LAPORAN TRACER STUDY

PROGRAM STUDI HUBUNGAN INTERNASIONAL
FAKULTAS ILMU SOSIAL DAN ILMU POLITIK
UNIVERSITAS BRAWIJAYA

2024



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HUBUNGAN INTERNASIONAL
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Approval Sheet

TRACER STUDY REPORT 2024
International Relations Study Program,
Faculty of Social & Political Sciences
Brawijaya University

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CHAPTER I
MECHANISM OF TRACER STUDY OF INTERNATIONAL RELATIONS STUDY PROGRAM, FACULTY OF SOCIAL AND POLITICAL SCIENCE, BRAWIJAYA UNIVERSITY 2024

1.1 DEFINITION OF TRACER STUDY

Higher education, like other social and economic entities, is facing significant changes in line with the advancement of information technology. This poses a challenge for universities to continuously improve in response to the disruption era. Innovation and applicable outputs that contribute to enhancing the capacity and continuity of social and economic life are essential demands for all educational institutions, particularly in higher education (Usher et al., 2016).

Tracer Studies are one of the important instruments in the framework of continuous improvement in higher education. Better quality from time to time becomes the target of 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 alumni performance is also important in providing information on the performance of education produced by higher education. The higher the absorption of graduates and the more graduates match the needs of the labor market, it shows the strength of the institution in producing graduates who match the needs (matching job market), including its relation to the level of entrepreneurship produced by higher education, namely as a job-creator (Fenta et al., 2019). The information flowing through this tracer study or alumni survey then becomes input for operational follow-up in the management of the Undergraduate of 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 started since 2013 and continue to this day (UPKK, 2019). The 2020 tracer results show a response that alumni are motivated to play a greater role in the development of the Brawijaya University Undergraduate of International Relations Study Program. This response becomes very strategic in the midst of a paradigm shift in higher education towards educational outcomes that are more implementable and have a faster 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 become a bridge of collaboration between universities and society.

The concept of the tracer study of the Undergraduate of International Relations Study Program of Brawijaya University, as previously done, uses a mechanism that refers to the concepts and methodologies 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 students' personal data, experience and motivation, as well as information on learning conditions and facilitation; (2) Process, including the process of learning and developing students' competencies and qualifications; (3) Output, including knowledge, skills, motivation, including the grade achieved by students; (4) Outcome, including the transition to the first job, the first job obtained/performed, and also the capacity

to contribute in the work environment.
Furthermore, it can be described as follows

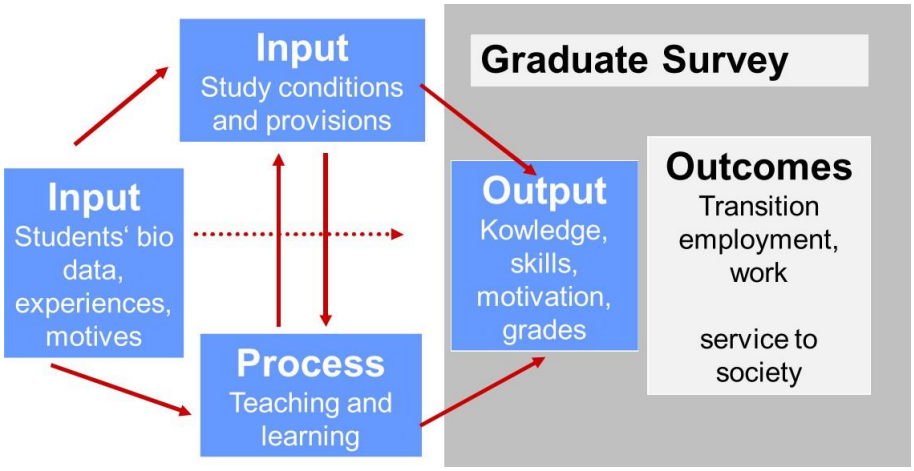


Figure 1.1 Tracer Study Flow

The scope of the tracer study target is alumni of certain graduates. The preparation of this tracer study report is based on the 2024 graduate target. Each graduate received a link to fill out the tracer study form sent via email and short message (SMS) and email broadcast through the Information and Communication Technology Unit (TIK), Brawijaya University.

1.2 OBJECTIVE OF TRACER STUDY

The objectives of the tracer study are as follows:

1. Become a strategic instrument to maintain the connectivity of Brawijaya University with alumni.
2. Developing a data base of alumni responses to educational performance at Brawijaya University.
3. Obtaining information about the relevance of learning to the work environment (job-market) as well as the carrying capacity in equipping alumni in job-creators.
4. Obtain information on the future expectations of strategic improvements made by Brawijaya University in meeting the challenges ahead and in the long term.

1.3 BENEFIT OF TRACKER STUDY

The benefits of tracer studies 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 an evaluation material for internal Brawijaya University, Faculty, Department, Study Program in developing management capacity and learning quality.
3. Becoming an important input for institutional accreditation, especially in capturing market signals from alumni.
4. Developing networking of every unit in Brawijaya University.

1.4 TRACER STUDY AT BRAWIJAYA UNIVERSITY

Tracer studies are conducted annually 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, the results of this study are expected to be useful to be one of the considerations whether they will use UB alumni as staff in their companies. For managers, it is expected to be useful for determining educational strategies and orientations, making conceptual and technical improvements to the implementation of education and teaching so that graduates are getting better in their intellectual capacity, skills and morals and personality. The results of this tracer study are also expected to be used as a consideration in developing the quality of the learning process and learning evaluation as well as developing educational management. With continuous improvement in these aspects, it is hoped that education at Brawijaya University will be carried out efficiently, effectively, and productively and in time increase the competitiveness of Brawijaya University alumni.

1.4.1 IMPLEMENTATION TIME OF UB TRACKER STUDY IN 2024

The implementation of the tracer study in the Undergraduate International Relations Study Program, Brawijaya University, was carried out from June 12, 2021 to October 31, 2021.

1.4.2 TECHNICAL IMPLEMENTATION OF UB TRACKER STUDY IN 2024

Brawijaya University's tracer study is carried out by a tracer study team which is a routine activity and is the obligation of a special unit at Brawijaya University, namely Unit Pengembangan Karir dan Kewirausahaan (UPKK) of the Faculty of Social and Political Sciences with the Study Program.

