

PROGRAM BOOK

The 2nd International Conference
"Experiences with Link and Match in
Higher and Vocational Education.
Results of Tracer Studies Worldwide"
(EXLIMA) &

Workshop and Training on
"Indonesia National Tracer Study Network"
(INDOTRACE)

SANUR PARADISE PLAZA HOTEL
24 - 28 NOVEMBER 2015,
BALI, INDONESIA



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Remarks by Rector of Universitas Indonesia

Kata Sambutan Rektor Universitas Indonesia



UNIVERSITAS
INDONESIA

Veritas, Probitas, Iustitia
— EST. 1849 —

Good morning everyone. Welcome to Sanur on the beautiful island of Bali, Indonesia. I'd like to extend a warm welcome to everyone here for the conference and workshop. This is a very good turnout. I believe that we have people who have come from around the world, including Africa, Asia and Europe.

This is the second International Conference on EXLIMA organized by the Career Development Centre Universitas Indonesia in co-operation The Ministry of Research, Technology and Higher education RI.

This conference is all about the relationship between what we do in the world of higher education and what happens afterwards in the world of work. It's a major issue of higher education policy and practice.

There is a widely believed assumption that the higher one's education, the better life will be. Statistics bear this out. In the USA, for example, the higher one's education the lower the rate of unemployment and the higher the median weekly wage is.

Because education pays, more students are going for higher degrees. Today's workforce is better qualified than ever. The question being asked is, are we properly matching education programs with the needs of individuals and society? To answer the question we need to engage in research. Research into what happens to our graduates after they leave the university.

Universitas Indonesia, and in particular our Career Development Center, has undertaken pioneering work on this area under the label 'Tracer Study'. The studies done by our people at UI have provided many insights that are extremely useful in university management. For example, at UI, we now know that the average time it takes after graduation for our students to get a job is about two months, down from about three months a few years ago. Employers actively seek our graduates. We put this down to two things. First, we have been revising our curriculum to be more competencies based. Second, we have developed and put in place a compulsory soft skills program for undergraduates. Our tracer studies tell us a lot more of course. And this has caught the attention of others.

The UI tracer studies have been taken as a model by the Ministry of Education and Culture (now Ministry of Research, Technology and Higher Education) and by other universities in Indonesia. We have been sharing what we do. Now, with the growing internationalization of tracer studies, we are lucky to be able to share insights with world class experts. Pardon me if I don't list all of the stellar institutions represented here. We value you all.

The event is extremely exciting and covers a really detailed series of interesting issues. It suggests a growing maturity in this discipline. I look forward to the presentations.

I see the future of this area as obviously one where cooperation makes sense and not just among universities. I think that it makes sense to consider forging links between government, higher education and the private sector. This is a chance for things to be a two-way street, with information flow benefitting both universities and employers. If you bring the government in, that would be even better. In the meantime, let's pursue more tracer study research. There is still a lot to find out.

Last but not least, I would like to express my appreciation to the organizers, presenters and attendees. Have a great conference.

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International Conference
“Experience with Link and Match in Higher and Vocational Education.
Results of Tracer Studies Worldwide” (EXLIMA)
25 – 26 November 2015

Location: Sanur Paradise Plaza Hotel; Jalan Hang Tuah no.46, Sanur 80228 Bali,
Indonesia;
Tel: +62-361-281 781

Wednesday, 25 November 2015

Time	Abstract Number	Agenda
Session A		
08.00–10.45		Welcome and Introduction Griya Agung Ballroom
08.00 – 09.00		Registration and poster session (Pre-Function Room, 2nd floor)
09.00 – 09.10		Participants entering the room
09.10 – 09.15		Opening
09.15 – 09.20		Report from the Organizing Committee; Sandra Fikawati
09.20 – 09.30		Remarks: Rector, University of Indonesia (UI)
09.30 – 09.45		Remarks and opening: Prof. Dr. Intan Ahmad, Director General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education, Republic of Indonesia
09.45 – 10.45	1	Keynote speech; Tracer Study Worldwide: New developments and old problems of tracer studies; Harald Schomburg, Germany
10.45 – 11.00		Coffee break / Poster presentation
Session B		
11.00 – 12.30		New tracer study approaches Chair: Keiichi Yoshimoto, Japan Griya Agung Ballroom
11.00 – 11.45	2	Tracer Study Results of Indonesian Universities 2014; Ahmad Syafiq, Sandra Fikawati, Ied Veda Sitepu, Rahmatullah, Indonesia
11.45 – 12.30	3	Oman Graduate Survey 2015. Gender issues in higher education and transition to the labor market; Fatma Al Hajri; Ministry of Higher Education, Oman
12.30 – 13.30		Lunch break (Sanur Harum Restaurant 1st floor)

Time	Abstract Number	Agenda
Session C 13.30 – 15.00		Tracer Studies in the VET Sector Chair: Harald Schomburg, Germany Griya Agung Ballroom
13.30 – 14.00	4	A Tracer Study Model to Create Hidden Curriculum in the Vocational Education Curriculum Evaluation Program; R.B. Seno Wulung, Sugiyanto, Yuli Suwarno; Polytechnic ATK, Ministry of Industry, Republic of Indonesia
14.00 – 14.30	5	Work-Integrated Learning and Learning Outcomes; Keiichi Yoshimoto; Kyushu University, Fukuoka, Japan
14.30 – 15.00	6	Technical & Vocational Skills Training for the Orphaned Vulnerable Youth of Malawi; Patrick Mputeni, TVET Authority, Malawi
15.00 – 15.30		Coffee and tea break
Session D 15.30 – 17.00		Change of the Employability of Graduates: Individual change and trend Chair: Vera Wolf, Germany Griya Agung Ballroom
15.30 – 16.15	7	Changes in Labour Market Adaptation of Master Graduates over Time; Liv Anne Støren and Janneke Wiers-Jenssen; Nordic Institute for Studies in Innovation Research; Norway
16.15 – 17.00	8	NEET AFew Days, NEET Always in France?; Christine Guégnard, Jean-François Giret, Olivier Joseph; University of Burgundy, France
19.00 – 21.00		Dinner with cultural programme Sanur Paradise Plaza Hotel, Griya Agung Ballroom
19.00 – 19.10		Welcoming guests
19.10 – 19.15		Balinese dance
19.15 – 19.20		Opening
19.20 – 19.30		Speeches
19.30 – 20.15		Dinner and Music
20.15 – 20.25		MC Interactive (Quiz & Games)
20.25 – 20.50		Band Performance
20.50 – 21.00		Closing

Thursday, 26 November 2015

Time	Abstract Number	Agenda
08.30 – 09.00		Poster presentation and discussion with presenters Denpasar room, 3rd floor
Session E 09.00 – 11.00		Tracer Study Methodology - Experiences of institutional tracer studies Chair: Harald Schomburg, Germany Denpasar room, 3rd floor
09.00 – 09.30	9	The Development and Use of Online Questionnaires with the Open Source Software QTAFI; Tamara Arutyunyants; University of Kassel, Germany
09.30 – 10.00	10	The Reliability of Retrospective Panel Data Concerning First Job Characteristics; Lars Müller; University of Kassel, Germany
10.00 – 10.30	11	Five Years Experience of Universitas Indonesia Tracer Study: Some lessons learned and important findings; Sandra Fikawati and Ahmad Syafiq; University of Indonesia
10.30 – 11.00	12	Innovation and Implementation. ITB Tracer Study (2012-2015); Bambang Setia Budi; Angga Dinan A; Institute Technology of Bandung Indonesia
Session F 11.00 – 12.30		Competence Development Chair: Ruddy JS, Indonesia Denpasar room, 3rd floor
11.00 – 11.30	13	Why Measure Competencies; Ied Sitepu; Christian University of Indonesia, Jakarta, Indonesia
11.30 – 12.00	14	Competency and Work Requirement in the Early Career Stage; Keiichi Yoshimoto; Kyushu University, Fukuoka, Japan
12.00 – 12.30	15	The Basic Values of Graduates of Faculty of Psychology, University of Indonesia; Lucia RM Royanto; University of Indonesia
12.30 – 13.30		Lunch break (Sanur Harum Restaurant 1st floor)
Session G1 13.30 – 16.00 parallel		Different topics Chair: Ahmad Syafiq, Indonesia Denpasar room, 3rd floor
13.30 – 14.20	16	Graduate Survey on the Professional Masters and Their Employment in China; Yanhua Bao and Yonghong Ma; Beihang University, Beijing, China
14.20 – 15.10	17	Assessing the Quality of Higher Education: Uses and misuses of university rankings; Francesco Ferrante; AlmaLaurea and University of Cassino and Southern Lazio (UNICLAM), Italy

Time	Abstract Number	Agenda
15.10 – 16.00	18	Struggling with Perception of Tracer Study Results within the University: A never ending story? Experiences from University of Kassel; Choni Flöther, Vera Wolf; University of Kassel, Germany
Session G2 13.30 – 16.00 parallel		Utilization of Institutional Tracer Studies Chair: Tamara Arutyunyants Negara room, 2nd floor
13.30 – 14.00	19	Tracer study of Faculty of Economics and Business, University of Indonesia: Recommendation for improvements of the curriculum: Insights from TS 2013-2014; Sri Daryanti, Desti Fitriani, Elok Tresnaningsih; University of Indonesia
14.00 – 14.30	20	Tracer study at the State Polytechnic of Sriwijaya; Indri Ariyanti, Adi Syakdani, Demby Pratama, Darmawan; State Polytechnic of Sriwijaya
14.30 – 15.00	21	Effects of Curriculum and Learning Outcomes within Alumni Competencies: Case study vocational courses, University of Indonesia; Deni Danial Kesa; University of Indonesia
15.00 – 15.30	22	Link and Match between Theory and Practice: Professional Success of Graduates of the Faculty of Social and Political Sciences: Jona Putri Widagdo; University of Indonesia
15.30 – 16.00	23	Relationship of Locus of Control and Career Decision Self Efficacy in Faculty of Psychology, University of Indonesia Graduates; Stephanie Yuanita Indrasari; University of Indonesia
16.00 – 16.15		Coffee and tea break / Poster presentation
Session H Plenary 16.15 – 17.30		Cohort of Graduates or Cohort of Beginners - Discussion of the pros and cons of two approaches; ITB, UI and INGRADNET Moderator: Ied Veda Sitepu Denpasar room, 3rd floor
Session I 17.30 – 18.00		Closing of the EXLIMA conference Denpasar room, 3rd floor

Workshop and Training on Indonesia National Tracer StudyNetwork (INDOTRACE) 27 - 28 November 2015

Location: Sanur Paradise Plaza Hotel; Jalan Hang Tuah no.46, Sanur 80228 Bali,
Indonesia;

Tel: +62-361-281 781

Friday, 27 November 2015

Time	Abstract Number	Agenda
Session A 08.00 – 12.30		Opening and Overview Denpasar Room 3rd floor
08.00 – 09.00		Registration and poster session (Pre-Function Room, 2 nd floor)
09.00 – 09.10		Participants entering the room
09.10 – 09.20		Report; Organizing Committee; Sandra Fikawati
09.20 – 09.30		Opening: Dr. Didin Wahidin, Director of Student Affairs, Ministry of Research, Technology and Higher Education, Republic of Indonesia
09.30 – 10.30	1	Development of Higher Educational Institutions' Career Center and Tracer Study in Indonesia; Ahmad Syafiq, Sandra Fikawati
10.30 – 12.30	2	Quality Criteria of Graduate Tracer Studies - A Proposal for Self-Assessments; Harald Schomburg, René Kooij
12.30 – 14.00		Lunch and Friday Prayer Break
Session B 14.00 – 15.30		PKTS Grants Implementation Results Presentations (Plenary Session) Chair: Ied Veda Sitepu, Indonesia Denpasar Room 3rd floor
14.00 – 14.15	3	Tracer Study for Career Center System Development Program of Duta Wacana Christian University; Ambar Kusuma Astuti, Joko Purwadi; Duta Wacana Christian University, Yogyakarta
14.15 – 14.30	4	Tracer Study Methods in University of Muria Kudus 2015; Muhammad Arifin; University of Muria Kudus, Kudus
14.30 – 14.45	5	Graduate Tracer Study at the Muhammadiyah University of Palembang; Bobby Muslimin, Muhammad Fahmi; Muhammadiyah University of Palembang, Palembang
14.45 – 15.00	6	Tracer Study Analysis and Relevance at the University of Prof. Dr. Hazairin, SH, Bengkulu; Elviza Diana; University of Prof. Dr. Hazairin, SH, Bengkulu
15.00 – 15.15	7	Tracer Study of Cenderawasih University; Remuz MB Kmurawak, Supiyanto; Cenderawasih University, Jayapura
15.15 – 15.30		Discussion

Time	Abstract Number	Agenda
15.30 – 15.45		Coffee and tea break / poster presentation (Denpasar Room 3 rd floor)
Session C1 15.45 – 16.45		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ied Veda Sitepu Tabanan Room 4th floor
15.45 – 16.00	8	Tracer Study for Curriculum Development. A Case Study at Jember University; Tejasari; Jember University, Jember
16.00 – 16.15	9	Increasing the Efficiency and Effectiveness of Tracer Study at Widya Mandala Catholic University; Monica Ajeng Erwita, Caecilia Setyabudi; Widya Mandala Catholic University, Surabaya
16.15 – 16.30	10	Tracer Study of Muhammadiyah University of Kendari Based on 2013 Alumni Survey; Ary Tamtama, Patta Hindi Asis, Hartati, Ahmad Muhlis Nuryadi, Muhammad Dikman Maheng, Ririn Syahrani, Febriyanti, Jumiatin; Muhammadiyah University of Kendari, Kendari
16.30 – 16.45	11	The Implementation of Tracer Study at Muhammadiyah Health Higher Education Institute (Stikes) Palembang; Yulius Tiranda, Siti Romadoni, Muhammad Azril; Stikes Muhammadiyah Palembang, Palembang
Session C2 15.45 – 16.45		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ruddy JS Almapura Room 4th floor
15.45 – 16.00	12	The Development of ATSIS (Airlangga Tracer Study Integrated System) As A Fast and Reliable Tracing Method; Elly Munadzirah, Epy Muhammad Luqman, Lastiko Endi Rahmantyo, Badrus Zaman; Airlangga University, Surabaya
16.00 – 16.15	13	Tracer Study Implementation at Dian Nuswantoro University; Kusni Ingsih, Dewi Agustini Santoso; Dian Nuswantoro University, Semarang
16.15 – 16.30	14	The Implementation of Tracer Study at the Islam University of Malang 2015; Dyah Werdiningsih, Ronny Malavea Mardani; Islam University of Malang, Malang
16.30 – 16.45	15	Starting Tracer Study in Tourism Institute in Indonesia: First Experience in STPB; Sumaryadi, Haryadi Dharmawan, Cecep Ucu Rakhman; Quality Assurance Unit Bandung Tourism Institute, Bandung

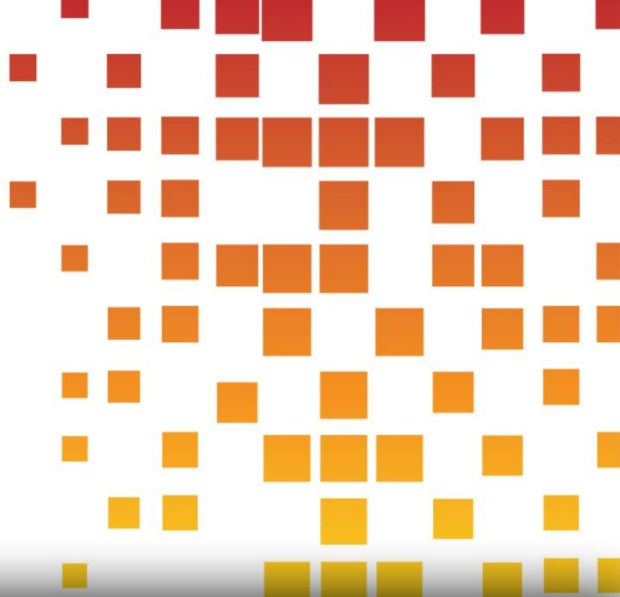
Time	Abstract Number	Agenda
Session C3 15.45 – 16.45		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ahmad Syafiq Bangli Room 4th floor
15.45 – 16.00	16	The 2015 Strategy for Tracer Study Development at Budi Luhur University; Purwanto, Deni Mahdiana; Budi Luhur University, Jakarta
16.00 – 16.15	17	Development and Implementation of 2015 Tracer Study of University of Surabaya; Lisyan Tamara S., Rahman Dwi Wahyudi; University of Surabaya, Surabaya
16.15 – 16.30	18	Mercu Buana Career Center Development Program and <i>Tracer Study</i> 2015; Primi Artiningrum, Cut Edwina Safia Oebit; Mercu Buana University, Jakarta
16.30 – 16.45	19	Colouring Labour Market with Public Health Perspective; Robiana Modjo, Andini Imaniar Putri; University of Indonesia, Depok
16.45 – 17.30		Poster Presentation/ Discussion With Presenters (1) (Denpasar Room 3rd Floor)

Saturday, 28 November 2015

Time	Abstract Number	Agenda
Session D1 09.00 – 10.00		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ied Veda Sitepu Tabanan Room 4th floor
09.00 – 09.20	20	Improving Competencies of Graduates Based on the Result of Tracer Study; Prihat Assih, Diana Zuhroh, Sunardi; University of Merdeka Malang, Malang
09.20 – 09.40	21	Tracer Study; Means of Strengthening of Graduates Data Base at Muhammadiyah University of Ponorogo; Elmie Muftiana, Sujiono, Wardah Firdausi, Edy Kurniawan; Muhammadiyah University of Ponorogo, Ponorogo
09.40 – 10.00	22	Tracer Study at Polytechnic of AKA Bogor; Maman Sukiman, Nunung Widijanties; Politechnic of AKA Bogor, Bogor
Session D2 09.00 – 10.00		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ruddy JS Almapura Room 4th floor
09.00 – 09.20	23	Mapping the Profile of Competence and Competitiveness of the Alumni of Nasional University : A Case Study of 2013-2014 Graduation; Ucu Darusalam, Septi Andriana, M. Iwan Wahyuddin, Ina Agustina, Aris Gunaryati, Novi Dian Anastasia, Ariana Azimah, Iskandar Fitri; Nasional University, Jakarta
09.20 – 09.40	24	Implementation of SMS Gateway to Trace Graduates at the State University of Malang; Ahmad Fahmi, M. Zainal Arifin; State University of Malang, Malang
09.40 – 10.00	25	Tracer study on Alumni of 2013 of Nusa Cendana University; Obed Haba Nono; Nusa Cendana University, Kupang
Session D3 09.00 – 10.00		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ahmad Syafiq Bangli Room 4th floor
09.00 – 09.20	26	Optimizing the Function of Tracer Study As One of Important Sources for Developing IQF (Indonesian Qualification Framework) Based Curriculum; Istiqlaliah Nurul Hidayati, Oding Sunardi, Aries Maesa, Iyan Irdiyansyah; Pakuan University, Bogor
09.20 – 09.40	27	Tracer Study of Muhammadiyah University of Surakarta; Totok Budi Santoso, Irmawati; Muhammadiyah University of Surakarta, Surakarta
09.40 – 10.00	28	The 2015 Tracer Study Result of Sari Mutiara Indonesia University; Dewi R Bancin; Sari Mutiara Indonesia University, Medan
10.00 – 10.20		Coffee and Tea Break

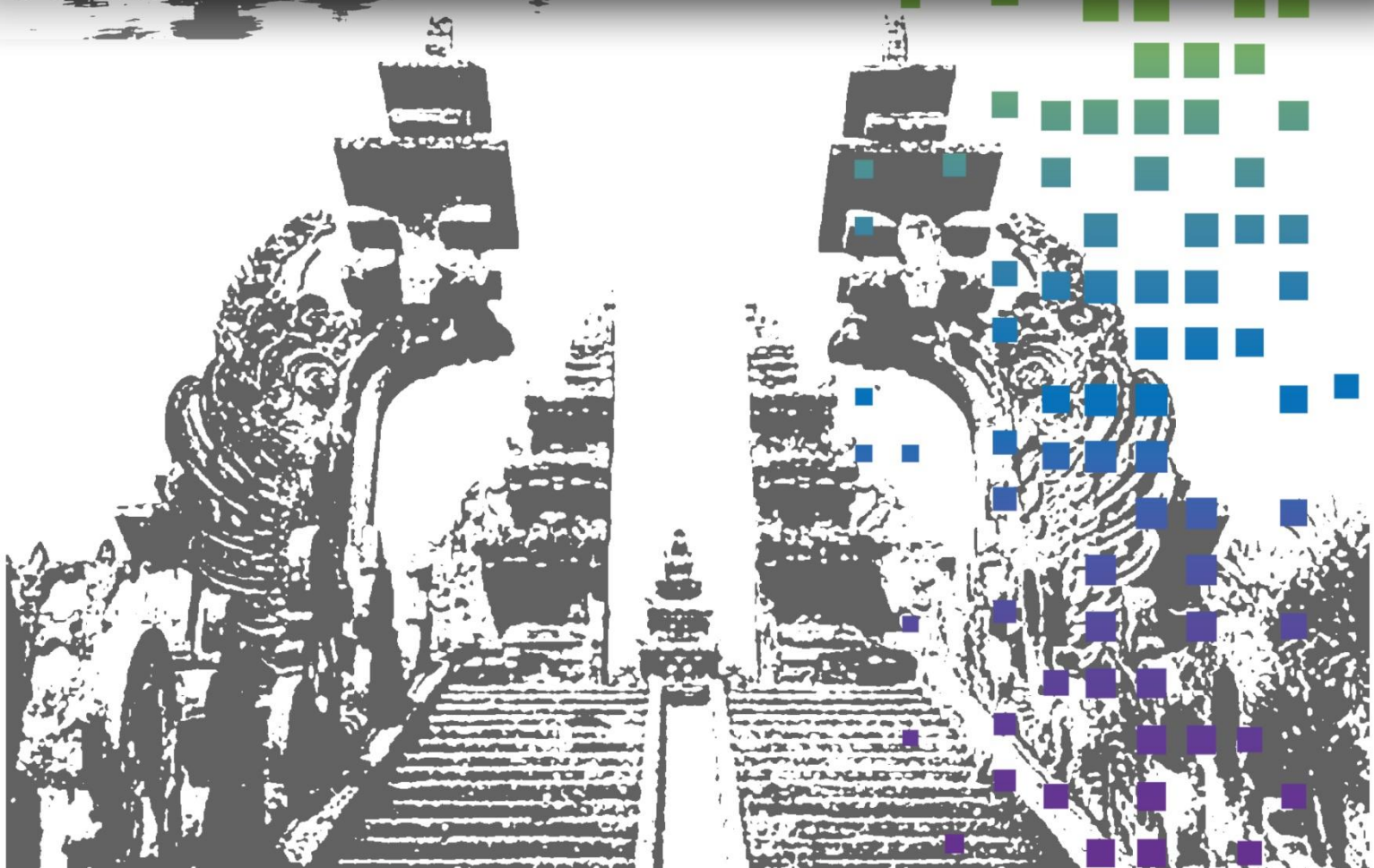
Time	Abstract Number	Agenda
Session E1 10.20 – 11.40		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ied Veda Sitepu Tabanan Room 4th floor
10.20 – 10.40	29	Implementation of Sebelas Maret University's 2015 Tracer Study; Kusnandar, Agung Wibowo, Winarno; Sebelas Maret University, Semarang
10.40 – 11.00	30	The 2015 Tracer Study of Sriwijaya University; Nuni Gofar, Fitra Yosi, Prahady Susmanto; Sriwijaya University, Palembang
11.00 – 11.20	31	The Effects of Study Condition on Graduates' Competencies; Bhina Patria; Gajah Mada University, Yogyakarta
11.20 – 11.40	32	Towards Getting the First Job: Is There Any Gender Discrepancy of Unsyiah's Graduates of 2013 Academic Year?; Kurnia Saputra, Farid Mulana, Teuku M. Iqbalsyah; Universitas Syiah Kuala, Banda Aceh
Session E2 10.20 – 11.40		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ruddy JS Amlapura Room 4th floor
10.20 – 10.40	33	Implementation of Tracer Study As Graduate Quality and Competency Improvement; Elvi Rusmiyanto PW, HA. Oramahi, Erlinda Yurisinthae, Uray Salam; Tanjungpura University, Pontianak
10.40 – 11.00	34	Grant Program of Career Center and 2015 Tracer Study; Dessy Dwi Handayani, Irma Dumasari; Telkom University of Bandung, Bandung
11.00 – 11.20	35	Tracer Study Development at ITN Malang; Sumanto, Emmalia Adriantantri; National Institute of Technology, Malang
11.20 – 11.40	36	Alumni Identification at State Politechnic of Jakarta (PNJ) Year 2013; Sidiq Wacono, Shinta Megyana Pratama; Politeknik Negeri Jakarta, Jakarta
Session E3 10.20 – 11.40		PKTS Grants Implementation Results Presentations (Parallel Session) Chair: Ahmad Syafiq Bangli Room 4th floor
10.20 – 10.40	37	Tracer Study Description at STT-PLN; Yessy Fitriani, Dine Tiarakusuma; Sekolah Tinggi Teknik PLN,
10.40 – 11.00	38	A Web-Based 2015 Tracer Study As Alumni Quality Improvement at STKIP PGRI, Padang; Zulfetri Aima, Adrias, Silvia Marni, Anny Sovia; STKIP PGRI, Padang
11.00 – 11.20	39	We Love, We Care, and We Share; Pipin Sukandi, Yelli Eka Sumadhinata; Widyatama University, Bandung
11.20 – 11.40	40	Tracer Study of National Technology Institute (Itenas) – Bandung Graduates; Ali, Tito Shantika, Marsono; National Technology Institute, Bandung

Time	Abstract Number	Agenda
11.40 – 12.10		Poster Presentation/Discussion with Presenters (2) (Denpasar Room 3 rd floor)
12.10 – 13.00		Lunch Break
Session G 13.00 – 16.00		INDOTRACE Special Meeting (Plenary) Chair: Ied Veda Sitepu Denpasar Room 3rd floor
13.00 – 14.00	41	The 2014 tracer Study Result of UI; Ahmad Syafiq, Sandra Fikawati, Rahmatullah; University of Indonesia, Jakarta
14.00 – 15.00	42	UI-INDOTRACE Questionnaire Discussion; Sandra Fikawati
15.00 – 16.00		Discussion
16.00 – 17.00		Closing by Director of Career Development and Alumni Relations, University of Indonesia



ABSTRACTS

**SPEAKER
EXLIMA**



1

NEW DEVELOPMENTS AND OLD PROBLEMS OF GRADUATE TRACER STUDIES

Harald Schomburg

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In many countries we can see a great demand on tracer studies. Indonesia is an example of such development especially in the higher education sector. Within a very short time of a few years in Indonesia emerged a system of regular tracer studies. In the year 2016 about 200 institutions of higher education are going to cooperate to conduct tracer studies of their graduates about two years after graduation. Since the design of the tracer studies and the questionnaire is standardized these institutional tracer studies shall become the data source for a national information and monitor system to measure the performance of the Indonesian higher education system regarding transition to employment and relevance of the education.

Not only in Indonesia the network approach of tracer studies is more and more utilised as we can see in countries like Namibia, Kyrgyzstan and Macedonia. It is not any more the primary purpose of such tracer studies to collect data for different objectives. The process of the survey becomes a prominent role because academic staff of the institutions is actively involved and the role of consultants (or the data collection company) will be reduced. The institutions are building their own capacities to conduct regular tracer studies which are relevant for the further development of the schools, colleges, and universities.

The bridge between research and practise is accompanied in some countries by another important bridge: the bridge between vocational education and training (VET or TVET) and higher education. Although we find in some countries like France (CEREQ) and Italy (ISTAT) generation surveys which includes both graduates from VET and HE most of the tracer studies in the world are clearly separated for the two types of education. New tracer study activities in Kyrgyzstan, Macedonia, and Malawi are trying to overcome these borders.

But also in countries with long tradition we see interesting developments indicating a consolidation of tracer studies:

- In Italy the AlmaLaurea network and the STELLA network are co-operating thus reaching a coverage of about 90 % of the Italian graduates;
- In Germany the KOAB network (about 80 institutions of higher education) now co-operates with the national DZHW tracer studies.

It remains still difficult to get a full picture of the developments of tracer studies in the different countries and sectors because many studies are not published, or are published only in the local language. Especially tracer studies in the VET sector which were conducted by consultants in the context of projects of donor agencies like Asian Development Bank, World Bank, GIZ and other organisations are often treated as internal documents for monitoring and evaluation, and are not published. Many of the published tracer studies are of little use because they do not provide the necessary information which would allow to check the quality of the data. Very seldom the representation of the responding graduates for the total target population is discussed. And very seldom we can see the use of appropriate statistical methods to justify the conclusions and recommendations.

Although the emerging new tracer study activities are promising it seems to be still necessary to concentrate more on securing the quality of the tracer studies with respect on efficiency, methodology and relevance.

Keywords: tracer study, network approach, tracer study quality

2

TRACER STUDY RESULTS OF INDONESIAN UNIVERSITIES

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Ministry of Education and Culture Republic of Indonesia (MEC-RI) launched grant scheme targeted to Indonesian universities to provide small starting fund for tracer study implementation at university level. This fund is an attempt to encourage the implementation of a more regular and standardized graduate survey conducted by Indonesian universities. It is expected that data produced by tracer study at the university level conducted in a standardized method could provide national figures for important variables on the relevance of higher education to the world of work, which was non-existent prior to the start of tracer study grant project. In 2014, 24 universities (consisting of 7 state universities and 3 state polytechnics, and 14 private universities) received the grant and had conducted their tracer studies using same questionnaire and design. The questionnaire was a shortened INDOTRACE standard questionnaire contained 84 variables on transition, work situation, matching, and competencies. This paper describes the results of tracer studies conducted by grantees universities. These are the very first data in Indonesia that provide graduates situation collected in a relatively standardized method and design. Total number of population (cohort graduated two years prior to survey) was 37049, number of respondent 10756, gross and net response rates were 29.0% and 33.6%, respectively. Regarding transition to work, 46.6% started to find job before graduation. Average job searching time was 3 months. Around 21.6% graduates worked in government sector, 59.5% worked in private sector, and 10.9% opened their own businesses. At the time of survey 72.2% worked, those who were not working mostly stated that they were continuing study (29.5%), followed by did not have job (20.6%), and busy with family/marriage life (18.3%). Around 22% of respondent was actively seeking for job in the last 4 weeks. The horizontal match situation was 74.3% matched, while vertical match was 66.5%. Regarding competencies, the highest perceived acquired competence was lifelong learning ability (mean: 3.93), followed by responsibility (mean: 3.91), and loyalty and integrity (mean: 3.91). The least perceived acquired competences were knowledge outside study discipline (mean: 3.51), research skills (mean: 3.52), and work under pressure (mean: 3.55). Competences that were highly contributed by university education included lifelong learning ability (mean: 3.91), teamwork (mean: 3.86), and responsibility (mean: 3.83). Comparison between different types of institution ownership showed that in terms of length of job searching, there was no significant difference between graduates from state universities (median: 3.0 months) and graduates from private universities (median: 2.9 months). In terms of matching situation, again no differences were found for both horizontal and vertical matching between graduates from state universities and graduates from private universities (horizontally matched: 76.3% among state university graduates, 79.7% among private university graduates; vertically matched: 68.4% among state university graduates, 65.1% among private university graduates). Regarding competences, graduates from state universities were better in general (total average mean score: 3.82) than private universities (total average mean score: 3.66). Other important break variable was type of institution program that is university versus polytechnics. Data indicates that no difference was found for length

of job search between graduates from universities and graduates from polytechnics (median: 2.9 months and 3.1 months, respectively). In terms of matching situation, percentage of graduates from universities who was horizontally matched was significantly ($\alpha=0.05$) higher (80.0%) than that of graduates from polytechnics (72.6%), but no difference was found for vertical matching (68.4% and 66.4%, respectively). There was no data on competencies from polytechnics, thus no comparison could be made for competencies variables. Tracer study grant is continued by the Ministry of Research, Technology, and Higher Education and it is expected that in the future tracer study would be embodied as regular monitoring system of graduates in Indonesia and be optimally utilized to provide a more representative national data.

Keywords: Indonesia graduates monitoring system, transition to work, horizontal & vertical matching

3

OMAN GRADUATE SURVEY 2015: GENDER ISSUES IN HIGHER EDUCATION AND TRANSITION TO THE LABOR MARKET

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Graduate Survey 2015 is the first national graduate survey conducted in Oman that targeted all graduates from all national higher education institutions in Oman. It invited graduates of two academic years 2009/2010 (four years after graduation) and 2012/2013 (two years after graduation). The graduates were sent sms and asked to fill the questionnaire online through www.ogss.gov.om. The questionnaire was open for two months.

The population was 36541 graduates and 18724 participated with a response rate that reached 51%. After preliminary analysis of the filled out questionnaires only 12551 were considered in the secondary analysis; all incomplete forms were rolled out as well as the forms that were filled by graduates of academic years other than the ones that were targeted. Preliminary analysis of the results indicated that 53.4% of the participants were employed while 46.6% of them were still unemployed.

One of the important results of this survey is the educational and employment status of female graduates. In Omani higher education, the number of female graduates is higher than the number of male graduates; however, female graduates are less employed than their male counterparts are. The findings suggest there is a significant difference between male and female graduates employment; only 36.9% of the female participants are employed compared to 81% of the male participants. A closer look at Graduate Survey 2015 data reveals that there are several factors that participate in the phenomenon such as field of study, gender based enrolment policies, and employment trends in different sectors (public, private, entrepreneurship).

