

Identifying External Factors With Career Development of High School Students in Depok, West Java

Haryanto¹, Siti Marti'ah^{2*}, & Berta Dian Theodora³

¹*Pendidikan Ekonomi, Universitas Indraprasta PGRI, Jakarta, Indonesia*

²*Informatics Department, Universitas Indraprasta PGRI, Jakarta, Indonesia*

³*Informatics Department, Universitas Indraprasta PGRI, Jakarta, Indonesia*

*corresponding author: sitimartiah1@gmail.com

ABSTRACT

The decision to continue education to the next level must be taken by class XII of High School students. Planning and developing career of the students are influenced by internal and external factors. This research aimed at finding out specific dominant external factors that influenced the students' career. By identifying the external factors, the guidance and counseling teachers would focus on using it to develop the students' career. The data analysis applied the regression techniques, and the data collection gathered by a set of questionnaires to 260 students. The result showed that several external factors such as family environment, school environment and career information contributed 49.7% on the career development of the students. Among the three external factors, the dominant influencing variable was the career information. Therefore, the factor needed to be the focus of the family and the guidance and counselling teachers in providing the latest information about diversification of careers, particularly related to the digital era. Definitely, possible and up-to-date career information would reduce the students' mistaken in selecting the majors and the career.

Keywords: *External factors, Career development, High school students*

1. INTRODUCTION

Individuals improve the quality of life through education in hopes of understanding the meaning and nature of life and the best way to do it. Ki Hajar Dewantara [1] stated that education is an effort to advance the character (character, inner strength), mind (intellect), and physical of children in harmony with nature and society. Through education, individuals recognize themselves, their talents, characters, abilities and mindfulness so as to become individuals with superior abilities and personalities.

Education is carried out in several environments. The family environment as an informal environment is the first place where an individual gets the first information, then the social environment of the community, the formal education environment in school, and non-formal education in the course institution. Edgar Dale [1] stated that education is a conscious effort carried out by families, communities and training that takes place in schools and outside of school throughout life to prepare students to play a role in various living environments in the future. However, many school education activities focus their time on several subjects for national

examinations and have not built a relationship between the knowledge acquired in schools and the applied knowledge for the workforce. Therefore, the existence of guidance and counseling teachers or counselors offer services to help students optimize individual development, including support for determining several decisions related to the students' career, whether the students' education and the employment requirements are met and in accordance with the students' aspirations and competencies.

Every individual's education will build different personality and interest in the future. The interest to have a career is one of the long-term plans that is needed to be developed by every individual. With several choices and decisions that follow at every level of education, the education becomes the basis for achieving the desired career and needs to be prepared and developed carefully. Every individual performs education with a number of reasons, such as to develop self-personalities, to adjust the demands of change, to improve self-competencies, to be responsible and motivated to continue self-building, to help individual in self-formation, to solve life gaps in the midst of the complexity of change, to face problems with varying degrees of complexity, and to understand the meaning and nature of life.

Every educational environment brings particular rules or frameworks. In formal education, there is a set of guidelines or known as curriculum, while in non-formal education there are tools that continue to change with the use of local devices, and the adjustment process that can be quickly carried out. However, in informal education or the family environment, the circumstances occur naturally without any deliberately prepared guidelines or devices.

In order to develop the vision, mission and goals of the national education, the Ministry of National Education has established a long-term development plan with an emphasis on education development based on the periodical approaches to development. The predetermined period of development of education in Indonesia includes the following period of time.

1. 2005 - 2010 period: Capacity building and modernization;
2. 2010 - 2015 period: Strengthening services;
3. 2015 - 2020 period: Regional competitiveness; and
4. 2020 - 2025 period: International competitiveness.

The National Education framework functions to develop capabilities and to form a dignified character and national civilization in order to educate the nation's life. It was aimed at developing the students' potential to become the great human beings who believe and fear to the Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen [2]. Mulyasana [1] elaborated the educational goals to become 1) the development of scientific potential and piety, 2) the formation of noble morals, 3) students who are physically and mentally healthy, 4) knowledgeable students, 5) capable students, and 6) students with independent personality.

After completing the education as the primary needs of every individual, a student has to determine the career development. The career development can be explained by several theories such as the Ginzberg's career development theory that divided the career development in three main stages, namely fantasy, tentative and realistic. Other theory by Krumboltz's with the behavioral career theory, focused on the factors that influenced individual career choices, such as individual's genetic, environmental conditions, what was learned and skills to face tasks or problems. Another theory that was Holland's theory focused on the careers based on the work environment, personal and development, and the interaction of individuals with their environment. In general, the careers are influenced by many factors, that can be simply categorized into internal and external factors. According to Dariyo [3], the internal factors that influenced individual careers included the gender, personality, interests and talents, and intelligence. Meanwhile, the external factors as the results of an observation on individuals came from the environment of parents or family, the school environment that are teachers and friends, mass media, and society.

