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The Role of Alumni as External Stakeholders in the Development of Arabic Language Education Programs

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Abstract

Beyond their traditional function as tracer-study respondents, alumni are external stakeholders who can contribute to the development of academic programs. The purpose of this study is to investigate how alumni have contributed as external stakeholders to the growth of the Arabic Language Education Study Program at Institut Agama Islam Negeri (IAIN) in Curup, Indonesia. This study examined alumni involvement in the creation of the Arabic Language Education Study Program at IAIN Curup, Indonesia, utilising a qualitative methodology and a case study design. The study was carried out between May and August of 2024. Online data collection methods, backed by pertinent institutional papers, were used to gather information from alumni and internal academic stakeholders. An interactive qualitative analysis methodology that included data reduction, data display, and conclusion formulation and verification was used to analyse the data. It identifies academic contributions, such as involvement as resource persons, curriculum feedback, professional networking, and institutional collaboration, as well as non-academic contributions, such as financial and material support, based on alumni accounts and program-related documentation. Individual ability limitations and unequal access to program information were also mentioned by alumni. These results imply that alumni engagement is dependent on the institution's ability to offer accessible and long-term participation mechanisms in

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addition to graduates' willingness to contribute. The report provides context-specific recommendations for enhancing alumni networks, communication, and cooperative opportunities. The results show that alumni engagement can take many different forms, such as institutional networking, curriculum-related feedback, involvement in academic activities, and resource support. These kinds of involvement imply that alumni can be important outside stakeholders in the creation of academic programs. The study does not, however, quantify the institutional results of these contributions. Therefore, rather than being proof of quantifiable institutional change, the results should be regarded as evidence of alumni engagement practices and their potential significance to program growth.

Keywords: Alumni; External Stakeholders; Development; Arabic Language Education

Introduction

Continuous interaction with stakeholders who may offer insights into the evolving needs of academic institutions and professional settings is necessary for the development of Arabic language education programs. Alumni hold a unique position among these stakeholders due to their firsthand knowledge of the academic program and their subsequent experience in social and professional settings. As a result, their viewpoints might aid in bridging the gap between academic preparation and the skills needed outside of the institution. However, the presence of an alumni network does not ensure continued or active involvement in the creation of academic programs. Therefore, it is crucial to look into how alumni get involved, what kinds of contributions they provide, and what circumstances limit their involvement.

In Indonesia, Arabic language instruction is provided at many educational levels, including higher education programs and Islamic educational institutions. In this regard, the viability and quality of Arabic Language Education Study Programs rely on their interaction with external stakeholders, such as alumni, in addition to internal academic resources.

Arabic language learning in Indonesia has been introduced and taught to children from an early age in several early childhood education institutions, particularly those with an Islamic orientation. (Kholis, 2025)Arabic is subsequently taught at the primary and secondary school levels(Azizah et al., 2023) and continues into higher education.(Nurcholis et al., 2023) Various perspectives on the implementation of Arabic language education in Islamic educational institutions demonstrate the serious efforts undertaken to advance the education system and improve its quality. (Agustini, 2021)

The Arabic Language Education (PBA) Study Program at the State Islamic Institute of Curup was established in 2007. In its inaugural year, the program enrolled 26 students. Since then, the number of students in the PBA Study Program has fluctuated from year to year. In some cohorts, the program has had two classes, whereas in other years, it has operated with only one class.

By 2011, the Arabic Language Education Study Program had produced its first graduates. Over time, the number of alumni from the PBA Study Program has continued to increase, reflecting the success of the program and its students in completing their studies within the standard period of eight semesters.(Aflisia et al., 2025)

Alumni are an important part of higher education institutions from which they graduate, as their presence can influence the sustainability and quality of the institutions concerned.(Suprapto, 2018) Higher education institutions are among those that place considerable importance on maintaining relationships with their alumni. (Zainuddin, 2023) Alumni are often positioned as a source of data for assessing graduate employment rates, the relevance of graduates' competencies, and employer satisfaction. Such data are subsequently used as a basis for evaluating academic programs.(Miolo, 2023)

Alumni data serve complementary functions in evaluation and development, as they provide essential feedback for study programs to assess the quality of their graduates and improve the curriculum(Maksum & Tutiawati, 2025) ensuring its continued relevance to developments in society, the business sector, and industry.(Politis et al., 2024)

Despite the wide professional backgrounds of the Arabic Language Education Study Program's alumni, little is known about their involvement in program creation. According to preliminary findings, alumni participation in both academic and extracurricular activities is still inconsistent. However, the underlying mechanisms that either promote or limit alumni engagement cannot be explained by low participation alone. There are also significant unanswered questions about how graduates view their obligations to the study program, how their contributions are structured, and how institutional communication methods affect their participation. The main research issue is these unanswered questions. As a result, this study looks into how alumni contribute to the development of the Arabic Language Education Study Program at IAIN Curup and what obstacles they face.

