

## **Career Development Strategies: English Students' Interest Program at Muhammadiyah University of Tangerang**

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### **Abstract**

This study investigates the perceptions of career development among English language students. The study focuses on the interest of Muhammadiyah Tangerang University students who participated in workshop activities at Ahmad Dahlan University. This research aims to find out whether workshops on public speaking held at Ahmad Dahlan University can influence students' interest in their career development strategies. Qualitative method will be used in this research. The research was conducted through observation and questionnaires, and a total of 20 students were surveyed. The results of our observations indicate that 96% of the surveyed students had a positive perception of the benefits of the study tour to Jogja in supporting their careers based on their interests. Out of the 20 students surveyed, 80% expressed an interest in public speaking and opted for practical methods to develop their skills. The study's findings offer valuable insights into how educational institutions can better prepare their students to face the challenges of the constantly evolving world of work. The study presents practical training practices for students in various skills relevant to the tourism industry. There are several Practical Training in the Tourism Industry that can be done by students, such as: Foreign Language Training, Internships in Hotels or Restaurants, Tour Guide Training, Event Management Courses.

**Keywords:** Career Development, Students' Interest Program, University

### **INTRODUCTION**

Career development is a crucial stage in a student's educational journey, as it marks the point where they begin to plan and prepare for their entry into the workforce (Kononiuk et al., 2020). To achieve this goal, Muhammadiyah University Tangerang has introduced the Student Interest Program, an initiative designed to assist students in their career development. The program encompasses a range of strategies and activities specifically crafted to guide students in planning and achieving their career goals.

In career development contexts, innovation may involve new theories, methods, services, practices, techniques, tools, or institutional structures to produce a significant change in career service delivery. For example, technological innovations like the expansion of Internet, mobile phone and social media use present new opportunities for people to give and receive career support (e.g. Flederman & Watts, 2014; Hooley et al., 2010; Kettunen et al., 2015; Sampson et al., 2020). In an increasingly competitive job market, it is vital for students to have a strong understanding of their interests, skills, and potential, as well as to adequately prepare themselves for success in the professional world. Muhammadiyah University Tangerang has recognized this need and is making significant efforts to facilitate students' career development through the Student Interest Program (Kettunen, 2023).

This research delves into the career development strategies implemented through the Student Interest Program and explores their impact on the students who have participated in it. By investigating the program's effectiveness, we can better understand the crucial role played by career development strategies in helping students comprehend and achieve their career goals. The findings of this research can provide valuable insights into how educational institutions can more effectively prepare their students to face the ever-changing challenges of the workforce. By further exploring the Student Interest Program at Muhammadiyah University Tangerang, we can gain an understanding of how similar initiatives can be applied in other educational institutions to assist students in planning and achieving successful careers. Career development services are perceived to be one accepted way of assisting individuals to make well-informed and realistic decisions about education, training, and occupational choices and acquire lifelong career management skills (Cedefop, 2011; European Council, 2004; 2008; OECD, 2004).

Interest in learning is the driving force from within the individual to carry out learning activities to increase knowledge, skills, and experience. This interest grows because the desire to know and understand something encourages and directs students' interest in learning so that they are more serious about learning (Iskandar, 2012: 181). so that they are more serious in their learning (Iskandar, 2012: 181). Interest learning, according to Clayton Aldelfer in Nashar, is the tendency of students to do learning activities that are driven by a desire to learn and to carry out learning activities that are driven by the desire to achieve the best possible learning outcomes (Nashar, 2012: 181). Achievement of the best possible learning outcomes (Nashar, 2014: 42) Based on the definition of experts, it can be concluded that interest in learning is an energy force that encourages a person to achieve learning goals. Interest in learning depends not only on ability but also on whether one chooses mastery goals. depends on whether one chooses mastery goals (learning goals), which focus on learning goals, where the focus is on learning a new skill well; or performance goals, where the focus is on demonstrating or showing our ability to others.

