



Career Decision-Making Difficulties Among High School Students in Jakarta and West Java: A Need Analysis For Career Guidance Application Development

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The aim of this study is to discover the various career decision-making difficulties experienced by high school students as a basis for developing career guidance applications. This study involved 1913 high school students in grade 10-12 in the area of DKI Jakarta and West Java using convenience sampling techniques. The instrument used in this study is SKPK (Career Decision Making Difficulty Scale – the Indonesian version). The results showed the level of difficulty of career decision making for high school students at the moderate level, especially in the aspect of lack of information and inconsistent information.

Keyword: *career decision-making difficulties, career guidance, need analysis, guidance and counseling*

INTRODUCTION

One of the stages of career planning for high school students is planning post-secondary education. Some advanced study options are continuing studies in higher education Diploma or Bachelor programs in a college. In this process, high school students not only choose the name of their college, but also choose their study program. There are far more choices for majors at universities so more serious preparation is needed to explore these options.

This is appropriate with the stages of adolescent career development; adolescents categorised at the exploration stage with the crystallisation sub-stage (Super, 1980; Dik et al., 2008; Ismail et al., 2013; Kaya & Ceylan, 2014; Osibanjo et al., 2014; Khan et al., 2015, Gyansah & Guantai, 2018). At this stage of crystallisation, adolescent career choices will be confronted with reality. Teenagers will re-question their ideals, choosing colleges and majors as further study options and pay attention to the issue of job availability (Sharf, 2016). Therefore, making career decisions is complicated and confusing (Gati et al., 1996; Ozlen & Arnaut, 2013; Kazi & Akhlaq, 2017; Humayon et al., 2018; Kirdok & Harman, 2018; Al-Abri & Kooli, 2018).

Career indecision is a feeling that often occurs in the career decision making process. Career indecision was operationalised as a problem that an individual may experience during the career decision-making process (Walsh & Osipow, 2014). Various difficulties in career decision making have been arranged in a taxonomy consisting of 3 main categories and 10 subcategories (Super, 1980). The first category, lack of readiness, refers to the difficulties that were felt at the beginning of the process. Specifically, lack of readiness includes: a) lack of motivation, b) indecisiveness, c) dysfunctional belief, and d) lack of knowledge about processes.

While the second category, namely lack of information and the third category, inconsistent information, refers to the difficulties experienced during the career decision-making process. Specifically, lack of information refers to knowledge about a) self, b) world of work, and c) ways of obtaining information. The subcategory for inconsistent information is a) unreliable information, b) internal conflicts, and c) external conflicts (Super, 1980).

Understanding student difficulties in the career decision-making process will be useful for career guidance practitioners in providing intervention models and techniques. In each area, students have different types and levels of difficulty. Research involving 1,613 12th grade students in east Jerusalem showed the highest difficulty experienced was in the dysfunctional belief subcategory with a score of 6.34 (Hijazi et al., 2004). The accuracy of needs analysis is a strong foundation for effective career guidance in school.

One of the trends in career guidance interventions is the use of ICT. Internet-based career guidance services can help overcome career problems (Zalaquett & Osborn, 2007; Crisan et al., 2015) and career information (Castillo & Kempner, 2008). Self-help tools aid in exploring various career information to choose and make career decisions to support the career guidance activity system (Clark & Stone, 2002; Tanveer-Uz-Zaman & But, 2014; Dogar et al., 2011).



Information technology has become a part of people's lives so that now the community is experiencing a revolution into a digital society. A digital society is a society that uses the internet regularly and effectively in their daily lives even in the world of education (Mossberger et al., 2008). Information and Communication Technology, hereinafter abbreviated as ICT, makes the learning process more creative and innovative with various features offered. Included in the world of counseling, technology experts in counseling advise counselors to use and utilise information and computer technology (ICT) in counseling services, especially career guidance at school.

ICT can make the process of transmitting and presenting information more efficient because it is designed automatically, multiplication and transmission happen very quickly with very minimal costs, and they are more secure, interactive, friendly, and personal so that the process of delivering career information becomes more effective. Career information content can be accessed at any time and place when needed, can be downloaded, and used offline, duplicated and distributed using electronic support tools.

The use of ICT in career guidance services has many advantages such as improving career identity, career maturity, self-efficacy of career decision making, occupational information, and career exploration (Taber & Luzzo, 1999). Furthermore, it can maximise learning opportunities and ease of accessing various career information sources (Sampson, 1999) while also enhancing career self-efficacy abilities (Bozgeyikli & Dogan, 2010).

Some research shows that learning that takes place without using interesting media, is generally ineffective where students feel bored, because the information in their learning is not interesting (Aldrich, 2005). This is true especially for students who are millennials who have an attachment to ICT. For them, ICT tools will provide more interesting stimulation compared to without the media or traditional media.

A larger and more complex study involving 724 students is aimed at knowing how to make career decisions. The study began by identifying the data, the results found that most students experience confusion about career orientation, they need guidance services and career counselling that can help them to clarify their interests, abilities, skills and values, as well as for them needing help to be able to understanding various factors that actively help them in making career planning and influencing career decisions (Radulet, 2013)

Thus, the assessment of counselling needs must always be proactive which indicates a gap between the existing situation (current) with the expected by identifying the optimal solution to improve the factual situation (Watkins et al., 2012). This will have an impact on a constant comparison between what is and what must be (Kavale, 2012).

