# Investigating Employment Delays: A Multiple Classification Analysis of Job Search Duration among Graduates in Islamic Community Development

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## Abstract

Indonesia is facing big challenges: an overabundance of graduates and limited job prospects. In February 2022, the central statistics agency provided a clear picture, more than 13 million people have a bachelor's degree in Indonesia and the number of unemployed is 8.4 million people. Banten Province is ranked first in the unemployment rate in Indonesia, namely 8.53%. The aim of this research is to determine the factors that influence the length of job search for graduates of the Islamic Community Development Program at UIN Sultan Maulana Hasanuddin Banten. The analytical method used is Multiple Classification Analysis (MCA), this research investigates the influence of variables, such as gender, length of study, GPA, organizational experience, academic achievement, work experience, employment sector, and foreign language proficiency. The research results show that there is a significant relationship between length of study, GPA, work experience, and length of job search. The ANOVA test shows that these three variables have a low significance level (<0.10) and a high beta value in the MCA analysis. it is therefore expected that educational institutions will adopt targeted initiatives aimed at closing the skills gap between graduates and changing labor market demands, resulting in a more equal and successful society.

*Keywords: Graduate, Islamic Community Development program, job search duration, MCA.*
*MSC2020: 62J10, 97K40.*

### *Abstrak*

*Indonesia menghadapi tantangan yang besar, yaitu jumlah lulusan yang melimpah dan prospek kerja yang terbatas. Pada Februari 2022, Badan Pusat Statistik memberikan gambaran yang jelas, lebih dari 13 juta orang bergelar sarjana di Indonesia dan jumlah pengangguran sebanyak 8,4 juta orang. Provinsi Banten menduduki peringkat pertama angka pengangguran di Indonesia, yakni 8,53%. Tujuan penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi lamanya pencarian kerja lulusan Program Studi Pengembangan Masyarakat Islam UIN Sultan Maulana Hasanuddin Banten. Metode analisis yang digunakan adalah Multiple Classification Analysis (MCA), penelitian ini menyelidiki pengaruh variabel, seperti jenis kelamin, lama studi, IPK, pengalaman organisasi, prestasi akademik, pengalaman kerja, sektor ketenagakerjaan, dan kemampuan bahasa asing. Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara lama studi, IPK, pengalaman kerja, dan lama pencarian kerja. Uji ANOVA menunjukkan bahwa ketiga variabel ini memiliki tingkat signifikansi*

*yang rendah (<0,10) dan nilai beta yang tinggi dalam analisis MCA. Oleh karena itu, diharapkan lembaga pendidikan akan mengadopsi inisiatif yang ditargetkan untuk menutup kesenjangan keterampilan antara lulusan dan perubahan tuntutan pasar tenaga kerja, sehingga menghasilkan masyarakat yang lebih setara dan sukses.*

*Kata kunci: Lulusan, program studi PMI, durasi pencarian kerja, MCA.*
*MSC2020:  62J10, 97K40.*

## Introduction

In today's dynamic job market, universities have a critical challenge: ensuring that their graduates possess the skills and knowledge that employers require [1]. This issue has serious ramifications in Indonesia, where there is a significant disparity between the number of university graduates and available career opportunities. As of February 2022, official records reflect a disturbing disparity: over 13 million bachelor's degree holders and an 8.4 million unemployment rate. Notably, Banten Province has Indonesia's highest unemployment rate, at 8.53% [2].  This discrepancy harms not only individual graduates, but also the country's economic growth and prosperity. The COVID-19 epidemic has compounded this problem [3]. Large-Scale Social Restrictions (PSBB) policies affected socioeconomic activities, affecting employment stability, job openings, and employee pay [4].

Like many Indonesian colleges, UIN Sultan Maulana Hasanuddin Banten (UIN SMH Banten) tries to provide its graduates with the skills they need to succeed in their vocations. However, issues remain over curriculum conformity with business objectives, particularly for the Islamic Community Development Program (PMI) created in 2014. By 2022, PMI had graduated 127 bachelor's degrees, with a 2021 tracer study finding that 14 of 79 alumni were still unemployed [5]. His situation needs a more in-depth assessment of the elements that influence PMI graduates' job search length.

