

EXAMINING THE DETERMINANT OF CAREER-BASED FACTORS IN INDONESIAN HIGHER EDUCATION

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Abstract

This higher education career guidance aims to help students understand the career planning and job placement process after they graduate from college. This career guidance can assist students in preparing the competencies that must be possessed, both academic and non-academic competencies that are in accordance with the demands of the job market. This is a very important period in understanding various career information with all its conceptions. The transition from education to the world of work is often a difficult time for many students. The difficulty lies not only in the ability to get a suitable job, but also in adjusting to a new job and further self-development. The transition from the learning process to the real world of work requires a lot of self-preparation. Ignorance of self-ability, in the pre-occupation process, will experience various problems in the mismatch between interests, opportunities, and readiness. Thus career guidance is very important for students in preparing themselves to enter the world of work in accordance with education. Through career guidance, they can prepare themselves according to their self-image and the needs of the world of work. With this background, this paper intends to convey the idea of mapping a habit to prepare professionalism in carrying out reliable alumni. Thus, it is hoped that this research will add knowledge in experience a process of empowerment for pursuing a career more effective life and succeed in becoming individuals who have personal power in succeeding in their careers using qualitative method, with the type of research literature study.

Keywords: Higher Education, Job Placement, Guidance, Career-Based Factor, Competencies, Indonesian.

1. INTRODUCTION

Career guidance for college students is an important point. Institutionally, the Career Centre campus is for students, so that students can access information on system requirements, and competencies that must be prepared and needed by the field of work, and gets guidance regarding career choices and decisions that will be taken after graduation. Due to the mandate of the national curriculum in the form of KKNP (Indonesian

National Qualifications Framework), each campus must produce learning outcomes and relevance of job, a demand for a clear and relevant graduate profile between educational background and career (BAN PT, 2014). In reality, the achievement of higher education goals is related to careers, it is necessary to prepare soft skills and hard skills. One of these soft skills is in the form of career guidance through courses and institutions. Graduates are required to be able to have standard competencies to compete in entering certain fields of work. In addition to the problem of incompatibility between educational backgrounds and fields of work, the problem that arises is the occurrence of a significant number of unemployment among undergraduates. Based on BPS data, unemployment for university graduates in 2020 is 981,203 people in 2021, reaching 999,543 (BPS, 2022). Unemployment is about ten percent of all total unemployed based on all graduates of education level. The reality, of course, challenges the need to increase competitive, superior, and independent human resources.

Pasmawati (2018), the urgency of Career Guidance refers to the purpose of implementing career guidance itself. Students in the final year of study are in the pre-occupation period. They are in a transition period ahead of the occupation period. College is the highest level of education. After that, alumni will enter the world of work with various kinds. This is a very important period in understanding various career information with all its conceptions. The transition from the world of education to the world of work is often a difficult time for many young people (Prayitno, 2007: 84). The difficulty lies not only in the ability to get a suitable job, but also in adjusting to a new job and further self-development. The transition from the learning process to the real world of work requires a lot of self-preparation. Ignorance of self-ability, in the pre-occupation process will experience various problems in the mismatch between interests, opportunities and readiness.

Meddour et al (2016) state career determination is indeed the outcome of important impacting factors other than students' own wishes and desires. Many students want to relocate either towards urban ranges or abroad, however it suits them best. Selecting a career is a very important step in every young man's or woman's life. The career line students pick will influence how they carry on with the rest of their lives. Many students choose to go to college without recognizing what career channel they need. Before students can pick a career channel, they have to experience what that career really is and what it really entails (Fizer, 2013). As indicated by Reddy and Rajaram (2015), most children nowadays decide by themselves which career to choose and which school to study in. Only few students choose the right path of career because they seek advice from their parents, elder family members and teachers. Researchers have discovered diverse parameters in their studies which affect students' decisions on career choice. These parameters are categorized as external and individual factors.

