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# Career Guidance and Self-Understanding Effect to Choose Study Programs in Higher Education in Indonesia

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## Abstract

This paper was correlational survey research with a <sup>15</sup> quantitative positivistic approach. Data collection techniques used questionnaires and documentation, while data analysis used descriptive and inferential statistical analysis. The results showed that 1) Career guidance received by Tarbiyah and Adab Department of STAIN Parepare students at the secondary schools (SMA / SMK / MA) was in a low category, which was 55.61% of the expected criteria. 2) The level of students' self-understanding in Tarbiyah and Adab Department STAIN Parepare was 68.01% of the expected criteria and categorized as low, 3) The students' <sup>36</sup> decision making of choosing the study program was in the medium category which was 69.59% of the expected criteria. 4) There was a significant influence on career guidance and self-understanding partially and jointly on the decision making of students' choice for the Tarbiyah and Adab Department at STAIN Parepare. Career guidance and student self-understanding were very important for deciding study programs at tertiary institutions. It showed that career guidance and self-understanding could be a solution allowing students to carry out career planning independently and choose further education following their potential.

## Keywords

Career Guidance, Self-Understanding, Decision Making

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## Introduction

Education is an effort to develop human resources to produce significant benefits for the advancement of religion, nation, and state. M. Arifin (2008: 1) argues that education is the major key to human life development in all aspects. It can only achieve the development of a nation through effective, fair, and high-quality education. Without an effective, fair, and high-quality education, a nation cannot compete internationally.

The mandate in RI Law Number 20 Year 2003 concerning the National Education System confirms that education based on the Pancasila philosophy and the 1945 Constitution, aims to: "... the development of the students' potential to be a faithful, good personality, healthy, knowledgeable, capable, creative, independent, democratic and responsible human being."

Education and learning aim to prepare and produce useful graduates for themselves, communities and fill out the formations needed by individuals, communities, and governments. It means that graduates of an educational institution are expected to have good qualifications academically and professionally. To achieve these competencies, Guidance, and Counseling (BK) is needed to strengthen the education system by helping participants to develop optimally to understand themselves, self-transformation, intellectual maturity, emotional intelligence, spiritual, and social. Therefore, they can independently compete and reach a joyful life in the world and hereafter.

For BK, high qualified personnel must support as a helping profession to provide accurate and professional services, and optimal results following the needs of students. Optimizing BK services by empowering the implementation of BK in *madrrasah/schools* is the right alternatives to create superior and independent alumni.

Based on the preliminary observations, career guidance held at the secondary education level is not optimal. This can be seen by the large number of students who have not been able to fully understand and assess themselves, especially those related to the potential within themselves, regarding their abilities, interests, talents, attitudes, and ideals. They are not fully realized and understood their self-values and weakness. Also, they cannot relate their current effort for their future. This has implications for their decision making in choosing study programs at the tertiary level, including in STAIN Parepare.

## Theoretical Review

### Career Guidance in Schools

Career Guidance is a series of two words, namely the words "guidance" and "career". Etymologically in the English dictionary guidance is associated with the original word to guide, which is interpreted: showing the way, leading, conducting, and giving advice. If the term guidance in Indonesian is like the meanings mentioned above, two meanings will emerge, which is providing information, directing, and leading to a goal.

The word "career" in the Indonesian Dictionary (KBBI, 2007) means 1) development and progress in life, work, position, etc., 2) work that gives a chance to progress. Usually, the work intended is a job that receives compensation in the form of salary or money. In terminology, David Tiedeman (in WS Winkel, 2010: 673) argues that a career is defined as a series of jobs and positions, people holds/someone for a lifetime. A career is a work history or position of someone occupied every day to meet his needs. Gibson et al. (1995) plan a career as a series of attitudes and behaviors related to work experience and activities throughout one's life and a series of ongoing work activities. Thus, an individual's career involves a range of choices from a variety of opportunities. Meanwhile, according to Soetjipto (2002), a career is a part of one's life journey. Even for some people, it is a life goal.

Thus, it can be understood that a career is a series of someone's work or position to occupy and happen continually to meet their daily needs. Success in the career field is everyone's dream.

Career Guidance is one area of guidance and counseling services in the school. Career Guidance is a continuous process to assist students through the provision of useful career information, especially in terms of self-understanding, career planning, decision making, and the development of competencies or expertise. Through career guidance, the counselor tries to help students solving career problems and getting the best change for themselves, the environment,

and the world of work.

