

Relationship between Self-Concept and Socioeconomic Status with Student Career Planning in Vocational School

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Abstract—The aim of this research is to determine the relationship between self-concept and socioeconomic status with career planning students in Vocational High School. This research uses the quantitative approach with multiple correlation research type. The population in this study is 289 students in vocational school year 2017-2018. Sampling technique used is a proportional sample technique, so that the sample in this research is 99 students. The analysis in this research uses multiple correlation analysis. Based on the data analysis, empirical correlation coefficient is greater than the correlation coefficient of the table, thus, the correlation is significant. The research concluded that there is a simultaneous and significant relationship between self-concept and socioeconomic status with career planning students in Vocational School.

Keywords—Self Concept, Socioeconomic Status and Student Career Planning

I. INTRODUCTION

In the context of education, career guidance is one of the services in guidance and counseling aimed at helping learners achieve optimal development. In life, career is an important part that cannot be separated, according to [1] career planning is part of the student activity that leads to future career decisions so as to have a positive attitude towards a career in the future of interest as well as career alternatives in his own future. The career is the whole work activities done by human beings whether it is paid or not [2]. Contrary to the context of career planning explains that career planning is a deliberate process that is made to make individuals aware of aspects related to personal career and a series of long stages that make supporters in career achievement. The one aspect that can be a supporter of career planning is the concept of one's self and socioeconomic status. The factors that influenced individual career planning are all things related to the inherent intelligence to him derived from parents, family environment, physical and mental health, adaptability, personality, personal skills and so forth [3]

One of them is intrinsic aspect in the form of self concept and extrinsic aspect which one of them is socioeconomic status. Self-concept according to [4] is a full picture that is in a

man who fully believed about nature and ability possessed. Socioeconomic status according to (Soetjiningsih, 2004) is the position, state or poise someone in a society which viewed from several aspects both in education aspect, income etc.

In today's increasingly sophisticated economic and technological developments, career has become a much-discussed issue, in a study conducted by [5] on the effectiveness of career information with mind mapping techniques to improve the knowledge of student job positions, in research is good because it provides an alternative technique for adding insight to future job positions of students, but in the study did not explain also how a student can plan career according to job title desired based on internal and external aspects himself. In addition to the research that has been conducted by [6] on the direction of an integrated model of intrinsic motivation and career self-management has developed the mechanism of intrinsic motivation process model can affect career management career subjectively and objectively, the research is very interesting because develop the mechanisms of motivation that exist in the individual so that the establishment of one's self-management career only in the study did not mention the extrinsic motivation in the self-determination of self-management career. In addition, according to [7] socioeconomic status has a relationship that is in accordance with the development of individuals, which in his research also recommend the need for individual handling related to socioeconomic status, the understanding of the social and economic status of individuals in the family. The same thing is stated by [8] who has a low social status and a strong state that affects the proximity and long-term health of a person. The family environment is the first that comes from outside a person.

Therefore, this study is conducted with the aim to find how big the relationship between self-concept and the socioeconomic status of career planning students in vocational high school. Where self-concept is an internal part of the individual self-supporting his / her future career and socioeconomic status becomes an external part of the individual obtained from the family.

II. METHODS

The type of research used was quantitative research on the type of multiple correlations. The population in this study is 282 students in one of the private vocational schools of the academic year 2017-2018 in Gresik regency. The sampling technique used is a proportional sample technique where the vocational high school conducted research has two groups of majors namely engineering majors and office administration. The determination of sample in this study is presented in table 1 by (Tulus W, 2017) using the balance of population and sample using formula

$$JSB = \frac{JST}{JPT} \times JPB$$

Information:

JSB: number of sample parts

JST: total sample size

JPB: number of population parts

JPT: total population

Table 1. The balance of Population and Sample

No	Group of majors	The null hypothesis	
		Population	Sample
1	Mechanical engineering	136	48
2	Office administration	146	51
	Amount	282	99

Based on table 1 it can be seen that the population amounted to 282 students and researchers took a sample of 99 people or as many as 35% of the population. Data collection techniques in this study using questionnaires to the students a number of 58 items by using a Likert scale. Data analysis technique in this research using multiple product moment correlation test with F theoretical value in table F value based on db = 2 and 99 found F table of 3.09 at a significance level of 5% and 4.82 at 1% significance level. To decide the level of significance later after test data analysis then the overall test of the hypothesis proposed in this study are:

Ho : there is no relationship between self-concept and socioeconomic status towards career planning of vocational school students simultaneously and significantly

Ha : there is a relationship between self-concept and socioeconomic status towards career planning of vocational school students simultaneously and significantly

III. RESULTS

The result of data analysis which has been done by using SPSS 16 can be seen in Table 2.

Table 2. Model Summary

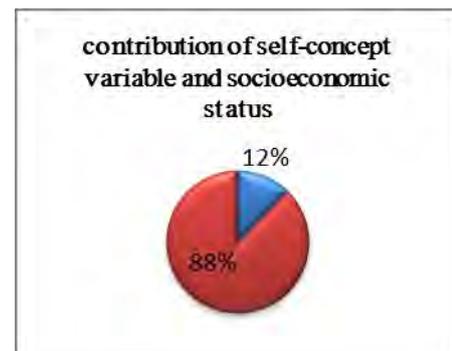
R	R Square	Sig. F change
0.352	0.124	0,002

a. Predictors: (Constant), socioeconomic status, self concept

b. Dependent Variable: career planning

Based on table 2 it shows that the output that proves that the magnitude of the relationship between self-concept and socioeconomic status with career planning of vocational high school students who have been calculated by the correlation coefficient is indicated by the R-value of 0.352, it shows that the effect exists. While the contribution or contribution simultaneously Sinatra variable self-concept and socioeconomic status to career planning of vocational high school student are 12,4% while 87,6% rest influenced by another variable. When drawn on a diagram then obtained diagram 1 as follows.

