

# Factors That Influence Career Readiness : Last Year High School Student Perception

Berta Dian Theodora, Siti Martiah, Ria Rahma Yanti

**Abstract:** A career is a long-term choice and is related to the life goals to be achieved. Each individual can prepare a career since school. Individual readiness in a career starts from exploring, preparing and planning it. High school students of XII grade will enter the next level in education, so they need to think carefully about the majors that will be taken in order to support the path to the dreamed career. This research aim focuses on internal factors that influence career readiness according to student perceptions. Sampel of the research is 262 of public senior high school students of XII grade, 2018/2019 academic year in depok, West Java. Research variables are career readiness, self-understanding, achievement motivation and interest in career. The method used is quantitative descriptive and regression. The results showed that students' career readiness was influenced by 42.7% by internal factors. The biggest factor that affects is interest, it can be understood that when students have an interest and have chosen their career choices, students will be ready to explore and plan every step that needs to be taken.

**Index Terms:** Career, Interest, Motivation, Self-understanding.

## I. INTRODUCTION

The Study report was carried out by Watts and Fretwell [1] stated that in most cases, the focus of public employment is on work, not on careers. Preparing people to get into any job as quickly as possible as the main focus rather than ensuring that they are in sustainable work that offers opportunities for progress and follow their interests and abilities. During this time people often mention work and position that generate income as a career, but that is only part of the meaning of a career. A career is a long-term choice and is related to the life goals to be achieved. Career are very related to personal development and are one of life's successes, so making decision about careers need to be well prepared and as early as possible. Individual readiness about a career decision starts from exploring, preparing and planning, and each individual can prepare a career starting from school.

High school students of XII grade will enter the next level in education, so they need to decide carefully about the majors that will be taken in order to support the path to the dreamed career. Based on government regulation number 66 of 2010 [2] the School organizes guidance and counseling

**Revised Manuscript Received on June 9, 2019.**

**Berta Dian Theodora**, Program Studi Informatika, Universitas Indraprasta PGRI, Jakarta, 13760, Indonesia.

**Siti Martiah**, Program Studi Informatika, Universitas Indraprasta PGRI, Jakarta, 13760, Indonesia.

**Ria Rahma Yanti**, Program Studi Teknik Industri, Universitas Indraprasta PGRI, Jakarta, 13760, Indonesia.

activities for students to plan their future and also states that the implementation of education has the purpose of providing assistance to students in order to find personal, know the environment and plan for the future. The OECD formulates the definition of career guidance as: Career guidance refers to service and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers [3].

Career planning and development is part of the guidance and counseling lessons that students receive at school, but the final decision is still taken personally by students. When students prepare for careers they will consider many things before finally deciding on a career to be achieved. The things that are considered by students can be categorized into internal factors and external factors. Examples of internal factors that affect students include self-understanding, interest in work, motivation to achieve careers and future planning, whereas examples of external factors are family, peers, school and society. A distinct sense of career is linked to individuals' making informed career decisions

The results of this research will provide information about the biggest factors that influence career readiness based on student perceptions. This information is needed to help guidance and counseling teachers as well as parents when helping students in deciding and preparing for careers, especially for students last year while continuing their education to the next level so that they do not make mistakes and regret when taking majors at the university.

## II. LITERATURE REVIEW

The development of self-concept in accordance with works zunker ( more specifically put forward the stages of work as (1) growth stage (from birth to age 14 or 15 years), characterized by the development of abilities, attitudes, interests, and needs that have to do with self-concept; (2) the tracking stage (15-24 years) is characterized by a tentative phase in which choices are limited but not final; (3) establishment stage (25-44 years), marked by practice, and stabilization through work experience; (4) maintenance stage (45-64 years), marked by a continuous process of adjustment to improve or improve the situation and position of work; and (5) the stage of decline which lasts at the age of 65 years and above, which is characterized by considerations before retirement, work results and retirement itself [4].

The personality is the collection of impressions in the appearance of the student's body and the impressions believed to have been made on



## Factors That Influence Career Readiness : Last Year High School Student Perception

others, good or bad. One's personality may embrace attitudes and opinions that affect the way we deal when interact with people and situation when deciding on a career. Students at senior high school were into the exploration stage had the tentative characteristics, which students already specified the choice but it was not the final.

