



TRACER STUDY REPORT 2024



Universitas Islam Sultan Agung

UNISSULA



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Foreword

May the peace, mercy and blessings of Allah be upon you.

All praise is due to Allah, the Almighty, for His mercy and guidance. May blessings and peace be upon the Prophet Muhammad, his family and his companions.

Through the grace and approval of Allah, this tracer study report of Universitas Islam Sultan Agung (UNISSULA) has been completed and is available to the university community and the wider public. As an institution whose vision is to excel in the development of science and technology grounded in Islamic values for the benefit of the ummah, UNISSULA seeks to prepare graduates who can contribute to society, the nation and religion. This requires a connection between the aims of education and the needs of industry and business, enabling graduates to compete for employment opportunities or establish their own enterprises.

In support of this aim, UNISSULA undertakes tracer studies through its Career Development Division, as described in this report. Besides tracing the current circumstances of alumni, tracer studies provide an effective means of obtaining feedback on (a) the achievements of UNISSULA as an educational institution and (b) improvements to curricular and non-curricular educational processes. The 2024 tracer study, covering graduates of 2023, supports these objectives.

The findings presented in this report are expected to provide useful feedback to all study programmes at UNISSULA as they continue to improve the quality of education. As the implementing body, LPKA, through the Career Development Division, is also committed to improving its services, systems and supporting resources so that tracer studies can be conducted sustainably each year and reported comprehensively.

We thank all graduates of 2023 who completed the questionnaire and the study programmes that fully supported the 2024 tracer study. Alumni participation is essential to the continuing improvement of services and learning at UNISSULA.

May the peace, mercy and blessings of Allah be upon you.

Semarang, 2 January 2025

Ady Fajar Putranto, SE

Head of the Student and Alumni
Development Institute (LPKA)

Chapter I Introduction

1.1 Background

Information about graduates can be collected through a tracer study to establish the extent to which they participate in employment and contribute to society in ways relevant to their education. A tracer study is a standardised survey of higher education graduates undertaken some time after they leave their institution (Schomburg, 2009). Tracer studies are widely used by higher education administrators in both developed and developing countries. They trace the transition from graduation to the early stages of a career, generally one to three years after graduation (Budi and Dinan, 2017).

Higher education institutions need tracer studies because alumni feedback is essential to improving educational systems and management. Such studies provide information on the relationship between higher education and professional employment, assess educational relevance, inform stakeholders and support institutional accreditation requirements (Budi and Dinan, 2015). Figure 1 outlines the tracer study process.

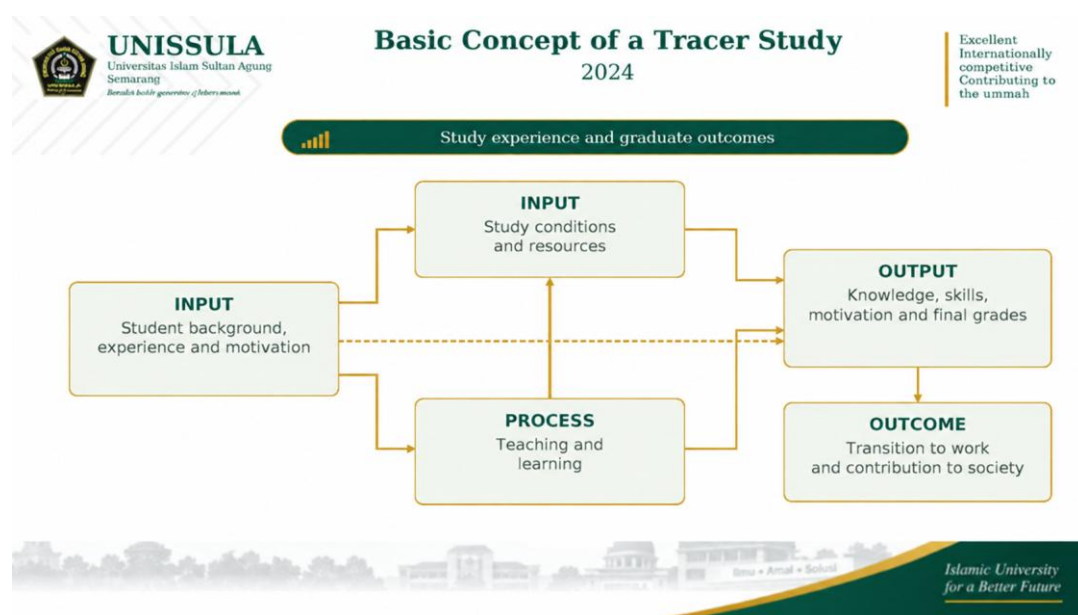


Figure 1 Basic concept of a tracer study (Schomburg, 2009)

A tracer study can provide information on students' personal backgrounds, experiences, motivations, learning conditions and teaching and learning processes. This information supports evaluation, improvement and quality assurance of the educational system. It also provides evidence on knowledge, skills, motivation, final grades, transition to employment and alumni contributions to society. These findings allow institutions to examine the relationship between higher education and professional work, assess relevance, inform stakeholders and meet accreditation requirements.

Tracer studies should therefore be conducted continuously. Alumni are an important source of objective information about educational processes and outcomes. A structured tracer study can support policies that improve institutional quality.

1.2 Objectives of the UNISSULA tracer study

A tracer study reviews graduates' employment circumstances, particularly during the early stages of entry into the labour market. Information on transition and employment history provides indicators of institutional efficiency. Research into the relationships, transitions and dynamics between higher education and the world of work is increasingly important to institutions, government and industry (Syafiq and Fikawati, 2014). The International Centre for Higher Education Research (INCHER) at the University of Kassel in Germany initiated UNITRACE (University Tracer Study International Training) to disseminate a methodology and strengthen cooperation between universities worldwide. Figure 2 presents the principal objectives identified by INCHER.

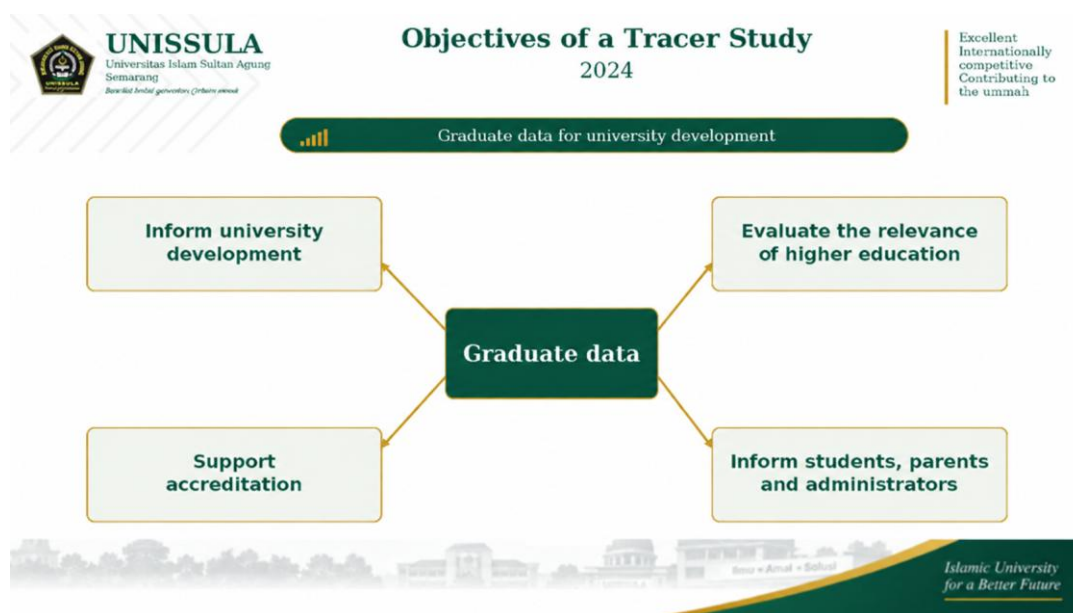


Figure 2 Objectives of a tracer study (Schomburg, 2003)

According to Schomburg (2003), tracer studies provide valuable information for university development and accreditation, evaluate the relevance of higher education to labour market needs, and inform students, parents and administrators about alumni experiences from university study to employment. In line with these objectives, Universitas Islam Sultan Agung in Semarang has the following aims.

