Islamic Career Guidance in Improving Students' Career Maturity

Sugandi Miharja[1*], Mohd Zaidi bin Mohd Hajazi[2]
[1]UIN Sunan Gunung Djati Bandung
[2] UNISEL, Malaysia
* email. Miharja.uin@gmail.com,

ABSTRACT

This research aims to develop the format of Islamic career guidance through lectures in an effort to improve optimal career maturity with good processes and results. The research method combines quantitative and qualitative methods together. This research involved a department of Islamic Guidance and Counseling, Faculty of Da'wah and Communication, State Islamic University Bandung. The results showed that, there were four methods as efforts to intervene career advancement, they are career theory lectures, career portfolios, field trips, student presentations of career inspiration read from books. Different time share method for portions. Better than more interesting. The final result of career maturity through career guidance courses can achieve high career maturity. This research can be widely used as an effort to improve career progress through career guidance.
Key word: Islamic career guidance, career maturity

ABSTRAK

Penelitian ini bertujuan membangun format bimbingan karir Islam melalui perkuliahan dalam upaya meningkatkan kematangan karier yang optimum secara proses maupun hasil yang baik. Penelitian menggunakan metode kombinasi antara pendekatan kuantitatif dan kualitatif secara bersama-sama. Penelitian ini melibatkan satu jurusan Bimbingan Konseling Islam, Fakultas Dakwah dan Komunikasi, UIN Bandung. Hasil penelitian menunjukkan bahwa terdapat empat metode sebagai upaya intervensi kematangan karier, yakni; ceramah teori karier, portofolio karier, kunjungan lapangan, presentasi mahasiwa dan buku bacaan inspirasi karier. Hasil akhir tindakan kematangan karier melalui mata kuliah bimbingan karier dapat mencapai kematangan karier tinggi dan sangat tinggi. Penelitian ini dapat digunakan secara luas sebagai upaya peningkatan kematangan karier melalui bimbingan karier.
Kata kunci: Bimbingan Karier Islam, kematangan karier

INTRODUCTION

Higher education is responsible to prepare students physically and mentally to be able to live independently. In the beginning, there was a gap between expectations and reality where not every student was able to be in a stable career. They must complete education, then deal with the reality of a career that still needs to be explored and efforts to truly achieve.

Guidance services, especially in the career sector, should be able to reduce confusion, feelings of uncertainty in preparing to enter a career in the future. Stages of individual career development are achieved through a good process so that the individual can go through the optimum stages of development. Career decision making has an impact on career development. This impact is expected in a state of career maturity that is well exceeded.

The term career can be seen as a noun, actor, and description. Seen as a noun, a career is a job or profession that requires education or special courses which are continued as a lifetime job. The term career seen from the state of the "culprit", is progress in the life stages of several professions or businesses. Meanwhile, the term career seen from "adverb" means having or following a professional job. Therefore "career" is a professional job that requires education or special courses to be followed as a person's lifetime job.

Guidance in Islam is the process of providing assistance to individuals so that individuals avoid (prevention) from behavior that is not in accordance with the morals desired by Khalik on their creatures. Consequently, Muslim can develop (development) and be able to recover (curative) itself in order to achieve world welfare-hereafter as the teachings of Islam.

The term Islamic career guidance is "a process of assistance to prevent, develop and restore individuals with a clearer understanding of themselves and their potential for a better present and future in relation to professional careers in order to achieve world-after-world welfare as taught by the Qur'an and Sunnah of the Prophet.

The term career maturity is the ability of individuals in self-actualizing patterns according to their abilities in supporting future career directions. Career maturity indicates the success of individuals to complete career development tasks that are specific to certain stages of

development. Individuals are mature or ready to make career decisions if the knowledge they have to make career decisions is supported by reliable information about work based on exploration that has been done. Maturity can be sure of the opportunity and the appropriate level of work and consider the needs, interests, capacity of competence, and personal values. Thus the concept of career maturity is normative, it needs to be a match between individual career development with the expected development.

All levels of students, especially the final year students have more responsibilities, in connection with immediately completing the stages of development of the student period to work. They are required to have physical and psychological abilities towards the job market. The job market is spread across companies, in government offices and educational institutions. Several things can be considered to determine whether someone is suitable or not to get a job in the place. The career maturity of prospective workers is a determining factor in answering these questions. They must have the expertise in the job they want. One must have a career maturity, so that he gets success and satisfaction at work.

Career maturity enables a person to gain success at work because the career he is doing is in accordance with his interests and potential. In order to obtain career maturity, they undergo a career guidance process. This career guidance can strengthen a more appropriate pre-career. This can be in the form of a career specifically in an effort to earn a living, develop a profession, and improve the position, also a career in broad view as a lifetime of life.

The career preparation process is pursued through the "career guidance as many as two credits" course. With this facility, career preparation education can be taken seriously. In turn, individuals will have the ability to make work decisions accordingly, have an awareness of the needs that are needed so that they have the readiness of cognition, affection, and psychomotor in dealing with the demands of the work presented to them.

Career maturity can be achieved by students who are seriously undergoing the process of education in college. In addition to being serious in undergoing the career education process, it is also necessary to have a match in interests, talents, and other technical abilities. If everything optimally runs in tune with the educational process, then career maturity is achievable.

Sixth semester students are students who are undergoing early adulthood, aged 20 to 30 years and are in the process of adjusting work and family. In this age range it is "a period of hoping to get a job". Academically, the sixth semester students should have sufficient knowledge about the department they are involved in because they already have cognitive readiness. Cognitive readiness in question is knowing the insights about the career involved and how to make the best decisions.

Students have a great opportunity to get a job because the job requirements offered are according to their majors. In reality, a number of Islamic Counseling Guidance Study Program (BKI) students still seem immature in their careers.

At the beginning of the career guidance course, a number of students graduated from BKI Study Program, when discussing careers, researchers got quite varied answers. Some of the answers they revealed were "I'm still confused, hesitant about applying for a job, hesitant to fill a vacancy, lack of confidence, or less interested in the job offered".