Rokhimawan et al. positioned alumni mapping as a key foundation for curriculum development. The study demonstrated that graduate profiles, the waiting period for obtaining employment, alumni distribution, and the alignment between employment and graduate competencies provide valuable information for reconstructing graduate profiles, formulating learning outcomes, and developing curricula based on stakeholder needs. These findings indicate

that alumni data collection goes beyond presenting statistical information about graduates and serves as a basis for academic decision-making.(Agung et al., 2025)

This perspective is further supported by a study conducted at IAIN Lhokseumawe, which found that graduate evaluation is not limited to employment rates but also includes an assessment of the relevance of graduates' competencies in the workplace. The high employment rate among graduates and the positive evaluations from employers regarding their integrity, professionalism, information technology skills, communication, teamwork, and self-development indicate that the success of an academic program cannot be measured solely by the number of graduates who secure employment, but also by their ability to meet the expectations of the workplace.(Bahri et al., 2025)

Furthermore, research on alumni satisfaction provides a different yet complementary perspective. While the two previous studies focused more on graduate outcomes after entering the workforce, the study by Wiranto and Slameto focused on the academic experiences alumni received during their education. The findings indicate that lecturer professionalism is the most influential factor in determining alumni satisfaction compared with curriculum quality and learning facilities. These findings suggest that graduate quality is influenced not only by curriculum design but also by the quality of curriculum implementation through the learning process. In other words, an effective curriculum requires professional lecturers to ensure that learning objectives can be achieved optimally.(Wiranto & Slameto, 2021)

The four previous studies share the perspective that information obtained from alumni makes a significant contribution to improving the quality of academic programs. However, each study positions alumni within a different dimension, resulting in complementary perspectives.

The governance of higher education institutions, both at present and in the future, will increasingly depend on alumni,(Abdul-hayi & Tahiru, n.d.) as alumni can provide feedback on the development of higher education institutions through public perceptions of their presence and contributions within society, particularly in the workplace. (Cesário et al., 2026)

Alumni participation is a key component of institutional responsibility and study program development in Indonesia's higher education quality assurance system. The Independent Accreditation Agency for Education's (LAMDIK) applicable accreditation framework is used to manage accreditation for teacher education programs, including Arabic Language Education. Alumni engagement should therefore be seen not only as a way to meet accreditation standards but also as a way to promote graduate capabilities, curriculum relevance, institutional relationships, and ongoing quality improvement. The final question in the instrument addresses the extent of alumni participation in

supporting the development of higher education institutions through: (a) financial contributions, (b) contributions in the form of facilities, (c) input for improving the learning process, and (d) network development.(Suterja, 2020)

As of 2025, the PBA Study Program has produced 308 alumni who are distributed across various sectors and work in a wide range of fields, including education as teachers and educational staff, business and commerce as entrepreneurs and sales representatives, and agriculture and plantations as farmers, among others.

The diversity of professional backgrounds among alumni of the Arabic Language Education Study Program should have a positive impact on improving the quality and accreditation status of the program. However, in practice, relatively few alumni have been able to make such positive contributions, as reflected in their limited involvement in program-related activities organized by the PBA Study Program to support the improvement of its accreditation status. In fact, alumni involvement in such activities plays an important role in enhancing the quality and accreditation status of the study program. Against this background, it is important to conduct research on the role of alumni as external stakeholders in the development of the Arabic Language Education Study Program.

However, preliminary observations indicate that alumni contributions to the development of the study program have not yet been fully optimized. Some alumni are still not actively involved in various academic and non-academic activities organized by the study program. In addition, limited communication and access to information have prevented a systematic and sustainable relationship from being established between alumni and the study program. This condition indicates a gap between the potential of alumni as strategic stakeholders and the actual implementation of their involvement in the development of the Arabic Language Education Study Program.

