

IMPLEMENTATION OF THE STUDENT EMPLOYABILITY JOURNEY (STAR) PROGRAM FOR CAREER PREPARATION AT TELKOM UNIVERSITY

Lia Marlia*, Sari Nurlatifah

Telkom University

*Corresponding author, *e-mail*: liamarlia@telkomuniversity.ac.id

Abstract: Career preparation programs in higher education must be well-designed and recognized as a strategy for helping students enter the workforce successfully. This article describes the implementation of the STAR (Student Employability Journey) program at Telkom University and analyzes its alignment with internationally recognized career guidance frameworks—namely the Gatsby Benchmarks and the career development competencies established by the National Occupational Information Coordinating Committee (NOICC). This qualitative study used a non-interactive document analysis design, drawing on a data corpus comprising the Strategic Plan of the Directorate of Career Development, Alumni, and Endowment, the management performance contract, STAR implementation reports, program records, and related institutional policies. Data were analyzed through identification, categorization, and synthesis to map program components against the reference frameworks. Findings indicate that STAR is structured around three core stages: pre-career preparation, career preparation, and job immersion, which accommodate the NOICC domains of self-knowledge, educational and occupational exploration, and career planning. The analysis reveals that all eight Gatsby Benchmarks are accommodated within the program's design and implementation, particularly through integrating career-related activities into the learning process, using digital technology, providing career assessment and counseling services, and building industry partnerships. Nevertheless, several aspects require strengthening: data-driven labor market information, integration of career service platforms within existing systems, and measurement of the program's impact on student and graduate work readiness. These findings suggest that STAR can serve as a structured model for career preparation programs in higher education, while offering a reference point for developing career services grounded in internationally recognized frameworks.

Keywords: STAR; career preparation program; higher education.

INTRODUCTION

Graduate absorption within twelve months of graduation, established as a key performance indicator (KPI) for higher education institutions under Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 210/M/2023, places an imperative on universities to prepare graduates beyond the mastery of technical skills (i.e., the command of specific academic subject matter). Graduates must also be equipped with non-technical competencies—commonly referred to under various terms such as transferable skills, soft skills, employability skills, or generic skills—that reflect a

combination of knowledge, attitudes, and skills enabling individuals to be employable (Fajriani et al., 2023; Nurlatifah et al., 2023; Mason et al., 2009). In other words, career preparation programs in higher education must be carefully designed, as they are regarded as a strategy for accelerating graduate absorption into the workforce. Indeed, graduate absorption rates are frequently used as a benchmark for institutional success.

Several considerations underscore the need for well-designed career preparation programs, reflecting a global consensus that: (a) the transition from education to employment does not always proceed smoothly; (b) the rapid pace of digital transformation across various sectors demands strong adaptability and flexibility in mastering workplace skills; and (c) employer perspectives increasingly require new graduates to be job-ready (Fallows & Steven, 2000). This is reinforced by field observations indicating that students need facilitation to complete essential career development tasks—namely, thorough preparation before entering the workforce. Several studies have shown that a majority of final-year students experience anxiety regarding their career plans, largely due to an inadequate understanding of the labor market that is insufficiently addressed during their higher education (Rahma et al., 2021). This is consistent with findings on work readiness among final-year students at public and private universities in Bandung by Shalsabila and Kadiyono (2019), who found that 74.5% felt unprepared to enter the workforce.

One factor influencing students' work readiness is the career development training they receive during their higher education (Pool & Sewell, 2007). One strategic institutional vehicle for preparing students for the workforce is the technical implementation unit for guidance and counseling (Buchori, 2015), or its equivalent, such as a Career Development Center (CDC). Since 2023, Telkom University has implemented the STAR (Student Employability Journey) framework as its career preparation program for students. The STAR program is defined as follows:

The Student Employability Journey (STAR) program is a structured series of career preparation and development activities for undergraduate and diploma students at Telkom University, encompassing pre-career preparation, career preparation, and job immersion, implemented in a planned and integrated manner from the time students enroll until graduation (Directorate of Career Development, Alumni, and Endowment, 2023, p. 6).

The introduction of the STAR program has rendered career planning and preparation for Telkom University students considerably more structured, integrated, and sustainable. In previous years, career preparation programs were optional and lacked continuity: while students were entitled to career preparation services, participation was not mandatory. Consequently, the participation rate of active Telkom University students in career preparation programs stood at less than 30% of the total student population.

The STAR-based career preparation program has been implemented at Telkom University over the past two semesters—the Odd Semester and the Even Semester of the 2023/2024 Academic Year. This article examines the implementation of the STAR program as a career preparation initiative at Telkom University, aiming to provide a technical overview of its organizational structure that may serve as a reference for career preparation programs in higher education more broadly.