Research indicates that job absorption rates vary across academic areas. According to Jung-Eun Heo's research, just 42.46% of humanities program graduates found work, indicating a struggle when compared to professions like economics, engineering, and medicine, which have higher job placement rates [6]. This tendency prompts this study to look at the characteristics that influence the duration of job searches among graduates of the PMI program, which comes under the social sciences category. This trend motivates this study to investigate the factors that influence the duration of job searches among graduates of the PMI program, which falls under the social sciences category. Investigating these elements requires a rigorous analytical process. Multiple linear regression, while extensively used, has limitations when dealing with categorical independent factors (e.g., gender, religion) and a continuous dependent variable, such as job search length [7]. Multiple linear regression has evolved as a popular tool in the social sciences, as shown by the study of R. Hadiantini et al., who analyzed five independent variables to establish their influence on the probability of loan default among microfinance borrowers [8]. In addition to multiple linear regression, Cox regression (also known as Cox proportional hazards regression) is an important statistical tool for assessing survival data. This sort of data is gathered by studying individuals or items over a set time period to establish the timing of specified events, such as death, failure, or other occurrences. For example, Andriyati et al. used this method to investigate the factors that influence the survival rate of tuberculosis patients [9].

To overcome these concerns, this study uses Multiple Classification Analysis (MCA) as its principal methodology. MCA provides various advantages: suitability for categorical variables: It shines when

handling both categorical independent variables and ratio/numeric dependent variables [10]. MCA can examine both linear and non-linear correlations between independent and dependent variables, providing a more complete view [10]. With Clear and Interpretable Outputs, Lolle emphasizes MCA's effectiveness in producing outcomes that are easily presented in reports [11].

Over time, many researchers have utilized MCA for inferential analysis throughout the years, including Alexander Susel's study of the impact of money on women's fertility in the United States [12]. Firza et al. also used MCA to investigate factors impacting students' study time [13]. According to Kakoli's research, MCA can rank categories based on priorities in addition to evaluating a factor's influence. These findings suggest that MCA analysis, with or without logistic regression, can be used to identify relevant elements and rank them, thereby contributing in policy prioritization [14].

Building on the context described above, this study seeks to answer the following crucial questions: 1) What are the key factors impacting PMI graduates' wait time for jobs after graduation? 2) How do these elements interact and contribute to the overall job search time for PMI graduates? This study is likely to contribute significantly to our understanding of the factors that influence the employability of PMI graduates from UIN SMH Banten. The findings will help the university adapt its curriculum and increase graduate employability, especially in the subject of Islamic community building. By identifying critical characteristics and their interplay, the research can help influence evidence-based policy decisions and initiatives for improving PMI graduates' employment chances.

## Methods

This study takes a quantitative approach, using statistical methods to evaluate data and assess pre-existing hypotheses [15]. The population of interest for this study is all PMI program alumni from 2018 to 2022, which includes five batches and 127 graduates. Simple random sampling was used, guaranteeing that every alumnus had an equal chance of being chosen, independent of any potential subgroups within the population [15]. The survey included 90 alumni who completed a Google Forms questionnaire. The questionnaire gathered information on their graduation date and the date they found work. This information allowed us to compute the duration between graduation and job acquisition. However, 14 of the respondents are currently unemployed. As a result, the final sample size for analysis has been established at 76 alumni, which represents 60% of the overall population. Data collection concluded on September 1, 2022.

The dependent variable (Y) in this study is the time it takes for graduates to find work after they graduate. The following describes the independent variables utilized in this study:

$X_1$: Gender (1 = male, 2 = female): This variable distinguishes respondents based on gender.

$X_2$: Length of Study (1 = 8 semesters, 2 = 9 semesters, 3 = 10 semesters, 4 = 11 semesters, 5 = 12 semesters, 6 = 13 semesters, 7 = 14 semesters): This variable represents the duration of the respondent's program completion in semesters.

