

Tracer Study of Doctoral English Language Education Study Program of Universitas Negeri Makassar

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Abstract: *This Graduate Tracer Study or GTS aimed at finding the alumni users and alumni responses towards their satisfaction of the services provided by the Doctoral English Language Study Program of Universitas Negeri Makassar (UNM). This study used a survey method and the samples of the study were the alumni graduated from 2011, 2012 and 2013. Twenty (20) alumni and alumni users' participated in this survey. The data collected through open-ended and closed-ended survey for alumni users and alumni. The result of the survey derived from closed-ended questionnaire indicated that alumni users' feel satisfied with the average point of $654/20 = 32.27$ (Very satisfied = 34-35, Satisfied = 32-33, Less Satisfied 30-33, unsatisfied >29). This explained that from seven category of evaluating the alumni of Doctoral English Language Program at the Post Graduate School of UNM. The alumni showed satisfying result. In addition, data from closed-ended survey also informed that it was necessary for the alumni to have IT literacy and improve international publication. They also mentioned that it was important for the alumni to have self discipline and implemented E-learning in teaching process. On the other hand, the result of the alumni survey also showed that in terms of teaching facilities the majority of the students felt satisfied except the library facilities which indicated satisfying enough category (60%) while 18% alumni expressed that library facility less satisfying. In conclusion, Doctoral English Language Study Program needs to improve their services in terms of teaching facilities and academic services.*

Keywords: GTS, tracer study, Alumni, Alumni User, Doctoral English Language Study Program Post Graduate School of Universitas Negeri Makassar, alumni quality

1. Introduction

Tracer Study is a method used by several universities around the world, especially in Indonesia, with the aim of obtaining feedback from alumni and alumni users. The feedback obtained from alumni is needed by universities in their efforts to improve and develop the quality and education system, especially the suitability of the curriculum and educational services. This feedback can also be useful for universities to map the needs of the business world and industry so that the gap between the competencies obtained by alumni when studying and the demands of the world of work can be minimized.

Tracer study is a research on the conditions of alumni, especially in terms of job search, work situations, and the use of competency gains during their studies at Doctoral English Language Education Study Program, Universitas Negeri Makassar (UNM). In developed countries, alumni traceability studies are the main studies that have been carried out systematically, institutionally, and continuously. So it is not surprising that universities in developed countries are recognized for their relevance because they continuously conduct self-evaluations, among others, through tracer studies.

The benefits of a tracer study are not limited to universities, but can further provide important information regarding the link between the world of higher education and the world of work. Tracer studies can provide in-depth and detailed information about work fit both horizontally (between various

fields of science) and vertically (between various levels / strata of education). Thus, a tracer study can help overcome the problem of job opportunity gaps and efforts to improve them. For universities, information on competencies that are relevant to the world of work can help efforts to improve curriculum and learning systems. On the other hand, the world of industry and the world of work can "peer" into higher education institutions through tracer studies, and thus can prepare themselves by providing training that is more relevant to new job seekers.

In its implementation, a tracer study should be carried out by an institution that bridges universities with the business world and industry. Tracer studies need to be carried out in an institutionalized, structured manner and with the right methodology in order to obtain measurable, accurate and comparable results.

In Indonesia, the implementation of tracer studies is generally still constrained in terms of needs, resources and methodology in its implementation. The tracer study is often carried out by universities only because of the need for accreditation, so that the implementation is not carried out regularly. In addition, the resources for implementing the Tracer Study are generally considered insufficient and this is accompanied by difficulties in applying the correct methodology in its implementation.

This study aims to answer several questions related to updating the alumni profile of the English Language

Education study program and the level of user satisfaction. The formulation of the problem is as follows:

- 1) What is the level of user satisfaction (stakeholders) towards the alumni of Doctoral English Language Education Study Program UNM?
- 2) What are the characteristics of the graduates of the Doctoral English Language Education study program UNM?
- 3) What is the level of alumni's satisfaction toward learning service?

2. Literature Review

Alumni tracing is a method used to trace alumni, which was explained by Aina and Moahi that "More specifically, tracer studies are conducted to establish where graduates are, what they do, and to find out whether universities prepared them well for the job market (Aina & Moahi 1999). The alumni referred to here are those who have actually completed the study program.

