



# **SURVEY REPORT USER SATISFACTION**



**STUDY PROGRAM  
PANCASILA AND CIVIC EDUCATION  
FACULTY OF TEACHING AND EDUCATION  
UNIVERSITY LAMBUNG MANGKURAT**

## INTRODUCTION

All praise and gratitude go to Allah SWT who has bestowed His grace and blessings, so that we can complete the preparation of **the Graduate User Satisfaction Survey Report of the** Pancasila and Citizenship Education (Civics) Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. This report is one of the strategic efforts made by the study program in order to obtain feedback from graduate users. This feedback is needed as a basis for continuous evaluation and development to improve the quality of education and the suitability of graduates to the needs of the world of work. User satisfaction surveys are an important part of the internal quality assurance system and support the accreditation process both at national and international levels.

The results of this survey are also expected to be the basis for mapping the needs of the world of work and the competencies that graduates must have, so that the gap between learning outcomes in higher education and professional demands in the field can be minimized. Finally, we would like to thank all parties who have contributed to the implementation and preparation of this report, especially to graduate users who have taken the time to provide assessment and input. Hopefully this report can provide maximum benefits for the development of the Civics Study Program at FKIP ULM in the future.

Banjarmasin, September 2024  
Civics Study Program Coordinator  
FKIP ULM

A handwritten signature in blue ink, appearing to read 'M. Kiptiah', is placed over a light blue rectangular background.

Dr. Mariatul Kiptiah, M.Pd.

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# CHAPTER I

## INTRODUCTION

### 1. Background.

Graduate user satisfaction survey is an important instrument in ensuring the relevance and quality of higher education, including for the **Pancasila and Citizenship Education (Civics) Study Program**, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat (ULM). This study program is committed to producing graduates who are not only competent in civic knowledge and pedagogy, but also adaptive, ethical, and able to contribute to a democratic society, legal culture, and character education at various levels, both local, national, and global.

In the midst of rapidly developing socio-political dynamics and the increasing complexity of governance and civic education, graduates of the Civics Study Program are expected to have strong civic competencies, critical thinking skills, professional ethics, and communication skills. Therefore, it is crucial to validate the success of the study program in preparing graduates for the real world through structured feedback from graduate users, including schools, government agencies, civil society organizations, and private institutions that employ or directly interact with alumni.

Graduate user satisfaction is a strategic indicator in evaluating the achievement of *expected learning outcomes* (ELOs), the effectiveness of curriculum design, and the quality of the learning process that has been implemented. This is in line with the principle of continuous improvement in the national higher education quality assurance framework, where feedback from external stakeholders plays an important role in academic decision-making and institutional development.

The Civics Study Program places a strong emphasis on strengthening integrity, constitutional awareness, civic responsibility, and pedagogical competence. Civics graduates are expected to become agents of civic transformation-as educators, facilitators, and advocates of democratic citizens. Therefore, measuring graduate user satisfaction provides critical insight into whether the educational process has succeeded in meeting the expectations of the professional world and has a positive impact on community development.

Through this report, the Civics Study Program affirms its commitment to maintaining academic quality, aligning learning outcomes with the demands of the world of work and society, and building productive partnerships with alumni stakeholders. The findings of this survey are expected to be material for reflection, the basis for curriculum policy making, and tangible evidence for institutional accountability and the accreditation process.

### 2. Objectives

The main objective of this Graduate User Satisfaction Survey is to collect objective and measurable feedback from institutions or individuals who have worked directly with alumni of the Civics Study Program. This feedback aims to:

- (1) Evaluate the relevance of graduate competencies to professional duties in institutions, agencies, or the job market;

- (2) Assess the effectiveness of the study program in equipping students with academic, civic, and pedagogical skills;
- (3) Identify aspects that are already excellent as well as those that need to be improved in the educational process;
- (4) Provide input for curriculum development and graduate quality improvement;
- (5) Support the internal quality assurance system as well as the external accreditation process.

### **3. Benefits**

The benefits of the User Satisfaction Survey are not limited to the internal scope of the university, but furthermore can provide important information about the relationship (*link*) between the world of higher education and the world of business and industry. The survey results can provide in-depth and detailed information about the suitability of work both horizontally (between various fields of science) and vertically (between various levels / levels of education). Thus, user satisfaction surveys can help address the problem of employment gaps and efforts to improve them. For universities, information about competencies that are relevant to the business world and industry can help efforts to improve the curriculum and learning system.