1. Obtain feedback on the learning processes experienced during university study.
2. Provide evidence for evaluating the relevance of higher education to employment.
3. Provide feedback for institutional quality assurance and the development of national education policy.
4. Support national and international accreditation.
5. Provide companies' human resources departments with relevant information about graduates and the university.
6. Provide empirical evidence on graduate employment, early careers and the relationship between work and higher education.

7. Inform students, parents, lecturers, educational staff and other education stakeholders about university graduates.
8. Strengthen national data on alignment between higher education and the world of work.

1.3 Benefits of the tracer study for UNISSULA

Tracer studies benefit Universitas Islam Sultan Agung internally and connect the university with its stakeholders. They provide detailed information about the relationship between education and employment across disciplines and qualification levels. Specific information on alumni circumstances can help companies cooperate with UNISSULA in preparing prospective graduates to meet employer expectations and address gaps in employment opportunities. Study programmes can use the findings to review and improve curricula in response to current conditions and competence requirements. A professionally conducted tracer study provides the following benefits.

1. Maintain an up-to-date alumni database.
2. Enable study programmes to develop cooperation with relevant companies through their alumni.
3. Enable study programmes to survey employers' satisfaction with graduates.
4. Provide feedback for university and programme curriculum improvements.
5. Support the development of alumni networks.
6. Provide a foundation for compiling employer contact lists.
7. Support institutional self-evaluation.
8. Support higher education classification by the Ministry of Education and Culture.
9. Meet the growing importance of tracer studies as a requirement under the Independent Campus (Kampus Merdeka) policy.

Chapter II Implementation Method

2.1 Organisation of the UNISSULA tracer study

The implementation method describes the tracer study process at UNISSULA, from planning to the conclusions used to inform subsequent action. For the 2024 tracer study, the Vice-Rector III for Student Affairs and Alumni served as patron, while the Head of LPKA chaired the programme. Figure 3 shows the organisation of the tracer study team.

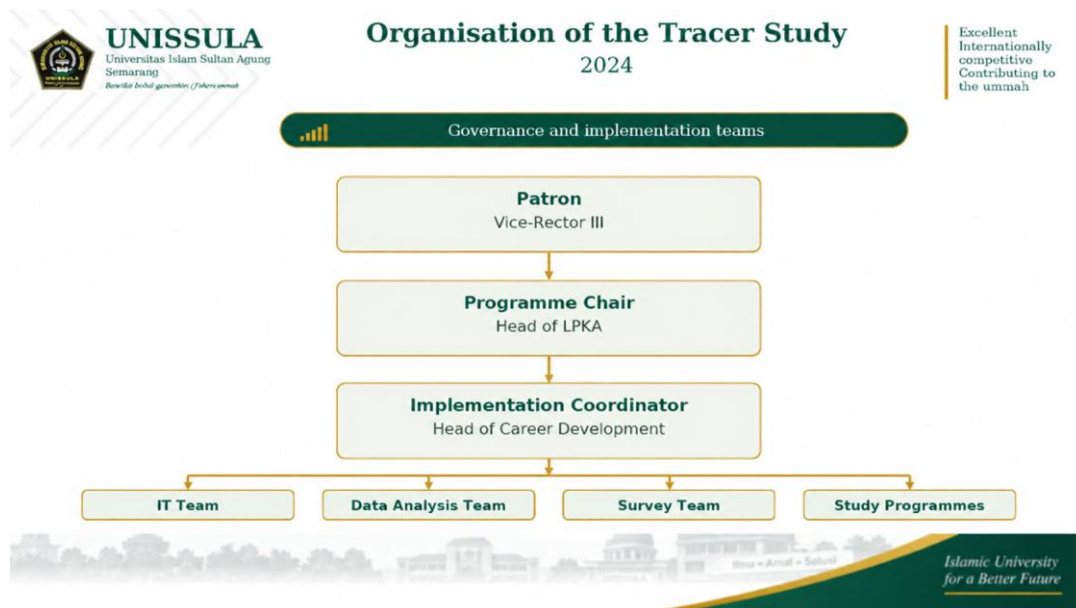


Figure 3 Organisation of the UNISSULA tracer study 2024

Responsibilities

Patron, Vice-Rector III. Oversees the overall management of the programme and ensures that activities meet the agreed objectives, timetable and applicable regulations.

Programme Chair, Head of LPKA. Takes responsibility for the tracer study, including programme planning, system development, alumni data collection, implementation, analysis and dissemination of findings. The Chair also coordinates with the Head of the Academic Administration Bureau (BAAK) to obtain graduate data, particularly contact details such as email addresses and telephone numbers.

Technical Implementation Coordinator. Supports the Chair with scheduling, administration, document archiving, operation of the online questionnaire and coordination of the tracer study team.

Survey Team. Collects alumni data by contacting graduates and sending questionnaire reminders through WhatsApp.

Study Programmes. Actively encourage their alumni to complete the questionnaire through the channels available to each programme.

Information Technology Team. Develops the technology infrastructure required for smooth tracer study implementation in accordance with the needs of internal stakeholders at Universitas Islam Sultan Agung in Semarang. The team also contacts alumni through bulk email and WhatsApp messages.

Data Analysis Team. Verifies and validates tracer study data and conducts statistical analysis.

2.2 Respondents in the UNISSULA tracer study 2024

The UNISSULA alumni tracer study follows the respondent framework specified by the Ministry of Higher Education, Science and Technology: the entire eligible population, rather than a pre-selected sample. The target population comprises graduates belonging to the previous year's graduation cohort, rather than an admission cohort. Accordingly, the 2024 tracer study covered diploma (D3), bachelor's (S1) and professional programme graduates from the 2022/2023 academic year, described in the report as graduates from the January and December 2023 periods. The cohort definition takes account of accreditation and Internal Quality Audit (AMI) reporting needs at Universitas Islam Sultan Agung in Semarang.

2.3 Operational procedures for the UNISSULA tracer study

The UNISSULA tracer study 2024 was conducted under the following arrangements.

1. All eligible graduates in the specified graduation cohort were targeted, rather than a sample.
2. Respondents were alumni graduating in the 2022/2023 academic year, corresponding to the previous-year cohort (TS-1) under the ministry's policy.
3. Questionnaire items followed the minimum questions published at <http://tracerstudy.kemdikbud.go.id> for higher education performance reporting and were adapted to institutional self-evaluation requirements.
4. Faculties and study programmes encouraged graduates to complete the questionnaire at <https://career.unissula.ac.id>.
5. The target population was obtained from BAAK's e-Wisuda graduation records. After compilation of the database, data collection followed the activity timetable in Table 1.

