

Barriers to the maturity of student's career planning as millennial generation

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Abstract: Research aims to examine obstacles found both internally and externally. Method of research using survey method. Research population is an alumnus of study and counseling Program of PGRI Palembang University. Samples were chosen using the Purposif method, which focused on alumni who have not worked after graduating from college. The data collection techniques used are the scale of confusion in choosing a career. The results showed that there were students' barriers in planning careers with both internal and external factors, but the barriers were dominated by internal factors.

Keywords: Career Planing, Millenials

Abstrak: Penelitian bertujuan untuk mengkaji hambatan yang ditemukan baik secara internal maupun eksternal. Metode penelitian menggunakan metode survey. Populasi penelitian adalah alumnus Program Studi Bimbingan dan Konseling Universitas PGRI Palembang. Sampel dipilih menggunakan metode purposif, yang difokuskan kepada alumni yang belum bekerja setelah lulus kuliah. Teknik pengumpulan data yang digunakan ialah skala kebingungan dalam memilih karir. Hasil penelitian menunjukkan bahwa terdapat hambatan mahasiswa dalam merencanakan karir dengan matang baik pada faktor internal maupun eksternal, namun hambatan tersebut didominasi oleh faktor internal.

Kata kunci: Perencanaan karir, Millenials



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INTRODUCTION

Final year students are always faced with the demand to have a solid career choice. At the end of the lecture, students begin to think about various employment options, starting to become teachers, private employees, civil servants, and even entrepreneurs. Generally, these choices emerge from the views of parents, peers, and view of the trend of job openings. The results of the study were conducted by Palos & Drobot

(2010); Savitri & Muis: (2014); Kristiono (2018) in career decision making factors from outside individuals that influence in career choices, namely the fulfillment of parents and family requests and the invitation of friends to choose majors.

This situation indicates a lack of visibility in career planning, which has an impact on students not being ready to enter the workforce. On the one hand, information disclosure actually provides many attractive

career choices for millennials, but back again to the readiness of students to face opportunities, challenges and consequences. In accordance with research by Ismail, Abdullah, Mohamad & Khairuldin (2018); Salleh, Subhan, Wan, Suhaila & Johari, (2014) showed that the rise of university students who have a low career maturity category is caused by the lack of resilience and the adaptation of students in facing the times is not followed.

Lestari & Rahardjo (2013); According to Chi, Leuty, Bullock & Dahlen (2018); Anggraini (2012) found the phenomenon of newly graduated scholars had not fully considered their abilities, interests, and personalities in choosing a job and chose more work that was different from the education undertaken. Their tendency in determining the chosen job has a negative impact on emotional and student achievement, for example, it can be a form of worry and anxiety if they are unemployed for too long, shame about the environment, especially if they have not found work, and moral demands from parents.

Hendayani and Abdullah (2018) states that 91% of the business community thinks university graduates are not ready to use after college. Similar conditions occur in students of guidance and counseling study programs at the University of PGRI Palembang, graduation year 2018/2019. Based on tracer studies, only 30% of alumni have found jobs right away, 10% of alumni plan for further study (S-2), and 60% of alumnus are still looking for work, which is dominated by male students. This is in line with the results of research conducted by Abidin, Salleh, Subhan, Mahmud, Ali, Bakar (2018) which shows the career maturity between male and female students has a high category.

The main problem is, as students from the Teaching and Education Faculty, ideally students have a definite career focus of being a teacher at school. However, being a teacher especially honorary is not their main choice. This indicates the lack of maturity of career planning done by students. Many factors make a career immaturity. Internally, career choice turmoil is caused by low self-esteem, an understanding of abilities, interests, personality, and prestige, as well as individual self-concepts in general. Whereas externally family factors can influence career selection, especially in choosing the desired occupation, socioeconomic factors, including lifestyle environment, and desired income expectations.

Ratnaningsih, Kustanti, Prasetyo & Fauziah (2016); Lau, Low & Zakaria (2013); Suyono (2014); Merdekawati & Sulistyawati (2011) found that there are several factors that affect career maturity, namely internal and external factors. Internal factors consist of life values, intelligence levels, special talents, interests, personality traits, knowledge, and physical condition. External factors include the community, socio-economic conditions of the country or region, socio-economic status of the family, influence of extended and extended family, education at school, peers, demands attached to the position or study program, financial / salary considerations, differences in maturity careers that occur between women and men and labor market considerations.

