

INTERNALIZATION OF RELIGIOUS AND CULTURAL VALUES AS CAREER GUIDANCE CONTENT FOR URBAN AND RURAL MUSLIM STUDENTS'

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Abstract

The career development tasks of urban and rural Muslim students tend to experience obstacles, especially when they are in the final semester of college. This situation and condition needs to be addressed responsively by educators and managers of career development centers in every Islamic university in particular. Various approaches have been taken in an effort to facilitate student career development, but the limited content of career guidance has not maximized religious and cultural values systematically and comprehensively. The purpose of this study is to describe the career guidance model and examine cultural values and religion in several PTKI in the Sumatra region. The method in this research uses a qualitative approach and is analyzed using descriptive methods and content analysis. The process of collecting data through interviews and analyzing data triangulation by comparing some field findings to expert informants. The results of this study found several religious and cultural values that can be used as content or discussion themes in the career guidance process. The results of this study found that religious values related to career or one's success are listed in QS Al-Ahzab: 70, At-Taubah: 105, An-Nahl: 78, HR. Ahmad Ibnu Abid Dunya, Ath-Thabrani, & Al-Baihaqi, HR Tirmidzi and Al-Hakim. Some cultural values that can be the content of career guidance are related to the values of honesty, enthusiasm for learning, hard work, adaptation, and understanding of human weaknesses and strengths.

Keywords: Career Guidance; Cultural; Religious; Urban and Rural Muslim.

A. Introduction

The letter from the Directorate General of Learning and Student Affairs number B/286/B.B3/KM.11.0.2019 regarding the implementation of career centers at the

tertiary level seems to be increasingly necessary. Globally, the development of careers in the world has experienced a shock, especially when hit by the Covid-19 pandemic. As a result, it causes chaos in other sectors that are connected nationally and the global economy is hampered (Haleem et al., 2020; Jamal & Budke, 2020). The changes of the last 2 years in the global scenario have brought new major issues to the world that have presented several threats such as social inequality, and employment problems of the ever-increasing global youth unemployment rate (Masenya, 2021).

Studies on issues related to career development, namely demographic bonus, gender, economic inequality, and state policies in the field of financing the education system are relatively high, the feasibility of the education system itself is an inhibiting factor for students' career development (Zhukova et al., 2022). This research is motivated by the problem of the crisis in the career identity of rural and urban students, which shows that students have not maximized their career direction after graduation (Rizal et al., 2021). On the other hand, not all students choose majors that are in accordance with their interests and potential, so studying is just a formality.

Furthermore, based on interviews with several subject lecturers and academic supervisors at several State Islamic Religious Universities in Sumatra, it is known that students tend to focus on quantity, namely the ambition of high cumulative scores, and ignore the hard skills and soft skills needed in the world of work. Preventive efforts in higher education units regarding career guidance programs have so far begun to run, but have limitations. The limitation is that the career guidance service program is incidental, which is given when graduation is approaching. The limitation is that the career guidance service program is incidental, which is given when graduation is approaching. Of course, this is not optimal, let alone only given for one day. Of course, this is not optimal, students should be given education about a realistic future (Bargmann et al., 2022; Floris et al., 2023; Kleine et al., 2023).

Hopefully, career guidance content needs to be designed in a structured manner and based on student needs and current employment opportunities. A study showed that career guidance at universities in West Java did not meet students' expectations and had an impact on their unpreparedness in facing the demands of their next careers (Ash-Shiddiqy et al., 2019). Islamic universities in this case have the potential to strengthen students' career development because they are based on the values of general knowledge and religion. Religion plays a decisive role in state and nation building (Osewska et al., 2021). Besides, culture can provide a deeper understanding of individuals.

Pajarianto et al., (2022) in their findings emphasized that the application of religious values and local wisdom is an aspect that the world needs today. Efforts to overcome difficulties in life are proposed to understand religion as self-reflection (Danz, 2022). Educators in higher education through specialized institutions or units in facilitating career development need to master the career guidance concept approach well. Some career guidance models that have been used include individual consultation to help students master the transition period after graduation (Van Der Horst et al., 2021). There are challenges in guiding students who come from cities and villages. Cognitively there is no significant difference, however, rural students are more directed to increase self-confidence (Conner et al., 2022). While urban students to improve social attitudes, especially adaptation (Wells et al., 2023).