Keywords: gender, Oman Graduates Survey

4

A TRACER STUDY MODEL TO CREATE HIDDEN CURRICULUM IN THE VOCATIONAL EDUCATION CURRICULUM EVALUATION PROGRAM

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A Tracer study aims to know result of education system and assess the linkage between the result and users need. The tracer study provides information as a feedback for curriculum improvement in vocational education curriculum that focused on skill and practical competencies. Because of the limited subject in the formal curriculum, several competencies which needed by users in labor market cannot be incorporated. On the other hand, opportunities exist beyond the formal curriculum for educating the student to fulfill several requirements. This has been conceptualized as hidden curriculum consisting of extracurricular and activities embedding in the class or workshop. Despite the importance the tracer study, there have no effort to use the tracer study for determining hidden curriculum in vocational education. Our proposed mathematical model utilizes the tracer study activity for formulating the hidden curriculum in vocational education curriculum. We use the data from tracer study activity that have been conducted by Polytechnic ATK for verifying the model. The data was collected during period 2012-2014. We analyze the users demand and incorporate to the hidden curriculum. Furthermore, we examine the impact of the hidden curriculum based on tracer study activity to graduated student competitiveness in labor market.

Keywords: Tracer Study, Hidden Curriculum, Vocational Education, mathematical model

5

WORK-INTEGRATED LEARNING AND LEARNING OUTCOMES

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Appropriate transition from tertiary education (including both university and non-university sectors) to employment and society, assuring the quality of learning outcomes necessary for such transitions, and thus the functional differentiation to be among tertiary education sectors, are gaining social and political attentions Japan. On the pedagogical concern, didactics of active learning emphasizes such as internships as innovations in higher education learning content and methods to achieve these objectives as well as the exploration of even more practical vocational education are becoming critical issues from an academic perspective also.

In order to grasp the relevance of the knowledge, skills and competencies graduates acquire through tertiary education, they can be appropriately understood not at the time of their graduation but throughout the early stages of their career from a medium to long-term perspective. With respect to these issues, this paper identifies the actual situation regarding early-stage career formation (from immediately after until the 10th year after graduation) based on survey data with 7,457 valid responses (10.3% of response ratio) for 55 junior and professional training colleges that in 2012-2013. The web graduate survey system is used for the survey, developed for the purpose of supporting institutional research activities required for tertiary education institutions to implement educational improvements and recruit students. In relation to this, this system analyses and examines evaluations of the education and learning experiences which graduates had while enrolled at their educational institution from the perspective of graduates, in more customized forms of questionnaire. Based on a graduate survey of junior colleges and professional training colleges conducted as part of “the research on non-university higher education and qualifications system”, we sought to gain a general understanding of work-integrated learning; ranging from internships to practical training for acquiring qualifications and part-time employment.

The survey results clearly showed that graduates learned through various experiences during their studies, including not only practical placement for acquiring special professional licenses and/or internships, but also part-time employment related to their fields of specialization, and that these experiences increased the occupational usefulness of the education graduates had received. Thus it was possible to confirm the appropriateness of gaining a comprehensive understanding of these various activities as “work-integrated learning”. The study focused mainly on internships as one approach for “active learning” that addresses the present-day issues of transitioning from tertiary education to professional and social independence, while also aiming to gain greater understanding of the all-inclusive concept of work-integrated learning. The results of the study showed that practical training for acquiring qualifications and internships fulfill an equally supportive function in the transition from tertiary education to employment and in early-stage career formation, and that these functions can also be read from graduates’ experiences of part-time work related to field of specialization in fields such as food preparation/confectionary production.

That is to say, from the viewpoint of the issue of active learning, the survey results clearly show that attention needs to be focused not only on the initiatives of educational institutions and teachers through curricula and learning within framed areas, but also students' voluntary experiences, which are weakly framed. With regard to this point also, the survey results clearly showed a need to focus on not only officially recognized activities for which students can gain credit or internships unrelated to recruitment, but also more generally to include activities for which it is difficult for educational institutions to be aware or to systemize, such as practical training in the workplace/on-site that is aimed at acquiring licenses and qualifications - the conventional model for transitional support - and part-time work. In particular, the survey clearly showed the importance of the concept of work-integrated learning for sectors where the sphere of independent and autonomous activities conducted by junior colleges and professional training colleges is more restricted.

Keywords: graduate survey, IR (institutional research), internship, work-integrated learning, learning outcomes, career education, vocational education

6

TECHNICAL AND VOCATIONAL SKILLS TRAINING FOR THE ORPHANED VULNERABLE YOUTH OF MALAWI

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Many rural and semi-final based youths in Malawi are either HIV/AIDS affected or are increasingly vulnerable to the infection due to little or no access to viable economic opportunities. High unemployment levels, limited access to formal and non-formal training in technical and vocational skills are some of the problems hindering the youth from accessing opportunities impacting on their livelihood. All this tends to push the youth into dire poverty. As a result of poverty, most youths have turned to prostitution, petty theft, begging, violent behavior and drunkenness. Often the youth have succumbed to sexual abuse, labour exploitation, trafficking, political exploitation and early pregnancies. Such youths have ultimately ended up being prone to HIV and AIDS. It is against this background that TEVETA with funding from NAC, developed the TVST OVAY project concept in order to effectively empower the youth to address the impact of poverty on HIV and AIDS. The main goal of the TVST–OVAY project was to contribute to improved quality of life and incomes for HIV/AIDS vulnerable and poor people especially youth and women living in rural and peri-urban areas of Malawi. The main project purpose was to reduce the vulnerability of poor youths to HIV and AIDS by empowering them economically through training in Market demanded employable vocational skills. In total, 2532 beneficiaries were drawn equitably from all the traditional authorities in Malawi. Each district contributed 18 beneficiaries for formal training and 57 beneficiaries for informal training. Districts like Mzimba, Lilongwe and Blantyre were assigned to contribute three times more than other districts because of the vastness of their population sizes.

The overall objective of the study was to establish the current situation with the trainees now that it has been two years since the project finished as well as make an assessment of the overall impact of the project. Specifically, the study intended to achieve the following objectives: A comparative analysis of how long it took the beneficiaries of the project to secure a job or start their own business; Assess whether the competencies trainees received in both fields in the world of work; Establish the extent trainees in both fields are engaged in self – employment both in the formal and informal sectors; Assess the proportion of trainees who are doing something related to the training they received; Analyze which occupations/trades are yielding better results in terms of finding employment or starting their own businesses.

The study largely focused on the beneficiaries and in certain instances the Master Trainers. The study covered trainees who completed their training from 2009 to 2011 in both the formal and informal sector. It was carried out in 14 randomly selected districts, based on their participation in TVST OVAY project. The determination of the sampled trainees is described below. The study adopted a stratified random sampling due to cost implications of conducting the study. As such 50% of the target districts were sampled and a simple random sampling was then applied on those 14 districts. The target population was 1542 trainees and sample size was 463 trainees/beneficiaries. With a population size of 1542 beneficiaries

and a confidence interval of 95% and a margin of error of 5%, the recommended sample size would have been 308 beneficiaries to produce statistically significant results. Therefore, a sample size of 463 beneficiaries that this study obtained is even more statistically significant and valid.

The tracing process involved identification of the trainees from the two faculties. The following procedures were used to trace the trainees:

- a) Records at the TEVETA Secretariat
The starting point of the tracing process was the beneficiaries records which the permanent addresses of all trainees during implementation and kept by the programme manager especially contact telephone numbers.
- b) District Youth Offices ;
- c) The Master Trainers were also used to trace the beneficiaries of the informal sector programmes.
- d) The Snowball technique proposed as most useful technique of tracing graduates by Kimani (2002) and Mayanja (1996) was used in the study. This method was used after locating the graduates. In this respect, the study team obtained contact addresses of their peers or other cohorts. This technique captured the self-employed and the unemployed trainees.

The major purpose of this tracer study was to establish employment opportunities (wage or self) of the TVST OVAY beneficiaries 2 years after the training was completed as one way of evaluating the impact of the project interventions. According to the findings most 249 (55 %) of the respondents are self-employed, 151 (34%) are wage –employed and only 49 (11%) are unemployed but the study further reveals that 186 (41 %) of the respondents are not engaged in any economic activity related to the training that they received citing lack of start-up tools and capital, and /or not enough training received, as some of the reasons for this. The study has revealed that, of the 449 beneficiaries interviewed, 291 (65 %) received start – up tools and 158 (35%) did not receive any start – up tools. It is worth noting that out that none of the beneficiaries received any start – up monetary capital as originally envisaged.

The study further reveals that out of the 291 beneficiaries who received the startup tools, 187 (64%) were actually using them to earn a living whereas 104 (36%) were actually doing something unrelated to the training they received though they received the tools and for the 158 beneficiaries who did not receive the tools, 76 (48%) beneficiaries are currently engaged in economic activity related to the training they received whilst 81 (51%) beneficiaries were not doing anything related to the training they received.

Keywords: skill training, Malawi, employment opportunities

7

CHANGES IN LABOUR MARKET ADAPTATION OF MASTER GRADUATES OVER TIME

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The number of master graduates in Norway has increased substantially over the last decades. A highly educated population is usually seen as an advantage for economic development, though it can be discussed if some societies has reaches a “point of saturation” regarding the educational level of the population. In recent years it has been a public debate in Norway on whether the labour market need as many graduates with a master degree as is currently graduated. This has partly been linked to the level of education (“a bachelor degree would be sufficient to do the jobs”), but also to fields of education (“too many study humanities and social sciences”). This debate may be seen as a continuation of discussions of is “diploma disease” (Dore 1976, and credential inflation (Collins 1979) that was raised in the 1970ies.

One way to empirically approach the question of whether too many obtain a master degree, is to look at how the graduates are received in the labour market. If increasing proportions of master graduates experience challenges in the labour market, this would provide support for the hypothesis that the proportion that obtain master degrees is too high. In this paper we will look at two indicators of labour market outcomes:

- Unemployment
- Skills-mismatch/over education

Data from the Norwegian Graduate surveys will be applied. We use surveys conducted 6 months after graduation, conducted biannually from 1993 – 2013. These cover master graduates in all subject fields but human medicine, and are distributed to approx 80 of all masters graduated in the spring term. Response rate is between 48 and 70 per cent, leaving us with 3-4000 respondents per survey.

Even if the number of graduates has increased substantially, we find no general increase in unemployment rates or mismatch over the last 20 years. This means that the labour market has been able to absorb the graduates to the same extent than earlier. However, some variation between different subject fields is observed. Graduates in humanities are more exposed to mismatch than others, and an increase in over-education among master graduates in health sciences is seen in recent years. The employability of graduates seem to be more affected by economic fluctuations than the number of graduates produced.

Keywords: labour market adaptation, master graduates, Norway

8

NEET A FEW DAYS, NEET ALWAYS IN FRANCE?

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The aim of this proposal is to analyze the school-to-work transition of young people in France, in order to understand their risks of becoming a NEET (not in employment, education or training) and their disconnection with the labour market and education.

Since 2010, the European Commission has introduced a new indicator, the NEET rate, to monitor the labour market and social situation of youth (15-29 year old). With a NEET rate close to the European and OECD average (16%), this population is still less well known in France. France stands out by the rigidity of its labor market arrangements, which is often considered to be a cause of the high rate of youth unemployment. First, the costs of unqualified work are higher than in other countries, due to the minimum wage. Second, the strong labour market segmentation confines especially young people to unstable jobs, while offering other employees permanent contracts with strong social protection. Third, the vocational education track, the second choice in France, is generally less valued than the academic track in the labour market (Méhaut 2009).

We intend in this paper to have a better understanding of the factors that can explain how youths become NEETs (*individual characteristics, social or ethnic origin, school and family factors*), as well as the features of the past employment trajectory that can explain the likelihood of no longer being a NEET, or the reoccurrence of such a status. Is NEET long-lasting or just a process in the school-to-work transition and in the same way for young women and men? How long do young NEETs remain out of employment, education or training according to their diploma (VET and higher education)?

Our analysis will be based on the French 'Generation 2010' survey that provides information on the first three years on the labour market. This longitudinal survey was carried out in 2013 by Céreq (the French Center for Research on Education, Training and Employment). 38,600 school leavers at various levels of education and entered the labour market the same year in 2010 were contacted by phone. Up to the date of the survey, a calendar was used to collect, month by month, the successive situations: employment, unemployment, study, training, inactivity (the minimum length for a situation being 1 month).

Keywords: NEET, France, unemployment

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THE DEVELOPMENT AND USE OF ONLINE QUESTIONNAIRES WITH THE OPEN SOURCE SOFTWARE QTAFI

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QTAFI is free open source software for simple design and administration of an online questionnaire as well as for the data analysis of the survey. **QTAFI** stands for Questions, Tables, and Figures. QTAFI Software has been elaborated at the International Centre for Higher Education Research (INCHER-Kassel) and is widely used at INCHER for carrying out graduate surveys in Germany and Austria.

In 2015 a new version of QTAFI – **QTAFI 3** – has been developed which will be presented at the conference. The latest version of the software is easy to be installed and technically managed, offers a more user-friendly interface and allows a very easy managed creation of an online survey/questionnaire even for users without special IT knowledge.

Main features of the new version of QTAFI software:

Survey:

- Creation of an online form of a survey
- Self-administration of the online survey
- Unlimited number of surveys, participants
- Open vs. closed survey. In case of the closed survey – PIN creation for the purpose of authentication
- Determination of the duration of the survey;

Questionnaire:

- Creation of a user-friendly online questionnaire either per mouse-click or by using the XML programming language
- Self-administration of the online questionnaire according to one's needs
- Unlimited number of questions
- Configuration of different types of question, for instance, single choice or multiple choice questions, open questions, or scaling form as well as filter commands;
- Layout of the questionnaire to make questionnaire interesting and avoid monotony. Every detail such as, style, the font or the background colour may also be realized due to QTAFI.
- Documentation of the questionnaire data (**codebook**). Through the codebook QTAFI generates an online questionnaire.

Data:

- Download of data in different formats which is ready to use in SPSS, Excel
- Data analysis – frequency, crosstabs, bar charts

The presentation at the conference will provide insight into the new version of QTAFI software and demonstrate briefly its interface, how it can be managed, what possibilities it offers and what the results are. Furthermore there is a possibility to conduct workshops in Bali for a limited number of participants in which more detailed and practically-oriented use of QTAFI will be presented. During these workshops participants will have the opportunity to work with the programme themselves and create a short online questionnaire.

In addition to the short presentation at the conference and practical workshops, the participants will get an access to the **documentation in form of a handbook** on how to work with the software.

Keywords: online questionnaire, QTAFI 3, new version

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THE RELIABILITY OF RETROSPECTIVE PANEL DATA CONCERNING FIRST JOB CHARACTERISTICS

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To evaluate early career activities (e.g. characteristics of the first job) we analyze retrospective data. An important issue in higher education research is the transfer from university to employment. Some authors assume that higher education graduates face a lot of difficulties during their job search or have to pick a job which does not fit exactly to their study programme. These processes are often analyzed with self-reported retrospective data. But how reliable are these methods? Do people correctly remember their first employment status? If we want to examine processes of mismatching, underemployed higher education graduates, we have to know if the graduates report their job entry characteristics correctly.

We use the KOAB panel data, which is at the moment available from waves 2006 to 2010 (N approx. 23,000). Established in 2007 the KOAB project (based at INCHER-Kassel) interrogates every year graduates of about sixty Higher Education Institutes in Germany. The survey (mainly conducted online) delivers data to study and job related issues. The panel structure allows us to compare the graduates' answers for two different moments. In both KOAB waves the graduates are interrogated about their first job. The first questionnaire is answered 1,5 years after graduating, the second wave follows three years later. Both questionnaires contain data about several career aspects (type of contract, employment character, working hours, region of employment, job title). The first wave covers the first employment and the current employment situation. The second wave covers all episodes of employment after graduating. In the presentation we want to discuss the following questions:

- Is the first job situation still remembered in the second wave?
- What kinds of jobs are not remembered? What are the reasons for not reporting certain episodes? Do graduates forget "problematic" jobs?
- Can the panel data in detail reproduce the first wave? Is the panel data reliable concerning the job characteristics? I.e. if the jobs seem to be comparable, are they still remembered in detail?
- In which ways the questionnaire is appropriate to analyze the job entry?

First, to answer the questions above, the characteristics of the first job according to the first KOAB wave are analyzed. Then, we try to find out this specific job of the graduate in the panel data. Job characteristics will be compared to examine the congruence of the self-reported data. We try to find certain patterns of non-remembered jobs. Finally, we want to discuss the questionnaire. Do our findings suggest improvements regarding the job entry questions for the questionnaires of both waves?

The presented topic is highly relevant for practical reasons using an online questionnaire. In the presented online mode, there is no personal interviewer who could remind the graduates of certain episodes. Asking our graduates to tell us about their first jobs and related difficulties, it is crucial that the graduates do not leave out certain problematic jobs or some important details. When is the right time to ask the graduates those questions? Five years after graduation might be too late. E.g. the graduates are interrogated if their degree level was appropriate to their first job. Supposing the answers in the first waves are correct, are mismatching jobs still reported in the second wave?

Keywords: retrospective panel beta, KOAB, Germany

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FIVE YEARS EXPERIENCE OF TRACER STUDY UNIVERSITAS INDONESIA: SOME LESSONS LEARNED AND IMPORTANT FINDINGS

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Universitas Indonesia (UI) has conducted regular university level tracer study (Tracer Study Universitas Indonesia, TSUI) for five years. During the 5-years implementation, several lessons could be learned in terms of implementation management, data management, and utilization of tracer study results. In terms of implementation management, important lessons included the importance of incorporating tracer study as one function of university career centre; efficient implementing team; participatory approach in relation to faculties and other relevant units. Incorporation of tracer study as function of career centre was proven to be very important in securing the funding to implement tracer study, especially since in UI, the Career Development Center Universitas Indonesia (CDC-UI) managed to contribute financially to the university regularly through profit from other activities such as career expo and trainings. This in turn would provide assurance for sustainability of tracer study. Some main variables in tracer study were also adopted as indicators of university key performance. In many other universities in Indonesia, cost was frequently cited as a hindrance to conduct university level tracer study. Small size tracer study team also helped tracer study implementation cost to be minimal and more efficient. Employing temporary workers from student or new graduates was one key decision to maintain the efficiency of tracer study team. Involving faculties and relevant units in tracer study planning and implementation was important to gain support and to develop sense of belonging as well as to improve utilization of tracer study results. In data management domain, one of the first tasks of TSUI implementation was database improvement. After two years of implementation, TSUI recorded zero undelivered case; this could be achieved by innovative management decision to include updated personal data as requirement for graduation. Good collaboration with information system unit was vital to ensure that database and contact activities were synchronized to university system. We learned that tracer study results utilization should be documented as a proof of the usefulness of tracer study for university management as well as for faculties. Dissemination of tracer study results is a must and willingness to share with and to assist faculties or other units with the needed data is also important. Challenges in the future including system preparation to respond to the possibility of rotation of tracer study team personnel, conduct more advance analysis, and develop further TSUI system.

Keywords: tracer study management, tracer study utilization

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INNOVATION AND IMPLEMENTATION ITB TRACER STUDY (2012-2015)

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Organizing and implementing of Tracer Study to be successful has two requirements: that must be institutionalized and sustained. However, it is not enough if no attempt to continuous improvements in implementation of the infrastructure, facilities, methodology, communication, publications and others. In Indonesia, the implementation of the Tracer Study generally still constrained in the needs, resources and methodologies in its implementation. Often Tracer Study conducted by the college only because of the need for accreditation, so that the implementation was not done routinely. In addition, the operator of Tracer Study generally was still considered inadequate and it was accompanied by difficulty in applying the appropriate methodology in its implementation. Basically, innovation must continue to be developed to get a successful implementation. . One of the indicator of success in the improvement is the increase in the number of respondents/response rate from year to year. ITB Tracer Study has been carried out from the year 2012 with a response rate continues to rise the year 2012 (49%), 2013 (72%), 2014 (80%) and 2015 (92%) respectively.

This paper will discuss the innovation and its implementation at ITB Tracer Study. Moreover, it would also explained in detail the background of the emergence of such innovations. Innovations that will be explained, among others, regarding the use of the surveyor, entry of cohort approach as the target respondent, online questionnaires, self-developed website and the reward system. Goals to be achieved from the manufacture of this paper was to provide input and sharing for other universities which organize Tracer Study to always focus on developing the Tracer Study system. The innovations developed by ITB are also expected to be a reference or alternative method for other universities which organize Tracer Study in order to obtain an increase of response rate.

Keywords: Innovation, Implementation, Methodology, Tracer Study, ITB

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WHY MEASURE COMPETENCIES

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The relationship between higher education and the world of work has been discussed for the past few decades in terms of, among others, contribution of higher education to the labour market. Graduates' competencies are debated concerning the readiness of higher education graduates to enter the labour market. Competencies are, in fact, considered more important in the recruitment process than the degree itself. It is therefore important to measure competencies of the graduates at a certain point of time after graduation to see the gap between acquisition of competencies during study time and requirement by the labour market, through tracer study.

This paper will present the importance of competencies and examples of how to analyse them for the purpose of general curriculum development and evaluation of education in preparing students to become future graduates who are (more) ready to enter the world of work.

Keywords: competencies, curriculum development, education evaluation

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COMPETENCY AND WORK REQUIREMENT IN THE EARLY CAREER STAGE

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This paper investigates the relationship between competency and work requirements for graduates from junior colleges and professional training colleges by using a web tracer study system, developed by EQ research group, now succeeded by Research Centre for Tertiary Education and Qualifications in Kyushu University. The EQ web system is fit for grasping common dimensions with field-specific concrete and divers questions, and was extended toward 17 fields of study, cooperated with 55 participating colleges in 2013.

In this paper, It is examined, acquisition of competencies, occupational career, the work requirement and the relevance of educational programmes toward learning outcomes formation in both fields of nursery school training and business and administration study. Approaches to this agenda are different in logics, typically between sectors of Higher Education and Vocational Education and Training, and also between both training fields focused in this paper. In VET sector and the field of nursery school training, concrete and narrow ranges of work requirements are clearly defined and commonly understood. So education programmes are constructed how to train competencies linked with these requirements. The sequence order and items of questionnaire for the sector and such the professional and vocational fields, are naturally and easily able to follow these logics.

In contrast, typically humanity and social science programmes in University sectors have broad ranges of future career opportunities. Thus educational programmes have more general approaches rather than focusing any specific occupational field and any specific work requirement in future career pathways of graduates. Instead, most programmes are constructed, based on academic disciplines relevant to such ranges of occupational fields and in cases of strong needs for employability in such the fields, based on collecting some ranges of short size of training for relevant occupational certifications, such as bookkeeping and computer usage. Business and administration programmes in VET sector are apt to follow such university model. As the programme supposes wide ranges of career prospects of graduates, the natural sequence order of questionnaire for graduate survey in such the programme, is to ask acquisition of learning outcomes (knowledge, skills and competencies) as defined in the programme at first, and after to ask the usage of such competencies. The EQ web system for VET sectors are constructed with the logic of work requirement – competencies acquisition, not with the logic of acquisition of learning outcomes – the usage of competencies, even the latter field of training with general focuses.

As the results of data analysis, most graduates from nursery school professionals and kindergarden teacher training, got a job directly linked with the programme, but needed more professional knowledge on clients' parents as well as transferable skills on communication particularly with them than acquired in colleges. In contrast, graduates from business and management programme go toward wide ranges of occupation, but are facing common challenges to planning and time management. Moreover, it was found that in both fields and for all knowledge and skills, except the basic skills that are mostly acquired at home, elementary school, junior high school, and senior high school, work experience and social experience after graduation from junior colleges and specialized training colleges play a critical role in the ability formation process. For basic and social skills, which assume greater importance after taking a job, many graduates in the nursery school training field

answered that their basic experiences at home, elementary school, junior high school, and senior high school play an important role in the acquisition of such skills. Practice and exercise hours at colleges were also deemed effective in the acquisition of such skills. On the other hand, in the business and administration field, the impact of experiences at college on the ability acquisition process was generally evaluated low, except part-time off-campus jobs, which were evaluated as having had some impact on the ability acquisition process. These results seem to question the current occupational education system.

Furthermore, while the outcomes of occupational education and the ability formation process varied greatly with the area of specialisation, in the same area of specialisation, there was not much difference in these two functions between junior colleges and professional training colleges. Despite great institutional differences, junior colleges and professional training colleges seem to play a similar role in occupational education in terms of transition from college to the occupational life and the formation of abilities. While junior colleges may claim that they also offer liberal arts education, the liberal arts education may not assume much significance in producing broad learning outcomes to facilitate the transition to the occupational life.

Keywords: Graduate survey, competency, work requirement, early career formation, employment practices, On-the-Job training, non-University sector

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THE BASIC VALUES OF GRADUATES OF FACULTY OF PSYCHOLOGY, UNIVERSITAS INDONESIA

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In recent years, the number of individuals going into university each year has increased considerably. According to Indonesian National Statistics Bureau the sum total of universities in Indonesia is 417 universities with 99 universities owned by the government and 318 private universities. With 5.839.587 students in 2014, it means the graduates from universities need workplace. University is a place where students learn about skills and preparation for the workplace. People go to universities because they want better earnings and positions. The transition from the educational institution to the professional world or workplace is a big challenge to many people. Graduates from universities are anxious with their next experience and future life. They need to be accepted in the organization and they want to show their best in their new world. To be successful in work, the graduates need to show knowledge and skills, and also good personality. However, the graduates come from different social and cultural background. As Loughlin and Barling (2001) state that graduates learn their values before their first full time job, they learn it from their parents, by watching them and learn vicariously. How the graduates see their job also vary, depends on their values, especially values derived from their culture (Yilmaz, 2013).

According to Schwartz (2012), the role of values are for standard criteria and to judge the importance of a thing compared with other things. Values are also linked to beliefs and direct somebody toward a desirable goal. Thus, values become the guidance in behavior. In his study, Schwartz (2012) found ten basic motivational values, ie self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence, and universalism. Those ten values can be grouped into four higher order values (Schwartz, 2012). The higher order values are 1) Openness to change, consists of hedonism, stimulation and self-direction; 2) Self transcendence, consists of universalism and benevolence; 3) Self enhancement, consists of hedonism, achievement, power; 4) Conservation consists of security, conformity and tradition. Those dimensions can be contrasted such as openness to change and conservation, and also self enhancement and self-transcendence. A quantitative approach was used and the data analyzed in this research were collected online. The questionnaire was Portrait Value Questionnaire, developed by Schwartz (1992) and was adapted by Tarisa (2014) in Indonesian language. The questionnaire consists of 21 items from 10 motivational values from Schwartz (2012). There were 186 graduates from 2008 to 2015 responded to the questionnaires. The result of the study showed that the graduates showed strongest value in conformity and weakest value in power. It means that the graduates tend to show loyalty and responsibility with close others and do not want to control and to be dominant. According to the higher order value, the highest is in conservation and the lowest is in self enhancement. It means that the graduates tend to maintain their status quo situation and prioritize self needs. Further research is suggested to examine the values of those who graduate more than ten years and also the graduates from other faculties.

Keywords: basic values, Faculty of Psychology Universitas Indonesia

16

GRADUATE SURVEY ON THE PROFESSIONAL MASTERS AND THEIR EMPLOYMENT IN CHINA

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Training the academic talents had even been the main training model in Chinese graduate education for many years. With the rapid expansion of higher education since 1999, the graduates' difficult employment problem has won widespread concern. On the other hand, graduates are criticized a lot for lacking of competences for non-academic labour markets. In order to adjust the structure of graduate education and also release the employment pressure, the Chinese government start to put focus on developing professional graduate education in Master level. The universities start to enroll full-time professional degree students in Master level since 2009 and the enrolment number is growing fast, from about 80,000 in 2009 to 230,000 in 2014. Totally about 400,000 graduates have been produced and joined the labour market currently. The employment situation of those newly Master graduates with professional degree has become another research focus recently.

This study is based on web-based survey questionnaire, which is initiated from March 1st to June 30th, 2015. Totally 994 effective samples are collected with a coverage of 68 universities (29 universities in 211 Project and 39 non-211 universities), including 107 samples with graduation after half year; 471 samples with graduation after one year; 279 samples with graduation after two years and 137 samples with graduation after three years.

The study will address the following questions:

- job searches and the transition from higher education to employment;
- the employment and work situation of the graduates during the first years after graduation;
- the graduates' competences and their use on the job, the extent to which graduates consider their position and tasks as linked to the study program;
- the graduates' professional expectations and the extent to which these are fulfilled and their views of long-term career prospects;

The study will examine the differences of employment and work according to different groups and analyze the factors that could explain the graduates' varying employment and work situations.

Keywords: master graduates, China, work situation

17**ASSESSING THE QUALITY OF HIGHER EDUCATION: USES AND MISUSES OF UNIVERSITY RANKINGS**

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Students constitute both the fundamental input to tertiary educational processes and their output. Consequently, referring in abstract to the 'quality of universities' without considering the quality of their students is methodologically inappropriate, especially in the presence of high variability in the quality of primary and secondary schools and the limited mobility of students.

Meritocratic criteria in the allocation of public funds among schools and universities which do not take account of these considerations, in the absence of effective means to support the right to study (especially in the form of grants and an adequate university building programme) would exacerbate the polarization of the educational systems. They would penalize the least mobile students, regardless of their talent, and especially those from the more disadvantaged social groups, and schools/universities in more backward areas independently of the merits/deficiencies of their personnel and organization. The empirical analysis proposed here on students regularity is based on joint use of the results from the CISIA test, as indicative of the real quality of incoming students, and of AlmaLaurea data as regards the other variables. Teaching quality and selection standards remaining equal, if the average score achieved on the CISIA entry test by a student with average characteristics increases by one standard deviation, then his/her probability of graduating on time increases by 12%. The most immediate implication of this result is that, once the outgoing performance of graduates has been purged of the effects of the quality of the incoming students and of the other significant factors, the ranking of universities in terms of their students' regularity of academic career changes radically in comparison with the regularity in the absence of such adjustment.

Keywords: university ranking, higher education quality

18**STRUGGLING WITH PERCEPTION OF TRACER STUDY RESULTS
WITHIN THE UNIVERSITY: A NEVER ENDING STORY?
EXPERIENCES FROM UNIVERSITY OF KASSEL**

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At University of Kassel tracer studies were implemented in 2007. The studies carried out at University of Kassel are part of a nationwide project in Germany: the “Kooperationsprojekt Absolventenstudien / Cooperation-project Graduate Studies (KOAB)”, which tries to combine aims of higher education research with the aims of HEIs for internal usage of tracer studies. Tracer studies are conducted annually with full cohorts of graduates. After eight years of conducting these studies we see one main challenge remaining: the dissemination and perception of study results within the university (see also Janson 2014).

After giving a short impression of dissemination strategies at the University of Kassel we want to discuss the problems of perception in a broader context. At this juncture, problems with the perception of study results can no longer be seen as a start-up problem as the phase of implementation can be seen as completed. Therefore we want to discuss in how far these problems must be seen as fundamental to tracer studies which are conducted within the context of (German) HEIs.

The main obstacles that we see show high similarities to the problems that are discussed for the evaluation of teaching (Stefer 2013):

- Unclear responsibility within the HEI
- A “tactical function” of evaluation / of tracer studies, with the main aim to legitimize existing structures or actions
- Distrust, connected with the control function of evaluation
- Different aims of different stakeholders (information, control, dialogues for improving the quality of teaching)

In the German case this comes along with a rather short history of higher education evaluation systems, which were implemented in the last decades. The implementation took place under disadvantageous circumstances within the HE system (cost reduction, growing managerialism and demand for relevance of study programs) (Teichler 1999), making it difficult to develop a culture of evaluation.

Despite these similarities, one main difference of the German tracer studies of the KOAB-project compared to evaluation of teaching lies in its broader research approach. Therefore, the question remains, if this is a strength of the KOAB-studies that can be used in the future or if this contributes to the obstacles mentioned above.

Keywords: dissemination, tracer study result, KOAB, Germany

19**TRACER STUDY FACULTY OF ECONOMICS AND BUSINESS UNIVERSITAS INDONESIA: RECOMMENDATION FOR IMPROVEMENTS OF THE CURRICULUM: INSIGHTS FROM TS 2013-2014**

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Tracer Study Faculty Economics and Business has been conducted to graduates from three major fields: Accounting, Management and Economics Studies. This study is part of tracer study Universitas Indonesia and organized by Career Development Center Universitas Indonesia. The analysis of tracer study has many implications towards improvement in many aspects of the learning process and faculty facilities. One of the result is to provide valid recommendation in curriculum improvements, since the resources of this insights comes from the graduates and the employers of the graduates in industries and job markets. The analysis of this research is based on tracer study data from 2013 and 2014 (TSUI 2013 and 2014). Tracer study in 2013 and 2014 were conducted by the Career Development Center University of Indonesia (CDC-UI) with specific characteristics of censal (not sampling), self-administered online data collection (no paper and interview), standardized instrument (questionnaire), and regular (implemented yearly). Population of TSUI 2013 and TSUI 2014 was all 2011 and 2012 strata 1 graduates. The response rate of the FEB UI tracer study in 2013 and in 2014 were above 50 %, with total number of respondents-198 graduates in 2013 and 122 graduates in 2014. The topics analyzed in this study are focussing on evaluation from graduates in process learning, including: general condition while studying, learning process in class, academic counseling, opportunity to be part of research, opportunity to be part of linkage of knowledge, interaction with peers, subject variation. This tracer study also provides assessment and evaluation to student experiences in this aspects: learning process in class, internship and practicum, opportunity to make contribution in community service, and also graduates competencies. The results of TSUI 2013 and 2014 for FEB UI showed in the following results: most graduates finished their study on time (86.06%). Meanwhile, evaluation of learning process have a high rate of score in this aspects: general condition while studying, learning process in class, subject variety, and discussion. Average scores were given to the following aspects: academic counseling, opportunity to be part of research, opportunity to be part of linkage of knowledge, and opportunity to make contribution in community service. On the other hand, the graduates gave lower score of evaluation in three other aspects: demonstrations in class, participation in research, internship, and practicum, and opportunity to join the research. The results provide insight to the study programs to put more attention in aspects which have average and lower scores. The assessment of graduates competencies provide this insights: the curriculum of program study have to make improvement in this competencies: general knowledge, leadership, taking initiative, project management, report writing skill, negotiation and research skill.

