

Survey On Career Interest of Sharia Economic Law Students In The Final Semester

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ABSTRACT

This study aims to map the career interests of Islamic economic law students after graduating from college. Sharia economic law is a unique study program because it combines several major scientific competencies, namely law, economics, and sharia science. The type of research is descriptive qualitative research by distributing questionnaires. Data collection methods include filling out questionnaires, interviews, observations, and documentation. This study indicates that 74% of the samples taken choose to work directly rather than continue their master's studies (S2). The biggest factor influencing career choice is own desire (74%). The first priority that is most in-demand are Islamic financial institutions with 23%, the selected jobs that are the second priority that is most in demand are in non-bank companies 38%. Meanwhile, students who want to continue their studies after graduation tend to choose masters with the same major, namely the master of sharia economic law (16%). The implementation of a law degree for graduates of Islamic Economic Law has a very large advantage for graduates of Islamic Economic Law, but many students choose to work in the field of economics even though the degree obtained is a law degree because there is still a lack of understanding of law compared to law graduates from the law faculty itself.

Keywords: *Career, Sharia Economic Law, Students*

INTRODUCTION

A career is a major thing that must be obtained for every individual who has grown up. Currently, society is faced with a situation where a career is the most important thing and must be planned to meet future needs (Fetty Ilma, 2014). A career is something important for individuals who have grown up because some of the time and energy is spent working to meet daily needs. Therefore, preparation is needed to choose a good career. The career that a person chooses can be used as the right place to actualize all the potential one has (Aminnurrohim et al., 2014). The way to get a good career is to carry out the learning process through more education to get supplies as a support in order to get a good career, starting in elementary school until entering a higher level (Ebtanastiti, 2015a).

Every individual needs work in order to meet the needs of life to get rewarded after doing work and foster a sense of self-confidence (Savitri, D. Muis, 2014a). So to get a good career and the right job requires good career planning in order to develop a career. So that way, someone will be able to make tactics or strategies that must be done to achieve this. Career development has a variety of long-term career benefits that help employees to take on greater responsibilities in the future (Harlie, 2010).

Students who have a career plan tend to try to understand their potential, understand their environment and the possibility of a career that suits them, then prepare for the career that will be undertaken later. With good planning, students indirectly prepare to enter the world of work or live their careers, and this preparation will make students ready to enter the world of work after graduating from college (Latif et al., 2017). Career development is the result of the integration of individual career planning with career management processes within organizations. Career development can also be defined as a formal approach taken by the organization to ensure that employees with the appropriate qualifications and experience are available when needed (Soleha, L. K., & Hadiat, 2014).

Universities are educational institutions that aim to produce quality graduates who have broad knowledge, high skills, noble character, and are ready to enter the world of work. Students, while on the lecture bench, are given various theories and skills according to the field of science, knowledge, and skills. Various knowledge and skills obtained by students while in college are provisions for living life in the future (Latif et al., 2017). With education, character and human nature can be formed to become humans who have skills and intelligence (Putri, 2017). Sharia Economic Law is one of the majors that is used as a forum to develop a career in the field of education to hone skills and experience in the field of Sharia economics, which is currently growing.

This aims to create quality human resources needed by Islamic financial institutions or other institutional institutions. In this era, the development of the Islamic economy every year is always growing and must be balanced with quality human resources. Therefore, the existence of Islamic economics is expected to be a good opportunity to build theory and practice in building a better human civilization (Daharani, A. Deswita, 2015). It is also expected to be able to deal with technological developments that lead to very significant Islamic economic developments (Wan Jusoh, W. N. H., & Jusoff, 2009). There must be adequate human resources in terms of quality and quantity. Without this, it is impossible for Islamic economic development to carry out its roles and functions properly (Naqvi, 2003). A platform is needed to become a development center for the Sharia economy. Therefore, the center of Islamic economic development should be a university that already has the vision and mission of education and development of the Islamic economy (Fauroni, 2003). Sharia Economics is the science of humans who believe in the values of Islamic life. Sharia economics does study not only social individuals but also humans with the nature of religiosity (Habibullah, 2017). Sharia economics is controlled by basic Islamic values in its operations, based on the commands of the Qur'an and Sunnah. Not a few people think that the Department of Islamic Economic Law is only job-oriented in Islamic financial institutions, even though the Department of Islamic Economic Law has very wide job opportunities. Besides, they can work in financial institutions. They can also work in the legal field. Because basically, graduates from the Islamic economics law major have a legal, scientific basis like the degrees used by law graduates (Abidin et al., 2019). However, basically, if a Sharia economic law graduate with a Bachelor of

Laws degree, the role is not too significant if it is associated with the world of work with national law-based professions, namely judges, prosecutors, notaries, advocates, clerks.