All information obtained by students through career guidance is processed and then used as a basis for career decisions. According to Hoppoct in Winkel & Sri Hastuti (2010: 318), the information presented to students helps them to recognize alternatives and variations in the prevailing conditions (information use), to investigate all possibilities in choices, actions and forms of self-adjustment (exploratory use), to strengthen decisions that have more or less been taken (assurance use), to check the accuracy and appropriateness of the knowledge (evaluative use), to gain insight into plans, ideas, and unrealistic desires and not under the reality of the environment (readjusting use), and to be associated with data so that solid conditions can be taken (synthesis use).

According to Walgito (2010), the objectives of career guidance help teens to a. fully understand and assess themselves, especially related to the potential abilities, interests, talents, attitudes, and ideals. b. realizing and understanding self values. c. knowing various types of work-related to their potential, types of education and training needed for a particular field, and understanding the relationship between their current efforts with the future. d. Finding obstacles that may arise caused by themselves and environmental factors, and to overcome these obstacles. e. Teenagers can get plans and find a suitable career and life.

## The Nature of Self-Understanding

An aim of self-understanding will make a person understand himself, including his strengths and weaknesses, and be positive towards it. According to Loekmono in Kartono, the purpose of knowing and understanding oneself is not to make people disappointed after knowing how their personalities are, but to accept the reality, be positive and try to develop healthily.

Self-acceptance contains a perception of itself. Willi (in Fahiroh and Sulaiman, 2002) states that self-acceptance is associated with high self-adaptation besides contributing to one's mental health and interpersonal relationships., the relationship between perception and self-adjustment preceded by individual observations to face real objects directly with the exist stimulus and provide responses experienced by stimulants so that individuals have opinions about an object being observed. After a response arises, the individual makes adjustments to enter the actual object.

## Research Method

### Research Type and Design

Based on the research problem and the research object, this research was a survey research with a multiple correlation design. In this research, two types of variables were examined, namely the independent variable and the dependent variable. The independent variables were Career Guidance ( $X_1$ ) and self-understanding ( $X_2$ ), while the dependent variable was the decision making choosing a study program ( $Y$ ). The sampling technique used was disproportionate stratified random sampling which obtained 140 people. The amount of sample taken was 30% of the population reached.

## Research Results and Discussion

### Description of Research Results

#### Career Guidance ( $X_1$ )

The results showed that the Career Guidance variable scores were between 14 and 46, the average price was 31.14, median 31.00, mode 28, variance 49,764, and standard deviation 7,054. More details can be seen in Table 1 below.

**Table 1**  
Summary of descriptive statistical results

Statistics		Career Guidance in Schools
n = 0	6 valid	140
	Missing	0
Mean		31.14
Median		31.00
Fashion		28
Std. Deviation		7.054
Variance		49.764
Skewness		.106
Std. Error of Skewness		.205
Kurtosis		-.491
Std. Error of Kurtosis		.407
Range		32
Minimum		14
Maximum		46
SUM		4360
Percentiles	25	26.25
	50	31.00
	75	36.00

The total score of the Career Guidance variable obtained from the results of the study was 4360, the highest theoretical score of this variable per respondent was  $14 \times 4 = 56$  because the number of respondents was 140 people, the criterion score was  $56 \times 140 = 7840$ . Thus, the value of Career Guidance services was  $4360 : 7840 = 0.5561$  or 55.61% of the expected. The expected result was 100%.

From the description above, it could be concluded that the Career Guidance obtained from a secondary school of the first semester students Tarbiyah and Adab Departments STAIN Parepare was in a low category was only about 55%. This is in line with the results of the document track at school, which showed that in some samples schools still rarely provide career guidance services. Therefore, it is necessary to provide optimal career guidance/career information services to all students.

### Description of Self Understanding Variables (X2)

The results showed that the score of the self-understanding variable was between 24 and 68, the average price was 51.01, the median was 52.00, mode was 53, variance was 54,403, and the standard deviation was 7,376. More details could be seen in Table 2 below.