1.5 TRACKER STUDY METHOD

The withdrawal of tracer study data for 2022 graduates is fully taken from UB SINATRA data, both alumni data and questionnaire data. The following is the appearance of the SINATRA dashboard specifically for FISIP graduates in 2021. Development, especially related to entrepreneurial activities by alumni. The formular display of the Tracer Study questionnaire can be seen in Figure 1.2.

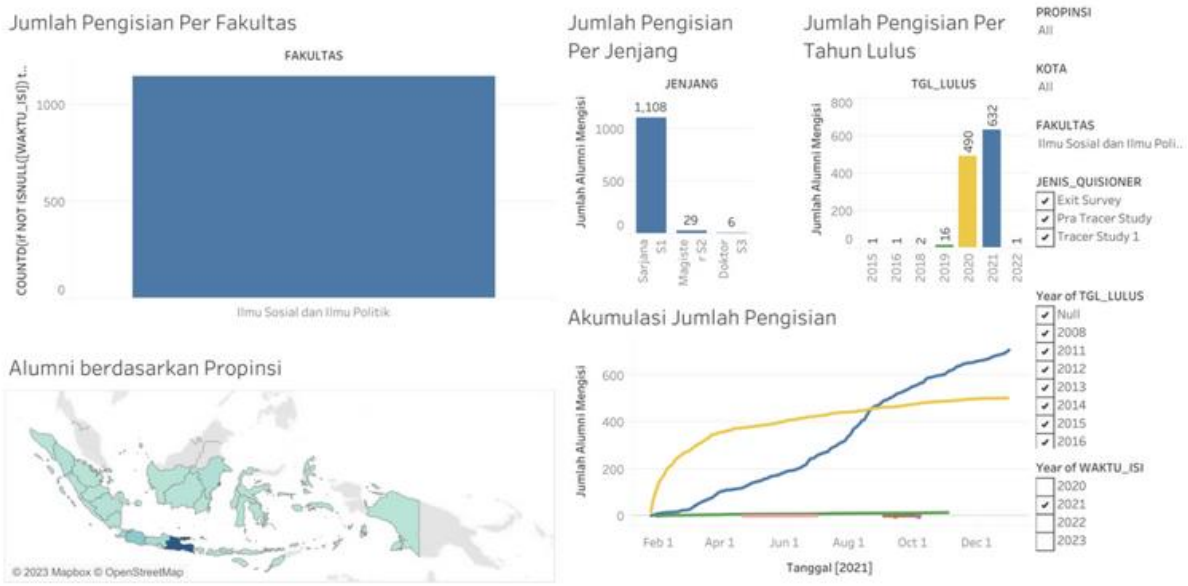


Figure 1.2 Distribution of International Relations Alumni in 2022

The questionnaire filled in is divided into three types, namely the exit survey questionnaire, pre-tracer study and tracer study. The exit survey questionnaire is a questionnaire that must be filled in at the time of graduation.register for graduation. Pre-tracer study is a questionnaire that is filled in at the time of 6 months after graduation or graduation. While the tracer study questionnaire itself is a questionnaire filled out by alumni one year after graduation.

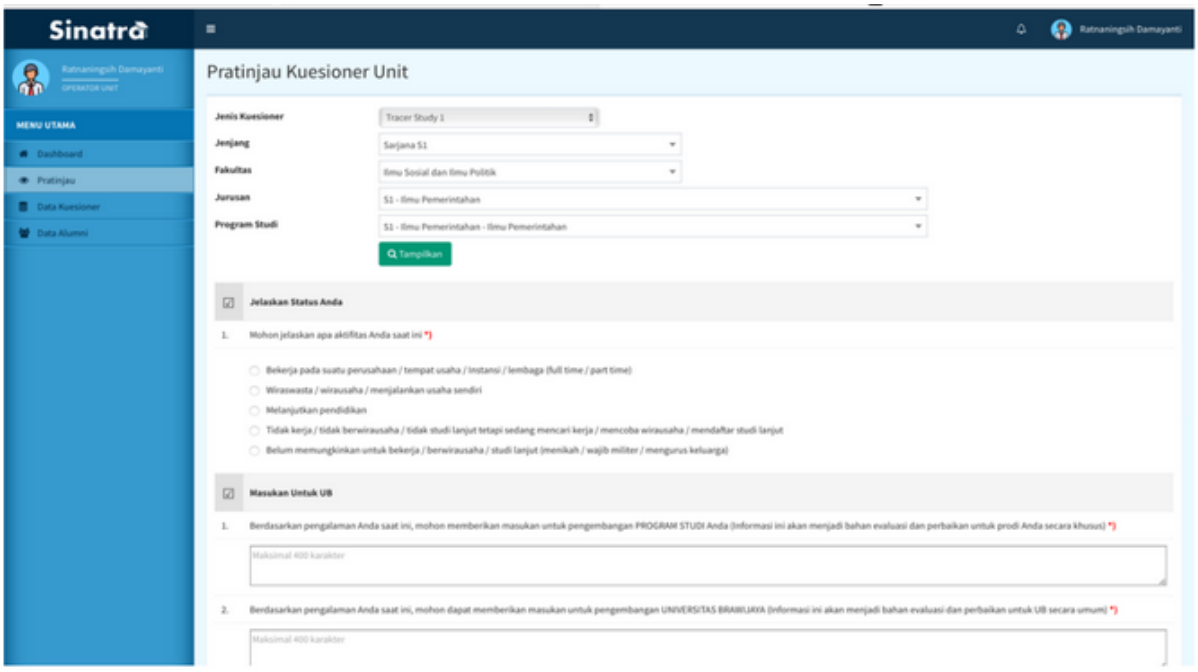


Figure 1.3 Example Questions in the Sinatra App

The questionnaire in SINATRA changes relatively every year. From year to year based on feedback and adjustments to accreditation needs, the questions in the questionnaire are updated. The questionnaire questions in 2022 amounted to 59 questions outside of responsden data such as address, telephone number, gender, date of graduation, 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. While the data for exit survey, pre tracer study and tracer study 2 have different questionnaire questions that require different analysis. shows that the data withdrawal in this report comes from tracer study 1. Not only data from questionnaires that can be withdrawn from SINATRA. Figure 1.4 shows that alumni data can also be pulled. This data is very useful for the purposes of developing alumni ties and involving alumni in study program activities such as guest lectures, training, workshops, curriculum development and so on.

