



# Career Development Service Model in Higher Education: A Comparative Study of Career Center Services at State-Owned Universities (PTN) and Islamic Higher Education Institutions (PTKIN)

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## Abstract

Career Development Services in Higher Education are a crucial pillar in producing productive, work-ready graduates. In practice, each university faces various obstacles in preparing students for their careers, both in terms of infrastructure and external networks. This study aims to compare career development service models at State Universities (PTN) and State Islamic Religious Universities (PTKIN), focusing on the career centers of the Sepuluh Nopember Institute of Technology (ITS) and UIN Sunan Kalijaga Yogyakarta. This research uses a qualitative descriptive approach, with data collected through semi-structured interviews and Focus Group Discussions (FGDs) involving career center administrators. The results show that both institutions provide similar core services, including career counseling, job vacancy information, recruitment programs, job fairs, and tracer studies. These services are designed to bridge the gap between graduates and the labor market while enhancing students' competencies and employability. However, differences are found in institutional structure, service delivery, and program emphasis. ITS demonstrates a stronger system in managing career portals and establishing partnerships with industry, which facilitates alumni connections with companies. In contrast, UIN Sunan Kalijaga shows greater emphasis on career preparation through structured graduation briefing programs and continuous career guidance. In conclusion, although PTN and PTKIN share similar objectives in supporting student career development, their service models differ in implementation strategies and institutional priorities. These findings highlight the importance of strengthening career center services to improve graduate readiness and competitiveness in the labor market.

**Keywords:** Career Development Services, PTN, PTKIN.

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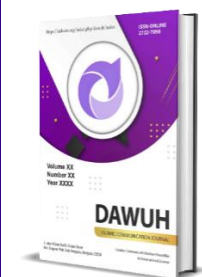
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## INTRODUCTION

Developments in the world of work are increasingly dynamic in line with rapid technological advancements and global competition. This transformation requires higher education institutions to produce graduates who are not only academically competent but also possess strong employability skills and career readiness (Jackson, 2015). In recent years, the concept of employability has shifted toward a more holistic perspective, emphasizing adaptability, lifelong learning, and career self-management (Succi & Canovi, 2020). Recent studies also emphasize that employability should not be understood merely as the ability to obtain a first job, but as a set of capabilities that enables graduates to enter, sustain, and adapt within changing career contexts.

Huang et al. (2022) found that educational practice and student engagement contribute to the development of graduates' soft skills, professional skills, and basic skills. Similarly, career development learning is understood as a lifelong process that helps students understand themselves and the world of work, make informed career decisions, and develop career identity (Bridgstock et al., 2019). In Indonesia, this challenge is reflected in the relatively high unemployment rate among educated individuals, indicating a mismatch between graduate competencies and labor market needs (*Badan Pusat Statistik*, 2024).

Given the rising unemployment rate, universities need to respond to these changes so that graduates possess the competencies and competitiveness to be recognized in the workforce. According to Indonesian labor statistics, the number of unemployed in Indonesia is 8,012,000. Of these, 21% are educated, with diploma (D3) and bachelor's (S1) degrees. The number of university graduates per year is approximately 665,012, drawn from 3,000 universities across Indonesia (*Badan Pusat Statistik*, 2024).

Finding a job is a challenge that must be overcome after completing education. The world of work is a new world for students, especially those who have never worked part-time. The world of work is likened to the real world that determines our lives. Almost all graduates want to work immediately after graduation. They want to earn their own income and hope to work for the company they desire. Everyone has high hopes for work, including money or salary, appreciation or recognition, status or position, family satisfaction, and self-actualization (Batubara et al., 2025).

Work certainly has a significant impact on a person's life. Materially, a person's economic well-being is influenced by the work they do. Psychologically, work also influences how a person defines life and determines their purpose. Therefore, it can be concluded that work plays a central role in life. Beyond material and psychological aspects, work is also related to time spent, effort or hard work, salary received, and the process of self-actualization. Various problems arise related to work, including job selection, job dissatisfaction, job stress, and conflict in the workplace (Widyastuti, 2012).

A career refers to a job pursued and believed to be a calling, deeply ingrained in a person, influencing their lifestyle. Therefore, it can be said that a career is a part of one's life. It also becomes a person's identity, linked to their role and status. If someone cannot determine their career, they will feel uncomfortable and confused about their future. Students can choose a career as early as possible, during their first year of college, so they can strategize during their studies, determining



what competencies are needed, what skills to learn, and what knowledge and information they need to support their career (Ma'rifat & Suraharta, 2024).