What they would like to be, and what they are like, are determining factors in their career. A developed career plan included evaluation of personality through self-assessment, communication with others and another trait that depended heavily on personality. An individual's sense of occupational or professional identity is a strong element of their sense of personal identity [5, 6].

According to Ginzberg [4] high school students enter a realistic period which is characterized by the integration of various capacities with interests focused on career choices. interest consisted of elements: cognition (knowing), emotion (feeling), and conation (the will). Interest also considered as a conscious response otherwise the interest would not have any meaning for someone and defined self-interest as the explicit concern for the wants and needs of the individual, self-interest also lends itself to being a valuable concept in understanding an individual's career decisions. It has been advanced that individuals are strongly governed by self-interest [7]. Interest would arise from something already known and we could know something through learning, it means that the more learning, the wider the interest field.

High school students are in the exploration period, where in this period students face dynamics in various choices and decisions, especially needing to think seriously about the possibility of entering a particular career field because every career has a difference in characteristic and professional identity. Students who have strong motivation and interest in careers are expected to be able to help during the decision-making process when preparing for a dreamed career. The decision making process of students regarding education and work is influenced by 4 things that are the main focus [8] as follows (1) self-awareness: the process by which students realize their abilities and identify their desire to continue their education or career; (2) Awareness of employment opportunities: it is very important that decisions about the work and education taken by students are not biased in the presence of presumptions from the environment and between them; (3) Decision making: making a choice of work or education is an important moment in one's life, when students make choices not only based on quality information but also with a commitment to the choice of work and education to be made; (4) Transitional learning: facilities in the decision-making process will continue until the decision has been made.

### III. METHODOLOGY

This research aim focus on internal factors that influence career readiness according to student perceptions. The method of this research is quantitive and regression with 4 (four) variables to be analysed. The variables in this research consisted of self-understanding, achievement motivation and

interest in career as independent factors while the dependent factors was career readiness.

Data collection is done in primary and secondary. Research use simple random sampling and the number of samples for this research were 262 public senior high school students of XII grade, 2018/2019 academic year.

### IV. RESULT AND DISCUSSION

The value of  $R^2$  was 0.427. this implies that internal factors that exist affecting 42.7% in career readiness while the remaining 57.3% in career readiness is caused by other variables outside the regression model.

The result of the regression analysis also reveal that interest in career is the most influential factor in student career readiness with 32.4%, next to this are achievement motivation with 17.6% and self-understanding with 10.8%.

After analysing the data the researcher has found that interest in career is the most influential factor from student perception in their career readiness. The matching process for career should be concerned not just with individuals' abilities and aptitudes, but also with their needs, values and interests. Self-interest in this research is the perceptions and expectations of material (economic and social) gains offered by working in the industry, it is also influential in career decision making.

The student should become knowledgeable in these areas while searching for career interests. When students make decisions about the careers they are interested in, they will be motivated to look for private training institutions that provide special skills qualifications and independent education providers according to their career needs.

Every activity carried out by the school when providing services and information is expected to generate motivation for students to start preparing for the career they want. Achievement motivation is internal encouragement to students who are learning to make behavioral changes, generally with several indicators or elements that support. The development of achievement motivation will bring some changes, it can show in appearance, feeling, affection toward something and can determine student behavior.

Career guidance has an important role to play in encouraging students to engage in career planning and learning throughout life, so enabling them to respond more flexibly to the opportunities offered by a dynamic labor market. The role of career guidance and counseling as the integration of various intellectual abilities and skills as well as special skills. Learners can recognize (describe) self-characteristics (interests, values, abilities, and personality traits) from which students can identify fields of study and careers that are suitable for themselves. Students can understand of various things related to the world of work and the demands of work ability in certain fields of work in the future.

Students are able to identify various fields of education available that are relevant to various fields of work. They are able to make career decisions for themselves, planning concrete steps to realize a



realistic career direction planning for themselves. Realistic career direction planning will minimize factors and negative impacts and maximize the positive factors and effects of the career direction selection process.

How student have seem themselves in a role in which personality is determining factor that influence their career. Splaver stated "It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans" Taking into account the interaction of professional character and self-understanding in decision making enables an understanding of how professional identity characters - such as social and emotional 'needs' that include feelings of belonging and attachment, mastery, and status and pride - shape perceived perceptions, possible of material resources such as wages and working conditions.

