PROFILE OF CAREER DECISION MAKING DIFFICULTIES OF UPPER MIDDLE STUDENTS

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Abstract: *This research aims to determine the profile of difficulties in career decision making among high school students at Singaparna 1 Public High School. This descriptive research was conducted at SMA Negeri 1 Singaparna which is located in Tasikmalaya district. The measuring tool used is a questionnaire on students' career-making difficulties which is directly adapted. The research results show that the criteria for difficulty in making career decisions are categorized as high, medium and low. With a total of 432 students as respondents, 314 respondents were in the high categorization with a percentage of 73%, 118 respondents were in the medium categorization with a percentage of 27%, and there were no respondents in the low categorization. With three aspects, namely Lack of Readiness, Lack of Information (lack of information) and Inconsistent Information (inconsistent information). Furthermore, the profile of difficulty in making career decisions is seen from gender, showing a Sig result of 0.97> 0.05, which means there is no difference between the difficulty of making career decisions for men and women in class XI students at SMA Negeri 1 Singaparna. Lack of career decision making among class XI students is relatively high, so there are still many students who cannot make career decisions, still feel confused, don't know their talents and interests, and lack career information.*

Keywords: Career Decision Making Difficulties, Career Guidance

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INTRODUCTION

Students at the Senior High School (SMA) or equivalent level are generally aged 15-18 years, psychologically in middle adolescence. Adolescence is an exploration phase that begins between the ages of 15-24 years. The career exploration stage is a complex psychological process in searching for information about oneself and the environment to achieve career goals. Career itself is part of life.

Juwitaningrum (in Missalam, et al., 2023) stated that "Individuals really feel career problems when they are at the Senior High School/Vocational School (SMA/SMK) level. In this type of High School the impact of this career problem is not very visible, but the problem "It seems more burdensome for students entering Vocational High Schools who are better prepared as individuals who are ready to work."

According to Santrock (2003), students from adolescence to adulthood have a number of developmental tasks, one of which is preparing a career or job for the future. According to Chirstian & Kustanti (2022) Adolescents are required to fulfill developmental tasks in choosing and preparing their careers so that the chosen career can be in accordance with their abilities, and adolescents can have knowledge about a career. According to Karacan Ozdemir (2019), as is the task of the career development stage of teenagers, to reach the right career decisions, teenagers need to have career decision making skills.

Many high school students are not sure and really know what they want, are not used to being challenged to explore information thoroughly, but only have a few percent of information, guidance from their parents, and the courage to take risks in making career decisions. According to Patton & McMahon (2001) there are several factors that influence teenagers' career decision making, namely current conditions which include: peers, geographical location, educational institutions, and political conditions. Apart from that, past conditions that influence the career choice process of teenagers include: the job market, workplace, socio-economic status, and community groups, while future conditions that influence teenagers' career choices are: family, historical trends, media, and globalization.

The results of Arjanggi's research (2017) show that in the process of exploring the profile of difficulties in making career decisions, it was discovered that 9% of teenagers had no difficulties in making career decisions, and teenagers who had a little difficulty in making career decisions, namely 28%, while 38% had a level of career decision making in the medium category. , and students who find it difficult to make career decisions is 25%, indicating that high school students have high career decisions. Apart from that, research by Christian & Kustanti (2022) states that 47.7% of high school level students (SMA, MA, SMK) already have a university of their choice and the other 52.3% do not yet have a clear decision regarding their future studies. selected after graduating from high school.

Reinforced based on the results of research by Islamadina & Yulianti (2016), the majority of students from Senior High Schools (SMA), Madrasah Aliyah (MA), and Vocational High Schools (SMK), 64.25% do not yet have a clear decision about the profession they will pursue. . Another fact was found by the results of Budiman's research (Khairun, et al., 2016) which resulted in a student profile with a percentage of 47.67% needing to optimize orientation towards work with percentage details of 33% inadequate, 10.33% inadequate, and 4.34% very inadequate. Students' career decision-making readiness needs to be further improved, especially the dimensions

of decision-making skills and information about the world of work. Based on the results of Ardiyanti's survey (2016), 43% of class XI students (out of 157 students in three schools in the Yogyakarta area) experienced problems with self-confidence in making career decisions.