Prior research has looked at alumni participation in higher education from a number of complimentary angles. Employment outcomes, competency relevance, and graduate distribution have been the main focus of research on graduate tracer studies as markers for evaluating academic programs. Alumni satisfaction and the connection between educational experiences and perceived program quality have been the subject of further research. Although alumni are typically positioned as providers of evaluative data rather than as active players in institutional growth, these approaches offer useful information for institutional evaluation.

By looking at alumni as external stakeholders whose involvement may go beyond giving input, the current study takes a distinct analytical approach. In particular, it looks at both academic and extracurricular contributions, the organisational procedures that graduates use to get involved, and the limitations

that impact their involvement. The study aims to offer a more contextualised view of alumni participation and its implications for academic program development by looking at these variables within an Arabic Language Education Study Program at an Islamic higher education institution.

In addition to the studies discussed above, research on alumni engagement in higher education has also been widely conducted. Hadi (2021) explained that alumni make an important contribution to improving the quality of learning and developing curricula based on the needs of the labor market.. Rahman (2022) found that alumni networks contribute to strengthening institutional reputation and increasing public trust in higher education institutions. Meanwhile, Firdaus (2023) emphasized that optimizing digital alumni networking can increase alumni participation in supporting the development of higher education institutions.

Several factors influence the competencies of alumni of higher education graduates, (Asmuni, 2014) including :

Table 1. factors influence the competencies of alumni

Factor Group	Indicators
A. Institutional Factors (Internal Study Program Factors)	1. Quality of student intake 2. Quality and quantity of lecturers 3. Assessment system 4. Teaching materials 5. Quality of facilities and infrastructure 6. Partnerships
B. Factors Influencing Student Competency Development	1. Self-confidence 2. Effective communication 3. Practical knowledge 4. Presentation and persuasion skills 5. Leadership 6. Courage and professional ethics
C. Areas of Competency Requiring Further Development	Limited knowledge of business and entrepreneurship
D. Outcome	Competencies of Arabic Language Education Alumni

Study programs for Arabic language instruction at Indonesian State Islamic Higher Education Institutions (PTKIN) function in a unique educational setting that combines pedagogical knowledge, linguistic proficiency, and Islamic educational customs. These programs, in contrast to many general

academic programs, equip graduates to work in a variety of educational settings, including as Islamic schools, madrasah, pesantren, and other establishments that demand proficiency in Arabic. Alumni engagement should therefore be interpreted in light of the particular career paths, institutional standards, and educational goals of Arabic language education programs. Instead than depending solely on general models of graduate tracking and institutional evaluation, these features offer a justification for analysing alumni engagement through a context-sensitive approach.

Based on the review of previous studies, a clear research gap can be identified, namely the lack of research specifically analyzing the role of alumni as external stakeholders in the development of Arabic Language Education Programs within Islamic state higher education institutions. Previous studies have tended to focus on tracer studies, graduate employment rates, and evaluations of alumni competencies, while the contribution of alumni to improving the quality of academic programs has received limited comprehensive attention.

The novelty of this study lies in its focus on examining alumni not merely as outputs of higher education but also as agents of quality improvement who contribute to the development of academic programs through both academic and non-academic contributions. This study also examines forms of alumni engagement within the context of Arabic Language Education Programs at Islamic state higher education institutions (PTKIN), which have distinctive characteristics compared with general academic programs. Furthermore, this study explores in depth the challenges faced by alumni in establishing engagement with the study program, thereby providing strategic recommendations for strengthening institutional relationships between alumni and the institution.

Research on the role of aluni as external stakeholders in the development of Arabic language education programs occupies a distinct position compared with previous studies. This study not only examines the condition of alumni after graduation or their satisfaction with educational services but also seeks to explain how alumni serve as external stakeholders who make tangible contributions to the development of the study program.

From a scientific perspective, this study is important because it can make a theoretical contribution to the development of research on alumni engagement in Islamic higher education, particularly in Arabic Language Education Programs. In addition, this study has practical implications as a basis for academic programs to develop strategies for strengthening alumni networks, improving tracer studies, and enhancing the quality and accreditation of academic programs through stakeholder participation.

Method

This study employs a qualitative approach, specifically a case study design. This approach was selected because the research aims to explore, describe, and gain an in-depth understanding of the phenomenon regarding the role of alumni as external stakeholders in the development of the Arabic Language Education study program.

