

## Research Article

# Career Decision Making in College Students

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## Abstract

This study aims to assess the problem of the student's career decision making. The assessment focused on student decisions that are taken on issues that netted a career in the study of student career readiness and maturity. Retrieving data using the theme documentation studies 642 career counseling college graduate job seekers (Fresh graduate) and of note other researchers who have an interest in the study of career. From the results of scrutiny of the results of the study, researchers chose to study the career decision making as the most critical issue that needs to be studied. Students need to understand the problem of why they need education and work after graduation, find and use information, look for an alternative, choose a destination and make a plan.

Keywords: career decision; career counseling; student career readiness; education

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## Introduction

The problems the world of work in Indonesia is very complicated. The number of unemployed in Indonesia is quite high, reaching 7.15 million people from the workforce, amounting to 125.32 million. A total of 5.87% of the workforce is unemployed diploma and 4.31% university graduates (BPS edition of June (2014)). The era of a single ASEAN community by 2015, causing the graduates are not only competing with other people in Indonesia but should be ready to compete in the broader area. In the era of job seekers from abroad, free entry to work in Indonesia. Generally, people assume this problem is solely due to the limited absorption of employment. If the problem is examined in-depth, there was a series of problems that need to be observed and evaluated by job seekers (WU, 2017).

A student has the hope and demands of the task to prepare to enter the workforce upon graduation. According to Havighurst (1953), by the time someone reaches college age onwards (ages 19-30), he had to overcome and resolve a series of further tasks, including choosing a mate, start a job, start a family and managing the home.

Other experts, Medalie (1981) presents a model of specific developments throughout the four years of a typical college experience. The fourth stage is

- a. Divestment childhood relationships and investment in campus life (first year),
- b. Consolidation of duty segregation and selection of interests and goals (second year)
- c. Mastery and commitment to work (Junior year)
- d. Anticipate the future (his senior year).

Task growth experienced during the first year include (a) brood over losses from childhood up to the student, then move toward self-acceptance and responsibility higher in college, (b) create a link to the people and interests the new campus, and (c) with regard to employment, including meeting

deadlines and a higher standard of achievement. Students adapt to recognize a higher level of their academic expectations and develop the self-discipline to achieve it. In contrast, maladaptive students will be reluctant to invest in the college experience and may refuse to terminate or reduce relations with high school friends. Junior year was marked by the mastery of self-knowledge about their interests, skills, and values and commitment to others' significant and career paths. Student's adaptive majors will invest themselves by the knowledge themselves.

Medalie (1981) defines a senior year as a time of anticipation and anxiety about the world outside of the college experience. Students who adapt to this stage will show such behavior which applies to graduate school, attend a job fair, and finish the job application. Students adaptive will also occasionally express sadness or anxiety about leaving the college environment. Students may exhibit maladaptive behaviors to avoid work and are not concerned with academic achievement, looking for fun and social situation. Student's adaptive majors will invest themselves by the knowledge themselves. Medalie (1981) defines a senior year as a time of anticipation and anxiety about the world outside of the college experience. Students who adapt to this stage will show such behavior which applies to graduate school, attend a job fair, and finish the job application. Students adaptive will also occasionally express sadness or anxiety about leaving the college environment.

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## Method

This study focuses on the variable gap between expectations and real problems found in the field. Data is compiled based on the findings of the researcher's problems and the findings of other researchers. This is an exploratory study of students' career problems in the context of the study of career decisions. The data collection method uses the identification of counseling themes obtained by 839 of 642 job seekers graduating from new tertiary institutions. A data mining career looks at problems in general. In research discussions, this study only focuses on student career decision making.