However, the implementation of individual career guidance is not only carried out after students will graduate, but has been programmed since the beginning of entering college so that individual career development can be optimal. Another approach Stremersch et al., (2021) integrating social cognitive models and self-

management in career counseling can form quality graduates. If understood, the social cognitive model and self-management are relevant in improving students' career maturity. An equally important aspect of student career maturity is the ability to solve problems. Skills and proficiency in solving work problems are needed in order to maintain survival (Sapri et al., 2019).

Turner et al., (2020) explain the importance of career guidance actually has implications for (1) preparing for further education or work transitions, providing insight into graduates' transition to the labor market, (2) employability, focusing on work activities and providing additional knowledge and (3) career competence, providing further empirical evidence that career competence is an important resource that graduates can mobilize during and after further education or work transitions. Vehviläinen & Souto, (2021) emphasized that the provision of comprehensive career guidance services in higher education has played an important role in recent years in equipping students with the necessary learning and career development competencies. The results showed that planned behavior can provide a positive outlook on the career development of urban and rural students (Haque et al., 2017). Comparative studies in several European countries show that career guidance has to adjust its methods because a country is bound to experience changes in rules that are integrated with cultural values (Aróstegui, 2022; Borbély-Pecze et al., 2022).

The next implemented career guidance model is an ACT (Acceptance and Commitment Therapy) based online intervention (Kiuru et al., 2021). This approach facilitates adolescents' career preparation in terms of information. However, it may be particularly effective for some subgroups of adolescents. Human beings with different characteristics and Indonesia with its cultural diversity are considered necessary to have an eclectic career guidance model. Eclectic career guidance is an intervention that combines various techniques and is tailored to the characteristics of students. The advantage of eclectic career guidance is that there is a greater chance of success in the guidance process (Kaur & Wani, 2022). The downside is that not all career guidance professionals have this ability.

Institutional managers or experts of career development units at the tertiary level should use a model that is comprehensive, flexible, and appropriate to individual cultural characteristics (Magruk & Rollnik-Sadowska, 2021). Culture has the potential to develop human resources. Three experiments showed that people from the United States uphold the cultural value of self-reliance. This finding confirms that the value of self-reliance is culturally constructed (O'Keefe et al., 2021). Career consultants can consider complex experiences and socio-cultural stories as a framework in providing career guidance to individuals (Magnano et al., 2022). Furthermore, traditional knowledge is highlighted as an important source for building career guidance programs to meet the needs of clients from different cultural heritages. Contextualization of Indonesian cultural studies should be integrated with religious values (especially Islam as the majority religion). In addition, it is highly recommended to collaborate with researchers across institutions, cultures, and religious values (Zamroni et al., 2022).

Cultural Evolution provides a thought-provoking argument that can unify different branches of inquiry and enhance understanding of human behavior (Mesoudi, 2021). Religious and cultural practices can be fortified through education such as the vision of the college concept and education system (Rahman, 2021). Religion relates to what individuals value about their work. Researchers are encouraged to continue studying popular constructs regarding religion-based career development (Duffy et al., 2010). Meredith et al., (2022) shows that culture navigates

the complex process of educational quality. In addition, an institutional system needs to pay attention to cultural values by being able to utilize aspects of language and traditions that have been carried out (Jemmy et al., 2022).

Research that has been done in India by adding cultural insights can help in career decision making (Bhatnagar, 2018). Career guidance in Norway is influenced by cultural values that are strongly linked to the welfare model, individualism, collectivism, egalitarianism and the centrality of work (Bakke, 2023; Wang & Giovanis, 2023). Furthermore, the essence of religious values can make individual guidelines in behavior. Based on research, it is stated that Muslim individuals tend to be able to control negative behavior if their good teachings are applied (Mohammad & Banse, 2023). Based on previous research that has been described, there are similarities, namely that in several countries cultural and religious issues are important points in the development of human resources, especially in careers.

The difference is the cultural values discussed according to the culture in each country. Sumatra Indonesia, which belongs to the Malay family, has plural cultural values, especially in cultural philosophy. coupled with the majority of the Muslim population becomes the strength of individuals in living life. Based on the phenomenon and explanation above, this research will analyze career guidance programs at State Islamic Religious Universities in Sumatra. Given that career guidance programs in each university are always implemented every year and it is unfortunate if there is no progressive improvement. In addition, this research will examine and integrate the values of work culture and religion in several research object areas. Why religion and culture are important, it is based on the fact that the existing career guidance model has not focused on these two aspects.

