



## **Effectiveness of the Islamic Education Management Study Program Using Alumni Tracer Study Data**

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### **ABSTRACT**

*This research aims to analyze the effectiveness of the Islamic Education Management Study Program (IEMSP) by implementing a tracer study involving its alums. The tracer study, a survey technique employed by higher education institutions, significantly enhances educational quality and program development. The research methodology is a mixed-method sequential exploratory approach with a concurrent embedded design, integrating qualitative and quantitative data. The primary focus is on qualitative data, complemented by quantitative data, gathered through interviews, participative observations, documentation studies, and the distribution of questionnaires to IEMSP alumni. The findings indicate that most IEMSP alumni successfully enter the workforce, demonstrating the effectiveness of the program's job placement efforts. The time required to secure the first job is generally short, with job roles predominantly in administrative and educational fields. These findings provide a solid basis for recommending curriculum updates, enhancements to career services, and strengthening partnerships with industries. The conclusion drawn from this research is that the program positively impacts the preparation of graduates for the workforce. The tracer study provides essential information for adjusting the curriculum to meet industry needs, introducing responsive teaching methods, and developing additional programs to enhance graduates' skills. The relevance of the tracer study results reflects the commitment of the Islamic Education Management Program to remain aligned with current developments, ensuring that graduates possess relevant knowledge and skills. Strategies such as field experience programs, industry partnerships, mentoring, and additional skills development are employed to improve alum absorption into the workforce. Continuous evaluation and improvement are undertaken to ensure the effectiveness of these strategies.*



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## INTRODUCTION

Higher education is considered the primary foundation for building a dignified national civilization (Deffinika et al., 2021). The primary focus of higher education is to create competitive human resources. Therefore, universities need to involve alumni in quality assessment and curriculum evaluation (Sárvári, 2021). One effective tool for tracking alum career trajectories is a tracer study, a survey technique that provides objective data on graduate performance in the workforce. (Rogan & Reynolds, 2016; Seyfried & Pohlenz, 2018). The Islamic Education Management Study Program (IEMSP) at the Institut Agama Islam Negeri (IAIN) Lhokseumawe faces significant challenges in collecting reliable data regarding the career progression of its graduates. A primary obstacle is the need for more initiative among graduates to communicate their achievements, coupled with the difficulties encountered in obtaining feedback from alums (Karaman, 2023). Consequently, this study seeks to address this gap by investigating the employment prospects of IEMSP graduates and their relationship with the workforce. Through this exploration, the study aims to enhance the understanding of alum career trajectories and to identify strategies for improving communication and feedback mechanisms between the program and its graduates (Fusarelli & Fusarelli, 2018; Sayuti, 2016).

Several previous studies have discussed similar issues but have yet to fully address the obstacles the IEMSP faces. Baldry's research highlights the influence of structural factors in determining the employment prospects of graduates. (Baldry, 2016; Bashori, 2022). The need for more competitiveness of graduates from state Islamic religious institutions is noted due to each university's non-optimal career development centers—other studies, such as those conducted by Bloch. (Bloch et al., 2021) and (Budzinskaya & Teregulova, 2021; Sartika et al., 2022) emphasize the relationship between the quality of college graduates and the quality of jobs they secure. However, no research thoroughly discusses the relevance of tracer study results in improving the IEMSP's education system.

Meanwhile, (Harvey & Green, 2013) describes different conceptualizations of quality, and (Sam, 2019) describes higher education must reformulate its vision, mission, and competency standards for graduates according to the workforce's needs (Fajri & Sukatin, 2021; Salabi, 2020). This research also discusses factors contributing to student success in the workforce and the business world, including the importance of networks and government policies in developing a student entrepreneurial culture. However, research needs to specifically address the strategies of the IEMSP in improving the educational process to ensure alumni absorption in the workforce. In the context of tracer studies, grouping tracer data requires specific techniques (Odame et al., 2021; Yudhanegara & Lestari, 2019). However, research by Clegg et al. (2013) criticizes changes to the system that are needed so that employers have confidence in graduates' competencies, emphasizing the need for objective policies. By detailing the framework of this relevant study, this research aims to complement the shortcomings of previous studies and make a significant contribution to improving the quality of education in the IEMSP.