The total score of the Career Guidance variable obtained from the results of the study was 7142, the highest theoretical score of this variable per respondent was  $15 \times 5 = 75$  because the number of respondents was 140 people, the criterion score was  $75 \times 140 = 10.500$ . Thus the value of self-understanding was  $7142 : 10500 = 0.6801$  or 68.01% of the criteria set, so it could be said that the level of self-understanding of students was 68.01% of the expected ideal score. The expected result was 100%.

From the description above, it can be concluded that the self-understanding of the first semester students' Tarbiyah and Adab Department STAIN Parepare majors is still far from the ideal expectation. Guidance and Counseling Teachers at their schools need to intensify career guidance services for students.

### Variables Description of Decision Making in Choosing Study Program (Y)

The results showed that the score of the decision-making variable choosing the study program was between 21 to 68 with an average of 47.18 and a median of 48.00, mode 49, variance of 75.

108, and a standard deviation of 8,666. The details can be seen in Table 3 below.

**Table 2**

Summary of descriptive analysis results statistics

		Self- Understanding
N	Valid	140
	Missing	0
Mean		51.01
Median		52.00
Fashion		53
Std. Deviation		7.376
Variance		54.403
Skewness		-.241
Std. Error of Skewness		.205
Kurtosis		.446
Std. Error of Kurtosis		.407
Range		44
Minimum		24
Maximum		68
SUM		7142
Percentiles	25	46.00
	50	52.00
	75	56.00

**Table 3**

Summary of the Descriptive Stastical Analysis Results

Statistics		Decision Making Choosing Study Programs
n = 0	valid	140
	missing "	0
Mean		62.63
Median		64.00
Fashion		67
Std. Deviation		12.039
Variance		144.926
Skewness		-1.001
Std. Error of Skewness		.205
Kurtosis		2.617
Std. Error of Kurtosis		.407
Range		72
Minimum		18
Maximum		90
Sum		8768
Percentiles	25	54.00
	50	64.00
	75	70.00

The total score of the Career Guidance variable obtained from the results of the study was 8768, the highest theoretical score of this variable per respondent was  $18 \times 5 = 90$  because the number of respondents was 140 people, the criterion score was  $90 \times 140 = 12600$ . Thus the level of decision making to choose study programs was  $8768 : 12600 = 0.6959$  or 69.59% of the criteria set so that it can be said that the level of decision making in choosing study program respondents was only 69.59% than expected score.

From the description above, it can be concluded that the decision making to choose study programs is not following the ideal expectations for 100% yet. This is in line with observations that

showed that the decision making to choose study program still without potential, basic competencies, and state of students' considerations.

### Testing Requirements Analysis

The statistical analysis used to test the proposed research hypothesis is multiple regression analysis techniques. Before analyzing the data obtained, the data must meet the analysis test requirements used. Regression analysis requires data to be normally distributed. For this reason, the data needs to be tested for normality.

### Normality Test for Estimating Error Data Distribution (regression residual)

**Table 4**

Normality Test for Estimating Error Data Distribution

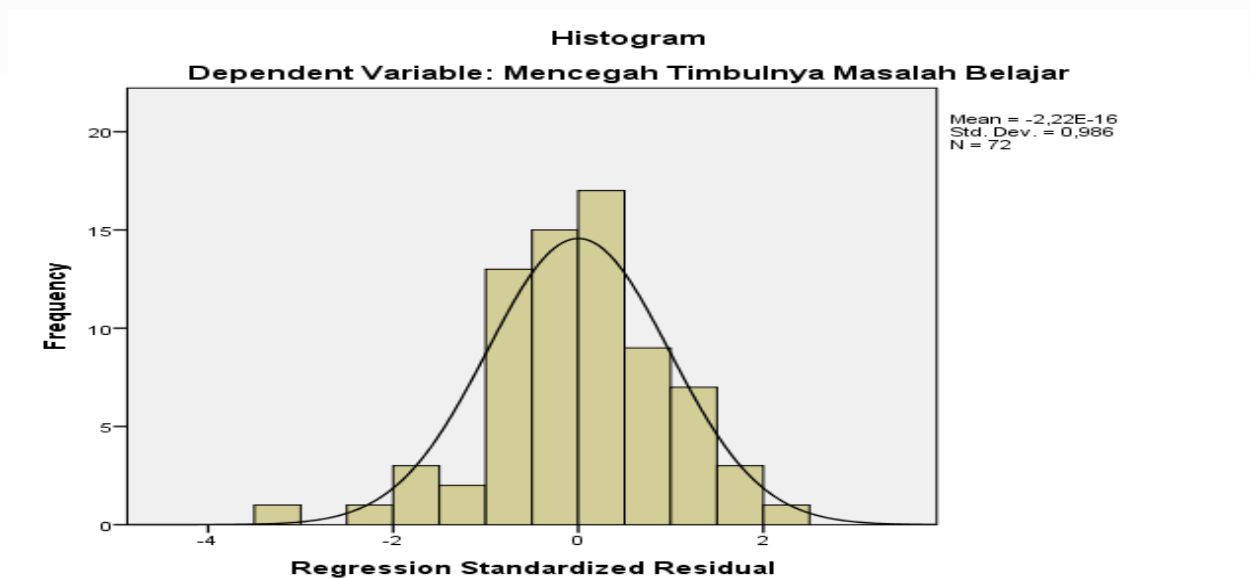
#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
n =		140
Normal Parameters: <sup>b</sup>	Mean	.0000000
		9.92326634
	Std. Deviation	
Most Extreme Differences	Absolute	.065
		.052
	Positive	
		-.065
	Negative	
Kolmogorov-Smirnov Z		.766
Asymp. Sig. (2-tailed)		.601
a. Test distribution is Normal.		
b. Calculated from data.		

