

Tracer Study of Arabic Language Education Alumni of Institut Agama Islam Negeri Sultan Amai Gorontalo

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Abstract : *This article discusses the tracer study of Arabic language education alumni of the Sultan Amai Gorontalo State Islamic Institute. The formulation of the problem in this study is how the alumni profile in the world of work and how stakeholders respond to alumni performance. This research includes descriptive quantitative research using the survey method. This research was conducted through google form with 113 alumni respondents and 9 stakeholders. The research instrument used was a questionnaire, the data analysis technique used percentages and a Likert scale. Based on the results of the study, the profile of alumni who completed the undergraduate education program was 89% and 11% continued the master's education program, 84% of the alumni had found work, 92% worked as education personnel, with a waiting period of less than 3 months 56% and those who had worked before graduating 24%. As for the responses regarding stakeholders related to alumni performance regarding the seven aspects, namely ethics, expertise in the field of science, use of information technology, teamwork, and self-development, most of them have received very good responses from stakeholders.*

Keywords: *Tracer Study, Alumni, Stakeholders*

Abstrak : Artikel ini membahas tentang tracer study alumni pendidikan bahasa Arab Institut Agama Islam Negeri Sultan Amai Gorontalo, Rumusan masalah pada penelitian ini adalah bagaimana profil alumni dalam dunia kerja dan bagaimana tanggapan pemangku kepentingan terkait kinerja alumni. Penelitian ini termasuk penelitian kuantitatif deskriptif dengan menggunakan metode survei. Penelitian ini dilaksanakan melalui google form dengan jumlah responden 113 alumni dan 9 orang pemangku kepentingan. Instrumen penelitian yang dipakai adalah angket/kuesioner, teknik analisis datanya menggunakan persentase dan skala likert. Berdasarkan hasil penelitian profil alumni yang menyelesaikan program pendidikan sarjana 89% dan 11%nya melanjutkan program pendidikan magister, 84% dari alumni sudah mendapatkan pekerjaan, 92% bekerja sebagai tenaga kependidikan, dengan masa tunggu kurang dari 3 bulan 56% dan yang sudah bekerja sebelum lulus 24%. Adapun tanggapan mengenai pemangku kepentingan terkait dengan kinerja alumni mengenai ketujuh aspek yaitu etika, keahlian pada bidang ilmu, penggunaan teknologi informasi, kerjasama tim, dan pengembangan diri sebagian besar sudah mendapatkan tanggapan yang sangat baik dari pemangku kepentingan

Kata Kunci : *Tracer Study, Alumni, Pemangku Kepentingan*



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INTRODUCTION

The big challenge experienced by universities at this time is that they must produce quality graduates who have the ability, expertise and knowledge that are suitable for their respective fields. Because with the quality of graduates and the needs of the labor market, it will strengthen the quality standards of the education unit.[1]

The Higher Education Accreditation Board defines a college as an institution that has the aim to: 1) pursue, clarify and preserve culture, 2) understand, use and improve science, technology and art (science and technology), 3) improve the quality of life of community members. Thus, the position of higher education is entrusted to be able to produce alumni who have the ability and quality that can compete in the globalization period.[2]

Institut Agama Islam Negeri Sultan Amai Gorontalo is one of the educational institutions that form human resources who have expertise in their fields and are able to form alumni who have religious scholars.[3] The education process is expected to be able to issue or be able to produce alumni who have expertise in their respective fields that can help support the world of work in the future. Because universities that produce alumni who have quality, ability and expertise are expected to be absorbed by the world of work quickly. Graduates who are able to meet competitiveness in work that is supported by the knowledge gained during lectures or in other words the world of lectures is very influential in meeting the quality of graduates. lectures are very influential in meeting the quality of graduates from an educational institution.[3]

In the Regulation of the Minister of Research and Technology of the Republic of Indonesia number 44 of 2015 concerning "National Standards for Higher Education", article 5 mentions the "importance of higher education graduate standards". Universities are expected to conduct alumni tracing studies known as tracer studies. Where universities need to trace alumni to find out the performance and application of graduate abilities to the needs in the world of work as a form of community.[4]

