

## The Development of Students Career Aspiration

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### Abstract

The purpose of this study was to describe the pattern of development of aspirations of students of SD, SMP, and SMA. The subject of this study was students of SD, SMP and SMA Semarang with a total of 300 students selected using cluster random sampling technique. The data collection technique used was CASR (Career Aspiration Scale-Revised) instruments. To answer the problem of the study, mixed method research was used with a sequential explanatory model design. The data analysis technique was done through two stages, namely quantitative data analysis (Cross-Sectional Survey) with two-way and qualitative data analysis (ANOVA) with ethnographic methods. The results showed that gender did not have a significant effect on the development of student career aspirations, on the other hand, the level of education had a significant effect on the development of student career aspirations, especially in the aspects of Achievement and Leadership. This study provided counselors with an understanding of the career aspirations of the students, and as seen today, the career aspirations formed by students in career development is important.

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## INTRODUCTION

The establishment of career aspirations begins through the introduction of various possible career choices in the family (Schuette, Ponton, and Charlton, 2012). According to Giznberg (Santrock, 2003) a person begins to have career aspirations actually already started at an early age, but career aspirations are still fantasy at the age of 11 to 17 years, at the age of about 17 years or at that age is when teens sit in high school, individual career aspirations begin to be realistic, individuals begin to adjust to their circumstances and abilities. Because at that age is a transition from childhood fantasy stages to realistic decision making stages from early adulthood.

Super (Bakar, and Mohamed, 2004) indicates that teenagers are at a very important stage of "exploring" and "crystallizing" their career choices. Students at the high school level are in the transition stage from adolescence to adulthood. In the process, they will face problems related to the selection of education and career after completing high school education. They must make choices between working, going to college, or other options such as taking an expertise course program. Meanwhile, in Indonesia itself, there is a specialization process from the start of students entering the high school/MA/SMK level.

According to Conger (Islamadina, and Yulianti, 2016), one of the tasks of adolescent development is career selection and preparation. Career selection is when a teenager directs himself to a new stage in their lives. Deciding to choose a career is an effort for teens to find and make choices among various possibilities that arise in the career selection process. A person can have more than one career aspiration; this is because someone has more than one need that must be met. Furthermore, it was explained that the combination of several career aspirations would enrich and motivate someone to add references to their career aspirations (Runcan, and Goian, 2013).

In the study conducted by Creed, Wong, and Hood (2009) research there were no significant and complex differences based on gender that were found to be related to job

expectations or expectations. In this study, it was found that aspirations and career expectations of students were not compatible with each other, while gender did not have a relationship with student career aspirations.

Super (Savickas, 2001) explains that individuals are said to be mature or ready to make career decisions if their knowledge to make career decisions is supported by strong information about work based on exploration that has been done. In Vocational High School (SMK) students have reached adolescence, according to Dorji (2008) adolescence is an important time to have aspirations, because by having aspirations students become more confident and proud of themselves, and of course he has planned the future and have hope for achieving their goals.

Aspiration can be interpreted as a genuine desire or ambition towards the good. Counseling guidance as an integral part of education that serves to help students achieve optimal development, one of which helps students achieve the task of career development, namely in making career decisions that match what students want.

The focus of career problems discussed in this study was the development of career aspirations for elementary and middle school students in Semarang as a material consideration for continuing education in both the selection of majors and the continuation of education to higher education as well as work that is suitable for the chosen college. This study described how gender differences and education levels affect the level of career aspirations of SD, SMP and SMA students.

## **METHODS**

This study applied a combination method where the Cross-Sectional survey was practically used to obtain quantitative data. Meanwhile, the qualitative method used was ethnographic methods to understand the results of the Cross-Sectional Survey. The determination of samples in this study was done using Cluster Random Sampling, and there were 300 respondents taken

for this study with a total of 150 women and 150 men.

