Career shift and career services in college

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Abstract: This study aims to determine the relationship between independent competency standards of students with career development, career shift trends, and the relationship between extracurricular activities and student career development in College. This research method uses document studies about the ins and outs of career development in College. I collected documents from the Guidance and Counseling Implementation Guidelines in Formal Education published by the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture in 2016, publications related to career development, and publications from McKinsey. It analyzed the data using descriptive qualitative analysis. The result of this research is that the standard of self-reliance competence has been optimized integratively by institutions in College through career service activities. These activities are extracurricular, co-curricular, extracurricular cooperation between lecturers. It can carry activities in College to prepare students to face the trend of shifting community careers at the local, national, and global levels.
Keywords: Career development; Career shifting; Extracurricular; Independent competency standards

Introduction

Guidance and counseling are policies, organizational structures, services, programs, activities, and professional staff at the educational level below College. Guidance and counseling are closely related to the preparation of counselors in the counseling study program under the coordination of the Ministry of Education and Culture or the Ministry of Religion (Munadi, 2020). So that College must organize guidance and counseling as support for students to develop an academic, career, social and personal. Academically, students need guidance to complete their studies, avoid dropping out, and other academic problems (Araque et al., 2009; Rimonda et al., 2020). One of the main reasons students drop out of school is academically unprepared to continue their studies (Fowler, 2003). Socially, direction needs to be done so that students can take part in the wider community (Casanova et al., 2018). On the personal side, students can develop themselves for self-maturity in the study process and afterward. On the career side, students must be prepared to face competition because of the large number of competitors. The following are College in Indonesia:

Table 1. College in Indonesia

Ministries / Institutions	Public	Private
The Ministry of Education and Culture	123	3205
The Ministry of Religious Affairs	98	1081
Not parts of the Ministry of Education and Culture and the Ministry of Religious Affairs	187	0
Total	408	4286

Meanwhile, Ma'had Aly is under the coordination of the Ministry of Religion. The following is Ma'had Aly in Indonesia:

Tabel 2. Ma'had Aly

Takhasush	Total
Quran and Quran Sciences	3
Hadith and Hadith Sciences	3
Tafseer and Tafseer Sciences	4
Aqidah and Islamic Philosophy	4
Sufism and the Orders	5
Fiqh dan Ushul Fiqh	19
Master of Fiqh and Usul Fiqh	1
History and Civilization of Islam	1
Arabic Language and Literature	1
Astronomy	1
Total	37

Based on the two tables above, if accumulated, there are 4,731 College. This figure is classified as high if the average number of students in each university is 500. So each is 2,365,500 students, not including the entire batch. The troubling question is whether they can become the ranks of superior human resources independently or wait for someone else's job, become entrepreneurs, or the most worrying if their graduates are unemployed. Research by (Indonesia, 2018) shows the unemployment rate for undergraduate graduates is 7.35%, Diploma is 8.08%, vocational secondary school is 13.55%, senior secondary is 9.86%, junior high school is 6.46%, and elementary school graduates are 3.61%.

Currently, Dutch vocational education and training institutions have implemented career guidance practices in the competency-based learning approach that students have (Te Wierik et al., 2015), career guidance is one of the important factors that bridge the gap between College and the world of work (Orellana, 2015), prepares Kenyan students for career options (Oigo & Kaluyu, 2016), improve career adaptability (Sidiropoulou-Dimakakou et al., 2016), and developing competencies to be fit for work (Abelha et al., 2020).

The findings above show how important career services are in College, the more students prepare themselves, the more they can face the world of work. Career planning for new students can help them identify themselves, reduce confusion, formulate appropriate learning plans, improve employability, and lead to future (Jiang, 2019). A 2018 study of 21 million job advertisements in the UK found that soft skills and non-academic achievement are critical to getting through the first phase of the recruitment process (Elklisy, 2017).

Now extracurricular is co-curricular because it is no longer seen as "extra" but is an integral and complementary part of the educational process (Acar & Gündüz, 2017). Extracurricular activities are the best way for students to acquire soft skills before they enter the job market (Montacute & Holt-White, 2021). The analysis shows the effects of curricular and extracurricular activities on student entrepreneurial intentions. This activity fosters a positive attitude towards entrepreneurship, and at the same time reduces the capacity and intention to start a business (Arranz et al., 2017)

This study seeks to determine the relationship between independent competency standards of students with career development, career change trends, extracurricular activities, and their relationship to student career development in College.

