuition Fees	101
10.3 Competencies Mastered by Graduates	102
10.4 Teaching Methods	103

10.5 Employment Status.....	104
10.6 Average Time Taken by Graduates to Find Employment.....	104
10.7 Time Taken by Graduates to Find Employment	105
10.8 Type of Company Employed By	105
10.9 Level of Alumni Employment.....	106
10.10 Percentage of Alumni by Position/Role (if self-employed)	107
10.11 Percentage of Alumni Continuing Their Studies.....	107
10.12 How Close is the Relationship between Field of Study and Current Job, and the Appropriate Level of Education for the Current Job	108
10.13 How Graduates Find Employment	109
10.14 Average Number of Applications Sent to Companies and Company Responses	109
ENGLISH LANGUAGE STUDY PROGRAMME	110
11.1 Programme Response Rate.....	110
11.2 Sources of Funding for Tuition Fees	110
11.3 Competencies Mastered by Graduates	111
11.4 Teaching Methods	112
11.5 Employment Status.....	112
11.6 Average Time Taken by Graduates to Find Employment.....	113
11.7 Time Taken by Graduates to Find Employment	113
11.8 Type of Company Employed By	114
11.9 Alumni Employment Levels.....	114
11.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	115
11.11 Percentage of Alumni Continuing Their Studies.....	115
11.12 How Close is the Relationship between Field of Study and Current Job, and the Level of Education Suitable for the Current Job.....	116
11.13 How Graduates Find Employment	116
11.14 Average Number of Applications Sent to Companies and Company Responses	117
NATURAL SCIENCES PROGRAMME.....	119
12.1 Programme Response Rate.....	119
12.2 Sources of Funding for Tuition Fees	119
12.3 Competencies Mastered by Graduates	120
12.4 Teaching Methods	121
12.5 Employment Status.....	122
12.6 Average Time Taken by Graduates to Find Employment.....	122
12.7 Time Taken by Graduates to Find Employment	123
12.8 Type of Company	123

12.9 Level of Alumni's Workplace.....	124
12.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	125
12.11 Percentage of Alumni Continuing Their Studies.....	126
12.12 How Close is the Relationship between Field of Study and Current Job, and the Level of Education Suitable for the Current Job	126
12.13 How Graduates Find Employment	127
12.14 Average Number of Applications Sent to Companies and Company Responses	129
BASIC EDUCATION STUDY PROGRAMME.....	130
13.1 Programme Response Rate.....	130
13.2 Sources of Funding for Tuition Fees	130
13.3 Competencies Mastered by Graduates	131
13.4 Teaching Methods	132
13.5 Employment Status.....	132
13.6 Average Time Taken by Graduates to Find Employment.....	133
13.7 Time Taken by Graduates to Find Employment	134
13.8 Type of Company Employed By	134
13.9 Level of Alumni Employment.....	135
13.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	135
13.11 Percentage of Alumni Continuing Their Studies.....	136
13.12 How Close is the Relationship between Field of Study and Current Job, and the Appropriate Level of Education for the Current Job	136
13.13 How Graduates Find Employment	137
13.14 Average Number of Applications Sent to Companies and Company Responses	138

LIST OF FIGURES

Figure 1.1 Response Rate by Faculty.....	1
Figure 2.1 Response Rate for the Faculty of Education.....	2
Figure 2.2 Sources of Funding for Tuition Fees	3
Figure 2.3 Competencies Mastered by Graduates and How Higher Education Institutions Contribute	4
Figure 2.4 Level of Emphasis on Teaching Methods	5
Figure 2.5 Level of Emphasis on Teaching Methods	6
Figure 2.6 Current Alumni Status.....	7
Figure 2.7 Average Time Taken by Graduates to Find Employment	8
Figure 2.8 Time Taken by Graduates to Find Employment.....	9
Figure 2.9 Types of Companies/Organisations/Institutions Where Alumni Currently Work..	10
Figure 2.10 Hierarchy of Alumni Workplaces.....	11
Figure 2.11 Percentage of Alumni Positions/Roles	12
Figure 2.12: Percentage of Graduates Continuing Their Studies	12
Figure 2.13 Relationship Between Field of Study and Occupation	13
Figure 2.14 Appropriate Level of Education for Employment	14
Figure 2.15 How Graduates Look for Work	15
Figure 2.16 Average Number of Applications Sent to Companies.....	16
Figure 2.17 Average Company Response Rate.....	17
Figure 3.1 Response Rate by Study Programme.....	18
Figure 3.2 Sources of Funding for Tuition Fees	19
Figure 3.3 Competencies Mastered by Graduates.....	20
Figure 3.4 Emphasis on Teaching Methods	21
Figure 3.5 Current Status of Graduates	22
Figure 3.6 Average Time Taken by Graduates to Find Employment	22
Figure 3.7 Time Taken by Graduates to Find Employment.....	23
Figure 3.8 Type of Company Employed By	24
Figure 3.9 Job Levels of Alumni.....	25
Figure 3.10 Percentage of Alumni Positions/Roles (If Self-Employed)	26
Figure 3.11 Percentage of Alumni Continuing Their Studies	27
Figure 3.12 Relationship between Field of Study and Occupation.....	27
Figure 3.13 Appropriate Level of Education for Employment	28
Figure 3.14 How Graduates Look for Work	29
Figure 3.15 Average Number of Applications Sent to Companies.....	29
Figure 3.16 Average Company Response	30
Figure 4.1 Response Rate by Study Programme.....	31
Figure 4.2 Sources of Funding for Tuition Fees	32
Figure 4.3 Competencies Mastered by Graduates.....	33
Figure 4.4 Emphasis on Teaching Methods	34
Figure 4.5 Current Status of Graduates	35
Figure 4.6 Average Time Taken by Graduates to Find Employment	36
Figure 4.7 Time Taken by Graduates to Find Employment.....	36
Figure 4.8 Type of Company Employing Graduates	37
Figure 4.9 Job Levels of Alumni.....	38

Figure 4.10: Percentage of Alumni Positions/Roles	39
Figure 4.11: Percentage of Alumni Continuing Their Studies	40
Figure 4.12 Relationship Between Field of Study and Occupation	41
Figure 4.13 Appropriate Level of Education for Current Job	41
Figure 4.14 How Graduates Look for Work	42
Figure 4.15 Average Number of Applications Sent to Companies and Company Responses	43
Figure 5.1 Response Rate by Study Programme.....	44
Figure 5.2 Sources of Funding for Tuition Fees	45
Figure 5.3 Competencies Mastered by Graduates.....	45
Figure 5.4 Emphasis on Teaching Methods	46
Figure 5.5 Current Alumni Status.....	47
Figure 5.6 Average Time Taken by Alumni to Find Employment	48
Figure 5.7 Time Taken by Graduates to Find Employment.....	48
Figure 5.8 Type of Job and Place of Work	49
Figure 5.9 Job Levels of Alumni.....	50
Figure 5.10 Percentage of Alumni Positions/Roles	51
Figure 5.11 Percentage of Alumni Continuing Their Studies	52
Figure 5.12 Relationship between Field of Study and Occupation, and Educational Level Appropriate for Current Occupation.....	53
Figure 5.13 Methods Used by Alumni to Find Employment.....	54
Figure 5.14: Average Number of Applications Sent to Companies and Company Responses	54
Figure 6.1 Response Rate by Study Programme.....	56
Figure 6.2 Sources of Funding for Tuition Fees	57
Figure 6.3 Competencies Mastered by Graduates.....	58
Figure 6.4 Emphasis on Teaching Methods	59
Figure 6.5 Current Status of Graduates	60
Figure 6.6 Average Time Taken by Graduates to Find Employment	61
Figure 6.7 Time Taken by Graduates to Find Employment.....	62
Figure 6.8 Type of Company Employed By	63
Figure 6.9: Levels of Alumni Employment	63
Figure 6.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	64
Figure 6.11 Percentage of Alumni Continuing Their Studies	65
Figure 6.12 Relationship between Field of Study and Current Occupation and Appropriate Level of Education.....	66
Figure 6.13 How Graduates Sought Employment	67
Figure 6.14 Average Number of Applications Sent to Companies and Company Responses	68
Figure 7.1 Response Rate by Study Programme.....	69
Figure 7.2 Sources of Funding for Tuition Fees	70
Figure 7.3 Competencies Mastered by Graduates.....	70
Figure 7.4 Emphasis on Teaching Methods	71
Figure 7.5 Current Alumni Status.....	72
Figure 7.6 Average Time Taken by Graduates to Find Employment	72
Figure 7.7 Time Taken by Graduates to Find Employment.....	73
Figure 7.8 Types of Companies/Organisations/Institutions Where Graduates Currently Work	74
Figure 7.9 Job Levels of Alumni.....	75
Figure 7.10 Percentage of Alumni Positions/Roles (If Self-Employed).....	76

Figure 7.11 Percentage of Alumni Continuing Their Studies	77
Figure 7.12 Relationship Between Field of Study and Occupation, and Educational Level Appropriate for Current Occupation.....	78
Figure 7.13 How Graduates Sought Employment	79
Figure 7.14: Average Number of Applications Sent to Companies and Company Responses	80
Figure 8.1 Response Rate by Study Programme.....	81
Figure 8.2 Sources of Funding for Tuition Fees	82
Figure 8.3 Competencies Mastered by Students	83
Figure 8.4 Level of Emphasis on Teaching Methods	83
Figure 8.5 Current Status of Graduates	84
Figure 8.6 Average Time Taken by Graduates to Find Employment	85
Figure 8.7 Time Taken by Graduates to Find Employment.....	85
Figure 8.8 Types of Companies Employing Graduates	86
Figure 8.9: Levels of Alumni Employment	87
Figure 8.10 Percentage of Alumni Positions/Roles (If Self-Employed)	88
Figure 8.11 Percentage of Alumni Continuing Their Studies	88
Figure 8.12 Relationship between Field of Study and Occupation, and Educational Level Appropriate for Current Occupation.....	89
Figure 8.13 Methods Used by Graduates to Find Employment.....	90
Figure 8.14 Average Number of Applications Sent to Companies and Company Responses	91
Figure 9.1 Programme Response Rate.....	92
Figure 9.2 Sources of Funding for Tuition Fees.....	92
Figure 9.3 Competencies Mastered by Graduates	93
Figure 9.4 Levels of Emphasis in Teaching Methods.....	94
Figure 9.5 Current Status of Alumni.....	95
Figure 9.6 Average Time Taken by Graduates to Find Employment	95
Figure 9.7 Time Taken by Graduates to Find Employment.....	96
Figure 9.8 Type of Company Employed By.....	96
Figure 9.9 Job Levels of Alumni.....	97
Figure 9.10 Percentage of Alumni Positions/Roles (If Self-Employed)	97
Figure 9.11 Percentage of Alumni Continuing Their Studies	98
Figure 9.12 Relationship between Field of Study and Occupation, and Educational Level Appropriate for Current Occupation.....	99
Figure 9.13 Ways Graduates Can Find Work.....	99
Figure 9.14 Average Number of Applications Sent to Companies and Company Responses	100
Figure 10.1 Response Rate by Study Programme.....	101
Figure 10.2 Sources of Funding for Tuition Fees	102
Figure 10.3 Competencies Mastered by Students.....	103
Figure 10.4 Level of Emphasis on Teaching Methods	103
Figure 10.5 Current Status of Graduates.....	104
Figure 10.6 Average Time Taken by Graduates to Find Employment	104
Figure 10.7 Time Taken by Graduates to Find Employment.....	105
Figure 10.8 Types of Companies Employing Graduates	106
Figure 10.9 Job Levels of Alumni.....	106
Figure 10.10 Percentage of Alumni Positions/Roles (If Self-Employed)	107
Figure 10.11 Percentage of Alumni Continuing Their Studies.....	107

Figure 10.12 Relationship between Field of Study and Occupation, and Educational Level Appropriate for Current Occupation.....	108
Figure 10.13 How Graduates Sought Employment.....	109
Figure 10.14 Average Number of Applications Sent to Companies and Company Responses	109
Figure 10.14 Average Number of Applications Sent to Companies and Company Responses	109
Figure 11.1 Response Rate by Study Programme.....	110
Figure 11.2 Sources of Funding for Tuition Fees.....	110
Figure 11.2 Sources of Funding for Tuition Fees.....	110
Figure 11.3 Competencies Mastered by Graduates	111
Figure 11.4 Level of Emphasis on Teaching Methods	112
Figure 11.4 Level of Emphasis on Teaching Methods	112
Figure 11.5 Current Status of Alumni.....	113
Figure 11.6 Average Time Taken by Graduates to Find Employment	113
Figure 11.7 Time Taken by Graduates to Find Employment.....	113
Figure 11.8 Type of Company Employed By	114
Figure 11.9 Job Levels of Alumni.....	114
Figure 11.10 Percentage of Alumni Positions/Roles (If Self-Employed)	115
Figure 11.11 Percentage of Alumni Continuing Their Studies.....	115
Figure 11.12 Relationship between Field of Study and Occupation, and Educational Level Appropriate for Current Occupation.....	116
Figure 11.13 How Graduates Sought Employment.....	117
Figure 11.13 Ways in which graduates look for work.....	117
Figure 11.14: Average Number of Applications Sent to Companies and Company Responses	117
Figure 11.14 Average Number of Applications Sent to Companies and Company Responses	117
Figure 12.1 Response Rate by Study Programme	119
Figure 12.2 Sources of Funding for Tuition Fees.....	119
Figure 12.2 Sources of Funding for Tuition Fees.....	119
Figure 12.3 Competencies Mastered by Graduates	120
Figure 12.3 Competencies Mastered by Graduates	120
Figure 12.4 Level of Emphasis on Teaching Methods	121
Figure 12.4 Levels of Emphasis in Teaching Methods.....	121
Figure 12.5 Current Status of Alumni.....	122
Figure 12.5 Current Alumni Status.....	122
Figure 12.6 Average Time Taken by Alumni to Find Employment	122
Figure 12.6 Average Time Taken by Graduates to Find Employment	122
Figure 12.7 Time Taken by Graduates to Find Employment.....	123
Figure 12.7 Time Taken by Graduates to Find Employment.....	123
Figure 12.8 Type of Employer	124
Figure 12.9 Job Levels of Alumni.....	124
Figure 12.10 Percentage of Alumni Positions/Roles (If Self-Employed)	125
Figure 12.10 Percentage of Alumni Positions/Roles (If Self-Employed)	125
Figure 12.11 Percentage of Alumni Continuing Their Studies	126
Figure 12.11 Percentage of Alumni Continuing Their Studies	126
Figure 12.12 Relationship between Field of Study and Occupation, and Educational Level Appropriate for Current Occupation.....	127
Figure 12.13 How Graduates Sought Employment.....	128
Figure 12.14 Average Number of Applications Sent to Companies and Company Responses	129
Figure 13.1 Response Rate by Study Programme.....	130

Figure 13.2 Sources of Funding for Tuition Fees	130
Figure 13.2 Sources of Funding for Tuition Fees	130
Figure 13.3 Competencies Mastered by Graduates	131
Figure 13.4 Emphasis on Teaching Methods.....	132
Figure 13.5 Current Status of Graduates.....	133
Figure 13.6 Average Time Taken by Graduates to Find Employment	133
Figure 13.7 Time Taken by Graduates to Find Employment.....	134
Figure 13.8 Type of Company Employing Graduates	134
Figure 13.9: Levels of Alumni Employment.....	135
Figure 13.10 Percentage of Alumni Positions/Roles (If Self-Employed)	135
Figure 13.11 Percentage of Alumni Continuing Their Studies.....	136
Figure 13.12 Relationship between Field of Study and Occupation, and Educational Level Appropriate for Current Occupation.....	137
Figure 13.13 How Graduates Sought Employment	138
Figure 13.14 Average Number of Applications Sent to Companies and Company Responses	138
Figure 13.14 Average Number of Applications Sent to Companies and Company Responses	138

RESPONSE RATE BY FACULTY

As this is a survey of a population of respondents, the response rate is crucial for ensuring data quality. The higher the response rate, the better the quality of the data obtained, as it more closely reflects the actual situation.

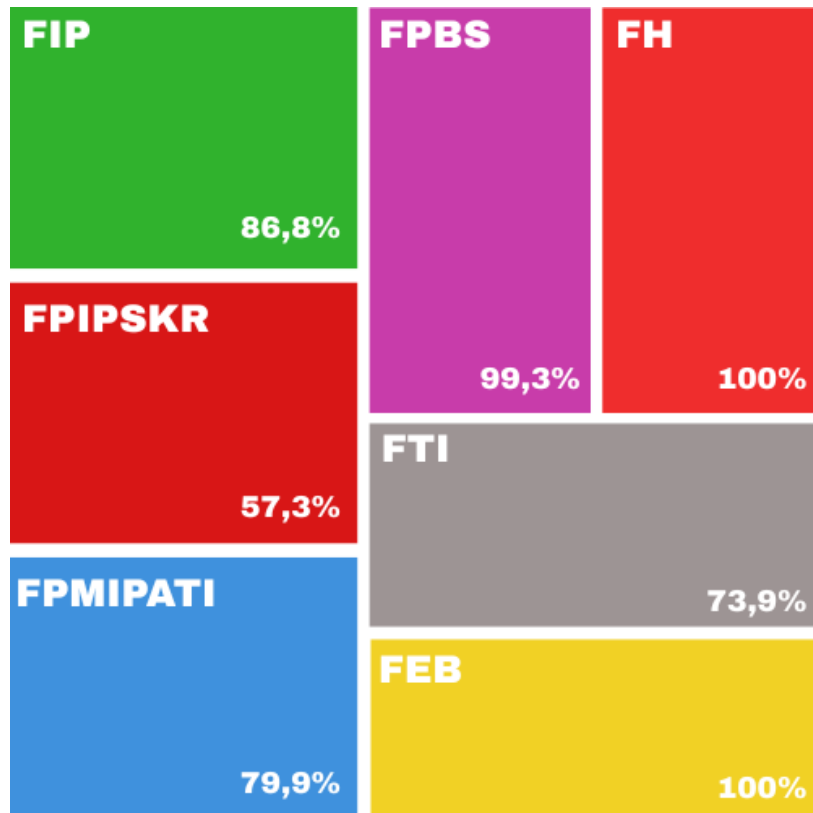


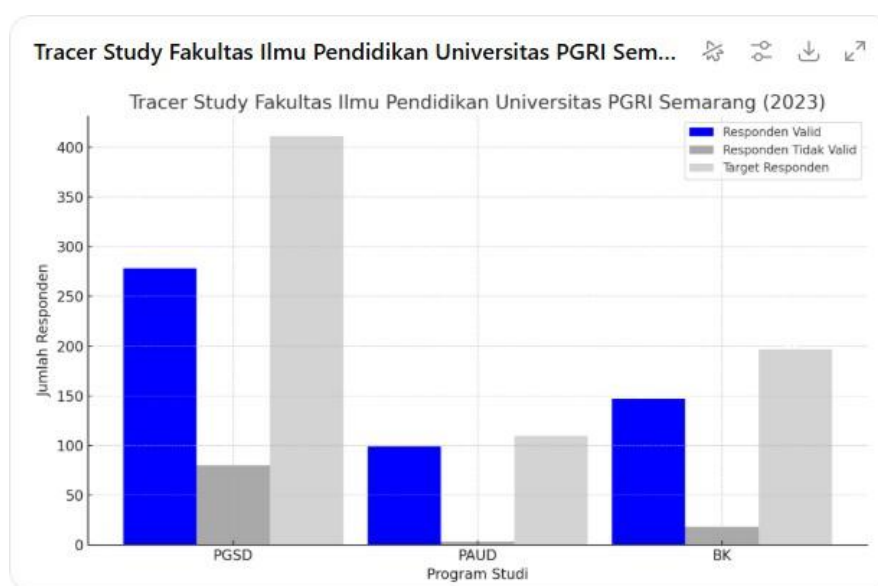
Figure 1.1 Response Rate by Faculty

As shown in the figure above, several faculties achieved high response rates, reflecting a good level of alumni participation, such as FPBS (99.3%), FH (100%), and FEB (100%). However, there are several faculties with lower response rates, such as FTI (73.9%), FPIPSKR (57.3%), FPMIPATI (79.9%), and FTEIC (73.9%).

FACULTY OF EDUCATION

2.1 Response Rate by Study Programme

The *Tracer Study* Report of the Faculty of Education at UPGRIS presents survey results covering several different study programmes. Each study programme has a different target number of respondents, with the number of valid and invalid respondents recorded for the year 2023. This data illustrates the results of data collection regarding the employment status and activities of alumni after graduation, as well as providing insights into the level of alumni participation in the survey conducted.



	Program Studi	Target Responden	Responden Valid	Responden Tidak Valid	Total Responden
1	PGSD	411	278	80	358
2	PAUD	110	99	3	102
3	BK	197	147	18	165

Figure 2.1 Response Rate for the Faculty of Education

In the *Tracer Study* survey conducted by the Faculty of Education at UPGRIS, for the Elementary Teacher Education programme, out of 411 targeted respondents, 278 provided valid data, whilst 80 provided invalid data. Meanwhile, for the Early Childhood Education programme, out of 110 targeted respondents, 99 provided valid data and 3 provided invalid data. Finally, for the Guidance and Counselling Programme, out of 197 targeted respondents, 147 provided valid data, whilst 18 provided invalid data. These results indicate a reasonably good level of participation in the survey,

with the majority of respondents providing valid data. This data can also serve as a basis for evaluation by the faculty and study programmes in enhancing alumni engagement and assessing the success of the educational programmes undertaken. Let us draw a simple conclusion for the whole.

Overall, the Elementary Teacher Education (PGSD) Study Programme had the highest proportion of valid respondents, with 67.6% of valid respondents out of 411 target respondents. This was followed by the Guidance and Counselling (BK) Study Programme with 74.6% valid respondents out of 197 target respondents, and the Early Childhood Teacher Education (PAUD) Study Programme with 90% valid respondents out of 110 target respondents. Although PGSD had the largest number of target respondents, PAUD had the highest percentage of valid respondents. This indicates that study programmes with a larger number of target respondents tend to have a higher number of valid respondents; however, all study programmes demonstrated a good level of participation from alumni, with the majority of respondents providing valid data.

2.2 Sources of Funding for Tuition Fees

Upon entering university, financial needs become one of the key aspects that students must address, both to support their studies and to cover their living expenses during their time at university. Sources of funding for tuition fees for students of the Faculty of Education graduating in 2022 are classified into several categories, namely Self-Funding or Family Support, ADIK Scholarships, BIDIKMISI, PPA, AFIRMASI, Scholarships from Companies or the Private Sector, and other sources.

	Program Studi	Biaya Sendiri / Keluarga	Beasiswa ADIK	Beasiswa BIDIKMISI	Beasiswa PPA	Beasiswa AFIRMASI	Beasiswa Perusahaan/ Lainnya
1	BK	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	PGSD	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
3	PGPAUD	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Figure 2.2 Sources of Funding for Tuition Fees

According to the data presented, the Counselling and Guidance (BK), Elementary Teacher Education (PGSD), and Early Childhood Education Teacher Education (PGPAUD) programmes have a 100% percentage for funding sources derived from personal/family funds. This means that all students in these three programmes pay for their tuition through personal funds or assistance from their families. No students are recorded as receiving educational funding from scholarships such as the ADIK Scholarship, the BIDIKMISI Scholarship, the

PPA Scholarship, the AFIRMASI Scholarship, or Corporate/Private Scholarships. This data indicates that there is no participation in scholarship programmes or other sources.

2.3 Competencies Mastered by Alumni

The competencies or abilities of graduates from the Faculty of Education are developed through various means, including both individual core competencies and those acquired during their studies. The learning process at university serves as the primary vehicle for developing competencies specific to the field of study, particularly in the mastery of educational science. Furthermore, during their studies, students are also involved in various activities that indirectly support the development of *soft skills*, such as communication skills, teamwork, and self-management.

Program Studi	BK	PGSD	PGPAUD
Etika (%)	100.0	100.0	99.8
Keahlian Berdasarkan Bidang Ilmu (%)	100.0	99.93	99.8
Bahasa Inggris (%)	100.0	99.86	99.6
Penggunaan Teknologi Informasi (%)	100.0	99.86	99.8
Komunikasi (%)	100.0	99.93	99.8
Kerja Sama Tim (%)	100.0	100.0	99.8
Pengembangan Diri (%)	100.0	100.0	99.8

Figure 2.3 Competencies Mastered by Graduates and the Contribution of Higher Education

Based on data regarding the competencies mastered by graduates of the Guidance and Counselling (BK), Elementary Teacher Education (PGSD), and Early Childhood Education (PGPAUD) programmes, these three programmes demonstrate excellent mastery of the various competencies required in the workplace. Regarding ethics, all alumni from these three study programmes have 100% mastery, indicating that all alumni are ready to behave professionally in their work. Expertise based on academic disciplines also reaches a very high level, with PGSD and BK almost reaching 100%, whilst PGPAUD is slightly lower at 99.8%.

In terms of English, graduates of the BK and PGSD programmes achieved a score of 100%, whilst the PGPAUD score was slightly lower at 99.6%. The use of information technology was

also mastered almost fully by graduates of these three study programmes, with 99.8% for PGPAUD and 100% for BK and PGSD. Communication and teamwork competencies were fully mastered by all graduates across the three study programmes, with 100% in each programme. Self-development was also mastered very well by PGSD and BK graduates, although slightly lower in PGPAUD, at 99.8%.

Overall, BK and PGSD programmes demonstrate a higher level of competency mastery compared to PGPAUD in several aspects, such as English and subject-specific expertise, with nearly 100% mastery across various competencies. However, PGPAUD also demonstrated very good mastery, although there were slight differences in some competencies. Thus, BK and PGSD were slightly superior in some areas compared to PGPAUD.

2.4 Teaching Methods

Learning is a process aimed at improving the quality of human resources through relevant knowledge and skills. In practice, learning employs various effective methods tailored to the subject matter, ensuring that the intended learning outcomes are effectively conveyed. At UPGRIS, learning is delivered through several methods, each with a distinct focus across different degree programmes, including Lectures, Demonstrations, Participation in Research Projects, Work Placements, Practical Sessions, Fieldwork, and Discussions. Each of these methods is designed to provide a comprehensive learning experience, with every study programme placing significant emphasis on almost all of these methods, with the aim of producing graduates who are ready to face the challenges of the workplace and contribute to the development of society.

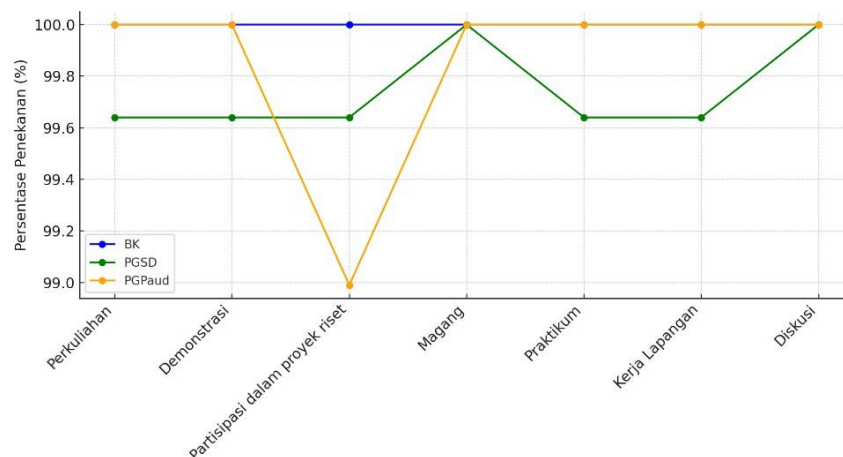


Figure 2. 4 Levels of Emphasis on Learning Methods

The purpose of this analysis is to determine the effectiveness of the teaching methods implemented and delivered to students during their studies. In this regard, the analysis aligns with the objectives of *the Tracer Study*, namely to obtain feedback from graduates regarding the performance of study programmes at UPGRIS. Respondents will assess each learning method using a percentage scale, ranging from very low, low, moderate, high, to very high. This assessment is expected to provide a clear picture of the extent to which emphasis is placed on each learning method and how effective these methods are in achieving the educational objectives of each study programme.

	Indicator	BK	PGSD	PGPaud
1	Perkuliahahan	100.0	99.64	100.0
2	Demonstrasi	100.0	99.64	100.0
3	Partisipasi dalam proyek riset	100.0	99.64	98.99
4	Magang	100.0	100.0	100.0
5	Praktikum	100.0	99.64	100.0
6	Kerja Lapangan	100.0	99.64	100.0
7	Diskusi	100.0	100.0	100.0

Figure 2.5 Levels of Emphasis on Learning Methods

From these three study programmes, it can be concluded that the Lecture and Internship learning methods receive a very high level of emphasis across all programmes, indicating that both methods are highly valued in preparing students for the world of work. However, Fieldwork and Discussion also receive full emphasis across all programmes, indicating that teaching focused on real-world situations and direct interaction between students is highly effective.

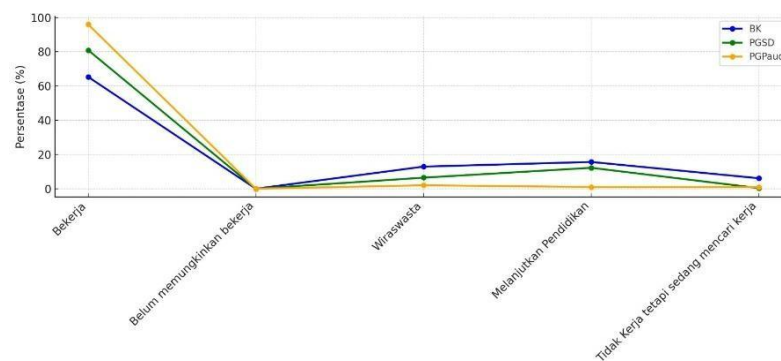
Regarding the ‘Participation in Research Projects’ method, although it receives a high level of emphasis, PGSD shows a slight decrease (99.64%) compared to BK and PGPaud (100%). This may be related to limited opportunities or a lack of research projects accessible to students in PGSD. As for Practical Training, although the emphasis is high, there is a slight difference in scores between study programmes, with PGSD scoring 99.64%, whilst BK and PGPaud achieved 100%.

In conclusion, the most effective methods across all three degree programmes are Lectures and Work Placements, which received a 100% rating across all programmes, followed by Fieldwork and Discussions, which were also highly rated. Meanwhile, although Participation in Research Projects and Practical Work showed high scores, there were slight differences between study programmes, with PGSD scoring slightly lower. Overall, BK and PGPAUD tended to have a more balanced and higher emphasis compared to PGSD, reflecting a more comprehensive implementation of learning in both programmes.

2.5 Employment Status

The employment status of graduates from the Faculty of Education at UPGRIS in 2022 is divided into five categories: employed (*full-time/part-time*), self-employed, continuing education, unable to work but currently seeking employment, and unable to work. The distribution of employment status is illustrated by the diagram in Figure 2.6 below:

2.6 below:



	Indicator	BK	PGSD	PGPaud
1	Bekerja	65.31%	80.94%	95.96%
2	Belum memungkinkan bekerja	0.0%	0.0%	0.0%
3	Wiraswasta	12.93%	6.47%	2.02%
4	Melanjutkan Pendidikan	15.65%	12.23%	1.01%
5	Tidak Kerja tetapi sedang mencari kerja	6.12%	0.36%	1.01%

Figure 2.6 Current Alumni Status

Based on the data obtained, the status of graduates after completing the three study programmes at the Faculty of Education shows that the majority of graduates have successfully entered the workforce. The PGPAUD programme recorded a very high figure, with 95.96% of graduates already in employment, whilst the PGSD and BK programmes recorded slightly lower figures, namely

80.94% and 65.31%, respectively. Graduates who continued their education after graduation were more prevalent in the PGSD and BK programmes, with percentages of 12.23% and 15.65%, whilst in the PGPAUD programme, this figure was significantly lower, at just 1.01%.

In addition, some graduates have chosen to become entrepreneurs, particularly in the BK and PGSD programmes, accounting for 12.93% and 6.47% respectively. In PGPAUD, this figure is very low, at just 2.02%. Nevertheless, the number of graduates who are unemployed but currently seeking work is very low across all study programmes, with PGPAUD and PGSD recording very low figures of 1.01% and 0.36% respectively, whilst BK has a percentage of 6.12%.

Overall, this data indicates that the majority of graduates have successfully adapted to the world of work after graduation, with PGPAUD being the programme with the highest success rate in terms of job placement. Meanwhile, PGSD and BK have a higher proportion of graduates who choose to continue their education or start their own businesses.

2.6 Average Time Taken by Graduates to Find Employment

This section explains the average time taken by 2022 graduates of the Faculty of Education to secure employment, based on average figures reviewed from two periods: after graduation and before graduation.

Indicator	Sebelum Lulus	Setelah Lulus	Tidak Mencari Kerja
BK	100.0%	0.0%	0.0%
PGSD	100.0%	0.0%	0.0%
PGPaud	100.0%	0.0%	0.0%
Average Time (Months) BK	1	0	-
Average Time (Months) PGSD	0	0	-
Average Time (Months) PGPaud	1	0	-

Figure 2.7 Average Time Taken by Graduates to Find Employment

Figure 2.7 illustrates the average time taken by graduates to find employment (excluding part-time work) for three study programmes in the Faculty of Education, namely BK, PGSD and PGPAUD. The data shows that all graduates from these three study programmes began looking for work before graduating, with PGSD recording the shortest search time—zero months—which indicates that graduates were ready to enter even before

they completed their studies. The BK and PGPAUD programmes had an average search time of 1 month, which also indicates a reasonably good level of preparation among their graduates.

However, no graduates were recorded in the ‘not seeking employment’ category, indicating that all graduates from these three programmes actively sought job opportunities during or after their studies. Overall, this data demonstrates a high level of readiness among graduates to embark on their careers immediately after graduation, with relatively short job search times.

2.7 Time Taken by Graduates to Find Employment

The available data shows the time taken by graduates from the three study programmes at the Faculty of Education, UPGRIS, to secure employment after graduation. This survey measures job search duration in two categories: (1) graduates who secured employment within less than 6 months (including those already employed before graduation) and (2) graduates who secured employment after more than 6 months. Furthermore, this data also includes the average monthly income of graduates who are currently employed.

Program Studi	% Mendapatkan Pekerjaan <= 6 Bulan	Rata-rata Waktu (Bulan)	% Mendapatkan Pekerjaan > 6 Bulan	Rata-rata Gaji (Rp)
PGSD	80.27%	3.01	19.73%	Rp 3,458,984
PGPAUD	92.45%	3.03	7.55%	Rp 3,351,931
BK	100%	1.96	0%	Rp 2,741,414

Figure 2.8: Time Taken by Graduates to Find Employment

Based on Figure 2.8, the PGSD programme shows that 80.27% of graduates secured employment within less than 6 months, with an average time of 3.01 months, whilst 19.73% of graduates only secured employment after more than 6 months. The average monthly salary for PGSD graduates is Rp 3,458,984. In the PGPAUD study programme, 92.45% of graduates successfully secured employment within less than 6 months, with an average time of 3.03 months. Meanwhile, 7.55% of graduates only secured employment after more than 6 months. The average monthly salary for PGPAUD graduates is Rp 3,351,931. For the Guidance and Counselling (BK) programme, 100% of graduates secured employment within less than 6 months, with an average time of 1.96 months. The average monthly salary for BK graduates is Rp 2,741,414.