$X_3$: Grade Point Average (1 = 2.00 − 2.49, 2 = 2.50 − 2.99, 3 = 3.00 − 3.49, 4 = 3.50 − 4.00): This variable shows the respondent's overall academic performance as classified by GPA ranges.

$X_4$: Organizational Experience (1 = no organizational experience, 2 = one organization, 3 = two organizations, 4 = more than two organizations): This variable assesses a respondent's involvement in extracurricular activities during their studies, as measured by the number of organizations in which they participate. Details about potential groups are provided: (Department-Level Activity Unit Officer, Faculty-Level Activity Unit Officer, University-Level Activity Unit Officer, Off-Campus Organization Officer).

$X_5$: Academic Achievement (1 = none, 2 = one academic achievement, 3 = two academic achievements, 4 = more than two academic achievements): This variable indicates the respondent's participation in academic activities outside than coursework, as measured by the number of successes. Examples of achievements include: (Joint research with lecturers, Scientific publications, Assistant roles include laboratory and teaching, Participate in scientific writing competitions).

$X_6$: Employment Sector (1 = Teacher Non ASN, 2 = Civil Servant/Military/Police, 3 = Private Company, 4 = State-Owned Enterprise, 5 = Social Worker/Community Developer, 6 = Entrepreneur): This variable describes the respondents' current employment sector.

$X_7$: Foreign Language Proficiency (1 = none, 2 = one language, 3 = two languages, 4 = more than two languages): This variable assesses the respondent's proficiency in foreign languages, as indicated by the number of languages spoken.

$X_8$: Work Experience (1 = no, 2 = yes): This variable reflects if the graduate has any previous work experience before graduation. If respondent have employment experience, select 2; otherwise, select 1.

The Statistical Package for the Social Sciences (SPSS) version 22 was used to analyze the data. The sequential procedures used in this study are outlined below, based on [11]:

1. Descriptive data processing
2. Conducting simultaneous hypothesis testing
3. Partial hypothesis testing
4. Determining the multiple classification analysis model
5. Interpreting the model and making decisions

The hypotheses for Simultaneous Test:

$H_0$ : None of the independent variables had a significant effect on PMI program graduates' waiting time for employment.

$H_1$ : At least one independent variable has a significant effect on the time it takes to find work for PMI program graduates.

The hypotheses for Partial Test:

$H_0$ : The specific independent variable (for example, gender) has no meaningful effect on the time it takes for PMI program graduates to find work.

$H_1$ : The specific independent variable (for example, gender) has a significant effect on the time it takes for PMI program graduates to find work.

Statistical Test Used: F-test and Main Effect F-value:

$$F = \frac{E/(C-P)}{(T-E)/(N+P-C-1)} \tag{1}$$

$$F_a = \frac{U_a/(C_a-1)}{(T-U_a)/(N-C_a)} \tag{2}$$

Where:

$F$ = Simultaneous F-Value

$F_a$ = Partial F-value for variable a

$C$ = Total number of categories

$P$ = Number of independent variables

$T$ = Total sum of squares

$E$ = Explained sum of squares

$C_a$= Number of categories of variable a

$U_a$ = Sum of squares between categories of variable a

*Decision*: Reject $H_0$ if p-value < α (significance level) or calculated $F > F_{0.10(V1,V2)}$.

