



TRACER STUDY REPORT

**SOCIAL SCIENCE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER
TRAINING LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

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SOCIAL SCIENCES EDUCATION STUDY
PROGRAM**

**COMPILED BY
QUALITY ASSURANCE GROUP**

**SOCIAL SCIENCES EDUCATION STUDY
PROGRAM
FACULTY OF TEACHER TRAINING AND
EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN
2025**

VALIDITY SHEET
SOCIAL SCIENCE ALUMNI TRACER STUDY
SOCIAL SCIENCE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY – BANJARMASIN

This document presents the results of the alumni tracer study conducted by the Social Science Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. The tracer study aims to collect information from graduates regarding their employment status, relevance of the curriculum to the world of work, competencies obtained during their studies, and suggestions for program improvement.

Data were gathered through surveys distributed to alumni who graduated within the past few years. The study explores various aspects such as the time required to find employment, job positions, workplace sectors, and the alignment between academic preparation and actual job demands.

The results of this tracer study provide valuable insights for curriculum evaluation and development, quality assurance, and strategic planning. It also serves as a tool to strengthen the connection between higher education and the labor market. The feedback from alumni is essential for ensuring that the study program remains relevant, responsive, and capable of producing competent graduates.

This report reflects the program's commitment to continuous improvement and accountability by using alumni input as one of the foundations for academic development.



Confirmed by:

Dean Faculty of Teacher Training and Education
University of Lambung Mangkurat,

Prof. Dr. Sunarno Basuki, Drs., M.Kes., AIFO
NIP 196409201989031004

Study Program Coordinator
Social Science Education

Dr. Mutiani, S.Pd., M.Pd.
NIP 198909072018032001

INTRODUCTION

We express our gratitude to the presence of God Almighty for the preparation of this document. *Tracer Study Report* Social Sciences Education Study Program (IPS Education), Faculty of Teacher Training and Education, Lambung Mangkurat University. This report demonstrates our commitment to the sustainability of our internal quality assurance system, particularly in ensuring the relevance of graduates to the needs of the workforce and the dynamics of society at large.

Tracer studies are a crucial tool for bridging the gap between higher education and the workplace. Through graduate tracking, study programs can obtain empirical data and information on alumni distribution, employment waiting periods, curriculum relevance to job market needs, and feedback on the learning process. This information not only serves as a basis for evaluating the quality of education but also serves as a strategic reference for decision-making on curriculum development, learning methods, and strategies for improving graduate competency.

We view the implementation of Tracer Study as an integral part of the academic quality assurance cycle. Through the PPEPP cycle (*Planning, Implementation, Evaluation, Control, and Improvement*), this report is expected to be able to contribute in identifying the strengths, weaknesses, opportunities, and challenges faced by the Social Studies Education Study Program in producing graduates who are adaptive, competent, and have high competitiveness in the era of digital transformation and global society.

This tracer study is conducted on graduates within a specific timeframe agreed upon by the institution. The instruments used are designed based on national higher education standard indicators and tailored to the specific needs of the study program. The collected data is then analyzed descriptively and interpretively to generate strategic recommendations that are applicable and oriented towards continuous improvement (*continuous improvement*).

We recognize that the successful preparation of this report is inseparable from the support of various parties, especially the alumni who actively participated in completing the questionnaire and sharing their experiences in the workplace. We also extend our gratitude to the Study Program Tracer Study Management Team, lecturers, educational staff,

and other relevant parties who have contributed their energy, ideas, and constructive suggestions.

Finally, we hope this report can serve as a basis for consideration in the process of developing academic and non-academic quality in the Social Studies Education Study Program. We also hope that the results contained in this report can be used by stakeholders, both at the faculty and university levels, as well as external partners, in establishing synergies to produce superior graduates who will have a real impact on regional and national development.

Banjarmasin, January 5, 2025

Head of Quality Assurance Group
Social Studies Education Study Program

Sovia Rahmia Husni, M. Pd.