Key words: tracer study, Economics and Business, Indonesia

20

TRACER STUDY AT THE STATE POLYTECHNIC OF SRIWIJAYA

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The purpose of the tracer study in State Polytechnic of Sriwijaya (POLSRI) is to determine the existence of graduates, GPA average of graduates who get a job, the waiting period until they get a job for the first time and how much salary of graduates as an employee after graduation from Polytechnic. To obtain the needed information, the project used questionnaire developed by team tracer study consisted of lecturer from 11 study programs at POLSRI and staff from several units such as Quality Assurance Unit (BPM), Job Career and Development Center (JCDC), Center for Improvement and Development of Instructional Activities (P3AI) and Information Center and Public Relation (PIH). Tracer Study team design the questionnaire using QTAFI. The questions are divided into three parts: profile, education history, first job history and last job history. This questionnaire known as Graduate Tracer Study and served as the data gathering instrument was distributed to graduates using two method, online and offline. Online method is team distribute the questionnaire via email, mailing list, social media and website. Offline method is team went to city where the graduates works and asked them to fill the questionnaire. This study used quantitative data collection and analysis techniques. The subject of this study were POLSRI graduates from the year of 2008-2012. The results showed that most of graduates (40 %) have a GPA more than 3.01 are accepted as an employee. The findings also revealed that more than 40 percent of graduates working in State Owned Enterprises or Private Enterprises and only 11 percent of graduates work as government employee. It has been found that 46 percent of graduates have had a stable work/career placement after they had been out of the university between 3 and 6 months. From this study we get valuable information about graduates for development each study programs and its results contribute to the accreditation process of institution and study program.

Keywords: tracer study, questionnaire, graduates

21**EFFECTS OF CURRICULUM AND LEARNING OUTCOMES
WITHIN ALUMNI COMPETENCIES: CASE STUDY VOCATIONAL
COURSES UNIVERSITY OF INDONESIA**

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Alumni or graduates will be one indicator of the success rates of education at university. One way that is often conducted by the University to improve the quality of education is to gather information with the alumni or tracer study, the activities carried out for the implementation of the educational curriculum alignment program with the industry or what is called the aspect of industrial relevance.

Research carried out on an ongoing basis for college graduates, the various data concerning GPA such as grade point of excellent in academic field, duration of study, type of work, periods to get a job and first salaries. Depth interview used as a source of useful data for the development and evaluation of curriculum and develop the vision and mission of the college. Regression analyzes were performed by quantitative methods. The results showed that there is a correlation between the types of work, periods to get a job, and first salary of graduates. Those Variable produced by the quality of curriculum which applied in a vocational program. In order to keep pace with the changing and ever expanding frontier of knowledge and certification receiving increased interest on development of curriculum. The goal of these strategies will promoting higher education linkage with industries to provide different insight requirement, fellowships and absorbs alumni for high quality human resources.

Keywords: tracer study, higher education curriculum, alumni competency

22**LINK AND MATCH BETWEEN THEORY AND PRACTICE:
PROFESSIONAL SUCCESS OF GRADUATES OF THE FACULTY OF
SOCIAL AND POLITICAL SCIENCES**

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Graduates from the Faculty of Social and Political Sciences (FISIP) Universitas Indonesia (UI) has been participating in the regular university level tracer study (Tracer Study Universitas Indonesia, TSUI), which has been conducted in the last five year. In 2015, we surveyed our alumni who graduated in 2013 from eight departments: communication, political sciences, sociology, administrative science, criminology, social welfare, anthropology, international relations. In 2015, TSUI response rate was 51.4% (2,795 respondents from 5,438 target population); FISIP UI response rate was 58.3% (392 respondents from 672 target population). The study shown that the average (median) waiting time for employment for graduates with bachelor degree is 2 months, which is the same as the waiting time for UI's graduates in general. In terms of career prospect for FISIP UI's graduates (holding a bachelor degree), 69% work in private enterprises, 26.8% work in government institutions, and only 4.2% are entrepreneurs. The study also analyze horizontal link and match between education background and field of work, 75.3% graduates work in field of work that are link/match with their education background. The vertical match between education level with the present work shown that 72.1% graduates work according / match to their undergraduate education level.

Taking this study into consideration, the horizontal and vertical link and match are already above 70%, however since the response rate is still below 60%, the faculty still need to boost the response rate and continuously monitor the dynamics in career prospect of its graduates, highlighting the horizontal and vertical link and match, in order to optimize the link and match between theory and practice.

Keywords: tracer study, waiting time for employment, career prospect, horizontal and vertical link and match, Faculty of Social and Political Sciences Universitas Indonesia

23**RELATIONSHIP OF LOCUS OF CONTROL AND CAREER
DECISION SELF EFFICACY IN FACULTY OF PSYCHOLOGY
UNIVERSITAS INDONESIA GRADUATES**

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Career becomes something that one would pursue in his/her life is a question that we might ask ourselves. Due to the expansion of global job market and the need to improve one's competencies, university graduates have to prepare for the bigger competition to enter the world of work. The variation of job field also requires a graduate to be more confident in making decision for his/her career path. The beliefs in one's ability to successfully complete tasks necessary in making career decisions is defined as Career Decision Self-Efficacy (Taylor & Betz, 1983). When we discussed about self-efficacy, there are some contextual as well as personal factors developed in one's career decision self-efficacy. In this study, Locus of Control (LoC) as one of the personal factors that we would explore the relationship to career decision self-efficacy. The results of this study will be compared to Tracer Study data conducted by Universitas Indonesia which specifically related to graduates' responses on competencies. Furthermore, LoC refers to Rotter's social learning theory (in Robinson, Shaver & Wrightsman, 1991), which is a generalized expectancy pertaining to the connection between personal characteristics and/or actions and experienced outcomes. It developed as an abstraction from accumulated specific encounters in which persons perceive the causal sequences occurring in their lives. LoC scale in this study was modified the original version of Rotter's Internal-External LoC Scale (Rosa, 2015). Furthermore, Career decision self-efficacy (CDSE) is a term used to explain beliefs in one's ability to successfully complete tasks necessary in making career decisions (Taylor & Betz, 1983). The scale used CDSE-short form (Betz, Hammond, & Multon, 2005) which consist of 25 items measuring five career choice competencies of Crites' (1978) model of career maturity, namely self-appraisal, gathering occupational information, goal selection, planning and problem solving. The sample of this study is composed of graduates from Faculty of Psychology of Universitas Indonesia, with cohort year of 2008 to 2015. We contacted our graduates via email, social media and invited them to participate in our study. Online questionnaire had been completed by 186 FPsy-UI graduates, consist of 148 female and 35 male. The results indicated that there is a positive relationship between internal LOC and CDSE among FPsy-UI graduates ($r=0.154$, $p<0.005$) and there is a negative relationship between external LoC and CDSE among FPsy-UI graduates ($r=-0.154$, $p<0.005$). Looking further UI Tracer Study results, LoC and CDSE might caused UI graduates competencies above average in almost all aspects (especially related skills to computer-internet literacy, teamwork, as well as self-directed learning). Theoretical and practical implications of the results will be presented and discussed. These findings might help in the design of career intervention program for college or university students in order to prepare their career path after they graduate and be ready to enter the world of work.

Keywords: locus of control, career decision self efficacy, graduate



ABSTRACTS

POSTER

EXLIMA

INDOTRACE



1

HOW TO INCREASE RESPONSE RATE: ITB TRACER STUDY EXPERIENCE

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The main problem in the implementation of the Tracer Study is the small or few number of response rate to the questionnaire. The current response rates of 50% is considered a decent result, but this number is actually only depict half of the characteristics and profile of respondents. Many institutes or universities in Indonesia that have conducted Tracer Study only received a response rate of less than 50%. Tracer Study at the ITB has conducted a thorough research since 2012 until now, obtain a response rate of 49% in 2012, 72% in 2013, 80% in 2014 and 92% in 2015. ITB has experience related to the implementation of Tracer Study, especially in increasing the response rate, both techniques or methods.

This poster will explain how to increase the response rate ranging from preparations, methodology, system, innovation and implementation. This poster will also include the collection of data and information relating how to increase response rate based on ITB Tracer Study experience. A detailed explanation of the innovations such as facilities, entry of cohort approach, role of surveyors, publications and information, also reward will be shown too.

The methods used by Tracer Study ITB in its efforts to improve the response rate was expected to provide feedback and motivation to the college which organize Tracer Study. This feedback and motivation were also expected to give support in development of the Tracer Study itself, especially in efforts to increase the response rate so that if the response rate is in the same range, the data comparison can be correlated with each other. On this poster can be obtained the best way to improve the response rate, which are (i) applying entry of cohort approach as the target respondent, (ii) the use of surveyor role, and (iii) the use of reward system in the process of Tracer Study implementation.

Keywords: Response rate, Tracer Study, Tracer Study ITB, Experience, Methodology, Implementation

2

PROGRESS AND DEVELOPMENT OF TRACER STUDY IN ITB

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ITB has been organizing and implementing centralized Tracer Study since 2010 until present. In each of its implementation, ITB Tracer Study undergoes any transformation and development. At first, the Tracer Study was conducted by each department for the benefit of accreditation. But the outcome is often unsatisfactory, both in terms of response rate and analysis. Moreover, the irregularity and differences in methodology and analysis used in each department cause the results can't be utilized for other purposes. That is why at 2010 ITB decided to centralize the Tracer Study implementation and choose ITB Career Center as the executor. It was expected that the survey can be carried out with a proper methodology and analysis in order to standardize its input and output. Any obstacles encountered are part of the transformation and development of the ITB Tracer Study. In each implementation, ITB Tracer Study always assesses and evaluates various things, especially those related to the technical implementation of the Tracer Study.

This poster is intended to provide information relating to the history of progress and development of the Tracer Study in ITB. Whatever happens during the implementation, including any obstacles encountered the methodology used as well as innovation, facilities, and infrastructure that help the success of Tracer Study ITB. This poster is expected to provide information for other institutions that are going to, or already conducting Tracer Study and to develop their Tracer Study. We carried out the collection of information and data relating to the history of the progress and development of the Tracer Study at ITB.

Starting from 2010 until 2015, ITB has produced five books containing data analysis reports. The books were initially intended only as a report of the implementation of Tracer Study and only contain the description of the results and its analysis. As we started to realize the importance of the role of Tracer Study in an educational institution, we enhance the information provided. Seminar and dissemination of Tracer Study results were also carried out to improve the understanding of the role of Tracer Study by various parties, especially ITB stakeholders (?). It is expected that along with the improvement of people's understanding, the support given to the Tracer Study will increase. The current Tracer Study ITB has an online questionnaire system and its own website which is always improved and developed. Facilities and other infrastructure that support the administration of Tracer Study also further developed to support the successful of implementation of the Tracer Study in ITB. All innovations made to remain in the corridor of Tracer Study guidelines and these innovations shows progress in the positive direction which one of them is indicated by an increase in the response rate.

Keywords: Progress, Development, Tracer Study ITB, Methodology, Innovation

3

THE ROLES OF SURVEYORS IN THE IMPLEMENTATION OF TRACER STUDY AT ITB

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To obtain a high response rate in the implementation of Tracer Study, innovations that can help to increase the response rate are needed. One of the innovations made in the implementation of Tracer Study at ITB is to use a surveyor's role. Surveyors define as a fellow alumni who are invited to help Tracer Study reach its goal. They work under the Tracer Study supervisor. Their task are updating the database using their already built networking, spread out information about the importance of Tracer Study to the fellow alumni and persuade their fellow alumni to fill out the Tracer Study questionnaire. Updating the database using surveyor's role became more organized because the surveyors simply updating databases of their fellow friends on the same department and the same entrance year. The results of Tracer Study which did not use surveyor's role in the implementation until now has not achieved satisfactory results. Meanwhile, Tracer Study at ITB by using a surveyor's role has conducted a thorough research since 2012 until now, obtain a response rate of 49% in 2012, 72% in 2013, 80% in 2014 and 92% in 2015.

This poster will explain the role of surveyors in the implementation of Tracer Study ITB. What, who, and how the role and mechanism of surveyors working in ITB Tracer Study will be presented in detail in the poster. This poster will also include the collection of data and information relating to the roles surveyor in tracer studies conducted at the ITB, as well as response rate exposure results that have been implemented Tracer Study ITB when using surveyor. The result of this poster, we can conclude that surveyor is one of the most important innovations in the implementation of Tracer Study at ITB. Surveyor's role has proved to improve the results of a significant response rate. Using a surveyor in the implementation of Tracer Study makes the system more structured. Database results obtained are also becoming more organized. Surveyor's role is also help to spread information about Tracer Study so that fellow alumni become easily understand the importance of the implementation of the Tracer Study for an educational institution and they becoming more motivated to fill out the questionnaire.

Keywords : Role, Surveyor, Tracer Study, Tracer Study ITB, Methodology, Innovation

ABSTRACTS

SPEAKER INDOTRACE



1

DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONS' CAREER CENTER AND TRACER STUDY IN INDONESIA

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There is an urgent need to develop a graduate information and monitoring system in order to measure performance of Indonesian higher education in term of transition and relevance indicators (such as job search duration, horizontal and vertical match). Considering huge numbers of higher education institutions (HEIs) in Indonesia, with very wide variety in terms of quality and capability, as well as ownership (private, state), a combination of top-down and bottom-up strategy is deemed necessary with incentives rather than punishment approach. The program was developed to provide a starting fund for HEIs with already established career center to conduct a standardized tracer study. Invitation to apply for grants and selection mechanism and criteria was prepared and implemented according to the usual procedures in the ministry. The grant is awarded to HEI that proposed to conduct tracer study (TS) at institution level (as opposed to faculty/study program level TS) with standardized design, method, and instruments. Design to be used is census (not sampling survey), targeting graduates cohort two years after graduation, method is multimode with emphasis toward online survey, must incorporate reminder system; instrument was a shortened version of INDOTRACE standard questionnaire (contained 84 variables). Maximum funding to be awarded is around USD 3000. In 2013, 27 grants were awarded, in 2014, 27 grants were awarded, and in 2015, 34 grants were awarded. It is planned that 200 grants will be awarded in 2016. Grantees were obliged to provide and to submit their data to ministry's database system, however due to system ineffectiveness and overhaul in 2013-2014, this data pooling was not very successful. In 2014, to fix the problem of data compilation, a shortlist of data recapitulation form was distributed among 27 grantees providing for the very first time some information on Indonesian graduates whereabouts. In early to mid-2015, major upgrading in ministry's online system took place and it is expected by the end of 2015 data compilation would be more effective and efficient. Several lessons could be drawn from the planning and implementation of the program, which include domain of management at Ministry level, management at HEI level, and future challenges of the program's sustainability. In the ministry level problems occurred due to classic bureaucracy problems including prolonged time to find solution and to fix problem; changes in personnel due to power switch; and internet system overhaul in the mid of program. In the HEI level management, problems that were expected still surfaced such as rotation of personnel of HEI tracer study team; lack of commitment and priority from top management in HEI; and lack of capability in running a HEI level research part of tracer study. To sustain this important program, there is a need to maintain and to increase commitment from the Ministry, as well as from the HEI in Indonesia. Capacity building in managing and conducting tracer study should be developed in a way to include as many HEIs as possible.

Keywords: graduates information and monitoring system, Indotrace, management

2

QUALITY CRITERIA OF GRADUATE TRACER STUDIES – A PROPOSAL FOR SELF-ASSESSMENTS

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With the growth of institutional tracer studies in Indonesia questions of quality of the surveys are becoming more prominent. The tracer studies conducted in the last years demonstrated that it was possible with limited resources to get a valuable feedback from graduates. With the extension to 200 institutions which will get a grant for their tracer study from the Ministry in 2016 the heterogeneity is also growing, and more problems of quality assurance arise.

In the workshop we will discuss key issues of the quality of tracer studies regarding the following 10 dimensions:

1. Objectives of the Tracer Study,
2. Address database,
3. Quality of the questionnaire,
4. Survey procedures,
5. Data cleaning,
6. Data analysis,
7. Quality of reports,
8. Dissemination activities,
9. Efficiency of survey procedures,
10. Relevance of the results.

For each dimension we will develop quality requirements in group work to be presented in the plenary. After a discussion in the plenary these quality requirements should be agreed by all participants and can be used as self-assessment instrument in the phase of implementation of tracer studies.

Keywords: quality criteria, tracer study, self-assessment

3

TRACER STUDY FOR THE PROGRAM OF CAREER CENTER SYSTEM DEVELOPMENT OF DUTA WACANA CHRISTIAN UNIVERSITY

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Tracer study program has been essentially required at Duta Wacana Christian University (DWCU) for the purpose of monitoring alumnae job roles, existence, job relevance, and tracking of their professional records. As has been carried out independently by the faculties and departments for some time, coordination to conduct this study mainly deal with its attainment of building communication with alumnae, strengthening partnership with them to increase quality of graduate, enforcing vision and mission of the university, and carrying out *Tri Dharma Perguruan Tinggi* (the three serving roles of higher education institutions) gradually within the frame of university program.

Tracer study conducted in 2015 at DWCU resulted in response rate of 43.8% or 263 respondents from the total of 539. The data gathering method was simultaneous dispatch through email and texting blast in accordance with the latest contact data of the alumnae. Moreover, phone call survey was administered to encourage respondents filling up the questionnaire sent to them or by accessing from the university site. Social media such as Facebook, twitter, BBM, whatsapp, and personal groups were other methods to reach the alumnae by sending the questionnaire or address of the website survey.

Detail findings of the treasure study showed that 43.4% of the respondents sought for a job right after the graduation, while 42% had searched for a job before completing their study. Moreover, 14.6% of them admitted not to look for a job. On average they needed three months to land on their first jobs in which Architecture graduates were admitted to get the job after one month and two months for alumnae of Informatics Engineering. From the total of 236 filled questionnaire, 74.7% had been working categorized into 74.3% of them at the private institution, 11.4% were entrepreneurs, and 6.2% worked at governmental institutions. In respect to relevance between their disciplines and field of work, graduates of Theology admitted to gain 92.3% of relevance. However, some departments had been perceived to indicate flexibility of job choices. Furthermore, on average contribution of the university to prepare graduates with academic qualities and technical skills had been considered to exceed what required for their jobs.

At the third period of grant of Career Center and Tracer Study program, DWCU has received an opportunity to win the grant enabling the university to gain strong external forces to conduct the tracer study in accordance with the time frame and standard as regulated by the Directorate of Higher Education (Dikti). Therefore, it has accelerated the study at university level. Similarly, the grant certainly has financially accelerated the program and supported the whole program of tracer study at DWCU.

Keywords: tracer study, Duta Wacana Christian University

4

TRACER STUDY METHODS IN UNIVERSITY OF MURIA KUDUS 2015

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Tracer Study aims to obtain data from the alumnus of the conformity of knowledge and skills acquired in transition and when alumnus work. This activity is done as proof of the responsibility of universities to the process of empowerment alumnus.

As one of the winners of Hibah PKTS DIKTI 2015 then Muria Kudus University is obliged to carry out as quickly as possible as for the methods used in tracer studies consists of four stages: (1) preparation, (2) implementation, (3) analysis and phase (4) evaluation of the results. The preparation phase is updating alumni data, questionnaire development, preparation and training surveyor invitation. The implementation phase consists of dissemination, monitoring and process the remainder. Phase analysis is the process of analyzing and recapitulation of the questionnaire. While the evaluation stage is the stage of reporting and evaluation of the grant program as a whole. Through these methods expected of all alumnus in 2013 can be tracked properly.

Problem in tracer studies at the University of Muria Kudus include data collection alumnus obtained from books graduation so the data is less accurate, the numbers the phone a lot that cannot be contacted or is not active, filling a questionnaire by the calling method interview very effective but is constrained matter of time respondents, total of respondents still below the expected target, it is because of a sense of concern or less interesting process of tracking alumnus for alumnus/respondent.

Keywords: graduates, Tracer Study UMK

5

**GRADUATE TRACER STUDY AT MUHAMMADIYAH
UNIVERSITY OF PALEMBANG**

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University of Muhammadiyah Palembang (UM Palembang) is one of private University on South Sumatera, Palembang, Establish since June 1979. UM Palembang had commitment and declare on milestone to produce graduate with competence national level. Uphold Al-Islam Kemuhammadiyah values and nationality, developing competency-based education system (hardskill and softskill) integrated with industries world and public sector. By the spirit on mission, UM Palembang established Career Center at UM Palembang, by the name Career Development Center UM Palembang (CDC-UMPalembang). Prior to the CDC UM Palembang, Tracer study was conducted at study program level, meanwhile study program did with different methods and different object. By tracer study on level University, the result will be more scaleable, standart kuisisioner on naltional level according Ministry of Research and Higher Education, Republic Indonesia and effecient in cost. As one indicator of success indicator University produce collage / graduate by tracking of graduate in industries world after two years graduation. UM Palembang produce graduate each years an average of 1.700 graduate from 12.000 student in UM Palembang.

The study traced graduates from six faculties and 25 programs at University of Muhammadiyah Palembang (UM Palembang) with respondents graduation on 2013. Questionnare format used according questionnare made by Ministry of Research and Higher Education, Republic Indonesia and it presented by Online questionnare .To ensure correct graduate 2013 did fill the questionnare, so graduate as respondent must fill PIN was made by CDC-UMPalembang. This study doing by method, first step prepare online questionnare, socialization on email blast, SMS blast, information by social media. Next step respondents will be remind by reminder 5 times each 10 days and the end step cleaning data by SPSS processing data. This study was carried out for 2 months. Target number on this study are 1.394 graduate with 26% gross respont rate. From these studies, 57% graduates trends to seeking employment after graduation graduates. As job seeker, graduate used media to find job vacancies, the highest media used by through relationships, the internet and newspapers. The duration waiting a job after graduation on 3 months, but for agriculture faculty need more time (6 months). Average 3 apply for job vacancies, 2 of HRD were respon to next selection, but in the agriculture faculty, there is still a gap. Almost graduate already working (47%) and not working (35%). Majority of graduate working in agencies private companies (40%), government (27%) and entrepreneur (10%). In median, income majority on Rp 2,550,000 for univeristy level. Graduate work with an educational background have highly relationship (57%). Career and education has correct with higher education (72%). Graduate competence compared College contribution is enough, but the need for more attention to computer and internet skills so that graduates competitiveness be better.

Keywords: UM Palembang, tracer study, graduates

6

TRACER STUDY ANALYSIS AND RELEVANCE AT THE UNIVERSITY OF PROF. DR. HAZAIRIN, SH BENGKULU

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University Prof. DR. Hazairin, SH Bengkulu has a tracer study formed on February 4, 2013 under the leadership of Vice Chancellor IIII in coordination with the Institute of Quality Assurance, Chief BAAK, PDPT University and Vice Dean III who became a facilitator for the completeness of the data and other administrative aspects.

This research method Tracer Study conducted descriptive survey. Subjects were university graduates Prof. DR. Hazairin, SH Bengkulu in 2013 amounted to 1306 people. Data collection method applied is by using questionnaires distributed through the website tracer study, facebook and email, phone. Questionnaire used standardized questionnaires Tracer Study Online Higher Education. The data analysis technique used is descriptive analysis with a percentage then described as the profile picture of the graduate.

Results of the study showed: a. Respondents were recorded totaling 293 org ie 22% of the number who graduated in 2013; b. Of the number of graduates who recorded that 293 org, org obtained information that 215 or 73% are already working; c. A total of 67 .org or 31% of graduates have a strong relevance between fields of study with the work that was involved at this time; d. The waiting period for employment of graduates an average of 6 months.

From the analysis it could be concluded that the profile Prof. DR. Hazairin University graduate, SH Bengkulu graduates have a waiting period of less than one year, Most already working, less than 50% of graduates have a strong relevance between fields of study with the work that was involved. One of the obstacles in the activities of this tracer is a graduate of the data obtained is often not valid because there is no update of data from the graduates themselves. The website has been built at this time cannot be used optimally. Because the procurement website after the alumni graduated so that their use can only be done by graduates recorded. Therefore in order to increase the activity tracer study the use of the website is done when the graduates will graduate. And it is expected that the graduates always perform the data update. Graduates so that the data will be recorded properly and tracer activity can be conducted on the graduates.

Keywords: relevance, tracer study, graduates

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TRACER STUDY OF CENDERAWASIH UNIVERSITY

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Having experienced from the first two studies conducted before (2012 and 2014), Universitas Cenderawasih (UNCEN) getting more convinced that tracer study is the most important method in acquiring information about its alumnae. From the two previous tracers studies, several lessons could be learned in terms of academic operational management, data management, and utilization of appropriate information and communication technology to facilitate them, including the tracer study process. The tracer study results along with the constructive inputs from the alumnae have suggested several thoughts concerning the needs of improving the teaching and learning process along with the improvement of related supporting facilities. The study also suggested that in terms of academic operational management, the graduates needed to have more competencies by means of softskill training. This had been motivating the University to formally establish career development center (CDC) in 2013, and to incorporate tracer study as one function of the University CDC. These information have been beneficial for UNCEN to improve the quality of its planning process for the academic development, especially in terms of relevance and efficiency. The 2015 UNCEN's *Tracer study* is the third *tracer study* ever made at the university level. The study was specifically directed to the last two years (2013) graduates, with the total number of 1.159 graduates from the regular undergraduates (S1) and (D3) programs. To collect the data, questionnaires were distributed to the targeted alumnae by means of both *offline* and *online* method. Collected offline questionnaires were then calculated with the application of Lime Survey. While for *online* method, a *link tracer study* application program were distributed to the targeted alumnae. They could fill in the questionnaire by inputing their *token*. Total number of distributed questionnaires were 485 sets (41,8%), while the total number of alumnae who filled in the questionnaire were 351 respondent (30%). Total *Net Response Rate* (72,4%) out of nine faculties (FKIP, FISIP, FH, FE, FMIPA, FT, FKM, and FK). These performances increase compared to the previous two studies. In terms of data management, the study suggested the urgent need of accurating data of students who are approaching to their graduation to facilitate the tracer study process. The utilization of ICT for facilitating the data management has been urgently needed. As for additional softskill, most respondents suggested the need of such softskill training which should be frequently conducted by the University CDC to improve the comprehension of such competencies when they were graduated. Several kinds of softskill were suggested by the respondents, which they had learned from their works. Overall, the study suggested the need for the University to strengthen the functional role of the University CDC, especially in securing the funding to implement tracer study, and to carry out the CDC functions.

Keywords: Uncen, alumni, tracer study, CDC, teaching and learning process, softskill

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TRACER STUDY FOR CURRICULUM DEVELOPMENT: A CASE STUDY AT JEMBER UNIVERSITY

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Tracer study (TS) is one strategy for gaining information for developing curriculum by university for meeting the human resources competencies needed by the users. About 75 percent of study program in Jember University had been performed tracer study activities, especially for accreditation and curriculum development. This paper discussed about tracer study at university and faculty. At university level, the study aims to gain basic information about waiting time of first job, field/kind/scope of work, job status, first salary, the usage of soft skills built between formal learning and real field work. Meanwhile, at faculty level the study purpose is to know capability needed for certain job description for each job level. The soft skills observed are communication, problem solving and team work; and also managerial skills. The survey done by agriculture technology faculty through visiting and interviewing alumni using an open questionnaire answered by food industry that working its alumni, in Surabaya. Meanwhile the university level of the survey done at several purposively selected area, namely Yogyakarta, Tulung Agung, Probolinggo, Banyuwangi, Jember and its surrounding. The university survey level showed that the longest waiting time is below three months (42,31 %), the majority job is education field (25%) and marketing (19%), the larger is non governance/swasta (65%), the first salary is below one billion (16%). The faculty level survey indicated that the knowledge needed to improve are Food Analysis, Good Manufacture Practices (GMP) and Food Safety Management System (80 %), Food Regulation (60%), and Product Development (80%). Based on data of hard skills needed for every level of job description are, i.e to apply method for quality analysis of food and agricultural product, and ability to use basic science (chemist, biochemist, biology and microbiology, biotechnology) for developing new food and agricultural product. The important major of interpersonal skills needed to improve in learning outcome of curriculum are communication skills, team work, and management skills, and problem solving. Meanwhile, the important of intrapersonal skills urgently setting in curriculum design are leadership, entrepreneurship, logical thinking, and self-confidence. The study also recommend that the new curriculum has to include the internship program for longer time than the existing curriculum, since it will emerge the readiness of student for entering competitive job market.

Keywords: tracer study, curriculum development, human resources competency, interpersonal skills, intrapersonal skills, managerial skills

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INCREASING THE EFFICIENCY AND EFFECTIVENESS OF TRACER STUDY AT WIDYA MANDALA CATHOLIC UNIVERSITY

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This is for the first time Widya Mandala Catholic University Surabaya (WMCUS) conducts tracer study in the university level. In the previous period, each faculty conducted tracer study independently. By implementing a centralized Tracer Study, WMCUS was able to obtain comprehensive data for the development of the university and evaluate both in terms of facilities, services, and curriculum. The results of TS-WMCUS can also be used as material data for university accreditation. The existence of Career Development and Alumni Center is crucial as a support for the planning, designing, and implementing of TS-WMCUS process. In addition, Career Development and Alumni Center also serves as a planner and organizer of career seminars, career expo and campus recruitment in its efforts to prepare WMCUS students and alumni in entering workforce. On the implementation of TS-WMCUS 2015, an online method was used through the website wmcc.wima.ac.id/tracer study. Alumni only need to fill in their NRP to login and start to fill out the online questionnaire. For this year Tracer Study, the questionnaire was still referring to the previous TS-WMCUS based on the acquisition grant of IMHERE.

The respondents in this TS were all of the alumni who graduated in 2013. Their names were obtained from the data provided by the Biro Administrasi Akademik dan Kemahasiswaan, whereas the socialization process was done by sending an email blast, sms blast, social media, and personal approach. From a pool of 901 alumni who graduated in 2013, it was recorded that 335 (37.2%) alumni could not be reached or did not respond. The TS-WMCUS total net response rate was 175 (30.9%) of respondents. The various obstacles confronted during the completion of this TS-WMCUS study were the large amounts of inactive phone numbers, invalid email addresses, and passive high number of alumni who were not proactive in accessing and completing the TS on their own even with the easy access through online. That problem could be due to the high number of questions that should be answered by respondents and that made them bored and reluctant in filling out the questionnaire. In addition, some alumni experienced difficulty in accessing the online questionnaire due to forgetting their NRP (student registration number). A solution for the first problem was by providing some gifts for those who completing the questionnaire in a certain period. And for the second problem was by providing NRP when sending out a reminder. As a suggestion for TS-WMCUS 2016 is to adapt to the online-system questionnaire that has been set by the Kemenristek Dikti, so TS-UKWMS will run more effectively, efficiently and be integrated with the Kemenristek Dikti's TS.

Keywords: tracer study efficiency, tracer study effectiveness, tracer study management

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TRACER STUDY OF MUHAMMADIYAH UNIVERSITY OF KENDARI BASED ON 2013 ALUMNI SURVEY

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Alumni (S1) tracing was conducted by the Career Center of Muhammadiyah University of Kendari (PK-UMK) covering 8 faculties namely faculty of Fisheries, Agriculture, Engineering, Economics, Law, Social and Political Science, Education, and Islamic. The respondents of this study were 35 % of 1755 alumni graduated in 2013. The aim of this alumni tracing were to identify the alumni and the relevance of curriculum applied in each faculty with labor market demands. The alumni profiles included time length to find job, when they stated to look for a job, process of job hunting, waiting period of getting the first job, occupations, revenue and relevance of alumni's background and their job. The method used in this research was quantitative method using surveys and in-depth interviews approach. Technique of sampling used was snowball sampling. Data were collected through questionnaires, interviews, and field observations. From data analysis, it was found out that: 1). 73 percent of graduates started looking for job before they graduated, and 27 percent after graduation; 2). in searching for job vacancies, 19.2 percent of students used their personal relationship assistance, 16.36 percent through advertisement on newspapers, magazines or pamphlets, and 14.59 percent through online searching. 3). 20.98 percent of students are needed 10 months for their first job before graduation and 79.02 percent needed 8 months to have a job after graduation; 4). Among all respondents, 17.87 percent are unemployment; 5). 43.65 percent of alumni are currently working in government agencies, 50.33 are currently working in private sectors, and 6.19 percent are entrepreneurs 6). 38.70 percent of alumni earns average revenue IDR. <1.800.000 and 61.30 percent can earn IDR > 1.800.000; 7). 70.89 percent of alumni proclaimed that their academic background is relevant with their current job and 29.11 percent declared that there is no relevancy between their academic background and their recent work. The conclusion of the research is that mostly UMK alumni, who graduated in 2013 has been employed in three main sectors namely, government institution, private sector, and entrepreneurship. This study suggests next researchers to use more sophisticated method using e-tracer study so that it could reach more alumni and to cooperate (conducting round table discussion) with companies in terms of hearing market demand's voices about what skills they need from university's alumni.

Keywords: tracer study, Muhammadiyah University of Kendari

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THE IMPLEMENTATION OF TRACER STUDY AT MUHAMMADIYAH HEALTH HIGHER EDUCATION INSTITUTE (STIKES) PALEMBANG

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The tracer study activities in Stikes Muhammadiyah Palembang has done by Career Center STIKes Muhammadiyah Palembang that under coordination of sub part Student and Al-Islam Muhammadiyah. This Activity is done to improve program planning, revise or strengthen of a particular program in order to give contribution on increased trust public in institutions.

