

Tracer Study and User Satisfaction for Alumni of the Sociology and Anthropology Education Study Program of the FISIP UNNES, Indonesia

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Abstract

Throughout its journey as an educational forum, the sociology and anthropology education study program of Universitas Negeri Semarang has graduated 18 batches. The existence of graduates and access to a job must be known by the institution where graduates take their education because the output provided by graduates is a very important indicator of knowing the quality of education organized by the Sociology and Anthropology Education Study Program. The objectives of this study were (1) to determine the absorption of the work field of graduates of the Sociology and Anthropology Education Study Program in 2020-2022, (2) to determine the level of satisfaction of alum users with the performance of graduates of the Sociology and Anthropology Education Study Program in 2020-2022. This research was conducted using a quantitative descriptive approach and cluster sampling technique in sampling. Data was collected using a questionnaire and analyzed using descriptive statistics. The results of the tracer study provide an overview of the 168 alums. 51% of graduates work in education, while as many as 49% work in the non-educational sector, such as entrepreneurs and the government sector. Users of graduates (stakeholders) assessed alum performance with good and very good criteria, especially in the categories of ethics, main competencies, proficiency in the use of information technology, communication, teamwork, and personal development. As many as 21% of the graduates chose to continue their studies. The input submitted was obtained from the existing findings: quality in doing social research, improving foreign language skills, and increasing learning related to religion. This input is given as input for efforts to improve the quality of the next Sociology and Anthropology Education Study Program graduates.

Keywords

alumni, tracer study, unnes, sociology and anthropology study program

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INTRODUCTION

The sociology and Anthropology Education program is one of the study programs under the Faculty of Social and Political Sciences (FISIP), Universitas Negeri Semarang (UNNES). Sociology and Anthropology Education Study Program was established on September 1, 2001. At that time, the Sociology and Anthropology Education Study Program was still part of the History Department, strengthened by the Decree of the Director General of Higher Education No. 139/D/T/2002 dated January 25, 2002. Then, on October 25, 2004, the Sociology and Anthropology Education study program officially separated itself from the History study program and stood independently. It coincided with the issuance of UNNES Rector Decree No. 143/O/2004. As a relatively young study program, the quality of the Sociology and Anthropology Education study program can compete with other study programs within the Faculty of Social and Political Sciences and other faculties under UNNES. The superior quality of the Sociology and Anthropology Education study program is evidenced by the A accreditation obtained in 2013 from the National Accreditation Board for Higher Education (BAN-PT) under Decree No. 192/SK/BAN-PT/Ak-XVI/S/IX/2013 and even named as the first department with the title A in Indonesia in the Sociology Education department. It proves that the Sociology and Anthropology Education study program can get A at a relatively young age. In addition, in 2023, the Sociology and Anthropology Education study program obtained superior accreditation from LAMDIK (Education Self Accreditation Institute). In the same year, Sociology and Anthropology Education also carried out International accreditation of AQAS

(Agency for Quality Assurance through Accreditation of Study Programs).

In terms of *intake*, student interest in the Sociology and Anthropology Education study program every year is very much compared to the quota provided, which is 150 prospective students per appointment. The ratio between the number of available quotas and enthusiasts for the Sociology and Anthropology Department in 2023 is 1:12.07. The number of quotas available compared to enthusiasts through the SNPB route in 2023 is 1: 12.6, SNBT is 1: 6.7, and independently 1: 13.7 with a total new student quota of 30 SNBP students, 45 SNBT students, and 75 independent student quotas. Therefore, the number of students in the Sociology and Anthropology Education study program is also large in each batch.

Regarding *output*, the Sociology and Anthropology Education Study Program alums are currently spread across various regions and *stakeholders*. Since graduating its first student at the end of 2005, hundreds of alums have been produced by the Sociology and Anthropology Education Study Program. The existence of these alumni is very important to know because the *output of graduates* is one of the important indicators to determine the quality of education that has been running in an educational institution (Basri 2011). Therefore, the study of graduate *output is* important in the institutional development of the department in terms of curriculum, infrastructure, human resources, and the learning process carried out. The study of the existence of alums is especially useful for knowing the absorption of alums in the field of work, the relevance of competence to their field of work, and the performance of alums in work (Hilendria et al. 2019).

The absorption of alumni in the world

Table 1. Interest Data of Sociology and Anthropology Education Study Program UNNES 2021-2023

Year	Type of New Student Selection			Total
	SNMPTN/SNBP	SBMPTN/SNBT	Self-Selection	
2023	478	303	1030	1811
2022	629	659	532	1820
2021	576	666	465	1707

of work in the field of knowledge and expertise is one indicator of the success of an educational institution in carrying out the learning process. The study of the absorption of alums in the world of work has the aim of gathering information about the alums, the absorption of employment, the waiting period to get a job, and the relevance of knowledge and expertise possessed to the needs of the world of work in alums of the Sociology and Anthropology Education Study Program, FISIP (the Faculty of Social Sciences and Political Science), UNNES. In addition, this study was also motivated by the unemployment problem due to mass layoffs in the pandemic era. Large-scale social restrictions (*PSBB*) have paralyzed economic activities and impacted income, which has decreased. This moment then impacts labor absorption and increased unemployment (Putri & Azzahra 2021). Unemployment is not only defined as a condition where individuals do not have a job but also includes individuals looking for work or who already have a job, but the job does not have the *value* that can improve economic life (Mifrahi & Darmawan 2022). For this reason, a systematic study is needed to determine how high the level of alum absorption and satisfaction of alum users (*stakeholders*) are on the performance of Sociology and Anthropology Education graduates.

