

College Students' Career Planning Ability

Agungbudiprabowo, Syamsudin, Dian Ari Widyastuti, Siti Muyana

Department of Guidance and Counseling

Ahmad Dahlan University

Yogyakarta, Indonesia

agungbudiprabowo@bk.uad.ac.id

Abstract—The purpose of the study is to describe the eighth semester college students' career planning ability. This study employed descriptive quantitative approach. The study was conducted in Guidance and Counseling Department, Ahmad Dahlan University with 130 students. Students' career planning questionnaire was employed as the instrument of the study. The data of the study were analyzed using simple descriptive statistic. The results of the study showed that the student career planning abilities were mostly in the moderate category and none of the students were in the low category. This study can be a preliminary study for developing students' career planning through specific career guidance and counseling model for developing students' career planning ability.

Keywords—ability; career planning; college student

I. INTRODUCTION

Success is every individual's dream, yet, to obtain success is not an easy business. To gain success, there is a process and training to go through, so as career success. Career success cannot be obtained without a plan and real effort. Career planning refers to an individual's activity leading to future career decision [1][2]. Career plan plays an important role in finding one's proper location in society, making full use of one's potential ability and achieving success. As for college students, it's a key step to enter society and achieve their ambition of life [3].

Tang [4] explains that an individual with proper career planning is those who can finish their study, be motivated for continuing study, have a clear goal related to profession, have a realistic perception towards themselves and the surrounding, categorize works they love, respect a job and its values, be autonomous in decision-making, and exhibit realistic ways in obtaining career goal. Career planning is pivotal for students to form their attitude in living their future career [5]. Meanwhile, Yusuf [6] states that one of the adolescent's developmental task is to have and to plan a career. Yusuf explains that the essence developmental task in selecting and preparing a career is to select a profession matching with an individual's ability and to prepare themselves by obtaining knowledge and skill to get into the profession. In adolescence, an individual's physical appearance and strength have become more mature, therefore, it eases them to learn skills or expertise a certain profession requires [6].

Havighurst found that career decision-making is an important developmental task for adolescent [6]. Conger stated that for adolescent, a job is something that needs to be recognized by society as manner (both directly or indirectly) in attaining satisfaction. Super [7] also states that career decision-making is an essential developmental task in adolescence.

In fact, recently many individuals are confused in determining what they want to do in the future, especially regarding career. Even, employees with years of experience still do not know whether their current job is the right career choice for them. Many graduates are puzzled by their future career. This is found out by a study conducted by Sartika, it was about the most dominant problem among fresh graduates in UNISBA. It was found that the biggest concern among senior students is related to their job once they are graduated. The respondents feel they do not have experience for applying for a job, they feel lacking relevant working skill, they are lacked job information and they need to make a plan. Furthermore, a study conducted by Prabowo [1] found that there are many students who are confused with their career identity, they have not done many career exploration and commitment.

The studies above showed that the students, in this case is adolescent, have not had a proper career planning. Based on the description above, the writers find it interesting to conduct a study on "The Career Planning Ability among the Eighth-semester guidance and Counseling Department of FKIP UAD Students" in 2018/2019.

II. METHOD

The study uses a quantitative approach with descriptive quantitative research. Data of the study were obtained in the form of numbers (numerical data) and are analyzed using statistical analysis. This study was aimed at describing the eighth-semester students' career planning. The study was conducted in Guidance and Counseling Department, Ahmad Dahlan University (BK FKIP UAD) with 130 students. Students' career planning questionnaire was employed as the instrument of the study. The data of the study were analyzed using simple descriptive statistic.

III. RESULTS AND DISCUSSION

The data on students' career planning were obtained from 130 eighth-semester students of BK FKIP UAD in the academic year of 2018/2019. Table 1 shows the category career planning ability of BK FKIP UAD eighth-semester students in the academic year of 2018/2019. Forty-four students (34%) were categorized as high, 86 students (66%) were categorized as moderate, and there are no students who were categorized as low (0%). This showed that the majority of the BK FKIP UAD eighth-semester students in the academic year of 2018/2019 possessed career planning ability that moves to maturity, although it was not all.