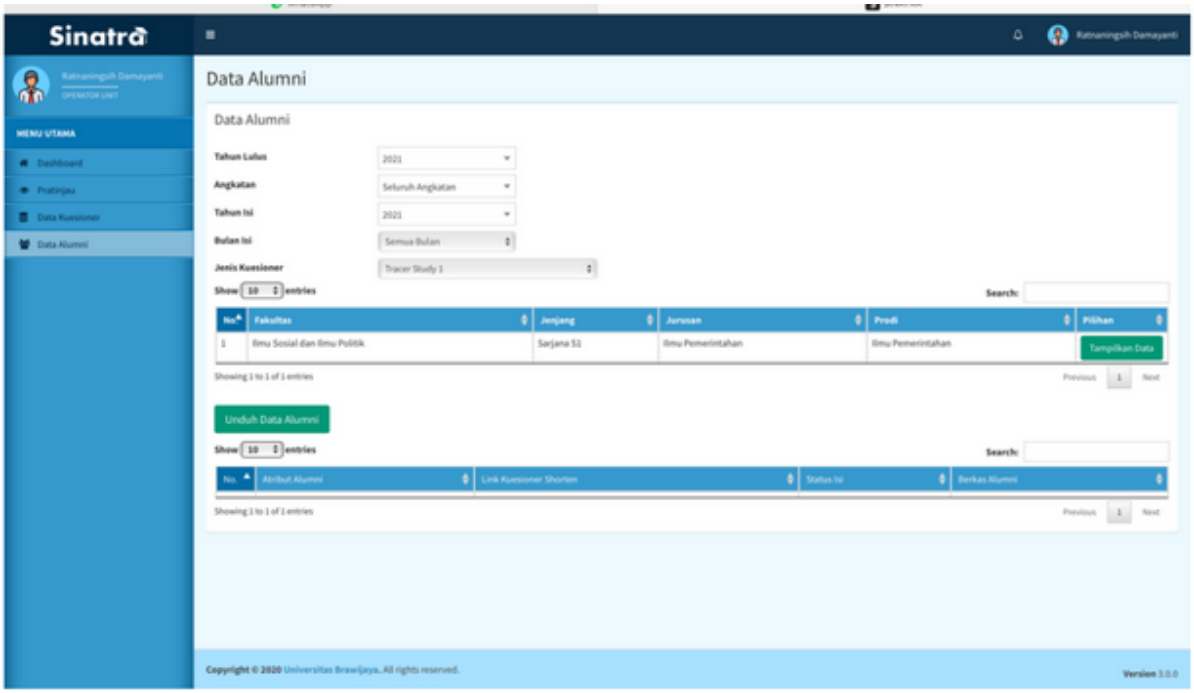


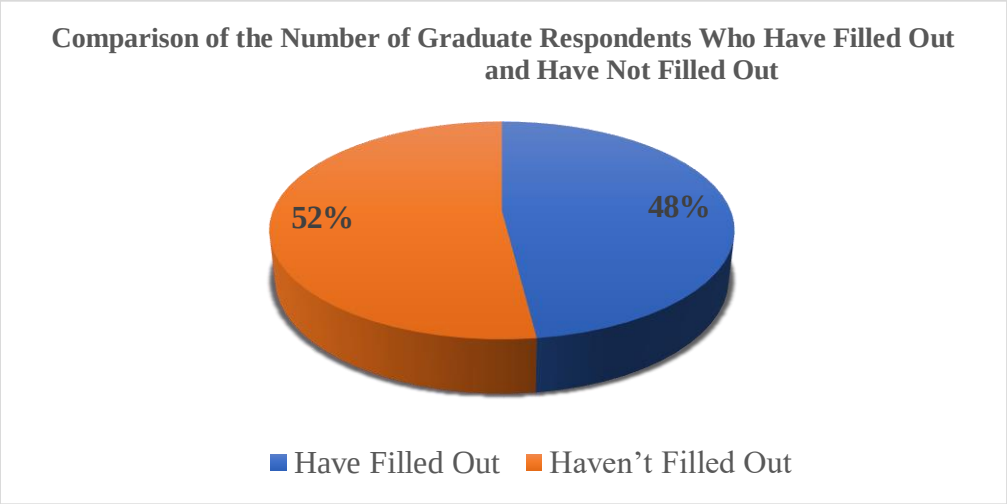
Figure 1.4 Alumni Data in the Sinatra Application

CHAPTER II
DISTRIBUTION AND GENERATION OF RESPONDENTS

2.1 RESPONDENT TRACER STUDY UNDERGRADUATE INTERNATIONAL RELATIONS UB 2024

The respondent population in this tracer study was obtained from the alumni database of the Brawijaya University, Undergraduate International Relations Study Program recorded in the UB Academic Database. For 2024 graduates, the total number of alumni recorded is 250 people. Of these, 120 alumni have filled out the online tracer study questionnaire, while 130 other alumni have not participated in filling out the questionnaire.

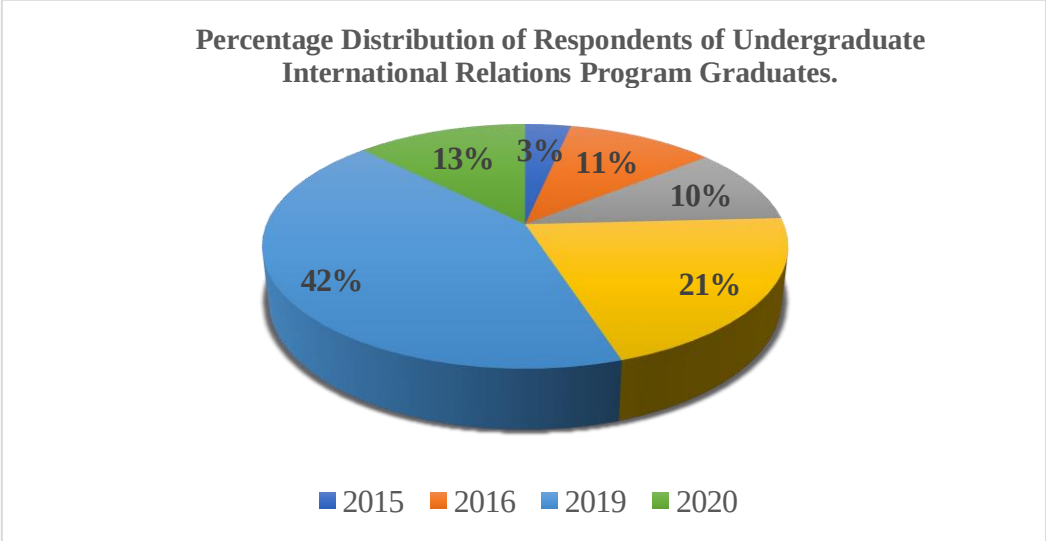
Thus, the participation rate of filling out the questionnaire by alumni who graduated in 2024 reached 48%, while the remaining 52% had not filled out the questionnaire. This achievement shows that although almost half of the total graduates have provided feedback on the tracer study, there is still significant room to increase respondent participation in order to obtain a more comprehensive picture of the distribution and achievements of graduates of the International Relations Study Program.