Data collection method used cross-sectional design. An instrument used is the instrument Tracer Study Dikti (INDOTRACE) they modification with some additional characteristics required by Stikes Muhammadiyah Palembang. Target respondents were all graduates from 2012. Medium used in the process of the tracer study is using the internet as media intermediaries the first: (1) online survey (information through Stikes Muhammadiyah Palembang website, email, facebook, and twitter); (2) mail survey by sending (tracking by mail); (3) telephone survey (tracking by telephone); and (4) tracking through students (assessors) on each force and course.

Results obtained from 284 target respondents, 124 people (55 people from Diploma III Midwifery, 23 people from Diploma III Nursing, 30 people from Diploma III physiotherapy, 16 people Bachelor of nursing and 0 people from Diploma III of environmental health) that gives feedback of information that has been granted. Respondents were not contact as many as 37 people, the target subject: 247 respondents, gross response rate: 43.66%, net response rate: 50.2% and completion rate: 100%.

The number of respondents giving feedback still not reached 50% so that should be introduced on reminder system which is in Stikes Muhammadiyah Palembang in which every student who would pass or being study were informed that after graduation 2 (two) years, expected to fill the tracer study questionnaire. Next need to find surveyors/assessor from each the graduates to be performed tracer study.

Keywords: tracer study, Stikes Muhammadiyah Palembang

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THE DEVELOPMENT OF AT SIS (AIRLANGGA TRACER STUDY INTEGRATED SYSTEM) AS A FAST AND RELIABLE TRACING METHOD

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UNAIR, as one of the oldest universities in Indonesia, has graduated approximately more than 3,000 students in each year. Moreover, with its student body that reached more than 24,000 students each year made it as university with large student body. To carry out the responsibility on measuring the achievements of the graduates, UNAIR has carried Tracer Study to measure its graduates' transition into career zone. Along with PPKK (Center for Career Planning and Entrepreneurship), UNAIR has been conducted Tracer Study since 2009 and has reached several results and measurements since then. In this 2015 Tracer Study, PPKK developed AT SIS (Airlangga Tracer Study Integrated System), a system that is reliable and fast to trace the alumni. Furthermore, PPKK surveyed bachelors (S1) and diplomas (D3) alumni that graduated in 2013 from 14 faculties.

Before conducting the survey, PPKK gathered the alumni data from UACC (Universitas Airlangga Cyber Campus), an integrated academic system that records all academic activities in Universitas Airlangga. The data collected were the alumni's names, student numbers, phone numbers, and email addresses. The student numbers were used as a token for alumni to login into the AT SIS. In surveying graduates, PPKK applied the IRC (Inform-Remind-Call) method. The information was distributed from PPKK website, and by using *email* and *SMS blast*. In 6 weeks period, PPKK sent bulk email and SMS to all alumni along with reminding them to fill the tracer study survey. After 6 weeks, PPKK established a team of surveyors, in which representing 14 faculties in UNAIR. It is proven as an effective method in collecting the data from respondents, especially if the surveyors were from the same faculty. The bonding from the same faculty created a family nuance that triggered the Tracer Study respondents to answer the questions sincerely. The task for the surveyors is to call and guide the alumni to fill the survey.

From the total 4,946 populations, PPKK could not contact 613 respondents. It means that the net populations were 4,333 alumni. From the net population, PPKK has achieved 1,496 respondents, so the response rate was 34.52%. Some problems were found during the Tracer Study implementation, such as the graduates' phone number has changed from the day they were graduated and some respondents reluctantly answered the questions delivered by the surveyors. The other problem was the email addresses given by UACC. Since all of the alumni's email addresses given were corporate email (with UNAIR domain), the email blast delivered by PPKK was not effectively received, because most of alumni did not use that email anymore, they prefer to use their own personal email.

Keywords: tracer study, Universitas Airlangga

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TRACER STUDY IMPLEMENTATION AT DIAN NUSWANTORO UNIVERSITY

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The success of the educational process in universities can be judged on the performance of the alumni as one indicator. Alumni search is done with the purpose of obtaining information that can be used for the evaluation and improvement of the quality assurance of education, improvement of alumni career services, as well as information and marketing education in college. Tracer study of the University of Dian Nuswantoro 2015 for the first time performed centrally in UDINUS Career Center (UCC). In the previous years partially performed in each study program. In the execution still encountered some obstacles related to the socialization of the management changes, the initial data collection on graduates, alumni data completeness, the questionnaire used in the search of alumni as well as several other technical constraints. UDINUS Career Center (UCC) unfamiliar among the alumni is also a limiting factor in tracer study. Since its establishment in 2010 through 2015 UDINUS Career Center still limited to providing job information service facility that is actually utilized by students and alumni of the University of Dian Nuswantoro apart. Moreover, with the activities of the alumni centralized searches in UDINUS Career Center (UCC) requires the support of many parties, including management and faculty. In practice involves students and alumni to perform data collection. Implementation done in three stages, preparation; implementation and analysis. The method used to link the data entry online on the website of the career center by adopting the questionnaire used in the reporting of Higher Education. The methodology used to send emails, continued use of social media as a reminder and continued contact by telephone. From a population of 1864 people found the personal data incomplete number of 164 people, so it is not successfully delivered email at 8.8%. Via email that populate the data of 1.9% of the population. Through social media affordable only 13.79% and obtained a yield increase of 1.9% charging of the population. The next step is to contact by mobile and managed to reach 55.36% of population with resulting increase of 9.01% of the population. The end result of the entire acquired 44.05% of the population. In terms of quantity fairly good results, almost half of the population, but in terms of quality, the data obtained has not achieved satisfactory results. Still found less valid that required further evaluation in order to be prepared for next research.

Keywords: tracer study, UDINUS Career Center

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THE IMPLEMENTATION OF TRACER STUDY AT THE ISLAM UNIVERSITY OF MALANG 2015

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The objectives of the implementation of tracer study in University of Islam Malang (Unisma) are to examine (1) the education *outcome* concerning with the transition time from education to working world, the latest working situation, and the application of competences in working world, (2) the *education output* concerning self-assessment of competency and acquisition of competence, education process in relation to instructional processes and the contribution of higher education to its competence acquisition, and (3) the education *input* such as the elicitation of socio-biographic graduates. The implementation of the tracer study in 2015 is carried out to target of the respondents of undergraduate graduates (S1) in the year of 2013 consisting of 1063 graduates. The instruments of the tracer study are Dikti *tracer study online* and additional instruments based on the Unisma typically needs. The data were collected from online questionnaires through website lpprp.unisma.ac.id. Besides tracing the graduate information, Unisma tracer study also covered the stakeholder satisfaction items. These data were needed to know the graduates' competence and the competence needed in working world. Based on the direct contact mechanism to 1063 population target, there were 255 respondents who filled the online tracer study questionnaire, that is (1) 436 subject contacted, (2) 564 subject not-contacted, (3) 255 respondents filled the online tracer study questionnaires, (4) gross response rate 41%, (5) net response rate 24%, and (6) completion rate 58%.

The result of statistical analysis indicated that (1) the graduate start to seek a job since 6 months prior to their graduation and 5 months after graduation, (2) the waiting time of getting the first jobs after graduation in average of all Unisma 4 months, (3) the condition indicates the 85.8 % of the graduates have works and the 14.2% of them have no works yet, (4) kinds of the respondents' job are majority of them in education services (79.2%) and the rests distribute averagely under 5%, (5) the average salary are IDR 2,100,000,00, (6) the graduate statements of the relevance between the major and graduate job: sufficiently relevant 40.7%, relevant 30.2 %, and highly significantly relevant 23.2%, less-relevant and not relevant less than 5%. The findings of the tracer study are used to evaluate the process and education outcome of Unisma and also used for making and assuring the better quality of education of Unisma. The findings of the tracer study aims at providing valuable information concerning the relationship between education in Unisma and professional working world, evaluating the education relevance, informing the stakeholders, and providing data for institution and study program accreditation. The findings of the tracer study are expected to be used more optimally as the bases of mapping out and adjusting the graduate competence and its working world needs which Unisma should prepare.

Keywords: tracer study, online questionnaire, outcome, education quality

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STARTING TRACER STUDY IN TOURISM INSTITUTE IN INDONESIA: FIRST EXPERIENCE IN STPB

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Tourism Bandung Institute (STPB) planned tracer study since the end of 2014. The commitment of the management to implement Tracer Study at STPB in April 2015 is a good start. The main implementation of the Tracer Study 2015 in STPB. Tracer Study at Bandung Tourism Institute (TS-STPB) began by conducting a workshop on 21 September 2015 in Bandung, which presented two resource persons from Indonesia Tracer Study Network (Indotrace). The preparation process greatly aided by the implementation of Indotrace as the media organizations to share knowledge and experience in the planning, execution, analysis and interpretation of Tracer Study between colleges in Indonesia. TS-STPB used census method (no samples), online data collection was administered by using standardized instrument/questionnaire, and is planned to be implemented on a regular basis (annual implementation). The population of the TS-STPB 2015 was graduates of two and one year after graduation, so there are 2 cohorts from 2013 and 2014. One year after graduation cohort was included because there was zero unemployment policy at STPB that one indicator views of graduates one year has work, so it wants to be seen also the effectiveness of the policy. The number of graduates from a cohort of 2013 is 555 respondents from the cohort 2014 and as many as 601 respondents, bringing the total number of the second cohort of around 1,156 respondents. Completeness of data after verification by the verifier 23 from 3 departments consisting of 16 courses is 80%. The themes discussed in the first TS-STPB include socio-biographical aspects, the learning experience, the transition to work, the employment situation, as well as competence and work. The preparation process has been completed and the implementation process has begun with the notification propagated via email on 16 November 2015 to all respondents recorded. STPB has also set a reminder system to remind the alumni who were respondents of the study. Currently the process of collecting the results of the questionnaire is in progress.

Keywords: tracer study, management commitment, STPB, 2 cohort, link and match

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THE 2015 STRATEGY FOR TRACER STUDY DEVELOPMENT AT BUDI LUHUR UNIVERSITY

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An indicator of success for Budi Luhur University is creating highly qualified graduates that relevant to the needs in job market. This aspect can be measured through tracer study. Tracer study is a study aiming to discover the transition time of graduates—the time after graduating from university towards entering the working life—and analyzing the level of competition achieved during the education time and its application at work. Since 2012, the study has been done centralized at university level and conducted annually by the Career Center of Budi Luhur University. The study implements census as its research design, in which sets all 1,840 population of Budi Luhur University 2013 graduates as the respondents. The instrument of tracer study uses the questionnaire standardized by the Indonesian Directorate General of Higher Education. The questionnaire is filled online by the graduates on <http://tracer.budiluhur.ac.id>. The publication of tracer study is done through website, e-mail, Facebook, Twitter, blog, SMS, BlackBerry Messenger, and WhatsApp. The request addressed to the graduates to participate in the study is sent via e-mail every Monday and Friday, and also via SMS every Wednesday. If there's any graduate that hasn't participated in the study, they would be contacted directly by phone call, and reminded twice. As the main event of the study, all graduates are invited to attend the alumni gathering and doorprize draw. The funding for this study is sourced from the 2015 PTKS Grant and from Budi Luhur University. The study is successfully participated by 598 graduates, resulting on the gross response rate reaching 32.5%, net response rate at 37.1%, and completion response rate at 91.5%. As many as 45.1% of graduates start looking for employment before graduation, within 2 months period, and by using internet, online advertisement or mailing list as the medium. 65.9% of the graduates get their first job after graduation, also within 2 months period. The majority of the graduates, which counts as many as 73.7% of them, currently works at private sectors where 25.9% of those companies run in information and communication industry with monthly income as much as IDR 4,519,000,-. Aside from that, 46.7% of the graduates state that there is high relevancy between their study and their current job. 74.2% of the graduates confirm that there is conformity between their levels of education with their current field of work. The most qualified competence mastered by Budi Luhur University graduates is the prowess related to internet. Meanwhile, the biggest contribution Budi Luhur University has provided for the graduates in terms of competence is the ability to work in team or with other people. The tracer study in Budi Luhur University has run well, and the improvement on graduate database has increased the response rate. However, the support from all academicians is still needed to improve the graduates awareness to participate in tracer study.

Keywords: tracer study, questionnaire, graduate, Budi Luhur University, competence, Career Center

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**DEVELOPMENT AND IMPLEMENTATION OF 2015 TRACER
STUDY OF UNIVERSITY OF SURABAYA**

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University of Surabaya (Ubaya) is a private university located in Surabaya. Ubaya has a vision to be "The First University in Heart and Mind" and carry out mission "Advancing Business and Industry Community Development through Event Tridarma College Continuously for Welfare of Mankind". Ubaya will success reaching vision and mission determined by the involvement of all stakeholders, including students and alumnus.

Development of reasoning, interests, talents, and art carried out in synergy by the Direktorat Pengembangan Kemahasiswaan (DPK). In DPK, there is a sub-unit called Career Assistance Center (CAC), which is present as a partner for students and alumni by providing career guidance services that provide convenience in determining career options in accordance with their interests. In addition, the CAC also has a function as a facilitator between the parties of alumnus, faculties, and the companies so that the input of each party trying facilitated by CAC.

Tracer Study (TS) is one of the activities of the CAC that aims to obtain a picture of activity Ubaya graduates in the working world, especially to the needs of accreditation, evaluation, publication and promotion of Ubaya. TS results are expected to provide inputs for upgrading and development of graduates, both in terms of curriculum and soft skill owned graduates. CAC start TS program in 2012 to obtain grants Tracer Study of Higher Education and continues to this day. CAC for 4 years running the program TS always improved and obstacles. One indication that the implementation of the TS Ubaya have ups and downs that can be seen from the gross response rate in 2012 reached 19.89%; in 2013 down to 10.20%; 2014 fell again to 7.7%; and in 2015 up to November 13, 2015 gross response rate increased to 14.71%.

The research design used in Ubaya TS 2015 is sensal which uses the entire graduate population, the cohort 2013 amounted to 1,944 alumnus. The instrument used was an Indotrace's questionnaire that have been adapted to the needs of the university. Methods of data collection used online questionnaire that is sent via email each alumnus. Each alumni will receive a password to access the online questionnaire of TS Ubaya 2015.

Through 2015, it is known that 54% of alumni began looking for a job after graduation within 1 month. Currently the technology advances enough role in the job search process. It is seen from 50.83% graduates find a job through the internet, online advertising or mailing lists. Similarly, the relationships with the company becoming the second choice for finding a job. It can be seen from the 50% of alumni who take advantage from that relations. After two years passed from Ubaya, only 30.56% of alumni who are looking for jobs. The activity after graduation are 58.33% of alumni decided to continue his studies. For graduates who decide to work, 32.03% stated that the work that was involved is now closely related to the field of

study that has been taken and 73.48% said the level of education adopted in accordance with the current job.

Based on the data obtained, it can be concluded that the 2013 cohort Ubaya graduates looking for work only 30.56%. The graduates currently working in accordance with field of study taken. While gross TS Ubaya response rate in 2015 reached only 14.71%. The hope repair alumni database will be able to increase the rate response so getting the full picture Ubaya graduate activity.

Keywords: tracer study, Ubaya

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MERCU BUANA CAREER CENTER DEVELOPMENT PROGRAM AND TRACER STUDY 2015

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Tracer study is a study that is held by higher education institution to have feedback from the alumni about their works and careers. The objective of this tracer study is to obtain information about the alumni activities in finding their first jobs, their current workplace condition, the relevance between university's curriculum and the job requirements. All the information obtained will be used to evaluate the teaching and learning process held by the university and as a guide for continuous improvement. Mercu Buana University is one among 34 Universities in Indonesia who received 2015 Tracer Study Grant from Dikti. The object of the Tracer Study is all the alumni who graduated in 2013. Universitas Mercu Buana Career, Training Centre & Alumni (UMBCTC & Alumni) is the unit who is in charge in doing the tracer study in Mercu Buana University. The method of this study is survey model with the population is all the alumni who answer the notification. The respondents are the alumni who participate in the survey with minimum 30% of the population. The instrument of this study is using online questionnaire which consists of 18 questions and 74 variables based on Dikti standard questionnaire. The questionnaire can be filled using smart phone by the alumni through the web: alumni.mercubuana.ac.id. Social media such as Facebook, Twitter, Whatsapp, Blackberry Messenger, email, sms, and phone call are used to notify the alumni. The use of social media, messenger group and phone call are very effective to reach the respondents than the use of email and sms blast because they gave personal approach. The data that had been collected was analyzed using simple statistics to have picture of Mercu Buana alumni in the real working world. The result of the data analysis indicates that the amounts of the alumni who have worked before graduate are almost the same as those who get their job after graduate. Internet is the highest rank on the way they found their job, and the second place is through their relatives and friends. The average waiting time before they get their first job is 2 months after graduate. More than 57% of the respondents work in the private companies, only 10% works in the government institution, 4 % are entrepreneurs, 0.6 % works at non-profit companies while the others are not working because they take graduate study and some are busy with the family matters. Most of the alumni work in-line with their study program, only 4% works at different field. The result will be delivered to all the faculty members especially the study program, the stakeholders and to be used for accreditation.

Keywords: tracer study, alumni, social media, online questionnaire.

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COLOURING LABOUR MARKET WITH PUBLIC HEALTH PERSPECTIVE

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As the development of working world nowadays, the demand of human resources with public health education background is higher. The emergence of a variety of health issues, triggering a lot of companies and institutions start to realize the importance of the role of public health. Therefore, the requirements for equitable distribution of public health graduates in various industrial sectors in Indonesia are important; taking public health education is an investment for the development of human resources. Currently, the demand for public health graduates is not only needed in the health field but also in the non-health field. In this study, researchers have focused on observing the Public Health graduates of University of Indonesia (FKM UI) who are working in health field and non-health field, in Indonesia. The aim of this study was to determine how the Bachelors of Public Health Faculty of University of Indonesia colouring labour market in various industrial sectors in Indonesia through the Tracer Study (TS). Expected data generated by the Tracer Study conducted in the method of this standard, to provide an overview of important variables on the relevance of higher education to the working world. Researchers used a study design cross-sectional survey through tracer study to observe how the Public Health alumni coloring labour market in various industrial sectors in Indonesia. The respondents of this research were up to 166 people (149 women and 17 men), they were Bachelors of Public Health Faculty with various background majors such as; Administration of Health Policy, Biostatistics, Epidemiology, Public Health Nutrition, Environmental Health, Safety and Occupational Health, Education Health and Behavioral Sciences, Reproductive Health. In this research, questionnaires were delivered through online medium to the respondents. The questionnaire used a standard questionnaire INDOTRACE, which has 84 variables to determine the transition alumni, employment situation, matching, and competence. Tracer study conducted by special characteristics of that censal (not sample), online administered data collection (no paper and interview), standard and regular (annual implemented) instruments (questionnaires). The tracer study revealed interesting findings, in general, it was shown the Public Health alumni currently do not only work in the health field, but nowadays they are also working in the non-health field. It is shown that 63 alumni working in the health field (government sector) such as health centers, the Regional Health Office, District General Hospital, Polytechnic of Health, and 11 alumni working in government agencies such as the National Narcotics Agency, the National Agency for Disaster Management, BPJS. There were 10 alumni who also worked at a private companies, which is engaged in the health field such as NGOs (national and international scope), Health Clinic and the Pharmaceutical Industry. There were 49 alumni who also worked in private companies (non-health field) as Insurance & Banking, Education, Media, Automotive, Construction and Interior, mining (oil, coal), Logistics and Food & Beverage Industries. It can be seen from tracer study how the Public Health alumni colouring labour market today, the number of alumni who work in non-health field is 45.11% and the number of alumni who

work in the health field is 54.89%. In general, it can be concluded that the public health alumni are now already widely needed in the non-health field as well. Seeing at the distribution percentage of alumni which is almost equivalent, it only different 4.89%. The non-health fields are now already starting to realize the importance of the role of public health in their industries. It is hoped that in the future tracer studies will be realized as a system of regular monitoring of graduates in Indonesia and used optimally to provide more representative national data.

Keywords: Faculty of Public Health, public health alumni, labour market, industry sector, tracer study, University of Indonesia.

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IMPROVING COMPETENCIES OF GRADUATES BASED ON THE RESULT OF TRACER STUDY

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Merdeka University Malang has conducted Tracer Study (TS) since 2013, implemented by the Career Center Unmer Malang. Results of TS was used by faculty as a basis for the reconstruction of the curriculum and giving students trainings that match with the needs of user. Tracer Study 2015 in Merdeka University Malang aims to map the educational outcomes that include: absorption of graduates in the labor market and the suitability of the competence of graduates with the needs of job market. Survey method used and distributed questionnaires by on line with the help of the Computer Center Unmer Malang. Besides, delivery by mail was also conducted upon request. Respondents were alumni Unmer Malang graduates in 2013 for level of D3 and S1 with the total was 1037. The questionnaire used is a standard questionnaire of Higher Education Directorate, which has been modified to include the specific needs of the faculty. Tracking the alumni as prospective respondents was conducted in several stages: coordination with the faculty, the Office of Academic Administration and last was be checked with PDPT (*Pangkalan Data Perguruan Tinggi*). When the alumni data has been completed, the next step was to contact each alumni by telephone, SMS (short message service) or WhatsApp to provide information about how to fill out an on line questionnaire which is available on the website of Unmer Malang. Information is also published in Facebook, and fortunately, responded positively by alumni. If there is a request for the questionnaire in hard copy form, this is sent through the postal service, or delivered directly to respondent. The response of the respondents were monitored on a daily basis through online answers. For those respondents who did not respond to the questionnaire within one week, then second contact, third, and even fourth contact was made. On average the respondents gave the response after a second contact. After the data collected, then verification of the data, data processing and interpretation of the results was performed.

A total of 200 respondents have answered a questionnaire completely so those can be processed further. After data processing and data analysis, the obtained results are: most of the alumni of Unmer Malang has worked in the private sector and the waiting time (length job search) is 3 months for the first job. Most graduates find jobs through relationships with certain parties. Most of the alumni consider the relationship between the work and study is closely enough, and education were taken in Unmer Malang also complies with the job. However, from the analysis of the competence and contribution of Unmer in building competencies, results indicate that the educational process that has been undertaken has not given equal competence to the needs of the job markets. This result is a very strong signal to the faculties to work harder in the reconstruction of the curriculum. Lecture materials must also be tailored to the needs of work and seeking a variety of training with professional and other organizations so that the competence of graduates can be improved.

Keywords: tracer study, competencies, job market

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TRACER STUDY; MEANS OF STRENGTHENING OF GRADUATES DATA BASE AT MUHAMMADIYAH UNIVERSITY OF PONOROGO

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Tracer Study is an effort to search or trace tracking of graduates conducted by colleges to determine the outcome of graduates as a form of transition from higher education to the world of work. This study is expected to provide an overview of how the process of the first job search, employment waiting period, the employment situation and the perceived competence of graduates in the working world. Through tracer studies, Muhammadiyah University of Ponorogo will have a data base of graduate can be accessed by all parties to be useful to improve the output of education provided, and can be used as a self-assessment of the learning process that has been implemented. The method used in this study tracer survey method with the entire population of graduates Muhammadiyah University of Ponorogo in 2013 which amounted to 795 people with a total sample size of 326 people. The measuring devices in the tracer study using a standard questionnaire Directorate General of Collage were analyzed using mean, median and percentage. The results of the survey showed that in the transition period, 45.3% of graduates looking for work before graduation, 47.1% are looking for work through radio advertisements, magazines and newspapers with time spent to get a job for a median of 2 months. The number of companies proposed median 7.5 companies where 6 of them are responding to such applications. Meanwhile, to describe the status of graduates obtained 84.3% of graduates have been working with an average income of Rp. 2,250,000. The majority (52.4%) As for graduates who did not work was busy with families and children. For vertical and horizontal alignment showed 63.6% of graduates stated that the current work has a close relationship with the subjects studied in college. As for graduates who have a job incompatible with most of the studies (45%) because they have not received the appropriate jobs. According to the highest value related to the competence of graduates after graduation is the ability to assume responsibility and leadership. While the highest value related contributions college for graduate competence is the ability to solve problems. The results of this tracer study it can be concluded that the majority of graduates of the Muhammadiyah University of Ponorogo has been absorbed in the world of work even though there is a small percentage who work outside the field of science is practiced. The absence of correlation between the contributions of universities to the competence of graduates when they graduate. Based on the above, it is recommended to universities to establish an institute of career guidance so expect graduates able to meet the demands of the labor market.

Keywords: tracer study, graduates, data base

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TRACER STUDY AT POLYTECHNIC OF AKA BOGOR

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Polytechnic of AKA Bogor conducts Tracer Study system in order to have accurate information on the relationships between the graduates and the professional occupation in the world of work. It is also important to know the industrial request on graduates, the length of time for graduates to get job, the job position the graduates have in industry, and the percentage of graduates absorbed by industry or company. The implementation of tracer study is conducted by using Questionnaire Method which is done in three stages: before graduation, three months after graduation, and a year after graduation. Before having graduation ceremony, the students have to fill out the form of questionnaire. Based on the experience, the students have got a job before they have graduation ceremony. Some of them are absorbed by industry where they had internship program. The most important thing on this stage is to get information on the first job position that the students have before having graduation ceremony. The next questionnaire is given to the graduates after three months of graduation. The purpose of this questionnaire is to know the graduates' professional occupation (career), the average salary they have, and the length of time for them to get job. The final stage is to give the questionnaire after a year of graduation in which the purpose of this stage is to know further information on the graduates' career. Polytechnic of AKA Bogor has not used online questionnaire yet. We make several teams to visit industry and have the questionnaires filled out by industry and alumni who are working in the industry. The questionnaire which is given before graduation ceremony and three months after graduation can be drawn back up to 100%. On the other hand, the questionnaire which is given after one year graduation can only be drawn back up to 60%. The result of Tracer Study shows that graduates absorbed by industry before graduation is at the scale of 50% – 60%, and they have 100% absorption after a three month graduation, which spread out in several fields such as industrial, educational, and entrepreneurial fields. The result also shows that more less than 40% after one year of graduation, the graduates have moved to different work place compared with their condition after having a three month graduation because of various reasons. The data of tracer study result has to be documented in order to make all programs traceability. There should be online system at Polytechnic of AKA Bogor to have the questionnaire filled out by alumni so that the tracer study program can be implemented easier.

Keywords: tracer study, questionnaire method, entrepreneurial field

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MAPPING THE PROFILE OF COMPETENCE AND COMPETITIVENESS OF THE ALUMNI OF NASIONAL UNIVERSITY: A CASE STUDY OF 2013-2014 GRADUATION

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Profile of competence and competitiveness are the major variables to measure the quality of academic standard. Universitas Nasional as the oldest private university that always consistent to develop the higher education with international standard trying best effort to measure those variables, as the parameter to identify the capacity development on the academic curricula. The motivation to find those parameters is in order to show the academic excellence for the stake holder, in other words as the quality assurance for them that University Nasional has implemented standard for higher education based on BAN-PT. In 2015, the tracer study is performed for the alumni in the graduation years of 2013-2014. The number of population is 3186 alumni where the sample is set for 956 one. Based on the instrument of survey which is designed by Belmawa DIKTI, the results of tracer study can be measured and analyzed as below, the gross-response rate is 37.1%, nett-response rate is 94,1%, and the completion rate is 9.4%. From those results it can be inferred that successful of the tracer study is enhanced by on-line survey system as have been developed in the web of Universitas Nasional. This is also enhanced by cooperation from the head of study program to promote the alumni in order to participate actively for the survey. Meanwhile based on the instrument standard, particularly for the question of F.17, it is shown that Universitas Nasional has contribution to leverage the competence parameter in the scale of 0.5 point refer to full-scale 0-5. Also the competitiveness value is reached higher, where 60% alumni of Universitas Nasional in the graduation years of 2013-2014 have shown the capability to conduct problem solving related with their major field of study. From those results it can be stated that Universitas Nasional has successfully implemented excellence curricula to develop the competence and competitiveness for the student.

Keywords: tracer study, competence, survey, competitiveness

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IMPLEMENTATION OF SMS GATEWAY TO TRACE GRADUATES AT THE STATE UNIVERSITY OF MALANG

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State University of Malang (UM) as a college graduate multi disciplines, from time to time continue to improve the quality and the responsibility to build a society, nation, and state through the tasks that played graduates. Since its establishment until the end of 2013/2014 Graduation Odd Semester UM has produced as many as 51.697 graduates of the Graduate Program, and UM graduate who graduated in 2013 a number of 5,161. This is where the challenge UM as a producer of human resources with a variety of disciplines graduates, (1) whether the alumni have been able to contribute and meet the needs of the stakeholders in accordance with the disciplines that occupied during education at UM, (2) how long it took to get a job and how large salary he earned, (3) how the distribution of the type of work and / or profession, (4) how the area of employment, (4) how the user satisfaction of the alumni of UM, (5) whether it Alumni UM competitive and take part in society , (6) and so need to obtain a response from the UM.

For that would tracer study (tracking studies) graduates need to be done systematically and continuously. Tracking graduates through tracer studies is seen an effective way for universities to get feedback and measure their performance, and also can be used to develop themselves and become more responsive to the needs of stakeholders.

The method used today is by correspondence, telephone, alumni meeting, mailing lists, twitter and face-book. Likewise, through the forum of Malang State University Alumni Association (IKA UM), have also been carried out tracking alumni, through a web address www.ika.um.ac.id but these measures have not been getting good results, only 5% of alumni who fill out questionnaires, For it will be tracking alumni of using web based information system that can be accessed via the internet and features the SMS gateway to invite alumni of accessing the site through SMS information so expect more alumni who filled in a questionnaire online via the information system of alumni integrated with the SAC (Student Advisory Center) UM.

Keyword: tracer study, SMS gateway, information system, State University of Malang

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TRACER STUDY ON ALUMNUS OF 2013 OF NUSA CENDANA UNIVERSITY

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The study was undertaken from May to November 2015. The following methods were applied in the tracer study: calling by phone, by short messages (sms), blogging, alumnus 2013 group, correspondences, questioners, and directly interview using snowball method. There were 121 respondents (14.94% of 1479 population) from all study programs and whole NTT regions, employees and un-employees alumnus included in the study. There were 646 (43.68 population) respondents contacted but only 18.73 replied the questionnaires'. Data were analyzed using quantitative method.

The results of the study indicated that (1) the most suitable tracer study methods applied are by involving un-employees alumnus 2013 as field leaders, followed by improving graduation data as using all above methods; (2) alumni profile namely : (a) waiting time for a job (0-14 months); (b) suitability of job with core academic (72%); (c) first salary (0.3-2,1 million), (d) perception of alumni for their first earn are: 95% (less) and 5% (enough); (e) response of alumni in matching of necessity of job and their competency (enough – good); (f) competition rate to get a job (high to highly); (g) response of employer to the alumnus competency (enough to very good); (3) perception of alumni to almamater services are : learning aspects, learning process and facilities available (enough to good). Alumnus requests are: increasing their skills in entrepreneurship (67%), foreign language (76%), soft skills for job fair (73,34%) and building capacity of alumni organization in district or sub-district area. (4) Most of alumni orientations are to government employees. There 14,1% of respondents work at government sectors, and 34,36 % in private sectors (formal and informal), and other respondents are un-employment (included who did not returned the questionnaires) (5) User perception to alumni profile in general are good to very good in 11 variables, namely: (a) integrity (ethic and morality) – good, (b) professionalism –good, (c) scope of inter-discipline –enough to good, (d) leadership – good; (e) link/networking (good); (f) work ethos (good), (g) foreign language (enough to good), (h) communication (good), (i) IT capability (enough to very good), (j) self development (good) ;(k) customer oriented (good). The requests/needs of alumnus are: improving foreign language (35%) and networking among alumnus by building regional coordinators in each district or sub-district.

Keywords: tracer study, alumni profile, user perception

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OPTIMIZING THE FUNCTION OF TRACER STUDY AS ONE OF IMPORTANT SOURCES FOR DEVELOPING IQF (INDONESIAN QUALIFICATION FRAMEWORK) BASED CURRICULUM

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The implementation of tracer study has been a necessity in higher education level. By implementing tracer study, the institution is able to link and match the condition of its graduates to the available work fields. By finding out the occupations of the graduates, graduate profiles are formulated. Graduate profiles are the most important factors to evaluate the suitability between the curriculum of the institution and the real condition of the world of work. The process of comparison, equalization, and integration among education, job training and working experience to give recognition for working competency according to the job structure in all sectors is the main principle of IQF (Indonesian Qualification Framework) based curriculum. The method of data collection was by using online questionnaire which was preceded by short message services, electronic mails, and direct communication through telephone. The response was then analyzed using descriptive quantitative approach. The result of the research shows that the graduates of Pakuan University started to find a job one month after the graduation (68%). Mostly (24%), found the job from their relatives or friends. The time spent for getting the first job was from 1 until 3 months (72%). Those who work according to the level of education reached 83% while those working according to their major were 33%. The competencies they owned when they graduated were communicating (54%) and operating computer (51%). The university is considered to give them competencies of communicating (49%) and being part of an organization (42%). It can be inferred that the implementation of tracer study can give significant information on graduate profiles which are the main source of developing the IQF (Indonesian Qualification Framework) based curriculum. By this fruitful result, it is suggested that tracer study is conducted in a regular basis and involves all related parts of the institution.