## Results and Discussion

We will commence our analysis by examining descriptive statistics to summarize and characterize the key features of our data set. Figure 1 depicts the average waiting time for a work among PMI program alumni. This graph depicts the average wait time based on each predictor variable.
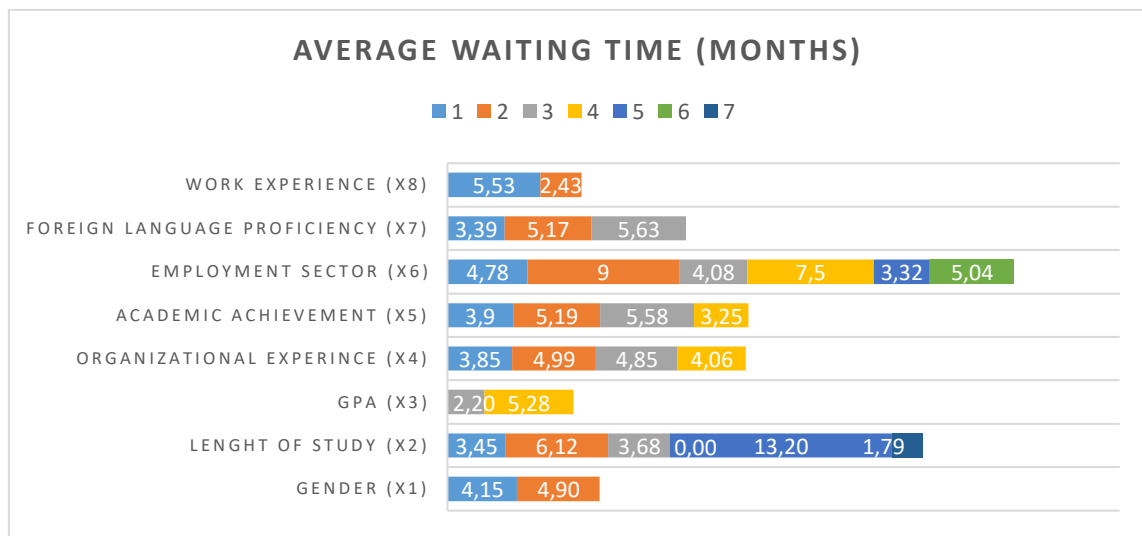


**Figure 1**. Average waiting time to get a job based on each variable

**Variable 1 (Gender):**

There is a modest gender discrepancy, with males getting job sooner than females (4.15 months vs. 4.9 months). Further research can reveal whether this difference is statistically significant.

**Variable 2 (Length of Study):**

The findings point to a possible link between the period since graduation and the duration of the job hunt. The alumni who took the longest to finish the program (12 semesters) had the highest wait period for employment (13.2 months). Those who graduated in just 14 semesters (equal to 7 years under the semester system) found work far sooner (an average of 1.79 months). It is crucial to note, however, that the small sample size of one respondent in the 11-semester category (roughly 5.5 years) hinders us from drawing firm conclusions regarding this group.

**Variable 3 (GPA):**

Interestingly, all PMI program alumni appear to have a GPA greater than 3.00. Alumni with a GPA between 3.00 and 3.49 have a shorter average wait time for employment (2.20 months) than those with a GPA greater than 3.50 (5.28 months).

**Variable 4 (Organizational Experience):**

The relationship between membership in college or extracurricular activities and job search duration appears to be complex. Interestingly, people who had never engaged in groups had the smallest wait period, averaging just 3.85 months. However, engagement in one or two organizations appears to be connected with a longer wait period (almost five months and 4.85 months, respectively).

**Variable 5 (Academic Achievement):**

Alumni with no achievements waited an average of 3.9 months to find work. This wait time increased somewhat to 5.19 months for those with one achievement and climbed even more to 5.58 months for those with two achievements. Interestingly, alumni with more than two successes defied the trend and had a far shorter job search, averaging only 3.25 months.

**Variable 6 (Employment Sector):**

Social workers found jobs the fastest, averaging 3.32 months. Teachers were close behind, with an average wait period of 4.78 months, but public servants waited longer, at 9 months. It is crucial to emphasize that the small sample size of civil servants (2) limits generalizability for this population. Despite this, social work remains a highly relevant professional route for graduates of the Islamic Community Development program, as it emphasizes social justice and community empowerment, which are consistent with the program's objectives.

**Variable 7 (Foreign Language Proficiency):**

Interestingly, alumni who are not fluent in any foreign language had the shortest wait time (3.39 months) compared to those who are fluent in one language (5.17 months) or two languages (5.63 months). This is surprising, considering foreign language abilities are frequently regarded as valuable advantages in the employment market.

**Variable 8 (Work Experience):**

According to data, alumni with prior work experience before graduation are much more likely to find work than those without it. Those with prior experience found work in an average of 2.43 months, compared to 5.53 months for those with no experience. This 3.1-month gap is statistically significant, demonstrating the importance of having work experience before graduation.