Tracer Study is one way to find alumni information. Tracer studies also help provide information about the relationship between the world of work and higher education, completeness of college accreditation requirements and information for stakeholders. Apart from being one of the requirements for accreditation by BAN PT, the tracer study is also used as a complete document when conducting a self-evaluation of the study program or department that conducts the tracer study itself. Because it will be used as the basis for developing an organizational foundation and future academic activity plans.[5]

Tracer study data on Arabic Language Education graduates is very important to find out the extent to which the quality of Arabic language education graduates in the world of work, in addition to knowing the competence of Arabic language education alumni and the description of competencies required by users and to find out the extent to which the curriculum has been implemented in the Arabic language education study program. In addition to the interests of the Department, this also motivates Arabic language education students who are pursuing undergraduate education programs to continue to improve their abilities and skills and become an attraction for prospective students who make Arabic Language Education study programs as their study program of choice, so that the increase in students in the department will increase.

The Department of Arabic Language Education Strata One in the Faculty of Tarbiyah and Keguruan IAIN Sultan Amai Gorontalo was established in 2005. In 2007, the Department of Arabic Education officially obtained an operational permit from the Directorate General of Islamic Education with Number: DJ.1/178/2007 dated April 20, 2007. In 2010, the Department of Arabic Education first submitted a proposal for Department Accreditation to BAN-PT and received B accreditation. Thanks to the hard work of all parties in supporting the strengthening of the Arabic language education study program, both within the Department of Arabic Language Education in particular, as well as the faculty and institute, then in 2015, the Department of Arabic Language Education again submitted a reaccreditation and obtained Accreditation A based on the Decree of the National Accreditation Board of Higher Education No. 1262/SK/BAN-PT/Akred/S/XII/2015. As the validity period of accreditation is 5 (five) years, in 2020 the PBA department again applied for accreditation and received accreditation A which is valid from December 30, 2020 to December 30, 2025.

Alumni of the Arabic language education department from 2009 to 2020 amounted to 226 alumni who came from several regions. As mentioned, it makes the author want to find out more about the existence of alumni of the Department of Arabic language education who have worked in educational institutions as well as non-educational institutions and how stakeholders respond to the quality of alumni of the Department of Arabic language education who work in educational institutions as well as non-educational institutions IAIN Sultan Amai Gorontalo is one of the Islamic Institutes in Gorontalo, which consists of several faculties and departments. Every year IAIN Sultan Amai Gorontalo conducts graduation for students who are scattered in each

department. One of them is the Department of Arabic Language Education, Faculty of Tarbiyah and Keguruan. With the increase in alumni every year, information about alumni is needed for the benefit of the Institute and departments in particular. The tracer study of Arabic Language Education study program alumni of IAIN Sultan Amai Gorontalo is known to have never been done before so that I as a researcher am interested in doing this research. Based on the description above, the researcher is interested and more focused with the title "Tracer Study Alumni Arab Language Education Institute Of Islamic Age Sultan Amai Gorontalo".

METHODS

The method used in this research is the survey method.[6] That is, participants are asked to fill out a questionnaire that has been distributed via google form. This survey research is used to collect data from many subjects and reach a wide scope. The type of research is descriptive quantitative.[7]

RESULTS AND DISCUSSION

Research conducted on Arabic language education alumni IAIN Sultan Amai Gorontalo from the first batch to the current batch, the results showed based on the number of alumni recap data in the Arabic language education department of 226 Arabic language education alumni not all of them can be traced by researchers. After searching through social media from each alumni who were successfully tracked and known of their existence amounted to 159 alumni and those who were not successfully tracked by researchers amounted to 67 alumni. Of the tracked number, namely 159 alumni who filled out and returned the questionnaire via google form as many as 113 alumni consisting of alumni of the first batch until now in 2020. As for those who did not fill out the questionnaire were 46 alumni.

Of the 113 alumni who filled out the questionnaire, most came from Gorontalo Province and some came from outside Gorontalo Province such as North Sulawesi, Central Sulawesi and Southeast Sulawesi. The number from each region is Gorontalo totaling 67 alumni with a percentage of 59%, North Sulawesi totaling 33 alumni with a percentage of 29%, Central Sulawesi totaling 12 alumni with a percentage of 11% and Southeast Sulawesi totaling 1 alumni with a percentage of 1 person.