As a result of increasing competition in the world of work, the majority of the productive forces in Indonesia have difficulty in finding employment. In fact, most of this number is open unemployment, namely those who have absolutely no income at all. With this real challenge, only graduates who have high competence and competitive power will be able to seize the limited job opportunities (Fauroni, 2003).

In addition, the growth of the flourishing economy and Islamic banking in Indonesia also has implications for the opening of employment opportunities in various sectors, both formal and informal sectors, with a system that refers to the Islamic economic system (Rusby, Z. Murdiana, 2015). It is hoped that graduates of Sharia Economic Law can become graduates who are competent in the field of Sharia or conventional law. Based on the facts above, it can be concluded that every graduate of the Sharia Economics Law Study Program has a very wide opportunity to get a job of interest because there are so many disciplines that are in demand so that he gets a job according to his major or not.

RESEARCH METHOD

This research uses the descriptive qualitative method. The qualitative research method is a research method that can be used to explore and understand the meaning that comes from social or humanitarian problems. Qualitative research focuses on ontological activities. The data collected is mainly in the form of words, sentences, or pictures that have meaning and are able to spur the emergence of a more real understanding than just numbers or frequencies (Sugiyono, 2013). The researcher emphasizes notes with detailed, complete, in-depth sentence descriptions that describe the actual situation to support the presentation of the data. Therefore, qualitative research, in general, is often referred to as a descriptive qualitative approach. Researchers try to analyze data in various nuances according to its original form as when it was recorded or collected (Nugrahaini, F., & Hum, 2014). With a population of 247 students in the Sharia Economics Law Study Program, the sampling technique used was simple random sampling (Wijaya, 2016).

RESULT AND DISCUSSION

Career Selection Plan After Completing S1 Studies

Humans are creatures that are always growing and developing. Individual development also includes the development of goals or career choices. What is the purpose of his life that he wants to develop in order to find satisfaction and also to meet his needs in the future (Saili, 2009). The process of choosing a career is not an easy thing; therefore, it is necessary to plan early because success in a career is the goal of one's life. Decision-making in the real world in many situations does not use a rational model. This is due to human limitations to seek and process information in order to get the best choice. Career planning is a student's perspective on their future

education and career (Byrnes et al., 2020). Career path has an influence on one's work motivation in terms of work commitment and loyalty (Wijaya, 2016).

Table 1. Career Selection

No.	Career Choice	Frequency	Percentage (%)
1.	Work	113	74%
2.	Masters (S2)	22	14%
3.	Education Profession	3	2%
4.	Other	14	9%
Total		152	100%

The results of the data above show that the respondents' results from questions about career plans after completing their undergraduate studies, namely students are more dominant in choosing a career to work with a total frequency of 113 respondents with a presentation of 74%, the second is taking master's studies (S2) with a total of 22 respondents. With a presentation of 14%, then professional education as many as three respondents with a presentation of 2%, and finally on the other option, there are 14 respondents with various options, namely, work and entrepreneurs, work accompanied by continuing master's degree, civil servants, entrepreneurs, entrepreneurs with a percentage of 9 %.

The following is a diagram of the respondents' career choices:

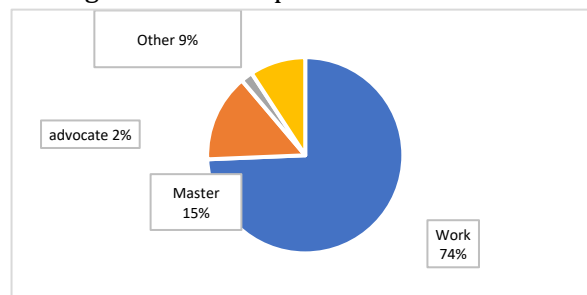


Figure 1. Career Selection

In the career choice planning carried out in this study, the 2017 Islamic economic law students obtained results showing that the level of desire of Islamic economic law students after completing their undergraduate studies was to choose to work as many as 113 students chose to work with a percentage of 74%, almost half more. Of the sample who choose to work instead of continuing for further studies, namely masters or professions, are fewer than those who continue to work. By knowing the career choices that students are interested in, it can also be seen why someone chooses that career (Anggraeni, 2016).

