



Tracer Study Analysis (Qualitative Study of the Impact of Education on the Career of Graduates of the Islamic Religious Education Study Program IAIN Kudus)

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Abstract

This study aims to determine the impact of education on the careers of graduates of the Islamic Religious Education study program IAIN Kudus. Research Methods using tracer study analysis. In data mining, tracer studies rely on instruments that have been tested for validity and reliability, such as questionnaires or structured interviews. The data analysis used is a descriptive statistical analysis to describe the characteristics of the respondents and the findings that emerge from the collected data. The results of the study show that the competencies needed by users are mainly related to the ability of scientific field competencies and personality competencies. The level of competitiveness of graduates is shown through a relatively short waiting time to get their first job. The waiting time for graduates of the Islamic Religious Education Study program to get more than 18 months is only 4.65%, meaning that there is no need to wait long for graduates of the Islamic Religious Education study program to get their first job. The relevance of work to the study program also shows a positive condition where most graduates work in institutions that have a close relationship with education as much as 79.08%. This is also supported by a high level of user satisfaction with graduate performance. A total of 59.46% of users stated that they were satisfied and 37.84% stated that they were very satisfied with the performance of Islamic Religious Education graduates.

Keyword: Study Tracer, Career, Graduates, Islamic Religious Education

A. Introduction

The realization of the vision of a superior Study Program is sought to provide a learning process to students with face-to-face lectures in class directed at achieving competencies, and in some courses strengthened by practicum or field lectures. Equipping students with 70% Islamic Religious Education expertise competency courses. Equipping students with supporting abilities includes: Mastery of Arabic and English, Educational Information Technology Skills (computers, digitization of Islamic education books) supported by English practicum and Arabic language practicum which focuses on English and Arabic language skills, and worship and tahfizh practicum which focuses on expertise.

Meanwhile, the mission of the Islamic Religious Education Study Program (PAI) of the State Islamic Institute (IAIN) Kudus, is to organize education and learning to produce educators and education personnel in the field of Islamic Religious Education who are professional and have a global perspective, to conduct studies and research for scientific development in the field of Islamic Religious Education with a multidisciplinary approach, to carry out community service in the field of Islamic religious education, Collaborating with various parties for the development of the implementation of Islamic Religious Education is to organize the tri dharma of higher education to produce scholars with humanist, applicative and productive knowledge;

Some of the things that the PAI Study Program does to achieve this mission are to encourage and facilitate students in deepening lecture materials, especially expertise courses and practicum courses with a pattern of only and dynamic group dynamics in the form of study groups and/or discussion groups. Involve students in the scientific activities of Study Programs, departments and institutes. Involve students in lecturer research. The involvement of student research is evidenced by research reports in the last three years. Instilling Islamic values based on Applied Islam in every learning, education, and community life service activity is carried out by making an academic guidebook, PPL/KKL guidelines for students of the Islamic Religious Education study program. Encourage students who have met the requirements to immediately write a thesis proposal with the guidance of the Head of Study Program and PAI lecturers. Conducting advocacy and services to students in shaping professionalism in the field of Islamic religious education by providing academic guidance by Academic Supervisors, assistance by the Head of Study Program in an effort to accelerate and direct the preparation of thesis proposals, preparation of student theses.

Along with the development of technology and information and the development of the global community, more developed competencies are required, including graduates of the Islamic religious education study program. The need for alumni and graduates who are competent in both the field of Islamic religious education and technology is felt very great in the midst of a situation of globalization challenges that are not only in the economic field but also to the shift in morals and culture of religious education. This requires the Islamic religious education study program to respond and prepare the curriculum as the main tool to produce graduates so that they remain in accordance with the needs of the community, nation and state.

Efforts to trace the alumni of the IAIN Kudus Islamic Religious Education Study Program are urgently needed to recognize the relevance of the learning program implemented to the needs of the world of work. The data obtained can illustrate other real needs needed by the world of work and stakeholders, the shortcomings of graduates, the weaknesses of the curriculum that has been used so far, and the expectations of alumni for their alma mater are linked to the implementation of learning in the future. Not only that, the information and data obtained through tracking research are useful for the development of study programs.

The research method in this tracer study uses a quantitative approach with a descriptive design. This study aims to identify the traces of alumni or graduates of the Islamic Religious Education (PAI) study program of the Islamic Religious Institute of the Holy State in relation to the world of work or the relevance of education obtained to the needs of the world of work. This type of research generally involves collecting data through surveys or questionnaires distributed to alumni, in order to obtain information related to job status, job satisfaction, and the suitability between the education received and the demands of the job undertaken. In addition, in-depth interviews are also conducted to obtain richer qualitative data about the alumni experience after graduation.

