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2022 TRACER STUDY REPORT

International Relations Program, Faculty of Social and Political Sciences, Brawijaya University

Approval Sheet

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CHAPTER I MECHANISM OF TRACER STUDY OF INTERNATIONAL RELATIONS PROGRAMFACULTY OF SOCIAL AND POLITICAL SCIENCES BRAWIJAYA UNIVERSITY 2022

1.1 Definition of Tracer Study

Higher Education, as with other social and economic activity units, faces many changes as information technology develops. And it becomes a challenge for universities to continue to improve (continuous improvement) in the face of the era of disruption. Innovation and applicable outputs that can be contributed to increasing the capacity and continuity of social and economic life are demands for all educational institutions, especially higher education (Usher et al., 2016).

Tracer Study is an important instrument in the context of continuous improvement in higher education. Better quality from time to time becomes a target achievement as an implication of input both in the context of market signals and feedback of internal management performance felt by alumni. In addition, tracing the performance of alumni is also important in providing information on the educational performance produced by higher education. The higher the absorption of graduates and the more graduates match the needs of the labor market, the greater the strength of the institution in producing graduates who are in accordance with the needs (matching job market), including its relation to the level of entrepreneur produced by higher education, namely as a job-creator (Fenta et al., 2019). The information that flows through tracer studies or alumni surveys then becomes input for operational follow-up in the management of the S1 International Relations Study Program at Brawijaya University in the future, including in the development of the study program curriculum (curriculum development) (Hutagalung et al., 2019).

Tracer study activities at Brawijaya University have been ongoing since 2013 and continue to this day (UPKK, 2019). The results of the 2020 tracer study show a response that alumni are motivated to play a greater role in the development of the International Relations Study Program at Brawijaya University. This response is very strategic amidst the shift in the higher education paradigm towards more implementative educational outcomes that have a more rapid impact on economic and social capacity in society. And the role of alumni in this case is to provide information related to market signals and to be a bridge of collaboration between universities and society.

The tracer study concept of the International Relations Study Program at Brawijaya University, as carried out previously, uses a mechanism that refers to the concepts and methodology presented by Harald Schomburg (2010). In his presentation, Schomburg classified 4 main pillars in tracer study activities. These pillars are (1) Input, including information about student personal data, experiences and motivations, as well as information related to learning conditions and facilitation; (2) Process, including the learning process and development of student competencies and qualifications; (3) Output, including knowledge, skills, motivation, including the grades achieved by students; (4) Outcome, including the

transition to their first job, the first job obtained/done, and also their capacity to contribute in their work environment. Furthermore, it can be described as follows.

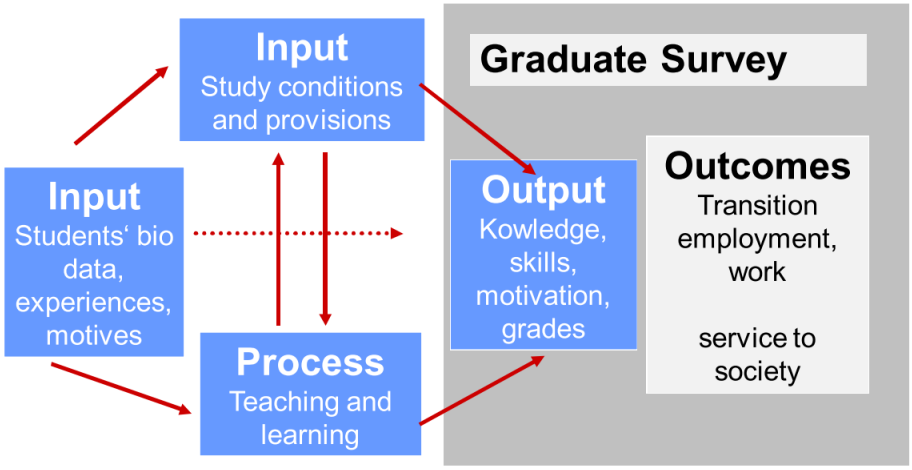


Figure 1.1 Tracer Study Flow1

The scope of the tracer study target is alumni at certain graduation years. The preparation of this tracer study report is based on the 2021 graduation target. Each alumnus in that graduation year receives a link to a tracer study form which is sent via email and short message (SMS) and email broadcast through the Information and Communication Technology Unit (TIK), Brawijaya University.

1.2 Objectives of the Tracer Study

The objectives of the tracer study are as follows:

1. To be a strategic instrument in maintaining the connectivity of Brawijaya University with its alumni
2. To develop a database of alumni responses to educational performance at Brawijaya University
3. To obtain information about the relevance of learning to the work environment (job-market) and the support in equipping alumni in job-creation
4. To obtain information on future expectations for strategic improvements made by Brawijaya University in facing future challenges and in the long term

1.3 Benefits of Tracer Study

The benefits of tracer study at Brawijaya University are:

1. Obtaining a map of the distribution of alumni work participation both in terms of location and type of work
2. Becoming evaluation material for internal Brawijaya University, Faculties, Departments, Study Programs in developing management capacity and learning quality
3. Becoming an important input for institutional accreditation, especially in capturing market signals from the alumni side
4. Developing networking for each unit at Brawijaya University

1.4 Tracer Study at Brawijaya University

Tracer studies are conducted every year and the results will be reported to the Rector and Vice Rector for Academic Affairs. The results of the tracer study can be useful for users and managers of Brawijaya University. For users, it is hoped that the results of this study can be useful as one of the considerations whether they will use UB alumni as staff in their company. For managers, it is hoped that it can be useful for determining educational strategies and orientations, making improvements to the concept and technical implementation of education and teaching so that graduates become better in their intellectual capacity, skills, morals and personality. The results of this tracer study are also expected to be used as material for consideration in developing the quality of the learning process and learning evaluation as well as developing education management. With continuous improvements to these aspects, it is hoped that education at Brawijaya University will be carried out efficiently, effectively, and productively and will eventually increase the competitiveness of Brawijaya University alumni.

1.4.1 Implementation Time of UB Tracer Study 2022

The implementation of the tracer study in the International Relations Study Program at Brawijaya University will be carried out from January 2022 to February 2025.

1.4.1 Technical Implementation of UB Tracer Study 2022

The Tracer Study of Universitas Brawijaya is carried out by the tracer study team as a routine activity and an obligation of a special unit at Universitas Brawijaya, namely the Career and Entrepreneurship Development Unit (UPKK) of the Faculty of Social and Political Sciences with the Study Program

1.5 Tracer Study Method

The data collection for the 2022 graduate tracer study is entirely taken from SINATRA UB data, both alumni data and questionnaire data. The following is a view of the SINATRA dashboard specifically for FISIP graduates in 2021. development, especially related to entrepreneurial activities by alumni. The display of the Tracer Study questionnaire form can be seen in Figure 1.2.

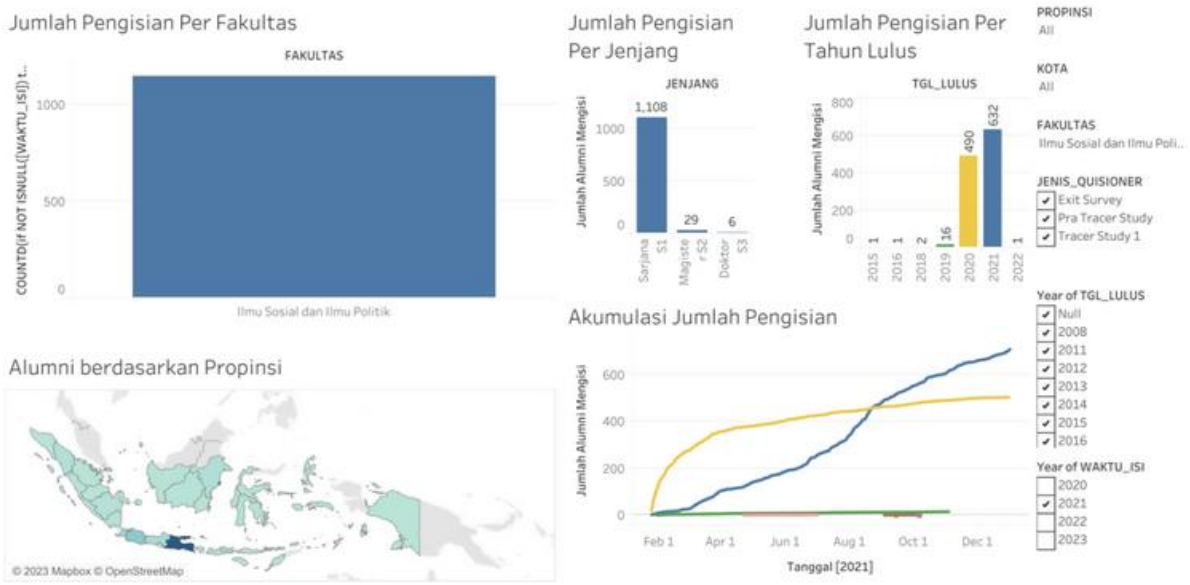


Figure 1.2 Distribution of International Relations Alumni in 2022

The filled questionnaires are divided into three types, namely exit survey, pre-tracer study and tracer study. The exit survey questionnaire is a questionnaire that must be filled out when
registering for the yudisium (graduation ceremony). The pre-tracer study is a questionnaire that is filled out 6 months after graduating or yudisium. Meanwhile, the tracer study questionnaire itself is a questionnaire filled out by alumni one year after graduating.

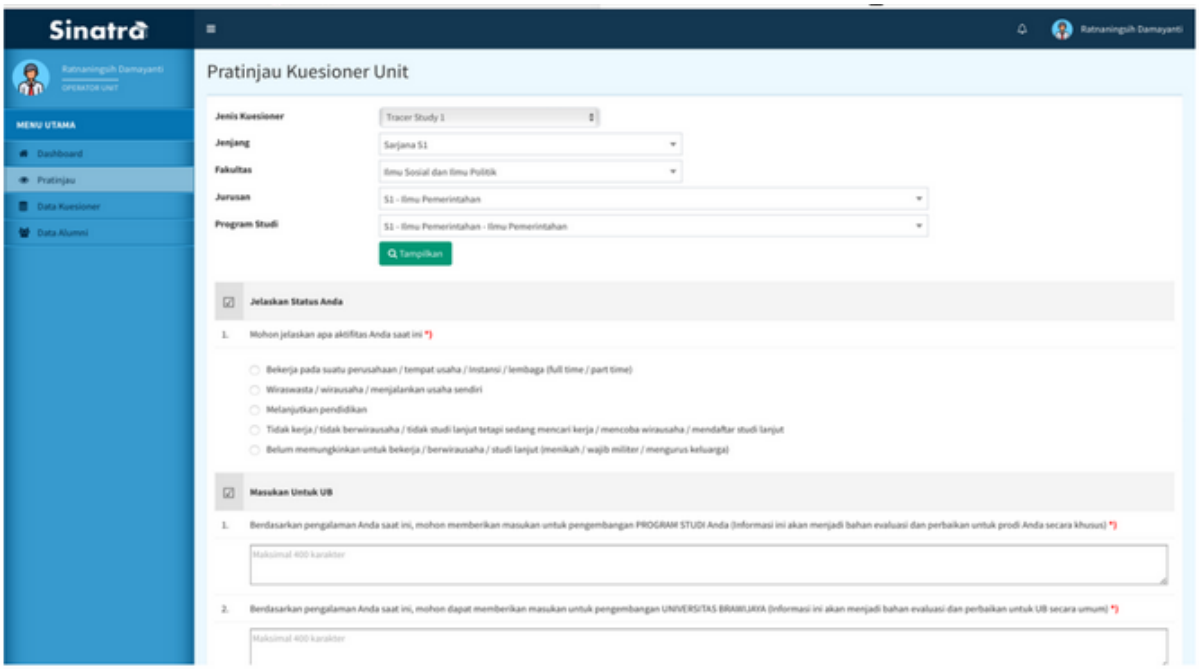


Figure 1.3 Example Questions in the Sinatra Application

The questionnaire questions in SINATRA change relatively every year. From year to year based on input and adjustments to accreditation needs so that the questions in the questionnaire are updated. The questionnaire in 2022 contained 59 questions outside of