The tracer study of the International Relations Study Program was conducted using an online self-census method using the target respondents of all graduates of the International Relations Undergraduate Study Program who graduated in 2024. The 2024 graduates who filled in the tracer study were divided into six batches, namely batches 2015, 2016, 2017, 2018, 2019 and 2020. The total number of graduates of the International Relations Study Program who filled out the 2024 tracer study was 120 graduates. Based on the number of graduates who filled out the online questionnaire, it is divided into respondents from the class of 2015 as many as 4 respondents, class of 2016 as many as 13 respondents, class of 2017 as many as 12 respondents, class of 2018 as many as 25 respondents. respondents, class of 2019 as many as 51 respondents and class of 2020 as many as 15 respondents.

Distribution of Respondents of S1 Hub Study Program Graduates. International Year 2024

No	Graduates	Amount
1	2015	4
2	2016	13
3	2017	12
4	2018	25
5	2019	51
6	2020	15
Total Amount		**120**



The lowest percentage of participation of 2024 graduate respondents in filling out the 2024 tracer study questionnaire was obtained in class 2015 at 3% and for the greatest participation in filling out the 2024 tracer study questionnaire was obtained by class 2019 at 42%. Regarding the comparative number of graduate respondents who filled out the 2024 tracer study questionnaire, it was found that there were still a lower number of graduate respondents who filled out the 2024 tracer study. For the next period of tracer study filling, the S1 International Relations Study Program will continue to strive to increase the number of respondent participation in its implementation.

CHAPTER III
GRADUATE WAITING TIME

3.1 Waiting Time for Graduates to Get Activities after Graduation

Based on the results of the tracer study survey of 2024 graduates of the International Relations Study Program, in general it can be concluded that the waiting period for alumni to start post-graduation activities is relatively short. This waiting period refers to the time span between graduation and alumni starting their main activities such as work, continuing their studies, or entrepreneurship.

From the data in Table 4.1, as many as 25 alumni (around 21%) have started their main activities even before they officially graduated. This shows the readiness and active involvement of students in pioneering careers or further studies since they were still in college. Meanwhile, the majority of alumni, namely 66 people (55%), started their activities in less than six months after graduation. This shows that most graduates are able to enter the workforce or continue their studies relatively quickly.

A total of 23 people (19%) started their activities more than six months after graduation, which could be due to various factors such as a more selective job search, preparation for further studies, or personal reasons. On the other hand, there were 6 alumni (5%) who stated that it was not yet possible to work or were in the process of looking for a job. This group shows the challenges that a small number of graduates still face in the process of transitioning to the post-campus world.

Overall, the findings show that more than 75% of graduates have been active in less than six months since graduation, which reflects the good absorption of the job market and the readiness of International Relations graduates to enter the professional or academic world. However, attention still needs to be paid to the group that has not been active, to identify barriers and provide the necessary support.

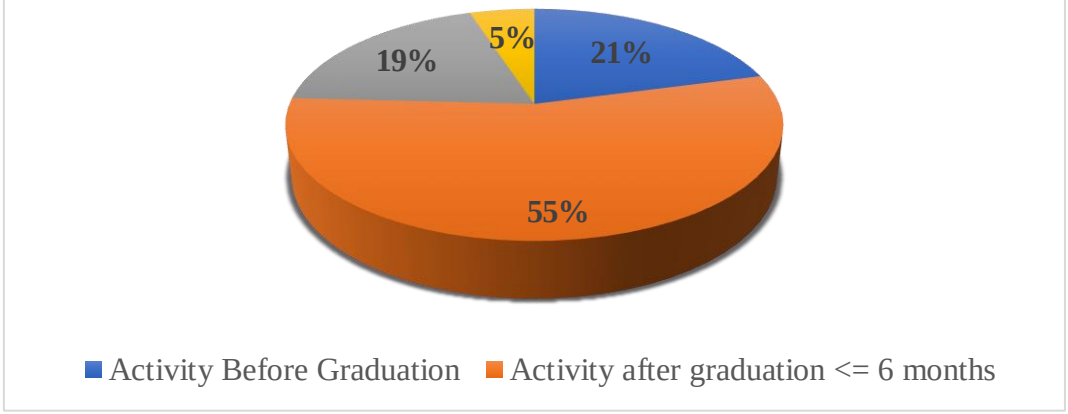
Table 4.1 Alumni waiting time for activities after graduation

No	Graduate	Amount
1	Activity Before Graduation	25
2	Activity after graduation <= 6 months	66
3	Activity after graduation > 6 months	23
4	Not yet possible to work / not working but looking for work	6
Total Amount		**120**

Based on data from 2024 graduate respondents in Table 4.1, information is obtained that 21% were already active before graduation, 55% were active after graduation but before 6 months from graduation time, 19% were active after graduation but more than 6 months from

graduation time and 5% stated that it was not possible to work / not working but were looking for work. The percentage visualization can be seen in Figure 4.1.