Table 1 Implementation timetable for the UNISSULA tracer study 2024

No.	Activity	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1	Formulate the core questions	X									
2	Prepare the UNISSULA tracer study application	X									
3	Validate respondent data	X	X								
4	Publicise the study			X							
5	Collect respondent data				X	X					
6	Verify and analyse data						X	X			
7	Upload data to the ministry website								X		

No.	Activity	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
8	Prepare the UNISSULA tracer study report									X	X

Since 2015, the UNISSULA tracer study has used an online survey at <http://career.unissula.ac.id>. Respondents access this website to complete the questionnaire. The survey is closed and is available only to graduates designated as respondents by the tracer study team. Eligible graduates log in using an individual PIN distributed through bulk WhatsApp messages or WhatsApp groups. LPKA also involves internal surveyors and study programmes, which contact graduates who have not yet completed the questionnaire to improve the response rate.

During data collection, the IT Team monitors questionnaire completion and provides weekly progress reports. Surveyors follow up with programmes whose response rates remain low. Figures 4 and 5 show the tracer study login page and an example WhatsApp group used to support alumni contact.

Figure 4 UNISSULA tracer study 2024 login page in English

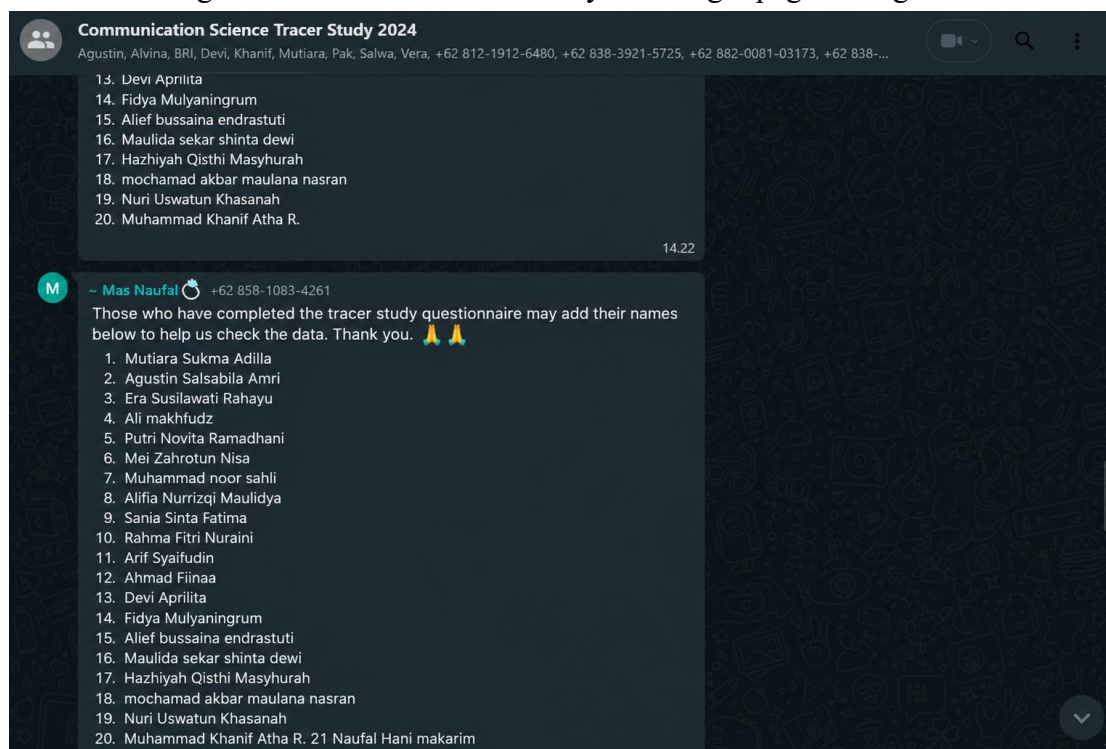


Figure 5 Example WhatsApp group supporting the tracer study 2024 in English

Chapter III Analysis of Tracer Study Findings

3.1 Respondent profile

The target respondents for the UNISSULA tracer study 2024 were graduates of Universitas Islam Sultan Agung in Semarang from the 2022/2023 academic year. The university summary records 3,350 diploma, bachelor's and professional programme graduates. Table 2 summarises the response outcomes.

Table 2 Respondent summary for the UNISSULA tracer study 2024

Measure	Number	Percentage
Target population (a)	3,350	-
Graduates not contacted (b)	479	-
Contactable target respondents (c = a - b)	2,871	-
Complete responses (d)	2,871	-
Gross response rate (d / a x 100)	-	85.7%
Net response rate (d / c x 100)	-	100.0%

Respondent contact and questionnaire collection took place from May to September 2024. The university summary shows a net response rate of 100%, with 2,871 complete questionnaires from 2,871 contactable alumni. Graduates who could not be contacted had mobile telephone numbers or email addresses that were no longer in use.

Table 3 Respondents by faculty and study programme 2024

Study programme	a	b	c	d	Partial	Gross %	Net %
Faculty of Islamic Studies							
Family Law	65	3	62	62	0	95.4%	100.0%
Islamic Religious Education	137	7	130	130	0	94.9%	100.0%
Faculty of Languages Literature and Culture							
English Language Education	44	8	36	36	0	81.8%	100.0%
English Literature	32	5	27	27	0	84.4%	100.0%
Faculty of Economics							
Diploma in Accounting	60	10	50	50	0	83.3%	100.0%
Bachelor of Accounting	316	39	277	277	0	87.7%	100.0%
Bachelor of Management	450	55	395	395	0	87.8%	100.0%
Faculty of Law							
Law	560	90	470	470	0	83.9%	100.0%
Faculty of Nursing							
Diploma in Nursing	94	11	83	83	0	88.3%	100.0%

Study programme	a	b	c	d	Partial	Gross %	Net %
Nursing Professional Programme	182	32	150	150	0	82.4%	100.0%
Faculty of Dentistry							
Dentistry Professional Programme	79	14	65	65	0	82.3%	100.0%
Faculty of Medicine							
Medicine Professional Programme	173	35	138	138	0	79.8%	100.0%
Faculty of Psychology							
Psychology	183	28	155	155	0	84.7%	100.0%
Faculty of Engineering							
Urban and Regional Planning	75	9	66	66	0	88.0%	100.0%
Civil Engineering	236	36	200	200	0	84.7%	100.0%
Faculty of Industrial Technology							
Electrical Engineering	52	8	44	44	0	84.6%	100.0%
Industrial Engineering	126	21	105	105	0	83.3%	100.0%
Informatics Engineering	43	5	38	38	0	88.4%	100.0%
Faculty of Teacher Training and Education							
Indonesian Language and Literature Education	28	1	27	27	0	96.4%	100.0%
Primary School Teacher Education	93	15	78	78	0	83.9%	100.0%
Mathematics Education	36	5	31	31	0	86.1%	100.0%
Faculty of Pharmacy							
Pharmacy Professional Programme	166	26	140	140	0	84.3%	100.0%
Midwifery Professional Programme	45	8	37	37	0	82.2%	100.0%
Faculty of Communication Science							
Communication Science	75	11	64	64	0	85.3%	100.0%
Subtotal of rows shown	3,350	482	2,868	2,868	0	85.6%	100.0%

3.2 Respondents during university study

Respondents required financial support while studying at Universitas Islam Sultan Agung. Figure 6 presents the sources of funding for their education.