Overall, the Guidance and Counselling (BK) programme demonstrated the best results, with 100% of graduates securing employment within less than six months, as well as a shorter job search duration (an average of 1.96 months). The PGSD and PGPAUD programmes also showed relatively quick job search times, with the majority of graduates securing employment within less than six months. The BK programme has a slightly lower average salary compared to PGSD and PGPAUD, but BK graduates have the advantage of a faster job search time.

2.8 Type of Employer

The available data illustrates the types of companies or institutions where alumni are currently employed across the three programmes: PGSD, PGPAUD, and BK. This data is divided into five categories: Government Agencies (including state-owned enterprises), Non-profit organisations/NGOs, Private Companies, Self-employed/own businesses, and Others. The majority of graduates work in private companies, with a higher percentage in the PGPAUD and BK programmes.

Program Studi	Instansi Pemerintah (termasuk BUMN)	Organisasi non-profit/Lembaga Swadaya Masyarakat	Perusahaan Swasta	Wiraswasta/Perusahaan Sendiri
BK	12.93%	0.00%	69.39%	17.69%
PGSD	46.04%	0.00%	38.85%	15.11%
PGPAUD	5.05%	0.00%	90.91%	4.04%

Figure 2.9 Types of Companies/Organisations/Institutions Where Alumni Currently Work

The types of companies referred to in this data describe the sector categories or types of workplaces where alumni from various study programmes work after graduation. This breakdown is important for understanding where alumni work and which sectors employ the most graduates.

According to the data, alumni of the Guidance and Counselling (BK) Study Programme mostly work in private companies (69.39%), with the remainder working in government agencies (12.93%) and as entrepreneurs (17.69%). In the Elementary Teacher Education (PGSD) programme, 46.04% of graduates work in government agencies, 38.85% in private companies, and 15.11% are self-employed. Meanwhile, in the Early Childhood Education (PGPAUD) programme, 90.91% of graduates work in private companies, only 5.05% in government agencies, and 4.04% are self-employed. Overall, private companies are the primary workplace for graduates, with PGSD showing a more balanced distribution between the public and private sectors.

2.9 Levels of Alumni Employment

The level of alumni employment is an indicator used to measure graduates' achievements in the world of work based on the geographical scope and legal status of their places of employment. This indicator is important because it reflects the impact and scope of graduates' competitiveness in the labour market. By understanding the types and levels of alumni employment, we can gain an insight into the breadth and quality of the employment opportunities accessed by graduates, whether at local, national or international level.

Program Studi	Lokal/Wilayah/Wirawasta Tidak Berbadan Hukum	Nasional/Wirawasta Berbadan Hukum	Multinasional/Internasional
BK	34.41%	62.37%	3.23%
PGSD	34.41%	69.39%	3.23%
PGPAUD	4.04%	90.91%	5.05%

Figure 2. 10 Levels of Alumni Employment

Based on the data above, the majority of BK alumni work in national companies or legally incorporated private enterprises, accounting for 62.37%, followed by 34.41% working in local areas or unincorporated private enterprises, and only 3.23% working in multinational or international companies. Meanwhile, PGSD graduates show that the majority work in national companies or legally incorporated private enterprises (69.39%), followed by 34.41% working in local areas or unincorporated private enterprises, and 3.23% working in multinational or international companies. In the PGPAUD programme, graduates tend to work predominantly in national private companies, at 90.91%, whilst 5.05% work in government agencies and 4.04% are self-employed. Overall, graduates from these three study programmes are more likely to work in the national private sector or as registered self-employed individuals, with PGPAUD showing the greatest dominance in the national private sector, whilst PGSD and BK have a more balanced distribution between national companies and local organisations.

2.10 Percentage of Alumni Positions/Roles (If Self-Employed)

Alumni Position/Role: Refers to the position or role held by alumni after they graduate from their degree programme. This measures the extent to which alumni are engaged in the workforce, whether as employees in companies (as staff, founders, or co-founders), as freelancers, or not engaged at all in the

entrepreneurship. This data illustrates the contribution of alumni in both the formal sector (companies or institutions) and the non-formal sector (entrepreneurship).

Program Studi	Founder (%)	Co-founder (%)	Staff (%)	Freelance (%)	Tidak Berwirausaha (%)
BK	3.40	0.68	46.26	8.16	41.50
PGSD	3.60	0.72	49.28	7.55	38.85
PGPAUD	5.05	2.02	54.55	5.05	33.33

Figure 2.11 Percentage of Alumni Positions/Roles

Graduates of the Guidance and Counselling (BK) programme show that 46.26% work as staff, 3.40% are founders, 0.68% are co-founders, 8.16% are freelancers, and 41.50% are not involved in entrepreneurship. Meanwhile, graduates of the Elementary Teacher Education Programme (PGSD) show that 49.28% work as staff, 3.60% as founders, 0.72% as co-founders, 7.55% are entrepreneurs, and 38.85% are not entrepreneurs. Graduates of the Early Childhood Education Teacher Study Programme (PGPAUD) showed that 54.55% work as staff, 5.05% as founders, 2.02% as co-founders, 5.05% are self-employed, and 33.33% are not self-employed. Overall, graduates from all three programmes are more likely to work as staff in companies, with PGPAUD graduates having the highest percentage in staff positions, followed by PGSD and BK. Although some are self-employed, the percentage of graduates who are founders or co-founders is relatively low, indicating that the majority of graduates prefer to work for existing institutions or companies.

2.11 Percentage of Alumni Continuing Their Studies

The following are the percentages of graduates from the Guidance and Counselling, Elementary Teacher Education and Early Childhood Education programmes at the Faculty of Education who continue their studies:

Program Studi	Persentase Alumni Melanjutkan Studi (%)
BK	100%
PGSD	99.64%
PGPAUD	100%

Figure 2.12 Percentage of Alumni Continuing Their Studies

The data shows that alumni from the Guidance and Counselling (BK) and Early Childhood Education Teacher (PGPAUD) programmes have a 100% rate of continuing their studies, whilst alumni from the Elementary Teacher Education (PGSD) programme reach 99.64%. This reflects the high commitment of alumni from all three study programmes to continuing their education to a higher level, demonstrating a sustained effort to develop their skills and knowledge after graduation.

2.12 How closely is the field of study related to employment

The relationship between field of study and employment illustrates the extent to which the education received by graduates is relevant to the jobs they undertake. Generally, this data covers the level of relationship between field of study and employment, which can be categorised into five categories: very close, close, fairly close, not very close, and not at all. This data provides an indication of how well graduates are able to apply the competencies acquired during their education in their professional lives.

Program Studi	Sangat Erat	Erat	Cukup Erat	Kurang Erat	Tidak Sama Sekali
BK	100%	0%	0%	0%	0%
PGSD	100%	0%	0%	0%	0%
PGPAUD	100%	0%	0%	0%	0%

Hubungan antara Bidang Studi dan Pekerjaan



Figure 2.13 Relationship Between Field of Study and Occupation

Alumni of the BK, PGSD and PGPAUD programmes all feel that there is a 100% strong link between the subjects they studied and the jobs they now hold. This indicates that the education provided in these three programmes is highly relevant and applicable to the working world they face. Overall, alumni from these three programmes feel that the education they received is highly suitable and directly

to their jobs, indicating that the competencies taught are highly relevant and effective.

2.13 Level of Education Suitable for Current Job

The Level of Education Suitable for Current Employment measures how relevant the education obtained is to the work carried out by alumni. These results help to evaluate whether graduates already possess the appropriate skills for the jobs they have taken up after completing their studies.

Program Studi	Sangat Erat	Erat	Cukup Erat	Kurang Erat	Tidak Sama Sekali
BK	100.00%	0.00%	0.00%	0.00%	0.00%
PGSD	99.64%	0.36%	0.00%	0.00%	0.00%
PGPAUD	100.00%	0.00%	0.00%	0.00%	0.00%

Figure 2. 14 Educational Levels Suitable for Employment

The data indicates that graduates of the BK and PGPAUD programmes have a 100% match between the education they received and the jobs they hold, demonstrating that both programmes are highly relevant to the needs of the labour market. Meanwhile, graduates of the PGSD programme also showed almost similar results, with 99.64% feeling that their education was highly suitable, though a small number of graduates (0.36%) felt they required a higher level of education for their jobs. This indicates that, generally speaking, the education provided in these three programmes is highly suitable for the jobs taken up by their graduates.

Overall, all graduates from the BK, PGSD, and PGPAUD programmes felt that the education they received was highly suitable for the jobs they hold. This indicates that the skills taught in these programmes are highly practical and relevant in the workplace. In other words, the level of education attained by graduates from these three programmes is sufficiently high and supports their career development across various fields.

2.14 How Alumni Seek Employment

The ways in which alumni seek employment demonstrate the various methods used by graduates to secure jobs after graduating from their programmes. This data

reflects how graduates utilise various channels and approaches to seek job opportunities in the labour market. It is important to understand the effective methods and how graduates utilise their networks and available resources whilst they are still studying.

Indikator	BK	PGSD	PGPAUD
Mencari lewat internet/iklan online/milis	50%	49.75%	50%
Membangun jejaring (network) sejak masih kuliah	50%	49.75%	49.82%
Menghubungi Kemenakertrans	0%	0%	0%
Menghubungi agen tenaga kerja komersial/swasata	0%	0%	0%
Memperoleh informasi dari pusat/kantor pengembangan karir fakultas/universitas	0%	0%	0%
Membangun bisnis sendiri	0%	0.51%	0%
Lainnya	0%	0%	0%

Figure 2. 15 Ways Alumni Seek Employment

Graduates of the Guidance and Counselling (BK) programme indicate that 50% of graduates seek employment via the internet, online advertisements, or mailing lists, whilst the other 50% utilise networks or organisations linked to the university. Graduates of the Elementary Teacher Education (PGSD) programme also show similar figures, with 49.75% of graduates seeking employment via the internet/online advertisements/ mailing lists, and the remaining 49.75% choosing to start their own businesses. The Early Childhood Education Teacher Training Programme (PGPAUD) has an almost identical distribution, with 50% of graduates seeking employment via the internet, online advertisements or mailing lists, whilst 49.82% rely on networks established during their studies. Some PGPAUD graduates also utilised their student networks in their job search. Although the majority of graduates from these three programmes preferred to seek employment via the internet or their networks, a small number of graduates also chose alternative paths, such as starting their own businesses.

2.15 Average Number of Applications Sent to Companies

The average number of applications sent to companies indicates the number of companies or organisations that have received applications from alumni before they secured their first job. This figure provides an indication of how actively alumni seek employment after graduation.

INDIKATOR	BK	PGSD	PGPAUD
F601. Berapa perusahaan/instansi yang sudah anda lamar (lewat surat atau e-mail) sebelum anda memperoleh pekerjaan pertama?	3 Perusahaan	3 Perusahaan	3 Perusahaan

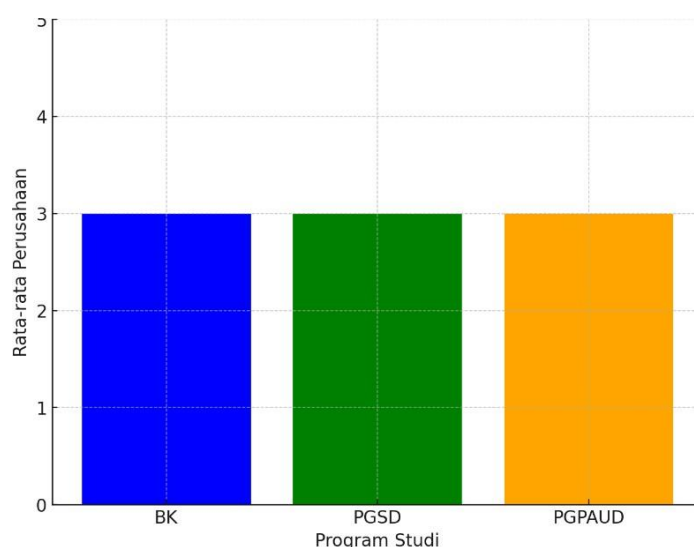


Figure 2.16 Average Number of Applications Sent to Companies

Graduates from the three study programmes—BK, PGSD and PGPAUD—sent an average of three applications to companies before finally securing their first job. This indicates that the job search process, through applications or sending CVs, was undertaken more actively to secure a wider range of opportunities.

2.16 Average Company Response

The average company response rate illustrates how many companies responded to alumni applications, either by inviting them for an interview or providing feedback regarding the position applied for. This reflects the success rate of alumni in attracting the attention of the companies to which they applied.

INDIKATOR	BK	PGSD	PGPAUD
F701. Berapa banyak perusahaan/instansi yang merespons lamaran Anda?	3 Perusahaan	3 Perusahaan	3 Perusahaan
F702. Berapa banyak perusahaan/instansi yang mengundang Anda untuk wawancara?	3 Perusahaan	3 Perusahaan	3 Perusahaan

Figure 2.17 Average Company Response

Graduates from these three study programmes recorded similar response rates, with an average of 3 companies responding to their applications and 3 companies inviting them for interviews. This indicates a reasonably good response rate from the companies they applied to. Overall, graduates of BK, PGSD, and PGPAUD received a fairly active response from the companies they targeted, both in terms of applications accepted and interview invitations received.

FACULTY OF SOCIAL SCIENCES AND SPORTS EDUCATION

3.1 Response Rate by Study Programme

Respondents are individuals who provide responses or information in a survey, questionnaire or research study. In the context of a *Tracer Study*, respondents refer to alumni or participants who are asked to provide information about their experiences and status after completing their studies on an educational programme. Valid respondents are those who have completed the survey correctly and meet the necessary criteria. In contrast, invalid respondents are those who do not meet the criteria or provide unusable data.

Program Studi	Target Responden	Responden Valid	Responden Tidak Valid
Pendidikan Pancasila dan Kewarganegaraan	67	33	14
Pendidikan Ekonomi	56	37	2
Pendidikan Jasmani, Kesehatan, dan Rekreasi	329	189	59

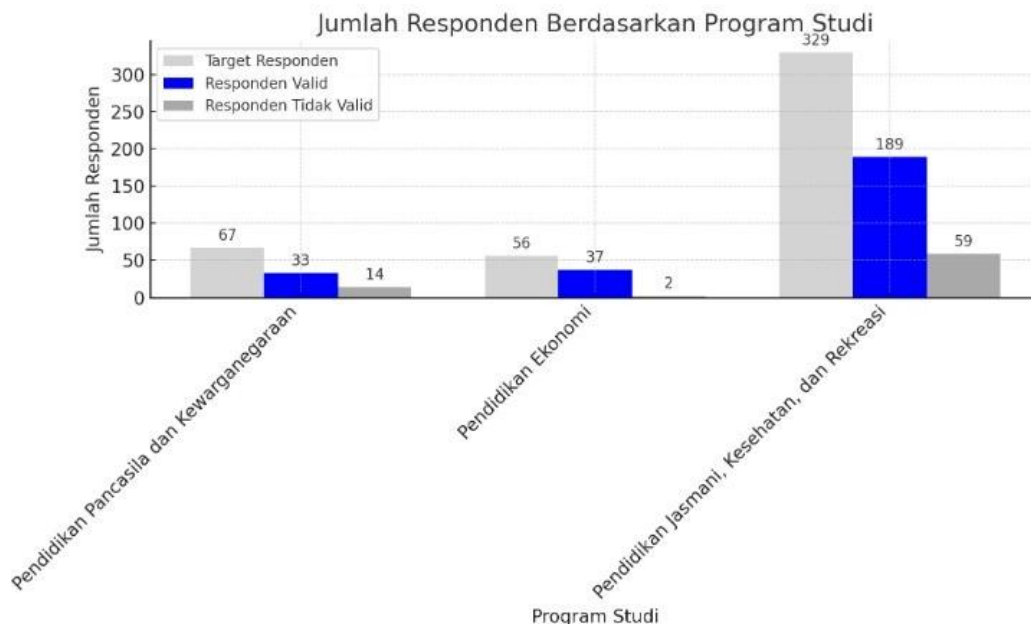


Figure 3.1 Response Rate by Study Programme

The data presented shows the number of respondents from three different study programmes. The Pancasila and Citizenship Education programme had a target of 67 respondents, with 33 valid respondents and 14 invalid respondents. The Economics Education programme had a target of 56 respondents, yielding 37 valid respondents and only 2 invalid respondents. Meanwhile, the Physical Education, Health and Recreation programme had the largest target, namely 329 respondents, with 189 valid respondents and 59 invalid ones. Overall, the Economics Education programme showed a very high level of validity, whilst the Pancasila and Citizenship Education programme had a lower validity percentage compared to the other two.

3.2 Sources of Funding for Tuition Fees

Sources of funding for tuition fees refer to the various sources used by students to finance their studies at university. These sources of funding can come from various parties, whether from family, scholarships, educational institutions, or the private sector.

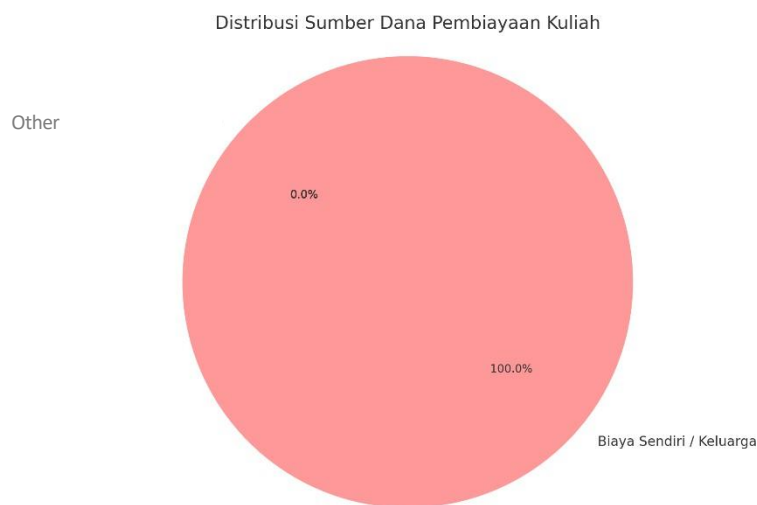


Figure 3.2 Sources of Funding for University Tuition Fees

The source of funding for these students' tuition fees comes entirely from personal/family contributions, accounting for 100%. There is no contribution from scholarships or other funding sources such as the ADIK, BIDIKMISI, PPA, or AFIRMASI scholarships, or private sources. From this data, it can be concluded that the source of funding for these students' tuition fees comes entirely from personal or family funds. There is no contribution from scholarships or other external funding received by the students. This may indicate full on internal pursuing higher at university.

3.3 Competencies Mastered by Graduates

The competencies mastered by graduates upon completion of their studies refer to the skills and knowledge acquired during their time at university, which encompass a range of competencies relevant to their respective fields of study, such as ethics, subject-specific expertise, English, information technology, communication, teamwork, and personal development. Meanwhile, the competencies required in the workplace refer to the skills that graduates must possess to be able to work effectively in the industry or professional sector relevant to their field.

	Tingkat Kompetensi y	PPKN (%)	Pend. Ekonomi (%)	PJKR (%)
1	Etika	100	100	100
2	Keahlian berdasarkan bidang ilmu	100	100	100
3	Bahasa Inggris	100	100	100
4	Penggunaan Teknologi Informasi	100	100	100
5	Komunikasi	100	100	100
6	Kerja sama tim	100	100	100
7	Pengembangan Diri	100	100	100

Figure 3. 3 Competencies Mastered by Graduates

The data shows that all competency indicators mastered by graduates of the Faculty of Social Sciences and Sports Education achieved a 100% rate, meaning the university has successfully ensured that students have mastered all the necessary competencies in their respective fields of study. All competencies measured, such as Ethics, Discipline-Specific Expertise, English, Use of Information Technology, Communication, Teamwork, and Personal Development, show 100% alignment both at the time of graduation and with the competencies required in the workplace. This indicates that the university's educational curriculum has been geared towards the development skills that are required by the and relevant professional sectors.

3.4 Teaching Methods

Teaching methods at the university aim to develop students' skills through various approaches such as lectures, demonstrations, research projects, work placements, practical sessions, fieldwork and discussions. The level of emphasis on each method is measured based on its contribution or use in the learning process.

Tingkat Penekanan Pada Metode Pembelajaran Di Program Studi

	Indikator	PPKN (%)	Pend. Ekonomi (%)	PJKR (%)
1	Perkuliahan	100	100	100
2	Demonstrasi	100	100	100
3	Partisipasi dalam proyek riset	100	100	100
4	Magang	100	100	100
5	Praktikum	100	100	100
6	Kerja Lapangan	100	100	100
7	Diskusi	100	100	100

Figure 3.4 Levels of Emphasis on Learning Methods

The data shows that all teaching methods (lectures, demonstrations, research projects, work placements, practical sessions, fieldwork, and discussions) are assigned a 100% emphasis in the 'Very High' category within the PPKN, Economics Education, and PJKR degree programmes, with no emphasis placed on other categories. This indicates that higher education institutions have prioritised the development of practical skills and direct application through these methods, which are essential for students' readiness to enter the world of work.

3.5 Employment Status

The current status of alumni describes the condition or situation of graduates after completing their education at the university. Some of the status categories recorded include: employed, not yet able to work, self-employed, continuing education, or currently seeking employment despite not being employed. The measurement is carried out by calculating the percentage of alumni falling into each of these categories.

Status Alumni	PPKN (%)	Pend. Ekonomi (%)	PJKR (%)
Bekerja	63.64 %	83.78 %	64.55 %
Belum memungkinkan bekerja	3.03 %	0.00 %	1.06 %
Wiraswasta	3.03 %	10.81 %	11.11 %
Melanjutkan Pendidikan	27.27 %	5.41 %	20.11 %
Tidak Kerja tetapi sedang mencari kerja	3.03 %	0.00 %	3.17 %

Figure 3.5 Current Alumni Status

Based on the data presented, the alumni status in the Faculty of Social Sciences and Sports Education shows differences in the percentage of alumni in various employment statuses. The majority of alumni from these three study programmes are reported to be in employment, with the highest percentage in the ‘Employed’ category. For example, for the PPKN programme, the percentage of alumni in employment reached 63.64%, followed by Economics Education with 83.78% in the same category, whilst for PJKR, 64.55% of alumni are already employed. A small proportion of graduates are continuing their education, are self-employed, or are currently seeking employment. From this data, it can be concluded that the majority of graduates from the PPKN, Economics Education, and PJKR programmes have successfully secured employment after graduation. Although a smaller percentage have chosen to continue their education or become self-employed, the majority of graduates are already in employment. This demonstrates the success of the programmes in preparing their graduates to enter the workforce.

3.6 Average Time Taken by Graduates to Find Employment

The average time taken by graduates to find work describes the duration required by graduates after graduation to secure employment, excluding part-time work. The measurement was conducted by comparing the time before and after graduation, as well as for those who did not seek employment at all.

Indikator	PPKN (%)	Pend. Ekonomi (%)	PJKR (%)	Rata-rata Waktu
Sebelum Lulus	100.00 %	100.00 %	100.00 %	1 Bulan
Setelah Lulus	0.00 %	0.00 %	0.00 %	0 Bulan
Tidak Mencari Kerja	0.00 %	0.00 %	0.00 %	-

Figure 3.6 Average Time Taken by Graduates to Find Employment

Based on the data presented, for the three study programmes—Civic Education, Economics Education and Physical Education and Health—all graduates who sought employment before graduating took one month to find a job. No graduates took any time to look for work after graduating (0%), and no data is available for graduates who did not seek employment at all. This indicates that the majority of graduates were ready to work after graduating, with little or no delay in securing employment.

3.7 Time Taken by Graduates to Find Employment

The time taken by graduates to secure employment reflects the duration required after graduation to secure their first job. The two main categories measured are securing employment within ≤ 6 months (including those already employed before graduation) and securing employment after more than 6 months. Additionally, data on average monthly income is recorded, indicating the average salary received by graduates in their first job.

Indikator	PPKN	Pendidikan Ekonomi	PJKR
Mendapatkan pekerjaan ≤ 6 bulan	75.76 % (3.00 Bulan)	97.30 % (3.78 Bulan)	79.37 % (2.70 Bulan)
Mendapatkan pekerjaan > 6 bulan	24.24 % (4.17 Bulan)	2.70 % (1.00 Bulan)	20.63 % (4.44 Bulan)
Rata-rata gaji per bulan	Rp. 3,055,800 /bulan	Rp. 3,241,667 /bulan	Rp. 2,336,933 /bulan

Figure 3.7 Time Taken for Graduates to Find Employment

Based on data for the PPKN, Economics Education and PJKR degree programmes, the majority of graduates find employment within less than six months of graduating. PPKN recorded 75.76% of graduates securing employment within three months, whilst Economics Education reached 97.30% within 3.78 months. PJKR graduates also showed similar figures, with 79.37% finding employment within less than six months. The average monthly salary for graduates is IDR 3,055,800 for PPKN, IDR 3,241,667 for Economics Education, and IDR 2,336,933 for PJKR.

From this data, it can be concluded that the majority of graduates from the Faculty of Social Sciences and Physical Education successfully entered the workforce within a relatively short time after graduation, with Economics Education showing the highest figure in

time taken to secure employment. Furthermore, the average salary received by alumni is satisfactory, reflecting their success in securing employment with appropriate remuneration.

3.8 Type of Employer

The type of company or institution where alumni work indicates the sector or organisation in which alumni are employed after graduation. Alumni may work in the public sector (including state-owned enterprises), non-profit organisations or community-based organisations, private companies, as self-employed individuals or running their own businesses, or in other sectors.

Indikator	PPKN (%)	Pendidikan Ekonomi (%)	PJKR (%)
Instansi Pemerintah (termasuk BUMN)	12.12 %	13.51 %	42.33 %
Organisasi non-profit/Lembaga Swadaya Masyarakat	0.00 %	0.00 %	0.00 %
Perusahaan Swasta	78.79 %	72.97 %	40.74 %
Wiraswasta/Perusahaan Sendiri	9.09 %	13.51 %	16.93 %
Lainnya	0.00 %	0.00 %	0.00 %

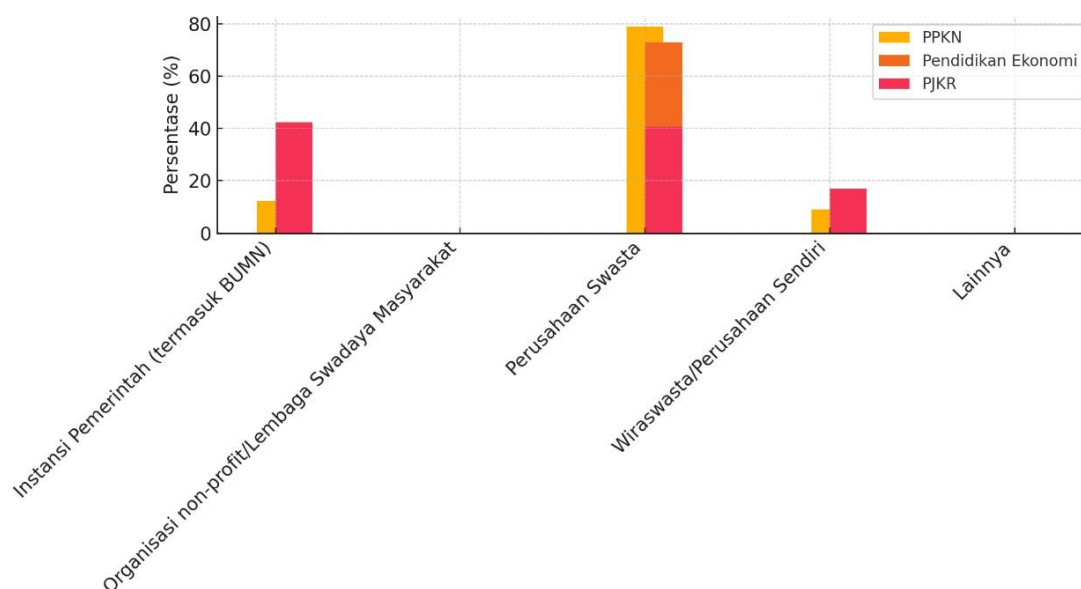


Figure 3.8 Types of Employers

Based on the available data, graduates from the PPKN, Economics Education, and PJKR programmes show that the majority of graduates work in the private sector. For PPKN, 78.79% of graduates work in private companies, whilst 12.12% work in government agencies. Meanwhile, 72.97% of Economics Education graduates

work in private companies, 13.51% work in government agencies, and a further 13.51% are self-employed. In the PJKR programme, 42.33% of graduates work in government agencies, with 40.74% working in private companies and 16.93% running their own businesses.

In conclusion, although there is variation in the sectors in which alumni work, the majority of alumni from the Faculty of Social Sciences and Physical Education choose to work in the private sector, with some alumni also opting to work in government agencies or run their own businesses as self-employed individuals. This data illustrates that the private sector remains the primary choice for the majority of graduates across these three study programmes, though there is also a trend towards the public sector and entrepreneurship.

3.9 Levels of Alumni Employment

The Alumni Employment Level in *the Tracer Study* provides an overview of how graduates from an educational institution are absorbed into the workforce, whether they are more likely to work in the local, national, or multinational/international sectors.

Kategori	Lokal/Wirawasta Tidak Berbadan Hukum	Nasional/Wirawasta Berbadan Hukum	Multinasional/Internasional
PPKN	47.83%	39.13%	13.04%
Pend. Ekonomi	61.54%	38.46%	0.00%
PJKR	42.31%	55.38%	2.31%

Figure 3.9 Levels of Alumni Employment

The data presented shows that 47.83% of alumni from the Civic Education Programme work in the Local/Unincorporated Self-Employment sector, followed by 39.13% working in the National/Incorporated Self-Employment sector, and 13.04% working in the Multinational/International sector. In the following table, the proportion of Economics Education Programme alumni in the Local/Unincorporated Self-Employed sector rises to 61.54%, whilst no alumni work in the Multinational/International sector. In the third table, graduates of the Physical Education, Health, and Recreation programme are predominantly in the National/Registered Private Sector at 55.38%, whilst the Multinational/International sector accounts for only 2.31%. This indicates that the majority of graduates choose to be self-employed or work in the national sector, with few opting to work in multinational companies.

3.10 Percentage of Alumni Positions/Roles (If Self-Employed)

The Percentage of Alumni Positions/Roles (if Self-Employed) illustrates the distribution of positions or roles held by alumni who chose to become self-employed after graduation. This data classifies alumni who have entered the world of entrepreneurship and hold specific positions within their businesses, whether as founders, co-founders, staff, or freelancers. This percentage indicates the types of roles alumni take on in the businesses they run, reflecting how many alumni have chosen the entrepreneurial path and how they manage their roles within those businesses.

Kategori	Founder	Co-founder	Staff	Freelance/Pekerja Lepas	Tidak Berwirausaha
PPKN	9.09%	0.00%	24.24%	18.18%	48.48%
Pendidikan Ekonomi	10.81%	2.70%	35.14%	5.41%	45.95%
PJKR	4.76%	5.82%	33.33%	12.70%	43.39%

Figure 3. 10 Percentage of Alumni Positions/Roles (If Self-Employed)

Based on the data presented, the majority of self-employed alumni hold staff positions, with the highest percentage in Economics Education (35.14%), followed by Physical Education and Health (33.33%) and Civic Education (24.24%). The proportion of freelancers is also quite significant, particularly in Civic Education (18.18%) and Physical Education and Health (12.70%). Meanwhile, the roles of founder and co-founder are relatively low, with Civic Education recording only 9.09% for founders and no alumni acting as co-founders. More than half of the alumni chose not to pursue entrepreneurship, with PPKN (48.48%) and Economics Education (45.95%) showing particularly high figures. This data illustrates that although entrepreneurship was an option, the majority of alumni preferred operational roles or working in other sectors.

3.11 Percentage of Alumni Continuing Their Studies

The percentage of alumni continuing their studies illustrates the proportion of alumni who choose to continue their education after graduating from a particular degree programme. This data provides an insight into alumni's interest in continuing their academic development, whether they progress to higher levels of education, such as master's programmes, or remain within the field they previously studied.

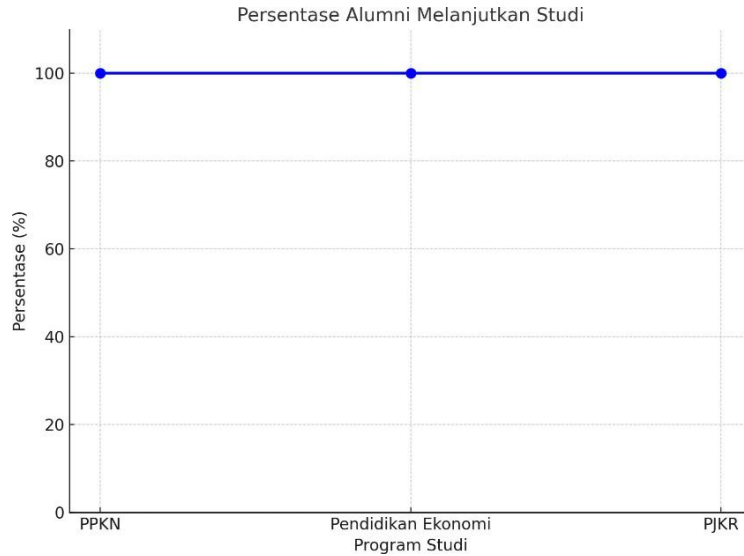


Figure 3.11 Percentage of Alumni Continuing Their Studies

The data presented shows that 100% of alumni from the Faculty of Social Sciences and Physical Education, namely Civic Education, Economics Education, and Physical Education and Health, have continued their studies. This indicates that all alumni from these three programmes chose to pursue further education after graduation, reflecting their commitment to self-development and the enhancement of their academic capabilities. This high figure may indicate that these programmes have successfully prepared graduates to continue their studies at a higher level.

3.12 How Close is the Link Between Field of Study and Employment

The relationship between field of study and employment refers to the extent to which the knowledge, skills, and expertise acquired during one’s studies can be directly applied in the workplace by graduates. The closer this relationship, the greater the relevance of the education received to the work undertaken.