Alumni is a plural noun in English which means a male graduate from a school. Its singular form is an alumnus. While alumna is also a plural noun in English which means female graduates of a school. The single form is alumnae (John M. Echols and Hasan Shadily, 1995: 25-26).

The study of tracking alumni or in foreign terms is called the Graduate Tracer Study (GTS) which has been carried out by many universities around the world, including universities in Indonesia. GTS is designed as the initial foundation for evaluation of higher education outcomes towards Quality Assurance (QA).

In eastern Africa, for example, one university, Moi University, also held a GTS activity to track all alumni from Moi universities. The GTS results from the university show that suggestions, feedback, and evaluation of the GTS proposal have an impact and improve the quality of university services and can bridge the desires of the business world and industry with the suitability of the curriculum taught in universities (Badiru & Wahone, 2016). It seems clear that GTS is very helpful in adjusting the needs of alumni in the field with pedagogical tools, including adjusting the curriculum to the needs of alumni. A Zimbabwean university, the National University of Science and Technology Bulawayo also uses GTS to measure and evaluate their college outcomes. Using the Mixed method, 33 respondents participated in the survey. The research data stated that although the majority of respondents said they were satisfied with the curriculum, they suggested that they increase and strengthen their ICT knowledge and management knowledge.

Likewise, GTS has been implemented in parts of the European world, France, for example, through La Salle University College of Engineering graduates show that the GTS results are very important in managing university outcomes. The results of the GTS from La Salle University (Hazaimah & Dela Pena, 2013). Meanwhile in Botswana the GTS shows

that high unemployment rates make it difficult for alumni to find jobs (48%). The results of the study there also suggest higher education institutions to open career fairs (Botswana Training Authority, 2010). Meanwhile, in the Southeast Asia region, the Philippina Normal University (PNU), Philippines, is also holding GTS where PNU is the only educational university in the Philippines. PNU involved 13 study programs in the survey research. Research data show that PNU obtained recommendations to change the curriculum in order to be internationally acceptable in building curriculum programs that are more humane to the poor. Furthermore, PNU's GTS has succeeded in improving technical skills, communication skills, HRD, leadership, research, problem solving and other competencies through feedback and feedback from alumni.

3. Research Method

Research Design

The study was conducted in 2018 and used a descriptive survey and open-ended questionnaire to collect data and analyze it. The sample of this study covered 50% alumni of Doctoral English Language Study Program of UNM and consisted of 20 alumni from the batches of 2011-2012-2013. This study also involved 20 alumni users as respondents.

The survey is disseminated to 20 alumni by post accompanied by a form of willingness to fill out a survey questionnaire. The survey instrument for alumni users consists of 4 categories using a Likert's scale to measure the percentage of the satisfaction level of alumni users as well the level of satisfaction of the alumni toward the learning services in Doctoral English Language Study Program of UNM. The Likert's scale consists of: very satisfied, satisfied, less satisfied, and unsatisfied. The survey instrument for alumni consists of three categories, namely academic services, lecture services and campus facilities and academic services.

4. Results

The results of the tracer study were obtained from alumni of Doctoral English Education Study Program of UNM spread across several areas, namely South Sulawesi, Kalimantan, Maluku and Papua. This research agenda consists of seven aspects of assessment, namely integrity, professionalism, English language skills, IT mastery, communication skills, teamwork and self-development. The results of the data obtained from the survey consist of two types of survey data namely closed-ended and open-ended surveys. The closed-ended survey contains explanations that have provided a choice of response options consisting of four choices or categories, namely very good, good, sufficient, and lack. The open-ended survey aims to determine the respondents' preferences that are not included in the closed-ended survey.

4.1 Level of Satisfaction of Alumni Users

From the closed-ended questionnaire, the responses of the users of the alumni of Doctoral English Education Study

Program of UNM can be elaborated in Table 1 as follows.