Other information that the researcher obtained was based on interview with several career guidance students, namely: in choosing majors at the beginning of registration, the Guidance and Counseling study program as an alternative choice if the primary choice did not pass. The choice of guidance and counseling study program is only as a second and third alternative option.

The selection process as above can have a negative impact on the student concerned (Saifuddin, 2018: 19). For example: First, waste time. This is because the person is still experiencing confusion in his studies and only realized that ii was wrong direction when he had studied for some time. Second, waste energy and mind. The person concerned uses energy and thought to do things that are not useful and less empowering. Third, discard material. When someone mistakenly chooses a major in a lecture, that person throws away material to finance lectures that do not optimize their resources. Fourth, demotivation (decrease or lack of motivation), lack of motivation to learn and achievement.

These negative effects may not be realized and may be underestimated. In terms of the effect it can be negative on his life and career maturity. On the basis of this phenomenon, researchers are interested in raising the focus of the researchers in terms of the intervention of career maturity of final-year students.

Following the reasons that have been mentioned, there are several problems that can be elaborated, they are: (1) The background of students based on education is quite diverse from high school, vocational, Aliyah, and pesantren graduates. (2) Background of the origin of the place of residence there are rural, suburban and urban centers. (3) There are students who are confused about not knowing where to go after completing their studies. (4) There are those who miss work opportunities in the area of Guidance and Counseling. (5) There are quite a lot of students who don't believe in their potential. (6) There are quite a lot of students who are not interested in the Islamic Counseling Guidance study program. As the background of the problem, the following are some formulations of this research problem: (1) What are the lecture methods in an effort to increase career maturity? (2) What is the level of student career maturity through the career guidance course?

Related previous research has been studied to career maturity, is spread on the relationship between career maturity and (1) Development guidance to enhance career maturity, (2) Peer support, (3) decision-making style, gender, (4) self-esteem , (5) Career development service factors such as orientation services, information services, placement and distribution services, (6) Academic Level, (7) self efficacy, (8) locus of control and study achievement, (9) career decision making, and (10) career solution counseling.

Previously, Fadhilah and Rochman (2010) had formulated and also validated the career level of student maturity through the development guidance model. Research shows that in the experimental group, attitudes and competencies for a career are very influential. By providing guidance there is a very significant difference between pre-test and post-test. Based on a series of studies, the development guidance model that he designed was effective for increasing career maturity. Wibowo and Japar (2018) tested the effectiveness of group counseling focusing on career counseling solutions to improve career maturity. In this experiment research design, the instrument used was the Career Maturity Inventory (CMI). The results showed that group counseling solutions that focus on career guidance can effectively improve career maturity. Kawuryan, Al Musadieq, and Arik (2017), research on the influence of factors in career development services such as orientation services, information services, placement and distribution services and individual guidance and counseling services have a strong influence on career maturity. The test results contributed to the

aspects of student career maturity by 54%, the next 46% in the form of other factors that were not examined. Hendayani and Abdullah (2018), stated that there is a positive relationship between the support of peers to one's career maturity. Peer support reaches 30% in influencing career maturity while the other 70% is due to other aspects.

Violina et al (2015), Career maturity includes the readiness of individuals to deal with their career development tasks. The task of career development is to make education a career direction. The results of the study showed that 1) career maturity was significantly different according to the style of decision making, 2) career maturity did not differ according to gender, 3) there was no interaction between decision making style and gender in explaining student career maturity. Purnasari (2018) stated that there was a positive relationship between self-esteem and career maturity in undergraduate students in the final semester. The variable shows that self-esteem reaches a total of 39% in terms that affect career maturity while the other 61% is influenced by other things.

Tekke (2013) conducted research aimed at testing the level of career maturity among Foreign Asian Students by measuring Academic Level. The level of career maturity of international students in Malaysia based on the academic level uses the Career Maturity Inventory. International students studying in various semesters complete the Career Maturity Inventory and reported that between respondents no significant differences were found from different academic semesters with career maturity levels. This might reflect the level of education bias in career decision making. The findings of this study are not consistent with previous theoretical and research expectations that senior international students will have a higher career maturity than new international students. This may be based on Asian cultural differences that depend and also the choice of respondents who are more inclined to new international students so that their career maturity is higher than that of senior international students.

In addition, there are also studies that aim to analyze self-efficacy and its correlation with the career maturity of final-level students (Lestari, 2013). The results showed the contribution of self efficacy variables to career maturity was a significant positive relationship. Bahtiar (2017) analyzes the effect of locus of control, self-efficacy, and study achievement on career maturity. It turned out that locus of control, self-efficacy, and study achievement on student career maturity proved to be

some of the factors that had a significant simultaneous influence.

Hidayat, Alsa (2018) states that career maturity is related to career decision making, that is, with the behaviors and competencies needed. The results showed that there was a change from significant in the experimental group as well as the control group in the pre-test to post-test scores. This career training contribution is worth 40% of the attitude domain and 63% of the career maturity domain.

In researchers's previous study do contain novelty, especially with action research methods on State Islamic University students through career guidance courses. In this action research there are a number of guidance actions in the framework of increasing the level of career maturity, for example with portfolios and field trips. The following are four career maturity interventions in action research they are lectures, portfolios, field trips and percentage of career inspiration readings.

In their careers, Islamic Career Guidance alumni have their own uniqueness, where their careers are bound by inherent religious norms, such as wearing headscarves for women, also women do not go out at night alone, may not work in a closed room together in a different gender.

This paper aims to (1) map out career guidance lecture techniques that are seen by students as being able to increase maturity, and (2) formulate achievement of career maturity interventions for students who have participated in career Guidance subject based on gender diversity and study background. The hope of this paper can be practical information on efforts to increase career maturity in students. The scientific benefits can provide additional research results related to career maturity through career guidance courses.