## METHOD

This research employs a mixed-methods approach with a concurrent embedded design, unequally combining qualitative and quantitative methods (Creswell & Creswell, 2017). The main focus is on qualitative data, with quantitative data complementing. The research was conducted through a series of stages using a natural paradigm, with the researcher as the primary instrument. Data collection techniques included: 1) Unstructured interviews to obtain comprehensive information, conducted personally to enable effective responses. 2) Observations to describe social

situations and understand conditions in the field. 3) Document studies using official documents such as vision, mission, objectives, lecturer data, and other formal documentation. 4) Questionnaires were distributed to IEMSP alumni via WhatsApp Group (WAG) and Google Forms to gather quantitative data. Data analysis techniques followed the stages of data condensation, data presentation, and conclusion or verification. (Miles et al., 2014). The qualitative approach was primarily used for narrative analysis of data from interviews, observations, and document studies. The quantitative approach involved descriptive analysis to examine questionnaire data. The analysis results are the basis for reviewing and revising the IEMSP curriculum, including courses, learning models, and graduate competency improvement programs.

## RESULT AND DISCUSSION

### *Result*

#### *Condition of IEMSP Alumni in the World of Workforce*

The Islamic Education Management Study Program (IEMSP) alums have transitioned into the workforce and business sectors, facing various challenges and opportunities. This study systematically investigates three critical dimensions: (1) the conditions experienced by alums in the workforce and business environments, (2) the average duration required to attain employment, and (3) the professional positions secured following graduation. The results provide an empirical framework illustrating the efficacy of this study program in equipping its alums with the necessary competencies to compete in the labor market effectively.

#### *Condition of IEMSP Alumni in the Workforce*

Table 1. Employment Status of Alumni (2019/2020 to 2021/2022)

No.	Statement	Score
1.	Already Working	68.56
2.	Not Working	7.46
3.	Have had work but currently not working	16.15
4.	Have not worked because of continuing studies	5.38

Table 1 presents an analysis of the employment status of alums, categorizing them into four distinct groups: employed, unemployed, previously used but currently not working, and those not working due to pursuing further studies at the postgraduate level (S2). The data is based on 57 respondents: a) 23 alums who graduated in 2020, b) 16 who graduated in 2021, and c) 18 who graduated in 2022. The findings summarized in Table 1 reveal the following: 1) Among the 23 alums who graduated in 2020, 19 (82.60%) were employed, 1 (4.34%) was unemployed, and 3 (13.04%) had previously worked but were not currently employed. 2) For the cohort of 2021, 11 out of 16 alumni (68.75%) were employed, 3 (12.5%) were unemployed, and 2 (18.75%) had previously worked but were not currently engaged in employment. 3) In the 2022 cohort, 11 out of 18 alumni (55.55%) were employed, 1 (5.55%) was unemployed, 3 (16.66%) had previously worked but were not currently employed, and 3 (16.66%) were not working due to their enrollment in postgraduate studies (S2). These findings reveal that a substantial majority of alums from the 2020 cohort have successfully transitioned into the workforce, while the employment rates for the 2021 and 2022 cohorts are also noteworthy. Additionally, a limited percentage of alums each year are either unemployed or have chosen to pursue further education at a higher academic level. This analysis

offers a comprehensive overview of alum job placement competitiveness over the past three years, highlighting the program's effectiveness in facilitating career opportunities for its graduates.

*Conditions for the Length of Waiting Time for Alumni to Get a Job*

Table 2. Waiting Time for Alumni to Get a Job (2019/2020 to 2021/2022)

No.	Time to get your first job	Score
1.	Employed before graduation	39.72
2.	Less than 6 Months	27.50
3.	6-12 Months	8.1
4.	More than 12 Months	12.04

The survey data presented in Table 2 illustrates the waiting time for alums to secure their first job after graduation. The data indicates that 10 out of 23 (43.47%) alumni who graduated in 2020 were employed before graduation, 7 (30.43%) found work within six months after graduation, and 4 (17.39%) secured a job more than 12 months after graduation. For the 2021 graduates, 5 out of 16 (31.25%) were employed before graduation, 3 out of 16 (18.75%) found jobs within six months after graduation, 3 (18.75%) secured jobs 6-12 months after graduation, and 3 (18.75%) found jobs more than 12 months after graduation. Among the 2022 graduates, 8 out of 18 (44.44%) were employed before graduation, 6 (33.33%) found a job within six months after graduation, and 1 out of 18 (5.55%) secured a job more than 12 months after graduation. Most alums, particularly from 2020 to 2022, secured employment before or shortly after graduation. However, a small number of alums took longer to find employment. This analysis provides insights into the success of alum job placement and the time it takes to enter the workforce after completing their studies.