Keywords: tracer study, IQF (Indonesian Qualification Framework) based curriculum, graduate profiles

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TRACER STUDY OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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Now, the age of Surakarta Muhammadiyah University (UMS) is 58 years (built in 1957). UMS has 2 times implemented tracer study comprehensively in 2012 and 2015. Unfortunately, in 2012 the number of respondents that fulfilled the questioner just 517 (16%) from 3247 alumni that graduated at 2010. This tracer study in 2015, however, undertaken to improve the participation of the alumni and to know the present condition of alumni. To find out the present condition of Surakarta Muhammadiyah University alumni who graduated in 2013 in some aspects, such as where actually they work, how long they got first job, and how present graduate competency is. Tracer study has been carried out by using *DIKTI* standard questionnaire filled online on website (<http://tracerstudy.ums.ac.id>) which is divided into 2 pages with 17 questions. The target populations are alumni who have graduated in 2013 and number 3.247 consist of S1, D-IV, and D-III graduation program. The research time was August 1st until November 2015. The online data collection has been done from August 30th until October 30th, 2015. The alumni must use NIM (*Nomor Induk Mahasiswa*) for their user name and password to access the website. Contacting firstly with respondents has been done by using Email and also Short Message System (SMS) Gateway on September 4th, 2015. Contact numbers of the alumni are known from 2013 graduation book. Email, Short Message System (SMS) Gateway and also telephone call are used from September 4 th, 2015 until October 31st, 2015 (five times) for remaindering the alumni to access the website, and then fill out the questionnaires. Data analysis uses descriptive analysis. From the number of alumni which totals 3.804, the alumni who have given the responses by fulfilling the questionnaires number were 216 (6.8%). Alumni who seek for job before graduating amount 45 (17%) for 0 month, 75 (28%) for 1 month, 94 (36%) for 2 months, and 47 (18%) for 3 months. After graduating amount 179 (68%) for 0 month, 26 (9%) for 1 month, 18 (6%) for 2 months, and 13 (4%) for 3 months. Alumni who get first job for 1-3 months before graduation amount 148 (53%), and 1-3 months after graduation amount 43 (16%). The most way to get the job is through internet/millis amount 261 (100%), through the relation (lecturers, relatives, and friends), 107 (41%). Time spent by alumni to get the first job is 53% of the respondents spending 1-3 months before graduating. The total of 1-5 companies applied by the alumni is 97(36%); the more than 5 companies are 64(24%) respondents. Then 1-5 companies which response the application of the alumni is 136(52%), more than 5 companies giving the response of the alumni application are 49 (18%). Respondent who work now amount 240 (92%), those who do not work amount 8%. The kinds of their jobs are divided into some types; PNS/BUMN 25%, private companies and NGO 33%, entrepreneurship 26%. The amount of salary which is under one million rupiahs is 8% of the respondent's total. The amount of salary between 3-5 million is 8%, and 1-3 million is 16%. Which is upper than 5 million rupiahs from the main work is 35%. The respondents that still active in Muhammadiyah organization are 21%. The respondent works in Muhamamdiyah field of organization are 12%. Percentage of respondents who fulfill the questionnaire is still

under 20% and just 6% of the respondents fulfill the questionnaire. It happens because of some reasons. One of them is because they have changed their telephone numbers. The most respondents who seek the job through internet and also relation. The salary amount of most respondents is above five million rupiahs.

Keywords: Muhammadiyah University of Surakarta, tracer study, 2015

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THE 2015 TRACER STUDY RESULT OF SARI MUTIARA INDONESIA UNIVERSITY

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The graduate competence determines the employment rate of graduates by the labor market. Universities need to evaluate their teaching and learning process by tracing their graduates at a certain point of time after graduation. Sari Mutiara Indonesia University conducted tracer study of graduates of 2013 academic year to find the gap between the knowledge and skills obtained during study time and those needed to smoothly pass the transition period and needed in their workplaces afterwards. Sari Mutiara Indonesia University's tracer study was carried out for 1003 graduates of 2013 academic year that consist of Public Health Nursery, Ners Profession, Diploma 3 Midwifery, Diploma 3 Pharmaceutical and Food, and Health Analysis study programs; target population was 75%. Tracking methods used were sms (short message services), e-mails and other methods which proved to be quite effective, such as facebook, twitter, whatsapp, BBM, LINE, and other personal groups in the social networking. Tracer study results indicated that during the transition period, the median of respondents began looking for a job after graduation is 2 months (55.5% respondents), 73.2% respondents looking for a job through relation after the 3 months graduation, and from the number of companies/institutions (with median value of 5 companies) that respondents applied for a job, 3 companies responded to the application. Working situation of the alumni showed that they are currently working (59.4%), with 47% work at a company/institution/government institution, 49% private, and 4% entrepreneurs. The reason of respondents not working at the time of the survey was continuing their studies to professional/graduate programs (94,9%). As many as 52.09% of respondents admitted that their fields of study is very much related to their work, 73.02% admitted that their academic level fitted with their job. Concerning competencies, in general, the university has contributed to the mastery of competencies (scale 4), however, concerning competency of working under pressure, the contribution of the university was still low (scale 2). The ability to "work under pressure" needs to be improved through training and motivation seminars for students or embedded to the courses.

Keywords: tracer study, Sari Mutiara Indonesia University

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IMPLEMENTATION OF SEBELAS MARET UNIVERSITY'S 2015 TRACER STUDY

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Tracer study is a strategic activity for the development of Higher Education. Through a tracer study can be described about the alumni who have generated and obtained information feedback from alumni. It can be used as an evaluation for the continuous improvement of the management in Sebelas Maret University. The aim of the study were (1) data availability of education quality, experiential learning, and expanding acces to learning, (2) the map of the needs of the workforce with competency gained from high education, (3) obtaining input from alumni about the implementation of the learning curriculum. The cencus of Tracer study designed to force one (single cohort) are bachelor graduated of Sebelas Maret University in 2013. Tracer Study is done by using software built with online of UNS CDC information systems division. The total of population in Tracer Study is 4728. The undeliverable is 2181 (46.13%), and the deliverable of the target is 2547 (53.87%), so the total of respondents is 1723. The gross response rate is 36.44 % and the net response rate of 67.65 %. The result Information in tracer study included: the identity of alumni, education and experience of study, the environment of job and matching between job and study. The result of study indicate that graduates get jobs waiting period is 3.6 month. Based on the assessment of alumni 70 % said there was the relationship between work and study program.

Keywords: tracer study, education, alumni, Sebelas Maret University.

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THE 2015 TRACER STUDY OF SRIWIJAYA UNIVERSITY

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Tracer Study of Sriwijaya University graduates had been conducted in 2015 to graduates of 2013. Graduates derived from 10 faculties which are divided into 5 periods of graduation ceremony (February, April, June, August, and November in 2013). Method of experiment and questionnaires used in the tracer study is based on standards set by the directorate general of higher education (DIKTI). The number of graduates UNSRI in 2013 is as many as 4660, which is selected as the target population in this tracer study. The results of tracer study showed that the percentage of graduates who began seeking for a job before graduation was 38.6 %, while after graduation was 59.12%. There were as many as 2.52% graduates who did not seek work because continuing studies. Based on the way seeking for work, there are 3 ways most used by graduates were through the internet/online advertising/list = 70.32%, through a relation like lecturer, parents, friends, etc. = 60.65%, and go to the exhibition/ or job fair = 50.32%. As a whole, graduates who get a job first before graduation were as many as 27.74% and after graduation were as many as 72,26%. Graduates who had sent job application less than 10 companies/agencies/institutions were as many as 76.77%, while more than 10 were 23.23%. There were 83.7% company/agencies/institutions had responded the application submitted by graduates. Of the 83.77%, as many as 86.28% had invited graduates for interview. Graduates who work in government offices (including state-owned companies) = 33.85%, private companies = 56.92%, entrepreneurs/own company = 6.92%, and non-profit organization/non-governmental organizations = 2.31%. Graduates who were working currently almost in the whole classification of Kemnakertrans, 2009. Income received graduates every month from the main work, among other that was less than 1 million = 1.54%, 1-5 millions = 73.08%, more than 5 million and 10 million = 22.31%, and more than 10 million = 3.08%. Horizontal alignment between fields the study and graduates work was very high at 82.30% (score 1 to 3). Vertical alignment also shown a very high value at 93.08% (score 1 and 2). As a whole, the contribution of college to competence of graduates was very high at 91.06% (score 3 to 5). The conclusion of the tracer study that the number of respondents is very little that is about 160 people. Of the 4660 target population, alumni that could not be reached (undelivered) is about 2002 people and could be reached (delivered) is about 2658 people. Thus, the gross response rate is 3.43% and net response rate is 6.02%. It is suggested that the involvement and support of faculty and departments should be improved so that the results of tracer studies would be better.

Keywords: tracer study, graduates, Sriwijaya University, 2015

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THE EFFECTS OF STUDY CONDITION ON GRADUATES' COMPETENCIES

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The massification of higher education has shifted the responsibility for financing higher education from the government to individual students and their families (Altbach, Reisberg, & Rumbley, 2009). This has pressured higher education to provide accountable data on the quality of teaching and learning. Furthermore, society (i.e. prospective students, parents, employers, tax payers, and policy makers) also demands comparable information on students' learning outcomes. This study investigated the effects of study condition on graduates' competencies. The analysis was based on the results of Universitas Gadjah Mada graduate survey 2015 ($N=4,892$). The structural model of the effects of study condition on graduates' competencies indicated a fit model based on $\chi^2 (169, N = 4460) = 3169.49, p = .000, RMSEA = .063, CFI = .906$. The results showed that the quality of study condition significantly affects graduates' competencies at time of graduation.

Keywords: study condition, graduates' competencies, structural equation modelling

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TOWARDS GETTING THE FIRST JOB: IS THERE ANY GENDER DISCREPANCY OF UNSYIAH'S GRADUATES OF 2013 ACADEMIC YEAR?

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This report partially presents the tracer study results conducted just recently on Universitas Syiah Kuala's 2013 graduates. The objective of the current report is to examine if there is any disparity between male and female graduates in getting their first job. The survey was conducted online for a period of 10 weeks to 3900 S1 graduates with a respectable 25% response rate. From all respondents, 42% graduates were already in employment and the remaining were either continuing study (graduate degree or professional training) or starting own business. We initially assumed that the implementation of Sharia Law and local culture in Aceh may raise gender disparity in employment. We however found that the situation between male and female is comparable, with some exclusion nevertheless. Our sample population consists of 57% male and 43% female. Friends/family network and online advertisement are the two main sources of information used by about 60% of respondents, both male and female, to find jobs. These sources of information, in the end, helped three quarter of the respondents in getting their first jobs. There is no significant variation of the waiting time to get first job of male and female respondents. In average, male graduates have a slightly shorter waiting time. There is about 49% of male and 44% of female respondents getting their first job in less than three months. Although the proportion of female respondents willing to work outside Aceh Province is higher than anticipated (66%), it is still well below their male counterpart (82%). In average, a slightly more than half of the respondents considered the relevancy of the jobs with their previous study as the most important factor in accepting the job offer. With regards to this matter, the proportion female is higher (60%) than that of male (46%). The second most important consideration is salary, predominantly in male respondents, where the proportion is almost twice (20%) of female (11%). These results show that the implementation of Islamic Law in Aceh Province does not hinder job equity. Universitas Syiah Kuala has prepared the graduates adequately to compete in the job market.

Keywords: tracer study, gender, disparity, sharia law

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IMPLEMENTATION OF TRACER STUDY AS GRADUATES QUALITY AND COMPETENCY IMPROVEMENT

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The Tracer Study in Tanjungpura University conducted by the Center for Employment Services (PFS) in collaboration with the Center for Quality Assurance (PPM) in 2015 to map the graduates of 2013. The purpose of this tracer study is (1) to determine the absorption, the process, and the position of graduates in their work situation, (2) to analyze the relevance of the learning system with the competence required in the work situation, and (3) to map the gaps between alumni competence and the work demand. There were 2867 respondents participated in this tracer. Based on the results of tracer showed that 12.8% responded by completing the questionnaire. From this number 80% satisfied with the academic atmosphere provided by the campus. This study also found some factors like, student activity unit, remedial, writing research and field work respectively that hindered the students from completing their study quickly. This tracer study is still in progress.

Keywords: Tanjungpura University, tracer study, alumni

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GRANT PROGRAM OF CAREER CENTER AND 2015 TRACER STUDY

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Grant program of Career Center and Tracer Study (*Pusat Karir dan Tracer Study*, PKTS) carried out by Career Development Center Unit of Telkom University are divided into 3 (three) stages, which are: Preparation, Implementation, and Reporting. This program lasted from June to December 2015.

PKTS grant program started with Preparation Stage comprising: Firstly, to decide the *Cohort* as survey target, i.e. graduates of 2013 as many as 3,087. Secondly, to determine the materials for the questionnaire in accordance with the questionnaire format by The State Ministry of Research and Technology as well as additional materials from each study program based on the needed information. Next, to update alumni data obtained from the database available at Information System Directorate of Telkom University. Lastly, to make a circular letter to urge the graduates to fill out the questionnaire signed by the Rector. The letter was issued to convince the alumni that this Tracer Study activity was an official program of Telkom University.

The implementation stage included: socialization, questionnaire filling and reminding. The socialization of this Tracer Study activity was done through the website cdc.telkomuniversity.ac.id, social media, alumni gathering, and cooperation with homeroom lecturers as well as academic advisers acknowledged by the Head of Study Program. The questionnaire was filled out online by accessing the web cdc.telkomuniversity.ac.id to facilitate the alumni living in other cities. Furthermore, to increase the number of respondents, the team reminded them by sending them e-mail, SMS gateway, and giving them a phone call.

The results of PKTS Grant program implementation are: the number of respondents, the waiting period before the graduates got their first jobs, and the conformity between their study programs and work fields. The number of respondents filling out the questionnaire is as many as 1,324 or 43% of the survey population. With this high number, the results are expected to be more valid. The median of the waiting period before the alumni got their first jobs is 2 months. This waiting period shows that the alumni of Telkom University could get jobs within a short period of time. Moreover, the conformity between their study programs and work fields is 81%, and the conformity between alumni's educational level and job requirement is 73%, illustrating that Telkom University alumni were greatly welcome by the industrial world.

Keywords: tracer study, Telkom University

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TRACER STUDY DEVELOPMENT AT ITN MALANG

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Tracer Study on ITN implementation starting in the year 2012 along with the establishment of the Career Center Institute at ITN Malang. To share job information and tracer studies to the alumni, career center ITN Malang have their own web and email, pusatkarir.itn.ac.id and pusatkarir@itn.ac.id. The implementation of Tracer Study in ITN Malang, starting from the preparation of the questionnaire by the small team and sent to the respondent through the post and online at the web of Higher Education Ministry of National Education. This way a lot of disadvantages of which are costly, while the results was not satisfactory. The number of respondents is only 6%. In 2013 the implementation of tracer study still use the post to send the questionnaire and use a career center's web, pusatkarir.itn.ac.id. The results was reached 20% of total respondents. Implementation of the tracer study in 2014 did not use post but online on the web pusatkarir.itn.ac.id which has improved both the system and the web layout. The results of tracer study in 2014 was 23% of total respondents. Implementation of the tracer study in 2015, the career center ITN Malang's web was modified total layout for ease of respondents fill out questionnaires tracer study. The results are up to the beginning of November 2015 is 19% of total respondents. Event Tracer Study beneficial to know the condition of the alumni in the world of work, to establish communication with the companies so as to obtain feedback about the deficiencies experienced by the alumni ITN Malang in the company, so it needs to be improved through training for students and review curriculum ITN Malang. Good relations with the company, supported also by the activities of JOB FAIR which has twice conducted in ITN Malang. Constraints faced by the career center ITN Malang is the lack of personal in the career center, so the career center ITN poor performance is less than optimal. Job information is sometimes late for shared to alumni. Career center ITN Malang needs competent staff in the field of IT and the data analysis. Looking ahead career center ITN Malang will improve the utilizing the existing information system to make it more stable, so there is no problem with the implementation of the tracer study online.

Keywords: tracer development, constraints career center

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ALUMNI IDENTIFICATION AT STATE POLITECHNIC OF JAKARTA (PNJ) YEAR 2013

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Politeknik Negeri Jakarta (in. Polytechnic UI) is one of the State Polytechnic established by the Government Republic of Indonesia in 1982. The number of its graduates has increased, yet they work in many kind of industries such as services, trade, manufacturing, and parliament offices in Jabodetabek areas. The tracer study research is aimed to trace the latest alumni data base, to seek new suggestions for the new curriculum, and to find the alumni's buffer between graduation time and getting their first job. The research Tracer Study is a descriptive evaluative research that describes graduates' profile and curriculum relevance for Politeknik Negeri Jakarta through a survey. The subject of research is the alumni of PNJ from the year 2013. The first method is by questionnaire. The questionnaire is was uploaded in PNJ's website. The second method is reminding the alumni by email (can be 4 times reminder). Then monitor the result and tabulate the data from the questionnaire, if the result data still inadequate, and the reminder did not work, then we have to interview the alumni.

In this year's research, the alumni who filled the questionnaire until this report made are 245 graduates from 1530 total graduates or only 16.01%. This number is dominated by the D4 Business Administration major by 24% and the least is D3 Telecommunication Engineering program by 9.34%. Time to spent (before and after graduation) alumni to obtain a first job, before graduation are 10.46% with a median 1 month and after graduation are 67.54% with a median 2 month. Alumni PNJ who work in the private sector are 73%, government sector are 22%, and entrepreneurs are 5%. Average income alumni of PNJ in 2013 is Rp 4.361.814,- and if using the median value are Rp 4.000.000,- . Alumni who answer questionnaire about the correlation between program study and job as much as 46.9% to very tight, 18.7% they said tight, 22% close enough, 6.7% less closely and 5.7% they said no correlation. Competence alumni of PNJ better than the contribution of higher education is in ; internet skills, computer skills, work under pressure, work in teams/ working with others, adaptability, loyalty, working with people of different cultures and backgrounds, and the ability to hold responsibility. Deficiencies in control the competence of graduates PNJ in 2013 is the knowledge outside the field or discipline, research skills, general knowledge, English, knowledge in the field or discipline and negotiation. Overall level mastery of competencies alumni PNJ in 2013 are in either category or higher.

Keywords: tracer study, Politeknik Negeri Jakarta, graduates, competence, contribution

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TRACER STUDY DESCRIPTION AT STT-PLN

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STT-PLN (Sekolah Tinggi Teknik PLN) career centre was begun to operate with the releasing of a decree of STT-PLN Chairman Number :283.SK/3/3/2011, it was mandating the skilled workers of the 3rd Vice-Chairman of STT-PLN board of career centre and its Alumnus to get it accomplished, furthermore the next decree of STT-PLN Chairman Number : 283.A./SK/1/1/2011 was being released to form the committee of career centre and alumnus and corporate with BKKM, BAAK and BPSI of STT-PLN. Nowadays, according to the decree of STT-PLN Chairman Number :001.SK/1/1/2014, lead by the head of Student Activity Coordination division, counseling and alumnus.

STT-PLN graduates has reached 4915 in number and approximate accreditation of each majors has reached B, in the end the need of building alumnus networking is inevitable. Beside for the matter of accreditation assessment, that would help the graduates and students to obtain the information to improve the motivation in studying, estimating the time of the graduation and available part time jobs that is provided. This year Tracer Study gathered the information from the last two years graduation, the 22nd of April 2013 and the 23rd of November 2013 graduations with 558 graduates sampling subject

The result of the survey was being analyzed and processed using statistic method to observe the behavior of alumnus before and after the graduation in getting a job. Alumnus is observed based on the list of questions that can be found in STT-PLN Tracer Study link. Analysis result showed numbers of measurements, the number of given questionnaires were 452, and the number of the returned questionnaires were 389, The survey was being held by sending E-mails of [http ://formts.sttpln.ac.id](http://formts.sttpln.ac.id) link address and the method of filling and completing it via MEDSOS Facebook, Twitter, Group Whatsapp, Path and BBM group to each survey participants. The team stayed it touch to monitor survey development and giving a call or two if more information to fill the questionnaire is needed for information validating, and through alumnus networking by and students organization; BEM, Majority association, and regional organization, and also by using intimacy of personal institution and its strong bond between STT-PLN and PT.PLN (Persero) and its affiliated subsidiary.

Keywords: tracer study, STT-PLN

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A WEB-BASED TRACER STUDY 2015 AS ALUMNI QUALITY IMPROVEMENT AT STKIP PGRI, PADANG

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The unsustainable and manually-conducted implementation of tracer study cannot provide information about the alumni, so that an online tracking is required i.e. web-based online tracking. It is intended that all activities and the developments of alumni in getting a job in business and industry world can be tracked. Then, through the online tracer study implementation, the quality of credible governance, transparency and accountability can be improved. The goal of this tracer study is, firstly, to get information transition period from college into the business and industry world. Secondly, to describe the suitability of knowledge to the being occupied job. Thirdly, it is to describe the competencies of alumni. The method of this study is a survey approach. The population was all of the STKIP PGRI West Sumatra alumni in 2013, which amounted to 1812 people. Meanwhile, the subjects of the study were 1127 people and respondents were 584 people. Data collection was done by using an online questionnaire. The data analysis technique used is descriptive analysis. Based on the results of data analysis, it can be concluded for the following points; first, the student's transition period from college to the business and industry world is under three months. This is due to the enthusiastic attitude in looking for a first job. Second, the suitability of knowledge to the occupied working areas is appropriate in which more than half of the subjects studied suit to the business and industry world. Generally, alumni apply for a job in accordance with their knowledge. It is also due to employment opportunities for teachers are varied. Third, the competency of alumni that must be improved is the ability of using English. The English ability of alumni has been followed up since 2012 by establishing a Language Development Unit. However, the results are still far as expected. It is because it requires a long-term development process. Yet, the development of English language skills is still carried out simultaneously and it keeps increasing for every year. From the results of this tracer study, the alumni can understand with the questionnaire that is distributed before they graduate. In addition, the institution needs to add the questionnaire items and to relate it to the institution curriculum needs.

Keywords: tracer study, web-based, STKIP PGRI Sumbar

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We Love, We Care, and We Share

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Alumni is an output of the college, where the quality of the alumni is highly dependent on the quality of the university. But the task of higher education is not only preparing qualified graduates, but also to maintain good relations with graduates (alumni) is very important. Widyatama University stands since 1976 would have had alumni very much, where the number of alumni who can open a lot of good cooperation opportunities between alumni with an alumni or alumni with Widyatama university so that the presence of alumni is very important to know. But with the increasing of alumni from time to time need to be developed in new ways and new media in the development of tracer alumni. Grant Program Career Center Tracer Study (PKTS) in 2015 from the Higher Education Kemenristek College is very helpful in developing a alumni tracking program. Career Center Widyatama University itself Widyatama stand-alone since January 2015 which had previously been on the unit Placement Office of the Bureau of Marketing and is now led by a head of the center. Widyatama University Career Center has a sub-section of corporate relations and tracer studies and career coaching sub section. In Grant Program Career Center Tracer Study (PKTS) in 2015 is the target respondents for the tracer of alumni graduated in 2013 as many as 1089 respondents. The processes of graduates tracking today do still use the telephone because of perceived media still effective enough to contact graduates. Successful graduates tracking is 362 respondents, or by 33.24%. At the time of execution of the tracer alumni there are some obstacles we faced there are some graduates who are not traceable it is because several things including the change of telephone numbers and addresses of alumni. Phase of the tracking of alumni began with data requests a graduate of administration bureau and academic and matched with books graduation, after coordinating with faculty and program related study, conduct training of surveyors and tracking and questionnaires, after the analysis and reporting of the unit related and manufacture of the final report. Results of the implementation of these alumni tracking can provide information about the workplace, internships and study can additionally be used in curriculum development. Plan ahead Widyatama University Career Center will optimize the process of developing software applications, web-based to facilitate data collection and communication with alumni.

Keywords: tracer study

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TRACER STUDY OF NATIONAL TECHNOLOGY INSTITUTE (ITENAS) – BANDUNG GRADUATES

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Graduates survey in Itenas Bandung is a media which are used to obtain feedback from graduates over the learning process that have been obtained from the college which is needed in the employee world. Design of this study is using census survey, the population and subject of this research is the entire graduate in cohort 2 years back to 2015, thus Itenas tracer study population and the subject is Itenas graduates in 2013. Instrument that is used in this research is the standardized questionnaires form DIKTI Online Tracer Study. A method of data collection is done by online and telephone interviews, as well as electronic mail. This study conducted in two stages, which are the preparation phase and the implementation phase. In preparatory stage, the team is formed, the alumni database and questionnaires are prepared then followed with internal coordination. The implementation phase consists of socialization, data collection, reminder mechanism and analysis. Tracer Study that has been carried out with the grant from DIKTI and Itenas has not given a satisfactory result in the terms of net response rate, which is only reached 36%. But the existence of Itenas graduates which is depicted in the questionnaire was encouraging us. In terms of the transition into the world of work, the most of Itenas graduates already aware to quickly find a work after graduating. Most of Itenas graduates, as many as 97%, were not only already have a job but also can get a work which is corresponding to the field of science and education levels. The income that they earned is quite worthy for bachelor graduates. From the company sides, which employ itenas graduates, the encouraging news was also received, which was the most of our respondents were satisfied with the quality and performance of Itenas graduates.

Keywords: tracer study, alumni, Itenas

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THE 2014 TRACER STUDY RESULT OF UNIVERSITAS INDONESIA: DETERMINANTS OF JOB SEARCH DURATION

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Universitas Indonesia has been conducted tracer study at university level (TSUI) since 2010. The design was censal and targeted to cohort two years after graduation, data was collected through online questionnaire. Number of population was 5438 graduates, with response rate of 54.7% resulted in number of respondent of 2795 graduates. One indicator used to measure the relevance of higher education and indicator of government's performance in higher education is job search duration. This paper is aimed at elaborating factors related to length of first permanent job search duration. The hypothesized factors were gender; clusters of discipline (health sciences, science and technology, humanities), GPA, organisation activeness, method of job search, perceived acquired competences (total score of 29 competences). Bivariate analyses showed that there were significant ($p=0.05$) relationships between clusters of discipline, organization activeness, job search method, and perceived acquired competences and job search duration. Health Sciences is cluster with shortest duration followed by Science and Technology cluster and Humanities is the longest. Those who actively involved in organization had longer job search duration than those who were inactive. Those who were searching job through internet had a shorter job search compared to those who were searching job through other methods. Multivariate analysis further informed that after controlled by other factors, perceived acquired competences, clusters, and job search method remained as significant determinant with perceived acquired competences as the most dominant factor. The results need to be followed up and since there was a wide array of competences, a factor analysis to break down and to categorize the listed competences as to focus the actions to be taken. Other significant determinants also need to be investigated further to develop more operationalized follow-ups such as facilitating a wider internet-based job opportunity. Nonetheless, the results had provided initial glimpse into the unclear transition process from university to the world of work.

Keywords: tracer study, Universitas Indonesia, job search duration

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A KARAKTERISTIK SOSIO-BIOGRAFI, PENDIDIKAN DAN PEKERJAAN SEBELUM KULIAH

A1 Jenis kelamin

- 1 ☐ Perempuan
 2 ☐ Laki-laki

A2 Tahun lahir

Tahun

A3 Status pernikahan

- 1 ☐ Menikah
 2 ☐ Berceraai
 3 ☐ Lajang/Tidak menikah
 4 ☐ Pisah rumah
 5 ☐ Tinggal bersama
 6 ☐ Janda/Duda
 7 ☐ Lainnya
 (tuliskan)

A4 Jenis Sekolah Lanjutan Tingkat Atas (SLTA)?

- 1 ☐ Negeri
 2 ☐ Swasta
 3 ☐ Lainnya:.....
 (tuliskan)

A4In. Apa nama SLTA anda ?

Nama: _____

A5 Dimana lokasi SLTA?

- 1 Negara: :
 (tuliskan)
 2 Kota: :
 (tuliskan)

A5In. Jurusan yang anda ambil pada saat di SLTA?

- 1 ☐ Ilmu Alam
 2 ☐ Ilmu Sosial
 3 ☐ Bahasa
 4 ☐ SMK, Jurusan (sebutkan).....
 5 ☐ Madrasah Aliyah, jurusan (sebutkan).....

A6 Tahun berapa anda lulus SLTA?

Tahun

A6In. Berapa nilai NEM anda?.

,

A7 Kebangsaan

1 ☐ Asing:
(tuliskan)

2 ☐ WNI

A8 Apakah anda pernah bekerja sebelum kuliah di universitas?

1 ☐ Ya

2 ☐ Tidak → **LANJUT KE A9**

A8In. Jika ya, apa jenis pekerjaannya?

1 ☐ Pekerjaan yang berhubungan dengan pendidikan (misal: asisten laboratorium, mekanik, guru les, dll)

2 ☐ Pekerjaan yang tidak berhubungan dengan pendidikan (misal: SPG, pramugari, model, artis, dll)

A9In. Berapa lama anda melakukan pekerjaan tersebut?

Tahun

A9 Berapa bulan yang anda habiskan untuk aktivitas di bawah ini setelah lulus SLTA dan sebelum masuk kuliah?
Tulis hanya aktivitas utama saja

Bulan

1 Pendidikan lain/training/magang
(tuliskan)

2 Bekerja/wiraswasta

3 Mengurus anak, mengurus keluarga

4 Wajib militer

5 Tidak bekerja, mencari pekerjaan

6 Lainnya.....
(tuliskan)

A10 Apa latar belakang pendidikan orang tua anda?

Ayah

Ibu

1 ☐ ☐ Tidak sekolah

2 ☐ ☐ Tidak lulus SD

3 ☐ ☐ Lulus SD

4 ☐ ☐ Tidak lulus SLTP

5 ☐ ☐ Lulus SLTP

6 ☐ ☐ Tidak lulus SLTA

7 ☐ ☐ Lulus SLTA

8 ☐ ☐ Tidak lulus diploma

9 ☐ ☐ Lulus diploma

10 ☐ ☐ Tidak lulus sarjana (S1)

11 ☐ ☐ Lulus sarjana (S1)

12 ☐ ☐ Tidak lulus pascasarjana

13 ☐ ☐ Lulus pascasarjana

B KEGIATAN PENDIDIKAN DAN PENGALAMAN PEMBELAJARAN

B1 Dari fakultas/program studi dan departemen apa anda lulus pada tahun 2009?

1
(tuliskan)

B2 Kapan anda masuk dan lulus kuliah di fakultas tersebut?

1 **Masuk** Bulan Tahun **(Registrasi)**

2 **Lulus** Bulan Tahun **(Yudisium)**

B2a. Berapa nilai IPK (Indeks Prestasi Kumulatif) anda?

,

B3 Apakah anda lulus tepat waktu?

1 ☐ Ya, → Lanjutkan ke B5

2 ☐ Tidak

B4 Seberapa besar alasan-alasan di bawah ini menyebabkan ketidaktepatan masa studi anda?

	Sangat besar						Tidak sama sekali				
	1	2	3	4	5		1	2	3	4	5
1	☐	☐	☐	☐	☐	Alasan keuangan					
2	☐	☐	☐	☐	☐	Tidak lulus ujian (banyak mengulang)					
3	☐	☐	☐	☐	☐	Penulisan skripsi lambat					
4	☐	☐	☐	☐	☐	Alasan keluarga					
5	☐	☐	☐	☐	☐	Kesehatan					
6	☐	☐	☐	☐	☐	Lainnya					

(tuliskan)

B5 Selama kuliah kebanyakan anda tinggal

1 ☐ Sendiri di asrama

2 ☐ Sendiri di tempat kos

3 ☐ Bersama orangtua/keluarga

4 ☐ Bersama keluarga

5 ☐ Berbagi kamar kos/apartemen

6 ☐ Lainnya:.....

(tuliskan)

B6 Siapa yang terutama membayar uang kuliah anda?

1 ☐ Beasiswa (misalnya dari pemerintah, universitas)

2 ☐ Sebagian beasiswa

3 ☐ Orangtua/keluarga

4 ☐ Biaya sendiri

5 ☐ Lainnya:.....

(tuliskan)

B6In. Selama kuliah, apakah anda menjadi anggota dari suatu organisasi (sosial, pemuda, organisasi keagamaan) di dalam atau di luar kampus?

- 1 ☐ Ya
- 2 ☐ Tidak → **LANJUT KE PERTANYAAN B7**

B7In. Seberapa aktif anda di organisasi tersebut?

Sangat Aktif			Pasif	
1	2	3	4	5
☐	☐	☐	☐	☐

B7 Pada saat anda kuliah di perguruan tinggi, apakah anda mengambil kursus atau pendidikan tambahan?

- 1 ☐ Ya, tuliskan nama kursus atau pendidikan tambahan tersebut:.....
(tuliskan)
- 2 ☐ Tidak

B8 Menurut anda seberapa besar penekanan pada aspek-aspek pembelajaran di bawah ini dilaksanakan di program studi anda?

Sangat besar					Tidak sama sekali				
1	2	3	4	5					
☐	☐	☐	☐	☐	Perkuliahan				
☐	☐	☐	☐	☐	Demonstrasi (peragaan)				
☐	☐	☐	☐	☐	Partisipasi dalam proyek riset				
☐	☐	☐	☐	☐	Magang				
☐	☐	☐	☐	☐	Praktikum/kerja lapangan				
☐	☐	☐	☐	☐	Diskusi				

B9 Bagaimana penilaian anda terhadap aspek belajar mengajar di bawah ini?

Sangat baik					Sangat buruk				
1	2	3	4	5					
☐	☐	☐	☐	☐	Kesempatan untuk berinteraksi dengan dosen-dosen di luar jadwal kuliah				
☐	☐	☐	☐	☐	Pembimbingan akademik				
☐	☐	☐	☐	☐	Kesempatan berpartisipasi dalam proyek riset				
☐	☐	☐	☐	☐	Kondisi umum belajar mengajar				
☐	☐	☐	☐	☐	Kesempatan untuk memasuki dan menjadi bagian dari jejaring ilmiah profesional				
☐	☐	☐	☐	☐	Lainnya:				

(tuliskan)

B10 Bagaimana penilaian anda terhadap kondisi fasilitas belajar di bawah ini?