Thus career guidance is very important for students in preparing themselves to enter the world of work in accordance with education. Through career guidance they can prepare themselves according to their self-image and the needs of the world of work (Rianto, 2009). The competencies possessed can develop well. The learning process they get in college will be maximized. In addition, with this career guidance, final year students, fresh

graduates in getting a job will be better prepared. They can minimize various problems related to confusion and unpreparedness in entering the world of work. Also with this career guidance, they can prepare to choose a field of work that is in accordance with the qualifications of graduates so that there is usefulness in the knowledge they have lived in lectures.

Students as one element in the higher education system, have an important role. The quality of education and teaching, research, and community service as the main functions of higher education depend very much on the output of graduates. The higher the quality, the higher the quality of the tridharma of higher education. Students will later achieve a particular profession in formal and non-formal organizations. This profession is seen as the main activity of work to earn a living and which relies on a skill (Keraf, 2001). Later, alumni who are by profession will struggle with activities a. carry out the profession with the demands of special skills; b. carried out as the main activity; c. to earn. So that later work can be categorized as a profession, then everyone who holds the job position tries his best to fulfill the requirements above. This is mainly the requirement of meeting certain skills. He made it his main activity.

Meddour et al (2016) explain career choice has meaning in the context of employability demands in a knowledge economy. It is therefore very important to have an empirical understanding of the factors that influence students' choice of particular careers. Ignorance about one's career is not bliss, and planning one's career is surely better than leaving it to chance. Despite the great effort put forth by families, government agencies and non-governmental organizations, many young people encounter difficulties in the transition from the world of school to that of work (Koech, 2016). Choosing a career is a major turning point in students' life, and yet many students are unable to express any choice of career (Gathigia, 2011). Some students insist on studying courses where they clearly lack basic foundation in academic and attitude preparation (Koech, 2016).

Therefore, becoming a qualified alumni is a professional challenge. He is sincerely willing and able to develop himself into a good and effective professional candidate. On the other hand, those whose impulses just want to relax, it will appear that he is avoiding the heavy and busy task of education. He is sure they will become professionals later. With this background, this paper intends to convey the idea of mapping a habit to prepare professionalism in carrying out reliable alumni. He draws the principles of self-development and applies them in carrying out his profession in the future. Thus, it is hoped that they will experience a process of empowerment, so that in pursuing a career they can practice a more effective life and succeed in becoming individuals who have personal power in success in their careers.

This paper is intended to explain the need for career guidance for final year students, so that they are better prepared to enter the competitive job market. In this context, a self-analysis of adequate soft skills is needed to form and develop superior character. This high standard refers to the mapping compiled by Covey, in his monumental work on the topic of 7 habits.

2. RESEARCH METHODS

This research uses systematic literature review (SLR) is a literature review method that identifies, assesses, and interprets findings on a research topic to answer pre-defined research questions (Kitchenham& Charters, 2007). SLR research is carried out for various purposes, including: identify, review, evaluate, and interpret all available research with topic areas of interest, with specific relevant research questionsThe selection of this method is in order to collect information that is relevant to the topic or problem research. Research activities dive into studying various reference books and similar previous research results that are useful for obtaining a theoretical basis on the problem to be studied. Researchers do a lot of reading activities or references in the form of books, literature, notes, and various reports related to the problem to be solved.

Results and Discussion

There are seven Habits or habits that Covey identified for successful human life. In the identification there are a number of success factors which are divided into three domains. First is internal effectiveness, second is enteral effectiveness and third is preparation for the future (Hamdan, 2003). The book entitled "The Seven Habits of Highly Effective People, Restoring The Character Ethic" is booming with great attention. His writings have become a widespread inspiration in various fields of life and have been translated into dozens of languages around the world, as well as receiving awards for the authors. This book is about the principles of how individuals can lead an effective life, both for personal and organizational life.