With the aforementioned descriptions, a Career, Information, Advice and Guidance (CEIAG) Education was designed to prepare students to face the modern era of life and as the means to develop young people's knowledge, understanding, confidence and skills. Those functions were needed to obtain information, and ideas

when selecting and planning things that enabled the students to progress smoothly for further learning and work, in recent circumstances and in the future. Information is needed to provide students' career guidance, namely: 1) students' interest, 2) parents' wishes, 3) report grades, 4) specialization in high school, 5) results of psychological tests on interests and talents, 6) university majors 7) possible work after graduating from university in accordance with majors, 8) types of public works, 9) ability to obtain employment, and 10) development of the world science and technology [4]. Moreover, the career guidance services that consisted of information, guidance and counseling services provided services to help individuals of all ages and levels in dealing with deciding choices on education, training and employment related to manage their careers. The career guidance and counseling service activities performed development in four main aspects: 1) self-awareness, 2) opportunity awareness, 3) decision making, and 4) transition learning. In general, the career guidance services help individuals to gain knowledge, skills and attitudes when deciding better choices and transition to careers, as well as developing positive behaviors in learning participation and work. OECD [5] showed evidence in developed countries that interventions from career guidance to individuals resulted in positive learning of knowledge, skills and attitudes.

The role of career guidance and counseling as the integration of various intellectual abilities and skills as well as special skills to develop at the career maturity can be seen from the guidance activities that carried out as follow. First of all, students can recognize (describe) self-characteristics (interests, values, abilities, and personality traits) where students can identify fields of study and careers that are suitable for themselves. Second, students gain an understanding of various things related to the world of work (career-study) that will be entered into such a level of career satisfaction offered, job descriptions in various fields of work, the influence of technological developments on a particular field of work, the influence that can be given in certain occupations in community, and the demands of work ability in certain fields of work in the future. The third, students are able to identify various fields of available education that are relevant to various fields of work. Thus, students acquire and can apply the knowledge and skills demanded by certain work roles.

Moreover, students are able to make career decisions for themselves, planning several concrete steps to realize a realistic career direction planning for themselves. The realistic career direction planning will minimize factors and negative impacts and maximize the positive factors and effects of the career direct selection process. At last, students are able to adjust in implementing their choices and function optimally in a career.

2. METHOD

The research was carried out at high schools in Depok. Among the population of grade XII students, the research involved 260 students from 12 schools as the sample by applying a proportional random sampling. The research conducted a quantitative research approach by employing regression analysis. There were 3 independent

variables and 1 dependent variable in the research. The independent variables consisted of family environment, school environment, and career information; and the dependent variable covered the career development. The hypotheses were formulated as follow:

- H₁: The family environment influences students' career development.
- H₂: The school environment influences students' career development.
- H₃: The career information influences students' career development.

3. RESULT AND DISCUSSION

3.1. Result

The results in table I showed the R square score of 0.497. The result displayed the independent variables of family environment, school environment, and career information that influenced the students' career development by 49.7%.

Table I. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.705 ^a	.497	.491	7.601	1.813

Continuously, based on the analysis results, Table 2 performed the hypotheses 1 to 3. The Hypothesis 1 produced a t-observed of 2.719 > t-table 1.969 with a sig score of 0.007 < 0.05. It concluded that H₁ was accepted where the family environment influenced the students' career development. The Hypothesis 2 produced t-observed 5.656 > t-table 1.969 with a sig score of 0.000 < 0.05. It convinced that H₂ was accepted where the school environment influenced the students' career development. The last, Hypothesis 3 produced a t-observed of 7.674 > t-table 1.969 with a sig score of 0.000 < 0.05. It also defined that H₃ was accepted that the career information influenced the students' career development.

Table II in column B presented the results of the calculation of the influence of each independent variables on the dependent variable. The family environment variable had a B score of 0.119 which means that this variable affected career development by 11.9%; the school environment variable had a B score of 0.377 which means that this variable affected career development by 37.7%; and the career information variable had a B score of 0.403 which means that this variable affected career development by 40.3%. Among the three variables, it can be seen that the career infoemation contributed the greatest influence on the students' career development.

