Tracer the Future: A Study of Graduates and User Perceptionsin Arabic Language Education

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Abstract

This research is motivated by the gap between graduate competencies and the demands of the education sector, primarily due to rapid technological advancements that require teachers to possess multitasking and multitalent skills. The study aims to track the career paths of Arabic Language Education graduates and evaluate their competencies based on user surveys. The survey was conducted with 135 respondents (37.5%) out of 360 graduates using questionnaires. The result shows that 53.7% of users strongly agree that graduates possess skills aligned with their needs, indicating the program's success in producing competent graduates. However, a small portion of users expressed dissatisfaction regarding curriculum updates, additional training, and skill development, suggesting areas for improvement. The implications suggest that the study program should conduct regular curriculum evaluations, strengthen collaboration with stakeholders, and provide market-driven training programs. Recommendations include continuous competency enhancement initiatives to ensure graduates remain competitive in a dynamic job market. These findings underscore the importance of curriculum adaptation and strengthening the link between education and the workforce to maintain the program's relevance and reputation.

Keywords: tracer, graduates, user

Abstrak

Penelitian ini dilatarbelakangi oleh adanya kesenjangan antara kompetensi lulusan dan kebutuhan dunia pendidikan, terutama akibat pesatnya perkembangan teknologi yang menuntut guru memiliki kemampuan multitasking dan multitalent. tujuan Studi ini untuk melacak jalur karier lulusan pendidikan bahasa arab dan mengevaluasi kompetensi lulusan berdasarkan survey pengguna. Survei dilakukan terhadap 135 responden (37,5%) dari total 360 lulusan dengan menggunakan angket. Hasil penelitian ini menunjukkan bahwa 53,7% pengguna sangat setuju bahwa lulusan memiliki keterampilan yang sesuai dengan kebutuhan mereka, menunjukkan keberhasilan program studi dalam menghasilkan lulusan yang kompeten. Namun, terdapat ketidakpuasan dari sebagian kecil pengguna terkait pembaruan kurikulum, pelatihan tambahan, dan pengembangan keterampilan, yang mengindikasikan untuk adanya perbaikan. Implikasinya, program studi perlu melakukan evaluasi kurikulum berkala, memperkuat kolaborasi dengan stakeholders, dan menyediakan pelatihan berbasis kebutuhan pasar kerja. Rekomendasi penelitian mencakup inisiatif

peningkatan kompetensi lulusan secara berkelanjutan untuk memastikan daya saing di pasar kerja yang dinamis. Temuan ini menegaskan pentingnya adaptasi kurikulum dan penguatan keterkaitan antara pendidikan dan dunia kerja guna mempertahankan relevansi dan reputasi program studi.

Kata Kunci: pelacakan, lulusan, pengguna

Introduction

The Arabic Language Education study program at the Tarbiyah Faculty of IAIN Lhokseumawe was established with a noble goal, namely to produce professional and competent Arabic language teachers. In this digital era, the demands on teacher competence are increasingly complex. Not only mastering the subject matter, but also expected to be able to manage learning that is effective, interesting, and relevant to the times. Tracer study is a very relevant instrument in this context. Through tracer studies, we can track the paths of this study program graduates after they enter the workforce. The data obtained from the tracer study will provide a clearer picture regarding (Saquin, 2023). Relevance of Competencies: The extent to which the competencies possessed by Arabic Language Education graduates are in accordance with the demands of the world of work, especially in the field of Arabic language education. Curriculum Suitability: Has the curriculum implemented in this study program succeeded in producing graduates who are ready to face challenges in the field. Market Needs: What competencies still need to be improved in Arabic Language Education graduates so that they can compete in a dynamic labor market. Graduate Role**:** The real contribution of Arabic Language Education graduates in the world of education, both at the school and community levels.

The Tracer Study also contains questionnaires that are guided by the questions in the Tracer Study for universities in accordance with the provisions of the Tracer Study by DIKTI. These questions include (1) personal identity, (2) the waiting period for graduates or the time gap between graduating and getting a job, (3) the type of work of graduate, (4) the position of the graduate or position at the institution or company where the graduate work, (5) the salary or income earned by the graduate, and so (Saki et al., 2023).By conducting a tracer study, universities can obtain accurate data on the quality of their graduates. This data can be used to improve the curriculum, improve the learning process, and ensure that graduates have the competencies needed by the world of work. In addition, *tracer studies* also

provide valuable information for stakeholders, such as industry and government, to make decisions related to human resource development (A. H. D. La Cruz et al., 2024).