Universitas Muhammadiyah Tangerang is a private university located in Cikokol, Tangerang City, Banten. On June 1, 1993, STIE Muhammadiyah Tangerang was established, which is one of the charities owned by the Muhammadiyah association under the auspices of the Muhammadiyah Higher Education Research and Development (DIKTILITBANG) Assembly, based on the Decree of the Muhammadiyah DKI Jakarta Regional Leadership No. 1.A, SK, B, 1992, dated November 10, 1992. As time went by, the establishment of STAI Muhammadiyah Tangerang in 2000 followed, and then STIKES Muhammadiyah Tangerang was established in 2004. The three Muhammadiyah Charities are under the auspices of and belong to the Regional Leadership of Muhammadiyah Tangerang City. A brief history of Muhammadiyah University (UMT) is that of a higher education institution under the auspices of the Muhammadiyah Association in Tangerang City, Banten. It was officially established on August 3, 2009, based on the Decree of the Minister of National Education of the Republic of Indonesia Number 109/D/O/2009 on the Operational License of Universitas Muhammadiyah Tangerang. The university's origins lie in the establishment of three colleges: the Muhammadiyah College of Economics (STIE), the Muhammadiyah College of Islamic Studies (STAI), and the Muhammadiyah College of Health Sciences (STIKes). All three colleges are situated on Jalan Perintis 1/33, Cikokol, Tangerang City. The STIE was established on June 1, 1993, and was the first higher education institution of the Muhammadiyah Tangerang Association. Subsequently, the Muhammadiyah Association established STAI Muhammadiyah Tangerang in 2000, followed by the establishment of STIKES Muhammadiyah Tangerang in 2004. The three Muhammadiyah charities are under the

auspices of the Tangerang City Muhammadiyah Regional Leadership. The three Muhammadiyah Tangerang higher education institutions were subsequently consolidated into Universitas Muhammadiyah Tangerang (UMT), comprising seven faculties (FE, FAI, FIKES, FKIP, FT, FH, FISIP) and twenty study programs. Two postgraduate programs are currently offered, comprising three (D3) and one (D4) degree (Source: UMT 2016; Purwanto, 2017).

Ahmad Dahlan University (UAD) is a development of the Institute of Teacher Training and Education (IKIP) Muhammadiyah Yogyakarta, which was established on November 18, 1960. Currently, UAD has more than 21,000 students spread across 37 study programs (30 undergraduate study programs, 1 professional study program, and 6 master study programs). In its development, UAD has launched itself as an internationally reputable university in various academic programs. Various achievements obtained so far are one of the reasons for the increasing public trust in UAD. Universitas Ahmad Dahlan (UAD) is the development of Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Yogyakarta. IKIP Muhammadiyah Yogyakarta, as a higher education institution, is the development of the FKIP Muhammadiyah Jakarta Branch in Yogyakarta, which was established on November 18, 1960. FKIP Muhammadiyah is a continuation of the Muhammadiyah BI course in Yogyakarta, which was founded in 1957. At that time, the BI course had majors in educating science, legal civics, and economics.

Tourism is the act and process of spending time away from home in pursuit of recreation, relaxation, and pleasure while making use of the commercial provision of services. As such, tourism is a product of modern social arrangements, beginning in western Europe in the 17th century, although it has antecedents in classical antiquity. Tourism is distinguished from exploration in that tourists follow a "beaten path," benefit from established systems of provision, and, as befits pleasure-seekers, are generally insulated from difficulty, danger, and embarrassment. Tourism plays a significant role in the global economy, contributing to job creation, revenue generation, and economic development. It also promotes cultural exchange, understanding, and appreciation among people from different parts of the world. The tourism industry encompasses various sectors, including transportation, accommodation, food and beverage, entertainment, and travel agencies (Walton, 2023).