In reality, students often encounter various challenges when choosing a job or career. One of these challenges is the difficulty in deciding what type of career to pursue after graduation. Students often experience significant confusion and stress as they seek clarity about their desired path. This situation is common to most people, requiring assistance in identifying their career options (Yasmin, 2019). These difficulties are consistent with contemporary career theories that view career development as nonlinear and influenced by complexity, chance, and continuous change. Schlesinger and Daley (2016) argue that college career centers should not rely only on linear career planning models, but should help students explore, prepare, start, and adapt to changing work contexts. Therefore, career center services need to support students not only in accessing job information, but also in developing adaptability, confidence, and decision-making capacity.

To address the issues outlined above, strengthening career centers in universities is necessary to assist graduates in developing their careers within the community. The importance of establishing career centers at the university level has been recognized by some universities in Indonesia. Career centers are institutions within the university structure that function to connect students and graduates seeking employment with employers. Career center services at universities serve to bridge the need for job information, which universities require to address the challenges of the workforce. In addition, the role of career centers has expanded from providing placement and recruitment services to becoming part of a wider institutional ecosystem for student career readiness. Faculty viewed student career development as a collective responsibility and suggested that career centers should engage faculty, clarify how career centers help students address broader career questions, and provide resources that connect academic learning with career goals (Schlesinger et al., 2021).

The existence of career centers in universities has a tremendous impact on students' readiness to face the world of work after graduation. The benefits students receive from university career centers include obtaining a variety of information not only about job openings but also various matters concerning the development of personal skills that can be used in job applications. This information includes career counseling, student preparation for the world of work after graduation, preparation for further study (master's programs), company selection and recruitment processes, curriculum vitae training, job interview simulations and leaderless group discussions (LGD), soft skill development through organizational activities, as well as skills and competencies needed in the world of work.

Based on the theories presented previously, it can be concluded that career center services play a crucial role in helping students achieve career maturity after graduating from college. This study aims to understand the differences in career services provided at state universities (PTN) and state Islamic universities (PTKIN). This study examines whether career center services at universities can assist students in developing their careers. Specifically, this study will also reveal the differences in career center services at state universities (PTN) at ITS (PK2) and at PTKIN at UIN Sunan Kalijaga (CENDI).

## METHODS

This research method uses a qualitative approach. According to Bogdan and Taylor, as cited by Moleong (2006), this is a research procedure that produces descriptive data in the form of written



or spoken words from people and observable behavior. Therefore, qualitative data is data in the form of words and/or sentences, images, and diagrams that have not been quantified.

The research problem covers two areas:

1. The career development process of students in career center services at state universities (PTN) and state universities (PTKIN).
2. Supporting and inhibiting factors in the career development process at State Universities (PTN) and State Islamic Religious Universities (PTKIN)

Furthermore, the qualitative research instrument took the form of a semi-structured interview guide regarding career center services at universities (Creswell & Creswell, 2018). The universities targeted for data collection were:

1. Career center services at State Islamic Religious Universities (PTKIN). The research was conducted at Sunan Kalijaga State Islamic University in Yogyakarta, which has a career center called CENDI (Center of Entrepreneurship and Career Development).
2. Career center services at State Universities (PTN). This research was conducted at the Sepuluh Nopember Institute of Technology (ITS) located in Surabaya, East Java, which has a career center service called the ITS Career and Student Entrepreneurship Center.

Data collection for this study was conducted through interviews and Focus Group Discussions (FGDs) regarding career center services at universities. FGDs were conducted with career center administrators at the universities. Focus Group Discussion is a data collection technique used to obtain collective views and in-depth information from participants (Krueger & Casey, 2015). The universities selected for the study were the Sepuluh Nopember Institute of Technology (PTN) and Sunan Kalijaga State Islamic University of Yogyakarta (PTKIN). The researchers sought to understand career service programs, service implementation, and obstacles in implementing career services for students and alumni of the universities. The purpose of selecting two different universities was to determine the differences in career center services at public universities and Islamic-based universities.