Descriptive statistics for the job search duration variable were calculated using SPSS software. The mean value was 4.73, showing the average time graduates took to find work. The median number of 3.00 indicates that half of the graduates found work during this period. Furthermore, the positive skewness of 1.588 indicates a distribution with a longer tail for longer job search periods. The accompanying graphic shows a visual representation of this distribution.

As shown in Figure 2, the data contains outliers and a slightly skewed curve. Because the researcher regarded the outliers irremovable, the data was transformed logarithmically (Figure 3). A statistical technique known AS Multiple Classification Analysis was used to investigate the characteristics that influence the time it takes for PMI program graduates to obtain work. This method employs both simultaneous and partial tests to determine the effect of numerous independent variables such as gender, length of study, GPA, Organizational Experience, Academic Achievement,

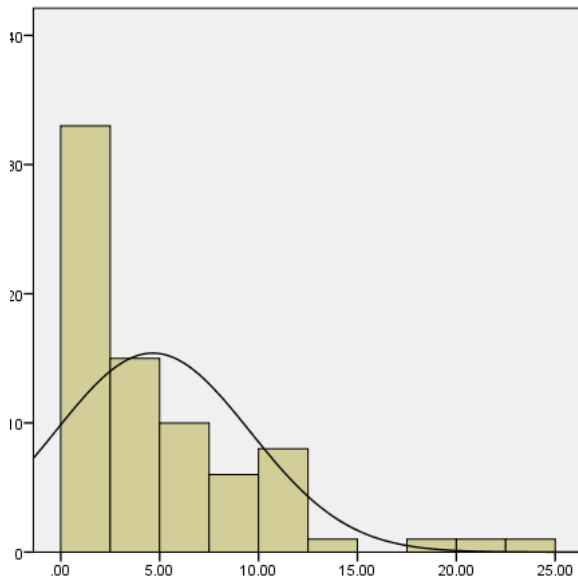Employment Sector, Foreign Language Proficiency, and Work Experience on the waiting time for employment.



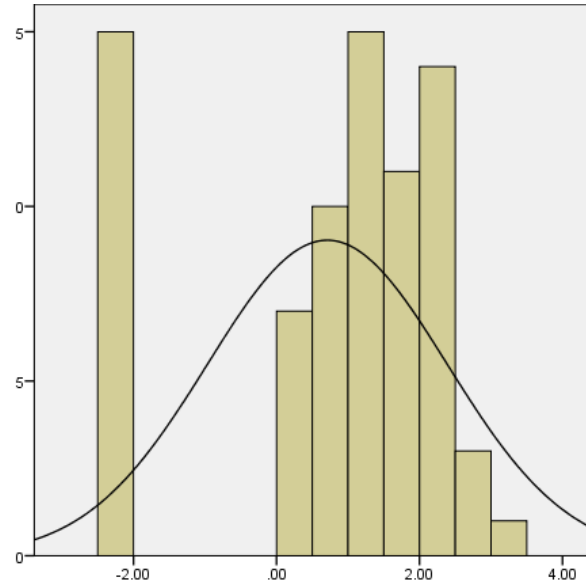**Figure 2.** Data Distribution Chart of Job Search Duration (months)



**Figure 3.** Logarithmic Transformation of Job Search Duration Distribution Chart

Due to IBM SPSS syntax constraints limiting the number of categories permitted for each variable in Multiple Classification Analysis (MCA), this study used a unique technique. The analysis covered eight variables, resulting in 56 possible combinations based on the formula $C_5^8 = \frac{8!}{3!5!}$. From among these various combinations, the researcher carefully chose one that matched two critical criteria: the lowest significance value and the highest beta value. These criteria assisted in determining the five most influential variables: foreign language competency (FLP), length of study (LS), work experience (WE), GPA, and employment sector (ES). Following that, inferential analysis was performed using fixed syntax in IBM SPSS software.

```
ANOVA
VARIABLES=W_TIME
BY FLP (1,4) LS (1,7) WE (1,2) GPA (1,4) ES (1,7)
/METHOD=HIERARCHICAL
/STATISTICS=MCA MEAN REG
/MISSING=EXCLUDE
```

We will carry out both simultaneous and partial testing. The former will evaluate the overall impact of all variables, whilst the later will examine the individual contribution of each variable.

