
Equipping Students For Future Education And Career At Angkatan Belia Islam, Malaysia

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Abstract

This community service will seek to establish the effectiveness of career preparation programs for students within the ranks of ABIM to better equip them for both higher education and the workforce. This research used a qualitative approach, incorporating workshops, interviews, and interactive sessions in the course of conducting an evaluation of the students' preparedness for careers. The findings indicated that structured career planning programs enhanced the students' confidence, knowledge about career opportunities, and preparedness to face academic and professional challenges. The study concludes that targeted interventions in career guidance are very necessary for empowering students with the necessary competencies for their future academic and career paths.

Keywords: *Students, Future Education, Career*

INTRODUCTION

Career preparation for students is a crucial element in ensuring their future success, whether in higher education or the workforce. In this era of globalization, the challenges of the job market are increasingly complex, requiring students to possess both technical and non-technical skills, such as digital literacy, communication, and teamwork. However, many educational institutions, including Angkatan Belia Islam Malaysia (ABIM), still lack focus on developing students' career readiness. This has led to limitations in preparing students to face the dynamic challenges of education and employment.

The absence of systematic programs that integrate academic education with career skills training is one of the main obstacles in equipping students. Additionally, the gap between workplace expectations and the competencies of graduates often becomes a significant barrier. Nova et al. (2022) highlighted that in the effort to develop high-quality human resources, educators face many challenges, one of which is students' learning difficulties. ABIM faces similar challenges, where students require greater support in understanding pathways for further education and the demands of the job market.

This community service aims to equip students with skills and knowledge about education and future careers. A comprehensive career training program for students at ABIM (Angkatan Belia Islam Malaysia) was developed to provide practical skills, career insights, and guidance on further education, enabling them to make informed decisions about their future.

The program is based on Super's Career Development Theory (1957), emphasizing self-exploration and personal growth as essential components of career planning. Additionally, a competency-based approach was adopted to tailor the program to students' specific needs,

ensuring its relevance and effectiveness. This theory supports hands-on career development experiences, aligning with the demands of modern students.

Mery (2022) highlighted that training students early in communication and persuasive skills significantly enhances their confidence and ability to articulate arguments in daily and formal situations. Communication, as a fundamental skill, is critical for achieving future success. Similarly, Nurhayati et al. (2024) revealed in their community service initiatives the importance of nurturing students to be academically ready while fostering social awareness and responsiveness to their communities' needs.

Several methods have been employed to provide students with literacy skills for their future careers. Zalikha et al. (2022) utilized a participatory-based learning method, which involves collaboration between the team and partners throughout the planning, implementation, and monitoring phases. This approach was applied to enhance the skills of administrators at SMPS Islam Darul 'Ulum Tanoh Mirah in implementing pesantren-based accounting practices. Nadeak et al. (2023) adopted a combined approach of participatory methods, field research, and active monitoring to assess the success and impact of their program aimed at improving adolescents' knowledge, attitudes, and behavior regarding reproductive health. Evaluation results showed a significant increase in students' knowledge and active participation in discussions, workshops, and counseling sessions. Prahmana (2024) employed methods such as lectures, discussions, Q&A sessions, and activity evaluations using Google Forms. The outcomes demonstrated that students acquired broader knowledge of educational media, especially the Canva application, enabling them to create engaging, easy-to-understand, and enjoyable learning content. Fajriana et al. (2023) emphasized that school-based training plays a crucial role in supporting the education ecosystem through human resource empowerment, benefiting both students and teachers.

These approaches are expected to address the challenges students face in planning further education and entering the workforce, offering practical solutions for career preparation.

RESEARCH METHODS

This international community service program aims to prepare students of the Angkatan Belia Islam Malaysia (ABIM) for advanced education and future careers by providing comprehensive career training. The materials covered include practical skills required in the workforce, knowledge about further education pathways, and insights into job market requirements and opportunities. The training focuses on communication skills, teamwork, digital literacy, and the ability to plan careers and further education effectively.

The methods employed involve a participatory learning approach, engaging students throughout the entire learning process, from planning to evaluation. This approach enables students to better understand and apply the provided material in real-world contexts (Zalikha et al., 2022). Additionally, lectures and discussions are used to communicate career-related material and stimulate interaction and dialogue among students regarding career and education choices.

RESULTS AND DISCUSSION

The following section explores the results of the career preparation program at Angkatan Belia Islam, ABIM, and its effectiveness in providing students with the needed potential for continuation of education and career prospects later in life. Results related to the program's objectives are discussed, emphasizing major outcomes and their implications for students' readiness for the labor market.

The career preparation program was designed to provide students with the necessary skills and knowledge for future educational and career opportunities. A total of 32 students participated in the program, and data was collected through surveys, interviews, and observation during the program's implementation.

The findings of this study are consistent with previous research on the importance of career preparation programs in enhancing students' readiness for future educational and career opportunities. For instance, research by Nova et al. (2022) highlighted the challenges faced by students in navigating career decisions without proper guidance, a gap this program successfully addressed by providing practical career-related information.

The high levels of satisfaction among students indicate that the program's focus on real-world application and interactive learning strategies was effective. The improvement in communication and teamwork skills is particularly noteworthy, as these are critical competencies in almost every career field (Mery, 2022). The program's success in enhancing digital literacy aligns with current trends emphasizing the importance of digital skills in the modern workforce (Nurhayati et al., 2024).

Moreover, the increased career awareness is a key outcome. By exposing students to a broader range of career options, the program helped them make more informed decisions about their futures. This is in line with Super's (1957) career development theory, which emphasizes the importance of self-exploration and exposure to various career opportunities in the early stages of career planning.

However, despite the positive outcomes, some challenges were observed. A few students (about 15%) indicated that the program did not provide enough information on the specifics of educational pathways, particularly in higher education. This suggests the need for more focused guidance on the transition from secondary school to tertiary education, which could further strengthen the program's effectiveness.

Overall, the program achieved its objectives of enhancing students' career readiness and awareness. The results suggest that integrating practical career training into educational programs is crucial for preparing students for the demands of both higher education and the workforce. Future iterations of the program could benefit from more tailored guidance on higher education pathways and a stronger emphasis on career-specific skill sets.





Figure 2. Sharing Session

with future obstacles. The success of this program therefore serves as a good foundation in the building of similar programs in the future, considering refining those aspects needing further improvement

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