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A. Introduction

Higher education has a strategic responsibility to produce superior human resources who are adaptive to current developments. In this context, the Social Sciences Education Study Program (IPS Education), Faculty of Teacher Training and Education, Lambung Mangkurat University, deems it crucial to implement continuous evaluation of learning outcomes, particularly through Tracer Study activities. This activity is not merely administrative but also an integral part of the internal quality assurance system to ensure that graduates meet the needs of the workplace and the wider community.

A tracer study, or alumni tracking study, serves as an evaluative instrument aimed at collecting data and information on graduates after they complete their studies. This study includes information on job waiting periods, fields of employment, the degree of job-field compatibility, career development, and an assessment of the educational institution's contribution to providing competencies needed in the workforce. Tracer study results serve as a crucial basis for academic decision-making based on factual data and demonstrate the program's accountability to the public.

In its implementation, the Tracer Study is conducted systematically and oriented towards quality improvement. Through this approach, the Social Studies Education Study Program can identify the strengths and weaknesses of the educational process and formulate concrete steps for improvement. This activity not only highlights alumni's presence in the workforce but also captures their perceptions of the quality of education, the relevance of the curriculum, and the effectiveness of the learning they have undergone during their studies in the study program.

The importance of implementing tracer studies is inseparable from the challenges faced by higher education in responding to global dynamics and the Fourth Industrial Revolution. Graduates are required not only to master theoretical aspects but also to possess 21st-century skills such as critical thinking, effective communication, collaboration, and innovation. Therefore, alumni data provides strategic input in adapting curricula, learning methods, and developing graduate character to better prepare them for complex professional realities.

As part of internal quality assurance, the Tracer Study is also aligned with the PPEPP (Planning, Implementation, Evaluation, Control, and Improvement) cycle. This cycle serves as the primary framework for maintaining consistent academic and non-academic quality across the board. Alumni tracking results are used not only for internal study program purposes but also serve as important indicators in national and international accreditation processes.

The Social Studies Education Study Program views alumni not only as educational products but also as reflective partners in the educational transformation process. The information provided by alumni represents a concrete evaluation of the educational process they have undergone. By making alumni a key subject in quality evaluations, institutions can formulate improvement strategies that are more relevant and contextual to the challenges graduates face in the field.

Furthermore, the Tracer Study provides an empirical overview of graduates' contributions to society and the workplace. This serves as a crucial indicator for measuring learning effectiveness, curriculum implementation success, and graduate empowerment in the real world. In the long term, this data serves as the basis for developing sustainable study programs that are responsive to social needs.

This year's Tracer Study focused on alumni who graduated in recent years. Instruments were distributed online to reach alumni more widely and efficiently. In addition to quantitative instruments, the implementation team also included qualitative methods through interviews and open-ended feedback to complement more in-depth narrative data. This step was intended to broaden perspectives and deepen understanding of alumni's work experiences and perceptions of their educational journey.

One of the important achievements of this activity was the acquisition of data on the relevance of graduate competencies to the job demands they face. When gaps or mismatches are identified, this becomes a serious concern in curriculum development. Conversely, if graduates are deemed competitive and capable of meeting professional challenges, the implemented curriculum approach can be further strengthened while anticipating future changes.

Alumni involvement in the Tracer Study also reflects the extent of their emotional and academic connection to the institution. The higher the level of alumni participation, the greater their trust and loyalty to the study program. This indirectly reflects the institution's success in building meaningful and sustainable academic ties.

Through this report, the Social Studies Education Study Program aims to affirm its commitment to a data-driven culture of quality. This approach is crucial for strengthening the program's credibility among both internal and external stakeholders. Furthermore, this report will serve as a strategic reference in developing medium- and long-term academic work plans.

This report is systematically and analytically compiled to present accurate and relevant information. It includes key findings from alumni tracking, interpretations of the data obtained, and strategic recommendations that can be implemented by the study program going

forward. All of these efforts are aimed at ensuring that graduates of the Social Studies Education Study Program are adequately prepared intellectually, socially, and professionally.

