



How are important career services for Islamic college students?

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ABSTRACT

The purpose of this study is to identify the importance of career services and career service delivery to Islamic college students. The implementation and importance of career services for each campus is different, depending on the direction of policy and leadership. The approach used in this research are a survey using a career service instrument that has been developed. Respondents of this study were 786 students from various departments and grades at UIN Sunan Kalijaga Yogyakarta Indonesia. The research findings indicate that 98.9% of each student needs career services in the form of adjustment to majors, development of potential and personal skills, and career preparation related to the world of work, while the implementation of career services that have been running is relatively different for each department and faculty. In the Tarbiyah and Teacher Training faculties, they get more career services with an average (103.6) such as getting great opportunities for their students to do internships before graduating, but in the ad humanities social sciences and humanities faculty with an average (89.1) they still need improvement of career services for students.



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1. Introduction

Education is an investment in the future. The younger generation is the next generation for the future. The educated young generation is expected to contribute to a more developed country and nation. One of the efforts made in developing the younger generation is through colleges or higher education. Higher education or colleges is an education provider unit in a country. Colleges can take the form of academies, institutes, polytechnics, colleges, and universities. Hitch and Gore [1] suggest that formal education is a part of helping students achieve career development tasks. Career development is an important component of the educational experience. Furthermore, Herr, Cramer, and Niles explained that career development also involves individual work values, job choices, the creation of career patterns, and decision-making styles [1]. It explains that career development is an important part of the journey of life and career development is an important part of education because it will involve individual work values, job choices, and decision making. Education is associated with doing good, making a difference, playing an important role, and will therefore be a positive environment for finding work. For some participants, education being a 'public good' matched their personal values, offering a more altruistic alternative to the perceived profit focus of the corporate world [2]. Therefore, higher education has an important role in developing careers and building the mental health of students to achieve a better quality and life planning. However, in fact, students find it difficult to determine the career they will choose. Brown finding that it is difficult to determine a career which has an impact on the increasing number of educated unemployed in Indonesia and the phenomenon in the field shows that the current unemployment rate is almost 17 percent, the cause is

a problem in the school transition to the world of work [3]. While Non-standard employment incidence among European countries has increased from 15% in 2005 to 21% in 2015, Italy percentage (28%) is slightly higher as well as the highest among the more developed countries (e.g., UK = 14%; Germany = 16%; France = 19%). Perceived certainty about job continuity in the following 6 months is still lower (58%) than the EU mean (69%) as well as the above-mentioned countries (i.e., UK = 74%; Germany = 80%; France = 78%) [4]. Thus, providing career services to students is part of preparing human resources to face the world of work or job market.

The Ministry of Manpower [5] stated that up to February 2013 the number of undergraduate unemployed reached 360,000 people or 5.04 percent of the total unemployment of 7.17 million people. Another thing is also shown from the results [6] that as much as 6.2% of Indonesia's population is unemployed or unemployed. Furthermore, Central Bureau of Statistics [7] shows that the number of open unemployment based on education level has increased from 5.81 percent in February 2015 to 6.18 percent in August 2015, with details of SD down as much as 2.74%, SMP as much as 6.22 %, SMA as much as 10.32%, DIII / IV as much as 7.54% and University as much as 6.40%. Based on data, it shows that the unemployment rate in Indonesia has increased and there are still 13.94% of DIII / IV graduates and universities who are still not absorbed in the job market. In line with 2015 data, [8] the total workforce in February 2018 was 133.94 million people, up 2.39 million people compared to February 2017. In line with that, the Labor Force Participation Rate (TPAK) was 69.20 percent, increasing 0, 18 percentage points. Thus, every year there will always be problems related to the transition of school or education to the world of work. So that, every year the campus graduates thousands of graduates. In a matter of years, there is an increasing number of undergraduate graduates, but in terms of employment, they have not been able to absorb these educated undergraduate graduates. Other findings [9] show that Media or Communication also indicated, more than any other industry, that students are either unprepared or very unprepared to find work.