The research method combines quantitative and qualitative approaches together (mixed methods research) or known as the combination method (medkom). This method is to reveal the results of a more comprehensive study of the subjective opinion aspects (qualitative) of the research subjects and objective aspects of the data that are revealed statistically (quantitative). In the use of combination methods, the data is initially obtained by subjective qualitative methods, then there is an effort to increase objectivity through quantitative methods.

This research will be conducted in the city of Bandung, precisely at the "Sunan Gunung Djati" State Islamic University in Bandung majoring in Islamic Counseling Guidance, as many as 90 students at the final level.

This action research aims to develop an appropriate career guidance

format in the process and optimum results. Compilation involves the reality of social situations which are then designed to improve so that they become problem solvers.

Research instruments are used to facilitate data processing and produce good, accurate, complete and regular data. The instruments in collecting data are questionnaires and interviews. The research instrument is a tool to measure natural phenomena or the social situation of the object of observation. The primary research instrument of this research is the scale of career maturity. As for other instruments by conducting observations and interviews.

Career maturity is a measure of one's success in carrying out developmental tasks and can influence future success through information seeking, class choices that support career goals, knowing educational requirements and recognizing self-values. There are several aspects that can measure a person's career maturity including: 1) preparing for a career; 2) find out about career news; 3) knowledge of career selection; 4) understanding of the world of work; 5) insight into work groups that are more desirable; 6) realize career decisions.

Table 1. Career Maturity Indicator

Indicator	Sub Indicator
Career Planning	Insight and preparation towards career.
	Consideration of several career alternatives.
	Career planning in the future.
Career Exploration	Career information that appears and updates.
	Using career information.
Knowledge career decision	Methods and efforts towards career decisions.
	Learn how others make career decisions.
	Determine the direction of career decisions.
Knowledge working world	Identification of interests and abilities.
	Map out how other people learn about work.
	Equipping work assignments.
	Recognize work behavior.
Preferred occupational knowledge	Job requirements are expected.
	Factors that determine the choice of work.
	Identification of risks due to work being chosen.
Realization of a decision Career	Understand the strengths and weaknesses associated with career choices.
	Know the career support and obstacle choices.
	Can benefit in making realistic decisions.

Using the procedures for making the instrumentation, observations and interviews contain aspects that will be observed and interviewed during the career guidance process. As for ensuring maximum results during data collection, the researcher has compiled a list.

Table 2. Observation and Interview Indicator Sheet

Indicator	Sub Indicator	Data Description
Implementation	Readiness before implementing career guidance	. . .
	Behavior and attitude during the career guidance process	
	Obstacles in career guidance lectures	
Achievement of Ability	Self-knowledge	. . .
	Self-exploration	
	Career planning	

Career Inspiration in Qur'an

Careers in the text of the Qur'anic verses are not mentioned directly, but with equivalent meanings such as serious effort, work and endeavor followed by dhikr and prayer solely because of Allah SWT. Some mufradat show the meaning of career (Wakhidin, 2010). In the Qur'an, this human activity is known and is called kasb (deeds). According to Rahman (1996: 41), the word kasb (human deeds) in the Qur'an has derivations (derivatives) including fi'l (work), charity (deeds), sa'yu (effort), shun '(doing), iqtiraf (work), jurh (doing) and kasb (doing). The Koran displays these words individually, as many as two or more words at once in one verse.

The Shihab (2003: 418), the words (اكتسب) iktasaba and (اكتسبن) iktasabn indicate the meaning of effort in what they do with extra effort and effort. The word kasb used in the Qur'an means that human acts in general are not only good deeds but also bad deeds. Efforts to absorb the wealth and life of the world. Further Shihab (2003: 419), human acts described by the word kasab or its synonym in the Koran spread 67 times in 60 verses or 27 surah.

It can be seen in the Qur'an surah an-Nisa 'verse 32:

وَلَا تَتَمَنَّوْا مَا فَضَّلَ اللَّهُ بِهِ بَعْضَكُمْ عَلَى بَعْضٍ لِلرِّجَالِ نَصِيبٌ مِمَّا اكْتَسَبُوا وَلِلنِّسَاءِ نَصِيبٌ مِمَّا اكْتَسَبْنَ وَاسْأَلُوا اللَّهَ مِنْ فَضْلِهِ إِنَّ اللَّهَ كَانَ بِكُلِّ شَيْءٍ عَلِيمًا

> "And do not wish for that by which Allah has made some of you exceed others. For men is a share of what they have earned, and for women is a share of what they have earned. And ask Allah of his

bounty. Indeed Allah is ever, of all things, Knowing.".

Referring to the Qur'an at Taubah verse 105:

وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ ۖ وَسَتُرَدُّونَ إِلَىٰ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ

And say, "Do [as you will], for Allah will see your deeds, and [so, will] His Messenger and the believers. And you will be returned to the Knower of the unseen and the witnessed, and He will inform you of what you used to do.

Orders to work or look for karers are written in the Koran. This is implied in the form of a command to work because God alone is to do various kinds of pious and beneficial practices. Therefore, it can be concluded that in the Koran it is not only the affairs of the hereafter that are written down but also includes the needs of the world for example the command to have a career.

Guidance and Counseling as Part of Islamic Da'wah

Counseling Guidance is one part of Da'wah. As one branch of the social sciences family, Islamic Counseling Guidance is developed into an independent science. There are several approaches in the practice of Islamic Counseling Guidance, including: behavioral, psychodynamic, eclectic, psychoanalytic and existential humanistic approaches. The choice of approach depends on the client's situation, the issues experienced, and also includes the ability of the counselor to provide guidance as well as the context of conditions and situations when counseling is in progress. The process of implementing Islamic Counseling Guidance based on the principle of preaching ethics in accordance with Islamic teachings, namely bial-hikmah, al-mauidhah hasanah, and al-mujadalah bi al-lati hiya ahsan (Marzuqi Agung Prasetya, 2014: 409).