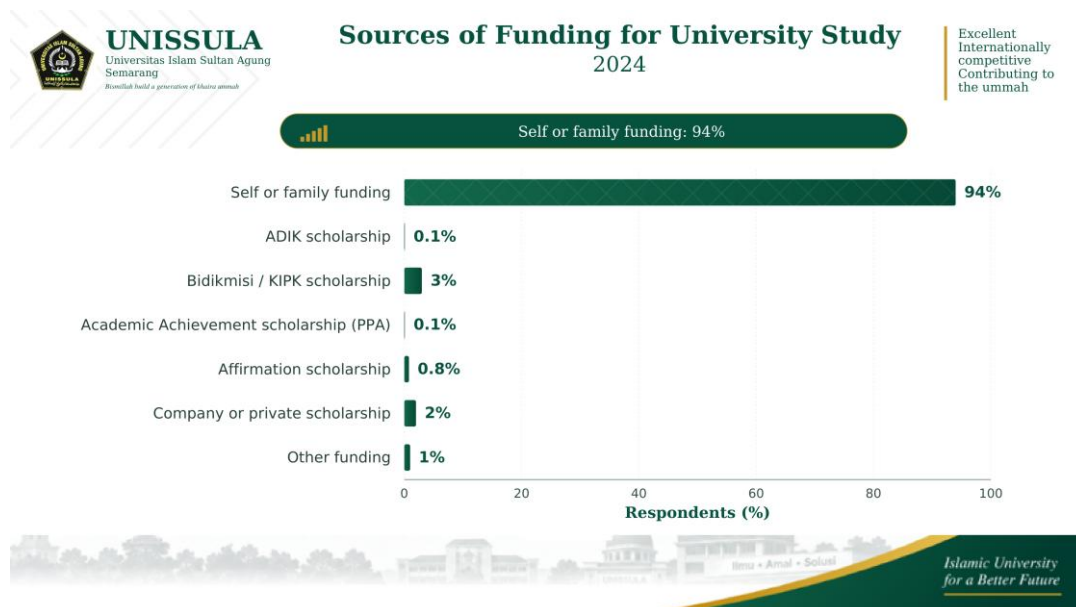


Figure 6 Sources of funding for university study

Most participants (94%) financed their studies themselves or through their families. The narrative reports ADIK scholarships at 0.1%, company or private scholarships at 2%, Academic Achievement (PPA) scholarships at 0.1% and Affirmation scholarships at 0.8%. Indonesian government support through KIPK scholarships accounted for 3% of participants from financially disadvantaged backgrounds. Other funding is shown as 1% in the chart.

During their studies, participants experienced a range of teaching methods intended to develop technical and interpersonal skills. Figure 7 shows the reported emphasis placed on different teaching and learning methods.

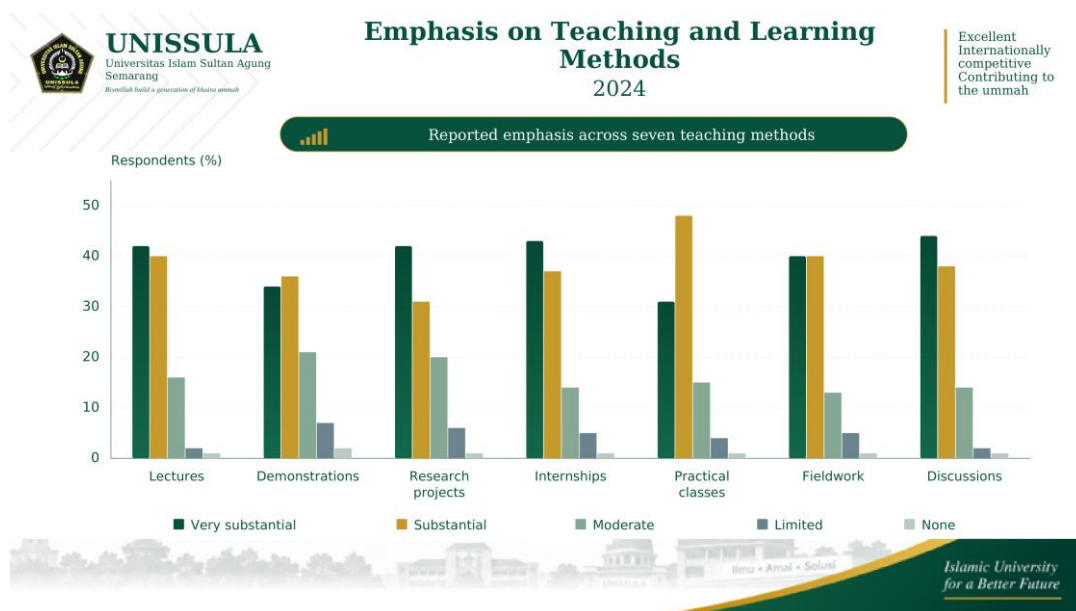


Figure 7 Emphasis on teaching and learning methods

Figure 7 indicates that participants generally perceived the teaching methods used by their programmes as making a substantial contribution to the development of technical and interpersonal skills that could be applied in employment, social settings and community life.

3.3 Respondents after graduation

After completing higher education, graduates are expected to enter the labour market equipped with the knowledge and abilities developed during their studies. The following figure shows the proportions in employment, self-employment, further study and other circumstances.

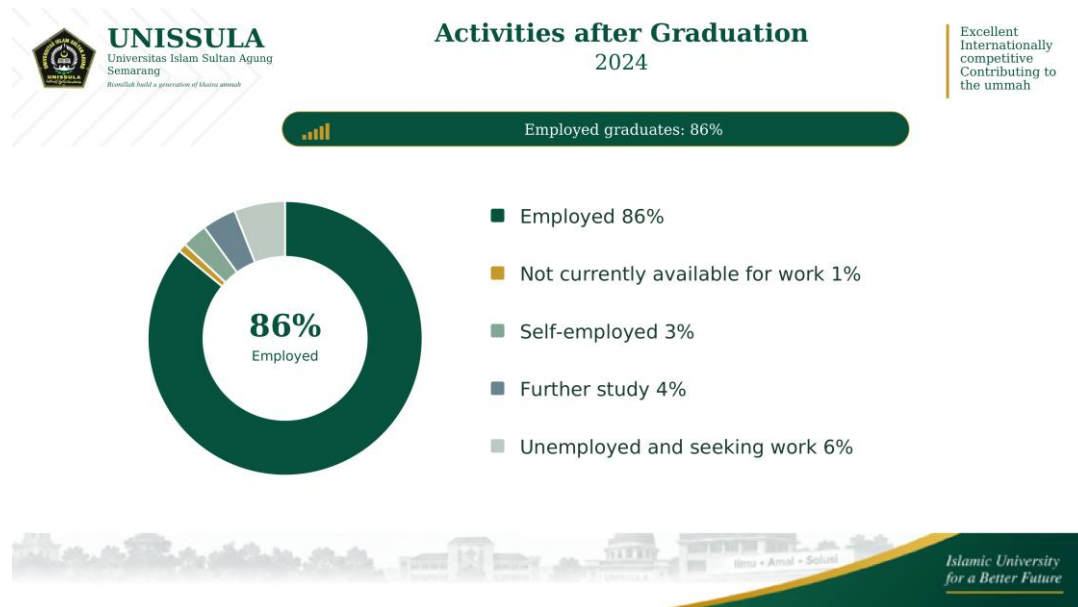


Figure 8 Respondents' activities after graduation

The figure shows that 86% of respondents were employed, 3% were self-employed and 4% were pursuing further study. A further 1% were not currently available for work, which the report attributes to circumstances such as marriage or caring for children. The remaining 6% were unemployed and seeking work.