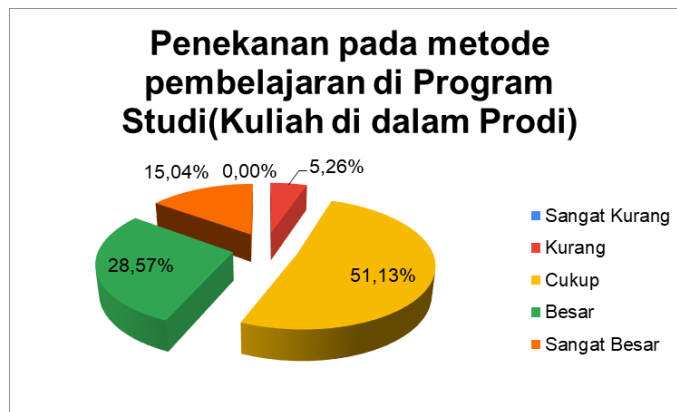
In data mining, tracer studies rely on instruments that have been tested for validity and reliability, such as questionnaires or structured interviews. The data analysis used is a descriptive statistical analysis to describe the characteristics of the respondents and the findings that emerge from the collected data. This analysis process includes calculating frequencies, percentages, and averages to get an overview, as well as inferential analysis to see the relationships between variables. In addition, qualitative data from interviews are analyzed with a thematic approach to identify certain patterns or themes that arise from the experiences of alumni.

B. Discussion

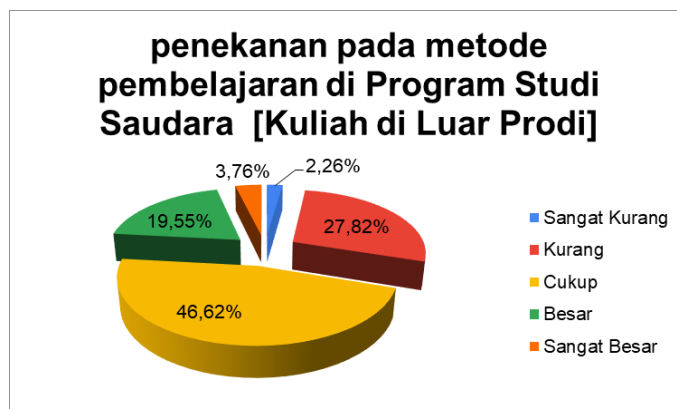
The learning experience of alumni while attending lectures in the Islamic Religious Education Study (PAI) program is something that is proposed for respondents to answer in order to obtain data as material for future learning and curriculum evaluation. The research data shows the results as follows.

Emphasis on learning methods in the Study Program

The emphasis on learning methods in the Study Program (Lectures in Study Programs) carried out by study program lecturers showed that alumni felt a learning experience of 15.04 very large, 28.57% answered big, 51.13% answered enough, 5.26% answered less and no alumni answered very little.

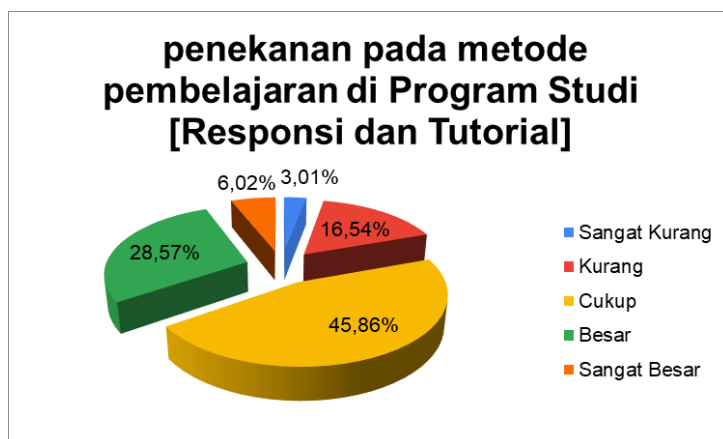


The emphasis on learning methods in Study Programs (Lectures outside the Study Program) carried out by study program lecturers showed that alumni felt a learning experience of 3.76% was very large, 19.55% answered big, 46.62% answered enough, 27.82% answered less and there were 2.26% alumni who answered very little in the emphasis on learning methods outside the study program.