METHOD

This study employed a qualitative approach using a non-interactive document analysis design, in which data were obtained through the systematic review of relevant documents without direct interaction with participants (Bowen, 2009). The data sources comprised a corpus of official institutional documents from the Directorate of Career Development, Alumni, and Endowment (Dit. PKAE) at Telkom University, consisting of: (1) policy documents, namely Decree of the Minister of Education, Culture, Research, and Technology Number 210/M/2023 and related internal university policies; (2) the Strategic Plan (Renstra) of Dit. PKAE, which outlines the direction of career service development and program performance targets; (3) the Management Contract/KPI document, which specifies annual performance targets related to graduate waiting periods and program participation; and (4) Implementation Reports of the STAR Program for the Odd and Even Semesters of the 2023/2024 Academic Year.

Document inclusion criteria were as follows: (a) the document is an official, verifiable institutional record; (b) it is directly related to the planning or implementation of the STAR Program; and (c) it was issued during the 2023/2024 academic year. The analytical procedure was conducted in six stages: (1) inventory and selection of documents based on the inclusion criteria; (2) comprehensive reading to obtain a general overview of content and emerging themes (Bowen, 2009); (3) development of an analytical matrix based on the eight Gatsby Benchmarks and the three NOICC competency domains, which served as the coding framework; (4) coding and data extraction, mapping each STAR activity and stage onto the corresponding Gatsby and NOICC dimensions; (5) synthesis and interpretation to identify patterns of alignment and gaps; and (6) cross-document triangulation to verify the consistency of findings.

Trustworthiness was maintained through four criteria: credibility, established through source triangulation (findings were corroborated across at least three distinct document types); dependability, established through an audit trail (each claim was traced to a specific section of its source document); confirmability, established through the development of the analytical matrix prior to coding; and transferability, established through an adequate description of the institutional context (Fraenkel et al., 2012). It should be acknowledged that the authors are themselves implementers of the STAR Program (insider researchers). Potential bias was mitigated through: (a) reliance on verifiable official documents rather than subjective observation; (b) the use of an external analytical framework (Gatsby and NOICC) as an independent evaluative standard; and (c) transparent reporting of gaps, not merely areas of alignment.

RESULT AND DISCUSSION

This section presents a review of the literature on the principles of career preparation programs in higher education, which serve as guidelines for implementing career preparation services at universities, alongside an account of the implementation of the STAR framework at Telkom University. Subsequently, as the primary analytical contribution of this article, a systematic mapping is conducted between the stages and activities of the STAR Program and (1) the eight Gatsby Benchmarks, an internationally recognized career guidance framework,

and (2) the three domains of Student Career Development Competency as defined by the National Occupational Information Coordinating Committee (NOICC). This mapping is intended to report the degree of alignment and the gaps between the STAR program and these two reference frameworks, thereby moving this article beyond a mere implementation report to offer an analytical contribution to the development of career preparation programs in higher education.

1. Principles of Career Preparation Programs in Higher Education

Career readiness is the intended outcome of career guidance activities. This has been substantiated by research demonstrating that career guidance or career preparation programs positively affect the career readiness of service recipients. A study by Zikic and Saks (2009) found that job seekers who devoted more time to career exploration, attended more career training programs, and made greater use of career resources reported higher job search clarity and greater job search self-efficacy. These findings are consistent with research conducted by Dodd et al. (2022). A longitudinal study involving more than 7,000 late-adolescent participants found that greater participation in career guidance activities was significantly associated with increased career readiness (Dodd et al., 2022). In other words, the more individuals engage in career preparation activities, the greater their likelihood of successfully entering the workforce.

For organizers of career preparation programs, there exist important guidelines for delivering effective career guidance to develop students' employability. Known as the "Gatsby Benchmarks," a framework introduced by the Gatsby Charitable Foundation in the United Kingdom, this set of standards is widely used as a reference for the delivery of career services in education. The eight benchmarks for delivering good career guidance are outlined as follows (Holman, 2014):

- a. A Stable Careers Programme. Every school and college should have a well-structured career guidance and preparation programme that is known and understood by service recipients (students), educators, staff, employers, and parents alike.
- b. Access to Labour Market Information and Career Services. Students, as the primary service recipients, should have access to reliable information on labour market career options and future study pathways, whether through institutional career advisers or other information channels.
- c. Addressing the Needs of Each Individual. This principle ensures that every individual receives support tailored to their specific needs, with guidance available to all and readily accessible individual career plans.
- d. Linking Curriculum Learning to Careers: Educators should connect curriculum content to careers and demonstrate its relevance to a wide range of future career pathways.
- e. Facilitating Encounters with Employers. Every student should have the opportunity to learn from employers and industry partners about the world of work, occupations, and valuable workplace skills, through means such as guest speakers, mentoring schemes, and entrepreneurship programmes.
- f. Experience of the Workplace: Every student should gain first-hand workplace experience through visits, internships, and job shadowing to explore career opportunities and expand their professional networks.