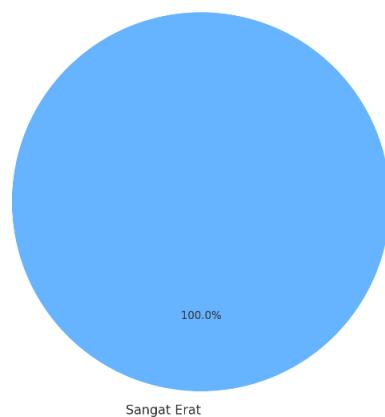


Figure 3.12 Relationship between Field of Study and Employment

The data presented shows that all graduates feel that the relationship between their field of study and their current employment is very close, with 100% of graduates stating that the relationship is very close. This indicates that graduates feel the education they received is highly relevant to their current jobs, so that can support them in carrying out their duties and responsibilities in the workplace.

3.13 Appropriate Level of Education for Current Job

The Appropriate Level of Education for Current Jobs refers to how well the level of education held by graduates matches the jobs they currently hold. Does their job require a higher level of education, the same level of education they hold, or a lower level?

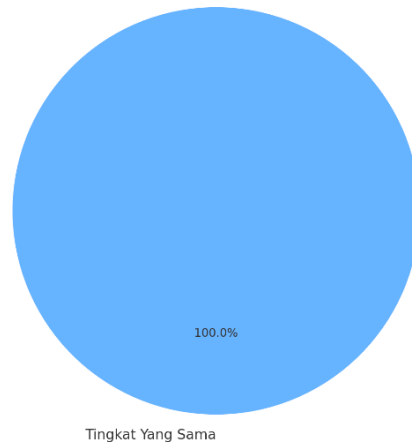


Figure 3. 13 Appropriate Level of Education for Current Job

The data presented shows that all alumni (100%) feel that their level of education matches the job they currently hold. No alumni feel that their job requires a higher or lower level of education. This indicates that alumni feel the education they received during their studies is sufficiently aligned with the demands of their current job.

3.14 How Alumni Sought Employment

The ways in which graduates look for work illustrate the various methods or strategies they use to secure employment after graduation. This data shows the various ways graduates use to find work, such as through job advertisements, personal networks, or employment agencies.

Indikator	PPKN	Pendidikan Ekonomi	PJKR
Mencari lewat internet/iklan online/milis	50%	50%	50%
Menghubungi kantor kemahasiswaan/hubungan alumni	50%	50%	50%
Membangun jejaring (network) sejak masih kuliah	50%	50%	50%
Lainnya	0%	0%	0%

Figure 3. 14 Ways Alumni Seek Employment

The data shows that 50% of graduates from PPKN, Economics Education, and PJKR use the internet/online advertisements/mailling lists, student affairs offices/alumni relations, and networks established during their studies to look for work. This indicates that graduates are more likely to utilise technology and networks built during their studies when seeking employment opportunities. Traditional methods such as newspaper advertisements or employment agencies are not used by alumni, with a 0% percentage for these methods.

3.15 Average Number of Applications Sent to Companies

The average number of applications sent to companies illustrates the number of companies or organisations that alumni contacted or applied to before securing their first job. This data provides an indication of how actively alumni sought employment by submitting applications.

Indikator	PPKN	Pendidikan Ekonomi	PJKR
Berapa perusahaan/instansi yang sudah anda lamar (lewat surat atau e-mail) sebelum anda memperoleh pekerjaan pertama?	3 Perusahaan	3 Perusahaan	3 Perusahaan

Figure 3.15: Average Number of Applications Sent to Companies

The data presented shows that, on average, graduates apply to three companies before finally securing their first job. This indicates that although graduates are actively seeking employment, they only apply to a limited number of companies before successfully securing a job. This figure reflects a fairly focused approach to job hunting, with graduates not applying to too many companies before receiving a positive response.

3.16 Average Company Response

The average company response measures the number of companies or organisations that responded to job applications sent by alumni. This includes responses in the form of invitations to interviews or notifications regarding the status of the application.

Indikator	PPKN	Pendidikan Ekonomi	PJKR
Berapa banyak perusahaan/instansi yang merespons lamaran anda?	3 Perusahaan	3 Perusahaan	3 Perusahaan
Berapa banyak perusahaan/instansi yang mengundang anda untuk wawancara?	3 Perusahaan	3 Perusahaan	3 Perusahaan

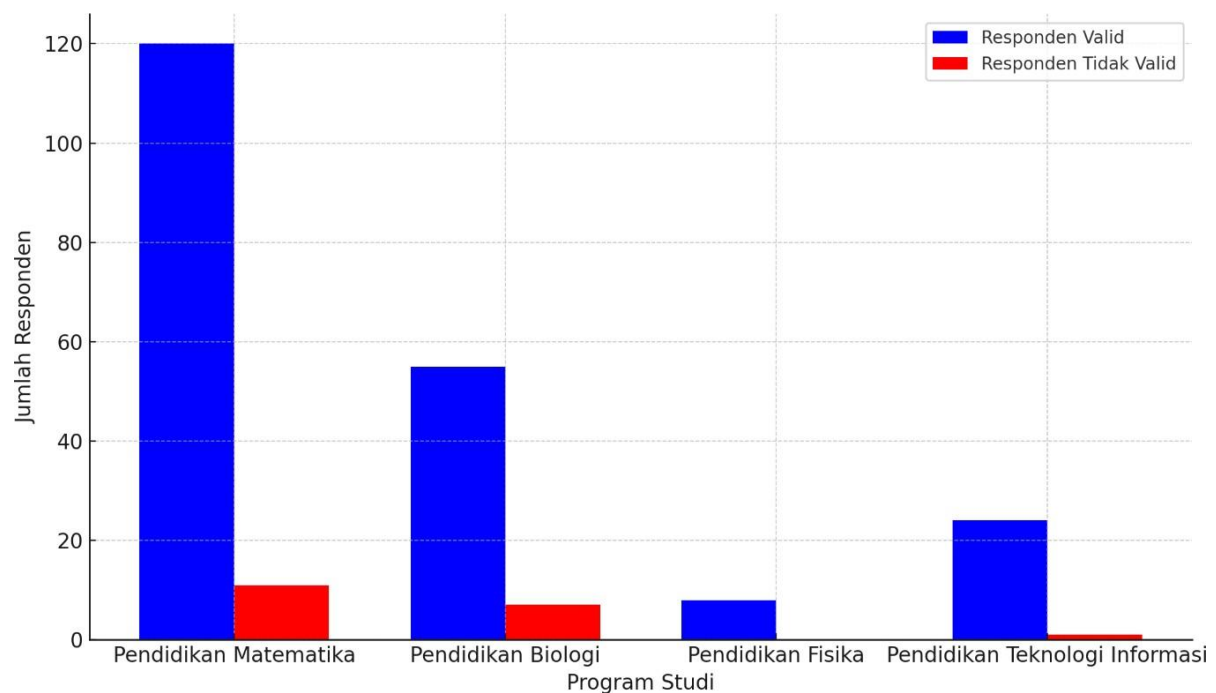
Figure 3.16 Average Number of Company Responses

From the data presented, it can be seen that graduates received a response from an average of 3 companies after submitting their applications. This indicates that although not all companies responded to the applications, graduates received sufficient responses from several companies before finally securing an interview opportunity. This figure reflects the graduates' success in attracting companies' attention and progressing to further selection stages.

FACULTY OF MATHEMATICS, NATURAL SCIENCES AND INFORMATION TECHNOLOGY

4.1 Response Rate by Study Programme

Respondents in *the Tracer Study* are alumni who participate in the survey to provide information about their experiences during their studies and their career progression after graduation. Valid respondents are those who meet the survey criteria, whilst invalid respondents are those who do not meet the criteria or provide unusable data.



Program Studi	Target Responden	Responden Valid	Responden Tidak Valid
Pendidikan Matematika	146	120	11
Pendidikan Biologi	73	55	7
Pendidikan Fisika	9	8	0
Pendidikan Teknologi Informasi	31	24	1

Figure 4.1 Response Rate by Study Programme

Based on the results of *the Tracer Study*, the Mathematics Education Study Programme recorded 120 valid respondents out of 146 targets, although there were 11 invalid respondents. The Biology Education Study Programme obtained 55 valid respondents out of 73 targets, with 7 invalid

. The Physics Education programme had a very high validity rate, with 8 valid respondents out of 9 targets and no invalid respondents. The Information Technology Education programme recorded 24 valid respondents out of 31 targets, with only 1 invalid respondent.

Overall, these results provide a positive picture of the quality of alumni participation in the Faculty of Mathematics, Natural Sciences and Information Technology Education. The Mathematics Education programme, despite having some invalid respondents, still recorded a significant validity rate. Physics Education and Information Technology Education demonstrated excellent validity rates, whilst Biology Education, although having slightly more invalid respondents, still showed adequate participation. Overall, the results of this tracer study provide a positive picture of the quality of alumni participation across all study programmes. The Mathematics Education programme, despite having some invalid respondents, still recorded a significant validity rate. Physics Education and Information Technology Education demonstrated excellent validity levels, whilst Biology Education, despite having slightly more invalid respondents, still showed adequate participation.

4.2 Sources of Funding for University Tuition

Sources of funding for university tuition refer to the various methods students use to pay for their education, such as personal or family funds, or through scholarships provided by the government, universities, or private organisations.

Program Studi	Biaya Sendiri / Keluarga	Beasiswa BIDIKMISI	Beasiswa Lainnya
Pendidikan Matematika	100.00%	0.00%	0.00%
Pendidikan Biologi	98.18%	1.82%	0.00%
Pendidikan Fisika	100.00%	0.00%	0.00%
Pendidikan Teknologi Informasi	100.00%	0.00%	0.00%

Figure 4.2 Sources of Funding for University Tuition

According to the data, the majority of students in the Faculty of Mathematics, Natural Sciences and Information Technology Education rely on personal/family funds. Mathematics Education, Physics Education, and Information Technology Education recorded 100% use of personal funds, with no students utilising scholarships. Biology Education was slightly different, with 98.18% using personal funds and 1.82% using the BIDIKMISI scholarship. No students utilised other scholarships

such as ADIK, PPA, AFIRMASI, or corporate/private scholarships. Overall, the data indicates that personal/family funding is the primary source of educational funding across all study programmes within the Faculty of Mathematics, Natural Sciences and Information Technology.

4.3 Competencies Mastered by Graduates

The competencies mastered by graduates upon completion of their studies refer to the skills and knowledge they have acquired during their time at university. Meanwhile, the competencies required in the workplace are the skills demanded by the labour market, which are often influenced by the needs of the relevant industries and professions.

Kompetensi	Tingkat Kompetensi yang dikuasai pada Saat Lulus (%)	Tingkat Kompetensi yang Diperlukan dalam Pekerjaan (%)
Etika	100.00%	100.00%
Keahlian Berdasarkan Bidang Ilmu	100.00%	100.00%
Bahasa Inggris	100.00%	100.00%
Penggunaan Teknologi Informasi	100.00%	100.00%
Komunikasi	100.00%	100.00%
Kerja Sama Tim	100.00%	100.00%
Pengembangan Diri	100.00%	100.00%

Figure 4.3 Competencies Mastered by Graduates

Based on data obtained from *the Tracer Study*, all competencies measured—such as Ethics, Subject-Specific Expertise, English, Use of Information Technology, Communication, Teamwork, and Personal Development—achieved a 100% score, both in terms of competencies mastered upon graduation and those required in the workplace. This indicates a very high degree of alignment between what students learn at university and what is required in the workplace.

Overall, the data shows that the university has successfully equipped its graduates with competencies that meet the needs of the workplace. All competencies measured achieved a score of 100% in both aspects: those mastered upon graduation and those required in the workplace. This indicates that the educational programmes at UPGRIS are able to provide students with the appropriate and relevant skills to enter the professional world.

4.4 Teaching Methods

The level of emphasis on learning methods illustrates the extent to which various teaching methods, such as lectures, demonstrations and practical sessions, are prioritised within a study programme to support the learning process and the development of students' competencies.

Indikator	Pendidikan Matematika (Sangat Besar)	Pendidikan Matematika (Cukup Besar)	Pendidikan Biologi (Sangat Besar)	Pendidikan Biologi (Cukup Besar)	Pendidikan Fisika (Sangat Besar)	Pendidikan Fisika (Cukup Besar)	Pendidikan Teknologi Informasi (Sangat Besar)
Perkuliahan	98.33%	1.67%	98.18%	1.82%	100%	0%	100%
Demonstrasi	98.33%	1.67%	98.18%	1.82%	100%	0%	100%
Partisipasi dalam proyek riset	98.33%	1.67%	98.18%	1.82%	100%	0%	100%
Magang	98.33%	1.67%	98.18%	1.82%	100%	0%	100%
Praktikum	98.33%	1.67%	98.18%	1.82%	100%	0%	100%
Kerja Lapangan	98.33%	1.67%	98.18%	1.82%	100%	0%	100%
Diskusi	98.33%	1.67%	98.18%	1.82%	100%	0%	100%

Figure 4.4 Level of Emphasis on Learning Methods

Based on the available data, the majority of degree programmes in the Faculty of Mathematics, Natural Sciences and Information Technology Education place a very strong emphasis on key teaching methods such as lectures, demonstrations and practical sessions. Mathematics Education and Biology Education show an almost identical emphasis on 'Very Strong', with 98.33% across most indicators. However, Biology Education differs slightly, with "Moderate" accounting for 1.82%, indicating an additional emphasis on some other methods. Meanwhile, Physics Education and Information Technology Education show a 100% emphasis on 'Very High' for all indicators, with no emphasis on other methods. This indicates that the Physics Education and Information Technology Education programmes are highly focused on direct learning methods, such as lectures and practicals, without significant variation in other methods.

Overall, all study programmes place a very high emphasis on theory- and practice-based learning methods, indicating that direct experience and active engagement in teaching are highly valued. However, there is a slight variation in Biology Education, which places a greater emphasis on 'Moderate' for some methods.

4.5 Employment Status

Current alumni status refers to the circumstances or activities in which alumni are engaged after completing their education, whether they are working, continuing their education, or seeking employment.

Indikator	Pendidikan Matematika	Pendidikan Biologi	Pendidikan Fisika	Pendidikan Teknologi Informasi
Bekerja	70.00%	69.09%	50.00%	75.00%
Belum memungkinkan bekerja	0.83%	0.00%	12.50%	0.00%
Wiraswasta	4.17%	10.91%	0.00%	8.33%
Melanjutkan Pendidikan	20.00%	16.36%	37.50%	12.50%
Tidak Kerja tetapi sedang mencari kerja	5.00%	3.64%	0.00%	4.17%

Figure 4.5 Current Alumni Status

Based on the data obtained, graduates of the Faculty of Mathematics, Natural Sciences and Information Technology Education have varying employment statuses. The majority of alumni are already in employment, with varying percentages. Mathematics Education has 70% of alumni in employment, whilst Biology Education and Physics Education show slight variations, with a higher percentage of alumni continuing their education or seeking employment. Information Technology Education shows 75% of alumni in employment, followed by a small proportion seeking employment.

The majority of graduates from the Faculty of Mathematics, Natural Sciences and Information Technology Education tend to be in employment, with Information Technology Education showing the highest percentage (75%). Physics Education has a higher proportion of alumni continuing their education (37.5%), whilst Biology Education and Mathematics Education have a larger proportion in employment. Self-employment and job-seeking status account for a small proportion across all programmes, except in Biology Education, where 10.91% of alumni are self-employed.

4.6 Average Time Taken by Graduates to Find Employment

The average time taken by graduates to find employment refers to the length of time required for graduates to secure a job after graduation, excluding part-time work

. This time is calculated based on data from alumni who have found employment after graduation and those who are still seeking employment.

Program Studi	Sebelum Lulus (%)	Setelah Lulus (%)	Tidak Mencari Kerja (%)	Rata-Rata Waktu Mencari Kerja Sebelum Lulus	Rata-Rata Waktu Mencari Kerja Setelah Lulus
Pendidikan Matematika	99.17%	0.00%	0.83%	1 Bulan	0 Bulan
Pendidikan Biologi	98.18%	1.82%	0.00%	1 Bulan	1 Bulan
Pendidikan Fisika	100%	0%	0%	0 Bulan	0 Bulan
Pendidikan Teknologi Informasi	100%	0%	0%	1 Bulan	0 Bulan

Figure 4.6 Average Time Taken by Graduates to Find Employment

Based on the data presented in the table, the Mathematics Education, Biology Education, and Information Technology Education programmes recorded that 1 month is the average time alumni spend looking for work before graduating. This indicates that the majority of alumni from these three programmes had already begun looking for work before completing their studies. Meanwhile, for Biology Education, alumni require 1 month after graduation to find work.

4.7 Time Taken by Graduates to Find Employment

The time taken by graduates to find employment after completing their degree programme. This period is calculated from the date of graduation to the date they start work. It does not include part-time work or employment that began prior to graduation (for example, an internship that led to a permanent position).

Program Studi	% Mendapatkan Pekerjaan dalam 6 Bulan	Rata-rata Waktu Mendapatkan Pekerjaan (Bulan)	% Mendapatkan Pekerjaan Setelah 6 Bulan	Rata-rata Pendapatan (IDR)
Pendidikan Matematika (MTK)	73,33%	2,13	26,67%	Rp 3.034.489
Pendidikan Biologi (BIO)	87,27%	2,92	12,73%	Rp 2.706.620
Pendidikan Fisika (FISIKA)	75,00%	2,00	25,00%	Rp 3.254.167
Pendidikan Teknologi Informasi (PTI)	91,67%	2,86	8,33%	Rp 2.385.741

Figure 4.7 Time Taken by Graduates to Find Employment

The data reveals that the Information Technology Education programme has the highest percentage of alumni securing employment within 6 months, at 91.67%, with an average job search duration of 2.86 months. This

This indicates that job opportunities in the field of information technology are developing rapidly, with the majority of graduates able to adapt to the world of work immediately. On the other hand, Biology Education also shows significant figures, with 87.27% of graduates securing employment within six months, with an average job search duration of 2.92 months. Mathematics Education and Physics Education have slightly lower figures, at 73.33% and 75.00% respectively, yet still demonstrate positive results. Physics Education has the highest average monthly income compared to other study programmes, at Rp 3,254,167, indicating that Physics graduates are more likely to work in sectors with higher salaries. Meanwhile, Information Technology Education has the shortest time to find employment, at 2.86 months, indicating that the technology industry is in great need of workers with relevant skills.

Graduates of Information Technology Education have the highest percentage of graduates finding employment within six months (91.67%), followed by Biology Education (87.27%). Meanwhile, Mathematics Education and Physics Education have lower percentages of graduates finding employment within six months. In terms of income, Physics Education graduates have the highest average income, followed by Mathematics Education. Information Technology Education graduates find employment the quickest, with an average job search time of 2.86 months.

4.8 Type of Employer

The type of company/institution where graduates work refers to the sector or type of organisation where graduates work after they graduate. This data provides an overview of where graduates work, whether they work in the public sector, non-profit organisations, private companies, or as entrepreneurs.

Program Studi	Instansi Pemerintah (BUMN)	Organisasi Non-profit/Lembaga Swadaya Masyarakat	Perusahaan Swasta	Wiraswasta/Perusahaan Sendiri	Lainnya
Pendidikan Matematika	14,17%	0,83%	60,83%	23,33%	0,83%
Pendidikan Biologi	20,00%	0,00%	60,00%	18,18%	1,82%
Pendidikan Fisika	25,00%	0,00%	50,00%	25,00%	0,00%
Pendidikan Teknologi Informasi	16,67%	0,00%	62,50%	20,83%	0,00%

Figure 4.8 Types of Employers

The majority of graduates from the Faculty of Mathematics, Natural Sciences and Information Technology Education work in the private sector, with Mathematics Education and Information Technology Education recording the highest percentages at 60.83% and 62.50% respectively. These are followed by graduates in Biology Education and Physics Education, 60% and 50% of whom work in the private sector respectively. In addition, some graduates have chosen to become entrepreneurs, with Mathematics Education recording 23.33% of graduates starting their own businesses, whilst Physics Education has 25% of graduates opting for the entrepreneurial path. For the government sector (state-owned enterprises), the percentage is smaller but still significant, particularly in Physics Education and Biology Education, at 25% and 20% respectively. Thus, the private sector remains the primary choice for graduates, though entrepreneurship and the public sector also make a substantial contribution.

4.9 Level of Alumni Employment

The level of alumni employment describes the scope or scale of the workplaces where alumni are employed after graduation. This data indicates whether alumni work in local, national, or multinational/international companies, providing an insight into the scale and level of influence of the organisations where alumni are employed.

Program Studi	Lokal/Wilayah/Wirawasta Tidak Berbadan Hukum	Nasional/Wirawasta Berbadan Hukum	Multinasional/Internasional
Pendidikan Matematika	62,50%	30,77%	6,41%
Pendidikan Biologi	65,91%	34,09%	0,00%
Pendidikan Fisika	75,00%	25,00%	0,00%
Pendidikan Teknologi Informasi	55,00%	45,00%	0,00%

Figure 4.9 Levels of Alumni Employment

Based on the data in the table above, the majority of alumni from the Faculty of Mathematics, Natural Sciences and Information Technology Education work in local companies or unincorporated private enterprises. Physics Education has the highest percentage in this sector, at 75%, followed by Information Technology Education (55%). Mathematics Education and Biology Education also show significant percentages in this sector, at 62.50% and 65.91% respectively.

On the other hand, graduates from Mathematics Education (30.77%) and Biology Education (34.09%) are predominantly employed in national companies or registered private enterprises, although the percentages are lower compared to the local sector. Only a small proportion of graduates work in multinational or international companies, a figure that appears only in Mathematics Education at 6.41%. Overall, graduates are more likely to work in local companies or as unincorporated self-employed individuals, whilst a small proportion work in national companies. Multinational/international companies are not the primary choice of workplace for graduates from these four study programmes.

4.10 Percentage of Alumni Positions/Roles (If Self-Employed)

The percentage of alumni in entrepreneurial roles indicates the proportion of graduates who have chosen the entrepreneurial path, whether as a Founder, Co-founder, staff member in a company, or working as a Freelancer/self-employed worker. Additionally, there are alumni who are not involved in entrepreneurship and have chosen to work in other sectors. This data helps to understand alumni trends in the business world after graduation.

Indikator	Pendidikan Matematika	Pendidikan Biologi	Pendidikan Fisika	Pendidikan Teknologi Informasi
1. Founder	5.00 %	9.09 %	5.00 %	0.00 %
2. Co-founder	2.50 %	0.00 %	2.50 %	0.00 %
3. Staff	30.00 %	40.00 %	30.00 %	37.50 %
4. Freelance/Pekerja lepas	14.17 %	16.36 %	14.17 %	25.00 %
5. Tidak Berwirausaha	48.33 %	34.55 %	48.33 %	37.50 %

Figure 4. 10 Percentage of Alumni Positions/Roles

Graduates of Mathematics Education and Physics Education had the highest percentage in the ‘Non-Entrepreneurial’ category, at 48.33% each, indicating that the majority of graduates chose career paths outside of entrepreneurship. On the other hand, Biology Education had the highest figure in the ‘Staff’ category (40%), suggesting that many graduates work as staff members in established companies. The Mathematics Education and Physics Education programmes each recorded 5% of alumni as Founders, whilst Information Technology Education had no alumni who had founded a business. In the Freelance/Self-employed category, Information Technology Education recorded the highest percentage at 25%. Overall, alumni career trends vary depending on the programme of study they chose.

The majority of Mathematics Education and Physics Education graduates chose not to engage in entrepreneurship, with the highest percentage in the ‘Not Entrepreneurial’ category. Biology Education graduates are more likely to work as staff in companies, whilst Information Technology Education graduates show a higher percentage in the ‘Freelance/Self-employed’ category. Generally, graduates’ career choices vary depending on the programme of study undertaken.

4.11 Percentage of Alumni Continuing Their Studies

The percentage of alumni continuing their studies refers to the proportion of graduates from a particular study programme who choose to continue their education to a higher level after completing their previous studies. This indicator provides an insight into the extent to which alumni are interested in further developing themselves academically, whether they proceed to master’s or doctoral programmes, or other levels of education, or choose to enter the workforce directly.

Indikator	Pendidikan Matematika	Pendidikan Biologi	Pendidikan Fisika	Pendidikan Teknologi Informasi
Persentase Alumni Melanjutkan Studi	98,33%	100%	100%	100%

Figure 4.11: Percentage of Alumni Continuing Their Studies

The data shows that almost all alumni from the Biology Education, Physics Education and Information Technology Education programmes continue their studies, with a percentage reaching 100% for each programme. This means that every alumnus from these programmes chooses to continue their education to a higher level. Meanwhile, Mathematics Education recorded a slight decrease with a percentage of 98.33%, indicating that a small proportion of graduates chose to enter the workforce or pursue other paths immediately after graduation. This figure suggests that most graduates, particularly from these programmes, prefer to deepen their knowledge at a higher level through further study.

4.12 How Close is the Link Between Field of Study and Employment

To what extent is there a link between the field of study chosen by graduates and the jobs they hold after graduation? This indicator provides an insight into the relevance of the education received to the work undertaken, which is crucial for

assessing the alignment between the skills and knowledge acquired during their studies and the demands of the workplace.

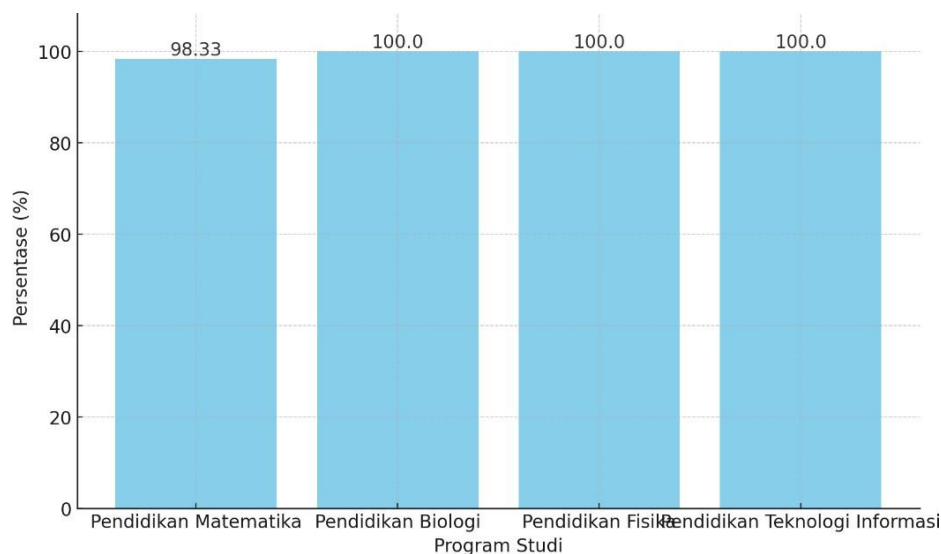


Figure 4.12: Relationship Between Field of Study and Employment

The diagram above shows that 98.33% of graduates feel the relationship between their field of study and their job is very close, whilst 0.83% of graduates consider the relationship to be close. Meanwhile, for Biology Education, Physics Education, and Information Technology Education, 100% of alumni consider the relationship between their field of study and their job to be very close. Thus, this data highlights how almost all alumni feel that their education is highly relevant to the jobs they hold, reflecting the high relevance of these study programmes to the world of work.

4.13 Level of Education Suitable for Current Job

The Appropriateness of Educational Level for Current Job is an indicator that measures the extent to which the level of education received by alumni matches the demands of the jobs they hold after graduation. This indicator shows whether the education obtained by alumni is sufficient to carry out their job duties or if they feel they need a higher or lower level of education.

Indikator	Pendidikan Matematika	Pendidikan Biologi	Pendidikan Fisika	Pendidikan Teknologi Informasi
Tingkat pendidikan yang sesuai untuk pekerjaan saat ini	Tingkat yang Sama (100%)	Tingkat yang Sama (98,18%)	Tingkat yang Sama (100%)	Tingkat yang Sama (100%)
Tingkat pendidikan yang lebih tinggi	0%	1,82%	0%	0%
Tingkat lebih rendah	0%	0%	0%	0%
Tidak perlu pendidikan tinggi	0%	0%	0%	0%

Figure 4.13: Appropriate Levels of Education for Current Jobs

This table shows that the majority of graduates feel their education is appropriate for the work they do, with 100% of graduates from Mathematics Education, Physics Education and Information Technology Education considering their education to be relevant. 98.18% of Biology Education graduates feel their education is appropriate. Only a small number of Biology Education graduates (1.82%) felt they needed further education. No graduates felt they needed less education, and all felt that higher education was sufficient for their jobs. The majority of graduates felt their level of education was appropriate for the jobs they held, with a few feeling they needed further education

4.14 How Alumni Find Employment

The way in which graduates seek employment is one of the indicators used to collect data on the transition process from education to the world of work. *The Tracer Study* aims to track graduates' paths after they graduate, including how they find employment, the types of jobs they take up, and the factors that influence their success in securing employment.

Figure 4.14: How Alumni Seek Employment

Indikator	Pendidikan Matematika	Pendidikan Biologi	Pendidikan Fisika	Pendidikan Teknologi Informasi
Iklan di koran/majalah, brosur	0.00%	0.81%	0.00%	0.00%
Melamar tanpa mengetahui lowongan	0.00%	0.81%	0.00%	0.00%
Pergi ke bursa/pameran kerja	0.00%	0.81%	0.00%	0.00%
Mencari lewat internet/iklan online	49.79%	44.72%	50.00%	50.00%
Dihubungi oleh perusahaan	0.00%	0.81%	0.00%	0.00%
Menghubungi Kemenakertrans	0.00%	0.81%	0.00%	0.00%
Menghubungi agen tenaga kerja	0.00%	0.81%	0.00%	0.00%
Memperoleh info dari pusat karir fakultas/universitas	49.38%	44.72%	50.00%	50.00%
Menghubungi kantor kemahasiswaan	0.00%	0.81%	0.00%	0.00%
Membangun jejaring (network)	0.00%	0.81%	0.00%	0.00%
Melalui relasi (dosen, keluarga, teman, dll.)	0.83%	0.81%	0.00%	0.00%
Membangun bisnis sendiri	0.00%	0.81%	0.00%	0.00%
Melalui penempatan kerja atau magang	0.00%	0.81%	0.00%	0.00%
Bekerja di tempat yang sama semasa kuliah	0.00%	0.81%	0.00%	0.00%
Lainnya	0.00%	0.81%	0.00%	0.00%

According to the table, the majority of alumni seek employment via the internet (over 49%), primarily through online advertisements and mailing lists, as well as university career centres (approximately 44% to 50%). However, there are also alumni who utilise social networks such as connections with lecturers, friends, or family (0.83% to 0.90%). Traditional methods, such as newspaper advertisements, applying without knowing of a vacancy, and contacting employment agencies, are used by only a small proportion of graduates (0.00% to 0.81%). Digital job searches are the primary choice for graduates, whilst conventional methods and social networks still play a role, albeit a smaller one. This reflects a shift in how graduates access job information, with digital technology dominating and educational institutions continuing to play a role in supporting graduates in their search for employment opportunities.

4.15 Average Number of Applications Sent to Companies and Company Responses

Average Number of Applications Sent to Companies: This indicates how actively alumni apply to various companies after graduation. **Average Company Response Rate:** This measures the proportion of companies that provide feedback or a response to applications submitted, which may take the form of an interview invitation or other information indicating the company's interest.

Program Studi	Total Perusahaan Dilamar	Perusahaan yang Merespons	Perusahaan yang Mengundang Wawancara
Pendidikan Matematika	3 perusahaan	3 perusahaan	3 perusahaan
Pendidikan Biologi	3 perusahaan	3 perusahaan	3 perusahaan
Pendidikan Fisika	3 perusahaan	3 perusahaan	3 perusahaan
Pendidikan Teknologi Informasi (TI)	3 perusahaan	3 perusahaan	3 perusahaan

Figure 4.15 Average Number of Applications Sent to Companies and Company Responses

The data shows that graduates from Mathematics Education, Biology Education, Physics Education, and Information Technology Education send an average of 3 applications to companies. Each graduate received 3 responses from the companies they applied to and 3 interview invitations. This indicates that companies are quite responsive and interested in proceeding to the selection process. Overall, this data reflects excellent employment opportunities for graduates from all study programmes, with a high success rate in receiving responses and interview invitations.

FACULTY OF LANGUAGE AND ARTS EDUCATION

5.1 Response Rate by Study Programme

The respondents in this *Tracer Study* are alumni from the surveyed study programmes, who provided information regarding their educational and career experiences following graduation from their respective programmes. Respondents provided data covering information regarding employment status, the relevance of their education to their current work, and various factors influencing their career paths after completing their studies.

	Program Studi	Target Responden	Responden Valid	Responden Tidak Valid
1	Pendidikan Sastra Bahasa Indonesia	131	130	0
2	Pendidikan Sastra Inggris	141	140	0
3	Pendidikan Sastra Bahasa Jawa	30	30	0

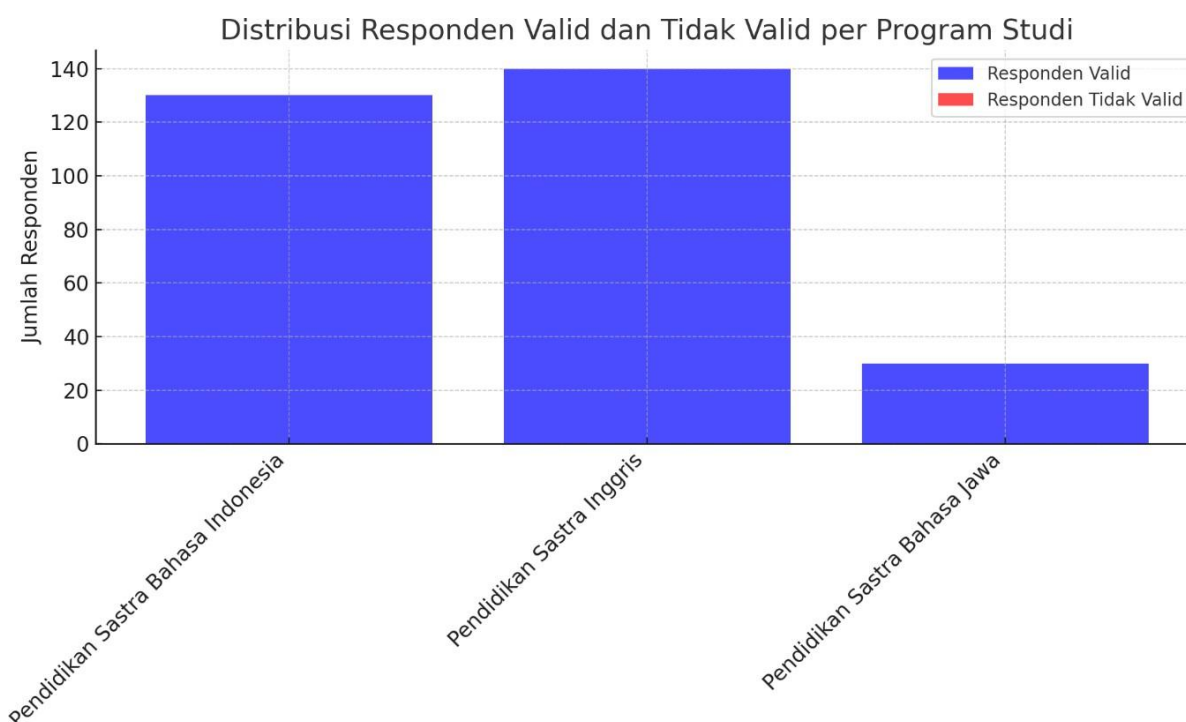


Figure 5.1 Response Rate by Study Programme

According to the table, the Indonesian Literature Education programme had 130 valid respondents out of a target of 131, the English Literature Education programme had 140 valid respondents out of a target of 141,

and in the Javanese Language and Literature Education programme, all 30 respondents were valid. Overall, almost all respondents provided valid data, indicating a very high level of participation and excellent data quality. Thus, the English Language and Literature Education programme had the highest number of valid respondents, namely 140 out of 141 targets. This indicates that this programme has a very high level of participation in this *Tracer Study*.