DIAGRAM 1. CONTRIBUTION OF VARIABLES



Based on the results of multiple data analysis test of correlation that has been done on SPSS 16 which can be known in table 2 summary model also obtained probability value (sig.F change) equal to 0.002. Based on these values it can be seen that Fchange < Ftable so it can be determined that Ho is rejected and Ha in receipt means self-concept and socioeconomic status there is a relationship simultaneously and significant to career planning of vocational school students.

Based on table 3 the double correlation between each self-concept variable with the vocational student vocational planning and socioeconomic status with career planning of vocational school students can be known as follows.

TABLE 3. MULTIPLE CORRELATION

Multiple Correlation		Self-concept	Socioeconomic Status	Career planning
Self concept	Pearson Correlation	1	.130	.282**
	Sig. (2-tailed)		.201	.005
	amount	99	99	99
Socio economic Status	Pearson Correlation	.130	1	.245*
	Sig. (2-tailed)	.201		.014
	amount	99	99	99

Career planning	Pearson Correlation	.282**	.245*	1
	Sig. (2-tailed)	.005	.014	
	amount	99	99	
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Based on the value of significance of each variable X1 with Y and variable X2 with Y then from table 3 it is known that the significance value of $0.201 > 0.05$, means H_0 is accepted, with the conclusion that there is no significant relationship between self-concept with career planning of vocational school students.

Similarly, the significance value of $0.005 < 0.05$ means H_0 is rejected, with the conclusion that there is a significant relationship between socioeconomic status with career planning students in vocational schools.

The result of double correlation test shows that the avatar two independent variables self-concept and socioeconomic status that has a relationship of significance based on calculations that have been done is the variable socioeconomic status with career planning of vocational school students. Meanwhile, self-concept variable has no significant relationship with career planning of vocational school students

IV. DISCUSSION

Based on the results of the research that has been done, to prove that the relationships that affect the career planning of students in the vocational medium as well as the significance are also influenced by the contribution of various aspects both on individual intrinsic own aspects and extrinsic aspects in which individuals live. According to (Sutirna: 2013) Career planning becomes an important thing done by a student especially for students in vocational high school by doing career planning so indirectly a student will also understand the world of work used for supplies and preparation in entering the world of work.

Socioeconomic status is one extrinsic variable that has significant influence in the career planning of students it is because empirically also if someone has a good career plan but do not have good support also in a socio-economic status where a person is living then good planning will be vain career planning. While the self-concept in career planning is an intrinsic variable that spurs the individual so as to have hope, desire, vision and goals in life so it can be optimized career planning made.

The person is a way to assist students in choosing a career field that suits their potential, so that it can be quite successful in its work. So career planning is a process of selecting career goals, taking into account the opportunities, opportunities, constraints and career options to achieve from the desired career goals that match the talents, interests and potentials of students, which in this discussion describes two aspects that support the career planning of vocational school students.

Based on the results of this study, the level of significance found in the relationship between self-concept to career planning of vocational school students showed a significance level of 0.201 means that there is no significant relationship in career planning of vocational school students is the student's own self-concept. As we know that career planning is an important aspect that students need to have in determining advanced study that matches their students' talents and interests.

And at the level of significance relationship between socioeconomic status shows the level of significance of 0.700. It proves that between the two aspects of the variables associated with career planning, which has a more dominant relationship is the socioeconomic status of the self-concept. Thus a socially disadvantaged child will gain minimal family or environmental support from those with a higher socioeconomic status they will tend to plan more careers according to his or her desires.

It proves that family support in the form of socioeconomic status is indispensable in the career planning of vocational school students where they plan their future careers with motivational support and an overview of their family's socioeconomic status. However, it did not rule out that students who have low socioeconomic status cannot plan a career. This is because basically socioeconomic status only becomes one of the aspects related to the career planning of student. Essentially, there are many other aspects related to career planning students in vocational schools.

As can be seen other aspects / factors related to career planning students as according to Parson and Williamson in factors that affect career planning is the ability (abilities) interests (interest) and achievement (achievement). The explanation of three factors is as follows. *Ability* in this case is associated with a prominent talent in a field of cognitive endeavor, skill field, or art field. Once formed ability can be a provision that allows entering various fields of work or when entering college level in a particular field. A person who has a prominent ability or talent balanced with a good attitude of self-confidence will produce a positive self-actualization. *Interest*, is a somewhat sedentary tendency to a person to feel attracted to a particular field and to feel good about hanging out or joining in various activities related to the field. *Achievement*, is a learning outcome (learning achievement), which is obtained from an individual ability obtained by students from learning outcomes. With the learning achievement that is owned, indirectly the individual has planned his career, because to achieve a feat it is done with a process and careful planning in learning so that the results are very satisfying.

V. CONCLUSION

The results of this study note that the socioeconomic status variables have a significant relationship with the test results of double correlation data analysis of 0.005. The percentage of independent variable relationships studied showed a

significant relationship sensor 12.4% of career planning variables of vocational school students. The other 87.6% are part of the contribution of other variables besides self-concept and socioeconomic status.

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