


Creating New Humans: Tracking the Path of Graduates from the Management Study Program at Paramadina University

Agnes Anvista Putri¹, Garnis Aulia², Dewi Kurniaty³

^{1,2,3}Universitas Paramadina

Article Info	ABSTRACT
Keywords: graduate tracer study, curriculum evaluation, program development	This study investigates the perceptions of stakeholders regarding the Management Study Program at Paramadina University, emphasizing the importance of tracer studies for curriculum evaluation and alignment with industry needs. The research utilizes a descriptive quantitative method, collecting data from alumni through surveys. Results show that most graduates secure employment quickly, particularly in the private sector, with a focus on Human Resources and Marketing. Graduates generally feel confident in their competencies, especially in ethics, communication, and information technology, although there is room for improvement in certain areas. The findings highlight the need for continuous curriculum enhancement to better prepare students for the evolving job market and to maintain the competitiveness of graduates.
This is an open access article under the CC BY-NC license 	Corresponding Author: Agnes Anvista Putri Universitas Paramadina agnes.putri@students.paramadina.ac.id

INTRODUCTION

In encouraging collaboration between higher education institutions and various parties, and the continuously increasing needs of stakeholders such as the industrial sector, the implementation of graduate tracking has become very important and strategic for the development of study programs. As an educational institution that functions to produce competent human resources, universities are required to meet national education standards, according to the Republic of Indonesia Law Number 20 of 2003, which states that "university graduates must possess certain competencies in the form of attitudes, knowledge, and skills in accordance with the nationally agreed standards." Therefore, universities need to observe and analyze the trends in the development of the needs of university graduates.

In order to address the quality of learning, alumni tracking has become an important tool for self-evaluation and self-improvement. As stated by (Hayati & Masyitoh, 2020), tracking studies are an important approach that allows higher education institutions to obtain information about deficiencies in the learning process. One study by (Suharti & Laksono, 2020) found that 78% of alumni expressed the need for curriculum adjustments to align with current industry developments due to the forces of globalization and rapid changes in the industrial world. Tracking alumni is beneficial in mapping the needs of the business and industrial world, thereby reducing the gap between the competencies acquired by graduates during their studies and the demands of the job market. Thus, tracking alumni is a step for

study programs to remain relevant, adaptive, and excellent in meeting stakeholder demands and producing graduates who can make a real contribution to national development.

As an effort to create quality education in Indonesia, accreditation and quality assurance have become the main focus in higher education management. (Nugroho et al., 2022) emphasize that alumni tracking studies are one of the important indicators in assessing the accreditation of training programs. Graduate tracking data not only aids internal improvement but also provides tangible evidence of the outcomes and impacts of the learning program on the careers of its graduates. This is important to meet accreditation standards and enhance stakeholder confidence in the quality of education offered by the management study program.

The same challenges are also faced by higher education institutions such as Paramadina University in the context of the Management Study Program, some of which include the learning experiences of graduates, stakeholder satisfaction, and the length of time graduates wait to find employment. Meanwhile, the relevance of graduates' educational background to their jobs can also be seen from the benefits of the courses they took in their respective fields of work. The purpose of the tracer study is to provide strategic input for the Management Study Program to prepare graduates who are not only capable of developing knowledge in formal settings through good academic achievements but also able to quickly integrate and play specific roles in the workforce.

This graduate tracking study is expected to map various perspectives from stakeholders regarding the Management Study Program at Paramadina University, as the management study program is very important for producing high-quality human resources for the country's economic development. (Nugroho et al., 2021). This research is expected to provide useful information on how to develop study programs, improve the quality of learning, and adjust the curriculum to meet industry needs. This study can also be used as a reference for similar research conducted in other higher education institutions in Indonesia.

Literature Review

Tracer study

A tracer study, also known as an alumni survey or follow-up survey, is a study of graduates from higher education institutions. Tracer study is a research method used to track the paths of students after completing school with the aim of evaluating the relevance between the education they received and the jobs they perform. This study is important to ensure that graduates are absorbed into the workforce and to evaluate the curriculum used by educational institutions. Tracking studies serve as intermediaries between universities, graduates, and stakeholders. According to (Asril, 2024), tracking studies also provide empirical data on the level of graduates' engagement in the workforce and the relevance of education to labor market needs. This evaluation helps universities update their curricula to meet the evolving demands of the job market.

Tracking studies are very important for higher education institutions because feedback from alumni is needed to help improve the education system and management. According to (Khayati & Masyitoh, 2020), universities at the beginning of the academic year determine the direction of higher education policies based on data on the conditions, experiences, and desires of new students. (Findiani & Arief, 2021) state that information regarding these

conditions, experiences, and desires also determines how universities implement their educational systems and management, including teaching models or processes, research, practical work, laboratories, workshops, studios, and research. As explained by (Suharti & Laksono, 2020), the implementation of the education system will be influenced by the educational policies established by the higher education institution. The outcome of higher education is knowledge, skills, and a desire to work. Input in the form of students' conditions, experiences, and motivations will shape the character and competencies of university graduates. (Evi et al, 2019).