**Table 1.** Simultaneous Test Output

|  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Waiting Time | Main Effects | 681.885 | 14 | 48.706 | 2.702 | .004 |

The simultaneous test findings, as indicated by the significance value (sig), demonstrate the influence of the five predictor factors on graduates' employment waiting times. Using a significance

level of 10%, the simultaneous test results are significant, as shown in the table with a value of 0.004. This suggests that at least one predictor variable has a considerable impact on graduates' waiting times in job searches.

**Table 2.** Partial Test Output

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Waiting Time | Main Effects | Foreign Language Proficiency | 43.879 | 2 | 21.940 | 1.217 | .303 |
| | | Length of Study | 305.526 | 5 | 61.105 | 3.389 | .009 |
| | | Work Experience | 58.265 | 1 | 58.265 | 3.232 | .077 |
| | | GPA | 128.245 | 1 | 128.245 | 7.113 | .010 |
| | | Employment Sector | 145.970 | 5 | 29.194 | 1.619 | .168 |
| | Model | | 681.885 | 14 | 48.706 | 2.702 | .004 |
| | Residual | | 1099.736 | 61 | 18.028 | | |
| | Total | | 1781.620 | 75 | 23.755 | | |

The partial test findings show that cumulative length of study, work experience, and GPA significantly impact graduates' job search waiting time (significance value < 10%). It is worth noting that three variables, organizational experience (significance value = 0.947), academic achievement (significance value = 0.627, and gender (significance value = 0.560), consistently had the highest significance values across all trial combinations, indicating that they are unlikely to have a statistically significant impact on wait time. While two factors, the employment sector and foreign language proficiency, exhibit no significant effects in this five-variable model, their influence may still be present. The researcher chose to include all five variables in the analysis to present a more complete picture, even though some effects may be weaker. This finding is consistent with Indrayady's research in Ambon City, which found that surpassing the target length of study can decrease job seekers' confidence. Completing the program faster, on the other hand, can boost a graduate's confidence and marketability, potentially leading to a quicker job search [16]. Similarly, Sekar's research in Malang City discovered that length of study has a substantial effect on job search duration, although gender and employment sector do not [17].

Next, the MCA output is provided, and the MCA equation model is given to estimate the waiting time for each case.

**Table 3.** MCA Output

| | | | N | Deviation Adjusted for Factors |
|---|---|---|---|---|
| Waiting Time | Foreign Language Proficiency | 0 Language | 26 | -.94446 |
| | | 1 Language | 38 | .57865 |
| | | 2 Languages | 12 | .21395 |
| | Length of Study | 8 Semesters | 34 | -1.64350 |
| | | 9 Semesters | 29 | 1.48130 |
| | | 10 Semesters | 7 | -.38559 |
| | | 11 Semesters | 1 | .25426 |
| | | 12 Semesters | 2 | 7.57857 |
| | | 14 Semesters | 3 | .06964 |

| Work Experience | No | 54 | .72819 |
|---|---|---|---|
| | Yes | 22 | -1.78737 |
| GPA | 3,00 - 3,49 | 16 | -2.95474 |
| | 3,50 - 4,00 | 60 | .78793 |
| Employment Sector | Teacher Non ASN | 24 | .80206 |
| | PNS/TNI/ POLRI/others | 2 | 6.69873 |
| | Private Company | 19 | -1.26074 |
| | BUMN Company | 4 | 1.60880 |
| | Social Worker/ Community Developer | 14 | -1.54310 |
| | Self-employed | 13 | .49811 |

Table 3 shows the adjusted deviations for the correlation between predictor variables (foreign language proficiency, length of study, work experience, GPA, and employment sector) and graduates' job search waiting time. Negatively adjusted deviations show that graduates in those categories find work faster than the typical graduate. It was established at the beginning of the data run process that the Y variable was log-transformed, resulting in the following MCA model:

$$ln\widehat{Y_{ijklm}} = \widehat{\bar{Y}} + \widehat{flp_i} + \widehat{ls_j} + \widehat{we_k} + \widehat{gpa_l} + \widehat{es_m} \tag{3}$$

Where:

$\widehat{\bar{Y}}$ is the grand mean = 4.7303 months.