The research was conducted at the Arabic Language Education study program at IAIN Curup. This location was chosen because the program has a large number of alumni distributed across various employment sectors. Primary data were collected from five alumni selected purposively for their relevance to the research questions. Four additional participants from the lecturer and study-program leadership groups were also identified as sources of institutional perspectives. The study took place from May to August 2024.

Data were collected online through open-ended Google Forms. The sampling strategy was intended to capture differing experiences of alumni engagement, rather than to produce a statistically representative sample of the alumni population. The claims of saturation and triangulation should be assessed against the actual responses and documentary evidence; they cannot be inferred solely from the number of participants. Secondary sources included available tracer-study materials, alumni activity records, and program documents.

Open-ended responses were organized by participant group and coded to identify recurring forms of alumni contributions, barriers to engagement, and institutional responses. The categories were compared across alumni and institutional participants where the underlying data permitted, and documentary materials were used to corroborate specific activities where available. The analysis followed the iterative logic of data condensation, data display, and conclusion drawing and verification.

Findings and Discussion

Higher education institutions serve as institutions that establish linkages between education and the world of work.(Vlachopoulos, 2026) They act as bridges that prepare graduates of primary and secondary education to become qualified personnel who are ready to enter and contribute to the workforce.(Alanazi & Benlaria, 2023) Higher education graduates are expected to enhance the value added of companies by optimizing internal resources and providing feedback to support organizational improvement.(Mgaiwa, 2021) Unfortunately, higher education institutions in Indonesia vary considerably in terms of quality.(Mokhamad Iklil Mustofa, Muhammad Chodzirin, 2019)

Many companies claim to have narrowed the variation in graduate quality by controlling certain variables, such as requiring a minimum GPA of

3.00. However, the results of internal company assessments indicate that substantial variation in graduate quality remains. As a result, some highly qualified graduates remain unemployed, while others with relatively average qualifications successfully secure employment and may even generate destructive "value added" for the companies they join.(Chen et al., 2025)

The results imply that alumni involvement in the creation of the Arabic Language Education Study Program goes beyond the typical role of offering graduate job information. Alumni may provide material resources, institutional connections, and scholarly knowledge to aid in program growth. From the standpoint of stakeholders, these contributions show how graduates may become active institutional partners rather than passive providers of assessment data.

This promise hasn't been completely realised, nevertheless, based on the cited obstacles to alumni engagement. Alumni participation may be limited by limited individual capacity and restricted access to information about study program activities. These results imply that the availability of institutional tools that promote participation and communication is just as important to alumni engagement as individual willingness.

The results thus emphasise the significance of creating organised lines of communication and more methodical chances for alumni engagement. More empirical research is needed to determine whether the obstacles are also related to institutional culture or the lack of an integrated alumni database.

Table 2. Thematic Categories of Alumni Contributions

Main theme	**Reported contribution or barrier**
Academic engagement	Resource persons, curriculum input, collaboration
Non-academic engagement	Financial support and facilities
Engagement barriers	Individual capacity and access to information

Graduates of the Arabic Language Education Study Program are employed in various fields, including as Arabic language teachers, academic staff, and professionals in other sectors. To date, PBA alumni have maintained good relationships with the study program, as indicated by their frequent visits to the study program to inquire about academic activities and address other needs, such as requesting recommendations for further study, assisting in the enrollment of new students, and handling other matters.

The role of alumni in the development of the Arabic Language Education Study Program encompasses several areas, including:

1. As Inspirers and Role Models

Alumni can share their experiences in time management, financial management, and personal development.(Cesário et al., 2026) Through these alumni, students can be encouraged to improve their learning motivation (Ekotrans et al., 2025) and develop positive habits and values throughout their university education.

2. As Career Mentors

As graduates who have entered the workforce and gained professional experience, alumni can serve as valuable sources of guidance for current students seeking information about career opportunities and career paths relevant to their chosen field.(Putri et al., 2021)

3. As Subject Matter Experts

Alumni can contribute to the development of the field of study by sharing their expertise and professional experience through roles as guest lecturers, expert advisors, and institutional partners.(Alshahrani, 2026)

4. Opportunities for Professional Development

Communities of senior alumni who have achieved success in their careers and professional lives can serve as an effective means of building broader networks and strengthening public trust in the study program and higher education institution.(Nabi et al., 2025) In turn, these networks can help other alumni access opportunities for career advancement and professional development.