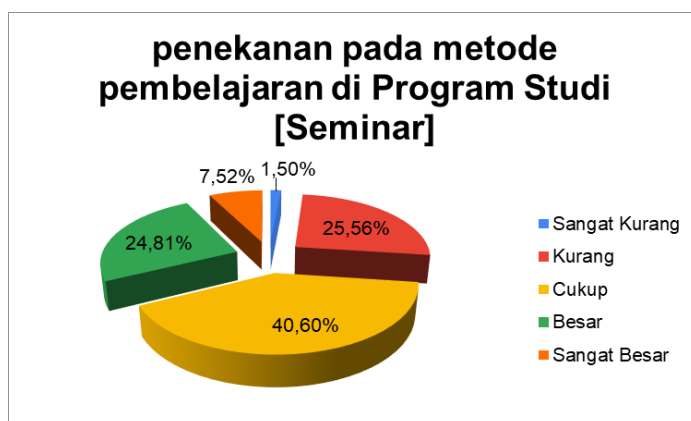
Emphasis on learning methods in the Study Program [Response and Tutorial]

The emphasis on learning methods in the Study Program [Response and Tutorial] was 6.02% very large, 28.57% answered big, 45.86% answered enough, 16.54% answered less and there were 3.01% alumni who answered very little in the emphasis on response learning methods and tutorials.



Emphasis on learning methods in Study Programs (Seminars)

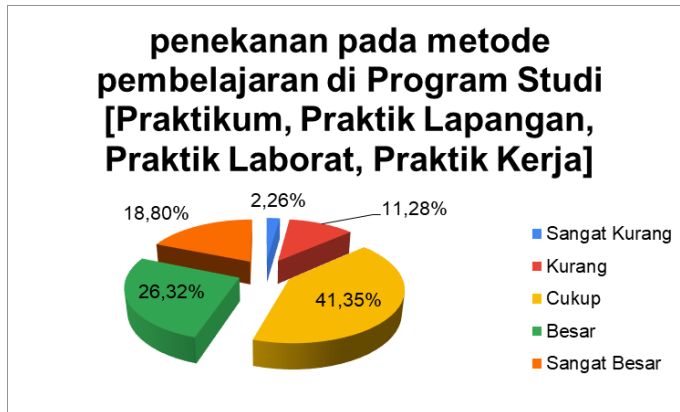
The emphasis on learning methods in the Study Program (seminar) based on the respondents' answers was 7.52% very large, 24.81% answered big, 40.60% answered enough, 25.56% answered less and there were 1.50% alumni who answered very little in the emphasis on the seminar method in learning in study programs



Emphasis on learning methods in Study Programs [Practicum, Field Practice, Laboratory Practice, Work Practice]

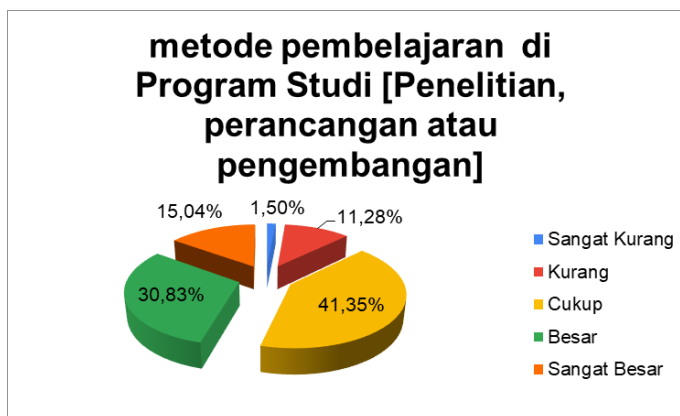
The emphasis on learning methods in the Study Program [Practicum, Field Practice, Laboratory Practice, Work Practice] based on respondents' answers was 18.80% very large,

26.32% answered big, 41.35% answered enough, 11.28% answered less and there were 2.26% alumni who answered very little.



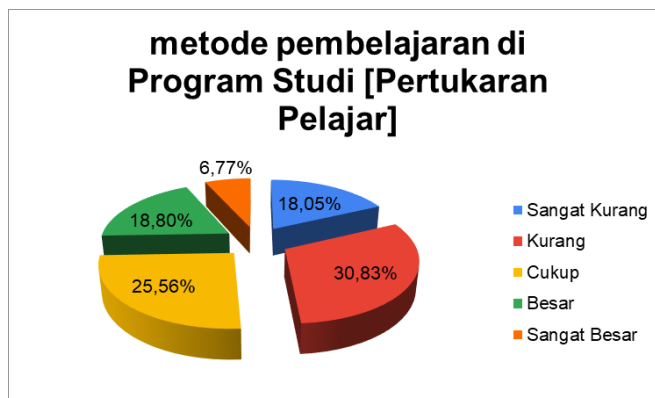
Emphasis on learning methods in the Study Program [Research, design or development]

The emphasis on learning methods in the Study Program [Research, design or development] based on respondents' answers was 15.04% very large, 30.83% answered big, 41.35% answered enough, 11.28% answered less and there were 1.50% alumni who answered very little.