There are several possible reasons why they did not fill out the questionnaires that had been distributed, including: low awareness of Arabic language education alumni to be involved in filling out questionnaires, the conditions and circumstances of

prospective respondents who are busy must also be adjusted by researchers, lazy and forgetting to fill out questionnaires is also one of the factors that often occur, as well as the lack of encouragement from researchers of course for prospective respondents to want to fill out questionnaires.

The following will be explained regarding the percentage profile of alumni majoring in Arabic Language Education and stakeholder responses regarding the performance of alumni majoring in Arabic Language Education based on the results of existing research.

1. Alumni Profile of the Department of Arabic Language Education

a. Gender

From table 4.1 and pie chart 4.1, there are 113 alumni who filled out the questionnaire via google form, it can be seen in the table that most of the respondents were women, totaling 68 alumni with a percentage of 60%, and the rest were male respondents with 45 alumni or a percentage of 40%. So it can be concluded that the respondents who played the most role in this study were women with 68 alumni so that the percentage reached 60%.

b. Last Education

Based on table 4.2 and on pie chart 4.2, of the 113 respondents, 101 of them completed the undergraduate education program with a percentage of 89%, and 12 of them have also completed the master's education program with a percentage of 11%. while in the doctoral education program according to the questionnaire that has been filled out by alumni that there are no alumni who have completed the doctoral education program, but from the existing data there are several alumni who are continuing their doctoral education program. So it can be concluded that in order to improve the quality and academic qualifications of alumni, they choose to continue their studies.

c. Alumni Status

Based on table 4.3 and pie chart 4.3, illustrating the status of alumni consists of 3, first alumni who have worked, alumni who continue their studies and alumni who have not worked. of this number known as many as 113 alumni, 95 alumni have worked with a percentage of 84%, 9 of them continue their studies with a percentage of 8% and 9 of them have not worked, namely with a percentage of 8%.

There are various factors that cause alumni not to work, including: waiting for announcements and calls from the results of the files that have been entered, are making preparations by taking courses in certain places to prepare themselves to continue their

studies, and some of them have worked but chose to quit their jobs due to certain factors.[8]

However, it can be concluded that most of the Arabic language education alumni have been absorbed in the world of work as evidenced by the diagram above as much as 84% with 95 alumni contained in table 4.3.

d. Types of Employment for Alumni Who Have Worked

Based on table 4.4 and pie chart 4.4, from the data of 95 alumni who have worked, 87 of them work as education personnel with a percentage of 92%, 2 alumni work as entrepreneurs with a percentage of 2%, 2 alumni as religious instructors with a percentage of 2%, 2 other people work as village government officials with a percentage of 2%, 1 alumni works as staff in one company with a percentage of 1% and 1 other alumni works as a KPU commissioner with a percentage of 1%.

As for the 87 alumni who work as education personnel, they can be classified as follows: 47 alumni as teachers with a percentage of 54%, 32 alumni as honorary teachers with a percentage of 37%, 4 alumni as lecturers with a percentage of 5%, 2 other alumni as Koran teachers with a percentage of 2% and 2 other alumni as contract teachers with a percentage of 2%. So it can be concluded that there is a match between the alumni's work and their academic qualifications. Then it can also be classified from 95 alumni who have worked, 21 alumni have the status of Civil Servants (PNS) with a percentage of 22% and 74 alumni have Non-Civil Servant status with a percentage of 78%.

This can certainly be used as a benchmark that Arabic language education alumni can be absorbed in various existing jobs and can adjust to the work they are doing now even though it is outside of their academic qualifications. However, the suitability of work with the academic qualifications taken in Higher Education is the main thing that must also be considered in the world of work, especially those who work as education personnel. One of the benefits of suitability is that alumni are greatly helped in teaching because they already have teaching experience in completing field assignments in several subjects while still carrying out their studies.[9]

Based on the existing data, it can be concluded that most of the alumni who already have jobs are proven to be 87 alumni with a percentage of 92%, their work is in accordance with their existing academic qualifications, namely pursuing work as a teacher and even as a lecturer.

e. Length of Waiting Period for Employment

The results of the research in table 4.5 and pie chart 4.5, it can be seen from the results of existing research that the waiting period for alumni to get a job varies from one to another, some get a job in a short time but some get a job with a long time.

