Unsuitable Majoring As Conditions Of Student With Their Career Goals
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Abstract
The study of improving and revitalizing the learning process has been done simultaneously and continuously. These efforts are conducted by related policies and comprehensive research. This study focuses on the conditions of student’s unsuitable majoring with their career goals. This study is essentially to provide an overview of the student's reorientation model of majoring for improving student activity in college learning. This study involved all students of Universitas Negeri Padang with a sample of 428 people using DZ-MCI instruments. The data analysis shows the condition that there is a student’s incompatibility condition with their majors occupied upon entering higher education. The study shows that 28.27% of students feel unsuited to the department they are currently in, which consists of 38.58% of students from natural sciences majors, and 23.92% students in social sciences majors. The incompleteness of the information regarding majors to be selected at the time the student enters the college also influences the incompatibility. Students who are already in the majors who are not suitable with their career aspirations need to be re-oriented for the intention of changes in learning conditions. The role of counseling services in universities is discussed related to the alleviation of these mismatches conditions.

Keywords: unsuitable majoring, majoring choices, higher education, reorientation, counselors’ role.

1 INTRODUCTION
Education is the main pillars in preparing generations to face the change and globalization. As one of the countries with demographic bonuses, Indonesia has the great potential to develop the educated and productive human resources [1]–[4]. This great potential has implied in the Direction of Indonesian Education to create the Golden Generation 2045. For that purpose, it needs comprehensive improvement efforts in improving the quality of education. The reform involves various aspects of the various pathways, levels and types of education with the support of various related policies and clear achievement strategies (e.g. education calendar arrangements, selection, rules and educational discipline). This is also supported by a significant relationship between education and the Indonesian human development index which reached a coefficient of 0.99 [1]. The achievements in human development are also evident from the index of school participation of the Indonesian population which reached 77.39% in 2015, especially in West Sumatera which reached 82.53% [5]. In an effort to reach the direction and purpose of education, it needs serious attention from various parties, starting from primary education to higher education; then the students as the golden generation will fulfil the “tri success” (social success, academic and career) [6] as well as successful personal life [7].

One of the main supporting factors that affect the success of education is learning activities [8]–[11]. Some research results indicate quite worrying conditions, both the condition of learning activities in primary, secondary education and higher education. This condition can be known based on the analysis of field practice of students in high school some cities in West Sumatra (Pariaman, Padang Panjang, Padang, Batusangkar and Bukittinggi) in 2013 which shows that the quality of student learning activities was still in the low category, with an average score of 96.574 from the 330 ideal scores (29.26%). This conditions were not much different in student learning activities at the universities, this evidenced by the acquisition of student learning quality scores on average of 45.5 from 330 ideal score (13.79%), with the number of average learning problems as much as 74.25 (39.99%) [12].

One of the main factors that determine the optimal learning activities is the condition of student interest in the major they occupy. The success or failure of any learning activity is determined by the interest of the students in the major that occupied [8], [13]–[24]. The condition of the student's interest becomes an important concern to optimize learning activities in the universities [25]–[28].

However, based on the results of a study of Universitas Negeri Padang first-year students in 2016 found that only 3.28% of respondents feel
suitable with their major, even there are 23.77% of students have a desire to move to another majors because he felt unsuitable [29]. When analyzed based on the existence of counselor, discovered the contrary fact, which the availability counselor at the school reached 99.18%, so it can be said that almost the entire high school has had a counselor. The next phenomenon that was found was more than half of the respondents (59.85%) stated that it has not received sufficient information on further education from counselor, even 10.65% of the respondents completely blind with information about the major that he occupied.

These phenomena occur due to various factors; the relevant parties have not performed their roles and functions as they should in an effort to help students explore their career [30]–[34], reviewing information and making decisions regarding his career, which is related to the course he will choose [35]–[38]. The mismatch conditions furthermore require optimal and comprehensive reduction efforts. The results of this study will further describe a variety of conditions related to the selection of majors and various alternative poverty-related mismatches of interest and career aspirations with the major currently occupied in an effort to improve the quality of learning activities in the universities.

2 METHODS

Respondents' data were collected using DZ-MCI inventory (Daharnis Zadrian Majoring Choices Inventory) [39], inventory is also contain with the identification of respondents' data that related to various aspects, such as culture, area of origin, various study program options, study fees and more. The research population involves all students of Universitas Negeri Padang with 428 samples. The major selection condition and the completeness of the information are processed through statistical analysis [40]–[43].

3. RESULT AND DISCUSSION

The study describes the interaction between the mean conditions of student interest with the major they occupied in terms of the scientific program group, study program status and gender presented in Table 1.

<table>
<thead>
<tr>
<th>Study Program</th>
<th>Natural Sciences</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Educational</td>
<td>12.818</td>
<td>11.500</td>
</tr>
<tr>
<td>Non Educational</td>
<td>10.700</td>
<td>11.932</td>
</tr>
</tbody>
</table>

Table 1 indicates that there is a significant difference when viewed from the gender in terms of students' interest in the major they occupy, which in this case there is also a difference between groups of scientific group. Table 1 show that female students from social science and non-educational programs have higher interest-level mean among others. Furthermore, male students from natural science have higher mean of major interest match with the major they occupy compared with other male students. The opposite result was obtained by male students from natural science group with non-educational program which actually obtained the lowest mean compared the other groups (10.70). This finding shows the variability in the degree of compatibility of students with the major they occupied when viewed from the gender and scientific groups, which students who come from the social science has the highest mean compared to other scientific groups.