According to Gati, Krausz, & Osipow (1996) career decision making was developed based on decision making theory, and making career decisions is a complex process. The ability to make career decisions is based on knowledge of self-understanding, effective environmental understanding, and responsibility skills. Decision making involves developing awareness of career-related opportunities and a sense of identity as an individual and understanding the relationship between the two (Brown & Lent, 2013). According to Gati, et al., (1996) explained that there are three categories of difficulties that cause students to be unable to make career decisions. The first is lack of readiness, which includes three categories of difficulties, including: (1) lack of knowledge about the steps involved in the process, (2) lack of information about oneself, (3) lack of information about various alternatives (for example, college choices, major, and occupation), and (4) lack of information about additional sources of information. The third is inconsistent information, including (1) unreliable information, for example low learning achievement, (2) internal conflict such as conflicting choices or difficulties regarding the need to compromise, and (3) external conflict, namely conflict that involves the influence of significant others.

Making career decisions is one of the most important tasks of adolescents and young adults and can influence an individual's economic and social status, lifestyle, and well-being (Anghel & Gati, 2021). According to Brown (2016), to be able to make correct and accurate decisions during the selection phase, individuals must be aware of their skills, interests and values and get professional help on how to use these traits.

Career decision making is a determination process that begins with the selection of alternatives through comparison and evaluation of available alternatives. Students develop an understanding of critical thinking processes that are suitable for application in career decision making skills (Patton & McMahon, 2008). According to Parsons (2009) career decision making is defined as a process where a person recognizes himself, finds out about the scope of work to be taken, and has the ability to integrate these two things in the career choice to be taken. Career decision making is defined as a process of choosing between two or more alternative actions that lead to the choice of a particular major, profession and job through exploring career direction by understanding, weighing and making judgments about oneself in relation to the world of work (Leong, 2008).

The fact is that in schools, almost the majority of students have an interest in one type of job, but it is not balanced with knowledge and skills both academic and appropriate to their interests and talents to support that job. This statement is supported by Islamadina & Yulianti (2016) that not all teenagers can easily make career decisions because teenagers must try to overcome uncertainty regarding their capabilities, stability of interests, prospects for alternative choices for now and in the future, career accessibility and desired identity. developed within themselves.

Seeing the importance of teenagers in career development tasks, especially in making career decisions. One phase of career development is through education. According to Armat, et al. (2023) that life as a student is to prepare students to enter life in a particular job. With the collaboration between guidance and counseling teachers at school and parents of students at home, the aim is that students can be controlled and directed in making career decisions that are tailored to the students' interests, talents and personalities (Wardhani, et al., 2020). The purpose of providing guidance in schools is as stated in PP no. 28/1990 and no. 29/1990 concerning

Primary and Secondary education, namely providing assistance to students in order to get to know themselves, get to know the environment and plan for the future (Batubara & Sanimah, 2020).

The role of guidance and counseling teachers in career development is very much needed, guidance and counseling are an integral part of education which consciously positions students' abilities to explore, choose, plan and make decisions to achieve their future. To achieve this goal, the role of guidance and counseling services is very crucial, because guidance and counseling are part of the educational components in schools apart from teaching and administration/supervision. Assistance provided to students to be more focused in the role of guidance and counseling services (Batubara & Sanimah, 2020). It becomes a problem if, while students are in high school, they have never been provided with adequate services to help students recognize their talents, interests and potential and, based on this understanding, then determine the right study choice for them (Zamroni, 2016).

Missalam, et al (2023) stated that actions that can train career decision making that can be carried out by guidance and counseling counselors/teachers are intense career guidance for students, so that students are able to plan careers, make career decisions and are able to have good careers (Indrayati, 2018). Therefore, to improve the ability to make career decisions for high school students, there is a need for a program that can facilitate developing career decision making, to help students gain an understanding of careers, namely with career guidance.

Based on the explanation regarding the description of the difficulties in making career decisions from various studies above, it is said that during adolescence they must be able to achieve career development tasks, especially in making career decisions. Therefore, this research aims to determine the description of the difficulties in making career decisions among class XI students at SMAN 1 Singaparna.

