

## Back to Thailand: Post-Graduated Patani Students' Work Orientation

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### Abstract

*This study discusses the work orientation of Islamic students from Patani, Thailand, after graduating from UIN Sunan Gunung Djati Bandung. With a research focus on alumni from Patani who graduated from 2012-2015, this study aims to determine the variations in their work and reveal the factors that influence their work orientation. This study uses Coleman's rational choice theory. The research method used is qualitative-descriptive. The sampling of data sources was done by using purposive sampling and snowball sampling techniques. Data analysis was carried out by triangulation (combined) and was interactive and qualitative which emphasized more on meaning than generalization. The results of this study indicate that in terms of work orientation, post-graduation Patani students at UIN SGD Bandung mostly have the desire to get a job according to their respective scientific backgrounds even though there are some students who choose work outside of their scientific background. The variations of work obtained by alumni of UIN SGD Bandung from Patani, graduates from 2012 to 2015, are teachers, entrepreneurs and farmers. Their work orientation is influenced by inhibiting factors, namely the lack of available jobs due to the difficulty of the job recruitment system in Thailand, and the driving factors, namely motivation, economy and human resources.*

**Keywords:** World of work; Sociology of education; University; Southern Thailand; College student.

### Abstrak

Kajian ini membahas orientasi kerja mahasiswa Islam asal Patani, Thailand, setelah lulus perkuliahan dari UIN Sunan Gunung Djati Bandung. Dengan fokus penelitian pada alumni asal Patani lulusan tahun 2012-2015, kajian ini bertujuan untuk mengetahui variasi pekerjaan mereka dan mengungkapkan faktor-faktor yang mempengaruhi orientasi kerja mereka. Penelitian ini menggunakan teori pilihan rasional Coleman. Metode penelitian yang digunakan adalah kualitatif-deskriptif. Pengambilan sampel sumber data dilakukan dengan teknik purposive sampling dan snowball sampling. Analisis data dilakukan dengan triangulasi (gabungan) dan bersifat interaktif dan kualitatif yang lebih menekankan pada makna daripada generalisasi. Hasil penelitian ini menunjukkan bahwa dalam hal orientasi kerja mahasiswa Patani di UIN SGD Bandung pascakelulusan sebagian besar memiliki keinginan mendapat pekerjaan sesuai dengan latar belakang keilmuannya masing-masing walaupun ada sebagian mahasiswa yang memilih pekerjaan di luar dari latar belakang keilmuannya. Variasi pekerjaan yang didapatkan oleh para alumni UIN SGD Bandung asal Patani lulusan dari tahun 2012 sampai tahun 2015 adalah guru, wirausaha dan petani. Orientasi kerja mereka dipengaruhi oleh faktor penghambat, yakni sedikitnya lapangan pekerjaan yang tersedia dikarenakan sulitnya sistem rekrutmen pekerjaan di Thailand, dan faktor pendorong yakni motivasi, ekonomi, dan sumber daya manusia.

**Kata Kunci:** Dunia kerja; Sosiologi pendidikan; Perguruan tinggi; Thailand selatan; Mahasiswa.

### INTRODUCTION

The world of work today has a lot of tough competition in getting a job. This is because employment is not proportional to the number of graduates increasing annually from all universities in a country. In Thailand, the Central Bureau of Statistics reported

labor conditions during February 2017 to February 2018. Based on data submitted by the Bureau, the open unemployment rate for university graduates increased by 1.13 percent compared to February 2017, from 5.18 percent to 6.31 percent.

In the world of work unemployment continues to increase every year, especially unemployment from college graduates (McClure, 2018). Therefore, undergraduate candidates are required to be more creative, innovative, have competence, job skills, and good personality. This is because, the available vacancies are actually the main obstacle for a scholar to get a job.

Students are declared to have high work readiness if they have mastered all the things needed in accordance with the job requirements that must be possessed. To have high work readiness, several things are needed, namely expertise in accordance with the field, broad insight, understanding in thinking, and a good personality that makes a person able to choose and feel comfortable with his job so as to achieve success (Larsson, 2017). Then, to improve work readiness in students so that they are able to compete in the world of work, they must have a future orientation, good abilities, and high self-confidence (Kendhawati & Jatnika, 2010), with a positive response. Students are expected to have specific goals, especially in determining the career they will pursue later, because without a specific and clear goal these conditions will hinder and delay their potential.

Based on these conditions, students need to receive guidance in order to explore their interests and their talents are in accordance with the hopes and aspirations of the future. The level of student development is marked by the search for self-identity, the influence of the environment, and has begun to make decisions about choosing a job or career (Ng & Feldman, 2010). Realizing future planning, besides someone people need to take steps that allow the business to exist. These efforts are useful for making important breakthroughs so that success becomes real. The success of work and life is mainly determined by his efforts and persistence to realize the ideas, ideas, ideals, and desires that have been planned in advance. This is known as the adversity quotient (AQ) (Chao & Shen, 2014). The adversity quotient is a new conceptual framework for understanding and enhancing all facets of success. A measure of fighting power to determine a person's response to adversity, and a set of scientifically based tools to improve responses to adversity that can improve self-effectiveness and professionalism.

Therefore, researchers are interested in examining work orientation, job variations, and factors that influence work orientation in South Patani Thailand, especially where the alumni of UIN SGD Bandung from Patani work. The problem of student work readiness above is interesting and it is necessary to conduct research to obtain an adequate picture of the problems faced by students in entering the world of work, including final year students of UIN SGD Bandung who come from Patani, South Thailand.

Therefore, researchers conducted research on student work readiness with a focus on alumni of UIN SGD Bandung from Patani, South Thailand, both those who have recently graduated and who have long graduated as well as alumni who are already working. This research is aimed at examining work orientation, job variations, and the factors that affect work orientation in South Patani Thailand, especially where the alumni of UIN SGD Bandung from Patani work.

## LITERATURE REVIEW

This research uses the theory of rational choice of James Coleman. Coleman (Rogošić & Baranović, 2016), said that people act deliberately to achieve a goal, with that goal built by values or choices. Coleman's rational choice reveals that there are two influencing elements, namely actors and resources. Resources are things the actor has control over and wants them to do. Meanwhile, actors will take actions in order to maximize the benefits and to satisfy their needs (Ananda et al., 2016).

Rationality arises when faced with the many choices that are in front of the eye, which gives freedom to make choices, and demands that an option must be made. An option can be said to be rational if the choice is taken with the intention of maximizing his needs. The rational choice taken will result in certain consequences in the form of attitudes and actions.

So the theory above is very suitable to be applied in terms of work orientation of UIN SGD alumni students from Patani who are faced with thoughts of determining job choices after graduating from college, so the elements contained in Coleman's rational choice theory are actors and resources. The actors referred to here are students of UIN SGD alumni from Patani, while the resources in this theory are the potentials possessed by UIN SGD alumni students from Patani themselves.