All students want to be successful in their careers. In order for students to be successful in their careers, students are expected to be able to plan their careers because success in careers begins with good career planning. Factors that influence career choice are very important for a person (Sanfey et al., 2006). The career choice chosen by the majority of Islamic Economics Law students is choosing to work. Because along with the development of the times, humans are required to earn income to meet their needs during life and not depend on their parents, so some students choose to work rather than continue their studies, possibly requiring too

much money so that the choice of careers to work is very much. The decisions he makes will affect his life experience. Career choice is also an aspect that cannot be avoided in one's social life because it is a decision-making process after a person has experienced several stages of life development.

Factors Affecting Career Selection

The most effective factor influencing a person's career choice is parenting and the relationship between children and parents. Besides that, it also concerns individual abilities and social work-life (Ebtanastiti, 2015). Students choose the direction of their career planning, leading to several factors. Some are already able to plan their own career choice direction, some are still in doubt, and some are already steady with the direction of their career planning (Sari et al. , 2021).

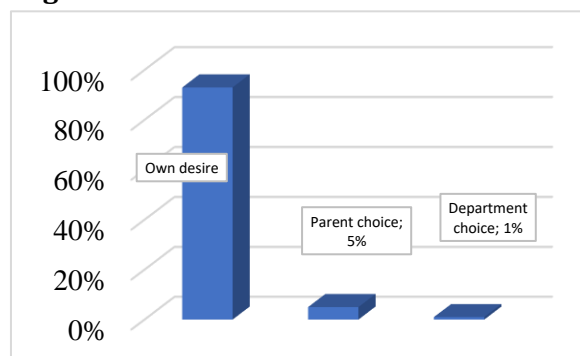
Tabel 2. Factors Influence Career Selection

No.	Internal factors	Frequency	Percentage (%)
1.	Own desire	142	74%
2.	Parent's Choice	8	14%
3.	According to the Department	2	2%
Total		152	100%

From the data above, it shows the answers from students to questions about internal factors that influence career choice, namely more respondents who choose the answer of their own desire to choose a career with the number of those who choose is 142 students with a percentage of 74%, next is the choice of parents as many as eight students. With a percentage of 14%, and according to the majors, only two respondents with a percentage of 2%.

The following is a diagram of the internal factors that influence the career selection of HES UMS students' batch 2017:

Figure 2. Factors Influence Career Selection



Sharia Economics Law students at the Muhammadiyah University of Surakarta in choosing a career on average have their own desires from within themselves so that there is no element of coercion from anyone because the percentage level of choice to choose their own desires is 74% more than half of students choose this option so that almost all students the sample has their own desire in choosing a career without any pressure from anyone. There are still some students who choose internal factors that influence the choice of parents by 14% of

the sample choosing the choice of parents and finally only two students who choose internal factors that influence according to the majors, meaning that students are still minimal interest in choosing a career in accordance with majors that are in demand while still in college. Therefore it needs a big influence from the majors to influence in career selection so that the level of influence is more.

Planning for a student's career direction is influenced by several factors that come from oneself and social factors based on the abilities possessed in order to achieve the desired goals (Savitri, 2014). The power of choosing a career based on one's own desires is very much balanced with the number of students who choose to work, which means that many Islamic Economics Law students choose to work according to their own desires so that it affects where the student's job choices will be chosen after graduation. Several factors that influence an individual in making career planning are family and environment, physical condition, association with friends, lifestyle, family atmosphere, and how an individual is raised in the family (Ozora et al., 2016).

First Priority Job

Adolescence is a process in human life to carry out obligations in choosing their own career in the future (Ramadhani et al., 2020). The development of the Islamic economy and other Islamic financial institutions is very significant. This development must be balanced with the availability of adequate Human Resources (HR), both in terms of quantity and quality. Without adequate human resources, it is impossible for these institutions to carry out their roles and functions properly (Astuti, 2015). Everyone has a different order of direction, which is why everyone has a different way of life. The jobs chosen by students of the Sharia Economics Law study program are very diverse, ranging from those who wish to work in Islamic financial institutions and in religious courts, but the most choice of jobs chosen is in the economics field, students are more interested in working in the economic sector because it is easier to reach than in the field of economic law.