Tracer study is a graduate or graduate tracking activity that is carried out regularly by each study program for its graduate after graduation. The purpose of the tracer study activity is actually to find out the results of the process of educational activities that have been given to students before entering the world of work (Elliyanti et al., 2008). The data obtained from the tracer study can also be used as a tool to measure the absorption of study program graduates in the world of work. In order to be a "measuring tool" as well as a material for studying and evaluating the improvement and improvement of the quality of education in study programs, it is very important for the data and information obtained from tracer study activities to be disseminated to all stakeholders, especially course lecturers and study program managers (Saiful et al., 2019).

Millington said in his book A baseline study on South African Graduates from the perspective of employers the study is entitled The SAGRA Graduate Recruitment Survey (2008) that a tracer study is a survey of previous graduates or students at educational institutions. (Sa'diyyah, 2021). As stated by Schomborg (2003) in (Nurwan & Resmawan, 2014) the main purpose of observational research is to know and identify the quality of graduates in the world of work. In the same way, observational research can serve as a tool that can be used to improve and guarantee the quality of educational institutions (Aqbar et al., 2021)

Nursubiyantoro et al., n.d. stated that the image of a good university is largely determined by the quality of its graduates, although the quality of graduates is also part of the learning process of a study program. The learning process of a study program is considered good if its graduates are needed by the world of work, so the study program must know the wishes of graduate users.

Through graduate tracking research, we can find out the extent to which the Arabic Language Education study program's curriculum is able to produce graduates who are ready to work and meet the expectations of the world of education. In addition, this research will identify what needs to be improved in the study program. Thus, the data obtained from this study will be a very valuable input for the development of this study program in the future. This research is an important

step in efforts to produce graduates who are qualified and relevant to the needs of the job market. According to Moh. Arifin and his colleagues in their research report, tracer studies have good benefits for the development of an institution or university. M. Nazir classifies tracing studies into a continuous descriptive method or continuous descriptive research on a research object. The main focus of the tracing study is to obtain information from graduates who are already working or not working, as material for policy-making in the context of developing or improving an institution. (Moh. Arifin, Afif Noor, and Noor Rosyidah, "Research Report of the Tracer Study Group of Graduate of the Department of Muamalah of the Faculty of Syaro'ah IAIN Walisongo in 2006-2009", (Semarang: DIPA BLU, 2012).

In line with this, several similar studies have been conducted by previous researchers. The results of the research conducted by (Sumiarni & Masriah, 2021) revealed that the profile of graduates Arabic Language Education IAIN Syekh Nurjati Cirebon includes professions as elementary to intermediate Arabic language teachers, multimedia-based Arabic learning development consultants, beginner-level Arabic language researchers, and beginner translators. Most of the 2014/2015 graduates were already working before graduating (52%), and 64% were working according to their field of study. The response from stakeholders to the performance of them was very good, with 33% expressing satisfaction.

Meanwhile, research in the PAI department (Dialog & 2018, n.d.) shows that: 1) Most of the graduates work as PAI teachers in schools, both public and private, while a small number of others work as employees, politicians, journalists, NGO workers, art workers, and others; 2) Stakeholder assessments of graduates in terms of integrity, professionalism, teamwork, and self-development show good results; 3) The ability of English, Arabic, and the use of Information Technology (IT) among graduates is still relatively low. Research conducted by Syarifa (Humaniora & 2018, n.d.) The English Language Education study program at the University of Borneo Tarakan shows that, 87% of graduates have obtained a job after graduation. As many as 78.6% of them work according to their field of study. The level of user satisfaction with the performance of them is considered high, with the Good and Excellent categories.

Research conducted by Rindu Puspita Wibawa et al., shows the results of the tracer study of referring to the 9 criteria forms, can be stated that 58% of graduates get a job for less than 6 months. As many as 75% of them stated that currently the field of work with a close educational background is close, quite close, to very close. Most of them work in East Java Province as much as 89%, the rest are spread across provinces throughout Indonesia. (Wibawa & Sujatmiko, 2021). Another study was done by Khitom (Khitom & Taufik, 2023), this study evaluates the Arabic language learning curriculum in higher education, highlighting the importance of curriculum development program improvements to meet the demands of educational advancement and enhance the quality of teaching.