H<sub>0</sub>: Data Distribution Estimated errors come from normally distributed populations

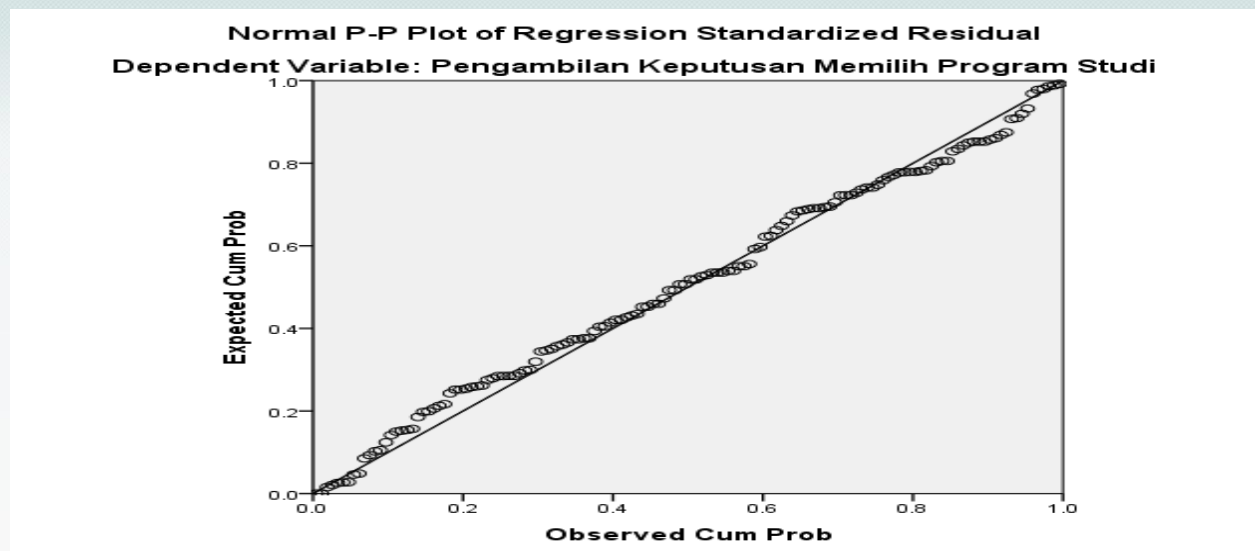
H<sub>1</sub>: Data Distribution Estimated errors do not come from normally distributed populations

Because of Sig. (0.601) > 0.05, then H<sub>0</sub> is accepted, meaning that the estimated error data distribution comes from a normally distributed population. Furthermore, it can also be seen on the histogram graph. Based on the histogram graph, it turns out to form a normal curve; the residual is declared normal and the normality assumption is fulfilled.



**Figure 1.** Histogram of Dependent Variable

Meanwhile, to find out the data distribution of these variables can be seen in the following curve.



**Figure 2.** Normal PP Plot Diagram

Based on the diagram Normal PP Plot, it has fulfilled the normality assumption seen from the diagram showing plots following a straight-line flow.