Chart 4.2 Alumni Waiting Time for Activities after Graduation



CHAPTER IV
ACTIVITIES AND JOBS AFTER GRADUATION

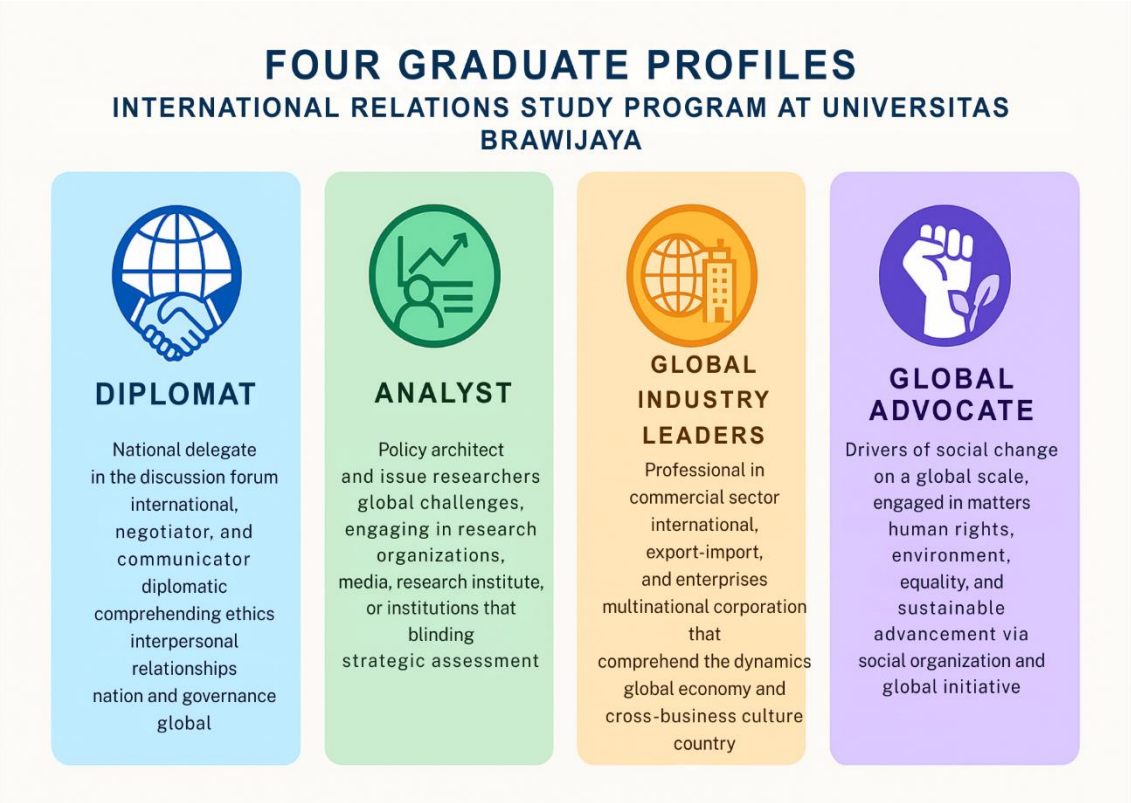
4.1 Main Activities of Alumni

Brawijaya International Relations Study Program 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 graduates can take and the flexibility of their roles in various international professional domains.

1. **Diplomat**
   As diplomats, graduates are prepared to become representatives of the state in international forums, both as officials in the foreign ministry and representatives in international organizations. This profile requires 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 relations between countries with a strategic, representative, and diplomatic approach.
2. **Analyst**
   The analyst profile places graduates in the role of study compilers, strategic thinkers, and policy designers in the field of international relations. Graduates are expected 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 as consultants working on international issues such as conflict, global trade, security, and the environment.
3. **Global Industrialists**
   In this profile, graduates are equipped with the ability to actively engage in the world of business and industry operating at an international level. They are prepared to enter the international trade sector, export-import, global supply chain management, or multinational companies that demand an understanding of cross-border regulations, global business culture, and cross-cultural negotiation practices. Graduates with this profile are expected to be adaptive global economic actors with integrity.
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 on issues such as human rights, gender justice, climate change, refugees, sustainable development, and world peace. This profile emphasizes the values of social justice, global solidarity, and cross-cultural empathy, as well as active engagement in advocacy, campaigning, and empowerment of the international community.

   These four profiles are not rigid pathways, but rather flexible frameworks that open up

a variety of career opportunities at the national and international levels. Through an Outcome-Based Education curriculum approach, Brawijaya International Relations Study Program ensures that its graduates have the academic competence, 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 the time of study to post-graduation, will be able to develop capacities and career orientations that are in line with the four profiles, both academically, professionally, and socially. This expectation is not restrictive, but provides strategic guidance for students to map their potential and expand opportunities for contributions in various fields.

As diplomats, students are expected to have a deep understanding of global governance, diplomatic ethics, and cross-cultural communication skills, so that they are able to 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 on various international phenomena. They are expected to be able to produce strategic studies and research-based policy recommendations that can be applied in research institutions, media, government, and international organizations. Students are encouraged to be active in research, scientific writing, and engagement 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 enable

them to work or build businesses in global economic sectors. Readiness to face cross-border business challenges is an important part of soft skills development, 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 justice, the environment, and sustainable development. They are expected to be agents of change who are active in advocacy, social campaigns, and transnational movements based on humanitarian values and global solidarity.

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

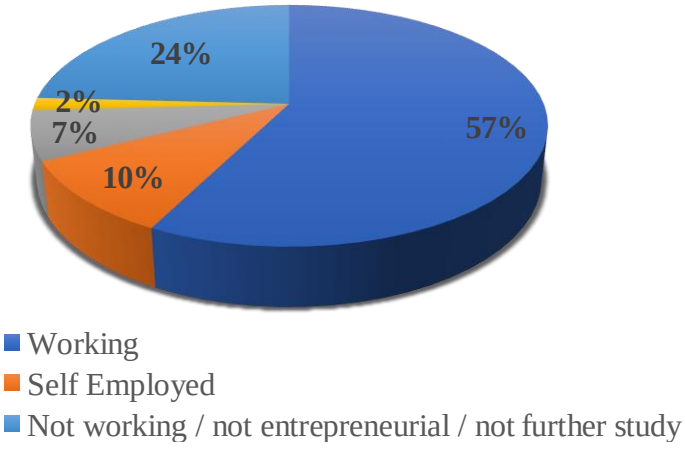
With a solid theoretical foundation, relevant practical skills, and strong global ethical values, graduates are expected to be able to fully actualize their roles in all four profiles, both independently and collaboratively, and answer the challenges of the times with courage, integrity, and superior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

Graduates who became respondents of the Tracer study conveyed that they had activities after graduation according to what they were doing when this survey was carried out. The activities in question are activities for work, continuing studies or entrepreneurship. In accordance with the data submitted in Table 4.1 regarding the waiting period for activities after graduation, if each activity carried out by alumni is detailed, the main activity status of graduates can be seen in Table 5.1.

