
Tracer Study as an Instrument to Measure the Socio-Religious Impact of PTKI Graduates

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ABSTRACT

Islamic Higher Education Institutions (PTKI) play a pivotal role not only as centers of academic excellence but also as cultural brokers responsible for maintaining Islamic moderation and ethical values in society. However, measuring the socio-religious impact of PTKI graduates in the public sphere remains a significant challenge; current data shows that only 16.6% of PTKI alumni are traceable. This gap is largely due to the absence of a comprehensive tracer study model tailored to the unique socio-religious mission of PTKI. Using a qualitative descriptive approach, this study analyzes tracer study documents and interviews key informants from career centers across Indonesian higher education institutions. The findings reveal that current tracer implementations are often heavily administrative and structurally constrained. Therefore, this study recommends a robust, integrated tracer study management model for PTKI—encompassing clear national policies, institutional support, and synergistic IT data systems. By establishing this infrastructure, PTKI can utilize the tracer study not merely as an administrative tool for accreditation or employment tracking, but as a strategic instrument to accurately measure the socio-religious impact, ethical contributions, and cultural relevance of its graduates in the wider community.

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1. INTRODUCTION

Islamic Higher Education Institutions (PTKI) have an important role and function in the development of a society (Muhaimin, 2015). The existence of PTKI as a higher education institution under the Ministry of Religion functions as a means of teaching high-level Islam and becomes a center for the development and deepening of Islamic religious knowledge. According to Azra (1999), there are at least 3 objectives for establishing an Islamic Higher Education Institutions (PTKI): first, to carry out studies and development of Islamic sciences; second, to carry out the development and improvement of Islamic da'wa; third, to carry out the reproduction and cadre of scholars and other religious functionaries. Beyond academic excellence, PTKI acts as a cultural broker, welcoming social change and globalization that is happening so fast that Islamic moderation can be maintained, the faith of the people is maintained and continues to create human resources with high scientific and technological insight on the basis of a character of faith and piety (Mujahidah & Wekke, 2019). Furthermore, PTKI specifically plays a role to develop the abilities and expertise of participants to master Islamic scientific fields and practice it in the wider community. PTKI graduates with broader and deeper religious insights should be able to provide fertility fertilizer in the midst of the aridity of ethical and compassionate life in the midst of public life (Burniat dkk., 1999).

To find out the competency achievements of alumni or PTKI graduates in fulfilling this socio-religious mandate, it is important for PTKI to evaluate its performance, one of which is by using an evaluation tool, namely a tracer study or alumni tracking study. Traditionally, a study called "tracer study" tracks the whereabouts of college graduates in terms of their post-graduation occupations. A tracer study, according to Schomburg (2003), is one of the metrics for evaluating the caliber of higher education institutions. Tracer study is a bridge that connects the internal parties of higher education with external parties (stakeholders). Through this bridge, the information needed regarding the portrait of the expected graduates will be obtained (Zulaiha dkk., 2021). Therefore, for PTKI, a tracer study must function not only as an employment tracker but as an instrument whose results can be used to ensure graduates have a scientific attitude and scientific charity as experts in Islamic scholarship (Azzahra & Arif, 2021) in the real world.

Despite its strategic importance, measuring this socio-religious impact remains a challenge. Data from the Education Management Information System of PTKI (EMIS PTKI) states that only 16.6% of PTKI alumni are traceable with clear jobs, while the rest, namely 83.3%, are still unidentified. The lack of alumni tracking studies is possible because there is no proper model for conducting tracer study at PTKI. Apart from being a performance evaluation tool, tracer studies are also a requirement for completeness of accreditation by the National Accreditation Board for Higher Education (BAN-PT). In Indonesia, the implementation of tracer studies is generally still constrained in terms of facilities and infrastructure, systems, resources and methodologies in its implementation. More than that, the understanding of the importance of tracer studies is still not evenly distributed. Often tracer studies are carried out by tertiary institutions only because of the need for accreditation, so that their implementation is not carried out routinely or continuously and is not institutionalized. Sourced from Budi (2014) in the 2021 UNAS Tracer Study Report, tracer studies are not used as educational evaluations (CDC dan Tracer Study UNAS, 2022) to measure the cultural and religious impact of the alumni.