- g. Access to Further Education. Every student should understand the range of further study opportunities available to them as alternative career pathways, encompassing both academic and vocational routes, as well as learning within higher education institutions or in the workplace.
- h. Personal Career Guidance: Every student should have the opportunity to receive individual career-planning guidance from a counselor in higher education, particularly when making significant study or career decisions. While career guidance is intended for all students, it must nevertheless be tailored to everyone's needs.

Universities should provide a diverse range of career guidance interventions for students, including career guidance embedded within the curriculum, labour market information, connections between students or prospective graduates and employers or the world of work, and individual career planning. The purpose of these various interventions is to expose students to a broad range of career opportunities and options that support career decision-making, foster awareness of the world of work, and build understanding of the skills required for workplace success (Dodd et al., 2022).

2. *Career Preparation Stages within the STAR (Student Employability Journey) Framework to Support Student Career Development Tasks*

Since 2023, Telkom University has redesigned its career preparation program from a participatory or voluntary model into a more structured design, with the aim of expanding students' opportunities to enhance their employability skills and ultimately increasing graduate absorption into industry. Through the STAR program, students are exposed to a range of career preparation activities, from the beginning of their studies through to graduation, in accordance with the career competency standards expected of students entering early adulthood.

The STAR program's career preparation stages, consisting of three phases, are designed to support students in completing career development tasks during early adulthood. Several career development competencies must be cultivated to enable students to select a career and begin working. To progress through this stage, students need to master the following competencies to manage their careers effectively. These guidelines outline the target skills that comprehensive and systematic career services in higher education should address. According to the National Occupational Information Coordinating Committee (NOICC), student career development competencies are categorized into three domains (NOICC, 1996): (a) self-knowledge, (b) educational and occupational exploration, and (c) career planning.

Within the first domain, self-knowledge, the following competencies are encompassed: (a) the ability to develop a positive self-concept, including an accurate understanding of one's interests, skills, personal preferences, and values regarded as important; (b) the ability to maintain effective behaviors, such as interpersonal communication skills and stress management; and (c) an understanding of lifespan development and life transitions, which is essential in helping adults manage their career development (NOICC, 1996). Accordingly, career service providers assist students in higher education in developing an accurate understanding of their personal characteristics through self-assessment using psychological testing. Assessment results may subsequently be reviewed during individual or small-group

career counseling sessions. Career counselors provide a range of standardized assessments, career interest inventories, personality assessments, and career maturity tools to help students gain a deeper understanding of themselves.

Within the Educational and Occupational Exploration domain, several competencies are developed: (a) the ability to enter and participate in education and training; (b) the capacity to participate in work and lifelong learning; (c) the ability to locate, evaluate, and interpret career information; (d) skills for preparing to search for, obtain, retain, and change employment; and (e) an understanding of how societal needs and functions shape the nature and structure of work (NOICC, 1996).

Having mastered the self-knowledge domain, individuals must understand how to access and utilize the information gained through educational and occupational exploration. Career goals take shape when individuals effectively apply their self-knowledge to the career choices and opportunities they encounter. To establish this connection, individuals must be able to locate relevant career information, identify employment opportunities, understand job-related training requirements, and demonstrate a general understanding of the nature of work within the global economy (NOICC, 1996).

Career service centers in higher education provide resources related to education and employment. To facilitate access to online information, career service centers maintain a list of websites offering employment resources useful to students. Career planning courses, workshops, and small-group sessions provide students with opportunities to learn how to locate, evaluate, and interpret career information. Internship and apprenticeship activities provide students with direct exposure to specific work environments (NOICC, 1996).

Within the career planning domain, several competencies must be mastered, including: (a) decision-making skills; (b) an understanding of the impact of work on individual and family life; (c) an understanding of ongoing changes in gender roles; and (d) the skills required to navigate career transitions. Career planning encompasses not only employment but also the kind of life one wishes to lead. Within career development theory, the meaning of “career” extends beyond the narrow sense of job preparation to encompass the roles an individual plays throughout their life (NOICC, 1996). Individuals exist within social systems, and planning is often a collective endeavor that considers the needs and expectations of both the individual and others within their social network (e.g., partners, children, and parents). Career practitioners assist higher education students in developing career-planning skills through individual and/or small-group counseling, workshops, and career-planning courses.

Drawing on the review of student career development tasks above and their relationship to the career preparation programs provided by higher education institutions, Telkom University has translated these principles into the STAR framework, as illustrated in Figure 1. At the pre-career preparation stage, career preparation activities focus on helping students deepen their self-knowledge. During the career preparation and job immersion stages, career preparation activities aim to facilitate students' exploration of educational and career options. In this way, students can formulate effective career plans grounded in an understanding of their personal characteristics and knowledge of available career opportunities, thereby enabling them to develop both short- and long-term career goals.