respondent data such as address, telephone number, gender, graduation date, GPA, proportion and social media accounts. In SINATRA there are four types of questionnaires, namely exit survey, pre-tracer study, tracer study 1 and tracer study 2. This report focuses on providing analysis for tracer study data. Meanwhile, the data for exit surveys, pre-tracer studies and tracer study 2 have different questionnaire questions so they require different analyses. shows that data collection in this report comes from tracer study 1. Not only questionnaire results data can be extracted from SINATRA. Figure 1.4 shows that alumni data can also be extracted. This data is very useful for developing alumni associations and involving alumni in study program activities such as guest lectures, training, workshops, curriculum development and so on.

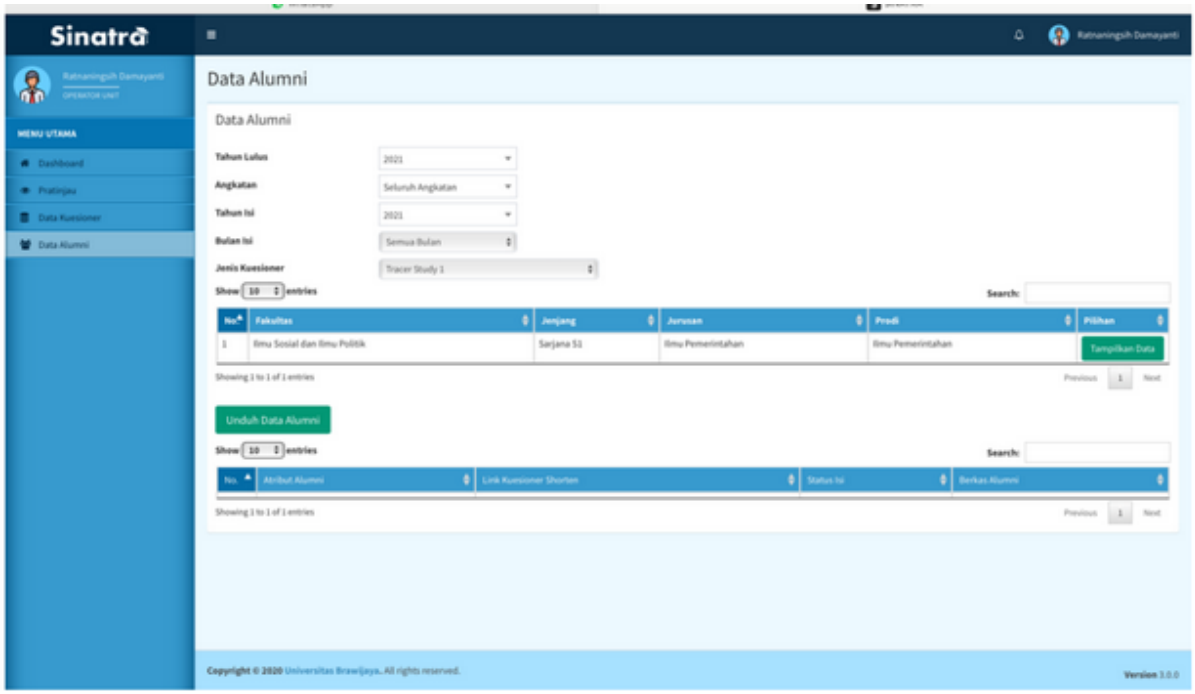


Figure 1.4 Alumni Data in the Sinatra Application

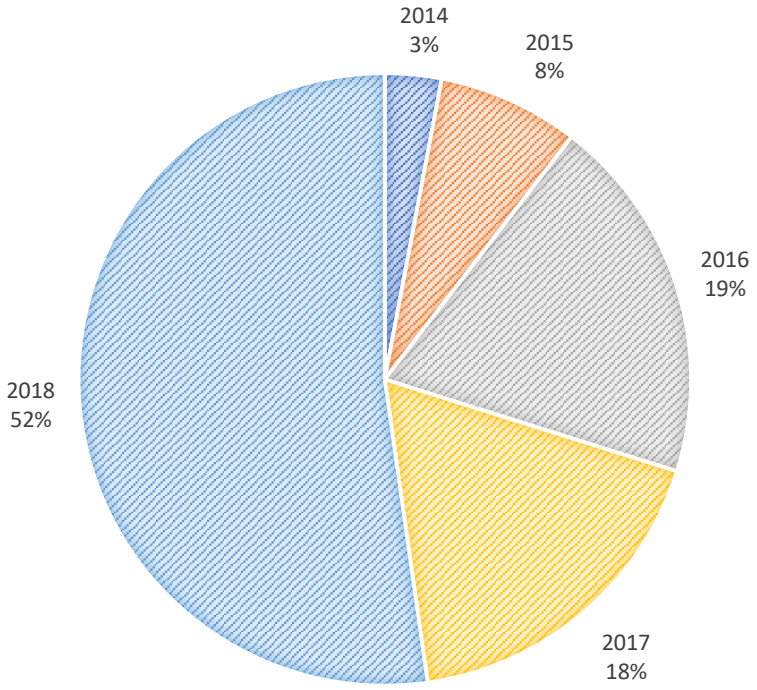
CHAPTER II
DISTRIBUTION OF TRACER STUDY RESPONDENTS IN 2022

2.1 Profile of Tracer Study Respondents for the S1 International Relations Program in 2022

The respondent population was obtained from the alumni database of the S1 International Relations Study Program as a whole, which is recorded in the Sinatra application database at Brawijaya University. The number of respondents who filled out the questionnaire online was 41 respondents for the 2022 graduates.

The 2022 UB Tracer Study was conducted using a self-census method online, targeting all graduates of the S1 International Relations Study Program who graduated in 2022. Graduates in 2022 who filled out the tracer study were divided into five batches, namely 2014, 2015, 2016, 2017 and 2018

Graph 2.1 Tracer Study Respondent Distribution 2022



Based on the results of the 2022 International Relations Study Program tracer study, it can be seen that the distribution of the number of graduates who became respondents came from various batches, with study time spans that reflect different academic and social dynamics in each generation. The data shows that the 2018 class graduates were the largest group recorded in this tracking, with the number of respondents reaching 35 people. This number shows that most of the graduates who were successfully surveyed were students who completed their studies on time within a four-year period, considering that they entered in 2018 and most likely graduated in the 2022 period.

The dominance of the 2018 class can be interpreted as a result of an increasingly good learning and academic assistance system, which allows students to complete their studies according to the ideal study period. In addition, the high participation rate from this class also shows an administrative and emotional closeness between alumni and the institution, considering that their graduation time is relatively close to the implementation of the tracer study.

Below the 2018 cohort, respondents from the 2016 cohort were the next largest group, with 13 people. This indicates that some graduates from this cohort only completed their studies in 2022, suggesting variations in study duration due to academic, administrative, or personal factors. This phenomenon can provide important input for the study program to evaluate the factors causing delays in studies and formulate mitigation strategies through academic monitoring and student guidance systems.

The 2017 cohort contributed 12 respondents to this tracer study. Similar to the 2016 cohort, graduates from this cohort who were only recorded as graduating in 2022 most likely experienced an extension of their study period beyond the ideal time. Although the number is not significantly different from the 2016 cohort, their participation shows that the study program has fairly good relational reach to graduates from various cohorts, including those who completed their studies over a longer period.

Meanwhile, graduates from the 2015 cohort were recorded as 5 people. This number is smaller compared to subsequent cohorts and is understandable considering that graduates from the 2015 cohort should have completed their studies around 2019 or earlier. However, their presence in the 2022 tracer study data indicates special cases of significant study delays, or the possibility that they only completed the administrative requirements for graduation in that year. The same also applies to two respondents from the 2014 cohort, who were recorded as the group with the fewest graduates in this tracer study.

The participation of alumni from older cohorts, such as 2014 and 2015, even in limited numbers, makes an important contribution to the historical mapping of study delays and the effectiveness of learning and academic guidance systems in the past. Their presence in this tracking can be an indicator of structural or individual factors that cause extensions of the study period, and thus become a source of learning for improving academic and managerial policies at the study program level.

Thus, the distribution of graduates by cohort year in this tracer study reflects not only the graduation patterns of students over time, but also displays the internal dynamics of the study program in managing the education process, as well as the quality of the relationship between the institution and alumni. This data provides a strong basis for the study program to evaluate the effectiveness of the curriculum, guidance system, and overall student retention and study completion strategies.

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No	Graduates	Amount
1	2014	2
2	2015	5
3	2016	13
4	2017	12
5	2018	35
Total amount		**67**

Table 1.1 Distribution of Alumni Respondents of the International Relations Undergraduate Program in the 2022 Tracer Study

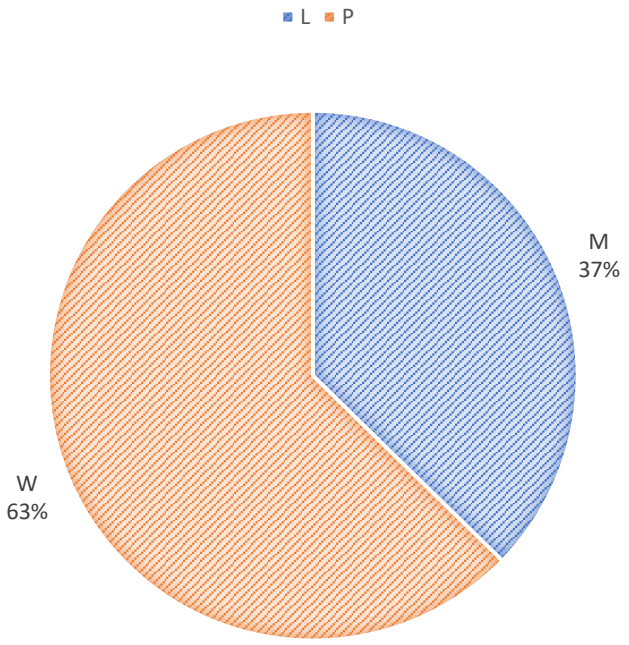
2.2 Distribution of Gender of Tracer Study Respondents of the International Relations Undergraduate Program in 2022

Based on the results of the 2022 Tracer Study of the International Relations Study Program, the composition of respondents by gender shows that the number of female alumni who participated was higher than that of male alumni. Of the total 67 respondents collected, 42 were female alumni, while 25 were male alumni.

