

Research Article

Categorization Patterns of Career Plan Choice Based on Demographic Characteristics of Teacher Education Students

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Abstract

This study aims to describe the pattern of categorization of the certainty of career plan choices for educational program students and its relationship with their demographic characteristics. Respondents totaled 377 people (male = 176 and female = 201) who were drawn randomly from a number of education program students at the University of Lampung. Data on the certainty of students' career plan choices is collected through the CCCS (Career Choice Certainty Scale). The research found that in general the categorization of the certainty of education students' career plan choices is patterned Quite Certain, Not Certain, Certain, Very Certain, Uncertain, and Very Uncertain. In detail, the pattern of categorization of the certainty of students' career plan choices varies according to the grouping of their demographic characteristics (gender: male and female, place of residence: urban and suburban, study program: scientific and social, and family socio-economic status: high, medium, low). The results of examining the relationship between the categorization of the certainty of career plans and students' demographic characteristics, it turns out that where they live, the chosen study program, and the socio-economic status of students' families are significantly related to the certainty of their career choice plans, although the strength of the relationship between these variables is categorized as weak. Meanwhile, the student gender variable was not significantly related to the certainty of their career choice plans.

Keywords

Categorization Patterns, Certainty of Career Choices, Demographic Characteristics, Students

1. Introduction

Students who are currently studying at university should have and be able to demonstrate high certainty regarding their career plan choices. Symptoms in the field show that students generally do not have certainty about their career plan choices. Even though they have now chosen a study program that they are currently pursuing as a path to a career when they are asked about the certainty of their career plan choice, they still

seem hesitant because of their understanding of their own potential and career environment information is not yet very good [1], so they still experience difficulties in making career decisions [2, 3]. In other words, the doubts and doubts in making career choices [4] experienced by students can be the cause of difficulties in making and status of their career choice decisions [5].

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The uncertainty shown by the students indicates that they do not yet have a clear attitude, regarding the conditions of feelings, subjective reactions and dispositions needed to make a career choice and enter the world of work [6]. However, their career development has gone beyond a tentative period of career exploration [7]. During the career development period, students should be able to show the characteristics of adequate career maturity [8]. They, ideally, already have a steady and realistic career choice, both in terms of time, field, level and family of work as well as its suitability to existing opportunities, interests, personality and social class. They should also be able to make wise career choices be able to overcome problems that arise in their career development effectively and have plans in their careers [9-11]. They should also know the world of work comprehensively be able to assess the suitability of their abilities for the desired job and be skilled in matching personal traits with job requirements and demands [12-14]. The next characteristics of career maturity for students are being able to actively participate in the process of making a choice, feeling called and enjoying and appreciating work, not being tied to other people in choosing a job, basing their choice on certain factors, and having an accurate conception of making a choice. work [15].

This study generally aims to describe the pattern of categorization of the certainty of teacher education students' career plan choices based on their demographic characteristics. It is hoped that the findings from this study can be used as a basis for efforts to improve the quality of professional career guidance and counseling services, especially in formal educational institutions. Career counselors, especially in universities, can use these findings as consideration in determining students' needs for service intensity in each target group according to their demographic characteristics. Apart from benefits for counseling practitioners, the results of this study are also expected to provide benefits to Educational Personnel Education Institutions, especially the Guidance and Counseling Study Program. Teachers of career guidance and counseling courses at schools can use the findings of this research as a study in curriculum and lecture development. Furthermore, it is also hoped that these findings can be used by advanced researchers as material and a basis for similar research studies so that more comprehensive information is obtained about the study major models offered.

2. Literature Review

2.1. The Nature of Career Choice

The choice of a career plan is a decision taken in the development process [16]. This expression means that choosing a career plan is carried out in a long process and the work itself develops and the individual while working also grows and develops. In other words, career development is an inseparable part of human development. Therefore, the fol-

lowing principles apply to career development [7, 11]: (1) development occurs throughout an individual's life, (2) individual development is influenced by heredity and the environment, (3) development is a process continuous, certain factors appear to be dominant in those periods of life, (4) individual development includes increasingly advanced differentiation and integration of the self and the individual's view of the world, (5) there are stages of development that are the same and there are also differences throughout those stages, and (6) hampered development of certain aspects will affect the development of other aspects.

Several career development theories have tried to describe how careers develop, the stages of their development, and what developmental tasks must be achieved at each stage. For example, Super's [11] Theory puts forward its thesis about career development as follows: (1) individuals develop a more definite self-concept as they grow older [17], (2) people develop an image of the world of work by their self-image in trying career decisions [18], (3) adequate career decisions are based on the similarity between the individual's self-concept and the vocational concept of the chosen career [13, 19]. In other words, individual career development includes five stages with different developmental tasks. The five stages of development are (1) the growth stage, from birth to 14 years old, (2) the exploration stage, from 15 years to 24 years old, (3) the formation stage, from 24 years old to 44 years old, (4) maintenance stage, covering age 44 years to age 64 years, and (5) decline stage, from age 65 years and above [11].