B. Methods

This research is explained through a qualitative process with a descriptive approach (Creswell, 2015). Primary data will be collected in the form of descriptions of career guidance institutions or units, emerging issues such as: programs, barriers, and success rates. Secondary data is in the form of searching for previous articles (last 10 years) that contain empirical information about career guidance, culture, and religion. There were four participants in this study: Managers of the institution or career guidance development unit to be interviewed such as chairperson, members; alumni; Institutional leaders; and cross-cultural and religious leaders. The criteria for informants in this study are being able and knowing the problems, which include: being in the area under study; knowing the incident/problem; being able to argue well; feeling the impact of the incident/problem; being directly involved with the problem. For participants, researchers will seek information at 5 UIN. The determination of the location has different reasons, such as UIN Fatmawati Sukarno Bengkulu which has organized a career guidance program in the last 2 years and is considered to need to optimize the service. Furthermore, UIN Imam Bonjol as a campus that quite routinely organizes career guidance for students since the beginning of college through academic supervisor. In addition, UIN Mahmud Yunus Batu Sangkar and UIN Sjech Djamil Djambek Bukit Tinggi. Specifically, career guidance activities at the University are also quite routine but not yet intensive, because it is still an annual program before graduation. This claim allows comprehensive data to be obtained. The data collection process includes interviews, observation, documentation, literature, and focus group discussions. Triangulation of sources and techniques will be used in this research. Data analysis using Miles and Huberman, activities data analysis

include: Presentation of data (data display); Data reduction (data reduction); Verification of data (data verification); and Conclusion drawing.

C. Findings and Discussion

1. Findings

Career Guidance Model

Below are presented models of career guidance in several Islamic Religious Universities along with their advantages and disadvantages.

Table 1. Career Guidance Model

No	Career Guidance Model	Advantages	Disadvantages
1	Career Development Center UIN Fatmawati Sukarno Bengkulu	<ol style="list-style-type: none"> 1. Services for students both in mentoring and training. 2. Optimizing social media as a means of information such as Instagram (IG) and Facebook (FB) as a career development center. 	There is no cooperation between faculties, departments and study programs with career development centers.
2	Career guidance at UIN Bukit Tinggi Djamil Jambek	Provide seminars and invite several professionals to facilitate students' careers such as entrepreneurship seminars, visual communication design training and LPDP or overseas scholarship programs.	Training and seminars lack follow-up or intensive guidance, of course the results achieved are not optimal
3	Career Guidance Model At UIN Imam Bonjol	Career development activities for students with the existence of a Student Activity Unit in the field of entrepreneurship or creative economy and field study practice activities.	Not all students feel the impact of career guidance, because it tends to focus on final semester students.
4	Career Guidance at UIN Mahmud Yunus Batu Sangkar	Cultural values, especially the philosophy of Sumatran culture, are used as strengthening work character for students.	This activity is still running in a small scope, namely the scope of the study program.

Career guidance from each Islamic university has its own model such as at UIN Fatmawati Sukarno Bengkulu Career development center provides services for students either by mentoring or providing information and training services. This is expected to support student career development, where support with this service will make it easier for students to access information and carry out career exploration in this case there are several things needed by students to get the services provided by the

career development center, namely registering or registering for activities carried out by the career development center. Furthermore, optimizing social media as a means of information such as Instagram (IG) and Facebook (FB) career development center.

Career guidance at UIN Bukit Tinggi Djamil Jambek although the guidance center has not run optimally because it is still in the process of preparing the program, however, the University still routinely provides seminars and invites several professionals to facilitate student careers such as entrepreneurship seminars, visual communication design training and LPDP or overseas scholarship programs. In addition to career coaching activities for students with the existence of a Student Activity Unit in the field of entrepreneurship or creative economy. In addition, field study practice activities can also train students' work ethic when they work later. However, training and seminars lack follow-up or intensive guidance, of course the results achieved are not optimal.

UIN Imam Bonjol through its perfaculty activities quite routinely provides career coaching activities for students with the existence of a Student Activity Unit in the field of entrepreneurship or creative economy. In addition, field study practice activities can also train students' work ethic when they work later. However, this still needs to be facilitated and special assistance by the career guidance center or similar institutions. The goal is that not only some students have quality, but all students can experience the program programmatically and sustainably.