Interest in the field of law is very minimal even though graduates of sharia economic law are expected to also be involved in the field of law because students' insight into law is still lacking, so students are still not sure to choose a job in the field of law, so there needs to be more debriefing for students to be more interested in the field of law. Basically, there are various jobs available in the community.

Table 3. First Priority Job

No.	Priority Work	Frequency	Percentage (%)
1.	Islamic Financial Institutions	35	23%
2.	Conventional Financial Institutions	5	3%
3.	Teacher (Ustaz/Ustazah)	1	1%
4.	Entrepreneur	32	21%
5.	civil servant	34	22%
6.	Non-Bank Company	24	16%
7.	Political	1	1%

8.	religious courts	1	1%
9.	Lawyer	1	1%
10.	Content Creator	2	1%
11.	Businessman	9	6%
12.	Still confused	1	1%
13.	Educational Institution Employees	1	1%
14.	Civil Servants and Business	1	1%
15.	Amil Zakat	1	1%
16.	Administration	1	1%
17.	Not filled	2	1%
Total		152	100%

From the data that has been shown, there are several answers from students to the question of what work is a priority, namely the comparison of choosing a job for each section is almost comparable, such as choosing a job at a Sharia financial institution which chose 35 respondents with a percentage of 23%, compared to job selection in Civil Servants who chose 34 respondents with a percentage of 22% only one point difference, and who chose conventional financial institutions there were five respondents with a percentage of 1%, the choice of work to become an entrepreneur was of interest to 32 respondents with a percentage of 21%, the choice of careers for work in non-bank companies totaling 24 respondents with a percentage of 16%. This followed by the election to become a teacher (Ustaz), politics, Religious Court employees, lawyers, employees of educational institutions, businesses, zakat collectors, administration, with each election chosen by one respondent with a percentage of 1%.

Many also choose to become entrepreneurs as many as nine respondents with a percentage of 6%, not only that there are several respondents who choose to become content creators as many as two respondents with a percentage of 1%.

From the results of the research that has been described above that the average desire of Islamic economic law students is to work, more than half of students choose to work. The number of career choices chosen by students to work in Islamic Financial Institutions reaches 23%. On average, students choose to work in this field, as we know the development of the Islamic economy is growing, allowing students to have a lot of interest in choosing this career. This development must, of course, be balanced with the availability of adequate human resources, both in terms of quantity and quality; without adequate human resources, it is impossible for these institutions to carry out their roles and functions (Naqvi, 2003).

Second Priority Work

In order to fulfill these needs, work is a very basic field in order to earn money to meet the needs of life (Rizqi, 2013). In choosing a job that is the second priority, on average, students choose to work in non-bank companies because there are so many job opportunities in the non-bank company sector.

Table 4. Second Priority Job

No.	Priority Work	Frequency	Percentage (%)
1.	Islamic Financial Institutions	22	14%
2.	Conventional Financial Institutions	5	3%
3.	Teacher (Ustaz/Ustazah)	9	6%
4.	Entrepreneur	31	20%
5.	civil servant	16	11%
6.	Non-Bank Company	57	38%
7.	Broadcasting	1	1%
8.	Businessman	4	3%
9.	Farm	1	1%
10.	Editor	1	1%
11.	BUMN	1	1%
12.	Non-Riba Jobs	1	1%
13.	Not filled	3	1%
Total		152	100%

From the data shown above, it can be seen that students whose questions about work became the second choice when the first choice was not achieved, namely the majority of respondents chose to work in non-bank companies with a total of 57 respondents (38%), the second choice chosen by respondents was work. Become entrepreneurs with 31 respondents with a percentage of 20%, Islamic financial institutions with a percentage of 22 respondents with a percentage of 14%, conventional financial institutions with only five respondents with a percentage of 3%, interest in becoming a teacher as many as nine respondents with a percentage of 6%, and there are also those who choose to become PNS as many as 16 respondents with a percentage of 11%. For other voters, namely broadcasting, animal husbandry, editors, BUMN, and non-usury work, each respondent was chosen by one respondent with a percentage of 1%.