*Alumni Job Title/Position*

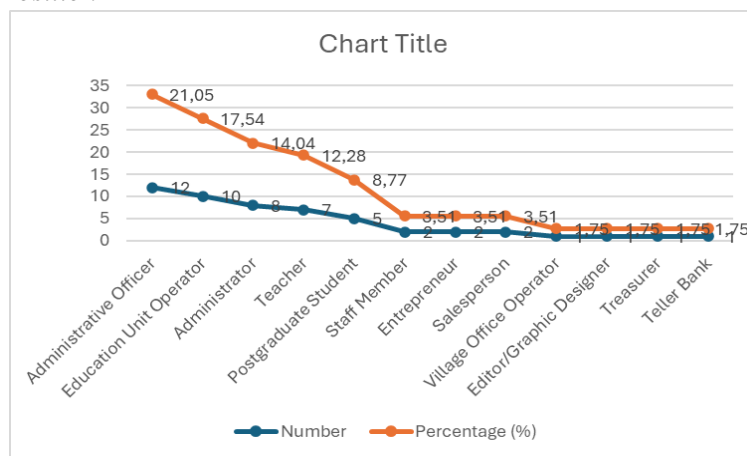


Figure 1. IEMSP Alumni Position in Employment

The survey data in Figure 1 shows the distribution of job titles among IEMSP alums who graduated between 2020 and 2022. The findings are as follows: 21% (12 out of 57) of alumni work as administrative staff, 8% (10 out of 57) of alums work as education unit operators, 14% (8 out of 57) of alums work as administrators, 12% (7 out of 57) of alums work as teachers, 9% (5 out of 57) of alums are pursuing postgraduate studies, 3% (2 out of 57) of alums each work as company staff, entrepreneurs, and salespeople, 2% (1 out of 57) of alums each work as operators in village offices, editors and graphic designers, treasurers, and bank tellers. IEMSP alumni who graduated between 2020 and 2022 have pursued diverse career paths after completing their education. Most alums are

employed in administrative roles, such as administrative staff and administrators. Additionally, a notable portion have chosen careers in teaching, working as teachers, or continuing their studies at the postgraduate level. This data illustrates the variety of career choices available to graduates and highlights the diverse opportunities they can pursue.

*Relevance of Alumni Tracer Study Results in Improving the IEMSP Education System*  
*IEMSP Curriculum Adjustment*

Table 3. Utilization of Tracer Study Results by IEMSP

Action	Description
Adjusting the Curriculum to the Demands of the Industrial World	Alums feedback is crucial for aligning the curriculum with industry demands. By incorporating graduates' experiences, the IEMSP can identify areas for updates to reflect the latest advancements in business and industry. This alignment enhances the program's relevance and improves graduates' competitiveness in the job market.
Revision of Teaching Methods	The integration of technology into the learning process, along with the implementation of more interactive and participatory active learning methods, exemplifies the IEMSP's responsiveness to alum recommendations. This educational approach enhances and ensures learning effectiveness. The integration is better aligned with student needs.
Additional Program Development	The program encourages the development of supplementary programs that equip graduates with additional skills necessary for success in the industrial sector. Competitiveness includes offerings such as leadership training and managerial skills development. These supplementary programs provide graduates a competitive advantage in the job market, enhancing their employability and professional readiness.

Research shows that IEMSP has utilized alumni tracer study results to improve the quality of its education system. Some of the data collected highlights several aspects. Table 3 outlines the extent to which the IEMSP utilizes the alumni tracer study findings to enhance the educational system's quality, specifically regarding curriculum adjustments. The IEMSP has proactively integrated alum feedback to refine the curriculum, improve pedagogical approaches, and develop supplementary programs. This feedback has facilitated the introduction of courses more closely aligned with industry demands and recent advancements in the field. Such actions underscore the IEMSP's commitment to maintaining relevance in the evolving educational landscape and the dynamic job market.

