



Implementation of Career Guidance Through The *Kajian Entrepreneur Muslim* (KEM) Program at The Student Cooperative Organization

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Abstract: This study aims to analyze the implementation of career guidance through the *Kajian Entrepreneur Muslim* (KEM) program at the Student Cooperative Organization of UIN Raden Fatah Palembang. This research is motivated by the importance of developing students' career maturity in facing increasingly competitive labor market challenges and the need for career guidance programs integrated with entrepreneurial and Islamic values. The study is based on the assumption that KEM activities can make a positive contribution to students' career development by enhancing self-understanding, career insight, and entrepreneurial skills. The method used in this research is field research with a descriptive qualitative approach. Data were collected through interviews, observations, and documentation involving mentors and members of the Student Cooperative Organization. The findings indicate that the implementation of career guidance in KEM activities is carried out through entrepreneurship studies, mentoring, motivational discussions, business practice, and the integration of Islamic values in career development. These activities help students identify their interests and potentials, improve career planning abilities, strengthen entrepreneurial attitudes, and prepare themselves for the world of work. The main supporting factors include organizational support, the role of mentors, and active member participation. Therefore, the KEM program serves effectively as a medium for career guidance in enhancing students' career maturity and readiness for future careers.

KEYWORDS: *Career Guidance, Career Maturity, Entrepreneurship, Muslim Entrepreneur Study, Students.*

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INTRODUCTION

The rapid development of globalization, digital transformation, and technological advancement has significantly changed the characteristics of the labor market, University students are required not only to possess academic competence but also to have career planning skills, adaptability, entrepreneurial abilities, and the capacity to make appropriate career decisions. Consequently, career guidance has become an essential component in higher education to assist students in preparing for their future careers (Mufrihah et al., 2023)

Career guidance is a systematic process designed to help individuals understand themselves, recognize career opportunities, make career decisions, and prepare for the world of work. In the context of higher education, career guidance plays a strategic role in facilitating students to develop career maturity, which includes self-understanding, career exploration, career planning, and career decision-making abilities (Ash-shiddiqy et al., 2019)

Recent developments in career guidance research indicate a growing emphasis on integrating entrepreneurial competencies into career development programs. This trend emerges as entrepreneurship is increasingly viewed as an alternative career pathway capable of reducing graduate unemployment and enhancing economic independence among young people (Cárdenas et al., 2024). Entrepreneurial-based career guidance provides students with opportunities to develop creativity, innovation, leadership, and business management skills needed in contemporary career environments.

Furthermore, the integration of religious and moral values into career guidance has attracted considerable attention among researchers. Career development is no longer perceived solely as a process of obtaining employment but also as a means of achieving personal fulfillment and social responsibility. Islamic values, such as honesty, responsibility, hard work, and trustworthiness, are considered important foundations for career development among Muslim students (Efendi & Distira, 2024).

At UIN Raden Fatah Palembang, one of the student organizations actively contributing to student development is the Student Cooperative Organization (UKMK Koperasi Mahasiswa). Through the Kajian Entrepreneur Muslim (KEM) program, students are provided with opportunities to learn entrepreneurship while strengthening Islamic values. The program includes entrepreneurial studies, mentoring sessions, motivational discussions, and practical business activities designed to enhance students' career readiness and entrepreneurial competencies.

Several previous studies have examined career guidance implementation in educational institutions. Research by (Lianawati & Saputri, 2024), found that transferable skills-based career guidance contributes significantly to students' career maturity. Similarly, research conducted by (Vivekananth et al., 2023), revealed that entrepreneurship education positively influences students' career planning and self-efficacy. Other studies have also emphasized the importance of mentoring activities in supporting students' career development (Nuis et al., 2023).

Recent studies indicate that student career development requires a more comprehensive approach to address the increasingly dynamic changes in the world of work. One aspect that has received considerable attention is career adaptability, which refers to an individual's ability to cope with changes, transitions, and career-related challenges resulting from technological advancement and globalization. Career adaptability has been found to be associated with work readiness, self-confidence, and students' ability to make effective career decisions (Pratiwi et al., 2024). Career adaptability also plays an important role in helping students manage career transitions and uncertainties as they prepare to enter the workforce (Mini et al., 2023).