There are many ways in Islamic da'wah, Bimbigan and Counseling is one approach that can be done. Da'wah and Guidance and Counseling are two aspects that must be used as benchmarks in action. What is needed now is how to improve the effectiveness of Bimbigan and Counseling so that it can help human problems (Siti Prihatiningtyas, 2018: 230).

The elements of Guidance and Counseling in Islam that is related

to counselors, counselees, and the problems faced (Aswadi, 2009: 22). The counselor acts as a person who helps the problems faced by the counselee without any boundary context. There are several characteristics of a counselor, namely: (a) Having empathy to help others; (b) Behave honestly and genuinely according to the circumstances; (c) Able to understand the state of the counselee; (d) Do not demean the counselee martabak; (e) Helping the counselee in any circumstance; (f) Receiving counselees without comparison; (g) Knowing the weaknesses and limitations of self (knowledge, insight, technique); (h) Knowing the social and cultural conditions of the counselee. While the counselee himself is a person or group of people who are experiencing difficulties that require the help of others to deal with it. There are several types of counselee including: (a) By own desire to have a meeting with the counselor; (b) The counselee comes because forced by others; (c) The counselee closes because he does not want to be helped; (d) The counselee blatantly says or acts that he does not want to be helped; (e) Counselees who are experiencing a crisis. In addition, the scope of the problem in question can take various forms as a whole, namely: (a) Family or marriage relations; (b) Education; (c) Community or social relations; (d) Career or position; and (e) Religion (Ainur Rahim Faqih, 2001: 44-45).

Islamic Counseling Guidance is a more programmed propaganda. Therefore, Islamic Counseling Guidance has many advantages including the ease of making a consultation schedule to find counselee problems that need counselor's help (da'i). This Islamic counseling is preventive but also addresses problems that already exist. This method is considered effective because the situation of modern society that develops often attracts negative problems that result in the disruption of life so that anxiety arises in the counselee (Muhamad Rozikan, 2017: 78).

Islamic Counseling Guidance requires a touch of local wisdom. Counseling is including applied science which was originally grown in the West. In practice, there is a lot of conflict with local counseling, therefore bringing local cultural values is important. One of the counseling approaches based on Indonesian culture, is extracted from the values of the pesantren tradition, namely the at-tawazun approach to counseling model, balance (balance principle counseling approach). Samsul Arifin & Akhmad Zaini (2014: 137) the construct of at-tawazun offers harmony between the quality of shalahiyyah (scientific prowess and skill) with the integrity of shalih (strength of character).

Healing and counseling methods are also needed in the context of da'wah. This is due to the many criticisms given to the da'wah method which are not in public interest. In fact, modern life is increasingly pressing the psychological state of society requires the help of religious values. During this time, preaching is more likely to be seen as religious lectures in places and events without any consideration of the individual context because lectures are one-way communication and tend to generalize the condition of the listener. Therefore, it would be better if the lecture is adjusted, for example, more considerate psychological conditions. Basically preaching and counseling is also based on the Koran in dealing with psychological problems. Psychological conditions can be affected by increasing the complexity of problems such as social relations, depression, and stress, family problems, economic problems, drug addiction, criminal crime, natural disasters, and so forth (Radhiya Bustan and Masni Erika Firmiana, 2011: 29).

Counseling is necessary for the student community. Not only workers, students also need counseling assistance. Not just a lecture problem, the many new responsibilities that they bear, not to mention the demands of parents and also the higher the social will affect their psychological condition. Despite the many new things they encountered at their age that would step on two heads, they still had to be able to manage themselves well. Of course this doesn't always go according to the will and the plan. The increasingly complex life problems require Islamic Counseling Guidance (Syamsidar, 2017: 31).

Graduates of the Islamic Counseling Guidance study program are programmed in a superior curriculum to achieve a superior graduate profile as well. It is expected that the graduates of Islamic onseling Guidance not only have a good educational history but also noble morals and also individuals who are obedient to religion. Eventually the Career Guidance alumni will become counselors who help various groups of people be it family, neighbors, schools or in a structured agency. There are 6 career groups of Islamic Counseling Guidance alumni, including (1) Civil Servants (Civil Servants), (2) private employees, (3) honors in government departments, (4) entrepreneurs, (5) NGOs (Non-Government Organizations, and (6) family companies: Of the six types of careers for Islamic Counseling Guidance alumni, it is stated that the percentage of alumni who pursue careers in line with their fields only reaches 17 percent of total earnings (Mokh. Sahlan, 2012: 255)

RESULTS AND DISCUSSION

This research was carried out in the major of BKI, Faculty of Da'wah and Communication, UIN Bandung addressed at Jl. AH. Nasution NO 105, Cibiru, Bandung. BKI students in semester VI who took Career Guidance courses were two classes, with a total of 90 students enrolled, including 84 attendances of more than 90% and 6 people less than 80%.

Career guidance courses are a curriculum mandate with the intention that BKI students can achieve certain career abilities and can provide career guidance services when they are employed in the career guidance field (KKNI Curriculum of the Da'wah Faculty and Communication UIN Bandung, 2018). In achieving this purpose, it can be measured by looking at the aspects of cognition, affection and psychomorics. In cognition they are asked to master knowledge and understanding of career theory. As for the psychological aspects they are asked to be able to perform career skills. Specifically regarding affection, a more positive and optimistic attitude can be achieved in their future career achievements.

