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IMPLEMENTATION OF TRACER STUDY AT PTNBH IN INDONESIA

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Abstract

Alumni are an inseparable part of a university. How the performance of alumni after graduation is an indicator of the success of study programs and universities that graduate them. To find out the current condition of alumni, it is necessary to conduct a tracer study. The purpose of this study is to describe and analyze the implementation of tracer studies at PTNBH in Indonesia so that it can be a reference for other universities in improving their tracer study performance. The research method used is exploratory descriptive with a qualitative approach. The source of data in this study is the leadership of the Chairman and staff of the tracer study implementing agency at PTNBH. Data collection techniques use interviews, observations, and Focus Group Discussion (FGD). Data analysis is carried out descriptively through the stages of reduction, display, and conclusion. The results showed that the tracer study policy at PTNBH was carried out centrally by the work unit responsible to the Rector. To strengthen the position of this work unit, the existence of a work unit that carries out tracer studies is contained in the SOTK of higher education. The tracer study system built by PTNBH has been running effectively thanks to the commitment and support of leaders at all levels. The instruments used are very dynamic and refer to the Kemendikbudikti tracer study instrument and accommodate the needs of various parties. Alumni play a major role in the implementation of tracer studies both as respondents, surveyors, and tracer study ambassadors.

Keywords: Tracer Study; Alumni; PTNBH

INTRODUCTION

The existence of graduates or alumni for a higher education institution is very important. Graduates are the output of an educational and teaching process carried out by universities (Pramono et al., 2023). In addition, graduates are stakeholders who determine the sustainability of a study program, determine the direction of the curriculum and become part of the autonomy of higher education implementation. Higher education autonomy is guaranteed in Law No. 12 of 2012 where article 62 (1) states that universities have the autonomy to manage their own

institutions as the center of implementing the Tridharma. The autonomy of higher education management as referred to in Article 62 includes academic and non-academic fields.

The role of alumni is increasingly needed when a university is entrusted by the ministry to become a Legal Entity State University (PTN-BH). In this case, alumni are expected to play an active role both in the academic and non-academic fields. The role of alumni in the academic field can be done by providing input to study programs in improving the quality of education Wathoni, (2021) and the competencies that students must have before entering the world of work and industry (Susanti & Samani, 2017). While the role in non-academic fields can be shown through the participation of alumni in the fields of organization, finance, student affairs, personnel, and infrastructure. The results of Sahroni, (2019) on 11 (eleven) PTN-BH show that alumni empowerment within the framework of PTN-BH autonomy is carried out by opening space for alumni to be active in organizations and leadership, active in energy, actively providing funds/facilities voluntarily, facilitating activities, developing networks, alumni who respond to surveys and visit websites, and come to attend university activities.

Information about alumni is collected through alumni tracing studies. Several State Universities (PTN) that have transformed into PTN-BH are supported by a reliable and professionally managed tracer study system that has an impact on the achievement of PT performance, especially Key Performance Indicators (IKU) 1 as shown in table 1.

Indikator IKU	UGM		USU		UNAIR		UNHAS		UNPAD		UPI		IPB		ITS	
	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R
IKU 1	80	85.83	80	32.38	80	50.76	82	54.16	80	80	80	80	80	51.33	80	81

Table 1. Achievements of IKU1 PTNBH in 2020
Source : PDDIKTI 2021

Referring to the achievements of IKU 1 PTN-BH above, it is very interesting to conduct research related to tracer study activities at PTN-BH in Indonesia.The purpose of this study is to describe and analyze the implementation of tracer studies at PTN-BH in Indonesia so that it can be a reference for other universities in improving tracer study performance.

METHODS

This type of research is descriptive with a qualitative approach. This study describes the implementation of tracer studies conducted by several PTN-BH which are the subject of this research. The focus of this research is; 1) profile of the tracer study implementing agency, 2) tracer study policy at the university level, 3) tracer study instrument, 4) tracer study system and results, 5) follow-up of tracer study results, 6) the role of alumni in tracer studies, and 7) the role of alumni in tracer studies.