An individual's sense of occupational or professional identity is a strong element of their sense of personal identity. Individuals seek to create their identity (by self-understanding and self-interpretation) through their unique traits as individu, relationships and group membership (collective). The student's personality must match the criteria for their chosen career. Identity studies provide an in-depth insight into the factors that influence an individual's orientation towards a particular career. Identity theory addresses an individual's connection and attraction to a profession. Identity studies allow for the exploration of the relationships that exists between an individual's values and experiences, social identities and organisation [9].

A student's self-understanding must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide. Students must take seriously the role of grades play in limiting opportunities in the future. Adolescence is the time for testing the realities of life, this movement from the society of youth to that of adulthood. These impressions form the cognition or the understanding in dealing with persons and things. That change has been described as one from a majority at school to a minority at work.

Professional identity is the primary perspective within which orientation to particular careers has been examined [9]. Professional identity creates a psychological attachment between an individual to a particular profession. A strong sense of occupational/professional identity is positively associated with individuals' feeling a strong sense of self-esteem [5]. Both professional identity and self-interest as constructs assist with understanding an individual's personal and professional biography which consists of "past memories and future anticipations, habits, feelings, forms of knowledge and expectations, which gives us a sense of uniqueness and simultaneously connects us to all others" [10].

## V. CONCLUSION

Last Year High school students are in the exploration period, where in this period students face dynamics in various choices, especially needing to think seriously about

the possibility of entering a particular career field because every career has a characteristic and professional identity. The results showed that the biggest factor that affects career readiness is interest in career, it can be understood that when students have an interest and have chosen their career choices, students will be ready to explore and plan every step that needs to be taken. When students make decisions about the careers they are interested in, they will be motivated to look for skills qualifications according to their career needs and once a career has been narrowed down, personality has played a role in obtaining and keeping student in the field of choice.

## REFERENCES

- [1] A. G. Watts and D. H. Fretwell, "Public Policies for Career Development. Case Studies And Emerging Issues For Designing Career Information And Guidance Systems In Developing And Transition Economies," *World Bank Education Advisory Service*, 2004.
- [2] S. P. R. Indonesia, *Peraturan pemerintah Republik Indonesia nomor 66 tahun 2010 tentang perubahan atas peraturan pemerintah nomor 17 tahun 2010 tentang pengelolaan dan penyelenggaraan pendidikan*. Sekretariat Presiden Republik Indonesia, 2010.
- [3] O. f. E. Co-operation and Development, *Education at a glance 2010: OECD indicators*. OECD Paris, 2010.
- [4] V. G. Zunker, "Career counseling: Applied concepts of life planning," 1998.
- [5] V. B. Skorikov and F. W. Vondracek, "Occupational identity," in *Handbook of identity theory and research*: Springer, 2011, pp. 693-714.
- [6] H. S. Slay and D. A. Smith, "Professional identity construction: Using narrative to understand the negotiation of professional and stigmatized cultural identities," *Human relations*, vol. 64, no. 1, pp. 85-107, 2011.
- [7] M. E. Gerbasi and D. A. Prentice, "The Self- and Other-Interest Inventory," *J Pers Soc Psychol*, vol. 105, no. 3, pp. 495-514, Sep 2013.
- [8] M. E. Wibowo, "Panduan Pelayanan Bimbingan Karir," ed: Organisasi Perburuhan Internasional: Jakarta, 2011.
- [9] A. Marks and P. Thompson, "Beyond the blank slate: Identities and interests at work," 2010.
- [10] J. Webb, *Organisations, identities and the self*. Palgrave Macmillan, 2006.

## AUTHORS PROFILE



**First Author: Berta Dian Theodora** is currently working as a lecturer at Universitas Indraprasta PGRI. She have an interest in research in education and economics. She just started doing and presented several research paper in local, regional, national and international forum.



**Second Author : Siti Marti'ah** is currently working as a lecturer at Universitas Indraprasta PGRI. Her interest in research in entrepreneur, economic, culture and education. She had presented several research paper in local, regional, national and international forum.



**Third Author : Ria Rahma Yanti** is currently working as a lecturer at Universitas Indraprasta PGRI. She have an interest in research in management and education.