As for the results of existing research, Arabic language education alumni have job opportunities that exist in the world of work, it is proven that some of the alumni have gotten a job before graduating, namely 22 alumni with a percentage of 24%, 53 other alumni have gotten a job with a period of less than 3 months with a total percentage of 56%, 6 of them got a job within 3 to 6 months with a total percentage of 6%, 7 alumni got a job within 6 months to 1 year with a total percentage of 8%, 3 of them with a percentage of 3% got a job within 1 to 2 years, and even 4 people with a total of 4% of them got a job within more than 2 years.

So, it can be concluded that the chances of getting a job after graduation are in less than 3 months, namely 56% with 53 alumni. This shows that Arabic language education alumni do not have too serious a problem in getting a job and the opening of current job opportunities can reduce the number of unemployed today.

2. Stakeholder Responses Regarding the Performance of Arabic Language Education Alumni

The aspects assessed by stakeholders who were filled in through a questionnaire in Google form distributed through Arabic language education alumni include: a) ethics, b) expertise in the field of science, c) foreign language skills, d) use of information technology, e) communication skills, f) teamwork, and g) self-development.[10] Of these seven aspects, the average response is good and even very good, but some aspects must be given more attention so that in the future they can get a better response.[11] Among them:

a. Ethical Aspects

1) (Code of Conduct)

Based on the research results in table 4.6 and bar chart 4.6, it can be seen that stakeholder responses to the code of ethics of Arabic language education alumni received a very good response as many as 8 alumni with a total percentage of 88.9%, and a good response as many as 1 person with a percentage of 11.1% of the 9 stakeholders who filled out the questionnaire.

2) Ethical Aspects (Friendly)

The results of the research in table 4.7 and bar chart 4.7, stakeholder responses related to the ethical (friendly) aspects of Arabic language education graduates received

an excellent assessment, namely 100% of the 9 stakeholders who filled out the questionnaire.[12]

3) Ethical Aspects (Courtesy)

Based on the research results in table 4.8 and bar chart 4.8, it can be concluded that the results of stakeholder assessment of the ethical aspects (manners) of Arabic language education graduates received a very good score of 88.9% and good, namely 11.1% of the 9 stakeholders who filled out the questionnaire.[13] So, it can be concluded that the ethical aspects of Arabic language education alumni generally get very good responses from stakeholders, this certainly proves that alumni in off-campus life or in the world of work have good characteristics, as for the follow-up plan that needs to be done by the Arabic language education study program in this case, namely further improving ethical guidance for students, especially students of the Arabic language education study program.[14] In addition, the existence of character education courses which are also subject programs in the Arabic language education study program is a good step or start in shaping the ethical character of students.

b. Subject Matter Expertise

1) Critical Thinking

Based on the research results in table 4.9 and bar chart 4.9, it can be concluded that expertise in the field of science (critical thinking) of Arabic language education graduates received an assessment from stakeholders of 77.8% which is very good and 22.2% which is good from a total of 9 stakeholders who filled out the questionnaire.[15]

2) Ability to Make Work Reports

Every graduate must have the ability to make good work reports in any field of science. As for the research results in table 4.10 and bar chart 4.10, the results of stakeholder responses to Arabic language education graduates obtained very good results of 77.8%, and good 22.2% of the number of stakeholders who filled out the questionnaire.[16] So, it can be concluded that the aspect of expertise in the field of Arabic language education alumni received a very good response from stakeholders. [17] The follow-up plan that needs to be done by the Arabic Language Education Study Program is to increase field lectures, namely in PPL courses.

c. Foreign Language Proficiency[18]

1) Arabic Language

a) Oral

Based on the research results in table 4.11 and bar chart 4.11, stakeholder responses related to foreign language skills, namely Arabic (spoken) Arabic language education graduates themselves generally received very good scores of 66.7%, good 22.2% and sufficient 11.1% of stakeholders who filled out the questionnaire.[19]

b) Writing

Based on the research results in table 4.12 and bar chart 4.12, stakeholder responses related to foreign language skills, namely Arabic in terms of writing, Arabic language education graduates are rated in the excellent range of 66.7% and good 33.3%.

c) Oral and Written

Based on the research results in table 4.13 and bar chart 4.13, it can be concluded that stakeholder responses related to Arabic language skills in terms of oral and written received very good scores of 66.7%, good 22.2% and sufficient 11.1% of a number of stakeholders who filled out the questionnaire.