At UIN Mahmud Yunus Batu Sangkar, the cultural issues that became the Lecturer's research project are used as content for strengthening work character for students. Despite the uniqueness of the career guidance model provided, this activity is still running in a small scope, namely the scope of the study program. The career guidance center should collaborate with many parties in order to have a comprehensive method. When viewed based on the object of research, each University has its own models and tips in supporting student career development. Such as career guidance at UIN Fatmawati administratively can be a reference, but in terms of content can refer to career guidance at UIN Mahmud Yunus Batu Sangkar. In addition, in terms of self-development and enhancement of work experience, students can adopt the approach taken by UIN Imam Bonjol and UIN Jamil Djambek Bukit Tinggi. As a result, an integration of career guidance from several Islamic religious colleges was compiled as a research construct.

Work Culture Values

This research identifies some cultural values through the philosophy of Sumatra culture through cultural figures, in this case the data is obtained from the manager of the Bengkulu rajo penghulu traditional hall and Minangkabau Traditional Leaders.

Table 2: Cultural Philosophy

No	Cultural Philosophy	Meaning	Aspect
1	<i>Adaik Basandi Syarak, Syarak Basandi Kitabullah</i>	Islamic teachings as the only foundation and or guidelines for behavior patterns in life.	Religiosity, Honesty, Gratitude
2	<i>Sakali Lancuang Ka Ujian Saumua Hiduik Urang Indak Picayo</i>	Once you betray a friend, you will no longer be trusted.	Religiosity, Honesty, Gratitude
3	<i>Alam Takambang Jadi Guru</i>	Nature is a place of learning	Learning Spirit, Hard Work and

No	Cultural Philosophy	Meaning	Aspect
4	<i>Nak Kayo Kuek Mancari, Nak Mulio Tapaki Janji, Nak Pintar Kuek Balaja</i>	If you want to be rich, you must try hard, if you want to be noble, if you want to be smart, you must study hard	Adaptability Learning Spirit, Hard Work
5	<i>Takuruang Nak Dilua, Taimpiak Nak Di Ateh</i>	In competition one must be clever and able to come out as the winner	Learning Spirit, Hard Work
6	<i>Dimano Bumi Dipijak, Disitu Langit Dinjung</i>	Upholding a environmental rules wherever they are makes them easily accepted in any society	Adaptability
7	<i>Nan lumpuah paunyi rumah</i>	The immobile can work at home	Individual Strengths and Weaknesses
8	<i>Nan kuaik pambaok baban</i>	The strong as a burden bearer	Individual Strengths and Weaknesses
9	<i>Nan binguang disuruah-suruah</i>	Those who have difficulty thinking but can be directed	Individual Strengths and Weaknesses
10	<i>Nan cadiak lawan barundiang</i>	The clever are the negotiators	Individual Strengths and Weaknesses

Religious Values In Career Guidance

This research also identifies religious values obtained from appropriate religious figures that can be used as career guidance content.

Tabel 3. Religious Values

No	Verse	Meaning
1	Q.S Al-Ahzab: 70	"O you who believe! Fear Allah and speak the truthful word"
2	QS At-Taubah: 105	And Say: Work, and Allah and His Messenger and the believers will see your work, and you will be returned to the One Who knows the unseen and the manifest, and He will tell you what you have done"
3	HR. Ahmad, Ibnu Abid Dunya, ath-Thabrani, & Al-Baihaqi.	"There are four things that can make (the impression) you will never disappear from the world, namely keeping the trust, speaking honestly, having good character, and being careful of (haram) food"
4	HR. Al-Baihaqi	"O my son, arise and face the sustenance of your Lord. Do not be of the heedless. Verily, Allah provides sustenance for man between the rising of dawn and the rising of the sun."
5	HR Tirmidzi and Al-	Fear Allah wherever you are, follow evil with virtue

No	Verse	Meaning
	Hakim	that can dissolve it and behave towards others with good manners".
6	An-Nahl 78	And Allah took you out of your mother's womb knowing nothing, and He gave you hearing, sight, and a conscience, that you may be grateful."