Metodhs

This research uses document studies on the ins and outs of career development in College. The data comes from the Guidance and Counseling Implementation Guidelines in Formal Education published by the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture in 2016, and also comes from publications related to career development. Data was analyzed using descriptive qualitative analysis.

Result and Discussion

Competency Standards for Student Independency, and Career Shifting Tendencies

Studying in College is a place to prepare someone for the next stage in a career. College provide curricular services in the form of intra-curricular, co-curricular, and extracurricular activities. In addition, College institutions have the tri dharma of College, namely teaching/education, research, and community service. All of these activities are so that students can achieve independence competency standards at the tertiary level. The following are aspects of development at the school and college levels (Kemendikbud, 2006):

Table 3. Comparison of Independence Competency Standards.

Development Aspects	Senior High School	College
The foundation of religious life	√	√
The foundation of ethical behavior	√	√
Emotional maturity	√	√
Intellectual maturity	√	√
Awareness of social responsibility	√	√
Gender awareness	√	√
Personal development	√	√
Entrepreneurial behavior/economic behavior independence	√	√
Career insight and readiness	√	√
Maturity of relationships with peers	√	√
Readiness for marriage and having family	√	√

Table 3 shows the comparison that there is no difference in aspects between the independent competency standards of high schools and College. Aspects related to career can be seen in the following table (Kemendikbud, 2006):

Table 4. Independence Competency Standards in College

Development Aspects	Level/Internalization of Objectives		
	Familiarization	Accommodation	Actions
The foundation of religious life	Examining deeper into the meaning of religious life.	Living up to religious values as a guide in behavior	Sincerity in carrying out religious teachings in life
The foundation of ethical behavior	Examining more broadly about universal values in human life	Respect the belief in self own values in the diversity of values that apply in society	Behave based on decisions that consider aspects of value and are brave enough to face the risks of decisions taken
Emotional maturity	Assessing objectively the feelings of self and others	Recognizing or considering possible consequences for the	Expressing feelings in a way that is free, open and does not cause conflict

| | | expression of feelings | and can think positively about conditions of dissatisfaction |
| Intellectual maturity | Developing ways of making decisions and solving problems based on accurate information/data | Recognizing the importance of examining various alternative problem solving decisions objectively | Making decisions and solving problems based on information / data objectively and meaningfully for themselves and others |

Table 4 shows that four aspects determine a career, namely the foundation of religious life, ethical behavior, emotional maturity, and intellectual maturity. The "foundation of religious life" aspect is the most influential foundation. The importance of religious values as a guide in behavior becomes very important amid challenges and competition. Work is a religious obligation as well as a humanitarian obligation so that it can mean worship. Work is a religious obligation as well as a humanitarian obligation so that it can mean worship. Spiritual ethics influenced the development of capitalism in Northern Europe, most of them developed entrepreneurship and were involved in trade and the accumulation of wealth for investment (Weber & Kalberg, 2013). Chinese tradition or culture (Confucianism and Taoism) focuses on pursuing a career position as an official. The point of view of Islamic work ethics is to fulfill the need for self-esteem, satisfaction, realization, and helping oneself to be independent (bin Salahudin et al., 2016). Many people choose to keep working rather than unemployed to be independent and able to contribute to society. The Islamic doctrine in the Hadith states:

مَا أَكَلَ أَحَدٌ طَعَامًا قَطُّ خَيْرًا مِنْ أَنْ يَأْكُلَ مِنْ عَمَلِ يَدِهِ ، وَإِنَّ نَبِيَّ اللَّهِ دَاوُدَ – عَلَيْهِ السَّلَامُ – كَانَ يَأْكُلُ مِنْ عَمَلِ يَدِهِ

The Prophet (ﷺ) said, "Nobody has ever eaten a better meal than that which one has earned by working with one's own hands. The Prophet (ﷺ) of Allah, David used to eat from the earnings of his manual labor." (Sahih al-Bukhari 2072)

The development of aspects of religious life requires collaboration between counselors and lecturers in religion courses as spiritual activity units provided by College. Thus religion can be a spirit for someone in career planning and development. On the basic aspects of ethical behavior, cooperation between lecturers in Pancasila, Citizenship Education courses, and the Scouting and Student Regiment activity units. Scouting activities play a role in character building (national values, learning activities, grouping, working together, and competing) (Adzikri, 2017).