This dominance of female alumni participation reflects a common demographic trend in the International Relations Study Program, where the number of female students has historically tended to be greater than that of male students. In addition, the high participation rate of female alumni can also be interpreted as a high level of involvement in institutional activities, including supporting the process of evaluating and developing the quality of education through tracer studies.

This difference in proportion is also important data in seeing the representation of gender perspectives in the analysis of tracer study results, both in terms of fields of work, income levels, and challenges in the transition to the world of work. Thus, respondent gender data not only illustrates the distribution of participation but can also serve as a basis for formulating policies that are more responsive to the career development needs of alumni in a fairer and more equitable manner.

Graph 2.2 Gender Distribution of Tracer Study Respondents 2022



2.3 Distribution of Domiciles of Origin of Tracer Study Respondents, International Relations Study Program, 2022

The 2022 tracer study organized by the International Relations Study Program at Brawijaya University successfully captured 67 alumni respondents spread across various provinces in Indonesia. The data shows that participating alumni not only come from areas around the campus but also reflect a broad geographical diversity from Sabang to Merauke.

Based on the domicile data of origin of the 2022 International Relations Study Program tracer study respondents, it appears that the majority of alumni come from the East Java region. This indicates that East Java remains the main base for the distribution of students in this study program, considering that Brawijaya University as an educational institution is located in Malang, East Java. The total respondents from East Java reached a significant proportion compared to other regions, reflecting the strong geographical connection between the campus location and the origin of students.

In addition to East Java, the domiciles of other respondents are spread across several other provinces such as DKI Jakarta, Banten, West Java, Central Java, Bali, East Kalimantan, and West Nusa Tenggara. DKI Jakarta and Banten are two regions outside East Java with a fairly prominent number of respondents, reflecting the scope of student recruitment and the distribution of alumni that reaches the western region of Indonesia. Most respondents from DKI Jakarta show a tendency to pursue careers or continue living in the center of national government and economy.

Meanwhile, the presence of respondents from East Kalimantan and West Nusa Tenggara shows that the International Relations Study Program at Brawijaya University has broad national appeal and reach, covering areas outside Java. The presence of respondents from

these regions shows that the study program is not only in demand by prospective students from the campus area but also from various regions in Indonesia.

This domicile distribution can be an important indicator for the study program in designing more targeted promotion and new student recruitment strategies, while also reflecting the university's role as an inclusive educational institution that reaches all levels of society from various regions in Indonesia. This data can also be used as consideration in developing regional-based alumni networks to support career tracking activities and strengthen graduate professional networks.

CHAPTER III
WAITING TIME FOR GRADUATE RESPONDENTS

3.1 Waiting Time for Graduates to Engage in Activities

Knowing the waiting period for graduates to engage in activities after graduation, such as working, entrepreneurship, or continuing studies, is an important indicator in evaluating the quality of higher education, especially in the context of curriculum relevance to the needs of the world of work. A relatively short waiting period reflects that graduates have adequate competencies, skills, and readiness to directly contribute to society and the professional world.

Information regarding the waiting period is also very useful as a basis for quality assurance of study programs, especially in designing and adjusting the curriculum to be more responsive to the dynamics of the labor market. By understanding how quickly graduates are absorbed into productive activities, universities can identify strengths and weaknesses in the learning process, career services, and student development systems. Moreover, waiting period data is an integral part of study program accreditation and reporting the performance of higher education institutions to the government and other stakeholders. Tracer study reports that include graduate waiting periods are an important instrument in increasing the transparency, accountability, and competitiveness of educational institutions at the national and international levels.

For prospective students and parents, this information provides a realistic overview of job opportunities and career prospects after graduation, which can assist in making educational decisions. Meanwhile, for the industry and partners, the waiting period reflects the effectiveness of the link and match between graduates and real needs in the field. Thus, monitoring the graduate waiting period is not only administrative but also an essential part of the higher education quality development strategy oriented towards graduate success in the future. The waiting period referred to here is the time from graduation to obtaining activities after graduation. The activities referred to are activities for working, continuing studies, or entrepreneurship.

Based on the 2022 tracer study results, it provides a comprehensive overview of the waiting period for alumni of the International Relations Study Program at Brawijaya University to begin their main post-graduation activities, namely working, entrepreneurship, or continuing studies. This data reflects the level of preparedness, responsiveness to opportunities, and the dynamics of graduates' transition from the academic world to the professional world.

Based on the alumni activity status data in the 2022 International Relations Study Program tracer study, there is a fairly contrasting distribution between alumni who have entered the productive activity world and those who have not. Of the total 67 respondents, 33 stated that they had not been active and were unable to be active. Meanwhile, 29 people had been active before graduating, and only 5 people started being active after graduating.

The high number in the category of not yet active and unable to be active is a major concern in this analysis. This condition may indicate structural or individual challenges faced by alumni, such as limited access to job vacancy information, lack of professional networks,

lack of post-campus skills training, or economic and social barriers. This situation may also reflect external impacts such as national or regional economic slowdowns, which cause job opportunities to become more limited, especially for new graduates.

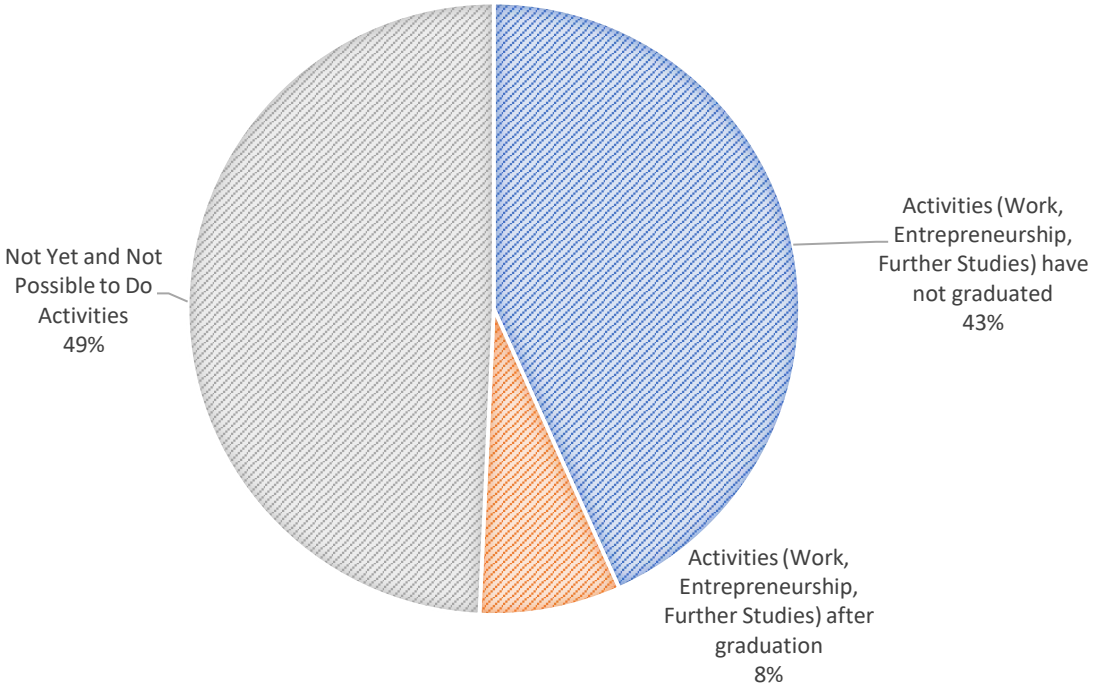
Conversely, the proportion of alumni who have been active before graduating reflects strong social, academic, or professional capital since college. This could be the result of internship experience, involvement in student organizations, possession of extensive work networks, or skills relevant to the needs of the world of work. This achievement deserves appreciation and can be used as a development model for the next generation of students, especially in the context of experiential learning.

Meanwhile, alumni who started their activities after graduating, although small in number, still provide an overview that not all graduates are immediately absorbed into the world of work or further education instantly. Some may need time for adaptation, career direction adjustment, or further exploration of post-campus life choices.

Table 3.1 Alumni Waiting Time to Be Active

No	Waiting Time	Amount
1	Active (Working, Entrepreneurship, Further Study) before graduating	29
2	Active (Working, Entrepreneurship, Further Study) after graduating	5
3	Not yet active and unable to be active	33
Total amount		**67**

Graph 3.1 Alumni Waiting Time for Activities



However, there are still a number of alumni who have not worked at the time the tracer study was conducted. From this group, most stated that they are still actively looking for work, while others said that they plan to continue their studies in the near future. The existence of this group is important to note, because it shows the need for additional support, such as career guidance, job skills training, or facilitation of further study information.

Alumni who have not been active convey various reasons that are diverse and contextual. Most stated that they are waiting for a job offer, indicating that the recruitment process has been carried out and are just waiting for follow-up from the employer. This shows that they have actively entered the labor market and only need time to enter the job placement stage.

In addition, some alumni are preparing additional skills, such as attending training, courses, or certifications. This step reflects a high level of self-awareness of the importance of improving competence before actually entering the world of work or changing career paths. This skill preparation can also be an important asset to increase the competitiveness of graduates in the dynamic labor market.

Some other alumni conveyed that they are taking care of their families, a choice that reflects the priority of personal or domestic responsibilities that are temporary. This decision is generally short-term, and it does not rule out the possibility that they will return to work or education after the family situation allows.

There are also alumni who have previously worked but their work contracts have expired, and are currently in the process of looking for new job opportunities that are more in line with their interests and long-term plans. Those who choose to change jobs are usually

oriented towards improving the quality of work, a better work environment, or a desire to develop themselves in fields that are more relevant to their academic background.

These various reasons show that alumni who are not yet active are not necessarily unproductive, but are in a phase of preparation and finding the best path to develop their career or personal life. Understanding this condition is important for the study program and career development unit to be able to provide appropriate support, both in the form of job vacancy information, additional training, as well as psychosocial assistance and career planning.

Overall, this data illustrates the diversity of paths taken by alumni in entering the post-campus phase of life. These various activities show that graduates of the International Relations Study Program at Brawijaya University have high capacity and flexibility in responding to opportunities, and demonstrate readiness in facing ever-evolving global challenges.

3.1.1 Graduate Waiting Time to Get a Job

Based on the results of the 2022 Tracer Study of the International Relations Study Program, data on the waiting period for alumni to get a job shows a positive trend in terms of the readiness of graduates to enter the world of work. Of the total 31 respondents who have worked, the majority of alumni, 29 people, had obtained employment before they were officially declared graduates of the study program. Meanwhile, only 2 alumni started working after graduating.

The high number of alumni who have worked before graduating indicates that most students of the International Relations Study Program at Brawijaya University have strong work readiness even before completing their formal education. This phenomenon reflects the effectiveness of a learning system that is not only theoretical, but also encourages the strengthening of practical skills that are relevant to the needs of the world of work. In addition, this also indicates that students have been active in building professional networks, participating in internship programs, or other activities that increase their employability since their studies.