3.4 First employment

Graduates face a transition from higher education to employment, during which they compete with other graduates for jobs. An important aspect of this transition is the length of time required to obtain the first job. The report divides the waiting time into two categories, six months or less and more than six months, and presents the overall distribution below.

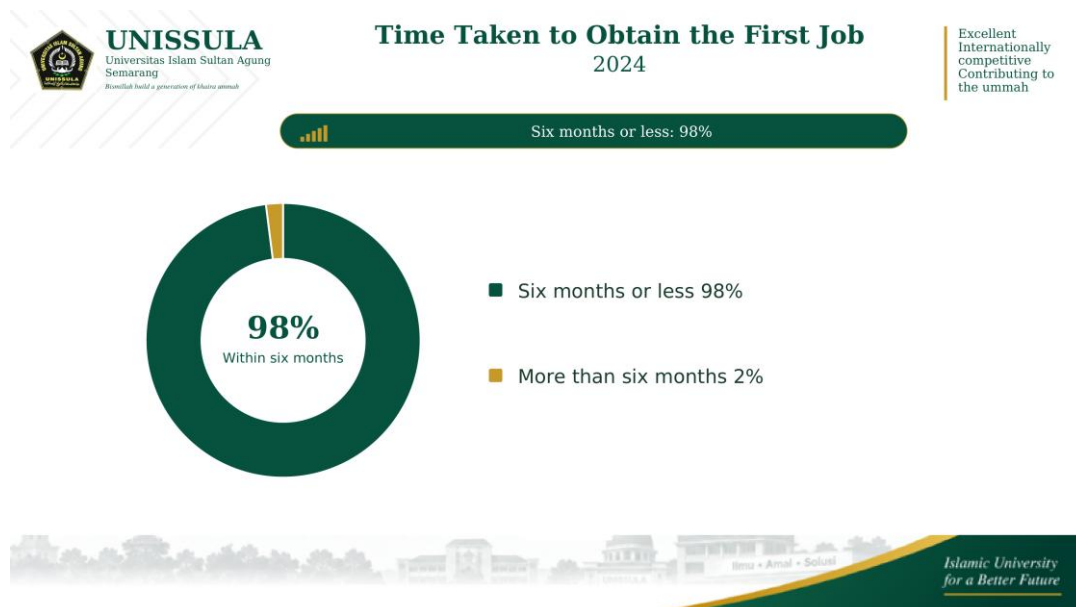


Figure 9 Time taken to obtain the first job

Approximately 98% of graduates obtained their first job within six months, while 2% took longer. The reported average waiting time was 2.2 months after graduation. These figures indicate a relatively short transition to first employment, generally within six months.

Figure 10 presents the sources used by respondents to obtain information about their first employment.

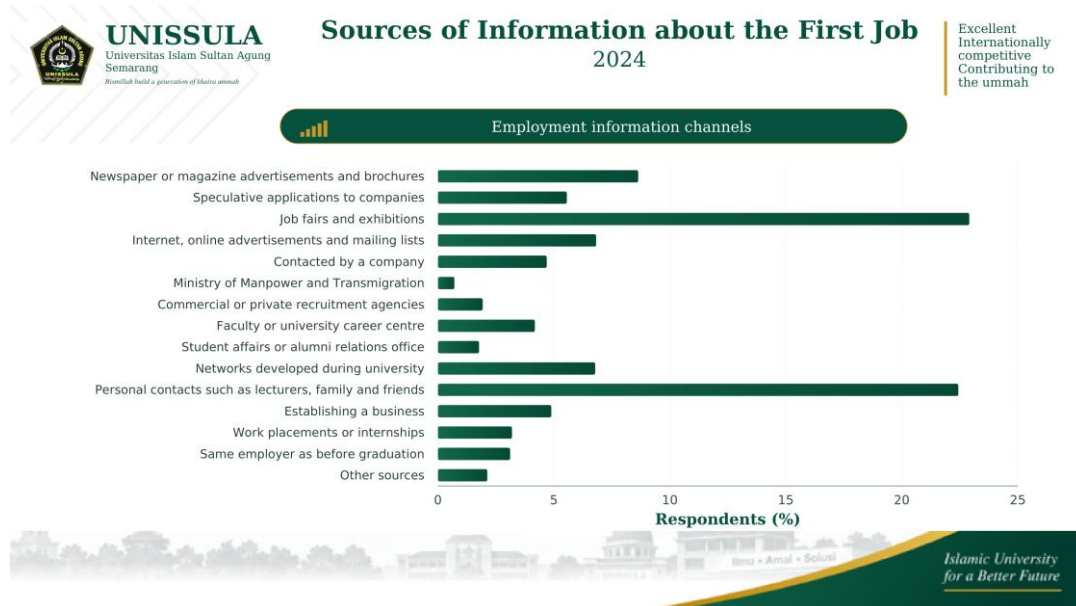


Figure 10 Sources of information about the first job

The narrative reports that graduates most frequently obtained information at job fairs and exhibitions (23%) and through personal contacts such as lecturers, parents, relatives and friends (22%). The report relates these channels to developments in technology and business, including recruitment applications and websites. It also reports faculty or university career centres at 6%, newspaper or magazine advertisements and brochures at 9%, and networks developed during university and internet-based sources at 7%. The Sultan Agung Career Center therefore has an important role in strengthening connections between alumni and employers, particularly by sharing vacancies so that graduates can obtain employment more quickly and easily.

Figure 11 presents the average numbers of companies to which alumni applied, companies that responded, and companies that invited them to interview.

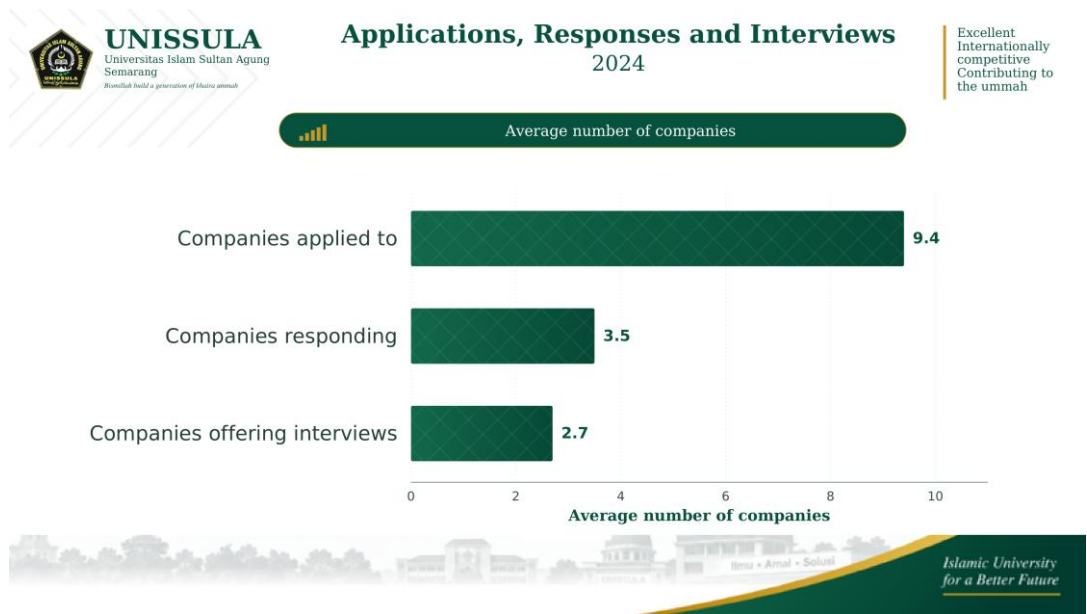


Figure 11 Companies applied to responding and offering interviews

The number of applications was higher than the numbers of responses and interviews. Alumni applied to an average of 9.4 companies, but only 3.5 responded. This warrants further examination to establish whether applications failed to meet company criteria or whether other issues prevented them from progressing. Among the companies that responded, invitations to interview averaged 2.7 per graduate.