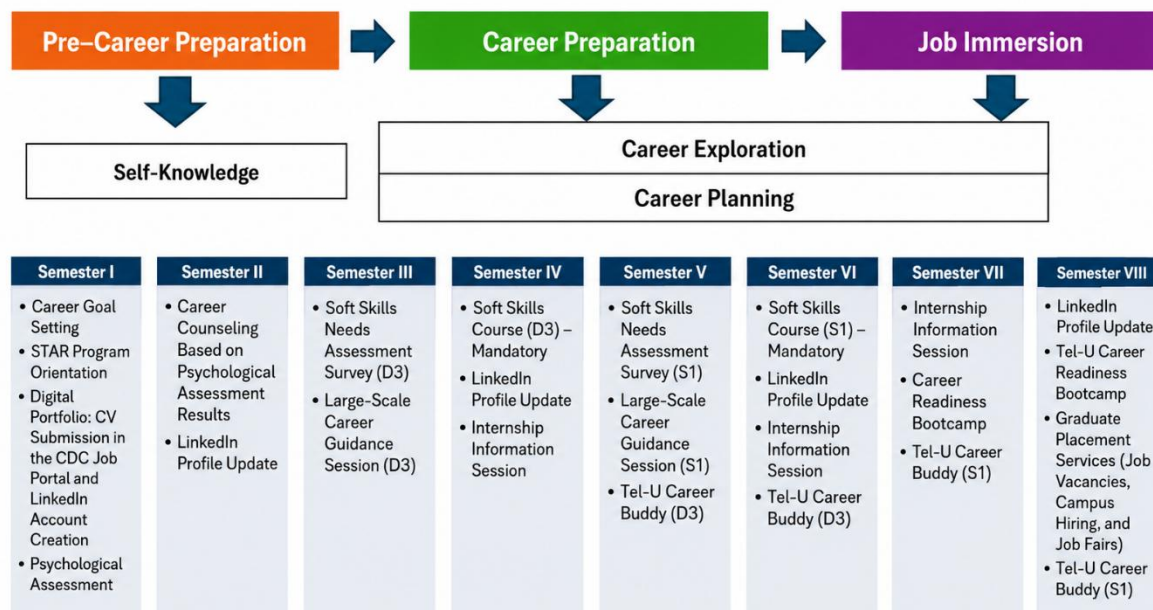


Figure 1. STAR Program Framework

In addition to providing systemic support for the achievement of students' career development tasks, Figure 1 also helps cultivate a learning environment conducive to developing students' employability skills. Based on recent research findings, the factors influencing students' possession of employability skills can be divided into individual factors (personal assets and attributes) and contextual factors (the labour market, an individual's social relationships) (Álvarez-González et al., 2017; Ergün & Şeşen, 2021). Accordingly, by delivering a range of career preparation interventions—beginning with the facilitation of students' self-awareness development, followed by the facilitation of educational and career exploration, and involving industry and employer partners in various career coaching programmes, internship placements, and the like—students are supported in recognizing the contextual factors that likewise shape their career development.

3. The STAR Career Preparation Activities at Telkom University

To illustrate the range of career preparation activities designed to support students in fulfilling career development tasks during early adulthood, the following section describes the activities delivered within the Student Employability Journey (STAR) framework.

The STAR program was first implemented during the Odd Semester of the 2023/2024 Academic Year, spanning September 2023 to January 2024. The sequence of activities began with the STAR program's socialization for new students, CV submission, a soft-skills needs survey, and large-group career guidance sessions. Each of these programs is described in detail below.

a. Socialization of the STAR Program to New Students

As a career development program designed to accompany students from the beginning of their studies through to graduation, the Student Employability Journey (STAR) needs to be introduced to students as early as possible. Socialization at this early stage aims to build students' understanding of the career development stages they will undertake throughout their higher education journey.

In line with the STAR framework, career readiness development is carried out systematically and continuously through a range of activities integrated into each semester. Accordingly, program socialization is a strategic step to ensure that students understand the goals, benefits, and career development programs available to them. During the 2023/2024 Academic Year, socialization activities targeted new students, reaching more than 7,000 students. To reach such a large number of participants, the socialization was integrated into the Character Development course, which forms part of the campus life orientation program.

The socialization was conducted from October 16-21, 2024, covering 54 classes representing all study programs and faculties at Telkom University. Integrating the socialization into academic activities enabled the equitable dissemination of information to new students while simultaneously encouraging early participation in career development programs.

In addition to new students, the STAR Program is socialized on an ongoing basis to active students through various communication channels, including social media, the institutional website, and coordination with study programs. This approach aims to raise awareness and encourage student participation in the range of career development activities offered throughout their studies.

b. CV Submission

Career Profiling is one of the initial stages within the STAR Program, aimed at mapping students' career profiles and readiness. Through a feature integrated into the MyTelU application and the Telkom University CDC website, students from the first to seventh semesters are encouraged to document various experiences and competencies relevant to career development, such as organizational involvement, certifications, training, and work experience. In addition to raising students' awareness of their career readiness, the data collected also serves as the foundation for Telkom University's talent pool database.