Overall, (Zulhimma, 2019) states that tracer studies are intended to collect data on the relationship between higher education and employment of alumni and graduates. In addition to fulfilling higher education accreditation requirements, evaluating its relevance, and improving and developing higher education, alumni data can provide very useful information to students, parents, educators, and education practitioners. According to (Patria, 2018), information about alumni's social background, higher education, competencies, and social and cultural conditions is important. Regarding the benefits, (Suharti & Laksono, 2020) state that tracking studies serve as a mechanism to evaluate the relevance between the curriculum and the needs of the job market. (Zulhimma, 2019) states that tracking studies contribute to various aspects of institutional development, as follows:

- a. Helping to ensure the quality of educational institutions
- b. Providing information for the accreditation process of study programs
- c. Providing a basis for the development of benchmarking studies between institutions
- d. Creating the necessary database for formulating higher education policies.

Tracking studies can also strengthen relationships with alumni and subsequently build networks of cooperation with the industry. This will encourage many recruitment and internship opportunities for students and recent graduates. (Patria, 2018). Several aspects of career development can be utilized by tracking studies (Findiani & Arief, 2021), as tracking studies can help identify alumni career profiles comprehensively. The results of this study also allow for the analysis of the extent of graduate absorption in the workforce, providing information on the evaluation of waiting periods and the first earnings of graduates, as well as collecting data on student satisfaction levels. Several aspects of institutional accountability can also be supported through the implementation of tracking studies. According to (Khayati & Masyitoh, 2020), information about educational outcomes becomes clearer and can strengthen institutional accountability to stakeholders, as well as meet data requirements for the accreditation process.

RESEARCH METHOD

This study uses a descriptive quantitative method to analyze the perceptions of stakeholders in the Management Study Program at Paramadina University. Data collection was conducted through a survey using a questionnaire instrument distributed to all alumni using a census technique, where all members of the population, namely the graduates of the Management Study Program, became the subjects of this research. The subjects who became respondents in the tracking study of the Management Study Program are graduates from the 2018 to

2024 batches, totaling 142 individuals. The collected data were processed using descriptive statistical analysis and presented in the form of tables and graphs to facilitate understanding.

DISCUSSION

Graduate Profile

In this tracer study, the graduation year percentage of Management Study Program alumni at Paramadina University is presented chronologically from 2018 to 2024. The largest proportion, namely 44%, is represented by 2023 graduates. This number shows a significant increase in the number of graduates in the last two years, with its peak in 2023. This pattern may indicate changes in the education system, increased institutional capacity, or external factors affecting graduation rates.

Table 1. Year of Graduation

Graduate Year	Percentage
2018	3%
2019	2%
2020	6%
2021	9%
2022	22%
2023	44%
2024	14%

Based on the obtained data, the percentage of Management Study Program graduates at Paramadina University shows an increasing trend from year to year. In 2018, the percentage of graduates was 3%, then experienced a slight decrease in 2019 to 2%. Starting in 2020, there was a significant increase where the percentage of graduates reached 6%, followed by 9% in 2021, 22% in 2022, and reached its peak in 2023 with 44%. In 2024, 14% of graduates were recorded.

Table 2. Areas of Expertise

Field of Expertise	Percentage
Marketing	25%
Entrepreneur-Startup	4%
Finance	7%
Human Resources (HR)	35%
Administration	7%
Export - Import	5%
Information Technology	1%

The distribution of graduates' fields of expertise shows that Human Resources (HR) dominates with a proportion of 35%, followed by the Marketing sector with a contribution of 25%. Meanwhile, three sectors namely Administration, Finance, and Entrepreneurship-Startup each contribute similar proportions of 7%, 7%, and 4% respectively. Other sectors such as Export Import account for 5%, and Information Technology (IT) 1%. This distribution indicates that the main focus lies in HR expertise and Marketing, which cumulatively cover 60% of all existing fields of expertise. This reflects the importance of human resource management and marketing strategy aspects in the overall organizational context.

Based on the tracking study results, 96% of respondents work in the Jabodetabek area, while the remaining 4% work outside Jabodetabek. Based on the data presented in Table 3 regarding the types of companies/agencies/institutions, it can be explained that the private sector dominates with the largest proportion, namely 42.3% of the total respondents. BUMN/BUMD occupies the second position with a contribution of 12.7%, followed by educational institutions that contribute 8.5% of the total. Government agencies and self-employed entrepreneurs/companies each have the same percentage of 7.7%. Meanwhile, non-profit organizations/Non-Governmental Organizations recorded a contribution of 1.4%, and the self-employed category has the smallest proportion at 0.7%. This data indicates that the majority of respondents work in the private sector, which comprises nearly half of the total sample. The public sector, consisting of state-owned enterprises (BUMN/BUMD) and government agencies, cumulatively contributes 20.4% of the total respondents. This reflects a labor distribution that leans more towards the private sector compared to the public sector or entrepreneurship.