From the research results in this question, not a few students choose to work in non-bank companies. Various job opportunities are available in the community that job seekers can choose, including being civil servants (PNS), private company employees, BUMN employees, ABRI/Polri, or self-employed. In addition to choosing jobs in Islamic or non-Sharia financial institutions, students also choose jobs that are not in accordance with their majors, such as being a teacher, working in BUMN, editor, animal husbandry, and so on. So from this research, students are expected to be able to provide a direction of choice in choosing a career so that students do not surrender to the situation so that they can know what jobs are related to the majors they are taking now, namely Islamic economic law and the need for early planning. Choosing a career requires more preparation and careful planning than just getting a temporary job.

Job Selection According to Major

The world of education is the beginning that determines the career planning of students. Although students have not been able to plan work when they enter high school, it cannot be avoided that education has an important role in helping students recognize the various potentials that exist within them. The world of education can provide various career information to students because career information is very important for students in career planning (Sulusyawati et al., 2017). It is believed that the suitability of education and work with their circumstances will lead them to live a better life in the future; therefore, career direction planning is needed (Sari, 2021).

Table 5. Job Selection According to Major

No.	Job selection according to major	Frequency	Percentage (%)
1.	According to the Department	111	73%
2.	Not Appropriate Major	41	27%
Total		152	100%

From the data presented above, there are several answers that were chosen, namely the question of choosing the chosen job according to or not with the chosen major. The majority of respondents chose the chosen job according to the major as, many as 111 respondents with a percentage of 73%. Those who chose not according to the majors were 41 respondents with a percentage of 27%.

The average choice of jobs chosen by Islamic economic law students chooses to work in the economic field because it is easier to reach, such as working in Islamic financial institutions or non-Sharia financial institutions. Selection of jobs according to majors as much as 73% more than half of the students choose their chosen jobs according to majors during undergraduate studies. Therefore the success rate of their study results after S1 successfully affects their views in choosing a job. Not all students will choose a career that is in accordance with the major they are currently taking. Many other factors influence the tendency of the choices made by them. Here they are required to think carefully and maturely because the choice of work and matters related to deciding on a career is not a momentary event but a fairly long process (Dwiyanty, 2013).

Selection of Desire to Become a Civil Servant

Recruitment and selection of Civil Servant Candidates (CPNS) to date have a fairly high interest. Although the various fields of work in this digital era vary widely, for a group of people, the profession as a civil servant is still considered quite respectable with an adequate salary, thus attracting public interest in becoming a civil servant. Every time civil servant registration is opened, people flock to register (Ruhana, 2018).

Table 6. Selection of Civil Servants

No.	Desire to Become a Civil Servant	Frequency	Percentage (%)
1.	Yes	98	64%
2.	No	54	36%
Total		152	100%

Judging from the table above, the answers to question number six, i.e., of all respondents choosing to become a civil servant from the entire sample, almost half more wished to become a Civil Servant as many as 98 respondents with a percentage of 64% and who did not wish to become a Civil Servant as many as 54 respondents with a percentage of 36%.

The survey results reveal that the motivation of the Indonesian people to become entrepreneurs is very low, which is around 20 percent, and the desire to become a civil servant is very high, which is around 70 percent. The majority of respondents answered that they prefer to be hired people or employees, especially civil servants, rather than opening their own business (Saili, 2009).

Becoming a civil servant is a dream for some people, especially among the community. There are very many enthusiasts among Sharia Economic Law students, especially the 2017 class. It turns out that there are many enthusiasts to become civil servants. More than half of the population chooses to become a civil servant by 64%. There are various jobs available in the community that job seekers can choose, including being civil servants (PNS) and others.

Civil Servant Registration Knowledge

Career choices must be directed explicitly in order to achieve human resources in accordance with the abilities and lessons that have been followed because, as we know that the Islamic economy is currently experiencing very rapid development, it requires appropriate human resources (Imari & Wafaretta, 2021). An introduction to the prospects of students graduating in Islamic Economics Law on Civil Servant registration is very important in developing the careers of students themselves (Kholid et al., 2020).

Table 7. Types of Work in Civil Servants in accordance with Majors

No.	Knowledge of the type of work that corresponds to the major in the civil servant registration	Frequency	Percentage (%)
1.	Yes	58	38%
2.	No	94	62%
Total		152	100%

The table above shows that for questions about the knowledge of respondents knowing or not about the jobs registered with Civil Servants according to the majors, the table above shows ignorance about what jobs if you want to become a civil servant in accordance with the majors with as many as 94 respondents with a percentage 62%, while for respondents who know about the type of work in accordance with the majors in civil servant registration, there are 58 respondents with a percentage of 38%.