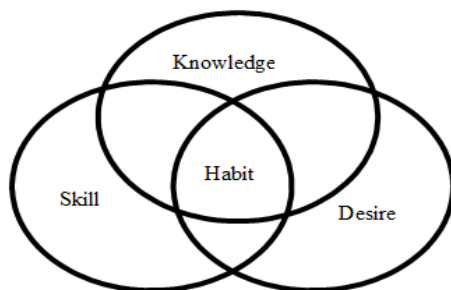


Figure1. Habits Meeting Point

The element of knowledge (knowledge) is an element of habit that relates to individual knowledge about what can be done and why it must be done, while skill is an element that deals with how to do it, while desire (desire) is related to encouragement or motivation for why something is done. The first and second elements are part of human habits that are external (learned), while the elements of desire/motivation are those that come from within. An action will become an individual habit if it has these three elements and is carried out consistently. Regarding individual development towards maturity, there is the concept of "the maturity continuum". The continuum of maturity starts from the stage of individual dependence (dependence) on the environment, towards independence

(independence), then towards interdependence (interdependence). In order for individuals who are dependent on others to increase to a level of independence, individuals must carry out three habits (habits 1, 2, and 3) which are related to the individual's internal conditions. If the individual can make these three habits a part of himself, then he will be independent and achieve personal victory.

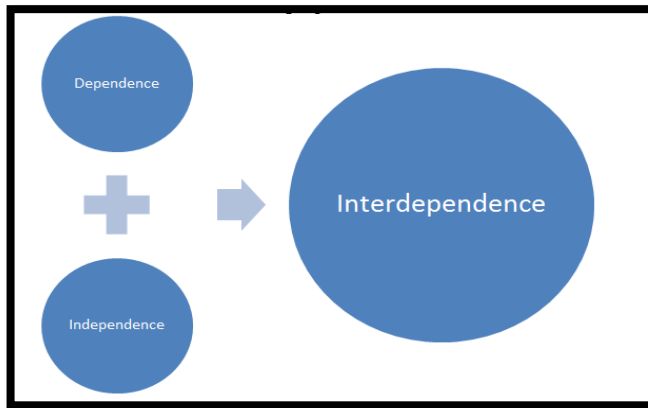


Figure2. Maturity Continuum

Independence is not the highest level of individual development. An independent person can only handle himself. He still has to develop his ability to relate to other people because humans live in conditions of interdependence. Armed with three other habits (habits 4, 5, and 6), individuals will reach the highest level on the ladder of the maturity continuum, namely interdependence because they have been equipped with the ability to work in groups, cooperate, and communicate. At this level of interdependence, individuals are able to work together without losing their self.

Individuals who have succeeded in making habits 1 to 6 parts of themselves have not become complete human beings because they have to renew their habits every time. Awareness and willingness to renew oneself every moment is the last habit. The last concept of 7 H is effectiveness or effectiveness (effectiveness). It can be explained, that effectiveness is through the concept of production (production is denoted by P) and production capacity (production capacity, abbreviated as PC). An effective individual or organization is one that can maintain a balance between production (P) and production capability (PC). Efforts to optimize production are achieved through optimization of production capabilities.

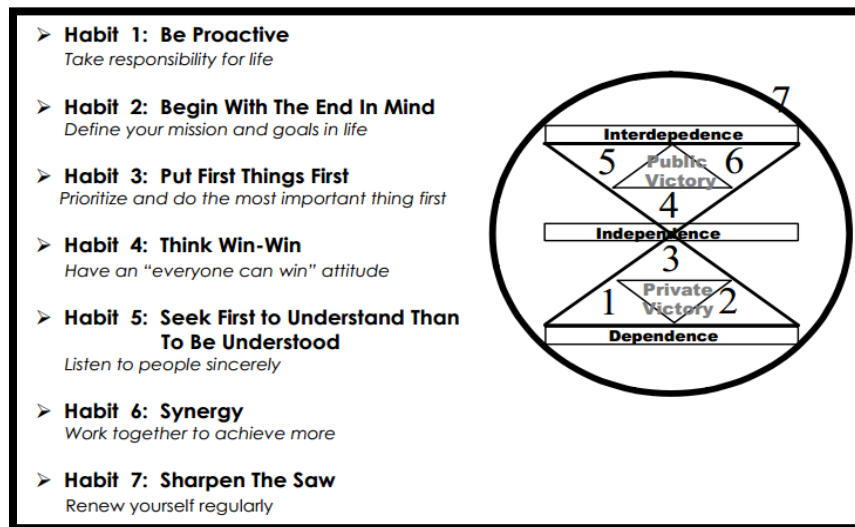


Figure3. The concept of Seven Habits and Maturity Continuum (Covey, 2015)