To increase student participation, a range of strategies were employed, including socialization of the STAR Program for new students, ongoing publicity through social media, information dissemination via WhatsApp Blast, and coordination with study programs. This multi-channel approach was designed to ensure that information regarding the importance of Career Profiling could reach students broadly.

By the end of the Odd Semester of the 2023/2024 Academic Year, 7,320 students had completed the Career Profiling process. Of this total, 1,999 were new students who completed their career profiles during the STAR Program socialization activities. This outcome demonstrates that the socialization and communication strategies employed were effective in encouraging student participation in building career readiness from an early stage.

c. Soft-Skills Survey

As a basis for developing the career development program, a soft skills needs survey was conducted among students in the third semester of the Diploma program and the fifth semester of the Bachelor's/ Applied Bachelor's program. The survey was administered via the iGracias system from June 23-30, 2023, to identify the competencies students considered important for preparing for their careers. The results of the soft skills survey are presented below:

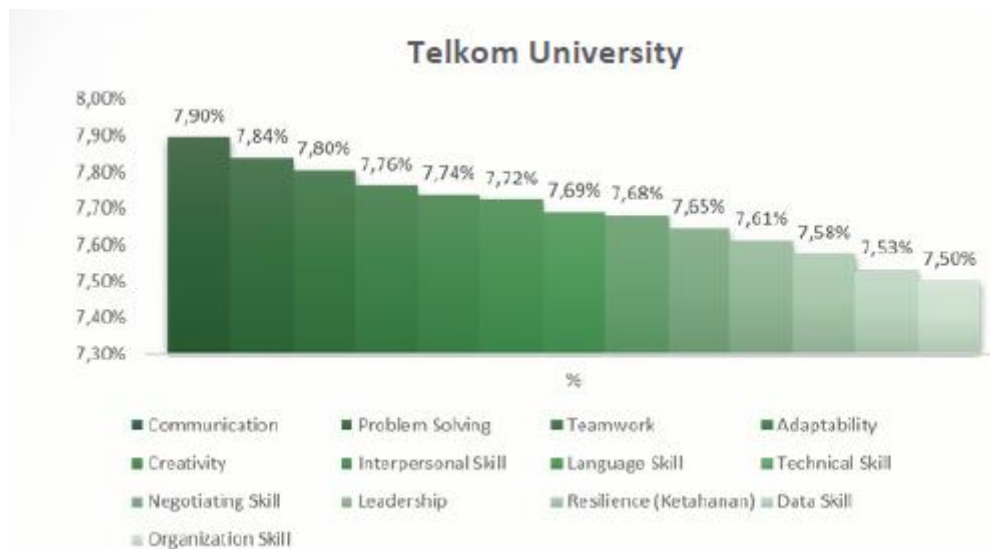


Figure 2. Soft Skills Survey Results

The survey results indicate that communication skills represent the soft skill most needed by students. In addition, the five most frequently selected competencies included communication, problem-solving, teamwork, adaptability, and creativity. These findings served as the basis for designing the soft skills development program within STAR, ensuring closer alignment with students' needs and expectations as they prepare for the workforce.

d. Large-Group Career Guidance

Large-group career guidance is one of the interventions within the STAR Program that aim to improve students' access to career development services. In contrast to its previous implementation, which was general in scope and had limited reach, this program was revitalized through collaboration with faculties and study programs, and by strengthening the capacity of facilitators and career counselors.

The limited number of professional counselors prompted the implementation of a Training of Trainers (ToT) program for non-counselor staff to support the facilitation of group career guidance. This approach enabled a more effective expansion of service reach to students. The target participants were Diploma students in their third semester and Bachelor's/Applied Bachelor's students in their fifth semester across all faculties.

Group career guidance sessions were conducted online during November and December 2023 to accommodate the large number of participants. The sessions were designed to be participatory, encouraging students to identify the career challenges they faced, discuss alternative solutions with peers, and acquire competencies relevant to workforce demands. The soft skill enrichment themes delivered were developed based on the results of the student soft skills needs survey, ensuring that the material presented reflected the competencies most needed by participants—namely, communication skills enrichment. To strengthen the material's relevance to industry needs, the sessions also included practitioners from various industry partners.

Through this needs-based approach, group career guidance served not only as a means of career exploration and problem-solving but also as a medium for competency development aligned with both student needs and workforce demands.

e. Production of Soft Skills Class Video Content

In an effort to expand student access to career development programs, the STAR Program developed an asynchronous soft-skills class integrated with Telkom University's Learning Management System (LMS). The development of this content forms part of a broader strategy of digitalizing career services to reach large numbers of students more effectively and sustainably.