Table 1: Alumni Users’ Responses about the Quality of Alumni of Doctoral English Language Education UNM

No.	Integrity	Professionalism	English Skill	IT	Communication	Team work	Self-Development	Total
DR	5	5	5	4	5	5	5	34
IH	5	5	5	4	5	5	5	34
AMI	5	5	5	5	5	5	5	35
ZZBT	5	5	5	5	5	5	5	35
AL	5	5	5	5	5	5	4	34
LS	5	5	5	4	5	5	5	34
YR	5	5	5	4	5	4	4	33
RN	5	5	5	5	5	5	4	33
ZFH	5	5	5	5	5	5	5	35
ESTR	5	4	5	4	5	4	4	31
HGS	4	4	4	4	4	4	4	28
RAT	5	5	5	4	5	5	5	34
AM	4	5	5	4	4	4	4	30
MI	5	5	4	4	4	5	5	32
AAS	5	5	5	4	5	5	5	34
MAG	5	4	5	5	4	4	4	31
ARI	5	4	4	4	4	5	4	30
SUN	5	4	5	4	5	5	5	33
WPI	5	5	4	4	5	5	5	33
NOR	5	4	4	4	4	5	5	31
Total	98	94	95	86	94	95	92	654

The average score of the English alumni respondent if assessed based on the value interval, it can be illustrated that the response of alumni users is in the satisfied category $654/20 = 32.7$ (Very Satisfied = 34-35, Satisfied = 32-33, Less Satisfied 30 -31, Unsatisfied > 29). In other words, the existence of alumni when viewed from the seven criteria shows that the performance of our alumni can be relied upon in fulfilling the seven criteria for alumni assessment. This result is certainly encouraging because it will provide future directions regarding the improvement of the quality of English language education alumni who can meet market wants and needs, especially in terms of human resource development, especially improving academic performance.

The description of the results includes the seven types of alumni assessments by alumni users visualized as follows:

a) Alumni’s Integrity (ethics and morals)

Table 2: Responses from alumni users to the alumni on the integrity (ethics and morals) of the alumni

No.	Category	Number	Percentage (%)
1	Very satisfied	18	90
2	Satisfied	2	10
3	Less satisfied		
4	Unsatisfied		
Total		20	100

Integrity is an academic foundation that underlies a person to behave and act both individually and in groups. From Table 2 above, it is clear that (90%) of the respondents are very satisfied with the integrity of the alumni and the remaining 10% say that they are fairly satisfied. From these results it can

be illustrated that our alumni are people who have good character and morals who uphold ethics and morals in academic and non-academic life.

b) Alumni’s Professionalism

Table 3: Responses from alumni users towards the knowledge (professionalism) of alumni

No	Category	Number	Percentage (%)
1	Very satisfied	14	70
2	Satisfied	6	30
3	Less satisfied		
4	Unsatisfied		
Total		20	100

Professionalism is an absolute requirement for academics to carry out the academic mandate. As a marker of academic professionalism, academics are always required to appear professional in accordance with the applied field. Table 3 illustrated that 70% of respondents are very satisfied with the professionalism of our alumni and only 30% of alumni users are satisfied to say to the alumni of S3 education in English who have good professionalism. Thus it can be stated that the alumni of the Doctoral English Education of UNM have excellent professional competence.

c) Alumni’s English skills

Table 4: Responses from alumni users towards alumni’s English skills

No.	Category	Number	Percentage (%)
1	Very satisfied	15	75
2	Satisfied	5	25

3	Less satisfied		
4	Unsatisfied		
Total		20	100

Table 3 above describes the English language skills of alumni. Fifteen (15) or 75% of alumni users said that our alumni's English skills were very good, while 25% said it was good. Thus it can be illustrated that the proficiency of the English language PPS UNM alumni is in very good category.

d) Alumni's IT Capability

Alumni expertise in the IT (Information Technology) field is very helpful in improving the quality of teaching, research and community service. Often research reports require qualified IT skills so that their IT capabilities can solve all problems effectively and efficiently. The following is the response of this general user regarding the IT skills of English language alumni

Table 5: Responses from alumni users regarding alumni IT skills

No.	Category	Number	Percentage (%)
1	Very satisfied	6	30
2	Satisfied	14	70
3	Less satisfied		
4	Unsatisfied		
Total		20	100