The informants in this study were 1) the head of the tracer study implementing agency, 2) the tracer study implementing staff. PTNBH which is the object of research is: 1) University of Indonesia; 2) Bandung Institute of Technology; 3) IPB University; 4) Padjadjaran University; 5) Gajah

Mada University; 6) Sebelas Maret University; 7) Airlangga University; 8) Sepuluh November University of Technology; 9) Hasannudin University; 10) University of Andalas; 11) Padang State University; and 12) Diponegoro University. The main data sources in this study were words and behaviors obtained through interviews and observation. In addition, the source of data in this study is in the form of documents, whether in the form of written documents, photos, films, or images. The types of data obtained through this study are primary data and secondary data. Primary data are obtained through in-depth interviews with informants and in-depth observations made on the object under study. While secondary data is obtained in the form of documents sourced from tracer study implementing agencies, universities, and other sources that can be trusted for validity.

Data collection techniques in this study include observation, interviews, Focus Group Discussion (FGD), documentation, and audio-visual materials. Data validity testing is carried out by triangulation. Reliability testing is done by checking the transcript to ensure that no errors were made during the process of compiling the transcript and ensuring that there are no errors in providing the code and interpreting the code (Boateng, 2012).

This data processing process includes: a) Preparing data for analysis; b) Read data; c) Analyze more details by coding data; d) Apply the coding process to describe the settings, people, categories, and themes to be analyzed. The data obtained through this study was analyzed through three stages, namely data reduction, data display, and conclusions. Data reduction is done by selecting data that has been collected, simplifying, focusing, abstracting, and transforming. Then the data is displayed with narrative text, tables, matrices, graphs, or in the form of charts. This process is carried out simultaneously with discussions between findings in the field and theories related to research problems. The results of the data analysis are then made conclusions and recommendations (Burhan et al., 2022).

RESULTS AND DISCUSSION
A. Tracer Study Policy at PTNBH

Tracer study is a very important alumni tracing activity today. Tracer study is not only a process of collecting and analyzing alumni data but is a dynamic system. Tracer study system management starts from planning, organizing, monitoring and evaluating, and reporting. To produce optimal output, the tracer study system requires a large enough budget (Kalaw, 2019). Therefore, the tracer study system carried out in universities is under the umbrella of the Rector's policy and is a commitment for all elements of leadership and the academic community. This is very relevant to the magnitude of the role given by tracer study activities in the context of ranking and assessing the main performance indicators of universities.

Based on the results of the study, it is known that the institution that handles tracer studies is formed by decree of the Rector as a career center under the directorate or placed in the Student Affairs Bureau under the coordination of the Vice Rector for Student Affairs

and Alumni. Practice in several PTNBH shows that the implementing staff of tracer study activities are mostly non-permanent employees or alumni who are doing internship activities. Nevertheless, the existence of these staff is recognized by the college and their status is established by a decree of the Rector which can be renewed annually.

The career center   as a job worker who handles tracer studies has a fairly wide scope of tasks and functions. Some of the tasks and functions include : 1) Conducting tracer studies; 2) Coaching career   and student achievement; 3) Alumni career preparation ; and 4) Alumni empowerment. In addition, several career centers also carry out enrichment and innovation so that their tasks and functions become more dynamic in order to support performance as PTNBH.

The effectiveness of the implementation of the duties and functions of the career center requires the commitment of all parties, especially university leaders. This commitment is realized in the form of a budget for the activities of the work unit. The budget policy is in line with the breadth of the scope of tasks and functions charged to the career center. The size of the career center budget at PTNBH is quite varied. Hasanudin University, for example, is able to budget Rp 3 billion to Rp 4 billion a year for career center activities   and alumni career preparation. Likewise, the career center of Universitas Airlangga budgets up to Rp 2.5 billion every year.

The implementation of tracer studies at PTNBH is carried out at the university level. This is in accordance with the demands of the accreditation assessment instrument issued by the National Accreditation of Higher Education (BAN-PT). Thus, tracer study activities that were initially centered on study programs shifted to the university level and were carried out by work units at the university level. The implementation of tracer studies at PTNBH shows that the results of tracer studies are not only used for accreditation purposes from BAN-PT but also to obtain international accreditation   certificates. This is done by ITS which utilizes the results of its tracer study to help the institutional accreditation process, especially about Employer Reputation by BAN-PT, AUN-QA, ABET and World Class University   ranking through QS, webometrics, and others. Almost the same as ITS, IPB University also utilizes the results of tracer studies   for several purposes, including: 1) As input for improving the kinework of lecturers and administrative staff; 2) As evaluation material to follow national/international accreditation and WorldUniversity ranking; 3) As input to important information for the development of higher education; 4) As an evaluation tool to see the relevance between universities and the business world and industry; and 5) As input for curriculum improvement. The same thing was also expressed by the UGM tracer study manager, that the benefits of implementing *the tracer study* are as a curriculum development strategy that is relevant to market eeds, an improvement strategy learning process, provision of information about employment needs, improving the performance of institutional managers , increasing the

achievement of optimal criteria in accreditation and certification, as well as increasing the likelihood of obtaining Grand.