Methods

The research design used in this study is quantitative approach with a survey method. The population is all graduates of the Arabic Language Education study program at IAIN Lhokseumawe who have completed bachelor studies with totaling 360 graduates. The sampling technique used is *Convenience Sampling* or *Accidental Sampling* (Islam & Agung, 2020). Data were collected using questionnaires and was analyzed with statistic descriptive. The stages of data analysis used in this study are: data *reduction*; Data presentation (*data display*); and conclusion (*verification*) (Rijali, 2019). The questionnaire has gone through a process of development and validation in a study (Rahmasari et al., n.d.) and includes several aspects, namely: Graduate Profile, Graduate Satisfaction, Competency Improvement Needs, Communication Between graduates, and Approaches in Learning (learning model). Meanwhile, the grid of instruments for graduate user surveys that are often used include (Muin, 2018) Integrity (ethics and morals), Expertise according to the field of science (professionalism), Use of information technology, Arabic, Communication, Teamwork, Self-development, and Materials and skills needed in the world of work.

Results

   A. Profile of Arabic Language Education Graduates

   The determination of graduate profiles refers to the determination of roles that can be carried out by graduates in certain areas of expertise after completing their studies (Pratama et al., 2021).

Graduate Academic Data

   The following is graduate data tracked from the total number of Arabic Language Education study program graduates.

Table 1 Tracked Graduate Data

No	Year of Entry	Number of Graduates	Tracked Graduates		Gender		Tracked Status	
			Sum	%	L	P	Married	Unmarried
1.	2012	70	4	5,7 %	1	3	4	-
2.	2013	79	28	35,4 %	4	24	18	10
3.	2014	49	19	38,8 %	3	16	12	7
4.	2015	38	14	36,8 %	3	11	3	11
5.	2016	36	16	44,4 %	6	10	7	9
6.	2017	34	25	73,5 %	4	21	6	19
7.	2018	54	29	53,7 %	8	21	2	27
Total		360	135	37,5 %	29	106	52	83

   The data provides insights into the tracking status of graduates over several years, focusing on the number of graduates, tracked graduates, gender distribution, and marital status. Overall, 37.5% of graduates were tracked, with significant variations across years. For instance, the percentage of tracked graduates ranges from a low of 5.7% in 2012 to a high of 73.5% in 2017, indicating inconsistencies in tracking efforts or data collection over time. Gender distribution among tracked graduates shows a higher proportion of female graduates (106 or 78.5%) compared to male graduates (29 or 21.5%), suggesting potential gender disparities in tracking or participation. Additionally, marital status data reveals that a majority of tracked graduates are unmarried (83 or 61.5%), while a smaller proportion are married (52 or 38.5%). This trend is consistent across most years, with unmarried graduates outnumbering married ones, particularly in recent years like 2017 and 2018.

Graduate Employment Data

The data highlights the post-graduation outcomes of tracked graduates over several years, revealing key trends in employment, unemployment, and further studies. The majority of graduates are employed, with an average employment rate of 84.4% across all years. However, there are notable fluctuations, such as the significantly lower employment rate in 2023 (55%) which may reflect challenges in entering the job market immediately after graduation or broader economic conditions. In contrast, years like 2017 (100%) and 2022 (95.6%) show exceptionally high employment rates, suggesting favorable job market conditions or effective career support during those periods. Unemployment rates remain relatively low, averaging 11.1%, but spike in 2023 (38.9%), underscoring potential difficulties faced by recent graduates. Additionally, an average of 11.8% of graduates pursue further studies, with peaks in 2021 (25%), indicating a growing interest in advanced education to enhance career prospects.

The data provides a detailed breakdown of the time taken by graduates to secure employment after graduation, categorized into different time intervals. On average, 43.8% of working graduates secured jobs before graduation, indicating strong preparation or early recruitment efforts. However, this percentage varies significantly across years, with the highest pre-graduation employment rate in 2021 (50%) and the lowest in 2023 (33.3%). A substantial proportion of graduates also found employment within 1-3 months after graduation (26.3% on average), suggesting that many graduates are able to transition into the workforce relatively quickly. For instance, in 2022, 27.3% of graduates secured jobs within this timeframe, while in 2019, the figure was 28.6%. This trend highlights the importance of career readiness and the role of institutional support in facilitating timely employment.