Thus, student career development in higher education is at the exploration stage or realistic period. The main tasks of career development at this exploration stage are self-testing, role testing and occupational exploration. In the tentative sub-stage career development tasks (age 15 - 17) a person is expected to have crystallized vocational preferences, has considered opportunities, tried and made tentative choices, and possible career options have been identified. Furthermore, at the transition sub-stage (aged 18-21 years), they have already specialized in certain career choices. In this sub-stage, a person places more emphasis on considerations of reality, children entering the workforce or training or professional education to implement their self-concept and certain career choices [20].

In other words, the main task of career development at student age is to carry out exploration, and role testing to obtain a match between self-concept and occupational or educational environmental factors that prepare them for a job. The result of this exploration and role testing is that they are ready to face the next tasks in the form of specializing in certain career choices, using realistic, concrete considerations, and becoming more free to act [8]. The development stated here is the career development of teenagers in general. The career development of one child and another child may be different. This is greatly influenced by intellectual abilities, attitudes, self-concept, values, stereotypes and expectations, gender differences, family, school, and other social environ-

ments [9, 10]. Student career development is an inseparable part of their development as human beings [21]. Therefore, the principles that apply to development in general also apply to their career development. In other words, student career development refers to the following basic principles of development: (1) career occurs throughout an individual's life, (2) individual career is influenced by heredity and environment, (3) career selection is a continuous process, certain factors appear dominant at those periods of life, (4) individual career development includes increasingly advanced differentiation and integration of the individual's self and view of the world of work, (5) there are stages of development that are the same and there are also differences along those stages, (6) hampered development of certain aspects will affect the development of aspects other.

2.2. Factors to Consider Choosing a Career

The factors that influence career choice are part of the factors that influence career maturity [22, 23]. Among the factors that influence career maturity, which may also influence the certainty of career choices, are bio-social factors, including gender [24]. This factor is interesting to study. Apart from sex-role stereotypes and gender expectations, especially those related to career choices (field of work and/or field of study), there are different tendencies between men and women [25, 26], also, because the process of development and career maturity of male and female students is still debated by experts. From sociocultural factors, the role of the social status of students' families will also be part of this study. This factor is believed to influence the direction of students' career plan choices [27, 28]. Another factor, which will also be part of the study in this study, is where the students live. Where students live, in rural and/or urban areas, is thought to also provide direction and certainty in students' career choices [29, 30].

Career guidance and counseling experts who adhere to the Vocational Personality and Work Environment Theory believe that from the compatibility of the person with the environment, one can predict his or her job choices, job security and performance, educational choices and achievements, personal abilities, social behaviour, and how far a person can be influenced [31-33]. Career choices, such as choice of group and/or type of occupation, are the result of self-interaction with the external environment, and at the same time as an expansion of personality and an attempt to express oneself in work life [19, 34]. Thus, it can be said that career choice is a process of combining self and environmental factors.

This integration process is a learning process, which takes place in role-playing and role-taking [11]. In this process, what is learned is a function of patterns of interests, values, attitudes and behaviour that are valued and rewarded by friends or adults who are models for the individual [23]. In expressing vocational preferences, people put their ideas into work-related terminology about what kind of person they are.

Therefore, it can be argued that the determinants of career decisions are personal and situational factors [35]. Personal factors that are always considered in career selection include intelligence, special talents, academic achievement, needs, values, interests, attitudes, self-awareness and situation awareness [36]. Meanwhile, situational factors that have a direct influence include family, community, school and employment [37].

Career choice decisions are not a simple task. Such activities begin with plans based on self-understanding and adequate recognition of the world of work that one wishes to choose [36, 38, 39]. Therefore, data about personal characteristics and abilities as well as information about work and the world of work in general, especially the desired job, are very necessary for someone who is deciding on their career plan. Providing job information in career guidance and counseling services, generally, has an exploratory aim. This activity is carried out as a freelance activity, that is, it is not related to certain career aspirations or a particular career choice problem [26]. In a problem discussion situation, providing information about work is part of decision-making counseling and therefore career counselors must pay attention to several principles so that the information provided is useful as decision-making material [32]. Assuming that the information obtained meets the desired requirements - new, accurate, reliable, valid - then the principles in question are for use in counseling.

In short, making a career choice decision is not just about looking for a match between talent and job demands or requirements. However, making a wise decision requires joint discussion between the counselor and the counselee with the emphasis that the counselee is fully involved in his thoughts, feelings, personal self, and ego; and how he gives meaning to the work he is considering [18, 40]. Therefore, various career counseling activities are directed at helping clients make appropriate and definite career choice decisions. Activities in the career guidance and counseling service program, such as personal inventory and providing career information, are carried out to help students explore their careers; and understand themselves and the world of work, so that they reach a stage where one is finally able to make choices and make definite career decisions. This is the time for counselors to combine efforts to help with self-understanding and understanding of the world of work, into a special service called career counseling.