*Implementation and Learning Process*

The findings from the interviews indicate that a modest proportion of alums, approximately 28%, believe that the implementation of the academic process needs to align with their expectations wholly. The concerns articulated during these interviews can be categorized as follows: 1) dissatisfaction with the perceived lack of diversity in teaching methodologies, 2) a curriculum that inadequately addresses the requirements of the professional landscape, 3) administrative services that

require enhancement, and 4) learning facilities that are deemed insufficient. While most alums expressed a favorable evaluation of the implementation and academic process within the IEMSP, a subset of alumni with dissenting views necessitates a critical reflection to foster improvement. These findings catalyze the study program to pursue ongoing innovation, curricular adjustments, and enhancements in educational services to better align with the expectations of alums and to equip students more effectively for the challenges posed by an evolving job market.

*Improving the IEMSP Education System*

The findings from the alum tracer study play a crucial role in enhancing the educational framework of the IEMSP. The relevance of these tracer study results in curriculum development ensures that the IEMSP's academic offerings are aligned with the demands of the job market, thereby better-equipping graduates to navigate the challenges presented by an ever-evolving employment landscape. In this manner, the IEMSP can sustain the effectiveness of its educational initiatives while meeting the expectations of alums and current students. The significance of the tracer study in improving the education system within the IEMSP is underscored by the employment outcomes of its alums. Notably, 82.60% of the graduates from the class of 2020 secured employment, indicating high job placement success. The placement rates for the alum cohorts of 2021 and 2022 are also noteworthy, at 68.75% and 55.55%, respectively. It is worth mentioning that only a tiny proportion of alums opt to pursue further studies at the postgraduate level.

The IEMSP demonstrates commendable success in facilitating alum placement within the workforce, with the majority entering the job market within the past three years. The types of employment institutions where alums are employed further reflect the appropriateness of the educational improvements made. A significant 61% of alums work in academic institutions, while others find opportunities in the private sector, including positions in PTs, CVs, and various district or city education offices. The IEMSP effectively provides career opportunities across diverse sectors, particularly educational institutions. Another notable aspect is the job roles undertaken by alums, with many occupying administrative positions such as Administrative Staff and Administrators. Furthermore, some alumni have chosen to pursue careers in education as teachers or to continue their postgraduate studies. This diversity in career pathways illustrates the opportunities available to graduates following their education. Alum's contributions to the education sector and Islamic education management highlight their involvement in various projects and initiatives within their workplaces, especially those related to Islamic education and educational management. This engagement underscores the impact of the IEMSP alums in shaping and enhancing the academic landscape.

*Alumni Job Relevance with IEMSP Graduate Profile*

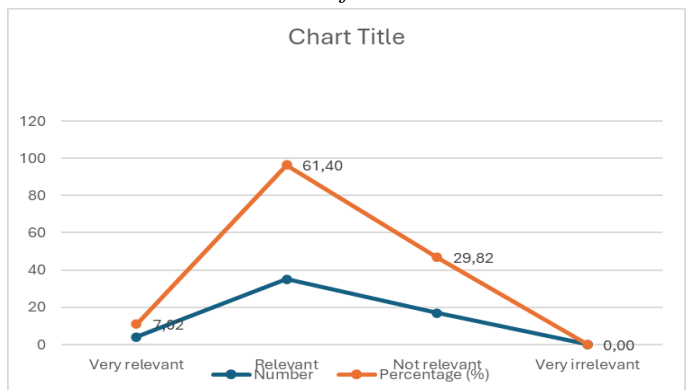


Figure 2. Questionnaire Data on Job Relevance with IEMSP Profile

Figure 2 illustrates that 4 out of 57 (7%) alums who graduated between 2020 and 2022 stated that their current work was relevant to their academic background in Islamic education management. Additionally, 35 out of 57 (61.40%) alums indicated that their current job was somewhat relevant to their academic background. In comparison, 17 out of 57 (29.82%) alumni reported that their current job was irrelevant to their educational background. The relevance of alumni's work to the IEMSP is also reflected in user feedback collected as follows:

1. Alums from the IEMSP program show a high level of compatibility between their academic background and their roles in educational administration. Additionally, IEMSP alums working in educational institutions contribute innovative ideas to program implementation, demonstrating initiative and innovation.
2. IEMSP alums who serve as school operators actively apply the concepts and methodologies learned during their studies. They are involved in projects and positively contribute to educational development in schools.