5. Increasing Student Recruitment Efforts

Alumni can serve as links and encourage their family members and friends to consider enrolling in their alma mater. This can be facilitated by the psychological and emotional bonds that alumni have with the institution. In addition, alumni can provide guidance on how to join the study program, from the registration process to becoming a student. Alumni achievements in the workplace are also an important factor influencing prospective students when choosing a study program.

6. Increasing Fundraising Efforts

Senior alumni and alumni associations with stable financial conditions can play an active role in fundraising for study program activities and in providing financial assistance to students from disadvantaged backgrounds within the study program.(Hamdani et al., 2023)

7. Supporting Institutional Reputation

Alumni who have achieved success in various professional sectors, both at the national and international levels, can contribute positively to the public

perception of the quality of the study program. The higher the positions held by alumni in their respective professions, the greater the recognition and positive perception of the study program among the public.

Graduates of the Arabic Language Education Study Program at IAIN Curup are distributed across various fields and professions. Although the alumni have their own professional commitments, the interview findings indicate that they continue to follow developments within the Arabic Language Education Study Program at IAIN Curup. This is reflected in the statement made by an alumnus, Alan Budi Kusuma, when asked about the development of the PBA Study Program:

"There have been many programs as well as developments in learning materials and teaching practices. The study program also participates in seminars and training programs, and some students take part in national-level competitions."

Another alumnus, Zakiyah, expressed a similar view, stating, "The educational facilities in the PBA Study Program have developed very well and are currently in accordance with the needs and demands of the times."

Based on the findings presented above, it can be seen that alumni actively follow developments within the Arabic Language Education Study Program at IAIN Curup, including developments in facilities, the learning process, and activities undertaken by students and the study program at both the local and national levels.

Alumni Alumni of the Arabic Language Education Study Program have made positive contributions to the development of the study program through various means and forms of involvement.

Based on an interview with an alumnus named Aditia, he stated:

"The role I can contribute is, first, to conduct several studies and analyses related to Arabic Language Education (PBA) that can be further developed and implemented at the district and provincial government levels, such as through research, community service, and the establishment of Arabic language courses."

Another alumnus, Vira Rinjiani, stated:

"My role as an alumna is to serve as a platform for sharing information about activities conducted by the PBA Study Program and to promote the PBA Study Program to schools so that students can consider continuing their studies in the PBA Study Program at IAIN Curup."

Another alumnus, Anwar, also shared his views regarding the role of alumni in the development of the study program. He stated:

"My contribution to the development of the PBA Study Program is to help promote the program to prospective students by informing them that the PBA Study Program provides quality education."

Based on interviews with several alumni, one alumnus, Yossy, shared the following statement regarding his role as an alumnus in supporting the development of the study program:

"My role as an alumnus is to contribute my time, ideas, and financial support to the development of the PBA Study Program at IAIN Curup. I do this because of my affection for the study program and as a form of gratitude for the education and guidance I received from the lecturers of the program."

Based on the findings from interviews with several alumni, it can be concluded that the alumni have made positive contributions to the development of the PBA Study Program in accordance with their respective abilities and capacities.

These contributions take various forms and approaches, depending on the circumstances and opportunities available to alumni to undertake beneficial initiatives for the study program and participate in activities that support the development of the Arabic Language Education Study Program at IAIN Curup.

Based on the researchers' observations and interviews with several alumni, the roles of alumni of the Arabic Language Education Study Program at IAIN Curup can be categorized into two main areas: academic and non-academic roles.

The non-academic roles of alumni are carried out in various forms, including:

1. Financial Support

One form of alumni participation in providing financial support for academic activities is through financial assistance to students participating in study program activities at the national level.

2. Strengthening Educational Facilities

Alumni have played an important role in improving the facilities of the Arabic Language Education Study Program. They have contributed by providing various facilities, including reference books, printers, tables and chairs, carpets, cabinets, and other equipment. In addition, alumni have also contributed to the provision of religious facilities, such as prayer garments (mukena) for the prayer room in the newly established campus building.