Table 5 above explains that as many as 70% of our alumni have good IT skills or in other words, 30% of our alumni have very good IT skills. This is very encouraging because if our alumni do not have IT skills then they will not be able to work efficiently and effectively.

e) Alumni's Communication Skills

Table 6: Responses from alumni users towards alumni communication skills

No.	Category	Number	Percentage (%)
1	Very satisfied	5	40
2	Satisfied	15	60
3	Less satisfied		
4	Unsatisfied		
Total of Respondents		20	100

Table 6 above explains that as many as 60% of our respondents are satisfied with the alumni's academic communication skills, the remaining 40% are very satisfied with our alumni who have excellent communication skills, meaning that our alumni communication skills can be relied upon, especially in English communication.

f) Alumni's teamwork

One aspect of assessing the performance of academic personnel is the ability to work together in organizations and non-organizations, such as service and research collaboration.

This teamwork is very vital because only with good teamwork will no matter how difficult the activity will be carried out properly. The description of these components or skills is as follows:

Table 7: Responses from alumni users about the alumni team collaboration

No.	Category	Number	Percentage (%)
1	Very satisfied	5	40
2	Satisfied	15	60
3	Less satisfied		
4	Unsatisfied		
Total		20	100

Table 7 indicates that more than half of the respondents were satisfied with good teamwork and the remaining 40% said they were satisfied that our alumni had excellent team cooperation so that this ability could make a big contribution in carrying out the "Tri Darma" (three main tasks) of higher education in short by having cooperation good then our alumni can carry out the mandate well.

g) Alumni's Personal Development

Self-development is one of the assets of every academician, including alumni. Therefore, self-development can bring very positive changes in achieving organizational goals and personal desires. The description of alumni self-development can be observed in the table below:

Table 8: Responses from alumni users regarding to alumni's self-development

No.	Category	Number	Percentage (%)
1	Very satisfied	12	60
2	Satisfied	8	40
3	Less satisfied		
4	Unsatisfied		
Total of Respondents		20	100

With regard to alumni self-development, Table 8 shows that as many as 60% of respondents felt very satisfied with the alumni's self-development, while 40% explained that they were very satisfied both in terms of alumni self-development where at a young age they had reached the peak of higher education. In addition, they also produce many publications that are useful for the development of themselves and their foundations or the institutions where they work.

In particular, alumni users are satisfied with the performance of alumni, but in general the satisfaction of alumni users can be described as follows:

Table 9: Alumni users' satisfaction with the alumni

No.	Category	Number	Percentage (%)
1.	Very satisfied	18	85
2.	Satisfied	2	15
3.	Less satisfied		
4.	Unsatisfied		
Total		20	100

Alumni users feel that our alumni have been able to provide satisfaction from several special dimensions such as responsibility, commitment, integrity and IT. In general, it can be described that 85% of alumni users are very satisfied with the performance of alumni while 15% are satisfied with the performance of alumni.

4.2 Alumni’s characteristics

a) Proportion of alumni based on batches

The data that has been collected from returning alumni questionnaires this year is around 50% of the total questionnaires sent by post. This year, the questionnaire was sent by registered mail with the hope that there is evidence / document that is recorded and has a high rate of return / filling when compared to other methods. However, the level of alumni participation in this study is still relatively small. Of the total 7 classes ranging from class 2011 to 2013, the most participating was class 2013 at 25%. The following is the distribution of respondents by batch:

Table 10: Proportion of alumni based on batches

Batch	Number	Percentage (%)
2011	5	25
2012	7	35
2013	8	40
Total	20	100

The main obstacle in tracking the whereabouts of alumni is a challenge in itself in detailing the number of alumni who have completed their studies at the English language education doctoral program. Another problem is the limited time in responding to survey information. However, it should be realized that the number of alumni of study programs is still minimal because this study program is a newly established study program. Therefore, in the future, communication should be further improved by alumni and alumni users.

b) Proportion of alumni based on Gender

In terms of gender (gender), the percentage of female respondents (80%) is higher than male respondents (20%) as seen in the table below;