## Result and Discussion

### Result

In this study, carried out the identification of problems career graduates. Data later career readiness problems observed with the theory of career maturity Super, et al. (1981), namely: (1) career planning, (2) career exploration, (3) information on the world of work, (4) making a career decision. Based on the identification of the 839 theme counseling obtained from 642 new college graduate job seekers (1 counselee can consult more than one problem), it can be mapped into several categories of theme counseling. Data can be seen in some of the following tables:

Table 1: Themes of counseling and category

Theme	Definition	Total	Categories by Super et al. (1981)
Info working world (macro)	Problem jobseekers related to knowledge about the companies, the area of the workplace, job competition, job information sources, and media	74	Information work world
Info working (micro)	Problem jobseekers related to the knowledge needs to be occupation, profession, job level, the tasks at work.	22	employment information
Ordinances/strategies apply (macro)	How job seekers apply, files were taken, look like what	15	Information work world
Compiling the application file (CV, cover letter) (micro)	Writing techniques, correctly files cover letter, CV	64	Information work world
Info selection process	Problem jobseekers relating to the stages of recruitment tests (psychological test, LGD, interviews)	338	Information work world
Self-assessment (macro)	Problem jobseekers to be helped to know all the pros and cons, potential and interest	106	career exploration
career planning	Jobseeker still in the planning stage directions or set career orientation, and to prepare themselves with things that will be done to build a career	38	career planning
self-improvement	Jobseeker perceive weaknesses/shortcomings and needs help to overcome the weaknesses/deficiencies/ lacking confidence self	76	career exploration
Self-development	Jobseeker have known the picture of himself and necessary inputs to improve their potential	23	career exploration
Career decision making	Jobseeker needs help to be able to weigh the input information between several options in order to achieve the right decision.	68	Decision-making
Support from family	Jobseeker lack of support from family, and needed help to negotiate with family	12	Decision-making
networking	Jobseeker requires information and instructions on how and to whom alone establish social contacts that career information needs can be met (others: friends, senior, officer.)	3	career exploration
The number of themes		839	

Data source: ECC UGM (2015)

The theme appears most counseling information selection process is working (52.65%), indicating a problem jobseekers relating to the need for information about the stages of recruitment tests (psychological test, Leaderless Group Discussion (LGD), interview). Next is the self-assessment 16.51%, job seekers have the desire to be helped to know all the advantages and weaknesses, as well as the potential and interests themselves. (Young, 2018)

Table 2: Distribution of the number of theme-based career counseling aspects of career maturity category Super, et al. (1981) of 642 jobseekers

Category	Total	Percentage
career planning	38	4.53%
career exploration	208	24.79%
Information work world	513	61.14%
Career decision making	80	9.54%

The number of themes	839	100%
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The data in Table 2, the highest percentage distribution of counseling themes exist in the world of work categories of information, as many as 61.14%. This indicates that job seekers still require much information related to the world of work, on the job, profession, work, how to apply for a job, and how to follow the work of selection tests. Followed by the percentage of career exploration as much as 24.79%. Jobseeker felt need help assistance from friends, career counselors, or others who can guide to identify themselves. Jobseeker perceives weaknesses/shortcomings and needs help to overcome the weaknesses/deficiencies/ lacking confidence themselves. Also, job seekers want to find a picture of himself and a necessary input to improve their potential.

Table 3. Sample questions for each theme counseling

No.	Counseling scene	Sample questions
1	Info working world (macro)	Why there are no or very few jobs that correspond to the fields? How to look for another job outside the field of study? How can you picture the world of work?
2	Info working (micro)	What is the profile of a great engineer? As to whether the accounting characteristics?
3	Ordinances/strategies apply (macro)	How to follow the job fair for the first time? Any required to apply for a job?
4	Compiling the application file (micro)	How do I create a CV? How is that a good CV?
5	Info selection process	As to whether the selection process? How to face an interview?
6	self-assessment	How to know the advantages and disadvantages of myself? How do I determine career interests?
7	career planning	How to make a career planning career lived if not according to your heart? What do I need to be prepared ahead of graduation?
8	self-improvement	What should be done to increase confidence? Doubts the ability of self, what to do?
9	Self-development	How to increase the potential if I have flaws such as: less able to control their emotions, long decision-making, and less able to solve the problem. HOW way to explore the competencies that are lacking? (The result of the assessment online)
10	Career decision making	What should I choose between continuing to college or for a job? If I want to be a professor, should I go to college or work?
11	Support from family	Parents got a referral/desire for a career choice direction jobseekers, but jobseekers passion different from the parent's wishes. What information should be communicated to the parents? How to compromise with the demands of the parents?
12	networking	How to find a job if it does not have a network of departments of philosophy? Any tips for building a network that does not feel awkward?