The collected data were then analyzed using descriptive qualitative methods. Sugiono's book states that qualitative research is defined as research used to interpret and analyze research data in the form of text and interview results with the aim of obtaining and discovering the meaning behind the phenomena that occur (Sugiyono, 2022). Meanwhile, according to Creswell, qualitative methods are a term used to describe various research designs with theoretical perspectives, such as case studies, phenomenology, action research, ethnography, and content analysis.(Creswell & Creswell, 2018).

## **RESULTS AND DISCUSSION**

Based on the results of the assessment conducted through observation, interviews, and focus group discussions (FGDs), state universities (PTN) and State Islamic Religious Colleges (PTKIN) provide career development services for students. There are similarities and differences in the career development services implemented by each university. However, the goal of career centers in universities is the same: to provide services to develop students' careers in various ways so that



students can immediately find work after graduating from college. Various methods or ways are used by career centers, including establishing partnerships with companies or institutions, providing hard and soft skills for students, holding job fairs and job hiring, providing information on job openings, and so on. Examining the results of the assessment, this study will provide an overview of the career development service models at PTN and PTKIN, as well as the differences between the two career development services.

To interpret the career development service models at ITS and UIN Sunan Kalijaga, this study can also be linked to the professional roles framework in career guidance. The NICE framework identifies five core roles in career guidance and counseling: career counseling, career education, career assessment and information, social systems interventions, and career service management (Hanbali, 2020; Rottinghaus et al., 2018). This framework is relevant because the services provided by PK2 ITS and CENDI UIN Sunan Kalijaga do not only involve counseling, but also include career education, job information, tracer studies, industry partnerships, and institutional management of career services.

### **A. Student Career Development Model at State Universities**

Student career development services at state universities, particularly the Sepuluh Nopember Institute of Technology (ITS), are called the ITS Center Student Entrepreneurship Center. The student career development unit at ITS is the ITS Sub-Directorate of Entrepreneurship and Career Development (PK2). The ITS PK2 program encompasses entrepreneurship, career development, and tracer studies. First, tracer studies are conducted by tracking alumni and industry collaborations, which are used to measure user satisfaction, and the data is used for institutional accreditation. This data helps universities design appropriate educational processes during students' time at ITS. The results of these tracer studies serve as evaluation and development tools to continuously improve the quality of the university, particularly through career and entrepreneurship development activities.

Tracer studies can be understood as a strategic feedback loop that connects graduate outcomes with institutional improvement, curriculum relevance, alumni databases, and university–industry relations (Olague-Caballero & Valles-Rosales, 2014). In this sense, the tracer study function at PK2 ITS is not merely an administrative requirement for accreditation, but also an evidence base for improving career services, strengthening employer engagement, and designing programs that are more responsive to labor market needs (Manan & Alwi, 2021; Wang et al., 2024).

In the career development section, PK2 ITS shares various information about the world of work that aligns with the competencies learned. The university strives to be a bridge between students and industry. Students are assisted in career planning from the outset. One way this is done is through psychological services to help map the initial conditions of ITS students. Psychological and career guidance significantly assist students in designing their desired career paths after graduation from ITS. Psychological consultations and career guidance are provided to ITS students seeking career guidance and information. In addition to career guidance, PK2 ITS also conducts ITS career fairs in collaboration with industry to provide students with information on both online and offline career opportunities. PK2 ITS is affiliated with the Indonesian Career Center Network (ICCN), an organization that represents career centers at universities in Indonesia.



The emphasis on career fairs, internships, recruitment, and industry collaboration shows that PK2 ITS functions as a connector between students, alumni, and external stakeholders. Career centers are increasingly viewed as institutional hubs that broker relationships between universities and industry, provide access to employment opportunities, and strengthen experiential learning ecosystems (Hayden & Ledwith, 2014; Manan & Alwi, 2021). In addition, internships and work-integrated learning are important mechanisms for improving students' employability because they provide early workplace exposure, strengthen professional confidence, and develop work-related skills (Bawica, 2021; Yusof et al., 2020).

Through this collaboration, PK2 ITS shares knowledge and experience with various career development centers at various universities in Indonesia. Various career development services for students or prospective graduates are also provided, including job fairs, work practices or internships, guest lectures, training information, job vacancy information, and other activities carried out through an information and communication system in the form of an application. Furthermore, in the entrepreneurship section, PK2 ITS organizes various entrepreneurial development activities for ITS students. Since the beginning of the semester, students have been screening for students who have an interest in entrepreneurship, then continued with various skill-building activities. Students are also assisted in creating entrepreneurial proposals and participating in entrepreneurial competitions.