3. Research Methods

3.1. Approach

This study is descriptive research that aims to describe patterns and relationships in the certainty of categorization of students' career plan choices based on their demographic characteristics grouping. The research activity is also an effort

to examine the success of the career guidance and counseling services currently offered by educational institutions to their students.

3.2. Variable

Operationally, the pattern of categorization of certainty in career choice plans is the order of distribution of student percentages in the six categorizations of certainty in student career choice plans from highest to lowest. The certainty categorization includes: Very Uncertain, Uncertain, Not Certain, Quite Certain, Certain, and Very Certain as measured by the Career Choice Certainty Scale (CCCS). The names and types of occupational fields that are chosen in this study are referred to the names and types of job classifications contained in the Indonesian Job Classification book and the National Job Dictionary [40]. Meanwhile, the demographic characteristics referred to in this study are the characteristics inherent in students, including Gender (male and female), chosen study program (science and technology and social-humanities), family socioeconomic status (high, medium and low), and place of residence (urban and rural).

3.3. Respondent

The population of this study is education students at the University of Lampung. The number of students who were respondents was 377 (Male = 176 and Female = 201; Science and Technology Study Program = 220 and Social Affairs = 157; Residence in Suburban = 122 and Urban = 225; Family Socioeconomic Status High = 57, Medium = 40, and Weak = 280). Respondents were drawn randomly using a purposive sampling technique.

3.4. Research Instruments

Data on the certainty of students' career choice plans has

4.1.1. General Pattern of Certainty Categories of Student Career Plan Choices

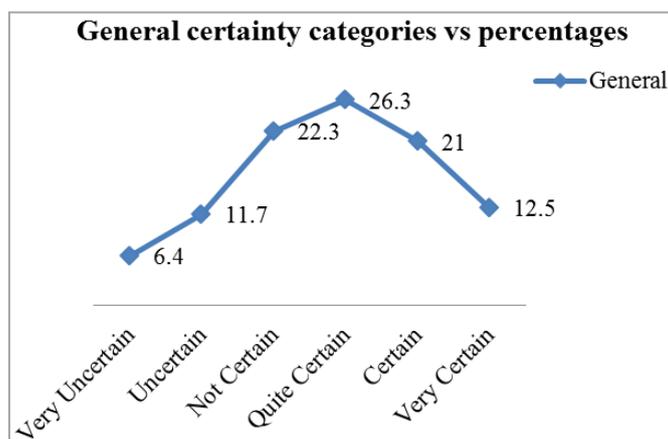


Figure 1. Percentage Distribution of Teacher Education Students in Six Category Certainty of Career Choice Plans.

been collected using the Career Choice Certainty Scale (CCCS). This instrument was developed by Dahlan [41]. The scale consists of two parts, namely: The first part contains a person's (student) statement about the group and the name of the occupation as a choice that is planned to be their career in the future. The group classifications and occupational names requested in this section are adjusted to the occupational names and classifications in Indonesia or those listed in the "Indonesian Job Classification Book" [40]. This section does not provide answer scores. Meanwhile, the second part contains a scale for assessing the certainty of the choices made in the first part. This certainty scale contains six categories ranging from "Very Uncertain" with a score of 1 (one) point to "Very Certain" with a score of 6 (six) points.

SKPK validity index from expert judgment = 0.84 points and test-retest reliability index = 0.816 [41], where a figure of this size indicates a high stability index [42].

3.5. Data Analysis

Research data has been analyzed descriptively- quantitatively using statistical techniques. Descriptive analysis is used to provide data to describe patterns of certainty in students' career plan choices according to their demographic characteristics. Meanwhile, the relationship test between pairs of data was carried out by calculating the Chi-Square value and the contingency coefficient. All data calculations for data analysis purposes in this study were carried out computerized using SPSS facilities.

4. Results

4.1. Category Pattern of Certainty in Student

Career Plan Choices.

Data on the certainty of education students' career plan choices that have been collected in this study are presented in groups in the form of frequency percentage distributions in six categories: Very Certain, Certain, Quite Certain, Not Certain, Uncertain, and Very Uncertain. By the research objectives, student grouping has been carried out according to the demographic characteristics examined, including (a) Gender (Male and Female), (b) Selected Study Program (Science, Technology and Social Affairs), (c) Residence (Urban and Suburban), and (d) Family Socioeconomic Status (High, Middle, and Weak).

Based on students' answers to the Career Plan Certainty Scale (SKPK), in general, the distribution of students in each certainty category can be seen in Figure 1.

From the data shown in Figure 1, it turns out that, in general, there are around 59.8% of education students whose certainty about their career plan choice is in the Certain position with a

distribution in the categories Quite Certain = 26.3%, Certain = 21%, and Very Certain = 12.5%. Meanwhile, around 40.2% of students still qualify for Uncertain, with details in the categories: Not Certain = 22.3%, Uncertain = 11.7%, and Very Uncertain = 6.4%. In other words, in general, the certainty of education students' career plan choices is patterned: Quite Certain — Not Certain — Certain — Very Certain — Uncertain — Very Uncertain.