From the results of the analysis above table,  $r_{y1.2} = 0.305$  and  $p\text{-value} = 0.010 < 0.05$  meaning that  $H_0$  was rejected. Thus, the correlation between career guidance services provided at the school ( $X_1$ ) with the decision making in choosing a study program (Y) by controlling the self-understanding variable ( $X_2$ ) is significant.

**Table 5.**  
Regression Residual

Model		Sum of Squares	f	Sig.
1	Regression	6457.187	32.315	.000 <sup>b</sup>
	Residual	13687.499		
Total		20144.686		

### Relationship Between Self-Understanding ( $X_2$ ) Decision Making Choosing Study Programs (Y)

Hypothesis 3.2 proposed is "there is a significant relationship between self-understanding and decision making in choosing study programs at the Tarbiyah and Adab Department STAIN Parepare". In other words, it is suspected that the higher the student's self-understanding, the higher the decision making to choose study programs at the Tarbiyah and Adab Department STAIN Parepare, conversely the lower the student's self-understanding, the lower the decision making of students choosing study programs at the Tarbiyah and Adab Department STAIN Parepare.

Statistically, the partial correlation coefficient between  $X_2$  against Y by controlling  $X_1$  is formulated:

$$H_0: \rho_{Y2} \leq 0$$

$$H_1: \rho_{Y2} > 0$$

From the results of the analysis in the above table,  $r_{y1.2} = 0.305$  and  $p\text{-value} = 0.010 < 0.05$  meaning that  $H_0$  was rejected. Thus, the correlation between self-understanding ( $X_2$ ) with the decision making of students in choosing a study program at the Tarbiyah and Adab Department STAIN Parepare (Y) by controlling career guidance variables ( $X_1$ ) is not significant.



**Table 6**  
The Partial Correlation Coefficient

Coefficients <sup>a</sup>		
Unstandardized Coefficients		Unstandardized Coefficients
B	Std. Error	Beta
17.304	6.078	
	.133	.346
.591		
.528	.127	.323

a. Dependent Variable: Decision Making to Choose Study Program

**The Effect of Career Guidance and self-understanding on the decision making to choose study program of Tarbiyah and Adab Department Students STAIN Parepare**

A student's career decision begins when he was in high school, where he must determine the choice of majors following the career he would choose. This is not as simple as one might imagine. After deciding their major, they must look for career information that matches their chosen career and what competencies they must possess to gain career, according to their talents and interests. The right career decision allows students to choose majors as their potency and increase the unemployment rate. This usually occurs because in deciding on a career, the students lack understanding of their talents and interests that are adapted to the jobs available, so that after entering a certain career they feel less appropriate to their talents and interest.

Hypothesis 3.3 proposed is "There is an influence of Career Guidance and self-understanding on the decision making to choose the study program of Tarbiyah and Adab Department STAIN Parepare".

Statistically, the above hypothesis can be formulated as follows:  
Statistical Hypothesis:

$$H_0 : \rho_{Y.12} \leq 0$$

$$H_1 : \rho_{Y.12} > 0$$

Based on the results of multiple regression analysis between the pair of career guidance service data (X<sub>1</sub>) and self-understanding (X<sub>2</sub>) with the decision making to choose the study program (Y) as shown in Appendix 4, it can be seen that the regression coefficient value b<sub>1</sub> = 0,476X<sub>1</sub>, b<sub>2</sub> = 0,040X<sub>2</sub>, and the constant value of a is 26,88. Thus the form of the relationship between career guidance service variables (X<sub>1</sub>) and student self-understanding (X<sub>2</sub>) with the decision making to choose study program (Y) can be expressed in the regression's equation direction, namely:

$$\hat{Y} = 26,88 + 0,476X_1 + 0,040X_2$$

To find out whether the regression equation model can conclude or whether the regression equation that has been obtained is significant or not, it can be determined by using analysis of variance (F-test) as shown in appendix 4.1. The assessment criteria are F<sub>count</sub> > F<sub>table</sub>. Double Correlation Coefficients (together) can be seen in the following table:

**Table 7**  
Double Correlation Coefficients X<sub>1</sub>, X<sub>2</sub>, and Y

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566 <sup>a</sup>	.321	.311	9.995

a. Predictors: (Constant), Self-Understanding, Career Guidance in Schools  
b. Dependent Variable: Decision Making to Choose Study Program