Most alums feel their work is relevant to their academic background, indicating that the education they received in the IEMSP can be effectively applied in the workplace. However, some alumni find their work irrelevant to their academic background. This study highlights the extent to which their education has prepared them for their careers and impacts their job satisfaction. Job satisfaction is influenced by the alignment of the education provided by the IEMSP with the demands of the job market.

#### *Strategies for Increasing Alumni Employment in the Workforce and Business*

This study reveals the strategies employed by the IEMSP to ensure high employment rates for their graduates. As noted in an interview with MF, one such strategy is the Field Experience Practice (FEP) program implemented within the educational environment. Unlike the previous FEP program, which focused only on placements outside the educational environment, FEP allows students to interact directly with professionals in the Islamic education and education management industry. FEP also provides students with relevant feedback to improve their quality and performance, aligning with the curriculum offered by the IEMSP.

IEMSP must establish more active partnerships with industries, particularly in the Aceh region, to develop a curriculum that aligns with market needs. Strong partnerships ensure graduates possess skills that meet job market demands. Mentoring and coaching programs have been introduced to help students develop essential workforce skills, such as communication, leadership, and data analysis. Collaboration with professional institutions in Islamic education provides students opportunities to engage in research and innovative projects, deepening their understanding of current trends. Thus, IEMSP aims to enhance alumni employment through various strategies and models.

#### *Discussion*

##### *Condition of IEMSP Alumni in the Workforce and Business*

Most alums who graduated in 2020 have entered the workforce (82.60%), with significant employment rates for 2021 and 2022 graduates as well. However, a small percentage opted to pursue postgraduate studies. This study indicates a strong job placement success rate over the past three years. Most alums, particularly from 2020 and 2022, found employment shortly after graduation, although a few took longer to secure their first job.

This analysis highlights the effectiveness of alum job placement and the timeframe for entering the workforce post-graduation. The findings support previous research that emphasizes the link between job placement success and curriculum relevance to market needs. A curriculum that

responds to industry demands can expedite the job placement process. Graduates from 2020 to 2022 have pursued diverse career paths, primarily in administrative roles, while some became teachers or continued their studies. This diversity reflects graduates' adaptability in applying their skills across various sectors. Previous research can further illuminate career trends in Islamic education management, aiding study programs in refining curricula and enhancing graduates' readiness for multiple roles (Hughes et al., 2022; Pramono et al., 2023). Most alums feel their jobs are highly relevant to their academic background, particularly in Islamic education management. However, some alumni consider their jobs irrelevant. This study suggests a need for a more in-depth understanding of alum perspectives and the match between the curriculum and job demands. Theoretical studies on graduate employability can provide insight into the factors that influence alums's perceptions of job relevance to their educational background (Miaat, 2014; Yorke, 2006). The positive impact of IEMSP alumni in the workforce, as highlighted by user interviews, demonstrates their contributions to educational programs. They engage in initiatives and innovations, showcasing creative thinking. Alumni serving as school operators actively apply concepts and methodologies learned during their studies, enhancing school education development. This finding relates to knowledge transfer and organizational learning in management literature (Azmy, 2015). Organizations that effectively transfer knowledge foster innovation. Alum's contributions reflect the study program's success in cultivating creativity and critical thinking. The tracer study results indicate that the IEMSP has adequately prepared graduates for the workforce, with a strong alignment between their academic background and job requirements. Recommendations should prioritize updating the curriculum to meet industry needs, enhancing career services, and strengthening collaborations with the industry to ensure successful graduate outcomes and sustained alum contributions.