Table 11: Proportion of alumni based on Gender

No.	Gender	Number	Percentage (%)
1.	Female	16	80
2.	Male	4	20
Total		20	100

Table 11 provides information on the gender composition of the alumni in 2011-2013 where the majority of alumni are women.

c) Proportion of alumni based on Jobs

Doctoral English language education alumni generally work before continuing their studies at UNM. Alumni job description can be described as follows:

Table 12: Proportion of alumni based on Jobs

No.	Job	Number	Percentage (%)
1.	Foundation lecturer	5	25
2.	Civil Servant lecturer	13	65
3.	Private University lecturer	2	10
4.	Other jobs		
Total		20	100

From Table 12 above, it can be explained about the background of the institution where the alumni work. As many as 35% of the alumni work as academic staff at foundations as well as lecturers for private universities, and the rest are in state universities. As many as 65% of the alumni work are civil servant lecturers.

d) Proportion of alumni based on Lecturer Certification

One of the requirements to become a professional lecturer is to obtain a professional educator certificate, both lecturers and other teaching staff. Alumni description with respect to lecturer certification can be described as follows:

Table 13: Percentage of alumni who are professionally certified

No.	Category	Number	Percentage (%)
1.	Certified	14	70
2.	Uncertified	6	30
Total		20	100

Table 13 above illustrates that as many as 14 alumni or 70% have been professionally certified and only 30% have not yet.

4.3 Level of Alumni’s Satisfaction about Learning Services in Doctoral English Education Study Program of UNM

a) Learning Facilities

One of the efforts to achieve a level of service satisfaction to students is by providing lecture facilities that please students. The lecture overview can be described as in the table below:

Table 14: Alumni’s responses to learning facilities

Statement		Satisfaction Level (%)				
No.	Lecture Facilities	5	4	3	2	1
1	Lecture room facilities	55	35	10	0	0
2	Laboratory facilities for practicum and research	0	60	25	10	5
3	Library facilities	10	12	60	18	0
4	ICT facilities (internet and wifi)	25	50	15	10	0
5	Religious facilities	50	40	10	0	0
6	Sports, arts and cultural activities facilities	20	55	10	15	0
7	Interest and talent activity facilities	0	65	20	10	5
8	Canteen facilities	40	40	20	0	0
9	Other public facilities (toilets, parks, trash bins and parking lots)	30	60	5	5	0
10	Academic consulting room facilities	35	45	15	5	0

From the data in table 14 above, it can be explained that there are still around 10% of alumni who say that the lecture room facilities are quite good. Meanwhile, about 60% of alumni said that the lab and practicum and research facilities were good,

and the remaining 5% said the lab conditions were not good and 10% said they were not good. The most important thing from the data above is the condition of the library where according to Table 14 above, it turns out that around 10% say that the library is unsatisfactory. This becomes our common concern, meaning that the condition of the library as the heart of knowledge is not given enough attention due to the lack of reading sources and journals.

From table 14 above, it can also be illustrated that there are 18% of alumni who say internet facilities or internet access are not good, meaning that this needs attention to be immediately followed up so that students feel satisfied in getting free internet services. For religious activities, respondents said they were satisfied and quite satisfied. Meanwhile, about 15% of respondents said they were not satisfied with arts and cultural activities, while the remaining 85% said they were satisfied and very satisfied with arts and cultural services. For canteen facilities, 80% of respondents said they were very satisfied and satisfied and only 20% were quite satisfied with canteen services. With regard to other public facilities such as toilets, trash cans and parking, 90% said they were quite satisfied and satisfied with public facilities and only about 5% said they were not satisfied. With regard to academic consulting facilities, 35% were very satisfied with the academic consultation room; while 5% each said they were dissatisfied and very dissatisfied with the academic consultation room.

b) Lecture Service

The role of lecture services is very important in bridging the needs of students, especially those that are directly related to their academic needs. The description of academic services that respondents feel can be explained as follows:

Table 15: Alumni's Responses to Lecture Services

Statement		Satisfaction level (%)				
No.	Lecture Service	5	4	3	2	1
1	Academic administration services	35	45	15	5	0
2	Scholarship service and sandwich program	70	15	10	5	0
3	Research guidance service (dissertation)	70	25	5	0	0
4	Library services, including digital libraries, and online journal systems (access to international journals)	40	45	0	15	0
5	Article publication services (international, national, local such as ELT Worldwide)	40	45	5	10	0
6	Career guidance services and job opportunities	10	60	25	5	0

From Table 15 above it can be illustrated that for administrative services as much as 35% of respondents were very satisfied, 45% were quite satisfied and only 5% were dissatisfied with administrative services so they demanded immediate administrative improvements. The most interesting thing is the sandwich service where 70% of respondents are very satisfied and 30% are satisfied and quite satisfied. On the other hand, what is interesting is the dissertation guidance service where 70% are very satisfied with the way the lecturers serve the dissertation consultation; the remaining 30% are satisfied and quite satisfied. Regarding the service of

international journals and publications, 40% of respondents felt very satisfied, the remaining 45% were satisfied with the service. As for career services and job opportunities, around 60% felt quite satisfied and the remaining 30% felt quite satisfied and dissatisfied.

c) Academic Services

The following is a table of Academic services enjoyed by alumni as long as they study academically at Doctoral English Language Study Program of UNM

Table 16: Alumni's Responses to the services of Doctoral English Language Education Study Program of UNM

Statement		Satisfaction level (%)				
No.	Academic Services	5	4	3	2	1
1	The number of lecturers attending lectures in one semester	75	15	10	0	0
2	Each mid semester examination and final semester examination results are announced to students on time	40	40	20	0	0
3	Hold additional lectures if they do not meet the requirements (14-16 meetings)	35	45	15	5	0
4	Attend lectures on time according to the number of credits (1 credit = 50 minutes)	50	40	5	5	0
5	Inform students if they do not attend lectures	75	15	5	5	0
6	Ability to accept criticism, suggestions, and opinions of other people	45	45	10	0	0
7	Communication skills	50	45	5	0	0
8	Fair in treating students	55	40	5	0	0
9	Be an example in terms of attitude, and behavior (dress and discipline)	35	60	5	0	0
10	The ability to explain the relationship between the fields / topics taught and the context of life	50	50	0	0	0
11	Ability to be a relevant example of the concept being taught	50	50	0	0	0
12	Ability to explain subjects / topics appropriately and interestingly	60	35	5	0	0
13	Providing material with a variety of media and teaching methods	35	50	10	5	0
14	Clarity of conveying material and answers to questions in class	45	50	5	0	0
15	Readiness to give lectures (SAP / syllabus, reference books, etc.)	30	50	15	5	0
16	Scientific discussion activities outside of lectures	35	50	10	5	0

Table 16 shows about academic services. The data shows that almost 100% of respondents feel very satisfied and quite satisfied with the presence of teaching lecturers. Regarding the results of the UAS announcement as many as 80% of alumni were very satisfied and satisfied with the information on the UAS and UTS results on time. Nearly 90% were satisfied with the lecturers' timely delivery of lectures and 75% were very satisfied because the lecturers informed of their attendance and absence from class. In connection with delivering criticism and suggestions, 90% are satisfied with the delivery of criticism and suggestions. Regarding discipline and behavior, 35% of alumni users were very satisfied with the

discipline of teaching lecturers, while 65% were satisfied with the discipline of lecturers. Regarding the ability to provide a teaching model as much as 50% were very satisfied and satisfied with the teaching model of English lecturers. 65% of alumni feel satisfied with the ability of the lecturer to explain the lesson; the remaining 35% are satisfied. From the lecturer side explaining the subject matter The table above shows 45% of alumni are very satisfied, the remaining 50% are satisfied. As many as 30% of the alumni were very satisfied with the readiness of the lecturers to explain the lesson and 50% were satisfied, while the other 15% said they were quite satisfied and the remaining 5% answered less satisfied.

After obtaining data on the results of instruments from closed-ended, then we will display the results of open-ended questionnaire in the form of notes regarding expectations and recommendations to the university, especially the Doctoral English Language Study Program of UNM. Of the twenty respondents, the results of the data obtained through an open-ended survey can be elaborated in accordance with the results of notes from alumni users.