The data highlights the relevance of jobs secured by graduates to their field of study. On average, 44.7% of working graduates found jobs that were Highly Relevant to their field, indicating strong alignment between their education and career paths. This percentage varies across years, with the highest rates in 2020 (69.2%) and 2021 (66.7%), suggesting that graduates in these years were particularly successful in securing roles closely related to their studies. Additionally, 35% of graduates found jobs that were Relevant, further emphasizing the overall

alignment between academic preparation and employment outcomes. However, a smaller proportion of graduates ended up in roles that were Less Relevant (7.9%) or Irrelevant (5.3%), highlighting some degree of mismatch in certain cases.

The data also reveals year-specific trends, such as the relatively low percentage of Highly Relevant jobs in 2023 (33.3%) and 2019 (40%), which may reflect shifts in job market demands or challenges in aligning graduate skills with available opportunities. In contrast, 2020 and 2021 stand out as years with strong alignment, possibly due to targeted career support or favorable industry conditions. The presence of Irrelevant jobs, particularly in 2022 (9%) and 2017 (33.3%), underscores the need for enhanced career guidance and industry partnerships to ensure graduates are better prepared for roles that align with their qualifications. Overall, while the majority of graduates secure relevant employment, addressing gaps in job relevance remains crucial to maximizing the value of their education and improving long-term career satisfaction.

Beyond the first three months, the data shows a gradual decline in the percentage of graduates finding jobs, with 13.1% securing employment within 3-6 months, 6.1% within 6-12 months, and 10.5% taking more than one year. Notably, the percentage of graduates taking over a year to find employment is highest in 2019 (14%) and 2018 (15%), which could reflect economic conditions or industry-specific challenges during those years. The data also reveals that 2023 has the lowest pre-graduation employment rate and a relatively high percentage of graduates finding jobs within 1-3 months (33.3%), suggesting a shift in recruitment patterns or delayed hiring. Overall, the data underscores the need for continued career support, particularly for graduates who take longer to secure employment, to ensure smoother transitions into the workforce processes.

The data demonstrates that a significant proportion of graduate's secure jobs that are Highly Relevant (44.7%) or Relevant (35%) to their field of study, reflecting a strong alignment between their education and career outcomes. Years like 2020 and 2021 stand out with particularly high rates of Highly Relevant employment, indicating successful transitions into roles closely tied to their academic preparation.

However, variations across years, such as the lower relevance rates in 2023 and 2019, suggest that external factors like job market conditions or industry demands can influence these outcomes. Additionally, the presence of Less Relevant (7.9%) and Irrelevant (5.3%) jobs highlights areas for improvement, particularly in career guidance and industry partnerships.

Table 2 Income Earned Per Month

Year of Graduation	Working Graduates	< 1 Million Sum	%	1 – 3 Million Sum	%	> 3 Million Sum	%
2023	9	7	77,8	1	11,1	1	11,1
2022	22	15	68,1	6	27,3	1	4,5
2021	12	6	50	6	50	-	-
2020	13	4	30,8	9	69,2	-	-
2019	35	20	57,1	12	34,3	3	8,6
2018	20	13	65	4	20	3	15
2017	3	2	66,7	-	-	1	33,3
Total	114	67	58,8	38	33,3	9	7,9

The data reveals that the majority of working graduates earn salaries of less than 1 million (58.8%), indicating that a significant portion of graduates start their careers in lower-income brackets. A smaller but substantial percentage (33.3%) earn between 1–3 million, reflecting mid-level income opportunities, while only 7.9% of graduates earn more than 3 million, highlighting the limited availability of high-income roles for recent graduates. Over the years, trends show fluctuations in income distribution, with years like 2020 having a higher percentage of graduates earning 1–3 million (69.2%), possibly due to industry-specific demands or economic conditions. Conversely, 2023 shows a higher concentration of graduates in the < 1 million bracket (77.8%), which may reflect challenges in securing higher-paying jobs immediately after graduation.