Ignorance of what jobs are suitable for majors in civil servants makes students also not aware of the requirements for registrants as civil servants as many as 60% of students do not know, and as many as 40% of students know the requirements. The government agencies related to the department of Islamic economic law are the

ministry of religion and related institutions. In fact, many government agencies require graduates of Sharia economic law.

Description of the Question Mention anything in the Civil Servant in accordance with the Major

Career planning basically becomes important during adolescence, when individuals have begun to explore abilities, values, interests, and opportunities in preparation for career exploration (Bardick et al., 2004). This happens when we start choosing a career in the job that we will be pursuing later. Where we make decisions or work in accordance with the scope we have studied previously, or we further hone our abilities and skills in accordance with the career goals we want. Therefore, education is one of the most important things in supporting one's career; education must be able to increase interest in a career and compete in the outside world (Wan Jusoh & Jusoff, 2009).

Table 8. Employment in Civil Servants by Students

No.	Knowledge of any work in civil servants according to the major	Frequency	Percentage (%)
1.	Prosecutor	5	3%
2.	religious courts	13	9%
3	Judge	12	8%
4	Ministry of Law	3	2%
5	Lawyer	4	3%
6	Clerk	2	1%
7	Civil	1	1%
8	Budgeting Report	1	1%
9	Financial Analysis	1	1%
10	Bank employees	1	1%
11	BMT	1	1%
12	BUMN	1	1%
13	Economy	1	1%
14	Do not know	17	11%
15	Not filled	88	58%
16	Confused	1	1%
	Total	152	100%

From the data that has been shown to produce student answers that vary from question number eight, namely the majority of respondents' answers do not fill in the question, it is possible that they do not know about what jobs are registered in the civil servant registration which allows respondents to not answer the question, there are as many as 88 respondents with a percentage of 58%. This was followed by the selection of 13 students who answered the Religious Court with a percentage of 9% and 12 respondents who chose judges with a percentage of 8%. So it can be concluded that the respondent's lack of knowledge about civil servant registration regarding what jobs are registered according to the majors.

The answer to become a prosecutor is about five respondents with a percentage of 3%, in the law ministry, there are three respondents with 2%, then with lawyers, there are four respondents with a percentage of 3%, followed by clerks as many as two respondents with a percentage of 1%. There are many answers, each of which has one respondent, including civil, budgeting reports, financial analysis, bank employees, BMT, BUMN, Economics, and others with a percentage of 1% each. And 17 respondents answered they did not know with a percentage of 11%.

Selection of Advanced Studies chosen After Graduating S1

Education is very important in life. Education provides many benefits for life, one of which is that it can make everyone's life efficient and is also often used as a benchmark for one's success in the future (Hanım, L. F., & Puspasari, 2021). According to the Law of the Republic of Indonesia Number 12 of 2012 concerning higher education, the level of education after secondary education, which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on the culture of the Indonesian nation.

Tabel 9. Pemilihan Pendidikan Setelah Lulus S1

No.	Sorting Education After Graduating S1	Frequency	Percentage (%)
1.	S2 Sharia Economic Law	24	16%
2.	Masters in Islamic Economics	14	9%
3	Master of Law	22	14%
4	Master of Economics	7	5%
5	Advocate Profession	9	6%
6	Notary Profession	13	9%
7	Judge Profession	17	11%
8	Work	9	6%
9	Business Management	1	1%
10	Human Resources Management	1	1%
11	Makeup and Sewing Course	1	1%
12	Management	1	1%
13	Agriculture	1	1%
14	Technique	1	1%
15	Entrepreneur	1	1%
16	Professional Worker	1	1%
17	Other	1	1%
18	Not filled	28	18%
Total		152	100%

From the table above, it can be concluded that the answers to questions about choosing education after graduating from S1 from respondents' answers show a balance between choosing education after graduating from S1 between choosing to continue S2 or choosing professional education, among which the most choice is to continue S2 majoring in Islamic economic law as many as 24 respondents with a

percentage of 16%, then with a Masters in Law major with 22 respondents with a percentage of 14%, Masters in Islamic Economics as many as 14 respondents with a percentage of 9%, who chose to continue not only their master's degree (S2) but also professional education. Interests such as advocate professional education as many as nine respondents with a percentage of 6%, Notary professional education as many as 13 students with 9%, and Judge Profession as many as 17 people who voted with 11% even though professional education was not as much as those who continued masters (S2), but there are still many fans.