Orientation is a program to introduce new employees on their roles, organization, policies, values, beliefs and on their coworkers (Sunyoto, 2012). Orientation is also an activity carried out with the intention of introducing new workers with old workers or management as a whole in accordance with the company hierarchy (Septiari & Ardana, 2016). Orientation is a process of knowing and recognizing its place in the totality of the work relationship, the scope of the company, and various kinds of company policies that new workers must comply with. It can be concluded that work orientation is a process of introducing new workers to the duties and responsibilities, the scope, and the rules and policies that apply in the organization.

Readiness is the level of development of a favorable maturity to practice something (Pacchini et al., 2019). Readiness is also a requirement for someone's next study to be able to interact in a certain way (Cardon et al., 2017). Work is something that is issued by a person as a profession to earn income (Holland & DeLuca, 2016). Work is also the sacrifice of services, body, and mind to produce goods or services by obtaining certain rewards (Carlisle & Gruby, 2019). Work readiness can be defined as the ability with little or no help to find and adjust the work needed as well as desired (McMurrin & Ward, 2010). Furthermore, job readiness focuses on personal traits, such as the nature of workers and defense mechanisms needed, not only to get a job, but also more than that, namely to maintain a job (Kim & Lee, 2018).

Based on the above understanding, it can be concluded that job readiness is a person's capacity to improve his work ability which consists of knowledge and expertise as well as a person's attitude.

Preparing yourself to enter the world of work requires a mature readiness within the student himself, especially regarding the characteristics related to the student. The characteristics of work readiness are as follows: First, Have motivation. In a general sense, motivation is said to be a need that drives action towards a certain goal. So work motivation is something that creates enthusiasm or work motivation. The strength and weakness of the work motivation of a worker also determines the size of his achievement. Second, have seriousness or seriousness. Seriousness or seriousness at work also determines work success. Because without it all a job will not be able to go as desired. So to enter a job requires seriousness, so that the work runs and finishes according to the desired target. Third, have enough skills. Skills are defined as being competent or dexterous in doing something or individual mastery of an action. So to enter a job, a skill is needed in accordance with the job he chooses, namely the skill in making his own decisions without the influence of other people with the alternatives to be chosen. Fourth, have discipline. Discipline is an attitude, an act to always be orderly towards an order. So to enter a job, a disciplined attitude is needed to increase work performance. A worker who is highly disciplined, comes to work on time, likewise goes home on time and always obeys the rules (Holland & DeLuca, 2016).

Adjustments at any point in time will affect or tend to respond. Overall job readiness consists of four main aspects, namely: first, skills. Skills are the abilities needed to carry out several tasks that develop from the results of training and experience gained. Practical skills, interpersonal and intrapersonal skills, creative and innovative, critical thinking and able to solve problems, cooperate, adapt, and communicate skills. Second, science. Science is what makes education a theoretical basis so that it has the ability to become an expert in its field. As a graduate candidate, he must have broad insight and knowledge. Third, understanding. Comprehension is a person's ability to understand or understand something that has been known and remembered, so that his work can be done and satisfaction is obtained as well as knowing what he wants. Understand the knowledge that has been learned, determine, predict, and prepare for what will happen, and be able to make decisions. Fourth, personality attributes. Personality attributes encourage a person to bring out the potential that is within oneself. Personality in the undergraduate scope is work ethic, responsible, business spirit, time management, has the ability to think critically, communicate, and is able to work together (Larsson, 2017).

The factors that affect job readiness are as follows: (1) Intelligence level, the ability to achieve achievements in which thinking plays a role. (2) Talent, an ability that stands out in a cognitive field, a skill area, or a field of art. (3) Interest, means a tendency that is rather settled in someone who feels attracted to a certain field and feels happy to participate in various activities. (4) Knowledge, information held in fields of work and about yourself. (5) Physical condition, characteristics that a person has, such as height, good-looking, and not handsome, visual acuity, and good and poor hearing, has high or low muscle strength and gender. (6) Traits, personality traits that both give a person distinctive features, such as friendly, sincere, conscientious, open, closed, and careless. (7) The values of life, individuals affect the work they choose, and also affect job performance (Wong et al., 2017).

Orientation to the future is a picture of the individual about himself in the context of the future (Katz-Wise et al., 2017). Future orientation is the tendency to think about the future and as a concern about the results of current actions in the future. Future orientation is how a person formulates and constructs a vision for the future by dividing short, medium, and longterm orientations (Aloulou, 2019). Future orientation is a complex motivational cognitive phenomenon, namely the anticipation and evaluation of the future self in its interactions with the environment (Köster & Kärtner, 2019). Future orientation is a picture of the future which is formed from a set of attitudes and assumptions from past experiences that interact with information from the environment to form expectations about the future, form goals, and aspirations and provide personal meaning on future events (Keller et al., 2016).

Based on the description above, it can be concluded that future orientation is a form of present-day activities that lead to the goals and objectives to be achieved in the future through an ongoing, sustainable and dynamic process. The stages of future orientation formation include three aspects, namely motivation, planning and evaluation. Clearly, each stage of the future orientation can be explained as follows: First, motivation. Motivation shows individual interests about the future. This interest will direct the individual in determining the goals to be achieved in the future. Second, planning. Planning process by forming sub-objectives, constructing plans and realizing the plan. In order to be able to plan properly, individuals must have extensive knowledge about their future, for example about the potentials of society and the obstacles that may exist in achieving goals. Third, evaluation. In this evaluation process, the individual evaluates the possible realization of the goals and plans that have been compiled. Broadly speaking, there are two factors that influence the development of future orientations, namely individual factors (person related factors) and social context factors (social context-related factors). (1) Individual factors include: self-concept and cognitive development. (2) Contextual factors include: gender, socio-economic status, age, peers, and relationships with parents (Katz-Wise et al., 2017).

Fighting power is a person's ability to use his intelligence to direct, change his way of thinking and actions when facing obstacles and difficulties that can torment him (El Asam & Samara, 2016). In short, fighting power is a person's ability to face problems (Kassymova et al., 2019). Fighting power is also a sign of one's intelligence in facing obstacles or difficulties on a

regular basis. Fighting power helps individuals strengthen their abilities and persistence in facing the challenges of everyday life while sticking to principles and dreams regardless of what is going on. Based on the description above, it can be concluded that adversity quotient is a person's ability to face and survive life's difficulties as a process to develop oneself and achieve certain goals. Fighting power has four dimensions, namely: control, origin and ownership, reach, and endurance (Du, 2020).

### **Undergraduate Work Orientation**

It is difficult to get an exact figure for the number of new students applying to higher education institutions each year, but it is believed that the number continues to increase. This is supported by the increasing number of tertiary institutions, whether in the form of Universities, Institutes, Colleges, Polytechnics, or Academies. To be sure, the number of educated unemployed in Indonesia continues to increase every year, especially when considering that each year there are two waves of graduation in each university.