#### *Relevance of Alumni Tracer Study Results in IEMSP Curriculum Development*

The findings show that the Islamic Education Management Study Program (IEMSP) actively uses the results of the alum tracer study as a foundation for improving the education system. The response to the world of work is realized through three concrete steps:

##### a. Curriculum Adjustment

Data from the tracer study is used to adjust the curriculum to the demands of work and business. This study includes the addition of relevant courses and adjustments to the latest developments, increasing the relevance of study programs to industry needs. The concept of a curriculum responsive to the demands of business and industry has long been a focus of educational theory. Curriculum effectiveness must reflect learning objectives and community needs. The utilization of tracer studies for curriculum adjustment aligns with this principle.

##### b. Revision of Teaching Methods

The integration of technology in the learning process and the application of active learning methods show a response to alums' suggestions. This step aims to make learning more effective and aligned with students' needs. Active learning theory, as proposed by Bonwell & Eison (1991), emphasizes the importance of student involvement in the learning process. The integration of technology and active methods is in line with this principle. Research by Means et al. (2010) shows that using technology in learning can increase student motivation, character and engagement (Salabi et al., 2022).

##### c. Additional Program Development

By encouraging the development of additional programs, the IEMSP provides opportunities for graduates to develop further skills sought by the business world. The focus on leadership training and managerial skills strengthens alums' competitive advantage in the job market. Research by Porter



(1985) highlights the importance of competitive advantage in achieving success in the job market (Birman et al., 2018; Irfan et al., 2024). Additional programs can provide this advantage to graduates.

The findings concerning the implementation and academic processes within the Islamic Education Management Study Program (IEMSP) indicate the curriculum's quality and the effectiveness of educational activities. Evaluations provided by alums, encompassing both positive and critical perspectives, yield valuable insights that can guide areas for improvement. Notably, 71.1% of alums reported that the implementation and academic processes met their expectations, indicating a commendable success for the study program in facilitating compelling learning experiences. This positive evaluation suggests a favourable correlation between educational quality and student satisfaction. Therefore, such assessments must be conducted regularly to ensure the continuous enhancement of the program. Despite the overall positive assessments, approximately 28% of alums identified areas for improvement. According to the educational evaluation model proposed by (Stake, 1975), evaluations incorporating various stakeholders' perspectives can provide a more comprehensive understanding of a program's success. Furthermore, research by Hattie and Timperley emphasizes the importance of feedback in the learning process, suggesting that constructive feedback can significantly enhance educational outcomes. By integrating these insights, the IEMSP can further refine its curriculum and academic processes better to meet the needs and expectations of its stakeholders (Hattie & Timperley, 2007).

Complaints about variations in learning methods highlight the need for the curriculum to align more closely with industry standards. Student concerns include academic administration, lecturer relationships, inadequate hands-on practice, relevance of learning materials, and the overall academic atmosphere. The tracer study showed that alumni secured jobs and made positive contributions to Islamic education and education management. Their involvement in various projects reflects their significant impact on the sector's development, demonstrating that alumni not only find employment but also contribute meaningfully to the advancement of education (Irianto et al., 2021; Wrahatnolo & Munoto, 2018). Most alums are employed in educational institutions and hold administrative roles, such as administrative staff and administrators. These positions underscore their significant contributions to management and administration within educational settings. In the context of curriculum development for the IEMSP, several key points highlight the relevance of alum feedback and can serve as a foundation for more effective curriculum enhancement.

The study further reveals that the IEMSP actively utilizes the results of alum tracer studies to improve the quality of its educational framework. The program systematically incorporates alum feedback to inform curriculum improvements, teaching methodologies, and the development of supplementary educational programs. This feedback has resulted in curriculum modifications, including introducing courses more closely aligned with industry demands and contemporary developments (Prasetyo & Salabi, 2023; Tosepu, 2018). This study reflects the program's commitment to staying relevant in the evolving educational and business landscape. Additionally, teaching methods are updated based on alum feedback.

Table 4. Tracer Study Results Used to Improve the Quality of The Education System.