5.2 Sources of Funding for Tuition Fees

Sources of funding for tuition fees refer to the methods used by students to finance their education, whether from personal funds, scholarships, or other sources.

Program Studi	Biaya Sendiri/Keluarga	Beasiswa ADIK	Beasiswa BIDIKMISI	Beasiswa PPA	Beasiswa AFIRMASI	Beasiswa Perusahaan/Swasta	Lainnya
Pendidikan Sastra Bahasa Indonesia	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pendidikan Sastra Bahasa Inggris	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pendidikan Sastra Bahasa Jawa	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Figure 5.2 Sources of Funding for Tuition Fees

Based on the data presented, all respondents from the Faculty of Language and Arts Education reported that 100% of their tuition fees were funded by personal/family funds. No respondents used ADIK, BIDIKMISI, PPA, AFIRMASI, or corporate/private scholarships. This indicates that a majority of students from these three study programmes fund their studies independently without relying on scholarships or other external funding.

5.3 Competencies Mastered by Alumni

Competencies mastered by alumni refer to the skills and abilities acquired by students during their studies which are subsequently utilised in the workplace. These competency indicators cover various aspects such as ethics, language skills, technological skills, communication, teamwork, and personal development.

Program Studi	Etika	Keahlian Berdasarkan Bidang Ilmu	Bahasa Inggris	Penggunaan Teknologi Informasi	Komunikasi	Kerja Sama Tim	Pengembangan Diri
Pendidikan Sastra Bahasa Indonesia	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Pendidikan Sastra Bahasa Inggris	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Pendidikan Sastra Bahasa Jawa	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Figure 5.3 Competencies Mastered by Graduates

Based on the data presented, all respondents from the Faculty of Language and Arts Education reported that 100% of graduates have mastered the competencies specified in each of the categories mentioned. These include ethics, subject-specific expertise, English language skills, the use of information technology, communication, teamwork, and personal development. This data indicates that the university has successfully provided an education that equips students with competencies that are highly relevant and necessary in the workplace.

5.4 Teaching Methods

The level of emphasis on learning methods refers to the extent to which various teaching methods are used in the study programme curriculum, including lectures, demonstrations, research projects, internships, practicals, fieldwork, and discussions. This emphasis indicates the extent to which each method contributes to the teaching and learning process.

Indikator	Sangat Besar	Besar	Cukup Besar	Kurang	Tidak Sama Sekali
Perkuliahan	100.00%	0.00%	0.00%	0.00%	0.00%
Demonstrasi	100.00%	0.00%	0.00%	0.00%	0.00%
Partisipasi dalam Proyek Riset	100.00%	0.00%	0.00%	0.00%	0.00%
Magang	100.00%	0.00%	0.00%	0.00%	0.00%
Praktikum	100.00%	0.00%	0.00%	0.00%	0.00%
Kerja Lapangan	100.00%	0.00%	0.00%	0.00%	0.00%
Diskusi	100.00%	0.00%	0.00%	0.00%	0.00%

Figure 5.4 Level of Emphasis on Teaching Methods

Based on the data presented, all graduates of the Faculty of Language and Arts Education place a very strong emphasis on all the teaching methods listed, with 100% of respondents stating that these methods are applied extensively in teaching. This indicates that these three study programmes focus on a variety of methods that involve active student participation, leading to the development of more holistic and practical skills for the workplace.

5.5 Employment Status

The current status of alumni refers to their circumstances or position after completing their education, whether in employment, continuing their studies, or seeking employment. This data highlights the various activities undertaken by alumni to assess the extent to which their education has influenced their career paths and lives after graduation.

Program Studi	Bekerja	Belum Memungkinkan Bekerja	Wiraswasta	Melanjutkan Pendidikan	Tidak Kerja tetapi Sedang Mencari Kerja
Pendidikan Bahasa dan Sastra Indonesia	70.00%	0.77%	3.85%	16.92%	8.46%
Pendidikan Bahasa Inggris	75.71%	0.00%	15.71%	7.86%	0.71%
Pendidikan Bahasa dan Sastra Jawa	96.67%	0.00%	3.33%	0.00%	0.00%

Figure 5.5 Current Alumni Status

Based on the data presented, in the Indonesian Language and Literature programme, the majority of alumni, namely 70%, are already in employment, whilst 16.92% are continuing their studies and 8.46% are seeking employment. This indicates that the education provided is sufficiently adequate to help alumni enter the workforce, although some have chosen to continue their studies. In the English Language programme, 75.71% of alumni are employed, 15.71% are self-employed, and 7.86% are continuing their education. These figures demonstrate the high success rate of graduates in securing employment, with some also choosing the entrepreneurial route. Meanwhile, in the Javanese Language and Literature programme, 96.67% of graduates are already in employment, and 3.33% are self-employed, whilst no graduates are continuing their education or seeking employment. This indicates that this programme produces graduates who are highly prepared to enter the workforce, with few choosing the entrepreneurial path.

Graduates from Indonesian Language and Literature, English Language, and Javanese Language and Literature have high success rates, with the majority already in employment. The Javanese Language and Literature programme has the highest success rate (96.67%) in securing employment.

5.6 Average Time Taken by Graduates to Find Employment

The time taken by graduates to find work refers to the period of time it takes for graduates to begin their job search after they have completed their education or

even before graduating. This data measures graduates' readiness to enter the workforce and how quickly they begin preparing for or seeking employment after or during their studies.

Program Studi	Sebelum Lulus	Setelah Lulus	Tidak Mencari Kerja
Pendidikan Bahasa dan Sastra Indonesia	100.00% (1 Bulan)	0.00%	0.00%
Pendidikan Bahasa Inggris	100.00% (0 Bulan)	0.00%	0.00%
Pendidikan Bahasa dan Sastra Jawa	100.00% (0 Bulan)	0.00%	0.00%

Figure 5.6 Average Time Taken by Graduates to Find Employment

Based on the data presented, all graduates from the Faculty of Language and Arts Education began looking for work before graduating. In the Indonesian Language and Literature programme, 100% of graduates took one month to find a job, whilst in the English Language Education and Javanese Language and Literature programmes, 100% of graduates began their job search immediately, indicating that they had prepared themselves well in advance of graduation. No graduates began looking for work after graduation or did not look for work after graduation. In conclusion, all graduates from these three study programmes demonstrated a high level of readiness to enter the workforce, with Indonesian Language and Literature Education requiring a longer preparation time (1 month), whilst the other two study programmes were ready earlier without requiring additional time.

5.7 Time Taken by Graduates to Find Employment

The time taken for graduates to find employment refers to the period required for graduates to secure a job after graduation, including those who began looking for work before graduating. This data measures how quickly graduates succeed in entering the workforce after completing their education, as well as the income they earn once employed.

Program Studi	Mendapatkan Pekerjaan <= 6 Bulan	Mendapatkan Pekerjaan > 6 Bulan	Rata-rata Pendapatan per Bulan
Pendidikan Bahasa dan Sastra Indonesia	76.15% (2.80 Bulan)	23.85% (3.95 Bulan)	Rp 2,820,631 /bulan
Pendidikan Bahasa Inggris	97.14% (4.14 Bulan)	2.86% (8.25 Bulan)	Rp 4,222,628 /bulan
Pendidikan Bahasa dan Sastra Jawa	93.33% (3.00 Bulan)	6.67% (3.00 Bulan)	Rp 4,562,069 /bulan

Figure 5.7 Time Taken by Graduates to Find Employment

In the Indonesian Language and Literature programme, 76.15% of graduates found employment within the first 6 months after graduation, with an average job search time of 2.80 months. A total of 23.85% of graduates found employment after more than 6 months, with an average of 3.95 months. The average monthly income of graduates is Rp 2,820,631. In the English Language programme, 97.14% of graduates found employment within the first 6 months, with an average job search of 4.14 months. Only 2.86% of graduates found employment after 6 months, with an average of 8.25 months. The average monthly income of graduates is Rp 4,222,628. In the Javanese Language and Literature programme, 93.33% of graduates found employment within the first 6 months, with an average job search duration of 3.00 months. A total of 6.67% of graduates found employment after more than 6 months, with an average of 3.00 months. The average monthly income for graduates is Rp 4,562,069.

The majority of graduates from the Faculty of Language and Arts Education find employment within the first 6 months after graduation. The Javanese Language and Literature programme has the shortest job search time, averaging 3 months, whilst the Indonesian Language and Literature programme takes slightly longer, at 2.80 months. Graduates from the Javanese Language and Literature and English Language programmes have a higher monthly income compared to those from the Indonesian Language and Literature programme.

5.8 Type of Employer

The type of company/organisation/institution where alumni work refers to the type or category of workplace occupied by alumni after they graduate, which may include government agencies, non-profit organisations, private companies, self-employment, or others. This data illustrates the types of jobs taken up by alumni and reflects the preferences or fields they chose after completing their education.

Program Studi	Instansi Pemerintah (termasuk BUMN)	Organisasi Non-profit/Lembaga Swadaya Masyarakat	Perusahaan Swasta	Wiraswasta/Perusahaan Sendiri	Lainnya
Pendidikan Bahasa dan Sastra Indonesia	38.46%	0.00%	50.77%	10.77%	0.00%
Pendidikan Bahasa Inggris	22.14%	0.00%	62.14%	15.71%	0.00%
Pendidikan Bahasa dan Sastra Jawa	30.00%	0.00%	63.33%	6.67%	0.00%

Figure 5.8 Types of Employment

In the Indonesian Language and Literature programme, the majority of alumni work in private companies (50.77%), followed by government agencies (38.46%), whilst only 10.77% of alumni chose to become self-employed. In the English Language programme of graduates work in private companies (62.14%), followed by government agencies (22.14%), and 15.71% of graduates choose the self-employment route. Meanwhile, in the Javanese Language and Literature programme, 63.33% of graduates work in private companies, with 30% working in government agencies and 6.67% becoming self-employed. Graduates from the Faculty of Language and Arts Education mostly work in private companies, followed by government agencies. Indonesian Language and Literature Education graduates tend to prefer working in government agencies, whilst graduates from English Language Education and Javanese Language and Literature Education are more likely to work in private companies. The decision to become self-employed is relatively less common across all study programmes.

5.9 Level of Alumni Employment

Alumni Employment Levels refer to the level or type of organisation where alumni work after graduation, which can be local/regional/unincorporated self-employment, national/incorporated self-employment, or multinational/international. This data illustrates the diversity of organisational levels employing alumni, indicating their potential to work across various sectors or business scales.



Program Studi	Lokal/Wilayah/Wirawasta Tidak Berbadan Hukum	Nasional/Wirawasta Berbadan Hukum	Multinasional/Internasional
Pendidikan Bahasa dan Sastra Indonesia	46.55%	51.72%	1.72%
Pendidikan Bahasa Inggris	66.67%	26.50%	6.84%
Pendidikan Bahasa dan Sastra Jawa	40.00%	60.00%	0.00%

Figure 5.9 Levels of Alumni Employment

In the Indonesian Language and Literature programme, the majority of graduates work in national/private sector organisations with legal status (51.72%) and local/regional/private sector organisations without legal status (46.55%), whilst only 1.72% of graduates work in multinational/international organisations.

In the English Language programme, 66.67% of graduates work in local/regional/unincorporated private sector organisations, whilst 26.50% work in national/incorporated private sector organisations and 6.84% in multinational/international organisations. In Javanese Language and Literature Education, 60% of graduates work in national/registered private sector organisations and 40% in local/regional/unregistered private sector organisations, with no graduates working in multinational/international organisations.

The majority of graduates from the Faculty of Language and Arts Education work in national/private sector companies with legal status or local/regional/private sector companies without legal status, with only a small number of alumni working in multinational/international companies. This indicates that alumni are more likely to work in the local or national sectors rather than in large international companies.

5.10 Percentage of Alumni Positions/Roles (If Self-Employed)

Alumni Positions/Roles (If Self-Employed) refers to the roles or positions held by alumni in the businesses they run, whether as founders, co-founders, staff, or as freelancers/contract workers. This data provides an overview of the alumni's role in entrepreneurial activities and their contribution to establishing their own businesses.

Program Studi	Founder	Co-founder	Staff	Freelance/Pekerja Lepas	Tidak Berwirausaha
Pendidikan Bahasa dan Sastra Indonesia	1.54%	0.77%	16.92%	6.92%	73.85%
Pendidikan Bahasa Inggris	5.71%	5.71%	72.14%	2.14%	14.29%
Pendidikan Bahasa dan Sastra Jawa	3.33%	0.00%	30.00%	10.00%	56.67%

Figure 5. 10 Percentage of Alumni Positions/Roles

In the Indonesian Language and Literature programme, the majority of graduates—73.85%—are not involved in entrepreneurship. A total of 16.92% of graduates work as staff, whilst 6.92% have chosen to become freelancers. Only 1.54% have become founders and 0.77% have become co-founders. In the English Language programme, the majority of graduates, namely 72.14%, chose to work as staff, followed by 5.71% who became founders and co-founders, and 2.14% who became freelancers. Only 14.29% of graduates from this programme

are not involved in entrepreneurship. Meanwhile, in Javanese Language and Literature Education, 56.67% of graduates are not involved in entrepreneurship, 30% work as staff, and 10% are freelancers. Only 3.33% become founders, and no graduates become co-founders.

The majority of graduates from the Faculty of Language and Arts Education prefer to work as staff or freelancers, with a fairly high percentage of graduates not engaged in entrepreneurship. Graduates from the Indonesian Language and Literature programme tend not to be involved in the world of entrepreneurship, whilst more graduates from the English Language Education programme work as staff in the businesses they run. The Javanese Language and Literature programme has few graduates engaged in entrepreneurship, with more graduates working as staff.

5.11 Percentage of Alumni Continuing Their Studies

The percentage of alumni continuing their studies refers to the proportion of alumni who choose to pursue further education at a higher level after graduating from their degree programme. This data illustrates the success rate of alumni in continuing their studies, as well as their interest in further developing their skills.

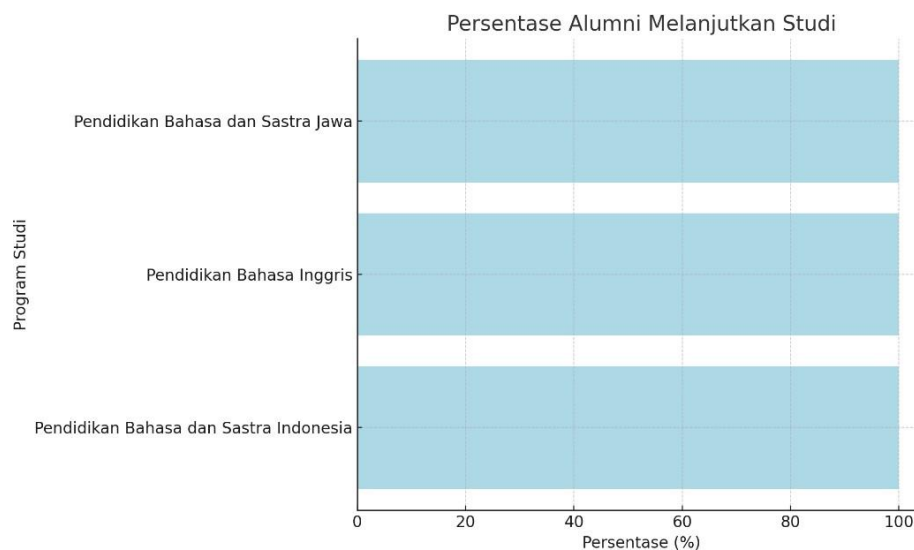


Figure 5.11: Percentage of Alumni Continuing Their Studies

Based on the available data, 100% of alumni from Indonesian Language and Literature Education, English Language Education, and Javanese Language and Literature Education chose to continue their studies. This indicates that all alumni from the Faculty of Language and Arts Education have a strong commitment and desire to continue improving their knowledge and skills through further education.

5.12 How Close is the Relationship between Field of Study and Employment, and the Appropriate Level of Education for Current Employment

The Relationship Between Field of Study and Employment indicates the extent of the relevance or connection between the education received by alumni and the jobs they currently hold. The closer the relationship between the two, the higher the relevance of education to the world of work. The Appropriate Level of Education for the Job describes the extent to which the level of education possessed by graduates matches the requirements of the jobs they hold. This reflects whether the education undertaken by graduates meets the demands of the jobs they currently hold.

Program Studi	Hubungan antara bidang studi dan pekerjaan	Tingkat pendidikan yang sesuai untuk pekerjaan
Pendidikan Bahasa dan Sastra Indonesia	Sangat Erat (100%)	Tingkat yang Sama (100%)
Pendidikan Bahasa Inggris	Sangat Erat (100%)	Tingkat yang Sama (100%)
Pendidikan Bahasa dan Sastra Jawa	Sangat Erat (100%)	Tingkat yang Sama (100%)

Figure 5.12 Relationship between Field of Study and Employment and Appropriate Level of Education for Current Employment

Graduates of the Faculty of Language and Arts Education consider the relationship between their field of study and their jobs to be very close. This indicates that alumni feel that the education they received is highly relevant and beneficial to the jobs they are currently doing.

100% of alumni from the Faculty of Language and Arts Education also feel that their level of education is appropriate for the jobs they hold. This indicates that alumni feel the education they received is sufficient to meet the demands of their current roles.

All graduates from the Faculty of Language and Arts Education feel that there is a very close link between their field of study and the work they do, and that their level of education is appropriate for the jobs they hold. This demonstrates success in terms of the relevance of education and the placement of graduates in the workplace.

5.13 How Alumni Seek Employment

Alumni Job Search Methods refer to the ways or strategies used by alumni to find employment after graduating from their degree programmes. This includes various methods

such as searching online, attending job fairs, contacting alumni networks, or building professional networks (networking) during their studies. This data helps demonstrate alumni preferences in job-seeking and their success rates using these methods.

Indikator	Pendidikan Bahasa dan Sastra Indonesia	Pendidikan Bahasa Inggris	Pendidikan Bahasa dan Sastra Jawa
Mencari lewat internet/iklan online/milis	50.00%	50.00%	50.00%
Memperoleh informasi dari pusat/karir fakultas/universitas	50.00%	50.00%	50.00%

Figure 5.13 Methods used by alumni to find employment

According to the available data, at the Faculty of Language and Arts Education, 50.00% of all alumni used the internet, online advertisements or mailing lists to find work. The same applies to obtaining information from the faculty/university careers centre, contacting the student affairs/alumni relations office, and building a network whilst still at university. All these study programmes indicate that graduates prefer to utilise the technology and networks they built during their studies to find work after graduation.

5.14 Average Number of Applications Sent to Companies and Company Responses

This indicator measures the average number of companies or institutions that received job applications from alumni before they secured their first job. Applications can be made through various means, such as letters or emails. It also indicates the average number of companies that responded to alumni applications and invited them for interviews. This demonstrates the level of attention companies give to job applications submitted by alumni.

Indikator	Pendidikan Bahasa dan Sastra Indonesia	Pendidikan Bahasa Inggris	Pendidikan Bahasa dan Sastra Jawa
Perusahaan yang sudah anda lamar sebelum memperoleh pekerjaan pertama	3 Perusahaan	3 Perusahaan	3 Perusahaan
Perusahaan yang merespons lamaran anda	3 Perusahaan	3 Perusahaan	3 Perusahaan
Perusahaan yang mengundang anda untuk wawancara	3 Perusahaan	3 Perusahaan	3 Perusahaan

Figure 5.14 Average Number of Applications Sent to Companies and Company Responses

Based on the data presented, graduates from the Faculty of Language and Arts Education send applications to an average of 3 companies, receive 3 responses, and are invited

for interviews by 3 companies. This indicates that the job search process for graduates is fairly consistent across the three study programmes, with balanced opportunities in terms of receiving responses and interview opportunities from companies.

FACULTY OF COMPUTER SCIENCE

6.1 Response Rate by Study Programme

The respondents in this *Tracer Study* are alumni of the surveyed study programmes, who provided information regarding their educational and career experiences following graduation from their respective programmes. Respondents provided data covering information regarding employment status, the relevance of their education to their current work, and various factors influencing their career progression after completing their studies.

Tabel

Prodi	Target Responden	Responden Valid	Responden Tidak Valid
Arsitektur	42	38	3
Teknik Sipil	48	42	1
Teknik Mesin	103	64	3
Teknik Elektro	21	15	6
Informatika	98	72	13
Teknologi Pangan	26	20	1

Figure 6.1 Response Rate by Study Programme

Based on the data presented in the table, it can be seen that the number of valid respondents varies across each programme. In the Architecture programme, out of a target of 42 alumni, 38 alumni provided valid responses, whilst 3 alumni provided invalid data. In Civil Engineering, out of 48 alumni targeted, 42 alumni provided valid responses, whilst 1 alumni provided invalid data. In Mechanical Engineering, although the target number of respondents was 103 alumni, only 64 alumni provided valid data, whilst 3 alumni provided invalid data. The Electrical Engineering programme had a smaller target of 21 alumni, with 15 alumni providing valid data and 6 alumni providing invalid data. In Computer Science, out of a target of 98 alumni, 72 provided valid responses, whilst 13 provided invalid data. For Food Technology, out of 26 alumni targeted, 20 provided valid data, whilst 1 provided invalid data.

The rate of valid responses was relatively good across all degree programmes. Computer Science and Mechanical Engineering had larger target groups with a sufficiently high rate of valid responses. The Electrical Engineering programme, although having a smaller target group, showed a higher rate of invalid data compared to the other programmes. Feedback from alumni is vital in providing an overview of the achievements and effectiveness of the degree programmes.

6.2 Sources of Funding for University Tuition

Sources of funding for higher education refer to the various methods or mechanisms used by students to pay for their higher education costs. These may include costs paid privately (for example, funds from family or personal savings), as well as various forms of financial assistance available to students, such as grants from the government, educational institutions, or the private sector. These funding sources reflect students' economic circumstances and whether they rely on external support to complete their education or are entirely dependent on their own financial means.

Program Studi	Biaya Sendiri / Keluarga	Beasiswa dan Lainnya
Arsitektur	100%	0%
Teknik Sipil	100%	0%
Teknik Mesin	100%	0%
Teknik Elektro	100%	0%
Informatika	100%	0%
Teknologi Pangan	100%	0%

Figure 6.2 Sources of Funding for Tuition Fees

From the table above, we can see that among graduates of the Faculty of Information Technology, 100% of students used their own funds or family funds to finance their education. No students utilised the ADIK scholarship, the BIDIKMISI scholarship, the PPA scholarship, the AFIRMASI scholarship, scholarships from companies or the private sector, or any other sources of funding.

6.3 Competencies Mastered by Alumni

The competencies mastered by alumni upon graduation reflect the skills and abilities they acquired during their studies at university. Conversely, the level of competencies required in the workplace reflects the skills needed by the industry so that graduates of the Faculty of Information Technology can contribute effectively in the workplace.

Program Studi	Tingkat Kompetensi yang dikuasai Pada Saat Lulus (%)	Tingkat Kompetensi yang Diperlukan Dalam Pekerjaan (%)
Arsitektur	100%	100%
Teknik Sipil	100%	100%
Teknik Mesin	100%	100%
Teknik Elektro	100%	100%
Informatika	99.72%	100%
Teknologi Pangan	100%	100%

Figure 6.3 Competencies Mastered by Graduates

Based on the data presented, the level of competence demonstrated by graduates upon completion of their studies at the Faculty of Information Technology is excellent, with almost all degree programmes achieving 100%. This encompasses core competencies such as ethics, discipline-specific expertise, English language proficiency, information technology, and communication skills. However, there is a slight discrepancy in the Computer Science programme, where the level of competencies mastered by graduates upon completion was recorded at 99.72%, although the competencies required in the workplace remain at 100%.

The majority of study programmes demonstrate a high level of readiness in equipping their graduates with the competencies required in the workplace. The Computer Science programme, although slightly lower in terms of competencies mastered upon graduation, still meets the standards required by the industry.

6.4 Teaching Methods

The emphasis on learning methods within the study programmes reflects the educational strategies employed to provide students with contextual and practical learning experiences. Two methods of particular focus in this assessment

are fieldwork and discussions, both of which play a vital role in developing students' analytical and problem-solving skills, as well as their critical and collaborative thinking abilities.

	Indikator	Arsitek (Sangat Besar)	Teknik Sipil (Sangat Besar)	Teknik Mesin (Sangat Besar)	Elektro (Sangat Besar)	Informatika (Sangat Besar)	Teknologi Pangan (Sangat Besar)
1	F201. Perkuliahan	100	100	100	100	98.61	100
2	F202. Demonstrasi	100	100	100	100	98.61	100
3	F203. Partisipasi dalam proyek riset	100	100	100	100	98.61	100
4	F204. Magang	100	100	100	100	98.61	100
5	F205. Praktikum	100	100	100	100	100.0	100
6	F206. Kerja Lapangan	100	100	100	100	100.0	100
7	F207. Diskusi	100	100	100	100	100.0	100

Figure 6.4 Emphasis on Learning Methods

Based on the available data, the Faculty of Information Technology demonstrates a very high level of emphasis on two learning methods, namely fieldwork and discussion. Five study programmes place a full emphasis of 100%, whilst the Information Technology study programme recorded a score of 98.61% for both methods. Although slightly lower, this figure remains within the 'very high emphasis' category.

This approach demonstrates that fieldwork is generally regarded as a key learning method for providing hands-on experience in the real world, in line with the academic characteristics of the Faculty of Information Technology. Students of Architecture, Civil Engineering, and Mechanical Engineering, for example, gain direct exposure to design projects, construction implementation, and manufacturing practices. Similarly, in the fields of Electrical Engineering and Food Technology, fieldwork serves as a means to understand electrical systems and industrial food production processes. In the context of Computer Science, fieldwork is typically implemented through information system projects, industrial work placements, or collaboration in software development.

Meanwhile, the discussion method is also given high priority as a medium for developing critical, argumentative, and collaborative thinking skills. Discussions support students in formulating ideas, reviewing practical outcomes, and evaluating field-based issues reflectively. Therefore, although there are slight variations in figures for the Computer Science programme, the data as a whole reflects that both methods have been integrated consistently into the learning strategies of all study programmes.

6.5 Job Status

Current alumni status refers to the circumstances or activities of graduates of the Faculty of Information Technology at the time the survey or data collection was conducted. This status encompasses various categories describing whether the alumni are currently employed, pursuing further education, self-employed, or seeking employment.

	Status Alumni	Arsitektur (%)	Teknik Sipil (%)	Teknik Mesin (%)	Elektro (%)	Informatika (%)	Teknologi Pangan (%)
1	Bekerja	92.11	97.62	81.25	81.25	66.67	75.0
2	Belum memungkinkan bekerja	0.0	2.38	0.0	0.0	2.78	0.0
3	Wiraswasta	7.89	0.0	10.94	10.94	18.06	25.0
4	Melanjutkan Pendidikan	0.0	0.0	3.13	3.13	4.17	0.0
5	Tidak Kerja tetapi sedang mencari kerja	0.0	0.0	4.69	4.69	8.33	0.0

Figure 6.5 Current Alumni Status

This data covers several categories, such as being employed, continuing their education, running a business, or currently seeking employment. Based on the available data, the majority of graduates from the Faculty of Information Technology are already employed, with the Civil Engineering (97.62%) and Architecture (92.11%) programmes having the highest percentages. Meanwhile, alumni who are self-employed are found in the Mechanical Engineering (10.94%) and Food Technology (25%) programmes. Some alumni are also continuing their education, although the numbers are smaller, particularly in Mechanical Engineering (3.13%). Additionally, there are alumni who are still seeking employment, with the highest percentage in the Mechanical Engineering programme (4.69%).

6.6 Average Time Taken by Graduates to Find Employment

The following data refers to the average period of time taken by graduates of the Faculty of Information Technology to secure their first main job, excluding part-time work or side jobs that do not constitute a primary career.

Program Studi	Indikator	Persentase (%)	Rata-rata Waktu
Arsitek	Sebelum Lulus	100	2 Bulan
	Setelah Lulus	0	0 Bulan
	Tidak mencari kerja	0	-
Teknik Sipil	Sebelum Lulus	100	0 Bulan
	Setelah Lulus	0	0 Bulan
	Tidak mencari kerja	0	-
Teknik Mesin	Sebelum Lulus	98.61	1 Bulan
	Setelah Lulus	1.39	3 Bulan
	Tidak mencari kerja	0	-
Teknik Elektro	Sebelum Lulus	100	2 Bulan
	Setelah Lulus	0	0 Bulan
	Tidak mencari kerja	0	-
Informatika	Sebelum Lulus	100	0 Bulan
	Setelah Lulus	0	0 Bulan
	Tidak mencari kerja	0	-
Teknologi Pangan	Sebelum Lulus	100	0 Bulan
	Setelah Lulus	0	0 Bulan
	Tidak mencari kerja	0	-

Figure 6.6 Average Time Taken by Graduates to Find Employment

Most degree programmes in the Faculty of Information Technology—namely Architecture, Civil Engineering, Electrical Engineering, Computer Science, and Food Technology—show that 100% of graduates secure their first job before graduation. The average job search duration for these categories is 0 months for Civil Engineering, Computer Science, and Food Technology, and 2 months for Architecture and Electrical Engineering. For the Mechanical Engineering programme, 98.61% of graduates secured their first job before graduation with an average search duration of 1 month, whilst 1.39% of graduates began looking for work after graduation with an average duration of 3 months. This data consistently shows that the proportion of graduates seeking employment after graduation is 0% in most degree programmes, with an average search time of 0 months, and no graduates are not seeking employment.

6.7 Time Taken by Graduates to Secure Employment

Time Taken by Graduates to Find Employment refers to the period required by graduates of the Faculty of Information Technology to secure employment after completing their studies. This indicator is often used to assess the effectiveness of higher education in preparing students to enter the workforce. This data measures the time required to secure employment, whether obtained before or after graduation.

Program Studi	Indikator	Persentase (%)	Rata-rata Waktu / Gaji
Arsitek	Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	100	2.89 Bulan
	Mendapatkan pekerjaan > 6 bulan	0	0.00 Bulan
	Rata-rata pendapatan per bulan	-	Rp. 3,784,769 /bulan
Teknik Sipil	Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	100	3.64 Bulan
	Mendapatkan pekerjaan > 6 bulan	0	0.00 Bulan
	Rata-rata pendapatan per bulan	-	Rp. 5,889,286 /bulan
Teknik Mesin	Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	93,75	3.30 Bulan
	Mendapatkan pekerjaan > 6 bulan	6,25	7.25 Bulan
	Rata-rata pendapatan per bulan	-	Rp. 4,639,167 /bulan
Teknik Elektro	Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	93,33	2.64 Bulan
	Mendapatkan pekerjaan > 6 bulan	6,67	9.00 Bulan
	Rata-rata pendapatan per bulan	-	Rp. 4,080,000 /bulan
Informatika	Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	86,11	3.16 Bulan
	Mendapatkan pekerjaan > 6 bulan	13,89	6.88 Bulan
	Rata-rata pendapatan per bulan	-	Rp. 284,657,969 /bulan
Teknologi Pangan	Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	100	2.75 Bulan
	Mendapatkan pekerjaan > 6 bulan	0	0.00 Bulan
	Rata-rata pendapatan per bulan	-	Rp. 4,399,999 /bulan

Figure 6.7 Time Taken by Graduates to Find Employment

According to the table, the majority of graduates from the Faculty of Information Technology secured employment within less than six months of graduating. For example, in the Architecture, Food Technology and Civil Engineering programmes, 100% of alumni found employment within approximately 2.75 to 3.64 months. Meanwhile, in Electrical Engineering, although the majority (86%) found employment within less than 6 months, some took longer (up to 6.88 months). In terms of salary, Computer Science graduates have the highest average income, reaching Rp 284 million per month. Meanwhile, other programmes such as Architecture and Electrical Engineering have lower salaries, ranging from Rp 3.7 million to Rp 4 million per month.

Overall, this data indicates that the majority of graduates find employment quickly, and although there is variation in salaries, graduates from certain programmes, such as Computer Science, have higher earning potential.

6.8 Type of Employer

The Type of Company/Organisation/Institution Where Graduates Work is an indicator describing the categories of employers chosen by graduates after they complete their studies at the Faculty of Computer Science. This indicator describes the type of sector or institution where alumni work, whether it be a government agency, a private company, a non-profit organisation, or self-employment/their own business. This data provides an overview of alumni engagement in specific sectors and can be used to assess the alignment of the education received with employment opportunities across various sectors.

□	Program Studi	Instansi Pemerintah (termasuk BUMN) (%)	Organisasi Non-profit/Lembaga Swadaya Masyarakat (%)	Perusahaan Swasta (%)	Wiraswasta/Perusahaan Sendiri (%)	Lainnya (%)
1	Arsitek	10.53	0.0	78.95	10.53	0.0
2	Teknik Sipil	7.14	0.0	92.86	0.0	0.0
3	Teknik Mesin	7.81	0.0	84.38	7.81	0.0
4	Teknik Elektro	6.67	0.0	80.0	18.33	0.0
5	Informatika	6.94	0.0	65.28	27.78	0.0
6	Teknologi Pangan	0.0	0.0	85.0	15.0	0.0

Figure 6. 8 Types of Employers

The data presented shows that graduates from the Faculty of Information Technology are more likely to work in private companies, with percentages ranging from 65% to 92.86%. A small proportion of alumni also choose to become self-employed or run their own businesses, with percentages ranging from 7.81% to 27.78%, depending on their respective study programmes. Although government agencies (including state-owned enterprises) are an option, only a small number of alumni work in this sector, with figures ranging from 0% to 10.53%. Furthermore, no alumni have chosen to work in non-profit organisations or community-based organisations. In conclusion, the majority of alumni prefer to work in the private sector or run their own businesses, with government agencies being a relatively minor choice.

6.9 Alumni Employment Levels

The level of alumni employment refers to the category or level of the company or organisation where alumni work after completing their education.