The academic roles of alumni are carried out through several activities, including:

1. Alumni Involvement as Resource Persons. Alumni are involved as resource persons in various activities, including serving as speakers in soft-skills

training for students and alumni, speakers in new student admission activities focusing on career prospects and graduate opportunities, and speakers in scholarship information sessions for students and alumni. In addition, several alumni are involved in developing partnerships for expert lectures, research activities, and community service programs.

2. **Alumni as Curriculum Advisors**. Another academic role of alumni is to serve as curriculum advisors by providing input to the management of the Arabic Language Education Study Program regarding curriculum improvement in accordance with labor market demands, the enhancement of educational facilities and infrastructure, and the development of professional networks. Such input is provided during meetings and curriculum workshops, which are held every five years. Alumni are also involved as guest speakers in several courses, such as Alan Budi Kusuma in the *Practical Worship* course and Akmaluddin in the *Qur'anic Recitation Improvement (Tahsin Tilawah)* course.
3. **Alumni as Professional Networking Facilitators**. Alumni play an important role in developing professional networks. For alumni of the Arabic Language Education Study Program at IAIN Curup, professional networking is facilitated through an annual alumni gathering held in conjunction with the anniversary (Dies Natalis) of the Arabic Language Education Study Program at IAIN Curup. The alumni gathering is organized annually in collaboration with alumni from all cohorts of the program.

   In addition, professional networking is maintained through the S1 PBA alumni WhatsApp group and the PBA Alumni Association Facebook group, which serve as communication platforms connecting alumni from different cohorts who are now spread across various regions. These platforms help maintain communication and professional relationships among alumni.

   Activities conducted through the alumni groups include sharing information about job vacancies, providing updates on current issues, exchanging professional experiences, sharing information about national and international seminars and training programs, disseminating information about domestic and international scholarships and research opportunities, discussing fundraising and community service activities, as well as planning annual alumni gatherings and the election of new alumni association leadership.
4. **Alumni as Strategic Partners in Institutional Collaboration**. Alumni also play a role as strategic partners in developing institutional collaborations. The establishment of memoranda of understanding (MoUs) and other forms of cooperation provides opportunities for field-based learning and practical experience through collaboration between the Arabic Language Education Study Program and alumni working at various educational institutions and schools across Bengkulu Province.

According to the documented contributions, alumni can serve as partners in program activities, professional connections, curriculum advisers, and resource supporters. Rather than proving that all graduates contribute equally, these roles should be seen as various forms of stakeholder participation. In terms of stakeholder involvement, the existence of possible contributions does not create an effective institutional connection on its own; participation also necessitates communication channels, decision-making possibilities, and program feedback. Therefore, while their scope and consistency necessitate additional documentation verification, the described cases highlight opportunities for interaction within this case.

In contributing to the development of the Arabic Language Education Study Program, alumni also encounter several challenges and limitations.

As stated by Aditia, one of the alumni, regarding the challenges he faces in participating in the development of the study program:

"One of the challenges I face in contributing to the development of the PBA Study Program is my limited capacity and insufficient knowledge regarding the development of the PBA Study Program."

In addition, an interview with Nurul regarding the challenges she faces in participating in the development of the study program revealed that:

"One of the challenges I face in actively contributing to the development of the study program is limited access to information, as I currently live in a different province from the study program. Therefore, I hope this challenge can be addressed by the study program more frequently disseminating up-to-date information about its programs and activities, enabling me to participate more actively."

In addition to identifying various forms of alumni contributions to the development of the Arabic Language Education Study Program, this study also found several challenges that affect the level of alumni participation as external stakeholders. Based on the results of observations and interviews, two main challenges were identified as limiting the optimal involvement of alumni: limited individual capacity and limited access to information about the study program.

The first challenge is **the limited individual capacity of alumni**. The findings indicate that not all alumni have sufficient opportunities, time, or resources to actively participate in various study program development activities. Some alumni have demanding workloads, are pursuing further education, or have professional responsibilities that limit their participation in academic and non-academic activities. In addition, differences in work experience, professional competencies, and occupational positions result in varying levels of alumni contributions. These conditions indicate that the potential contributions of alumni are influenced by the individual capacities of each alumnus.

The second challenge is **limited access to information about the study program**. Some alumni stated that information regarding study program activities, discussion forums, curriculum development, seminars, and collaboration opportunities is not yet equally accessible to all alumni. Communication between the study program and alumni still relies heavily on informal networks, meaning that not all alumni receive information at the same time. As a result, many alumni are willing to contribute but are unaware of the forms of participation available to them or the mechanisms provided by the study program for their involvement.