In 2008, Indonesia was ranked 1st in Asia in the highest number of unemployed. This is considered to be a threat to the stability of the Asian region considering that the overall population of Indonesia is larger than that of neighboring countries. Even though it is estimated to have decreased by around 9% from 2007, in general this figure is still considered the highest in Asia.

Data from the Central Bureau of Statistics (BPS), stated that the number of unemployed undergraduate (S1) in February 2007 was 409,900 people. A year later, to be precise in February 2008, the number of educated unemployed increased by 216,300 people or about 626,200 people. Every year, on average, 20% of our university graduates become unemployed. If each year the average increase was 216,300, in February 2012 there were more than 1 million educated unemployed. Not to mention that the unemployment of diploma graduates (D-1, D-2, D-3) continues to increase. In the period 2007-2010 alone, an increase of 519,900 people was recorded, or an increase of 57%. Finally, the Central Bureau of Statistics (BPS) reported employment conditions during February 2017 to February 2018. Based on the data submitted by BPS, the open unemployment rate of university graduates increased by 1.13 percent compared to February 2017. From 5.18 percent to 6.31 percent.

When examined from a sociological perspective, the increase in educated unemployment is clearly dangerous. The unemployed are very vulnerable to committing crimes. Even with their intellectual abilities, unemployed scholars can create crimes both in the real world and cyberspace.

From an economic perspective, the unemployed will become an economic burden on the family, society and even this nation. They can even trigger a new model of poverty; they are poor not because they don't know anything, but because of the difficulty of accessing employment opportunities (Sjoraida & Rizal, 2019).

### **Universities and Employment**

The fact that universities have not been able to play a role as expected, indeed necessitates improvement efforts. However, first we must understand that the problems in higher education are actually inseparable from the chaos of our entire national education system. The following are some problem points that can be our focus: curriculum, high cost, the blurred concept of education, national standardization, limited facilities, and West-East disparity. From a number of problems that still surround our education, it can be seen how the campus efforts in dealing with these problems. At least by focusing more on resolving this matter, we can hope to give birth to a generation of efficient scholars who can provide fresh air of change and improvement in living standards for the surrounding community.

The fundamental problem we face is the high number of unemployed with higher education which clearly shows that the education process in tertiary institutions does not touch real problems in society. Higher education has not been able to produce graduates who are capable of being creative within limitations and able to fight under pressure. The mentality of university alumni that we produce is mostly passive and in the form of coolies - only doing what is ordered by their superiors, minimal creativity and barren initiative. In order to suppress the increase in the number of educated unemployed, there is no option for universities and the world of education to change the paradigm. If at first it emphasized more on the aspects of conceptual intelligence (cognitive), now it must be accompanied by the cultivation of an entrepreneurial spirit.

The reason is, various studies show that student success is not determined by their intelligence, but by other very important factors. In short, the level of intelligence only contributes around 20% -30%, while the entrepreneurial spirit supported by social intelligence actually accounts for 80% of children's success in the future. The term entrepreneurship or entrepreneurship, is the ability to internalize existing engineering talents and opportunities. An entrepreneur will dare to take risks, be innovative, creative, never give up, and be able to deal with opportunities appropriately. More than that, an entrepreneurial spirit and spirit are also very important in determining the economic progress of a country. This is not only the accuracy of predictions and the right analysis, but also stimulates new inventions and innovations that are more effective for economic growth.

### **The World of Work and Global Challenges**

The national education system states that higher education is a continuation of secondary education held to prepare students to become members of society who have academic and professional abilities who can apply, develop, and / or create science,

technology, and art. Indonesia is the largest archipelago in the world with a population of 237.6 million as of the 2010 Population Census, consisting of 119.5 million men and 118 million women. Indonesia is ranked fourth out of ten countries that recorded an increase in the Human Development Index (HDI) in 2010. Out of 135 countries around the world that are calculated based on the level of education, health and per capita income, Indonesia's ranking has risen from position 111 to 108. Although in terms of The quality of life of Indonesian people is encouraging, this condition actually shows another challenge, namely the issue of manpower. With a long life span and higher education raises challenges in fulfilling the labor market. There is an imbalance in growth, namely between labor and employment (Ministry of Manpower and Transmigration 2011).

Population growth is not always directly proportional to the provision of employment, because employment will follow the number of the workforce that grows faster than the population. This is because along with population growth, the workforce (population aged 15 years and over) and the workforce also continues to grow. The workforce increased from 79.5 million in 1971 to 88.3 million in 1980 and 155.5 million in 2005. In 2009, the workforce was calculated to be 168.9 million (Ministry of Manpower and Transmigration, 2011).

What should be grateful is that the labor condition in Indonesia shows an improvement, this condition is illustrated by an increase in the working population group and a decrease in the unemployment rate. In 2010, the total workforce reached 116 million people, an increase of 2.26 million people compared to the previous year. Meanwhile, the working population also saw an increase, in 2010 it reached 107.41 million people, up from 2009 at 2.92 million people. As a result of an increase in the workforce that cannot be followed by an increase in the expansion of employment opportunities, the number of open unemployed continues to increase, while the number of underemployment remains high. The unemployment rate increased from 1.7 percent in 1980 to 6.08 percent in 2000 and to 10.3 percent in 2005. The open unemployment rate (TPT) in Indonesia in 2010 reached 7.41 percent, this is a decrease compared to 2009 which amounted to 8.14 percent (Ministry of Manpower and Transmigration, 2011).

Open unemployment is generally a phenomenon in urban areas, mostly among young people, especially graduates and dropouts at the primary and secondary levels. The unemployment rate in 2005 was recorded at 10.26 percent, however among the 15-19 and 20-24 year age groups it was 34.88 percent and 25.24 percent. Unemployment in urban areas is almost twice the rate of unemployment in rural areas. The unemployment rate in rural areas is 7.98 percent, while in urban areas it is 13.51 percent (Ministry of Manpower and Transmigration, 2011).

Youth employment (aged 15-24 years) was particularly affected by the Asian financial crisis that occurred before the late 1990s. The number of youth employment in 2009 was still below the level recorded in 1991, resulting in large numbers of youth unemployment. The challenges faced by young people in finding a job in Indonesia were marked by the high youth unemployment rate of 22.2 percent in 2009, which is significantly higher than the regional average (13.9 percent for Southeast Asia and the Pacific) and the world average (12.8 percent) (Ministry of Manpower and Transmigration, 2011). The data above shows that Indonesia is experiencing problems in providing employment opportunities. Although it has not described the actual conditions in the 2010-2017 period, the trend seen that population growth since 1971 is not proportional to the number of labor force and labor force absorbed. So it takes a breakthrough not only from governments, but also Persyarikatan Muhammadiyah Islamic society organizations and also part of the movement of civil society who are able to provide bids in response to the challenges of the working world.