2) English Language

a) Oral

Based on the research results in table 4.14 and bar chart 4.14, it can be concluded that stakeholder responses to the foreign language skills of Arabic language education graduates are rated very good 22.2%, good 55.6%, sufficient 11.1% and less 11.1%.

b) Writing

In addition to oral perceptions of stakeholders, there is also writing about foreign languages from Arabic language education graduates. Based on the results of the research in table 4.15 and bar chart 4.15, it can be assessed that the ability to achieve very good 11.1%, good 77.8%, and less 11.1% of the total number of stakeholders who filled out the questionnaire.

c) Oral and Written

Based on the research results in table 4.16 and bar chart 4.16, it can be concluded that related to the foreign language skills of Arabic language education graduates in terms of oral and written in general, stakeholders rated very well at 22.2%, good 66.7%, and less 11.1%.

So, it can be concluded that the ability to speak foreign languages both Arabic and English of Arabic language education alumni generally get very good responses on Arabic language skills and get good responses on English language skills.[20] However, there are still sufficient responses and even less from stakeholders regarding English language skills in particular. Whereas in this day and age most teachers are required to master English in order to be able to adapt to the times.[21]

The follow-up plan that needs to be done by the Arabic language education study program to improve students' foreign language skills, especially English, is to take part in learning, especially those organized by bagasa institutions or language centers and and take part in TOEFL exercises or tests for students, as well as collaborative programs between departments such as language camps.[22] Because it is not impossible for Arabic language study program students to master English, it is even one of the pluses of Arabic language students if they are able to master English.

d. Use of Information Technology[23]

1) Internet Usage Skills

Based on the research results in table 4.17 and bar chart 4.17, stakeholder responses related to the use of information technology in terms of skills using the internet of Arabic language education graduates generally get very good responses by stakeholders, namely 88.9% and 11.1% good.

2) Computer Operating Skills

Based on the research results in table 4.17 and bar chart 4.18, stakeholder responses related to the use of information technology in operating computers of Arabic language education graduates generally received very good responses that reached 100%.

So, it can be concluded that the use of information technology is generally considered very good by stakeholders. In addition, this aspect is a skill that is needed in the current era, especially in the learning process in terms of improving the quality of learning for students.[24]

The follow-up plan carried out by the study program to improve the ability to use information technology is to conduct ICT training for students, especially in courses that discuss the use of information technology.

e. Communication Skills

1) Communication with Leadership[25]

Berdasarkan hasil penelitian pada tabel 4.19 dan diagram batang 4.19, dapat disimpulkan bahwa respon *stakeholder* terkait aspek kemampuan komunikasi dari segi komunikasi dengan pimpinan lulusan pendidikan bahasa Arab mendapat tanggapan sangat baik 77,8%, dinilai baik 11,1% dan dinilai cukup 11,1%.

2) Communication with Coworkers

Based on the research results in table 4.20 and bar chart 4.20, it can be seen that the responses from stakeholders regarding communication skills, namely

communication with fellow coworkers in general, are rated very good 55.6%, rated good 33.3% and rated fair 11.1%.

So, it can be concluded that the aspect of communication skills in general received very good responses from stakeholders. The existence of a very good assessment shows that the alumni are able to communicate with various parties, both leaders / superiors and fellow coworkers. However, there are still sufficient responses from several parties who have filled out the questionnaire.[26]

The follow-up that needs to be held by the Arabic Language Education study program is to increase course assignments to be presented together and assign students to collaborate with various existing institutions, especially educational institutions such as collaborative programs between students and students.[27]

f. Teamwork

1) Mutual Contribution

Based on the research results in table 4.21 and bar chart 4.21, stakeholder perceptions related to teamwork skills in terms of mutual contribution of Arabic language education graduates can be seen that stakeholders assessed the ability of alumni very well at 66.7% and good 33.3%.