Table 3. Types of Companies

Company Type	Percentage
BUMN/BUMD	12,7%
Government Institutions	7,7%
Educational Institutions	8,5%
Non-profit Organizations/NGOs	1,4%
Self-owned Company	0,7%
Private Companies	42,3%
Self-employed/Own Business	7,7%

The pie chart in Figure 1 depicts the Company Scale, which provides insights into the different types of organizations based on their geographical reach and legal status. The chart is divided into four main categories: Local/region/entrepreneur is not a legal entity, accounting for 15% of the total; National/Entrepreneur who has a legal entity, comprising the largest portion at 41%; Multinational/International, representing 22% of the companies; and Not working or other, which makes up the remaining 22%. This data suggests that the majority of the companies represented in the chart are national-level enterprises with a legal entity, indicating a significant presence of formal and established organizations. The chart also highlights the presence of multinational and international companies, as well as a notable proportion of local or regional enterprises without a legal structure. Overall, the Company Scale chart provides a comprehensive overview of the diverse landscape of organizations included in the data.



Figure 1. Company Scale

The pie chart in Figure 2 illustrates the Respondent's position within their organization. The chart is divided into four main categories: Founder, which accounts for the largest portion at 50% of the respondents; Co-founder, representing 19% of the respondents; Staff, making up 28% of the respondents; and Freelance, comprising the smallest portion at 3% of the respondents. This data suggests that the majority of the respondents hold a founder position within their organizations, indicating a significant representation of entrepreneurial or startup-oriented individuals. The chart also shows a notable presence of co-founders and staff, while the freelance category has a relatively smaller proportion among the respondents. Overall, the Respondent's position chart provides insights into the diverse roles and responsibilities assumed by the individuals included in the survey or data collection.

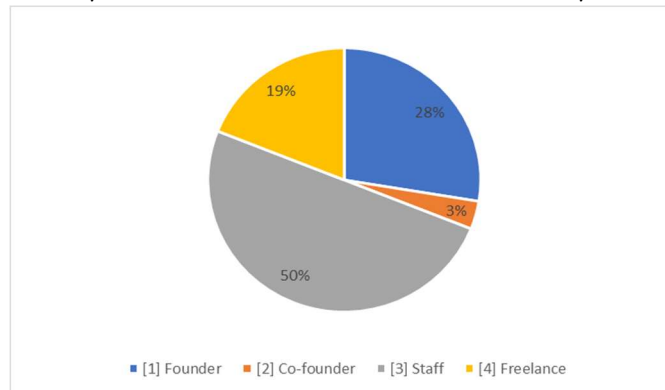


Figure 2. Respondent's position

The pie chart in Figure 3 presents the Monthly Income distribution of the respondents. The chart is divided into five categories: [0] Already resigned - This category accounts for the largest portion at 64% of the respondents. [1] Not Working - Representing 25% of the respondents. [2] 1,000,000-10,000,000 - Making up 9% of the respondents. [3] 11,000,000-100,000,000 - Comprising 2% of the respondents. There does not appear to be a category for monthly income below 1,000,000. This data suggests that the majority of the respondents have already resigned from their positions, while a significant portion are not currently working. The chart also shows a small percentage of respondents earning monthly incomes in the range of 1,000,000 to 100,000,000, with the higher income bracket of 11,000,000 to

100,000,000 having the smallest representation. Overall, the Monthly Income chart provides insight into the financial situations of the individuals included in the survey or data collection.

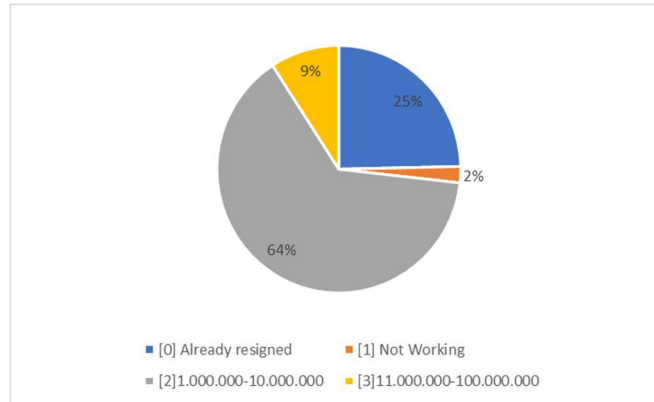


Figure 3. Monthly Income

Based on the data presented in the table regarding funding sources during their studies at Paramadina University, the majority of students, 86.6%, finance their studies independently or through family support. Funding from the BIDIKMISI/KIP Kuliah scholarships is used by only 2.8% of students. Scholarships from companies or private entities account for 6.3% of the total students. A small portion of students, 0.7%, receive scholarships in the form of a 50% subsidy, scholarships from mentors in organizations, and independent scholarships. Overall, this data reflects that personal financing remains the primary source of educational funding at Paramadina University, while the contribution from scholarships is relatively smaller.