The successful preparation of this report is inseparable from the involvement of various parties. The Tracer Study implementation team, lecturers, educational staff, and alumni who took the time to participate and provide data and feedback were a crucial part of this process. Without their involvement, this report would not have sufficient substantive strength.

This report is not merely administrative documentation, but rather part of an institutional reflection on building high-quality, inclusive, and relevant higher education. Therefore, the results of this Tracer Study need to be followed up with concrete steps in the form of improvements to the curriculum, learning, and early career development strategies for students. These efforts represent a long-term investment in developing productive graduates.

This report is expected to be a tangible contribution from the Social Studies Education Study Program in building a high-quality and accountable higher education system. Hopefully, this Tracer Study report will provide broad benefits, not only for the study program, but also for faculties, universities, and stakeholders concerned with improving the quality of graduates and strengthening the competitiveness of Indonesian higher education globally.

B. Tracer Study Results of the Social Studies Education Study Program

Tracer study Provides information on the alignment of graduate competencies with the needs of the workplace. Tracer study results can reveal gaps between what is learned in higher education and what is

needed in the field. This information can be used to develop a curriculum that is more relevant to industry and job market needs, thereby increasing graduate competitiveness. By understanding the needs of the workplace, a curriculum can be designed to equip students with the necessary competencies. This can improve the quality of graduates and better prepare them for entering the workforce.

Tracer study can be used to measure the effectiveness of the curriculum and study programs. This information can be used to improve study program accountability to stakeholders, such as students, parents, and relevant institutions. Tracer study input is crucial to ensuring that higher education curricula are relevant to the needs of the workforce and produce quality graduates.

Tracer study This survey reached the primary respondents, namely 311 alumni who graduated through 2024 from the Social Studies Education Study Program. The distribution of alumni by graduation year can be seen in this table:

Table 1.1. Distribution of Tracer Study Respondents in 2024

Year	Number of Graduates	%
2019	38	12
2020	21	7
2021	62	20
2022	61	20
2023	90	29
2024	39	13

Based on the respondent data in table 1 totaling 311 people, 87% are employed (270 people). Respondents have varied jobs including as Educators 33% (89 people), BUMN/BUMD Employees 4% (12 people), Private Employees 24% (65 people), Honorary 19% (51 people), Entrepreneurs 3% (8 people), and Continuing Studies 17% (46 people). The visualization of the distribution of alumni jobs can be seen as follows:

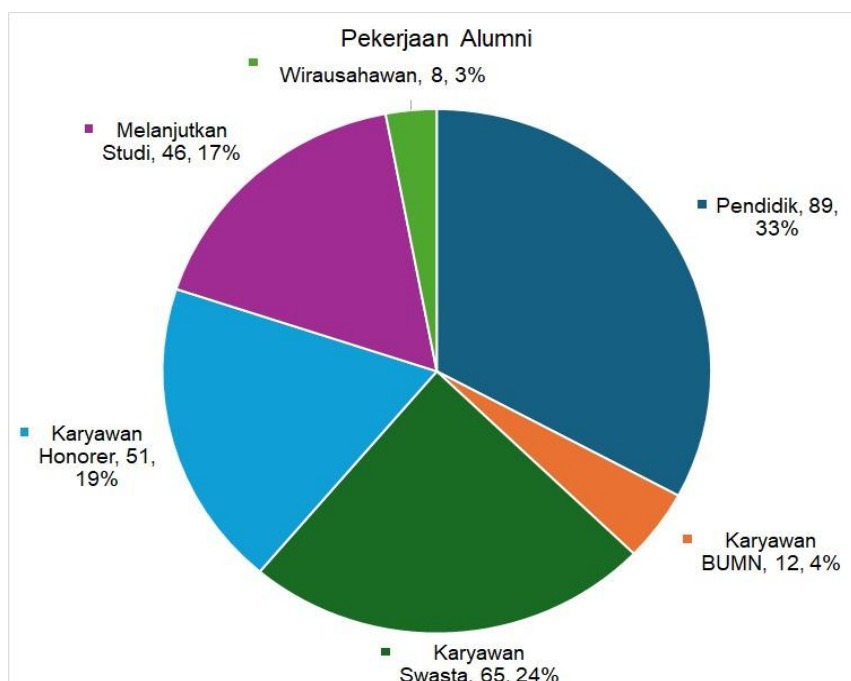


Figure 1.1. Percentage of Alumni's Workplace Types

Employment data from alumni of the Social Studies Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM), shows that 33% of graduates work as educators, which aligns with the program's primary mandate to produce prospective social studies teachers at the junior high school level and equivalent. While this figure is significant, it also highlights the fact that more than half of graduates pursue careers outside the formal

education profession. This phenomenon indicates a shift in interests or limited job market absorption in the education sector. Therefore, curriculum redesign is urgently needed to ensure graduates have cross-sector competencies, enabling them to remain productive and relevant even without working as teachers in formal educational institutions.

Furthermore, 19% of graduates work as contract employees, which generally means precarious employment, low income, and limited career development opportunities. This figure reflects a serious challenge to graduate competitiveness, particularly in accessing formal employment opportunities in government or private institutions. Study program curricula need to address this challenge by strengthening materials and training relevant to teacher recruitment, such as the selection of civil servants (CPNS), PPPK (Regional Employee Admissions), and professional certification. Furthermore, providing technical skills such as classroom management, learning media development, and an understanding of national education policies is crucial to ensure graduates are not only competent but also competitive.

Equally important is the presence of 24% of alumni in the private sector, demonstrating that social studies education has adaptive potential beyond the teaching profession. This also serves as a critique of the old curriculum, which focused too much on teacher formation without considering the diversity of graduate career paths. The new curriculum needs to be designed with career flexibility (multi-exit strategy) in mind, namely by providing skills in organizational communication, public administration, social program management, and the ability to think systematically in addressing societal issues. Thus, graduates are not only prepared to become teachers but also able to play a role in various sectors of social development.

Meanwhile, the low number of alumni working in state-owned enterprises (4%) and as entrepreneurs (3%) reflects the curriculum's weak orientation toward innovative and entrepreneurial competencies. The current curriculum tends to neglect social entrepreneurship training, even though social studies graduates have significant potential for community-based entrepreneurship, managing social activities, or even starting alternative educational institutions. Therefore, curriculum redesign should include new courses or strengthen existing course content that supports innovation skills, small and medium enterprise management, and social entrepreneurship based on Kalimantan's local potential.

On the other hand, 17% of alumni continue their studies at a higher level, indicating that some graduates are motivated to grow academically. This is a positive indicator that the study program has established a strong intellectual foundation. However, to improve this achievement, the curriculum needs to strengthen research methodology, academic literacy, and critical and analytical thinking skills. Students must be trained to produce quality scientific work from an early age, thus better preparing them for further education and contributing to academia and public policy research.

Overall alumni employment data also shows a gap between the learning outcomes designed in the curriculum and the reality of the workplace. This is an important reflection that the curriculum needs a more fundamental revision, not only by updating the course list but also by reformulating the graduate profile, learning outcomes, and learning implementation strategies. A good curriculum must be able to ensure that graduates have applicable, adaptive, and sustainable competencies. Regular evaluation of graduate absorption, coupled with the involvement

of alumni and graduate users in curriculum design, is a strategic step in the quality assurance process.

Taking all of this data into account, the curriculum redesign of the Social Studies Education Study Program at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM) must be directed towards a flexible, responsive, and contextual approach, aligned with the dynamics of the job market and the needs of the local community. The curriculum can no longer be built solely on theoretical assumptions and conventional approaches. Instead, it must become a strategic instrument that not only produces graduates to meet current needs but also prepares them for a future full of change. Through a curriculum built on empirical data, the study program will be able to produce graduates who are not only capable of teaching, but also capable of leading, innovating, and building social change in various sectors of life.