All PTNBH leaders are committed to conducting tracer studies optimally. This commitment is strengthened by rules, which include:

1. Regulation of the Board of Trustees of the University of Indonesia Number 004 / Regulation / MWA-UI / 2015 concerning the Bylaws of the University of Indonesia, especially in article 26 paragraph 3 point f which reads "*Survey of stakeholders, especially alumni and graduate users*".

2. Regulation of the Rector of Padjadjaran University Number 1 of 2020 concerning the Organization and Work Procedures of Padjadjaran University Management. In article 24, article 60, and article 89 it is explained that tracer study activities involve all elements of development in Unpad, starting from the university level through the Directorate of Student Affairs and Alumni Relations, faculty managers, and vocational education managers.

3. The practice of implementing tracer studies at UNDIP shows that leaders make integrated tracer study policies (web-based *tracer studies*). Each Head of Study Program and operator are given a username and password to open the tracer study application which can be used to process *tracer study* result data.

B. Instrument Tracer Study

Tracer study activities were initially carried out to meet the requirements for study program accreditation and institutional accreditation. Therefore, the question items in the tracer study instrument refer to efforts to answer questions in the accreditation assessment instrument. In linewith the dynamics that occur in the higher education environment, the question items in the tracer study instrument also develop dynamically. Tracer study is not only intended for various accreditation purposes, but also assesses the quality of the higher education sector   and organizing institutions based on the ability to meet market demand manpower, curriculum redesign, career services, employers can use tracesr studies for recruitment purposes Bank, (2015) planning in universities, ranking universities, achieving key performance indicators (IKU) of universities, and Data needs in the ministry.

Active involvement on the part of users greatly determines the direction of changes in tracer study instruments. The practice of tracer studies at PTNBH shows that the evaluation of tracer study instruments is carried out annually following the dynamics and needs of stakeholders. The existence of intensive communication between stakeholders in determining tracer study questionnaire question items is a crucial point and greatly determines the usefulness of the data produced. The results also showed that   in addition to the question items in the questionnaire, there were several other variables that influenced the success of the tracer study implementation, namely 1) ease of access, 2) ease of filling out the questionnaire, and 3) the number of questions asked. Therefore, it is necessary to prepare tracer study instruments that are easy *access, easy to understand,* and *not time consuming*. Based on

observations made on the tracer study instrument used by PTNBH, it is known that the tracer study instrument can be accessed through the career center website or tracer study website whose application can also be accessed with Android. To ensure ease in understanding the contents of the questionnaire, the questionnaire is simulated before implementation. Besides being easily accessible and easy to understand, the time needed to fill out the questionnaire is only around 10 – 15 minutes.

In discussions conducted with the career center team of Unhas and Unair, it was clarified that instruments that are easy *access, easy to understand,* and *not time consuming* will be able to increase the response rate. This happens because alumni do not need to spend extra effort to access tracer study instruments, do not need to think hard to understand the meaning of questions, and can be completed in a short time. However, the response rate is not only determined by these variables. There are still variables of lecturer involvement, fellow alumni (World Bank, 2018), emotional closeness, commitment, and motivation of alumni that will determine whether an alumni will participate in filling out tracer study instruments or not.

C. System and Results of Tracer Study Implementation

To produce quality tracer study outputs and meet stakeholder needs optimally, a complex and far-reaching tracer study system is needed. The tracker study system implemented at PTNBH includes input, process, output, and follow-up. Input variables in the implementation of tracer studies include 1) graduate data, 2) surveyors, 3) tracer study application systems, 4) operators, 5) policies, 6) management, and 7) scheduling.