Table 3 Job Satisfaction Level

Satisfaction Level	Sum	Percentage
Excellent	49	43 %
Good	49	43 %

Quite Good	14	12,3 %
Not Good	2	1,7 %
Bad	-	-
Sum	114	100 %

Service Improvement: Focus on enhancing the experience of users who feel sufficiently satisfied (12.3%) so they can move to a higher level of satisfaction. This can be achieved by identifying areas that still need improvement, such as service quality, responsiveness, or supporting facilities, allowing users who are already satisfied to experience even better service. Minor Improvement: Although the number of respondents who feel dissatisfied is very small, it is still necessary to evaluate and identify the right causes and solutions. By understanding the root causes of dissatisfaction, targeted improvement measures can be implemented to ensure all users feel well-served.

Improved Consistency: Continue practices that have proven to meet the expectations of the majority of respondents to maintain satisfaction levels in the "Very Good" and "Good" categories. Consistency in delivering high-quality service will strengthen user trust and ensure that satisfaction levels remain stable or even improve over time.

B. Graduate Satisfaction of Arabic Language Education Study Program

Student satisfaction is a positive assessment of students' services of higher education institutions based on the suitability between the expectations of the service compared to the reality they receive (Kisworo et al., 2018). To find out the level of graduate satisfaction with the this study program, we can see from the data below:

Very Satisfied	████████	(37.8%)
Satisfied	█████████	(40.0%)
Somewhat Satisfied	███	(16.3%)
Dissatisfied	█ (5.9%)	
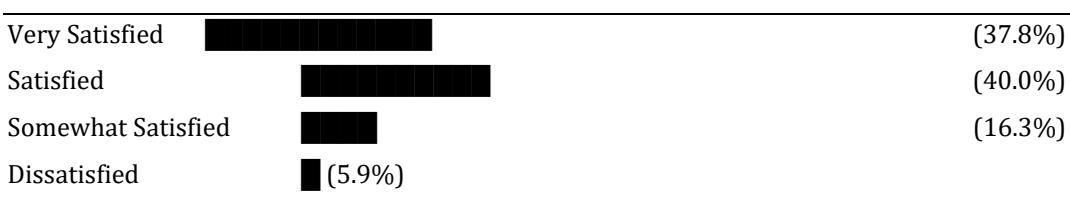
With a total satisfaction rate of 94.1% (very satisfied, satisfied, and somewhat satisfied categories), the Arabic Language Education Study Program has a strong foundation to continue to improve the quality of services and the relevance of its curriculum.

C. User Response to the Competence of Arabic Language Eduation Graduates

Graduate user satisfaction is the main basis for the realization of public wishes. User satisfaction is in the form of user satisfaction with graduates as expected. On the other hand, user dissatisfaction is felt if graduates are not able to show performance as expected (Darmawati, 2020). The indicators assessed include:

Table 4 Suitability of Graduate Competencies with Needs

| No | Indicator | User Satisfaction Level | | | | |
		Strongly Agree	Agree	Simply Agree	Disagree	Disagree
1.	Graduates work in accordance with their scientific fields	61,1	36,1	2,8	-	-
2.	Graduates have competence in their fields	52,8	44,4	2,8	-	-
3.	Graduate competencies according to needs	47,2	47,2	2,8	2,8	-
4.	The level of competency suitability with general needs	53,7%	42,6%	2,8%	0,9%	

Graduate Integrity

The majority of users give a positive assessment of the integrity of graduates. This reflects graduates who have responsibility, time discipline, loyalty to work, as well as idealism and consistent in work. These values show the success of the study program in instilling strong moral character and work ethics in students. However, improvements can be focused on strengthening integrity awareness in a global context. The high level of user satisfaction with the professional integrity and teamwork ability of Arabic Language Education graduates reflects the focus on soft skills which is also a concern in many international educational institutions. For example, studies in Europe highlight the importance of communication skills and work discipline for graduate success in the world of work (Corazon G. Pardo & Luzviminda P. Relon, 2023).

Graduate Professionalism

The assessment of the professionalism of graduates also showed positive results, with aspects of responsibility, work loyalty, time discipline, integrity, and the ability to carry out tasks as the main factors. This result reflects the readiness of graduates to face the world of work. Improvements in leadership and decision-making aspects can be the focus of development.