Table1. Concept of 7 Habits

Type of Habit	Information
Habit-1: Proactive	Changes in personal vision of self and the environment.
Habit-2: Start with the end in mind	Personal leadership that directs itself through inner strength.
Habit-3: Put things first	Individual's ability to define problems and make priorities.
Habit-4: Think win-win	Leadership is broader than just for yourself, but interpersonally.
Habit-5: Try to understand first, then be understood	Empathic communication attitudes and behaviours in interpersonal communication.
Habit-6: Synergy	Individual abilities can create an atmosphere of creative cooperation in interpersonal communication.
Habit-7: Sharpen the saw	Balanced self-renewal

The concept of "7 H" consists of 7 effective human habits (Covey, 2015). Habit-1: Be Proactive. 'Be a proactive human being.' This habit is called the principles of personal vision, because it involves changing personal visions about oneself and the environment. Habit-2: Beginning with the End in Mind. 'Start with the end in mind.' This habit is called the principles of personal leadership, because with these habits, individuals will be able to direct themselves through internal forces. Habit-3: Put First Things First.'Put First Things First.' This habit is known as the principles of personal management, because this habit gives individuals the ability to define problems and make priorities. Habit-4:

ThinkWin/Win. 'Thinking win-win.' This habit is called the principles of interpersonal leadership, because it involves a broader leadership dimension than just for you, but also interpersonally. Habit-5: Seek First to Understand Then to be Understood 'Trying to understand first, then understanding.' This habit is called the principles of empathic communication, because it involves various attitudes and behaviours of empathetic communication in interpersonal communication. Habit-6: Synergize. 'Synergy.' This habit is known as the principles of creative communication, because it relates to the ability of individuals to create an atmosphere of creative collaboration in interpersonal communication. Habit-7: Sharpen the Saw. 'Sharpen the saw.' This habit is referred to as the principles of balanced self-renewal, which is a habit related to self-renewal that must be continuously practiced.

1. Proactive vs Reactive

The term proactive is not only having the initiative (pick up the ball), but also being responsible for what is done. Every action he takes is based on the values he believes in. This is considered deeply and carefully. The opposite of proactive people are reactive people, actions that are driven and directed by the people around them. Proactive people are aware of social pressures, so that many people are only a mirror of their social environment (subject to the laws of determinism), both genetically, physically, and environmentally. A proactive person will not simply give in to social pressures, but will proactively promote his potential. He will take the initiative, and is never willing to be victimized. In responding to things that come from outside, a proactive person does not follow the psychic path of stimulus-response, but between the stimulus and response mechanisms he is able to insert a step to exercise his right of freedom to choose, because he realizes himself as a noble being who has the ability of imagination, consciousness, and free will. Because his actions are the result of his own choice, he is able to bear all the consequences.

Proactive people will look different from reactive people in how they spend their time and energy. Proactive people spend their time and energy on things that are in the 'circle of influence', i.e. everything they can control, while reactive people spend their time in the 'circle of care', i.e. everything they can't control. Because of this concept of a circle of influence and concern, everything will fall into one area of control. First, direct control, namely problems that can be controlled directly by individuals without the participation of others. Second, indirect control, which is a problem that can be controlled indirectly, meaning that control must be carried out together with others. Third, no control, namely problems that cannot be controlled at all.

In order to deal effectively with the first problem, people must change their habits of dealing with the second problem, and people must change the ways in which they influence others. Furthermore, to deal with the third problem, one has to change one's perspective. In living life as a career, a person can be proactive armed with awareness as well as a willingness to run it responsibly. His actions will be based on the noble motivation of an educated person who is filled with the values of devotion to science. By

being proactive, a person can better control his emotions, because he will be relatively free from the complexity of all emotional expressions that he always faces.