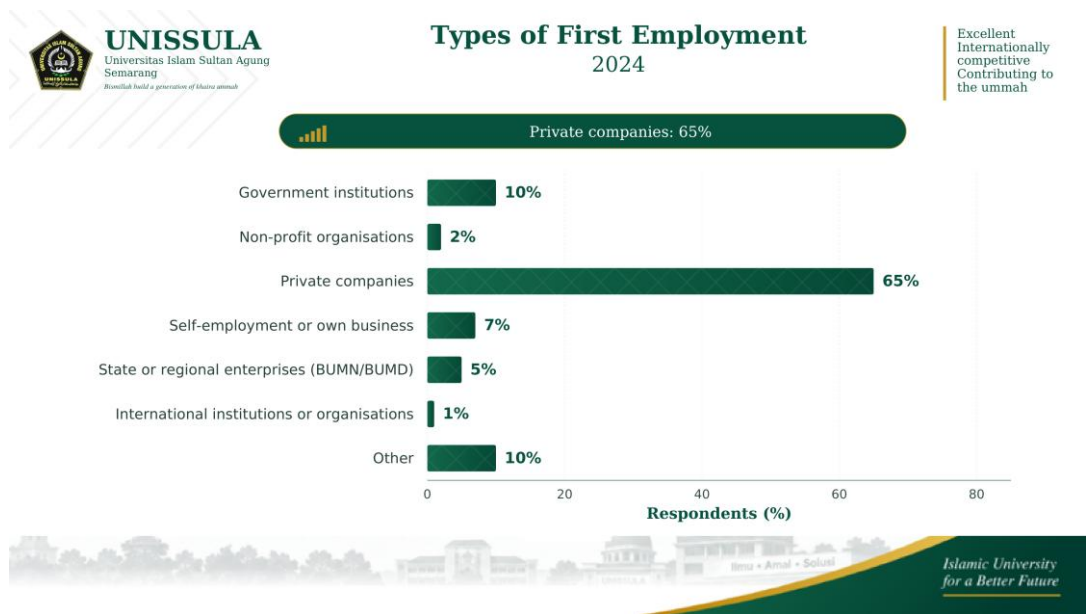


Figure 12 Types of first employment

Figure 12 shows the types of first employment. Private companies accounted for 65% of graduates, followed by government institutions at 10%. The remaining categories comprised non-profit organisations, self-employment, state or regional enterprises (BUMN/BUMD), international institutions or organisations, and other employment.

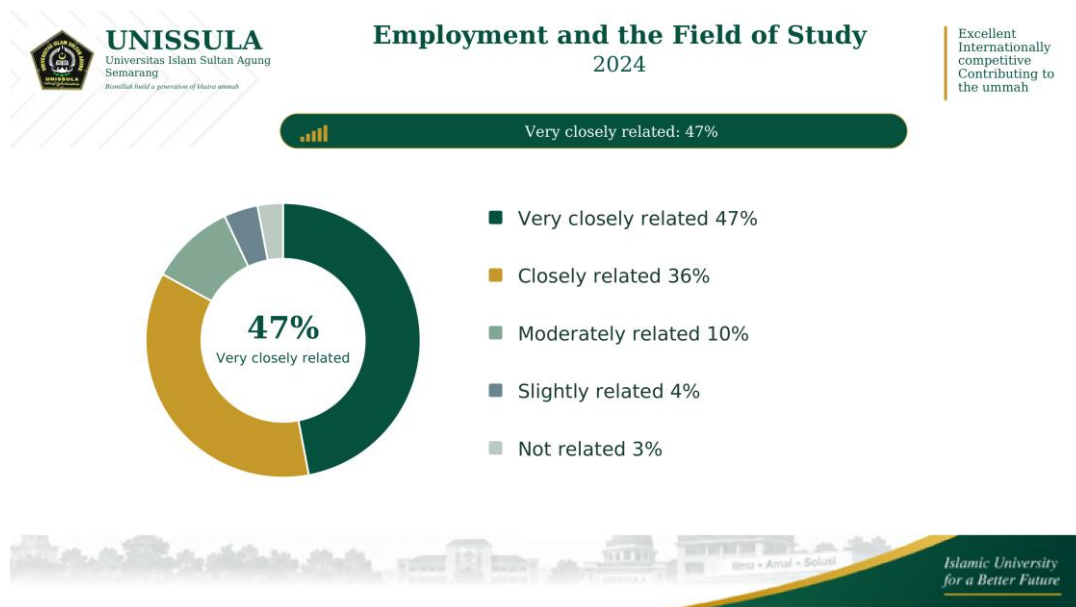


Figure 13 Relationship between employment and the field of study

In terms of the relevance of employment to graduates' academic disciplines, 47% reported a very close relationship between their work and their education, as shown in Figure 13.

3.5 Competences attained and required in employment

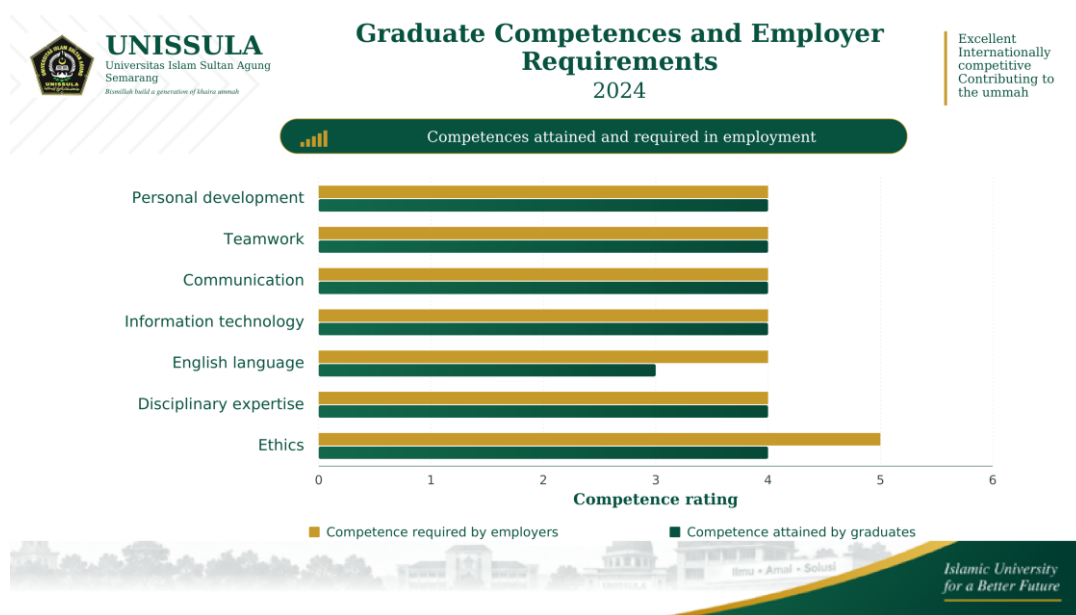


Figure 14 Graduate competences and competences required by employers

Figure 14 compares the competences attained by graduates with those required by employers. The source chart shows comparable ratings for personal development, teamwork, communication, information technology and disciplinary expertise, while the ratings attained in English language and ethics are lower than those required. These differences identify areas for improvement in graduate preparation, including relevant interpersonal and professional skills.