The existence of alumni who work before graduating can also reflect the superior competitiveness of study program graduates in the labor market, especially in fields related to international relations, global communication, organizational management, or the creative sector and non-formal diplomacy. This is an indicator of the success of the study program in instilling core competencies such as critical thinking skills, cross-cultural communication, and analysis of global issues needed in various professional sectors.

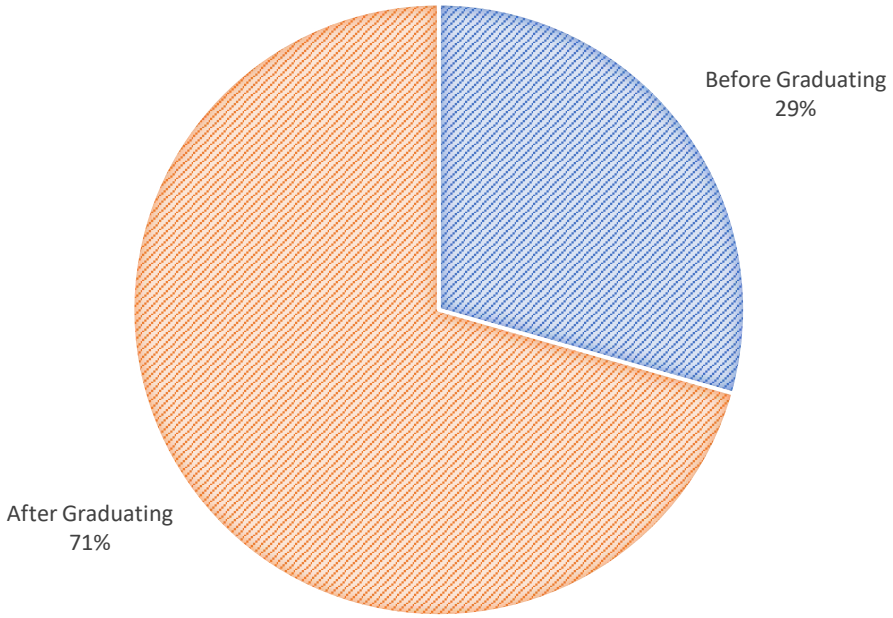
Meanwhile, the number of alumni who only worked after graduating is relatively small, namely only 2 people. This shows that the transition from the world of campus to the world of work takes place quickly for most graduates, with a very short job waiting period. Although this number is not significant, its existence remains an important part in evaluating the effectiveness of post-campus career transition services provided by the institution.

Thus, the alumni job waiting period data shows a very positive trend and provides a strong basis for the study program to continue to strengthen learning strategies, connectivity with the world of work, and career support that is adaptive to the needs of graduates and the dynamics of the labor market.

Table 3.2 Alumni Waiting Time to Work

No	Waiting time	Amount
1	Working before graduating	29
2	Working after graduation	2
Total Amount		**3**

Graph 3.2 Alumni Waiting Time For Employment



3.1.2 Graduate Waiting Time to Become an Entrepreneur

Based on the results of the International Relations Study Program tracer study in 2022, it is known that out of a total of 67 respondents who were successfully collected, only one alumnus chose the entrepreneurial path as a form of post-campus activity. Interestingly, this alumnus had started a business before officially completing his studies, which means that entrepreneurial activities had been carried out while still an active student.

This phenomenon shows that graduates' interest in the entrepreneurial path is still relatively low compared to other career choices such as working in the formal sector or continuing their studies. This could be due to several factors, such as the general perception that entrepreneurship is not the main path for International Relations graduates, limited access to business training and funding, a lack of entrepreneurial orientation in the curriculum, or the dominance of graduate career aspirations that tend to lead to formal institutions, government, NGOs, and the international sector.

However, the existence of one alumnus who started a business even before graduation shows that there is entrepreneurial potential that needs to be appreciated and developed. This alumnus reflects an independent character, is brave in taking risks, and is able to utilize the competencies acquired during college to build a real business.

These findings can be an important basis for study programs to start strengthening the entrepreneurial ecosystem in the academic environment. Several strategic steps that can be taken include: Integrating entrepreneurship courses or modules into the curriculum, with a cross-disciplinary approach that is relevant to the global context; Facilitating business incubators and social entrepreneurship training, especially those that are in accordance with the background of International Relations, such as public diplomacy-based businesses, the global creative economy, research and consulting services, or cross-country advocacy; Increasing access to business partner networks and funding, both from the government, private sector, and international institutions.

By expanding the space for entrepreneurial development, study programs not only enrich career choices for students and graduates, but also contribute to the creation of new jobs and strengthening the competitiveness of graduates on a national and global scale.

3.1.3 Graduate Waiting Time for Further Studies

From the results of the 2022 International Relations Study Program tracer study, it is known that as many as 2 respondents chose to continue their studies after graduating from the undergraduate level. Although the number is relatively small compared to the total number of respondents (67 people), the existence of alumni who choose the path of further education still provides important meaning in the context of academic and professional development of graduates.

The alumni's step to continue their studies shows a long-term orientation towards developing intellectual capacity and academic careers. This choice is usually taken by graduates who have an interest in the world of research, teaching, or careers in international and government institutions that require higher academic qualifications. In this context, the International Relations Study Program at Brawijaya University can assess that the curriculum that has been implemented is able to provide a strong enough scientific basis to encourage alumni to continue their education to the postgraduate level.

However, the low number of respondents who continued their studies also needs to be considered. This could indicate several of the following factors:

1. Graduates' pragmatic tendency to immediately work after graduation, either due to economic needs or the availability of directly available job opportunities.
2. Lack of information or access to scholarship and further study opportunities, both domestically and abroad.
3. The absence of systematic encouragement from the study program to foster the academic interests of potential students to continue their studies.

In the long term, increasing the number of alumni who continue their studies can have a positive impact on the academic recognition of study programs and institutions as a whole. Therefore, this analysis can be used as a basis for formulating academic development policies as follows:

- Increased academic guidance and assistance for students who have an interest in further studies, especially related to research, scientific writing, and scholarship preparation.
- Strengthening international academic networks and postgraduate cooperation, through exchange programs, double degrees, and short courses.
- Providing structured information on further study opportunities, including scholarship programs both domestically and abroad that are relevant to the field of international relations.

With these steps, it is hoped that the study program can encourage more graduates to pursue further education, while also expanding the role of alumni in the development of knowledge and strategic thinking at the national and global levels.

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3.2 Ways to Get a Job

Based on the tracer study of the International Relations Study Program in 2022, various methods were identified that alumni used to obtain their first job after or even before graduation. Of all the respondents who have worked, it appears that searching for jobs via the internet, online advertisements, or mailing lists is the most dominant method, with a total of 31 alumni using this method. This shows that alumni greatly utilize the progress of digital technology and online information access as the main source in accessing job opportunities.

The second most widely used method is building networks since college, with 15 respondents claiming to have obtained jobs through this method. The network in question can be formed through student organization activities, internships, collaborative projects, or other academic activities. This reflects the importance of active student involvement in the campus and social environment as a provision in building access to the world of work.

Furthermore, 14 respondents obtained jobs through personal connections, such as lecturers, parents, relatives, or friends. This confirms that social capital has a major influence on job opportunities, where interpersonal relationships can open access to job information that may not be available on formal platforms.

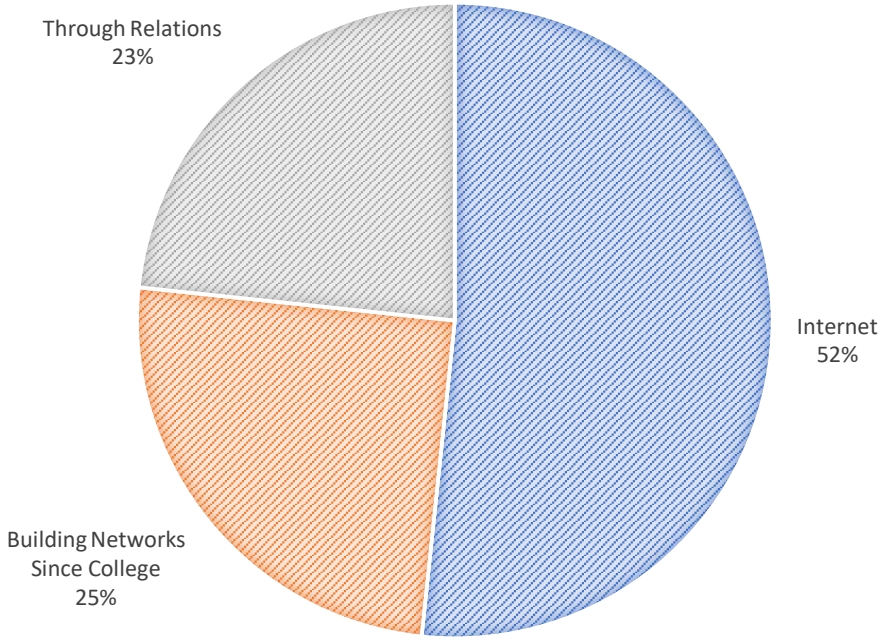
In addition, 12 alumni used methods through print advertisements in newspapers, magazines, or brochures, while 9 alumni stated that they obtained job information through job fairs or recruitment exhibitions. Although this method is more conventional than digital platforms, this data shows that traditional channels are still relevant, especially for alumni who are looking for jobs in the formal or bureaucratic sectors.

Overall, these results show that alumni utilize a combination of various job search channels, both those based on digital technology and those that rely on social interaction. This data also provides strategic input for the study program to:

1. Improve digital literacy and online job search strategies for students nearing graduation.
2. Facilitate structured networking activities such as alumni forums, internships, and interpersonal skills training.
3. Expand institutional networks with the industrial world, government, and international organizations to increase job opportunities based on relationships and recommendations.

Thus, understanding the patterns of alumni in obtaining jobs can be the foundation for developing curricula, career services, and soft skills development strategies that are more adaptive to the needs of today's world of work.