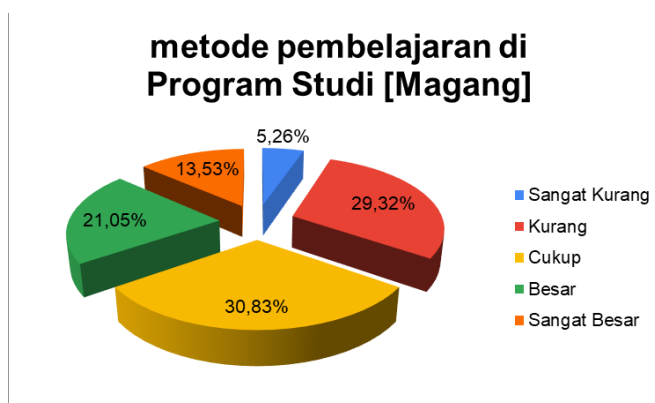
Emphasis on learning methods in the [Student Exchange] Study Program

The emphasis on learning methods in the [Student Exchange] Study Program based on respondents' answers was 6.77% very large, 18.80% answered big, 25.56% answered enough, 30.83% answered less and there were 18.05% alumni who answered very little.



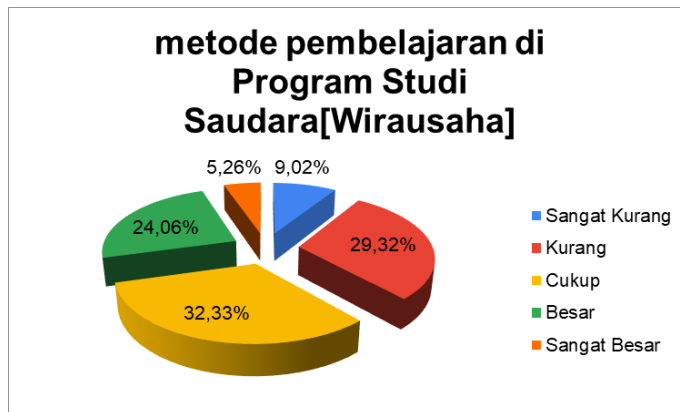
Emphasis on learning methods in the Study Program [Internship]

emphasis on learning methods in the Study Program (Internship) based on respondents' answers were 13.53% very large, 21.05% answered big, 30.83% answered enough, 29.32% answered less and there were 5.26% alumni who answered very little internship.



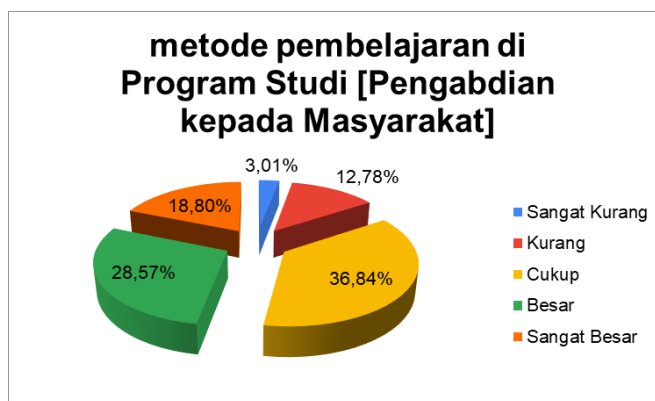
Emphasis on learning methods in the Study Program [Entrepreneurship]

emphasis on learning methods in the Study Program (Entrepreneurship) based on respondents' answers were 5.26% very large, 24.06% answered big, 32.33% answered enough, 29.32% answered less and there were 9.02% alumni who answered very less entrepreneurial.



Emphasis on learning methods in the Study Program [Community Service]

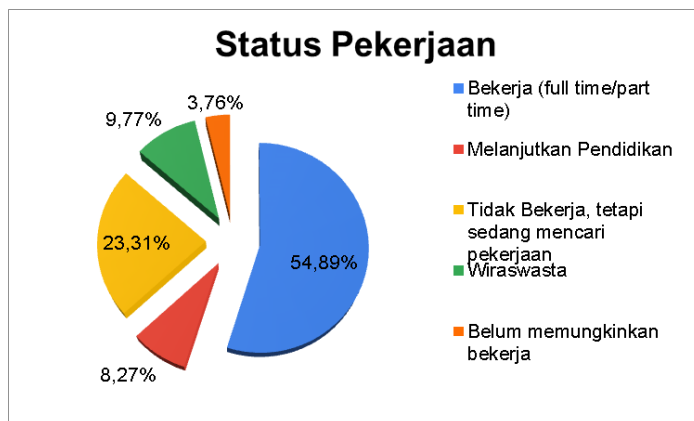
The emphasis on the learning method in the study program (Community Service) based on the respondents' answers was 18.80% very large, 28.57% answered big, 36.84% answered enough, 12.78% answered less and there were 3.01% alumni who answered very little.