Arabic Language Proficiency

Only 38.9% of graduates were considered to have excellent Arabic language skills, which indicates that there are shortcomings in the core competencies of this study program. Study programs need to improve the Arabic language learning curriculum, increase practical activities such as debates, speeches, and language competitions, and strengthen networks with related institutions to support language mastery.

Use of Technology and Information

A very positive assessment of graduates' ability in the use of technology shows that the curriculum has successfully integrated technology as a tool to support graduate competencies. Develop advanced training and information technology certification to increase the competitiveness of graduates in the digital era.

Communication Skills

The assessment of graduates' communication skills is very positive, with key factors such as understanding communication ethics, interpersonal skills, self-control, and responsiveness to situations. Graduates' readiness in interpersonal and public communication reflects effective learning. Further focus can be given to the development of cross-cultural communication to expand the professional reach of graduates.

Teamwork

Teamwork skills are considered very good, supported by graduates' strong commitment to their work, mutual trust, and tolerance. Institutions can expand collaboration-based extracurricular activities to further strengthen teamwork, including cross-disciplinary projects.

Self-Development

Users give a positive assessment of the graduates' self-development abilities, especially in the aspects of creativity, innovation, and perseverance. The

development of mentoring and business incubation programs for students can help encourage further innovation and creativity.

D. Development Efforts that Need to be Done by Arabic Language Education Study Programs

In an effort to make continuous improvements and build a culture of quality in higher education, especially in the implementation and development of study programs, each university needs to develop a strategy for planning and developing study programs (Ary & Sanjaya, 2020). Therefore, there are several development efforts that need to be carried out by the Arabic Language Education study program to produce superior graduates in accordance with input from stakeholders, including:

1. Improving facilities and infrastructure.
2. Taking steps to improve the quality of the learning process, such as:
3. Increase the number of professional teachers
4. Implement more innovative learning models
5. Organizing activities that can expand students' knowledge.
6. Updating courses to suit the applicable curriculum and the needs of the job market.
7. Providing a clearer explanation of the graduate profile, so that students can develop their competencies early.
8. Hold job fairs/study fairs regularly.
9. Implementing programs that can broaden students' horizons regarding Arabic Language Education learning for each competency.
10. Efforts to improve soft skills for students.
11. Increasing the implementation of public lectures both at the national and international levels.

Discussion

The data highlights the need for more consistent and comprehensive tracking of graduates to better understand their post-graduation outcomes. The low tracking rate in earlier years, such as 2012 (5.7%), contrasts sharply with higher rates in later years, like 2017 (73.5%), suggesting improvements in tracking

mechanisms over time. However, the gender imbalance among tracked graduates raises questions about potential biases or barriers in data collection, which should be addressed to ensure equitable representation. Furthermore, the predominance of unmarried graduates may reflect demographic trends or the age group of graduates, but it also underscores the importance of considering marital status in understanding graduates' career and life choices. By enhancing tracking efforts and addressing gaps in data collection, study program can gain deeper insights into graduate outcomes and tailor support programs to meet their diverse needs.

The data also suggests the need for targeted interventions to support graduates, particularly in years with lower employment rates. Strengthening career services, such as job placement programs, internships, schools and industry partnerships, could help bridge the gap between graduation and employment. Furthermore, study program should monitor economic and job market trends to better prepare graduates for potential challenges. Supporting those who choose to continue their studies through scholarships, mentorship, and guidance on advanced degrees is equally important. Overall, while the majority of graduates successfully transition into the workforce, addressing year-specific challenges and providing tailored support can further improve outcomes and ensure graduates are well-equipped for diverse career pathways.

To ensure graduates maximize the value of their education, study program should continue to strengthen career support systems, foster schools' collaborations, and address mismatches between graduate skills and job market needs. This will help enhance job relevance and long-term career satisfaction for graduates. These findings underscore the need for study program to enhance career support, foster industry/schools' partnerships, and provide guidance on career paths that offer better financial prospects, ensuring graduates are equipped to achieve both professional and financial success.