In career guidance courses, there are four methods that generally last for one semester, namely: (1) career theory lectures, (2) career portfolios, (3) field trips, (4) career inspiration presentations. This method is in different time allocation portions. Each portion of time is considered to better maintain a more dynamic lecture atmosphere.
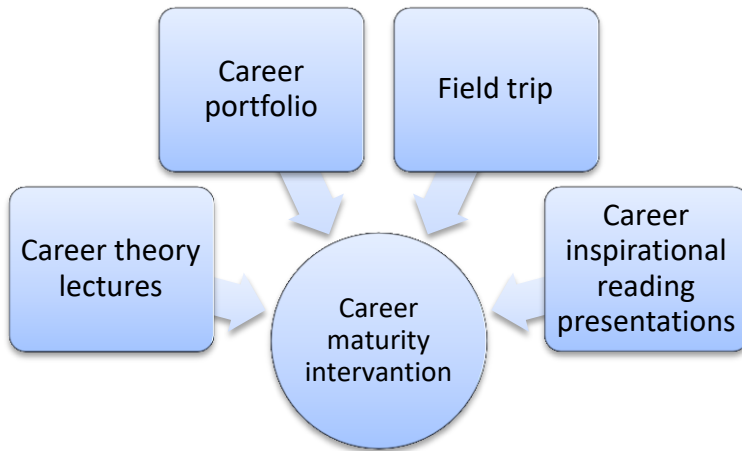

Figure 1. Form of Career Maturity Interventions

Portion of the portfolio method reaches 50% of the total time allocated. In practice, each lecture meeting consists of two sessions for a period of 90 minutes. In the first 30 to 45 minutes session use the lecture method as a theoretical introduction and emphasis, and presentation of book readings by students. For the second 45 to 60 minutes, use a portfolio.

Figure 2.   **Career guidance**   **book**

Technical lectures lectures, lecturers use power point files and are presented using a projector in focus. The lecture topics delivered at each meeting are in the order of RPS (Semester Lecture Plan). The lecture topics include: (1) introduction to the objectives, materials and strategies of the lecture, (2) Career Concepts in the Da'wah Perspective, (3) Inspiration of Islamic Guidance in Career Guidance, (3) History of the Development of Career Guidance, (4) Models Career Guidance, (5) Career Counseling Skills in Individual Settings, (6) Career Counseling Through Group Counseling, (7) Career Selection and Development, (8)

Aspirations, and Career Efficacy, (9) Fields of Career Guidance, (10)) Instructions for career inspiration book reviews, (11) Technical presentation of career inspiration book reading reports, (12) Procedure for field trips, (13) Technical field trip presentations. In addition to ppt files, lecturers also provide Daras books.

Career maturity interventions based on time allocation are 10% career guidance theory lectures, 50% career portfolios, 15% field trips, and 25% presentations of student readings from career inspiration books. The percentage of time allocation is not based on the number of meetings, but more on the amount of attention and the weight of the assignment in the form of lecture preparation and reporting.
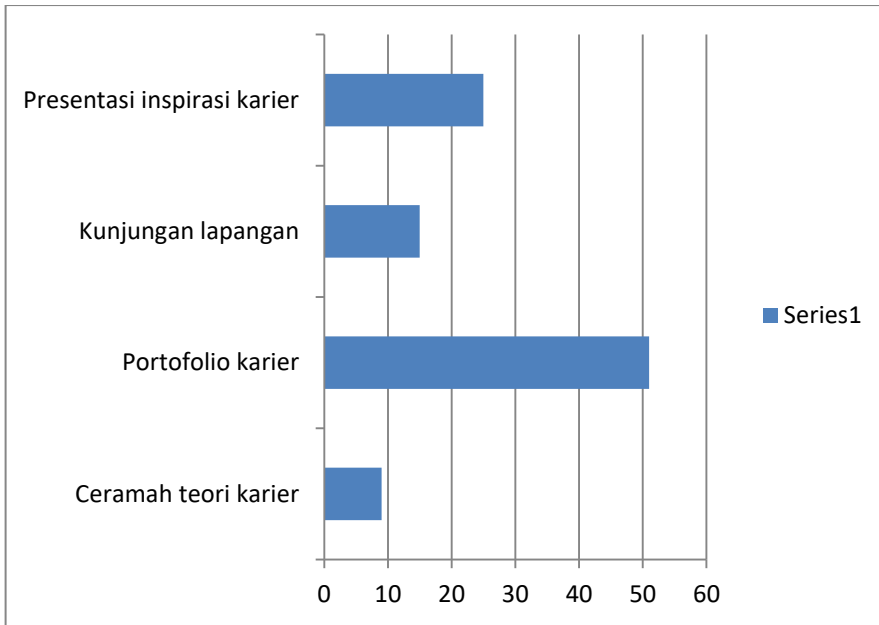

Figure 3. Allocation of time to contribute to increasing career maturity

The condition of classrooms and lecture rooms are very well equipped with facilities that support lecture activities. Each class is equipped with a table and chairs for lecturers, and chairs are available according to the number of students in each class room. For writing and presentation equipment available white board and infocus.

In addition to attending lectures, many students also took extracurricular activities, especially extracurricular activities relevant to

BKI majors such as the Student Executive Board (BEMJ), and other extracurricular activities.

Research time is carried out for one semester. Previously, pre-tests were conducted in order to determine the level of student career maturity. To find out the level of student career maturity, given 50 questions to measure the scale level. Then the action is carried out after which the pre-test is done again to find out the scale of the student's career maturity level before and after the action is carried out.

Below this is the difference between the pre-test and post-test data presented in Table 3. From 90 students there is a career maturity with a low dominance (48%). Next 17 are classified as moderate (19%). Very low distribution 9%, high 15% and very high 9%.

Table 3. Career Maturity Percentage Table (Post-tes)

Kategori	Frekuensi	Prosentasi (%)
Very Low	8	9
Low	44	48
Moderate	17	19
High	13	15
Very High	8	9
Total	90	100%

Description of Career Counseling

Actions are carried out according to plan. The students were actively and enthusiastically present. The average student attendance is above 90%, or 13 times attending lectures in 14 lecture meetings.

The core activity begins with lecturers' lectures by providing theoretical preliminary information, while interspersed with short questions and answers to confirm that the material can be followed and accepted. Lecture topics at the theoretical level include: (1) Lecture objectives, materials and strategies, (2) Career Concepts in the Da'wah Perspective, (3) Inspiration of Islamic Guidance in Career Guidance, (4) History of BK Development, (5) Model- BK Model, (6) Career Counseling Skills in Individual Settings, (7) Career guidance through Group settings, (8) Career Selection and Development, (9) Career Aspirations, Maturity, and Efficacy, (10) Career Guidance Areas, (11) Mapping the entrepreneurial and social sector careers, (12) field trips.