Aspects	Relevance to Curriculum Development
Condition of IEMSP alumni in the Workforce and Industry.	Data regarding the percentage of alums who have secured employment provides insight into the success of job placement after graduation. This information can help adjust the curriculum to better prepare students for the workforce's needs.
Alumni Employment Institutions and Job Titles/Positions.	Knowing where alums work and their job titles can help tailor the curriculum to cover relevant skills and knowledge for those sectors and positions. Emphasizing specific skills required in educational institutions, both private and public, is crucial.
Alumni Job Relevance to the IEMSP Graduate Profile.	Information on the extent to which alums feel their jobs match their academic background can assist in evaluating how well the curriculum covers the competencies required by specific industries or sectors. This study can encourage necessary adjustments to improve relevance.
Alumni Contribution to Improving the Islamic Education and Management Sector.	Understanding that alums are involved in projects or initiatives that enhance the Islamic education and management sector provides insight into the need for innovative skills and social contributions. This study can encourage the integration of these elements into the curriculum to foster graduates who can positively impact society.
Influence on Alumni Satisfaction Level in Employment.	Alumni satisfaction levels indicate how effectively the curriculum prepares them for job demands. Feedback on satisfaction can be used to evaluate and refine the curriculum, enhancing teaching and learning quality. Data analysis reveals strengths and weaknesses in student workforce preparation, facilitating necessary curriculum adjustments.

The integration of technology into the learning process, along with the adoption of more interactive and participatory active learning methods, exemplifies the program's responsiveness to alum suggestions. These initiatives aim to elevate the quality of education delivered by the IEMSP. Additionally, new educational programs have been established to enhance graduates' competencies, including leadership training and managerial skills, which are anticipated to bolster their competitiveness in the job market. Consequently, the insights garnered from alum tracer studies play a pivotal role in the ongoing efforts to enhance the educational system within the IEMSP. The relevance of alum tracer study results in curriculum development is substantial. The results show that the IEMSP has utilized these findings as a crucial tool for enhancing the quality of its education system. Key aspects highlighting this relevance include:

a. Improvement of Curriculum Suitability with Industry Demands

One significant finding is using alum feedback to improve curriculum alignment with industry demands. By considering graduates' experiences and views, the IEMSP can identify areas for curriculum enhancement or adjustment to reflect the latest developments in the business and industry sectors. This study increases the program's relevance to graduates and their employability.

b. Revision of Teaching Methods

The tracer study results have also influenced changes in teaching methods. Integrating technology in the learning process and adopting more interactive and participatory active learning methods are examples of how the program responds to alumni feedback. These changes make

learning more effective and align it with the needs of students facing evolving challenges in the business and industry sectors.

c. Additional Program Development

Besides curriculum and teaching method changes, the alumni tracer study results encourage the development of additional programs that help graduates acquire extra skills needed in the business and industry sectors. This includes leadership training, managerial skills, and other relevant competencies. Such programs give graduates a competitive edge in the job market.

d. Adaptability of Education to Industry Demands

The IEMSP has shown a commitment to remaining relevant amid changes in education and the workforce. This is reflected in their active response to alumni feedback, which includes adapting to rapid industry demand changes. The alumni tracer study results help the program stay connected to the latest developments, ensuring that graduates possess relevant knowledge and skills.

The relevance of the alumni tracer study results in IEMSP curriculum development is immense. This ensures that the education provided by the IEMSP meets the demands of the workforce and helps graduates be better prepared for the challenges of an ever-changing job market. This way, the IEMSP can continue to maintain educational effectiveness and meet alumni and student expectations.

*Strategies for Increasing Alumni Absorption in the Workforce*

This research explores the models and strategies the IEMSP employs to ensure high absorption rates of their graduates in the workforce and business sectors. These strategies guide other educational institutions aiming to improve curriculum relevance to societal and workforce demands, thereby better preparing IEMSP graduates for employment. One notable strategy is the Field Experience Practice (FEP) program, implemented by the IEMSP. Unlike the previous PPL program, which focused solely on placements outside the IAIN Lhokseumawe environment, the FEP program allows students to interact directly with professionals in the Islamic education and education management industry. Additionally, the FEP program provides students with relevant feedback to improve their quality and performance, aligning with the curriculum offered by the IEMSP (Fadhli et al., 2023; Prasetyo & Salabi, 2021; Sholeh, 2023).