Graph 3.3 Sources of Information for Jobs



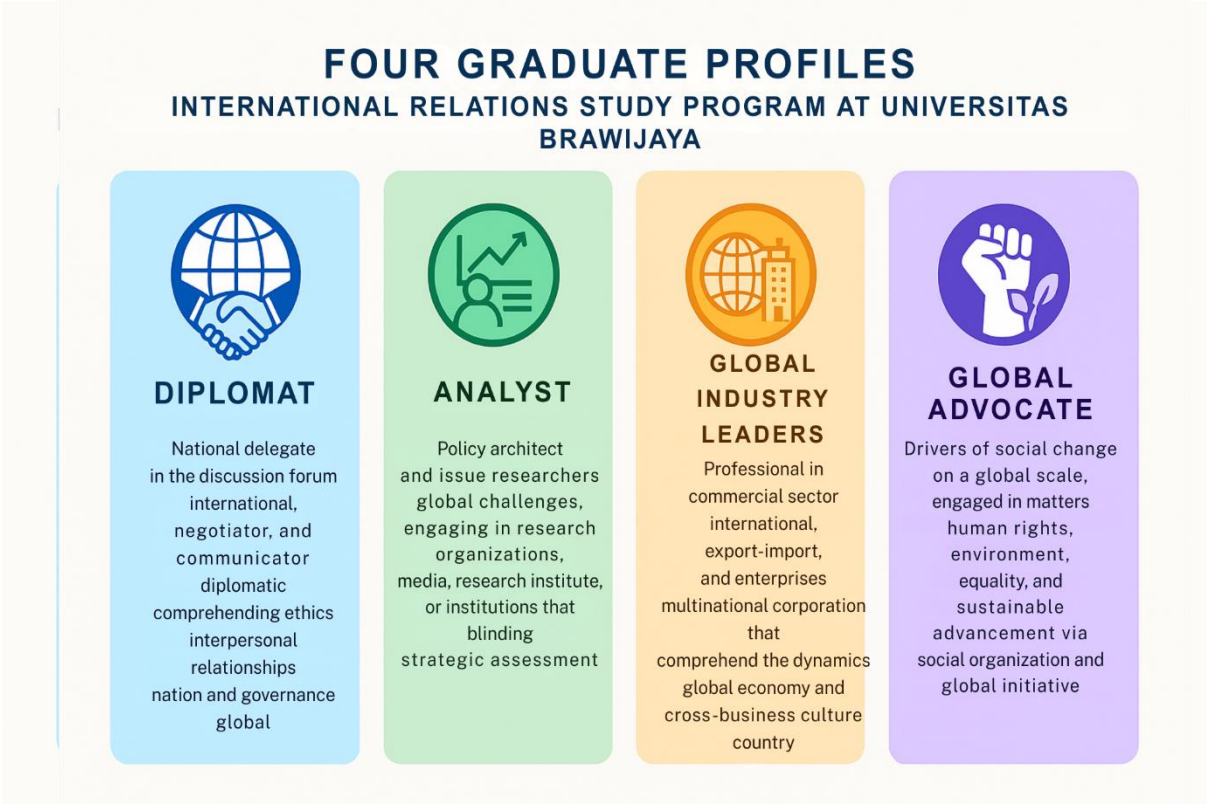
CHAPTER IV ACTIVITIES AND WORK AFTER GRADUATION

4.1 Main Activities of Alumni

The International Relations Study Program at Brawijaya University has designed a curriculum and learning process that is oriented towards achieving graduate profiles that are in line with global needs and the dynamics of the international world. There are four main graduate profiles that form the basis for developing student competencies, namely diplomats, analysts, global industry players, and global activists. These four profiles reflect the diversity of career paths that can be taken by graduates and the flexibility of their roles in various international professional domains.

1. **Diplomat**
   As a diplomat, graduates are prepared to become representatives of the country in international forums, both as officials in the Ministry of Foreign Affairs and as representatives in international organizations. This profile demands mastery of diplomatic ethics, negotiation skills, intercultural communication, and a deep understanding of global law and governance. Graduates are directed to have sensitivity to international issues and be able to establish inter-state relations with a strategic, representative, and diplomatic approach.
2. **The Analyst**
   Profile positions graduates as researchers, strategic thinkers, and policy designers in the field of international relations. Graduates are directed to have strong research skills, critical thinking, and skills in formulating recommendations based on data and scientific arguments. They can work in study centers, policy research institutions, media, non-governmental organizations, or become consultants who handle international issues such as conflict, global trade, security, and the environment.
3. **Global Industry Player**
   In this profile, graduates are equipped with the ability to actively engage in the world of business and industry operating at the international level. They are prepared to enter the international trade, export-import, global supply chain management sectors, or multinational companies that demand an understanding of cross-country regulations, global business culture, and cross-cultural negotiation practices. Graduates with this profile are expected to become adaptive and high-integrity global economic players.
4. **Global Activist**
   As global activists, graduates are directed to engage in social and humanitarian movements that operate across national borders. They are encouraged to become agents of change in issues such as human rights, gender equality, climate change, refugees, sustainable development, and world peace. This profile promotes the values of social justice, global solidarity, and cross-cultural empathy, as well as active involvement in advocacy, campaigns, and empowerment of international communities.

These four profiles are not rigid paths, but rather flexible frameworks that open up various career opportunities at the national and international levels. Through an Outcome-Based Education curriculum approach, the International Relations Study Program at Brawijaya University ensures that its graduates have competent academic, professional ethics, and global skills to contribute to building a more just, peaceful, and sustainable world.



The International Relations Study Program at Brawijaya University has great hopes that every student, from their studies to post-graduation, will be able to develop career capacities and orientations that are in line with these four profiles, both academically, professionally and socially. This hope is not restrictive, but provides strategic guidance for students to map their potential and expand opportunities for contribution in various fields.

As diplomats, students are expected to have a deep understanding of global governance, diplomatic ethics, and cross-cultural communication skills, so they can represent the country and fight for national interests in various international forums. Strengthening in the fields of negotiation, international law, and protocol is an important part of learning.

As analysts, students are directed to have critical, methodological, and reflective thinking skills towards various international phenomena. They are expected to produce strategic studies and policy recommendations based on research that can be applied in research institutions, media, government, and international organizations. Students are encouraged to be active in research, scientific writing, and involvement in academic discourse.

As global industry players, students are expected to have an entrepreneurial spirit, managerial skills, and an understanding of international markets and regulations that allow them to work or build businesses in global economic sectors. Readiness to face cross-country

business challenges is an important part of developing soft skills, such as digital literacy, project management, and economic diplomacy.

Meanwhile, as global activists, students are formed to have sensitivity to global issues such as human rights, gender equality, the environment, and sustainable development. They are expected to become agents of change who are active in advocacy, social campaigns, and cross-country movements based on the values of humanity and global solidarity.

Through various academic programs, student organizations, international activities, and cross-sector collaborations, the International Relations Study Program at UB hopes that graduates will not only be able to fill professional spaces, but also become key thinkers, actors, and drivers in the ever-evolving international world.

With a solid theoretical foundation, relevant practical skills, and strong global ethical values, graduates are expected to fully realize their roles in all four profiles, both independently and collaboratively, and to meet the challenges of the times with courage, integrity, and superior competence.

The tracer study results of the International Relations Study Program in 2022 show quite diverse dynamics regarding the activity status of alumni after completing their undergraduate education. Of the 67 respondents who participated in this study, 31 were recorded as working, either full-time or part-time. This figure reflects that almost half of the graduates have been absorbed into the formal workforce, which indicates a good level of work readiness and competencies relevant to market needs. These employed alumni likely have faster access to job information, adequate internship experience, or professional networks built since their study period.

On the other hand, only one alumnus chose entrepreneurship as their main activity. Although this number is very small, the presence of this one entrepreneur shows that there is entrepreneurial potential among graduates, although it is not yet a dominant choice. This could be due to the lack of an entrepreneurial support ecosystem in the study program environment, or the general perception that professions in the field of international relations are more oriented towards the formal sector such as government institutions, international organizations, or established private sectors.

A total of two alumni continued their studies to a higher level. This shows a commitment to academic development and further scientific specialization. This decision is usually taken by those who have long-term career plans in the academic world, research, or multilateral institutions that require postgraduate qualifications. Although the number is not large, their presence is important because it shows that graduates of the study program also have the competitiveness to enter advanced education.

However, one of the most striking aspects of the tracer study results is that 32 alumni, almost half of all respondents, are unemployed and still actively looking for work. This condition signifies a significant challenge in the transition between graduation and entering the world of work. These dynamics can reflect various realities, ranging from intense competition in the labor market, limited practical work experience during studies, to a lack of alumni readiness in facing the professional selection process. In this context, job searching becomes a non-linear process that requires time, effort, and systemic support from educational institutions.

Meanwhile, one respondent stated that they were not yet able to work for certain reasons not explained in the data. This situation shows that in the post-graduation process, there are

always personal variables that also affect the ability of graduates to immediately engage in productive activities, and this needs to be appreciated as part of the diversity of life transition experiences.

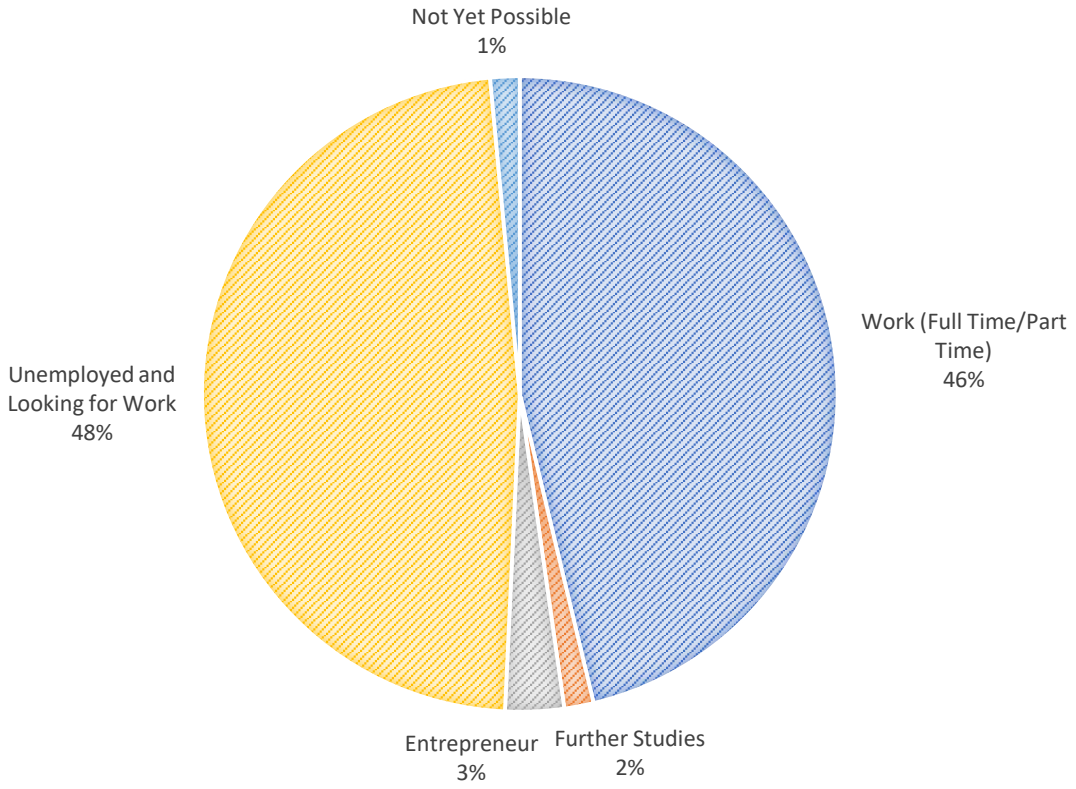
These overall findings show that graduates of the International Relations Study Program are not in a homogeneous position after completing their studies. Some are immediately absorbed into the world of work, some choose the academic path, and some still face difficulties in obtaining employment. These dynamics reflect that the transition from education to the professional world does not always run smoothly for every individual. Therefore, it is important for institutions to continue to play an active role in bridging this process by creating an environment that supports career readiness from the beginning of the study period, strengthening connections with the world of work, and providing wider exploration space for student self-development.