1. Graduate data is important data to determine the population in tracer study activities. In this context, population is the number of students who graduate according to the fiscal year (exit cohort). However, there are also universities such as Unand and ITS, which use different methods in determining the size of the population, namely based on the year of entry (entry cohort). In this case, graduates who are ditracing are students who enter 4 years before the year of the ditacing graduate (specifically for the Bachelor education level. For example, graduates who are ditracing in 2020 are graduates who graduated in 2018 (TS – 2) with an entry year of 2016. The data source used is graduation data in the academic bureau.

2. Surveyor is a person in charge of communicating with alumni in the context of filling out tracer study questionnaires. Most surveyors are taken from final year students, class leaders, or alumni who have just graduated in each study program. The involvement of students and alumni is very important because they have personal contact with the alumni who will be racing. To support the performance of these surveyors, the tracer study implementer provides a budget in the form of credit which is relatively the same amount for all universities, namely Rp 8,000,- (eight thousand rupiah) per alumni who are traced.

3. The implementation of tracer studies at PTNBH is supported by an excellent application system and is connected to other application systems in universities. This application system in most PTNBH is placed on the dashboard of the career center website or the directorate

dashboard that houses the career center, so that alumni can easily access tracer study questionnaires while enjoying information services provided by the career center. In discussions with the managers of career centers Unhas, ITS, and Unair, information was obtained that the development of the tracer study system was carried out in line with the transformation of universities into PTNBH and towards a world class university. However, the management of the Unair karis center, ITS, and Unhas agreed that the existence of the tracer study system as it is today is the result of a long process they went through in order to improve the performance of universities in the field of student and alumni affairs.

4. The role of the operator becomes a crucial point when processing input and processing data. This role is increasingly important when tracer study data must also be inputted into the existing system in the ministry. The tracer study implementation unit requires at least an operator who is specifically tasked with inputting tracer study data, processing, and analyzing it for various stakeholder needs.

5. Policy is an input aspect that overshadows the implementation of tracer study activities. This policy is manifested in the form of a Rector's Decree on the tracer study implementing work unit. The implementation of this policy is to place the directorate or career center in the statutes and organizational structure of higher education work procedures (SOTK). This is proof of commitment and recognition from university leaders about the importance of tracer study in the process of developing higher education institutions.

6. Tracer study activities at PTNBH are held with professional management. In this case there are elements of planning, organizing, implementing, monitoring, and evaluating activities. Practice at PTNBH shows that the implementation of tracer study activities is a continuous cycle that begins with planning and ends with evaluation. Planning tracer study activities are carried out every year which includes personnel planning and tracer study implementation schedules. At the organizing stage, a team is formed that will carry out alumni tracing and identify resource needs.   This then carries out tracer study activities professionally and in synergy with related work units. At this stage, university leaders starting from the Rector, Dean, and Head of Study Program contribute to the success of tracer study activities in accordance with their respective portions. Tracer study activities are regularly monitored by the implementation team, and career center leaders to find out the progress and obstacles faced in the implementation of alumni tracing. The monitoring process is also carried out by university leaders in the form of written reports or by logging into the tracer study application system. Evaluation tracer study activities are carried out at the end of the year in an evaluation meeting forum to discuss performance achievements, obstacles faced, and solutions to overcome obstacles.

7. Scheduling activities is very important because tracer study data is needed by many parties with different interests. Therefore, the tracer study implementer must consider the tracer study implementation schedule so that all data needs from stakeholders can be met in time.

Most tracer studies at PTNBH are scheduled between April and August. However, this time can shift according to the level of importance of the data user.

The tracer study process at PTNBH has many similarities. This tracer study process generally includes: 1) preparation, 2) socialization, 3) surveyor recruitment, 4) data collection, 5) data processing and analysis, and 6) report preparation.

1) Preparation.

At this stage, the tracer study implementation unit forms a work team that will carry out alumni tracing activities. The tracer study team also held discussions with various data users to ensure that the questionnaires to be operated were appropriate and met their needs. Alumni data to be tracked is transferred from academic bureaus or other work units assigned to collect graduate data. Thus, the tracer study implementation team can find out from the beginning the number of graduate populations that are the target of performance and their distribution in faculties and study programs.