Alumni engagement may be hampered by both personal circumstances and institutional communication procedures, according to accounts of low personal capacity and unequal access to information. However, the proportional significance of database integration, institutional culture, and other potential reasons is not established by the available data. Rather than being verified explanations, these are to be regarded as hypotheses for additional research.

These findings broaden the understanding of the role of alumni as external stakeholders. While previous studies have emphasized the benefits of tracer studies as a means of obtaining feedback from alumni, this study demonstrates that the effectiveness of alumni engagement is also influenced by the institution's readiness to establish structured communication and collaboration systems. Therefore, strengthening alumni relations should not be limited to conducting periodic tracer studies but should also be supported by institutional policies that strengthen communication, expand access to information, facilitate collaboration, and provide more inclusive opportunities for participation for all alumni.

Based on these findings, it can be understood that optimizing the role of alumni as external stakeholders requires two main prerequisites. First, the study program needs to establish an alumni empowerment mechanism that takes into account differences in the capacities, experiences, and competencies of individual alumni. Second, the study program needs to develop an integrated alumni communication system so that information regarding academic activities, curriculum development, collaboration, research, community service, and other opportunities for contribution can be accessed quickly, openly, and continuously by all alumni.

Based on these challenges, the Arabic Language Education Study Program should make efforts to strengthen alumni capacity by equipping students with sufficient knowledge, skills, and competencies to enable them to develop themselves and make positive contributions to the development of the study program. Innovation and creativity in developing students' capacities are increasingly essential in the current context. In addition, the study program should identify and utilize opportunities within society so that alumni can

develop greater confidence in contributing and participating actively in the community.

Regarding the challenge of limited access to information, this should no longer be a major obstacle given the rapid advancement of information technology. Social media platforms that are familiar to alumni can be utilized as communication channels connecting alumni with the study program. Geographical distance between the study program and alumni should no longer be considered a significant barrier, as current technological developments provide various means of maintaining communication. The study program can disseminate information through digital platforms and social media, such as Facebook, WhatsApp groups, YouTube, and other relevant platforms.

Conclusion

This study looked at alumni's involvement as external stakeholders in the creation of IAIN Curup's Arabic Language Education Study Program. Academic and non-academic contributions were found to be the two main aspects of alumni participation. Academic engagement included involvement in educational activities, curriculum-related feedback, and professional networking; non-academic contributions included reported financial and material support.

Two obstacles to alumni engagement were also found in the study: restricted access to institutional information and individual capability constraints. These results imply that institutional structures that promote participation and communication are just as important to alumni engagement as graduates' willingness to contribute.

By emphasising the potential contributions of alumni beyond their traditional function as responders in graduate tracer studies, the study advances our knowledge of alumni engagement. However, rather than quantifiable gains in institutional performance, the results mainly record types of participation and perceived impediments.

The study suggests creating more inclusive participation mechanisms, bolstering alumni contact platforms, and methodically integrating alumni viewpoints into academic program evaluation. Future studies should look at how alumni contributions affect institutional growth, curriculum choices, and educational quality over time.

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The research and writing of this article are the result of the collaborative work of the three authors. The contributions of each author are as follows:

Dr. Rini, M.S.I., served as the first author, responsible for: Formulating the research idea and concepts (conceptualization). Developing the theoretical framework and literature review. Designing the qualitative research methodology. Collecting field data (interviews, observations, and documentation). Writing the initial draft and revising the final manuscript.

Arif Mustofa, M.Pd., served as the second author, responsible for: Analyzing and interpreting data using thematic analysis techniques. Validating and triangulating data to ensure the validity of the findings. Drafting the findings and discussion section. Editing grammar, formatting, and references. Finalizing the manuscript in accordance with journal guidelines.

Masya Saumnaz Larasati, as the third author, was responsible for collecting research data and references.

Riski rahmat dwianto as the fourth author, was responsible for collecting research data and references

All three authors have read, approved, and assumed responsibility for the entire content of this article. There are no conflicts of interest in this research.

AI Writing Statement

During the preparation of this manuscript, the authors used Deepseek and consensus AI to assist with purpose for language editing, grammar checking, or idea organization. The authors carefully reviewed and edited the content generated with the assistance of AI and take full responsibility for the final content of this manuscript.

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