Therefore, it is necessary to do factual deepening of several subjects to find the main factors of immaturity in student career planning. So that it can be an evaluation for the development of educational processes in study programs that are oriented towards career maturity. Previous research related to career maturity has been conducted by Nindya, Kiswanto, & Hidayati (2019) found that the career maturity of students of class XII MIPA 3 in SMA Negeri 1 Karanganyar was only 10% of class XII students. The research focuses on individuals who are in high school while research conducted by researchers reviews the barriers experienced by students whose incidentally they have a far more mature preparation for entering the workforce compared to those in middle school age

METHOD

The study was conducted using quantitative descriptive methods. In this study did not conduct experimental or treatment activities. The study population was the alumni of the Guidance and Counseling Study Program at the Palembang PGRI University, graduating year 2018/2019. Specifically, the sample was selected using a purposive method, which is focused on alumni who have not worked after graduating from college. The sample amounted to 25 people. The instrument used in the form of a Likert scale containing various factors causing confusion in choosing a career. The description of aspects and indicators is presented in table 1 below.

Table 1. Research Instrument Rubric

Aspect	Indicators
Internal	<ol style="list-style-type: none"> 1. Understanding towards interests, talents, and abilities 2. Mastery of academic competencies and occupational fields 3. Confidence 4. Expectations on the job 5. General views on self
External	<ol style="list-style-type: none"> 1. Parental support 2. Friendship environment 3. Number of job vacancies 4. Lifestyle 5. Socio-cultural

RESULTS AND DISCUSSION

The results of this study indicate that there are obstacles in career planning that are influenced by internal and external factors. Presentation of data is divided into aspects, namely aspects of internal factors and aspects of

external factors. Furthermore, comparing the highest average percentage between internal and external factors and obtained the main obstacles to student career maturity. Description of internal aspects research data that are obstacles to student career maturity is presented in graph 1.

Graph 1. Percentage of internal barriers to student career maturity



Indicators of self-view and self-efficacy are the main obstacles felt by respondents. 83% of respondents feel unsure of their abilities and choices, and 80% of respondents have a negative view of themselves. In theory, the two are closely related. Self-efficacy is a belief based on a view of ability, experience in solving problems or tasks in daily life. Alumni who are respondents acknowledged that they would not

be able to keep up with the demands of work to be received in the future. The lack of experience in honing skills, especially soft

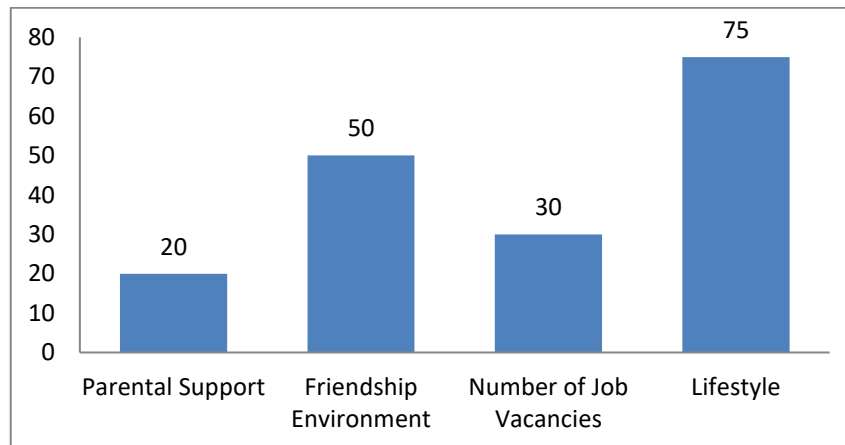
skills, is the cause of their lack of confidence in choosing certain jobs. In line with the data in Figure 1, which shows that 40% of competency mastery is felt.

Research by Isnain and Nurwidawanti (2018) shows a positive relationship between self-efficacy variables and career maturity, with a correlation coefficient of 0.411 ($r = 0.411$). In his research it was concluded that if self-efficacy is high then career maturity is high, conversely career maturity will be low if self-efficacy is low. Susantoputri, Kristina, & Gunawan (2014);

Guan, et al. (2016) explains what is meant by the efficacy in career maturity is the individual's belief in potential, personality, and confidence in his strengths, so they will make career choices that are appropriate to their abilities that lead to

increased career adaptability. Meanwhile, a description of external career maturity obstacles perceived by respondents is presented in graph 2.