2) Sinitialization,

ThThe tracertudy initialization is carried out in the form of workshops, webinars, and FGDs where the tracer study implementation unit socializes questionnaires, the application system used, and the timing of the tracer study implementation to the leadership Faculties and Study Programs as well as other data users. The tracer study initialization is initiated by university leaders so that faculty and study program leaders and parties related to tracer study data know and understand from an early age the importance of involvement of all parties in the implementation of the tracer study.

3) Surveyor recruitment

Surveyor ruitment is carried out openly to pro de opportunities for candidates to show their commitment and ability in collecting alumni data SurveyoA surveyor study at PTNBH is a final year student, class leader, or alumni who have just graduated and are waiting for a job call. The use of surveyors from among students and alumni of this study program is ver important because they have higher accessibility to clas ates and are well known good by alumni. The stages of surveyor recruitment include receiving and selecting candidates as well as surveyor training. This training needs to be done because the success of universities in achieving response rates is largely determined by the surveyor's ability to explain the aims and objectives of tracer studies and the use of the system application.

4) Data collection

Alumni data collection through tracer studies is carried out after going through the stages of preparation, socialization, and recruitment of surveyors. The time of collection is determined with several considerations, including the readiness of the instrument and the time of use of tracer study data . From the results of discussions with tracer study activity managers, information was obtained that the implementation of tracer study data collection at PTNBH had differences. However, one variable that is always considered in

determining the timing of data collection is the request for tracer study data from the ministry. Based on information from tracer study system operators, it is known that the implementation of data collection can be carried out throughout the year. However, operators must input the tracer study data report to the tracer study website K of the Ministry of Education and Culture of Higher Education on the quarterly http://tracerstudy.kemdikbud.go.id/index.php/site/login link.

5) Data processing and analysis

Data processing and analysis are two activities that cannot be separated and are sequential. Tracer study data processing is carried out after the data collection process is closed and the surveyor's duty period ends. The termination of the data collection process is carried out only for final reporting purposes and does not mean that the tracer study system rejects new data inputted by alumni. The tracer study application system at PTNBH is always open throughout the year and alumni can input data at all times. In the data processing stage, the tracer study team will export the data to excel format and classify the data according to needs. Data analysis was carried out mainly referring to questionnaire items from the ministry, data needs for IKU calculation, accreditation, and clustering of universities.
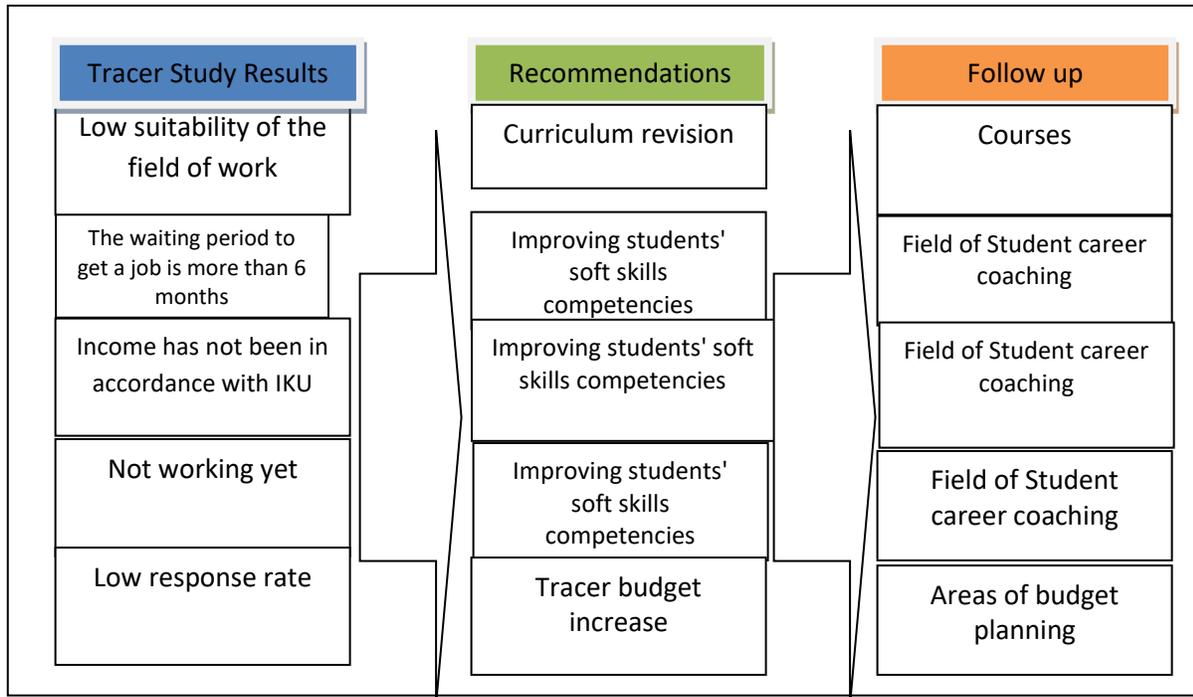
6) Report preparation