For example, UIN Sunan Kalijaga on March 29, 2015, graduated 731 people who graduated from undergraduates and on May 28 2016 graduated 413 graduates from undergraduates [10]. Referring to the two graduation activities, it has reached 1144 students who have graduated, while the number of students who already have jobs or are absorbed in the job market does not appear to be reaching that data. Therefore, career planning from an early age is important. Rivai explains that career planning is a process in which an individual selects career goals and career paths [11]. Meanwhile, Klein and Hefferin suggest that career planning is a continuous process of self-assessment and goal setting [12]. Thus, career planning is an important thing that must be done by students from an early age so that they are able to prepare themselves by planning steps that will be taken to achieve targets and goals in the future. In addition, it is hoped that students will have an independent attitude that can be relied upon and ready to face the competitive era of globalization and career challenges in the future. One of the ways and efforts made is career services for students in the Islamic College (PTKIN), including one of which is State Islamic University Sunan Kalijaga. Furthermore, Ulifa explains that career guidance services are activities and assistance services to individuals with the aim of obtaining self-adjustment, understanding the world of work, and finally, making career choices [13]. Another data show that A survey of 258 undergraduate psychology students found low levels of engagement with career service events, typically less than 50% attendance, despite an increase in attendance during the student's degree program. These findings highlight how many students, in parallel departments, do not attend events designed to help them explore their career options or help them navigate the application process [14].

According to Herr, Cramer, and Niles [1] said that career guidance services are systematic programs in providing services to help individuals explore themselves, job opportunities, education, and develop decision-making skills so that they can create and manage their career development. Then, Guan, et all [15] adds that career guidance according to Winkel is an aid in preparing for the world of work, selecting a certain job or position (profession) as well as equipping oneself to be ready to take up the position and adjusting to the demands of the existing job field. Another alternative that career service professionals are increasingly involved in decisions regarding technology use. This study [16] presents a number of considerations to explore, including the characteristics and needs of current students, available technology, funding requirements, and confidentiality concerns. The authors recommend an approach that includes strategic planning, needs analysis, training, and ongoing support. As well as the specific technologies presented are e-mail, discussion boards, videos, podcasts, websites, internet-based guides and information systems, telephone, instant messaging, and virtual spaces.

Related with discussion in the above that the younger generation will experience confusion in future work when teenagers are not ready. Based on a survey [17] to undergraduate business students, we found that participants were most satisfied with the provision of practical CSC tools that enhance employability and least satisfied with CSC integration of students' backgrounds and interests during giving advice. Our qualitative analysis yielded three categories of contributors (ie, socio-cultural factors, independent activities, and institutional factors) to students' career outcomes, which were psychological characteristics, career decisions, and social capital. Sociocultural factors are most prominently featured in students' narratives of their experiences, in that they shape how students make use of institutional resources and how they engage in independent activities as part of their career trajectory. Practical implications and future research directions are discussed.

Therefore, importance to know as self-knowledge, occupational-knowledge, and right reasoning in life. Namely, these are competencies in “knowing-why” (e.g., maintaining motivation and constructing identity), “knowing-how” (e.g., developing relevant skills and expertise), and “knowing-whom” (e.g., building relationships and reputation) [15] and career guidance is needed as an effort to help individuals better understand themselves, get to know the world of work, plan for their future, to make choices and make decisions independently so that they are truly ready to face the job market in accordance with the requirements and demands of the job or career. The lack of attention to studies on career preparation on campus. Whereas there is an urgent need to correct inequalities in university completion rates and graduate outcomes. Students from low socioeconomic status, regional, and Indigenous backgrounds have lower completion rates than their peers. Therefore, university career services are the main source for improving students' employability. This service provides various activities such as career education, job interview training, resume preparation, and sourcing job opportunities [18].

In addition, Colleges and universities should view their students' working lives not as a challenge, but as an opportunity, given the weight all types of employer's place on the experiential element of a fresh graduate resume. Career services for colleges and universities need to show some of its alumni who have been successful in various career fields so that the institution can be recognized by several employers [9] and employability is a major concern for students and is increasingly important for universities with the inclusion of work outcomes that affect performance in the league tables and in the Teaching Excellence Framework [14]. Universities typically teach employability either by embedding it in the course curriculum (embedded approach) or through career services (parallel approach). Thus, this study seeks to identify the career services provided by the Islamic colleges for students so that students can plan and make career decisions that are appropriate and appropriate to themselves in the future.

2. Method

The research approach used was a survey. The survey is useful for identifying career service programs provided by the campus to students and measuring the importance of career services and service delivery to Islamic colleges students. The instrument used was the career service scale and refers to Holland's Hexagon [19], [20]. This scale was developed by the authors as an attempt to measure the importance of career services and the extent to which career services are carried out. Several things that are identified from the career services with three aspects provided in the form of student self-adjustment with majors (9 item for example public lecture implementation by courses), developing of potential and skills (6 item for example student activity orientation in the university), and career preparation to facing the business world and industry (5 item for example roles of career centers to developing student careers). The respondents of this study were student of Universitas Islam Negeri Sunan Kalijaga from first grade until fourth grade or above.