The vision of the ITS PK2 is to become an internationally reputable institution capable of improving the competency of prospective graduates in line with the demands of the workplace and developing students' entrepreneurial skills. In detail, this vision is realized through several missions of the ITS PK2, namely:

1. Organizing programs to improve the competency of prospective graduates in line with the demands of the international workplace;
2. Supporting the development and implementation of educational programs based on input from alumni and graduate users;
3. Organizing service programs for students to build their careers;
4. Developing specialized services for the workplace to obtain competency information for each study program and conducting recruitment for prospective job seekers according to required competencies; and
5. Organizing service programs and fostering student entrepreneurship to improve competency.

The various services provided by the ITS PK2 to ITS students and prospective graduates include (1) Recruitment; (2) ITS Job Fair; (3) ITS Career Center Membership; (4) Career Counselling; (5) User Satisfaction; (6) Tracer Study; (7) Training; and (8) Publications. PK2 ITS has tasks that focus on developing entrepreneurship and careers, which are detailed as follows:

1. Assist in formulating policies within the scope of entrepreneurship and career development;
2. Foster, direct, and develop the competencies and talents of personnel within work units;
3. Organize work programs and activities that align with policies within the scope of entrepreneurship and career development;
4. Evaluate the performance of work programs and activities within the scope of entrepreneurship and career development; and
5. Provide excellent service within the scope of entrepreneurship and career development based on the principles of bureaucratic reform and integrity zones.



These programs are consistent with the view that educational practice contributes to graduate employability. Educational practice including professional projects, occupational training, internships, and practical programs can strengthen soft skills, basic skills, and professional skills (Huang et al., 2022). In this context, PK2 ITS's recruitment services, training, job fair, career counseling, tracer study, and publication of job information can be interpreted as institutional efforts to connect students' learning experiences with labor market readiness.

The ITS Career Center has been established for 45 years. Structurally, PK2 ITS is a sub-directorate unit under the Vice Rector I, which oversees academic and student affairs. Furthermore, the functions of the Entrepreneurship and Career Development Sub-Directorate include:

1. Fostering and implementing entrepreneurship programs, industrial internships, counseling, and career preparation;
2. Organizing tracer studies for all levels and types of educational programs;
3. Implementing assessments and providing training for prospective graduates; and
4. Managing the alumni registration service center for all levels and types of educational programs.

Several organizational transformations were experienced by PK2 ITS when ITS changed from a Public Service Agency (BLU) to a Legal Entity (PTNBH). While there were no major changes in organizational structure, the funding changes were quite significant. PK2 ITS previously did not receive funding for its activities from the campus. The organizational structure consists of the head of the sub-directorate, the section for tracer studies, the section for internship and industry relations, and the section for guidance, counseling, and entrepreneurship. PK2 ITS staff consists of lecturers and staff. Lecturers who are administrators of PK2 ITS have the status of lecturers with special duties, so the number of credits earned is not large. Various career development activities are being conducted, such as job openings information via the website or job portal in collaboration with Kanobi and through Instagram (IG). The image shows job openings available to students and alumni.