Table 3 above contains examples of questions to the counselor's jobseekers. Examples of these questions are questions most frequently asked jobseekers to the counselor. Fill questions are a reflection of the career readiness of jobseekers. Based on the results confirm the data with the users of the graduates, they have a new labor standard qualification they receive. A survey conducted by Love & Suganda in 1999 (Rakhmawati, 2012) states that 91% thought that the business community college graduates are not ready after the lecture.

Another problem is that it does not work interests according to their talents and interests they share. This discrepancy is caused by the social factors that affect a person when he chose a job. Besides, many students are still confused about what they would do in his life after graduating from college. This condition is caused by a lack of provision of knowledge, skills, and experience possessed by a student when he will enter the workforce. Therefore, many of which must be prepared by a student when about to enter the world of work (Rakhmawati, 2012).

Data problems are also obtained from the results of research conducted by Hami et al. (2006), interview students at one of the universities that are preparing a thesis or final project. They claimed not to know of work that will be lived as a career related to education taken — working at the bank of choice that is often cited by the degree candidate. They do not understand the fields of work by the educational background. Even when it was first decided to choose a major in college without careful

consideration is based on the prospects and fields of work that might be lived by the educational background to be taken.

The data on this also reinforced the findings conducted by a consulting agency in Bandung psychology who conducted the training with the theme "Strategies to penetrate the world of work." The participants were given a questionnaire on the various areas of work by the educational background. The questionnaire found that the new degree candidate is less know and understand the various alternatives to work by the educational background and more to choose jobs that are different from that pursued education (Burke, 2017).

Meanwhile, the results of another survey conducted regarding the problems that most dominant perceived by new graduates. Showed that emerging worries about becoming unemployed after finishing his education, feeling lack experience for a job, do not feel confident of being able to work following the profession she lived. Whether it will succeed in taking life, they need a variety of information about jobs and also need to make plans for the future.

Summary results of the above research data shows that:

- a. Many students who do not have deep thoughts related to planning a career or career preparation ahead of graduation.
- b. Know in detail about the quality of human resources required will be received by the company.
- c. Comprehensive insight into the work (e.g., Selection of work, the adaptation of work)
- d. Limited work experience
- e. There is no self-awareness to improve qualification through activities/events that concrete (relying on practical work/internship)
- f. The information obtained has not been a lot of career and limited resources.
- g. The utilization of resources is not a maximized career.
- h. Still hesitant in decision-making career

Based on the findings of a study on the issue of a student's career, researchers are interested in examining further student career decision making.

### **Definition of Career**

In a review of references, the meaning of "career" in the layman's understanding is often interpreted as something related to the process of building a ladder while he was working. The general definition imposes limits on the working life of a professional career. The word "career, vocational, and work" is often used for the same meaning or purpose. But the actual meaning of career broader than that.

The general definition imposes limits on the working life of a professional career. Since the concept of "time and life" included in the definition, the concept extends career includes prevocational activities (before working) and post vocational (after work) as well as the roles of life and other contexts. Reflection is broader than the definition proposed by Super in 1976 (Nadermann & Eissenstat, 2018). Super defines career as a series of positions of one's principal work includes life before work, at work, and after work, including work relating to the role of students, workers, pensioners (the who has stopped working).