For ULM PPKN Study Program, the User Satisfaction Survey was conducted to get the following benefits:

- (1) Provide empirical data for continuous academic improvement;
- (2) Ensure that the competencies developed are in accordance with the needs of the world of work and society;
- (3) Strengthen the accountability and transparency of the study program to stakeholders;
- (4) Provides the basis for evidence-based planning for curriculum renewal, faculty development, and graduate skills enhancement;
- (5) Become the foundation for building stronger partnerships with graduate users, both in education, government, and civil society.

## CHAPTER II METHODOLOGY

The implementation of the graduate user satisfaction survey of the Pancasila and Civic Education Study Program was carried out using a descriptive quantitative approach, through the distribution of online questionnaires to parties who are direct users of graduates, such as school principals, leaders of government agencies, and other partner institutions relevant to the scientific field of Civics. This survey was conducted during the June-August 2024 period, with the target respondents being direct supervisors or parties who have worked with graduates of the FKIP ULM Civics Study Program in the last 1-5 years. The questionnaire distribution was carried out using the *Google Form* platform which was equipped with an official cover letter from the study program to increase the credibility and participation of respondents.

The survey instrument was developed based on standard indicators of graduate user satisfaction which include several main aspects, including: integrity, mastery of scientific fields, communication skills, teamwork and leadership skills, use of information technology, foreign language skills (especially English), and self-development abilities. Each aspect was assessed using a 5-point Likert scale, namely: very good, good, sufficient, less, and very less.

The collected data were analyzed quantitatively using frequency distribution tabulation techniques and calculating the average score for each indicator. Before being distributed, the instrument went through validity and reliability testing to ensure accuracy and consistency of measurement.

**Table 1. Aspects Assessed in the Survey**

| No. | Aspects Assessed                                  |
|-----|---|
| 1   | Integrity (ethics and morals)                     |
| 2   | Mastery of the field of science (professionalism) |
| 3   | Foreign language skills (English)                 |
| 4   | Ability to use information technology             |
| 5   | Communication skills                              |
| 6   | Teamwork and leadership                           |
| 7   | Self-development and continuous learning          |

The results of this survey are expected to provide an objective picture of the **level of user satisfaction with the quality of Civics graduates**, as well as the basis for the formulation of academic policies, curriculum development, and graduate quality improvement strategies that are more adaptive to the needs of the world of work.

## **CHAPTER III DISCUSSION**

### **1. Aspects of Integrity (Ethics and Morals)**

Integrity is a fundamental aspect that must be possessed by every graduate of the Civics Study Program, considering that this field is closely related to moral values, ethics, and civic responsibility. In the world of work, graduates are expected to show honest, fair, responsible behavior, and uphold constitutional values and professional ethics, both in the context of education and government. This survey used a 5-point Likert scale, with the results showing that the majority of respondents gave high appreciation to the integrity aspect of graduates. From a total of 8 respondents, 6 respondents gave a "very good" assessment, 2 respondents gave a "good" assessment, and there were no assessments in the "sufficient", "less", or "very less" categories. The following detailed data is shown in table 1.

Table 1 Calculation of Integrity Aspects

| <b>Likert score</b> | <b>Result</b> | <b>Percentage</b> |
|---------------------|---------------|-------------------|
| Very good           | 6             | 75%               |
| Good                | 2             | 25%               |
| Fair                | 0             | 0%                |
| Less                | 0             | 0%                |
| Very less           | 0             | 0%                |

This finding shows that graduates of the Civics Study Program consistently demonstrate ethical performance, professional behavior, and compliance with the norms and rules of the workplace institution. This is considered very important, especially by respondents from educational institutions and government agencies that emphasize the value of role models in behavior and decision making. Some narrative notes from respondents stated that graduates are responsive to institutional codes of ethics and regulations, set a good example for students and coworkers, and can be trusted in carrying out strategic tasks.

### **2. Mastery of the Field of Knowledge (Professionalism)**

The professionalism aspect reflects the extent to which graduates master the knowledge, skills, and values directly related to the scientific field of Pancasila and Citizenship Education. This includes mastery of the basic concepts of citizenship, law and constitution, democracy, human rights, as well as the pedagogical ability to convey this material effectively to students and the community. In this survey, graduate users assessed the professional abilities of Civics Study Program graduates with the following details:

Table 2 Calculation of Mastery of Science Aspects

| Likert score | Result | Percentage |
|--------------|--------|------------|
| Very good    | 5      | 62,5%      |
| Good         | 2      | 25%        |
| Fair         | 1      | 12,5%      |
| Less         | 0      | 0%         |
| Very less    | 0      | 0%         |

These results reflect that Civics graduates are seen as quite reliable and ready to work in the professional field, both as teachers, counselors of national values, and staff of agencies engaged in character education and ideological development. The "fair" assessment from one respondent signals that there is still room for strengthening certain academic aspects, especially those related to the application of knowledge in real and multidisciplinary contexts.