Table 5. Independence Competency Standards in College (Kemendikbud, 2006)

Development Aspects	Level/Internalization of Objectives		
	Familiarization	Accommodation	Actions
Personal development	Learning about opportunities for self-development	Believing in the uniqueness of oneself as an asset and developing it in harmony in life	Developing personal assets in harmony in life
Entrepreneurial behavior (economic	Enriching strategies and seeking	Believing in the values of thrifty, resilient, earnest and competitive life as assets to	Maintaining independent behavior in the diversity and

behavior independence)	opportunities in life's challenges	achieve independent living in diversity and interdependence	interdependence of life
Career insight and readiness	Enriching information related to career planning and choices	Believing in the values contained in career choices as a foundation for career development	Developing and maintaining mastery of behaviors, values and competencies that support career choice

Table 5 shows that career development as self-development, entrepreneurial behavior, insight, and a basis for career readiness. The implementation of this career development is an obligation to provide a living for boys until the age of maturity or until marriage for girls. All aspects must be able to direct the type of work to the informal sector. Because many graduates of education become unemployed, it is due to their orientation to formal work. Meanwhile, most sectors in Indonesia are informal. The following is the percentage of formal and informal workers as of February 2020:

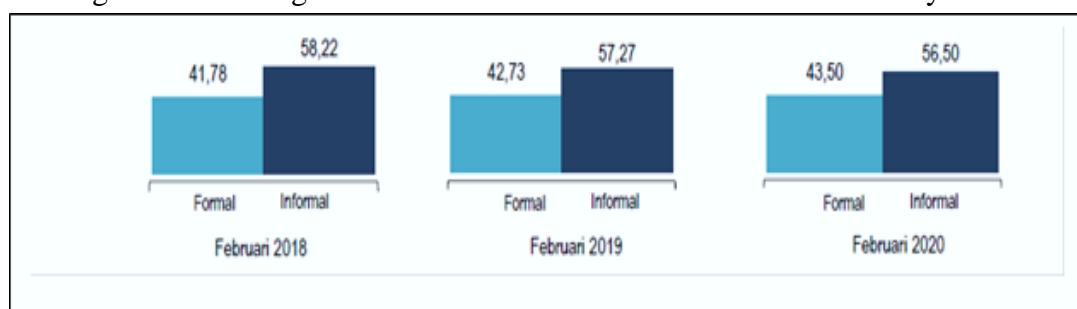Figure 1.Percentage of Formal and Informal Workers as of February 2020

Figure 1. shows that formal employment has decreased from year to year, but informal employment has increased. Prospective scholars need briefing according to the current and future possibilities. The following is the percentage of working hours February 2018 - 2020:

Figure 2.Percentage of working hours percentage February 2018 – 2020
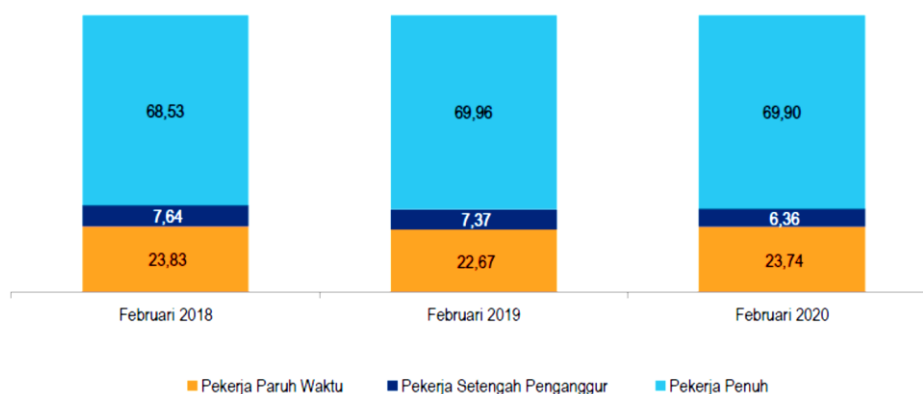
Based on Figure 3, there is a decrease in working hours for full-time workers and underemployed workers, and there is an increase in the percentage of part-time workers. This condition will increase along with the work that is automated and carried out by the robot. Here is the Potential for job automation (Manyika et al., 2017):