RESEARCH METHODS

This research method uses a quantitative, descriptive design approach with the aim of finding out the picture or profile of career decision making difficulties at SMAN 1 Singaparna, as well as the design of the guidance and counseling service program. The population in this study was 432 students in class The instrument used in this research was adapted from Muhammad Muhajirin (2014), who developed a career decision making difficulties instrument grid, with a total of 49 items. The results of the validity test of instrument 49 were declared valid, the reliability results showed 0.830. Muhammad Muhajirin's (2014) instrument is structured based on 3 dimensions of career decision making difficulties (Lack of Readiness, Lack of Information, and Inconsistent information). The type of research instrument scale for career decision making difficulties is a Likert scale with 5 answer categories, namely 1 = Very Unsuitable, 2 = Not suitable, 3 = Not suitable, 4 = Appropriate, and 5 = Very suitable.

RESULTS AND DISCUSSION

1. General Description of Career Decision Making Difficulties

The results of the research data regarding the general description of Career Decision Making Difficulties in class.

Table 1. General description of career decision making difficulties among class XI students of Singaparna 1 Public High School

Category	Range	Frequency	Percentage

Tall	172 – 245	314	73%
Currently	123 – 171	118	27%
Low	122 – 49	0	0%
Amount		432	100%

Based on the table above, the results obtained from all students who were part of the research sample show that 432 students (27%) of class and there are no students in the low category. Therefore, in general, students experience difficulties in taking careers for class XI SMAN 1 Singaparna which is in the high category.

So, of the 118 students who are in the medium category with a percentage of 27%, this can be interpreted that around 27% of class In other words, it means that students do not yet have a career choice in achieving career goals, and have reached the ideal standard of the difficulty dimension of career decision making, such as students starting to understand themselves and their choices, expanding and narrowing their list of choices, choosing a job or major in college. And there are 314 students who are in the high category with a percentage of 73%, this can be interpreted that around 73% of class that he needed to make a career decision.

There are three aspects to the difficulty of career decision making, namely lack of readiness, lack of information and inconsistent information.

Table 2. General description of career decision making difficulties for Class XI SMA Negeri 1 Singaparna based on aspects

Aspect	Range	Category	Frekuensi	%	Average
Lack Of Readiness	56 – 80	Tall	245	57	30%
	41 – 55	Currently	187	43	
	16 – 40	Law	0	0	
Lack of information	67 – 95	Tall	262	61	33%
	48 – 66	Currently	170	39	
	19- 47	Law	0	0	
Inconsistent information	49 – 70	Tall	353	82	33%
	35 – 48	Currently	77	18	
	14 – 34	Law	2	0	

Based on the research results in the table above, there are 432 respondents describing each aspect of career decision-making difficulties among class XI Singaparna High School students. In the first aspect of Lack of Readiness, 57% or 245 students fall into the high category, 43% or 187 students fall into the medium category, and 0% or no students fall into the Low category, and the average score is The average for the aspect of lack of readiness (Lack of Readiness) was 33%. The second aspect is the lack of information (lack of information) as many as 61% or 262 students are in the high category, as many as 39% or 170 students are in the medium category and as many as 0% or no students are in the low category and the average value for the second aspect concerns lack of information (lack of information) at 33%. Furthermore, the

third aspect is inconsistent information, there are 82% or 353 students in the high category, 18% or 77 students are in the medium category, 0.5% or 2 students are in the low category and the average value is The average aspect of inconsistent information is 33%.

2. **Description of the Difficulties in Making Career Decisions Based on Gender**The research subjects were 432 class XI students of SMAN 1 Singaparna. The questionnaire was distributed via Google Form to each student. A description of the profile of difficulties in making career decisions for students based on gender can be seen in the following table.

Table 3 General Description of Career Decision Making Difficulties for Class XI SMA Negeri 1 Singaparna based on Gender

Gender	N	Average	Standard Deviation	Category			F	Conclusion
				Tall	Currently	Law		
Man	148	33	24,5	102	46	0	0,97	No Difference
Woman	284	33	24,5	212	72	0		
Amount	342	33	24,5					

Based on the results of data collection from 432 students at SMA Negeri 1 Singaparna, the data was divided into 2 parts based on male and female gender characteristics. In the male gender there are three categories of difficulty in making career decisions, including the high category at 69%, in the medium category at 31% and in the low category at 0% of the total number of participants of 148. Meanwhile, in the female gender there are three categories of difficulty career decision making, including 75% in the high category, 25% in the medium category, and 0% in the low category, out of a total of 284 participants.