In general, this achievement shows that the curriculum and learning process in the Civics Study Program have equipped students with an adequate academic foundation. However, to answer the challenges of an increasingly complex era, the emphasis on *problem-based learning*, local-global case studies, and the integration of technology in the delivery of material needs to be improved. This approach not only deepens the mastery of the material, but also strengthens the competitiveness of graduates in various sectors.

### 3. Foreign Language Proficiency (English)

Foreign language skills, especially English, are an important indicator in facing global challenges and cross-sector job mobility. In the context of Civics Study Program, this competency supports graduates' access to international literature, participation in global academic forums, and the ability to convey ideas in a multicultural context. However, the survey results show that English language ability is one of **the** relatively weakest aspects among the seven aspects assessed. The distribution of assessments from 8 respondents is shown in the following table:

Table 3 Foreign Language Proficiency

| Likert score | Result | Percentage |
|--------------|--------|------------|
| Very good    | 0      | 0%         |
| Good         | 1      | 12,5%      |
| Fair         | 3      | 37,5%      |
| Less         | 4      | 50%        |
| Very less    | 0      | 0%         |



This assessment shows that most graduate users assess the English language skills of Civics graduates are still below expectations. This is quite understandable because the characteristics of the Civics field focus more on local and national-based socio-political science. However, in the context of the globalization of education and the need to access international sources, strengthening this ability remains an important priority.

These results indicate that English language skills need more attention in the curriculum and extracurricular activities. Study programs can consider adding TOEFL/IELTS training, integrating international journal articles in coursework, and encouraging student participation in webinars or international student exchanges. Such measures will not only improve language skills, but also broaden graduates' global horizons and build confidence in cross-cultural contexts.

#### 4. Ability to Use Information Technology

Mastery of information technology (IT) is an essential competency in the digital era, especially for Pancasila and Civic Education graduates who are expected to be able to integrate technology in the learning process, management of educational administration, and institutional communication. These skills include the use of presentation software, data management, online learning platforms, and ethical and productive use of digital media. In this survey, graduate users gave the following assessment.

Table 4 Ability to Use Information Technology

| Likert score | Result | Percentage |
|--------------|--------|------------|
| Very good    | 2      | 25%        |
| Good         | 4      | 50%        |
| Fair         | 2      | 25%        |
| Less         | 0      | 0%         |
| Very less    | 0      | 0%         |

In general, this assessment shows that Civics graduates have a good level of mastery of information technology, particularly in the use of basic applications commonly used in education and administration. However, respondents who gave a rating of "fair" imply a need to expand IT skills towards the use of more complex and adaptive devices and platforms.

This achievement shows that the integration of digital literacy in the Civics education process has gone well, but there is still a gap for improvement in the context of more specific or project-based applications. The study program can strengthen the curriculum with practice-based workshops, such as training in making interactive teaching media, using online survey applications, and the basics of quantitative data processing. With an increasingly digitized world of work, graduates need to not only be "able to use" technology, but also be innovative in utilizing it to solve learning and educational governance problems.

## 5. Communication Skills

Communication ability is the main skill that must be possessed by graduates of the Civics Study Program, both in the context of education, public services, and social interaction at large. Graduates are expected to be able to convey ideas logically, listen actively, discuss constructively, and build effective and respectful working relationships. Based on the survey results from 8 respondents, the communication skills of Civics graduates were assessed with the following distribution:

Table 5 Communication Skills

| Likert score | Results | Percentage |
|--------------|---------|------------|
| Very good    | 2       | 25%        |
| Good         | 5       | 62,5%      |
| Fair         | 1       | 12,5%      |
| Less         | 0       | 0%         |
| Very less    | 0       | 0%         |

In general, graduate users assessed that the communication skills of Civics graduates were very good in the context of professional tasks such as delivering teaching materials, leading discussions, preparing reports, and establishing communication with colleagues or students. However, one respondent rated it "fair", which can be interpreted as an indication that there is still variation between individual graduates in confidence and effectiveness of message delivery. The high score in this aspect indicates that the learning process in the Civics Study Program has provided sufficient space for students to develop communication skills, both oral and written. Practices such as class presentations, group discussions, microteaching, and field work play an important role in shaping these skills. In the future, the study program can increase the intensity of collaborative project-based learning, public speaking training, or public debate simulations as further strengthening strategies. In addition, cross-generational and cross-cultural communication skills also need to be developed given the increasingly plural and complex working context of graduates.