Indonesia's position in the Global Competitiveness Index which measures Indonesia's competition in the international arena can be viewed from various sides, one of which is competitiveness. Young defines competitiveness as "the degree to which a nation can, under free and fair market conditions, produce goods and services that meet the test of international markets while at the same time maintaining or expanding the real incomes of its citizens." Meanwhile, the World Economic Forum defines competitiveness as "the set of institutions, policies, and factors that determine the level of productivity of an economy, which in turn sets the level of prosperity that the economy can achieve". WEC is also an institution that conducts a global ranking called the Global Competitiveness Index (GCI). This institution has released the 2017-2018 GCI results which put Indonesia in 36th place out of 137 countries, after 2016-2017 being ranked 41 out of 138 countries (World Economic Forum, 2017).

This global index (GCI) combines 114 indicators related to productivity and long-term welfare achievement. This indicator is grouped into 12 pillars, namely: institutions, infrastructure, macroeconomics, environment, health and basic education, higher education, education and training, goods market efficiency, labor market efficiency, financial market development, technology readiness, market size, business sophistication, and innovation. These twelve pillars are further grouped into three sub-indices, namely basic requirements, efficiency enhancers, and innovation and sophistication factors (World Economic Forum, 2017).

A summary of the 12 pillars of exposure quoted from Indonesia: The Global Competitiveness Index 2017-2018 describes the following matters: The 36th Indonesia is increasingly climbing the competitiveness ladder, moving forward five places since last year. Similar to Korea, Indonesia has improved its performance across all of its pillars. Its position in the ratings is driven primarily by the 9th large market size and the 26th relatively strong macroeconomic environment. Ranked 31st and 32nd in business innovation and sophistication, Indonesia is one of the top innovators among developing countries. In contrast, the country lags far behind in terms of 80th technological readiness despite making steady progress in that area over the past

decade. Significant progress is also needed in the 96th pillar of labor market efficiency, which is dragged down by excessive redundancy costs, limited flexibility in wage setting, and limited representation of women in the workforce.

Market size is a ranking that is Indonesia's superiority, while Indonesia is mired in technological readiness and efficiency of the labor market. Currently global corporations are recruiting workers who are not only fluent in foreign languages, but also have a quality work ethic and have special intelligence in the field of information technology. A number of local companies have begun to select workers with good quality.

#### **Community Empowerment to Face the Era of the Industrial Revolution 4.0**

This fourth generation industrial revolution is marked by the emergence of super computers, smart robots, driverless vehicles, genetic engineering and the development of neurotechnology which enables humans to further optimize brain function. The industrial revolution 4.0 is an integration of the use of the internet with production lines in the industrial world (Anwar et al., 2019). This integration has an impact on the creation of new positions and job skills and the loss of several old positions. The Industrial Revolution 4.0 is characterized by creativity, leadership and entrepreneurship, which broke the "mindset" of how the previous industrial revolution worked. Characterized by efficiency in communication and transportation as well as directing the public to solve problems with a "one stop shopping" or "one stop solution" system, it is necessary to have a business ecosystem that is free from bureaucratic constraints and obstacles and it is not only a matter of working but also the mentality of employees and personnel it works. And in turn, the output of this revolution brought many benefits and prosperity, such as the price of cheap goods, and guaranteed health, instead of increasing the economic burden of the community and increasing unemployment.

Today's economic development is very fast, causing many demands that must be met in order to achieve its fulfillment. This is what gave birth to many innovations to survive in meeting the needs of life. The number of job seekers today is not well matched by job opportunities. Here every individual must have more value to be able to compete in the world of work. Currently, there are many job placements open in all fields, but unfortunately there are still many limitations that individuals have in being able to enter the fields needed because they do not have the competence expected by employers.

To be able to keep innovations so that they can be highly competitive, each individual job seeker must have the ability as expected. Therefore, the role of universities is expected. Because higher education is not only an educational institution. Higher education institutions must be able to prepare their students to have reliable competencies so that when the alumni go to work, they already have the ability in certain fields so that they can compete in the business world.

Education is not only oriented to the present, but is dynamic and anticipatory for any changes in life patterns (Santosa & Ningrum, 2009). Education is expected to be able to help a person train himself in order to prepare himself to face the demands of the world and society at large to face the world of work. For higher education, final semester students at the undergraduate level are prospective graduates who will then continue to the world of work. Here, students are required to be able to balance the quality and quality required by the world of work, but unfortunately many university graduates do not match the qualifications needed by the world of work (Agusta, 2015).

#### **METHOD**

The object of this research is students from Thailand who are studying at UIN SGD Bandung. The Thai student community who studied at UIN SGD Bandung was seen as representative to reveal research problems, namely how their post-graduation work orientation at UIN SGD Bandung. This study uses a qualitative method. This method has the suitability to reveal the problem which is the object of research. Ordinary research methods with qualitative methods are often called natural research methods because the research is carried out in natural conditions (Aagaard, 2017). In this case the research was carried out at the UIN SGD Bandung campus where the researcher is the key instrument, collector of data sources, and emphasizes more on meaning than generalization.

The data sources in this study were mainly final year students from Patani, Southern Thailand who studied at UIN SGD Bandung. Only then did all the Thai students at UIN Bandung randomly exist at this time. The type of data in this study is qualitative, that is, the data is in the form of changes in social behavior in the community related to behavior, ways of interacting, reasons, goals, and experiences of the informants about joining the world of work on questions posed by researchers regarding the social behavior of Indonesian university alumni in Thailand.

Observation is the activity of paying attention accurately, noting phenomena that appear, and connecting aspects of the phenomenon. The purpose of observation for researchers is to obtain data on the problem of work orientation of students and graduates of UIN SGD Bandung in Thailand. By using a approach, participant observation which means that research is involved in the Thai student community, observing, sensing, to find out what the implications are for social behavior in the Thai student community, noting things related to what forms of social behavior graduates of UIN SGD Bandung in Thailand in the world of work.

Interviews were conducted for primary or primary data collection. This interview was conducted by communicating directly with the Thai student community. This is done to determine the social behavior of graduates of UIN SGD Bandung in Thailand

in the world of work. People who will be asked for interviews are final students from Thailand who have just finished their studies at UIN SGD Bandung. Students who were asked to interview included Husna Bahah, Muhammad Roedi, Riduwan Waesamae and 13 other students.

Documentation is a record of events that have passed. Secondary data collection method used in this research is documentation study, which examines the data that can be accessed from graduates of UIN SGD Bandung in Thailand in the world of work. Documentation studies are used to support data interpretation carried out through interviews, photos, visitor data, review of books, and so on (Gabriel et al., 2019). The existence of this documentation can support the data that researchers need.