2. Discussion

Cultural Value Of Honesty

Individual career development is also influenced by religious and cultural values such as the values of the Minangkabau proverb teaching "*adaik basandi syarak, syarak basandi kitabullah*". This value can be internalized by individuals to support and implement religious laws everywhere. Obedience to religious law is not only limited to worship, but also earning a living in a halal way and earning a living in a halal way as well. Three causes of failure in overseas countries are gambling; playing with women; and breaking promises. These three things are likely to destroy one's success in the overseas country. The cultural value "*Sakali lancuang saumua hiduik urang indak picayo*" states that individuals must be honest in everything they do. Because when dishonest, other people will not trust during life. Honesty is considered very valuable for Minang people and for any society. Especially if you work in business or other professions and honesty means a lot to someone, of course if you tell lies or break promises, in the future it will be difficult for people to trust more. This is as stated in QS. Al-Ahzab: 70, "*O, you who believe! Fear Allah and speak the truthful word*".

Furthermore, in an HR. Ahmad, Ibn Abid Dunya, ath-Thabrani, & Al-Baihaqi said "*There are four things that can make (the impression) you will never disappear from the world, namely keeping the trust, speaking honestly, having good character, and being careful of (haram) food*". Based on the cultural value of honesty that has been analyzed, the career guidance process provided operationally makes honesty values as the basic material for career guidance services in the first session reinforced by relevant verses and hadiths. Students need to be given an understanding of honesty considering the many difficult human lives in their lives because they are dishonest. The importance of honesty, integrity and trust as professional enablers (Babin & Chauhan, 2023 ; Reilly et al 2022).

Cultural Value Of The Spirit of Learning

Operationally, the cultural and religious values that have been studied are used as psychological reinforcement for students to always be honest and have a passion for learning. The Minangkabau custom "*alam takambang jadi guru*" teaches that the surrounding environment, nature and also experience as a guide to life. Individuals can do anything to get a better life. Failure, which is a scary thing for some people, becomes a valuable experience, and utilizes it as a teacher. There is also the term "*nak kayo kuek mancari, nak pandai kuek balaja*". The meaning of the proverb is that if they want to have more results then work harder and if they want to be an expert in a field, they should study it in depth. Learning also needs to be balanced with ingenuity. Ingenuity here does not mean cheating or committing crimes.

The ingenuity in question is good at reading opportunities and attracting customers. Minangkabau cultural customs teach "*takuruang nak dilua, taimpiak nak di ateh*". This value teaches that one should not be confined to existing circumstances, one must be ingenious in working and be able to come out as a winner in a competition.

Negotiating employability/career development and flexibility creates opportunities to contribute actively (Coetzee, 2021). Career choice has been described as a provocative situation that requires systematic reflection on strengths, values, and environment (Lee et al., 2022; K. Turner, 2023). Based on the cultural values of the spirit of learning that have been analyzed, the career guidance process provided operationally makes the value of enthusiasm as a career guidance service material that is strengthened by the cultural values of "alam takambang jadi guru". Students are given an understanding to learn to read situations and learn from anywhere as long as it is positive.

Cultural Value Of Hard Work

In addition, the value of hard work for the Minang people means starting from the bottom. Minangkabau culture highly values effort and a hardworking attitude. This is a form of determination that wants to achieve success and can change the family's economic level. Minangkabau custom teaches that "*Nak Kayo Kuek Mancari, Nak Mulio Tapaki Janji, Nak Pintar Kuek Balaja*" which means that if you want to be rich, you have to try hard, if you want to be noble, if you want to be smart, you have to study hard. This value also teaches that everything is full of competition that is done seriously. Individuals who are just starting their careers certainly find some problems and failures. So this value teaches that individuals must be serious in doing everything so that they can solve existing life problems. This is reinforced in QS At-Taubah verse 105: "*And Say: Work, and Allah and His Messenger and the believers will see your work, and you will be returned to the One Who knows the unseen and the manifest, and He will tell you what you have done*".

The meaning of the content of the verse above is that Allah SWT commands to be eager to do as much good deeds as possible; Allah SWT commands to work, and Allah SWT will definitely reward everything we have done; Allah SWT warns that everything will be shown later on the Day of Judgment. Career guidance with the theme of hard work is intended to awaken the values of hard work in students, given the times that are developing, especially dynamic and evolving technology. Currently, the issue of industrial revolution 6.0 has been widely discussed which promises such as quantum computing, artificial intelligence, machine learning, cloud computing, and quantum artificial computing (Chourasia et al., 2023; Duggal et al., 2022). Based on these findings, it is clear that students need to be given a broad understanding of future employment opportunities.