Figure 3. Potential for job automation
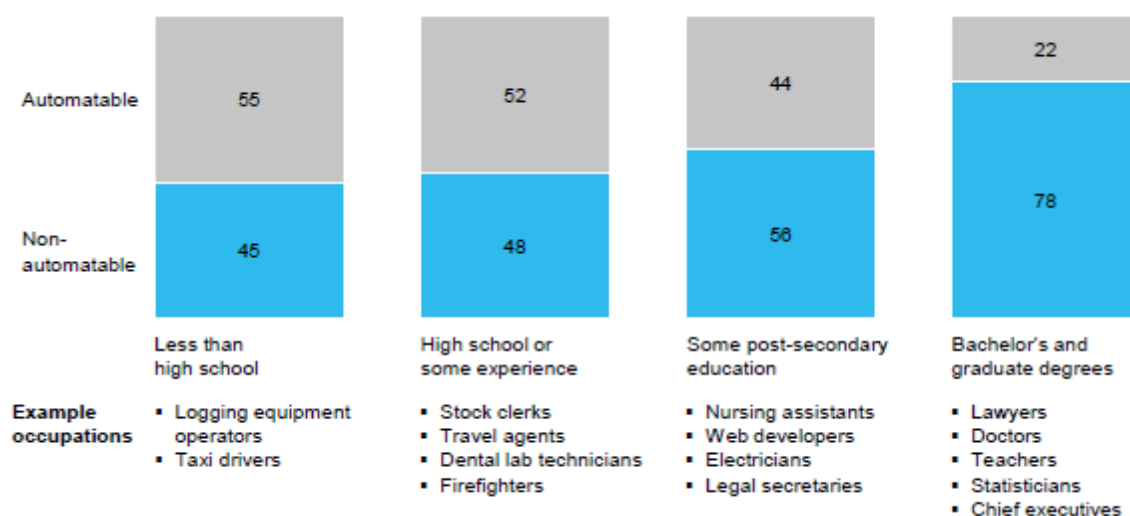

Figure 3 shows that careers with College are not easy to automate. In addition, the field of work is not easy to automate with a background of nurses, web developers, electricians, legal secretaries, lawyers, doctors, statisticians, and chief executives. College institutions need to strengthen programs related to the picture above. The potential for graduates to be accepted into employment opportunities will be even wider.

Automation develops due to technology, Robotics and artificial intelligence provide the promise of higher productivity, increased efficiency, security, and convenience (Manyika et al., 2017). Technology also has a broader impact of automation on jobs, skills, wages, and the nature of the work itself. In Indonesia and the world, some jobs will become more and more automated. However, new jobs will also appear, and many jobs will change (Naikare et al., 2015). New jobs will also appear, and many jobs will change. Automation can replace 23 million workers in Indonesia by 2030, and in the same period, it can create 27 to 46 million new workers. In the same year, 25 million people will enter the workforce. This workforce will have a significant impact on the skills and educational requirements of the labor. This phenomenon will have three simultaneous effects: *Jobs lost, jobs gained,* dan *jobs changed* (Das et al., 2019). Demand for labor can increase towards construction and manufacturing, accommodation and food services, education, health care, and retail and wholesale trade. All stakeholders, be it policymakers, governments, educational institutions, non-governmental organizations, and businesses must prepare for substantial changes related to the future of work.

The next trend is the development of an extraordinary number of independent workers. Self-employment is now a fundamental part of the economy. Estimated that the independent labor market could grow from 33% in 2016 to 50% in 2020 (Carlton et al., 2016; Devinatz, 2019). Independent work has three defining characteristics: a high degree of autonomy; payment by task, assignment, or sales; and a short-term relationship between worker and client (Manyika et al., 2016). The meaning of self-employed includes people who provide labor services, those who sell goods or lease assets. This type of worker will have greater growth due to the rapid use of digital platforms that are integrated with mobile devices, making it easier for affordability between a group of independent workers and customers and supply with real-time demand (Manyika et al., 2016).