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Table 4.1 Main Activity Status of Alumni

No	Graduate Status	Amount
1	Working (Full Time/Part Time)	31
2	Entrepreneur	1
3	Continuing Education	2
4	Unemployed and looking for work	32
5	Not yet possible	1
Total amount		**67**

Graph 4.1 Status of Alumni Main Activities



4.2 Activities of Working Alumni

Based on tracer study data from the International Relations Study Program in 2022, information was obtained regarding the workplaces of 31 alumni who have been absorbed into the professional world. The variety of institutions where alumni work reflects the breadth of competencies and graduate profiles developed by the study program, namely diplomats, analysts, global industry players, and global activists. This profile serves as a frame of reference for understanding the career paths and strategic roles of graduates in various sectors.

Several alumni are recorded working in international and non-governmental institutions, such as the United Nations Office for the Coordination of Humanitarian Affairs and NGO (Non-Governmental Organization). The involvement of alumni in these institutions shows a direct link with the global activist profile, which demands concern for humanitarian issues, social justice, and cross-country work in the context of development and advocacy. Alumni working in this sector not only utilize international analysis and communication skills, but also demonstrate sensitivity to transnational issues that are part of the humanistic mission of International Relations graduates.

Furthermore, there are alumni who work in the government and diplomacy sectors, such as at the Gresik District Attorney's Office and Pertamina Hulu Indonesia Zone 9. Although not entirely directly related to formal diplomatic institutions, their involvement in state institutions or BUMN (State-Owned Enterprises) demonstrates the role of graduates as part of the diplomat

profile, namely as representatives of the country in domestic and international contexts. Alumni in this path demonstrate the capacity to work within bureaucratic systems, carry out representative duties, and understand the legal and public policy dimensions that are cross-sectoral.

On the other hand, there are also alumni who work in various multinational companies and digital startups, such as PT. Indonesia AirAsia, Hubbedin Singapore Ltd., Kalibrr, Nestle (intern), majoo Indonesia, True to Skin, Skintific, to Freelance Mobile Developer. Alumni who work in this field show a close relationship with the profile of global industry players, where cross-cultural communication skills, understanding of global market dynamics, and the ability to adapt in the technology ecosystem are crucial. They are part of the international industry value chain, both in logistics, beauty, digital marketing, information technology, and global-scale customer service.

In addition, some alumni pursue careers as professional analysts and communicators, for example at Narasi, Campaign.com, Corsearch, Sunday Lab, Taxsam.co, and Quarterback Asia. These institutions are engaged in media, research, and strategic communication, where alumni can actualize the analyst profile through their roles in data processing, policy narrative creation, communication strategies, and market analysis. They utilize critical thinking competencies, analytical writing, and the ability to understand public opinion and socio-political dynamics relevant to International Relations studies.

The presence of alumni in various sectors also includes the world of education and training, such as at LBB Brilliant English Course and PT Partner Impian Milenial (Schoters). This shows that International Relations graduates not only work in diplomatic and business institutions, but also contribute to the field of global education and human resource development. This role supports the study program's strategic goal of producing graduates who are able to become bridges between cultures through education.

Overall, this data shows that alumni of the International Relations Study Program at Brawijaya University are not only spread across one sector, but are dynamically spread across a spectrum of local, national, and international jobs. The diversity of alumni workplaces reflects the flexibility of the graduate profile developed by the study program, and shows that the competencies instilled during studies can be absorbed in various complex and diverse work contexts. This provides a strong foundation for the study program to continue to maintain and improve the curriculum based on graduate profiles that are adaptive to global changes and future labor market needs.

The 2022 Data Tracer Study of the International Relations Program at Brawijaya University reflects a strong connection between the career paths of alumni and the four graduate profiles formulated by the program, namely: (1) diplomat, (2) analyst, (3) global industry player, and (4) global activist. The diverse workplaces of alumni spread across the public sector, private sector, international organizations, and social institutions demonstrate that graduates possess competency flexibility and cross-sector competitiveness, reflecting the success of graduate profile-based learning.

Alumni working in the government sector and state institutions, such as the Gresik District Attorney's Office and Pertamina Hulu Indonesia Zone 9, are on career paths that can be associated with the diplomat profile. Although not all graduates work in the diplomatic corps or the Ministry of Foreign Affairs, their presence in government institutions and state-owned

enterprises (BUMN) demonstrates their role as part of the state's representation, tasked with managing public interests within the framework of national policy and cross-sector cooperation. Alumni in this path demonstrate capacity in understanding public policy, administrative diplomacy, and strategic issue management, which are distinctive characteristics of the diplomat profile.

Meanwhile, a number of alumni work in the fields of media, research, communication strategy, and policy analysis, such as at Narasi, Campaign.com, Corsearch, Sunday Lab, Quarterback Asia, and Taxsam.co. Their positions in these institutions demonstrate a close connection with the analyst profile. They actualize expertise in analyzing data, socio-political trends, global markets, and public narratives. Competencies such as critical thinking, analytical writing, mastery of international issues, and the ability to develop communication strategies are prominent features developed in this profile. Alumni with roles as analysts are highly needed in the world of media, policy research, consulting firms, and the data-driven communication sector.

Graduates working in multinational companies, digital startups, and technology-based startups such as PT. Indonesia AirAsia, Hubbedin Singapore Ltd., Kalibrr, Nestle (intern), majoo Indonesia, True to Skin, Skintific, Freelance Mobile Developer, and Telkom Indonesia, are within the framework of the global industry player profile. This profile reflects graduates who are able to adapt in the global private sector, utilizing cross-cultural communication skills, understanding of international market dynamics, as well as managerial and digital skills. Alumni who are active in the global industry demonstrate that International Relations graduates are also competitive in the non-governmental sector, which requires flexibility, innovation, and strategic thinking in the context of economic and technological globalization.

On the other hand, the involvement of alumni in institutions such as the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA), NGOs, and social advocacy and public education-based institutions such as LBB Brilliant English Course and Schoters, reflects the embodiment of the global activist profile. Alumni in this path have sensitivity to issues of humanitarianism, social justice, global education, and human rights. They work in a cross-country context with the aim of social transformation, sustainable development, and strengthening civil society. Competencies such as advocacy, normative understanding of global values, and skills in building coalitions between cross-country actors are characteristic of graduates with this profile.

Thus, the distribution of workplaces of alumni of the International Relations Program at Brawijaya University clearly reflects the successful implementation of graduate profiles in the world of work. Each profile — diplomat, analyst, global industry player, and global activist — is actualized in various career paths that not only illustrate the breadth of job opportunities for graduates, but also affirm the relevance of the curriculum and learning of the program in addressing professional challenges at the local, national, and global levels. This is proof that graduates are not only job-ready, but also able to become strategic actors in various contexts of contemporary world transformation.

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4.3 Distribution of Alumni Activity Locations (Working and Entrepreneurship)

The tracer study results in 2022 show a distribution that reflects the diversity of career paths taken by graduates. Based on the data, the majority of alumni work in private companies, with a total of 20 out of 31 alumni who have worked. This dominance of the private sector indicates that the corporate world, both national and multinational, is the most popular employment destination for International Relations graduates. This also reflects the adaptability of alumni in meeting the needs of the dynamic industrial world, as well as their competence in global communication, market analysis, project management, and cross-cultural collaboration.

In addition, there are 3 alumni who work in multilateral institutions or organizations, such as bodies under the United Nations or other international institutions. The involvement of alumni in this sector shows that graduates are able to compete in the global arena and contribute to cross-country issues, in accordance with their scientific orientation. This also signifies the success of the study program in preparing graduates with an understanding of international political dynamics, global law, and cooperation between countries.

In the state-owned enterprises (BUMN/BUMD) sector, there are 2 alumni who serve in state or regional-owned institutions. This shows that although it is not a dominant sector, graduates still have the opportunity to be involved in strategic government-owned sectors that require competence in external relations, public communication, or coordination with international partners. Meanwhile, 1 alumnus works in a government agency, showing direct involvement in state bureaucracy and administration, which is a natural path for International Relations graduates with an interest in public policy or domestic diplomacy.

There is also 1 alumnus who works in a non-profit organization or NGO, signifying a career path that is in line with the orientation of social values, human rights, and community development. Although the number is not large, the presence of alumni in this sector reinforces the position of graduate profiles as global activists, who are sensitive to humanitarian and transnational issues.

Furthermore, 1 alumnus chose the path as an entrepreneur or founded their own company. This shows that graduate opportunities are not limited to the formal sector, but also include independent and innovative paths through job creation. This role is important in the context of the modern world of work which is increasingly open to flexible and creativity-based work patterns.

Finally, there are 3 alumni who are recorded as working in other workplace categories, which may include freelance work, independent digital platforms, or hybrid forms of work that are now increasingly common in the digital economy era. This shows that graduates also follow trends in the changing world of work and are able to adapt to new, unconventional work models.

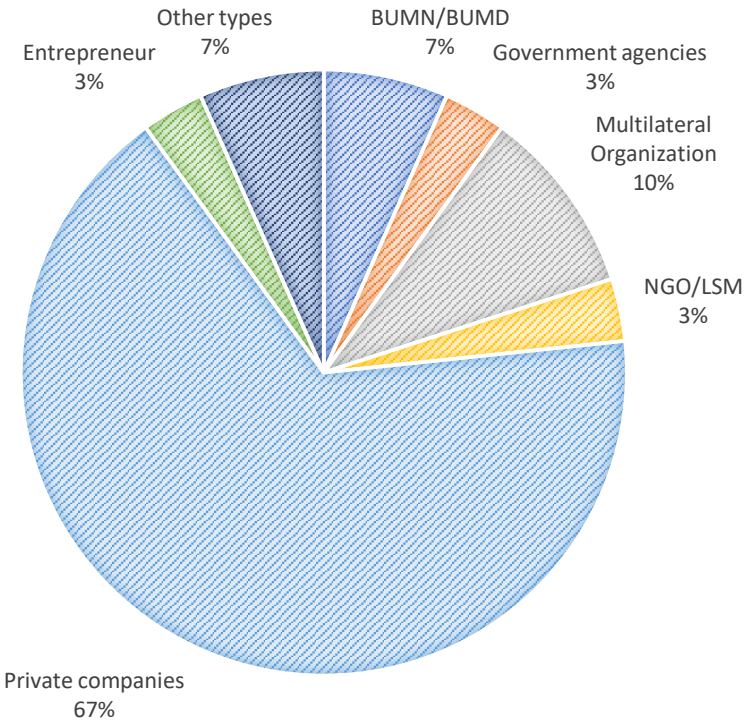
Overall, the distribution of alumni workplaces shows that graduates of the International Relations Study Program have the ability to penetrate various sectors — from private, public, to international — and demonstrate broad career flexibility. This data also reflects the success of the curriculum and academic guidance in equipping students with competencies that are relevant in the midst of the complexity of the global world of work.