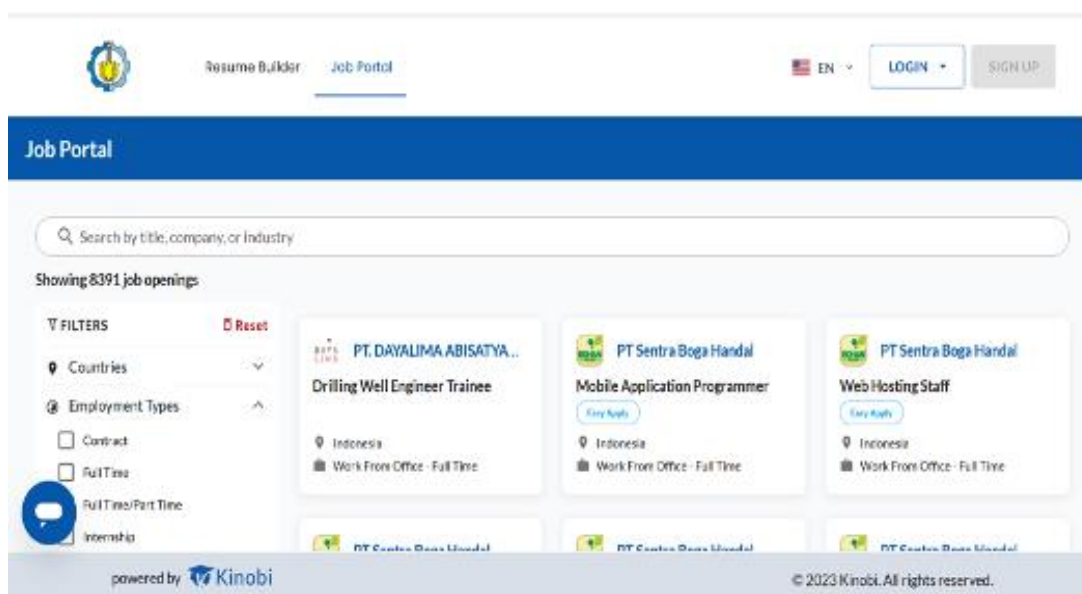


Figure 1. Job vacancy information via the PK2ITS website/job portal



Figure 2. Job vacancy information via IG @itscareercenter

The findings indicate that career development services at ITS are structured and comprehensive, integrating tracer studies, career guidance, and industry collaboration. This reflects a strong institutional effort to align graduate competencies with labor market demands. Recent studies highlight that employability skills and access to job information significantly influence graduates' readiness to enter the workforce (Puteri, 2024). Furthermore, the availability of career guidance and psychological services supports students in developing career adaptability, which is essential in facing dynamic labor market conditions. Career adaptability has been identified as a key factor in helping students manage career transitions and future work challenges (Pratiwi et al., 2013). The collaboration between universities and industry also plays a critical role in improving graduate employability. Research shows that higher education institutions that actively build partnerships with industry tend to produce graduates with better job readiness and alignment with workforce needs (Isbah et al., 2023).

## B. Student Career Development Model at PTKIN

Student career development services at PTKIN, specifically UIN Sunan Kalijaga Yogyakarta, are called the Center of Entrepreneurship and Career Development, or CENDI UIN Suka. In 2011, the rector established the Center for Entrepreneurship Studies (CENDI) at UIN Sunan Kalijaga, focusing on fostering an entrepreneurial spirit among students. Over time, in 2016, CENDI UIN Sunan Kalijaga received a broader mandate: in addition to focusing on entrepreneurship, it also became a student career center. Since then, CENDI has become the Center for Entrepreneurship and Career Development.

The vision of CENDI UIN Suka is "To become a leading and superior institution in preparing and facilitating students and alumni with adaptive and solution-oriented capabilities for civilization." To realize this vision, CENDI UIN Suka has several missions, as follows:

1. Provide support to UIN Sunan Kalijaga in fostering the entrepreneurial spirit and career development among students and alumni.
2. Organize activities to foster the entrepreneurial spirit through lecture series, internships, workshops, and student entrepreneurship expos.
3. Provide career development services for students and alumni through job fairs, career counseling, internships, and training to build character and competency for entering the workforce.
4. Conduct research related to entrepreneurship and career development.
5. Conduct the Kalijaga Tracer Study with appropriate quality and methods.
6. Build an organization that prioritizes innovation, professionalism, and mutual respect.
7. Establish mutually beneficial collaborations with the business and industrial world, as well as state and government institutions.

CENDI UIN Sunan Kalijaga has three core programs in general, namely entrepreneurship, careers for students and alumni, and research.