Jurusan	Lokal/Wiraswasta Tidak Berbadan Hukum (%)	Nasional/Wiraswasta Berbadan Hukum (%)	Multinasional/Internasional (%)
Arsitektur	50.00	44.44	5.56
Teknik Sipil	23.08	71.79	5.13
Teknik Mesin	19.35	72.58	8.06
Teknik Elektro	21.43	71.43	7.14
Informatika	45.61	45.61	8.77
Teknologi Pangan	35.00	60.00	5.00

Figure 6.9: Levels of Alumni Employment

From the data provided, it can be seen that the employment levels of alumni vary between each study programme. Some study programmes tend to

work more in the Local/Unincorporated Self-Employed sector, such as Architecture (50%) and Food Technology (35%), indicating that many graduates work in small or local businesses that are not legally registered. On the other hand, programmes such as Civil Engineering and Mechanical Engineering have higher percentages in the National/Registered Business sector (71.79% and 72.58%, respectively), indicating that many alumni from these programmes are more likely to work in companies that are registered and operate nationally.

For Multinational/International, the percentage is relatively smaller across all programmes, with Computer Science recording the highest figure (8.77%) in this category, indicating that some Computer Science graduates choose to work in companies operating internationally. Overall, the majority of graduates choose to work in companies operating nationally, whilst a small proportion choose to work in the international or local sectors.

6.10 Percentage of Alumni Positions/Roles (If Self-Employed)

The ‘Alumni Position/Role in Entrepreneurship’ category refers to the roles held by alumni who are involved in entrepreneurship or run their own businesses. This category identifies the positions or roles alumni hold in their entrepreneurial activities, such as Founder (business founder), Co-founder (co-founder), Staff (employee in their own business), Freelancer (a worker who works independently on a contract or specific project basis), or Not Self-Employed (alumni not involved in entrepreneurial activities). This data provides an overview of how alumni fulfil roles in the business world, whether they have started their own business or work as part of a team within a business they have established.

Jurusan	Founder (%)	Co-founder (%)	Staff (%)	Freelance/Pekerja lepas (%)	Tidak Berwiraswasta (%)
Arsitektur	5.26	0.00	60.53	13.16	21.05
Teknik Sipil	0.00	0.00	90.48	4.76	4.76
Teknik Mesin	4.69	1.56	75.00	7.81	10.94
Teknik Elektro	13.33	0.00	53.33	13.33	20.00
Informatika	1.39	0.00	50.00	12.50	36.11
Teknologi Pangan	15.00	5.00	75.00	5.00	0.00

Figure 6. 10 Percentage of Alumni Positions/Roles (If Self-Employed)

The data shows the distribution of alumni positions or roles in the private sector by their field of study. The majority of alumni from various fields work as staff, with the highest percentages in Civil Engineering (90.48%) and Mechanical Engineering and Food Technology (75%). Founders and Co-founders have lower percentages across most majors, with Computer Science and Food Technology showing slightly higher figures in the Founder category. Meanwhile, Freelancers also show variation, with higher percentages in Architecture (13.16%) and Computer Science (12.50%). The percentage of those not self-employed is generally lower, though higher in the Computer Science programme (36.11%). Overall, alumni are more likely to work as staff in companies, although there are a number of alumni who have started their own businesses or work as freelancers.

6.11 Percentage of Alumni Continuing Their Studies

The Percentage of Alumni Continuing Their Studies refers to the percentage of alumni who continue their education to a higher level after completing their previous educational programme. This data illustrates how many alumni from each department choose to continue their studies, whether at a higher level such as a master's or doctoral degree

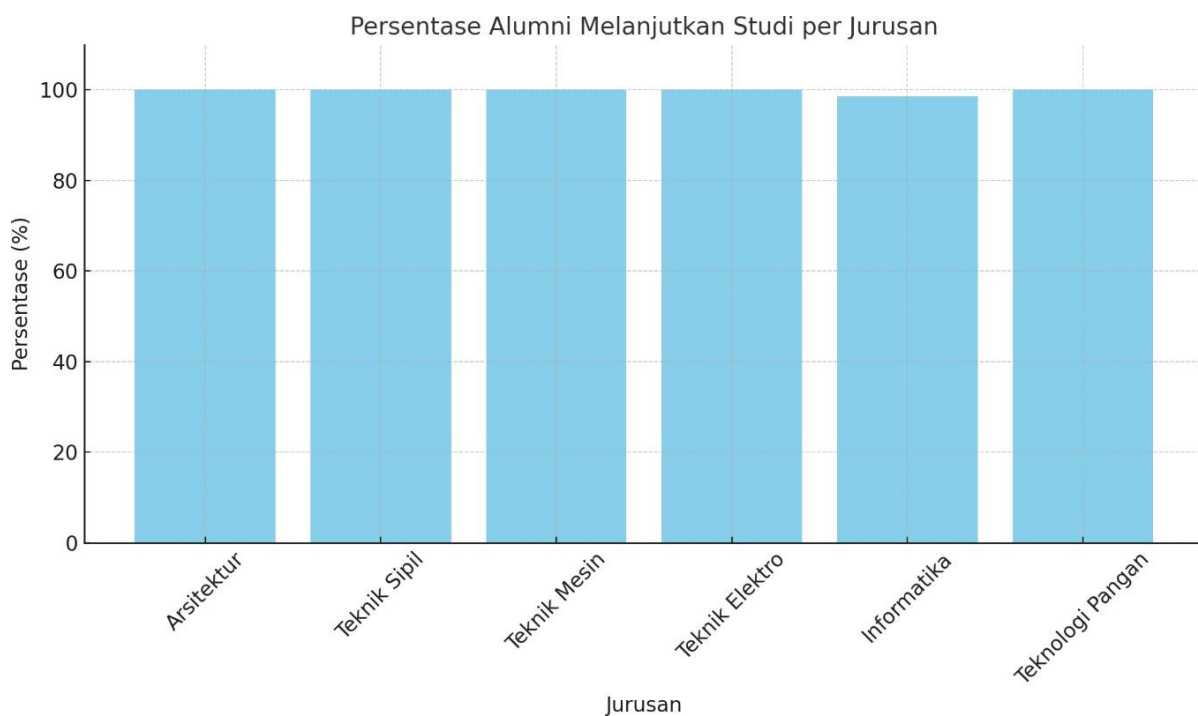


Figure 6.11 Percentage of Alumni Continuing Their Studies

Figure 6.11 shows the percentage of alumni who continue their studies after graduation, by department. All departments, except Computer Science, have 100% of alumni continuing their studies. Computer Science has a slightly lower percentage, at 98.61%. This indicates that the majority of alumni from various departments continue their education to a higher level after graduation.

6.12 How Close is the Relationship between Field of Study and Employment, and the Appropriate Level of Education for the Present

The relationship between field of study and occupation measures the extent to which the education obtained by graduates aligns with the jobs they hold after graduation. The level of education appropriate for their current job assesses the alignment between graduates' educational attainment and the demands of their current roles.

Jurusan	Hubungan antara Bidang Studi dengan Pekerjaan (%)	Tingkat Pendidikan yang Sesuai untuk Pekerjaan Saat Ini (%)
Arsitektur	100.00	100.00
Teknik Sipil	100.00	100.00
Teknik Mesin	100.00	100.00
Teknik Elektro	100.00	100.00
Informatika	100.00	100.00
Teknologi Pangan	100.00	100.00

Figure 6.12 Relationship between Field of Study and Occupation and Level of Education Suitable for Current Occupation

Figure 6.12 shows that all graduates from the Faculty of Information Technology have a very strong relationship between their field of study and their current employment, with a score of 100% across every programme. This indicates that the education received by alumni is highly relevant to the work they undertake. Furthermore, the level of education attained by alumni is also appropriate for their current jobs, as reflected in a score of 100% for every major. This demonstrates that the higher education they undertook has prepared them well to face the challenges of the workplace.

6.13 How Graduates Seek Employment

Job search methods among graduates of the Faculty of Information Technology refer to the approaches or strategies used by alumni from various study programmes to find employment after completing their education. Each study programme exhibits certain tendencies in choosing job search methods, depending on the characteristics, skills, and opportunities available within their respective fields.

	Metode Pencarian Kerja	Arsitektur	Teknik Sipil	Teknik Mesin	Teknik Elektro	Informatika	Teknologi Pangan
1	Mencari lewat internet/iklan online/milis	50%	50%	50%	50%	49.32%	50%
2	Memperoleh informasi dari pusat/kantor pengembangan karir	50%	50%	50%	50%	48.63%	50%
3	Lainnya	0%	0%	0%	0%	1.36%	0%

Figure 6. 13 Ways Graduates Look for Work

Figure 6.13 shows the percentage of graduates from the Faculty of Computer Science who use various methods to find employment. The majority of alumni across all degree programmes choose to look for work via the internet or online advertisements (around 50%). Some study programmes, such as Computer Science, show a slightly lower percentage for seeking employment through faculty career development, whilst a small proportion of alumni use other methods. This data provides an insight into how alumni utilise available resources to enter the workforce after graduation.

6.14 Average Number of Applications Sent to Companies and Company Responses

Average Applications Sent to Companies refers to the average number of companies or organisations to which an individual (e.g. an alumnus) has applied via various channels, such as post or email, before securing their first job. This indicator measures the intensity or effort of job-seeking undertaken by an individual by sending applications to various companies as an initial step towards securing employment.

The Average Number of Responses from Companies refers to the average number of companies or organisations that provide a response to applications submitted by a jobseeker. This response may take the form of notification that the application has been received, further information

further details regarding the selection process, or perhaps an invitation to proceed to the interview stage.

<input type="checkbox"/>	Prodi	Rata - Rata Lamaran yang Dikirim ke Perusahaan	Rata - Rata Respon Perusahaan
1	Arsitektur	3 Perusahaan	3 Perusahaan
2	Teknik Sipil	3 Perusahaan	3 Perusahaan
3	Teknik Mesin	3 Perusahaan	3 Perusahaan
4	Teknik Elektro	3 Perusahaan	3 Perusahaan
5	Informatika	3 Perusahaan	3 Perusahaan
6	Teknologi Pangan	3 Perusahaan	3 Perusahaan

Figure 6.14 Average Number of Applications Sent to Companies and Company Responses

Average Number of Applications Sent to Companies and Average Company Responses for graduates of the Faculty of Information Technology. Each study programme has the same figures, namely an average of 3 companies applied to, and 3 companies responding to the applications submitted. This data indicates that graduates from all study programmes demonstrate the same level of effort in applying for jobs and receiving positive responses. On average, three companies respond to each application, reflecting a high level of effectiveness in the job search process.

FACULTY OF LAW

7.1 Response Rate by Programme

Respondents are alumni or graduates who were asked to complete a survey to provide information about their experiences after completing their education, such as the jobs they secured, the skills they acquired, and the relevance of their education to their careers. The data obtained from respondents will be used to analyse and evaluate the effectiveness of study programmes or educational institutions in preparing their graduates for the world of work.

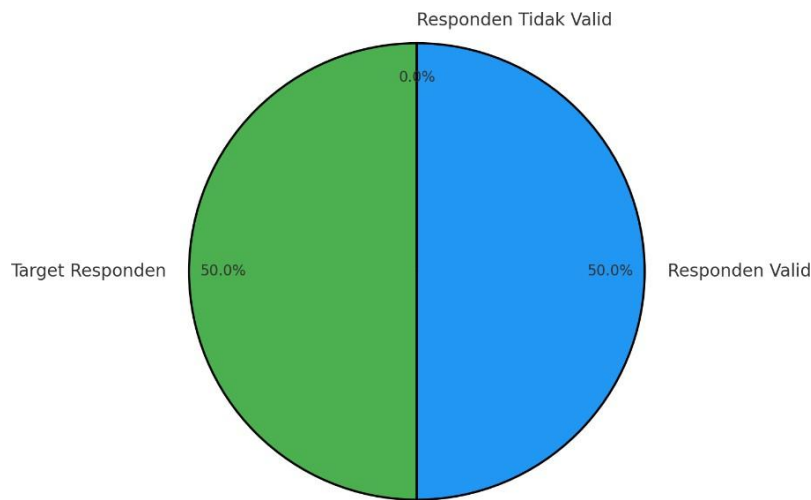


Figure 7.1 Response Rate by Study Programme

Figure 7.1 presents statistics from the *Tracer Study* Report for the Law programme in 2023. There were 57 respondents targeted to take part in the survey, and 57 valid respondents who provided data suitable for further analysis. This indicates that the majority of respondents provided valid and relevant information. Interestingly, there were no invalid respondents, meaning all data received met the validity criteria. This diagram illustrates excellent participation in the survey, with high-quality results ready for further analysis.

7.2 Sources of Funding for Tuition Fees

Sources of Funding for Tuition Fees refer to the various methods or sources used by students or alumni to finance their education during their time at university.

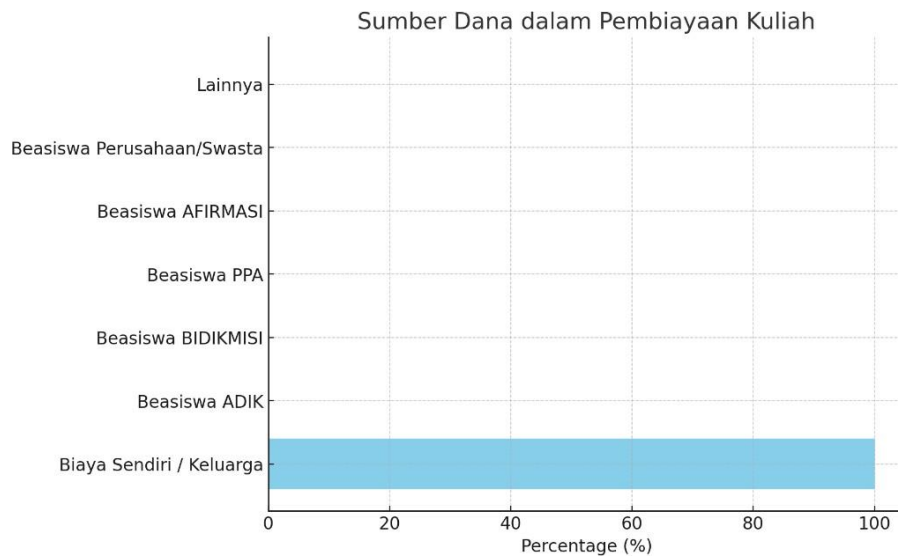


Figure 7.2 Sources of Funding for Tuition Fees

Based on the data presented, Self/Family Funding is the primary source of funding, with 100% of respondents relying on this source. This indicates that the majority of students on this programme obtain their educational funding from their families or through personal means. On the other hand, other categories such as the ADIK Scholarship, BIDIKMISI Scholarship, and PPA Scholarship show a percentage of 0%, meaning that no students use scholarships as a source of funding for their studies.

7.3 Competencies Mastered by Graduates

The competencies mastered by alumni encompass the knowledge, skills, and attitudes required for success in the workplace. Higher education institutions contribute to shaping these competencies through relevant curricula, practical experience, and the development of soft skills such as ethics, communication, and teamwork. This prepares alumni to face professional challenges and adapt to industry needs.

	Kompetensi	Tingkat Kompetensi yang Dikuasai Pada Saat Lulus (%)	Tingkat Kompetensi yang Diperlukan Dalam Pekerjaan (%)
1	Etika	100	100
2	Keahlian berdasarkan bidang ilmu	100	100
3	Bahasa Inggris	100	100
4	Penggunaan Teknologi Informasi	100	100
5	Komunikasi	100	100
6	Kerja sama tim	100	100
7	Pengembangan Diri	100	100

Figure 7.3 Competencies Mastered by Graduates

The table shows the results of *the Tracer Study*, which measures the competencies mastered by alumni and the level of alignment with the needs of the workplace. All competencies mastered by alumni, such as ethics, subject-specific expertise, English, information technology, communication, teamwork, and personal development, are recorded with a 100% mastery rate. Furthermore, all of these competencies are also required 100% in the workplace, indicating that the education received by graduates is highly relevant to the demands of the labour market.

7.4 Teaching Methods

The level of emphasis on the learning methods implemented in the study programme is a measure of the extent to which various learning methods, such as lectures, practicals, internships, and others, are prioritised and applied within the programme’s curriculum.

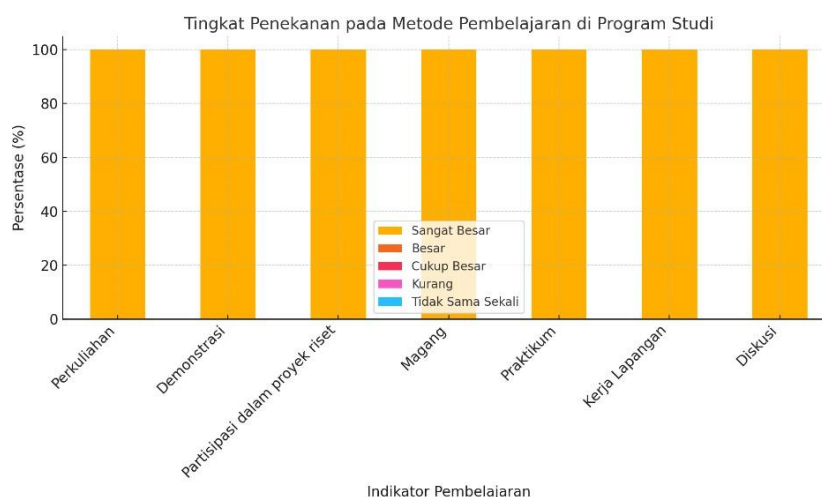


Figure 7.4 Level of Emphasis on Learning Methods

The data presented shows the level of emphasis on various learning methods applied in the study programme. All methods, including lectures, demonstrations, participation in research projects, work placements, practical sessions, fieldwork, and discussions, receive a very high level of emphasis with a percentage of 100%. This means that the study programme gives full attention to and maximally applies these learning methods within its curriculum. These methods are crucial in creating a holistic and practical learning experience for students, in line with the competencies required in the workplace.

7.5 Employment Status

Current alumni status refers to the circumstances or situation experienced by alumni after completing their higher education, including whether they are in employment, still looking for work, self-employed, continuing their education, or currently unemployed but seeking employment opportunities.

INDIKATOR	PERSENTASE (%)
F801. Bekerja	71.93 %
F802. Belum memungkinkan bekerja	0.00 %
F803. Wiraswasta	10.53 %
F804. Melanjutkan Pendidikan	17.54 %
F805. Tidak Kerja tetapi sedang mencari kerja	0.00 %

Figure 7.5 Current Alumni Status

Based on the data presented, the majority of alumni (71.93%) are already in employment. A small proportion (17.54%) are continuing their education, whilst 10.53% have chosen to become entrepreneurs. No alumni are recorded in the categories ‘Unable to Work’ or ‘Not Working but Currently Seeking Employment’. This indicates that the majority of alumni have integrated well into the workforce or are continuing their education after graduation.

7.6 Average Time Alumni Spent Looking for Work

The average time alumni spent looking for work refers to the duration it took alumni to secure a job after graduating from university, excluding part-time work. This data illustrates how long alumni spent looking for work before they successfully secured their desired position.

	Indikator	Persentase (%)	Rata-rata Waktu
1	Sebelum Lulus	100	0 Bulan
2	Setelah Lulus	0	0 Bulan
3	Tidak Mencari Kerja	0	-

Figure 7.6 Average Time Taken by Graduates to Find Employment

According to the data provided, all alumni (100%) were looking for work before graduating, with the average job search duration being 0 months, indicating that they had secured employment before or immediately after graduating. No alumni were reported to have looked for work after graduating or not to have looked for work at all, based on the available data. This suggests that all alumni who took part in this survey entered employment immediately after completing their studies.

7.7 Time Taken by Graduates to Find Employment

Time Taken by Graduates to Find Employment refers to the duration required by graduates to find employment after graduating from university.

INDIKATOR	PERSENTASE (%)	RATA - RATA WAKTU
F5041. Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	82.46 %	3.72 Bulan
F5042. Mendapatkan pekerjaan > 6 bulan	17.54 %	1.00 Bulan

INDIKATOR	RATA - RATA GAJI
F505. Rata-rata pendapatan per bulan	Rp. 4,658,511 /bulan

Figure 7.7 Time Taken by Graduates to Find Employment

Based on the data presented, the majority of alumni (82.46%) succeeded in securing employment within six months or less, including those who were already employed before graduation, with an average job search duration of approximately 3.72 months. Meanwhile, 17.54% of alumni secured employment after more than six months, with an average job search duration of one month. The average monthly income of graduates is approximately Rp 4,658,511, reflecting the earnings received by graduates who are already in employment. This data indicates that the majority of graduates managed to secure employment relatively quickly and have a stable income after graduation.

7.8 Type of Employer

"Type of company/organisation/institution where alumni currently work" refers to the sector or type of organisation where alumni work after graduating from university. This data

shows the distribution of where alumni work, whether they are employed in the public sector, non-profit organisations, private companies, as entrepreneurs, or elsewhere.

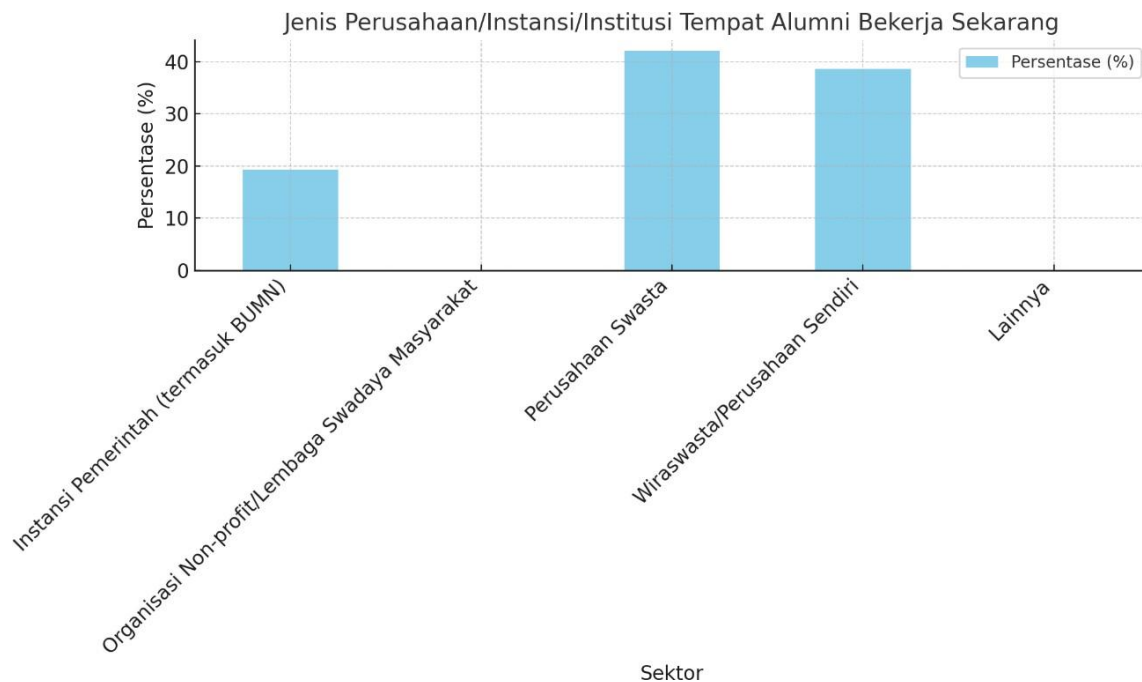


Figure 7.8 Types of Companies/Organisations/Institutions Where Alumni Currently Work

Based on the available data, alumni work in various types of organisations or companies. The majority of alumni (42.11%) work in private companies, whilst 38.60% of alumni have chosen to become entrepreneurs or run their own businesses. Only 19.30% of alumni work in government agencies (including state-owned enterprises). No alumni work in non-profit organisations/civil society organisations or other categories. This indicates that the majority of alumni prefer to work in the private sector or become entrepreneurs, whilst only a small proportion work in the public sector.

7.9 Alumni Employment Levels

The level of alumni employment refers to the type and scale of the company or organisation where alumni work after graduating from university, covering categories such as local, national, multinational companies, or self-employment. This data measures the extent to which alumni work in specific sectors, whether in large companies with legal entities or smaller, informal businesses.

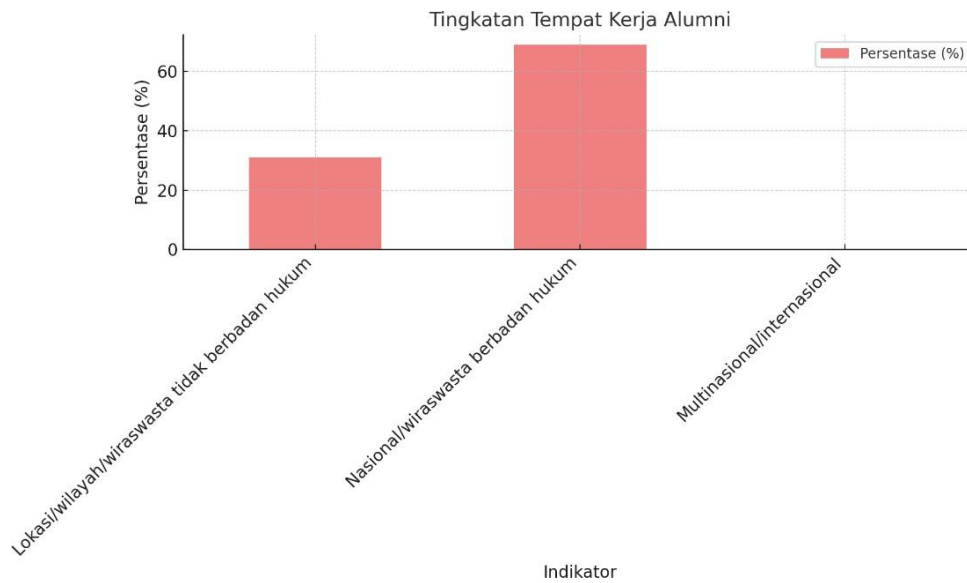


Figure 7.9 Employment Levels of Graduates

Based on the data presented, the majority of alumni (68.89%) work for national companies or legally incorporated businesses, indicating that many alumni choose to join organisations with clear structures and regulations. A total of 31.11% of alumni chose to work in local/regional areas or in unincorporated self-employment, indicating diversity in their choice of employment sector, although this sector is smaller and tends to be more informal. No alumni work in multinational/international companies, reflecting that the majority of alumni work in a more local or national environment. This data provides an overview of the distribution of alumni employment sectors and their tendency to choose formal and structured sectors over international ones.

7.10 Percentage of Alumni Positions/Roles (If Self-Employed)

Percentage of Alumni Positions/Roles (If Self-Employed) refers to the types of positions or roles held by alumni who chose to become self-employed after graduating from university. This data shows the distribution of roles taken by alumni who have entered the world of entrepreneurship, such as founder, co-founder, staff, freelance, or not self-employed at all.

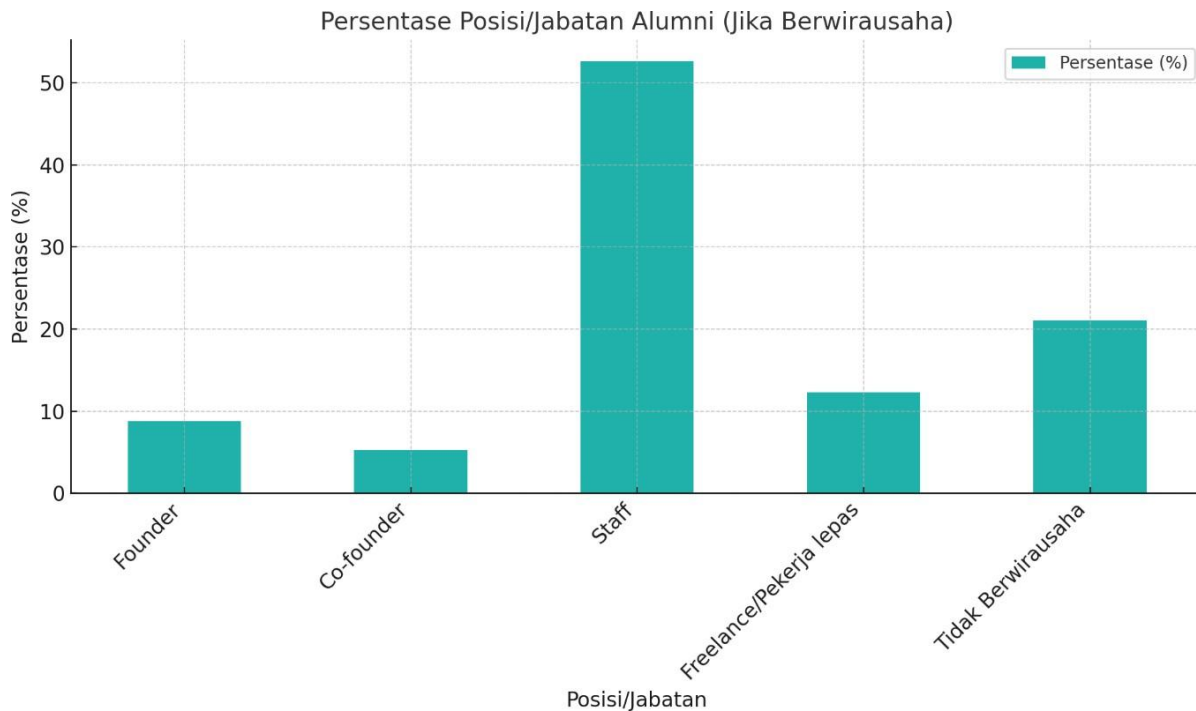
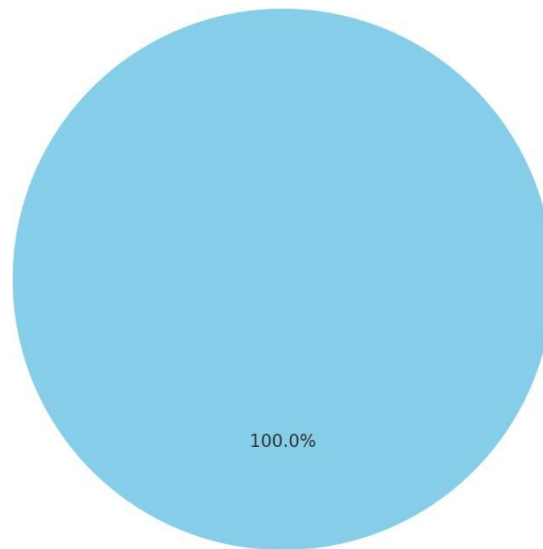


Figure 7. 10 Percentage of Alumni Positions/Roles (If Self-Employed)

Based on the data presented, alumni who are entrepreneurs hold a variety of positions. The majority of alumni (52.63%) work as staff members within their companies or organisations, indicating that although they are entrepreneurs, they tend to occupy more basic or support roles. Furthermore, 8.77% of alumni serve as founders of their own companies, whilst 5.26% hold the position of co-founder. A total of 12.28% of alumni work as freelancers, whilst 21.05% of alumni have chosen not to be entrepreneurs. This data shows that although many alumni are entrepreneurs, the majority choose to be staff members or freelancers rather than leading their own companies.

7.11 Percentage of Alumni Continuing Their Studies

The percentage of alumni continuing their studies refers to the number of alumni who decided to continue their education after graduating from university. This data illustrates how many alumni chose to continue their studies to a higher level, such as a master's degree or similar.



Alumni Melanjutkan Studi

Persentase Alumni Melanjutkan Studi

	Indikator	Persentase (%)
1	Alumni Melanjutkan Studi	100.0

Figure 7.11 Percentage of Alumni Continuing Their Studies

Based on the data presented, 100% of alumni chose to continue their studies after graduating from university. This indicates that all alumni involved in this survey decided to continue their education, either domestically or abroad. The pie chart shown illustrates that all respondents fall into this category.

7.12 How Close is the Relationship between Field of Study and Employment, and the Level of Education Suitable for Current Employment

The strength of the relationship between field of study and employment refers to the degree of fit or relevance between the discipline studied during higher education and the type of work undertaken by alumni after graduation. The level of education appropriate for current employment refers to the extent to which the level of education held by

alumni (e.g. bachelor’s degree holders, master’s degree holders, etc.) in accordance with the educational requirements for their current jobs.

F14. Seberapa erat hubungan antara bidang studi dengan pekerjaan

INDIKATOR	SANGAT ERAT	ERAT	CUKUP ERAT	KURANG ERAT	TIDAK SAMA SEKALI
Hubungan antara bidang studi dan pekerjaan	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %

F15. Tingkat pendidikan yang sesuai untuk pekerjaan saat ini

INDIKATOR	SETINGKAT LEBIH TINGGI	TINGKAT YANG SAMA	SETINGKAT LEBIH RENDAH	TIDAK PERLU PENDIDIKAN TINGGI
Tingkat pendidikan yang sesuai untuk pekerjaan saat ini	0.00 %	100.00 %	0.00 %	0.00 %

Figure 7.12 Relationship Between Field of Study and Occupation, and the Appropriate Level of Education for Current Occupation

The strength of the relationship between field of study and occupation measures the relevance between the education alumni received in their field of study and the jobs they hold after graduation. In the context of law programmes, this data indicates the extent to which the knowledge and skills acquired during their studies can be applied in the workplace, such as in the legal sector, government, or the private sector requiring legal experts. Consequently, if graduates feel that their education is closely aligned with the work they do, then the law programme can be considered successful in preparing its graduates for the professional world.

The level of education appropriate for current employment measures whether graduates feel that the level of education they received is sufficient to meet the demands of the jobs they currently hold. For graduates of law programmes, this may mean whether the bachelor’s or master’s degree they obtained meets the requirements for practising a legal profession, whether as a solicitor, notary, judge, or in other roles within the public or private sector. If graduates feel that their education is highly

well-suited to the work they are doing, this indicates that the legal education they received is relevant and adequate.

For the Law programme, the survey results showing that 100% of alumni feel there is a very close link between their field of study and their work reflect the fact that the education they received is highly relevant to the demands of their jobs. Furthermore, 100% of alumni also feel that the level of education they attained is highly suited to their current jobs, indicating that the Law programme successfully equips its graduates with the knowledge and skills required in the workplace. Thus, this Law programme demonstrates excellent quality in preparing alumni to face professional challenges in the legal field.

7.13 How Alumni Seek Employment

The ways in which alumni seek employment refer to the methods or channels used by alumni to find work after graduating from university

Indikator	Persentase (%)
Mencari lewat internet/iklan online/milis	50.0
Memperoleh informasi dari pusat/kantor pengembangan karir	50.0

Figure 7. 13 Ways Graduates Seek Employment

Based on the data presented, graduates of the Faculty of Law predominantly use two main methods when seeking employment. As many as 50% of alumni seek employment via the internet, online advertisements, or mailing lists, indicating that technology and digital platforms are the primary sources for finding job vacancies. Furthermore, 50% of alumni also obtain job information through the faculty/university's career development centre or office, indicating the importance of academic networks and support from the university in helping alumni enter the workforce. Other methods, such as applying without knowing of a vacancy or contacting relevant parties, are not widely used by alumni, according to this data.