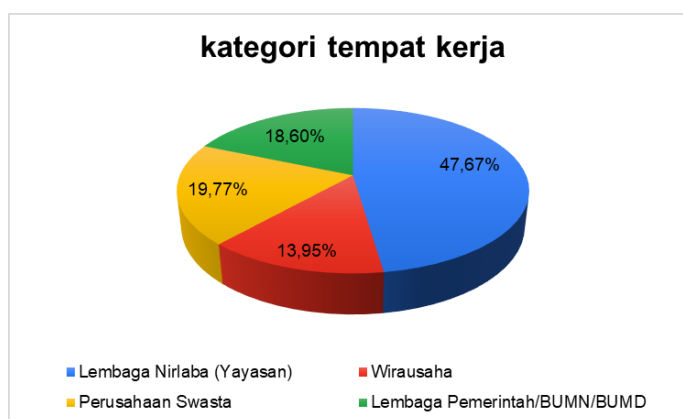
Job Field

Alumni Employment Status

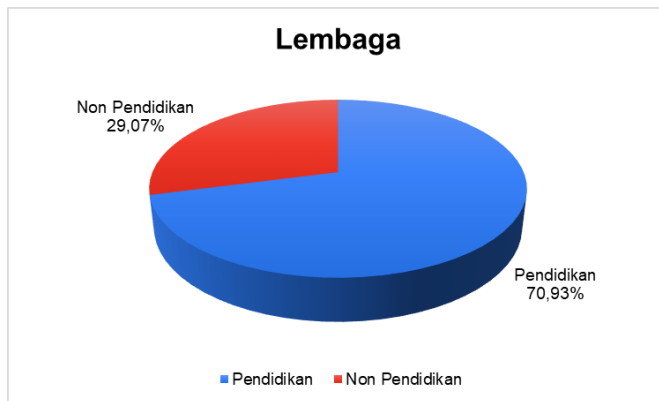
Regarding the field of work, this study aims to obtain information on the status of alumni of the Islamic Religious Education (PAI) study program IAIN Kudus. The data obtained showed that 54.89% of alumni were working (full time/part time), 3.76% were continuing their education, 23.31% were not working, but were looking for a job, 9.77% were self-employed, and 8.27% were not yet able to work with various activities such as still at Islamic boarding schools or still helping their parents in their respective residences.



Regarding the category of workplaces for alumni of the Islamic Religious Education (PAI) study program of the State Islamic Institute (IAIN) Kudus, data shows that alumni are absorbed and work in Non-Profit Institutions (Foundations) as much as 47.67%, as many as 19.77% are absorbed in Private Companies, 18.60% work in Government Institutions/SOEs/BUMDs and 13.95% of alumni choose to be entrepreneurs because they already have their own jobs before graduation or because they continue to companies owned by their parents.

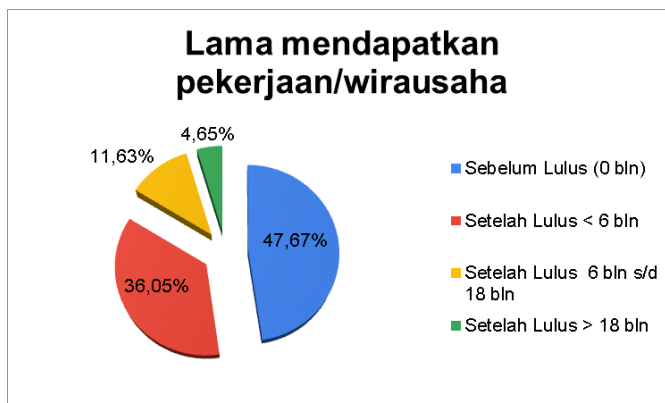


When viewed from the perspective of educational institutions, both schools and those in the same field and non-education, it is found that graduates of the Islamic Religious Education (PAI) study program of the State Islamic Institute (IAIN) Kudus, research data shows that alumni are absorbed in educational institutions as much as 70.93%, and as many as 29.07% of alumni work in non-educational institutions.