The responden of this research were 786 students from various faculties, namely the Faculty of Adab and Cultural Sciences, Da'wah and Communication, Sharia and Law, Usuludin and Islamic Thought, Science and Technology, Social Sciences and Humanities, Economics, and Islamic Business and Tarbiyah and Teacher Training. Meanwhile, the data collection technique used was random sampling using career service instruments. Furthermore, the data analysis used is descriptive quantitative with SPSS 20 and the details of the subject as follows [Table 1](#).

Table 1. Student Respondents at UIN Sunan Kalijaga, Yogyakarta

Conditions of research Subject	Classification of research subject	Amount	Percentages
Gender	Male	223	28.4%
	Female	563	71.6%
	First year	189	24%
Grades/ Year	Second year	206	26.2%
	Third year	284	36.1%
	Fourth year	95	12.1%
	More than fourth	12	1.5%
Faculty	Adab and Cultural Sciences	78	9.9%
	Da'wah and Communication	126	16%
	Sharia and Law	101	12.8%
	Usuludin and Islamic Thought	39	5%
	Science and Technology	142	18.1%
	Social Sciences and Humanities	101	12.8%
	Economics and Islamic Business	97	12.3%
	Tarbiyah and Teacher Training	102	13%
Is it important to have a career center?	Yes	776	98.9%
	No	9	1.1%

3. Results and Discussion

Career services are an integral part of the learning process. The goal of education is career satisfaction, the process to achieve satisfaction takes a long time and of course assistance, service, and guidance. Therefore, identifying career services that have been implemented and the right steps to take them further are important in supporting and developing a pattern of career services (see [Table 2](#)). This study identified the importance of career services for students and has developed three patterns.

Table 2. Average of Career Services

Faculties	Average of Career Service
Adab and Cultural Sciences	93.7
Da'wah and Communication	101.8
Sharia and Law	98.1
Usuludin and Islamic Thought	91.4
Science and Technology	103.1
Social Sciences and Humanities	89.1
Economics and Islamic Business	98.4
Tarbiyah and Teacher Training	103.6

The results showed that there were several career services provided by the campus to students. In the Tarbiyah and Teacher Training faculties, they get more career services with an average (103.5) such as getting great opportunities for their students to do internships before graduating, but in the ad humanities social sciences and humanities faculty with an average (89.1) they still need improvement of career services for students. These career services are useful for getting to know and understanding personal potential, talents, and interests in certain fields, adapting to peers and the environment. Furthermore, if it is analyzed in-depth about three aspects of career guidance for students in Islamic colleges, namely student self-adjustment to the major, developing of self-potential and skills, and career preparation to facing the industrial world and business.

3.1. Student Self-Adjustment to the Major

Student self-adjustment to majors is a major aspect in career services so that universities need to carry out several activities such as introduction to the campus environment, student self-adjustment to study programs, introduction to campus culture, career orientation of prospective study program graduates, and orientation of student activity units in the Islamic college environment. For more details in [Table 3](#).

Table 3. Student Self-Adjustment to the Major

Statements	Rating Scales ^a						
	1	2	3	4	5	6	7
Public lecture implementation by courses	1.5 ^b	1.9	5.5	16	29.9	21.6	23.2
Introduction and self-adjusting with courses	1.1	1.9	4.6	17.8	26.7	27.4	20.5
Content about adapting to the environment and university	3.7	5	9.8	18.4	28.8	18.4	15.9
Career orientation for candidate graduates	2	3.7	8.3	18.4	29.4	20.5	17.7
Alumny engagement for career orientations	3.7	5.1	12.1	21.5	25.6	17.8	14.2
Visits to agencies, business, and industrial worlds such as internships	6.6	6.1	9.8	20.5	20.5	15.8	20.7
Providing career planning services by study program or faculty	4.1	5.7	11.5	21	24.4	16.9	16.4
Training or seminar on scientific profession in the scope of study program	1.9	4.1	6.9	15	25.2	22.3	24.7
The role of academic guidance lecturers to help plan student careers	5	6.2	9.8	14.9	24	19.7	20.4