Sangat baik					Sangat buruk				
1	2	3	4	5					
☐	☐	☐	☐	☐	Perpustakaan				
☐	☐	☐	☐	☐	Teknologi Informasi dan Komunikasi				
☐	☐	☐	☐	☐	Modul belajar				
☐	☐	☐	☐	☐	Ruang belajar				
☐	☐	☐	☐	☐	Laboratorium				
☐	☐	☐	☐	☐	Variasi matakuliah yang ditawarkan				
☐	☐	☐	☐	☐	Akomodasi				
☐	☐	☐	☐	☐	Kantin				
☐	☐	☐	☐	☐	Pusat kegiatan mahasiswa dan fasilitasnya, ruang rekreasi				
☐	☐	☐	☐	☐	Fasilitas layanan kesehatan				
☐	☐	☐	☐	☐	Lainnya:				

(tuliskan)

B11 Bagaimana penilaian anda terhadap pengalaman belajar di bawah ini?

	Sangat baik			Sangat buruk		
	1	2	3	4	5	
1	☐	☐	☐	☐	☐	Pembelajaran di kelas
2	☐	☐	☐	☐	☐	Magang/kerja lapangan/praktikum
3	☐	☐	☐	☐	☐	Pengabdian dan penjangkauan masyarakat
4	☐	☐	☐	☐	☐	Pelaksanaan riset/penulisan skripsi
5	☐	☐	☐	☐	☐	Organisasi kemahasiswaan
6	☐	☐	☐	☐	☐	Kegiatan ekstrakurikuler
7	☐	☐	☐	☐	☐	Rekreasi dan olahraga

C PENCARIAN KERJA DAN TRANSISI KE DUNIA KERJA

C1 Kapan anda mulai mencari pekerjaan? Mohon pekerjaan sambilan tidak dimasukkan.

- 1 ☐ Kira-kira bulan sebelum lulus
- 2 ☐ Kira-kira bulan setelah lulus
- 3 ☐ Saya tidak mencari kerja → Lanjut ke C8

C2 Bagaimana anda mencari pekerjaan setelah lulus? Jawaban bisa lebih dari satu

- 1 ☐ Melalui iklan di koran/majalah, brosur
- 2 ☐ Melamar ke perusahaan tanpa mengetahui lowongan yang ada
- 3 ☐ Pergi ke bursa/pameran kerja
- 4 ☐ Mencari lewat internet/iklan online/milis
- 5 ☐ Dihubungi oleh perusahaan
- 6 ☐ Menghubungi Kemnakertrans
- 7 ☐ Menghubungi agen tenaga kerja komersial/swasta
- 8 ☐ Memeroleh informasi dari pusat/kantor pengembangan karir fakultas/universitas
- 9 ☐ Menghubungi kantor kemahasiswaan/hubungan alumni
- 10 ☐ Membangun network sejak masih kuliah
- 11 ☐ Melalui relasi (misalnya dosen, orangtua, saudara, teman, dll.)
- 12 ☐ Membangun bisnis sendiri
- 13 ☐ Melalui penempatan kerja atau magang
- 14 ☐ Bekerja di tempat yang sama dengan tempat kerja semasa kuliah
- 15 ☐ Lainnya:.....

(tuliskan)

C3 Berdasarkan persepsi anda, seberapa pentingkah aspek-aspek di bawah ini bagi perusahaan/instansi dalam melakukan penerimaan pegawai baru? Jawaban bisa lebih dari satu

- 1 ☐ Program studi
- 2 ☐ Spesialisasi
- 3 ☐ IPK
- 4 ☐ Pengalaman kerja selama kuliah
- 5 ☐ Reputasi dari perguruan tinggi
- 6 ☐ Pengalaman ke luar negeri (untuk bekerja atau magang)
- 7 ☐ Kemampuan bahasa Inggris
- 8 ☐ Kemampuan bahasa asing lainnya
- 9 ☐ Pengoperasian computer
- 10 ☐ Pengalaman berorganisasi

- 11 ☐ Rekomendasi dari pihak ketiga
- 12 ☐ Kepribadian dan ketrampilan antar personal
- 13 ☐ Lainnya:.....

(tuliskan)

C4 Berapa perusahaan/instansi/institusi yang sudah anda lamar (lewat surat atau e-mail) sebelum anda memperoleh pekerjaan pertama?

- 1 Jumlah perusahaan/instansi/institusi yang dilamar

C5 Berapa bulan waktu yang dihabiskan (sebelum dan sesudah kelulusan) untuk memperoleh pekerjaan pertama?

- 1 ☐ Kira-kira bulan sebelum lulus
- 2 ☐ Kira-kira bulan setelah lulus

C6 Berapa banyak perusahaan/instansi/institusi yang merespons lamaran anda?

- 1 Jumlah perusahaan/instansi/institusi → Lanjut ke C9

C7 Berapa banyak perusahaan/instansi/institusi yang mengundang anda untuk wawancara?

- 1 Jumlah perusahaan/instansi/institusi → Lanjut ke C9

C8 Apa alasan utama anda tidak mencari pekerjaan setelah lulus kuliah?

- 1 ☐ Saya memulai bisnis sendiri
- 2 ☐ Saya sudah memperoleh pekerjaan sebelum lulus
- 3 ☐ Saya melanjutkan kuliah
- 4 ☐ Saya belum mencari pekerjaan → Lanjut ke C11
- 5 ☐ Lainnya:.....

(tuliskan)

C9 Bagaimana cara anda mendapatkan pekerjaan pertama? Hanya satu jawaban

- 1 ☐ Melalui iklan di koran/majalah, brosur
- 2 ☐ Melamar ke perusahaan tanpa mengetahui lowongan yang ada
- 3 ☐ Pergi ke bursa/pameran kerja
- 4 ☐ Mencari lewat internet/iklan online/milis
- 5 ☐ Dihubungi oleh perusahaan
- 6 ☐ Menghubungi Kemnakertrans
- 7 ☐ Menghubungi agen tenaga kerja komersial/swasta
- 8 ☐ Memperoleh informasi dari pusat/kantor pengembangan karir fakultas/universitas
- 9 ☐ Menghubungi kantor kemahasiswaan/hubungan alumni
- 10 ☐ Membangun network sejak masih kuliah
- 11 ☐ Melalui relasi (misalnya dosen, orangtua, saudara, teman, dll.)
- 12 ☐ Membangun bisnis sendiri
- 13 ☐ Melalui penempatan kerja atau magang
- 14 ☐ Bekerja di tempat yang sama dengan tempat kerja semasa kuliah
- 15 ☐ Lainnya:.....

(tuliskan)

C10 Aspek apa yang menjadi pertimbangan utama anda dalam memilih pekerjaan pertama?

- 1 ☐ Gaji
- 2 ☐ Kedekatan dengan rumah

- 3 ☐ Tantangan pekerjaan
- 4 ☐ Benefit (perumahan, transport, uang lembur)
- 5 ☐ Kesempatan beasiswa
- 6 ☐ Lainnya:.....
- (tuliskan)

C11 Pada saat anda kuliah dan setelah lulus, apakah anda mengambil kursus dalam rangka menyiapkan atau meningkatkan kemampuan anda untuk persiapan bekerja?

- 1 ☐ Ya
- 2 ☐ Tidak

C12 Jenis kursus apa yang anda ambil SETELAH anda lulus dari perguruan tinggi? Jawaban bisa lebih dari satu

- 1 ☐ Pengoperasian komputer (MS Office dan yang sejenis)
- 2 ☐ Piranti lunak aplikasi (Accurate, AutoCAD, dll.)
- 3 ☐ Bahasa Inggris
- 4 ☐ Bahasa asing lainnya :
- (tuliskan)
- 5 ☐ Kepemimpinan
- 6 ☐ Kewirausahaan
- 7 ☐ Lainnya:.....
- (tuliskan)

C13 Seberapa besar peran kursus tersebut dalam hal-hal di bawah ini?

- | | Sangat besar | | | Tidak sama sekali | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 1 | ☐ | ☐ | ☐ | ☐ | ☐ | Memulai pekerjaan |
| 2 | ☐ | ☐ | ☐ | ☐ | ☐ | Mendapatkan pekerjaan yang memuaskan/sesuai harapan |
| 3 | ☐ | ☐ | ☐ | ☐ | ☐ | Memenuhi persyaratan kompetensi untuk bekerja |
| 4 | ☐ | ☐ | ☐ | ☐ | ☐ | Meningkatkan keterampilan kewirausahaan |
| 5 | ☐ | ☐ | ☐ | ☐ | ☐ | Pengembangan diri |
| 6 | ☐ | ☐ | ☐ | ☐ | ☐ | Karir di masa depan |
| 7 | ☐ | ☐ | ☐ | ☐ | ☐ | Lainnya: |
- (tuliskan)

C14 Apakah anda merasa perlu untuk meningkatkan kompetenssi anda dengan mengambil kursus lagi?

- | | Sangat perlu | | | Tidak perlu sama sekali | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 1 | ☐ | ☐ | ☐ | ☐ | ☐ |

D PEKERJAAN

D1 Apakah anda bekerja saat ini (termasuk kerja sambilan dan wirausaha)?

- 1 ☐ Ya → Lanjut ke D3
- 2 ☐ Tidak

D2 Bagaimana anda menggambarkan situasi anda saat ini? Jawaban bisa lebih dari satu

- 1 ☐ Saya masih belajar/melanjutkan kuliah profesi atau pascasarjana
- 2 ☐ Saya menikah
- 3 ☐ Saya sibuk dengan keluarga dan anak-anak
- 4 ☐ Saya sekarang sedang mencari pekerjaan
- 5 ☐ Lainnya:.....

(tuliskan)

D3 Apakah anda aktif mencari pekerjaan dalam 4 minggu terakhir? Pilih satu jawaban

- 1 ☐ Tidak
- 2 ☐ Tidak, tapi saya sedang menunggu hasil lamaran kerja
- 3 ☐ Ya, saya akan mulai bekerja dalam 2 minggu ke depan
- 4 ☐ Ya, tapi saya belum pasti akan bekerja dalam 2 minggu ke depan
- 5 ☐ Lainnya:.....

(tuliskan)

D4 Berapa perusahaan/instansi/institusi yang telah anda masuki untuk bekerja (termasuk perusahaan sendiri) sejak anda lulus dari perguruan tinggi?

- 1 Perusahaan/instansi/institusi

D5 Apa jenis perusahaan/instansi/institusi tempat anda bekerja sekarang?

- 1 ☐ Instansi pemerintah (termasuk BUMN)
- 2 ☐ Organisasi non-profit/Lembaga Swadaya Masyarakat
- 3 ☐ Perusahaan swasta
- 4 ☐ Wiraswasta/perusahaan sendiri
- 5 ☐ Lainnya:.....

(tuliskan)

D6 Tempat anda bekerja saat ini bergerak di bidang apa? (Klasifikasi Baku Lapangan Usaha Indonesia, Kemnakertrans, 2009)

Kategori A: Pertanian, kehutanan, dan perikanan

- 01 ☐ Pertanian tanaman, peternakan, perburuan dan kegiatan yang berhubungan dengan itu
- 02 ☐ Kehutanan dan penebangan kayu
- 03 ☐ Perikanan

Kategori B: Pertambangan dan penggalian

- 05 ☐ Pertambangan batu bara dan lignit
- 06 ☐ Pertambangan minyak bumi dan gas alam dan panas bumi
- 07 ☐ Pertambangan bijih logam
- 08 ☐ Pertambangan dan penggalian lainnya
- 09 ☐ Jasa pertambangan

Kategori C: Industri pengolahan

- 10 ☐ Industri makanan
- 11 ☐ Industri minuman
- 12 ☐ Industri pengolahan tembakau
- 13 ☐ Industri tekstil
- 14 ☐ Industri pakaian jadi
- 15 ☐ Industri kulit, barang dari kulit dan alas kaki
- 16 ☐ Industri kayu, barang dari kayu dan gabus (tidak termasuk furnitur) dan barang anyaman dari bambu, rotan dan sejenisnya
- 17 ☐ Industri kertas dan barang dari kertas
- 18 ☐ Industri pencetakan dan reproduksi media rekaman
- 19 ☐ Industri produk dari batu bara dan pengilangan minyak bumi
- 20 ☐ Industri bahan kimia dan barang dari bahan kimia
- 21 ☐ Industri farmasi, produk obat kimia dan obat tradisional
- 22 ☐ Industri karet, barang dari karet dan plastik
- 23 ☐ Industri barang galian bukan logam
- 24 ☐ Industri logam dasar
- 25 ☐ Industri barang logam, bukan mesin dan peralatannya

26	☐	Industri komputer, barang elektronik dan optik
27	☐	Industri peralatan listrik
28	☐	Industri mesin dan perlengkapan ytdl
29	☐	Industri kendaraan bermotor, trailer dan semi trailer
30	☐	Industri alat angkutan lainnya
31	☐	Industri furnitur
32	☐	Industri pengolahan lainnya
33	☐	Jasa reparasi dan pemasangan mesin dan peralatan
Kategori D: Pengadaan listrik, gas, uap/air panas dan udara dingin		
35	☐	Pengadaan listrik, gas, uap/air panas dan udara dingin
Kategori E: Pengadaan air, pengelolaan sampah dan daur ulang, pembuangan dan pembersihan limbah dan sampah		
36	☐	Pengadaan air
37	☐	Pengolahan limbah
38	☐	Pengolahan sampah dan daur ulang
39	☐	Jasa pembersihan dan pengelolaan sampah lainnya
Kategori F: Konstruksi		
41	☐	Konstruksi gedung
42	☐	Konstruksi bangunan sipil
43	☐	Konstruksi khusus
Kategori G: Perdagangan besar dan eceran; reparasi dan perawatan mobil dan sepeda motor		
45	☐	Perdagangan, reparasi dan perawatan mobil dan sepeda motor
46	☐	Perdagangan besar, bukan mobil dan sepeda motor
47	☐	Perdagangan eceran, bukan mobil dan motor
Kategori H: Transportasi dan pergudangan		
49	☐	Angkutan darat dan angkutan melalui saluran pipa
50	☐	Angkutan air
51	☐	Angkutan udara
52	☐	Pergudangan dan jasa penunjang angkutan
53	☐	Pos dan kurir
Kategori I: Penyediaan akomodasi dan penyediaan makan minum		
55	☐	Penyediaan akomodasi
56	☐	Penyediaan makanan dan minuman
Kategori J: Informasi dan komunikasi		
58	☐	Penerbitan
59	☐	Produksi gambar bergerak, video dan program televisi, perekaman suara dan penerbitan musik
60	☐	Penyiaran dan pemrograman
61	☐	Telekomunikasi
62	☐	Kegiatan pemrograman, konsultasi komputer dan kegiatan yang berhubungan dengan itu
63	☐	Kegiatan jasa informasi
Kategori K: Jasa keuangan dan asuransi		
64	☐	Jasa keuangan, bukan asuransi dan dana pensiun
65	☐	Asuransi, reasuransi dan dana pensiun, bukan jaminan sosial wajib
66	☐	Jasa penunjang jasa keuangan, asuransi dan dana pensiun
Kategori L: Real estat		
68	☐	Real estat
Kategori M: Jasa profesional, ilmiah dan teknis		
69	☐	Jasa hukum dan akuntansi
70	☐	Kegiatan kantor pusat dan konsultasi manajemen
71	☐	Jasa arsitektur dan teknik sipil; analisis dan uji teknis
72	☐	Penelitian dan pengembangan ilmu pengetahuan
73	☐	Periklanan dan penelitian pasar

74 ☐ Jasa profesional, ilmiah dan teknis lainnya

75 ☐ Jasa kesehatan hewan

Kategori N: Jasa persewaan dan sewa guna usaha tanpa hak opsi, ketenagakerjaan, agen perjalanan dan penunjang usaha lainnya

77 ☐ Jasa persewaan dan sewa guna usaha tanpa hak opsi

78 ☐ Jasa ketenagakerjaan

79 ☐ Jasa agen perjalanan, penyelenggara tur dan jasa reservasi lainnya

80 ☐ Jasa keamanan dan penyelidikan

81 ☐ Jasa untuk gedung dan pertamanan

82 ☐ Jasa administrasi kantor, jasa penunjang kantor dan jasa penunjang usaha lainnya

Kategori O: Administrasi pemerintahan, pertahanan dan jaminan sosial wajib

84 ☐ Administrasi pemerintahan, pertahanan dan jaminan sosial wajib

Kategori P: Jasa pendidikan

85 ☐ Jasa pendidikan

Kategori Q: Jasa kesehatan dan kegiatan sosial

86 ☐ Jasa kesehatan manusia

87 ☐ Jasa kegiatan sosial di dalam panti

88 ☐ Jasa kegiatan sosial di luar panti

Kategori R: Kesenian, hiburan dan rekreasi

90 ☐ Kegiatan hiburan, kesenian dan kreativitas

91 ☐ Perpustakaan, arsip, museum dan kegiatan kebudayaan lainnya

92 ☐ Kegiatan perjudian dan pertaruhan

93 ☐ Kegiatan olahraga dan rekreasi lainnya

Kategori S: Kegiatan jasa lainnya

94 ☐ Kegiatan keanggotaan organisasi

95 ☐ Jasa reparasi komputer dan barang keperluan pribadi dan perlengkapan rumah tangga

96 ☐ Jasa perorangan lainnya

Kategori T: Jasa perorangan yang melayani rumah tangga; kegiatan yang menghasilkan barang dan jasa oleh rumah tangga yang digunakan sendiri untuk memenuhi kebutuhan

97 ☐ Jasa perorangan yang melayani rumah tangga

98 ☐ Kegiatan yang menghasilkan barang dan jasa oleh rumah tangga yang digunakan sendiri untuk memenuhi kebutuhan

Kategori U: Kegiatan badan internasional dan badan ekstra internasional lainnya

99 ☐ Kegiatan badan internasional dan badan ekstra internasional lainnya

D7 Jelaskan tugas-tugas utama dalam pekerjaan anda sekarang?

1

.....

(tuliskan)

D8 Berapa jam rata-rata per minggu anda bekerja?

1 ☐☐☐ Tugas-tugas utama sesuai kontrak

2 ☐☐☐ Tugas-tugas tambahan di luar tugas utama (termasuk lembur dibayar dan tidak dibayar)

3 ☐☐☐ Pekerjaan lainnya (pekerjaan kedua, pekerjaan sambilan, dll)

4 ☐☐☐ Jumlah jam kerja total (hanya untuk yang wiraswasta)

D9 Jika anda menjalankan perusahaan sendiri, apa jenis bisnis/usaha yang sedang anda jalani saat ini? Jawaban bisa lebih dari satu

1 ☐ Saya memiliki/melayani kontraktor tunggal

2 ☐ Saya mengambil alih/membeli perusahaan

3 ☐ Saya membangun dari awal sebuah firma/kantor

4 ☐ Saya diminta untuk membuka perusahaan sendiri oleh perusahaan tempat saya bekerja dulu

5

☐

Saya bekerja di rumah

6

☐

Saya tidak mempunyai pegawai/bekerja sendiri

7

☐

Saya bekerjasama dengan teman/saudara

8

☐

Lainnya:.....

(tuliskan)

D10

Kira-kira berapa pendapatan anda setiap bulannya?

1

Dari pekerjaan utama

2

Dari lembur dan tips

3

Dari pekerjaan lainnya

D11

Dalam setahun terakhir ini apakah anda melakukan perjalanan ke luar negeri dalam rangka bisnis/profesi?

1

☐

Ya, kurang lebih

bulan

2

☐

Tidak

D12

Berapa persen dari waktu kerja anda yang memiliki konteks internasional?

1

Persentase waktu kerja (%)

E

PEKERJAAN DAN KOMPETENSI, HUBUNGAN ANTARA STUDI DENGAN KERJA

Pada saat lulus:

E1

A) Pada tingkat mana kompetensi di bawah ini anda kuasai?

B) Bagaimana kontribusi perguruan tinggi dalam hal kompetensi di bawah ini?

A

B

Sangat tinggi					Sangat rendah							
1	2	3	4	5		1	2	3	4	5		
1	☐	☐	☐	☐	☐	Pengetahuan di bidang atau disiplin ilmu anda	☐	☐	☐	☐	☐	1
2	☐	☐	☐	☐	☐	Pengetahuan di luar bidang atau disiplin ilmu anda	☐	☐	☐	☐	☐	2
3	☐	☐	☐	☐	☐	Pengetahuan umum	☐	☐	☐	☐	☐	3
4	☐	☐	☐	☐	☐	Ketrampilan internet	☐	☐	☐	☐	☐	4
5	☐	☐	☐	☐	☐	Ketrampilan komputer	☐	☐	☐	☐	☐	5
6	☐	☐	☐	☐	☐	Berpikir kritis	☐	☐	☐	☐	☐	6
7	☐	☐	☐	☐	☐	Ketrampilan riset	☐	☐	☐	☐	☐	7
8	☐	☐	☐	☐	☐	Kemampuan belajar	☐	☐	☐	☐	☐	8
9	☐	☐	☐	☐	☐	Kemampuan berkomunikasi	☐	☐	☐	☐	☐	9
10	☐	☐	☐	☐	☐	Bekerja di bawah tekanan	☐	☐	☐	☐	☐	10
11	☐	☐	☐	☐	☐	Manajemen waktu	☐	☐	☐	☐	☐	11
12	☐	☐	☐	☐	☐	Bekerja secara mandiri	☐	☐	☐	☐	☐	12
13	☐	☐	☐	☐	☐	Bekerja dalam tim/bekerjasama dengan orang lain	☐	☐	☐	☐	☐	13
14	☐	☐	☐	☐	☐	Kemampuan dalam memecahkan masalah	☐	☐	☐	☐	☐	14
15	☐	☐	☐	☐	☐	Negosiasi	☐	☐	☐	☐	☐	15
16	☐	☐	☐	☐	☐	Kemampuan analisis	☐	☐	☐	☐	☐	16
17	☐	☐	☐	☐	☐	Toleransi	☐	☐	☐	☐	☐	17
18	☐	☐	☐	☐	☐	Kemampuan adaptasi	☐	☐	☐	☐	☐	18
19	☐	☐	☐	☐	☐	Loyalitas dan integritas	☐	☐	☐	☐	☐	19
20	☐	☐	☐	☐	☐	Bekerja dengan orang yang berbeda budaya maupun latar belakang	☐	☐	☐	☐	☐	20
21	☐	☐	☐	☐	☐	Kepemimpinan	☐	☐	☐	☐	☐	21

22	☐	☐	☐	☐	☐	Kemampuan dalam memegang tanggungjawab	☐	☐	☐	☐	☐	22
23	☐	☐	☐	☐	☐	Inisiatif	☐	☐	☐	☐	☐	23
24	☐	☐	☐	☐	☐	Manajemen proyek/program	☐	☐	☐	☐	☐	24
25	☐	☐	☐	☐	☐	Kemampuan untuk mempresentasikan ide/produk/laporan	☐	☐	☐	☐	☐	25
26	☐	☐	☐	☐	☐	Kemampuan dalam menulis laporan, memo dan dokumen	☐	☐	☐	☐	☐	26
27	☐	☐	☐	☐	☐	Kemampuan untuk terus belajar sepanjang hayat	☐	☐	☐	☐	☐	27

E2 Pada saat anda lulus dari perguruan tinggi, bagaimana tingkat kemampuan bahasa asing anda?

Sangat baik

Sangat buruk

	1	2	3	4	5	
1	☐	☐	☐	☐	☐	Kemampuan berbahasa asing

E3 Seberapa besar kontribusi perguruan tinggi dalam penguasaan bahasa asing?

Sangat besar

Tidak sama sekali

	1	2	3	4	5	
1	☐	☐	☐	☐	☐	Kemampuan berbahasa asing

E4 Sejauh mana program studi anda bermanfaat untuk hal-hal di bawah ini?

Sangat besar

Tidak sama sekali

	1	2	3	4	5	
1	☐	☐	☐	☐	☐	Memulai pekerjaan?
2	☐	☐	☐	☐	☐	Pembelajaran lanjut dalam pekerjaan?
3	☐	☐	☐	☐	☐	Kinerja dalam menjalankan tugas?
4	☐	☐	☐	☐	☐	Karir di masa depan?
5	☐	☐	☐	☐	☐	Pengembangan diri?
6	☐	☐	☐	☐	☐	Meningkatkan ketrampilan kewirausahaan?

E5 Seberapa besar peran kompetensi yang diperoleh di perguruan tinggi berikut ini dalam melaksanakan pekerjaan anda?

Sangat besar

Tidak sama sekali

	1	2	3	4	5	
1	☐	☐	☐	☐	☐	Pengetahuan di bidang atau disiplin ilmu anda
2	☐	☐	☐	☐	☐	Pengetahuan di luar bidang atau disiplin ilmu anda
3	☐	☐	☐	☐	☐	Pengetahuan umum
4	☐	☐	☐	☐	☐	Ketrampilan internet
5	☐	☐	☐	☐	☐	Ketrampilan komputer
6	☐	☐	☐	☐	☐	Berpikir kritis
7	☐	☐	☐	☐	☐	Ketrampilan riset
8	☐	☐	☐	☐	☐	Kemampuan belajar
9	☐	☐	☐	☐	☐	Kemampuan berkomunikasi
10	☐	☐	☐	☐	☐	Bekerja di bawah tekanan
11	☐	☐	☐	☐	☐	Manajemen waktu
12	☐	☐	☐	☐	☐	Bekerja secara mandiri
13	☐	☐	☐	☐	☐	Bekerja dalam tim/bekerjasama dengan orang lain
14	☐	☐	☐	☐	☐	Kemampuan dalam memecahkan masalah
15	☐	☐	☐	☐	☐	Negosiasi
16	☐	☐	☐	☐	☐	Kemampuan analisis
17	☐	☐	☐	☐	☐	Toleransi
18	☐	☐	☐	☐	☐	Kemampuan adaptasi
19	☐	☐	☐	☐	☐	Loyalitas dan integritas

20	☐	☐	☐	☐	☐	Bekerja dengan orang yang berbeda budaya maupun latar belakang
21	☐	☐	☐	☐	☐	Kepemimpinan
22	☐	☐	☐	☐	☐	Kemampuan dalam memegang tanggungjawab
23	☐	☐	☐	☐	☐	Inisiatif
24	☐	☐	☐	☐	☐	Manajemen proyek/program
25	☐	☐	☐	☐	☐	Kemampuan untuk mempresentasikan ide/produk/laporan
26	☐	☐	☐	☐	☐	Kemampuan dalam menulis laporan, memo dan dokumen
27	☐	☐	☐	☐	☐	Kemampuan untuk terus belajar sepanjang hayat

E6 Seberapa erat hubungan antara bidang studi dengan pekerjaan anda?

Sangat erat						Tidak sama sekali				
1		2		3		4		5		
1	☐	☐	☐	☐	☐	☐	☐	☐	☐	Hubungan bidang studi dengan pekerjaan

E7 Tingkat pendidikan apa yang paling tepat/sesuai untuk pekerjaan anda saat ini?

1	☐	Setingkat lebih tinggi
2	☐	Tingkat yang sama
3	☐	Setingkat lebih rendah
4	☐	Tidak perlu pendidikan tinggi

E8 Jika menurut anda pekerjaan anda saat ini tidak sesuai dengan pendidikan anda, mengapa anda mengambilnya? Jawaban bisa lebih dari satu

1	☐	Pertanyaan tidak sesuai; pekerjaan saya sekarang sudah sesuai dengan pendidikan saya.
2	☐	Saya belum mendapatkan pekerjaan yang lebih sesuai.
3	☐	Di pekerjaan ini saya memperoleh prospek karir yang baik.
4	☐	Saya lebih suka bekerja di area pekerjaan yang tidak ada hubungannya dengan pendidikan saya.
5	☐	Saya dipromosikan ke posisi yang kurang berhubungan dengan pendidikan saya dibanding posisi sebelumnya.
6	☐	Saya dapat memperoleh pendapatn yang lebih tinggi di pekerjaan ini.
7	☐	Pekerjaan saya saat ini lebih aman/terjamin/secure
8	☐	Pekerjaan saya saat ini lebih menarik
9	☐	Pekerjaan saya saat ini lebih memungkinkan saya mengambil pekerjaan tambahan/jadwal yang fleksibel, dll.
10	☐	Pekerjaan saya saat ini lokasinya lebih dekat dari rumah saya.
11	☐	Pekerjaan saya saat ini dapat lebih menjamin kebutuhan keluarga saya.
12	☐	Pada awal meniti karir ini, saya harus menerima pekerjaan yang tidak berhubungan dengan pendidikan saya.
13	☐	Lainnya:.....

(tuliskan)

TERIMA KASIH ATAS PARTISIPASINYA

A

KARAKTERISTIK SOSIO-BIOGRAFI, PENDIDIKAN DAN PEKERJAAN SEBELUM KULIAH

A1 Jenis kelamin

- 1 ☐ Perempuan
- 2 ☐ Laki-laki

A2 Tempat dan tanggal lahir

(tempat) - -

(tanggal) (bulan) (tahun)

A3 Status pernikahan

- 1 ☐ Menikah
- 2 ☐ Lajang/Tidak menikah
- 3 ☐ Pisah rumah
- 4 ☐ Janda/Duda
- 5 ☐ Lainnya
(tuliskan)

A4 Jenis Sekolah Lanjutan Tingkat Atas (SLTA)?

- 1 ☐ Negeri
- 2 ☐ Swasta

A4In. Apa nama SLTA anda ?

Nama: _____

A5 Dimana lokasi SLTA anda?

- 1 Negara:
(tuliskan)
- 2 Provinsi:
(tuliskan)
- 3 Kota:
(tuliskan)

A5In. Jurusan yang anda ambil pada saat di SLTA?

- 1 ☐ Ilmu Pengetahuan Alam (IPA)
- 2 ☐ Ilmu Pengetahuan Sosial (IPS)
- 3 ☐ Bahasa
- 4 ☐ SMK, Jurusan (sebutkan).....
- 5 ☐ Madrasah Aliyah, jurusan (sebutkan).....

A6 Tahun berapa anda lulus SLTA?

A7 Kebangsaan

- 1 ☐ WNI
- 2 ☐ WNA :

(tuliskan)

A8 Apakah anda pernah bekerja sebelum kuliah di universitas?

- 1 ☐ Ya
- 2 ☐ Tidak → Lanjut ke A9

A8In. Jika ya, apa jenis pekerjaannya?

- 1 ☐ Pekerjaan yang berhubungan dengan pendidikan (misal: asisten laboratorium, mekanik, guru les, dll)
- 2 ☐ Pekerjaan yang tidak berhubungan dengan pendidikan (misal: SPG, pramugari, model, artis, dll)

A9 Berapa bulan yang anda habiskan untuk aktivitas di bawah ini setelah lulus SLTA dan sebelum masuk kuliah? Tulis hanya aktivitas utama saja

Bulan

- 1 Pendidikan lain/training/magang/bimbingan belajar
- 2 Bekerja/wiraswasta
- 3 Mengurus anak, mengurus keluarga
- 4 Wajib militer
- 5 Tidak bekerja, mencari pekerjaan

A10 Apa latar belakang pendidikan orang tua anda?

Ayah

Ibu

- 1 ☐ ☐ Tidak sekolah
- 2 ☐ ☐ Tidak lulus SD
- 3 ☐ ☐ Lulus SD
- 4 ☐ ☐ Tidak lulus SLTP
- 5 ☐ ☐ Lulus SLTP
- 6 ☐ ☐ Tidak lulus SLTA
- 7 ☐ ☐ Lulus SLTA
- 8 ☐ ☐ Tidak lulus diploma
- 9 ☐ ☐ Lulus diploma
- 10 ☐ ☐ Tidak lulus sarjana (S1)
- 11 ☐ ☐ Lulus sarjana (S1)
- 12 ☐ ☐ Tidak lulus pascasarjana
- 13 ☐ ☐ Lulus pascasarjana
- 14 ☐ ☐ Tidak tahu

B KEGIATAN PENDIDIKAN DAN PENGALAMAN PEMBELAJARAN

B1 Dari fakultas/program studi dan departemen apa anda lulus pada tahun 2009?

- 1 PULL DOWN.....
- (tuliskan)

B2 Kapan anda masuk dan lulus kuliah di fakultas tersebut?

- 1 **Masuk** Bulan Tahun **(Registrasi)**
- 2 **Lulus** Bulan Tahun **(Yudisium)**

B2UI Apakah jenis program perkuliahan yang anda ikuti?

- 1 ☐ Program Reguler
- 2 ☐ Program Ekstensi
- 3 ☐ Kelas Khusus Internasional
- 4 ☐ Program Paralel

B3UI Melalui jalur manakah anda masuk UI?

- 1 ☐ Seleksi Nasional Masuk Perguruan Tinggi Negeri (SNMPTN)
- 2 ☐ Seleksi Bersama Masuk Perguruan Tinggi Negeri (SBMPTN)
- 3 ☐ Prestasi dan Pemerataan Kesempatan Belajar (PPKB)
- 4 ☐ Seleksi Masuk UI (SIMAK UI)
- 5 ☐ *Talent Scouting*

B3 Apakah anda lulus tepat waktu?

- 1 ☐ Ya, → *Lanjut ke B5*
- 2 ☐ Lebih cepat → *Lanjut ke B5*
- 3 ☐ Lebih lambat

B4 Seberapa besar alasan-alasan di bawah ini menyebabkan keterlambatan masa studi anda?

	Tidak sama sekali						Sangat besar				
	1	2	3	4	5						
1	☐	☐	☐	☐	☐	Alasan Keuangan					
2	☐	☐	☐	☐	☐	Tidak lulus ujian (banyak mengulang)					
3	☐	☐	☐	☐	☐	Penulisan skripsi lambat					
4	☐	☐	☐	☐	☐	Alasan Keluarga					
5	☐	☐	☐	☐	☐	Kesehatan					
6	☐	☐	☐	☐	☐	Bekerja					
7	☐	☐	☐	☐	☐	Penelitian berlangsung lama					
8	☐	☐	☐	☐	☐	Lainnya					

(tuliskan)

B5 Selama kuliah kebanyakan anda tinggal

- 1 ☐ Sendiri di asrama
- 2 ☐ Sendiri di tempat kos
- 3 ☐ Bersama orangtua/keluarga
- 4 ☐ Bersama keluarga
- 5 ☐ Berbagi kamar kos/apartemen
- 6 ☐ Lainnya:.....