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Table 4.2 Distribution of Alumni Workplace Categories

No	Workplace Category	Amount
1	BUMN/BUMD	2
2	Government agency	1
3	Multilateral Institutions/Organizations	3
4	Non-profit organizations/Non-Governmental Organizations	1
5	Private company	20
6	Entrepreneur/Own Company	1
7	Other types of workplaces	3
Total amount		**32**

Graph 4.2 Categories of Alumni Activity Places (Work and Entrepreneurship)



Overall, the distribution of alumni workplaces shows that graduates of the International Relations Study Program at Brawijaya University have adaptive, multi-competent, and ready-to-work capacities across sectors and countries. These findings are an important foundation for the study program to continue to strengthen the connectivity between the academic curriculum

and the needs of the world of work, while expanding global career opportunities for the next generation of graduates.

4.4 Distribution of Alumni Activity Location Levels (Working and Entrepreneurship)

Based on the tracer study data of the International Relations Study Program in 2022, the distribution of the level of workplace or entrepreneurship of alumni shows that graduates have been absorbed in various levels of the world of work, from local to international levels. Of the total 32 respondents who have worked or run businesses, the majority, namely 15 people, are at the national level. This number reflects that the majority of graduates work in companies, institutions, or organizations that operate nationally, both in the private sector and formal institutions that have a clear legal structure. This indicates that International Relations graduates have strong competitiveness and readiness to enter the formal world of work at the national level.

Meanwhile, 11 alumni were recorded working in multinational or international environments. This figure is quite significant and reflects that almost a third of working alumni have managed to penetrate the global labor market or play a role in institutions with international coverage. Their involvement in multinational organizations—whether global companies, international organizations, or cross-country institutions—indicates that global competence, cross-cultural communication skills, and understanding of international dynamics provided during their studies have provided a strong foundation for graduates to compete at the world level. This also reflects the relevance of the study program curriculum to work needs in the context of globalization.

Meanwhile, 6 alumni work at the local or regional level. Although the number is smaller than the other two categories, this group is still important because it shows the diversity of alumni career paths. Those at the local level are most likely working in community-based sectors or micro-enterprises, as well as running entrepreneurial initiatives independently. This reflects the initial dynamics of career development based on local networks or the development of small businesses that are still in the early stages of legal formality.

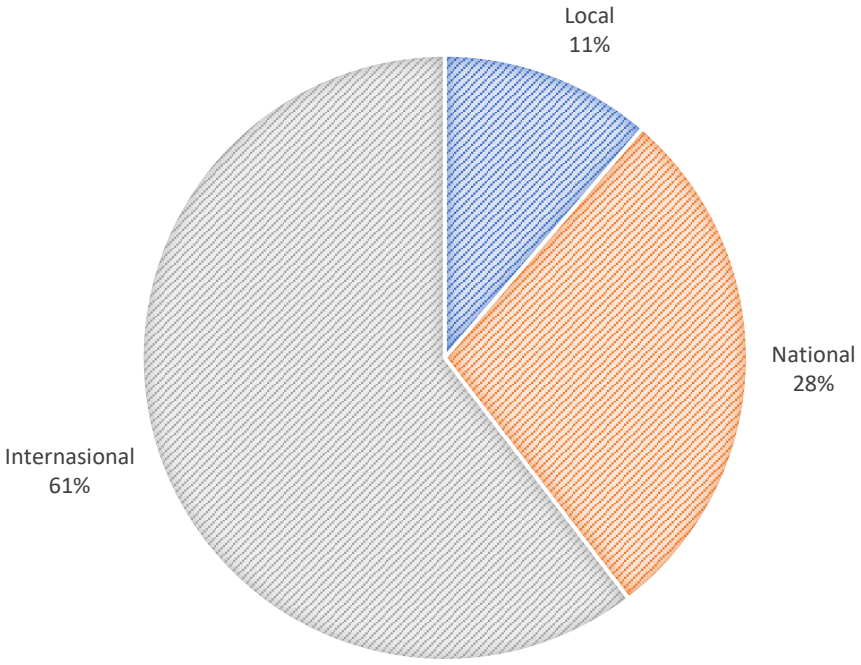
Overall, this data illustrates that graduates of the International Relations Study Program at Brawijaya University have the capacity to work in various institutional and geographical scales. The ability to penetrate national and international sectors shows the superior competitiveness of graduates, while the presence in the local sector also reflects the strategic role of alumni in building social and economic bases in their community environment. This distribution also indicates the importance of a flexible approach in student career development, which not only prepares graduates to work in the global sector, but also empowers them to build contributions from the local level.

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Table 4.3 Distribution of Alumni Workplace Categories

No	Workplace Level	Amount
1	Local/regional/unincorporated self-employed	6
2	National	15
3	Multinational/International	11
Total amount		**32**

Graph 4.3 Level of Alumni Activity Places (Work and Entrepreneurship)



4.5 Income of Alumni Who Are Active (Working and Entrepreneurship)

Based on the tracer study data of the International Relations Study Program in 2022, it is known that of the 32 alumni who have worked or run businesses, there is a variation in monthly income which reflects the diversity of positions, work sectors, and levels of experience. This data provides an initial overview of the economic bargaining power of graduates after entering the world of work.

The majority of alumni, namely 25 people, have a monthly income in the range of Rp1,000,000 to Rp5,000,000. This amount is equivalent to around 78% of the total respondents who work, and shows that most alumni are still in the early stages of their careers or work in sectors with entry-level wage standards. This figure may also reflect the condition of alumni

who work part-time, are interns, or work in the non-profit and startup sectors which generally have lower salary structures.

Meanwhile, 5 alumni have a monthly income above Rp5,000,000 to Rp10,000,000, indicating more established job positions or employment in sectors with higher remuneration levels, such as national-scale private companies, international institutions, or professional positions with greater responsibilities. This group demonstrates that graduates of the International Relations Study Program also have opportunities to enter more economically competitive career paths.

Additionally, 2 alumni are recorded to have an income above Rp10,000,000 per month, an indicator that illustrates the success of graduates in achieving higher positions professionally or working in multinational sectors with global salary standards. Although the number is still small, the presence of this group is important because it shows the potential of alumni to penetrate the upper economic strata and become examples of success for other graduates.

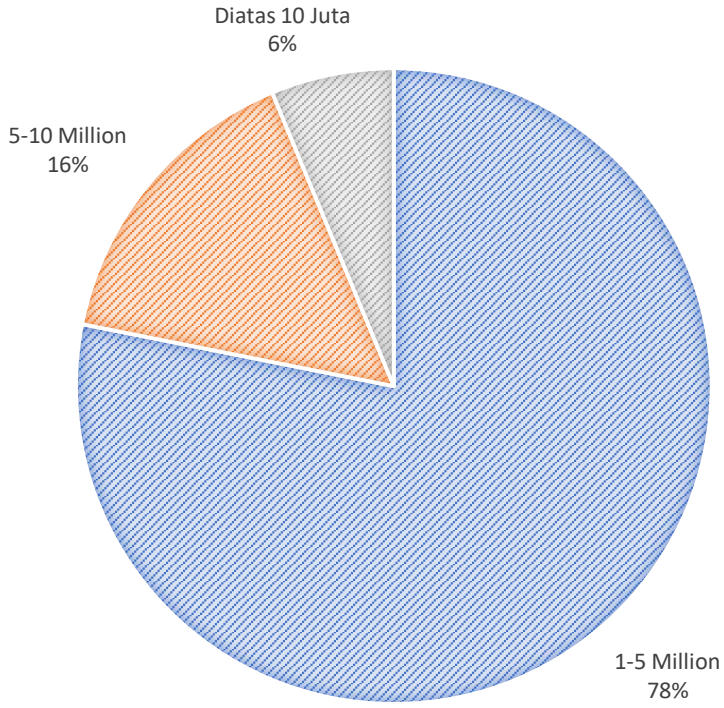
Overall, this data indicates that the majority of graduates are still in the early stages of career development, both professionally and financially. The fairly wide variation in income also reflects the diversity of alumni work sectors—from the public, private, and international sectors to entrepreneurship. Therefore, it is important for the study program to continue to strengthen graduate competencies, increase access to high-quality job opportunities, and encourage alumni to develop sustainable and impactful careers, not only in terms of social contribution but also in improving personal economic well-being.

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Table 4.4 Monthly Income of Working Alumni

No.	Monthly Income of Working Alumni	Amount
1	1,000,000 – 5,000,000	25
2	> 5,000,000 – 10,000,000	5
3	> 10,000,000	2
Total Amount		**32**

Graph 4.4 Monthly Income of Working Alumni



Overall, this income distribution indicates that graduates have good economic bargaining power, although it is still necessary to strengthen career capacity and financial literacy so that more alumni can break into jobs with high compensation. The study program can utilize these findings to strengthen career guidance, professional training, and connections with the industrial world, so that alumni are not only academically prepared but also economically competitive.

4.6 Alignment of Academic Field with Graduate Activities (Working, Entrepreneurship, Further Study)

Based on the tracer study data of the International Relations Study Program in 2022, it can be seen that there is a variation in the level of alignment between the field of study learned in college and the current activities of alumni, whether working, entrepreneurship, or continuing their studies. This data provides an important overview of the relevance of the study program curriculum to the post-campus world.

Of the total 34 respondents involved in productive activities, whether in the world of work, entrepreneurship, or further study, only 4 people stated that their current activities have a very close alignment with the field of International Relations. This shows that only a small proportion of alumni actually work or are active in areas directly related to the core competencies learned, such as diplomacy, international relations, or global studies.

In addition, 4 alumni stated that the alignment between their field of study and their activities was close, and 7 other alumni mentioned it was quite close. When combined, there are 15 alumni (around 44%) who still feel the direct benefits of the knowledge gained in the

study program in their current activities. This shows that although not all alumni work in fields that are very specific to International Relations studies, the basic competencies they acquire still have relevance in various work contexts.

However, there are 9 alumni who stated that their activities are less closely related to their field of study, and another 10 alumni stated that there is no alignment at all. This means that more than half of the alumni feel that their current work or activities are not directly related to the knowledge gained in college. This phenomenon can reflect several things: first, the flexibility of International Relations graduates who are able to adapt outside their field of knowledge; second, a shift in career orientation due to labor market conditions or personal interests; and third, the possibility of sub-optimal provision of practical skills that are more applicable across sectors in the study program curriculum.