Extracurricular Activities and Career Development

Anticipate trends through intra-curricular, co-curricular, and extracurricular activities in college. intra-curricular and co-curricular activities for the development of mastering hard

skills. *Hard skills are competencies that employees possess such as numeracy, literacy, fluency in a foreign language, and specific job-related technical abilities (operating a machine, creating a spreadsheet, touch-typing, drixing, dressing a wound, and so forth)* (Heery & Noon, 2008). Meanwhile, extracurricular activities are for soft skill development. Soft skills are *skills, abilities, and traits that pertain to personality, attitude, and behavior rather than formal or technical knowledge* (Grugulis et al., 2019)).

Soft Skills are strategic for achieving success in personal and professional life and make it easier for job seekers to get any job. Jobs generally employ fresh graduates and consider soft skills more than hard skills (Cimatti, 2016). Extracurricular activities can develop student hobbies into added value in career development at a higher level. All activities carried out in the College can be added to a person's curriculum vitae to help get a job in the future (Pinto & Ramalheira, 2017).

Teens who are involved in individual sports and martial arts believe that these activities help them develop time management and goal setting skills; teamwork skills development occurs for every sport and performance activity (dance, theater, etc.) Individual sports and martial arts offer the most favorable places for the development of most skills and competencies. At the same time, all activities (participation in various sports, fine arts, or academic clubs) help young people build their identity.

Research results show the impact of extracurricular activities on academic performance and skills development; and the importance of unstructured extracurricular activities in individual development (Saibovich, 2019). Extracurricular activities contribute to academic success, develop skills needed in the labor market, and demonstrate individual uniqueness (Saibovich, 2019). Extracurricular activities help students have positive mental qualities, intrapersonal skills, and interpersonal skills (Novakovic, 2014). Taking part in extracurricular activities can differentiate them from the competition and gain an advantageous position in the labor market. The results show that students are aware of increasingly fierce competition in the labor market (Roulin & Bangerter, 2013). Participation in extracurricular activities will make students have career motivation (You, 2020), develop career and life as a whole (Han & Kwon, 2018). The value of social interaction in extracurricular activities can increase student motivation to improve academic and professional performance, build shared knowledge with others, and develop personal and social skills that contribute to the integral development of participants (Díaz-Iso et al., 2019). Students who are involved in extracurricular activities are ready to compete in the world of work (Roulin & Bangerter, 2013), and are likely to provide job market benefits to selective research institute graduates (Kim & Bastedo, 2017). Non-academic activities are potentially invaluable in giving students a competitive edge in a tight job market (Moran, 2017). Extracurricular activities train students to work hard to increase their hobbies and interests, and it will show that students are serious about their work and want to study (Ginosyan et al., 2020).

Table 8. Improved skill Map and Types of Extracurricular Activities

Improved skill	Skill	Extracurricular
Team Work	Academic	All types of extracurricular activities (Student Activity Unit and student government)
Leadership	Behavioral	All types of extracurricular activities (Student Activity Unit and student government)
Communication	Academic	All types of extracurricular activities (Student Activity Unit and student government)
Goal Setting	Behavioral	All types of extracurricular activities (Student Activity Unit and student government)

Self-confidence	Psychological	All types of extracurricular activities (Student Activity Unit and student government)
Interpersonal	Behavioral	All types of extracurricular activities (Student Activity Unit and student government)
Self-concept	Psychological	All types of extracurricular activities (Student Activity Unit and student government)
Locus of Control	Psychological	All types of extracurricular activities (Student Activity Unit and student government)
Self-esteem	Psychological	All types of extracurricular activities (Student Activity Unit and student government)
Problem Solving	Academic	All types of extracurricular activities (Student Activity Unit and student government)
Comply with Rules	Behavioral	All types of extracurricular activities (Student Activity Unit and student government)
Time Management	Academic	All types of extracurricular activities (Student Activity Unit and student government)

Table 8 shows that when students actively participate in extracurricular activities, they can improve 12 skills for career preparation. When students prepare, they will be more prepared for career changes that exist on a local, national and global scale.

Conclusion and Suggestion

Guidance and Counseling in College are needed to strengthen students in developing careers. Services through strengthening self-reliance competencies can hone hard skills and soft skills. The strengthening of these skills is carried out integratively in activities. This integration can make it easier for students to face career changes at the local, national and global levels.

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