If the findings viewed from the level of compatibility, there are more than 10% of respondents who come from the science group feel unfit with the major they currently occupied, and only 18.90% who feel very suitable. However, the opposite occurs in the group of social students, which the level of majoring match with the current majors is higher than the natural science group (32.89%) and only 4.32% of respondents from the social science group feel incompatible with the major they currently occupied. The exposure of the data can be seen in Figure 1. This finding implies that there is a significant difference between the natural science and social science in the suitable of interest with the major currently occupied. These findings can be one of the considerations in the preparation of measures to alleviate and prevent the condition of incompatibility of interest with majors in the future.
The condition of the unsuitable major also has correlation with the students' desire to move the majors. Based on Table 2, it is known that science group students who have high desire to move majors reach 12.59% and only 62.99% among the students who have low desire to move majors. The opposite happened to students who came from the social science group, which only 3.32% of students who have a high desire to move majors because they feel not suitable with the major.

### Table 2. the desire of students to move in majors based on scientific groups

<table>
<thead>
<tr>
<th>Majors Group</th>
<th>Classification</th>
<th>Clear</th>
<th>Quite Clear</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>High</td>
<td>12.59%</td>
<td>24.40%</td>
<td>62.99%</td>
</tr>
<tr>
<td>Social Science</td>
<td>High</td>
<td>3.32%</td>
<td>17.94%</td>
<td>78.73%</td>
</tr>
</tbody>
</table>

When analyzed based on these data, it can be seen that there are variations in the compatibility of majors they occupied which viewed from the group of science program and gender. Opportunities to alleviate these mismatch conditions can be seen with Table 2, where more than 50% of respondents have a low desire to move majors even though they are less suited to their currently occupied major. This became one of the important considerations to cope the problems that arise from the condition of mismatch of interest with the majors.

The consideration of the opportunity to solve the problem of incompatibility of students’ interest with the major can also been from the exposure of information clarity that obtained by the student while in high school when selecting the major, which can be seen in Table 3.

### Table 3. the clarity of information about the majors before the student chooses the department

<table>
<thead>
<tr>
<th>Study Program</th>
<th>Classification</th>
<th>Clear</th>
<th>Quite Clear</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>High</td>
<td>15.74%</td>
<td>67.71%</td>
<td>16.53%</td>
</tr>
<tr>
<td>Social Science</td>
<td>High</td>
<td>14.61%</td>
<td>55.14%</td>
<td>30.23%</td>
</tr>
</tbody>
</table>

The incompatibility issues of student interest with the majors their currently occupied is the further impact of the clarity of information conditions when prospective students choose the majors. Incomplete information becomes one of the main factors causing incompatibility of students with their majors. The data in Table 3 shows that only 15.74% of respondents claim that have clear information when he choose the current majors. In contrast, more than 30% of social science students and 16.53% of natural science students have unclear information about their majors when they are in high school. This has become one of the key factors to eradicating the problem of incompatibility of students' interests with their majors, especially for students who are "already" in the department that they are not interested in.

One of the alleviation incompatibility issues with a major interest is the re-orientation program and information related to the majors that occupied by students. Re-orientation and the information is intended to give an accurately and correct understanding that related to their majors [44]–[46]; with this comprehension understanding, students can have a paradigm that matches the majors they occupy. Re-orientation and the information is also intended to correct the errors of information before the student was selecting department in high school [47]–[49]. The content of the re-orientation are; (1) accreditation, (2) departments learning system, (3) the facility that can be utilized by student, (4) an academic atmosphere and the campus environment, (5) the possibility of scholarships, (6) the conditions of teaching staff/faculty and educational personnel, (7) campus life, (8) the orientation of profession/career prospects [29] in other words the focus of the re-orientation related to the learning activities and majors career prospects that occupied by students [39].

Re-orientation efforts become important because with the renewal of the paradigm of students related to lectures and career prospects majors in the future, the condition of learning activities will be revitalized. The condition of the quality of student learning in universities that have not been optimal can be revitalized by alleviating one of the problems
experienced by the students, which is the students’ interest with their majors.

4 DISCUSSION

One of the important factors for supporting the optimization of learning activities in universities is the condition of student interest with the majors. This condition is influenced by various factors, including the clarity of information obtained by prospective students before he made a choice of majors in universities. The phenomenon that emerged based on the exposure of the research result indicated that the unclear condition of this information is in the high category so this affects the interest of the student during the learning process.

The opportunities to alleviate these issues are seen in the exposure of data regarding the number of respondents who have a low desire to move majors. So it can be said that there are less respondent who have "already" in the current majors are have desire to move their majors. This condition requires the existence of efforts to alleviate; one of them is by implementing re-orientation program and information about the majors that currently occupied by students.

5 REFERENCES


[18] N. Tereza, “Analysis and Comparison of