In addition to career adaptability, employability skills have become a major focus in contemporary research. Higher education institutions are expected to produce graduates who are not only academically competent but also possess communication skills, leadership abilities, teamwork competencies, critical thinking, and problem-solving skills. These competencies have been shown to significantly influence students' success in entering the labor market and building sustainable careers (Jackson et al., 2024). Employability skills are considered one of the key factors determining graduates' competitiveness in the modern labor market (Tushar & Sooraksa, 2023).

Furthermore, experiential learning has been recognized as an effective approach to enhancing students' career readiness through direct involvement in organizational, entrepreneurial, and social activities. Such practical experiences provide students with opportunities to develop professional competencies, improve self-efficacy, and gain a deeper understanding of workplace

demands (Wei et al., n.d.), Learning experiences outside the classroom also contribute to the development of career competencies and work readiness among university students (Jackson, 2026).

Student involvement in extracurricular organizations has also been shown to contribute positively to the development of professional identity, leadership skills, and career readiness. Student organizations provide learning environments that enable students to gain experience in managing programs, collaborating within teams, building professional networks, and developing interpersonal skills required in the modern workplace (Peng, 2023). Active participation in student organizations contributes to the formation of professional identity and the development of work-related competencies among students (Mulyana & Linando, 2024).

On the other hand, recent studies suggest that effective career development should integrate ethical values, moral principles, and social responsibility. A values-based approach to career development not only focuses on professional achievement but also emphasizes character formation, integrity, and meaningful engagement in work (Mcmahon & Knight, 2026). Holistic career development considers the balance between professional competencies, personal values, and social contribution in an individual's life and career development process (Hooley, 2024).

However, most existing studies focus on formal career guidance services provided by counseling units, career centers, or entrepreneurship courses. Limited attention has been given to career guidance activities implemented through student organizations, particularly those integrating entrepreneurial development with Islamic values. This condition indicates a research gap regarding how career guidance can be implemented through extracurricular organizational activities such as Kajian Entrepreneur Muslim (KEM).

To address this gap, the present study investigates the implementation of career guidance through the Kajian Entrepreneur Muslim (KEM) program at UKMK Koperasi Mahasiswa UIN Raden Fatah Palembang. This research argues that student organizations can serve as effective alternative platforms for career guidance by providing practical experiences, mentoring opportunities, entrepreneurial learning, and value-based character development. Therefore, this study contributes to the enrichment of career guidance literature by exploring a model that integrates entrepreneurship and Islamic values within student organizational activities.

The objective of this study is to analyze the implementation of career guidance through the Kajian Entrepreneur Muslim (KEM) program at UKMK Koperasi Mahasiswa UIN Raden Fatah Palembang, including the forms of activities, supporting factors, inhibiting factors, and their contributions to students' career development. The findings are expected to provide theoretical contributions to the development of career guidance studies and practical recommendations for higher education institutions in designing innovative career guidance programs that support students' career maturity and entrepreneurial readiness.

METHODS

Research Design

This study employed a qualitative descriptive research design. A qualitative descriptive approach was selected because it enables researchers to obtain a comprehensive understanding of a phenomenon based on participants' experiences, perceptions, and perspectives. This approach aims to provide an in-depth and systematic description of events or experiences without excessive abstraction, allowing researchers to remain closely connected to the data obtained from the field (Younas et al., 2023)

In this study, the qualitative descriptive approach was used to explore and describe in depth the implementation of career guidance through the Kajian Entrepreneur Muslim (KEM) program at the Student Cooperative Organization (UKMK Koperasi Mahasiswa) of UIN Raden Fatah Palembang. Through this approach, the researcher was able to examine the implementation process,

participants' experiences, supporting factors, and challenges encountered throughout the program. The study focused on the meanings, experiences, and processes perceived by the participants, thereby enabling a comprehensive understanding of the phenomenon under investigation.