In the summary model table, the multiple correlation coefficient (R<sub>y.12</sub>) = 0, 566 and F count (F<sub>change</sub>) = 4.638, and p-value = 0.013 < 0.05. This means that H<sub>0</sub> was rejected. Thus the double



correlation coefficient between  $X_1$  and  $X_2$  against  $Y$  is meaningful or significant. While the determination coefficient from table model summary got  $R^2$  square = 0.321, which implies that 32.1% of the variation of decision making scores in choosing study programs ( $Y$ ) can be explained by the components of career guidance ( $X_1$ ) and self-understanding ( $X_2$ ) together. The summary of the analysis results of variance in question can be seen in the following table:

**Table 8**  
Summary of the results of variance analysis

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	f	Sig.
1	Regression	6457.187	2	3228.593	32.315	.000 <sup>b</sup>
	Residual	13687.499	137	99.909		
Total		20144.686	139			

a. Dependent Variable: Y = Decision Making Choosing Study Programs  
b Predictors: (Constant), Self-Understanding, Career Guidance in Schools

### Hypothesis

$H_0$ : The multiple regression equation does not have meaning

$H_1$ : The multiple regression equation has meaning

Based on the linearity test with SPSS ANOVA output obtained  $F_{count} = 32.315$ , and  $p$ -value = 0.000 < 0.05. This means that  $H_0$  was rejected. A summary of the results of the multiple regression equation analysis of the data pair of career guidance services provided and self-understanding by deciding choosing Tarbiyah and Adab Department STAIN Parepare and also the t-significance test can be seen in the following table.

**Table 9**  
Summary of Results Analysis of the Multiple Regression Equations  $Y$  over  $X_1$  and  $X_2$

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Std. Error	Unstandardized Coefficients Beta	T:	Sig.
	(Constant)	17.304	6.078		2.847	.005
1	Career Guidance in Schools	.591	.133	.346	4.441	.000
	$X_2$ = Self-understanding	.528	.127	.323	4.147	.000

a. Dependent Variable: Decision Making Choose Study Program

The results of the multiple regression analysis show that there is a significant relationship between the career guidance services provided and self-understanding with the decision making to choose student's study programs. The findings also reject  $H_0$ , which states: The results of the multiple regression analysis showed that there was a significant relationship between the career guidance services provided and self-understanding with the decision making to choose student's study programs. Instead, accept  $H_1$  states: The results of the multiple regression analysis showed that there was a significant relationship between the career guidance services provided and self-understanding with the decision making to choose student study programs.

It describes the relationship of the independent variable with the decision-making variable in choosing the study program as follows:

Guidance services provided with a regression coefficient of 0.591 mean that the addition of one unit of career guidance services will increase the decision of choosing a study program by 0.591.

Self-understanding with a regression coefficient of 0.528 means that the addition of one unit of self-understanding will increase the ability of decision-makers to choose study programs by 0.528.

## 4 Discussion

Based on the results of hypothesis testing, it turns out that the proposed hypothesis was acceptable. Hypothesis testing concluded that there was a significant relationship between career guidance and self-understanding together with the decision making to choose a student's study program majoring in Tarbiyah and Adab Department STAIN Parepare. This means that decision making in choosing study programs can be improved through improving career guidance services and student self-understanding.

The findings in this study are in line with the quotation that contains the principle that says that counselors can make various efforts to prevent students from making mistakes or choosing careers that can harm or hinder their development.

Furthermore, the findings of this study are in line with the opinion in the literature review which states that implementing career services require collaboration, cohesiveness, mutual understanding, mutual help, and mutual support among the implementers.

## 17 Conclusion

Based on the results of the research above, it can be concluded as follows:

1. Career guidance, students' self-understanding is in a low category, and decision making in choosing study programs is also still in the low category at only 69.59% of what they expected.
2. Career guidance services correlate significantly with decision making in choosing study programs.
3. Student self-understanding has a significant correlation with decision making in choosing study programs.
4. Career guidance services provided at the student's secondary school (SMA / SMK / MA) and student self-understanding have a significant correlation with the decision of choosing a study program. However, the level of correlation is different. So, the decision to choose a student study program can be improved by increasing career guidance services and self-understanding partially and in parallel.

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