Activities in qualitative data analysis are carried out interactively and take place continuously until it is complete, until the data is clear (Aagaard, 2017). The data analysis technique used by the researchers was qualitative data analysis, which was carried out when data collection took place and after completing data collection within a certain period. At the time of the interview the researcher had conducted an analysis of the answers to be interviewed. The analysis is based on the sources' answers, in this case the students from Thailand who are studying at UIN SGD Bandung. The results of the technical analysis of this data are subjective because the answers or explanations of the informants will differ from one another. However, the subjectivity of the sources' answers is scientific because they are based on the personal experiences of each source. This data analysis aims to identify the social behavior of UIN SGD Bandung alumni from Thailand in the world of work. This identification then continues to analyze the relationship between background and research objectives.

This research was conducted in the vicinity of the UIN SGD Bandung campus, which is located on Jl. AH Nasution No. 105 City of Bandung. This location was chosen based on the consideration that there are students from Thailand studying at universities in Indonesia, in this case UIN SGD Bandung. The Thai student community studying in Bandung is seen as representative for solving research problems.

## FINDINGS AND DISCUSSION

This research was conducted at the UIN SGD Bandung campus where there were students from Patani, Southern Thailand. The existence of these Patani students has been studying at UIN SGD Bandung since the 1990s when the name of the campus was still the State Islamic Institute (IAIN) Sunan Gunung Djati Bandung.

Currently, students from Pattani in Cipadung are all students of the State Islamic University (UIN) Sunan Gunung Djati Bandung. There are 80 people with a composition of 56 male and 24 female students, they are spread across various departments and faculties at UIN SGD Bandung. The following is a list of students from Pattani in Cipadung:

**Table 1:** List of Students from Pattani at UIN SGD Bandung (2019)

No	Name	Smt	Dept.
1	Mr. Imron Mahsae	14	AS
2	Mr. Ibrohem Hayeemayee	12	Islamic Political Law
3	Mr. Sofwan Bakoh	12	Sociology
4	Mr. Saruman Mani	12	AS
5	Mr. Mauseng Hohdeng	12	BSI
6	Mr. Abdulhanan Waema	12	Islamic Political Law
7	Mr. Solaeh Kolaeng	12	SPI
8	Mr. Anas Caday	12	Islamic Political Law
9	Miss. Fadleena Kache	10	Tasawuf & Psychotherapy
10	Mr. Faizul Leengaedayee	10	PMI
11	Mr. Sukruf Samada	10	PMI
12	Mr. Supian Hahyeejehteh	8	Sociology

13	Mr. Affan Chewae	10	Sociology
14	Miss. Naseebah Salaeh	10	BSI
15	Mr. Makamae Taleh	10	PMI
16	Mr. M.ro-edi Sadeemuema	10	SPI
17	Mr. Husen Charu	8	MPI
18	Mr. Arfan Sameng	10	PMI
19	Mr. Anwar Arbubakar	10	MPI
20	Mr. Samree Hayisani	8	Sociology
21	Mr. Abdulhafit Salaeh	10	Islamic Political Law
22	Mr. Azmee Salaeh	10	PMI
23	Mr. Najmuddeen Hayida'oh	10	MPI
24	Mr. Romdon Muei	6	Islamic Political Law
25	Mr. Ausman Baiwang-ah	6	Islamic Political Law
26	Mr. Ilimi Chewae	4	Management
27	Miss. Husna Dakeh	4	PMH
28	Mr. Areef Kaso	4	KPI
29	Miss. Mareeyanee Samaae	8	GPPI
30	Mr. Idres Siahna	8	Sociology
31	Miss. Marina Cheteh	8	BSI
32	Mr. Ridduwan Waesuemae	8	SPI
33	Mr. M. Fadil Makate	8	Islamic Political Law
34	Mr. Ahmat Awae	8	Sociology
35	Miss. Nusura Chinarong	8	GPPI
36	Miss. Rosneeda Dadeh	8	BSI
37	Mr. Abdulhafit Katek	8	PAI
38	Miss. Faezah Kasamasu	8	MPI
39	Miss. Nurhafisa Waekooring	8	BSI
40	Mr. Baruding Haseemaeng	8	Islamic Political Law
41	Miss. Husna Baha	8	PAI
42	Miss. Fateemah Dueramaeng	8	BSI



43	Mr. Hafiz Saming	8	Sociology
44	Mr. Affan Nila	8	Islamic Political Law
45	Miss. Muna Mingpraleh	4	MD
46	Miss. Fureeyah Salae	6	Sociology
47	Mr. Abdulkarim Dueramae	6	MD
48	Mr. Asmeen Cheha	6	PAI
49	Mr. Sobree Musa	6	MPI
50	Miss. Tuanpasira Kuji	6	BSI
51	Miss. Naseebah Dueramaeng	4	AS
52	Mr. Hamdee Niseng	2	HPI
53	Miss. Asyron Cheha	4	HPI
54	Mr. Paosan Tohtayong	4	KPI
55	Mr. Kosaphi Mani	4	Sociology
56	Miss. Surainung Kareng	4	AS
57	Miss. Areeya Hawor	4	GPPI
58	Miss. Mastura Torma	4	GPPI
59	Mr. Suhaimee Bahee	4	SPI
60	Mr. Hanif Hade	4	Management
61	Miss. Kawini Hatama	4	KPI
62	Mr. Ilham Padang	4	SPI
63	Miss. Maseetoh Ma'dae	4	SPI
64	Mr. Sayuti Ar-boo	2	Sociology
65	Mr. Maruwan Wannu	2	Sociology
66	Miss. Firdaus Dolohkade	2	PBI
67	Mr. Saifu Che-do	2	PMI
68	Mr. Abdulhakeem Kamaeh	4	SPI
69	Mr. Ibrohem Hama	4	MPI
70	Mr. Sulaiman Saleah	2	PBI
71	Mr. Firhan Jehlo	1	Sociology

72	Mr. Abdulhafit Awaelaeh	2	PAI
73	Mr. M. Hilme Madaka	2	SPI
74	Mr. Anwa Kaboh	2	SPI
75	Miss. Nuseema Jeh-asea	2	BSI
76	Miss. Suraiya Doleng	2	PAI
77	Mr. Tarmisi Khahong	2	PAI
78	Mr. Bukhoree Muhammaddeeya	2	SPI
79	Mr. Navavi Muhammaddeeya	2	MD
80	Mr. Sulaiman Batu	2	PAI

Source: Interview, November, 2019

#### Post-Graduation Patani Student Work Orientation

Everyone will expect a better life than before. Orientation is the most important thing to achieve these expectations. The more jobs a graduate takes, the higher the social status he gets. However, this must also be supported by adequate facilities and infrastructure.

Like their predecessors, students who will graduate from UIN SGD Bandung on average target themselves to choose a job, either according to their scientific background or other jobs. The data for final year students from Pattani who will temporarily graduate from UIN SGD Bandung are 17 people listed in the following table.