Until now very little information and publications regarding tracer study in universities in Indonesia (Fikawati & Syafiq, 2008). There are several discussions regarding the analysis and development of the tracer study model in tertiary institutions which have previously been discussed. The handbook entitled “Handbook for Graduate Tracer Studies” by Harald Schomburg (2003) contains practical guidance, not theoretical or methodological ones. Another tracer study guidebook written by Harald Schomburg (2016) covers the development and implementation of tracer studies and aims to identify the relevance of education for the transition to employment and further vocational careers. In the local context, research conducted by Radhatama et al. (2021) entitled "Improvement Design for The Effectiveness of Tracer Studies Process in Bandung's Private University" found that to create a good tracer study system it is necessary to build good relationships with alumni, taking an approach of business process reengineering to increase the productivity of the tracer study process (Redhatama dkk., 2021)

Previous guidebooks and research on tracer studies often lean heavily towards anticipating and matching skills for the transition to employment or improving the productivity of the process. However, this research focuses on analyzing the practice of implementing tracer studies in tertiary institutions to build a robust model for PTKI. This analysis study and the recommended tracer study implementation for PTKI is expected to be able to strengthen system planning, methodology, and implementation. By doing so, the focus of tracer study is not only for the benefit of obtaining accreditation but also as a tool that provides an overview of the extent to which the success of academic programs in the external environment of PTKI. Ultimately, strengthening this infrastructure will enable PTKI to maintain the relevance of educational programs to the demands of the world practically and accurately capture the socio-religious footprint of its graduates.

2. METHODS

This study uses a qualitative method. Qualitative methods are actually used to explore why or how a phenomenon occurs, to develop theories, or to describe the nature of individual experience, while quantitative methods answer questions about causality, generalization, or the magnitude of effects (Creswell, 2014).

Participants

Participants in this study were career center managers from a number of universities in Indonesia who involved in the execution of tracer study activities to achieve the main objective of the study, namely to see how a comprehensive picture of the implementation of tracer studies in higher education institute.

Table 1. *Key informant information*

No	Initial Name	Institute location	Type of institute	Position
1	KDA	Bali, Indonesia	Public	Heads of Career Development and Alumni Units
2	RA	East Java, Indonesia	Public	Head of Alumni Directorate of the Directorate of Career Development, Entrepreneurship and Alumni Incubation

3	TB	DKI Jakarta, Indonesia	Private	Head of Career Center and President of Indonesia Career Center Network
4	RMA	West Java	Public	Head of Career Development Center

The Research Questions, Instruments, and Data Collection

Two methods employed to gather the qualitative data for this study which are the semi-structured interviews and document analysis. This research was conducted in order to answer at least two fundamental research questions, namely:

1. How is the implementation of tracer studies at tertiary institutions in Indonesia seen from:
 - a. National policy on tracer studies
 - b. Tracer study organizing unit in tertiary institutions
 - c. Tracer study managers
 - d. The process of implementing a tracer study
 - e. Tracer study system
 - f. Tracer study instrument
 - g. Tracer study reporting
2. What are the recommendations of tracer study implementation for PTKI?

A semi-structured interview protocol was developed to gather data. The protocol is developed based on the research questions number 1 to be answered and refers to the objective of knowing a comprehensive picture of tracer study implementation. Some of the questions in the interview can be seen on the following Table 2.

Table. 2 *Semi-structured interview protocol*

Research Question	Aspect of tracer study	Question
1A	National policy on tracer studies	<i>What is the basis for tracer study activities?</i>
1B	Tracer study organizing unit in tertiary institutions	<i>Who is responsible for carrying out a tracer study?</i>
1C	Tracer study management	<i>Who is responsible for carrying out a tracer study?</i>
1D	The process of tracer study implementation	<i>What is the procedure for carrying out a tracer study?</i>
1E	Tracer study system	<i>How was the tracer study system?</i>
1F	Tracer study instrument	<i>How was the tracer study instrument developed?</i>
1G	Tracer study reporting	<i>How is the procedure for reporting a tracer study?</i>

The Analysis

Qualitative data analysis was carried out according to Figure 1. Qualitative data analysis was carried out based on Creswell by applying six (6) steps (Creswell, 2014):

1. Organize and prepare data for analysis
At this step, data preparation includes collecting and rewriting interview notes, preparing data records, and organizing data as desired.
2. Read and study the data.
Reading and studying the data is meant for data familiarization and to know the data.
3. Coding the data
Coding is a method of organizing data and providing codes for important information needed.
4. Describe the coding
Coding is important to describe, whether it's a description of the context or the actors involved in the activities that are issues in coding.
5. Narrate the coding results
In this narrative, related information can be added in the form of tables, figures, or others.
6. Interpret the data
This step is the final step of the qualitative data analysis carried out in this study. Interpretation of data is at the core of the process of analysis and discussion of the results.