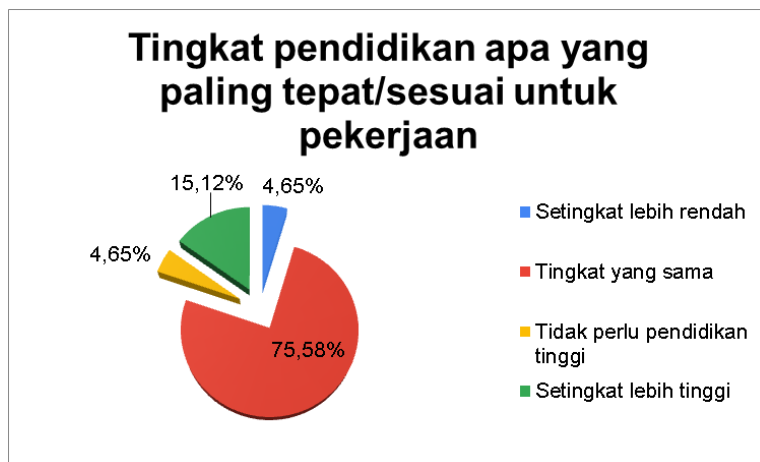
Waiting Period/Long Time to Get a Job

As for the waiting period or the time it takes for alumni to get a job, it is known that alumni get a job 47.67% before graduation (0 months), 36.05% after graduation < 6 months, 11.63% after graduation 6 months to 18 months, 4.65% after graduation > 18 months. The data shows that alumni of the Islamic Religious Education (PAI) study program of IAIN Kudus do not take too long to get a job. So it can be said that IAIN Kudus alumni are in great demand and well absorbed in the world of work.



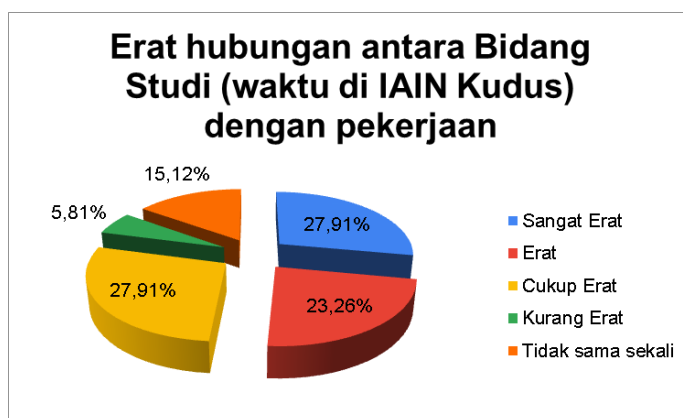
Level of Education in Employment

Based on the level of education in the current alumni work, it shows that 4.65% are in a lower level of education, 75.58% are at the same level of education, 4.65% are working in fields that do not need higher education, 15.12% show a higher level of education.



Relationship between the field of study and work

The field of work of alumni consists of several types categorized according to the relationship between the field of study of Islamic Religious Education (PAI) and the work of alumni, data was obtained that 27.91% were very closely related, 23.26% were close, 27.91% were quite close, 5.81% were not close, and 15.12% did not have a relationship at all with the competence of the field of study.



Graduate User Satisfaction

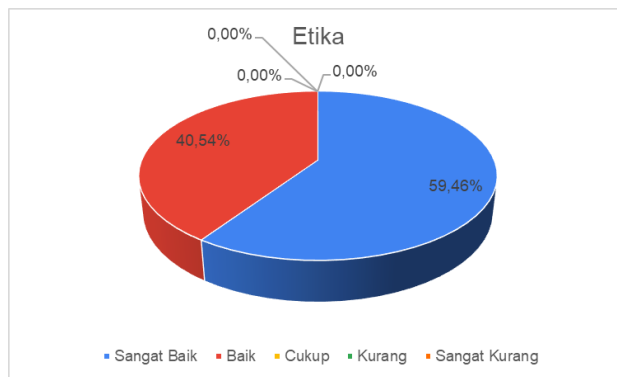
The Graduate User Satisfaction Survey is a survey conducted by educational institutions on its graduate users. This survey aims to measure the quality of graduates from the perspective of users, and whether the quality of graduates produced meets user expectations. The high satisfaction of graduate users is one of the indicators of the success of the educational process of educational institutions. As a result of the Tracer Study, this user satisfaction survey is urgently needed in the institutional accreditation process, for example in assessing employer reputation

and improving the overall educational process, including courses, university development directions and student soft skills development.

The graduate user satisfaction survey is the same as the survey conducted by producers for consumers (customers). A high level of customer satisfaction is a strong predictor of retention, loyalty, and repurchase of products by customers. Effective business focuses on creating and strengthening customer satisfaction so that businesses can retain existing customers and add new ones. Comparing education with business is indeed inappropriate because in essence education is different from teaching. Educating is not only about competence and also building character. The results of a good educational process will produce graduates who are competent and have character or in other languages have a balance between soft skills and hard skills.