(tuliskan)

B5UI Apakah anda pernah tinggal di asrama UI?

- 1 ☐ Ya
- 2 ☐ Tidak

B6 Siapa yang terutama membayar uang kuliah anda?

- 1 ☐ Beasiswa (misalnya dari pemerintah, universitas)
- 2 ☐ Sebagian beasiswa
- 3 ☐ Orangtua/keluarga

4 ☐ Biaya sendiri

5 ☐ Lainnya:.....

(tuliskan)

B6UI. Berapa nilai IPK (Indeks Prestasi Kumulatif) anda?

,

B6In. Selama kuliah, apakah anda menjadi anggota dari suatu organisasi (sosial, pemuda, organisasi keagamaan) di dalam atau di luar kampus?

1 ☐ Ya

2 ☐ Tidak → Lanjut ke B7UI

B7In. Seberapa aktif anda di organisasi tersebut?

Pasif Sangat Aktif

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

B7UI Setelah lulus dari UI, apakah anda melanjutkan pendidikan ke jenjang yang lebih tinggi?

1 ☐ Ya

2 ☐ Tidak → Lanjut ke B7

B7UIa Jika ya, apakah pendidikan yang diambil sesuai dengan latar belakang pendidikan anda?

1 ☐ Ya

2 ☐ Tidak

B7UIb Jika ya, apakah pendidikan yang diambil sesuai dengan bidang pekerjaan anda saat ini?

1 ☐ Ya

2 ☐ Tidak

B7 Pada saat anda kuliah di UI, apakah anda mengambil kursus atau pendidikan tambahan?

1 ☐ Ya, tuliskan nama kursus atau pendidikan tambahan tersebut:.....

(tuliskan)

2 ☐ Tidak

B8 Menurut anda seberapa besar penekanan pada metode pembelajaran di bawah ini dilaksanakan di program studi anda?

Tidak sama sekali Sangat besar

1 2 3 4 5

1 ☐ ☐ ☐ ☐ ☐ Perkuliahan

2 ☐ ☐ ☐ ☐ ☐ Demonstrasi (peragaan)

3 ☐ ☐ ☐ ☐ ☐ Partisipasi dalam proyek riset

4 ☐ ☐ ☐ ☐ ☐ Magang

5 ☐ ☐ ☐ ☐ ☐ Praktikum

6 ☐ ☐ ☐ ☐ ☐ Latihan Keterampilan Klinik

7 ☐ ☐ ☐ ☐ ☐ Praktik Klinik

6 ☐ ☐ ☐ ☐ ☐ Kerja Lapangan

9 ☐ ☐ ☐ ☐ ☐ Diskusi

10 ☐ ☐ ☐ ☐ ☐ Diskusi PBL

B9 Bagaimana penilaian anda terhadap aspek belajar mengajar di bawah ini?

Sangat buruk Sangat baik

1 2 3 4 5

1	☐	☐	☐	☐	☐	Kesempatan untuk berinteraksi dengan dosen-dosen di luar jadwal kuliah
2	☐	☐	☐	☐	☐	Pembimbingan akademik
3	☐	☐	☐	☐	☐	Kesempatan berpartisipasi dalam proyek riset
4	☐	☐	☐	☐	☐	Kondisi umum belajar mengajar
5	☐	☐	☐	☐	☐	Kesempatan untuk memasuki dan menjadi bagian dari jejaring ilmiah profesional
6	☐	☐	☐	☐	☐	Kesempatan untuk berinteraksi dengan teman
7	☐	☐	☐	☐	☐	Kesempatan untuk berpartisipasi dalam pelayanan pasien
6	☐	☐	☐	☐	☐	Lainnya

(tuliskan)

B10 Selama anda kuliah di UI, bagaimana pendapat anda terhadap kondisi fasilitas belajar di bawah ini?

	Sangat buruk					Sangat baik					
	1	2	3	4	5						
1	☐	☐	☐	☐	☐	Perpustakaan					
2	☐	☐	☐	☐	☐	Teknologi Informasi dan Komunikasi					
3	☐	☐	☐	☐	☐	Modul belajar					
4	☐	☐	☐	☐	☐	Ruang belajar/ruang kuliah					
5	☐	☐	☐	☐	☐	Ruang belajar mandiri					
6	☐	☐	☐	☐	☐	Laboratorium					
7	☐	☐	☐	☐	☐	Variasi matakuliah yang ditawarkan					
8	☐	☐	☐	☐	☐	Akomodasi					
9	☐	☐	☐	☐	☐	Kantin					
10	☐	☐	☐	☐	☐	Pusat kegiatan mahasiswa dan fasilitasnya, ruang rekreasi					
11	☐	☐	☐	☐	☐	Fasilitas layanan kesehatan					
12	☐	☐	☐	☐	☐	Beasiswa dan/atau bantuan biaya hidup					
13	☐	☐	☐	☐	☐	Parkir					
14	☐	☐	☐	☐	☐	Transportasi					
15	☐	☐	☐	☐	☐	Toilet/sanitari					
14	☐	☐	☐	☐	☐	Fasilitas ibadah					

B11 Bagaimana penilaian anda terhadap pengalaman belajar di bawah ini?

	Sangat buruk					Sangat baik					
	1	2	3	4	5						
1	☐	☐	☐	☐	☐	Pembelajaran di kelas					
2	☐	☐	☐	☐	☐	Magang/kerja lapangan/praktikum					
3	☐	☐	☐	☐	☐	Pengabdian masyarakat					
4	☐	☐	☐	☐	☐	Pelaksanaan riset/penulisan skripsi/karya tulis ilmiah					
5	☐	☐	☐	☐	☐	Organisasi kemahasiswaan internal fakultas					
6	☐	☐	☐	☐	☐	Organisasi kemahasiswaan lintas fakultas di UI					
7	☐	☐	☐	☐	☐	Organisasi kemahasiswaan lintas universitas nasional					
6	☐	☐	☐	☐	☐	Organisasi kemahasiswaan lintas universitas lintas negara (internasional)					
7	☐	☐	☐	☐	☐	Kegiatan ekstrakurikuler					
6	☐	☐	☐	☐	☐	Rekreasi dan olahraga					

C PENCARIAN KERJA DAN TRANSISI KE DUNIA KERJA

C1UI Pada saat baru lulus, apakah anda bersedia bekerja/ditempatkan di daerah terpencil?

- 1 ☐ Ya → Lanjut ke C1
- 2 ☐ Ya, karena memang berasal dari daerah tersebut → Lanjut ke C1
- 3 ☐ Tidak

C1aUI Bila tidak bersedia ditempatkan di daerah terpencil, apa alasan utamanya?

- 1 ☐ Gaji di daerah kecil
- 2 ☐ Karir sulit untuk berkembang
- 3 ☐ Fasilitas di daerah tidak memadai
- 4 ☐ Jauh dari keluarga
- 5 ☐ Keluarga/orangtua tidak mengijinkan
- 6 ☐ Risiko daerah rawan konflik
- 7 ☐ Saya tidak mau/tidak mencari kerja
- 8 ☐ Lainnya:.....

(tuliskan)

C1 Kapan anda mulai mencari pekerjaan? Mohon pekerjaan sambilan tidak dimasukkan.

- 1 ☐ Kira-kira bulan sebelum lulus
- 2 ☐ Kira-kira bulan setelah lulus
- 3 ☐ Saya tidak mencari kerja → Lanjut ke C8

C2 Bagaimana anda mencari pekerjaan setelah lulus? Jawaban bisa lebih dari satu

- 1 ☐ Melalui iklan di koran/majalah, brosur
- 2 ☐ Melamar ke perusahaan tanpa mengetahui lowongan yang ada
- 3 ☐ Pergi ke bursa/pameran kerja
- 4 ☐ Mencari lewat internet/iklan online/milis
- 5 ☐ Dihubungi oleh perusahaan
- 6 ☐ Menghubungi Kemnakertrans
- 7 ☐ Menghubungi agen tenaga kerja komersial/swasta
- 8 ☐ Memeroleh informasi dari pusat/kantor pengembangan karir fakultas/universitas
- 9 ☐ Menghubungi kantor kemahasiswaan/hubungan alumni
- 10 ☐ Membangun network sejak masih kuliah
- 11 ☐ Melalui jejaring/relasi orangtua/saudara
- 12 ☐ Melalui jejaring/relasi dosen
- 13 ☐ Melalui jejaring/relasi teman
- 14 ☐ Membangun bisnis sendiri
- 15 ☐ Melalui penempatan kerja atau magang
- 16 ☐ Bekerja di tempat yang sama dengan tempat kerja semasa kuliah
- 17 ☐ Lainnya:.....

(tuliskan)

C3 Berdasarkan persepsi anda, aspek manakah yang dianggap penting bagi perusahaan/instansi dalam melakukan penerimaan pegawai baru? Jawaban bisa lebih dari satu

- 1 ☐ Program studi
- 2 ☐ Spesialisasi
- 3 ☐ IPK
- 4 ☐ Pengalaman kerja selama kuliah

- 5 ☐ Reputasi dari perguruan tinggi
 - 6 ☐ Pengalaman ke luar negeri (untuk bekerja atau magang)
 - 7 ☐ Kemampuan bahasa Inggris
 - 8 ☐ Kemampuan bahasa asing lainnya
 - 9 ☐ Pengoperasian komputer
 - 10 ☐ Pengalaman berorganisasi
 - 11 ☐ Rekomendasi dari pihak ketiga
 - 12 ☐ Kepribadian dan keterampilan antar personal
 - 13 ☐ Sertifikat kompetensi tambahan
 - 12 ☐ Lainnya:.....
- (tuliskan)

C4 Berapa perusahaan/instansi/institusi yang sudah anda lamar (lewat surat atau e-mail) sebelum anda memperoleh pekerjaan pertama?

- 1 Jumlah perusahaan/instansi/institusi yang dilamar

C6 Berapa banyak perusahaan/instansi/institusi yang merespons lamaran anda?

- 1 Jumlah perusahaan/instansi/institusi

C7 Berapa banyak perusahaan/instansi/institusi yang mengundang anda untuk wawancara?

- 1 Jumlah perusahaan/instansi/institusi

C5 Berapa bulan waktu yang dihabiskan (sebelum dan sesudah kelulusan) untuk memperoleh pekerjaan pertama?

- 1 ☐ Kira-kira bulan sebelum lulus → Lanjut ke C9
- 2 ☐ Kira-kira bulan setelah lulus → Lanjut ke C9

C8 Apa alasan utama anda tidak mencari pekerjaan setelah lulus kuliah?

- 1 ☐ Saya memulai bisnis sendiri
 - 2 ☐ Saya sudah memperoleh pekerjaan sebelum lulus
 - 3 ☐ Saya melanjutkan kuliah
 - 4 ☐ Saya belum mencari pekerjaan → Lanjut ke C11
 - 5 ☐ Lainnya:.....
- (tuliskan)

C9 Bagaimana cara anda mendapatkan pekerjaan pertama (tidak termasuk magang/internship)? Hanya satu jawaban

- 1 ☐ Melalui iklan di koran/majalah, brosur
- 2 ☐ Melamar ke perusahaan tanpa mengetahui lowongan yang ada
- 3 ☐ Pergi ke bursa/pameran kerja
- 4 ☐ Mencari lewat internet/iklan online/milis
- 5 ☐ Dihubungi oleh perusahaan
- 6 ☐ Menghubungi Kemnakertrans
- 7 ☐ Menghubungi agen tenaga kerja komersial/swasta
- 8 ☐ Memperoleh informasi dari pusat/kantor pengembangan karir fakultas/universitas
- 9 ☐ Menghubungi kantor kemahasiswaan/hubungan alumni
- 10 ☐ Membangun network sejak masih kuliah

- 11 ☐ Melalui jejaring/relasi orangtua/saudara
- 12 ☐ Melalui jejaring/relasi dosen
- 13 ☐ Melalui jejaring/relasi teman
- 14 ☐ Membangun bisnis sendiri
- 15 ☐ Melalui penempatan kerja atau magang
- 16 ☐ Bekerja di tempat yang sama dengan tempat kerja semasa kuliah
- 17 ☐ Lainnya:.....
- (tuliskan)

C10 Aspek apa yang menjadi pertimbangan utama anda dalam memilih pekerjaan pertama?

- 1 ☐ Gaji
- 2 ☐ Jarak dari rumah
- 3 ☐ Tantangan pekerjaan
- 4 ☐ Benefit (perumahan, transport, uang lembur)
- 5 ☐ Kesempatan beasiswa
- 6 ☐ Kenyamanan
- 7 ☐ Passion/minat
- 6 ☐ Lainnya:
- (tuliskan)

C11 Pada saat anda kuliah dan setelah lulus, apakah anda mengambil kursus/pendidikan lanjutan dalam rangka menyiapkan atau meningkatkan kemampuan anda untuk persiapan bekerja?

- 1 ☐ Ya
- 2 ☐ Tidak → Lanjut ke C14

C11UI Jika ya, apakah kursus/pendidikan lanjutan tersebut sesuai dengan bidang pekerjaan anda saat ini?

- 1 ☐ Ya
- 2 ☐ Tidak

C12 Jenis kursus/pendidikan lanjutan apa yang anda ambil SETELAH anda lulus dari perguruan tinggi? Jawaban bisa lebih dari satu

- 1 ☐ Pengoperasian komputer (MS Office dan yang sejenis)
- 2 ☐ Piranti lunak aplikasi (Accurate, AutoCAD, dll.)
- 3 ☐ Bahasa Inggris
- 4 ☐ Bahasa asing lainnya :
- (tuliskan)
- 5 ☐ Kepemimpinan
- 6 ☐ Kewirausahaan
- 7 ☐ Kursus keterampilan klinik tertentu:.....
- (tuliskan)
- 8 ☐ Lainnya:.....
- (tuliskan)

C13 Seberapa besar peran kursus/pendidikan lanjutan tersebut dalam hal-hal di bawah ini?

- | | Tidak sama sekali | | | | Sangat Besar | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 1 | ☐ | ☐ | ☐ | ☐ | ☐ | Memulai pekerjaan |
| 2 | ☐ | ☐ | ☐ | ☐ | ☐ | Mendapatkan pekerjaan yang memuaskan/sesuai harapan |

3	☐	☐	☐	☐	☐	Memenuhi persyaratan kompetensi untuk bekerja
4	☐	☐	☐	☐	☐	Meningkatkan keterampilan kewirausahaan
5	☐	☐	☐	☐	☐	Pengembangan diri
6	☐	☐	☐	☐	☐	Karir di masa depan
7	☐	☐	☐	☐	☐	Lainnya:
(tuliskan)						

C14 Apakah anda merasa perlu untuk meningkatkan kompetensi anda dengan mengambil kursus/pendidikan lanjutan lagi?

	Tidak perlu sama sekali					Sangat Perlu
	1	2	3	4	5	
1	☐	☐	☐	☐	☐	

D PEKERJAAN

D1UI Apakah anda pernah bekerja di daerah terpencil?

1	☐	Ya
2	☐	Tidak

D1 Apakah anda bekerja saat ini (termasuk kerja sambilan dan wirausaha)?

1	☐	Ya
2	☐	Tidak

D2 Apakah anda aktif mencari pekerjaan dalam 4 minggu terakhir? Pilih satu jawaban

1	☐	Tidak
2	☐	Tidak, tapi saya sedang menunggu hasil lamaran kerja
3	☐	Ya, saya akan mulai bekerja dalam 2 minggu ke depan
4	☐	Ya, tapi saya belum pasti akan bekerja dalam 2 minggu ke depan
5	☐	Lainnya:
(tuliskan)		

D3 Bagaimana anda menggambarkan situasi anda saat ini?

1	☐	Saya bekerja fulltime
2	☐	Saya bekerja fulltime dan sedang mencari pekerjaan baru
3	☐	Saya bekerja part-time
4	☐	Saya bekerja part-time dan sedang mencari pekerjaan baru
5	☐	Saya bekerja fulltime Non Klinik
6	☐	Saya bekerja fulltime Klinik
7	☐	Saya bekerja fulltime Riset
8	☐	Saya bekerja fulltime sebagian besar Non Klinik
9	☐	Saya bekerja fulltime sebagian besar Klinik
10	☐	Saya bekerja fulltime sebagian besar Riset
5	☐	Saya tidak/belum bekerja dan sedang mencari pekerjaan → Lanjut ke Bagian E
6	☐	Saya tidak/belum bekerja karena masih belajar/melanjutkan kuliah profesi atau pascasarjana. → Lanjut ke Bagian E
7	☐	Saya tidak/belum bekerja karena menikah. → Lanjut ke Bagian E
8	☐	Saya tidak/belum bekerja karena sibuk dengan keluarga dan anak-anak. → Lanjut ke Bagian E
9	☐	Saya tidak/belum bekerja karena memang memilih tidak bekerja. → Lanjut ke Bagian E
10	☐	Saya tidak bekerja karena alasan lain yaitu → Lanjut ke Bagian E

D3UI Apakah anda pernah pindah bekerja setelah memperoleh pekerjaan pertama?

- 1 ☐ Ya
- 2 ☐ Tidak → Lanjut ke D4

D3UIa Apakah alasan utama anda pindah bekerja?

- 1 ☐ Gaji
- 2 ☐ Jarak dari rumah
- 3 ☐ Tantangan pekerjaan
- 4 ☐ Benefit (perumahan, transport, uang lembur)
- 5 ☐ Kesempatan beasiswa
- 6 ☐ Kenyamanan
- 7 ☐ Passion/minat
- 6 ☐ Lainnya:

(tuliskan)

D4UI Berapa lama anda bekerja di perusahaan/instansi/institusi sebelum tempat bekerja sekarang?

- 1 Bulan

D4 Berapa perusahaan/instansi/institusi yang telah anda masuki untuk bekerja (termasuk perusahaan sendiri) sejak anda lulus dari perguruan tinggi?

- 1 Perusahaan/instansi/institusi

D5 Apa jenis perusahaan/instansi/institusi tempat anda bekerja sekarang?

- 1 ☐ Instansi pemerintah (termasuk BUMN)
- 2 ☐ Organisasi non-profit / Lembaga Swadaya Masyarakat
- 3 ☐ Perusahaan swasta
- 4 ☐ Wiraswasta/perusahaan sendiri
- 5 ☐ Lainnya:.....

(tuliskan)

D6 Tempat anda bekerja saat ini bergerak di bidang apa? (Klasifikasi Baku Lapangan Usaha Indonesia, Kemnakertrans, 2009). Hanya pilih satu bidang saja yang menurut anda paling sesuai.**Kategori A: Pertanian, kehutanan, dan perikanan**

- 01 ☐ Pertanian tanaman, peternakan, perburuan dan kegiatan yang berhubungan dengan itu
- 02 ☐ Kehutanan dan penebangan kayu
- 03 ☐ Perikanan

Kategori B: Tenaga Profesional

- 05 ☐ Pertambangan batu bara dan lignit
- 06 ☐ Pertambangan minyak bumi dan gas alam dan panas bumi
- 07 ☐ Pertambangan bijih logam
- 08 ☐ Pertambangan dan penggalian lainnya
- 09 ☐ Jasa pertambangan

Kategori C: Industri pengolahan

- 10 ☐ Industri makanan
- 11 ☐ Industri minuman
- 12 ☐ Industri pengolahan tembakau

13	☐	Industri tekstil
14	☐	Industri pakaian jadi
15	☐	Industri kulit, barang dari kulit dan alas kaki
16	☐	Industri kayu, barang dari kayu dan gabus (tidak termasuk furnitur) dan barang anyaman dari bambu, rotan dan sejenisnya
17	☐	Industri kertas dan barang dari kertas
18	☐	Industri pencetakan dan reproduksi media rekaman
19	☐	Industri produk dari batu bara dan pengilangan minyak bumi
20	☐	Industri bahan kimia dan barang dari bahan kimia
21	☐	Industri farmasi, produk obat kimia dan obat tradisional
22	☐	Industri karet, barang dari karet dan plastik
23	☐	Industri barang galian bukan logam
24	☐	Industri logam dasar
25	☐	Industri barang logam, bukan mesin dan peralatannya
26	☐	Industri komputer, barang elektronik dan optik
27	☐	Industri peralatan listrik
28	☐	Industri mesin dan perlengkapan ytdl
29	☐	Industri kendaraan bermotor, trailer dan semi trailer
30	☐	Industri alat angkutan lainnya
31	☐	Industri furnitur
32	☐	Industri pengolahan lainnya
33	☐	Jasa reparasi dan pemasangan mesin dan peralatan
Kategori D: Pengadaan listrik, gas, uap/air panas dan udara dingin		
35	☐	Pengadaan listrik, gas, uap/air panas dan udara dingin
Kategori E: Pengadaan air, pengelolaan sampah dan daur ulang, pembuangan dan pembersihan limbah dan sampah		
36	☐	Pengadaan air
37	☐	Pengolahan limbah
38	☐	Pengolahan sampah dan daur ulang
39	☐	Jasa pembersihan dan pengelolaan sampah lainnya
Kategori F: Konstruksi		
41	☐	Konstruksi gedung
42	☐	Konstruksi bangunan sipil
43	☐	Konstruksi khusus
Kategori G: Perdagangan besar dan eceran; reparasi dan perawatan mobil dan sepeda motor		
45	☐	Perdagangan, reparasi dan perawatan mobil dan sepeda motor
46	☐	Perdagangan besar, bukan mobil dan sepeda motor
47	☐	Perdagangan eceran, bukan mobil dan motor
Kategori H: Transportasi dan pergudangan		
49	☐	Angkutan darat dan angkutan melalui saluran pipa
50	☐	Angkutan air
51	☐	Angkutan udara
52	☐	Pergudangan dan jasa penunjang angkutan
53	☐	Pos dan kurir
Kategori I: Penyediaan akomodasi dan penyediaan makan minum		
55	☐	Penyediaan akomodasi
56	☐	Penyediaan makanan dan minuman
Kategori J: Informasi dan komunikasi		
58	☐	Penerbitan
59	☐	Produksi gambar bergerak, video dan program televisi, perekaman suara dan penerbitan musik
60	☐	Penyiaran dan pemrograman

- 61 ☐ Telekomunikasi
- 62 ☐ Kegiatan pemrograman, konsultasi komputer dan kegiatan yang berhubungan dengan itu
- 63 ☐ Kegiatan jasa informasi
- Kategori K: Jasa keuangan dan asuransi**
- 64 ☐ Jasa keuangan, bukan asuransi dan dana pensiun
- 65 ☐ Asuransi, reasuransi dan dana pensiun, bukan jaminan sosial wajib
- 66 ☐ Jasa penunjang jasa keuangan, asuransi dan dana pensiun
- Kategori L: Real estat**
- 68 ☐ Real estat
- Kategori M: Jasa profesional, ilmiah dan teknis**
- 69 ☐ Jasa hukum dan akuntansi
- 70 ☐ Kegiatan kantor pusat dan konsultasi manajemen
- 71 ☐ Jasa arsitektur dan teknik sipil; analisis dan uji teknis
- 72 ☐ Penelitian dan pengembangan ilmu pengetahuan
- 73 ☐ Periklanan dan penelitian pasar
- 74 ☐ Jasa profesional, ilmiah dan teknis lainnya
- 75 ☐ Jasa kesehatan hewan
- Kategori N: Jasa persewaan dan sewa guna usaha tanpa hak opsi, ketenagakerjaan, agen perjalanan dan penunjang usaha lainnya**
- 77 ☐ Jasa persewaan dan sewa guna usaha tanpa hak opsi
- 78 ☐ Jasa ketenagakerjaan
- 79 ☐ Jasa agen perjalanan, penyelenggara tur dan jasa reservasi lainnya
- 80 ☐ Jasa keamanan dan penyelidikan
- 81 ☐ Jasa untuk gedung dan pertamanan
- 82 ☐ Jasa administrasi kantor, jasa penunjang kantor dan jasa penunjang usaha lainnya
- Kategori O: Administrasi pemerintahan, pertahanan dan jaminan sosial wajib**
- 84 ☐ Administrasi pemerintahan, pertahanan dan jaminan sosial wajib
- Kategori P: Jasa pendidikan**
- 85 ☐ Jasa pendidikan
- Kategori Q: Jasa kesehatan dan kegiatan sosial**
- 86 ☐ Jasa kesehatan manusia
- 87 ☐ Jasa kegiatan sosial di dalam panti
- 88 ☐ Jasa kegiatan sosial di luar panti
- Kategori R: Kesenian, hiburan dan rekreasi**
- 90 ☐ Kegiatan hiburan, kesenian dan kreativitas
- 91 ☐ Perpustakaan, arsip, museum dan kegiatan kebudayaan lainnya
- 92 ☐ Kegiatan perjudian dan pertaruhan
- 93 ☐ Kegiatan olahraga dan rekreasi lainnya
- Kategori S: Kegiatan jasa lainnya**
- 94 ☐ Kegiatan keanggotaan organisasi
- 95 ☐ Jasa reparasi komputer dan barang keperluan pribadi dan perlengkapan rumah tangga
- 96 ☐ Jasa perorangan lainnya
- Kategori T: Jasa perorangan yang melayani rumah tangga; kegiatan yang menghasilkan barang dan jasa oleh rumah tangga yang digunakan sendiri untuk memenuhi kebutuhan**
- 97 ☐ Jasa perorangan yang melayani rumah tangga
- 98 ☐ Kegiatan yang menghasilkan barang dan jasa oleh rumah tangga yang digunakan sendiri untuk memenuhi kebutuhan
- Kategori U: Kegiatan badan internasional dan badan ekstra internasional lainnya**
- 99 ☐ Kegiatan badan internasional dan badan ekstra internasional lainnya

D7U1 Sebutkan jenis pekerjaan anda sekarang? (Klasifikasi Baku Jenis Pekerjaan Indonesia (2002) modifikasi ISCO (2008)). Hanya pilih satu bidang saja yang menurut anda paling sesuai.

Manajer

- 01 ☐ Pimpinan Eksekutif, Pegawai Senior dan Legislator
- 02 ☐ Manajer Administratif dan Komersial
- 03 ☐ Manajer Produksi dan Pelayanan Khusus
- 04 ☐ Manajer Hotel dan Restoran, Retail dan Pelayanan Lain
- Tenaga Profesional**
- 05 ☐ Tenaga Profesional Ilmu Sains dan Teknik
- 06 ☐ Tenaga Profesional Kesehatan
- 07 ☐ Tenaga Profesional Pendidikan
- 08 ☐ Tenaga Profesional Bisnis dan Administrasi
- 09 ☐ Tenaga Profesional Teknologi Komunikasi dan Informasi
- 10 ☐ Tenaga Profesional Hukum, Sosial dan Budaya
- Teknisi dan Asisten Tenaga Profesional**
- 11 ☐ Asisten Tenaga Profesional Ilmu Sains dan Teknik
- 12 ☐ Asisten Tenaga Profesional Kesehatan
- 13 ☐ Asisten Tenaga Profesional Bisnis dan Administrasi
- 14 ☐ Asisten Tenaga Profesional Hukum, Sosial, Budaya dan yang berhubungan dengan itu
- 15 ☐ Teknisi Komunikasi dan Informasi
- Tenaga Tata Usaha**
- 16 ☐ Tenaga Tata Usaha Umum dan Papan Ketik
- 17 ☐ Tenaga Tata Usaha Pelayan Pelanggan
- 18 ☐ Tenaga Tata Usaha Penghitungan dan Bahan
- 19 ☐ Tenaga Tata Usaha Kantor Lainnya
- Tenaga Usaha Jasa dan Tenaga Penjualan**
- 20 ☐ Tenaga Usaha Jasa Perorangan
- 21 ☐ Tenaga Penjualan
- 22 ☐ Tenaga Usaha Jasa Perawatan Perorangan
- 23 ☐ Tenaga Usaha Jasa Perlindungan
- Tenaga Usaha Pertanian, Perhutanan dan Peternakan**
- 24 ☐ Tenaga Usaha Pertanian
- 25 ☐ Tenaga Usaha Perhutanan, Perikanan dan Perburuan
- 26 ☐ Petani, Nelayan, Pemburu dan Pemetik Subsisten
- Tenaga Pengolahan dan Kerajinan**
- 27 ☐ Tenaga Usaha Bangunan dan Pengolahan yang berhubungan dengan itu, selain Tenaga Pemasangan Listrik
- 28 ☐ Tenaga Usaha Logam, Mesin dan yang berhubungan dengan itu
- 29 ☐ Tenaga Usaha Kerajinan dan Percetakan
- 30 ☐ Tenaga Usaha Kelistrikan dan Elektronik
- 31 ☐ Tenaga Usaha Pengolahan Makanan, Pekerjaan Kayu dan Kerajinan yang berhubungan dengan itu
- Operator dan Perakit Mesin**
- 32 ☐ Operator Mesin Stasioner dan Mesin yang berhubungan dengan itu
- 33 ☐ Perakit Mesin
- 34 ☐ Pengemudi dan Operator Mesin yang Bergerak
- Anggota TNI dan Polri**
- 35 ☐ Perwira TNI dan Polri
- 36 ☐ Bintara TNI dan Polri
- 37 ☐ Tamtama TNI dan Polri

D8UI Apa nama perusahaan tempat anda bekerja?

1 Nama Perusahaan :
(tuliskan)

D8UIa Di mana lokasi perusahaan tempat anda bekerja?

1 Kota :
(tuliskan)

D8 Berapa jam rata-rata per minggu anda bekerja?

- 1 Tugas-tugas utama sesuai kontrak
- 2 Tugas-tugas tambahan di luar tugas utama (termasuk lembur dibayar dan tidak dibayar)
- 3 Pekerjaan lainnya (pekerjaan kedua, pekerjaan sambilan, dll)
- 4 Jumlah jam kerja total

D9 Jika anda menjalankan perusahaan sendiri, kondisi apa yang sesuai dengan bisnis/usaha yang sedang anda jalani saat ini? Jawaban bisa lebih dari satu

- 1 ☐ Saya membangun dari awal usaha saya sendiri
- 2 ☐ Saya mengambil alih/membeli perusahaan
- 3 ☐ Saya membangun dari awal sebuah firma/usaha bersama
- 4 ☐ Saya diminta untuk membuka perusahaan sendiri oleh perusahaan tempat saya bekerja dulu
- 5 ☐ Saya bekerja di rumah
- 6 ☐ Saya tidak mempunyai pegawai/bekerja sendiri
- 7 ☐ Saya bekerjasama dengan teman/saudara
- 8 ☐ Saya bekerjasama dengan sesama alumni UI
- 9 ☐ Lainnya:.....

(tuliskan)

D10_1 Kira-kira berapa pendapatan anda dari pekerjaan utama setiap bulan? (Jika tidak ada tulis "000" pada kotak pendapatan tersebut)

- 1 Dari pekerjaan utama

Atau silakan pilih dari kisaran (range) pendapatan di bawah ini:

- 1 ☐ ≤ Rp. 3.000.000,-
- 2 ☐ > Rp. 3.000.000,- – Rp. 6.000.000,-
- 3 ☐ > Rp. 6.000.000,- – Rp. 9.000.000,-
- 4 ☐ > Rp. 9.000.000,- – Rp. 12.000.000,-
- 5 ☐ > Rp. 12.000.000,- – Rp. 15.000.000,-
- 6 ☐ > Rp. 15.000.000,- – Rp. 18.000.000,-
- 7 ☐ > Rp. 18.000.000,- – Rp. 21.000.000,-
- 8 ☐ > Rp. 21.000.000,- – Rp. 24.000.000,-
- 9 ☐ > Rp. 24.000.000,-

D10_2 Kira-kira berapa pendapatan anda dari lembur dan tips setiap bulan? (Jika tidak ada tulis "000" pada kotak pendapatan tersebut)

- 1 Dari lembur dan tips

Atau silakan pilih dari kisaran (range) pendapatan di bawah ini:

- 1 ☐ Tidak ada
- 2 ☐ ≤ Rp. 1.000.000,-
- 3 ☐ > Rp. 1.000.000,- – Rp. 2.000.000,-
- 4 ☐ > Rp. 2.000.000,- – Rp. 3.000.000,-
- 5 ☐ > Rp. 3.000.000,- – Rp. 4.000.000,-
- 6 ☐ > Rp. 4.000.000,- – Rp. 5.000.000,-

- 7 ☐ > Rp. 5.000.000,- – Rp. 6.000.000,-
- 8 ☐ > Rp. 6.000.000,- – Rp. 7.000.000,-
- 9 ☐ > Rp. 7.000.000,- – Rp. 8.000.000,-
- 10 ☐ > Rp. 8.000.000,- – Rp. 9.000.000,-
- 11 ☐ > Rp. 9.000.000,- – Rp. 10.000.000
- 12 ☐ > Rp. 10.000.000,-
- 13 ☐ Tidak tahu

D10_3 Kira-kira berapa pendapatan anda dari pekerjaan lainnya setiap bulan? (Jika tidak ada tulis "000" pada kotak pendapatan tersebut)

1 Dari pekerjaan lainnya

Atau silakan pilih dari kisaran (range) pendapatan di bawah ini:

- 1 ☐ Tidak ada
- 2 ☐ ≤ Rp. 1.000.000,-
- 3 ☐ > Rp. 1.000.000,- – Rp. 2.000.000,-
- 4 ☐ > Rp. 2.000.000,- – Rp. 3.000.000,-
- 5 ☐ > Rp. 3.000.000,- – Rp. 4.000.000,-
- 6 ☐ > Rp. 4.000.000,- – Rp. 5.000.000,-
- 7 ☐ > Rp. 5.000.000,- – Rp. 6.000.000,-
- 8 ☐ > Rp. 6.000.000,- – Rp. 7.000.000,-
- 9 ☐ > Rp. 7.000.000,- – Rp. 8.000.000,-
- 10 ☐ > Rp. 8.000.000,- – Rp. 9.000.000,-
- 11 ☐ > Rp. 9.000.000,- – Rp. 10.000.000
- 12 ☐ > Rp. 10.000.000,-
- 13 ☐ Tidak tahu

D11 Dalam setahun terakhir ini apakah anda melakukan perjalanan ke luar negeri dalam rangka bisnis/profesi?