1. Services related to entrepreneurship
  - a. Lecture Series (annually and monthly [Bthree]). This service is provided to foster an entrepreneurial spirit among UIN Sunan Kalijaga students. Furthermore, this program is also expected to transform the mindset of students and alumni, particularly regarding entrepreneurship. The hope is that students and alumni can become job creators, not just job seekers. To achieve this goal, Cendi also holds an annual lecture series featuring national entrepreneurship figures. The monthly Bthree program features students and alumni of UIN Sunan Kalijaga who have successfully become entrepreneurs.
  - b. Business Project Award. This program is held annually as a form of appreciation for students and alumni of UIN Sunan Kalijaga who have successfully become entrepreneurs. This program also serves as a campaign to encourage students and alumni to become interested in entrepreneurship.
  - c. Entrepreneurship Workshop. This activity serves as a "workshop" (repair place) for students whose businesses have failed and/or are struggling to grow. This program features mentors who have actually succeeded in recovering from adversity.
  - d. Internships in Industry and Business. For students interested in entrepreneurship, Cendi UIN Sunan Kalijaga provides internships specifically for students in the business and industrial world. Micro, Small, and Medium Enterprises (MSMEs). MSMEs were chosen based on the assumption that internships at MSMEs are more realistic for students aspiring to become entrepreneurs. With little or no capital, students can start businesses inspired by the business and industrial world.
  - e. PIKMA: Student Innovation and Creativity Week. This program is the culmination of entrepreneurship services for students and alumni. In this forum, students who have already started businesses, regardless of their business, are facilitated by CENDI UIN Sunan Kalijaga to market their businesses to the wider community. The hope is that the businesses pursued by students and alumni will become more widely known.



f. Entrepreneurship Laboratory. This program was created as a "practice ground" for student and alumni entrepreneurial activities. Through this laboratory, it is hoped that students who are still unsure will have the opportunity to hone their skills and develop entrepreneurial skills. Furthermore, this laboratory can also serve as a market testing platform for student and alumni entrepreneurs.

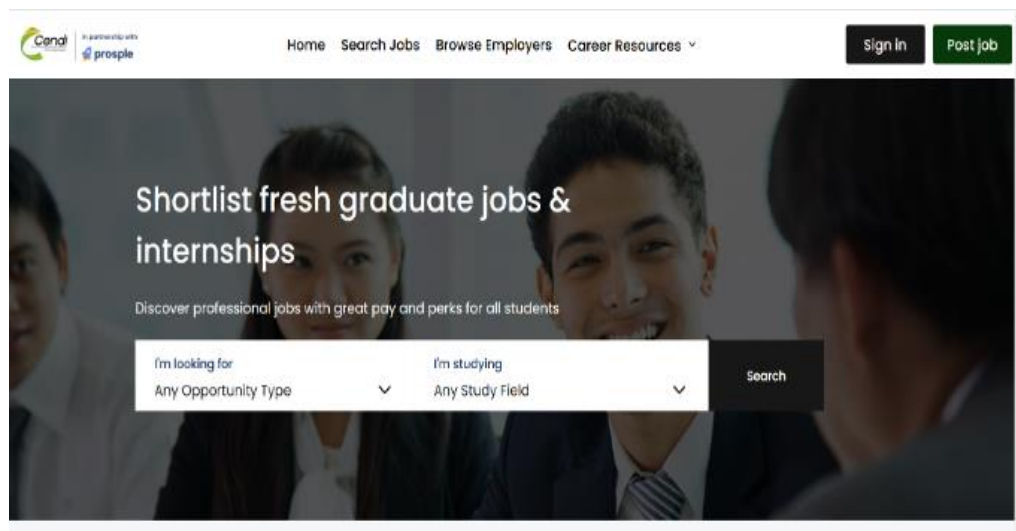
2. Services related to the Student and Alumni Career Center