Graph 2. Percentage of external barriers to student career maturity



Externally, the main consideration that makes students confused in choosing a career is lifestyle, followed by a friendship environment. 75% of respondents felt confused in deciding work because they were afraid they would not be able to meet the current lifestyle standards. This is related to the amount of salary that will be received. Furthermore, 50% of respondents are hampered by the maturity of their careers because they always compare their work choices with their peers, in addition, they are easily confused if given criticism by their friends regarding their career choices. Lifestyle is an important consideration for millennial generation (generation Y) in choosing a career. The greater the fulfillment of lifestyles that can be facilitated by career choices (companies or agencies), the greater the possibility of these choices taken by millennial generation. Results of Mulianto & Yenni's research (2014); Adeliyanti & Khoirunnisa (2020) Career Lifestyle and the social value of work have a significant effect on career choices. Previous research was also conducted by Kurniawan (2014); Mulianto & Yenni (2014); Susanti & Adi (2014) found that the factors that influence millennial generation (Y) perceptions of career choices include career motivation, work social values and career lifestyle. Adeliyanti & Khoirunnisa (2020) in her study mentioned life

style as one of five factors that shape a person's perception of a career choice. In his study, it is known that the career lifestyle regression coefficient value is -0.003 and it is negative, meaning that the higher the career lifestyle of students, the less confident / low career choices.

Confusion in choosing a career caused by a high lifestyle is due to the lack of agencies that can meet the demands of the millennial generation with procedures and lifestyle. This shows the unpreparedness with the consequences to be obtained by respondents. Self-understanding is the main key in dealing with various obstacles raised in the results of research. The lack of confidence in themselves and the unpreparedness of students to get consequences that will change their lifestyle is rooted in not understanding their abilities and capacities. The tendency of students is to avoid situations instead of trying to adapt to the situations they will face. Research conducted by Ojeda, Watson, Castilo, Khan, and Leigh (2012) states that individuals with high self-efficacy career decisions will make their best efforts to obtain satisfying career-related results. When students are adaptive, in the process of planning a career they will be able to reduce various concerns, and increase their self-control. Basically in the digital age they have many opportunities, but also because immature

understanding actually raises concerns, and is pessimistic when comparing themselves with others or uploading social media. Kumaidi, Farida, & Haq, (2017); Suryahadikusumah, Kurniasari, Ferdiansyah, Purnamasari, & Surtiyono (2019) explained that understanding personality typology is very useful especially in providing information about individuals and career alternatives so that they can help in career planning, as an effort to find steady preferences and open themselves to various opportunities career in the digital age.

Understanding typology is in line with the concept of career construction in the 21st century proposed by Schlesinger & Pasquarella (2016); Fitwatursuliyah & Sawitri (2017), namely exploring personality and the ability to adapt to demands in career decision making. The concept helps individuals have a life theme, which is a story about why individuals make their choices and decisions in other words the chosen career concept is built by themselves. In addition to the mentoring efforts described above, self-understanding also needs to be developed through learning experiences in lectures. Project-based learning can facilitate students to explore sensitivity to abilities, interests, and abilities to collaborate. In addition, the portion of field practice experience needs to be reconsidered, so that aspects that hinder student career planning.

Sugiono (2016); Manoma (2019) found that students agreed in their career selection considering taking part in professional training and practicum balanced with facilities, either through seminars, mass media or other activities related to the world of work. That way students will have sufficient knowledge and become individuals who are broad-minded about the world of work, so it is very helpful in achieving good careers. This is in line with the Merdeka Campus Program which was initiated by the Minister of Education of the Republic of Indonesia. One emphasis in the program is to provide opportunities and flexibility for students to develop themselves equivalent to two semesters both in research activities, community service, entrepreneurship, and student creativity projects. By trying to apply these policies in lectures in the guidance and counseling study program it is expected to minimize the immaturity of student career planning

CONCLUSION AND SUGGESTION

The obstacles of students in planning their careers are dominated by internal factors, which are related to the understanding of their abilities. While external factors that affect students so that the difficulty in choosing a career caused by conflict between lifestyle demands with the ability to adapt to changes in lifestyle. This study recommends the need for learning experiences that facilitate work experience and creativity outside the campus for students so that students better understand their capacities and are prepared with a variety of life choices when graduating from college. In the context of the development of knowledge, especially in the field of counseling guidance, it is expected that there is research related to obstacles and solutions to career planning for students. This research can also be used as a reference material to produce updated research results that are relevant to career obstacles. With the latest research will provide a reference to the differences from this study with further research. For research counseling teachers, this research can be used as material for implementing counseling and guidance service programs, especially in the field of career services

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