The study can be done using a survey or *tracer*. Alum *tracer study* is one of the methods used to track information about alums (Akbar 2020; Mardzotillah & Ridwan 2020; Rizka et al. 2018). *Tracer study* activities are carried out periodically by study programs for graduates of a certain year. Information about the absorption of graduates in the world of work can still be accessed. In the 2010 Tracer Study and User Satisfaction Survey Guidebook issued by the Ministry of Education and Culture, it is stated that: "*Tracer study* activities aim to determine the level of absorption of graduates of institutions/institutions providing education/training in the world of work under the four dimensions of alignment (quantity, quality/competence, location, and time). It is done by tracing graduates who have worked, are

entrepreneurs, or are looking for work.

Many higher education institutions conduct *Tracer Study* research to find information on the traces of graduates, the absorption of alums's work fields, *stakeholder* satisfaction, and others. One of them is research conducted by Nurizzati (2019) from the Sheikh Nurjati State Islamic Institute (IAIN) Cirebon, which states that the alums who graduated in 2015-2019 majoring in Tadris Social Sciences were absorbed in the type of work that was already linear, namely most of them were teachers and worked in the social science family.

Then, a similar study from Universitas Negeri Semarang with the title "Tracking *Stakeholder* Satisfaction (Alumni Users) Towards the Performance of Graduates of the Department of Sociology and Anthropology FIS UNNES Graduates in 2013-2016" found that the performance of graduates was considered very good, but had shortcomings in mastering English (Fatimah et al. 2017). UNNES also conducted the same research regarding the absorption of the work field and tracking *stakeholder* satisfaction with graduate performance in 2016-2018. The results obtained were the work fields of alums who were also linear with the department. Alums get good and very good *ratings* on indicators such as integrity, dedication, and loyalty; use of information technology; communication skills; teamwork; and personal development (Prasetyo et al. 2019).

Meanwhile, the user satisfaction survey aims to determine the level of satisfaction of graduate users, or in this case, the *DUDI* (Business and Industry World), who absorb graduates of institutions/institutions providing education/training, as well as alums/graduates, institutions/institutions themselves on the performance of institutions/institutions in producing ready-to-use graduates. A survey or *tracer* to determine *stakeholder* satisfaction is needed to measure graduates' relevance to *stakeholders*. Based on this assumption, information about alum user satisfaction with the performance of alums of the Sociology and Anthropology education study program can be input to determine the institution's

next policy to improve its weaknesses. In addition, it can also be useful as a consideration for improving the quality of education and the quality of graduates.

Research on graduates is mandatory for a higher education institution (Maisah et al. 2020). Research on graduates through *tracer studies* or user satisfaction surveys is important for improving an institution. Input in the form of criticism, suggestions, and satisfaction testimonials is a reference for institutions in fixing things that are still not good and maintaining and improving the quality of an institution's system (Asmawati & Hidayat 2018). Through tracking graduates, various important information will be obtained for the educational institution, graduates, and other institutions related to the implementation of education. Sukung et al. (2020) mentioned that a *tracer study* allows an educational institution to track the condition of the graduates produced, and from the information obtained, various policies and actions can be taken that provide benefits for graduates and for the development of the institution concerned. One of the important benefits of *tracer study* research is obtaining information about the relevance of the educational programs held to the needs of the field (Sukamto et al. 2021). Every educational institution must ensure the relevance between educational programs and field needs (Mustofa 2010; Wuradji 2010).

In line with this, Asmawi (2009) argues that higher education is a vehicle for experts who are expected to be able to develop science and contribute to development. As a systematic effort to improve the quality of human resources, the Ministry of National Education has established four main policies in the field of education, namely, (1) equalization and opportunity; (2) relevance of education to development; (3) quality of education; and (4) efficiency of education. Specifically for higher education, it will be prioritized to discuss the relevance of education to development, which in its implementation steps is known as linkage and equivalence/link *and match*. Only with in-depth knowledge of what development

needs will education achieve more results per its mission, vision, and function. Efforts to create these links and matches refer to the three pillars of higher education: educational activities (teaching and learning process), research, and community service (Siahaan et al. 2022). In the pillar of education, it is necessary to evaluate existing programs and majors in development needs in the sense of whether the human resources produced can be absorbed by economic and development activities (Asmawi 2009).

The background of the *tracer study* is the high unemployment rate in Indonesia, which is caused by various gaps between education and the world of work. This misalignment between the world of education and the world of work is what is trying to be overcome by carrying out a *tracer study* or user satisfaction survey. With this activity, it is hoped that the suitability and gaps between graduates and the world of work can be known, as well as the efforts made by educational institutions/institutions so far.

Tracer study research or customer satisfaction surveys are very commonly conducted by higher education institutions ranging from universities to study programs. Most universities have a *tracer study* agency or career center that analyzes graduates representing all study programs in the university. In many well-known public universities in Indonesia, an official tracer study website shows the dynamism of the agency's management, starting from the various activities carried out by uploading all *tracer study* information and good use of IT. Most private universities, large and small, have a body that takes care of *tracer studies*. However, in small universities, the management is not as good as in other universities.

The Directorate General of Higher Education (*Dikti*), a government institution in charge of higher education in Indonesia, has a special page for *tracer studies*. This page is intended to manage data on the results of *tracer studies* conducted by universities in Indonesia. Higher education has several programs related to the implementation of *tracer studies* for universities in Indonesia. Among them are providing

grants or funding assistance for establishing and managing career centers and tracer studies, as well as organizing various trainings, seminars and scientific meetings on tracer studies and all related matters. As mentioned earlier, *tracer studies* are very much carried out by higher education institutions.