4.1.2. Category Pattern of Certainty in Student Career Plan Choices Based on Gender (Male and Female)

The distribution of data on the certainty of education students' career plan choices according to gender grouping (male and female) can be seen in Figure 2 below.

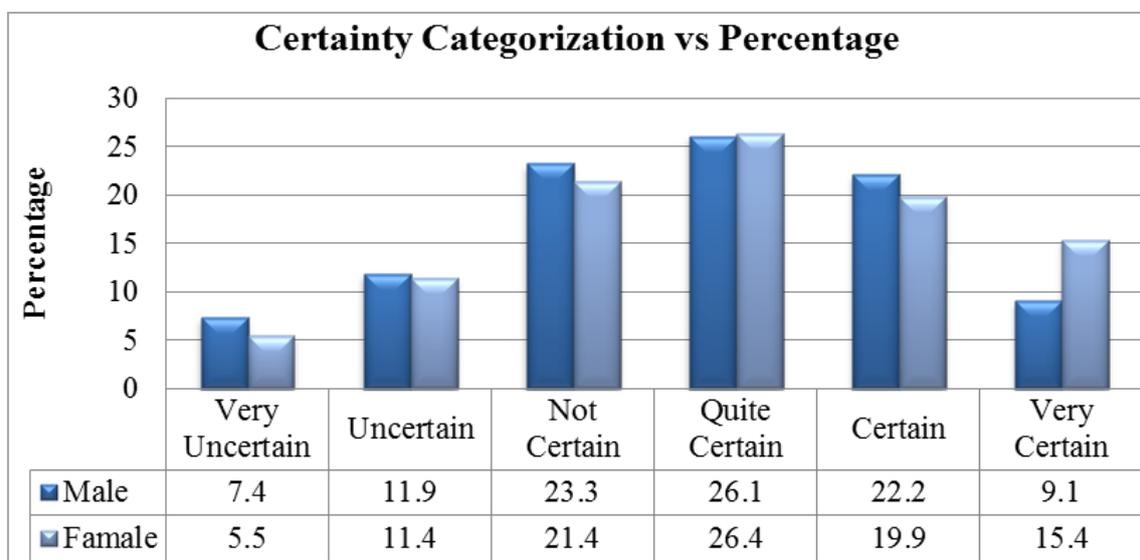


Figure 2. Percentage Distribution of Students in Six Certainty Categories Career Choice Plans Based on Gender.

Based on the data shown in Figure 2, it is known that the distribution of male and female education students in the six categories of career plan choice certainty shows relatively the same frequency and pattern. The categorization of male students' career plan choice certainty is patterned Quite Certain-Not Certain-Certain-Very Certain-Uncertain-Very Uncertain with the highest distribution in the Quite Certain category = 26.1%, followed by the Not Certain category = 23.3% and the Certain category = 22.2, while the lowest distribution was in the Very Uncertain category = 7.4%. Meanwhile, the certainty of career plan choices for female students is patterned: Quite Certain — Not Certain — Certain — Very Certain — Uncertain — Very Uncertain with the largest distribution seen in the categories Quite Certain = 26.4% and Not

Certain = 21, 4%, while the lowest category is Very Uncertain = 5.5%.

4.1.3. Category Pattern of Certainty in Students' Career Plan Choices Based on the Study Program (Science and Technology and Social-Humanities)

The distribution of categorization data regarding the certainty of education students' career choice plans according to the grouping of their chosen study program directions in higher education (science and technology and social humanities) can be seen in Figure 3.

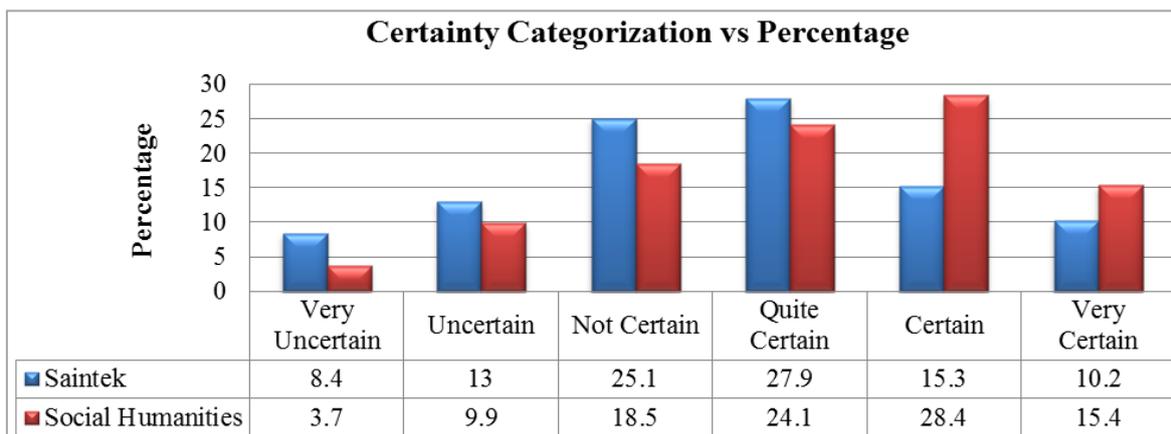


Figure 3. Percentage Distribution of Students Based on Study Program in Six Categories of Certainty in Career Choice Plans.