**Table 1.** The Number of Respondents

School name	Gender	
	Male	Female
SD Negeri Bendan Ngisor	25	20
SD Negeri 02 Sekaran	27	26
SMP Negeri 13 Semarang	25	24
SMP Ibu Kartini Semarang	24	27
SMA Negeri 1 Semarang	23	25
SMA Negeri 5 Semarang	26	27

To collect data and information needed during the research, a method or method is called a data collection instrument. In this instrument, career aspiration instruments are used to collect data quantitatively. Data collection in this study uses a psychological scale. Instruments for collecting data in this study used the CASR (Scale Career Aspiration Scale) psychological scale adapted from the Career Aspiration Scale by Kim, Y. H., O'brien, and Kim, H. (2015).

**Table 2.** The Result of Analysis of Mean and SD

JK	TP	N	MEAN	SD
LK	SD	50	99.08	11.104
	SMP	50	99.26	7.722
	SMA	50	97.72	8.892
	Total	150	98.69	9.308
PR	SD	50	102.24	8.904
	SMP	50	100.34	7.652
	SMA	50	101.16	7.957
	Total	150	101.25	8.171
Total	SD	100	100.66	10.139
	SMP	100	99.80	7.667
	SMA	100	99.44	8.571
	Total	300	99.97	8.837

Based on Table 2, it can be seen that the values obtained from the average career aspirations measured using the CASR (Career Aspiration Scale-Revised) instrument were reviewed by gender and education level, in male students of SD (M = 99.08, SD = 11.10) male SMP (M = 99.26, SD = 7.72) male SMA (M = 97.72, SD = 8.89) with a total score (M = 98.69, SD = 9.30) whereas, for female students of SD (M = 102.24, SD = 8.90) female SMP (M = 100.34, SD = 7.65) female SMA (M = 101.25, SD = 7.95) with the total score (M = 101.25, SD = 8.17). The total score of SD students (M = 100.66, SD = 10.13) SMP students (M = 99.80, 7.66) and SMA students (M = 99.44, SD = 8.57), with the total score of (M = 99.97, SD = 8.83).

**Table 3.** GLM Test (*Two Way* ANOVA)

Variable of Career Aspiration		
Effect	F	p
JK	2.163	> 0.05
T. ED	5.086	< 0.01
JK x T.ED	.677	> 0.05

Based on the results of calculations on gender variables obtained JK values (F = 2.163, p < 0.05), this indicated that there were no differences in career aspirations between male respondents and female respondents. In the education level variables obtained by TP (F = 5.086, p < 0.05), this showed that there are differences in career aspirations between respondents with SD, SMP and SMA education levels. In the gender variable and the effect of the interaction with the level of education obtained the value (F = 0.677, p > 0.05, this indicated that there is no interaction between gender and the level of education in influencing the career aspirations.

**Table 4.** The Result of Analysis on each Aspect

Effect	F	df	p
Leadership			
JK	3.546	1,294	0.061
TP	1.593	2,294	0.205
JKxTP	0.833	2,294	0.436
Achievement			
JK	2.611	1,294	0.107
TP	3.923	2,294	0.021
JKxTP	0.228	2,294	0.796
Educational			
JK	6.491	1,294	0.011
TP	3.566	2,294	0.029
JKxTP	0.279	2,294	0.757

Based on the results of calculations on gender variables obtained JK values (F = 3.546), p = < 0.05), this indicated that there are differences in career aspirations between male respondents and female respondents. At the education level variable obtained by TP (F = 1.593, p < 0.05). In the gender variable and the interaction effect with the level of education obtained values (F = 0.596, p > 0.05), this indicated that there is no interaction between gender and the level of education in influencing leadership career aspirations.

Based on the results of calculations on gender variables obtained JK values (F = 2.611, p < 0.05), this indicated that there are differences

in career aspirations between male respondents and female respondents. TP obtained the education level variable ( $F = 3.923, p < 0.05$ ). In the gender variable and the interaction effect with the level of education obtained a value ( $F = 0.228, p > 0.05$ ), this indicated that there is no interaction between gender with the level of education in influencing career aspirations of achievement.

Based on the results of calculations on gender variables obtained JK values ( $F = 6.491, p < 0.05$ ), this indicates that there are differences in career aspirations between male respondents and female respondents. In the education level variables obtained TP ( $F = 3.566, p < 0.05$ ) In the JK \* TP (interaction) variable, a value is obtained ( $F = 0.279, p > 0.05$ ), indicating that there is no interaction between gender and the level of education in influencing educational career aspirations.