Therefore, research on *tracer studies* is also very important. The difference from these tracer study studies lies in the scope of the study. This study has a broad scope, focusing on various aspects, ranging from student perceptions, curriculum relevance, stakeholder perceptions, and others. While some other studies only focus on user satisfaction, the novelty of this research lies in the broader scope of tracer *study* research.

METHOD

The research approach used in this research is descriptive quantitative. Singgih (2022) argues that quantitative research relies on population and sampling techniques, uses questionnaires for data collection, suggests research variables in data analysis, and seeks to produce general conclusions, both of which apply to the population and sample studied. Based on the above, this quantitative research bases its explanation on a descriptive level, which, according to Nasehudin and Gozali (2012), is research conducted to reveal everything or various aspects of the research target.

In this study, the variables measured are the profile of institutions where alums of the Sociology and Anthropology Study Program FIS (Faculty of Social Science) Unnes graduates in 2020-2022 work and the level of satisfaction of stakeholders (alums users) with the performance of alums of the Sociology and Anthropology Department graduates in 2020-2022. The instrument used in collecting data for this research is a questionnaire. In the research that has been done, the questionnaire that has been compiled is given directly by the enumerator to alums and graduate users (*stakeholders*). The population of this study was all alums of the Sociology and Anthropology Education Study Program who graduated in 2020, 2021,

and 2022. The number of samples obtained in this study was 168, including 117 alumni already working, 36 alumni who continued their studies, and 15 alums looking for work. Meanwhile, the respondents as employers where alums work are ten people.

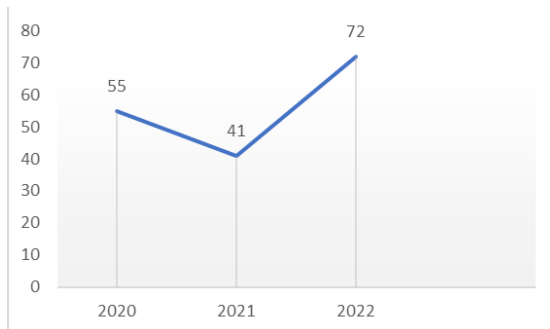
According to Sugiyono (2018), included in descriptive statistics include data presentation through tables, graphs, pie charts, pictograms, calculation of mode, median, mean (measurement of central tendency), calculation of deciles, percentiles, calculation of data distribution through calculation of mean and standard deviation, and calculation of percentage. The usefulness of descriptive statistics is that it describes the answers to observations, which include frequency distribution, percent distribution, and mean (average) (Sarwono 2016).

RESULTS AND DISCUSSION

S1 Sociology and Anthropology Education Study Program is one of the study programs in the Faculty of Social and Political Sciences, Universitas Negeri Semarang. The purpose of the Sociology and Anthropology Education Study Program is to produce graduates in the field of teaching Sociology for secondary education with undergraduate qualifications (S1) who are religious, nationalist, honest, caring, tolerant, democratic, polite, intelligent, resilient, and responsible. The Sociology and Anthropology Education Study Program has currently been accredited by LAMDIK (Educational Self-Accreditation Institute) with the category of GOOD, based on LAMDIK Decree No. 124/SK/LAMDIK/Ak/S/I/2023, which is valid from March 28, 2023 to March 27, 2028. In addition, the Sociology and Anthropology Education Study Program has also carried out AQAS International Accreditation.

In its long journey, this study program has produced alums who contribute widely in various regions and *stakeholders*. The existence of these alumni is very important to know because the *output of graduates* is an important indicator of the quality of education that has been running in the Sociology and Anthropology Study Program. So,

in this study, the Sociology and Anthropology Education Study Program developed research on the performance of graduates in the 2020-2022 range. The range of graduates from 2020 to 2022 was chosen because it was the last three years of graduates when this research was conducted in mid-2023. The composition of the year of graduation of alums who were used as respondents as in the following diagram



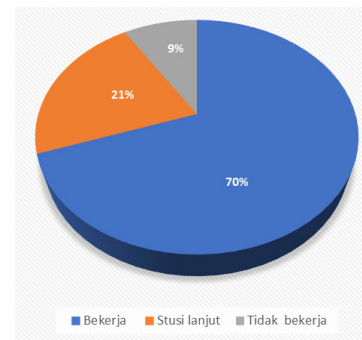
Alumni Graduation Year
Source: Research data, 2023

Based on the data collected from the questionnaire results of 168 respondents with a range of graduation years, it can be seen that 55 respondents graduated in 2020. Then, in 2021, as many as 41, and in 2022, as many as 72 respondents graduated as Sociology and Anthropology Education Unnes undergraduates. Thus, in terms of the percentage of years graduated, the percentage of graduates each year differs, but for the 2020-2022 range, most respondents graduated in 2022. The composition of graduates from the three-year range shows a fairly stable number, although in 2021 there was a slight decrease. The decrease in the number of graduates in 2021 is connected to the COVID-19 pandemic. At this time, all campus activities were transferred through an online system. Students automatically undergo a process of re-adapting to the new system, which impacts the decline in the number of graduates in 2021. Daniel (2020), in his research, also stated that the COVID-19 pandemic is a big challenge for the education system, and changes in the education, teaching, and learning systems cause inevitable changes. As a result, various new prob-

lems arise in the adaptation process in this context, namely the decline in graduates during the COVID-19 pandemic.

Alum work

Based on the analysis of the questionnaire distributed by researchers to alums of the Sociology and Anthropology Education Study Program with a range of graduation years, namely 2020, 2021, and 2022. Alums who graduated in the last three years are students who entered from 2013 to 2018. Alums who graduated in 2020-2022 have worked in various fields. The following is research data on the absorption of alum's work fields.



Source: Research data, 2023.