7.14 Average Number of Applications Sent to Companies and Company Responses

“Average number of applications sent to companies” refers to the average number of companies or organisations contacted by alumni by sending job applications, either by post or email, before they secured their first job. "Average company response" measures how many companies responded to these applications, whilst "Average number of companies inviting for an interview" indicates how many companies invited graduates to attend an interview stage after applying for a job.

	Indikator	AVG
1	Berapa perusahaan/instansi/institusi yang sudah anda lamar (lewat surat atau e-mail) sebelum memperoleh pekerjaan	3 Perusahaan
2	Berapa banyak perusahaan/instansi/institusi yang merespons lamaran anda?	3 Perusahaan
3	Berapa banyak perusahaan/instansi/institusi yang mengundang anda untuk wawancara?	3 Perusahaan

Figure 7.14: Average Number of Applications Sent to Companies and Company Responses

Based on the data presented, graduates on average sent three applications to companies or organisations in their search for their first job. Of these, three companies responded to the applications sent, and three others invited graduates to attend job interviews. This data indicates that although graduates submit applications to a number of companies, they receive a relatively high response rate and number of interview invitations, suggesting that their job search process is quite effective.

FACULTY OF ECONOMICS AND BUSINESS

8.1 Response Rate by Study Programme

The distribution of valid and invalid respondents refers to the breakdown of respondents in the tracer study based on whether the data they provided met the validity criteria. Respondents who provided complete data in accordance with research standards were considered valid, whilst data that did not meet the criteria was considered invalid.

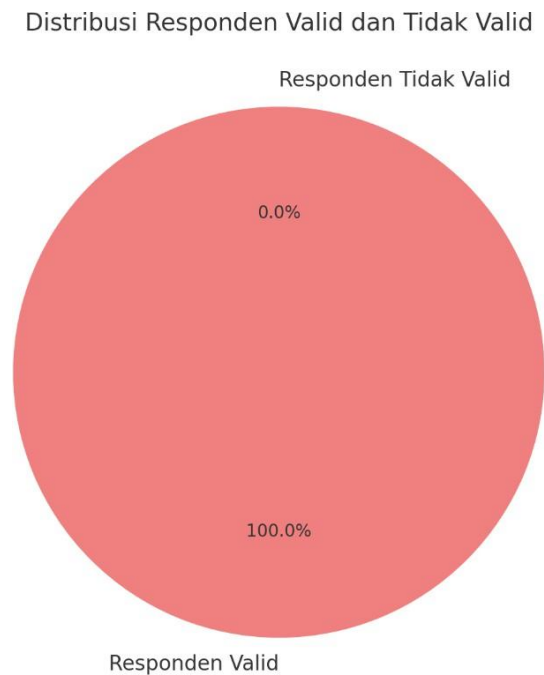


Figure 8.1 Response Rate by Study Programme

Based on the data presented, 100% of respondents provided valid data, meaning that all respondents involved in this tracer study survey met the necessary criteria for further analysis. No respondents provided invalid data, indicating that the data collection process in this study was highly effective and successfully obtained reliable responses from all target respondents. This signifies the quality and success of this tracer study in obtaining data that can be used for further evaluation.

8.2 Sources of Funding for Tuition Fees

Sources of funding for university tuition refer to the methods or sources used by students to pay for their education during their studies. This includes various options such as using personal funds, scholarships, or assistance from other institutions such as the government, companies, or educational institutions.

<input type="checkbox"/>	Indikator	Persentase (%)
1	Biaya Sendiri / Keluarga	100.0
2	Beasiswa ADIK	0.0
3	Beasiswa BIDIKMISI	0.0
4	Beasiswa PPA	0.0
5	Beasiswa AFIRMASI	0.0
6	Beasiswa Perusahaan/Swasta	0.0
7	Lainnya	0.0

Figure 8.2 Sources of Funding for University Tuition

Based on the data presented, all alumni (100%) funded their education through their own means or family support, indicating that they relied entirely on personal resources or family support to pay for their tuition fees. No alumni utilised the ADIK scholarship, the BIDIKMISI scholarship, the PPA scholarship, the AFIRMASI scholarship, or any other funding sources. This indicates that the majority of alumni did not rely on scholarships or external support for their education funding, and instead relied more heavily on personal or family resources.

8.3 Competencies Mastered by Alumni

Alumni competencies refer to the comparison between the skills and knowledge mastered by alumni upon graduation and the competencies required by the workplace for the positions they hold. This data measures how well the education received by alumni at university aligns with the demands and expectations of the professional sector.

	Indikator	Tingkat Kompetensi yang Dikuasai Pada Saat Lulus (%)	Tingkat Kompetensi yang Diperlukan dalam Pekerjaan (%)
1	Etika	100.0	100.0
2	Keahlian berdasarkan bidang ilmu	100.0	100.0
3	Bahasa Inggris	100.0	100.0
4	Penggunaan Teknologi Informasi	100.0	100.0
5	Komunikasi	100.0	100.0
6	Kerja sama tim	100.0	100.0
7	Pengembangan Diri	100.0	100.0

Figure 8.3 Competencies Mastered by Students

Based on the data presented, 100% of graduates possess the competencies required by the workplace, such as ethics, English language proficiency, communication skills, use of information technology, teamwork, and personal development. All these competencies are also essential in their current jobs. The radar chart illustrates that there is no gap between the competencies mastered by graduates and those required in the workplace. This indicates that the university has successfully prepared its graduates with relevant skills that meet current professional demands.

8.4 Teaching Methods

The level of emphasis on teaching methods implemented within a study programme refers to the degree of attention and application given by the programme to the use of various teaching methods in delivering course content to students. This indicates the extent to which these methods are effectively applied in the learning process to achieve educational objectives.

INDIKATOR	SANGAT BESAR
F201. Perkuliahan	100.00 %
F202. Demonstrasi	100.00 %
F203. Partisipasi dalam proyek riset	100.00 %
F204. Magang	100.00 %
F205. Praktikum	100.00 %
F206. Kerja Lapangan	100.00 %
F207. Diskusi	100.00 %

Figure 8.4 Level of Emphasis on Teaching Methods

Based on the data presented, all teaching methods applied within the programme, such as lectures, demonstrations, participation in research projects, work placements, practical sessions, fieldwork, and discussions, receive a very high level of emphasis, with a percentage of 100%. This indicates that the programme gives full attention and ensures that students are engaged in various forms of relevant and practical learning. All these methods are implemented to the fullest extent to enhance students' learning experiences and prepare them for the professional world. This data reflects significant efforts in designing a holistic and diverse curriculum, which incorporates various approaches to develop students' skills.

8.5 Employment Status

The current status of alumni refers to the circumstances or situation experienced by graduates after leaving higher education, particularly in relation to their employment. This status describes whether alumni are in employment, self-employed, continuing their education, or currently seeking employment.



Figure 8.5 Current Alumni Status

Based on the data presented, the vast majority of alumni (79.4%) are already in employment, indicating that the majority of graduates from this programme have successfully entered the workforce after graduation. A total of 20.2% of alumni have chosen to become entrepreneurs, reflecting that some alumni are also interested in setting up their own businesses. Meanwhile, only 0.4% of alumni are unemployed but currently seeking work, indicating that almost all alumni have adapted to the world of work or have taken the initiative to become professionally independent. This data shows that the education provided has successfully

prepare graduates to enter the labour or create their own job opportunities.

8.6 Average Time Taken by Graduates to Find Employment

The average time alumni take to find work refers to the duration it takes for alumni to secure a job after graduating from university, excluding part-time work. This data measures the speed at which alumni find their first full-time job after graduation.

INDIKATOR	PERSENTASE (%)	RATA - RATA WAKTU
F301. Sebelum Lulus	100.00 %	0 Bulan
F302. Setelah Lulus	0.00 %	0 Bulan
F303. Tidak mencari kerja	0.00 %	-

Figure 8.6 Average Time Taken by Graduates to Find Employment

According to the data presented, 100% of graduates were looking for work before graduating, with the average job search duration being 0 months, indicating that they had secured employment before or immediately after graduating. No graduates sought employment after graduation, and no graduates did not seek employment. This indicates that almost all graduates were ready to enter the workforce upon completing their studies, with no delays in the job search process.

8.7 Time Taken by Graduates to Find Employment

Time Taken by Graduates to Find Employment refers to the duration required by graduates to secure employment after graduating from university. This includes the time taken to apply for jobs and ultimately secure their first position in the workforce.

INDIKATOR	PERSENTASE (%)	RATA - RATA WAKTU
F5041. Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	98.74 %	3.54 Bulan
F5042. Mendapatkan pekerjaan > 6 bulan	1.26 %	3.50 Bulan

Figure 8.7 Time Taken by Graduates to Find Employment

According to the data presented, the majority of graduates (98.7%) secured employment within ≤ 6 months, with an average job search duration of 3.54 months. Meanwhile, only 1.3% of graduates found employment after more than 6 months, with an average job search duration of 3.5 months. This indicates that the vast majority of graduates adapt fairly quickly and successfully enter the workforce after completing their education, whilst a small proportion take longer. This data illustrates the effectiveness of graduates in securing their first job after graduating from university.

8.8 Type of Employer

The type of company/organisation where alumni work refers to the sector or type of organisation where alumni work after graduating from university. This includes large companies, government agencies, non-profit organisations, as well as businesses or private enterprises run by alumni.

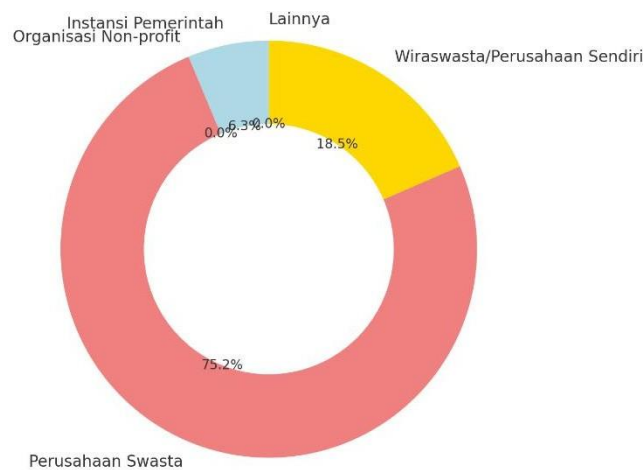


Figure 8. 8 Types of Employers

Based on the data presented, the majority of alumni (75.2%) work in private companies, indicating that the private sector is the primary choice for alumni seeking employment. A total of 18.5% of alumni chose to become entrepreneurs or run their own businesses, indicating an interest in and initiative towards independent business ventures. Meanwhile, 6.3% of alumni work in government agencies, including state-owned enterprises. No alumni work in non-profit organisations or other categories. This data illustrates the dominance of the private sector and entrepreneurship as the primary choices for alumni of this study programme.

8.9 Alumni Employment Levels

The employment level of alumni refers to the type and scale of the company or institution where alumni work after graduating from university. This includes categories such as local, national, multinational companies, or self-employment, and illustrates the sectors in which alumni are situated within the workforce.

INDIKATOR	PERSENTASE (%)
F5d1. Lokal/wilayah/wiraswasta tidak berbadan hukum	35.09 %
F5d2. Nasional/wiraswasta berbadan hukum	55.26 %
F5d3. Multinasional/internasional	9.65 %

Figure 8.9 Alumni Employment Levels

Based on the data presented, the majority of alumni (55.3%) work in national companies or legally incorporated private enterprises, indicating that the legally structured private sector is the primary choice for alumni entering the workforce. A total of 35.1% of alumni work in unincorporated private enterprises, suggesting that there are still opportunities for alumni to pursue careers in the informal sector or self-employment. Only 9.6% of alumni work in multinational or international companies, suggesting that although opportunities exist in global firms, the majority of alumni prefer the local or national sector. This data provides a clear picture of the tendency for alumni to choose the private sector or self-employment over multinational companies.

8.10 Percentage of Alumni Positions/Roles (If Self-Employed)

"Percentage of Alumni Positions/Roles (If Self-Employed)" refers to the distribution of positions or roles held by alumni involved in entrepreneurship after graduating from university. This data shows the types of roles taken on by alumni in the business world, whether as founders, part of a team, or even working freelance.



Figure 8.10 Percentage of Alumni Positions/Roles (If Self-Employed)

Based on the data presented, the majority of alumni who are entrepreneurs (50.4%) chose not to start their own businesses, suggesting that they may be working in other sectors or as employees in other companies. A total of 40.8% of alumni chose staff positions within their businesses, whilst 2.5% acted as founders and 1.3% as co-founders. Furthermore, 5% of alumni worked as freelancers. This data reflects that the majority of alumni chose roles as team members within their businesses or opted to work in other enterprises outside of entrepreneurship.

8.11 Percentage of Alumni Continuing Their Studies

The percentage of alumni continuing their studies refers to the number of alumni who chose to continue their education to a higher level after graduating from university. This data illustrates how many alumni decided to pursue postgraduate programmes, such as a master’s degree or other forms of further education.

INDIKATOR	PERSENTASE (%)
F18a. Persentase alumni melanjutkan studi	100.00 %

Figure 8.11 Percentage of Alumni Continuing Their Studies

Based on the data presented, all alumni involved in this survey (100% of alumni) chose to continue their studies. This indicates that all alumni from this study programme have a strong interest in deepening their knowledge through further education after graduation, which also reflects their readiness and ambition to develop their academic or professional careers in the future.

8.12 How Close is the Relationship between Field of Study and Employment, and the Level of Education Suitable for Current Employment

The relationship between field of study and employment measures the extent to which the knowledge and skills acquired by alumni during their studies are relevant and applied in the jobs they hold. The level of education appropriate for current employment describes how well the education received by alumni matches the work they are currently doing.

F14. Seberapa erat hubungan antara bidang studi dengan pekerjaan

INDIKATOR	SANGAT ERAT	ERAT	CUKUP ERAT	KURANG ERAT	TIDAK SAMA SEKALI
Hubungan antara bidang studi dan pekerjaan	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %

F15. Tingkat pendidikan yang sesuai untuk pekerjaan saat ini

INDIKATOR	SETINGKAT LEBIH TINGGI	TINGKAT YANG SAMA	SETINGKAT LEBIH RENDAH	TIDAK PERLU PENDIDIKAN TINGGI
Tingkat pendidikan yang sesuai untuk pekerjaan saat ini	0.00 %	100.00 %	0.00 %	0.00 %

Figure 8.12 Relationship between Field of Study and Employment, and Appropriate Educational Level for Current Employment

Based on the data presented, all alumni (100%) feel that there is a very close link between their field of study and their current job, indicating that they feel the education they received during their studies is highly relevant to the work they are currently doing. On the other hand, 100% of alumni feel that the level of education required for

their jobs is at the same level, indicating that they feel the degree they obtained is appropriate and sufficient to support their current work. This shows that alumni feel confident in applying the skills and knowledge they acquired during their studies in the workplace.

8.13 How Alumni Look for Work

The ways in which alumni look for work refer to the various methods used by alumni to find employment after graduating from university. These methods may include searching online, through job advertisements, professional networks, and other resources.

	Indikator	Persentase (%)
1	Mencari lewat internet/iklan online/milis	50.0
2	Memperoleh informasi dari pusat/kantor pengembangan karir fakultas/universitas	50.0

Figure 8. 13 Ways Alumni Look for Work

Based on the data presented, 50% of alumni seek employment via the internet/online advertisements/mailling lists, indicating the use of digital media as the primary channel for seeking job information. Furthermore, 50% of graduates obtain information about jobs through faculty/university career development centres/offices, which highlights the importance of educational institutions' support in helping graduates find employment opportunities. These two methods demonstrate how graduates utilise technology and academic resources to seek employment after graduation.

8.14 Average Number of Applications Sent to Companies and Company Responses

The average number of applications sent to companies and the average response rate refer to the average number of companies contacted by alumni to apply for jobs, as well as the average number of companies that responded and invited alumni for interviews. This data illustrates the number of opportunities alumni received after submitting job applications.

Indikator	Rata-Rata Jumlah Perusahaan
Berapa perusahaan/instansi yang sudah Anda lamar	3 Perusahaan
Berapa banyak perusahaan/instansi yang merespons lamaran Anda	3 Perusahaan
Berapa banyak perusahaan/instansi yang mengundang Anda untuk wawancara	3 Perusahaan

Figure 8.14 Average Number of Applications Sent to Companies and Company Responses

Based on the data presented, alumni sent an average of 3 applications to companies and received 3 responses from those companies. This indicates that alumni received a reasonably good response to the applications they sent, with an equal number of companies responding and inviting them for interviews. This data suggests that alumni are quite active in applying for jobs and have a good chance of receiving a response from the companies they target.

POSTGRADUATE

EDUCATIONAL MANAGEMENT STUDY PROGRAMME

9.1 Programme Response Rate

The distribution of valid and invalid respondents refers to the breakdown of the number of respondents in the tracer study based on whether the data they provided met the validity criteria. Respondents who provided complete data that met the research standards were considered valid, whilst data that did not meet the criteria were considered invalid.

Keterangan	Jumlah
Target Responden	233
Responden Valid	158
Responden Tidak Valid	28

Figure 9.1 Response Rate by Study Programme

Of the total 233 graduates of the Educational Management Study Programme who were targeted as respondents, 158 alumni provided valid data, representing approximately 37.71% of the target respondents. Meanwhile, 6.68% of respondents provided invalid data. Consequently, 55.61% of the targeted alumni did not respond or provided data that was not used in further analysis.

9.2 Sources of Funding for Tuition Fees

Sources of funding for university tuition refer to the methods or sources used by students to pay for their education during their studies. This includes various options such as using personal funds, scholarships, or assistance from other institutions such as the government, companies, or educational bodies.

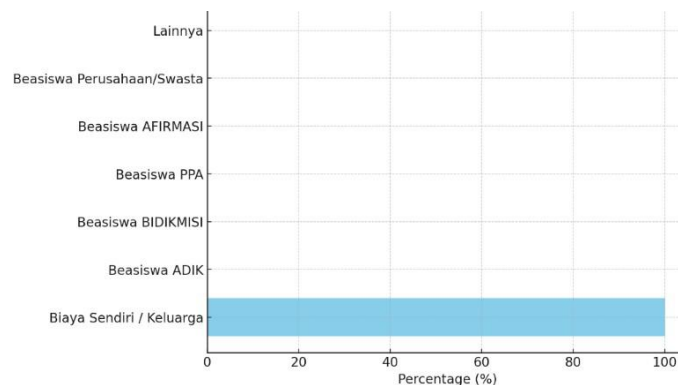


Figure 9.2 Sources of Funding for University Tuition

Based on the data presented, all alumni (100%) funded their education through their own or their family's resources, indicating that they relied entirely on personal resources or family support to pay for their tuition fees. No alumni utilised the ADIK scholarship, the BIDIKMISI scholarship, the PPA scholarship, the AFIRMASI scholarship, or any other funding sources. This indicates that the majority of alumni did not rely on scholarships or external support for their education funding, and instead relied more heavily on personal or family resources.

9.3 Competencies Mastered by Alumni

The competencies mastered by alumni encompass the knowledge, skills, and attitudes required for success in the workplace. Higher education institutions contribute to shaping these competencies through relevant curricula, practical experience, and the development of soft skills such as ethics, communication, and teamwork. This prepares alumni to face professional challenges and adapt to industry needs.

	Kompetensi	Tingkat Kompetensi yang dikuasai Pada Saat Lulus (%)	Tingkat Kompetensi yang Diperlukan Dalam Pekerjaan (%)
1	Etika	100	100
2	Keahlian berdasarkan bidang ilmu	100	100
3	Bahasa Inggris	100	100
4	Penggunaan Teknologi Informasi	100	100
5	Komunikasi	100	100
6	Kerja sama tim	100	100
7	Pengembangan Diri	100	100

Figure 9.3 Competencies Mastered by Graduates

The table shows the results of *the Tracer Study*, which measures the competencies mastered by alumni and the level of alignment with workplace needs. All competencies mastered by alumni, such as ethics, subject-specific expertise, English, information technology, communication, teamwork, and personal development, are recorded with a 100% mastery rate. Furthermore, all of these competencies are also required 100% in the workplace, indicating that the education received by graduates is highly relevant to the demands of the job market.

9.4 Teaching Methods

The level of emphasis on teaching methods implemented within a degree programme refers to the extent to which the programme prioritises and applies various teaching methods to deliver course content to students. This indicates the extent to which these methods are effectively applied in the learning process to achieve educational objectives

Figure 9.4 Level of Emphasis on Teaching Methods

INDIKATOR	SANGAT BESAR
F201. Perkuliahan	100.00 %
F202. Demonstrasi	100.00 %
F203. Partisipasi dalam proyek riset	100.00 %
F204. Magang	100.00 %
F205. Praktikum	100.00 %
F206. Kerja Lapangan	100.00 %
F207. Diskusi	100.00 %

Based on the data presented, all teaching methods applied within the programme, such as lectures, demonstrations, participation in research projects, work placements, practical sessions, fieldwork, and discussions, receive a very high level of emphasis, with a percentage of 100%. This indicates that the programme gives full attention and ensures that students are engaged in various forms of relevant and practical learning. All these methods are implemented to the fullest extent to enhance students' learning experiences and prepare them for the professional world. This data reflects significant efforts in designing a holistic and diverse curriculum, which incorporates various approaches to develop students' skills.

9.5 Employment Status

This category describes the current status or most recent employment of graduates after graduation, whether they are currently employed, continuing their education, or seeking employment.

INDIKATOR	PERSENTASE (%)
F801. Bekerja	98.73 %
F802. Belum memungkinkan bekerja	0.00 %
F803. Wiraswasta	1.27 %
F804. Melanjutkan Pendidikan	0.00 %
F805. Tidak Kerja tetapi sedang mencari kerja	0.00 %

Figure 9.5 Current Alumni Status

According to the available data, the vast majority of alumni (98.73%) are already in employment, whilst 1.27% have chosen to become self-employed. No alumni are continuing their education or currently seeking employment. This indicates that the vast majority of alumni are already engaged in the workforce after graduation.

9.6 Average Time Spent by Alumni Looking for Work

This category illustrates the average time spent by alumni looking for work after graduation, excluding part-time work.

Indikator	Persentase (%)	Rata-rata Waktu
Sebelum Lulus	100.00 %	31.646 Bulan
Setelah Lulus	0.00 %	0 Bulan
Tidak Mencari Kerja	0.00 %	-

Figure 9.6 Average Time Spent by Graduates Looking for Work

According to the available data, all alumni (100%) were looking for work before graduating, with an average job search duration of approximately 31.646 months. However, after graduating, no alumni reported a job search duration (0 months). Furthermore, no alumni were not looking for work.

9.7 Time Taken by Graduates to Find Employment

This category illustrates the time taken by graduates to secure employment after graduation, with two key indicators: the time taken to secure employment within 6 months or less, and the time taken for more than 6 months.

INDIKATOR	PERSENTASE (%)	RATA - RATA WAKTU
F5041. Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	100.00 %	2.10 Bulan
F5042. Mendapatkan pekerjaan > 6 bulan	0.00 %	0.00 Bulan

Figure 9.7 Time Taken by Graduates to Find Employment

According to the available data, all alumni (100%) succeeded in securing employment within 6 months or less, with an average job search time of approximately 2.10 months. No alumni took longer than 6 months to secure employment, indicating that the vast majority of alumni entered the workforce immediately after graduation within a short timeframe.

9.8 Type of Employer

This category describes the types of workplaces where alumni are employed, whether they work in government agencies (including state-owned enterprises), non-profit organisations, private companies, as self-employed individuals, or elsewhere.

INDIKATOR	PERSENTASE (%)
F111. Instansi pemerintah (termasuk BUMN)	75.95 %
F112. Organisasi non-profit/Lembaga Swadaya Masyarakat	0.00 %
F113. Perusahaan swasta	22.78 %
F114. Wiraswasta/perusahaan sendiri	1.27 %
F115. Lainnya	0.00 %

Figure 9.8 Types of Employers

The data shows that the majority of alumni (75.95%) work in government agencies or state-owned enterprises, whilst 22.78% work in private companies. Only a small proportion of alumni (1.27%) have chosen to become entrepreneurs or set up their own companies. There

alumni work in non-profit organisations or community-based organisations, and none have chosen other types of employment. This indicates the dominance of the government and private sectors as the main places of employment for alumni.

9.9 Level of Alumni Employment

This category describes the level or scale of alumni employment based on the type of business, whether local/regional, national, or international. This helps to understand whether alumni work in local companies, large-scale national companies, or multinational companies.

Indikator	Persentase (%)
Lokal/Wilayah/Wiraswasta Tidak Berbadan Hukum	17.48%
Nasional/Wiraswasta Berbadan Hukum	82.52%
Multinasional/Internasional	0.00%

Figure 9.9 Levels of Alumni Employment

From the available data, the majority of alumni (82.52%) work in large national companies or large-scale self-employed businesses that are incorporated. Meanwhile, 17.48% of alumni work in local companies or self-employed businesses that are not incorporated. No alumni work in multinational or international companies.

9.10 Percentage of Alumni Positions/Roles (If Self-Employed)

This category describes the positions or roles held by alumni involved in entrepreneurship, such as founders, co-founders, staff, or freelancers, as well as alumni who are not self-employed.

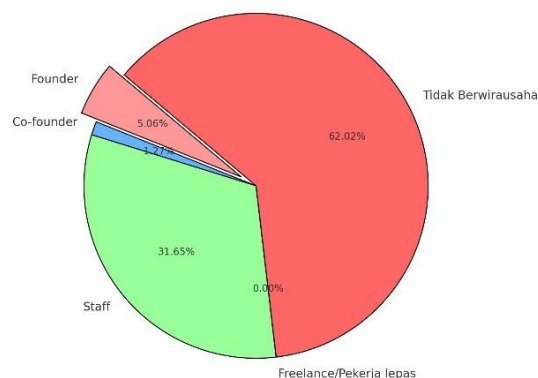


Figure 9.10 Percentage of Alumni Positions/Roles (If Self-Employed)

From the available data, the majority of alumni involved in entrepreneurship (62.03%) chose not to be self-employed. Meanwhile, 31.65% of alumni work as staff in their companies or businesses, 5.06% as founders, and only 1.27% as co-founders. No alumni work as freelancers.

9.11 Percentage of Alumni Continuing Their Studies

This category illustrates the percentage of alumni who continued their education to a higher level after completing their previous studies.

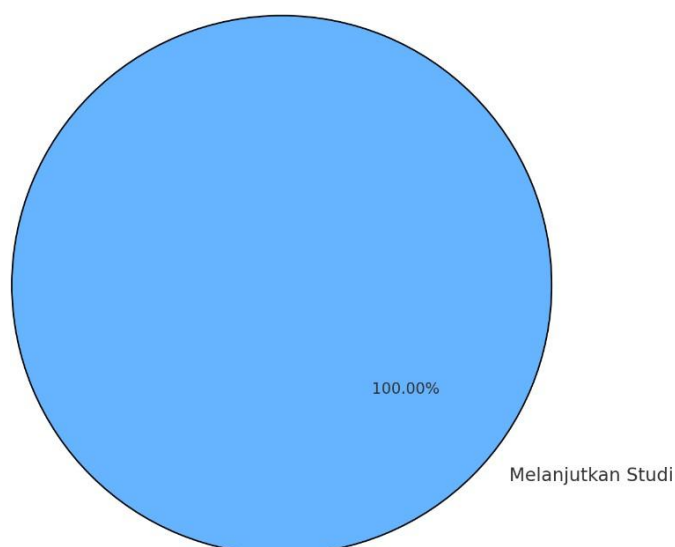


Figure 9.11: Percentage of Alumni Continuing Their Studies

According to the available data, all alumni (100%) chose to continue their studies after graduation, indicating that they prefer to continue developing themselves academically.

9.12 The Strength of the Link Between Field of Study and Current Employment, and the Appropriateness of Educational Level for Current Employment

This category illustrates the extent to which the field of study undertaken by alumni is relevant to their current employment. Alumni provided an assessment of how closely the two are related. It also illustrates the extent to which the level of education attained by alumni is appropriate for their current employment. Alumni were asked to assess whether they required further education or if the education they had obtained was sufficient.

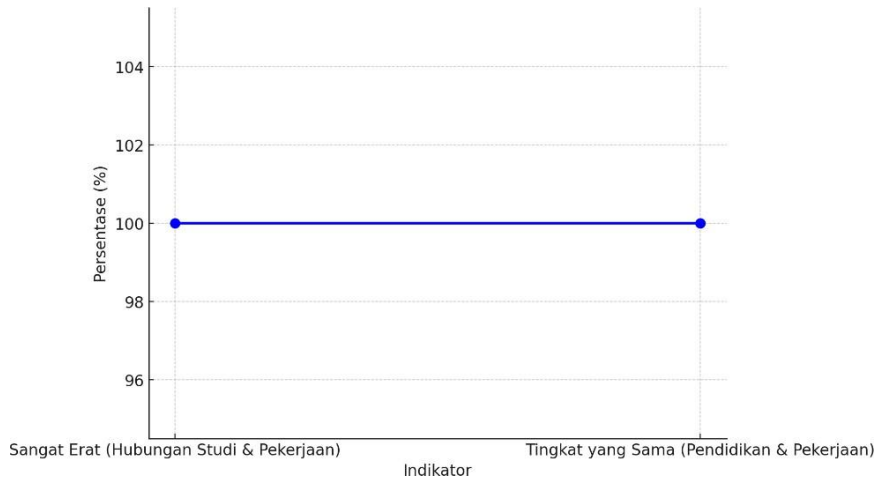


Figure 9.12 Relationship between Field of Study and Current Job, and Educational Level Suitable for Current Job

In Figure 9.12, 100% of alumni felt that the relationship between their field of study and their job was very close, indicating that they felt the education they had undertaken was relevant to their current job. 100% of alumni felt that the level of education they had attained was appropriate for their current job, indicating that their education was sufficient to meet the demands of the job they were doing.

9.13 How Alumni Sought Employment

This category describes the various ways or methods used by alumni to find employment, such as through advertisements, the internet, networking, or through organisations that assist with career development.



Figure 9. 13 Ways Alumni Seek Employment

Figure 9.13 shows the methods used by graduates of the Educational Management programme to find employment; it can be seen that 50% of alumni search online and the other 50% obtain information from the faculty or university's career development centre or office.

9.14 Average Number of Applications Sent to Companies and Company Responses

The average number of applications sent to companies and company responses refers to the average number of companies contacted by alumni to apply for jobs, as well as the average number of companies that responded and invited alumni for interviews. This data illustrates how many opportunities alumni received after submitting job applications.

Indikator	Rata-Rata Jumlah Perusahaan
Berapa perusahaan/instansi yang sudah Anda lamar	3 Perusahaan
Berapa banyak perusahaan/instansi yang merespons lamaran Anda	3 Perusahaan
Berapa banyak perusahaan/instansi yang mengundang Anda untuk wawancara	3 Perusahaan

Figure 9.14 Average Number of Applications Sent to Companies and Company Responses

Based on the data presented, graduates submitted an average of three job applications to companies and received three responses from those companies. This indicates that graduates received a reasonably positive response to the applications they submitted, with an equal number of companies responding and inviting them for interviews. This data suggests that graduates are quite active in applying for jobs and have a good chance of receiving a response from the companies they target.

INDONESIAN LANGUAGE AND LITERATURE STUDY PROGRAMME

10.1 Programme Response Rate

Respondents refer to individuals who participate in a survey or research to provide information regarding their experiences and circumstances after graduation, such as employment status, further education, or career development. Respondents are alumni who were invited to complete a questionnaire covering various aspects of their journey after leaving the study programme or educational institution.

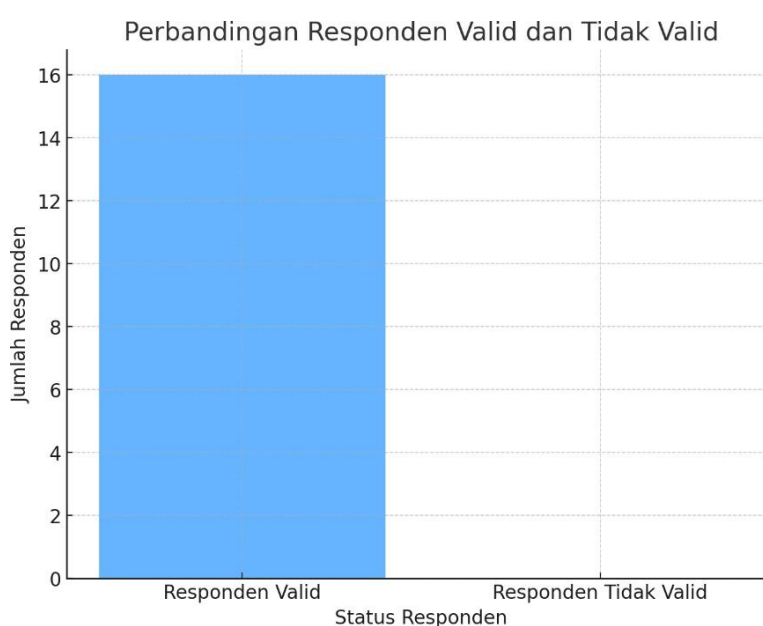


Figure 10.1 Programme Response Rate

In this data, 16 alumni were targeted as respondents, and all provided valid data, whilst no alumni provided invalid data.

10.2 Sources of Funding for University Tuition

Sources of funding for university tuition refer to the methods or sources used by students to pay for their education during their studies. This includes various options such as using personal funds, scholarships, or assistance from other institutions such as the government, companies, or educational institutions.

<input type="checkbox"/>	Indikator	Persentase (%)
1	Biaya Sendiri / Keluarga	100.0
2	Beasiswa ADIK	0.0
3	Beasiswa BIDIKMISI	0.0
4	Beasiswa PPA	0.0
5	Beasiswa AFIRMASI	0.0
6	Beasiswa Perusahaan/Swasta	0.0
7	Lainnya	0.0

Figure 10.2 Sources of Funding for University Education

Based on the data presented, all alumni (100%) funded their education through their own means or family support, indicating that they relied entirely on personal resources or family support to pay for their tuition fees. No alumni utilised the ADIK scholarship, the BIDIKMISI scholarship, the PPA scholarship, the AFIRMASI scholarship, or any other funding sources. This indicates that the majority of alumni did not rely on scholarships or external support for their education funding, and instead relied more heavily on personal or family resources.

10.3 Competencies Mastered by Alumni

Alumni competencies refer to the comparison between the skills and knowledge mastered by alumni upon graduation and the competencies required by the workplace for the positions they hold. This data measures how well the education received by alumni at university aligns with the demands and expectations of the professional sector.