Presentations by students brought topics from books related to biography and business practitioners, model teachers, social workers, and professions in various fields. The sub-topic aspects are presented in a brief biography, present and early conditions, progress principles, and possible applications for themselves and recommendations for fellow students. The presentation was conducted for ten minutes by each student. They explained it on the ppt slide.

Field trips were carried out at four places during the one-day visit. Places to visit include locations: (1) industry, (2) boarding schools, (3) social institutions, (4) markets. Students are provided with a list of observations and interviews, namely: location address, area of work, product or service excellence, management team, human resources, service community, history of institutional development, and excellence. Visit time is one full day, on the day there is no class schedule, Saturday. The means of transportation using a group bus, guided directly by the lecturer. Scheduling with the institution visited by request letter and question letter of willingness to accept the visit. In the next week the students submit a visit report in magazine format to the Microsoft Publisher application, so that it is more integrated between the text and the images they cover. Reports are made individually.

Next is a career portfolio. The function of a career portfolio is to place work in their portfolio. Referring to Perry and VanZandt (2006: 21), portfolios help save student work during studies and help see the development of self-assessing during the career development process. The contents of Portofolia are a collection of student thoughts in the form of documents during their studies.

In this portfolio session, each meeting the students were asked to fill in a self-mapping sheet, writing took about 10 minutes, then verbal disclosure. In verbal disclosures, students are randemically appointed by the lecturer. Appointment to make the classroom atmosphere more dynamic and give each student the opportunity to convey his personal views.

At each point, the lecturer gives a positive response to students by giving praise because everything goes according to plan. Before closing with prayer, the lecturer gives a conclusion about the lecture topic and the results of the portfolio activities, then informed of the planned activities at the next meeting.

Table 4. Topics of career maturity fortfolio interventions

Aspect	Type of activity	Meeting-
Career design	Consider Your Academic Ability!	1
	My family support!	2
Career exploration	Recognize the Skills I've Got!	3
	Competition supports me	4
Information about the world of work	Get to know the work in my area!	5
	The relevant Professional Job Market	6
Knowledge of the types of work that are of interest	My Dream Job Profile	7
	The Work Conditions I Like	8
	Appropriate Skill Type	9
Decision-making	Writing Application Letters and curriculum vitae	10
	Job interview	11
	Setting goals	12

Career Maturity Scale Results During Action

Subsequent measurements were carried out at the eighth meeting and the sixteenth meeting. The results of Pacates I are presented in Table 5. The results show that of the total 90 participants 52% had moderate career maturity, 28% were high and 20% were very high. Judging from the results of the post-test there is a change in the level of student career maturity from before and after the action. In the post-test I, there is no longer a low category especially very low, and there is a leap of increase in the very high category. Total categories are high and very high 48%.

Table 5. Career Maturity Category Table (Post-test I)

Category	Frequency	Percentage (%)
Very Low	-	-
Low	-	-
Moderate	47	52
High	25	28
Very High	18	20
Total	90	100%

Process evaluation is carried out through student discussions that run smoothly where students attend lecturer lectures, presentations from fellow students and can fill out portfolio sheets well. There are also some students who are not serious in doing the work, because of the dense extracurricular activities that they participate in.

As for the obstacles found, namely student negligence, for example,

not being on time to enter class. Another obstacle is that the classroom situation easily turns out to be not conducive, especially if students have been chatting with each other.

Lecturers help students in earnest when conducting lectures with a focus on increasing their career maturity. This time students were allowed to have discussions while filling out their portfolio sheets. Discussions between students are expected to facilitate them when filling their respective portfolios.
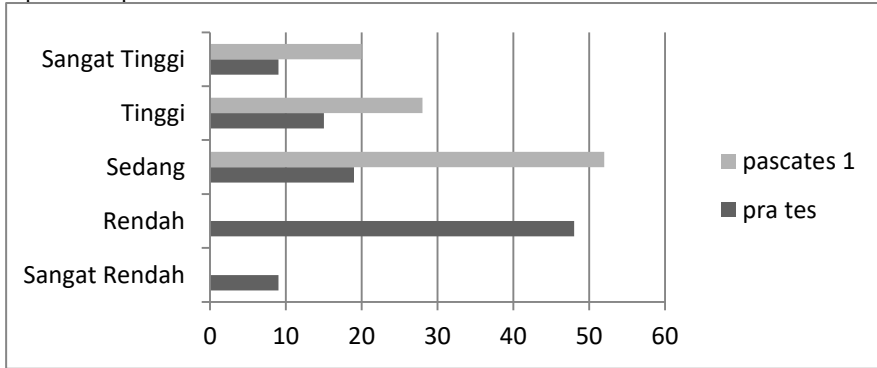

Figure 4. Comparison Diagram of Pretest Scores and Posttest I Scores

Career Maturity Scale Results post-test II

Post-test measurement II is carried out at the end of the lecture meeting, which is at the fourteenth meeting.

Table 6. Maturity scale results post-test II

Category	Frequency	Percentage (%)
Very Low	0	0
Low	0	0
Moderate	19	21
High	47	52
Very High	24	27
Total	90	100

From Table 6. it is known that cycle II shows that there are no participants who have low or very low career maturity. On the contrary, the highest and very high categories were the highest up to 79%.

Reflection is done through interviews with students. Cycle II is carried out properly and according to plan. Generally this action can

increase student career maturity, this can be seen from the results of the post-cycle II cycle. It can be mentioned that Cycle II helped develop the participant's career maturity level.