3.6 Employers' assessment of graduate performance

General information

Questionnaires completed by employers through <https://career.unissula.ac.id> were analysed to examine stakeholder perceptions of alumni performance. The assessment covered the dimensions listed in the following table.

Table 4 Dimensions of employers' perceptions assessed

No.	Assessment dimension
1	Work ethic
2	Disciplinary expertise
3	Foreign language ability
4	Leadership
5	Communication
6	Teamwork
7	Personal development

Respondents assessed alumni performance using the four-point Likert response scale shown below.

Table 5 Likert response scale for the employer survey

Score	Meaning
1	Poor
2	Satisfactory
3	Satisfied
4	Very satisfied

Survey findings

Work ethic

The stakeholder assessment indicates that alumni generally have an excellent work ethic. The report interprets this as a high level of satisfaction with their integrity, work ethic and moral conduct.

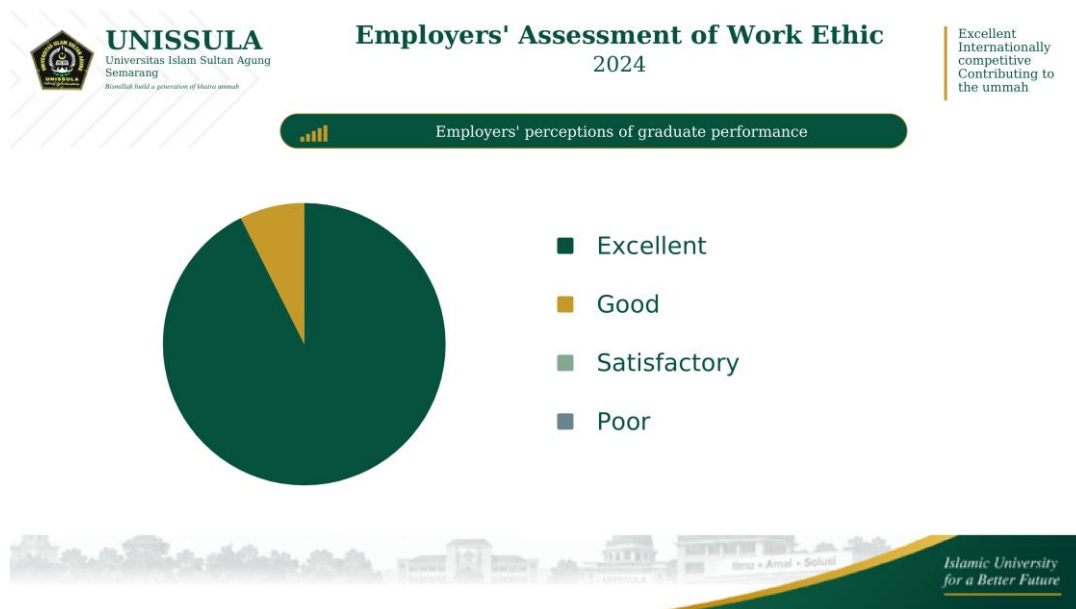


Figure 15 Employers' assessment of work ethic

Disciplinary expertise and professionalism

Stakeholders generally regard alumni's disciplinary expertise and professionalism as excellent and express a high level of satisfaction with their professional competence.

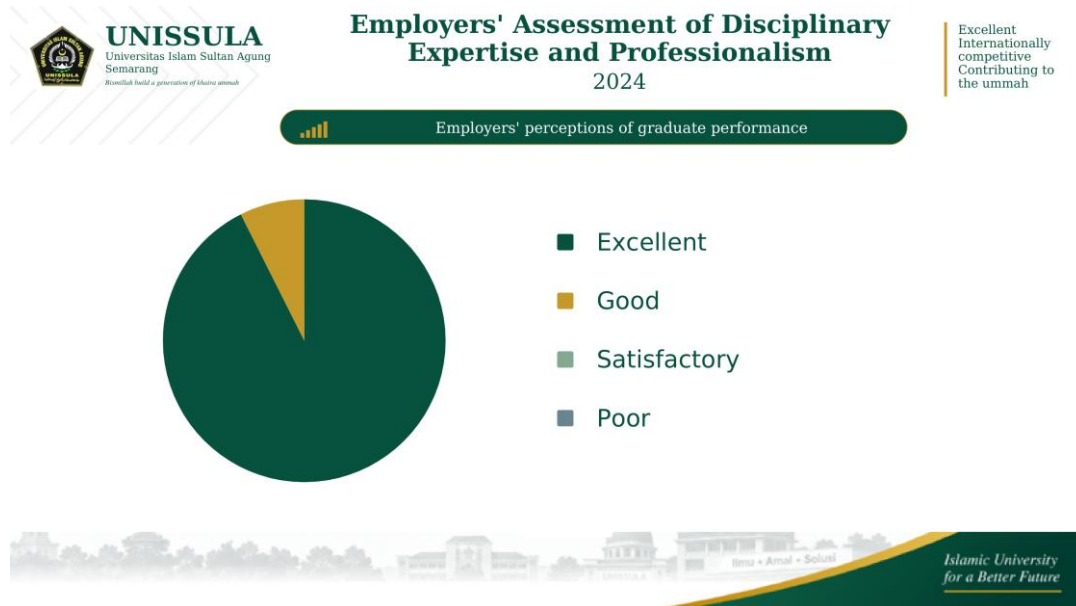


Figure 16 Employers' assessment of disciplinary expertise and professionalism

Foreign language ability

Stakeholders generally rate alumni's foreign language ability, particularly English, as excellent. The report indicates a high level of satisfaction with this aspect of performance.