Proactive students will use their time for matters that they can control, for example trying to increase the number of class attendance, the quality of class attendance, including their scientific work; improve the quality of association with fellow students, always looking for the latest sources of information on the specialization they are engaged in (focusing on problems that are in direct control). On the other hand, reactive students will forget their duties as students that demand excellence, spending their time and energy beyond their control, both problems in the near environment and far away; talk about other people's ulcers, discuss means that are not owned, where the person concerned has no influence at all (no control). A student's intervention in matters outside of himself can only be done to the extent of indirect control, namely matters that can be controlled but not directly, he has the ability to influence decision-making, but must be with other people.

A person who spends time in the circle of care, will decrease its effectiveness. On the other hand, if he spends his time in the circle of influence, his effectiveness will increase even more. From the emotional side, students who always focus on the circle of influence will feel more successful, while students who always focus on the circle of concern will feel themselves as victims of the people around them, but feel powerless to fight back. The solution is to change the vision. To deal with problems in the direct control area, a student must change ineffective bad habits into effective good habits (habits 1,2,3). For example, in terms of promises. Promising falls into the category of direct control, whether to promise or not to promise is entirely up to the individual. However, so many people are unable to keep the promises they have made. When a person does not keep his promise, not only has hurt the feelings of others, it has further damaged his personal integrity, bringing out the good qualities of his personality. If such events are repeated over and over again, then his actions will become a habit. Because good habits are not integrated into him, such a person is known as a person who lacks integrity.

To deal with problems in the indirect control area, a student must be able to change his bad habits into good habits that are effective in interpersonal relationships (habits 4, 5, and 6). If the foundation of living together with students is not based on positive basic assumptions, if the communication method is not empathetic, if in relationships with other people it is not possible to participate in creating synergy, then these habits will make him powerless in dealing with indirect control problems. The challenge for those concerned is to improve the paradigm of cooperation, communication base, and creative cooperation.

Meanwhile, to deal with problems in the no-control area, there is no other way except by fostering a pluralistic attitude, being aware of and willing to accept various kinds of life, even though some of them do not agree with it. If these principles can be adhered to by a student, it is not an exaggeration if the student concerned is called a visionary student, namely a person who has an independent view, dares to reject irrelevant dictations from the environment, confidently conveys his personal views based on values. high that he believed.

2. The Veil Sorts the Thoughts From The End Vs The Most Important Starting

This includes the practice of personal leadership. He can live effectively if he can exercise leadership over him. Who should exercise that leadership? Nothing but a picture of the end of his life. Nothing is more worthy of exercising leadership over an individual than his own purpose in life. Someone who wants to live effectively must be willing and brave to imagine, visualize, and then write down the end of his life later. Without a picture of the end of life, a person cannot live effectively because of the strong external influence that will invite him to move in a different direction than he needs.

The picture of the end of life, is like a compass for a ship sailing in the middle of the ocean. It's okay to blow the ship to and fro, but the ship will always be directed back by the captain to the destination island. Many of the failures experienced by humans are caused by the failure of the first creation. Many humans have run ground in the middle of their careers because they did not have a clear goal from the start. A person will not come to Jakarta, if in his mind he does not want to go and be in Jakarta. Someone who wants to build a dream house, for the first time he builds a house in his mind, then he tries to make it happen physically.

Life is too hectic without strong and determined leadership. A person will easily change course if not armed with a clear grip. With a picture of the end of life, humans always have personal leadership. He knows the direction to go, so that every action is measured whether or not it is important by the picture of the end of life. According to Siregar and Samadhi (1998:17), the achievement of goals, apart from being determined by human qualities, is also determined by the quality of the goals. A good goal should be specific, realistic, measurable, and time-limited. Meanwhile, according to Koontz and Wehrich (1998:93), in an organization the management steps become chaotic if there is no clear goal. The existence of a clear purpose affects the effectiveness of one's life. Everything in life is created twice, all things are created twice. The first creation is mental in the human mind, the second creation is physical.