The following is a description of the test results calculating differences in career decision making difficulty based on gender using SPSS version 25 for class XI students at SMAN 1 Singaparna, Tasikmalaya Regency:

Table 4. Test Results for Differences in Career Decision Making Difficulty for Class XI SMA Negeri 1 Singaparna Based on Gender

	Variable 1	*Variable 2*
Mean	177,3311	180,5035
Variance	196,9032	202,8304
Observations	148	284
Df	147	283
F	0,970778	
P(F<=f) One tail	0,424449	
F Critical one-tail	0,78484	

Gender differences in bullying perpetrators in this study were measured using the Test Two Sample For Variances test formula using SPSS 25.00 for windows. The significant value (Sig.) shows a Sig result of $0.97 > 0.05$, which means there is no difference between the difficulty of making career decisions for men and women in class XI students at Singaparna 1 Public High School. To find out the comparison of career decision making difficulties for men and women, this was done using the F-Test Two Samples For Variances in the SPSS 25 application, provided that if the significance value (Sig.) < 0.05, then there is a difference between the conditions of

men and women . On the other hand, if the significance value (Sig.) is > 0.05, then there is no difference between men and women.

3. **Research Discussion**

The description of the difficulties in making career decisions for class well, thus causing difficulties in making career decisions. Research is in line with the findings of Missalam, et al (2023) stating that: there are still many students who are confused and have not been able to make career decisions after graduating from school, students have not been able to plan and decide which job/career they will choose, there are still students who do not know their plans. After graduating from school, will students continue to college, work or become entrepreneurs.

Judging from the responses of class It can be interpreted that students who are in the high category do not have readiness, doubts arise in their career choices, cannot receive information well so that there are difficulties in making decisions. However, 27% are in the medium category with a total of 118 students, this shows that there are several students who are able to make career decisions. Making career decisions is one of the most important tasks of adolescents and young adults and can influence an individual's economic and social status, lifestyle, and well-being.

Based on data on the level of difficulty in making career decisions which can be seen from the calculation results for each aspect, which consists of three aspects, including: the first aspect: Lack of Readiness, 57% or 245 students fall into the high category, there are 43% or as many as 187 students fall into the medium category, and 0% or no students fall into the Low category, and the average score for the lack of readiness aspect is 33%. The second aspect is the lack of information (lack of information) as many as 61% or 262 students are in the high category, as many as 39% or 170 students are in the medium category and as many as 0% or no students are in the low category and the average value for the second aspect concerns lack of information (lack of information) at 33%. Furthermore, the third aspect is inconsistent information, there are 82% or 353 students in the high category, 18% or 77 students are in the medium category, 0.5% or 2 students are in the low category and the average value is average in aspect.

Inconsistent information is 33%. These results can be supported by the statement of Gati, et al., (1996) explaining that there are three categories of difficulties that cause students to be unable to make career decisions. The first is lack of readiness, including three categories of difficulties, including: (1) lack of motivation to be involved in the career decision-making process, (2) general doubts about all types of decision-making, and (3) dysfunctional beliefs, including irrational expectations about the process. decision-making. The second is lack of information and inconsistent information. Lack of information includes four categories of difficulties, (1) lack of knowledge about the steps involved in the process, (2) lack of information about oneself, (3) lack of information about alternatives (e.g., choice of college, major, and job), and (4) lack of information about additional information sources. The third is inconsistent information, including (1) unreliable information, for example low learning achievement, (2) internal conflict such as conflicting choices or difficulties regarding the need to compromise, and (3) external conflict, namely conflict that involves the influence of significant others.