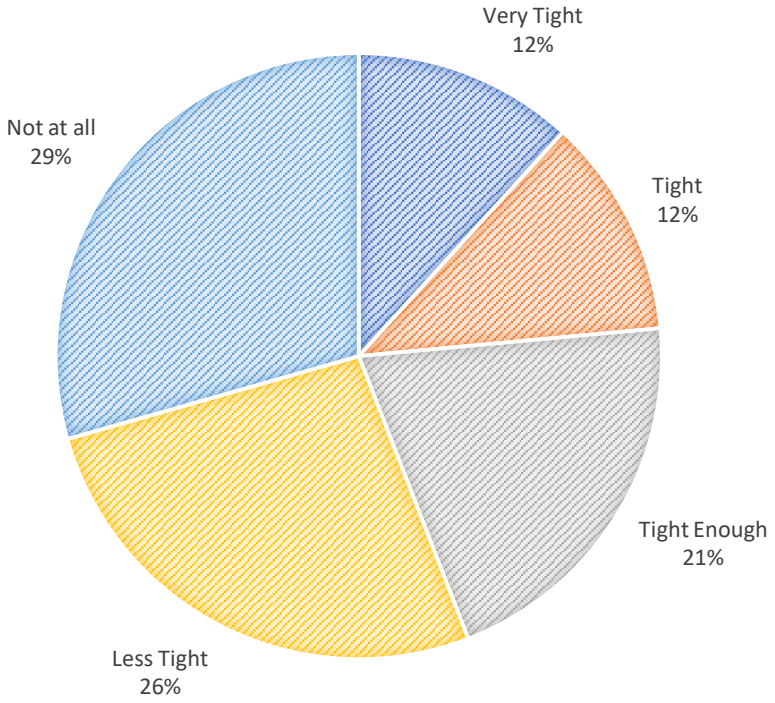
In general, this data shows that although some alumni still find a connection between their field of study and their activities, the biggest challenge for the study program is to ensure that the curriculum taught is not only theoretically strong, but also applicable and relevant in a wider range of professional sectors. This is important so that graduates are not only able to compete in the traditional field of International Relations, but also have transformative skills to meet the needs of an increasingly complex and multidisciplinary world of work.

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Table 4.5 Alignment of Field of Study

No	Alignment of Field of Study	Amount
1	Very Close	4
2	Close	4
3	Quite Close	7
4	Less Close	9
5	Not at All	10
Total Amount		**34**

Graph 4.5 Alignment of Field of Study with Alumni Activities



4.7 Suitability of Alumni Activities (Working, Entrepreneurship) with Education Level

The 2022 tracer study data from the International Relations Study Program regarding the suitability between the level of education and the activities of alumni who are currently working or entrepreneurship provides an overview of the relevance of undergraduate education to the world of work faced by graduates. Of the total 32 alumni who are active in the field of work or entrepreneurship, the majority of 23 people stated that their activities are at the same level as their S1 education level. This shows that most alumni feel that the education they received is appropriate and commensurate with the demands of the job or business they are running. This can be interpreted as the success of the study program in equipping students with basic competencies that are sufficient to compete in the labor market according to their level of education.

Meanwhile, there are 3 alumni who stated that their current activities are at a higher level than their education. This is a positive signal that shows that there are alumni who are able to develop faster professionally, or have succeeded in obtaining job positions that demand responsibilities and competencies exceeding undergraduate standards. This can reflect the superior personal qualities of alumni, the effective use of networks, and the ability to learn independently and continuously.

However, there are also 2 alumni who said that their activities are at a lower level than their education, and 4 alumni who consider that their work does not require higher education at all. This data indicates a challenge in utilizing academic qualifications in the world of work, which could be due to the limited availability of jobs according to the field of study, the failure

to achieve positions relevant to academic background, or economic needs that encourage alumni to take jobs outside their educational qualifications.

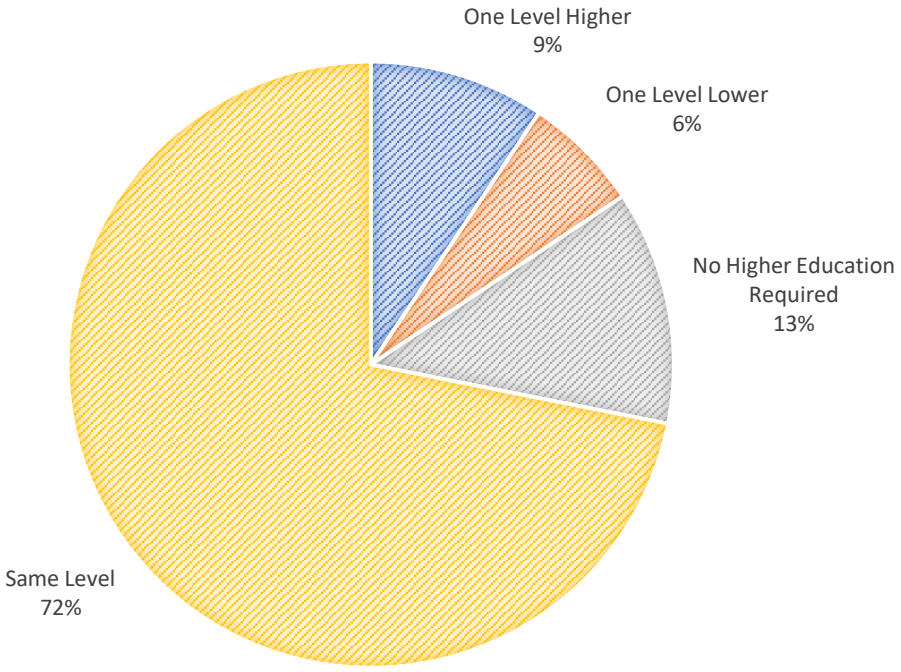
This phenomenon not only reflects the reality of the labor market that has not been fully able to absorb graduates according to their level of education, but also shows that there is room for evaluation for higher education institutions in strengthening graduates' work readiness, skills flexibility, and cross-sectoral capability provision. For this reason, it is important for study programs to strengthen the connection between the curriculum and the world of work, including through internship programs, industry networks, professional skills training, and career guidance.

Thus, although most graduates have worked at a level that matches their education, there are still challenges to improving the match between education level and work activity quality, in order to ensure that higher education truly becomes an effective tool for social and professional mobility for all graduates..

Table 4.6 Suitability of Activities with Education Level

No	Suitability of Activities to Education Level	Amount
1	One level higher	3
2	One level lower	2
3	No Higher Education Required	4
4	The same level	23
Total Amount		**32**

Graph 4.6 Matching of Alumni Activities with Education Level



These data generally show that the majority of graduates work or engage in professional activities in line with their undergraduate education, and some are even able to exceed the limits of formal qualifications. However, there is also room for improvement so that more graduates can access or create professional activities that are equivalent to or higher than their level of education.

Study programs can utilize this data to strengthen competency-based learning processes, expand industrial and international organizational collaboration networks, and provide strategic career guidance for students and alumni.

CHAPTER V
FEEDBACK AND CORRECTIVE ACTIONS

5.1 Feed Back

1. **Job Absorption Rate is Quite Positive but Still Dominated by Entry Level** The majority of alumni have worked, but their income and job positions show that most are still at the beginning of their careers. This shows that graduates are able to enter the workforce, but still need time and support to develop significantly in their professional careers.
2. **Wide but Uneven Distribution of Workplaces for Ideal Graduate Profiles** Alumni are spread across various sectors, from national private companies, multinationals, state institutions, to international and non-profit organizations. This shows the flexibility of graduates. However, the representation of graduate profiles such as diplomats and global activists is still limited in number compared to global industry players and analysts.
3. **Alignment between knowledge and work activities tends to be weak**Sebagian besar alumni feel that their current activities are not aligned or only partially aligned with the International Relations knowledge they have studied. This indicates a gap between the academic curriculum and the needs of a dynamic and multidisciplinary job market.
4. **Education Level is Appropriate, but Some Still Feel Overqualified or Underqualified**
   The majority of alumni work at a level that corresponds to their undergraduate education. However, some others feel that their jobs do not require higher education or actually require higher qualifications, indicating the need for adjustments in career development or job profile mapping.

5.2 Follow-up Plan

1. **Increased Integration of Professional Practices in the Curriculum**
   - Strengthening practical skills-based courses (e.g. digital diplomacy, foreign policy analysis, global conflict management).
   - Incorporating project-based learning schemes and real-world case studies.
   - Involving alumni and professionals as guest practitioners in the lecture process..
2. **Strengthening Career Services and Workplace Networks**
   - Establish a career development unit or team at the study program level that actively connects students with the world of work.
   - Conduct CV training, interview simulations, and "discovering self-potential" workshops for final year students.
   - Establish broader partnerships with diplomatic institutions, international NGOs, digital startups, and multinational companies.
3. **Reformulation of Graduate Profiles to be More Adaptive**
   - Adjusting graduate profile indicators to be more applicable to various sectors, not only bureaucracy and formal diplomacy.

- Developing alternative career maps for graduates who want to enter the technology, entrepreneurship, or global creative industry sectors.

4. **Entrepreneurship Ecosystem Development and Further Studies**
   - Encourage the birth of more alumni who are entrepreneurs through a business incubator program based on global issues or creative economy.
   - Provide scholarship guidance, access to further study information, and research guidance for students who want to take postgraduate studies.
5. **Improvement of Alumni Monitoring System (Continuous Tracer Study)**
   - Making tracer study as an annual digital-based evaluation instrument with a long-term alumni tracking system.
   - Increase alumni involvement in the study program community and database, so that alumni are not only tracked, but also play a role in fostering active students.

CHAPTER VI
CLOSING

6.1. Conclusion

The results of this tracer study show that graduates of the International Relations Study Program of Brawijaya University have good absorption in the job market, with the majority having worked in the private, national, and even international sectors. The distribution of alumni workplaces is very diverse, ranging from private companies, multilateral organizations, to government institutions and independent entrepreneurs, which reflects the flexibility of graduates in pursuing careers across sectors. This strengthens the indication that graduate competencies can be applied in various forms of work and organizational scales.

However, there are a number of important notes: the majority of alumni work in entry-level positions with low to middle incomes, and more than half stated that their current activities are not fully aligned with the field of science they studied. In addition, there are also alumni who feel that their jobs do not require higher education or are below their academic qualifications. This indicates a gap between academic learning and the needs and realities of the world of work.

In terms of graduate profiles, alumni tend to be more distributed in roles as global industry players and analysts, while representation in the profiles of diplomats and global activists is still limited. This indicates that most graduates are absorbed in the industrial and media sectors, but the potential for strategic roles in the field of global diplomacy and advocacy has not been optimally realized.

6.2. Suggestion

1. **Increasing the Connectivity of the Curriculum with the World of Work**
   Study programs need to improve their curricula to be more responsive to practical demands in various sectors. Strengthening the application aspects, such as digital skills, international negotiation, global entrepreneurship, and public diplomacy, is important to bridge graduates with relevant and growing work sectors.
2. **Strengthening Career and Alumni Services**
   Study programs need to establish career units and alumni relations that actively facilitate internships, job training, and access to employment opportunities. Alumni can also be involved as mentors or resource persons for active students.
3. **Developing Strategies to Broaden Graduate Profiles**
   A special strategy is needed to encourage the realization of the profile of diplomats and global activists through cooperation with the Ministry of Foreign Affairs, international institutions, NGOs, and scholarships for further study abroad.
4. **Facilitating the Transition from Campus to the World of Work**
   Career coaching programs, recruitment simulations, and self-development training need to be integrated into the learning process of final year students to reduce the job waiting period and increase graduates' job readiness.
5. **Enhancing Entrepreneurship Education and Further Studies**
   With the still minimal number of alumni who are entrepreneurs or continue their education, global-based entrepreneurship development and advocacy for further

education are needed so that graduates' career choices become more diverse and strategic.