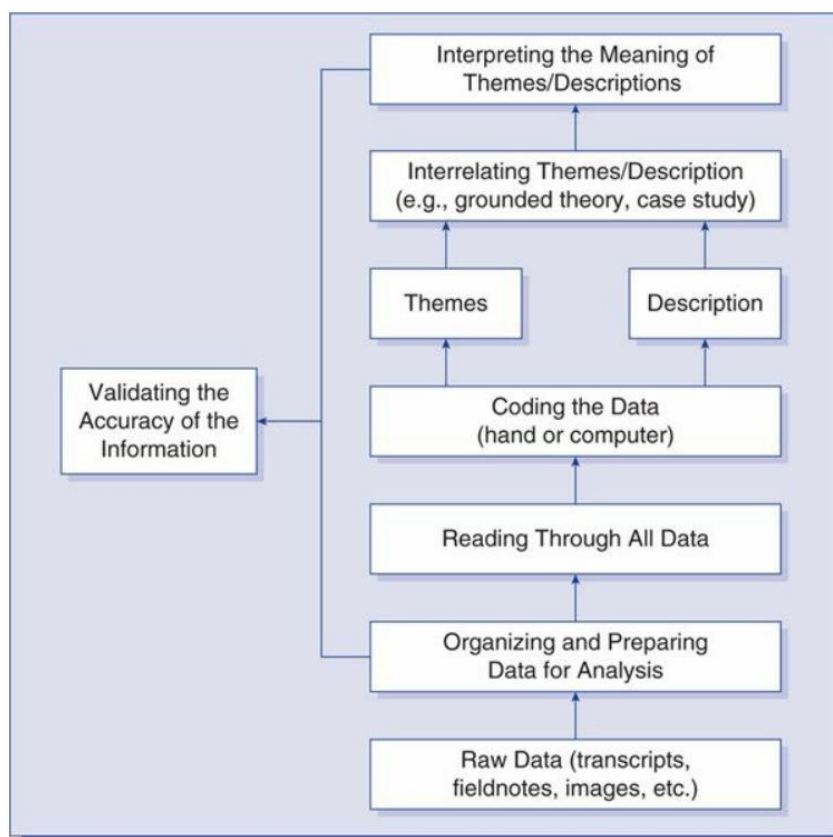


Figure 1. Qualitative data analysis process (Creswell, 2014)

3. RESULTS AND DISCUSSION

Key information on the implementation of tracer studies at tertiary institutions in Indonesia was obtained through the analysis of the interviews and study-related documents.

3.1 Results

National Policy on Tracer Study

Tertiary institutions in Indonesia carry out tracer studies because there is a strong basis from policy makers. Some of the policies that form the basis for carrying out tracer study activities based on an analysis of several higher education tracer study reporting documents are:

1. The 1945 Constitution of the Republic of Indonesia
2. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System
3. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education
4. Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards
5. Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education
6. Republic of Indonesia Government Regulation Number 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education
7. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Higher Education Standards
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework
10. Regulation of the Minister of Research, Technology and Higher Education Number 61 of 2016 concerning Higher Education Database
11. Regulation of the Minister of Research, Technology and Higher Education Number 32 of 2016 concerning Institution Accreditation

In addition, tertiary institutions under the Ministry of Education and Culture are required to be able to achieve the Main Performance Index (IKU) of higher education. The Main Performance Indicator issued by the Minister of Education and Culture through the Decree of the Minister of Education and Culture Number 754/P/2020 is a new performance measure for tertiary institutions to create adaptive tertiary institutions based on more concrete outcomes. This policy is also a measuring tool to accelerate the implementation of Merdeka Learning-Independence Campus

Meanwhile, Higher Education IKU is structured based on the following regulations:

1. Government Regulation Number 8 of 2006 concerning Financial Reporting and Performance of Government Agencies (State Gazette of the Republic of Indonesia of 2006 Number 25, Supplement to State Gazette of the Republic of Indonesia Number 4614);

2. Presidential Regulation Number 29 of 2014 concerning Government Agency Performance Accountability Systems (State Gazette of the Republic of Indonesia of 2014 Number 80);
3. Presidential Regulation Number 82 of 2019 concerning the Ministry of Education and Culture (State Gazette of the Republic of Indonesia of 2019 Number 242);
4. Presidential Regulation Number 18 of 2020 concerning the 2020-2024 National Medium-Term Development Plan (State Gazette of the Republic of Indonesia of 2020 Number 10);
5. Regulation of the Minister of State for Administrative Reform No
6. PER/9/M.PAN/5/2007 concerning General Guidelines for Determining Main Performance Indicators in Government Agencies;
7. Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 53 of 2014 concerning Technical Guidelines for Performance Agreements, Performance Reporting, and Procedures for Reviewing Government Agency Performance Reports (State Gazette of the Republic of Indonesia of 2014 Number 1842);
8. Regulation of the Minister of Education and Culture Number 9 of 2016 concerning the Performance Accountability System within the Ministry of Education and Culture; (State Gazette of the Republic of Indonesia of 2016 Number 426);
9. Regulation of the Minister of Education and Culture Number 45 of 2019 concerning Organization and Work Procedure of the Ministry of Education and Culture (State Gazette of the Republic of Indonesia of 2019 Number 1673) as amended by Regulation of the Minister of Education and Culture Number 9 of 2020 concerning Amendments to Regulation of the Minister of Education and Culture Number 45 of 2019 concerning the Organization and Work Procedure of the Ministry of Education and Culture (State Gazette of the Republic of Indonesia of 2020 Number 124);
10. Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (State Gazette of the Republic of Indonesia of 2020 Number 555);