To enhance the quality of the Study Program, it is essential to focus on graduates who are quite satisfied (16.3%) and less satisfied (5.9%). By addressing their feedback, targeted improvements can be made to elevate overall satisfaction and ensure the program meets the needs of all graduates. Additionally, conducting periodic curriculum evaluations involving graduates and industry stakeholders will ensure the curriculum remains relevant and aligned with job market demands.

Strengthening administrative processes, academic guidance, and access to learning resources will further improve the student experience. Furthermore, offering additional skill development programs in areas such as technology, language, and soft skills will bridge the gap between graduate competencies and industry requirements, preparing students for successful and adaptable careers.

The user response to the competence of Arabic Language Education graduates highlights a high approval rate, with the majority strongly agreeing or agreeing that the study program has successfully produced competent and relevant graduates. This positive feedback underscores the program's effectiveness in meeting users needs. However, despite the small proportion of dissatisfied respondents, it is essential to evaluate their feedback. Study program can engage in discussions with graduate users to identify specific areas for improvement, such as additional training or curriculum upgrades. Ensuring the curriculum remains aligned with the dynamic job market requires on going efforts, including active collaboration with stakeholders. Additionally, study program can develop supplementary training or certification programs to further align graduate competencies with user expectations, ensuring graduates remain competitive and well-prepared for future challenges.

In general, 53.7% of users strongly agree that Arabic Language Education graduates possess competencies that align with their needs. This data indicates that the majority of graduates are well-prepared and equipped with strong, relevant skills, reflecting the effectiveness of the study program. However, there are still a few areas that require attention for further improvement. By addressing these specific gaps, the program can continue to enhance the quality of its graduates and ensure they remain competitive and adaptable in meeting the evolving demands of their fields.

Evaluation of graduate competencies in relation to job market needs and improvement of curriculum programs is very important (J. L. Dela Cruz, 2022). Overall, user ratings of graduates are very positive, especially in the aspects of integrity, professionalism, technology, communication, teamwork, and self-development. However, the Arabic language skills of graduates need to get more attention to support their competitiveness in relevant professions. Curriculum optimization, hands-on practice improvement, and soft skills development through

additional training are strategic steps that need to be taken. A journal (Yanda et al., 2024) mentions the importance of adapting the Arabic language education curriculum to technological developments and the needs of the times, with a focus on the formation of practical competencies such as the ability to communicate in Arabic, digital literacy, critical thinking, and collaboration.

Curriculum quality improvement is more for efforts to improve the quality of the curriculum and learning aspects that are inseparable parts. The focus of curriculum improvement starts from efforts to improve the quality of the curriculum and learning aspects (Edi Kurniawan farid, 2021). Another results of research show that the strategies implemented by the Islamic Education Management program encompass effective curriculum development, provision of supportive learning facilities, improvement of faculty qualifications, talent and potential development, soft skills training, and well-structured internship programs (Balu et al., 2024).

The strategies outlined in the data reflect a holistic approach to improving education. By focusing on infrastructure, learning quality, curriculum relevance, student development, and industry engagement, study program can create a well-rounded educational experience that equips students with the skills, knowledge, and competencies needed to succeed in their careers and contribute meaningfully to society. Implementing these strategies effectively will require collaboration among educators, administrators, industries and schools' partners, and policymakers to ensure sustained progress and positive outcomes for students.

Conclusion

The data highlights that 53.7% of users strongly agree that Arabic Language Education graduates possess competencies that align with their needs, indicating the program's success in producing skilled and relevant graduates. This positive feedback underscores the effectiveness of the curriculum and teaching methods in equipping students with the necessary knowledge and abilities to meet industry demands. However, there are still areas that require attention, as a small proportion of users express dissatisfaction, suggesting room for improvement in specific aspects of the program. To address these gaps, it is essential for the study program to engage in continuous evaluation and collaboration with stakeholders. By

identifying and addressing the specific needs of graduate users, such as through additional training, curriculum updates, or skill development programs, the program can further enhance the quality of its graduates. These efforts will ensure that graduates remain competitive and adaptable in a rapidly changing job market, while also maintaining the program's reputation for excellence.

Overall, the high approval rate reflects the program's strengths, but on-going improvement efforts are crucial to sustaining and building on this success. By focusing on areas that need refinement and aligning graduate competencies with evolving industry expectations, the study program can ensure that its graduates continue to meet and exceed user expectations, contributing positively to their fields and society at large.

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