Diagram 1. Distribution of Alumni Status

The first section describes the distribution of the status of alumni of the Sociology and Anthropology Education study program. Of the total 168 respondents, 70%, or 117 respondents, have worked in various work sectors, as many as 21%, or 36 respondents, are currently undergoing further studies, and 9%, or 15 respondents, have not yet found work. The percentage of alums working is 4.6 times greater than alums who have not worked. It shows that the employment of alums of the Sociology and Anthropology education study program has a high rate. The percentage of alums who have worked is much higher than that of those who have not gotten a job. It also shows that most alums can pursue job opportunities after graduation. Alums who graduated in 2020-2022 have worked in various fields. It is also a finding in previous research by Prianto et al. (2022) that the majority of alums in the faculty alums he studied at UNESA were ab-

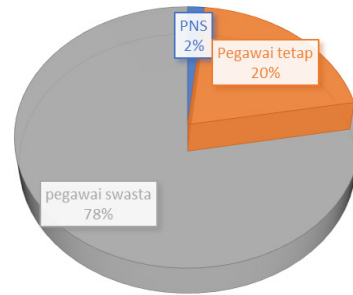
sorbed in the world of work after graduating from college, namely, almost 90 percent of alums.



Source: Research data, 2023.
Diagram 2. Alumni Employment Type

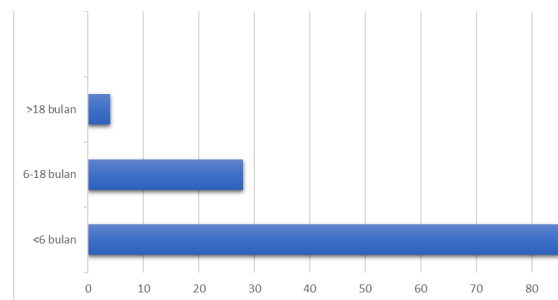
The next indicator is the type of work of the alums of the Sociology and Anthropology Education study program. According to Muhson et al. (2012) a private employee and a tutor, while current job of the most graduates are private teacher, private employee, and civil servant (teacher, the suitability of graduates' work type is closely related to the relevance and competence of the study program. The questionnaire classification is divided into two types: educational and non-educational. It can be concluded through the results of the questionnaire analysis that as many as 51% of respondents work in the type of education field. Meanwhile, 49% of alums work in the non-educational field, including self-employment, entrepreneurship, and the government sector. Reflecting on the data regarding the distribution of the types of work of alums above, 51% of the Sociology and Anthropology Education Study Program alums have worked in the type of work that matches the profile of the study program as an educational study program. Based on the data regarding the type of work above, 51% of Sociology Education Study Program alums have worked in workplaces that match the profile set in the study program curriculum, namely in schools and other educational institutions. Each alumni working in education and non-education has a different employment status in their workplace. Some have become permanent employees, private employees, and civil ser-

vants. It will be presented in the diagram below to find out the data.



Source: Research data, 2023
Diagram 3. Employment Status

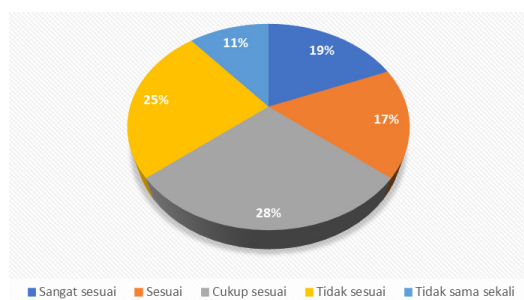
The data in the diagram above shows that the most dominant employment status is private employees, 78%. The private employees in question include private schools and private companies. Furthermore, 20% or 24 respondents are also permanent employees of a company. Meanwhile, 2% or two respondents are already civil servants. Alums who have worked as private employees, permanent employees, and civil servants certainly have different waiting times in getting a job. The following is presented in chart 2, which shows the waiting period of alums for work.



Source: Research data, 2023
Waiting time to get a job

Based on the data above, on average, respondents needed a waiting period of less than six months to get their first job, namely 85 respondents. Furthermore, 28 respondents stated that they got a job after waiting 6-18 months from graduation. Then, four respondents stated they got a job after waiting more than 18 months to get their first

job. Alums of the Department of Sociology and Anthropology mostly work in the formal education sector as educators, teaching subjects according to their competence, namely sociology or anthropology. In an analysis of waiting period predictions conducted by Rachmadiansyah (2022), more than 50 percent of graduates can get a waiting period of under ten months. Data related to the field of alum work can be seen in the following diagram.

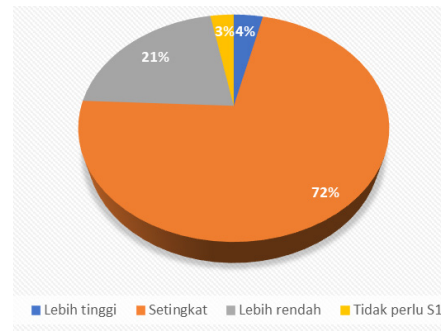


Source: Research data, 2023.