Tourist information refers to the provision of helpful and relevant information to tourists or visitors about a particular destination or area. It serves as a resource hub that offers details, guidance, and advice on various aspects of tourism, such as attractions, accommodations, transportation, events, activities, dining options, safety measures, and more. Tourist information centers or offices, often located in popular tourist areas, are commonly established to cater to the needs of travelers. (Abbasi, U.I., 2023). Tourist information plays a crucial role in promoting cultural understanding and appreciation. It provides tourists with information about local traditions, historical sites, museums, festivals, and cultural events, allowing visitors to immerse themselves in the destination's unique heritage. Nature tourism is responsible travel to natural areas, which conserves the environment and improves the welfare of local people. It is tourism based on the natural attractions of an area. Examples include photography, stargazing, camping, hiking, hunting, fishing, and visiting parks. These experiential tourists are interested in a diversity of natural and cultural resources. They want what is real, and they want to be immersed in a rich natural, cultural, or historical experience. From the standpoint of conservation, nature-based tourism provides incentives for local communities and landowners to conserve wildlife habitats upon which the industry depends; it promotes conservation by placing an increased

value on remaining natural areas. As nature tourism becomes more important to the local economy, communities have additional incentive to conserve their remaining natural areas for wildlife and wildlife enthusiasts. By empowering people at the local level, it can build and provide guidance to a growing industry that holds great promise for sustainable economic development and conservation of wildlife habitat (Austin, 2020).

Journalism is the collection, preparation, and distribution of news and related commentary and feature materials through such print and electronic media as newspapers, magazines, books, blogs, webcasts, podcasts, social networking and social media sites, and e-mail, as well as through radio, motion pictures, and television. The word journalism was originally applied to the reportage of current events in printed form, specifically newspapers, but with the advent of radio, television, and the Internet in the 20th century, the use of the term broadened to include all printed and electronic communication dealing with current affairs (Britannica, T., 2023).

Journalists can work in different capacities, including reporters, correspondents, editors, photographers, and broadcasters. They are responsible for gathering information from reliable sources, conducting interviews, fact-checking, and presenting news stories in an objective and unbiased manner. Journalists often adhere to ethical standards and principles, such as accuracy, fairness, and accountability, to ensure the integrity of their work. The purpose of journalism is to inform the public and provide them with the knowledge and understanding necessary to make informed decisions. It serves as a watchdog, holding those in power accountable and uncovering issues that may otherwise go unnoticed. Journalism also plays a vital role in promoting transparency, democracy, and public discourse. It is important to note that journalism can take different forms and serve diverse audiences. It includes not only hard news reporting but also features, commentary, investigative journalism, and more. The field of journalism continues to evolve with the changing media landscape and technological advancements, shaping the way news is gathered, produced, and consumed.

Translation skills are one of the speaking skills that a person need to have when communicate in foreign language. Speaking is the way a person communicates with others to convey a desired message. Communication is the way humans interact with other humans. Communication determines the quality of human life, and having the ability to communicate effectively is necessary to convey ideas and knowledge to the community. The reality is that many students lack the ability to communicate effectively (Wahyuni, 2015). They are often afraid to communicate in public. A common problem confronted among English language learners in Indonesian context is that although they can understand, they are not being capable of transferring their feelings, and ideas through oral language in English (Imaniah, et.al, 2018). Hence, translation skills are needed to be sought after. Translation skills refer to the abilities and competencies needed to effectively translate written or spoken content from one language to another. These skills are essential for professional translators and can also be useful in a variety of other contexts that require language translation. These translation skills include (1) translation analysis, namely the translator learns the source language text both in terms of form and content; (2) transferring, namely starting to do translation and (3) restructuring, namely translator rearranges the text with appropriate language (Zahro, et.al, 2021).

Public speaking is the act of delivering a speech or presentation to a live audience. It is a form of communication where individuals share information, ideas, or opinions with others in a formal or organized setting. The art of public speaking can be an effective oral communication takes place continuously between the speaker and the listener with the aim

of making the listener think, feel and act as expected by the audience (Umyun, et.al, 2023). The main objective of public speaking is to inform, persuade, entertain, or inspire the audience. Public speaking can take various forms, such as delivering a keynote address, presenting at conferences, giving lectures, participating in debates, or even speaking at social events. It is an essential skill in many professional fields, including business, academia, politics, and entertainment.

## **RESEARCH METHOD**

This research methodology is based on a qualitative approach with a focus on a deep understanding of social interactions. The research was conducted through direct observation, allowing the researcher to dive into the dynamics of social relationships in the classroom environment. The research design consists of two main stages. The first stage involves structured observations, where the researcher will actively observe and record social interactions in the classroom for a whole month. The second stage involves the distribution of questionnaires to students after the observation period to elicit their subjective views on social interactions.