The results of reflections conducted by researchers with students: a) Students already understand career maturity. They already recognize their own abilities, have insight into self-exploration and plan a career. b) No obstacles were found during cycle I and II which meant that career guidance activities were carried out well. However, at the beginning of action I, students were still a little hesitant in trying to shape their career maturity, so that in action II they were finally able to improve and formulate their career maturity. c) Group discussion cannot help in deeper self-recognition or in forming career planning. Even so, for career exploration group discussions are very useful. d) Comparison of the development level of student career maturity can be seen through the comparison of the average pre-test, post-test I, post-test II.

Comparison of the results of the career maturity scale of pre-test, post-test I and post-test II is presented in the diagram in Figure 5. In the pre-test results there are 79% of student career maturity at each level other than high and very high. For high and highest levels there are a total of 21%. Circumstances continue to change along with the existence of career guidance measures, that is after the first cycle through the measurement scale after I have reached 48% at high and very high levels, but still 62% at moderate, low and very low levels. In post-test II, 79% change was at a high level (52%) and very high (27%).
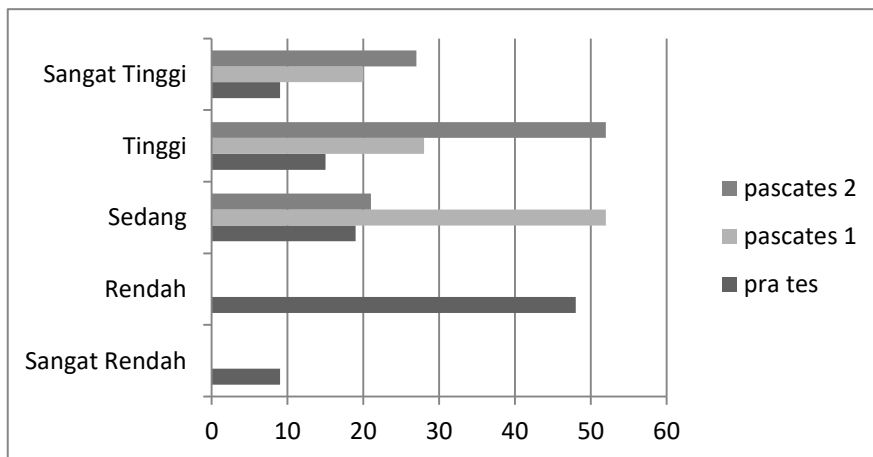
Figure 5 Comparison diagram of the results of the career maturity scale pre-test, post-test I, post-test II

Career maturity is a person's skill to understand the development of appropriate career stages, namely by taking the steps necessary to make a career plan; gathering information, understanding of the career world and understanding the needs needed to decide on a career plan. This is as described by the limitations of maturity according to Richard (2007: 171), a reflection of the process of career development in making career decisions. Hasan (2006: 127) career maturity in the form of an attitude of planning, completing information and insight into work.

There are several elements of career maturity namely: 1) structuring career plans; 2) career exploration; 3) insight into career decisions; 4) understanding the world of work; 5) know the karer group that is of interest; 6) Realizing a career plan (Watkins & Campbell, 2000: 68). Aspects of Career Planning (Career Planning) in the form of an attitude of self-confidence, skills to take lessons from experience, knowing the importance of choosing decisions about education and career, as well as self-readiness to make these decisions. Career Exploration Aspect (Career Exploration) is an aspect obtained from other sources such as parents, teachers, friends or counselors. As for insights in making career decisions (career decision making), namely by having an independent personality, choosing a career that is in accordance with personal interests and talents, understanding in using strategies and principles in making decisions and facing problems including in education and career aspects. Knowledge of the World of Work (World of work information) which is about the type of career, steps in getting and succeeding at work, as well as obligations in the world of work. Aspects of insight into career groups that are more in demand (Knowledge of preferred occupational groups) include knowing job obligations, supporting facilities needed, physical and mental requirements, interests and reasons for deciding work. Realizing career decisions (realization), i.e. knowing personal strengths and weaknesses, aspects that support and hinder, making realistic decisions. Career orientation in the form of career behavior, decision-making skills and career information.

Referring to Alvarez (2008: 764), in order to maximize career maturity there are five areas that must be developed: (1) Knowing yourself, such as talent, life skills, respecting and understanding personal concepts, personalities, academic aspects, experience in careers and

learning , interests, self-confidence, motivation, ideology, life style and others. (2) Study, job and career information, in the form of educational, professional and career choices. (3) Stages in making career, education and personal development decisions. (4) Transition to the world of work, in the form of strategies to determine the right career decision. (5) Structuring career plans, studying themselves in study and work experiences.

Interventions for increasing career maturity through career guidance courses have parallels with theoretical and practical aspects. There is an increasing level of maturity due to direct efforts related to career maturity, not outside factors. The portfolio method is useful as support in building a career. This is because aspects that exist in the portfolio in the form of a collection of self-knowledge, self-exploration, and career planning. Referring to Maine Career Advantage (2003: 2), a physical career portfolio is a sheet of someone writing about a career that is a visual illustration of skill, potential, skill, insight and quality. Students can place work in their portfolios. Likewise career literacy and field trips, directly change the increase in career maturity.

CLOSING

There are four methods as an effort to intervene career maturity, namely (1) career theory lectures, (2) career portfolios, (3) field trips, (4) career inspiration presentations. This method is in different time allocation portions. Each portion of time is considered to better maintain a more dynamic lecture atmosphere.

On the results of the pre-test there is 76% of student career maturity below the high level. The situation continues to change along with the existence of career guidance measures, ie after the first cycle through the measurement scale after I have reached 52% at levels below the high level. Only in the post-test II, the change reached 21% below high, with a percentage of 79% at high levels (52%) and very high (27%). Thus the act of career maturity through career guidance courses can achieve an increase in career maturity at high and very high levels reaching 79%.

For more practical application, increasing career maturity can be done by making a dynamic integration of lecture methods between guided field trips and lectures in the classroom. Lectures in the classroom further increase the portion of the portfolio so that each student can express

himself systematically. Likewise lecturers' presentations and books that students read become theoretical updates, so that students can help themselves as well as guide others.