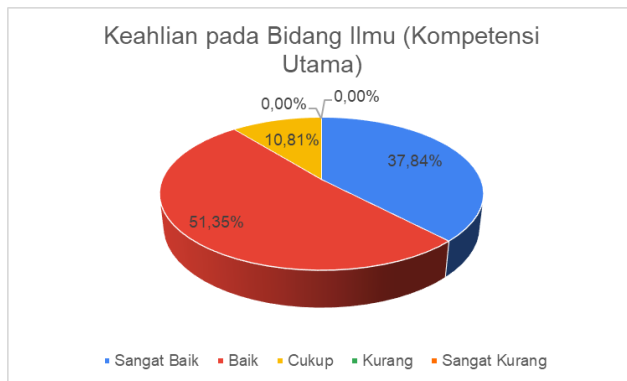
Ethics

The first question asked in the user satisfaction survey of graduates of the Islamic Religious Education (PAI) study program is related to graduate ethics. Data shows that the ethics of graduates are 59.46% considered very good and 40.54% are considered good and no graduate users state that alumni in terms of ethics are considered lacking or even very lacking. Of course, this is encouraging for study programs and institutions in general. This means that alumni of the study program can be accepted into the world of work as expected by the institution.



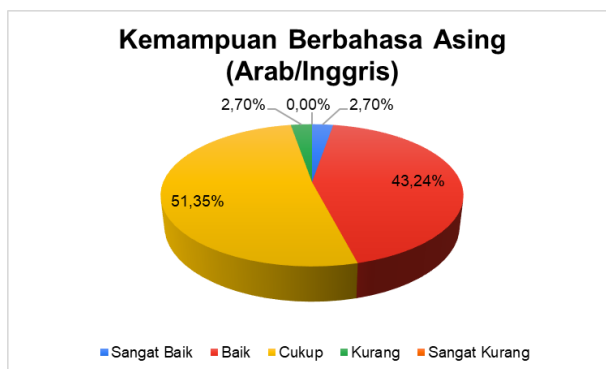
Expertise in the field of science (main competencies)

Users who graduated from the Islamic Religious Education (PAI) IAIN Kudus study program assessed that the main competencies in the field of science stated that 37.84% of graduates were very good, 51.35% considered good and 10.81% were quite competent in the field of Islamic religious education.



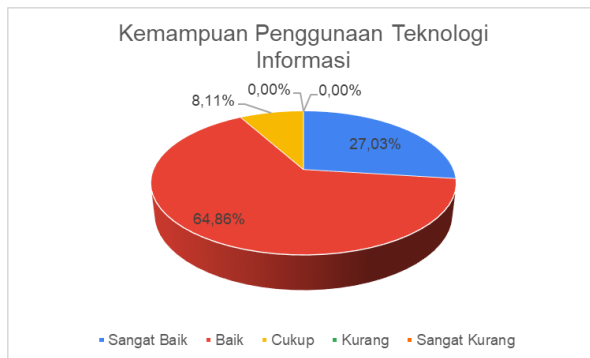
Foreign Language Proficiency (Arabic/English)

Foreign Language Skills (Arabic/English) graduates of the Islamic Religious Education (PAI) IAIN Kudus study program, graduate users assessed that graduates had very good skills in the field of foreign languages as much as 2.70%, then 43.24% had good skills in the field of foreign language skills, and those who had less foreign language skills were 2.70%.



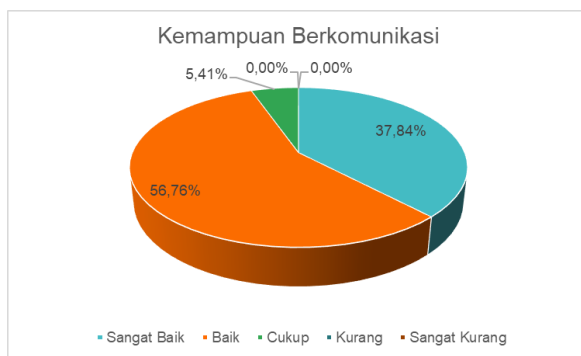
Ability to Use Information Technology

Ability to Use Information Technology Graduates of the Islamic Religious Education (PAI) IAIN Kudus study program, graduate users assessed that graduates have very good abilities in the field of information technology use as much as 27.03%, then 64.86% have good skills in the field of information technology, and as many as 8.11% of alumni are sufficient and no users state that graduates of the study program are less or even very lacking in the ability to use information technology.



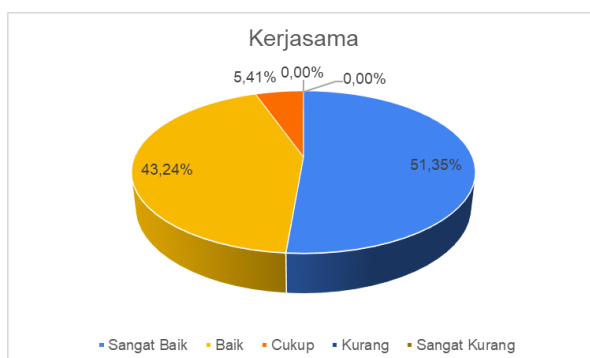
Communication Skills

Communication Skills Graduates of the Islamic Religious Education (PAI) IAIN Kudus study program, graduate users assessed that graduates have very good skills in the field of communication as much as 37.84%, then 56.76% have good skills in the field of communication, and as many as 5.41% of alumni have the ability to communicate.