Based on the distribution of data seen in Figure 3 above, it turns out that the category of certainty in career plan choices for students in Science and Technology and Social Humanities education shows a different pattern. Students from the Science and Technology Study Program pattern: Quite Certain — Not Certain — Certain — Uncertain — Very Certain — Very Uncertain with the largest percentage distribution in the Quite Certain category = 27.9% and the smallest in the Very Uncertain category = 8.4%. Meanwhile, the certainty of students' career plan choices from the Social Humanities study program is patterned: Certain — Quite Certain — Not Certain — Very Certain — Uncertain — Very Uncertain with

the highest percentage distribution in the Certain category = 28.4% and the lowest in the Certain category = 28.4%. Very Uncertain = 3.7%.

4.1.4. Categorization Pattern of Certainty of Student Career Plan Choices Based on Place of Residence (Urban and Rural)

The percentage distribution of education students according to the grouping of their place of residence (urban and rural) in the six categories of certainty about their career choice plans can be seen in Figure 4.

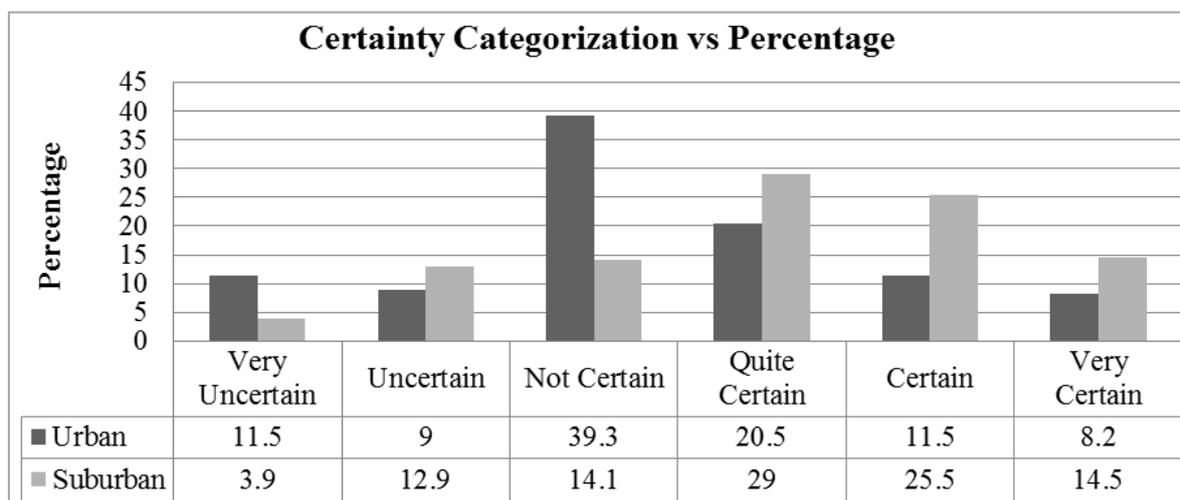


Figure 4. Percentage Distribution of Students Based on Residence in Six Categories of Certainty in Career Choice Plans.

From the data shown in Figure 4 above, it is known that the percentage distribution of education students who live in urban and rural areas in the six categories of career plan choice certainty shows a slightly different trend pattern. Students who live in urban areas are patterned: Not Certain — Quite Certain — Certain — Very Uncertain — Uncertain — Very Certain with the largest percentage distribution in the

Not Certain category = 39.3% followed by the Quite Certain category = 20.5%, and the lowest in the Very Certain category = 8.2%.

Meanwhile, the certainty of career plan choices for students who live in suburban or rural areas is patterned: Quite Certain — Certain — Very Certain — Not Certain — Uncertain — Very Uncertain with the highest percentage distribution in the Quite

Certain category = 29% followed by the Certain category = 25.5%, and the lowest was in the Very Uncertain category = 3.9%.

4.1.5. Categorization Pattern of Certainty in Students' Career Plan Choices Based on Family Socio-Economic Status (High, Medium and Low)

The distribution of data on the categorization of the certainty of students' career choice plans according to the grouping of students' family economic status (High, Medium and Weak) can be seen in Figure 5.