This first creation should be checked, and generally should be rewritten. For example, a script, written by the environment, may have too many horror scenes, while the individual likes gentleness. The environment demands human roles that are meditators, while the individual desires to be someone who stands out in his field. There was no other way to finish the first creation, other than the individual having to rewrite the screenplay. Unnecessary scenes should be discarded; Missing "scenes" must be added. Rewriting the first creation technically means making a "Personal Mission Statement" (PMP). At first, it is natural for a student to feel elements about what to do in his profession. Family demands encourage a person to become a trader (looking for profit). The bureaucratic orientation of our society encourages people to become workers (looking for 'excellence'), and of course there are many other demands from the environment for a student to carry out certain roles. However, a student must proactively reformulate his personal mission in carrying out his profession based on the values he believes in as a person who carries out the profession of disseminating knowledge.

3. The Veil Prioritizes the Important Vs The Fun

In this event, individual independence is really tested, personal integrity is at stake. The ability to sort and choose important matters for the achievement of goals becomes a very important ability and skill in this regard.

	URGENT	NOT URGENT
IMPORTANT	I urgent and important DO	II not urgent but important PLAN
NOT IMPORTANT	III urgent but not important DELEGATE	IV not urgent not important ELIMINATE

Figure4. Time Matrix

It is necessary to assess the relevance of a business through an assessment of its importance and urgency, rather than mere pleasure. Human time is used for matters in the time matrix which is divided into four quadrants, namely Quadrants I, II, III, and IV. Quadrant I contains important and urgent matters, namely important matters that must be handled immediately. While Quadrant II is an important matter, but not urgent. Those in Quadrant III are issues that are not important but urgent. Meanwhile, those in Quadrant IV are issues that are neither important nor urgent. A student who can equip his personality with three effective habits, namely being proactive to get a personal vision, starting with the end in mind in order to have personal leadership, and being able to put the main (important) first in order to implement a priority scale, will move from a personal level that depends on become an independent person, because they have experienced a private victory.

4. The Veil of Thinking Win-Win Vs Thinking Win/Lose

This falls on the principle of leadership from the interpersonal dimension of the personal dimension. Think win-win. One certainly cannot achieve effectiveness on problems that are under indirect control, without the help of others. The help of others cannot be achieved without exercising leadership. Thinking "win-win" is not just a tactic or strategy, but a principle that must be believed by individuals who desire success in relationships with others. The principle of "win-win" thinking requires a person who has integrity, is mature, and has an abundance mentality, who believes that victory does not belong to one party alone, but can be enjoyed together. Thinking "win-win" cannot occur if the individual does not have respect for other people and their views.

A student who thinks "win-win" will not worry about differences of opinion, because he believes that the truth does not belong to anyone, but one that can be obtained together. Students who think "win-win" will not position themselves as players who have the right to monopolize the truth, but will humbly realize that everyone has the right to come to the door of different works. Students who think "win-win" will not worry about the decline in authority because they respect the opinions of lecturers or other students who show a spark of truth, because the appreciation given to others is a form of maturity as a person. If I can get to the peaks of quality climbing, then others deserve and have the same opportunities.

Table2. Forms of Interpersonal Relationships

1. Win/Win	Each party can reach a mutually beneficial agreement, reward, the best way
2. Lose/Lose	The result of the relationship between two parties that pushes all parties to defeat, 'losing becomes ashes, wins becomes charcoal'.
3. Win/Lose	It is based on a conscious relationship of position and power. One party wants to force victory over the other party.
4. Win	Relationships with other parties only care about winning for themselves without caring about others, and without taking into account the costs and costs that must be incurred. Anyway, every time he deals with others, he must be the winner.
5. Lose/Win	One party is willing to sacrifice for the benefit or welfare of the other party.
6. Win/Win or No Deal	Relationships that are based on a belief that the only positive impact in interpersonal relationships will benefit all parties, otherwise it will not, so that other forms of relationships tend to be rejected.

5. The Veil of Empathy Vs Selfishness

Empathic communication skills are a very important skill in life. One form of empathic communication skills is shown through the ability to listen empathetically. Most people listen in order to be able to give an answer. When someone speaks, we may ignore it, listen pretentiously, selectively. Few of us are capable of empathetic listening to others. Whereas the ability to empathize is a condition of openness and trust in communication.

