

Website Based Training for Choosing University Major to Reduce Career Indecision in High School Students

Zakwan Adri¹

¹ Dep. of Psychology, Faculty of Education, Universitas Negeri Padang, Padang, Indonesia,

*Corresponding author. Email: zakwanadri@fip.unp.ac.id

ABSTRACT

More than two million high school students graduate per year in Indonesia. majority of them struggle to enter their favorite departments in universities with various options of majors. But, a number of students have the career decision difficulties to choose the relevant major. This study is aimed at knowing the effects of delivering the website based training for choosing major in university for high school students. A number of 102 high school students participated in this training (male, female). The study was run using quantitative quasi experiment method with pretest-posttest design. The measurement was done using Career Indecision Scale adapted from Gati, Krausz & Osipow, 1996 ($r = 0.875$; $p < 0.05$). The study was carried out with quasi-experimental model with pretest-posttest design. Results indicate that the indecision of participants about their career decreased.

Keywords: high school, student, career indecision, majoring

1. INTRODUCTION

Indonesia has annually around ten million students studying and two and a half millions of them graduate in public and private schools (Ministry of Education Affairs, 2018). Of those numbers, more than seven hundred thousand students registered in 2019 for national university entrance test (SBMPTN, 2018). While, it's about two hundred thousand students pass the national exam and other pass through other models of exams (SBMPTN, 2018). The concentration of most graduates choosing university is almost similar in the four years in a row (SBMPTN, 2018). They are thought as the favorite by most students. And the department options are also concentrated in certain ones for science: medical education, engineering, (SBMPTN, 2018) and economics, management, law, psychology for social science (SBMPTN, 2018). As consequence, the rivalry to enter those departments is strongly tight and may reach less than one per cent. Researchers have collected the total number of 250 studies to choose in 85 state-owned universities in. thus, it reaches more than 2.500 departments at those universities (SBMPTN, 2018). It may be inferred that many studies are not familiar for students yet. And it may affect the decision of every single students registering to university and the way they study later.

The increasing number of students registering the national university entrance test and the number of majors in universities indicate that the school participation has also increased significantly. It can be understood that government has provided universities to

help those graduates gain the knowledge in higher education system. The history of this participation began during the 1973-1978 era where Indonesian citizens have felt the benefit of education for changing the family financial status. During 1973-1978, Indonesian government built more than 60.000 elementary schools in all provinces and later it enhanced school participation and financial change related to salary (Duflo, 2001) which affects economic growth. Economic growth may cause social mobility in the career choice from traditional work to better job with higher income (Liu & Yamauchi, 2014). This mobility may happen as they continue to study at university.

For this financial reason, recently, there is one big problem in Indonesia occurring as students decide to enter university. it is *salah jurusan* (high school graduate who are accepted in certain major in university drop out as it does not match with his psychological state (Intani & Surjaningrum, 2010). Awaliyah (2019) stated that about 87 per cent university students entered the wrong major in university. As the result, many of them register the university entrance test in the following year to enter the major they are interested in. One factor student to choose a major in higher education is perception (Masriah, Malay, & Fitriani, 2018). Thus, all the factors above influence the students to choose certain major in university.

This article will discuss this issue in psychological concepts. As the adolescents, students need to decide their career plan. This may be reached when they have career maturity. Career maturity can be

explained as the attitude for having more information cognitively about career which includes planning, practicing and modifying career based on the understanding (Lim & Yu, 2017). One important point for career maturity is about the cognitive ability in choosing the major in university. Falentini, Taufiq & Mudjiran (2013) mentioned that high school students have adequate information about studying in university. They make some effort to gain information about studying in university, such as: seeking for information about career prospect and higher education.

A specific topic in career maturity is about career indecision, which is sometimes called career decision making difficulties (Gati, Krausz & Osipow, 1996) and other literature mentioned that career indecision is the problem during decision making process (Germeijs & Boeck, 2001). Indecision of career related behavior is affected by both internal factors, for instance: personality trait, in which students with low self-esteem will tend to have less accurate choice of career than his/her true ability, career interest and external factors such as: family perfectionism/demanding, attachment with family, demographic status (Khasmohammadi, et al., 2010; Marcionetti, 2014; Feldman, 2003; Bercovitz, Benjamin, Asor & Lev, 2012). This condition will make later problems in organization in work. Students with early career indecision will have some problems such as turnover, indecision of career in development in their office (Feldman, 2003). The combination of these factors and the knowledge about higher education will determine whether a student will be mature to decide the major in university.