- a. Kalijaga Job Fair (KJF). CENDI UIN Sunan Kalijaga The KJF (Center for Student Affairs) is held once a year, or more frequently if there is a collaboration with other parties. Through the KJF, it is hoped that students and alumni of UIN Sunan Kalijaga will become more connected to the business and industrial world, and CENDI UIN Sunan Kalijaga will have information on the "quality" of students and alumni needed by the business and industrial world.
- b. Kalijaga Career Information (KCI). CENDI UIN Sunan Kalijaga provides information on various career fields and job openings from various companies and industries. KCI also provides internship information for students in accordance with the requirements of the Kampus Merdeka curriculum. This information is provided through various channels, including the CENDI website, CENDI's social media platforms, especially Instagram, and by posting it in the CENDI office. Furthermore, career information services can be strengthened through data-informed and digital approaches. The machine learning and explainable artificial intelligence can be used in career counseling frameworks to analyze student attributes, aptitude, interests, employability test scores, work experience, and placement status (Guleria & Sood, 2023). Although this study does not evaluate AI-based career counseling systems, such findings indicate that job portals, tracer-study data, and student career records may be developed in the future as decision-support tools for career guidance.
- c. Kalijaga Career Preparation (KCP). KCP is a program designed to prepare students and alumni of UIN Sunan Kalijaga to have the qualities and capacity to enter the business and industrial world. Some of the programs implemented within KCP include.
- d. Career Training is provided to active students with the aim of improving their soft skills as preparation for entering the workforce.
- e. Career counseling Held two days a week in a private setting, with one student and one counselor.
- f. Prospective alumni briefings include simulations on how to face interviews, write CVs, write job applications, build self-confidence, develop strategies for securing employment, develop an attractive appearance, and learn about work ethics through training activities. The sharing method of successful alumni in their fields is the attraction of this activity.
- g. The career development model at CENDI UIN Sunan Kalijaga shows a strong emphasis on structured career preparation. The existence of routine career counseling, career training, and prospective alumni briefings indicates that CENDI does not only provide job vacancy information, but also facilitates students in preparing themselves psychologically, socially, and professionally before entering the labor market. This model is in line with the concept of career development learning, which emphasizes the formation of career identity, self-understanding, opportunity awareness, decision-making, and transition learning



(Bridgstock et al., 2019). Thus, the graduation briefing program can be interpreted as a structured intervention that helps students transform academic experience into career readiness. From the perspective of the Career Self-Management Model, CENDI's career preparation programs can be mapped into several stages: self-knowledge, exploration of the work environment, goal development, and action planning or implementation (Andreassen et al., 2019). The combination of career training, individual counseling, and graduation briefings is therefore relevant because students need support not only in preparing job application documents, but also in developing career goals, transition strategies, and adaptability. Career adaptability is closely related to students' academic engagement, life satisfaction, and ability to face repeated transitions in education and work (Nilsson & Hertzberg, 2022).

3. The Kalijaga Tracer Study is an effort by UIN Sunan Kalijaga to gather input and feedback from alumni. These alumni are individuals who have received both academic and non-academic education and learning at UIN Sunan Kalijaga. The learning outcomes are then measured for their relevance to the alumni's community life.



*Figure 3. Job vacancy information via the CENDI UIN Suka Job Portal*



Figure 4. Job vacancy information via IG @cendi.uinsuka

The findings show that CENDI UIN Sunan Kalijaga integrates entrepreneurship and career development in a holistic manner. This approach is important in preparing students not only as job seekers but also as job creators. Studies indicate that entrepreneurship education and experiential learning significantly enhance students' competencies and readiness for real-world challenges (Harum, 2023). In addition, structured career preparation programs such as career counseling and training contribute to improving employability skills among students. Research on career guidance services shows that systematic and continuous interventions can effectively strengthen students' work readiness and soft skills (Amirullah et al., 2023). The implementation of tracer studies at PTKIN also supports continuous evaluation of graduate outcomes. This aligns with recent findings that higher education programs, including internships and skill training, play a significant role in improving graduate work readiness (Nugroho et al., 2024).

### C. Differences in Career Center Services between State Universities (PTN) and State Universities (PTKIN)

Choosing a career is a crucial step in life after college. Students are often confused about choosing the right career. Making a career choice requires careful consideration and relevant data to help them make the best decision. Career-related thoughts are often only considered when students are nearing graduation. However, the sooner students understand their career options, the sooner they can determine strategies or steps to achieve their dreams. Students can develop strategies during their studies, including the competencies needed, the skills they need to learn, and the knowledge and information they need to support their desired career.