^a. Notes.^b. Scale 1 (Strongly Disagree) – 7 (Strongly Agree)^c. In percentages

Based on these results in table 3, it shows that the adjustment aspects of students and majors get an average scale of 5, which shows that the career services provided by the campus are good. Introduction and adjustment to lectures can be said to be very good. Meanwhile, what is noted in career services in the form of adjustment to students and majors is increasing visits to industry or training and practices in accordance with majors such as internships, field practice, or the like and it is necessary to provide training for academic supervisors so that they play a role in helping plan student careers. Both things become evaluation materials to improve career services in Islamic colleges. Adjustment to majors is an important part of career services. The knowledge and abilities learned and trained in the department will play a role in work or career [21]. Employability is a major concern and motivation for many students studying at university. In addition, the Academy of Higher Education [22] defines embedded employability as the teaching of employability that is included in learning and teaching policies, processes and practices, particularly in course curricula. Thus, the Literature on employability embedded in the curriculum [14] in the form of job skills career-related training or modules (excluding work experience) appear to show some positive evidence linking employer involvement in course design with positive work outcomes.

3.2. Developing Self-Potential and Skills

After students can adjust to their majors, students need to develop their potential and equip themselves with several skills. Islamic Colleges has carried out several activities such as providing career planning services during college, training, or seminars on scientific professions within the study program, data collection or grouping of student interests and talents, channeling talents and interests through student activities and others in the campus environment, and the role of career centers in developing a student career. The finding for developing self-potential and skills such as in Table 4.

Table 4. Developing of Self-Potential and Skills

Statements	Rating Scales						
	1	2	3	4	5	6	7
Student activity orientation in the university	2	2.3	4.8	18.6	26.3	24.6	21.4
Student data collection or grouping of interests and talents	3.7	4.5	10.9	22.1	26.5	19.7	12.6
Distribution of talents and interests through activities in the university	1.8	1.9	6.5	18.6	26.6	24.3	20.4
Guidance and counselling for the placement of employment	3.4	5.6	11.6	22	23.3	19.8	14.2
Strengthening career decision-making in the future	4.6	5.3	10.9	24	24.8	18.7	11.6
Job opportunities in achieving future careers	2.3	3.3	7.9	15.6	27.7	23.9	19.2

Table 4 indicate that the average development of the potential and self-skills of students is good. This is shown by the efforts made by students to consistently develop their own potential and skills. The steps that students take in developing themselves through various campus activities both internal and external to the campus. As for what needs to be strengthened and improved is the grouping of students according to their interests and talents,

in addition to expanding various fields of interest or talent is also necessary. This is necessary if students have talents and interests and there is no place to accommodate them. Another thing that also needs to be improved and developed is guidance and counselling to help students recognize, know, and understand themselves and students can make strong career decisions in the future.

3.3. Career Preparation to facing the Business World and Industrial

Regarding career preparation to facing business world and industry, Islamic Colleges especially, UIN Sunan Kalijaga has carried out several activities such as the implementation of public lectures by study programs, alumni involvement for career orientation for prospective study program graduates, Conducting visits to agencies in the business world and the industrial world according to the study program, the role of supervisors academics in helping to plan student careers, Guidance in channeling graduate workforce in the business world and industrial world, information of Job opportunities, the role of thesis supervisors in guiding the completion of final assignments, and integrated career counseling program for students, then providing career information that is up to date, creative, innovative and easily accessible to students or graduate. The result of this research such as in Table 5.

Table 5. Career Preparation to facing the Business World and Industrial

Statements	Rating Scales						
	1	2	3	4	5	6	7
Roles of career centers to developing student careers	3.6	5.2	10.3	23.7	28.1	18.3	10.8
Roles of supervisor in guiding the completion of final assignment and decision making of student career	2.5	3.7	7.4	18.2	25.8	26.6	15.8
Comprehensive and integrated student career counselling program	3.8	4.3	10.6	23.8	23.7	22	11.8
Providing newest career advertising, creative, innovative and accessible to students or alumny	3.4	5.6	9.7	19.6	25.2	18.8	17.7
Advertising services on student careers	3.8	4.7	10.3	20.1	28	16.8	16.3

The data in Table 5 shows that in general, students' career preparation in entering the world of industry and business can be said to be good. The role of final assignment guidance is very large in student career decisions and plays a major role in assisting students in completing lectures. However, what needs to be improved is the role and function of the career center in developing student careers, this can be done through training and cooperation between career centers and various companies that open job vacancies. Career services so far can be said to be in line with these findings, but there are still some things that need to be addressed. such as strengthening career centers in developing student careers; an integrated and comprehensive career counseling program as well as bridging the job market with prospective graduates with media that can be used.