Data were collected through observation and questionnaires. Observations were made during visits to Ahmad Dahlan University and several laboratories that support students' careers based on their interests. The objective of this 10-question questionnaire was to ascertain students' perceptions regarding their ability to identify their career interests during the workshop activities at Ahmad Dahlan University. This open-ended questionnaire comprised 10 questions aimed at understanding students' perspectives on whether they were able to identify their career interests during workshop activities at Ahmad Dahlan University.

This study involved only Universitas Muhammadiyah Tangerang semester 3 and 5 English Language Education students who participated in a workshop at Ahmad Dahlan University. The data reduction stage involved selecting responses from research subjects that were directly relevant to exploring social interaction and identifying career interests during workshop activities. The selected data were then presented within the research framework. The researchers drew conclusions based on observed social dynamics and students' perspectives. These conclusions were supported by integrating theoretical concepts from existing literature and relevant research in the field.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Finding**

In this study, we explored student perceptions of English student career development through student interests at Tangerang Muhammadiyah University after attending workshop activities at Ahmad Dahlan University. After conducting workshop activities at Ahmad Dahlan University, we conducted research related to the interests of English students to support their careers. During the research, we used two instruments: observation and a questionnaire. As a result of our observation of Ahmad Dahlan University, we discovered several interesting programs that were facilitated, including a translation laboratory, a journalism laboratory, and a tourism laboratory, TEYL (Teaching English to Young Learners).

- 1) The translation laboratory is part of the construction of an integrated laboratory in the south of campus 3. As a translation laboratory, of course, its main function is to provide facilities and support translation activities. The laboratory is used by students and faculty involved in practical translation studies. Examples of activities include learning to translate works of literature or important documents. In this translation

lab, we also learn about the code of ethics of translation and clauses in translation. In addition, the translation lab may cooperate with industries related to translation, such as translation agencies or multinational companies. cooperation to engage in real translation projects or internships in related industries, and the translation lab at UAD organizes translation-related workshops and seminars. These may involve guest speakers with experience in the translation industry or academics with in-depth knowledge of translation-related topics.

- 2) At Universitas Ahmad Dahlan (UAD), there is a journalism laboratory that plays an important role in education and student activities. This laboratory has several uses, including an education and training laboratory. The Journalism Laboratory is used to provide education and training to students in the field of journalism. Students can learn about news writing techniques, interviews, editing, and media production. Then, for research, this laboratory is also used as a place to conduct research in the field of journalism. Students and lecturers can conduct research on various topics related to journalism, such as journalistic ethics, mass media, and media change. Furthermore, media production The Journalism Laboratory also plays a role in media production. Students can use laboratory facilities to create media content, such as articles, videos, and podcasts. This gives students practical experience applying the knowledge they have learned. Fourth, Journalism Laboratory Promotional media training can also be used to train students in making promotional media. For example, training in making health promotion media for teenagers in this training, students can learn about communication strategies and promotional media design. In addition, there are also extracurricular activities. The Journalism Laboratory can also be a place to hold extracurricular activities related to journalism. Students can join journalism clubs or campus media organizations that use laboratory facilities to develop their skills in journalism.

With the Journalism Laboratory at Ahmad Dahlan University, students can develop their journalistic skills and prepare themselves for careers in media and communication.

- 3) The Journalism Laboratory at Ahmad Dahlan University has several benefits and functions that may include Education and Training: This laboratory is used to provide education and training to students who take study programs or courses related to journalism. Then, in media development, the Journalism Laboratory plays a role in developing new media, such as online media, social media, or other digital news platforms. Furthermore, for journalism training, this laboratory organizes journalism training for students and cadres of organizations such as the Muhammadiyah Student Association (IMM). Furthermore, Laboratory Practicum, Journalism, is used as a practicum site for students who take courses related to journalism, where they can learn and practice in an environment that is in accordance with the world of journalism. Finally, for promotion activities, this laboratory is also used to train students in making promotional media, including health promotion media.
- 4) The tourism laboratory is part of the construction of an integrated laboratory in the south of campus 3. As a tourism laboratory, of course, its main function is to provide facilities and support practical training activities. This laboratory is used by students to provide practical training in various skills relevant to the tourism industry. This study is used for practical training practices. Examples of activities carried out by students include learning about tour guide techniques, tourism event management, or the use of specialized tourism industry software. In this tourism lab, we also learn