Table 1. Fundamental differences between the career service centers

Career Development Center Services at State Universities (PK2 ITS)	Career Development Center Services at State Universities (Cendi UIN Suka)
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<ul style="list-style-type: none"> <li>a) A sub-directorate unit under the Vice Rector I for Academic and Student Affairs.</li> <li>b) Staff consists of ITS lecturers and staff.</li> <li>c) Duties include entrepreneurship, tracer studies, and career development.</li> <li>d) Career Development Activities:</li> <li>e) Job portal (Kanobi)</li> <li>f) Recruitment</li> <li>g) ITS career fair (regularly held twice a year)</li> <li>h) Career counseling (as requested by students)</li> <li>i) Training</li> <li>j) Publications</li> <li>k) ITS Career Center Membership</li> <li>l) User Satisfaction</li> <li>m) Space rental for company recruitment activities or training.</li> </ul>	<ul style="list-style-type: none"> <li>n) Institutions directly under the Vice Rector III for Student Affairs and Cooperation</li> <li>o) Staff consists of lecturers from UIN Sunan Kalijaga</li> <li>p) Duties include entrepreneurship, tracer studies, and career development</li> <li>q) Career Development Activities:</li> <li>r) Job portal (Prosple)</li> <li>s) Recruitment</li> <li>t) Job fairs</li> <li>u) Career counseling (routinely twice a week)</li> <li>v) Career preparation training</li> <li>w) Graduation briefings (four times a year according to the graduation schedule and held at each faculty)</li> </ul>
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Higher education career development centers play a crucial role in assisting students and prospective graduates in identifying and exploring career opportunities. The comparison between PK2 ITS and CENDI UIN Sunan Kalijaga shows that both institutions have similar core objectives, namely preparing students and graduates to enter the labor market. However, the two institutions differ in service emphasis and implementation strategy. PK2 ITS appears to have a stronger emphasis on industry linkage, career portal management, company recruitment, career center membership, and job fair implementation. In contrast, CENDI UIN Sunan Kalijaga places stronger emphasis on routine career counseling, career preparation training, and graduation briefing programs. These differences indicate that career center models are shaped by institutional structure, organizational priorities, and the maturity of career development learning practices.

Bridgstock et al. (2019) describe that career development learning may be implemented through different levels of maturity, ranging from extra-curricular and co-curricular services to subject-level and whole-of-course integration. Therefore, the difference between PTN and PTKIN career center services should not be understood as a difference in purpose, but as a difference in institutional strategy for supporting students' career readiness. Both institutions offer various activities to support student career development, including job fairs, recruitment, career counseling, job vacancy information, and skills development training.

The comparison between PTN and PTKIN shows that both institutions provide essential career services, although with different emphases. This indicates that career centers have become a crucial component in higher education systems in Indonesia. In the context of national employment challenges, strengthening employability through career services is increasingly important (Muhyiddin et al., 2024). Furthermore, initiatives such as job fairs and career programs have been shown to effectively improve employability when supported by strong communication



strategies and multi-stakeholder collaboration. This suggests that the effectiveness of career centers depends not only on the availability of programs but also on how these programs are implemented and communicated to students (Rahayu et al., 2024).

Alumni and industry partners are important actors in the career center ecosystem. Through alumni feedback, employer engagement, and university–industry partnerships, higher education institutions can better understand graduate transitions and improve the relevance of career services and curriculum (Hayden & Ledwith, 2014; Manan & Alwi, 2021). In addition, work-integrated learning and internship access need to be managed fairly so that students from different backgrounds can benefit from career preparation programs (Bawica, 2021; Fleming & Haigh, 2017; Liang et al., 2023).

Furthermore, entrepreneurship development at both institutions plays an important role, although the approach differs. ITS integrates entrepreneurship within a broader career development framework, while CENDI UIN Sunan Kalijaga emphasizes the formation of entrepreneurial character through continuous programs and mentoring. These findings indicate that career development models are influenced by institutional vision and mission. Overall, both PTN and PTKIN demonstrate significant contributions to improving students' career readiness. Effective career services, supported by institutional commitment, industry collaboration, and continuous evaluation, are key factors in preparing graduates to compete in the labor market.

## CONCLUSION

Based on the research results, it can be concluded that career development is implemented in State Universities (PTN) and Islamic Religious Universities (PTKIN). In this case, the career development center of PTN is the Subdirectorate of Entrepreneurship and Career Development (PK2) ITS. Meanwhile, the career development center of PTKIN is the Center for Entrepreneurship and Career Development (CENDI). There are similarities and differences in the career development centers of PTN and PTKIN. The similarities are in the scope of tasks and activities between ITS and UIN Sunan Kalijaga. Core programs include entrepreneurship, career development and tracer study. The same career development activities are recruitment, job vacancy information through job portals, job fairs, and career counseling. While different activities are career center membership and graduation briefing. In addition, there are differences in the institutional aspects and management of career portals, ITS has an advantage in facilitating alumni connections with companies, while in the aspect of career preparation, UIN Sunan Kalijaga is more advanced through the graduation briefing mechanism.

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