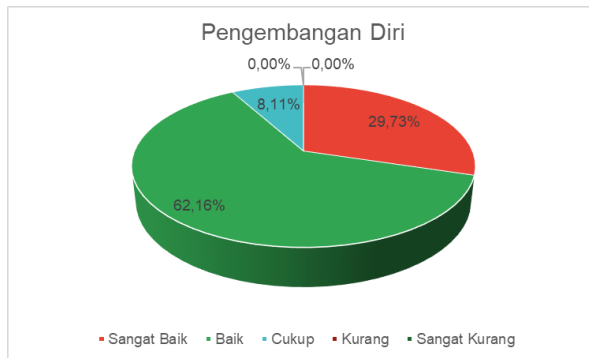
Ability to Work Together

The ability of graduates of the Islamic Religious Education (PAI) IAIN Kudus study program graduates assessed that graduates have very good abilities in the field of cooperation as much as 51.35%, then 43.24% have good abilities in the field of cooperation, and as many as 5.41% of alumni have sufficient ability in collaborating in the field of graduate users.



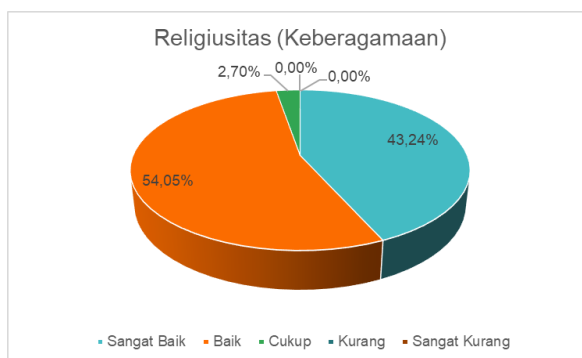
Self-Development Ability

Graduates of the Islamic Religious Education (PAI) IAIN Kudus study program after being absorbed into the world of work as the graduate users assessed that graduates have the ability to develop themselves very well as 29.73%, then 62.16% have good abilities in the field of self-development, and as many as 8.11% of alumni have sufficient ability in self-development.



Religiosity

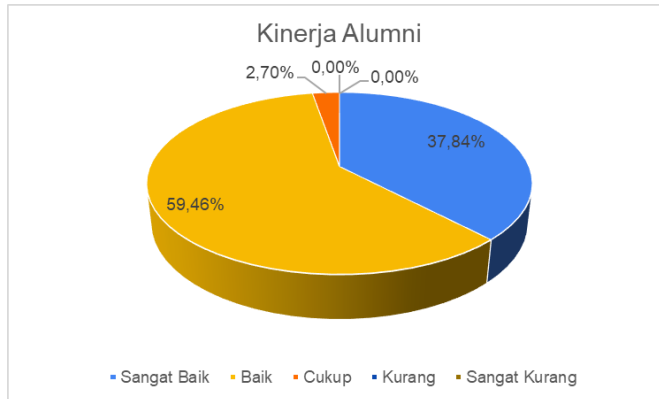
As a characteristic of graduates of the Islamic Religious Education (PAI) study program IAIN Kudus, which is an Islamic educational institution, of course, the attitude and nature of religiosity (religiosity) are certainly inseparable. This is evidenced by the results of the survey showing that graduates have very good religiosity (religiosity) as much as 43.24%, then 54.05% have good abilities and as many as 2.70% of alumni have sufficient ability to have a religious attitude.



Performance

Performance in the world of work cannot be underestimated, this is the background for institutions to collect data as alumni are recognized where they work. Good performance will increase the prestige of the institution in general and especially for study programs in improving the ability and competence of alumni in supporting performance in the world of work. The

graduates of the Islamic Religious Education (PAI) IAIN Kudus study program the survey results show that graduates have very good performance as much as 37.84%, then 59.46% have good performance abilities and as many as 2.70% of alumni have sufficient performance capabilities to meet the expectations of graduate users.



C. Conclusion

The results of the study show that the competencies needed by users are mainly related to the ability of scientific field competencies and personality competencies. The level of competitiveness of graduates is shown through a relatively short waiting time to get their first job. The waiting time for graduates of the Islamic Religious Education Study program to get more than 18 months is only 4.65%, meaning that there is no need to wait long for graduates of the Islamic Religious Education study program to get their first job. The relevance of work to the study program also shows a positive condition where most graduates work in institutions that have a close relationship with education as much as 79.08%. This is also supported by a high level of user satisfaction with graduate performance. A total of 59.46% of users stated that they were satisfied and 37.84% stated that they were very satisfied with the performance of Islamic Religious Education graduates.

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