The definition of a career is written in the Oxford English Dictionary, is "a person's success achieved through the experience of his life" or "advancement of professional life or work of someone who gives a chance for advancement or sustainability in the world." Brown & Brooks (1996), in his chapter "Career choice and Development," defines career as a consequence of "vocational choice," which includes understanding the self, the need to succeed, and the reasons that exist between them. Super (1996), making the definition of a career as a series and combination of the roles played by the individual/person throughout the run. In the article Arthur (2010), a career is described as a life long process that develops a synthesis between individual interests and the opportunity (or limitations) are present in the working relationship with the external environment so that both the individual and environmental factors interact with each other objectively. The boundaryless career, Arthur & Rousseau (1996) emphasizes that a career can be learned in contexts broader than merely a single

organization (or for one job), within the scope of approaches more widely (Febriantomo & Suharnan, 2015).

Based on the exposure of the various definitions of the above, it can be concluded that the word/term "career" is not only used in the context of work as a worker who is doing a job. Nevertheless, the term careers have a broader meaning, including the process of establishing themselves in order to have insight into the necessary knowledge and skills working so ready to enter the working world (Abueita & Al-Kousheh, 2017).

### **Career Decision Making Capabilities as part of the concept of Career Maturity**

Readiness and capacity of individuals in handling tasks associated with the development of career decisions referred to maturity career (career maturity. Other experts, Levinson, Ohler, Caswell, and Kiewra (1998) defines the maturity of his career as the ability of individuals to make a career choice that is realistic and stable aware of what is needed to estimate career decision. Career maturity, according to Savickas, is the readiness of individuals to make informed, by the age career decisions and complete tasks related to career development. In the explanation above, it can be concluded that career maturity is a readiness,

Career maturity formed through two primary components, namely the attitude and cognitive. Components' attitude is behavior that refers to the beliefs and behavior of individuals in implementing and making a career decision. The cognitive component associated with a person or individual skills in making decisions regarding career.

Donald Super started in 1981 to develop a measuring tool Career Decision Inventory (CDI). In the last revision, the tool reveals four (4) scales, namely:

a. Career Planning. This scale measures how much thinking individuals who are given to various activities to find information and how much they think they know about the various aspects of the work. Some of the activities included are learning about career information, talk with adults about plans, take courses that will help a person in deciding on a career, participating in activities extracurricular, or works part-time and receive training or education for a job. Also, the concept relates to conditions of employment, terms of education, employment outlook, other approaches to getting into work, and opportunities to advance. Career planning shows how large a student feel that he knew about these activities (including what the student thinks that), not how much he knew. This stage gives more thought to experiences that can provide more information used as the basis for planning (Suvajdzic, 2016).

b. Career exploration is a desire to conduct an investigation or seek information. At this scale include the desire to use resources such as parents, other relatives, friends, teachers, counselors, books, and films. Besides the desire, career exploration also illustrates how much information has been obtained by students from the source. Exploration of a different career with career planning. Career planning involves thinking and planning about the future career exploration while describing the use of the resource, but both focus on attitudes toward work.

c. Job market information. This concept has two essential components, the first concerning the knowledge to tasks that are significant developments, such as the more will investigate interests and their capabilities, how others are learning about their Occupation and the reasons why people change jobs. The next concept includes knowledge of the job duties on some selected jobs. Some students often have incorrect information about how to get a job and how to behave when they get a job.

d. Decision-making is an idea that one must know how career decisions. This concept involves the ability to use knowledge and think about career plans. In the decision-making scale, students were asked how they planned on a career decision (Hyman, 2013).

In the discussion about the definition above, aspects of career decision making is an aspect that plays an essential role as a critical stipulation career planning.