	Indikator	Tingkat Kompetensi yang dikuasai Pada Saat Lulus (%)	Tingkat Kompetensi yang Diperlukan dalam Pekerjaan (%)
1	Etika	100.0	100.0
2	Keahlian berdasarkan bidang ilmu	100.0	100.0
3	Bahasa Inggris	100.0	100.0
4	Penggunaan Teknologi Informasi	100.0	100.0
5	Komunikasi	100.0	100.0
6	Kerja sama tim	100.0	100.0
7	Pengembangan Diri	100.0	100.0

Figure 10.3 Competencies Mastered by Students

Based on the data presented, 100% of alumni have mastered the competencies required by the world of work, such as ethics, English language skills, communication skills, the use of information technology, teamwork, and personal development. All of these competencies are also essential in their current jobs. The radar chart illustrates that there is no gap between the competencies mastered by graduates and those required in the workplace. This indicates that the university has successfully equipped its graduates with relevant skills that meet current professional demands.

10.4 Teaching Methods

The level of emphasis on learning methods refers to the extent to which a particular learning method is applied within a study programme. This assessment provides an overview of the methods considered most dominant or most frequently applied in teaching within a specific study programme.

Indikator	Sangat Besar (%)	Besar (%)	Cukup Besar (%)	Kurang (%)	Tidak Sama Sekali (%)
Perkuliahan	100.00%	0.00%	0.00%	0.00%	0.00%
Demonstrasi	100.00%	0.00%	0.00%	0.00%	0.00%
Partisipasi dalam proyek riset	100.00%	0.00%	0.00%	0.00%	0.00%
Magang	100.00%	0.00%	0.00%	0.00%	0.00%
Praktikum	100.00%	0.00%	0.00%	0.00%	0.00%
Kerja Lapangan	100.00%	0.00%	0.00%	0.00%	0.00%
Diskusi	100.00%	0.00%	0.00%	0.00%	0.00%

Figure 10.4 Level of Emphasis on Teaching Methods

From the available data, all the learning methods mentioned (such as lectures, demonstrations, participation in research projects, internships, practicals, fieldwork, and discussions) received a very high level of emphasis. In other words, 100% of alumni stated that all these methods were given a very high level of emphasis in their learning process within the study programme.

10.5 Employment Status

The current status of alumni describes the circumstances or activities they are engaged in after graduation, such as whether they are already working, continuing their education, looking for work, or starting a business.

Indikator	Persentase (%)
Bekerja	100.00%
Belum Memungkinkan Bekerja	0.00%
Wiraswasta	0.00%
Melanjutkan Pendidikan	0.00%
Tidak Kerja tetapi Sedang Mencari Kerja	0.00%

Figure 10.5 Current Alumni Status

According to the available data, all alumni (100%) are currently employed. No alumni are continuing their education, running a business, or looking for work. This indicates that all alumni involved in the tracer study have successfully secured employment after completing their studies.

10.6 Average Time Spent by Alumni Looking for Work

This category measures the average time taken by graduates to find employment after graduation, excluding part-time work. There are two key indicators: the time spent looking for work before graduation and after graduation.

INDIKATOR	PERSENTASE (%)	RATA -RATA WAKTU
F301. Sebelum Lulus	100.00 %	0 Bulan
F302. Setelah Lulus	0.00 %	0 Bulan
F303. Tidak mencari kerja	0.00 %	-

Figure 10.6 Average Time Spent by Graduates Looking for Work

Based on the available data, all alumni (100%) sought employment before graduation, but the average job search time was 0 months, indicating that they were already working before graduation or secured employment immediately upon completing their studies. No alumni sought employment after graduation or did not seek employment at all.

10.7 Time Taken by Graduates to Find Employment

This category illustrates the time taken by graduates to secure employment after graduation, with categories distinguishing between time taken of less than or equal to 6 months and more than 6 months.

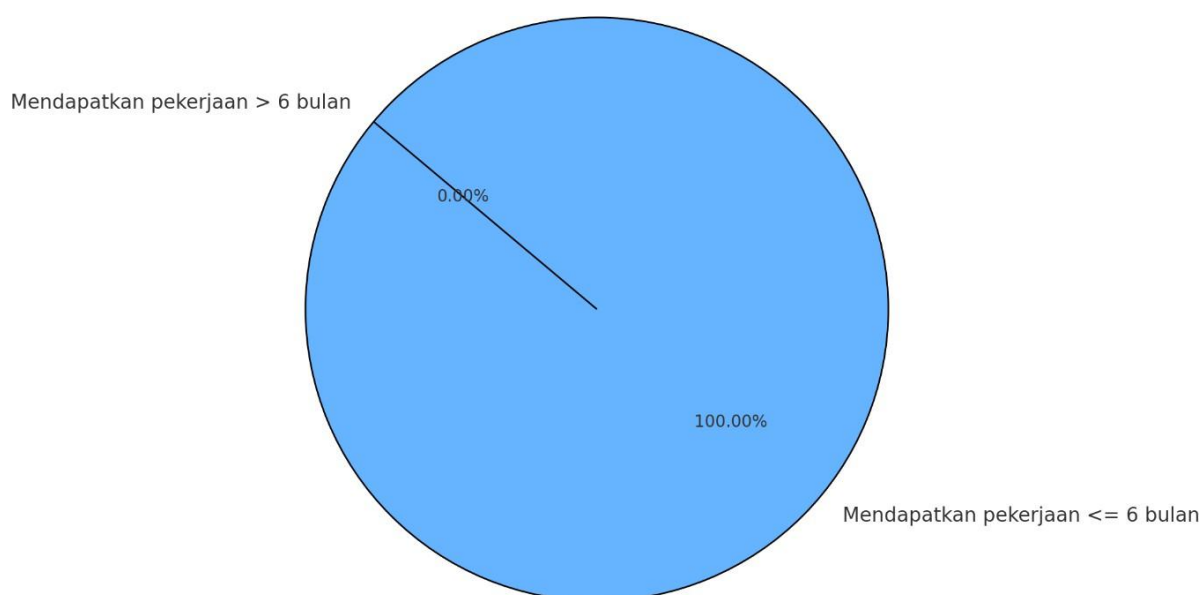


Figure 10.7 Time Taken by Alumni to Find Employment

According to the data, all graduates (100%) secured employment within six months or less, with an average job search time of one month. No graduate took longer than six months to find a job.

10.8 Type of Employer

This category describes the type of company, agency, or institution where alumni work after graduation. This indicator groups alumni's places of employment by sector, such as government, non-profit organisations, private companies, self-employment, or others.

Indikator	Persentase (%)
Instansi Pemerintah (termasuk BUMN)	18.75%
Organisasi non-profit/Lembaga Swadaya Masyarakat	0.00%
Perusahaan Swasta	81.25%
Wiraswasta/Perusahaan Sendiri	0.00%
Lainnya	0.00%

Figure 10.8 Types of Employers

From the available data, the majority of graduates (81.25%) work in private companies, whilst 18.75% work in government agencies, including state-owned enterprises (SOEs). No graduates work in non-profit organisations or as self-employed/running their own businesses, nor do any work in the ‘other’ category. It can be seen that the private sector is the most dominant, whilst the government sector also makes a significant contribution to alumni employment.

10.9 Level of Alumni Employment

This category describes the level or scale of alumni employment, whether they work at a local, national, or international level. This level provides an indication of the scale of the company or organisation where alumni work, whether it is local, national, or even multinational.

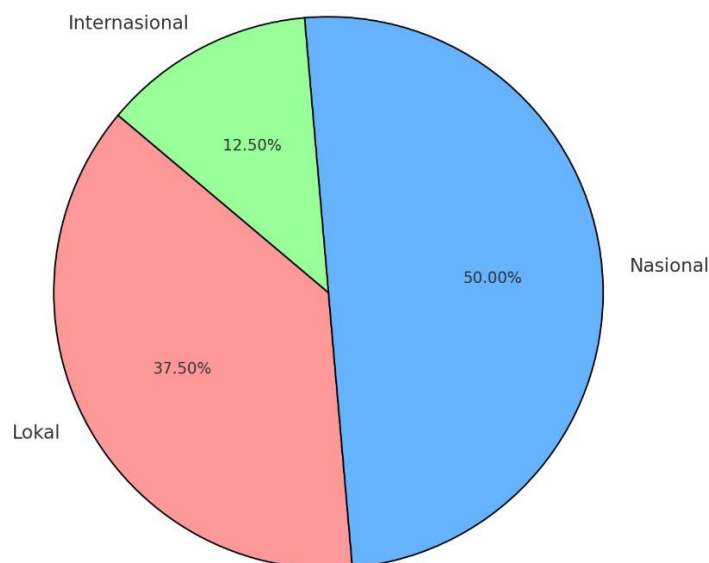


Figure 10.9 Levels of Alumni Employment

According to the available data, the majority of alumni work in national companies or legally incorporated private enterprises (50.00%), indicating that they are employed by larger, more organised organisations. A total of 37.50% of alumni work in local/regional/unincorporated private enterprises, reflecting smaller or more local business sectors. Only 12.50% of alumni work in multinational/international companies, indicating that a small proportion of alumni are involved in international-scale enterprises.

10.10 Percentage of Alumni Positions/Roles (If Self-Employed)

This category describes the positions or roles held by alumni involved in entrepreneurship, such as founder, co-founder, staff, freelancer, or not self-employed at all.

Indikator	Persentase (%)
Founder	0.00%
Co-founder	0.00%
Staff	31.25%
Freelance/Pekerja lepas	0.00%
Tidak Berwirausaha	68.75%

Figure 10.10 Percentage of Alumni Positions/Roles (If Self-Employed)

According to the available data, 31.25% of self-employed alumni work as staff in their own businesses. 68.75% of alumni chose not to be self-employed, indicating that they are not involved in independent business or entrepreneurship. No alumni hold the position of founder, co-founder, or work as a freelancer.

10.11 Percentage of Alumni Continuing Their Studies

This category shows the percentage of alumni who continued their education to a higher level after graduating from their previous study programme.

INDIKATOR	PERSENTASE (%)
F18a. Persentase alumni melanjutkan studi	100.00 %

Figure 10.11 Percentage of Alumni Continuing Their Studies

According to the available data, all alumni (100%) decided to continue their studies after graduating. This indicates that all alumni surveyed chose to pursue further education, for example by enrolling in a PhD programme or other educational programmes.

10.12 The Strength of the Relationship between Field of Study and Employment, and the Appropriateness of Educational Level for Current Employment

The relationship between field of study and employment measures the extent to which the knowledge and skills acquired by alumni during their studies are relevant and applied in the jobs they hold. The level of education appropriate for current employment illustrates how well the education received by alumni aligns with the work they are currently doing.

F14. Seberapa erat hubungan antara bidang studi dengan pekerjaan

INDIKATOR	SANGAT ERAT	ERAT	CUKUP ERAT	KURANG ERAT	TIDAK SAMA SEKALI
Hubungan antara bidang studi dan pekerjaan	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %

F15. Tingkat pendidikan yang sesuai untuk pekerjaan saat ini

INDIKATOR	SETINGKAT LEBIH TINGGI	TINGKAT YANG SAMA	SETINGKAT LEBIH RENDAH	TIDAK PERLU PENDIDIKAN TINGGI
Tingkat pendidikan yang sesuai untuk pekerjaan saat ini	0.00 %	100.00 %	0.00 %	0.00 %

Figure 10.12 Relationship between Field of Study and Employment, and the Appropriate Level of Education for Current Employment

Based on the available data, all alumni (100%) feel that the relationship between their field of study and their job is very strong, indicating that the education they received is relevant to the work they do. Furthermore, 100% of alumni feel that the level of education they attained is appropriate for the job they currently hold, indicating that the education they received is sufficient to meet the demands of their work.

10.13 How Alumni Sought Employment

This category describes the various methods used by alumni to find employment, such as through advertisements, the internet, networking, or through organisations that assist with career development.



Figure 10.13: How Graduates Look for Work

Figure 10.13 shows the methods used by graduates of the Educational Management programme to find employment; it can be seen that 50% of alumni search online and the other 50% obtain information from the faculty/university’s career development centre or office.

10.14 Average Number of Applications Sent to Companies and Company Responses

The average number of applications sent to companies and company responses refers to the average number of companies contacted by graduates to apply for jobs, as well as the average number of companies that responded and invited graduates for interviews. This data illustrates how many opportunities graduates received after submitting job applications.

Indikator	Rata-Rata Jumlah Perusahaan
Berapa perusahaan/instansi yang sudah Anda lamar	3 Perusahaan
Berapa banyak perusahaan/instansi yang merespons lamaran Anda	3 Perusahaan
Berapa banyak perusahaan/instansi yang mengundang Anda untuk wawancara	3 Perusahaan

Figure 10.14 Average Number of Applications Sent to Companies and Company Responses

Figure 10.15 Average Number of Applications Sent to Companies and Company Responses

Based on the data presented, graduates submit an average of three job applications to companies and receive three responses from those companies. This indicates that graduates receive a reasonably good response rate to the applications they submit, with

companies responding and inviting them for interviews in equal numbers. This data suggests that graduates are quite active in applying for jobs and have a good chance of receiving a response from the companies they target.

ENGLISH LANGUAGE STUDY PROGRAMME

11.1 Programme Response Rate

Respondents are alumni who participated in completing the Tracer Study questionnaire to provide data regarding their employment status, further education, or career development after completing their studies. Respondents are divided into two main categories: valid respondents and invalid respondents.



Figure 11.1 Programme Response Rate

Of the total 6 alumni targeted as respondents, 100% (6 alumni) provided valid data, meaning all data can be used for further analysis. No alumni provided invalid data.

11.2 Sources of Funding for University Tuition

Sources of funding for university tuition refer to the methods or sources used by students to pay for their education during their studies. This includes

<input type="checkbox"/>	Indikator	Persentase (%)
1	Biaya Sendiri / Keluarga	100.0
2	Beasiswa ADIK	0.0
3	Beasiswa BIDIKMISI	0.0
4	Beasiswa PPA	0.0
5	Beasiswa AFIRMASI	0.0
6	Beasiswa Perusahaan/Swasta	0.0
7	Lainnya	0.0

various options such as using personal funds, scholarships, or assistance from other institutions such as the government, companies, or educational institutions.

Based on the data presented, all alumni (100%) funded their education through their own means or family support, indicating that they relied entirely on personal resources or family support to pay for tuition fees. No alumni utilised the ADIK scholarship, the BIDIKMISI scholarship, the PPA scholarship, the AFIRMASI scholarship, or any other funding sources. This indicates that the majority of alumni did not rely on scholarships or external support for their education funding, and instead relied more heavily on personal or family resources.

11.3 Competencies Mastered by Alumni

Alumni competencies refer to a comparison between the skills and knowledge mastered by graduates upon completion of their studies and the competencies required by the workplace for the positions they hold. This data measures the extent to which the education received by graduates at higher education institutions aligns with the demands and expectations of the professional sector.

	Indikator	Tingkat Kompetensi yang Dikuasai Pada Saat Lulus (%)	Tingkat Kompetensi yang Diperlukan dalam Pekerjaan (%)
1	Etika	100.0	100.0
2	Keahlian berdasarkan bidang ilmu	100.0	100.0
3	Bahasa Inggris	100.0	100.0
4	Penggunaan Teknologi Informasi	100.0	100.0
5	Komunikasi	100.0	100.0
6	Kerja sama tim	100.0	100.0
7	Pengembangan Diri	100.0	100.0

Figure 11.4 Competencies Mastered by Alumni

Based on the data presented, 100% of graduates possess the competencies required by the workplace, such as ethics, English language proficiency, communication skills, use of information technology, teamwork, and personal development. All of these competencies are also essential in their current jobs. The radar chart illustrates that there is no gap between the competencies mastered by graduates and those required in the workplace. This indicates that the university has successfully prepared its graduates with relevant skills that meet current professional demands.

11.4 Teaching Methods

The level of emphasis on the learning methods implemented in the study programme refers to the extent of attention and application given by the study programme in using various learning methods to teach the material to

INDIKATOR	SANGAT BESAR
F201. Perkuliahan	100.00 %
F202. Demonstrasi	100.00 %
F203. Partisipasi dalam proyek riset	100.00 %
F204. Magang	100.00 %
F205. Praktikum	100.00 %
F206. Kerja Lapangan	100.00 %
F207. Diskusi	100.00 %

Figure 11.5 Level of Emphasis on Learning Methods

Figure 11.6 Level of Emphasis on Teaching Methods

students. This indicates the extent to which these methods are effectively applied in the learning process to achieve educational objectives.

According to the available data, all the learning methods mentioned (such as lectures, demonstrations, participation in research projects, internships, practical sessions, fieldwork and discussions) were given significant emphasis. In other words, 100% of alumni stated that all these methods were given significant emphasis in their learning process within the degree programme.

11.5 Employment Status

The current status of alumni describes the circumstances or activities they are engaged in after graduation, such as whether they are already working, continuing their education, looking for work, or starting a business.

Indikator	Persentase (%)
Bekerja	100.00%
Belum Memungkinkan Bekerja	0.00%
Wiraswasta	0.00%
Melanjutkan Pendidikan	0.00%
Tidak Kerja tetapi Sedang Mencari Kerja	0.00%

Figure 11.7 Current Alumni Status

According to the available data, all alumni (100%) are currently employed. No alumni are continuing their education, running a business, or looking for work. This indicates that all alumni involved in *the Tracer Study* have successfully secured employment after completing their studies.

11.6 Average Time Spent by Alumni Looking for Work

This category shows the average time taken by alumni to find employment after graduation, excluding part-time work. This data comprises two main indicators: the time taken to secure employment before and after graduation, and whether alumni were not seeking employment.

Indikator	Persentase (%)	Rata-Rata Waktu
Sebelum Lulus	100.00%	0 Bulan
Setelah Lulus	0.00%	0 Bulan
Tidak Mencari Kerja	0.00%	-

Figure 11.7 Average Time Taken by Graduates to Find Employment

From the available data, all graduates (100%) were seeking employment before graduation and the average time spent looking for work was 0 months, indicating that graduates had already secured employment before graduating. No graduates were seeking employment after graduation or were not seeking employment at all.

11.8 Time Taken by Graduates to Find Employment

This category shows the time taken by graduates to find employment after graduation, with two main categories: the time taken to find employment within 6 months or less, and more than 6 months.

Indikator	Persentase (%)	Rata-Rata Waktu
Mendapatkan pekerjaan <= 6 bulan	100.00%	2.83 Bulan
Mendapatkan pekerjaan > 6 bulan	0.00%	0.00 Bulan

Figure 11.9 Time Taken by Graduates to Find Employment

According to the available data, all alumni (100%) succeeded in finding employment within 6 months or less, with an average job search time

being 2.83 months. All Master’s graduates in English surveyed found employment within 6 months, with an average job search time of approximately 2.83 months. No graduates took longer than 6 months to find employment.

11.9 Type of Employer

This category describes the type of workplace alumni joined after graduation, whether government agencies, non-profit organisations, private companies, self-employment, or others. This data illustrates the distribution of alumni workplaces based on the sector or scale of their employment.

Indikator	Persentase (%)
Instansi Pemerintah (termasuk BUMN)	16.67%
Organisasi non-profit/Lembaga Swadaya Masyarakat	0.00%
Perusahaan Swasta	83.33%
Wiraswasta/Perusahaan Sendiri	0.00%
Lainnya	0.00%

Figure 11. 10 Types of Employers

According to the available data, the majority of alumni (83.33%) work in private companies, whilst 16.67% work in government agencies (including state-owned enterprises). No alumni work in non-profit organisations, are self-employed, or work in other sectors.

11.10 Level of Alumni Employment

This category describes the scale of alumni workplaces after graduation, whether they work at local, national, or international levels. This data provides an overview of the level or scale of the companies or organisations where alumni work.

INDIKATOR	PERSENTASE (%)
F5d1. Lokal/wilayah/wiraswasta tidak berbadan hukum	0.00 %
F5d2. Nasional/wiraswasta berbadan hukum	100.00 %
F5d3. Multinasional/internasional	0.00 %

Figure 11. 11 Levels of Alumni Employment

Based on the available data, all alumni (100%) work in national companies or legally incorporated private enterprises. No alumni work in local companies or unincorporated private enterprises, nor in multinational or international companies.

11.11 Percentage of Alumni Positions/Roles (If Self-Employed)

This category describes the positions or roles held by alumni involved in self-employment after graduation. This includes positions such as founder, co-founder, staff member, freelancer, or not involved in entrepreneurial activities at all.

INDIKATOR	PERSENTASE (%)
F5c1. Founder	0.00 %
F5c2. Co-founder	0.00 %
F5c3. Staff	0.00 %
F5c4. Freelance/Pekerja lepas	0.00 %
F5c5. Tidak Berwiraswasta	100.00 %

Figure 11.12 Percentage of Alumni Positions/Roles (If Self-Employed)

According to the available data, all alumni (100%) are not self-employed. This means that the alumni surveyed chose not to start their own business after graduation. No alumni became founders, co-founders, staff, or worked as freelancers, indicating that they preferred career paths in other sectors after graduation rather than starting a business or working independently.

11.12 Percentage of Alumni Continuing Their Studies

This category shows the percentage of alumni who went on to further education after graduating from their previous degree programme.

INDIKATOR	PERSENTASE (%)
F18a. Persentase alumni melanjutkan studi	100.00 %

Figure 11.13 Percentage of Alumni Continuing Their Studies

According to the available data, all alumni (100%) decided to continue their studies after graduating. This indicates that all surveyed alumni chose to

continue their education to the next level, for example to a PhD programme or other educational programmes.

11.13 The Strength of the Relationship Between Field of Study and Employment, and the Appropriateness of Educational Level for Current Employment

The relationship between field of study and employment measures the extent to which the knowledge and skills acquired by alumni during their studies are relevant and applied in the jobs they hold. The level of education appropriate for current employment illustrates how well the education received by alumni aligns with the work they are currently doing.

F14. Seberapa erat hubungan antara bidang studi dengan pekerjaan

INDIKATOR	SANGAT ERAT	ERAT	CUKUP ERAT	KURANG ERAT	TIDAK SAMA SEKALI
Hubungan antara bidang studi dan pekerjaan	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %

F15. Tingkat pendidikan yang sesuai untuk pekerjaan saat ini

INDIKATOR	SETINGKAT LEBIH TINGGI	TINGKAT YANG SAMA	SETINGKAT LEBIH RENDAH	TIDAK PERLU PENDIDIKAN TINGGI
Tingkat pendidikan yang sesuai untuk pekerjaan saat ini	0.00 %	100.00 %	0.00 %	0.00 %

Figure 11.14 Relationship between Field of Study and Employment, and the Appropriate Level of Education for Current Employment

According to the available data, all alumni (100%) feel that there is a very close link between their field of study and their job, indicating that the education they received is relevant to the work they do. Furthermore, 100% of alumni feel that their level of education is appropriate for their current job, suggesting that the education they received is sufficient to meet the demands of their work.

11.14 How Alumni Look for Work

This category describes the various ways or methods used by alumni to find employment, such as through advertisements, the internet, networking, or through organisations that assist with career development.

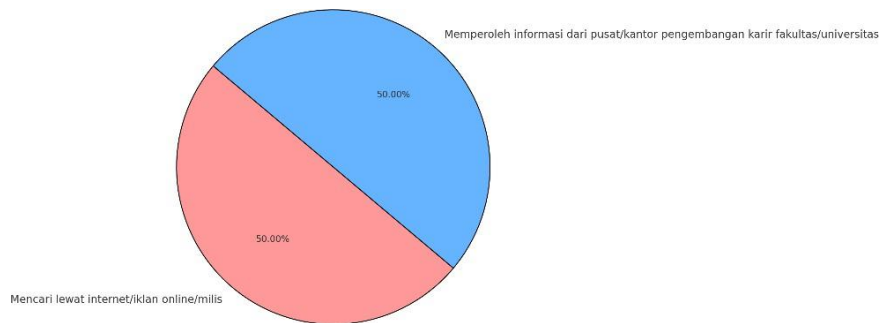


Figure 11. 15 Ways Alumni Look for Work

Figure 11. 16 Ways Alumni Look for Work

The methods used by Master’s graduates in English Language Education to find employment are via the internet/online advertisements/mailling lists and obtaining information from faculty/university career development centres, accounting for 50%. This diagram shows that the two primary job-search methods used by alumni are via the internet and online advertisements, as well as through information obtained from faculty/university career development centres.

11.15 Average Number of Applications Sent to Companies and Company Responses

“Average number of applications sent to companies” refers to the average number of companies or organisations contacted by graduates by sending job applications, either by post or email, before they secured their first job. “Average number of company responses” measures how many companies responded to those applications,

	Indikator	AVG
1	Berapa perusahaan/instansi/institusi yang sudah anda lamar (lewat surat atau e-mail) sebelum memperoleh pekerjaan	3 Perusahaan
2	Berapa banyak perusahaan/instansi/institusi yang merespons lamaran anda?	3 Perusahaan
3	Berapa banyak perusahaan/instansi/institusi yang mengundang anda untuk	3 Perusahaan

Figure 11. 17 Average Number of Applications Sent to Companies and Company

whilst the "Average number of companies inviting alumni for an interview" indicates how many companies invited alumni to attend an interview stage after applying for a job.

Based on the data presented, alumni on average sent 3 applications to companies or organisations in their search for their first job. Of these, 3 companies responded to the applications sent, and 3 other companies invited alumni to attend job interviews. This data indicates that although graduates submit applications to a number of companies, they receive a relatively high response rate and number of interview invitations, suggesting that their job search process is quite effective.

NATURAL SCIENCES PROGRAMME

12.1 Programme Response Rate

Respondents in a Tracer Study are alumni who participate in completing a questionnaire to provide data on their employment status, further education, or career development after completing their studies in a specific programme.



Figure 12.1 Programme Response Rate

Of the total 34 alumni targeted as respondents, 100% (34 alumni) provided valid data, meaning that all data received can be used for further analysis. No alumni provided invalid data.

12.2 Sources of Funding for Tuition Fees

Sources of Funding for Tuition Fees refer to the various methods or sources used by students or alumni to finance their education during their time at university.

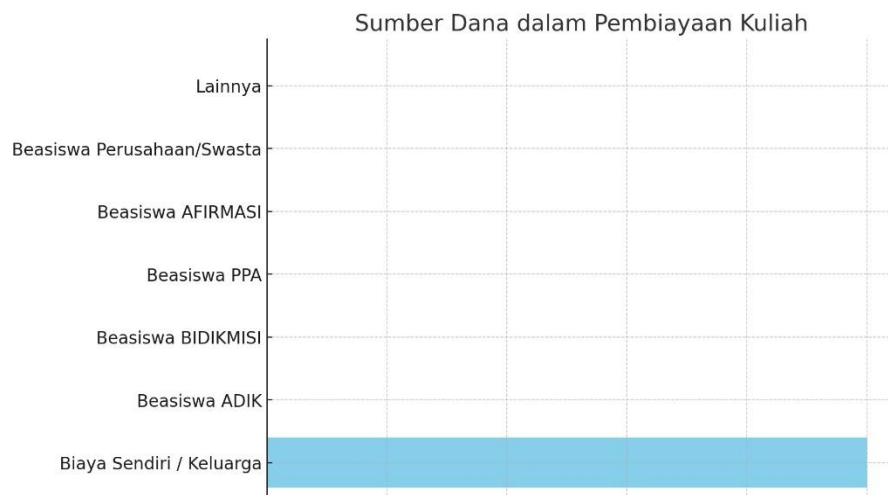


Figure 12.2 Sources of Funding for Tuition Fees

Figure 12.3 Sources of Funding for Tuition Fees

Based on the data presented, personal/family funds are the primary source of funding, with 100% of respondents relying on this source. This indicates that the majority of students on this degree programme obtain their educational funding from their families or through personal means. On the other hand, other categories such as the ADIK Scholarship, BIDIKMISI Scholarship, and PPA Scholarship show a percentage of 0%, meaning that no students use scholarships as a source of funding for their studies.

12.3 Competencies Mastered by Graduates

The competencies mastered by alumni encompass the knowledge, skills, and attitudes required for success in the workplace. Higher education institutions contribute to shaping these competencies through relevant curricula, practical experience, and the development of soft skills such as ethics, communication, and teamwork. This prepares alumni to face professional challenges and adapt to industry needs.

	Kompetensi	Tingkat Kompetensi yang Dikuasai Pada Saat Lulus (%)	Tingkat Kompetensi yang Diperlukan Dalam Pekerjaan (%)
1	Etika	100	100
2	Keahlian berdasarkan bidang ilmu	100	100
3	Bahasa Inggris	100	100
4	Penggunaan Teknologi Informasi	100	100
5	Komunikasi	100	100
6	Kerja sama tim	100	100
7	Pengembangan Diri	100	100

Figure 12. 4 Competencies Mastered by Graduates

Figure 12.5 Competencies Mastered by Graduates

The table shows the results of *the Tracer Study*, which measures the competencies mastered by graduates and the level of alignment with workplace needs. All competencies mastered by graduates, such as ethics, subject-specific expertise, English, information technology, communication, teamwork, and personal development, are recorded with a 100% mastery rate. Furthermore, all of these competencies are also required 100% in the workplace, indicating that the education received by graduates is highly relevant to the demands of the workplace.

12.4 Teaching Methods

The level of emphasis on teaching methods implemented within a degree programme is a measure of the extent to which various teaching methods—such as lectures, practical sessions, work placements and others—are prioritised and applied within the programme’s

INDIKATOR	SANGAT BESAR	BESAR	CUKUP BESAR	KURANG	TIDAK SAMA SEKALI
F201. Perkuliahan	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
F202. Demonstrasi	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
F203. Partisipasi dalam proyek riset	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
F204. Magang	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
F205. Praktikum	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
F206. Kerja Lapangan	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
F207. Diskusi	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %

curriculum.

Figure 12.6 Level of Emphasis on Teaching Methods

Figure 12.7 Level of Emphasis on Learning Methods

Based on the available data, all alumni (100%) felt that learning methods such as lectures, demonstrations, participation in research projects, work placements, practicals, fieldwork and discussions were given a very high level of emphasis in their degree programmes. No Science Education alumni felt that these methods were given insufficient or no emphasis at all.

12.5 Employment Status

This category describes the current status or circumstances of graduates after graduation, whether they are already working, continuing their education, looking for work, or in other circumstances.

Indikator	Persentase (%)
Bekerja	97.06%
Belum Memungkinkan Bekerja	0.00%
Wiraswasta	0.00%
Melanjutkan Pendidikan	2.94%
Tidak Kerja tetapi Sedang Mencari Kerja	0.00%

Figure 12.8 Current Status of Graduates

Based on the available data, the vast majority of alumni (97.06%) are currently employed. A small proportion (2.94%) have chosen to continue their education, whilst no alumni are unable to work, are self-employed, or are currently seeking employment. The vast majority of Science Education alumni surveyed are employed, whilst a small proportion have chosen to continue their education. No alumni are experiencing difficulties in finding employment or have chosen to become self-employed.

12.6 Average Time Taken by Graduates to Find Employment

This category shows the average time taken by graduates to find employment after graduation, excluding part-time work. This data is broken down into the time taken to look for work before and after graduation, as well as whether graduates were not looking for work.

Indikator	Persentase (%)	Rata-Rata Waktu
Sebelum Lulus	100.00%	3 Bulan
Setelah Lulus	0.00%	0 Bulan
Tidak Mencari Kerja	0.00%	-

Figure 12.10 Average Time Taken by Graduates to Find Employment

Figure 12.11 Average Time Taken by Graduates to Find Employment

According to the available data, all graduates (100%) sought employment before graduation, with an average job search duration of approximately 3 months. No graduates sought employment after graduation or did not seek employment at all. All Science Education graduates surveyed had sought employment before graduation, with an average job search duration of 3 months. No graduates sought employment after graduation or did not seek employment at all.

12.7 Time Taken by Graduates to Find Employment

This category describes the time taken by graduates to find employment after graduation, with two main categories: the time taken to find employment within 6 months or less, and more than 6 months.

INDIKATOR	PERSENTASE (%)	RATA - RATA WAKTU
F5041. Mendapatkan pekerjaan <= 6 bulan (termasuk bekerja sebelum lulus)	100.00 %	1.94 Bulan
F5042. Mendapatkan pekerjaan > 6 bulan	0.00 %	0.00 Bulan

Figure 12.12 Time Taken by Graduates to Find Employment

According to the available data, all alumni (100%) succeeded in finding employment within 6 months or less, with an average job search time of 1.94 months. No alumni took longer than 6 months to find employment. All alumni surveyed succeeded in finding employment within 6 months or less, with an average job search time of 1.94 months. No graduate took longer than 6 months to find a job.

12.8 Type of Employer

This category describes the type of company, organisation, or institution where graduates work after graduation. This data indicates the sector or scale of the company where graduates work, whether in the public sector, non-profit organisations, private companies, self-employment, or other.

Indikator	Persentase (%)
Instansi Pemerintah (termasuk BUMN)	64.71%
Organisasi non-profit/Lembaga Swadaya Masyarakat	0.00%
Perusahaan Swasta	35.29%
Wiraswasta/Perusahaan Sendiri	0.00%
Lainnya	0.00%

Figure 12.14: Types of Employers

Based on the available data, the majority of graduates (64.71%) work in government agencies (including state-owned enterprises), whilst 35.29% work in private companies. No graduates work in non-profit organisations, the self-employed sector, or other sectors. The majority of Science Education graduates work in government agencies, whilst the remainder work in private companies. No graduates work in the self-employment sector or non-profit organisations, indicating the dominance of the government and private sectors among graduates.

12.9 Level of Alumni Workplace

This category indicates the level or scale of alumni workplaces, whether they work in the local, national, or international sector. This data provides an overview of the level or scale of the organisations or companies where alumni work.

INDIKATOR	PERSENTASE (%)
F5d1. Lokal/wilayah/wiraswasta tidak berbadan hukum	23.08 %
F5d2. Nasional/wiraswasta berbadan hukum	76.92 %
F5d3. Multinasional/internasional	0.00 %

Figure 12.15 Levels of Alumni Employment

Based on the available data, the majority of alumni (76.92%) work in national/private companies with legal entity status, whilst 23.08% of alumni work in local/regional/private enterprises without legal entity status. No alumni work in multinational/international companies. The majority of alumni surveyed work in national companies with legal entity status. Only a small proportion work in the local/private sector

unincorporated, whilst not there alumni who are in the multinational/international sector.

12.10 Percentage of Alumni Positions/Roles (If Self-Employed)

This category indicates the positions or roles held by alumni involved in self-employment after graduation. This data covers various roles, such as founder, co-founder, staff member, freelancer, or alumni who are not self-employed.

Indikator	Persentase (%)
Founder	0.00%
Co-founder	2.94%
Staff	52.94%
Freelance/Pekerja lepas	0.00%
Tidak Berwirausaha	44.12%

Figure 12.16 Percentage of Alumni Positions/Roles (if Self-Employed)

Figure 12.17 Percentage of Alumni Positions/Roles (If Self-Employed)

Based on the available data, the majority of alumni (52.94%) involved in self-employment work as staff in their businesses. A small proportion (2.94%) are co-founders, and 44.12% of alumni chose not to engage in self-employment. No alumni hold the position of founder or work as freelancers. The majority of Science Education alumni involved in self-employment choose to work as staff in their businesses, whilst the rest are not involved in self-employment. A small proportion of alumni are co-founders, and no alumni are founders or work as freelancers.