- 1 ☐ Ya, kurang lebih Kali Hari
- 2 ☐ Tidak

D12 Berapa persen dari waktu kerja anda yang memiliki konteks internasional?

1 Persentase waktu kerja (%)

D13UI Bentuk kegiatan dalam konteks internasional tersebut adalah.....

Jawaban bisa lebih dari satu

- 1 ☐ Seminar
- 2 ☐ Penelitian
- 3 ☐ Layanan kesehatan
- 4 ☐ Kursus
- 5 ☐ Lainnya:

(tuliskan)

E PEKERJAAN DAN KOMPETENSI, HUBUNGAN ANTARA STUDI DENGAN KERJA

- E1** Pada saat lulus, pada tingkat mana kompetensi di bawah ini anda kuasai? (A)
Pada saat lulus, bagaimana kontribusi perguruan tinggi dalam hal kompetensi di bawah ini? (B)

A**B**

A						B						
Sangat rendah		Sangat tinggi				Sangat rendah		Sangat tinggi				
1	2	3	4	5		1	2	3	4	5		
1	☐	☐	☐	☐	☐	Pengetahuan di bidang atau disiplin ilmu anda	☐	☐	☐	☐	☐	1
2	☐	☐	☐	☐	☐	Pengetahuan di luar bidang atau disiplin ilmu anda	☐	☐	☐	☐	☐	2
3	☐	☐	☐	☐	☐	Pengetahuan umum	☐	☐	☐	☐	☐	3
4	☐	☐	☐	☐	☐	Ketrampilan internet	☐	☐	☐	☐	☐	4
5	☐	☐	☐	☐	☐	Ketrampilan komputer	☐	☐	☐	☐	☐	5
6	☐	☐	☐	☐	☐	Berpikir kritis	☐	☐	☐	☐	☐	6
7	☐	☐	☐	☐	☐	Ketrampilan riset	☐	☐	☐	☐	☐	7
8	☐	☐	☐	☐	☐	Kemampuan belajar	☐	☐	☐	☐	☐	8
9	☐	☐	☐	☐	☐	Kemampuan berkomunikasi	☐	☐	☐	☐	☐	9
10	☐	☐	☐	☐	☐	Bekerja di bawah tekanan	☐	☐	☐	☐	☐	10
11	☐	☐	☐	☐	☐	Manajemen waktu	☐	☐	☐	☐	☐	11
12	☐	☐	☐	☐	☐	Bekerja secara mandiri	☐	☐	☐	☐	☐	12
13	☐	☐	☐	☐	☐	Bekerja dalam tim/bekerjasama dengan orang lain	☐	☐	☐	☐	☐	13
14	☐	☐	☐	☐	☐	Kemampuan dalam memecahkan masalah	☐	☐	☐	☐	☐	14
15	☐	☐	☐	☐	☐	Negosiasi	☐	☐	☐	☐	☐	15
16	☐	☐	☐	☐	☐	Kemampuan analisis	☐	☐	☐	☐	☐	16
17	☐	☐	☐	☐	☐	Toleransi	☐	☐	☐	☐	☐	17
18	☐	☐	☐	☐	☐	Kemampuan adaptasi	☐	☐	☐	☐	☐	18
19	☐	☐	☐	☐	☐	Loyalitas	☐	☐	☐	☐	☐	19
20	☐	☐	☐	☐	☐	Integritas	☐	☐	☐	☐	☐	20
21	☐	☐	☐	☐	☐	Bekerja dengan orang yang berbeda budaya maupun latar belakang	☐	☐	☐	☐	☐	21
22	☐	☐	☐	☐	☐	Kepemimpinan	☐	☐	☐	☐	☐	22
23	☐	☐	☐	☐	☐	Kemampuan dalam memegang tanggungjawab	☐	☐	☐	☐	☐	23
24	☐	☐	☐	☐	☐	Inisiatif	☐	☐	☐	☐	☐	24
25	☐	☐	☐	☐	☐	Manajemen proyek/program	☐	☐	☐	☐	☐	25
26	☐	☐	☐	☐	☐	Kemampuan untuk memresentasikan ide/produk/laporan	☐	☐	☐	☐	☐	26
27	☐	☐	☐	☐	☐	Kemampuan dalam menulis laporan, memo dan dokumen	☐	☐	☐	☐	☐	27
28	☐	☐	☐	☐	☐	Kemampuan untuk terus belajar sepanjang hayat	☐	☐	☐	☐	☐	28
29	☐	☐	☐	☐	☐	Kemampuan berbahasa Inggris	☐	☐	☐	☐	☐	29

E2P Pada saat anda lulus dari UI, bahasa asing apa saja yang anda kuasai dan bagaimana tingkat kemampuannya?

Tidak Sama sekali						Sangat besar				
1	2	3	4	5						
1	☐	☐	☐	☐	☐	Bahasa				
(tuliskan)										
2	☐	☐	☐	☐	☐	Bahasa				
(tuliskan)										
3	☐	☐	☐	☐	☐	Bahasa				
(tuliskan)										

E3 Seberapa besar kontribusi perguruan tinggi dalam penguasaan bahasa asing?

Tidak sama sekali					Sangat besar				
1	2	3	4	5					
1	☐	☐	☐	☐	☐	Kontribusi perguruan tinggi dalam penguasaan bahasa asing			

E4 Se jauh mana program studi anda bermanfaat untuk hal-hal di bawah ini?

	Tidak sama sekali		Sangat besar			
	1	2	3	4	5	
1	☐	☐	☐	☐	☐	Memulai pekerjaan?
2	☐	☐	☐	☐	☐	Pembelajaran lanjut dalam pekerjaan?
3	☐	☐	☐	☐	☐	Kinerja dalam menjalankan tugas?
4	☐	☐	☐	☐	☐	Karir di masa depan?
5	☐	☐	☐	☐	☐	Pengembangan diri?
6	☐	☐	☐	☐	☐	Meningkatkan ketrampilan kewirausahaan?

E5 Seberapa besar peran kompetensi yang diperoleh di perguruan tinggi berikut ini dalam melaksanakan pekerjaan anda?

	Tidak sama sekali		Sangat besar			
	1	2	3	4	5	
1	☐	☐	☐	☐	☐	Pengetahuan di bidang atau disiplin ilmu anda
2	☐	☐	☐	☐	☐	Pengetahuan di luar bidang atau disiplin ilmu anda
3	☐	☐	☐	☐	☐	Pengetahuan umum
4	☐	☐	☐	☐	☐	Ketrampilan internet
5	☐	☐	☐	☐	☐	Ketrampilan komputer
6	☐	☐	☐	☐	☐	Berpikir kritis
7	☐	☐	☐	☐	☐	Ketrampilan riset
8	☐	☐	☐	☐	☐	Kemampuan belajar
9	☐	☐	☐	☐	☐	Kemampuan berkomunikasi
10	☐	☐	☐	☐	☐	Bekerja di bawah tekanan
11	☐	☐	☐	☐	☐	Manajemen waktu
12	☐	☐	☐	☐	☐	Bekerja secara mandiri
13	☐	☐	☐	☐	☐	Bekerja dalam tim/bekerjasama dengan orang lain
14	☐	☐	☐	☐	☐	Kemampuan dalam memecahkan masalah
15	☐	☐	☐	☐	☐	Negosiasi
16	☐	☐	☐	☐	☐	Kemampuan analisis
17	☐	☐	☐	☐	☐	Toleransi
18	☐	☐	☐	☐	☐	Kemampuan adaptasi
19	☐	☐	☐	☐	☐	Loyalitas
20	☐	☐	☐	☐	☐	Integritas
21	☐	☐	☐	☐	☐	Bekerja dengan orang yang berbeda budaya maupun latar belakang
22	☐	☐	☐	☐	☐	Kepemimpinan
23	☐	☐	☐	☐	☐	Kemampuan dalam memegang tanggungjawab
24	☐	☐	☐	☐	☐	Inisiatif
25	☐	☐	☐	☐	☐	Manajemen proyek/program
26	☐	☐	☐	☐	☐	Kemampuan untuk memresentasikan ide/produk/laporan
27	☐	☐	☐	☐	☐	Kemampuan dalam menulis laporan, memo dan dokumen
28	☐	☐	☐	☐	☐	Kemampuan untuk terus belajar sepanjang hayat
29	☐	☐	☐	☐	☐	Kemampuan berbahasa Inggris

E6 Seberapa erat hubungan antara bidang studi dengan pekerjaan anda?

	Tidak sama sekali		Sangat erat			
	1	2	3	4	5	

E7 Tingkat pendidikan apa yang paling tepat/sesuai untuk pekerjaan anda saat ini? (Tidak termasuk pekerjaan yang merupakan bagian dari pendidikan lanjutan)

- 1 ☐ Setingkat lebih tinggi
- 2 ☐ Tingkat yang sama
- 3 ☐ Setingkat lebih rendah
- 4 ☐ Tidak perlu pendidikan tinggi

E8 Jika menurut anda pekerjaan anda saat ini tidak sesuai dengan pendidikan anda, mengapa anda mengambilnya? Jawaban bisa lebih dari satu

- 1 ☐ Pertanyaan tidak sesuai; pekerjaan saya sekarang sudah sesuai dengan pendidikan saya.
- 2 ☐ Saya belum mendapatkan pekerjaan yang lebih sesuai.
- 3 ☐ Di pekerjaan ini saya memperoleh prospek karir yang baik.
- 4 ☐ Saya lebih suka bekerja di area pekerjaan yang tidak ada hubungannya dengan pendidikan saya.
- 5 ☐ Saya dipromosikan ke posisi yang kurang berhubungan dengan pendidikan saya dibanding posisi sebelumnya.
- 6 ☐ Saya dapat memperoleh pendapatn yang lebih tinggi di pekerjaan ini.
- 7 ☐ Pekerjaan saya saat ini lebih aman/terjamin/secure
- 8 ☐ Pekerjaan saya saat ini lebih menarik
- 9 ☐ Pekerjaan saya saat ini lebih memungkinkan saya mengambil pekerjaan tambahan/jadwal yang fleksibel, dll.
- 10 ☐ Pekerjaan saya saat ini lokasinya lebih dekat dari rumah saya.
- 11 ☐ Pekerjaan saya saat ini dapat lebih menjamin kebutuhan keluarga saya.
- 12 ☐ Pada awal meniti karir ini, saya harus menerima pekerjaan yang tidak berhubungan dengan pendidikan saya.
- 13 ☐ Lainnya:.....

(tuliskan)

E8UI Jika anda mendapat kesempatan untuk kembali ke masa lalu, apakah anda akan tetap memilih UI sebagai tempat kuliah?

- 1 ☐ Ya → Lanjut ke E10UI
- 2 ☐ Tidak

E9UI Jika anda tidak memilih UI kembali sebagai tempat kuliah, apa alasan utamanya?

- 1 ☐ Bukan perguruan tinggi terbaik untuk bidang/program studi yang saya minati
- 2 ☐ Tidak ada bidang/program studi yang sesuai minat saya
- 3 ☐ Biaya kuliah terlalu mahal
- 4 ☐ Biaya hidup terlalu mahal
- 5 ☐ Proses belajar mengajar kurang baik
- 6 ☐ Staf pengajar kurang profesional
- 7 ☐ Fasilitas kurang memadai
- 8 ☐ Standar nilai kelulusan terlalu tinggi
- 9 ☐ Lingkungan belajar kurang mendukung
- 10 ☐ Lainnya:.....

(tuliskan)

E10UI Jika anda mendapat kesempatan untuk kembali ke masa lalu, apakah anda akan tetap memilih fakultas yang sama?

- 1 ☐ Ya → Lanjut ke E12UI
- 2 ☐ Tidak

E11UI Jika anda tidak memilih fakultas yang sama, apa alasan utamanya?

- 1 ☐ Bukan fakultas terbaik untuk bidang/program studi yang saya minati
 - 2 ☐ Tidak ada bidang/program studi yang sesuai minat saya
 - 3 ☐ Biaya kuliah terlalu mahal
 - 4 ☐ Biaya hidup terlalu mahal
 - 5 ☐ Proses belajar mengajar kurang baik
 - 6 ☐ Staf pengajar kurang profesional
 - 7 ☐ Fasilitas kurang memadai
 - 8 ☐ Standar nilai kelulusan terlalu tinggi
 - 9 ☐ Lingkungan belajar kurang mendukung
 - 9 ☐ Materi kuliah terlalu sulit
 - 10 ☐ Materi kuliah tidak update
 - 11 ☐ Materi kuliah tidak sesuai dengan minat saya
 - 12 ☐ Materi kuliah membosankan
 - 13 ☐ Lainnya:
- (tuliskan)

E12UI Jika anda mendapat kesempatan untuk kembali ke masa lalu, apakah anda akan tetap memilih departemen/program studi yang sama?

- 1 ☐ Ya → *Selesai*
- 2 ☐ Tidak

E13UI Jika anda tidak memilih departemen/program studi yang sama, apa alasan utamanya?

- 1 ☐ Bukan departemen/program studi terbaik untuk bidang yang saya minati
 - 2 ☐ Tidak sesuai dengan minat saya
 - 3 ☐ Biaya kuliah terlalu mahal
 - 4 ☐ Biaya hidup terlalu mahal
 - 5 ☐ Proses belajar mengajar kurang baik
 - 6 ☐ Staf pengajar kurang profesional
 - 7 ☐ Fasilitas kurang memadai
 - 8 ☐ Standar nilai kelulusan terlalu tinggi
 - 9 ☐ Lingkungan belajar kurang mendukung
 - 10 ☐ Materi kuliah terlalu sulit
 - 11 ☐ Materi kuliah tidak update
 - 12 ☐ Materi kuliah tidak sesuai dengan minat saya
 - 13 ☐ Materi kuliah membosankan
 - 14 ☐ Lainnya:
- (tuliskan)

E14UI Jika berkenan, silakan tuliskan saran/masukan anda untuk UI yang lebih baik.

- 1
- (tuliskan)

TERIMA KASIH ATAS PARTISIPASINYA

EXLIMA CONFERENCE GUIDE LINE TO CHAIR, SPEAKER, POSTER PRESENTER, AND PARTICIPANT

For Session Chairs

Information about the topic you will be chairing and the CV's of speakers will be available in the session's room. Chair's task:

1. To read the CV of each speakers
2. To lead, opening and closing the session
3. As a time keeper
4. To moderate the discussion, if any / whenever necessary
5. Make short remark at the end (conclusion)

For Speakers

- Please fill in the Curriculum Vitae (form at the next page) and bring when you make an EXLIMA registration or send to **tracerstudy.conference2@gmail.com**
- Each meeting room will be equipped with a LCD Projector. Please bring two version of PP (2007/2010 and 2013).
- Please prepare your back up copy in a USB. Kindly test and load your presentation slides at least TWO HOURS prior to your presentation session at the Preview Room
- Please arrive at your session room 10 minutes before your session starts to meet the session Chair and to re-confirm your presentation slides
- Each oral presentation will be allocated 15 mins for presentation and 10 mins for Q & A
- In the list of parallel session, speakers should choose the room where they will speak (form at the next page) and attend their session until finish (not to move to other session).

- **Speaker Preparation Room**

Place

Secretariat Office

Service hours

Bedugul Room 24 – 28 November 2014,

08:00am – 05:00pm

For Poster Presenter

- Presenting authors are required to set up their materials at designated hours according to the schedules. Poster mounting on 25th November, time 01:00pm – 05:00pm. Poster removal on 28th November, time 05:00pm.
- Poster session time slots are 60 minutes long at **26 November 2015 at 08.30-09.00 and 28 November 2015 at 11.40-12.10**. Poster presenters should be present at their poster at least 30 minutes during the poster presentation time. If handouts are distributed, bring approximately 25 copies.

For Participants

- Participants should choose the parallel session they would like to attend. Please fill in the provided form (form at the next page).

EXLIMA CONFERENCE GUIDE LINE TO CHAIR, SPEAKER, POSTER PRESENTER, AND PARTICIPANT

**LIST OF PARALEL SESSION ATTENDED
BY SPEAKER AND PARTICIPANT**

Name: _____

Institution : _____

Choose one of the sessions you would like to attend. Please give (√) to the column accordingly.

Thursday, 26 November 2015: 13.30-16.00	
Exlima Parallel Session	
Session G1	Session G2
Different topics	Utilization of Institutional Tracer Study
.....	

Choose one of the sessions you would like to attend. Please give (√) to the column accordingly.

Friday, 27 November 2015: 15.45-16.45		
Indotrace Parallel Session (PKTS Grants Implementation Results Presentation)		
Session C1	Session C2	Session C3
.....		

Choose one of the sessions you would like to attend. Please give (√) to the column accordingly.

Friday, 27 November 2015: 15.45-16.45		
Indotrace Parallel Session (PKTS Grants Implementation Results Presentation)		
Session D1	Session D2	Session D3
.....		

Choose one of the sessions you would like to attend. Please give (√) to the column accordingly.

Friday, 27 November 2015: 15.45-16.45		
Indotrace Parallel Session (PKTS Grants Implementation Results Presentation)		
Session E1	Session E2	Session E3
.....		

CURRICULUM VITAE

Name : _____

Institution : _____

Research interest : _____

Background related to tracer study research: _____

Conference Information

Venue

Jalan Hang Tuah 46, Sanur – Bali 80228 – Indonesia

T. +62 361 281 781, F. +62 361 289 166, E.

Secretariat Room

Bedugul Room

Service Hours

From 23 – 28 November 2015, from 08:00am – 08:00pm.

Language

English is the official language of the conference

Registration Hours

EXLIMA Conference : 25 November 2015 from 07:00am – 05:00pm

Indotrace Workshop : 27 November 2015 from 07:00am – 05:00pm

On-Site Registration

On-site registration is accepted at the on-site counter during the conference period. Only cash and credit cards (VISA, MasterCard) is accepted.

Badges

All participants are required to wear the badge all the time during the conference period for recognition. Access to social programs (Gala Dinner).

Speaker	Green
Participant	ORANGE
Spouse	PINK
Organizing Committee	PURPLE
Student	BLUE
Spouse	PINK

- Please reach any *ORGANIZING Committee* for any assistance needed

Conference Kit

Conference program is included in the conference bag, and issued to registered delegates. You can download the abstract CD and presentation files at the day after presentation on our web <http://www.exlima.org>

Tour Desk

Tour Desk will be in service at the registration area in the following hours for those who would like to join the optional tours. Date: 25 – 28 November, 2015 Time: 08:30am – 05:00pm.

Social Programs

Opening Ceremony

Date: Wednesday, 25 November 2015

Time: 08:30am – 09:30am.

Venue: Griya Agung Ballroom

(*) an extra charge for accompanying person

Gala Dinner (*)

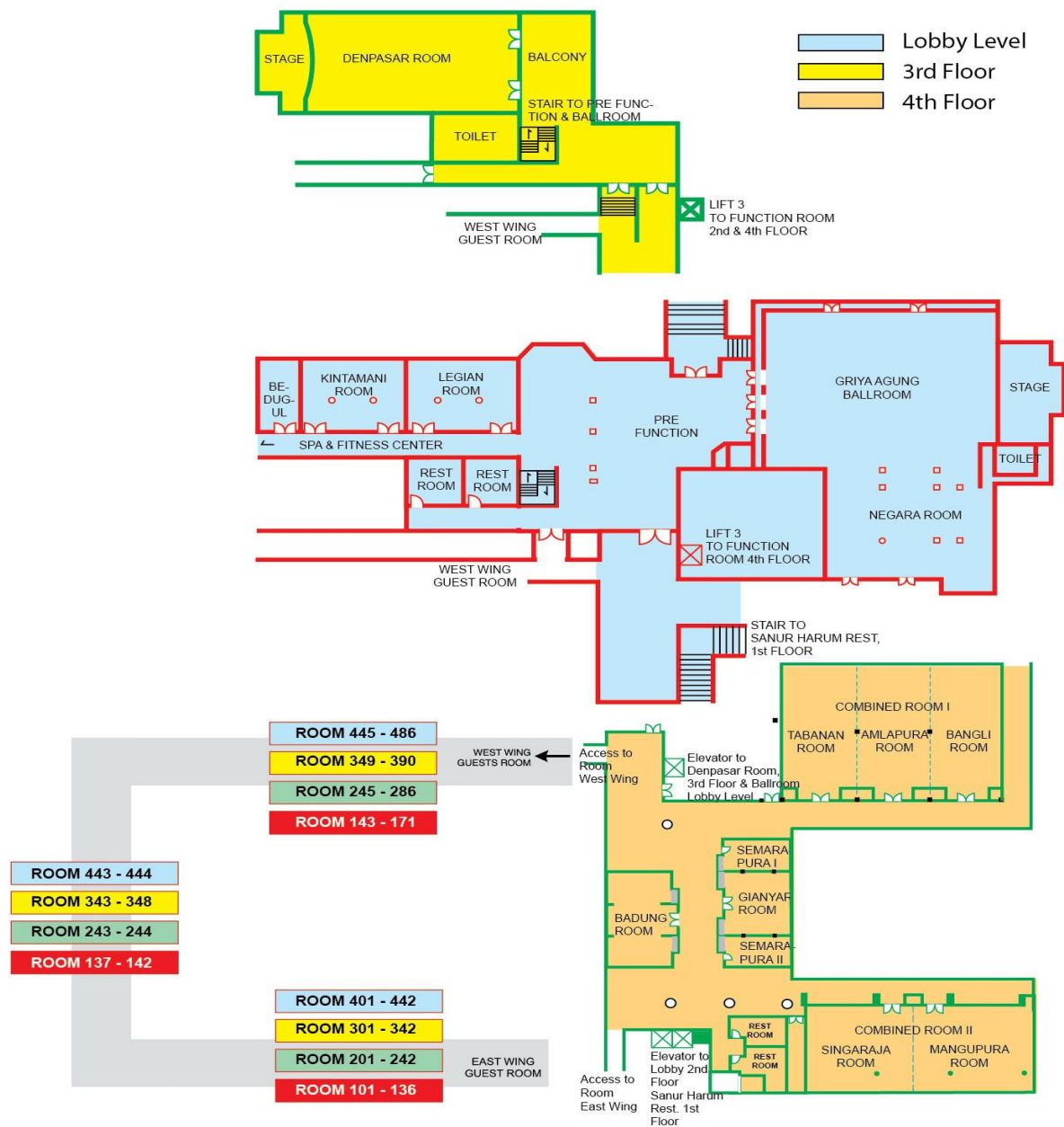
Date: Wednesday, 25 November 2015

Time: 07:00pm – 10:00pm

Venue: Griya Agung Ballroom

Conference Plan Floor

MEETING ROOM FLOOR PLAN



Information about Bali

The Island

Bali is one of more than 17,000 islands in Indonesian archipelago and is located just over 3,2 kilometres (almost 2 miles) from the eastern tip of the island of Java and west of the island of Lombok. The island, home to about 4 million people, is approximately 153 kilometres (95 mi.) from east to west and 112 kilometres (69 mi.) north to south. Its land area is 5,632 km². The capital city is Denpasar, near the southern coast, its population is around 500,000 people. The second largest city is the old colonial capital, Singaraja, which is located on the north coast and is home to around 100,000 people.

The word “paradise” is used a lot in Bali and not without reason. The combination of friendly, hospitable people, a magnificently visual culture infused with spirituality and (not least) spectacular beaches with great surfing and diving have made Bali Indonesia's unrivaled number one tourist attraction.

Passport

All foreigners wishing to enter Indonesia must obtain a passport for at least six months remaining validity from the date of arrival, along with proof (ticket) onward or return passage. Please contact the Indonesian Embassy / Consulate in your country well before the conference in order to check if you require any immigration documents to visit Indonesia.

Free Tourist Visa

Non-extendable visa-free entry to Indonesia for 30 days is available for passport holders of: Brunei, Chile, Ecuador, Hong Kong SAR (Special Administrative Region), Macao SAR, Malaysia, Morocco, Peru, Philippines, Singapore, Thailand and Vietnam.



Visa on Arrival

- Up to 30 (thirty) days: US\$ 25,-

Countries that may apply for a Visa on Arrival:

1. Algeria	23. Iceland	45. Portugal
2. Argentina	24. India	46. Qatar
3. Australia	25. Iran	47. Romania
4. Austria	26. Ireland	48. Russia
5. Bahrain	27. Italy	49. Saudi Arabia
6. Belgium	28. Japan	50. Slovakia
7. Brazil	29. Kuwait	51. Slovenia
8. Bulgaria	30. Laos	52. South Africa
9. Cambodia	31. Latvia	53. South Korea
10. Canada	32. Libya	54. Spain
11. China	33. Liechtenstein	55. Suriname
12. Cyprus	34. Lithuania	56. Sweden
13. Czech Republic	35. Luxemburg	57. Switzerland
14. Denmark	36. Maldives	58. Taiwan
15. Egypt	37. Malta	59. The Netherlands
16. Estonia	38. Mexico	60. Timor Leste
17. Fiji	39. Monaco	61. Tunisia
18. Finland	40. New Zealand	62. Turkey
19. France	41. Norway	63. United Arab Emirates
20. Germany	42. Oman	64. United Kingdom
21. Greece	43. Panama	65. United States of America
22. Hungary	44. Poland	

Passport holders of all other countries and non-tourists of the aforementioned countries must obtain a valid visa at an Indonesian Embassy or Consulate in their home country prior to departure to Indonesia.

Customs

Customs allows on entry a maximum of one liter of alcoholic beverages, 200 cigarettes or 50 cigars, 100 grams of tobacco and a reasonable amount of perfume per adult. Cameras, video cameras, portable radios, cassette recorders, binoculars and sports equipment are admitted provided they are taken out on departure. They must be declared at Customs. Prohibited items include firearms, narcotic drugs, pornography, trans receivers, and cordless telephones. Films, pre-recorded video tapes and laser disks must be screened by the censor board. While there is no restriction on the amount of foreign currency, which may be brought into Indonesia, those who bring into the country currency worth more than 100 million Rupiah must declare it to customs upon arrival at the first port of entry.

Transportation

BY PLANE

Air transport is the most comfortable and the easiest means of travel to and around Indonesia. A number of domestic airlines operate as LCC – Low Cost or budget Carriers. Some are smaller Regional Operators (REG) or feeder airlines.

Domestic

1. Batavia Air (LCC):
<http://www.bataviaair.co.id>
2. Citilink (LCC): <http://www.citilink.co.id>
3. Garuda Indonesia:
<http://www.garudaindonesia.com>
4. Indonesia Air Asia (LCC):
<http://www.airasia.com>
5. IAT (Indonesia Air Transport):
<http://www.iat.co.id>
6. Lion Air (LCC): <http://www2.lionair.co.id>
7. Merpati Nusantara Airlines (LCC):
<http://www.merpati.co.id>
8. Pelita Air Service (Charter):
<http://www.pelitaair.com>
9. Sky Aviation (REG):
<http://www.skyaviation.co.id>
10. Sriwijaya Air (LCC):
<http://www.sriwijayaaironline.com>
11. Travira Air (Charter):
<http://www.traviraair.com>
12. Trigana (REG): <http://www.trigana-air.com>
13. TransNusa (REG):
<http://www.transnusa.co.id>
14. Wings Air (REG LCC):
<http://www2.lionair.co.id>

International

A number of International airlines serve this airport including several LCC – Low Cost or budget Carriers.

1. AirAsia (LCC): <http://www.airasia.com>, from Kuala Lumpur
2. Cathay Pacific: <http://www.cathaypacific.com>, from Hong Kong
3. China Airlines: <http://www.chinaairlines.com>, from Taipei
4. Eva Air: <http://www.evaair.com>, from Taipei
5. Garuda Indonesia:
<http://www.garudaindonesia.com>, the major national carrier serving Indonesia from HongKong, Kuala Lumpur, Melbourne, Nagoya-Centair, OsakaKansai, Perth, Seoul-Incheon.
6. HongKong Express Airways:
<http://www.hkairlines.com>, from HongKong
7. Jetstar (LCC): <http://www.jetstar.com.au>, from Australia
8. Jetstar Asia (LCC):
<http://www.jetstarasia.com>, from Singapore
9. KLM: <http://www.klm.com>, from Amsterdam
10. Korean Air: <http://www.koreanair.com>, from Seoul-Incheon
11. Malaysian Airlines:
<http://www.malaysiaairlines.com>, from Kuala Lumpur
12. Merpati Nusantara Airlines:
<http://www.merpati.co.id>, from Dili
13. Phillipine Airlines:
<http://www.phillipineairlines.com>, from Manila
14. Qantas Airlines: <http://www.qantas.com.au>, operated by Jetstar, Jetstar Asia and Valuair, from Singapore & Australia / New Zealand
15. Qatar Airways:
<http://www.qatarairways.com>, from Doha
16. Shanghai Airlines:
<http://www.shanghaiair.com>, from Shanghai
17. Singapore Airlines:
<http://www.singaporeair.com>, from Singapore
18. SkyWest: <http://www.skywest.com>, from Port Hedland Australia
19. Strategic Airlines:
<http://www.flystrategic.com.au>, from Australia
20. Thai Air Asia: <http://www.airasia.com>, from Bangkok
21. Thai Airways International:
<http://www.thaiair.com>, from Bangkok
22. Transaero: <http://www.transaero.ru>, from Moscow
23. Valuair (LCC): <http://www.jetstar.com>, operated by Jetstar Asia, from Singapore
24. Uni Air: <http://www.uniair.com>, from Kaohsiung
25. Virgin Australia:
<http://www.virginaustralia.com>, operated by Pacific Blue, from Australia

BY BUS

1. Perama bus company: <http://www.peramatour.com>
2. Sarbagita
3. There are direct bus services to Bali from all major cities in Java and Lombok that link with ferries for sea crossings. These is cheap and easy, but slow.

BY TAXI

Prepaid Taxi Fares from Ngurah Rai Airport to Main Bali Destinations, one way – drop only

- Subject to change –

1. Kuta	Rp. 100.000,- 150.000,-	1. Gatsu	Rp. 230.000,-
2. Legian	Rp. 170.000,-	2. Canggu	Rp. 260.000,-
3. Jimbaran	Rp. 170.000,	3. Amlapura	Rp. 530.000,-
4. Seminyak	Rp. 180.000,	4. Tenganan	Rp. 600.000,-
5. Nusa Dua	Rp. 190.000	5. Tirta Gangga	Rp. 650.000,-
6. Denpasar	Rp. 200.000,- to 270.000,-	6. Virgin Beach	Rp. 600.000,-
7. Sanur	Rp. 200.000,-	7. Gianyar	Rp. 300.000,-
8. Tanjung Benoa	Rp. 225.000,-	2. Blahbatuh	Rp. 310.000,-
8. Uluwatu	Rp. 300.000,-	9. Sukawati	Rp. 200.000,-
9. Ubud	Rp. 350.000,-	10. Tegal Alang	Rp. 370.000,-
10. Padang Bay	Rp. 430.000,-	11. Sebatu	Rp. 450.000,-
11. Candidasa	Rp. 550.000,-	12. Kintamani	Rp. 410.000,-
12. Amed	Rp. 780.000,-	13. Darmasaba	Rp. 250.000,-

Metered Taxi

The starting flagfall charge is Rp. 7.000,- for the first two kilometres and the meter tricks up Rp. 7.000,- / km after that. Waiting time is charged at Rp. 35.000,- / hour. Order by call service (through operator) is at minimum charge of Rp. 30.000,-. Trips outside southern Bali will incur an extra charge of 30%, as the driver has to go back empty.

The most reliable taxi company is Bali Taksi / Blue Bird, call service +62 361 701111.

Climate

Bali enjoys warm, tropical wheatear all year long. Average temperature is between 210 – 330 C (= 680 – 930 F) year round. In the mountains, however, temperatures can drop as low as 50C at night time. Humidity varies between 60% - 100%. Bali has two seasons: moist and wet. The dry season is normally from May to October, whereas the rainy season is normally from November to April, during which it can rain for several hours each day.

Time Zone

Bali is in the Central Indonesia Time Zone, which is GMT+8 hours.

Language

Bahasa Indonesia is the National language, English is widely spoken and understood.

Electricity

The electric current in use throughout Indonesia is 220 – 230 volts at 50Hz. Normal outlets are plugs with two rounded pins. It is advisable to check electricity supplies before using any appliances.

Business hours

Business offices are usually open either from 08:00am to 04:00pm, or 09:00am to 05:00pm., with a break for lunch between 12:00pm – 01:00pm. Government offices operate from 08:00am. – 03:00pm., from Monday

Organizing Committee



Supporting Organization



Sponsor



IMPORTANT CONTACT NUMBERS

Organizing Committee

Ms. Titut Sidartha 081 138 7217
Ms. Sandra Fikawati 081 618 7813

Taxi

Blue Bird Group +62 361 701111
Astrindo Tour +62 361 778556 or find our tour desk at conference area

Hospital

Rumah Sakit Umum Sanglah +62 361 227 911
SOS Medical +62 361 755 768
Bali International Medical Center +62 361 761 263

Emergency Numbers

Ambulance 118
Fire 113
Police 110
SAR 115

Ngurah Rai International Airport

+62 361 751 011

Operator Assisted Calls

Within Indonesia 100
International 101
Time Information 103 (Bali Time)

Directory Information

Bali 108/147
Indonesia 106