**Table 2:** Data of Pattani Students who will temporarily graduate from UIN SGD

No	Name of Student	Department	Semester
1	Abdulhanan Waema	Constitutional Law	11
2	Ibrohem Hayeemayee	Constitutional Law	12
3	Fadleena Kache	Tasawuf & Psychotherapy	10
4	Sukruf Samada	PMI	10
5	Supian Hayeejehteh	Sociology	9
6	Makamae Taleh	PMI	10
7	M.ro-edi Sadeemaema	SPI	10
8	Anwar Abubakar	MPI	10
9	Samree Hayisani	Sociology	9
10	Ahmad Awea	Sociology	9
11	Ilham Bakok	Sociology	11

12	Rosneeda Dadeh	BSI	9
13	Marina Cheteh	BSI	9
14	Husna Baha	PAI	9
15	Hafiz Sameng	Sociology	9
16	Fateemah Dueramaeng	Tasawuf & Psychotherapy	9
17	Mr. Ridduwan Weasuemae	SPI	9

**Source:** Interview, November, 2019

The data above are final year students from Pattani who of course already have targets in choosing post-graduation jobs in Pattani, Southern Thailand. This is evidenced by the results of interviews with researchers with several final year students from Pattani. If seen from the previous alumni and the number of students taking teacher study programs. So on average they target themselves to become teachers when they return to Pattani. This is because as Muslims in Thailand and are a minority community, they have their own schools, namely Islamic schools. This is to tie the bonds of brotherhood and strengthen their presence in this Buddhist-majority country (Miss. Rosneeda Dadeh, Interview, October 6, 2019).

The second type of work prepared by Patani students is to become an entrepreneur or self-employed. This is because it is difficult to get a government job. As said by a final year student at UIN SGD Bandung: "the recruitment system for employees in Thailand is quite difficult, because it is usually directly controlled by the center." Therefore, since in Bandung, there are Thai students who are already working (Miss. Fadleena Kache, Interview, October 5, 2019).

There are also Patani students who are prospective graduates of UIN SGD Bandung who are preparing to work in offices dominated by Muslims such as Islamic Banks, counseling institutions, religious therapy, and so on (Mr. Anwar Abubakar, Interview, October 5, 2019).

There are also final year students at UIN SGD Bandung who want to be active in Islamic mass organizations in Thailand. This is because a lot of work that should have been done by the Thai government, was neglected. So that Muslims in Thailand have to take care of themselves both in terms of education, society, and even the economy (Mr. M.ro-edi Sadeemaema, Interview, October 5, 2019).

There are quite a few Patani students studying at UIN SGD Bandung who want to serve the Thai government. Those who are interested in the job are also because it has something to do with the management of Muslims, namely the Islamic Religious Office in Pattani. That is because it is a tradition in her family to work in the office (Miss. Husna Baha, Interview, October 5, 2019).

The most, and indeed what must be prepared when returning to Pattani after studying at UIN SGD Bandung is to be ready to be independent or independent (Mr. Supian Hayeejehteh, Interview, October 5, 2019).

Getting a job is the ultimate goal for final year students because we can immediately put into practice the knowledge that we get during lectures at the SGD UNI Bandung. In addition, we can expand our resources and develop our abilities and to serve the Pattani community. Most jobs in Thailand do not match the scientific background of students who have graduated from tertiary institutions. So that we must be able to work in all fields in order to build employment opportunities for the Patani community (Mr. Ridduwan Weasuemae, Interview, October 6, 2019).

Students at the final level of study at UIN SGD Bandung who get knowledge can be useful and according to my choice can work according to their skills. Motivation at work is to make ends meet. Most of Patani students choose jobs close to their homes to increase their experience so that they work more focused and independently (Miss. Fateemah Dueramaeng, Interview, October 6, 2019).

Job orientation after graduating from college depends on getting a job as long as it can be a form of service to the Pattani community. And one of the motivations for working is wanting to ease the burden of living costs and make the family happy at home and to contribute our role to the community according to our abilities so that the Pattani community is more advanced and developing, one of which is by providing jobs for independent communities (Mr. Sukruf Smada, Interview, October 6, 2019).

That was said by nearly ten people who were questioned from the Pattani students who were completing their final assignments at UIN SGD Bandung. According to them, this is a preparation that must be really prepared. Because it is the last risk of unemployment in Thailand, especially if it is related to the major that was taken while studying. Because often the jobs

are not in accordance with the department during college. However, the principles of self-reliance and social skills were already obtained during the lecture.

### Graduation and Job

Vacancies Graduating from college is the dream of all students, because they will be faced with a choice of jobs after graduation, whether jobs that match their abilities or according to their scientific background. However, there are still many Pattani students who have yet to get a job due to several factors, both internal and external factors. According to the observation data, there were 14 Pattani students who were alumni of UIN SGD Bandung and had not yet got a job. The data for graduate students from UIN SGD Bandung who have not got a job at this time are listed in the following table.

**Table 3:** Data of Pattani students, alumni of UIN SGD, who have not worked

NO	Nama of Alumni	Department	Year of Intake	Wanted job
1	Sukree Che'arsae	Family Law	2012	Department of Justice
2	M. Aman Matohey	Family Law	2012	Department of Justice
3	Saruman Mani	Family Law	2013	Entrepreneur
4	M. Sukri Bahah	Management	2013	Entrepreneur
5	Hafis Mamah	AP	2013	Study at Postgraduate
6	Saleema Ahma	SPI	2013	Study at Postgraduate
7	Murnee Chemah	PAI	2014	Teacher
8	Basiroh Macke	PAI	2014	Teacher
9	Abdulhafit Salaeh	HPI	2014	Department of Justice
10	Waameena Morsa	Management	2014	Entrepreneur
11	Baseeroh Makae	PAI	2014	Teacher
12	Zulkornai Yusoh	PGMI	2014	Teacher
13	Alif Sama-ae	PAI	2015	Teacher
14	Sulaiman Abdullah	PAI	2015	Teacher

Source: Interview, November, 2019

From the data above, it shows that there are still many Pattani students who are alumni of UIN SGD Bandung who have yet to get a job or are looking for work in Pattani. Based on the results of observations, researchers' interviews with Pattani students, alumni of UIN SGD Bandung, said that there were several factors that hindered post-graduate work orientation from UIN SGD Bandung.

### Variations in Work

As we all know that work variation is the type of work obtained according to the field of work. So in this case, the researchers classified the types of jobs that were mostly obtained by alumni of UIN SGD Bandung from Pattani, Southern Thailand.

The absorption of Pattani students from UIN SGD Bandung in the available employment reaches 90%. This can be seen from the number of graduates from UIN SGD Bandung and the number of alumni who have got jobs as listed in the following table:

**Table 4:** Data of UIN SGD graduate students who have worked in Pattani

No	Year of Intake	Amount	Alumni who have not worked	Alumni who are already working
1	2012	9	2	7
2	2013	31	4	27
3	2014	8	6	2
4	2015	3	2	1

Source: PMIPTI Bandung, 2019

Based on the comparison of the data above, it can be seen that the number of alumni of UIN SGD Bandung from Pattani is 51 people, including 37 alumni who have worked and 14 have not worked.