**Table 5.** The Difference in Career Aspiration Viewed from the Level of Education

Pair comparison	MD	SE	p
SD-SMP	0.9362	0.60863	0.275
SD-SMA	1.0262	0.60863	0.212
SMP-SMA	0.0900	0.60710	0.988

Based on the results of further tests using Tukey HSD, information was obtained for the career aspirations of respondents with SD, SMP and junior SMA level ( $MD = 0.9362, p = 0.275$ ) SD and SMA ( $MD = 1.0262, p = 0.212$ ) SMP and SMA ( $MD = 0.0900, p = 0.988$ ).

Based on the results of quantitative data processing using SPSS, it was found that there were quite high differences in the two aspects, namely Achievement and educational. The selection of subjects or qualitative informants as many as 18 students at all levels of education was chosen referring to the results of processed data per student included in the high category. Then 18 children were obtained at each education level.

In 18 children who have been obtained will be the subject or qualitative research informant. Then proceed with conducting interviews with interview guidelines. The questions given are the result of developing question items on the instrument, the questions developed are more

specific and focused, and there are problems or themes. From the results of the interview found several patterns that have observable differences and similarities.

The preparation of interview guidelines was based on the results of previous quantitative data analysis. Based on qualitative data, it can be seen that those who have the highest differences lie in two aspects, namely achievement aspects and educational aspects. Based on these two aspects, an interview guide was developed based on the statements contained in the instruments distributed for qualitative data collection. Based on the development of the statement several questions can be used for interview activities. There were 25 items of questions related to career aspirations.

Based on the results of interview observations which have been put forward by 18 students from 6 schools at each level of education. There are observed patterns based on the aspects that have the most prominent differences, namely aspects of Achievement and leadership, observed activities based on interview results. In general, factual conditions regarding the description of the forms of student career aspirations are the results of activities of interviews conducted resulted in findings that students had varied patterns as well as quite high differences based on education level. Litzky, and Greenhaus (Smulders, 2009) stated that the components of career aspiration are the components of attitudes and behavioral components.

The career aspirations of elementary students are closely related to the achievements they get when they do things related to their careers, examples of the values they get so that they can make them stand out more than other students. Students' self-evidences can be seen from how the results they are working on can produce good value compared to their friends. In contrast to high school students, high school students consider the main focus does not mean the value obtained even though it is also quite important but how they can do the task according to what is desired, on time and can meet the expectations of the task so that the task has results

good and of course if the task is done will result  
 in good value.

**Table 6.** The Pattern of Students Career Aspiration (Achievement) SD, SMP, and SMA

Items	Pattern of career aspiration	SD	SMP	SMA
The best form of a job	Obtain the best score when given a task	83.33	66.65	0
	Do the task as well as possible	16.65	16.65	66.65
The best standard form in each individual	Different, because everyone has the ability and desire.	100	83.33	100
The Strength that support to be the best	Never comes late during the school	50	33.33	0
	Housework and school assignment conducted well	66.65	16.65	33.33
Things to do in order the job become long term career	Punctual	16.65	16.65	33.33
	Never delay task or project	33.33	16.65	0
	Easy to build connection with others	0	16.65	33.33
	Never delay task or project/being on time	16.65	33.33	50
	Reading a lot	16.65	0	0
Having long term career	Do task as well as possible	0	66.65	0
	Work seriously/professional	0	16.65	83.33
	Loyal	66.65	33.33	33.33
The important of long term career or job	Consistent in one things/stay for long term	16.65	50	83.33
	Be more professional	83.33	83.33	16.65
The important of recognition from the leader	Get promotion/improve career	16.65	0	66.65
	Give spirit or motivation	33.33	0	16.65
The form of recognition	Acknowledged ability	50	100	16.65
	Complement	33.33	50	66.65
	Judging value	83.33	66.65	0
	Give rewards	50	33.33	83.33
Things to do after obtaining recognition	Promotion	0	16.65	50
	Increase salary	0	33.33	50
	Be more motivated	83.33	66.65	33.33
	Work harder	0	66.65	83.33
	The recognition obtained is not in accordance to expectation	Sad	100	50
	Shock	33.33	16.65	0
	Dissapoint	0	16.65	50
	Keep working as well as usual	0	16.65	50