The ability to empathize is one that is manifested by a sincere desire to understand other people. Understand before you give advice, diagnose before you prescribe. Any suggestions that are conveyed in communications that are not based on the other person's circumstances, merely following an estimate of the other person's thoughts, will not be effective. This does not come from communication professionals, but from amateurs. One must avoid giving biographical responses in order to have empathy skills.

A biographical response is a response based on our perspective. That way we will tend to evaluate, investigate, give advice, make meaning.

Empathic communication skills are very important in carrying out the profession. In the career process we are needs oriented; understand what we know and want, then from there we present the necessary information. We still prefer to be the center of attention, even though our relationships should be the center of attention. If a student is more inclined to follow his heart, no matter what other students feel and think, the student is really still an amateur (sells products). On the other hand, students who are more peer group oriented, patient to hear what is needed, are true professional students. Such students have implemented the principle of diagnosis before you prescribe.

6. Synergy Vs Defensive-Protective Veil

Creative communication is carried out to achieve synergy, an integrated process that produces more than the sum of the synergized parts. The description of synergy takes an explanation from Gestalt psychology, which postulates that the whole is greater than the sum of its parts. However, in reality few people have much experience in synergies, because most people have been shaped into defensive and protective communication patterns. New synergies are possible when a person has a high tolerance threshold for uncertainty. Synergy will also only work if there is a willingness from us to ignore the old formats, and are willing to explore the use of new formats. To gain synergy, people must be open and authentic. When we open ourselves up to being influenced by others, we gain deeper understanding and create new choices.

The results of synergistic cooperation often exceed the results of mathematical summation. In synergy, 1 plus 1 result not two, but 3! Why? If A has one good idea, B does too, and they are willing to communicate synergistically by exchanging their ideas, new ideas will be generated which are neither A nor B's ideas, but C ideas as a result of the synergy of the two ideas. Now, in addition to their respective ideas, there is a new idea resulting from a synergistic creative communication process.

The lowest level of communication is when there is no mutual trust between those communicating which is characterized by a defensive, protective atmosphere, and the use of legalistic language that is used to wrap something up or avoid something if the atmosphere becomes unpleasant. The moderate level of communication is when adults communicate respectfully with one another. While the highest communication is synergistic communication, which is characterized by various compromises to find a third alternative. The third alternative resulting from the synergy process is often better than the original views of each party. The third alternative search means a paradigm shift from yes/no mental dichotomous thinking to empathetic thinking to achieve synergy.

The essence of synergy is to appreciate the differences that exist. Effective people are those who realize the limitations of their understanding while realizing the wealth of existing resources that can be obtained through interaction with other people. To establish effective cooperation, students are required to have a pluralist attitude, have the willingness to respect others as fellow human beings who are glorified by their creator.

Furthermore, being able to appreciate differences in views. If a student does not have pluralist awareness and attitude, then he will feel safe by confining himself in his limited knowledge. He did not want to see the atmosphere outside, because for him such an atmosphere threatened his self-esteem. In the midst of rapid development, he felt that he would soon become an idiot, not knowing much, not understanding much. Such a student is really worried about looking stupid in the midst of his audience.

He will prefer to fortify his shortcomings with all kinds of rules. If there are no rules that are suitable for his interests, he is willing to make special interpretations of the rules so that they are in accordance with his interests. Thus, if he interacts with others, he tends to use one-way communication patterns, not creative communication to obtain synergy. Will try to impose his views, rather than being willing to understand and respect the views of others. This attitude gives a false sense of security, because it gradually makes itself irrelevant to the environment. He did not get much benefit from his association with others, because of his rigid attitude in defending his opinion even though his opinion was clearly outdated. Not willing to accept other people's views even if they are more relevant and more actual. This attitude is an act of intellectual self-impoverishment.