In the first year of graduation, some of Pattani students who graduated from UIN SGD Bandung have been absorbed in employment as illustrated by the number of graduates from the class of 2012 who generally graduated in 2016 or 2017. In the first year of the waiting period, there was an increase in the rate of graduate absorption in the workforce. This is reflected in

the number of graduates from class 2013, most of whom have attended graduation in 2017 or 2018. In the third year of the waiting period, there was also an increase in the employment absorption rate for graduates. The percentage figure that graduated from the 2013 class, most of whom graduated in 2018, have all got jobs. Nevertheless, it is admitted that almost all graduate respondents felt that at first they experienced difficulties in getting a job either as a teacher in secondary schools or non-teachers. Even if their difficulties at first may very well be temporary. This was proven in the next period when a number of district / city governments and private educational institutions needed new teachers who tended to start recruiting from Patani students who graduated from UIN SGD Bandung so that many began to get jobs.

Employment that absorbs the most graduates is teachers. Other fields of work do exist but are relatively few in number. This can be seen from the number of graduate students from UIN SGD Bandung who have worked, namely 37 people. Based on the results of interview observations, here are some of the data on UIN SGD alumni students from Pattani who have worked.

**Table 5:** Data of UIN SGD alumni students from Pattani who have worked

No	Name	Department	Year of Intake	Occupation
1	Anwa Maming	MPI	2012	Tourguide
2	Suhaiming Make	PAI	2012	Teacher
3	Mareenee Auseng	SPI	2013	Entrepreneur
4	Nurhaifah Chehama	Sociology	2013	Entrepreneur
5	Ansori Salaeman	PMI	2013	Teacher
6	Hanan Watohma	PBI	2013	Teacher
7	Sumaiyah Dueramaeng	PAI	2013	Teacher
8	Malina Yeakaji	SPI	2013	Teacher
9	Salwa Chelaeng	Tafsir & Hadits	2013	Entrepreneur
10	Rifhan Masae	Management	2013	Entrepreneur
11	Muhammadfitri Hayimakeh	Public Administration	2013	Entrepreneur
12	Hasnee Yusoh	Tafsir & Hadits	2014	Teacher
13	Ilham Toheng	Tafsir & Hadits	2014	Teacher
14	Hartini Lateh	SPI	2015	Teacher

**Source:** Interview, November, 2019

The data above is part of the data of UIN SGD Bandung students who have worked in their respective fields. So based on the results of the data above, the average employment absorption of UIN SGD graduates, namely teachers and business. There are 9 students of Patani alumni of UIN SGD Bandung from the Class of 2012, 7 of whom have worked, of which 4 are teachers and 1 person is in the Tour Guide and 1 person in a private company and 1 business person. The percentage of employment in the available workforce in the 2013 class has thus worked 24 people, with details as 45% teachers and 8% non-teachers. There are 8 graduates from the Class of 2014 who work 2 people, of whom 2 people work as teachers, 2 companies. The percentage of employment in the available employment opportunities in the 2015 class means that 1 person has worked, with details as a teacher as 1 person. The job opportunities most graduates expect are generally teachers. Because it is the easiest to work with.

However, for the time being, they have not yet found the job, Patani students who graduated from UIN SGD Bandung have also entered employment opportunities outside of teacher training. Working outside of being a teacher is generally not an attractive option for them, because it is temporary. This is because apart from not being quite worthy of being paid a salary, also because they are not respected as a professional in their field because they have nothing to do with the core profession as a teacher. Therefore, they are mostly waiting to become teachers.

### Factors Affecting Work Orientation

Most of Patani students who graduated from UIN SGD Bandung are not prepared to access jobs by making long-term planning starting from when they were still in college. In general, they start thinking about employment after graduation. Thus, their efforts to access employment opportunities are rushed and the results are often less than optimal. Not all areas in Thailand have an educational environment consistent with Pattani, a strong religious education environment. In these areas the need for teachers may be more open, but the Pattani people themselves must be open. Openness, for example, must develop themselves according to the demands of the times. At this time, Islamic banks are among those that thrive in various parts of the world, including in Thailand. In Thailand there is the Islamic Bank of Thailand or known as i-Bank. Now, this is what Thai Muslims aim for as a place to work. Therefore, it can be shown here how i-Bank recruits its workers.

The following are among the results of the interview with Mr. Niabduhalem Makajea, Head of Yala Region, which has been done by an alumni of UIN SGD Bandung at the Islamic Bank of Thailand. This recruitment is fully carried out by the

recruitment and selection division. This recruitment is carried out to get new employees to occupy vacant positions at the Islamic Bank of Thailand. If there is an empty position at the Islamic Bank of Thailand, the company directly contacts the recruitment division to open vacancies and process application letters submitted by applicants at the Islamic Bank of Thailand, then it is selected by the recruitment and selection division.

The recruitment process is carried out by looking for sources of labor who come from internal and external companies (Basak & Khanna, 2017). This is in line with the recruitment process at the Islamic Bank of Thailand. Some also come from internal and external sources. The recruitment process is carried out at the Islamic Bank of Thailand in the recruitment and selection division, namely determining the source or method of recruitment. There are two sources of recruitment applied by the Islamic Bank of Thailand, namely internal sources and external sources.

Recruitment from internal companies can provide opportunities for employees to pursue further careers to positions above it, so that it can lead to passionate motivation. Islamic Bank of Thailand recruits employees from internal sources or from within the company itself, for example the company needs a cash service supervisor at a branch office. For example, when a cash service supervisor employee resigns, the Head unit will announce to all employees of the Islamic Bank of Thailand via email. After determining the job requirements, the Islamic Bank of Thailand announced through the website and in recruiting employees from external sources to participate in *job fairs* and hold seminars, advertisements, and services *outsourcing*.

With the development of the company, the Islamic Bank of Thailand continues to recruit employees. There are 3 recruitment routes for employees at the Islamic Bank of Thailand, namely: a) The Officer Development Program (ODP) path is to recruit prospective employees from *fresh graduates* who are positioned as personnel *marketing* and directly bond with the Islamic Bank of Thailand. If within two years the employee's performance is good, the position will be promoted as a permanent employee. Employees of the Officer Development Program (ODP) are also prepared to become leaders of Sharia Banks. b) *Special Hire*, which is recruiting experienced prospective employees to fill positions that are needed by the company. If within one year the employee's performance shows a good performance, he will be appointed as a permanent employee. This is in line with the word of Allah SWT (QS Yusuf: 55) which means: "*Said Yusuf: 'Make me treasurer of the state (Egypt); In fact, I am a person who is good at guarding, and is knowledgeable*". According to the commentator, the position that Yusuf will take is treasurer of state finance. And this verse also implies that prospective workers who will occupy a certain position must meet the stipulated requirements, 2014: 110). c) The route *outsourcing* is recruiting employees who are positioned for the workforce *frontliner*. In this case the Islamic Bank of Thailand is working with an *outsourcing vendor*. If within one year the employee shows a good performance, then the employee can be directly contracted by the Islamic Bank of Thailand to get the opportunity to become a permanent employee.

