



INTERNAL FACTOR THAT INFLUENCE CAREER READINESS

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Research Highlights

Everyone prepares to enter any job as quickly as possible and this is the main focus of many people, rather than ensuring that they choose and have a sustainable job that offers opportunities to progress and follow their interests and abilities. Career life is related to the development of personal life and is part of the success of life, so that everyone's career life must be carefully prepared. Individual readiness in careers starts with exploration, preparation, and planning. The research conducted shows the results that the three tested variables have a positive effect on one's career readiness. self-concept factors affect 10.8%, self-interest in careers affects 32.4% and learning motivation is 17.6%. The biggest factor that influences is interest, when students have interests and have chosen their career choices, students will explore, prepare and plan every step that needs to be taken to achieve the expected career.

Keywords: Internal Factor; Career Readiness

Research Objectives

This study will show about internal factors that influence student career readiness that may be needed by guidance and counseling teachers and parents to help students prepare for their careers, especially for 12th grade students who will continue their education to university. Planning, development and career readiness are part of the guidance and counseling lessons given to students in school, but the readiness to have a career needs to be owned by each student individually. Considerations made by students can be categorized into internal and external factors. Some internal factors that influence students are self-concept, self-interest in work, learning motivation and planning for the future. Splaver stated it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans (Splaver, 1977). What they would like to be, and what they are like, are determining factors in their career. According to Ginzberg (Zunker, 1998) high school students enter a realistic period which is characterized by the integration of various capacities with interests focused on career choices. Self-interest plays an important role in the decision making process as psychological egoism theory indicates that human beings are always motivated by self-interest (Southerton, 2011).

Methodology

This research uses quantitative methods with regression with 3 (three) independent research variables are self-concept, self-interest in career and learning motivation while the dependent factor is career readiness.

Primary data collection is obtained from questionnaires on Likert scale given to samples and secondary data obtained from journals, scientific publications, books, and state regulations.

The number of samples for the study were 262 students of class XII of State High School, academic year 2018/2019 in Depok, West Java. The selection of research samples using probability sampling techniques, namely simple and random sampling method. There are a few hypotheses which established in this research. The following are the hypotheses that will be tested in this research :

Hyposteses :

H₁ : Self concept influence student career readiness

H₂ : Self-Interest influence student career readiness

H₃ : Learning motivation influence student career readiness





Results

The quantitative descriptive data analysis technique is based on rules in the form of a five-level scale score range. The results of this study indicate that most students (76.34%) in the final year of secondary school in the 2018/2019 school year are ready for a career. Based on the results of the analysis, none of the students had low and very low career readiness, 50 students (19.08%) were in the middle range for career readiness, 200 students (76.34) were in the high range and 12 students were left (4, 58%) which are in a very high range.

The value of R^2 was 0.427. this implies that internal factors that exist affecting 42.7% in career readiness with self-concept factors affect 10.8%, self-interest in careers affects 32.4% and learning motivation is 17.6%.. After analyzing the data the researcher has found that self-concept has t-value 2,754 > t-table 1,969 with Sig 0,006 < 0,05 so it can be concluded that the hypothesis H_1 is accepted. Self-interest in career has t-value 6,311 > t-table 1,969 with Sig 0,000 < 0,05 so it can be concluded that the hypothesis H_2 is accepted. Learning motivation has t-value 3,400 > t table 1,969 with Sig 0.001 < 0.05 so it can be concluded that the hypothesis H_3 is accepted.

Findings

Research results indicate that interest in careers is the most influential factor in student career readiness which proves that the career adjustment process must be considered not only with individual abilities and talents, but also with their needs, values and interests. How students conceptualize themselves in their personal and social lives is also a factor that influences their career readiness. students who have self-concept will have the motivation to learn to investigate possible careers early in their lives, and not the type of procrastination waiting until they are forced to decide.

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