A student who has such an attitude must immediately realize his mistake. Monopoly on the truth is not only inappropriate but also impossible. The sources of knowledge are now open to everyone through various means of communication. In fact, there is a tendency for new socialization agents (generally communication media) to be more important than the old socialization agents (such as educational institutions). In the rapid development of society, creative communication patterns to obtain synergies are the most appropriate choice so that a student by profession can maintain his existence. If a student is able to equip himself with the habits of think win/win, seek first to understand than to be understood, and synergize, then the student is but will be able to overcome problems that are in the area of indirect control. He will deal with the problem by working with other people. With these three habits a student will progress one more level. Now not only has he become an independent person (because of habits 1, 2, and 3), but has other skills to work in an interdependence environment. He will not be awkward to do interpersonal leadership, carry out empathetic communication, and create synergies. A student who successfully carries out habits 4, 5, and 6 will get a public victory.

7. Saw Sharpening Vs Blunt Veil

This habit is the completeness of habits 1 to 6. A person who already has habits, both for himself and good habits in interpersonal relationships, he has self-awareness to always update his abilities. The principles of the six habits of effective human beings may remain, but the strategies, techniques, and tactics for doing so may change over time. Self-renewal must be carried out in a balanced manner on the four dimensions of self, namely in terms of physical, spiritual, mental, and social. The first is on the physical side. An individual must have a willingness to always renew his physical health. There are three important areas in maintaining physical health, namely regular aerobic exercise, flexibility of the body, maintaining and increasing body strength.

Renewal in the spiritual aspect is related to the values that we believe are the core and centre of an individual's value system. A spiritual update can have an impact on improving a personal mission statement, because a personal mission statement once written for the first time must then be refined from time to time. Updates on the mental dimension are carried out by always paying attention to spiritual food. By participating in meaningful online or offline events, watching art performances, and listening to books that encourage personal inspiration, or are enlightening. In the life of a student, the willingness to continuously renew one is an absolute thing to do. From a physical point of view, a student is required to have excellent physical fitness. Currently, there are many offers of physical exercise practices to get good health, in the form of offers from fitness centres, sports clubs such as gymnastics, and even various stream clubs that utilize internal energy for health.

Students who are fit, who are physically fit, who are fresh and energetic, will be much more attractive than students who are sluggish, dull, and look sickly. The teaching-learning process can be more successful with the support of excellent physical health. A student must also maintain and improve his spiritual health. He must always renew his commitments in accordance with the development of knowledge and understanding as well as appreciation of the values that guide his life. This commitment to the values he believes will continue to be a guide in his life. Commitment to renewing oneself mentally is undeniable as a student; his habit of reading books, studying the latest scientific journals, visiting the library, watching art performances, and other mental meals. However, many facts show otherwise. Let us examine our private spaces at home. Perhaps there will be more things that decorate a student's room than the thing that is most precious to him: books. Self-renewal in the social dimension will be more diverse in each individual student. However, the point is that a student will always be willing to maintain and increase his social commitment, both in community empowerment programs and in various forms of activities in charity institutions.

3. CONCLUSION

Career guidance for students at all levels is needed especially for final year students, so that they are better prepared to enter the workforce. This preparation includes adequate soft skills and hard skills to form and develop a superior personality (high standard). The principles contained in the concept of "7 H" is a self-development concept based on an understanding of how humans can live effectively, both in career and family. An effective life is based on a number of values that must be part of a person's life into the 7 habits of an effective person's life. The principles of "7 H" can be applied in many aspects of life, including life as a student. A student will not be able to meet the criteria of excellence if he or she is not able to carry out life as a student effectively. The 7 H principles are useful if they can be applied thoroughly and consistently in treading a career.

As stressed by Fizer (2013), college students most influenced by many factors among which are salary and benefits. Although economic consideration has been argued to be the leading influencing factor for career choice among student. This result support with

the findings of previous studies by Fuller (2015) which stressed that the relatives and families of undergraduate students do play an influential role in the determination of students' career choices. Meddour et al (2016) also inline with the result that the factors of family, self-efficacy, personal interest and economic considerations exerted great influence on the choice of career. With a view to investigating student's career choice that is affected by other important factors, further studies are strongly recommended.

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