Cultural Value Of Adaptation

The dynamic social environment of humans is a very important aspect. Their move to a new area and environment makes them have to be able to adapt to nature or geographical conditions and the surrounding environment. The adaptation process is very important to be passed by individuals who have a new environment. Adaptation becomes a reference for future life, if adaptation fails then life in the new environment also does not go well. A Minang proverb says that "*dimana bumi dipijak, disitu langik dijunjuang*" is also a guideline for individuals and is actually used by the community to be accepted wherever they are. It is important to consider practical experience and cultivating career adaptability during higher education studies as a way to help graduates manage the transition to professional contexts (Kim et al., 2022; Monteiro & Almeida, 2015). In terms of consequences, anticipated career barriers were negatively related to optimism about future work and life and confidence in work. Anticipated career barriers were also positively associated with job intentions and commitment. Furthermore, self-confidence and commitment to work were positively related to each

other. The career guidance process also provides an understanding of work adaptation because change and displacement are inevitable for every individual, even if only slightly. Adjustments to rules, policies, health issues, new people and environments (Soares et al., 2023). Adaptation outcomes are important, and career adaptability is a crucial resource for achieving positive adaptation outcomes (Parola & Marcionetti, 2021). The relevant hadith regarding adaptation is explained in HR Tirmidzi and Al-Hakim: "*Fear Allah wherever you are, follow evil with virtue that can dissolve it and behave towards others with good manners*".

Cultural Value Of Human trengths & Weaknesses

The above Minangkabau philosophies reflect that everyone has their own role even though everyone has their own shortcomings. The philosophy says that "*nan buto paambuih lasuang*", it is seen that people who have deficiencies in vision have a role that they can carry out the task of blowing mortar. If studied more deeply, it can be seen that there is something implied that a person's shortcomings are basically not an obstacle in society but they have their own functions, according to their respective expertise. If it is continued that *nan pakak palapeh badiah* (the deaf are badil poppers), *nan lumpuah paunyi rumah* (the paralyzed are house dwellers), *nan kuai pambao baban* (the strong are burden bearers) *nan pusuang disuruah-suruah* (the stupid are told), *nan cadiak lawan barundiang* (the smart ones are against negotiating) if seen implicitly then it can also be interpreted as the same as the first philosophical advice.

That the shortcomings of each individual can be useful for work that suits their abilities. This is reinforced by Holland's theory which believes that people will function best in a work environment that matches their personality. But it is not as simple as finding a job that suits an individual's personality. For starters, everyone has a combination of different personality orientations, with one orientation being dominant. None of us are purely Realistic or purely Social. Then, there is the fact that very few jobs cater to just one personality type. The work environment is complex and ever-changing, requiring workers to handle a variety of tasks and environments. The goal is to find a career that matches your personality (as it should match your values, interests and skills), even if it is not a perfect match (Capecchi et al., 2023; Hertzberg, 2024).

Holland explains that individuals develop preferences for certain activities as a result of the individual's interaction with cultural and personal forces including friends, heredity, parents, social class, culture and the physical environment and that these preferences become in the individual's interest to develop competence. Therefore, the personality type is characterized by the choice of school subjects, hobbies, leisure and work activities, and occupational interests and choices reflected in the personality. In choosing and avoiding certain environments and activities, it is the type that is seen as active rather than passive (Gunawardena et al., 2022). Operationally, career guidance with the content of understanding individual strengths and weaknesses has been given. In this activity, students are directed to realize that every human being has their own strengths and weaknesses. Furthermore, students are facilitated to choose self-development programs that are in accordance with their interests and potential (Quinlan & Renninger, 2022).

Allah says in the Qur'an Surah An-Nahl 78: "*And Allah took you out of your mother's womb knowing nothing, and He gave you hearing, sight, and a conscience, that you may be grateful*". After man is born, with the guidance of Allah, all these potentials and talents develop. His intellect can think about good and evil, truth and error, and right and wrong. With the developed hearing and sight, man recognizes the world around him, maintains his life, and establishes relationships with fellow human beings.

D. Conclusion

Based on the findings discussed, the career guidance model of each Islamic religious university has its own characteristics. Religious and cultural approaches are dominant because they are culturally reinforced in the community. Religious and cultural values have a very positive impact on one's career/success by integrating cultural values that already exist in the lives and spirituality of students. Many religious and cultural values can still be explored for career development center managers as career guidance content, especially other regions in Indonesia, not only Sumatra. This research can be continued in a quantitative study of quasi-experimental models to see the level of effectiveness of religion and culture-based career guidance in improving career readiness in two groups, namely urban and rural Muslim students.

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