The content developed in the initial phase focused on communication and problem-solving skills, previously identified as the most needed competencies based on the results of the student soft skills needs survey. All materials were presented as instructional videos, accompanied by learning materials, quizzes, and completion certificates as recognition of students' learning achievements. This approach laid the foundation for implementing the STAR soft skills class in the following semester.

f. Psychological Testing

During the Even Semester of the 2023/2024 Academic Year, the STAR Program focused its interventions on early-semester students by administering psychological testing. This program aimed to help students understand their personal potential, career interests, and personality characteristics as a foundation for developing their career plans.

The instruments used included the Rothwell-Miller Interest Blank (RMIB) career interest test and the Myers-Briggs Type Indicator (MBTI). Assessment results could be followed up through individual career counseling services, enabling students to gain a more comprehensive understanding of their personal development direction. During this implementation period, the program successfully reached approximately 43% of the target student population, reflecting strong student interest in career assessment services from the early stages of their studies.

g. Soft Skills Class via LMS

As a follow-up to the results of the soft skills needs survey and student assessments, the STAR Program implemented an LMS-based soft skills class for Diploma students in their fourth semester and Bachelor's/Applied Bachelor's students in their sixth semester. An asynchronous learning model was selected to improve accessibility and enable large-scale student participation.

The material provided focused on communication and problem-solving skills, the two competencies that consistently emerged as students' primary needs in the soft skills survey. Each module was accompanied by instructional videos, supporting materials, assessments, and a completion certificate that could be converted into student activity points.

Implementation of this digital learning model demonstrated an expanded reach for career development services. A total of 42% of the target student population was recorded as having completed the STAR soft skills class via the LMS. This outcome indicates that integrating career development programs into the digital learning ecosystem can be an effective strategy to broaden student participation.

h. Production of LMS Soft Skills Class Content

To maintain the program's relevance to student needs and labor market developments, new modules were developed during the Even Semester of the 2023/2024 Academic Year,

tailored to a range of graduate career pathways. Module development was informed by tracer study results, industry needs, and emerging trends in graduate career development.

The modules developed encompassed three primary pathways: strengthening technical and professional competencies, entrepreneurship (encompassing both entrepreneurship and intrapreneurship), and preparation for further study. Content development was carried out in collaboration with various units across Telkom University, resulting in materials that were more contextual and relevant to student needs.

A summary of STAR program participation for the 2023–2024 Academic Year is presented in the chart below:



Figure 3 Summary of STAR Program Participation, 2023–2024 Academic Year

i. SELFI (Self-Improvement for Alumni)

In addition to targeting active students, the STAR Program has been extended through Self-Improvement for Alumni (SELFI), a competency development program for graduates who remain unemployed for up to 1 year after graduation. This program was developed in response to tracer study findings indicating an increase in graduates' job-seeking period and the need for support during the transition from higher education to the workforce.

The SELFI program was designed in collaboration with various industry partners and professional training providers. Activities offered include self-assessment, soft-skills training, technical competency development, foreign-language training, certification, internship placements, and recruitment opportunities. All activities were conducted online to broaden access for alumni across various regions.

Throughout the 2023/2024 Academic Year, the SELFI program engaged a range of strategic partners offering diverse career development programs tailored to graduates' needs.

This collaborative approach enabled alumni to access a broader, more relevant ecosystem for competency development aligned with labor market demands. As such, SELFI functions not only as a competency-enhancement program but also as a bridge between graduates and the world of work by providing learning pathways, industry experience, and recruitment opportunities.

This program strengthens the continuity of higher education career services, extending support beyond the period of study to include the post-graduation phase. Accordingly, SELFI represents one of Telkom University's strategies for enhancing graduate employability and accelerating alumni absorption into the workforce.

4. *Mapping the STAR Program against the Gatsby Benchmarks and NOICC Competencies*

An evaluation matrix of the STAR program, developed using the CIPP model (Stufflebeam, 2003) and incorporating a mapping of the Gatsby Benchmarks and NOICC Competencies, is presented in the following table.

Table 1. STAR Program Evaluation Matrix Based on the CIPP Model, Mapped against the Gatsby Benchmarks and NOICC Competencies

CIPP Category	Dimension	Aspect	Findings & Supporting Data	Development Recommendations	Gatsby/NOICC Link
Context	Policy & mandate	Programme-KPI alignment	The STAR programme was designed in response to Ministerial Decree No. 210/M/2023 on graduate waiting periods of less than 12 months as a KPI. The Dit. PKAE Management Contract has established two KPIs directly related to the career preparation programme: (1) the percentage of career preparation participants relative to the number of graduates, operationalised through an LMS-based career preparation course; and (2) the number of career preparation and graduate placement corporate partners. Both demonstrate that the STAR Programme possesses a measurable accountability structure aligned with institutional KPI mandates.	The two KPIs established in the Management Contract (participant percentage and number of partners) should be complemented with outcome indicators, namely students' post-programme work readiness and graduates' job-seeking duration, so that programme accountability extends beyond output (participation) to impact (employability).	Gatsby #1 (Stable Careers Programme); NOICC: Career Planning
	Student needs	Student awareness & demand	Awareness of the STAR Programme among students and faculty remains low, indicating a gap between programme design and perceived user needs. No systematic needs-assessment data from students is yet available. Holman (2014)	Conduct a survey-based needs assessment of students and faculty prior to annual programme planning, as a basis for adjusting content and communication strategy, alongside collaboration with relevant units such as	Gatsby #3 (Individual Needs); NOICC: Self-Knowledge