Higher Education Key Performance Indicators (IKU) are designed based on three principles (Direktorat Jenderal Pendidikan Tinggi, 2020):

1. Increasing the relevance of tertiary institutions to the needs of industry, the business world, and the world of work. For example, the new Key Performance Indicators invite Practitioners to become Lecturers and encourage study programs to involve partners from industry, the business world, or the world of work in the development and implementation.
2. Giving freedom to universities to choose the advantages they want to develop. Universities are not required to excel in all new Key Performance Indicators, but are freed to focus on performance achievements on indicators that they choose themselves. The new points system scores universities based on overall achievement, but recognizes universities with excellence in certain indicators.
3. Prioritize goals so that universities can focus on pursuing the changes that matter most. Eight Key Performance Indicators have been selected as indicators of change that will

have the most impact on the quality of graduates, the quality of lecturers, and the quality of the curriculum.

IKU achievement is very important because it involves the calculation of IKU achievement points towards the "gold standard." The 'Gold Standard' targets are the targets for each Key Performance Indicator set as a benchmark of excellence. Each type of PTN has a different 'Gold Standard' target. The targets for each Key Performance Indicator and each type of PTN are regulated by separate regulations, decrees, circulars or guidelines.

The achievement points themselves will determine the amount of PTN Operational Assistance (PTN) for PTNs Other Than Legal Entities and additional PTN Legal Entity Funding Assistance (BPPTNBH) for PTN Legal Entities.

The Main Performance Index (IKU) has a close relationship with tracer study activities, especially IKU 1 and IKU 2. In order to report the achievements of the two KPIs, universities are required to understand reporting attributes. The reporting attributes for the two KPIs are as follows:

1. IKU 1: Graduates Find Decent Jobs

Data indicators needed in the IKU of graduates to get a decent job consist of employment, further study and entrepreneurship. Data for IKU graduates getting decent jobs will later be obtained from the Belmawa Directorate through service data which will be retrieved through the Tracer Study application or the <http://tracerstudy.kemdikbud.go.id> page and will be sent to PDDikti. Following are the data attributes for IKU absorption of graduates:

Table 3. *Data attributes for IKU (Direktorat Jenderal Pendidikan Tinggi, 2020)*

Profession	Postgraduate education	Entrepreneurship
Income	Waiting period	Income
Waiting period	Educational level	Start entrepreneurship
Start working	Location	Regional minimum wage reference (UMR)
Workplace reference		
Workplace type reference		
Regional minimum wage reference (UMR)		

2. IKU 2: Students get experience outside the campus

The data needed to calculate the IKU of students who get experience outside the campus, consists of data on off-campus experience activities and achievements. Data for IKU needs will later be obtained from PDDikti reporting using the PDDikti Feeder application and also utilizing student achievement data on the Simkatmawa application or the <http://simkatmawa.kemdikbud.go.id> page developed by the Directorate of Learning and Student Affairs. The following are data attributes for off-campus IKU semesters:

Table 4. *Data attributes for off-campus (Direktorat Jenderal Pendidikan Tinggi, 2020)*

Experience Outside the Campus	Achievement
Kampus Merdeka activities	Competition name
Number of semester credit units (SKS)	Competition level
Conversion course	Supervisor

The magnitude of the role of IKU achievement and its relationship with the tracer study is strengthened through the results of the interviews. KDA respondents as heads of career development and alumni units, for example, said that IKU 1 is the strongest basis for tertiary institutions to conduct tracer studies. IKU 1 also moves all leaders to unite to carry out tracer study activities.

The basis for conducting a tracer study is because of the rules required by the ministry for a good university performance index (IKU) 1, namely a tracer study of T-1 graduates, then indicators in accreditation. (KDA, 2022)

This opinion was affirmed by RA informant as Head of Alumni Directorate of the Directorate of Career Development, Entrepreneurship and Alumni Incubation stated that:

The tracer study policy refers to the policy of the Ministry of Education and Culture and Research and Technology with the obligation to fulfill KPI automatically every year universities must carry out tracer studies for the entire university environment.