Based on the distribution of data seen in Figure 5, it can be explained that the distribution pattern of educational students is based on the socio-economic status of the student's family (High, Medium and Low) in the six categories of career plan

choice certainty as follows: Students who come from families with high economic status and It's spreading in the same pattern. Percentage distribution of students from Higher Economics: Not Certain (33.3%) – Quite Certain (28.6%) – Certain (14.3) – Very Uncertain (11.1%) - Uncertain (9.5%) – Very Certain (3.2%).

Meanwhile, the distribution of education students who come from moderate economic families is in the same pattern: Not Certain (29.8%) – Quite Certain (21.3%) – Certain (21.3) – Very Uncertain (15%) - Uncertain (10.6%) – Very Certain (4.3%). Furthermore, the certainty of career choice plans for students from low economic families shows a different distribution pattern: Quite Certain (28.6%) – Certain (22.5%) - Not Certain (18.4%) — Very Certain (16.1%). Uncertain (12.4%) – Very Uncertain (4.1%).

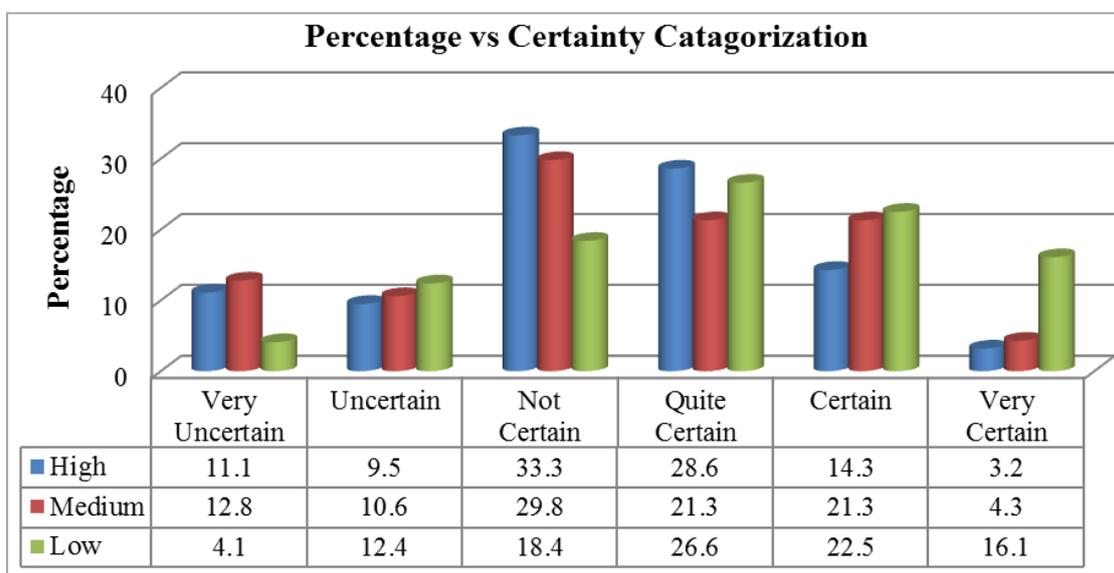


Figure 5. Percentage Distribution of Students Based on Socioeconomic Status Families in Six Categories of Certainty in Career Choice Plans.

Thus, the categorization of the certainty of career choice plans for the three groups of education students in the letter abbreviation formula for economic status students is patterned as follows.

1. High Category: Not Certain — Quite Certain — Certain — Very Uncertain — Uncertain — Very Certain.
2. Medium Category: Not Certain — Quite Certain — Certain — Very Uncertain — Uncertain — Very Certain.

3. Low category: Quite Certain — Certain — Not Certain — Certain — Uncertain — Very Uncertain.

4.2. Relationship Test Results

From the calculation of the test of the relationship between variations in the pattern of certainty in students' career plan choices for each of their demographic characteristics, the results obtained are in Table 1 below.

Table 1. Summary of Test Results for Choice Certainty Categorization Relationships Career Plans with Student Demographic Characteristics.

Demographic Characteristics	Pearson Chi-Square			CC
	Values	DF	Sig. (2-side)	Value
Gender (Male-Female)	3,960	10	0,555	0,102
Field of Study (Scitech-Social Hum.)	15,776	5	0,008	0,200
Residence (Urban-Suburban)	44,713	5	0,000	0.326
Social economic status (High, Medium, Low)	26,217	10	0,003	0,255

The calculated figures shown in Table 1 above explain that of the four pairs of data for each demographic characteristic in the category of certainty about students' career choice plans, it turns out that the data pairs for Residence, Selected Study Program, and Socioeconomic Status of the Student's Family are significantly related. Meanwhile, student gender data pairs were not significantly related. Although the test results of the relationship between three pairs of data (place of residence, study program, and socio-economic status of students' families) with the certainty of their career choice plans were found to be significant, the correlation coefficient was low.

In other words, his strength is also weak.