Diagram 4. Job Suitability with Scientific Knowledge

Based on the diagram data above, the average respondent works in a work field relevant to the profile of graduates of the Sociology and Anthropology Department. Of the 117 respondents, the percentage of respondents whose work field was very suitable was 19%, or in the number of 22 respondents. In comparison, 17% or as many as 20 respondents stated that their work was appropriate. Furthermore, 28% of the 33 respondents have work that follows their study program or knowledge. Meanwhile, those who stated that their jobs were not suitable were 25% or 29 respondents and 11% or 13 respondents whose jobs were not suitable. Respondents whose work fields are relevant to work are educators. The alums's field of work is a field of work that is relevant or under the competencies possessed by the alums. Alums possess these competencies because they have taken a number of courses that support them. The percentage of alums's work fields that are irrelevant to the profile of graduates of the Department of Sociology and Anthropology is 25%, and those that are completely irrelevant are at a percentage of 11%. The respondents' work

fields are spread across various jobs, such as banking, marketing, artists, and government. The fields of work mentioned are considered incompatible with the knowledge taught in lectures because the Department of Sociology and Anthropology graduates are not competent to do these jobs. Meanwhile, the relevance of work with the level of education is as follows.



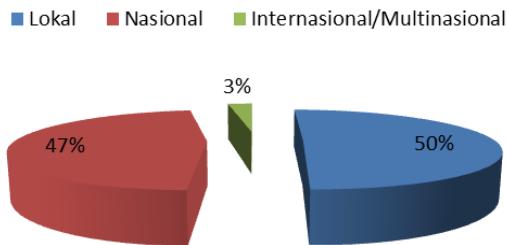
Source: Research data, 2023.

Diagram 5: Appropriateness of Education Level to Job

Data on the research results on the absorption of the alumni's work field is classified into several aspects: a higher level, the same level, a lower level, and no need for higher education. A total of 117 respondents work, producing data that shows that as many as 4% or five whose work fields are at a higher level. As many as 72% or 98 respondents stated that the current field of work was at the same level. It was also found by Suryono and Pitoyo (2013), showing that workers with higher education graduates in all provinces on the island of Java are more likely to be absorbed in the type of work that matches the worker's level of education. As many as 21% or ten respondents stated that their jobs had a lower level than their qualifications as a Bachelor of Sociology and Anthropology Education.

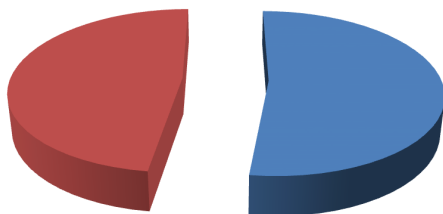
Moreover, 3% or four respondents stated their work was unsuitable because it did not require their educational qualifications, such as a Bachelor of Sociology and Anthropology Education. This data shows that almost all the work of alums of the Sociology and Anthropology Education study program

is under their educational qualifications. Meanwhile, respondents who stated that their jobs did not require educational qualifications were respondents who had their own businesses, so there was no need for educational qualifications.



Source: Research data, 2023.
Diagram 6. Business entity status

The distribution of the level of business entities where alum work shows 50% at the local level, 47% at the national level, and 3% at the international level. Respondents who indicated working at the local and national business scales were spread across government institutions, public schools, private schools/foundations, and non-formal education. From this distribution, 92% of business entities where alum work are business institutions with license certificates, and the remaining 8% of business institutions do not have license certificates. It shows that almost all alum data who graduated in 2020-2022 were absorbed in institutions with legality or have worked in the formal sector.



Source: Research data, 2023.
Diagram 7. Variety of Income

As many as 52%, or 61 respondents, said their salary was still below the regional minimum wage in the regional area where the respondents worked. The remaining

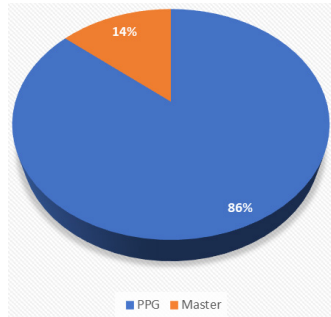
48%, or 56 respondents, received a salary equivalent to 1.2 times greater than the regional minimum wage. Based on this data, as many as 38 per 61 Sociology and Anthropology Study Program alums receive salaries below the regional minimum wage as educators or teachers according to their competence, namely sociology teachers in secondary schools. The income generated by alums of the Sociology and Anthropology study program in 2020-2022 is 2,000,000 IDR per month to above 10,000,000 IDR per month.

In the next sub-indicator, data were generated showing that 28.5% of alums have their own business and 71.5% do not have a business. Based on information in the questionnaire, alums who make entrepreneurship their main source of income, some as a side job. This indicator shows the influence of entrepreneurship courses in helping alums find their ideal job. Alums who make entrepreneurship their main job indicate that their income is more than 1.2 times the minimum wage in the alum area. Of the businesses run by alums, as many as 16.7% have business legality from the government, namely in the trade and culinary fields. The remaining 83.3% do not have business licenses.

Alumni Continuing Studies

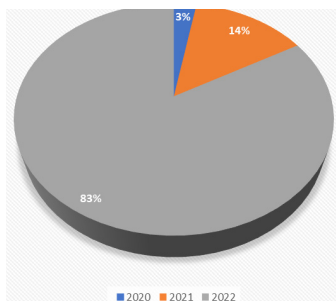
Education is important in human life. Further study is an option that is currently needed for alums to pursue their careers. In Pramiudi and Setiawan's research (2019), graduates continue their studies to increase their competence, which becomes a job demand. There is not much alum tracer research regarding further study. One of the findings at Yogyakarta State University in the Sports Science study program shows that there are 8 graduates out of 93 (8.6%) who continue their education in the range of 2008-2017 (Pambudi, Sumarjo & Arjuna 2022). Then, 11 graduates out of 93 graduates (11.8%) will continue to the next level of education. Meanwhile, at Universitas Negeri Semarang, based on a questionnaire distributed to Sociology and Anthropology alums who graduated in 2020, 2021, and

2022, 36 graduates continued their studies. Alums take the opportunity to deepen their scientific field or improve their teaching profession.