Table 4. Sources of Study Costs at Paramadina University

Source of Funds	Percentage
Self-Funded / Family	86,6%
BIDIKMISI / KIP College Scholarship	2,8%
Company/Private Scholarships	6,3%
50% Subsidy Scholarships	0,7%
Mentor Scholarships in Organizations	0,7%
Independent Scholarships	07%
Paramadina Social Responsibility Scholarships	0,7%

The table shows the sources of study costs for students at Paramadina University. The majority of students, 86.6%, finance their studies using their own funds or family support. The BIDIKMISI/KIP College Scholarship contributes 2.8% of the total funding, while scholarships from companies or private entities account for 6.3%. There are several other types of scholarships, each contributing 0.7%, namely scholarships in the form of a 50% subsidy, scholarships from mentors in organizations, independent scholarships, and the Paramadina Social Responsibility Scholarship. This data indicates that the majority of students at Paramadina University rely on personal or family financing to pursue their education, while various scholarship programs assist about 13.4% of the total student body.

Waiting Period for Graduates to Get a Job

Regarding the waiting time for graduates to obtain employment, the following image illustrates the responses to the question about securing a job within 6 months after graduation or before graduation. Data shows that the majority of respondents, 75%, indicated that they have found employment within that timeframe. Meanwhile, 25% of respondents indicated that they have not yet obtained employment within the specified period. This percentage reflects a fairly high success rate in the transition from education to the workforce, with three-quarters of respondents managing to secure a job relatively quickly after or even before completing their studies.

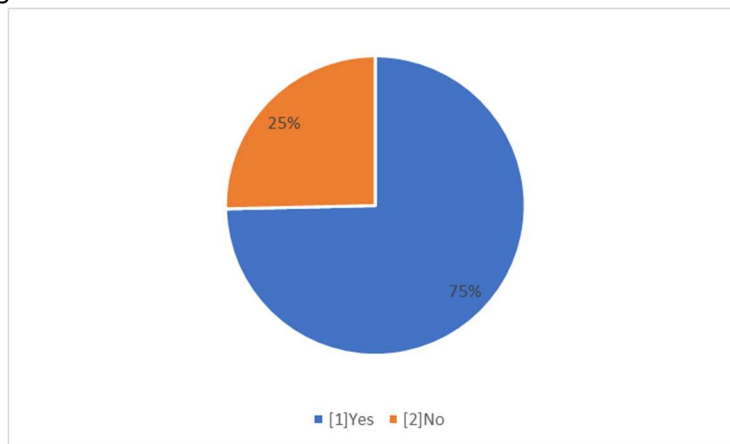


Figure 4. Waiting period to get a job

The pie chart in Figure 4 depicts the Waiting period to get a job among the respondents. The chart is divided into two categories: Yes, which represents 75% of the respondents, indicating that a majority have had to wait a period of time to secure a job; and No, which makes up 25% of the respondents, suggesting that a quarter of the individuals did not have to wait to get a job. This data suggests that the majority of the respondents experienced a waiting period before obtaining a job, which could be influenced by various factors such as labor market conditions, job availability, or individual circumstances. The chart provides a clear visualization of the relative proportions of respondents who did and did not have to wait to get a job.

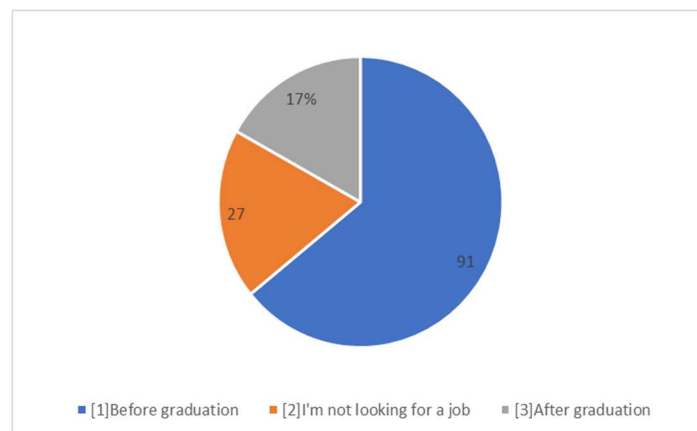


Figure 5 Graduates Seeking Employment

The pie chart in Figure 5 represents the Graduates Seeking Employment. Before graduation - This category accounts for the largest portion at 91% of the respondents, indicating that the majority of graduates are seeking employment before completing their studies, I'm not looking for a job - This category makes up 27% of the respondents, suggesting that a sizable portion are not actively seeking employment, After graduation - Representing 17% of the respondents, this category shows that a smaller proportion are seeking jobs after completing their education. The data suggests that the primary focus for the majority of graduates is securing employment before they finish their studies, which could be driven by factors such as early career planning, internship opportunities, or the desire to have a job lined up upon graduation. The chart also highlights that a notable percentage of graduates are not actively seeking employment, potentially due to personal circumstances, alternative plans, or the pursuit of further education. Overall, the Graduates Seeking Employment chart provides valuable insights into the job-seeking behaviors and priorities of the surveyed graduates.