One method to reduce decision-making related to career is by measuring it using questionnaire. There are several questionnaires used to measure this difficulty, Career Decision Scale (CDS) (Meyer, 1987) and Career Decision-Making Difficulties Questionnaire (CDDQ) (Gati, Krausz, & Osipow, 1996). Researches related to this questionnaire are different. Many studies of CDS focuses on the psychometric properties, such as: validity, factor analysis (Hartman, Fuqua, & Hartman, 1983; Watson & Foxcroft, 1991). While, many studies about CDDQ were conducted to validate this questionnaire in several countries like: Croatia, China, Korea and Turkey (Barbarovic & Sverko, 2018; Sovet, Tak & Jung, 2014; Tien, 2005; Oztermel, 2012). This indicates that the use of CDDQ has been used in several countries to detect career decision making among high school and university students. For this reason, researcher is about to measure the effect of online training for reducing career indecision among high school students.

2. METHOD

This is a quantitative study which was fully run in online platform (zoom application and website). Researcher was to know the effects of website based training to the career indecision. For this, the research used one group pretest-posttest design (Shadish, Cook & Campbell, 2002). Participants were trained in one group. Participants received a pretest before treatment and one more test after intervention. Participants were 102 twelve graders (male, female) from a high school. The inclusion criteria were: high school student, 12 grader, be willing to participate in online application in full duration of training.

Participants had two treatments during the research: (1) Information. The facilitator delivered an online training through zoom application and explained the process of how to choose the correct major in university (kinds of education model; division of majors in university: science, social science, religion, diploma for general and diploma for being civil servant; the rivalry of several majors, and the unfamous majors with good job prospects in the future. Participants were given a list of major alternatives to choose for their study in university.(2) search. Participants were allowed to explore the major alternatives they wanted to know by themselves via website provided for them. Participants could access information about major (names of majors, subjects to learn during the study, the tuition fee in each major, the number of participants registering the major in previous year and the number of students to be accepted at that year). Participants filled in the scale again after exploring the majors through website for posttest.

The career indecision was measured with career indecision scale which was developed from 3 aspects of career indecision: lack of information, lack of readiness and inconsistent information (Gati, Krausz & Osipow, 1996) ($r = 0.875$; $p < 0.05$). the scale comprises 33 aitem of statement. Participants marked their answer in likert scale (between 1-5). Researcher presented the scale through google form to make it easy for participants to fill in scale by their gadget. The data were analyzed using paired sample t-test to know the change of participants' career indecision from pretest and posttest.

3. RESULTS AND DISCUSSION

Statistical analysis mentions that the career indecision of participants change after intervention.

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	97.0392	102	15.82699	1.56711
Posttest	92.5490	102	15.05740	1.49090

The table explains that the mean score reduces from pretest (x= 97.0392) to posttest (x= 92.5490). the decline of participants' career indecision has significant

score (t= 4. 258, p<0.001) which indicates that the decline of career indecision is significant.

	Mean	Std. Deviation	Std. Error mean	95% confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre_post	4.49020	10.64992	1.05450	2.39835	6.58204	4.258	101	.000

This result is linier with Stout et. al. (2017) study about the medical assessment for pediatricians for certain illness and participants performed better in online learning rather than face to face instruction. Participants may have a structured materials for sessions of training given. Another perspective from Smart & Cappel (2006) mentioned that online learning is preferred by students than class discussion. Students are considered to like the content of online learning in online learning model (Wang & Baker, 2015).

4. CONCLUSIONS

It can be concluded that website based training is an effective strategy to help student choose the correct major in university. Student may have more information about major to study. It is suggested that researcher should continue the research with another experiment design to learn the effectiveness of this model. Study can be done for vocational education as they have different model in Indonesian education system.

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