**Table 7.** The Pattern of Students Career Aspiration (Educational) SD, SMP, and SMA

Items	Pattern of career aspiration	SD	SMP	SMA
The importance of knowledge on career	Obtain better knowledge	100	5	0
	More professional	100	50	100
The importance of annual conference for the career development	Improve knowledge	33.33	50	83.33
	Get more connection to others	66.65	83.33	33.33
	Share knowledge	16.65	33.33	0
The expectation is taken from the conference which supporting career	Able to increase knowledge in the career chosen	66.65	0	83.33
	Be more professional	50	33.33	0
	Able to increase relatives to share knowledge	33.33	83.33	33.33
The importance of training for career development	Obtain better knowledge	100	83.33	50
	More professional	0	16.65	100
The form of training	Training on to the up to date knowledge	33.33	0	33.33
	training which is in accordance with career chosen	0	100	50
The importance of recognition contribution to the development of career	Better in motivation/ become a good motivator	100	100	50
	Make the job better	50	33.33	16.65
The standard to do the best	Self-standard	100	50	16.65
	Standard on both things	0	50	83.33
The form of the standard	Do task well/ professional	50	66.65	33.33
	On time	33.33	16.65	83.33
	Do order	16.65	50	0
The importance of promotion for career development	Promotion/ the level of career expected	66.65	66.65	16.65
	Obtain better job	16.65	16.65	66.65
	Make us be more professional	0	16.65	66.65
The faith to obtain promotion in career	Good ability	50	100	0
	The strength own by the individual	50	0	66.65
	Dicipline	0	16.65	16.65

In terms of education or academic which is aspirations, students are required always to  
 one of the supporting aspects of career update their scientific fields so that they can

always know the scientific developments in their career fields. One of them is the way the training are given to students. The integrity of training is felt very important and it is felt by individuals from various levels of education for up to date elementary school students to be expected training to be given and followed, for junior high school students the training needed to support career development while for high school students professionalism is a factor It is important that training that makes more professional training is felt to be very much needed in their career development, high school students focus on personal abilities that can support their career development.

## RESULTS AND DISCUSSION

From the results of this study, it is known that between men and women have differences that are not too far away. Based on the results of research conducted by the authors conducted in 2018 it was revealed that the level of career aspirations of female students was higher compared to male students with differences that were not high enough. It is evident that based on the results of the study. Creed, Wong, and Hood (2009), also found that there were no significant and complex differences based on gender which were found to be related to work expectations or expectations.

Based on the results of data collection and processing, the number of respondents was 300 students from various levels of education from SD, SMP, and SMA. Based on these results, it can be seen that the career aspirations of SD have a different level with SMP and SMA students. Whereas, for SMP and SMA students, the form of their career aspirations is not too significant.

In this study, it was found that gender does not have a relationship with student career aspirations. Thus, this provides support for research on male and female students in SD, SMP, and SMA in Semarang. Furthermore, in another study focusing on career aspirations in Korean women by Kim, Y. H., O'brien, and Kim, H. (2015) about how Korean women's aspirations were supported by family support.

In this study, support for the validity of the subscale was found as women whose jobs were supported by important achievements, leadership, and further educational aspirations in their future careers. Then, in Migunde, Agak, and Odiwuor (2011), this study is a study that explores gender differences in teen career aspirations and career development barriers between secondary school students in Kisumu in the city of Kenya.

The findings of this study show that certain careers are favored by male and female, namely the type of investigative and enterprising careers, but men mostly choose a realistic type of career as the type of social career is mostly chosen by women. Academic qualifications and lack of financial resources are found to be the main obstacles that prevent students from candidates for their dream careers. Male said that the lack of financial resources is a major impediment while female are considered academic qualifications as their main barrier to developing their careers.