## 6. Teamwork and Leadership Skills

In the world of work, especially in the education and government sectors, the ability to work collaboratively and lead effectively are important qualities that determine individual and institutional performance. Graduates of the Civics Study Program are expected not only to be task executors, but also to be able to act as drivers of change, discussion facilitators, and visionary and ethical leaders. The user satisfaction survey showed that the majority of respondents gave a positive assessment of the graduates' cooperation and leadership skills. The details are as follows:

Table 6 Teamwork and Leadership Skills

| Likert score | Result | Percentage |
|--------------|--------|------------|
| Very good    | 2      | 25%        |
| Good         | 4      | 50%        |
| Fair         | 2      | 25%        |
| Less         | 0      | 0%         |
| Very less    | 0      | 0%         |

This data shows that **Civics graduates are generally able to work in teams, actively contribute, and in some cases are even trusted to lead work units or collective activities.** The "fair" rating from two respondents indicates that some graduates still need to be honed in aspects of initiative, conflict management, or assertiveness in group decision-making. Overall, this aspect reflects that **the strengthening of soft skills in the Civics curriculum has shown positive results**, especially through collaboration-based activities such as group work, student organizations, and field practice. However, to improve the competitiveness of graduates, additional programs are needed such as leadership training, team meeting simulations, or cross-group project assignments that demand coordination and initiative.

## 7. Self-Development Skills

The ability to continue learning, improving, and adapting to change is one indicator of the readiness of graduates in facing the development of the world of work and social dynamics. In the context of the Civics Study Program, self-development includes graduates' efforts to increase their scientific capacity, pedagogical skills, and sensitivity to national and civic issues that continue to develop. Based on the survey results, self-development skills are considered quite good by graduate users, with the following assessment distribution:

Table 7 Self-development Skills

| Likert score | Result | Percentage |
|--------------|--------|------------|
| Very good    | 1      | 12,5%      |
| Good         | 5      | 62,5%      |
| Fair         | 2      | 25%        |
| Less         | 0      | 0%         |
| Very less    | 0      | 0%         |

This assessment shows that the majority of users assess Civics graduates as having the motivation and capacity to learn independently and continuously, including in attending training, updating knowledge, and adjusting to job demands. The "fair" rating of some respondents indicates that not all graduates show consistent initiative in terms of post-campus self-development. This aspect underscores the importance of instilling a culture of lifelong learning in students. Although most graduates have shown a desire to develop, study programs need to encourage further through provision of independent learning strategies, career planning, and connections with competency improvement programs from external institutions.

## 1. Conclusion

Based on the results of a survey of eight graduate users from educational institutions and government agencies, it can be concluded that in general, graduates of the Pancasila and Citizenship Education (PPKn) Study Program at FKIP Lambung Mangkurat University show satisfactory performance in the workplace. This is reflected in the dominance of the assessment in the "good" to "very good" category in most aspects assessed. In more detail, the conclusions from each aspect are as follows:

1. **Integrity** is the strongest aspect of graduates, with all respondents giving "very good" and "good" ratings. This shows that the values of ethics, responsibility, and public morality have been strongly embedded in the graduates.
2. **Mastery of the field of science** showed good results, with a few notes on the need to improve understanding of the applicative context and a more contextualized learning approach.
3. **English language proficiency** was the aspect with the lowest score. Half of the respondents rated this aspect as "poor", indicating the need for special attention to graduates' foreign language competence.
4. **Information technology skills** were rated fairly well, although there is still a need for improvement in terms of advanced digital literacy and more complex applications.
5. **Communication skills** were viewed as excellent, indicating that graduates are able to convey ideas effectively, both orally and in writing.
6. **Teamwork and leadership** also received positive appreciation, although there are some graduates who need to be encouraged to take more active leadership roles.
7. **Self-development** reflects graduates' readiness to improve their capacity independently, although not all graduates have shown optimal initiative.

## 2. Follow-up Plan

To improve the quality of graduates and the relevance of education to the world of work, the Civics Study Program of FKIP ULM formulates the following follow-up steps:

1. Strengthening Academic and Professional English
2. Improving Digital Literacy and Educational Technology
3. Strengthening Contextual Curriculum and Case Studies
4. Practice-based Soft Skills Development
5. Facilitation of Continuous Self-Development
6. Periodic Evaluation and Collaboration with Graduate Users

Thus, this conclusion report and follow-up plan were prepared as materials for evaluation and sustainable development of the Civics Study Program at FKIP Lambung Mangkurat University. Hopefully it will be a concrete step in improving the quality of education and the competitiveness of graduates in the future.

## Attachment



**CEDC ULM**  
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