Table 5 Time Graduates Start Job Hunting

Time	Percentage
Before graduating, already working.	11,3%
After graduation (0-12 month)	81,7%
After graduation (more than 12 months)	5,6%

Based on Table 5, an overview of the distribution of respondents' job search methods can be obtained. From the displayed data, 55% of respondents chose to look for jobs through internet platforms. The second most common method was through personal connections or networks, chosen by 23% of respondents. Meanwhile, 4% of respondents stated that they had worked before pursuing higher education, and 3% chose to start their own businesses independently. This data reflects the dominance of digital technology utilization in the job search process, followed by the importance of social networking. Interestingly, the choice of entrepreneurship is the least favored option among the respondents. This pattern shows a significant transformation in job search strategies in the digital era, where internet platforms have become the primary means in the job acquisition process.

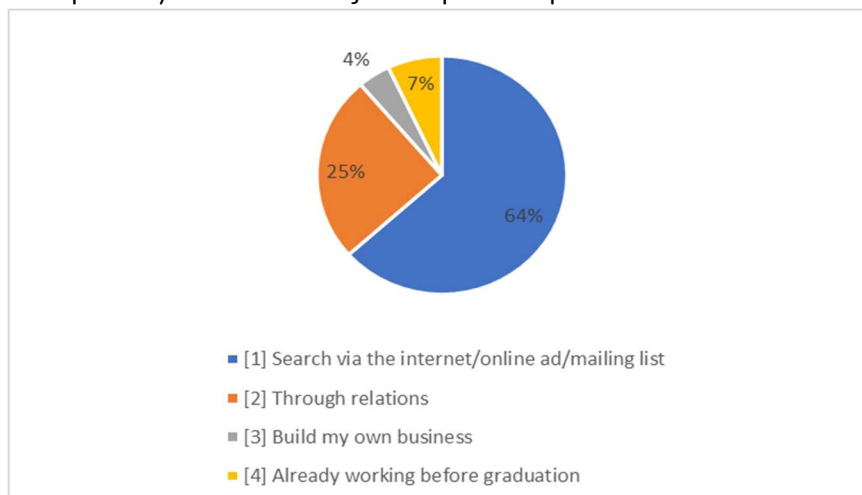


Figure 6. Job Search

The pie chart in Figure 6 depicts the Job Search methods used by the respondents. The chart is divided into five categories: Search via the internet/online ad/mailling list, which accounts for the largest portion at 64% of the respondents, indicating that the majority rely on online and digital channels to find job opportunities; Through relations, representing 25% of the respondents, showing that a significant proportion utilize their personal and professional connections in their job search; Build my own business, which makes up 7% of the respondents, suggesting that a smaller percentage are pursuing entrepreneurial paths; Already working before graduation, accounting for 4% of the respondents, representing those who had secured employment prior to completing their studies; and an unlabeled slice that constitutes 4% of the chart. The data suggests that online and digital job search methods are the most prevalent, while leveraging personal and professional networks is also a common approach. A smaller proportion are pursuing entrepreneurial ventures or had already secured employment before graduation. The chart provides insights into the diverse strategies used by the respondents in their job search efforts.

Table 6. Number of Companies Applied To

Number of companies	Percentage
0-40	57%
41-100	4,2%
More than 100	4,2%

From a number of companies applied to, the following data illustrates the job application responses received by the respondents. As many as 60% of respondents reported that 1 to 10 companies, agencies, or institutions responded to their applications. On the other hand, 33% of respondents did not receive any response at all from the companies or institutions they applied to. A small portion of respondents, namely 4%, received responses from 11 to 20 agencies, while 2% of respondents received responses from 30 agencies. Only 1% of respondents were reported to have received responses from 50 to 60 agencies. This diagram indicates that the majority of respondents received responses from a relatively small number of agencies, while most others did not receive any responses at all.

Table 7. Number of Companies that Responded

Number of Companies	Percentage
1-10	60%
11-20	4%
30	2%
50-60	1%
Not receiving a response	33%

Table 7 shows the number of companies, agencies, or institutions that invited respondents for interviews along with their percentages. Most respondents, 64.1%, were invited by 1 to 10 institutions for interviews, indicating that most received only a few interview invitations. A smaller percentage, 0.7%, were invited by 15, 20, and 88 institutions, respectively. In addition, there are also 1.4% of respondents who were invited by 30 to 35 institutions. This data indicates that the majority of respondents have difficulty receiving interview invitations from many institutions.