TABLE 1 THE LEVEL OF CAREER PLANNING ABILITY OF TH EIGHT-SEMESTER STUDENT

Score	Category	Total	Percentage
$X > 252$	High	44	34%
$126 \leq X \leq 252$	Moderate	86	66%
$X < 126$	Low	0	0%
Total		130	100%

The respondents of the current study are 130 eighth-semester students of BK FKIP UAD academic year of 2018/2019. The data obtained from the respondents showed that most of the students had not had an optimum career planning ability, this is shown by their average score which is categorized as moderate. The result of this study is in agreement with that, that study was conducted in SMA N 2 Majalengka where 47% of the students exhibited a moderate level of career planning ability, and that on SMK students' career maturity which found that the aspect of career planning obtained the lowest score. Faced with such problems as the confusion about career notion and the fact that the appropriate service colleges provide needs improving, college students should be aware of the importance of career plan, and make their career planing positively. At the same time, colleges are supposed to aid students in their development of the practicable career value [2].

The findings of the studies mentioned above are in line with Suherman [8] who argues that one of the adolescent's career problem is the inability to plan a career properly. This is shown by the absence of willingness in learning career information appropriately, not to talk career with adult, not to participate in courses to gain additional knowledge related to career, not to participate in extracurricular activities, not to participate in training related to desired job, lack of knowledge related to the condition of the desired job, inability to establish a plan after graduated, lack of knowledge on the procedure to enter the desired job, and inability to have effective time management. This problem emerges because adolescents do not focus on their purpose,

and more importantly, they do not plan how to obtain the purpose [9].

Career planning is similar to other planning. It will provide direction/orientation on what an individual should do in the future. Career planning allows an individual to take strategic steps in his/her daily activities so that he/she becomes more focus on obtaining their goals.

Dillard [10] argued that before making a career choice, an individual need to consider his/her needs, and hobby, making a plan to reach career success, and attempt to reach the goals that have been determined. Career planning plays an essential role in the human life cycle. Dillard [8] also explains the importance of career planning as follow:

- a. *Acquiring self-awareness and understanding* in this case, self-awareness and understanding is an individual's assessment of his/her weaknesses and strength. This is vital for providing a realistic assessment of him/herself to be used in career planning so that he/she eventually finds an efficient direction in life.
- b. *Attaining personal satisfaction* by having a planned career, it is expected that an individual will attain personal satisfaction from his/her career.
- c. *Preparing for adequate placement* Career plan aims to prepare an individual to have an income that suits his/her income and wants
- d. *Efficiently using time and effort* it aims to systematically select, so that an individual is prevented from the trial so that he/she can have efficient time planning.

Career planning is one of the career attitudes to make an individual having an optimum career orientation. Mc. Murray [10] defined carer planning as a process of self-awareness involving awareness on self strength and weaknesses, accepting the fact, making choices, and awareness on consequences resulted from the chosen career.

Career planning is a process where an individual identifies and take steps to obtain his/her career goals. In the same vein, Andangsari [11] stated that creating a career plan allows an individual to develops the career. An individual will keep on increasing and exploring skills, knowledge and relation to develop a better career. It is in agreement with Dillard [10] who states that career planning is an individuals' process of attaining the career.

The result of career planning is a decision regarding something mindfully chosen among the other choices [12] Such decision will be more easy to make if it is based on reasonable thinking and is the result of a plan, not merely a trial steps.

In the current study, optimum career planning is exhibited by every students' achievement in satisfying the aspects of career planning namely aspect of knowledge, attitude, and skill.

Students' achievement related to the aspect of knowledge, an aspect involving self-awareness and being aware of the surroundings, and opportunity consideration, was 72%. In detail, self-awareness obtained 71%. It shows

that in general, the students begin to capable of knowing and understanding their self-potential such as talent and interest, and weakness and strength, however they have not achieved the best level. Ginzberg [13] stated that in adolescence, an individual tends to judge their own ability, be more realistic in seeing themselves and the future, including planning a career.