12.11 Percentage of Alumni Continuing Their Studies

This percentage of alumni continuing their studies indicates the proportion of alumni who choose to continue their education after graduating from their previous degree programme. Typically, this refers to alumni who proceed to higher levels of education, such as PhD programmes or similar.

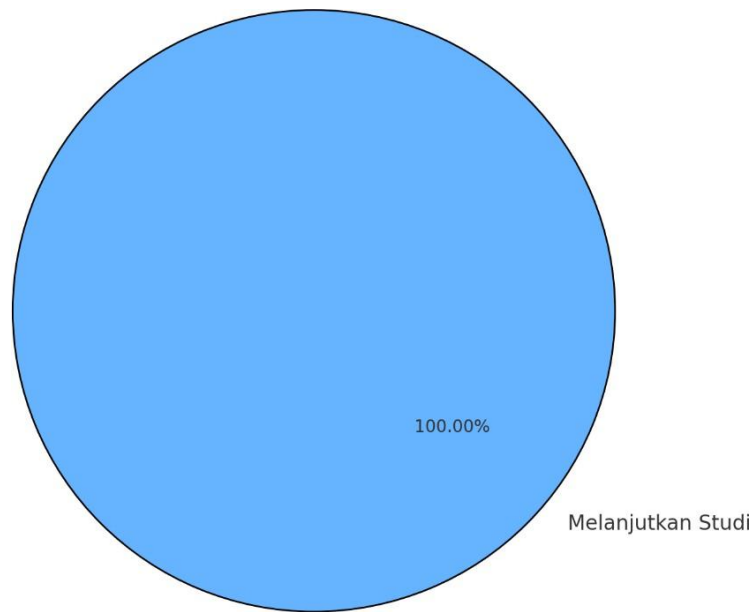


Figure 12. 18 Percentage of Alumni Continuing Their Studies

Figure 12.19 Percentage of Alumni Continuing Their Studies

According to the available data, all alumni (100%) decided to continue their studies after graduating, indicating that all surveyed alumni chose to pursue further education at the next level.

12.12 How Close is the Relationship between Field of Study and Employment, and the Appropriateness of Educational Level for Current Employment

The strength of the relationship between field of study and employment refers to the degree of fit or relevance between the academic discipline studied during higher education and the type of work undertaken by alumni after graduation. The appropriate level of education for current employment refers to the extent to which the level of education held by alumni (e.g., bachelor's, master's, etc.) aligns with the educational requirements needed for the work they undertake

Indikator	Persentase (%)
Hubungan Antara Bidang Studi dan Pekerjaan	
Sangat Erat	100.00%
Erat	0.00%
Cukup Erat	0.00%
Kurang Erat	0.00%
Tidak Sama Sekali	0.00%
Tingkat Pendidikan yang Sesuai untuk Pekerjaan Saat Ini	
Tingkat Lebih Tinggi	0.00%
Tingkat yang Sama	100.00%
Tingkat Lebih Rendah	0.00%
Tidak Perlu Pendidikan Tinggi	0.00%

Figure 12.20 Relationship between Field of Study and Job, and Level of Education Suitable for Current Job

According to the available data, all alumni (100%) feel that there is a very close link between their field of study and their current job, indicating that the education they received is highly relevant to their current role. Furthermore, all alumni (100%) feel that the level of education they attained is appropriate for their current job, indicating that the education received by the alumni is well-suited to the demands of their work. Consequently, all Science Education alumni feel that the link between their field of study and their work is very strong and that their level of education is adequate for the jobs they hold.

12.13 How Alumni Seek Employment

The methods used by alumni to find work in this category show the approaches or methods employed by alumni in seeking employment after graduation. This includes various job search channels such as advertisements in the media, contacting companies directly, utilising networks, or attending job fairs.

INDIKATOR	PERSENTASE (%)
F401. Melalui iklan di koran/majalah, brosur	0.00 %
F402. Melamar ke perusahaan tanpa mengetahui lowongan yang ada	0.00 %
F403. Pergi ke bursa/pameran kerja	0.00 %
F404. Mencari lewat internet/iklan online/milis	50.00 %
F405. Dihubungi oleh perusahaan	0.00 %
F406. Menghubungi Kemenakertrans	0.00 %
F407. Menghubungi agen tenaga kerja komersial/swasta	0.00 %
F408. Memeroleh informasi dari pusat/kantor pengembangan karir fakultas/universitas	50.00 %
F409. Menghubungi kantor kemahasiswaan/hubungan alumni	0.00 %
F410. Membangun jejaring (network) sejak masih kuliah	0.00 %
F411. Melalui relasi (misalnya dosen, orang tua, saudara, teman, dll.)	0.00 %
F412. Membangun bisnis sendiri	0.00 %
F413. Melalui penempatan kerja atau magang	0.00 %
F414. Bekerja di tempat yang sama dengan tempat kerja semasa kuliah	0.00 %
F415. Lainnya	0.00 %

Figure 12.21: How Alumni Seek Employment

According to the available data, the majority of alumni (50%) seek employment via the internet/online advertisements/mailling lists, whilst the remainder also utilise information from faculty/university career development centres (50%). No alumni used other channels such as advertisements in newspapers/magazines, contacting companies directly, networking, or utilising personal connections. All other search channels, such as internships, part-time work, or establishing connections with alumni, were not utilised by the alumni. The most common methods of job search used by alumni were via the internet/online advertisements/mailling lists and information from faculty/university career centres. No alumni used other methods, such as advertisements in the media, internships, or social media.

12.14 Average Number of Applications Sent to Companies and Company Responses

This category shows the average number of applications sent by alumni to companies or organisations to secure their first job. It provides an indication of how actively alumni applied for jobs before finally being offered a position. This category illustrates the average number of companies or organisations that responded to applications sent by alumni, as well as the number of companies that invited alumni for an interview.

Indikator	Rata-Rata (AVG)
Berapa perusahaan yang sudah anda lamar sebelum mendapatkan pekerjaan pertama?	3 Perusahaan
Berapa banyak perusahaan yang merespons lamaran anda?	3 Perusahaan
Berapa banyak perusahaan yang mengundang anda untuk wawancara?	3 Perusahaan

Figure 12.22: Average Number of Applications Sent and Company Responses

From the data above, graduates sent an average of 3 job applications to secure their first job. Subsequently, 3 companies responded to their applications, and of these, 3 companies also invited graduates for an interview. This indicates that every application sent received attention from several companies, which ultimately proceeded to the interview stage.

BASIC EDUCATION STUDY PROGRAMME

13.1 Programme Response Rate

The distribution of valid and invalid respondents refers to the breakdown of the number of respondents in the tracer study based on whether the data they provided met the validity criteria. Respondents who provided complete data in accordance with research standards were considered valid, whilst data that did not meet the criteria was considered invalid.



Figure 13.1 Programme Response Rate

Of the total 95 alumni targeted as respondents, 92 provided valid data (96.84%), whilst three alumni (3.16%) did not complete the survey. Meanwhile, no alumni provided invalid data (0%). This indicates that all Primary Education alumni surveyed met the criteria for complete and appropriate data, meaning that the response rate and data quality were quite high in this survey.

13.2 Sources of Funding for Tuition Fees

Sources of Funding for Tuition Fees illustrates the sources of funding used by alumni to finance their education during their studies, such as costs covered by themselves or their families, or scholarships from various sources.

INDIKATOR	PERSENTASE (%)
F1201. Biaya Sendiri / Keluarga	100.00 %
F1202. Beasiswa ADIK	0.00 %
F1203. Beasiswa BIDIKMISI	0.00 %
F1204. Beasiswa PPA	0.00 %
F1205. Beasiswa AFIRMASI	0.00 %
F1206. Beasiswa Perusahaan/Swasta	0.00 %
F1207. Lainnya	0.00 %

Figure 13.2 Sources of Funding for Tuition Fees

Based on the data above, all alumni (100%) funded their education themselves or through their families, whilst no alumni utilised other sources of funding such as the ADIK scholarship, the BIDIKMISI scholarship, the PPA scholarship, the AFIRMASI scholarship, scholarships from companies or the private sector, or any other sources of funding. All Basic Education alumni surveyed funded their education through their own means or family support, with none receiving scholarships or other sources of funding.

13.3 Competencies Mastered by Alumni

Competencies Mastered by Alumni and the Contribution of Higher Education Institutions provide an indication of the extent to which the competencies or skills acquired by alumni during their education align with those required in the workplace. This also measures the contribution of higher education institutions in preparing alumni to master competencies relevant to the jobs they undertake.

Indikator	Tingkat Kompetensi yang Dikuasai (Saat Lulus)	Tingkat Kompetensi yang Diperlukan dalam Pekerjaan
Etika	99.13%	99.35%
Keahlian Berdasarkan Bidang Ilmu	99.35%	99.13%
Bahasa Inggris	98.26%	98.91%
Penggunaan Teknologi Informasi	99.35%	99.35%
Komunikasi	99.78%	99.35%
Kerja Sama Tim	99.57%	99.74%
Pengembangan Diri	99.35%	99.35%

Figure 13.4 Competencies Mastered by Graduates

The data shows that Primary Education graduates possess a range of key competencies upon graduation, with very high levels of mastery, such as communication (99.78%), teamwork (99.57%), and the use of information technology (99.35%). All these competencies are also considered highly important in the workplace, with the percentage of competencies mastered upon graduation being almost equivalent to those required in the workplace. Expertise in science and English is also highly relevant, with a mastery rate exceeding 98%. All these competencies are also essential in the workplace, with a high degree of alignment between what graduates have mastered and what is required in the workplace.

13.4 Teaching Methods

The Level of Emphasis on Teaching Methods Implemented in the Study Programme indicates the extent to which the study programme emphasises or focuses on various teaching methods, such as lectures, demonstrations, research projects, work placements, practical sessions, fieldwork and discussions.

Indikator	Sangat Besar (%)	Besar (%)	Cukup Besar (%)	Kurang (%)	Tidak Sama Sekali (%)
Perkuliahahan	96.74%	3.26%	0.00%	0.00%	0.00%
Demonstrasi	96.74%	3.26%	0.00%	0.00%	0.00%
Partisipasi dalam proyek riset	96.74%	3.26%	0.00%	0.00%	0.00%
Magang	95.65%	4.35%	0.00%	0.00%	0.00%
Praktikum	95.65%	4.35%	0.00%	0.00%	0.00%
Kerja Lapangan	95.65%	4.35%	0.00%	0.00%	0.00%
Diskusi	97.83%	2.17%	0.00%	0.00%	0.00%

Figure 13.5 Level of Emphasis on Teaching Methods

The learning methods applied in this study programme received a very high level of emphasis from alumni, with the majority feeling that the methods taught were highly relevant to their readiness. Discussions received the highest level of emphasis, with 97.83% of alumni perceiving a very high level of emphasis, followed by lectures, demonstrations, and participation in research projects, which also received nearly the same level of emphasis, at 96.74% each. In addition, internships, practicals, and fieldwork were given significant emphasis, with 95.65% of alumni feeling that these methods were heavily applied in their learning process. This indicates that this study programme pays serious attention to various learning methods that support the employability and practical skills of its alumni.

13.5 Employment Status

The Current Alumni Status category shows the current status of alumni after graduation, whether they are already working, continuing their education, or looking for work.

INDIKATOR	PERSENTASE (%)
F801. Bekerja	100.00 %
F802. Belum memungkinkan bekerja	0.00 %
F803. Wiraswasta	0.00 %
F804. Melanjutkan Pendidikan	0.00 %
F805. Tidak Kerja tetapi sedang mencari kerja	0.00 %

Figure 13.6 Current Alumni Status

Based on the data above, all alumni (100%) are in employment after graduation, whilst none are continuing their education, self-employed, or currently seeking employment. This indicates that all alumni surveyed have successfully secured employment after graduating from this programme.

13.6 Average Time Taken by Graduates to Find Employment

The Average Time Alumni Spent Looking for Work is a category that indicates the average time taken by alumni to find employment after graduation, with two main categories: the time that was required to secure a job before or after graduation.

Indikator	Persentase (%)	Rata-Rata Waktu
Sebelum Lulus	95.65%	0 Bulan
Setelah Lulus	1.09%	0 Bulan
Tidak Mencari Kerja	3.26%	-

Figure 13.7 Average Time Alumni Spend Looking for Work

Based on the data, the majority of alumni (95.65%) began looking for work before graduation, with an average job search time of 0 months. Only 1.09% of alumni began looking for work after graduation, and 3.26% of alumni did not look for work at all. The fact that the majority of alumni began looking for work before graduation indicates that they were ready to enter the workforce immediately after completing their education.

13.7 Time Taken by Graduates to Find Employment

Time Taken by Graduates to Find Employment This category illustrates how long it takes graduates to find employment after graduation, with two main categories: the time taken to find employment within six months or less, and more than six months.

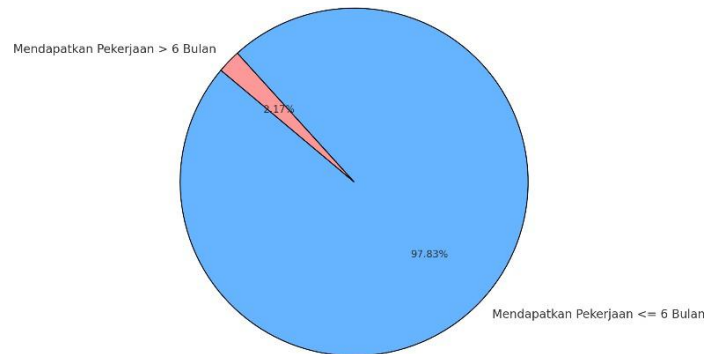


Figure 13.8 Time Taken by Graduates to Find Employment

According to the available data, the vast majority of graduates (97.83%) found employment within six months or less, with an average job search duration of approximately 1.97 months. Only 2.17% of graduates took longer than six months to find a job, with an average job search duration of 1.00 months. The vast majority of graduates found employment within 6 months, with an average job search duration of around 2 months. Only a small proportion of graduates took longer than 6 months, indicating that the majority of graduates were able to adapt to the job market immediately after graduation.

13.8 Type of Employer

This category describes the type of organisation where graduates work after graduation, whether they work in government agencies, non-profit organisations, private companies, or other types of workplaces.

Indikator	Persentase (%)
Instansi Pemerintah (termasuk BUMN)	69.57%
Organisasi non-profit/Lembaga Swadaya Masyarakat	0.00%
Perusahaan Swasta	30.43%
Wiraswasta/Perusahaan Sendiri	0.00%
Lainnya	0.00%

Figure 13.9 Types of Employers

Based on the available data, the majority of graduates work in government agencies (including state-owned enterprises), accounting for 69.57%. Meanwhile, 30.43% of graduates work in private companies, and none work in non-profit organisations or are self-employed/run their own businesses. Thus, the most common type of employment among graduates of basic education is in government agencies (including state-owned enterprises), at 69.57%.

13.9 Alumni Workplace Levels

This category describes the level or type of workplace where alumni are employed, whether they work in companies or organisations with local, national, or multinational/international status.

Indikator	Persentase (%)
Lokal/Wilayah/Wiraswasta Tidak Berbadan Hukum	59.49%
Nasional/Wiraswasta Berbadan Hukum	40.51%
Multinasional/Internasional	0.00%

Figure 13.10 Levels of Alumni Employment

Based on the available data, the majority of alumni work in local/regional workplaces or as unincorporated self-employed individuals, accounting for 59.49%. Approximately 40.51% of alumni work in national workplaces or as incorporated self-employed individuals, whilst 0% of alumni work in multinational/international companies.

13.10 Percentage of Alumni Positions/Roles (If Self-Employed)

Percentage of Alumni Positions/Roles (If Self-Employed) is a category describing the positions or roles held by self-employed alumni, such as whether they are founders, co-founders, staff, or hold other positions within their businesses.

INDIKATOR	PERSENTASE (%)
F5c1. Founder	10.87 %
F5c2. Co-founder	2.17 %
F5c3. Staff	67.39 %
F5c4. Freelance/Pekerja lepas	1.09 %

Figure 13.11 Percentage of Alumni Positions/Roles (If Self-Employed)

According to the available data, the majority of self-employed alumni hold staff positions, accounting for 67.39%. Furthermore, 10.87% of alumni are founders, 2.17% are co-founders, and 1.09% work as freelancers. Meanwhile, 18.48% of alumni are not involved in the entrepreneurial sector. This indicates that the most common position held by Primary Education alumni is that of staff, at 67.39%

13.11 Percentage of Alumni Continuing Their Studies

The ‘Percentage of Alumni Continuing Their Studies’ category represents the proportion of alumni who chose to continue their education after graduating from their previous programme, for example by progressing to a higher level of education.

INDIKATOR	PERSENTASE (%)
F18a. Persentase alumni melanjutkan studi	98.91 %

Figure 13.12 Percentage of Alumni Continuing Their Studies

According to the available data, 98.91% of graduates chose to continue their studies after graduation, indicating that the vast majority of graduates from this programme opted to pursue higher education. Almost all graduates (98.91%) decided to continue their studies after graduation, demonstrating a strong commitment to further education.

13.12 The Strength of the Link Between Field of Study and Employment, and the Appropriateness of Educational Level for Current Employment

The relationship between field of study and employment measures the extent to which the knowledge and skills acquired by graduates during their studies are relevant and applied in the jobs they hold. The level of education appropriate for current employment illustrates how well the education received by graduates aligns with the work they are currently doing.

Indikator	Persentase (%)
Seberapa Erat Hubungan antara Bidang Studi dengan Pekerjaan	100.00%
Tingkat Pendidikan yang Sesuai untuk Pekerjaan	
Setingkat Lebih Tinggi	3.26%
Tingkat yang Sama	96.74%
Setingkat Lebih Rendah	0.00%
Tidak Perlu Pendidikan Tinggi	0.00%

Figure 13.13 Relationship between Field of Study and Employment and the Appropriate Level of Education for Current Employment

The relationship between field of study and employment is very strong, with 100% of alumni feeling that their field of study is highly relevant to the work they do. Regarding the appropriate level of education for current employment, 96.74% of alumni feel that the education they received is sufficiently appropriate for the work they do, and only 3.26% of alumni feel that they require a higher level of education.

All alumni feel that their field of study is highly relevant to the work they do (100%), and the vast majority feel that their level of education is appropriate for the work they do (96.74%), with only a small proportion feeling they need a higher level of education (3.26%).

13.13 How Alumni Look for Work

"How Alumni Look for Work" is a category that highlights the various methods used by alumni to look for work, including applying via various media, contacting recruitment agencies, or utilising information provided by the university.

Indikator	Persentase (%)
Mencari Lewat Internet/Iklan Online/Milis	49.72%
Memperoleh Informasi dari Pusat/Kantor Pengembangan Karir Fakultas/Universitas	49.15%
Melalui Penempatan Kerja atau Magang	0.56%
Bekerja di Tempat yang Sama dengan Tempat Kerja Semasa Kuliah	0.56%
Lainnya	0.00%

Figure 13.14 Ways in Which Graduates Look for Work

The majority of alumni look for jobs via the internet/online advertisements or information from faculty/university career development centres/offices, with each accounting for 49.72% and 49.15% respectively. In addition, 0.56% of graduates use job placement or internships, as well as jobs at the same place where they worked whilst studying. No graduates applied for jobs through newspaper advertisements, searched via job fairs, contacted the Ministry of Manpower and Transmigration, or contacted employment agencies. This indicates that the internet/online advertisements and information from campus career development centres are the primary methods by which graduates of basic education seek employment.

13.14 Average Number of Applications Sent to Companies and Company Responses

The average number of applications sent to companies and company responses refers to the average number of companies contacted by graduates to apply for jobs, as well as the average number of companies that responded and invited graduates for interviews. This data illustrates how many opportunities graduates received after submitting job applications.

Indikator	Rata-Rata
Lamaran yang Dikirim ke Perusahaan	3 Perusahaan
Respon Perusahaan (yang mengundang wawancara)	3 Perusahaan

Figure 13.15 Average Number of Applications Sent to Companies and Company Responses

Based on the data, the average number of companies receiving applications is 3, whether by post or email. Furthermore, the average number of companies responding to applications and inviting applicants for interviews is also recorded as 3. This indicates that graduates generally receive a response rate commensurate with the number of applications submitted.

Appendix 1. *Tracer Study* Questionnaire

 User : 061038

[HOME \(/index.php/default\)](#) / [KUESIONER \(/index.php/formkuis/#\)](#) / [FORM KUESIONER 2021 \(/index.php/formkuis/index\)](#)

Identitas f1	Nomor Mahasiswa	:	<input type="text"/>
	Kode PT	:	<input type="text" value="061038"/>
	Tahun Lulus	:	<input type="text"/>
	Kode Prodi	:	<input type="text"/>
	Nama	:	<input type="text"/>
	Nomor Telepon/HP	:	<input type="text"/>
	Alamat Email	:	<input type="text"/>
	NIK	:	<input type="text"/>
	NPWP	:	<input type="text"/>

Tracer Study

Kuisisioner Wajib

- f8** Jelaskan status Anda saat ini? :
- [1] Bekerja (full time/part time)
 - [3] Wiraswasta
 - [4] Melanjutkan Pendidikan
 - [5] Tidak Kerja tetapi sedang mencari kerja
 - [2] Belum memungkinkan bekerja

f504 Apakah anda telah mendapatkan pekerjaan <= 6 bulan / termasuk bekerja sebelum lulus ? : [1] Ya ^(f5-04)

Dalam berapa bulan anda mendapatkan pekerjaan ? ^(f5-02)

[2] Tidak ^(f5-04)

Dalam berapa bulan anda mendapatkan pekerjaan ? ^(f5-06)

Berapa rata-rata pendapatan anda per bulan ? (take home pay)? ^(f5-05)

f510 Dimana lokasi tempat Anda bekerja? ?
Silakan download data referensi wilayah : : Propinsi : ^(f5-01)

Kab/Kota: ^(f5-02)

1. Data Referensi Propinsi
(http://tracerstudy.kemdikbud.go.id/master_propinsi_pddikti.xlsx)

2. Data Referensi Kab/Kota
(http://tracerstudy.kemdikbud.go.id/master_kabkota_pddikti.xlsx)

f11 Apa jenis perusahaan/instansi/institusi tempat anda bekerja sekarang? : [1] Instansi pemerintah ^(f11-01)

[6] BUMH/BUMD

[7] Insttusi/Organisasi Multilateral

[2] Organisasi non-profit/Lembaga Swadaya Masyarakat

[3] Perusahaan swasta

[4] Wiraswasta/perusahaan sendiri

[5] Lainnya, tuliskan:

^(f11-02)

f5b Apa nama perusahaan/kantor tempat Anda bekerja? : ^(f5b)

f5c Bila berwiraswasta, apa posisi/jabatan Anda saat ini ? (Apabila F8 menjawab [3] Wiraswasta) : ^(f5c)

f5d Apa tingkat tempat kerja Anda? : ^(f5d)

f18 Pertanyaan studi lanjut (Apabila F8 menjawab [4] Melanjutkan Pendidikan)

Sumber Biaya : (f18a)
Perguruan Tinggi : (f18b)
Program Studi : (f18c)
Tanggal Masuk : (f18d)

f12 s eun an sum her*ana amam funding duran vi hudan re *a s1*o

[2] Beasiswa ADIK

[5] Beasiswa AFIRMASI

f14 "How is your relationship with your studies and your participation?"

[1] Sangat Erat

f15 Tingkat pendidikan apa yang paling tepat/sesuai untuk pekerjaan anda saat ini?

Sistem Periu Education T nggp

117	Pada saat lulus, pada tingkat mana kompetensi di bawah ini anda kuasai? (A) Pada saat ini, pada tingkat mana kompetensi di bawah ini diperlukan dalam pekerjaan? (B)	A					B					
		Sangat Rendah		Sangat Tinggi			Sangat Rendah		Sangat Tinggi			
		1	2	3	4	5	1	2	3	4	5	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Etika ^{(#1761) (#1762)}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Keahlian berdasarkan bidang ilmu ^{(#1763) (#1764)}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bahasa Inggris ^{(#1765) (#1766)}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Penggunaan Teknologi Informasi ^{(#1767) (#1768)}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Komunikasi ^{(#1769) (#1770)}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Kerja sama tim ^{(#1771) (#1772)}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pengembangan Diri ^{(#1773) (#1774)}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kuisiner Opsional

12	Menurut anda seberapa besar penekanan pada metode pembelajaran di bawah ini dilaksanakan di program studi anda?	Perkuliahan ⁰¹	
		<input type="radio"/> [1] Sangat Besar <input type="radio"/> [2] Besar <input type="radio"/> [3] Cukup Besar <input type="radio"/> [4] Kurang <input type="radio"/> [5] Tidak Sama Sekali	01
		Demonstrasi ⁰²	

[1] Sangat Besar

[3] Cukup Besar

[4] Kurang

Partisipasi dalam proyek riset ²³

[1] Sangat Besar

[2] Cukup Besar

[3] Kurang

Magang ²⁴

[1] Sangat Besar

[3] Cukup Besar

Praktikum ²⁵

[1] Sangat Besar

[2] Besar

[3] Cukup Besar

Kerja Lapangan ²⁶

14	Bagaimana anda mencari pekerjaan tersebut? <i>Jawaban bisa lebih dari satu</i>	<input type="checkbox"/> [1] Melalui iklan di koran/majalah, brosur ¹⁴⁻⁰¹ <input type="checkbox"/> [1] Melamar ke perusahaan tanpa mengetahui lowongan yang ada ¹⁴⁻⁰² <input type="checkbox"/> [1] Pergi ke bursa/pameran kerja ¹⁴⁻⁰³ <input type="checkbox"/> [1] Mencari lewat internet/iklan online/milis ¹⁴⁻⁰⁴ <input type="checkbox"/> [1] Dihubungi oleh perusahaan ¹⁴⁻⁰⁵ <input type="checkbox"/> [1] Menghubungi Kemenakertrans ¹⁴⁻⁰⁶ <input type="checkbox"/> [1] Menghubungi agen tenaga kerja komersial/swasta ¹⁴⁻⁰⁷ <input type="checkbox"/> [1] Memeroleh informasi dari pusat/kantor pengembangan karir fakultas/universitas ¹⁴⁻⁰⁸ <input type="checkbox"/> [1] Menghubungi kantor kemahasiswaan/hubungan alumni ¹⁴⁻⁰⁹ <input type="checkbox"/> [1] Membangun jejaring (<i>network</i>) sejak masih kuliah ¹⁴⁻¹⁰ <input type="checkbox"/> [1] Melalui relasi (misalnya dosen, orang tua, saudara, teman, dll) ¹⁴⁻¹¹ <input type="checkbox"/> [1] Membangun bisnis sendiri ¹⁴⁻¹² <input type="checkbox"/> [1] Melalui penempatan kerja atau magang ¹⁴⁻¹³ <input type="checkbox"/> [1] Bekerja di tempat yang sama dengan tempat kerja semasa kuliah ¹⁴⁻¹⁴ <input type="checkbox"/> [1] Lainnya: ¹⁴⁻¹⁵ <input type="text" value=""/> 14-16
16	Berapa perusahaan/instansi/institusi yang sudah anda lamar (lewat surat atau e-mail) sebelum anda memperoleh pekerjaan pertama?	<input type="text" value=""/> perusahaan/instansi/institusi
17	Berapa banyak perusahaan/instansi/institusi yang merespons lamaran anda?	<input type="text" value=""/> perusahaan/instansi/institusi
17a	Berapa banyak perusahaan/instansi/institusi yang mengundang anda untuk wawancara?	<input type="text" value=""/> perusahaan/instansi/institusi
19		

f10 Apakah anda aktif mencari pekerjaan dalam 4 minggu terakhir? *Pilihlah Satu Jawaban. KEMUDIAN LANJUT KE f17*

[1] Tidak f16-01

[2] Tidak, tapi saya sedang menunggu hasil lamaran kerja

[3] Ya, saya akan mulai bekerja dalam 2 minggu ke depan

[4] Ya, tapi saya belum pasti akan bekerja dalam 2 minggu ke depan

[5] Lainnya

f16 Jika menurut anda pekerjaan anda saat ini tidak sesuai dengan pendidikan anda, mengapa anda mengambilnya? *Jawaban bisa lebih dari satu*

[1] Pertanyaan tidak sesuai, pekerjaan saya sekarang sudah sesuai dengan pendidikan saya. f16-01

[2] Saya belum mendapatkan pekerjaan yang lebih sesuai. f16-02

[3] Di pekerjaan ini saya memperoleh prospek karir yang baik f16-03

[4] Saya lebih suka bekerja di area pekerjaan yang tidak ada hubungannya dengan pendidikan saya. f16-04

[5] Saya dipromosikan ke posisi yang kurang berhubungan dengan pendidikan saya dibanding posisi sebelumnya f16-05

[6] Saya dapat memperoleh pendapatan yang lebih tinggi di pekerjaan ini. f16-06

[7] Pekerjaan saya saat ini lebih aman/terjamin/securu f16-07

[8] Pekerjaan saya saat ini lebih menarik f16-08

[9] Pekerjaan saya saat ini lebih memungkinkan saya mengambil pekerjaan tambahan/jadwal yang fleksibel, dll f16-09

[10] Pekerjaan saya saat ini lokasinya lebih dekat dari rumah saya. f16-10

[11] Pekerjaan saya saat ini dapat lebih menjamin kebutuhan keluarga saya. f16-11

[12] Pada awal meniti karir ini, saya harus menerima pekerjaan yang tidak berhubungan dengan pendidikan saya. f16-12

[13] Lainnya: f16-13

Appendix 2. Documentation of the *Tracer Study* System Development

TRACER STUDY MONITORING DOCUMENTATION

A. DOCUMENTATION

1. Simplification of forms and setting of default values on the Tracer Study form.

The screenshot displays a web form titled "Identitas Pribadi" and "Tracer Study - Kuisisioner Wajib". The form contains several sections:

- Identitas Pribadi:**
 - F1 Nama: NOVA RISTI'ANI
 - Number Telepon/HP: 082134502665
- Tracer Study - Kuisisioner Wajib:**
 - F8 Pekerjaan status Anda saat ini?: [1] Bekerja (full time/part time), [3] Wirausaha, [4] Melanjutkan Pendidikan, [5] Tidak Kerja tetapi sedang mencari kerja, [2] Belum memanggirkan bekerja
 - F904 Apakah anda telah mendapatkan pekerjaan <= 6 bulan / termasuk bekerja sebelum lulus?: [1] Ya (15-01), [2] Tidak (15-04). Includes input fields for "Dalam berapa bulan anda mendapatkan pekerjaan?" (15-02) and "Berapa rata-rata pendapatan anda per bulan? (jika home pay)" (15-05) with a default value of 4000000.
 - F910 Dimana lokasi tempat Anda bekerja?: Includes dropdowns for "Provinsi" (15a1) and "Kab/Kota" (15a2). A yellow note states: "#Catatan: Jika Loading terlalu lama, boleh langsung disimpan, yg penting Provinsi telah dipilih. Kmn untuk menentukan UMP".
 - F11 Apa jenis perusahaan/institusi/institusi tempat anda bekerja sekarang?: [3] Perusahaan swasta (11-01), [1] Instansi pemerintah (termasuk BUMN), [4] Wirausaha/perusahaan sendiri
 - F18 Pertanyaan studi lanjut: Includes dropdowns for "Perguruan Tinggi" (11b), "Program Studi" (11c), and "Tanggal Masuk" (11d) with a default value of dd/mm/yyyy.

A "Simpan Formulir Tracer" button is located at the bottom right of the form.

Other forms remain, but default values have been set so that they can be reported.

2. Tracer Study Monitoring Dashboard and Access PIN



To access the tracer monitoring system, please enter your PIN.

PIN = DATE OF SYSTEM ACCESS (FORMAT: DDMMYYYY)

EXAMPLE: SYSTEM ACCESS DATE: 08-11-2024 PIN: 08112024



The dashboard provides an overview of the current status of alumni and when they secured employment.



157	8.92%	0.00%
347	5.48%	0.29%
174	2.30%	0.00%
36	2.78%	0.00%
49	4.68%	0.00%

3. Tracer Report by Year of Graduation

245	3.67%	0.82%
139	24.11%	2.88%

Target Respondents: Number of graduates in the selected graduation year. Please click to view the list of respondents.

Tracer Survey Results: The number of graduates who have completed the tracer survey correctly. Please click to view the tracer survey results.

IKU 1 Eligibility: The number of graduates who have completed the tracer survey and meet the IKU 1 criteria. Please click to view IKU 1 eligibility status.

Eligible for IKU 1 if:

- Alumni status: continuing their studies
- Has secured employment or started a business within 6 months of graduation and earns an income of at least 1.2 times the Minimum Wage.

4. Raw Data on Tracer Results and IKU 1 Achievement

Teknologi Pangan, Tahun Luli

3

ELIGIBLE
Ya
Ya
Tidak
Tidak
Ya
Ya
Ya

The IKU 1 eligibility status can be viewed in the far-right column.

The UMP data has been adjusted according to the province in which the alumni work. #Note:

If the tracer data still does not meet expectations, the programme may contact the alumni again to correct the tracer entries.

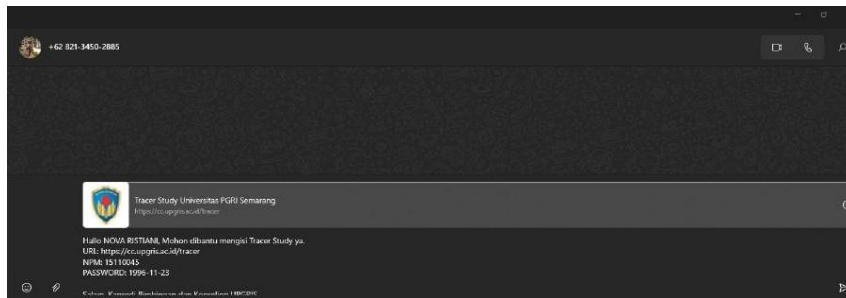
5. Target Respondent Data (Can be used by the programme to contact students)

Prodi: Bimbingan dan Konseling

NO. HP	TGL. LHR
6282313579920	2000-01-
6289630899054	2000-01-
6287832410791	1995-07-
6287730386180	1996-07-
6281334607908	1996-01-
6281329375705	1997-03-
6282194502885	1996-11-

To contact students without saving their numbers, please click on the mobile number in the student's data. You will then be redirected to WhatsApp Web or WhatsApp Desktop. #Ensure WhatsApp Desktop is installed on your laptop.

Here is what it looks like when a student's number is linked to WhatsApp:



A URL, Student ID and Password will be sent to begin completing the tracer survey

6. Data UMP 2023

1,2 UMP
6.000.000
4.096.399
3.256.406
4.198.175
3.193.536
2.901.936
2.378.138
5.882.158

Used as a reference in the minimum income field