Table 5.1 Activity Status of Graduates in 2024

No	Graduates	Amount
1	Working for a company / place of business business	69
2	Self-employed / entrepreneur / running own business	12
3	Continuing education	8
4	Not yet possible to work / self-employed	2
5	Not working / not entrepreneurial / not further study	29
Total Amount		**120**

Figure 5.2 Activity Status of Year 2024



2024 graduates who are working have a percentage of 57% of all respondents, followed by entrepreneurial activities at 10% and continuing their studies at 7%. However, based on the survey, there are still respondents who have not worked for various reasons when this survey was conducted with a percentage of 24%% and as many as 2% have not been able to work for certain reasons.

4.2 Distribution of Graduate Activity Places

Based on the alumni's main status at the time of this survey, the alumni provided information on where they are currently active. The distribution of where alumni do their activities after graduation can be seen in Table 5.2.

Table 5.3 Distribution of Graduates' Main Activities

No	Graduates	Amount
1	East Java	28
2	Central Java	25
3	West Java	15
4	Banten	5
5	Bali	4
6	East Kalimantan	2
7	Southeast Sulawesi	1
8	Central Kalimantan	1
Total Amount		**81**

The results of the tracer study show that the geographical distribution of the place of work of the alumni of the International Relations Study Program in 2024 is still focused in the Java Island region, with East Java Province being the region with the highest number of alumni working, namely 28 people. The second position is occupied by Central Java Province with 25 alumni, followed by West Java Province with 15 people, and Banten Province with 5 people.

Outside Java, the distribution of alumni who work is starting to be seen although in smaller numbers. There were 4 alumni working in Bali Province, 1 person in Southeast Sulawesi Province, and 1 person in Central Kalimantan Province.

This finding shows that although graduates have begun to spread to various regions in Indonesia, the main concentration is still in the western and central regions of Indonesia, especially Java. This is most likely due to the high availability of job opportunities, access to job vacancy information, and wider professional networks in these regions. Nevertheless, the potential for alumni expansion to Eastern Indonesia remains open and can be encouraged through strategic cooperation between study programs and agencies in various provinces.

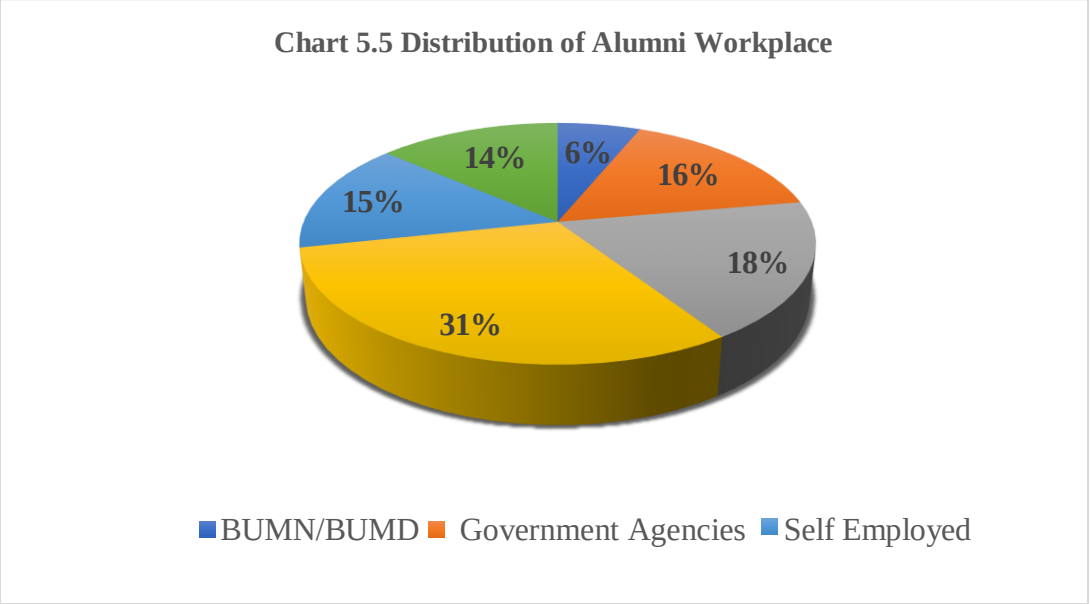
4.3 Distribution of Alumni Workplace Categories

Alumni who became respondents of the Tracer study conveyed about the categories of places they worked after graduation. Where in the existing data, the most common category of workplace is dominated by private companies as many as 25 people, followed by the type of workplace in non-profit organizations as many as 15 people, working in government agencies as many as 13 people, self-employed or own companies as many as 12 people, other types of workplaces as many as 11 people and BUMN or BUMD as many as 5 people.

Table 5.4 Distribution of Alumni Workplace Categories

No	Workplace Category	Amount
1	BUMN/BUMD	5
2	Government Agencies	13
3	Multilateral institutions/organizations	0
4	Non-profit Organizations/Non-governmental Public Organizations	15
5	Private company	25
6	Self-employed/own company	12
7	Other types of workplace	11
Total Amount		81

For visualization images can be seen in graph 5.3. From the data in the figure, it can be seen that the percentage of categories where the largest alumni work is in private companies at 31%, the second largest is in non-profit organizations or NGOs at 18%, the third is in government agencies at 16%, followed by self-employed at 15%, other types of workplaces at 14% and respondents who work in BUMN / BUMD at 6%.



4.4 Distribution of Alumni's Level of Workplace

Based on the results of the tracer study of graduates of the International Relations Study Program, it is known that the level of work of the alumni is spread at various institutional scales, ranging from local to international. From the data collected, the majority of graduates - 11 people - started or carried out their professional activities at the local or regional level, including the category of self-employed who have not been incorporated. This shows that some alumni take advantage of job opportunities available in the immediate environment or choose the entrepreneurial path independently.