After the recruitment process has been completed, the next stage is the selection process. The selection process is the process of recovering candidates who have gathered to fill a position or job in an organization that is deemed to meet the required qualifications and competencies. This selection process is carried out when the best candidates have been gathered (*pool of talent*) and then the best is selected. The decision to choose a candidate is based on several predetermined criteria (Haswan, 2017). The selection carried out by the Islamic Bank of Thailand in selecting prospective employees has several stages. In practice, the type of employee selection between internal recruitment and external recruitment is different. If viewed based on the external recruitment procedure of the Islamic Bank of Thailand, after passing the administrative selection, the external employees will go straight to the psychological test, interview and medical tests. For internal selection, there are interviews and assessments.

Selection applied in the Islamic Bank of Thailand from external sources include: First, administrative selection of the applications. The employee recruitment and selection division at the Islamic Bank of Thailand will analyze the applicant's data, the Curriculum Vitae of the prospective employees who meet the requirements according to the classification determined by the Islamic Bank of Thailand. If one of the applicant's data is incomplete then he / she does not pass the next test stage.

Second, Interview Selection. The purpose of interviews conducted at the Islamic Bank of Thailand is to get to know prospective employees more closely. In this interview, there are several aspects that are asked of prospective employees during the interview, starting from aspects of sharia, aspects of knowledge, aspects of behavior. For the Islamic aspect of employees, there is a reading test of the Koran and about religious knowledge. From what aspects of knowledge is the prospective employee, for example, the IT field. What performance has been achieved, the achievements that have been obtained. As for the behavioral aspect, whether a prospective employee smokes, has piercings or tattoos because of the new regulations in the Islamic Bank of Thailand, neither smoking nor piercing. This is according to what Allah SWT said in (QS An-Nisa verse: 119). It means "*And I will really lead them astray, and will generate idle dreams in them and order them (cut off the ears of livestock), then they actually cut it, and I will order them (change Allah's creation), then they really change it*". Whoever makes Satan a protector other than Allah, then in fact he is suffering a real loss." The verse explains that changing the creation of Allah SWT can mean changing what Allah SWT created is like castrating animals. Some interpret it by changing religion Allah SWT. Therefore, Allah SWT forbids his people to wear tattoos or piercings.

Third, psychological test. Types of psychological tests conducted by the Islamic Bank of Thailand as quoted in the human resource management book (Haswan, 2017): IQ test, personality test, and ability test.

In the implementation of post-graduation Patani student work orientation from UIN SGD Bandung, there are several factors. So the researchers also conducted interviews with UIN SGD graduate students who had not yet got a job because they were constrained by several factors which were divided into two, namely internal factors and external factors.

UIN SGD graduate students find it difficult to get a job according to a scientific background due to the influence of the environment in the work clothing system in Thailand which is not compatible with the lack of employment in Pattani (Sukree Che'arsae, Interview, October 6, 2019).

Meanwhile, the job recruitment system in Thailand is quite difficult, namely through several stages. There are 4 stages of job recruitment in Thailand. The first stage, writing an application for a written exam, means that we must first fill out an online form that has been provided by a company, after which we will take a written exam. The second stage, namely the interview stage. At this stage, prospective workers will be summoned to conduct interviews with the company and complete all requirements such as photos, KTP, KK, diplomas. And the third stage is the internship stage. Prospective workers must first attend a training or apprenticeship program for 3-6 months. The last stage is the announcement stage. It is at this stage that we will know the results of the decision whether or not to accept workers by the company after going through the three previous stages. These four stages are difficult considerations for students who graduated from UIN SGD Bandung so that they choose other jobs such as teachers, entrepreneurs, laborers and others. (Mr. Waameenal Morsa, Interview, October 6, 2019).

In addition, there are many other factors that cause Pattani students to graduate from UIN SGD, including social factors, economic factors, cultural factors and so on. Social factors become one of the causes of obstacles to finding employment. This is because employment in Thailand uses the official language, namely Thai as daily social communication. However, not all Patani students can use Thai because they are accustomed to using Malay as the mother tongue in Southern Thailand, where the majority are native Malays (Mr. Abdulhafit Salaeh, Interview, October 6, 2019).

In addition to the factors that can hinder the work orientation of Pattani students after graduation, there are also factors that drive it both internally and externally. The internal factors that encourage post-graduation Patani student work orientation include, among others, motivation, economy, family, and others.

Motivation is the most important factor in doing something you want to aim for, such as looking for a job. The greater the motivation that is built into us, the greater our intention or desire to find work. So that it can determine how much our achievements after getting a job (Mr. Zamree Hayeesani, Interview, November 23, 2019).

Having enough human resources can encourage students to find employment opportunities. Just like the students of UIN SGD Bandung from Pattani who have graduated, of course, they have been equipped with a lot of knowledge gained during their studies. So there was an urge to increase its resources through the world of work to build and advance the Pattani community (Mr. Sufian Hayeechete, Interview, November 23, 2019).

In addition, economic factors are what encourage someone to look for work. Because there are so many human needs, it is necessary to improve the economy for both themselves and the Pattani people by seeking employment or creating jobs for the Pattani people. This can improve the welfare of the Pattani community and reduce the impact of unemployment (Mr. Saruman Mani, Interview, November 23, 2019).

## CONCLUSION

Post-graduation Patani student work orientation of UIN SGD Bandung can be seen from the start that they already have a strategy or target in determining a job. Most students have the desire to get a job in accordance with their respective scientific backgrounds. For example, a tarbiah graduate wants to become a teacher, as does a law graduate student who wants a job as a lawyer. However, some students also want jobs as entrepreneurs and farmers.

The variety of jobs obtained by Patani students who graduated from UIN SGD Bandung is very diverse. The employment opportunities that absorb Patani students who graduated from UIN SGD Bandung are suitable, namely employment as a teacher. Other jobs that have been obtained by alumni of UIN SGD Bandung are entrepreneur, entrepreneur and others. This is based on the results of interviews with several alumni of 2012 to 2015 years intake.

The factors that influence the work orientation of alumni of UIN SGD Bandung are divided into two parts, namely inhibiting factors and driving factors. The inhibiting factor is the lack of available jobs due to the difficulty of the job recruitment system in Thailand. Meanwhile, the driving factors for their work orientation are motivation, economy, and human resources.

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