$\widehat{flp}$ is value of adjusted deviations of foreign language proficiency

$\widehat{ls}$ is value of adjusted deviations of length of study

$\widehat{we}$ is value of adjusted deviations of work experience

$\widehat{gpa}$ is value of adjusted deviations of GPA

$\widehat{es}$ is value of adjusted deviations of employment sector

Suppose a graduate applies for a position in social work or community development, on time in 8 semesters, with a GPA above 3.50, is passive in foreign languages, and has no work experience. Then, it can be estimated that the time taken to find a job is:

$$ln\widehat{Y_{ijklm}} = \widehat{\bar{Y}} + \widehat{flp_i} + \widehat{ls_j} + \widehat{we_k} + \widehat{gpa_l} + \widehat{es_m} \tag{4}$$

$$ln\widehat{Y_{ijklm}} = 4.7303 - 0.94446 - 1.64350 + 0.72819 + 0.78793 - 1.54310 \tag{5}$$

$$ln\widehat{Y_{ijklm}} = 2.11536 \tag{6}$$

$$e^{ln\widehat{Y_{ijklm}}} = e^{2.11536} \tag{7}$$

$$\widehat{Y_{ijklm}} = 8.29 \tag{8}$$

According to the MCA equation, graduates applying in social work or community development who graduate on schedule in 8 semesters, have a GPA above 3.50, are passive in foreign languages, and have no work experience have an average job search duration of 8.29 months. Assuming an applicant has relevant work experience and fits the requirements outlined in the example, the average time to find employment is only 0.63 months, or less than three weeks after graduation. This equation can be applied for all scenarios addressed in this study, and the figure is consistent with Table 3.

The length of study and GPA are obvious indications of academic accomplishment, with GPA frequently reflecting intellectual competence and student commitment. Employers often view GPA and length of study as simply measurable and comparable variables. Interestingly, the data shows that graduates with lower GPAs have an easier time finding work than those with higher GPAs, which may

appear paradoxical. Alumni with GPAs between 3.00 and 3.50 are more likely to get employment than those with GPAs between 3.50 and 4.00. This could be related to varying levels of idealism among individuals. Moreover, graduates with lengthier study years may have exaggerated expectations about their chosen occupation, resulting in longer job search durations. Furthermore, people who are fluent in foreign languages have a harder time finding work than those who are not, probably due to different professional aspirations.

The eta ($\eta$) and beta ($\beta$) values indicate the extent to which each independent variable influences the dependent variable. $R^2$ measures how much the independent factors explain the dependent variable. The following are the eta, beta, and $R^2$ values from the research:

**Table 4.** Eta, Beta, and $R^2$ Values

|  |  | Eta | Beta | R | R Squared |
|---|---|---|---|---|---|
| Waiting Time | Foreign Language Proficiency | .157 | .143 | | |
| | Length of Study | .423 | .390 | | |
| | Work Experience | .262 | .236 | .619 | .383 |
| | GPA | .269 | .315 | | |
| | Employment Sector | .236 | .320 | | |

The analysis found that the length of study had the greatest impact on job search duration, as indicated by the highest beta coefficient (β = 0.390). This finding is further supported by the adjusted deviation value for length of study in Table 3, which is -1.64350 for graduates who graduated in eight semesters (44.7% of respondents). This shows that graduates who take longer to complete their degrees have longer job search times. These findings suggest that graduates who take longer to complete their studies may exhibit differences in time management skills or work ethic. Further research is warranted to explore the underlying mechanisms that explain this relationship and identify other contributing factors.