### **Career Decision Making on Students**

In Rakhmawati study (2012) showed that the students who have confidence in making a career plan, do not necessarily have enough ability and skills in making decisions regarding career. This is

apparent at the beginning of the semester students; they still focus on his studies, and some states do not yet have an interest in work. In a study conducted in Australia found that students who work part-time, have some positive impact, namely the development of a positive result in career maturity, independence, responsibility and have a good understanding of the work.

Before making a career decision, a student should be able to recognize its potential related career fields that he interested in. These potential recognition capabilities can be achieved through exercises that he travelled during the study. The exercises with different difficulty levels will help a student to be able to explore and digging ability so that students will be able to overcome any problems that may occur when he entered the world of work. Thus a student will be directing its actions to achieve the ends expected, and capable of doing ratings related potentials and potentials that have been achieved during the study,

Savitri (2009), in the publication of research, states that the first-year students have faced in the transition after high school is a crucial period in the development of his career because it would form a line that will be passed by the individual in his life. Because this choice determines which aspects of the individual's potential should be developed, which is considered alternative types allowed to live, and the lifestyle that will follow. These figures show the importance of career decisions are taken in the first-year students.

Although the process is not easy because people should try to resolve ambiguities about its versatility, stability of interest, the prospect of an alternative option for the present and future, accessibility career, identity it wants to develop in themselves. The difficulties faced by individuals when deciding the career indicates doubt. These difficulties can make individual decisions handed over responsibility to others, or to postpone and avoid the task of making a decision, which can lead to optimal decision-making.

The pressure is felt can affect various aspects of daily life, the way people make decisions will affect how to make career decisions in the future and can lead to negative consequences long term for future vocational, psychological wellbeing, health, and social acceptance (Suvajdzic, 2016) In making decisions, three processes occur, namely:

- a. Intelligence activity, Which is a process of research and understanding of the situation and conditions of using intelligence insights.
- b. Design activity, The process of finding the problem, develop an understanding, and analyzing the possible solutions and further practical action. In this process, there is the planning of activities.
- c. Choose an activity, Choosing one of the many alternative measures, or the possibility of solving the most efficient.

In more detail, Hamilton & Jones (1971) in Herr & Cramer (1979) suggests that there is a six-step decision-making model career, namely:

- a. Understand the problem. Decision-makers understand why they have to work and take education.
- b. Finding and using information. The information referred to here is about yourself (abilities, interests, preferences) and information relating to the world of work and education.
- c. Looking for an alternative. Think of a few possibilities for education and employment objectives.
- d. Choose goals and make a plan. Choose the best destination for yourself and make plans to achieve them.
- e. Implementing the plan. Implementing the plan ever created and, if necessary, taking into account the second alternative.
- f. Evaluating the decision. Determining what to do and consider what can help or hinder the implementation effort for implementing decisions.

In the application to the problem of reality, there are some individual problems in taking decisions, among which:

- a. Constraints of yourself. The most potent constraint sourced real impact on decision-decision.individual. The most frequent obstacle is the insecurity and self-doubt in the decision-maker, affecting the way we think and how inaction.
- b. Failures in the past. Failed in the experience may cause a person to be hesitant and afraid to make decisions.
- c. No proper understanding of the information due to lack of information before making decisions or too much information in the decision deciding to run slowly.
- d. Factors of uncertainty. Take into account the ability to overcome obstacles and determine the level of effectiveness of a decision-maker.

**In a career decision making, problems over possible experienced by students.**

In the article Prameswari (2013) says that Dillard (1985) mentions factors that influence career decision-making are:

- a. self-knowledge, le knowledge which is characterized by knowledge of talent or potential, interests and personality traits,
- b. Information about the surrounding, le knowledge of the chosen career environment,
- c. Taking responsibility, Namely, bear against the decision.

Decision-making is an attempt to help individuals be aware of all the factors inherent to each individual's decision to make the right choice based on knowledge of self and external information as appropriate. Other experts stated that the career decision-making "process undertaken by individuals to seek career alternatives, compare them, and make a selection." Based on some of the above opinion, the essence of the decision-making is the process undertaken by individuals in finding alternative career choice, based on the knowledge of aptitudes and interests, as well as the ability to reason in determining career choices (Prameswari, 2013).