C. Results of curriculum implementation evaluation based on Tracer Study

The process of preparing and developing a higher education curriculum should ideally be based on input from stakeholders who have direct and indirect relationships with the study program. Based on an analysis of input documents obtained from lecturers, students, and alumni users, it is clear that the curriculum design of the Social Sciences Education (IPS) Study Program, FKIP, Lambung Mangkurat University, still requires adjustments to be more contextual, adaptive, and able to respond to the challenges of the times. This finding reflects a gap between the current curriculum design and real needs in both the academic world and the workplace. Therefore, curriculum revisions need to be carried out systematically with a reflective and participatory approach, in order to

strengthen the curriculum's relevance to the dynamics of science as well as the needs of society and the world of work.

Input from lecturers indicates the urgency of evaluating the semester credit unit (SKS) load assigned to courses. An imbalance between the credit load and the complexity of the material can hinder the effectiveness of learning and the achievement of learning outcomes. Furthermore, lecturers also encourage adjustments or elimination of courses that are no longer relevant to the evolving needs of students or the scientific direction of social studies education. This indicates that the curriculum structure still needs to be adjusted to be more flexible and dynamic, while maintaining the depth of study of the disciplines that underpin the study program. This evaluation should be conducted periodically, involving academic forums, and referring to national standards and global developments in social sciences and education.

In addition to structural aspects, lecturers also emphasized the importance of updating the teaching materials used in the learning process. Stagnant lecture materials can cause students to lag behind in understanding the ever-changing social reality. Therefore, the development of teaching materials should be structured contextually, based on current social issues, and able to encourage students' critical thinking. Furthermore, the process of monitoring and evaluating the achievement of Course Learning Outcomes (CPMK) must be carried out every academic year as a form of internal quality control. With continuous monitoring, study programs can ensure that learning outcomes are not only formulated in documents, but also actually achieved in teaching practices and student learning outcomes.

Meanwhile, from the student perspective, a need for transparency and clarity of academic information emerged from the beginning of the course. Students felt the need for a structured learning plan, including

detailed information about the material taught, assignments assigned, and evaluation methods used. Furthermore, students expressed the need for systematic guidance in participating in the Independent Learning Campus (MBKM) program. These issues indicate that the implementation of MBKM has not been fully optimal, particularly in terms of course recognition, technical implementation, and integration of the MBKM program into the main curriculum. Therefore, curriculum redesign must be accompanied by strengthening the academic information system and implementing guidelines to facilitate students and lecturers in implementing the policy effectively.

Furthermore, students also expect clarity in assignments, practical work, and portfolio development in each course. Unclear assignments can lead to imbalances in student workloads and confusion in achieving learning targets. This highlights the importance of developing a detailed and accommodating Semester Learning Plan (RPS), aligning evaluation methods with the principles of performance-based assessment. This performance-oriented assessment measures not only cognitive competencies but also students' practical and reflective skills, which are crucial for the workplace as future social studies educators.

Feedback from alumni users provides a critical perspective on graduate quality, which is not always aligned with formal academic achievements such as grade point averages (GPA). There is a tendency that graduates with high GPAs do not always possess good work skills and attitudes when entering the workforce. This indicates the need to strengthen soft skills in the curriculum, such as communication skills, teamwork, problem-solving, and professional ethics. Alumni users also suggest the importance of field practice based on real-world experiences, both in government agencies and the private sector, to strengthen students' understanding of the real work context and social dynamics.

Therefore, the curriculum needs to be designed to systematically integrate field-based learning as part of developing graduates' professional competencies.

Finally, the concern of alumni users regarding the low foreign language skills of graduates, as well as the importance of strengthening local content in lectures, became a strategic note in the curriculum redesign. Foreign language competency, especially English, must be an integral part of the curriculum, either through separate courses or integrated into study materials. On the other hand, strengthening local content such as Kalimantan's local wisdom in social studies courses needs to be encouraged to make learning more contextual and meaningful for students. This combination of global insight and local roots is expected to produce graduates who not only excel in professional competence, but also possess high social and cultural sensitivity. Thus, the Social Studies Education curriculum of the Faculty of Teacher Training and Education, Lambung Mangkurat University can continue to develop sustainably, responsive to change, and relevant to the needs of the times.