Tracer Study Organizing Unit

The tracer study organizer is a unit that is structurally within the higher education organizational structure. The unit has direct coordination with the Chancellor through the relevant Deputy Chancellor (generally student and alumni affairs). The unit has a higher education leadership decree with managers and staff that vary depending on the needs of the unit in general. This is based on the results of interviews with KDA informants stating that:

In the process of organizing the 2022 tracer study, there is a Statement Letter (SK) from the Chancellor of the university stating that those involved in organizing the tracer study are not only the Career Development Center (CDC) but Deputy Dean 3, then the Information Resources Unit (USDI), the Learning Development and Assurance Institute Quality (LP3M), the Head of the Study Program are all in the SK and it is stated that the CDC is the central institution for conducting tracer studies. (KDA, 2022).

Based on the results of interviews with RA informants stated that the tracer study was carried out centrally.

Tracer studies are held centrally by the implementing unit, namely the Directorate of Career Development, Entrepreneurship Incubation and Alumni (DPKKA) where one of the duties of DPKKA is about tracer studies which consist of coordinators, heads, career centers and study program PICs. The PICs of a number of study programs received a letter of assignment while the reference (SK) was given by the Rectorate to the Head of DPKKA Case. SK from the rectorate and coordinate directly with the vice chancellor.

The existence of a career center unit is mandatory because it is a prerequisite for carrying out tracer studies by the Ministry of Education and Research and Technology (KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN, 2021). In the document Technical Guidelines for Tracer

Study Assistance by the Ministry of Education and Culture (2021) it is stated that tracer studies are most appropriate to be held at the University level, carried out by the Career Center at the Higher Education level for several reasons including:

1. The Career Center as an institution that prepares prospective graduates can be a bridge to get information about the world of work.
2. Avoiding disparities in services for students and graduates due to the diverse abilities of faculties/study programs.
3. Guarantee the implementation of regular and institutionalized tracer studies.
4. Enabling Higher Education to allocate resources for the implementation of tracer studies resource efficiency.
5. The effectiveness of the utilization of the results is due to the guaranteed comparability of the data.

Tracer Study Management

As explained in the section on organizing tracer studies, the tracer study manager is still in unity with the organizers and is under the coordination of the relevant Chancellor and Deputy Chancellor (student and/or alumni affairs). There is clear delegation from units for tracer study managers regarding specific tasks and functions in tracer study management. There are tracer study managers who are centralized or in each faculty and study program (an extension of the central manager). Tracer study management also includes related units (academic and data center). Tracer study administrators from both the center and faculties, study programs and other units get a decree on duty from the chancellor or faculty leader.

This is based on the results of interviews with KDA informants:

Structurally, tracer management at career development centers (CDC) unit consists of a chairman, secretary, and staff. For data, server and other technical needs such as adding questionnaire fields, the SMS Gateway is assisted by an information resources unit. There is a division of tasks to contact the dean and head of study program, namely the head of the CDC and the secretary. Beyond that, structurally the tracer study manager is greatly assisted by Vice Rector 3 to gather the heads of study programs in the context of equalizing perceptions assisted by the student affairs bureau. There is coordination between the CDC and the student affairs bureau regarding tracer study managers (KDA, 2022).

Several tracer study management structures in several tertiary institutions can be described as follows:

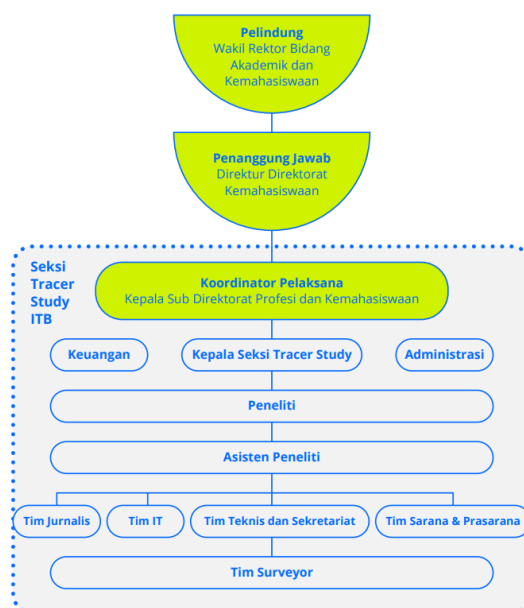


Figure 2. Tracer study management structure at ITB

Whereas at Sriwijaya University it has a structure with a composition of a Steering Committee, Responsible Person, Chief Executive, Coordinating Secretariat, Members consisting of 8 personnel, and a technical team consisting of 7 personnel.

The Process of Tracer Study Implementation

Tracer study is carried out at least 1 (one) year after graduation. The definition of graduates or alumni who are targeted by tracer student are students who graduate within 1 (one) fiscal year prior to the current fiscal year (KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN, 2021).