CIPP Category	Dimension	Aspect	Findings & Supporting Data	Development Recommendations	Gatsby/NOICC Link
			emphasizes that career programmes must be known and understood by all stakeholders (Gatsby #1).	public relations and faculty roadshows to ensure equitable dissemination of information.	
Input	Human resource capacity	Counselor-to-student ratio	The Dit. PKAE team comprises 9 staff members, including only 3 career counselors, serving more than 34,000 active students (a ratio of 1:11,333). Holman (2014) affirms that every student is entitled to personal career guidance (Gatsby #8); the current ratio constitutes a significant structural constraint.	Develop a tiered service model: AI/chatbot-based technology for first-tier services and human counselors for intensive support, as a solution to the limitations in human resource ratio.	Gatsby #8 (Personal Guidance); NOICC: Career Planning
	Technological infrastructure	Digital platform readiness	Two digital systems remain suboptimal: (1) the MyTelU career profiling feature does not yet accommodate STAR's requirements; and (2) the CDC website does not yet meet students' employability information needs. Holman (2014) underscores the importance of student access to quality labour market information (Gatsby #2).	Make the development of the CDC digital platform an institutional priority with a clear technology roadmap, encompassing an integrated career profiling module, student portfolios, and a data-driven employability dashboard.	Gatsby #2 (Labour Market Information); Gatsby #7 (Further Education)
Process	Programme scheduling	Adherence to timeline	A detailed activity plan for STAR was developed on a per-semester basis, with a clear timeline established well in advance, grounded in data and coordinated with faculties and the Academic Affairs unit. Holman (2014) stresses that programme stability and consistency are key to the effectiveness of career services (Gatsby #1).	Implement a periodic schedule-monitoring mechanism with designated coordinators for each sub-programme. Coordination with faculties should be formalised from the start-of-year planning meeting and incorporated into the university's academic calendar.	Gatsby #1 (Stable Programme); Gatsby #4 (Curriculum & Careers)
	Cross-unit coordination	Faculty & study programme support	Not all faculties and study programmes regard career preparation programmes as a priority; finding	Build institutional commitment through university policy that formalizes time allocation for career	Gatsby #4 (Curriculum & Careers); NOICC: Career Exploration

CIPP Category	Dimension	Aspect	Findings & Supporting Data	Development Recommendations	Gatsby/NOICC Link
			suitable working-day time slots for STAR implementation remains challenging. Holman (2014) affirms that embedding career guidance within the curriculum requires the active commitment of faculty across all study programmes (Gatsby #4).	programmes within the academic calendar, accompanied by advocacy to faculty leadership regarding their contribution to institutional KPIs.	
	Service accessibility	Programme content inclusivity	Socialisation video content is equipped with English subtitles and sign-language interpretation, thereby accommodating international students and students with special needs. Holman (2014) affirms that career programmes must take equity and diversity into consideration (Gatsby #3).	Establish inclusive content production standards (bilingual subtitles and sign-language interpretation) as part of Dit. PKAE's standard operating procedures, guided by the principle of Guidance for All, ensuring accessibility for all students.	Gatsby #3 (Individual Needs); NOICC: Self-Knowledge
Product	Impact measurement	Programme effectiveness on work readiness	No standardized impact-measurement mechanism is yet in place. Participation data indicate increased engagement (2,981 RMIB test participants; 3,578 MBTI participants; 42% of fourth- and sixth-semester students enrolled in LMS-based soft skills classes in the Even Semester of 2023/2024). In addition, two Management Contract KPIs (career preparation participation percentage and number of corporate partners) represent already-measured output indicators. However, the relationship between programme participation and improved work readiness as an outcome indicator has yet to be quantified. Neary (2014) emphasizes that effective career programmes	Design a longitudinal impact-evaluation system involving pre-post measurement using a validated career readiness instrument, alongside tracking of graduates' job-seeking duration as a long-term outcome indicator. Output indicators (participation) should be complemented with outcome indicators (career readiness) (Dodd et al., 2022; Zikic & Saks, 2009).	Gatsby #1, #3; NOICC: Career Planning

CIPP Category	Dimension	Aspect	Findings & Supporting Data	Development Recommendations	Gatsby/NOICC Link
			should yield measurable increases in student motivation and achievement, not merely participation levels.		

CONCLUSION

Based on a review of the literature concerning the implementation of career preparation programmes in higher education, Telkom University has developed a systematic career preparation framework through the Student Employability Journey (STAR) Programme. Conceptually, this programme is designed to support student career development in a phased manner, from the beginning of their studies through their transition into the workforce, via the stages of pre-career preparation, career preparation, and job immersion.