Research Itamar Gati and Osipow (1996) is about the Career Decision Making trouble on 403 students in College of America, generating some research findings, including taxonomy resulting in difficulty making career decisions. In the decision-making process, students sometimes find obstacles or difficulties in determining the choice. Taxonomy difficulties in career decision making developed by Gati et al. (1996), based on the theory of career decision is very important in understanding the processes of decision-making career. Taxonomy Gati has three categories of significant difficulties faced by students in making career decisions, which are then divided into 10 specific categories (Keumala, Nurihsan, & Budi Amin, 2018), namely:

- a. Category lack of readiness (Lack of Readiness). This category has three categories of difficulties that arose before the decision-making process, namely: (1) lack of motivation to engage in the career decision-making process, (2) general indecision about all kinds of career decisions. (2) General indecision about all kinds of decisions, and (3) the erroneous belief, including a false expectation on career decision-making process (e.g., "I am convinced there is only one kind of an ideal career for me").
- b. Category lack of information (lack of information), including the category of difficulties that arise in the actual decision-making process. Lack of information covering four categories of difficulty, namely: (1) lack of knowledge about the steps in the process of making career decisions, (2) lack of information about the self-understanding, (3) lack of information on a variety of alternative employment, and (4) lack of information about how to get additional information.
- c. Categories of information that is not consistent (inconsistent information), this category includes three categories of difficulty, as follows. (1) the information is not trustworthy (unreliable information), namely the difficulties associated with conflicting information, or unreliable (e.g., students rank high achievement, have a GPA lower. (2) the internal conflict (internal conflicts) is the conflict within each individual, such as the choice of opposing or too many choices, and (3)



external conflict (external conflicts) is the conflict that involves the effect of factors outside the individual.

The difficulties faced by students in making career decisions can be avoided by anticipation by setting decisions for the future of planning-sound planning and execution are committed. Many decisions require students to choose between satisfying our objectives to be realized at the moment and goals for the future. For example: do enjoy to take it easy now, but if I am passing of the deadline for collecting duties, I will be sad, whether to accept a job offer now preferred or graduated from college and get a job that might be better in the future. It is a conflict between a "present self" and a "future self."

According to Baron (2000), our fundamental problem is often a mistake agreeing "present self". Future self, as "others" in social squeezed, feels within and just a little attention from us. We can think about future decisions as plans or policies.

- a. The plan is a decision to do something in the future. When students make plans for the semester, these students usually have some plan in mind, then do certain things at a time and put off other things in the future (graduation).
- b. A policy is a plan that binds us to perform specific actions or under certain conditions regularly. Students may have the policy to learn the course material for at least one hour a day.
- c. The plan is not policy when it only involves a single decision is limited.

The main issue is the extent to which students consider the interests of the future in the decisions made by the students. How should a student choose their personal goals? When students think about decisions that may affect the purpose of the student, the student should be aware of the consequences. Possible consequences should be considered based on the consequence of the other. Choosing a destination can be likened to create a true belief. If this belief is false, the goal will be futile. Rawls (1971) said that the goal would be rational if supported by their talent and talent development. In connection with the student's career, he needs assurance that the self can plan and execute a plan to build a career since college.

## Conclusion

Destination selection is a matter of decisions that have been evaluated by the students of the consequences of his decision. It is essential in career decision making is (1) to evaluate the consequences of the whole new purpose and can achieve whatever level to be expected. Effects can cause students to be fixed in the plan, given the highly expected that the benefits in the future. In addition, (2) adhering to rational plans for their reluctance basis for risk due to the effects of certainty, and (3) understand the problem why need education and work after graduation, find and use information, look for an alternative, choose a destination and make a plan, implement the plan and evaluating decisions.

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