The implementation of the tracer study follows the tracer study reporting schedule by the Ministry of Education and Culture and Research and Technology (every 6 months). Tracer studies are conducted before the reporting period. In general, the activities are in the form of: Internal unit coordination, Outreach (internal and external or alumni), periodic reporting, and finalization of final reports. In the process of implementing a tracer study it is important to realize that this tracer study is a shared responsibility.

The process of implementing a tracer study in each tertiary institution also has its own challenges and makes the tertiary institution make adjustments and evaluations in accordance with the conditions and resources of the tertiary institution as stated by a KDA informant:

Often there are 4 problems that are found, the first is that data has not been integrated at the university, this is a problem from year to year and this year efforts have been made to integrate data. The second is questionnaires, instruments or measuring instruments that are still diverse and not in accordance with the latest regulations. The third is the low response rate of alumni and the fourth is that study programs and faculties carry out independent tracer studies (KDA, 2022)

In an effort to increase the response rate, based on the results of interviews with RA informants, the faculties and study programs are aware of the importance of tracer studies so that socialization is carried out as early as possible to build awareness of graduates regarding tracer studies which are carried out during graduation debriefings.

Given the importance of this tracer study, each study program and faculty also realized that this had to be prepared from the start, that is, when they were about to graduate, they were given information that in one more year there would be a tracer study and were introduced from the start to fill in the tracer study when the time came during the debriefing of graduates. Every time there is a debriefing, time is given for the directorate to introduce a tracer study.

Another strategy is making attractive flyers and providing incentives to lucky tracer study respondents as conveyed by KDA informants in the interview results:

Dissemination of information about tracer studies is carried out by providing links and flyers related to tracer studies which are made as attractive as possible and there are prizes as an advantage for respondents who fill out tracer studies (KDA, 2022).

During the data collection period, the dissemination of information was carried out massively through various channels owned by universities. This is based on the results of interviews with KDA informants:

Dissemination of information is done by sending e-mails to students conducted by DPKKA, sending SMS gateways by alumni, all social media informing about tracer studies besides coordinating and communicating with the public relations department, all Instagram accounts that are part of the university will post the information then all the main website of udayana university and the CDC's website so that all lines that are owned disseminate information about tracer studies (KDA, 2022).

Tracer Study System

The institutions of all respondents in this study have a centralized tracer study system in the form of an integrated web. The system is integrated with academic units, data units and other related units. System formulation involves all related parties. In addition, the system is accessible by leaders and units in need (dashboard) and by alumni.

The tracer study system was built either by the higher education institution itself or assisted by a third party. Udayana University, for example, built a tracer study system independently by the university. The development of a tracer study system involves several related parties and the data is integrated automatically with existing data collection throughout the university. Padjadjaran University has a tracer study system built by a third party. The development of this system does not involve too many parties because basically this system is built by universities that already have experience in carrying out tracer study activities so that the mastery of the need for tracer studies is quite adequate. Even so, several things need to be added

in order to accommodate the personal needs of study programs and faculties. This is based on the results of interviews with KDA informants:

Universities may add instruments as needed and we are long enough to give time to study programs, especially those for accreditation and so on for instrument adjustments so they can be included in the system. indeed it becomes very varied but we allow it and we accommodate it in the system (KDA, 2022).

Apart from that on more technical matters, universities also make adjustments to system features and work together with the IT team as said by the RMA informant:

We did a lot of build-ups independently of the tracer study system because there were a lot of things that were lacking and this was assisted by the IT team for adding features. The mechanism that we ask the IT team to add the features needed and the IT team to consider and execute if these features are possible to add

In the tracer study system owned by tertiary institutions, there are access rights that are given only to administrators, but some are also given to all study programs. The right of access granted to all study programs is intended so that each study program can monitor the progress of completing the tracer study directly and can download the results of the tracer study directly without asking the tracer study data center. Meanwhile, universities with access to the tracer study system are only owned by tracer study centers that view tracer study data as important data, so confidentiality needs to be maintained. By only having one access, data withdrawal and usage can be monitored more clearly.

The tracer study system owned by tertiary institutions has several features, including:

1. Integrated with websites
2. Integrated with related units
3. Have single sign on access only for the institution concerned
4. The tracer study fillers or the target responders of the tracer study have been determined and have their own access to the tracer study instrument
5. Dashboard or system access can be owned not only by the center but by study programs and related units
6. The completion of the tracer study can be properly monitored
7. The system makes it possible to blast e-mails to target respondents as a reminder effort.
8. The developed system also allows for WhatsApp or SMS blasting.