In detail, the results of the relationship test calculations for each pair of data are as follows:

Demographic Characteristics of Gender (male and female) Pearson-Chi-Square value = 3,960; db5; and Contingency Coefficient = 0.102 (p-value < 0.555), Accept Ho.

Residential Demographic Characteristics (urban and suburban) Pearson-Chi-Square value = 44,713; db5; and Contingency Coefficient = 0.326 (p-value < 0.000). Reject Ho.

Demographic characteristics of the field of study (science and social humanities) Pearson-Chi-Square value = 15,766; db5; and Contingency Coefficient = 0.200 (p-value < 0.008). Reject Ho.

Demographic Characteristics of Socio-Economic status (High, Medium, and Low) Pearson-Chi-Square value = 26,217; db10; and Contingency Coefficient = 0.255 (p-value < 0.003). Reject Ho.

5. Discussion

The research found that in general the categorization of the certainty of education students' career choice plans is patterned: Quite Certain — Not Certain — Certain — Very Certain — Uncertain — Very Uncertain with a distribution in the categories Very Certain (12.5%), Certain (21.5%), Quite Certain (26%), Not Certain (22%), Uncertain (11.7%), and Very Uncertain (6.4%). In particular, the pattern of categorization of the certainty of students' career plan choices varies according to the grouping of their demographic characteristics. Based on these findings, it can be said that there are still quite

a lot, approximately 40% of students who indicate that their career plan choices are uncertain.

This finding is interesting when faced with the results of several previous studies, including research on improving student career certainty using self-information: [1, 43], research on Decision-making profiles and characteristics in secondary --school students [44], and research on Career indecision versus indecisiveness [4]; as well as, research on Career Indecision among undergraduate university students [45]. The researchers' reports seem to be in line with the conditions demonstrated by the students in this study. In their report, they informed that many students in secondary schools were still unable to decide (undecided) about the study program plans they would pursue after completing their studies in secondary school. This is due, among other things, to their lack of understanding of their potential and recognition of the learning demands of the study programs offered. Their career plan choices, both when choosing a group of subjects in high school and when choosing the study program they will enter in college, apparently have not been fully carried out based on consideration of the suitability of their potential: Personality type [19, 33], and abilities, interests and skills [38] with the demands of competence in the learning environment in which they are engaged. As a result, they are still unsure about their career plan choice.

This finding is also interesting if it is related to the developmental task stage of students who will soon make real choices about their careers. Individuals of their age should be able to choose and prepare a career plan and show the following characteristics: (1) their career choice is stable, both in terms of time, field, level and class of work, (2) their choice of specialization is realistic, because it suits them. with existing opportunities, interests, personality and social class, (3) has sufficient competence to make a wise choice of specialization, because he can overcome various problems that arise in his career development effectively, has a foresight in planning a specialization, knows a lot about the various ins and outs of the world of work, can assess the suitability of his abilities to the desired job, is skilled at matching personal characteristics with job demands, (4) has a clear attitude towards the world of work; has the feelings, subjective reactions and dispositions necessary to make a choice of interest and enter the world of

work, because he actively participates in the process of making a choice, feels called and enjoys and appreciates work, is not tied to other people in choosing a job, basing the choice on certain factors, having an accurate conception about choosing interest or job.

In connection with the symptoms stated here, in fact, there are various classifications of problems that can be addressed to them, including: (1) there are students who cannot determine their specialization plan because they do not know what they will do after completing their studies, (2) many also students who are still undecided in determining the choice of study major and/or field of work that they want to specialize in in their future because they do not have enough information (lack of understanding), both about themselves and about the field of study and/or field of work they will choose, (3) there are students who appear to be still confused in determining their choice of specialization because they feel that their abilities do not meet the requirements required by a major of study and/or field of work being offered, and (4) there are also students who feel confused in choosing a specialization because their talents and interests are not in line; High talent but less interest and, conversely, high interest but less talent; Talents and interests do not match the planned choice of study major and/or field of work you wish to enter.

Students who have certainty about their career choice plans show that their career development has matured. They have been able to make the right vocational decisions. This means that: (1) career choices will be steady and realistic, both in terms of time, field, level and class of work as well as their suitability to existing opportunities, interests, personality and social class. (2) sufficient competence to make wise career choices; can overcome problems that arise in his career development effectively and have a future in planning his career, (3) know the various ins and outs of the world of work; can assess the suitability of his/her abilities for the desired job and is competent in matching personal traits with the requirements and demands of the job, (4) has a clear attitude, both regarding the state of feelings, subjective reactions and necessary dispositions to make a career choice and enter the world of work; actively participate in the process of making a choice, feel called and enjoy and appreciate work, are not tied to other people in choosing a job, base their choice on certain factors, and have an accurate conception about making a job choice.