Participants

Participants were selected using purposive sampling, a technique widely employed in qualitative research to identify and select information-rich participants who possess relevant knowledge, experience, and direct involvement in the phenomenon under investigation. This sampling strategy allows researchers to obtain in-depth and meaningful data that align with the objectives of the study (Palinkas et al., 2016)

The inclusion criteria required participants to be actively involved in the Kajian Entrepreneur Muslim (KEM) program and have a clear understanding of its implementation. The study involved three participants: one KEM mentor who had been involved in the program since 2022 and two active members of the Student Cooperative Organization who had participated in KEM activities since 2024 and 2025, respectively. These participants were selected because they were considered capable of providing relevant information regarding the implementation of career guidance through KEM activities.

Prior to data collection, all participants were informed about the purpose of the study and voluntarily agreed to participate. Confidentiality and anonymity were maintained throughout the research process by using codes or pseudonyms instead of participants' real names.

Table 1. Characteristics of Research Participants

Participant	Status	Year of Involvement
Participant 1	KEM Mentor	2022
Participant 2	Active Member of Student Cooperative Organization	2024
Participant 3	Active Member of Student Cooperative Organization	2025

Instruments

The primary instrument in this study was the researcher (human instrument). In qualitative research, the researcher serves as the primary instrument for collecting and interpreting data. To support data collection, semi-structured interview guides, observation sheets, and documentation were utilized (Pezalla & Miller-day, 2015). The interview guide was developed based on the research focus, including the implementation of career guidance, KEM activities, supporting and inhibiting factors, and the contribution of the program to students' career development.

Observations were conducted to obtain direct information regarding the implementation of KEM activities and the interactions between mentors and members. Documentation served as supporting data and included organizational work programs, activity reports, photographs, and other relevant documents related to the KEM program.

Procedure

The study was conducted at the Student Cooperative Organization of UIN Raden Fatah Palembang. The research process began with obtaining permission from the organization and identifying participants who met the inclusion criteria. After receiving informed consent from the participants, the researcher conducted in-depth interviews to collect information regarding the implementation of career guidance through the KEM program.

In addition to interviews, observations of KEM activities were carried out, and relevant documents were collected to support the findings. All interviews were recorded with participants' permission and subsequently transcribed for analysis. Throughout the study, confidentiality was maintained, and participation remained entirely voluntary.

Data Analysis

Data were analyzed using the interactive model developed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing or verification. During the data reduction stage, the researcher selected, focused, and simplified data obtained from interviews, observations, and documentation. The organized data were then presented in descriptive narrative form to facilitate interpretation (Rijali, 2018).

The final stage involved drawing conclusions based on patterns, themes, and relationships identified within the data. To ensure the trustworthiness of the findings, source triangulation and methodological triangulation were employed by comparing information obtained from interviews, observations, and documentation. Data analysis was conducted continuously throughout the research process to generate a comprehensive understanding of the implementation of career guidance through the Kajian Entrepreneur Muslim (KEM) program at the Student Cooperative Organization of UIN Raden Fatah Palembang.

RESULTS AND DISCUSSION

Results

Based on interviews, observations, and documentation conducted with one mentor and two active members of the Student Cooperative Organization (UKMK Koperasi Mahasiswa) at UIN Raden Fatah Palembang, the findings revealed that career guidance through the Kajian Entrepreneur Muslim (KEM) program was implemented through various activities that supported students' career development. Four major themes emerged from the data analysis: (1) development of self-understanding and career potential, (2) strengthening entrepreneurial knowledge and skills, (3) development of character and Islamic values in career preparation, and (4) supporting and inhibiting factors affecting program implementation.

Development of Self-Understanding and Career Potential

The findings indicated that participation in KEM activities helped members identify their interests, talents, and personal potential as a foundation for future career planning. Through mentoring sessions, entrepreneurial studies, and group discussions, participants gained broader insights into career opportunities and the importance of preparing for their future careers.

Participants reported that their involvement in KEM provided valuable experiences that increased their self-awareness and confidence. Mentoring activities encouraged them to reflect on their strengths and weaknesses and assisted them in formulating career goals that aligned with their personal interests and abilities.

Strengthening Entrepreneurial Knowledge and Skills

The study found that KEM served as an effective platform for enhancing students' entrepreneurial knowledge and skills. The program offered not only theoretical discussions about entrepreneurship but also practical experiences through cooperative business activities managed by the student organization.