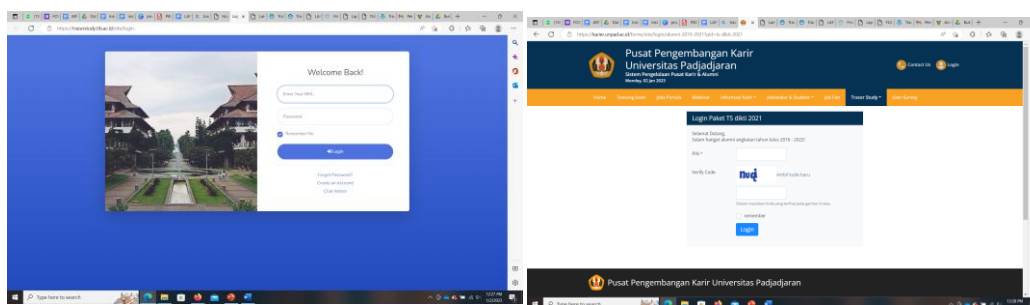


Figure 3. Display of tracer study pages of several universities

Although each tertiary institution has its own tracer study system, the Ministry of Research, Technology, and Culture, starting in 2020, has launched an integrated tracer study system for the entire nation. Seen on the Ministry of Education and Culture's Tracerstudy page (<https://tracerstudy.kemdikbud.go.id/>), this system has the ability to accommodate all respondents from universities under the Ministry of Research and Technology.

Tracer Study Instrument

The tracer study instrument was developed based on recommendations from the Ministry of Education and Culture. There are 3 components of questions in the tracer study instrument, namely, core questions, mandatory questions, and optional questions from universities (universities, faculties, and study programs). Based on document tracking, the Ministry of Education and Culture's tracer study instrument has 12 mandatory items consisting of:

1. Describe your current status?
2. Have you found a job \leq 6 months / including work before graduation?
3. Where is the location where you work?
4. What is your average income per month? (take home pay)?
5. What type of company/agency/institution do you currently work for?
6. What is the name of the company/office you work for?
7. If self-employed, what is your current position/position?
8. What is your workplace level?
9. Further study questions – Source of Funds : College : Study Program: Entry Date
10. How close is the relationship between your field of study and your work?
11. What level of education is most appropriate/appropriate for your current job?
12. At the time of graduation, at what level did you master the competencies below? (A)
13. At this point, at what level are the competencies below required on the job? (B)

The tracer study instrument was developed based on input from several stakeholders, namely, university leaders, faculty leaders, and study programs. In addition, related units are also involved in the process of preparing tracer study instruments, including quality assurance, academic, research units, and BLU or PTNBH units.

In general, the respondents in this study had the following flow of instrument making:

1. Identifying survey objectives that refer to Kemdikbudristek guidelines
2. Formulate survey questions that refer to the Kemenristekdikbud Belmawa instrument

3. The survey draft was distributed to all stakeholders to obtain input in the form of reducing or adding items in the survey
4. The results of stakeholder input are reviewed for inclusion in the final instrument draft which will then be used as a tracer study instrument
5. The final instrument is then entered into the tracer study system and is ready for distribution

However, the tracer study system developed by tertiary institutions, the essence of the tracer study is to be able to contain tracer study items needed for reporting to the Ministry of Research, Technology and Culture. As is well known, the Ministry of Research and Technology has required all tertiary institutions under it to be able to report tracer study results every semester on the Ministry of Education and Culture's tracer study page. The mandatory data required as a report include the following:

1. Current alumni status
2. Time to get the first job
3. Type of work
4. Position, if self-employed
5. Sources of tuition funding (advanced study)
6. The closeness of the relationship between work, entrepreneurship, and further study with the field of study during college

At several universities, many tracer study items have been added, especially matters related to the need for international accreditation, for example, AQAS (Agency for Quality Assurance through Accreditation of Study Programs), ASIIN (Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics.), AUN-QA (ASEAN University Network - Quality Assurance), ABET (Accreditation Board for Engineering and Technology), ACQUIN, Accreditation Certification, and Quality Assurance Institute), and FIBAA (Foundation for International Business Administration Accreditation).

Tracer Study Report

Internal reporting is carried out periodically by involving the Vice Chancellor, Faculties and Study Programs. Periodic reporting is also carried out with PIC tracer studies at the study program level (more frequently). Reporting is also carried out periodically for the Ministry of Education and Culture-Ristek (once every 6 months) and the Ministry of Finance (BLU performance index) every February. The main report content consists of information on vertical and horizontal suitability analysis. Reporting results are used for institutional development programs. This is based on the results of interviews with KDA informants:

Reports were made at the planning with ministry of finance, then at the student affairs bureau, the ministry of education about what percentage of the response was then how the quality of the graduates was called vertical and horizontal suitability. The Ministry of Finance also uses this performance index for BLU and PTN BH where the maximum report is in February, all components asked in the questionnaire must be processed, presented, then read the data like a survey institution (KDA, 2022).