D. Tracer Study and Curriculum Redesign

Effective curriculum redesign must consider the dynamics of learning needs and the increasingly complex world of work. One key finding that formed the basis of the evaluation was the need to strengthen academic activities outside the classroom. Learning activities solely focused on lectures are no longer sufficient to address the challenges of today's social studies education. Students must be given space to actively engage in exploratory activities outside the campus, such as field trips, community social research, observations of community phenomena, and local policy studies. These activities not only enrich the learning

experience but also strengthen the connection between the theories learned and the social realities encountered. Future curricula must allocate adequate credit weight to structured, structured, and integrated extracurricular activities with learning outcomes.

Furthermore, developing students' technical skills (hard skills) and personal skills (soft skills) is a non-negotiable requirement in shaping a holistic graduate profile. Hard skills in the context of social studies education include the ability to design learning, use digital media, analyze social data, and conduct classroom action research. Meanwhile, soft skills include interpersonal communication, critical thinking, leadership, teamwork, and professional ethics. These findings indicate that the educational process must be directed at developing students as individuals who not only possess knowledge but also are able to adapt, act professionally, and respond constructively to social challenges. Curriculum redesign needs to incorporate activities that integrate the development of these two types of skills throughout the student learning experience, whether through courses, student activities, or field practice.

The following input suggests the importance of involving alumni as practitioners or resource persons in lectures. Alumni who have been active in the workforce possess relevant empirical experience and can provide a concrete picture of the demands and dynamics in the field. The involvement of alumni as guest speakers or mentors can broaden students' horizons about the job prospects for Social Studies graduates, as well as build motivation and a more focused career orientation. In the context of curriculum development, alumni experiences can also serve as a reference for identifying gaps between academic learning outcomes and professional work needs. Therefore, it is important for study programs to systematically integrate the role of alumni in learning planning and implementation.

Furthermore, holding regular alumni gatherings is a crucial strategy for building long-term collaboration between educational institutions and their graduates. Alumni gatherings serve not only as a means of fostering camaraderie but also as a strategic forum for reflective discussions on curriculum implementation and graduate quality assessment. These gatherings can serve as a means of gathering input on curriculum effectiveness and exploring opportunities for collaboration between study programs and the institutions where alumni work, both in the government and private sectors. This collaboration can take the form of internships, collaborative research activities, skills training, or community service projects. Thus, alumni networks become a strategic asset in the ongoing quality assurance process and the achievement of the study program's vision.

From these four findings, we can conclude that future curriculum design must be transformative, focusing not only on mastery of material but also on learning experiences that shape students' professional and social competencies. The curriculum needs to create space for experiential learning, enabling students to become more than just recipients of information but also active participants in the learning process. This approach aligns with the contextual and applied nature of social sciences. Furthermore, strengthening the affective dimension and 21st-century skills such as creativity, collaboration, and digital literacy also needs to be systematically embedded in learning design.

In the curriculum redesign process, a collaborative approach must be a fundamental principle. Curriculum evaluation and development are not solely the responsibility of lecturers or study program managers, but must actively involve all stakeholders, including students, alumni, graduate users, and institutional partners. This involvement will ensure that the curriculum not only aligns with formal higher education standards

but also reflects the needs and realities of the professional world. Openness to input and dialogue between stakeholders are key to creating a curriculum that is adaptive, flexible, and ready to face rapid social change.

These findings point to the need for a curriculum document that not only outlines course structure and learning outcomes but also develops concrete implementation strategies. The curriculum redesign should detail the mechanisms for extracurricular activities, collaboration formats with alumni, strategies for strengthening soft and hard skills, and a learning scheme based on active student engagement in social dynamics. Thus, the Social Studies Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, will be better able to produce graduates who are not only academically intelligent but also prepared to face professional challenges and make a real contribution to society.