The tracer study report is submitted to   university leaders and other interested parties. This rep ort is broadly divided into several parts, namely 1) the urgency of the tracer study, 2) the organization of the application a na 3) methods, 4) the results of the tracer study, and 5) recomendation. Recommendations are an integral part of the tracer study report. Recommendations are solutions offered to the obstacles faced in the implementation of tracer studies and efforts to improve the quality of tracer study data. After approval from the leadership, the tracer study report was printed in book form and widely published . The report in the form of this book ultimately also has a positive impact on the   indicative assessment of college performance.

D. Follow up on Tracer Study Results

Follow-up is the implementation of recommendations that have been given to parties related to the results of the tracer study. Theresults of tracer *study* implementation are always reported to leaders and seminars at national and international levels and presented at national and international conferences, and in comparative studies with other universities, especially universities abroad so that benchmarks can be carried out. In addition, dissemination is alsocarried out at the   university and faculty levels, so that it can be seen and evaluated theprofile of tracer study results of study program graduates at each faculty. The same thing was also done by UGM in following up the results of the tracer study. While at Unpad, the follow-up on the results of the tracer study   report is to encourage all elements at   the university and faculty levels to increase the *response rate* of the tracer study process, Utilizing

feedback from alumni and users/*stakeholders*to build a better curriculum and education system development. In addition to improving the quality of education, Unpad is also concerned about the availability / coverage of *tracer study* data (which is in accordance with the provisions of *the response rate*), this is important by Because *tracer study* data also contributes to higher education rankings, both national and international rankings.

Tracer Study Results	Recommendations	Follow up
Low suitability of the field of work	Curriculum revision	Courses
The waiting period to get a job is more than 6 months	Improving students' soft skills competencies	Field of Student career coaching
Income has not been in accordance with IKU	Improving students' soft skills competencies	Field of Student career coaching
Not working yet	Improving students' soft skills competencies	Field of Student career coaching
Low response rate	Tracer budget increase	Areas of budget planning

Figure 3. Follow up Hasil Tracer Study

E. The Role of Alumni in Tracer Study

The practice of active involvement of alumni in the implementation of tracer studies can be seen from the experience of UI and Unpad alumni who always get *email blasts* containing information on the implementation of *tracer studies*. Some other strategies are also used by involving other stakeholders at UI, such as the secretariat of the study program and the Alumni Association.

Based on the results of this study, information was also obtained that the implementation of tracer studies at PTNBH actively involved alumni both as surveyors and tracer study subjects. The use of alumni as surveyors can increaseinterest in filling out tracer study questionnaires. Even from the tracer study website owned by PTNBH, it can be seen that university leaders are so active in urging alumni to play an active role in tracer study activities. This is also one of the motivations for alumni to be active in tracer studies because they feel called to the appeal of the rector, dean, head of the study program , their lecturers.

Based on the results of this tracer study, the condition of alumni can be mapped into 4 (four), namely: 1) working as professionals; 2) entrepreneurship; 3) continuing studies; and 4) not working. This information is very important to see how well the university performs in

producing professionals and skilled personnel for the business world and industry, and the contribution of alumni who are entrepreneurial in increasing economic growth. The more alumni who participate in the tracer study, the more quality data produced. To achieve this high-quality data requires a high response rate. The results of tracer studies conducted by several PTNBH showed that the average response rate in each tracer study activity was above 6.0%. The gross responserate tracer study results of Unhas in 2020 even reached 88.22%, UNS 76.41%, and ITB 94%. Meanwhile, Unair in 2020 only achieved a gross response rate of 45.47%. Gross response rate is the percentage of the number of alumni who fill out the questionnaire compared to the graduate population. Even in the implementation of the tracer study in 2021, universities such as UGM and IPB managed to achieve gross response rates of 91.67% and 85.76% respectively for graduates in 2019. This is proof of the great role and concern of alumni for the progress of higher education.