the code of ethics for tour guides and the code of ethics for the Indonesian Tourism Association (HPI) in tourism. In addition, this tourism lab may collaborate with local or regional tourism companies related to tourism, such as tourism agencies or local or regional companies. The purpose of this collaboration is to develop projects or solutions that are relevant to industry needs. At UAD, this organizes tourism-related workshops and seminars. These may involve guest speakers who are experienced in the tourism industry or academics who have in-depth knowledge of tourism-related topics.

- 5) TEYL (Teaching English for Young Learners)" is a room that teaches students pedagogical methods for teaching, and because it is specialized for teaching children, the basic methodology taught inside is much more dynamic and not limited to conservative teaching methods.

From some of these interest programs, English students can find out the interests they want to pursue so that they can develop the career they want. Regarding the questionnaire results from the 20 students who participated in workshop activities at Ahmad Dahlan University,

1. What is student interest, in your opinion? Student interest is an individualized engagement with learning that arises from curiosity, relevance, and personal connection to the subject matter. Educators must recognize and nurture student interest to promote motivation, engagement, and academic success. Educators can help students develop a lifelong love for learning and exploration by creating a learning environment that fosters curiosity, provides meaningful experiences, and acknowledges students' passions and aspirations.
2. What is career development, in your opinion? Career development is a continuous process that helps individuals stay competitive, adapt to evolving job markets, and achieve long-term career satisfaction and success. It involves self-reflection, learning, and taking deliberate actions to shape one's professional journey.
3. Is student interest important for career development? Tell us the reason! Student interests and career development are closely intertwined. When students have a genuine interest in a particular field, it can significantly impact their career journey. This is because student interest serves as a motivator, leading to increased engagement and dedication in learning and skill development. Student interests can guide them in choosing a career path that matches their aptitudes. Research suggests that students who pursue careers aligned with their interests tend to be more satisfied and successful in their chosen fields. Pursuing interests can also encourage students to seek opportunities for growth, such as internships, mentorship, and networking, which can enhance their career prospects. Students who are interested in a subject tend to invest time and effort to acquire specialized knowledge and practical experience, making them stand out in the job market. Pursuing a career aligned with one's interests can lead to long-term career satisfaction and fulfillment. Student interest plays a significant role in career development by driving motivation, guiding career choices, and contributing to long-term satisfaction and success.
4. What interests would you like to pursue to further your career after visiting Jogja? After visiting Jogja, students have expressed interest in various areas to advance their careers. These include public speaking, English communication, tour guiding, academic oracy, entrepreneurship and technology, cultural studies, and continuous learning. By focusing on these interests, students can enhance their communication skills, connect with different audiences, share knowledge, excel in academics, stay

updated with technology, understand diverse cultures, and continue to learn and grow. By pursuing these interests, students will be better prepared to achieve their career goals and have a positive impact in their chosen fields. Jogja provides a great opportunity for personal and professional development.

5. Did the study tour to Jogja inspire you to further your career? Yes, from the study tour to Jogja, it can inspire the careers of students, especially in the English department.

Then, have you ever looked for information about the career you are interested in? If yes, which source did you get the information from? Eleven out of twenty students reported obtaining information related to their desired career through the internet and social media.

6. Have you ever done an internship or work practice in your career field of interest? Out of the 20 students, only 6 have completed internships related to their career interests. Most of the students have not had any experience working or interning in fields related to their interests.
7. Do you feel you have enough skills and knowledge to achieve the career you are interested in? Thirteen out of twenty students feel that they lack the necessary skills to pursue their desired career.
8. What steps do you think can improve your skills and knowledge in your career? Most of them use practice to improve their skills. Some take classes, and the rest choose to learn through the Internet.