Source: Research data, 2023.
Diagram 8. Advanced Study Program

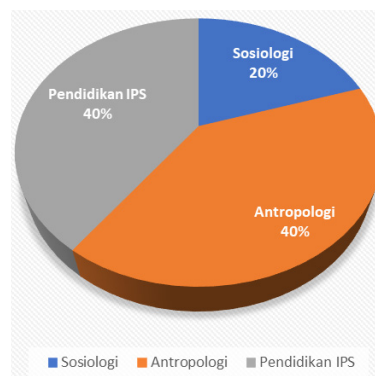
Based on the questionnaire that has been distributed to graduates, it is obtained that the distribution of alums who continue their Teacher Professional Education (PPG) studies percentage of 86%, namely 31 graduates and at the master's level (S2) as many as five graduates with a percentage of 14%. 6 graduates in 2020 continued to have teacher professional education, 14 graduates in 2021, and 11 graduates in 2022. Meanwhile, alum graduates who continued to the master's level (S2) were only found in alums who graduated in 2020, namely three people and two graduates in 2022. Based on these data, most alumni try to get a certification degree so that graduates can compete for higher job opportunities and work professionally.



Source: Research data, 2023.
Diagram 9. Entry Year of Advanced Study Graduates

As many as 83% of Sociology and Anthropology Education graduates of Universitas Negeri Semarang undertook further

studies in 2022. Some graduates immediately continued their education after obtaining a bachelor's degree, and some postponed it. The number of graduates who did further studies in 2022 was 30, with 13 who immediately continued their studies, six graduates in 2020, and 11 graduates in 2021. Then, graduates who continued their studies in 2021 amounted to 5, with two graduates continuing their studies and three graduates in 2020. In 2020, only one graduate immediately continued his education after obtaining a bachelor's degree.



Source: Research data, 2023.
Diagram 10. Majority of Graduates Study to Master's Degree

Five graduates continue their studies to the master's level with different majors: one in Sociology, two in Anthropology, and two in Social Studies Education. Although graduates continue to get professional teacher education, all choose the same scientific field, namely the Sociology Education department.

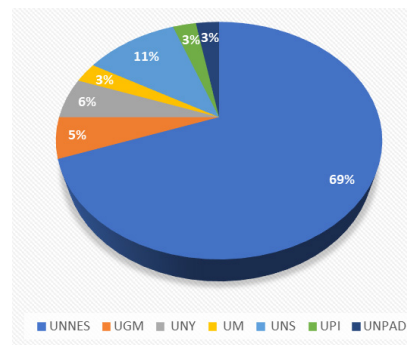
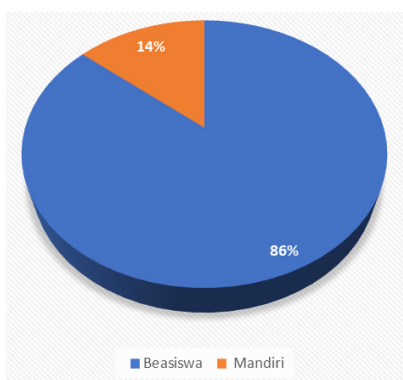


Diagram 11: Educational Institution for Further Study
Source: Research data, 2023.

Based on the research data, the distribution of institutions for alums who continue their studies is obtained. Alums are scattered in some of the best State Universities (Public Universities) in Indonesia, namely Universitas Negeri Semarang (UNNES), Gadjah Mada University (UGM), Yogyakarta State University (UNY), Malang State University (UM), Sebelas Maret State University (UNS), Universitas Pendidikan Indonesia (UPI), and Padjajaran University (UNPAD).

The research data shows that UNNES is the most occupied institution, with a percentage of 69%, as many as 25 people. It shows that the education pursued by graduates is still linear. Of these graduates, 2 continue their master's studies, and as many as 23 others continue to get professional teacher education. Then the second most institution is UNS with a percentage of 11%. Four graduates continue to get professional teacher education. UGM and UNY show different percentages but have the same number: two graduates. Two graduates continuing their master's studies at UGM are majoring in Anthropology.

In comparison, the other two graduates who continue at UNY are in professional teacher education programs. UM, UPI and UNPAD show the same percentage of 3%. There was only one graduate in each of these universities. At UPI and UM, graduates continue their PROFESSIONAL TEACHER EDUCATION studies, while at UNPAD, graduates continue their master's studies, majoring in Sociology.



Source: Research data, 2023.
Diagram 12. Tuition fees used

The research data results show that sociology and anthropology education graduates at Universitas Negeri Semarang can compete with other universities. The diagram above shows that 86% of graduates use scholarships as the cost of their advanced study education. A total of 31 graduates received scholarships from the Ministry of Education, Culture, Research and Technology (*Kemendikbud*), which were opened to continue the teaching profession. Other graduates, with a percentage of 14%, as many as five, continued to the S2 level using independent (private) costs.

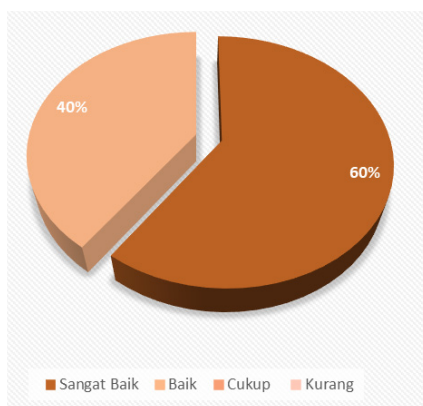
The majority of alums used scholarships to continue their studies. Most of the alumni who participated in professional teacher education have a strong desire to be able to improve their quality of work, increase their knowledge, get certification, improve their abilities and skills in teaching, and learn to become professional teachers. Meanwhile, alums continue to graduate school to deepen their knowledge in Sociology and Anthropology.