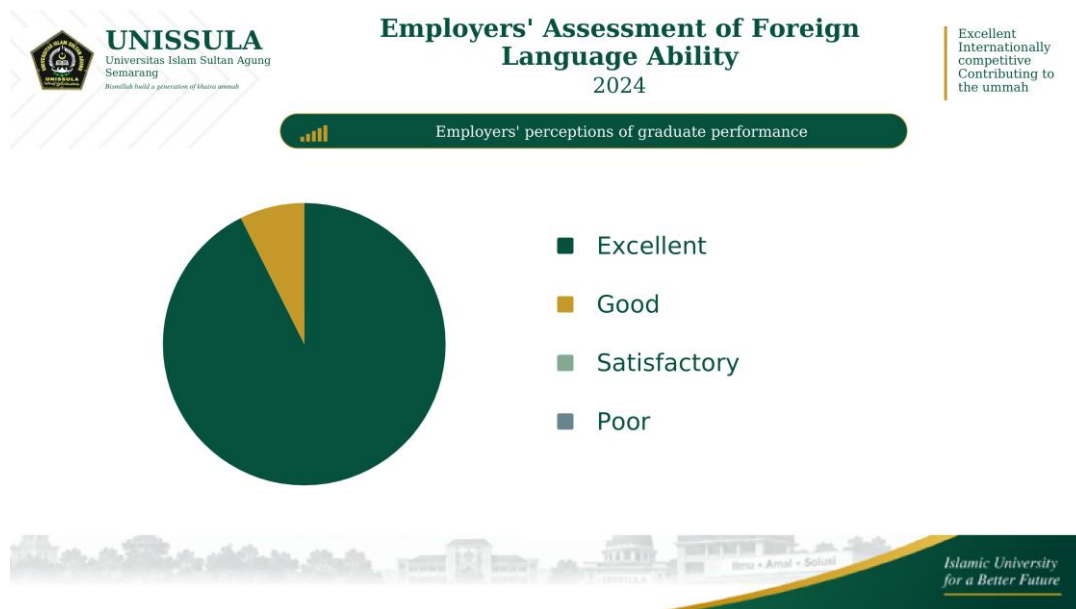


Figure 17 Employers' assessment of foreign language ability

Leadership

Stakeholders generally consider alumni's leadership abilities to meet their requirements. The chart records 91% as Excellent and 9% as Good, with 0% in the Satisfactory and Poor categories.



Figure 18 Employers' assessment of leadership

Communication

Stakeholders generally regard alumni's communication skills as excellent and express a high level of satisfaction with their ability to communicate.

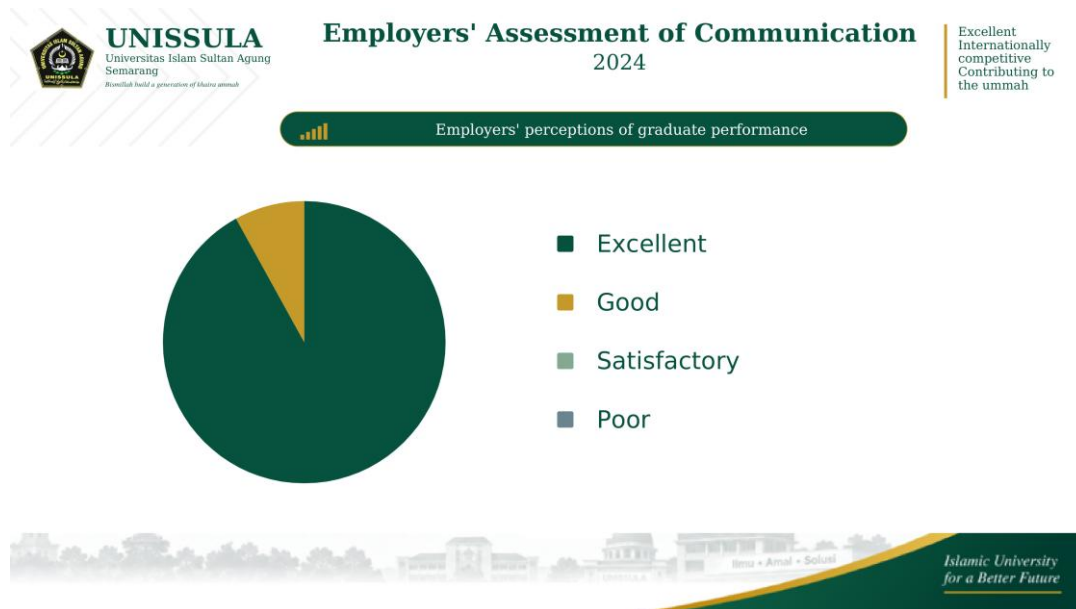


Figure 19 Employers' assessment of communication

Teamwork

Stakeholders generally consider alumni able to work effectively in a team and express a high level of satisfaction with their teamwork.

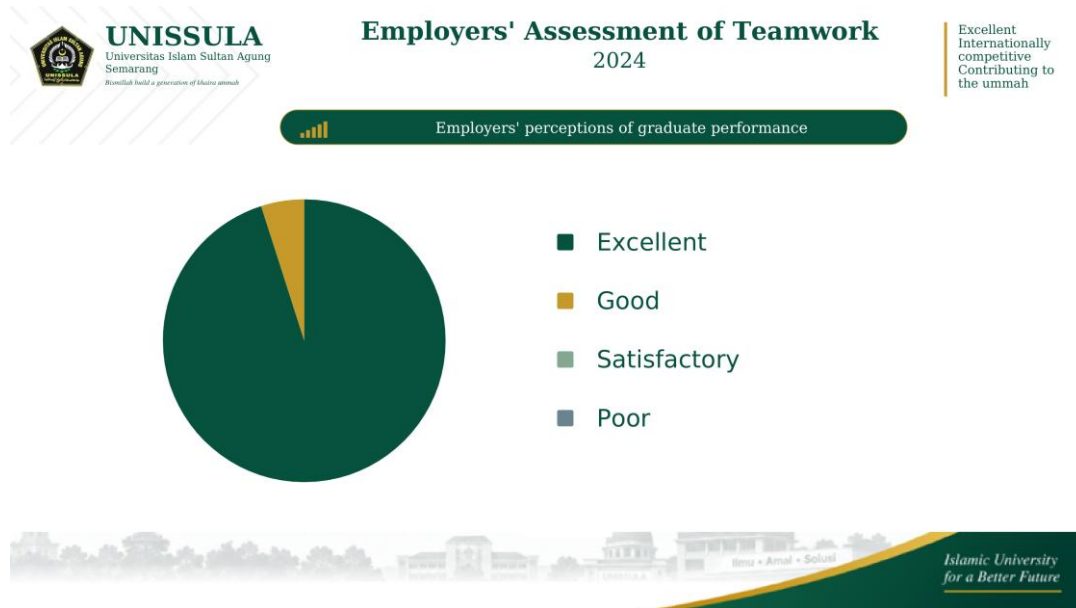


Figure 20 Employers' assessment of teamwork

Personal development

Stakeholders generally regard alumni's ability to develop themselves as excellent and express a high level of satisfaction with their personal development.



Figure 21 Employers' assessment of personal development

Chapter IV Challenges and Recommendations

Operational challenges provide an opportunity for evaluation and improvement in the following year. The 2024 tracer study identified the following issues and corresponding recommendations.

4.1 Challenges

1. Obtaining an up-to-date alumni database was difficult. Many graduates had changed their mobile telephone numbers or email addresses, resulting in undelivered messages.
2. Not all study programmes participated actively in the tracer study. Surveyors therefore had to contact alumni who had not completed the 2024 questionnaire and send up to four reminders. Graduates were generally more willing to respond when contacted by their own programme or faculty, with which they were more familiar.
3. The questionnaire contained many items because it incorporated the ministry's mandatory questions. Some alumni were reluctant to continue completing it. Others considered certain questions too personal and were concerned about answering them. The source describes incomplete questionnaire entries in the system, although the programme tables report no incomplete final responses.

4.2 Recommendations

1. Require students to provide an active alternative email address and a mobile telephone number or social media account during pre-graduation briefings and graduation registration. Although students may change telephone numbers, their social media accounts often remain the same.
2. Encourage study programmes to take a more active role as the primary point of contact for collecting alumni tracer study information.
3. Create a social media group, such as a WhatsApp group, for each graduation period within each programme to support future alumni tracing.

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