Do you think these steps can help you achieve the career you want? All participants agreed that the training method they chose helped them advance in their careers.

From the questionnaire responses, student interest plays a crucial role in career development. It serves as a motivator, driving students to engage in learning and skill development. When students have a genuine interest in a particular field, they are more likely to invest time and effort in acquiring specialized knowledge and practical experience. Pursuing a career aligned with one's interests can lead to long-term satisfaction and success. Educators can promote motivation, engagement, and academic success by nurturing student interests. To achieve this, it is essential to create a learning environment that fosters curiosity, provides meaningful experiences, and acknowledges students' passions and aspirations. Students can gain insights and make informed decisions about their desired careers by seeking information through various sources, such as the internet and social media. Improving skills and knowledge can enhance career prospects. This can be achieved through practicing, taking courses, seeking internships, and utilizing online resources. Student interest is a vital factor in career development, as it drives motivation, guides career choices, and contributes to long-term satisfaction and success.

It is evident that English language students recognize the significance of their interests in career development. This realization affects their career choices, motivation, skill development, and overall satisfaction. Pursuing careers that align with their interests leads to several positive outcomes. The text is already error-free and meets the desired characteristics. No changes are necessary.

After visiting Jogja, we have identified several interests that students want to pursue to advance their careers, including: public speaking, English communication, tourism and tour guides, teaching, cultural studies, and entrepreneurship. Knowing the interests, they want to pursue can make it easier for them to advance their careers. The results of responses from 20 students show that 96% of them have a very positive perception of the benefits of a study tour to Jogja to support their careers according to their interests.



## **Discussion**

Based on the results of observations at Ahmad Dahlan University, students showed interest in programs such as the tourism laboratory, translation laboratory, and TEYL (Teaching English to Young Learners) laboratory. In terms of academic interest, it is evident that a significant proportion of students exhibit a low level of engagement with their studies. This is evidenced by the observation that a considerable number of students do not participate actively in their learning, do not focus on the lecturer's explanations, and so on. This indicates that students' interest in their studies is still low (Wijoyo, 2020). Because of that these programs can help students identify their interests and pursue their desired careers. The student questionnaire revealed that students were interested in career development. Regarding the responses from 20 students, 96% had a positive perception of the benefits of workshop activities at Ahmad Dahlan University Jogja to support careers based on their interests. For students, interest in learning is of paramount importance, as it serves to foster enthusiasm in participating in learning activities. With a high level of interest in learning, it is to be expected that students will gain increased knowledge. These results emphasize the significance of students' interests in career development. Of the 20 students surveyed, 80% expressed an interest in public speaking and opted to use practical methods to develop their skills. They found these methods to be helpful for their self-development. The remaining 20% were more interested in tourism and translation. 40% of the students chose to use the internet, social media, and courses as alternative study methods. Only a few of them had internships or work experience related to their career interests. Thirteen out of twenty students believed they possessed the necessary skills to pursue a career that aligned with their interests. This underscores the significance of student interest in enriching their educational experiences and career growth. The research results indicate that respondents recognize the significance of students' interests in their future career development and the advantages of participating in workshop activities at Ahmad Dahlan University to identify their desired pursuits. This enables them to pursue their desired careers in the future. Respondents reported that the workshop activities had a substantial impact on their personal interests and future careers and were not solely for recreational purposes.

## **CONCLUSION**

The study explored student perceptions of English career development at Ahmad Dahlan University through observation and a questionnaire. The university offers several interesting programs, including a translation laboratory, a journalism laboratory, and a tourism laboratory, TEYL. The translation laboratory provides facilities and supports translation activities and may cooperate with industries related to translation. The journalism laboratory provides education and training to students in journalism, media development, journalism training, laboratory practicum, and promotion activities. The tourism laboratory is part of the construction of an integrated laboratory in the south of campus 3 UAD. Students can learn about news writing techniques, interviews, editing, media production, research, and promotional media training. The tourism laboratory organizes translation-related workshops and seminars, and students can join journalism clubs or campus media organizations to develop their skills in journalism. The study provides practical training practices for students in various skills relevant to the tourism industry.

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