Graduate Users (Stakeholders)

The distribution of graduates of the Sociology and Anthropology Education Study Program of FIS UNNES in 2020, 2021, and 2022 has plunged in various regions, especially in the Central Java region. The distribution is not only in the academic or educational field but also in the non-educational field. With less than five years of graduation, the graduates have pursued, served, and developed themselves in the place where the alums work. Even though it is a short period, alums can already get an assessment from users or leaders.

In this study, several indicators are used to assess graduate performance. Seven indicators are used to measure the performance of the Sociology and Anthropology Education Study Program graduates. The seven indicators used as measurements are graduate ethics, expertise in the main competencies of graduates, foreign language skills, ability to use technology, communication skills, teamwork skills, and motivation for self-development of graduates in the

place where alumni work. This assessment was carried out by ten leaders where alums work. Limited access to delivering questionnaires is an obstacle for researchers to reach out more widely to other stakeholders.



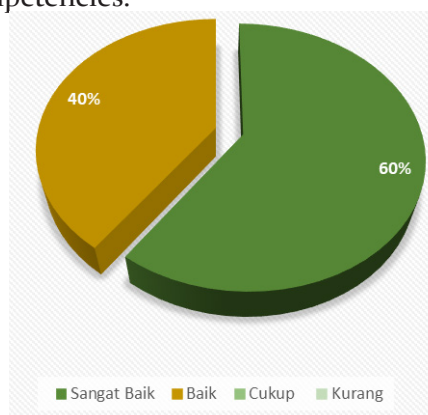
Source: Research data, 2023

Diagram 13. Graduate Leaders' Assessment of Graduate Ethics

Based on the results of the questionnaire submitted to employers or users of Sociology and Anthropology Education Study Program graduates in 2020, 2021, and 2022 regarding the ethics of graduates, the following results are obtained. In general, graduate users emphasize that 60% of graduates have very good ethics, then the results obtained if 40% of the presentation results about the ethics of these alumni are said to be good, namely 40%. Through these results, it can be seen that alums do not have problems in terms of ethics. Suppose it is related to the experience of the learning process in college. In that case, the good ethics of alums result from applying conservation courses focusing on conserving values and morals. It can be seen if the alums can implement the knowledge they get into the real world.

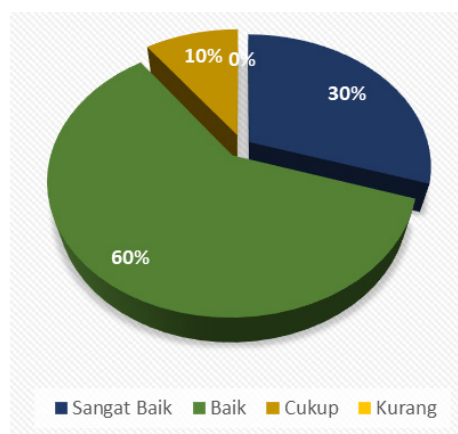
After becoming alums of the Sociology and Anthropology Education Study Program, of course, the main competencies of graduates are very much seen. Through a questionnaire addressed to the leader where the alums work, data was found that 60% of graduates have expertise in their main competencies, namely in the field of sociology and anthropology education well in addition

to well. In addition, 40% of graduates have expertise in their main competencies very well. This data shows that alumni of the Sociology and Anthropology Education Study Program have good mastery of their main competencies.



Source: Research data, 2023

Diagram 14. Graduate Leaders' Assessment of Key Competencies

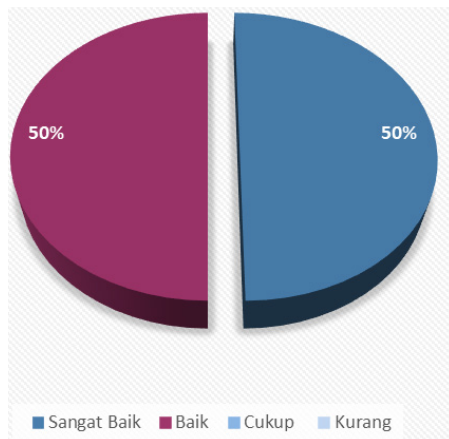


Source: Research data, 2023

Diagram 15. Leaders' Assessment of Graduates' Ability to Speak Foreign Languages

Nowadays, the world of work requires foreign language skills in both the educational and non-educational fields. These skills have been honed since college through 2 foreign language courses. Through a questionnaire submitted to the leadership where alums work, it can be found that the ability to use English in their workplace. The questionnaire found that 60% of graduates were good in foreign language skills, 30% of alums were very good in foreign language skills, and the other 10% in foreign language skills were considered sufficient by the lea-

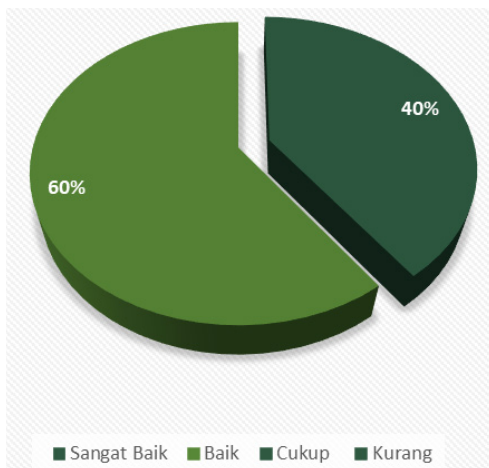
ders where the alumni worked.