In conceptual terminology, career guidance aims to develop individuals optimally, while viewed from the perspective of the process of seeking guidance from individuals in the personal process of

self-knowledge by identifying strengths and weaknesses, interests and personal values, and providing self-direction namely the ability to make decisions, solve problems and make choices.

Several studies have shown that career guidance and counselling that helps youth and young adults find abilities, skills, interests and values has a significant correlation with professional and academic satisfaction and has implications for career success (Makinde, 1984; Nkechi et al., 2016; Jain, 2017; Wong & Yuen, 2019). The issue of career guidance has an impact on the phenomenon of employability of the younger generation (Gore Jr & Carter, 2011; Babatunde, 2017; Monika, 2018; Buraga & Caballero, 2018). Current reality shows that the main problem in the younger generation is not in finding a job, but getting a stable and appropriate job with people who really understand (Martinez & Danalache, 2008).

With the right identification and the right time of career counselling needs, ongoing and at the same time the solutions provided are cheaper. The consequence is exploring ways to do needs analysis, which can be considered a layman's stage and cannot be avoided as a first step in planning career interventions in career guidance and counselling (Kavale, 2012) in the education system focuses on individual needs and interests.

This study intends to uncover the various career decision-making difficulties experienced by high school students as a basis for developing career guidance applications.

METHODS

Respondents are 1913 high school students in grades 10, 11 and 12 in the DKI Jakarta and West Java regions with a composition of 386 (20.1%) male respondents and 1527 (79.9%) female respondents. The average age of respondents was 16.72 years (SD = 1.81). Respondents were identified as Sundanese (N = 29%), Javanese (N = 47.2%), Betawi (N = 15%), Padang (N = 7.6%), and others (N = 1.2%). Samples were selected using convenience sampling techniques.

The instrument used is SKPK (Career Decision Making Difficulty Scale) which has 35 questions. SKPK has 3 categories with 10 subcategories. This instrument is the result of an adaptation of the Indonesian version of the Career Decision Making Difficulties (CDDQ) (Osipow & Gati, 1998). With a likert-scale (1-9) of 1 = not describing myself to 9 = describing myself well.

The procedure for filling out the questionnaire starts with making the instrument in the google form platform. The questionnaire google form is then distributed to respondents to be filled out. Researchers got 2166 respondents in 30 days and then 1913 respondents were selected to enter the sample criteria. All respondents did not get a prize / commission from filling out this questionnaire. Interpretation of the questionnaire scores is stated as in table 1.

RESULTS AND DISCUSSION

The results of the distribution of questionnaires showed the average level of difficulty in making career decisions by the respondents was in the moderate level. This can be seen from the results of a

percentage of 40% with a total of 773 from 1913 respondents. Meanwhile, in the high category, the percentage was at 37% with 704 of 1913 people. Respondents who have career decision-making levels in the low category are fewer, at a percentage of 23% with a number of 436 out of 1913 people. Here are the score findings for each subcategory in the table 2:

There are two subcategories in the category of lack of preparation which are in the high category, namely doubts / indecision and irrational beliefs with scores of 6.31 and 6.39 respectively. High scores in doubt reflect a general difficulty in making decisions. While high scores in irrational beliefs reflect distorted perceptions of the career decision making process. Both of these are subcategories that influence the emergence of the problem of lack of readiness that affects the difficulty of career decision making compared to lack of motivation which only has a score of 3.27.

All subcategories in the category of lack of information are at a moderate level. Uninformed subcategories about the decision making process being the most influencing problem of lack of information in career decision making with a score of 5.46. Followed by less information about work and less information about how to get information with scores of 5.29 and 5.28. Meanwhile, lack of information about oneself is the lowest subcategory compared to others with a score of 5.19. This indicates that ignorance of making wise decisions for career decisions is more of a problem than information about oneself and the available jobs.

The inconsistent information category is at a moderate level and has a fairly balanced influence. Unreliable information is the most influential inconsistent information with a score of 4.97. Followed by internal conflicts with a score of 4.89. Meanwhile, external conflicts were the lowest in this category with a score of 4.44. This indicates, the contradiction between self-information and internal conflicts experienced by oneself which needs to be given more attention because it has a score that is quite different from the external conflict.

CONCLUSION

The need for technology in the career guidance process has been strengthened through the needs assessment in this research. Students still have high doubts and difficulties in accessing information both related to the characteristics of themselves and the world of work. This has become the basis for developing android-based applications that can improve the quality of career guidance for students.

Table 1. Category of Interpretation of Score

Score	Level
> 5.69	High difficulty level
4.24-5.69	Moderate difficulty level
< 4.24	Low difficulty level

Table 2. Score for Every Subcategory

Category	Subcategory	Score	Index
Lack of readiness	Lack of motivation	3.27	Low
	Doubt / Indecision	6.31	High
	Irrational Belief	6.58	High
Lack of information	Lack of information regarding the decision making process	5.46	Mod
	Lack of information about yourself	5.19	Mod
	Lack of information about work	5.29	Mod
	Lack of information on how to get information	5.28	Mod
Inconsistent information	Unreliable information	4.97	Mod
	Internal conflict	4.89	Mod
	External conflict	4.44	Mod



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