However, there are still more of the respondents who did not fill in the choices because they might not continue their further education as many as 28 respondents did not fill out this option with a percentage of 18%. There are also several respondents who fill in to continue their education outside the department, namely business management, management, human resources, agriculture, engineering, and others. Each of these respondents fills one choice with a percentage of 1%.

The existence of an interest in continuing their master's studies will encourage students to take any action and participate in it to gain new knowledge and experience at the master's level higher education institution. Students' interest in continuing to college is usually influenced by many things, one of which is the self-efficacy of each student. In addition to student interest, it also needs to be encouraged by the existence of self-awareness for learning discipline. Otherwise, the learning discipline will not last long for the student. So that when continuing their master's studies, students will be more motivated in learning (Liubana, A., & Puspasari, 2021). Teenagers, as the next generation, are prepared to be able to follow competencies, especially in the world of education, so that their level of life is much better than before so that they can prepare the next generation who are competent and have a better level of life. Most students choose to continue their advanced studies, namely Masters (S2), although various majors have been chosen, namely Sharia economics, Islamic economics, economics, and law. In addition to students choosing to continue the master's study program, there are also students who choose to have a professional study program, although not as many as students who choose a master's study program. Education is part of a person's early career journey through education. Individual career choices can be planned (Sari, 2021).

Selection of Advanced Studies chosen in accordance with the Department of S1

Through formal education, students can plan their careers because education is a process so that a person gains knowledge, understanding, and good behavior in accordance with what is expected by the goals of education itself (Sulusyawati, 2017). Students who successfully continue in formal education will gain a lot of knowledge and make people who think and are more moral so that they can determine what formal education they think is suitable for further study. Higher education institutions must have clear references both for their vision and mission, qualifications and competencies of lecturers, curriculum, and the results of the output qualification profile (Rumasukun, 2021).

Regarding the question about the choice of continuing study after graduating from S1, the average respondent chose according to the major with as many as 110 respondents with a percentage of 72%, 21 other respondents chose to continue their study not in accordance with the S1 major taken, a total of 21 respondents chose not in accordance with majors with a percentage of 14%, and there are also respondents who do not fill in the possibility of these respondents not continuing their further studies after graduating from S1 which is as many as 21 respondents who do not fill in the percentage of 14%. Good planning in the learning process will greatly assist students in achieving good learning outcomes so that they have good planning in compiling something they want to achieve. So that in planning a career in the learning process, it is very influential on students so that students in choosing majors already describe the career choices that will be made after graduation.

Although not many students choose to continue their advanced study program after graduating from S1, there are still some students who continue for further studies. There are some students who choose majors in advanced studies that are in accordance with their majors and not according to their majors. Considering the importance of the role of education for the personality, intellectual, social, and career development of students, students must choose the right study program in accordance with the motivation, talents, and aspirations of students so as not to choose the wrong choice between desires and work (Sari, 2018).

Students' Internal and External Factors in Choosing a Career

Career choice is the determination of a career that affects a person's position, where the determination is influenced by several factors, both internal factors or from individuals and external or from outside the individual for the sake of progress and survival (Sahala et al., 2014). A person will be committed to the career he wants to pursue regardless of the encouragement either from within himself or from others around him (Aida et al., 2019).

Internal factors that influence career choice are many who choose the interests of 112 respondents with a percentage of 74% more than half of the respondents choose that option, then the second is the selection of personality choices, namely as many as 71 respondents with a percentage of 47%, then knowledge with a total of 70 respondents with a percentage of 46 %, the ability of 44 people with a percentage of 29%, talent as many as 45 people with a percentage of 30%, the value of 23 respondents with a percentage of 15%, hobbies with 34 respondents with a percentage of 22%, achievements as many as 12 respondents with a percentage of 8%, skills as many as 48 respondents with a percentage of 32%, the use of free time as many as 24 respondents with a percentage of 16%, work experience as many as 37 respondents with a percentage of 9%, intelligence abilities as many as 13 respondents with a percentage of 9%, problems and personal limitations as many as 13 respondents with a percentage of 9%.