Suggestions for further research, may be done on comparative research subjects between universities to see the effectiveness of broader research subjects. A lecturer self-evaluation evaluation form is also needed, as a reflection of student respect for the dynamics of the lecture as a whole.

REFERENCES

al-Rasyid , H. H. (2014). Dakwah Islam Di Era Globalisasi: Revitalisasi Prinsip Moderasi Islam. Jurnal Al-Qalam. 20.

Alvarez, G. M. (2008). Career Maturity: a Priority for Secondary Education. Journal of Research in Educational Psychology. ISSN. 1696- 2095. No. 16. Vol. 6 (3) 2008, pp:749-772. Spain: University of Barcelona

Arifin, S & Zaini, A. (2014). Dakwah Transformatif Melalui Konseling: Potret Kualitas Kepribadian Konselor Perspektif Konseling At-Tawazun. Jurnal Dakwah, 15(1)

Aswadi. (2009). Iyadah dan Ta'ziyah Prespektif Bimbingan Konseling Islam. Surabaya: Dakwah Digital Press.

Bahtiar. (2017). The Influence Of Locus Of Control, Self-Efficacy, And Accounting Achievement Learning On Accounting Career Maturity Of The Twelfth Grade Students Of The Accounting Program In Private Vocational High Schools. International Journal of Education, 10(1)

Bukhori, B. (2014). Dakwah Melalui Bimbingan Konseling Islam. Konseling Religi: Jurnal Bimbingan Konseling Islam. 5(1)

Fadhilah & Rochman. (2010). Meningkatkan Kematangan Karier Mahasiswa. Paedagogia. 13(2)

Fakultas Dakwah dan Komunikasi. (2018) Kurikum KKNI.

Faqih, A.R. (2001). Bimbingan Konseling Dalam Islam. Yogyakarta: UII Press.

Hasan, B. (2006). Career Maturity of School Children. Journal of The Indian Academy of Apllied Psychology. 31(1)

Hendayani & Abdullah (2018). Dukungan Teman Sebaya dan Kematangan Karier Mahasiswa Tingkat Akhir. Jurnal Ilmiah Psikologi Terapan. 6(1)

Hidayat, A. (2018). The Effect Of Training Towards Career Maturity Of Senior High School Students. Journal of Educational, Health and Community Psychology. 7(2).

Al Musadieq, K & Arik. (2017). The Effect Of Career Development Services On Student Career Maturity (A Study On University Student Of Faculty Of Adminstrative Science At Brawijaya University In Malang, East Java). Jurnal Administrasi Bisnis 42(1).

Kusnawan, A. (2017). Implementasi Metode Silaturahim Dalam Bimbingan Konseling Sosial Berbasis Dakwah. Konseling Religi: Jurnal Bimbingan Konseling Islam, 8(2)

Lestari. (2013). Relationship Between Self Efficacy With Career Maturity At The End College Students. Empathy Jurnal Fakultas Psikologi. 2(1).

Advantage, M.C. (2003). Career Portfolio for Middle School Student. Journal. 7(2).

Perry, N. & Vanzandt, Z. (2006). Exploring Future Options: A Career

Prasetya, M.A. (2014). Korelasi antara Bimbingan Konseling Islam dan Dakwah. Jurnal ADDIN. 8(2)

Prihatiningtyas, S. (2018). Dakwah Islam Dengan Pendekatan Bimbingan Dan Konseling. Jurnal Ilmu Dakwah, 38(2).

Purnasari. (2018). Harga Diri Dan Kematangan Karier Pada Mahasiswa Tingkat Akhir. Insight: Jurnal Ilmiah Psikologi. 20(1).

Bustan, R & Firmiana, M. E. (2011). Kebutuhan Kompetensi Dakwah Healing dan Konseling di Dunia Kerja.. *Jurnal Al-Azhar Indonesia Seri Humaniora*. 1(1)

Richard, G., et.al. (2007). Career Maturity of Students in Accelerated Versus Traditional Programs. *The Career Development Quarterly*, 56.

Rozikan, M. (2017). Transformasi Dakwah Melalui Konseling Islami. Inject: Interdisciplinary Journal of Communication. 2(1).

Saefudin, A. (2018). Kematangan Karier. Yogyakarta: Pustaka Pelajar

Sahlan, M. (2012). Profil Pilihan Karier Alumni Fakultas Dakwah UIN Sunan Kalijaga. Jurnal Dakwah. 13(2).

Shihab, M. Q. (2003). Tafsir Misbah Pesan, Kesan dan Keserasian al-Qur‟an. Volume 11. Jakarta: Lentera Hati.

Sugiyono. (2017). Metode Penelitian Kombinasi (mixed Methods). Bandung: Alfabeta.

Syamsidar. (2017). Persepsi Mahasiswa Mengenai Layanan Bimbingan

Dan Konseling Fakultas Dakwah Dan Komunikasi UIN Alauddin Makassar. Jurnalisa. 3(1)

Tekke. (2013). Examining the Level of Career maturity among Foreign Asian Students by measuring Academic Level. Journal of Education and Learning Vol 7, No 1.

Violina, D & Marjohan (2015). Perbedaan Kematangan Karier Mahasiswa Tahun Masuk 2014 Fakultas Ilmu Pendidikan Universitas Negeri Padang ditinjau dari Gaya Pembuatan Keputusan dan Gender. Konselor . 4(2)

Wakhidin. (2010). Manifestasi Bimbingan Karier dalam Alquran (Pendekatan Tafsir Maudhui). Jurnal Penelitian. Salatiga: STAIN Salatiga.

Watkins, C. E., & Campbell, V.L. (2000). Testing and Assessment in Counseling Practice (2 Ed.). Mahwah, NJ: Lawewnce Erlbaum Associates.

Wibowo, J. (2018). The Effectiveness of Counseling Group Solution Focused Career to Increase Career Maturity Students of SMA Negeri 4 Pamekasan. Jurnal Bimbingan Konseling. 17(1)