Furthermore, as many as 8 respondents were recorded as working at the national level or running a business in the form of a legal entity, which reflects the penetration of graduates into a more formal and structured job market in the national scope. This indicates that graduates have competencies that are able to compete in a broader and professional domestic realm.

Meanwhile, 6 respondents are known to work at the multinational or international level. Although the number is not as many as the previous two categories, this achievement shows that graduates of the International Relations Study Program have also succeeded in penetrating the global job market, in accordance with the scientific characteristics and international orientation of this study program.

This distribution indicates that graduates have the flexibility to adapt and contribute at various levels of the workplace, both locally, nationally and internationally. This also shows the potential for strengthening alumni networks and increasing strategic cooperation with relevant industry sectors, in order to encourage the expansion of graduates' careers to a higher level.

Table 5.6 Distribution of Alumni Workplace Categories

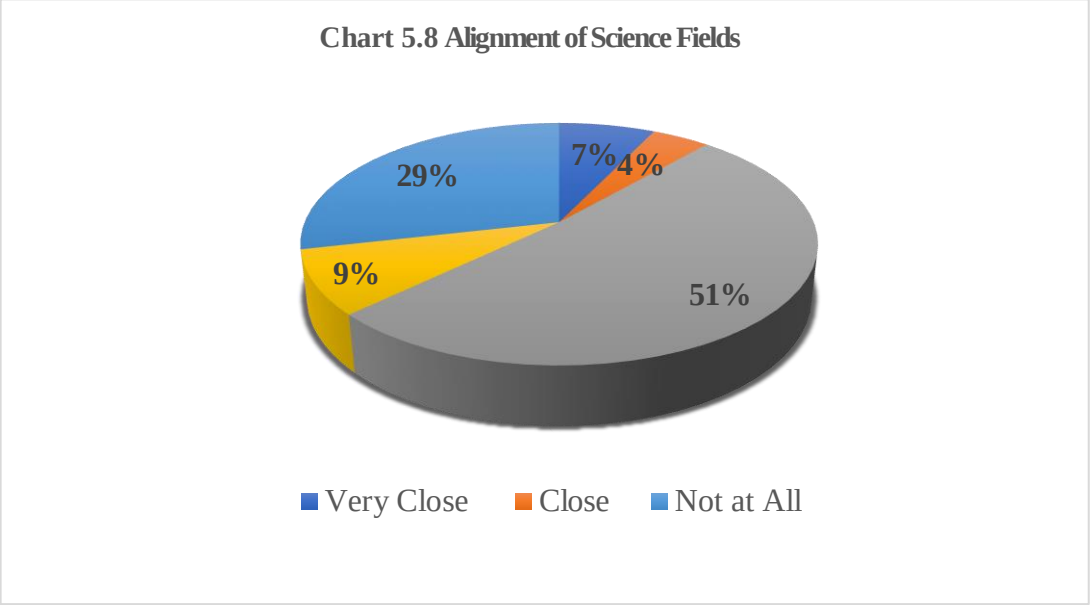
No	Workplace Level	Amount
1	Local/regional/unincorporated private enterprise	35
2	National / private incorporated	40
3	Multinational/International	6
Total Amount		**81**

4.5 Distribution of Alignment of Field of Study with Graduate Employment

Alumni who became respondents of the Tracer study conveyed the alignment of the field of knowledge with the work they are doing now. Where in the Tracer study data, the majority of graduates feel sufficient alignment of the field of knowledge in their field of work. From this data, 36 respondents stated that the alignment of knowledge with graduate work was quite close, 20 respondents stated that they did not have alignment with graduate work at all, 6 respondents stated that the alignment of the field of science with work was less close, 5 respondents stated that the alignment of knowledge in their field of work was very close and 3 respondents stated that the alignment of the field of science with work was very close.

Table 5.7 Alignment of Science Fields

No	Alignment of Science Fields	Amout
1	Very Close	5
2	Close	3
3	Quite Close	36
4	Less Close	6
5	Not at All	20
Total Amount		**81**



Based on the visualization of graph 5.8, the percentage of alignment of the field of science for graduates of the International Relations Study Program is obtained as follows: 51% of respondents stated that the alignment of the field of science with the place of work was quite close; 29% of respondents stated that there was no alignment of the field of science with the place of work; 9% stated that it was less closely aligned with the field of science where they worked; 7% stated that it was very closely aligned with the place of work; and 3% stated that it was closely aligned with the place of work.

4.5 Distribution of Income per Month of Graduates

The results of the tracer study involving alumni of the International Relations Study Program show a significant variation in monthly income among graduates. Based on the data collected through the questionnaire, 34 alumni earned monthly incomes in the range of IDR5,000,000 to IDR10,000,000. This is the largest group and reflects that the majority of alumni managed to get jobs with a relatively good level of middle welfare.

Meanwhile, 22 alumni reported monthly incomes in the range of Rp3,000,000 to Rp5,000,000, indicating that there are graduates who are still in the early phase of their careers or working in sectors with lower-middle wage levels. On the other hand, there are 9 alumni who managed to earn more than IDR10,000,000 per month, which reflects the success of some alumni to penetrate strategic, professional positions, or work in sectors with high compensation, including multinational companies or international institutions.

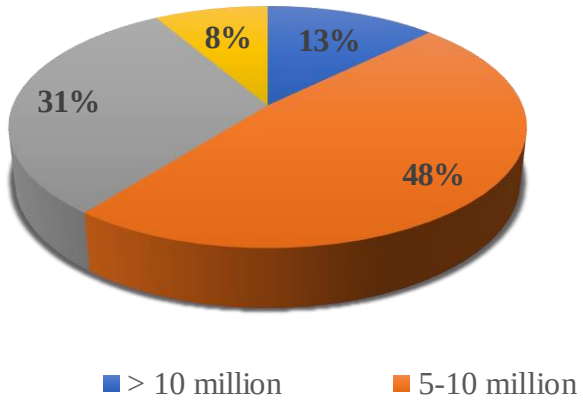
As many as 6 alumni are still at the level of income below IDR3,000,000 per month, which can be caused by various factors, such as the nature of part-time work, early career, or work locations located in areas with low wage levels.

In general, this data shows that graduates of the International Relations Study Program have a fairly good competitiveness in the job market, with most having earned an income that matches or even exceeds the initial income standards of new graduates. However, efforts are still needed to improve the quality of graduate competence and expand the network of industrial cooperation to encourage more equitable improvement of alumni welfare.