The description of the patterns formed in this condition shows that more mature high school students are compared to elementary school students in their career formation. High school students are more focused in choosing the career they choose with existing considerations such as consideration of the social environment, strengths, and abilities they have, interests and talents and how they view the future with their chosen career. Elementary students in career selection are still like and dislike and there are still influences from some people around, such as kaka or closest relatives.

The factors that influence career aspirations between male and female who have differences are not too large, seen from a choice of ideals that are not very visible. Examples include doctors, nurses, soldiers, flight attendants, police, governors of Indonesian banks, pilots, clerics, and entrepreneurs. This can confirm that in the era of emancipation and the current era of globalization, it turns out that the position and position of men and women do not look so different, with the results of research showing that female's aspirations are more than

male, thus proving that female's career development is not lose compared to male.

In Vocational High School (SMK) students have reached adolescence, according to Dorji (Azhar, Lubis, and Rizal, 2013) adolescence is an important time to have aspirations, since by having aspirations students become more confident and proud of themselves, and of course he has planned the future and have hope for achieving their goals. Aspiration can be interpreted as a genuine desire or ambition towards a better result.

Career aspirational patterns that are established in elementary school students look more tentative, seen from the aspect of achievement, namely how elementary students interpret the form of being the best in a career. In this theme, a pattern is formed that the shape becomes the best can be seen based on the amount of value they get when working on a given task when they never come late to school and also do the assignment or work given. Here it appears that the students realize that the requirements that must be achieved are the amount of value obtained from the tasks they are working on, on time and assignments. At this stage, elementary school students also enter the early stages of tentative, namely where children learn likes and dislikes. Exactly in choosing ideals based on their likes or drawings which they think are interesting.

Based on the stage of career development proposed by Super, high school students, especially grade XII, should have been able to direct their aspirations, future goals, and make career aspirations based on their interests, pleasure, abilities, capacities, and values. This is by the opinion of Partino (2006), that career maturity should have been owned by high school students, namely having made career choices to continue their studies or enter the workforce. When analyzed based on the tasks of Vocational development according to Super.

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career they choose with existing considerations such as consideration of the social environment, strengths, and abilities they have, interests and talents and how they view the future with their chosen career. Elementary students in career selection are still like and dislike and there are still influences from some people around, such as kaka or closest relatives.

## CONCLUSION

The most significant level of difference was viewed from the level of education showed that SD and SMP students have significant differences as well as the level of SD and SMA and vice versa. However, based on the results of the SPSS and the results of interviews with SMP and SMA students, the level of career aspirations does not have a high enough difference. Gender differences do not have a significant effect on the level of career aspiration in SD, SMP and SMA students in Semarang.

Te three main aspects of student career aspiration, namely achievement, educational and leadership when viewed differences from the level of education. The most prominent level of difference is in the aspects of achievement and leadership. In the aspect of achievement, there are career aspirations in the form of motivation that can support students in developing their careers. Motivation is a component of attitude that can be interpreted to achieve certain goals. This motivation turned out to have been formed since they were still in elementary school and increasingly developed when they began entering junior high and high school levels.

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amount of value obtained from the tasks they are working on, on time and assignments. At this stage, elementary school students also enter the early stages of tentative, namely where children learn likes and dislikes. Exactly in choosing ideals based on their likes or drawings which they think are interesting.

According to Super (in Tarsidi, 2007) students especially middle and high school students are in the stage of crystallization which means the period of cognitive processes to formulate a general vocational goal through awareness of available resources, various possibilities, interests, values and planning for occupational more preferable. In this study, it can be seen that middle and high school students have an aspirational career level that is quite similar to how their career choices are, how to achieve them and what advantages they can support in career development. It can be seen from the patterns formed in the educational aspects of the importance of knowledge of careers and also the training that is followed. Students have realized that the importance of knowledge of their career development as a supporting factor for their planning for a more mature career, and the training they follow must be by the career they are currently on and by the needs to develop a better career.

Furthermore, the next researcher is expected to be able to use a non-quantitative approach model such as the experimental approach model and Model Development and other variables that have not been discussed in this study.

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