Table 8. Number of Companies Inviting for Interviews

Agency	Percentage
1-10 agency	64,1%
15 agency	0,7%
20 agency	0,7%
30-35 agency	1,4%
88 agency	0,7%

Some graduates choose to accept or decline job offers. Based on the following table, several factors influence graduates' decisions to take jobs that do not align with their education. As many as 25% of respondents, even though the job is not in line with their education. Most of the reason for this is because they have not yet found a more suitable job. As many as 16% stated that their current job is actually in line with their education, while 8% of respondents hope to achieve good career prospects in that job. Additionally, 7.5% of respondents chose a job that is safer/guaranteed and 6.1% feel they are earning a higher income.

Table 9. Reasons for Taking a Job, if the job does not match the education

Reasons	Percentage
I haven't found a more suitable job yet.	8,0%
In this job, I have good career prospects.	7,5%
I prefer working in job areas unrelated to my education.	0,5%
I was promoted to a position less related to my education than my previous position.	2,4%
I can earn a higher income in this job.	6,1%
My current job is safer/guaranteed/secure.	7,5%
My current job is more interesting.	5,7%
My current job allows me to take on additional work/flexible schedules, etc.	3,3%
My current job is located closer to my home.	4,2%
My current job can better meet my family's needs.	6,1%
At the beginning of pursuing this career, I had to accept jobs that were not related to my education.	6,6%
Currently, I am still working in the same position as before I graduated from college.	0,5%
When I first started working before graduating, I was already working in this field.	0,5%

Some other reasons include the desire to work in a location close to home (4.2%) and flexible work schedules (3.3%). There are also respondents who, at the beginning of their careers, had to accept jobs that did not match their education (6.6%), while only a small percentage (0.5%) stated that they are still working in the same position as before they graduated from college or had already been working in that field before graduating.

Evaluation of Learning Outcomes

Based on the level of alignment between the field of study pursued and the current job. The data provides a comprehensive overview of the relevance of education to the professional careers of graduates. Most respondents, 30%, stated that their field of study is "Fairly Related" to their current job. This is followed by 23% of respondents who consider the relationship to be "Related," indicating a positive level of alignment between education and work for the majority of the sample. Interestingly, 19% of respondents reported a "Very

Related" relationship between their field of study and their job, indicating a high level of alignment between the educational curriculum and labor market demands for a portion of the population. On the other hand, 6% of respondents considered the relationship to be "Less Related," while 3% stated it was "Not Related at All." This indicates the presence of a small segment of graduates working in fields that may not be directly related to their educational background. It should be noted that 19% of respondents fall into the "Others or Not Working" category, which may include those who are job hunting, continuing their studies, or choosing non-traditional career paths. This percentage provides valuable insights into the effectiveness of educational programs in preparing graduates for the job market, as well as demonstrating the level of career flexibility among graduates. This data can serve as important input for educational institutions in evaluating and adjusting their curricula to better meet the needs of the contemporary job market.

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Table 10. The Relationship Between Field of Study and Employment

Level of Intensity	Percentage
Very Close	19%
Close	23%
Somewhat Close	30%
Not Very Close	6%
Not Close at All	3%

This indicates the presence of a small segment of graduates working in fields that may not be directly related to their educational background. It should be noted that 19% of respondents fall into the "Other or Not Working" category, which may include those who are job hunting, continuing their studies, or choosing non-traditional career paths. This percentage provides valuable insights into the effectiveness of educational programs in preparing graduates for the job market, as well as demonstrating the level of career flexibility among graduates. This data can serve as important input for educational institutions in evaluating and adjusting their curricula to better meet the needs of the contemporary job market.

Based on the level of education required for the jobs of graduates today compared to the level of education they have achieved, a significant majority, namely 56% of respondents, stated that their jobs require the same level of education they possess. This indicates a good alignment between educational qualifications and job demands for the majority of the sample.

Furthermore, 23% of respondents reported that their jobs require a higher level of education than they currently possess. This may indicate an opportunity for career development or a need for qualification improvement among this group. The "Others or Not Working" category represents 17% of the total, which may include those who are job hunting, continuing their studies, or choosing non-traditional career paths.

Table 11. Education Level Corresponding to Occupation

Education Level	Persentase
One level higher	19%
Same level	23%
One level lower	30%
No Higher Education Needed	6%

Among the tracked graduates, only 2% of respondents stated that their jobs required a lower level of education than they possessed, indicating a relatively low level of overqualification. Lastly, 2% of respondents believed that their jobs did not require higher education at all, which may reflect involvement in jobs that are more focused on practical skills or experience rather than formal academic qualifications. This percentage provides valuable insights into the alignment between the level of education attained by respondents and the educational demands of their current jobs, and it can also serve as an indicator of the effectiveness of educational programs in preparing graduates for the job market.