From the three aspects of difficulty in making career decisions, class XI

students at SMA Negeri 1 Singaparna got the same average score of 33%. Gati and Saka (2001) explain that difficulties in career decision making (career decision making difficulties) based on decision theory, each difficulty will play an important role in understanding the processes involved in career decision making (Gati & Saka, 2001). Based on the study, decision making is divided into three main categories, namely lack of preparation (lack of readiness). This category is characterized by a lack of motivation in the career decision making process, general doubt due to fear of failure and dysfunctional/uncommon beliefs about the decision making process. decision. The second category is the lack of information. This category is characterized by the absence of information about the decision-making process, about oneself (potential, interests, talents), about choices and additional information. And the third category is inconsistent information. This category is characterized by the presence of unreliable information, internal conflict and external conflict originating from people around (Gati, Osipow, Krausz, & Saka, 2000).

Brown (2016) stated that to be able to make correct and accurate decisions during the selection phase, individuals must be aware of their skills, interests and values and get professional help on how to use these traits. Because, making career decisions is an important skill that can be used throughout a person's life span. Meanwhile, according to Yowell, Katz, Reardon & Peterson (2012) explain that career decision making emphasizes the use of self-knowledge (such as talents, interests and skills) and general knowledge (such as work, major of study, challenges of the world of work, etc.) can be used as a consideration in career decision making.

Career decisions are the process of achieving career goals, which are characterized by: clear goals after completing education, clear aspirations for work, motivation for education and desired work, realistic perceptions of self and the environment, ability to group jobs of interest , respecting work values in positive behavior, independence in the decision-making process, maturity in the decision-making process and showing realistic ways of achieving work goals (Dewi & Alhusin, 2019).

This is supported by the statement by Walsh & Osipow (1988) which explains that career decision making is a variable that has two different perspectives, namely as a process and as individual differences. Firstly, as a process, career decision making is divided into two models, namely descriptive which answers the question "How are decisions made?" (How is a decision made?), and prescriptive models that answer the question "How are decisions best made?" (How are the best decisions made?). Meanwhile, as an individual difference, career decision making is examined based on career decision making styles and strategies, and sources of difficulties faced in career decision making.

The basics of career decision making that apply according to Harahap (2019) are that decisions taken based on intuition or feelings are more subjective, namely they are easily susceptible to suggestion, external influences and other psychological factors. Making decisions based on intuition requires a short time. For problems whose impact is limited, generally making intuitive decisions will provide satisfaction. However, the truth of this decision making is difficult to measure because it is difficult to find comparisons, in other words, this is because intuitive decisions are only taken by one party so that other things are often ignored.

Meanwhile, according to Nurrega, et al (2018) explain the factors that

influence a person's career decision making, namely: (1) internal factors which include life values, level of intelligence, special talents, interests, traits, knowledge, physical condition, and (2) External factors which include society, socio-economic conditions of the country or region, family SES, all members of the extended family and nuclear family, school education, interactions with peers, and the demands attached to each position or study program.

The results of this research are supported by several previous researchers, including research conducted by Islamadina & Yulianti (2016) that the majority of high school (SMA), Madrasah Aliyah (MA), and Vocational High School (SMK) students, 64.25% have not have a clear decision about the profession they will pursue. Another fact found by the results of Budiman's research (Khairun, et al., 2016) resulted in student profiles that needed to optimize their orientation towards work inadequately. Students' career decision-making readiness needed to be further improved, especially the dimensions of decision-making skills and information about the world of work. Based on the results of Ardiyanti's survey (2016), 43% of class XI students (out of 157 students in three schools in the Yogyakarta area) experienced problems with self-confidence in making career decisions.

Gender role perception is a perspective on behavior that is based on standards or rules of behavior patterns for members of the male and female sexes that are approved and accepted by members of a social group. Based on findings in the last three decades, this understanding has begun to shift along with changes in paradigms and institutions of social and social life where gender and gender are not a significant obstacle.

Based on the research results obtained from the calculation of the F-Test Two Sample For Variances, it shows a Sig result of 0.023 > 0.05, which means there is no difference between male and female students. From the research results, there were no differences, there was no problem with gender equality at the research location, everyone was equally divided in carrying out their rights and obligations as men and women. Be it in any case, especially in achieving career development tasks.