The results of the document analysis indicate that STAR implementation has been integrated into a range of academic activities and career services, including self-assessment, career profiling, career guidance, LMS-based soft-skills classes, and collaboration with industry partners. Programme implementation data also indicate that student participation rates in several STAR activities are relatively higher than those achieved by career preparation programmes in the preceding period, which generally remained below 30% of the target population. For instance, student participation in the LMS-based soft skills class during the Even Semester of the 2023/2024 Academic Year exceeded 40% of the target programme population.

Nevertheless, because this study employed a descriptive document analysis design without statistical testing or a comparison group, these findings cannot be interpreted as evidence of a significant effect or improvement resulting from STAR implementation. Rather, these findings are more appropriately understood as a depiction of programme implementation and student participation trends over the course of the implementation period.

The programme alignment analysis indicates that STAR accommodates all eight Gatsby Benchmarks and the three NOICC career development competency domains, although several aspects still require strengthening—particularly the provision of data-driven labour market information, the integration of further-study services, and the measurement of the programme's impact on student and graduate career development. Future research should therefore employ evaluative or longitudinal designs to examine the effectiveness of the STAR Programme with respect to work readiness, career decision-making, and graduates' successful transition into the workforce.

REFERENCES

- Álvarez-González, P., López-Miguens, M. J., & Caballero, G. (2017). Perceived employability in university students: Developing an integrated model. *Career Development International*, 22(3), 280–299. <https://doi.org/10.1108/CDI-08-2016-0135>

- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Buchori, S. (2015). Efektivitas bimbingan karier untuk peningkatan core work skills mahasiswa. *Jurnal Psikologi Pendidikan & Konseling*, 1, 58–65. <http://ojs.unm.ac.id/index.php/>
- Directorate of Career Development, Alumni, and Endowment. (2023). *STAR: Student employability journey*. Telkom University.
- Dodd, V., Hanson, J., & Hooley, T. (2022). Increasing students' career readiness through career guidance: Measuring the impact with a validated measure. *British Journal of Guidance and Counselling*, 50(2), 260–272. <https://doi.org/10.1080/03069885.2021.1937515>
- Ergün, M., & Şeşen, H. (2021). A comprehensive study on university students' perceived employability: Comparative effects of personal and contextual factors. *SAGE Open*, 11(3). <https://doi.org/10.1177/21582440211036105>
- Fajriani, F., Supriatna, M., Ahman, A., Saripah, I., & Yulizar, Y. (2023). Tinjauan teoretik tentang transferable skill. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 12(3), 18–33. <https://doi.org/10.15294/ijgc.v12i1.57358>
- Fallows, S., & Steven, C. (2000). Building employability skills into the higher education curriculum: A university-wide initiative. *Education + Training*, 42(2), 75–82. <https://doi.org/10.1108/00400910010331620>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
- Holman, J. (2014). *Good career guidance*. Gatsby Charitable Foundation.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023). *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 210/M/2023 tentang Indikator Kinerja Utama Perguruan Tinggi*.
- Mason, G., Williams, G., & Cranmer, S. (2009). Employability skills initiatives in higher education: What effects do they have on graduate labour market outcomes? *Education Economics*, 17(1), 1–30. <https://doi.org/10.1080/09645290802028315>
- National Occupational Information Coordinating Committee. (1996). *National career development guidelines: K-Adult handbook*.
- Nurlatifah, S., Supriatna, M., Yudha, E. S., & Julius, A. (2023). Pengembangan instrumen kecakapan kerja mahasiswa (Rasch model analysis). *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling*, 13(4), 792. <https://doi.org/10.24127/gdn.v13i4.8604>
- Pool, L. D., & Sewell, P. (2007). The key to employability: Developing a practical model of graduate employability. *Education + Training*, 49(4), 277–289. <https://doi.org/10.1108/00400910710754435>
- Rahma, F., Yusuf, A. M., & Afdal, A. (2021). Bimbingan dan konseling karir di perguruan tinggi. *SCHOULID: Indonesian Journal of School Counseling*, 6(2), 133–139. <https://doi.org/10.23916/08888011>
- Shalsabila, E. T., & Kadiyono, A. L. (2019). Employability between pedagogy students. *AdBispreneur: Jurnal Pemikiran dan Penelitian Administrasi Bisnis dan Kewirausahaan*, 4(3), 229–242.

- Stufflebeam, D. L. (2003). The CIPP model for evaluation. In *International handbook of educational evaluation* (pp. 31-62). Springer. https://doi.org/10.1007/978-94-010-0309-4_4
- Zikic, J., & Saks, A. M. (2009). Job search and social cognitive theory: The role of career-relevant activities. *Journal of Vocational Behavior*, 74(1), 117-127. <https://doi.org/10.1016/j.jvb.2008.11.001>