The report submission format can be adjusted to the needs of the report recipient. For example, at Bina Nusantara University as a private tertiary institution, it adjusts the report format according to the needs of the chancellor and vice-chancellor. This is based on the results of interviews with TB informants:

The report is only once, set for a meeting with the vice-chancellor for dissemination of leadership, or to an invitation from the faculties in PowerPoint format because the visual image is more attractive, there are key points at the beginning, then a description of the key points and attachments. Apart from that, the next strategic plan is also included.

Meanwhile, Airlangga University publishes a tracer study report in the form of a report book every year. This is based on the results of interviews with RMA informants:

Every year, after filling out the implementation, we analyze it, we make it into a book, we distribute the book to all study programs and evaluate the results of this year's tracer study regarding the response rate and planning for the following year

3.2 Discussion

Based on the findings obtained by researchers, it can be seen that the important points that can be used as a reference for PTKI regarding the implementation of tracer studies at universities in Indonesia are:

Measurable and firm national centralized policy for universities to conduct tracer study

There are measurable and firm national centralized policies for universities to conduct tracer study. The strong basis from policy makers and the performance measure for tertiary institutions create adaptive tertiary institutions based on more concrete outcomes based on three principles that are to increasing the relevance of tertiary institutions to the needs of industry, the business world, and the world of work, also to prioritize goals so that universities can focus on pursuing the changes that matter most. For PTKI, aligning with these national policies is crucial, but it must be expanded. A firm policy ensures that the tracer study is not only an administrative checklist but a recognized national instrument to map how effectively Islamic moderation and ethical values are integrated into the broader business world and public sphere by the alumni

Policy from higher education leaders for tracer study activities

There are policies from higher education leaders for tracer study activities which includes the formation of units, managers, support, facilities, and supporting activities. The clear reference or “SK” from rectorat as the higher leaders to the tracer study team and clear delegation from units for tracer study managers regarding specific tasks and functions in tracer study management enabling universities to allocate resources for the implementation of tracer studies resource efficiency and guarantee the implementation of regular and institutionalized tracer studies. By securing this strong institutional policy, PTKI leaders can mandate the inclusion of specific socio-religious parameters within the tracer study instrument, ensuring that the tracking goes beyond basic employment data to measure the cultural and religious relevance of graduates in society.

Awareness of tracer study as a shared responsibility for institutional development

There are efforts to make tracer studies a shared responsibility for the benefit of institutional development. Responsibility is not only assigned to the leader or one unit, but the synergy of leaders starting from the Chancellor and Deputy Chancellor, faculty deans, heads of study programs to staff, students and alumni. Tracer study organizers also cannot run alone but are supported by data centers, IT teams, volunteers, analysts who work together for the development of the institution through the tracer study. This collaborative synergy is the backbone required to build a sophisticated, integrated IT system capable of capturing the widespread socio-religious footprint of PTKI alumni, allowing the institution to continually evaluate its role as a cultural broker.

Recommendations for The Tracer Study of Islamic Higher Education Institutions

From the important points of discussion, the researcher provide some recommendations for the tracer study of Islamic Higher Education Institutions, that are:

1. The measurable and firm national centralized policies for PTKI to conduct tracer study by coordinating between the Ministries of Religion and the Ministry of Education and Culture regarding higher education policies which are mandatory for universities. This coordination places more emphasis on policy products issued by the Ministry of Education and Culture related to tracer studies, both directly and indirectly, while concurrently integrating the Ministry of Religion's vision of producing socially and religiously impactful graduates.
2. The encouragement from institutions leaders with strong policies and clear delegation for tracer study managers regarding specific tasks and functions in tracer study management for the efficiency of implementation of tracer studies resource and to ensure the socio-religious metrics are adequately measured.
3. The synergy and collaboration between stakeholders in institutions in implementing tracer studies for the benefit of institutional development by increasing the awareness of tracer study as a shared responsibility for institutional development, ultimately utilizing it as an instrument to measure the socio-religious impact of PTKI graduates.

CONCLUSION

Islamic Higher Education Institutions (PTKI) in general are no different from other tertiary institutions in terms of operational demands and business processes. However, the very different characteristics lie more in the vision and mission and academic culture. As cultural brokers, PTKI are uniquely tasked with producing graduates who bring Islamic moderation, scientific charity, and ethical values into the public sphere.

By assuming the general goals of higher education and based on good practices obtained through the experience of public tertiary institutions, this study provides recommendations for the implementation of PTKI tracer study. Developing a robust, integrated tracer study management—supported by firm national policies, proactive institutional leadership, and synergistic IT data systems—is essential so that the implementation of PTKI tracer study can be better and obtain maximum results. Ultimately, establishing this comprehensive infrastructure empowers PTKI to elevate the tracer study from a mere administrative and accreditation requirement into a powerful, strategic instrument used to accurately measure the socio-religious impact and cultural footprint of its graduates in society.

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