Table 12. Graduate Competency Levels

Competency Level	Upon Graduation	Current condition	Score Explanation (4=very high; 3=high; 2=adequate; 1=low)
Ethics	3,10	3,20	High (there has been an increase in competence)
Expertise Based on Field of Study	2,80	2,95	Adequate (there has been an increase in competence)
English	2,37	2,69	Adequate (there has been an increase in competence)
Information Technology Usage	2,79	3,02	High (there has been an increase in competence)
Communication	3,00	3,14	High (there has been an increase in competence)
Teamwork	3,14	3,25	High (there has been an increase in competence)
Self-Development	3,12	3,16	High (there has been an increase in competence)

The results of the tracking study contain data on the level of competence possessed by an individual after graduation and their current condition, in several fields such as ethics, expertise based on the field of study, English, the use of information technology, communication, teamwork, and self-development. Each field is assessed based on four levels of competence: low, sufficient, high, and very high. This table includes the percentage at the time of graduation and the current condition for each level of competence.

- a. In the Ethics component, it is at a high level and there has been an increase in competence in the current condition compared to when they graduated.
- b. In the Field-Specific Skills component, it is at a sufficient level and there has been an increase in competence in the current condition compared to when they graduated.
- c. In the English Language Skills component, it is at a sufficient level and there has been an increase in competence in the current condition compared to when they graduated.
- d. In the Information Technology Usage component, it is at a high level and there has been an increase in competence in the current condition compared to when they graduated.
- e. In the Communication Skills component, graduates are at a high level and there has been an increase in competence in the current condition compared to when they graduated.
- f. In Teamwork Skills, graduates are at a high level and there has been an increase in competence in the current condition compared to when they graduated.
- g. In Self-Development Skills, graduates are at a high level and there has been an increase in competence in the current condition compared to when they graduated.

The conclusion from this table is that the majority of competencies possessed at graduation have improved in the current conditions, especially in the fields of ethics, information technology usage, communication, and self-development. However, there are also some areas such as English and teamwork that show more significant improvements.

Table 13. Emphasis on Learning Methods

Learning Methods	Average Score	Score Explanation (4=very large; 3=large; 2=moderately large; 1=small)
Lectures	2,77	Tends to be quite large
Demonstrations	2,17	Moderately
Participation in Research Projects	2,51	Moderately
Internships	2,42	Moderately
Practical Work	2,44	Moderately
Field Work	2,48	Moderately
Discussions	2,91	Tends to be quite large

Based on the table regarding the emphasis on each learning method, the graduates believe that the learning methods with the greatest emphasis are lectures and discussions. Meanwhile, methods such as participation in research projects, internships, practicals, and fieldwork have relatively lower emphasis compared to others. The method that still needs to be improved in learning is the demonstration method, which is considered by graduates to need significant enhancement.

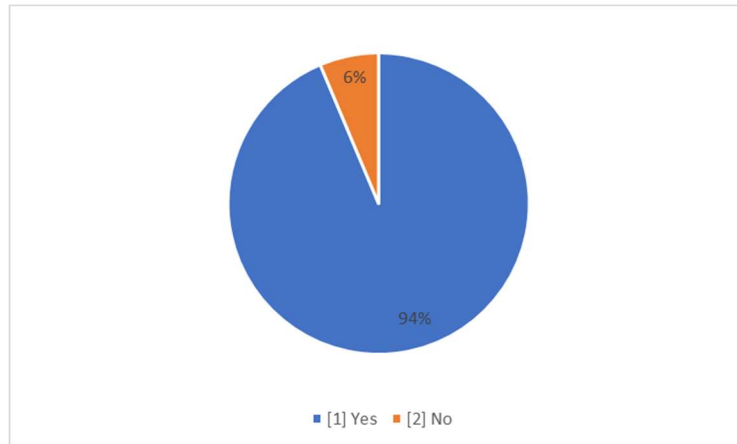


Figure 7. Evaluation of the Atmosphere and Implementation of Academic Activities

Regarding the evaluation of the implementation of academic activities, 89% of respondents chose "Yes" while 11% of respondents answered "No." This indicates that the majority of respondents feel that the academic activities have met their expectations, although there is still a small portion who feel otherwise.

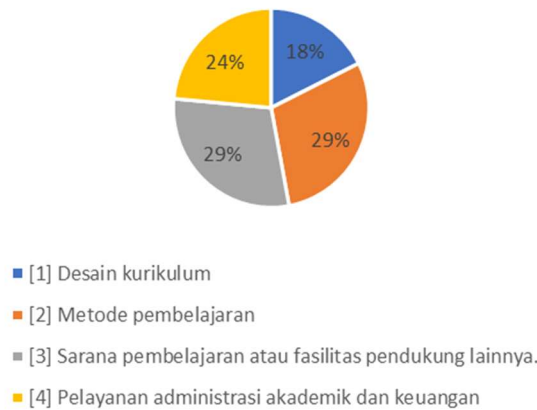


Figure 8. Service Aspects and Dissatisfaction

Based on the displayed diagram, the factors considered to influence student dissatisfaction related to academic activities are evenly distributed among several aspects. 29% of students feel that the teaching methods and learning facilities or other supporting facilities are the main causes of their dissatisfaction. Additionally, the aspects of academic and financial administrative services also received the same portion, namely 24%. On the other hand, 18% of students stated that the curriculum design was a contributing factor to their dissatisfaction. This indicates that the issues faced by students are quite diverse, encompassing aspects of teaching, facilities, and administration.