There are several factors that affect learning achievement, factors from within students such as willingness, interest, and other factors that come from outside the

students, such as the play environment or encouragement from parents, as well as factors in terms of the learning approach taken by the students themselves. Sharia economic law students have a high interest in choosing a career after taking a bachelor's degree, this fact is evidenced by choice of factors that influence career choice, from an internal perspective, students who choose very much interest, namely 74%, almost all students choose to be interested in choosing. The selection of factors that influence after interest is knowledge, which is 46%, which means that students have enough knowledge to choose a career. Because they were equipped with knowledge when they were still active students, they already had enough knowledge in choosing a career. So the planning of student career direction is influenced by several factors that come from themselves (individuals) and social factors based on their abilities in order to achieve the desired goals (Savitri, 2014).

In addition to internal factors, there are also external factors that affect individuals, namely the average Islamic economics law student who has external influences from their own families because the biggest encouragement apart from themselves is encouragement from their families because family is a close figure for each individual as much as 44% of the population. Choose factors that influence from outside. Apart from the family, other external influences are from the surrounding environment. The influence from the surrounding environment is the influence obtained from peers or from the studies they take, so this influence is very large when it comes to making choices to choose a career. External factors include parents, friends, teachers, and the community.

From the survey data obtained, external factors that influence career choice are the average answers from respondents, namely factors from their own families because the most chosen are 67 respondents with a percentage of 44%, then the second is the choice of welfare with 44 choices of respondents with a percentage 29% and the last choice is a factor from the environment as many as 41 respondents with a percentage of 29%.

Enforcement of Bachelor of Law Degrees for graduates of Sharia Economic Law

The application of a law degree is intended for alumni of the Sharia Faculty so that they can contribute in all lines that have been designated, namely in the field of law (Yasin, 2016). The application of a law degree to graduates of Islamic economic law is indeed very beneficial for graduates of Islamic economic law. Besides being able to expand experience in the field of Islamic law and national law, it can also expand in the economic field. Graduates of Islamic economic law are now very much needed in the legal sector because of the many problems related to Islamic economics that lead to the law so that graduates of Islamic economic law are needed for this so that there needs to be an emphasis on students to be more interested in working in the field of law.

However, in this study, Islamic economic law students, on average, chose to work in the economic field, namely working in Islamic and non-Sharia financial institutions or work that was not in accordance with the majors taken, namely

working in non-bank companies and becoming entrepreneurs. In this way, it is hoped that economic law or business law can, in essence, always be able to develop according to the needs of the times (Kina, 2019). The lack of demand in the field of law for Sharia economic law students, even though the degree obtained is a law degree, is a problem that must be followed up. The possibility of this lack of interest is caused by several things, namely lack of knowledge about punishment or students prefer to work first to become judges, advocates, notaries, lawyers require further education costs money, so students prefer to work first. Basically, career choice describes a person's interests, personality, abilities, and background knowledge. A person will feel comfortable with his career choice if the choice can fulfill what he wants and is in accordance with his interests and abilities (Suseno, 2018).

At least there is hope that the alumni of the Faculty with S.H degrees have. First, graduates of Sharia Economic Law (*muamalah*) Faculty of Sharia are not considered to have the ability to study Sharia, but also to have the ability to study conventional law. Second, graduates from the HES (*muamalah*) Faculty of Sharia can enter the job market that so far only alumni of the Faculty of Law can enter, such as the general court, prosecutors, and notaries. Third, graduates of the HES (*muamalah*) department of the Sharia Faculty can interact, integrate, and be competent with alumni of the Faculty of Law not only at the ontological and epistemological levels but also at the axiological level (Yasin, 2016).

CONCLUSION AND SUGGESTION

The career choices taken by the majority of Sharia Economics Law Study Program students choose to work, the jobs taken are very diverse, not a few choose to work in economics, and not many choose to work in law, some choose to work not in accordance with major. The selection of jobs to become Civil Servants is very much in demand by Sharia Economic Law students, but there is still a lack of knowledge about what jobs are in accordance with the Department of Sharia Economic Law, where there is a selection of Candidates for Civil Servants.

In addition to choosing to work, some students choose to continue their studies, such as Masters or Profession, whether it is in accordance with the majors at the time of S1 or taking other majors. The implementation of a law degree (S.H) for graduates of Islamic economic law has a very big advantage for graduates of Islamic economic law, but many students choose to work in economics even though the degree they get is a law degree because there is still a lack of understanding of law compared to law graduates from the law faculty itself.

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