Source: Research data, 2023

Diagram 16. Leaders' Assessment of Proficiency in the Use of Information Technology

Currently, information technology is very important in the world of work and education. In the data found through research data distributed to alums, 50% of alumni users feel that the skills of Sociology and Anthropology Education Study Program graduates in using technology are very good. Another 50% of graduate users assess if graduates currently working where they work have good skills in using information technology.

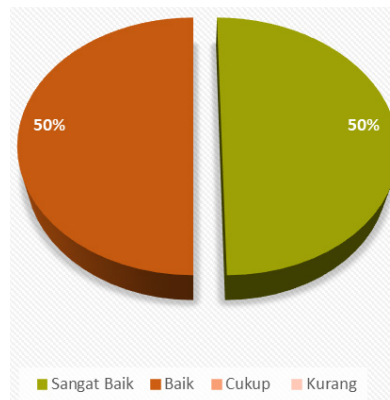


Source: Research data, 2023

Diagram 17. Leaders' Assessment of Graduates' Ability to Communicate

Communication is one of the *skills* that everyone must have in carrying out ac-

tivities for the continuity of their work. The Sociology and Anthropology Education Study Program graduates must also possess this ability. When looking at the distribution of graduate jobs, through this data, it can be said that the ability to communicate is one of the main things in carrying out work. From the research data obtained, graduates of the Sociology and Anthropology Education Study Program in 2020, 2021, and 2022 have excellent communication skills, with the data results that can be seen through the diagram, namely 60%. Meanwhile, 40% of graduate users feel that the communication skills of graduates who work in their place are good. When looking more sharply, good communication skills by alums are the result of various educational process designs during college. Using *learning* methods such as *problem-based learning*, *discovery learning*, or *student team learning* is a place to hone students' communication skills before entering the world of work.

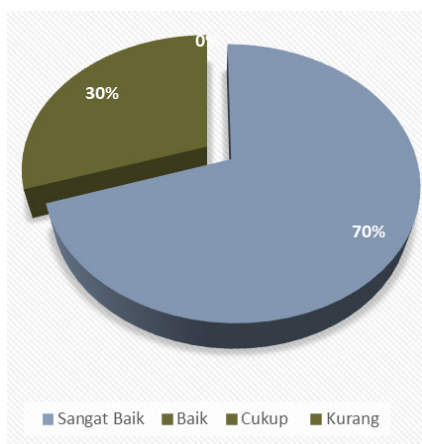


Source: Research data, 2023

Diagram 18. Leaders' Assessment of Graduates' Ability to Work in Teams

In addition to communication, teamwork skills are also needed by companies or institutions where alums work. Graduates who enter the world of work are also required to have the ability to work together in teams. This ability is an ability that all graduates must possess. The leader or boss where the alum works considered that the ability of graduates of the Sociology and Anthropology Education Study Program to cooperate is very good, with a rate of 50%. In

addition, 50% of other leaders assessed that graduates who worked in their place had good teamwork skills. The implementation of teamwork by graduates in their place of work certainly proves that alums can adapt well to a new environment.



Source: Research data, 2023

Chart 19. Leaders' Assessment of Graduates' Motivation to Develop Themselves

Motivation for self-development in an institution where graduates work is very important and must be owned by every alumni. The motivation for self-development of alums in their workplace will affect the development of the institution where they work. From the results of the study, it was found that the majority of leaders where alums work assessed the motivation for self-development of graduates very well, with 70%. At the same time, the other 30% considered that the motivation of graduates of the Sociology and Anthropology Education Study Program was good.

Stakeholder satisfaction with alums has previously been carried out, one of which is at elementary school teacher education, Universitas Wahid Hasyim (UNWAHAS) for 2015, 2016, and 2017 graduates (Imron, Shobirin & Farda 2019). The results showed that both also had the same results, where stakeholders were generally satisfied with the performance of alums assessed from the competencies used as indicators. The difference between the results of previous studies and this study is that the researcher did not include input from *stakeholders* in the

study program.

After assessing Sociology and Anthropology Education Study Program graduates who work in the institutions where they work, the leaders also left some input addressed to the Sociology and Anthropology Education Study Program. Regarding the main competencies, the leaders said there should be an increase in the quality of social research and students' foreign language competence. In addition, the leaders also advised on learning about religion. Leaders of schools are advised with a religious base such as madrasah. Suggestions from these leaders are addressed to the Sociology and Anthropology Education Study Program to improve the quality of graduates. In addition, the research conducted by the IESP study program, Faculty of Economics and Business, University of Mataram, graduates of 2014-2019 have not covered several indicators used as assessment materials (Daeng, Rois & Paranata 2021). Suggestions in similar studies are still mostly focused only on foreign language development. Meanwhile, the suggestions in this study almost cover all the assessment indicators given by *stakeholders*.

CONCLUSION

The tracer study results provide an overview of the distribution of graduate employment where 168 alumni who graduated in 2020 to 2023 have placed themselves in work fields relevant to graduates' competencies. Of the 168 graduates, 51% work in the education sector, whereas the other 49% work in the non-education sector, such as entrepreneurs or government agencies. As many as 21% of the 168 graduates chose to continue their studies with majors still relevant to their previous scientific fields. Performance assessment by leaders on the performance of graduates is an important part of efforts to evaluate policies and learning processes in institutions, especially the Sociology and Anthropology Education Study Program. The results of the *tracer study* show that the leaders where the alumni (*stakeholders*) give a positive assessment to the graduates

who work in the place where the leaders lead with several categories. Some of these categories come with good and very good predicates. These categories are Ethics, Core Competencies, Information Technology Proficiency, Communication, Teamwork, and Personal Development. However, one category for the study program is the ability to use foreign languages. In this field, 10% of leaders give a fair assessment.

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