Table 14. Study Success Factors

Factor	Percentage
Curriculum Design (Course Distribution)	15,6%
Course Retake Procedures	
Teaching and Learning Processes/Methods at the University	
Support for Learning Facilities such as Laboratories, Workshops, Studios, etc.	

Factor	Percentage
Thesis/Skripsi Supervision	14.9%
Study Cost Assistance	
Relationship with Lecturers/Educational Staff	10,6%
Relationship with Friends	
Administrative/Financial Procedures	7,9%

Based on the displayed data, various factors influence the success of the students' study process. The biggest factor influencing success is the teaching process or methods at the university, with a contribution of 18.5%. The curriculum design, including the distribution of courses, also has a significant impact, at 15.6%. Thesis or dissertation supervision is recognized by 14.9% of students as an important factor in their academic success. Relationships with friends and support from lecturers or educational staff also play a role, each with a percentage of 11.3% and 10.6%, respectively. The support of learning facilities such as laboratories and studios accounts for 9.9%, followed by administrative/financial procedures (7.9%) and study cost assistance (6.3%). The factor considered to have the least influence is the course repetition procedure, with a contribution of 4.6%. Overall, academic success is determined by a combination of adequate academic aspects and non-academic support, including the learning process, curriculum, and interactions among individuals in the educational environment.

By using various approaches, the Management Study Program can answer that question based on a survey conducted among undergraduate students. First, the internship program should enhance teaching methods that focus on skills needed by employers, such as using technology to improve performance and supporting English language skills, which are crucial for careers. According to research (Pratama & Santoso, 2023), the internship program curriculum should be aligned with current industry demands. Secondly, to make students skilled and ready for work, the internship program should be developed, and the industry should collaborate more closely with them. This is in line with the findings of (Rahmawati et al., 2022) which state that close collaboration between higher education institutions and industry increases the employability readiness of graduates by up to 75%. Furthermore, internship programs can provide training in soft skills such as collaboration and communication, which are considered strengths of graduates. However, internship programs must also adapt to changes in the job market. As stated by (Hermawan & Wijaya, 2023), the enhancement of soft skills through internship programs has been proven to increase graduates' competitiveness in the global job market.

CONCLUSION

This research shows that the Tracer Study is very important for evaluating the quality of graduates from the Management Study Program at Paramadina University. As stated by (Kusuma & Hidayat, 2023), tracking studies are a very important way to determine the effectiveness of higher education programs. The relevance of the curriculum to market demand is also a focus of the research. The results of the alumni survey show that most graduates find jobs shortly after graduation, mostly in the fields of marketing and human

resources in the private sector. This finding is in line with (Widodo et al., 2022) who found that 85% of management graduates enter the job market within 6 months after graduation. In addition, the Tracer study shows that most respondents feel they have quite good abilities, especially in terms of ethics, communication, and information technology; however, there are some areas that need improvement. According to the research conducted (Raharja & Putri, 2023), maintaining the competitiveness of graduates is very important for developing sustainable competencies. In addition, this research shows that cooperation between study programs and industry is very important because graduates are usually ready to work. However, some competencies still need to be improved. primarily to prepare students for the ever-changing demands of the job market and ensure that graduates remain competitive in the job market.

One of the most important goals of the curriculum is to improve its quality and meet the university's objectives, so that the university can operate more efficiently. Research findings indicate that although the majority of Paramadina University graduates possess strong ethical convictions, good communication skills, and a rich vocabulary, there are still areas that need improvement, such as English proficiency and work experience. This is in line with the findings of (Khayati & Masyitoh, 2020) as well as (Suharti & Laksono, 2020). To reduce this knowledge gap, educational programs should update learning materials and possibly target new markets to incorporate market demand, specialized educational programs such as foreign language courses, and resource transfers.

To improve work skills and productivity, internship programs must build relationships among professionals. Research shows that the majority of graduates are involved in social service activities with a focus on sales and human resources. As stated by Wijaya et al. (2023), collaborating with employers can help graduates secure better jobs and more easily enter the workforce. This will increase students' chances of securing postgraduate jobs by collaborating with companies. To help students develop skills relevant to current business needs, project-based courses can also collaborate with the industry. Overall, this research provides a fairly optimistic picture of how higher education is related to the needs of the professional world. In addition, this research emphasizes the importance of continuous improvement of the curriculum and teaching methods.

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