Table 5.9 Distribution of Income per Month of Graduates

No	Alignment of Science	Amoun
1	> 10 million	9
2	5-10 million	34
3	3-5 million	22
4	< 3 million	6
Total Amount		**81**

Chart 5.10 Distribution of Income per Month of Graduates



From this data, the percentage is obtained through the following graph: 48% of graduates earned a monthly income in the 5-10 million range; 31% of graduates earned a monthly income in the 3-5 million range; 13% earned a monthly income above 10 million; and 8% of graduates earned an income below 3 million.

CHAPTER V
FEEDBACK AND CORRECTIVE ACTION

5.1 Feedback

Based on the results of the tracer study, 79% of graduates work in fields that are relevant to the field of knowledge they studied. However, 21% of graduates stated that their work was not fully in line with their field of study. From various searches, several factors were found to cause the incompatibility of graduates who work outside the field of study, including: lack of job vacancies in specific fields that are in accordance with their studies; limited practical skills that are in accordance with the demands of certain industries; and labor market demands that prioritize general skills (managerial, communication, digital technology) over certain academic specializations.

In addition, the level of participation of the number of respondents in filling out the tracer study questionnaire cannot be said to be maximized because only 48% of respondents filled out the tracer study questionnaire. Tracer study is very important in improving the quality of education, the relevance of study programs, and the development of educational institutions as a whole. If the level of respondent participation is high in filling out the tracer study, it will provide benefits in improving the quality of education, the relevance of the curriculum to the world of work, and the competitiveness of graduates in the global market. In addition, tracer studies provide strategic insights needed for educational institutions to continue to innovate and develop according to the demands of the times.

5.2 Corrective Action

Based on the feedback obtained from the results of the tracer study quesinor, the International Relations Study Program will take various corrective actions to help future graduates get jobs in accordance with their scientific fields, including:

1. Curriculum Adjustments to be More Responsive to Labor Market Needs
   - Periodic curriculum evaluation by involving industry stakeholders to ensure teaching materials remain relevant to the development of labor market needs.
   - Incorporate cross-disciplinary modules that strengthen practical and adaptive skills, so that graduates are more flexible in facing changes in the world of work.
   - Provide more elective courses that focus on interdisciplinary fields such as digital marketing, entrepreneurship, or project management, which can be used in various industries.
2. Strengthening Internship Program and Collaboration with Industry
   - Increase collaboration with related industries to provide internship programs that are in accordance with the field of study and the needs of the world of work.
   - Develop cross-sector internship programs that allow students to understand various industries that require their skills, so that graduates are more adaptable in a diverse world of work.

- Optimizing the Career Center on campus to channel information related to job vacancies relevant to students' fields of study.

3. Improved Career and Alumni Guidance Services
   - Organize career workshops that help students understand various job opportunities that may not be directly in line with their field of study but can still utilize the skills acquired.
   - Develop an alumni mentoring program so that graduates can learn from the experiences of previous graduates who may work in other sectors but still successfully utilize the skills from their studies.
   - Encourage alumni to share their experiences of working in fields not directly related to their education and strategies on how they have successfully adapted.
4. Development of Transversal Skills (Soft Skills)
   - Add intensive training related to soft skills such as communication skills, time management, and information technology that can be applied in various industry sectors.
   - Provide additional skill certifications in technology, management, or leadership that can help graduates compete in the job market.
5. Monitoring and Evaluation of the Alignment of Graduates with the World of Work
   - Conduct periodic tracer studies to continuously monitor the level of alignment between the field of study and the workplace, as well as identify changes in trends in the world of work.
   - Organizing discussion forums with industry and alumni to get input related to curriculum adjustments and provision of skills needed.

In an effort to increase the readiness of graduates to fill out the tracer study questionnaire, the International Relations Study Program will take various improvement steps in the future, including:

1. More Intensive Socialization and Education
   - Many graduates may not realize the importance of tracer studies for university development and education quality. Therefore, more intensive socialization needs to be done.
   - Organize seminars and workshops on the importance of tracer studies for graduates and campuses before graduates leave the university.
   - Involving successful alumni as role models to share their experiences about the importance of tracer studies in helping campus development.
   - Sending out information regularly through social media, and alumni platforms explaining the importance of completing a tracer study and its impact on the quality of education.

2. Use of Social Media and Technology

- Using social media and digital technology can increase the reach of communication to graduates
- Utilize social media platforms such as LinkedIn, Instagram, and Facebook to remind and invite graduates to complete the tracer study.
- Send automated reminders via email, WhatsApp, or SMS containing a direct link to the tracer study form.
- Create interactive campaigns on social media, such as #AlumniTracker, that encourage alumni to share their status after graduation, while promoting the tracer study.

3. Incentives for Tracer Study Participants

Providing incentives can be an effective way to increase graduate participation. Some incentives that can be offered include:

- Providing certificates of appreciation to graduates who have participated.
- Drawing attractive prizes, such as shopping vouchers, books, or campus merchandise, for alumni who have filled out the tracer study.
- Providing exclusive access to campus career services, such as career guidance or invitations to job fairs specifically for alumni who have participated in the tracer study.

4. Building and Utilizing Alumni Networks

A strong alumni network can help encourage graduates to participate in the tracer study. Some steps that can be taken:

- Utilize the alumni network to contact new graduates and invite them to participate in the tracer study.
- Organizing alumni reunions that can also be used to disseminate information about the tracer study.
- Using alumni as tracer study ambassadors, where they can motivate other graduates to participate through direct messages or testimonials.

5. Regular Reminders and Follow-up

Consistent reminders can help ensure graduates who forget or procrastinate to finally fill out the tracer study:

- Send periodic reminders through various communication channels (email, WhatsApp, SMS) for graduates who have not completed the tracer study.
- Personal follow-up via phone or direct message for important graduates, such as graduates from study programs with low participation rates.

6. Make the Tracer Study Part of the Graduation Process

One effective way to increase participation is to integrate the tracer study into the graduation administration process:

- Require completion of the tracer study before graduates can collect their final diploma or transcript.
- Include the tracer study as one of the steps in the alumni procedure, making it more accessible and filled out immediately after graduation.