Respondent A said that one of the things that must be improved by the English doctoral program is to provide knowledge of IT related to lectures and increase indexed international journals. Higher education cooperation must also be improved. Respondent 1 also suggested conducting research collaborations and publishing Scopus indexed articles.

Meanwhile respondents 2 and 11 said that alumni, especially English, still need to improve their discipline so that all programs can run as planned. In addition, alumni are also advised to utilize E-learning in learning and no less important is the development of methods in learning.

Meanwhile, respondent 3 concluded that he was very satisfied with the performance of the Head of Doctoral English Language Study Program of UNM so that he was promoted to become vice chairman 2 for finance and administration. He also suggested that alumni could master IT which could be integrated in lectures. Meanwhile, respondent D said that he is satisfied with the performance of our alumni because our alumni are very responsible, disciplined and motivated at work. Respondents 4, 5, 6, 7, also said that they are very satisfied with the performance of the English S3 alumni because they have competencies in accordance with their fields of knowledge and have excellent performance. On the other hand, respondent 8 said that the presence of our alumni in classrooms still needs to be improved. In addition, the English doctoral program still needs to improve its professional facilities and personnel.

Respondents 12 and 13 said that English language alumni have good mastery of material. Other respondents said they were satisfied with the alumni's performance but the alumni had not been accommodated by the foundation. Respondents 17, 18 19 and 20 said that overall the performance of English alumni was very satisfying who were pleased with loyalty,

work ethic and knowledge and time management could be managed properly. In addition, PPS UNM English alumni can carry out their duties and responsibilities entrusted to them and are motivated to always develop themselves and their professionalism.

5. Discussion

The main objective of implementing a tracer study is to provide input to education providers in order to provide and serve the needs of academics and other institutions where alumni have or are currently working. Many factors contribute to alumni when they work at an institution where they are always required to provide excellent service to the institution.

In addition, tracer studies for study program managers are considered as an entry point for study programs or feedback to fix the shortcomings and inability of study programs to provide service satisfaction to students, although some elements of satisfaction are very relative depending on the personal condition of the alumni, but on the other hand, the presence of this tracer study is very important in bridge the desires of students with the bureaucracy. These wishes and hopes can be internalized in the form of a SWOT derived from the tracer study data analysis. This SWOT functions as a controller of all kinds of academic plans so that in the future it is hoped that the results of this tracer study can be utilized properly so that the future performance of the study program will be more elegant and participatory in facing the increasingly competitive and dynamic global academic challenges.

The results of the tracer study can provide direction and blueprints in carrying out the future agenda of the English doctoral program. The agenda should be aligned with the demands and needs of alumni users. The important thing that must be underlined is the readiness of the study program in providing access to IT development, methodological knowledge, and strengthening the character and morale of alumni where there are still alumni who are still very less present in class. Increasing access to international journals and enriching research methodologies are always put forward by providing lots of space for expression to students and lecturers in providing scientific insight, especially those related to research. In addition, the strengthening of administration and infrastructure that support the achievement of academic services that are integrated with IT continues to be strived to provide satisfying services to students.

Alumni user satisfaction is a tangible result of the study program's actions in providing academic and non-academic services to all students, but it should also be noted that there are still weaknesses that are considered as gaps where appropriate and integrated solutions must be found. So that, we hope in the future that the solution is an answer to a critique which aims to see and bring English study programs to a better performance in the future.

The strength of the study program should be improved and empowered again so that any potential shortcomings can be

immediately covered, of course, accompanied by a clear vision and mission and supported by all stake holders. Academic services also still have to be improved, especially in academic assignment services

6. Conclusion

The implementation of the tracer study is a means to improve the self-evaluation of the study program. In addition, with this tracer study, the Doctoral English Language Study Program of UNM will easily find out the weaknesses and strengths of the study program so that the response of alumni users is used as evaluation material in order to improve the quality and management of study program management. Improving the quality of alumni graduates is the main mission of the Doctoral English Language Study Program of UNM in order to face increasingly sharp competition in the academic world.

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