2) Team Involvement

Based on the research results in table 4.22 and bar chart 4.22, stakeholder responses regarding teamwork skills in terms of involvement in the team of Arabic language education graduates were rated by stakeholders as very good 55.6%, and rated good 44.4%.

3) Ability to create teamwork

The ability to create teamwork is the main key to success in the team and always maintaining cohesiveness is very necessary for the totality of the team. As for the research results in table 4.23 and bar chart 4.23, the responses from stakeholders regarding this matter received very good scores and 77.8% and good 22.2%.

So, it can be concluded that the teamwork aspect of Arabic language education alumni received a very good response.[28] The follow-up that needs to be done by the Arabic Language Education study program to improve aspects of teamwork is to continue group cooperation in completing assignments and involving students in lecturer research such as cooperation between students and lecturers in making 1 research article.

g. Self-Development[29]

1) Time management

Based on the research results in table 4.24 and bar chart 4.25, responses from stakeholders regarding aspects of self-development in terms of time management of Arabic language education graduates are generally rated by stakeholders as very good, namely 88.9% and rated good 11.1%. Working Independently

Based on the research results in table 4.25 and bar chart 4.25, stakeholder responses regarding aspects of self-development in terms of working independently of Arabic language education graduates can be seen very well at 77.8% and rated as good at 22.2%.

2) Problem Solving Ability

Based on the research results in table 4.26 and bar chart 4.26, stakeholder responses related to aspects of self-development in terms of the ability to solve problems of Arabic language education graduates are generally rated by stakeholders as very good at 66.7% and rated good at 33.3%.

So, it can be concluded that the self-development aspects of Arabic language education alumni are rated very well by stakeholders who have filled out the questionnaire. The follow-up that needs to be done by the Arabic Language Education study program is to increase student competence with external partners both private and public.[30]

Of the seven aspects that have received responses from stakeholders or stakeholders, the following are suggestions from stakeholders for improving the quality of alumni or for the progress of the study program, namely the quality of graduates is further improved in order to have global competitiveness and the hope of stakeholders is that the Arabic Language Education department can produce educators who can help the nation's education in the future.

CONCLUSION

Based on the research that has been conducted, it can be concluded as follows:

1. The profile of the alumni of Arabic language education IAIN Sultan Amai Gorontalo from the first batch until now who filled out the questionnaire is the majority of women totaling 68 people with a percentage of 60% and men totaling 45 people with a percentage of 40%. The last education of the alumni is an average of 101 undergraduate education programs with a percentage of 89% and master's education programs as many as 12 people with a percentage of 11%. From this data, it can be seen that alumni who have worked are 95 people with a percentage of 84%, who

continue their studies are 9 people with a percentage of 8% and those who have not found work are 9 people with a percentage of 9% as well.

The type of alumni work is that of the 95 people who have found work, 87 of them work as education personnel with a percentage of 92%, work as entrepreneurs as many as 2 people with a percentage of 2%, 1 person works as a staff in a company with a percentage of 1%, 2 people work as religious instructors with a percentage of 2%, and those who work as KPU commissioners are 1 person with a percentage of 1%, and 2 other people work as village government officials with a percentage of 2%.

Of the number of alumni who have worked, the average waiting period for Arabic language education alumni in getting a job is less than 3 months, totaling 53 alumni with a percentage of 56%, then those who have worked before graduating are 22 people with a total percentage of 24%, while 6 other people need 3 months to 6 months to get a job with a percentage of 6%, as many as 6 people need 3 months to 6 months to get a job. to get a job with a percentage of 6%, as many as 7 people with a waiting period of 6 months to 1 year with a percentage of 8%, 3 people with a percentage of 3% of them took 1 to 2 years, and even 4 of them with a percentage of 4% had to take more than 2 years to get a job.

2. From several aspects of assessment including: ethical aspects, aspects of expertise in the field of science, aspects of the use of information technology, aspects of teamwork, and aspects of self-development, getting responses from graduate users or stakeholders related to the performance of Arabic language education alumni on average get very good responses from each aspect. However, there is still a lack of response even enough in the aspect of foreign language skills and aspects of communication skills that still need to get more improvement and attention from the Arabic language education study program in order to get even better responses from graduate users in the future.

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