TABLE II. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	55.244	6.239		8.855	.000
Family _ environment	.119	.044	.128	2.719	.007
School_environment	.377	.067	.307	5.656	.000
Career_information	.403	.053	.426	7.674	.000

a. Dependent Variable: Perkembangan_karier

TABLE III. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14599.938	3	4866.646	84.224	.000 ^b
	Residual	14792.308	256	57.782		
	Total	29392.246	259			

a. Dependent Variable: Career_Development

b. Predictors: (Constant), Career_Information, Family_Environment, School_Environment

In addition, Table 3 indicated that the regression model predicted the career development variable significantly. With the sig. score 0.000 < 0.05, it demonstrated in overall that the regression model statistically predicted the outcome variable in significant level. The regression equation was formulated as: the Career Development = 55.244 + 0.119 Family Environment + 0.377 School Environment + 0.403 Career Information + e.

3.2. Discussion

Information used by students in making decisions about their future career included attitudes and beliefs. It acquired the students' daily activity, including information provided by parents and siblings, other family members, peers, guidance counsellors and other teachers at school, public figure and also the mass media like social media (Facebook, Instagram and YouTube). At school, the students received special guidance with the lesson of *Bimbingan dan Konseling* (Guidance and Counseling). The subject helped and guided students when they were at school including consultation regarding academic matters, career development, personal development, and social development from a teacher with comprehensive guidance and counseling [6].

The career guidance was part of counseling subjects whose activities were leading the students in preparing themselves to face the world of work or certain positions or professions, to equip students to be ready to occupy positions, and to be adjustable on the demands of the world of work. The career guidance activities were provided by the school in the form of giving aptitude and interest tests, group discussions, seminars, information directly to students, the presence of speakers and providing print and electronic media. Those activities were carried out individually and classically. Schools carried out guidance activities so that the students had a comprehensive thinking process from their knowledge, to be motivated and ready to plan and decide on their careers.

The career guidance has an important role to help each individual, including student, to build careers and lifelong learning, so that students can respond more flexible to opportunities offered by a dynamic labor market. This is increasingly seen as an integral part of students' development strategies that designed to take

advantage of technological, economic and workplace changes. Every activity carried out at school environment with the career guidance by providing services and information is expected to generate motivation for students to start building their desired careers. The students are expected to be able to identify various fields of education that available and relevant to various fields of work. They are able to make career decisions for themselves, to plan concrete steps to achieve realistic career direction planning for themselves. The career direction planning will realistically minimize negative factors and impacts, while maximize the positive factors and effects of the career selection process.

The career information as part of the career guidance services provided by teachers and parents' experiences can enlighten an integrated information about careers. Students feel the need-to-know what grades or courses they needed to achieve their career goals, and the students required more information about financial assistance for further education. For example, parents who notify their children's talents and interests will provide any related information to the school so that they can pursuit proper education to certain jobs. As the education process progresses, students will explore and search for information independently on their career goals. With the advanced technology, it is very easy for the students to seek any information through the internet. The internet is potential to expand the career guidance services, since the access is continuously grown. The use of the internet can be one of the strategies in building students' self-help career development where students can seek for their desired career descriptions.

Besides, the career information needs to answer students' questions regarding the difficulty of finding the available information. Students will feel anxious because they do not understand the process of career development and career decisions. When the students have various needs for career development and planning, the career planning system may not be sufficient. Students will search for a variety of information about their desired career, and they will ask someone who can be trusted when deciding a career choice. Currently, parents and teachers are still trusted by the students to have the responsibility of leading the students to obtain accurate information from reliable and valid sources.

After the career information, the school environment becomes the variable which influences students in developing their careers. The students stated that they really thought someone who had knowledge and worked in specific field would help their career development. For example, the school environment might conduct a career day and invited some professionals in several fields where students could ask questions directly on their desired careers. That event would support the students' career development by providing opportunities to discuss and broaden the students' ideas.

Nowadays, high school students considered parents as the last variable that influenced their career development. Parents needed to release the students to find and pursue their career goals freely and independently. Parents' understanding and opinions became the influential aspect, since they are the closest individuals to the students. It also would greatly help the

students' career development. A comprehensive career curriculum can be accomplished from the formal to the informal where students can get help for their career development with all aspects of their lives.

4. CONCLUSION

Education includes everything that is completed by someone for himself or by someone else for him, with the aim of getting closer to the level of perfection. Developing a career can be started from the interest of each individual based on their talents, interests, information, experiences, and the influence of parents and teachers.

The career information is considered as the most important thing that affects student career development, because students need to know what grades or what courses they need to achieve for their career goals, and students need to complete and up-to-date information about that career. The existence of guidance and counselling teacher and the presence of the family in providing the latest information about the diversification of careers can perform an integrated information, and it will reduce the students' mistaken in selecting majors and careers. Parents also have to be in a position to support for any option decided by students on behalf of preparing the best career development for the students.

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