Graduates' selected industry has a significant impact (β = 0.320) on their employment wait time. GPA (β = 0.315) significantly correlates with job search length. Work experience during the program, with a beta value of 0.236, has a favorable influence on job search success, though to a lower extent than the other components. This lends weight to the assumption that past work experience improves employability. Foreign language proficiency had the smallest impact on wait time (β = 0.143), indicating that while valuable, it is less critical in this context than other variables.

The R-squared value was 0.383. This means that the five independent variables included in the model account for just 38.3% of the variance in the dependent variable. This shows that there are additional unanalyzed elements influencing job search dynamics for PMI program graduates.

Prior work experience enables graduates to exhibit their talents and abilities in a real-world situation, increasing their competitiveness in the job market. Research shows that job experience has a considerable impact on employment chances, emphasizing the need for students seeking work experience while still in education. This phenomenon can be attributed to elements such as practical abilities earned via work experience, motivation and networking, and the level of soft skills. Rani's research in Jambi City indicated that gender has no significant impact on job search length, whereas work experience did [18]. Rani's study also reveals that PMI program graduates who work as social workers and community developers had shorter job search times than those in other sectors. This highlights the importance.

The employment sector influence may be limited because different sorts of occupations have different requirements. Although the PMI program is designed for roles like Social Worker and Community Developer, only roughly 18% of graduates work in these disciplines. This finding is confirmed by Chu Jingyu's research, which found that only around 11% of 100 social work students at four universities in Shandong Province want to work in the profession, while 61% are uninterested and the remainder are unsure [19]. Some employment sectors may place a higher value on specific experiences and talents, reducing the total impact of the employment sector on career choices. Furthermore, graduates prefer the formal sectors, which provides better financial benefits and social security than the informal sectors. However, given the current economic conditions and rising cost of living, graduates are becoming less choosy about possible employment.

While academic achievements, organizational experiences, and gender may require more qualitative research to understand their subtle impact on employment, this study focused on quantitative characteristics. The investigation emphasizes the complex significance of factors such as length of study and GPA, with graduates with lower GPAs potentially finding jobs faster. Foreign language fluency, which is becoming increasingly important in today's interconnected world, has a considerable favorable relationship with job prospects.

## Conclusion

The purpose of this study was to investigate the characteristics that influence the length of time graduates of the Islamic Community Development (PMI) program at UIN Sultan Maulana Hasanuddin Banten spend looking for work. This study used Multiple Classification Analysis (MCA) to look into the factors that influence employment search wait time for graduates of UIN Sultan Maulana Hasanuddin Banten's Islamic Community Development (PMI) program. The results showed that length of study, GPA, and work experience have a significant impact on job search duration (ANOVA, $p < 0.10$). An unusual finding emerged: graduates with a GPA of 3.00-3.49 found work 3.08 months faster than those with a GPA greater than 3.50. This could be attributed to graduates with lower GPAs having greater practical experience, relevant skills, or larger networks. In contrast, graduates with higher GPAs may be more selective or face higher job requirements.

Overall, the five predictor variables explained 38.3% of the variation in the duration of the job search. This research sheds new light on the factors influencing graduates' employment prospects in Islamic community development. Future research can examine additional factors that may have an impact, like nontechnical skills and volunteer experience.

Based on the research results, researchers recommend to all universities, especially PMI study programs, to:

- Career Guidance Integration: Collaborating with university career units to provide career guidance, this aims to help students understand job patterns and needs in various sectors.
- Optimizing Academic Services: Improving academic guidance services to help students complete courses on time, this aims to improve time management and learning abilities.
- Strengthening Partner Collaboration: Increasing collaboration with partners, then creating an internship program at partner locations to provide appropriate work experience for students before graduating.
- Balancing Achievement and Activities: Encouraging students to balance academic achievement with extracurricular activities, this is expected to develop leadership attitudes and other skills.
- Improved Foreign Language Skills: Although not as important as other aspects, foreign language skills can provide a competitive advantage in the global job market.

By implementing these recommendations, UIN SMH Banten, especially the Islamic Community Development study program, can improve students' preparation for entering the world of work, shorten the job search process, and increase the overall availability of job opportunities.

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