Participants explained that their involvement in these business activities enabled them to develop skills related to business management, marketing, customer service, teamwork, and problem-solving. These experiences broadened their understanding of entrepreneurship as a potential career path and encouraged them to consider self-employment as an alternative to conventional employment opportunities.

Development of Character and Islamic Values in Career Preparation

Another significant finding was the integration of Islamic values into the career guidance process. Unlike many conventional career development programs, KEM emphasizes moral and

spiritual development alongside professional preparation. Values such as honesty, responsibility, discipline, trustworthiness, and hard work were consistently promoted throughout program activities.

According to the mentor, the primary objective of KEM is not only to develop entrepreneurial competence but also to cultivate Islamic character among students. Participants perceived these values as important foundations for achieving success and professionalism in their future careers.

Supporting and Inhibiting Factors

The findings revealed several factors that supported the implementation of career guidance through KEM. These included organizational support, mentor commitment, and active member participation. The organization facilitated program implementation by providing opportunities, resources, and learning environments that encouraged student engagement and development.

However, several challenges were also identified. The main obstacles included limited time availability due to academic responsibilities, differences in participant engagement levels, and limited resources for implementing certain entrepreneurial activities. Despite these challenges, participants perceived the overall program as beneficial for their personal and career development.

Discussion

The findings demonstrate that the Kajian Entrepreneur Muslim (KEM) program functions as an effective medium for career guidance by helping students develop self-understanding, career planning abilities, and entrepreneurial competencies. These findings are consistent with the study conducted by Lianawati & Saputri, (2024), which found that career guidance programs focusing on transferable skills contribute positively to students' career maturity. In the present study, career development was facilitated not only through instructional activities but also through practical organizational experiences.

The findings regarding entrepreneurial development also support previous research by (Vivekananth et al., 2023), who reported that entrepreneurship education positively influences students' career readiness and self-efficacy. However, the current study extends these findings by demonstrating that entrepreneurial learning can be effectively implemented through student organizational activities rather than solely through formal academic courses. This suggests that student organizations can serve as alternative learning environments that contribute significantly to career development.

A distinctive contribution of this study is its emphasis on the integration of Islamic values into career guidance practices. While previous studies have primarily focused on career competencies and employability skills, this study highlights the importance of character formation and moral development in preparing students for future careers. The findings suggest that technical competencies alone are insufficient for career success and should be complemented by ethical values and personal integrity.

Furthermore, the study contributes to the field of career guidance by demonstrating that student organizations can function as effective informal career guidance settings. Through mentoring, entrepreneurial activities, experiential learning, and value-based education, students are provided with opportunities to develop career maturity in a more holistic manner. This finding expands existing perspectives on career guidance by emphasizing the role of extracurricular organizations in supporting students' career development.

Overall, the results indicate that the implementation of career guidance through the Kajian Entrepreneur Muslim (KEM) program contributes positively to students' career maturity, entrepreneurial readiness, and character development. Therefore, higher education institutions should consider supporting and strengthening similar student-based programs as complementary approaches to formal career guidance services.

CONCLUSION

This study concludes that the implementation of career guidance through the Kajian Entrepreneur Muslim (KEM) program at the Student Cooperative Organization of UIN Raden Fatah Palembang serves as an effective approach to supporting students' career development. The program facilitates students' understanding of their interests, abilities, and career potential while simultaneously strengthening entrepreneurial competencies and career planning skills. Through mentoring, entrepreneurial learning, practical experiences, and organizational involvement, students are provided with opportunities to develop career maturity in a holistic manner.

A significant finding of this study is that career guidance within KEM is not limited to the development of career-related knowledge and skills but also integrates Islamic values such as honesty, responsibility, discipline, trustworthiness, and hard work. This integration contributes to the formation of ethical and value-oriented career development, which distinguishes the KEM program from many conventional career guidance initiatives. Consequently, the study contributes to the advancement of career guidance and counseling by demonstrating that student organizations can function as alternative settings for career guidance that combine entrepreneurial development with character and value formation.

Based on these findings, higher education institutions are encouraged to strengthen and support student-based career development programs that integrate experiential learning, mentoring, entrepreneurship, and value-based education. Future research may involve a larger number of participants and different organizational contexts to further explore the effectiveness of similar career guidance models in promoting students' career maturity and professional readiness.

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