3.4. How are important career services for Islamic college students?

Perry and Zandt stated that career development is a process to obtain information about themselves and can be applied to the world of work [23]. In line with this opinion, Knight stated that introducing career and college readiness activities at the beginning of primary school can help students make an important connection between education and future success [24]. Efforts made in career development are through education. Higher education is a means of exploring its abilities, potentials, interests, and talents. Higher education has eight elements in identifying career education, namely self-awareness, career awareness, attitudes and appreciation, decision-making skills, economic awareness, awareness of skills and competencies for beginners, job placement skills, and educational awareness [3]. Thus, career development in Islamic colleges has an important role in helping students to develop themselves through careful and well-structured career planning for the future. It is shown by 98.9% of student responses to the importance of career services in Islamic colleges.

Furthermore, Tohirin explains that forms of career guidance include self-information services, information services about the environment relevant to career planning, placement services, and orientation services for career development fields [25]. One of the important things in career guidance is career planning. Byars and Rue said that career planning is the efforts made by an individual to advance the career goals [26]. Career planning usually involves a very limited time commitment. The

goal of career planning is to help individuals take personal responsibility in preparing for their future, to help individuals intend to take action in the future, and to identify, implement, and achieve career goals [27]. Thus, one of the efforts in career guidance is career planning used to help individuals to be responsible, think about the future, identify, and implement career goals. There are several activities in career planning including learning about career information, talking about plans, and participating in various extracurricular activities [28]. Adiyas confirms that the process or steps to be taken to compile a career plan includes four things, namely assessing yourself, setting career goals, preparing plans, and implementing these plans [29]. This is also evidenced by the results of research by David Ozora showing that [30] there are several factors that have the greatest influence on student career planning, namely the potential that is in themselves, their talents, interest in certain fields, interactions with peers and environmental factors. Thus, career service for students of Islamic colleges is very important and very much needed, because career guidance will be oriented towards helping students in directing careers, strengthening career choices, not regretting the majors they have chosen, integrating potential or abilities with job opportunities, develop passionate talents and assist students in arranging and planning for the future according to their hopes and dreams and bridging graduates with companies.

In this regard, there is a gap between the introduction data and the research findings. Researchers found that the career services that have been provided are good but the absorption of graduates into the world of work can be said to be still lacking. Some adults say that campus is a place and time for exploration and career development [31]. Students are given the opportunity to create networks and experiences that enable them to explore potential vocational trajectories. Directly, student life experiences will continue to shape career planning, choices and decisions [32]. In other words, the influence of the past, the present will play a role in supporting careers in the future. In the current study, although career engagement increased especially for final year students in the study, the lack of engagement during the first and second years seems to indicate that students delay career planning until later stages in their undergraduate degree program employing a parallel approach. However, it is at this early stage that students can identify the graduate career options they are most passionate about and identify opportunities to gain relevant work experience which is critical to graduate employment [33]. Therefore, the real concern is how to help students explore career options and prepare for the world of work. This raises two important questions: how many students who take courses without career support or on-campus or bolt-on career services are in the position of having to seek and attend the right career guidance? And how many students actually find and follow such career guidance on campus or other place? The two questions become one of the recommendations for further research to be carried out, why there is a difference between the career services provided and the absorption of graduates into the world of work.

4. Conclusion

Career services are an important component in a higher education institution. Career services aim to help strengthen student skills and expertise as well as develop knowledge in both hard skills and soft skills. Implementation and importance of career services for each campus is different, depending on the direction of policy and leadership. The research findings indicate that 98,9% of each student needs career services in the form of adjustment to majors, development of potential and personal skills, and career preparation related to the world of work, while the implementation of career services that have been running is relatively different for each department and faculty. Career services for Islamic colleges especially UIN Sunan Kalijaga has been carried out well, such as career orientation services by providing field assignments and holding practicum in institutions, agencies, or industry, as well as career planning services that involve the role of Academic Advisor lecturers. The career guidance that has appeared in Islamic colleges includes adjustment with major, environmental orientation, job opportunities information, placement services, and career development. However, there are some things that need to be improved such as increasing visits to industry or training and practices in accordance with majors such as internships, field practice, or the like and it is necessary to provide training for academic supervisors so that the role in helping careers planning student, guidance, and counseling to help students recognize, know and understand themselves and students are able to make strong career decisions in the future, the role and function of the career center in developing student careers, this can be done through training and cooperation between career centers and various companies that open job vacancies, and the existence of advertising services as campus facilities in bridging graduates with companies.

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