However, beyond the FEP program, the IEMSP should establish more active partnerships with related industries, particularly in the Aceh region. Such activities result in curriculum development that is more relevant and aligned with broad market needs. Through strong partnerships, the program can ensure that graduates possess skills that match the demands of the workforce (Latif et al., 2023). Mentoring and coaching programs have also been introduced to help students develop skills required in the workforce. These programs enhance skills such as communication, leadership, and data analysis. Collaboration with professional institutions in Islamic education provides students with opportunities to engage in research and innovative projects. (Marwiji et al., 2023), enhancing their understanding of current trends in Islamic education and education management. Thus, the IEMSP actively seeks to increase alumni absorption in the workforce and business sectors through various implemented models and strategies. To increase alumni absorption in the workforce and business sectors, the following strategies can be considered:

Table 5. Alumni Absorption in the Workforce and Business Sectors

Strategy	Program/Activity Description
Building Partnerships with Industry	Establish close partnerships with relevant industries to gain a deep understanding of labor market needs. This includes collaboration in curriculum development, internship provision, and job placement opportunities.
Development of Internship and Field Practice Programs.	Provide structured internship programs and field practice opportunities to give students hands-on experience. This helps them develop practical skills relevant to their field of study.
Professional Workshops and Training	Regularly organize professional workshops and training sessions to equip students with additional skills required by the industry. This includes training in IT, soft skills (communication, leadership, and teamwork), leadership development, and the latest technical skills.
Mentoring and Career Coaching	Provide mentoring and career coaching programs by industry professionals or successful alumni. This helps students in planning their careers and gaining insights from those who have succeeded in the workforce.
Alumni Network Enhancement	Build and maintain a strong alumni network. Successful alumni can inspire and support newly graduated students. Events or activities involving alumni can increase interaction and collaboration.
Curriculum Evaluation and Improvement	Conduct regular evaluations of the curriculum to ensure it remains relevant to industry developments. Updating the curriculum to cover the latest trends and technologies better prepares students.
Marketing and Promotion of the Study Program	Conduct effective marketing efforts to increase the visibility of the study program. Highlighting the program's benefits and advantages can attract students and employers.
Monitoring and Evaluation of Alumni Performance	Monitor and evaluate alumni performance after graduation. Feedback from working alumni can help in assessing the study program's success and adjusting necessary strategies.

This process should be a continuous cycle, involving ongoing evaluation, improvement, and adjustment to ensure the study program remains relevant and produces graduates who meet educational objectives and the needs of society and industry. Implementing a combination of these strategies can help increase alumni absorption in the workforce, create professionally prepared graduates, and strengthen the reputation of the Islamic Education Management Study Program in the job market and industry.

## CONCLUSIONS

The findings of this study establish a solid foundation for recommending adaptive curriculum updates, improved career services, and fortified partnerships with workforce and industry stakeholders. The Islamic Education Management Study Program (IEMSP) is strategically positioned to maintain its effectiveness in preparing graduates for employment while positively contributing to the advancement of the education sector. Specifically, the principal findings of this study encompass the following:

1. Most alumni successfully enter the workforce, indicating the effectiveness of job placement initiatives associated with this study program.
2. The time to secure the first job is generally short, although many alumni experience longer waiting periods.
3. The diversification of job roles pursued by alums, particularly in administrative and educational fields, illustrates the adaptability of graduates in applying their skills.
4. Most alumni perceive their current employment as relevant to their academic background.
5. Data collected from the tracer study is utilized to adjust the curriculum to better align with the demands of business and industry, introduce responsive teaching methodologies, and develop additional programs to enhance graduates' skills.
6. The relevance of the alum tracer study results is substantial. They ensure that the education provided by the IEMSP remains aligned with workforce demands and contributes to the advancement of Islamic education and education management.

The tracer study results reflect the Institute for Educational Management and Strategic Planning's (IEMSP) commitment to staying attuned to the latest developments and ensuring that graduates possess the requisite knowledge and skills. Strategies to enhance alum placement in the workforce include implementing Field Experience Practices programs, partnerships with industry, mentoring initiatives, and opportunities for additional skill development. Continuous evaluation and improvement processes are conducted to assess the effectiveness of these strategies, thereby reinforcing the program's dedication to excellence in education and the employability of its graduates.

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