Dillard [10] stated that by analyzing interest, talent, strength and weakness is an important step to realistically judge oneself for planning a career so that his/her life becomes more efficient, as well as to achieve success in the future. Self-awareness or self-understanding becomes the sources of career planning and decision-making that suits ability, interest, and talent. It means that SMK students supposed to be aware and understand their potential, by having a proper understanding, they will find it easy to establish their career plan.

The score of students' career planning ability in the present study can be affected by several things. Winkel [9] states that career planning is affected by some following factors, (a) life values, b) physical condition, c) society, d) state's or region's social and economic condition, e) children' position in the family, f) family view on the gender role and responsibility has resulted in psychological and social-cultural values, g) other people besides parents and siblings who live in the same house, and family expectation on children future will significantly affect children in creating and planning their career, h) social and economic level of the family, i) peers, j) school, and k) lifestyle and family condition.

Sciarra [3] stated that a component and competence that can be presented as a material in career counseling is education and skill identification; potential, interest, and talent understanding, skill development for career planning.

IV. CONCLUSION

The students had not obtained optimum career planning ability, in other words, they have not reached the best level for every aspect of career planning. This poor career planning is shown by students' lack of ability in self-awareness such as talent, interest, goal, and personality, the desired job, source of information exploration, and attempts in achieving the goal. Career planning is important to reach success in the future. Accordingly, a direction or assistance is needed by the students to improve and optimize their career planning ability. Direction and assistance are not only needed by students whose career planning ability is categorized as low but also by students whose career planning ability is categorized as high in order to optimize their career planning ability, it is also expected that they can give a positive effect on their friends.

REFERENCES

- [1] A. Agung budipra bowo, N. Nurhuda, and A. Budi Amin, "Efektivitas Program Bimbingan Karir Berbasis Teori Super untuk Mengembangkan Identitas Vokasional Remaja," *J. Psikol. Pendidik. dan Konseling J. Kaji. Psikol. Pendidik. dan Bimbing. Konseling*, vol. 4, no. 1, pp. 14–24, 2018.
- [2] L. P.-W. Wong, "School counselor's reflections on career and life planning education in Hong Kong: How career theories can be used to inform practice," *J. Couns. Prof.*, vol. 1, no. 1, pp. 1–33, 2018.
- [3] L. U. Zhu, "The career plan for college student [J]," *J. Bijie Teach. Coll.*, vol. 2, 2005.
- [4] R. Tang, "Research on Career Planning and Development of College Counselors," in *2018 Symposium on Health and Education (SOHE 2018)*, 2018.
- [5] M. Supriatna, "Layanan bimbingan karir di sekolah menengah," *Bandung Dep. Pendidik. Nas. Univ. Pendidik. Indones.*, 2009.
- [6] S. Yusuf and A. J. Nurihsan, *Landasan Bimbingan & Konseling. Program Pascasarjana Universitas Pendidikan Indonesia dengan PT Remaja Rosdakarya*, 2006.
- [7] J. W. Lounsbury, S.-H. Park, E. Sundstrom, J. M. Williamson, and A. E. Pemberton, "Personality, career satisfaction, and life satisfaction: Test of a directional model," *J. Career Assess.*, vol. 12, no. 4, pp. 395–406, 2004.
- [8] U. Suherman, "Konseling karir sepanjang rentang kehidupan," *Bandung Sekol. Pascasarj. UPI Bandung*, 2009.
- [9] R. S. Sharf, "Advances in theories of career development," in *Handbook of vocational psychology*, Routledge, 2013, pp. 19–48.
- [10] J. M. Dillard, *Lifelong career planning*. Bell & Howell Company, 1985.
- [11] E. W. Andangsari, "menerima Diri Sendiri." 2007.
- [12] W. S. Winkel and M. M. S. Hastuti, *Bimbingan dan konseling di institusi pendidikan*. Media Abadi, 2005.
- [13] H. Simamora, "Manajemen sumber daya manusia." Yogyakarta: stie ykpn, 2004.