There are several concepts for making career decisions according to several experts. Apart from that, the stage of making career decisions is seen from gender, there are differences between male and female students. Many phenomena and facts have been discovered regarding difficulties in making career decisions that occur at the high school level. Gender role perception is a perspective on behavior that is based on standards or rules of behavior patterns for members of the male and female sexes that are approved and accepted by members of a social group. According to Fizer (Rangka, et al., 2017) states that one of the factors influencing students' career problems that has long been identified is gender. Based on findings in the last three decades, this understanding has begun to shift along with changes in paradigms and institutions of social and social life where gender and gender are not a significant obstacle. For example, career fields and occupations such as teaching and nursing currently offer better career prospects for women compared to men (Gothard, Mignot, Offer, & Ruff, 2001). This condition is getting stronger because it is driven by women's increasing awareness of being financially independent and having a high level of education (Betz, 2005).

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driven by women's increasing awareness of being financially independent and having a high level of education (Betz, 2005).

In Indonesia, related to the productive role of women as income earners, data shows that the number of women working is increasing. At the elementary and tertiary education levels, the percentage of women who obtain diplomas exceeds the percentage of men. This shows that the culture of Indonesian society which prioritizes men to obtain higher education over women is starting to fade (Central Statistics Agency, 2014). This shows that gender role perception is one aspect that influences students' career choices in terms of the student's relationship with the socio-cultural environment in which the individual is raised.

Seeing the importance of teenagers in career development tasks, especially in making career decisions. One phase of career development is through education. According to Armat, et al. (2023) that life as a student is to prepare students to enter life in a particular job. With the collaboration between guidance and counseling teachers at school and parents of students at home, the aim is that students can be controlled and directed in making career decisions that are tailored to the students' interests, talents and personalities (Wardhani, et al., 2020). The purpose of providing guidance in schools is as stated in PP no. 28/1990 and no. 29/1990 concerning Primary and Secondary education, namely providing assistance to students in order to get to know themselves, get to know the environment and plan for the future (Batubara & Sanimah, 2020).

Students cannot achieve proper career development. Guidance and counseling are an integral part of education that consciously positions students' abilities to explore, choose, plan and make decisions to achieve their future. To achieve this goal, the role of guidance and counseling services is very crucial, because guidance and counseling are part of the educational components in schools apart from teaching and administration/supervision. Assistance provided to students to be more focused in the role of guidance and counseling services (Batubara & Sanimah, 2020).

The Department of Education and Culture (ABKIN, 2013) divides guidance and counseling services in high schools into four areas, namely personal, social, learning and career. The personal sector is concerned with the student's personal development in a special sense, the social sector is concerned with developing the ability to relate to other people, the learning area is concerned with developing learning skills, and the career area places more emphasis on exploration, planning, discovery and career development both now and in the future. . Therefore, to improve the ability to make career decisions for high school students, there is a need for a program that can facilitate developing career decision making, to help students gain an understanding of careers, namely career counseling.

The form of implementation is in the form of making decisions regarding appropriate further study options according to the student's abilities, talents and interests. It becomes a problem if, while students are in high school, they have never been provided with adequate services to help students recognize their talents, interests and potential and, based on this understanding, then determine the right study choice for them (Zamroni, 2016). One of these goals concerns the achievement of tasks, preparing oneself to hold a certain job for life after adulthood. Activities in the form of self-understanding for students are an important aspect of career guidance.

Based on the findings of Widianingrum & Hastjarjo (Missalam, et al., 2023) stated that efforts to prevent and overcome the problem of confusion in career planning are career guidance services from counselors/counseling teachers to help individuals gain knowledge about themselves, knowledge of their work environment and develop appropriate skills. assist individuals in facing the transition period from school to the world of work. Students can prepare themselves well to get a suitable job, they need to receive guidance regarding the career tendencies they want to develop, including strengthening career orientation and information, choosing and information about the world of work as well as orientation and information about higher education (Batubara & Sanimah , 2020).

CONCLUSION

The research results show that class XI students at Singaparna State High School are in the high category. This can mean that many class XI students experience difficulty making career decisions. The results of the research depicting the difficulties in making career decisions for class Therefore, the results of this research illustrate the difficulty of making career decisions among Singaparna State High School students, showing that there are many students in the High category. The implication of guidance and counseling services is in the form of a career guidance program, with a career guidance service design to assist students in solving career decision making difficulties in the High category.

Thank-you note

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