Based on discussions conducted with tracer study implementation teams at various PTNBH, it is known that although the response rate achieved by universities is quite high, tracer study activities can never be separated from various obstacles. One of the obstacles faced by enumerators is the difficulty of contacting respondents because contacts in the alumni database cannot be contacted Putra et al., (2021) or alumni who give negative responses to Implementation of tracer study. This problem exists in almost all PTNBH. For this reason, the solution taken by the implementing party is to involve the head of the force to optimize the dissemination of information to respondents. In addition, study programs or majors also try to establish closeness with alumni. The closeness of the study program with alumni is expected to encourage more alumni to fill out the *tracer study*. One way to do this is: Dean or Head of Department who sends messages directly to alumni to fill out *tracer studies*.

UNS's experience in conducting tracer studies shows that the key success factors of the tracer study program at UNS are: 1) Geographical conditions; 2) alumni characteristics; 3) IT systems; 4) Alumni database; 5) Reminder team; and 6) Surveyor With these various supporting factors, UNS successfully conducted a tracer study with a net response rate in 2020 of 96.81%.

	2012	2013	2014	2015	2020
Gross response rate	28.27%	30,78%	29.86%	36,44	76,41%
Net response rate	38.93%	39.09%	41.04	67,65	96,81%

Source : Research Results

The implementation of tracer studies in all PTNBH studied is coordinated by work units related to alumni with different namonklature. This work unit was formed with a simple organizational structure but focused on achieving tracer study performance targets. This is relevant to the design of the tracer study implementing structure designed by Redhatama et al., 2021) which places the tracer study implementation unit as one of the sub-directorates in universities. The tracer study system at PTNBH was built and developed to meet the needs of various stakeholders. The development of a social network-based tracer study website may be an

alternative in order to increase the response rate because here users can interact with each other. Therefore, the concept of interactive, community, and security and being able to accommodate user needs and interests must be applied in this system (Marisa et al., 2016). The tracer study instrument used is appropriate because it uses core questionnaires from the Ministry of Education, Culture, Higher Education and is developed with stakeholder needs. Based on this fact, it can be said that the tracer study approach implemented by PTNBH is a combination of centralization and decentralization. In the centralization approach, the questionnaire guide refers to the needs of ministries and universities only act as alumni data providers. While in the decentralized approach, the content of the questionnaire comes from universities (ETF, 2017). In general, all universities in Indonesia are required to use the core questionnaire from the ministry and are allowed to increase the number of questions according to the needs of each university. Although what is used is a questionnaire from the ministry, it would be better if the questionnaire to be implemented is consulted and tested the structure of the questionnaire and logic as well as the understanding and interpretation of graduates (Bank, 2015) so as not to cause multiple interpretations when filled out by alumni. Utilization of tracer study results in an effort to improve the quality of the learning process, the study program curriculum is one of the follow-up to tracer study activities, because through tracer study universities will get a lot of information related to the transition period of alumni after graduation, competency needs in the world of work, and the quality of graduates in the world of work (Chandra et al., 2013; Dotong et al., 2016; Sadi et al., 2015; Schomburg, 2016). The role of alumni in the implementation of tracers studies at PTNBH shows good practice. In this case, alumni are not only participants, but also actively act as surveyors and tracer study ambassadors.

CONCLUSION

Based on the results of this study it can be concluded that The tracer study implementing institution at PTNBH is regulated in various policies and its management is strengthened by the Rector's Decree. The tracer study policy is regulated in the Rector's decision and implemented by the work unit responsible for the Rector. The tracer study system is built and developed dynamically and is able to accommodate changes that occur in the internal and external environment of universities. The study tracer instrument refers to the instrument used by the Ministry of Education, Culture, Higher Education. The tracer study report at PTNBH is followed up by conducting dissemination internally and externally so that the results are known and have an impact on the processes that occur within the university. Alumni are very interested in the implementation of tracer studies, therefore PTNBH actively involves alumni so that tracer study achievements are in accordance with university performance targets.

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