On the other hand, students who do not have certainty in their career choice plans show that they are hesitant in making career choice decisions, or have not been able to make realistic career choices, both in choosing the major they will pursue and in determining the choice of the field of work they will enter. later. Hesitation in making a career choice shows an individual's inability to choose or express an opinion regarding certain actions in producing a choice of job that he or she will enter. This is due to, among other things: (1) the individual has a lot of potential and makes many choices but he cannot choose one as his goal, (2) the individual cannot make a decision, he cannot choose any of the alternatives that are

possible for him, (3) Individuals who are not interested have chosen one job but are hesitant about their choice because it is not supported by an adequate pattern of interest.

Unrealistic career choices are choices that are not based on existing interests, abilities, values and reality. Such career choices may occur because of the parents' wishes, while individuals as children are passive and simply accept their parents' choices. Or, perhaps someone made the career choice himself, but he does not yet have adequate career choice competence. For example, he still doesn't know enough about the ins and outs of the world of work, he can't yet assess his abilities, and he isn't good at matching personal traits with job demands. In terms of career choice attitudes, it is also possible that he does not yet have an accurate conception about making a job choice or has not based his choice on certain factors.

After all, career choice is not just a matter of matching pegs and holes. Career counseling isn't just a "give kids (aptitude) tests and tells them" job. Career selection and career decision-making are also learning events. Whenever there is an information-giving event, where students are directed to search for and study information about a job, or family of jobs, from printed sources, or receive it from resource persons, clients should be encouraged to freely express their views, feelings and attitudes regarding the information they get.

Of the four demographic characteristics examined in this study, it was found that except for the gender variable, the other three variables: Place of residence, study program, and socio-economic status of students' families, were significantly related to the categorization of the certainty of their career plan choices. Even though the strength of the relationship found is in the weak category, at least this information can be taken into consideration in efforts to provide optimal career planning assistance services to students.

These findings remind career counselors that the demographic characteristics inherent in students are related to the certainty category of student's career plans. Therefore, this variable needs to be considered in providing career intervention services to students, especially in helping students determine their career plans.

In other words, to make a definite career plan decision, a student needs a variety of information, both about himself and regarding the requirements and demands of the job he wants to choose. This information is needed when there is a joint discussion between the career counselor and the counselee (student) which ultimately results in a decision. This activity requires total client involvement, including their thoughts, considerations, feelings, meaning, ego and perspective.

The compatibility between various aspects of a person's career with the type of study they are pursuing and/or their chosen field of work is always an important consideration, both in choosing a job and choosing a major in education. The more there is a match between "who I am" and the demands of the task, position or job to be entered, it is believed that the closer a person is likely to be successful in their task. On the other hand, failure will be more likely to occur if there is a

wide gap between job demands and a person's personality traits, talents, interests, abilities, attitudes, and traits and values. Therefore, the first step to finding a definite career choice is self-understanding and familiarity with the work environment, so that the match between various aspects of oneself or personality type and the choice of a particular field of work or major of study can be easily done.

A person's understanding of oneself and one's environment is not innate, but rather the result of learning through experiences. A person's self-understanding is based on having information about themselves that is accurate and valid. Without adequate self-information, it is difficult for someone to understand themselves. Such activities in obtaining personal information have become part of the provision of career guidance and student services at schools. Related to this, guidance services aim to help students understand themselves realistically, both their strengths and weaknesses so that they accept themselves as they are.

6. Conclusions

In general, it can be concluded that the certainty of education students' career plan choices varies across categorizations with the following pattern: Quite Certain — Not Certain — Certain — Very Certain- Uncertain –Very Uncertain. In detail, the categorization patterns vary according to the grouping of student demographic characteristics. Gender: for male Quite Certain — Not Certain — Certain — Uncertain — Very Certain — Very Uncertain and for female Quite Certain — Not Certain — Certain — Very Certain — Uncertain — Very Uncertain. Residence: For Urban Not Certain — Quite Certain — Certain — Very Uncertain — Uncertain — Very Certain and Suburban Quite Certain — Certain — Very Certain — Not Certain — Uncertain — Very Uncertain. Family Socioeconomic Status: High Not Certain — Quite Certain — Certain — Very Uncertain — Uncertain — Very Certain, Medium Not Certain — Quite Certain — Certain –Very Uncertain — Uncertain — Very Certain, and Low Quite Certain — Certain — Not Certain — Certain — Uncertain — Very Uncertain.

The categorization of the certainty of students' career plan choices is significantly related to demographic characteristics: Place of Residence, Choice of Study Program, and Socioeconomic Status of the Student's Family with a very low correlation coefficient and very weak strength. Meanwhile, there is no significant relationship between student gender.

7. Suggestions

7.1. Suggestions for the Practice of Organizing Career Counseling

The pattern of categorization of the certainty of students' career plan choices varies according to their demographic characteristics, such as gender, place of origin, choice of study

program, and family socio-economic status. Therefore, in optimizing student career interventions, career counselors need to pay attention to their demographic background characteristics.

7.2. Suggestions for Further Research

The research found that several demographic variables, such as place of residence, current study program, and socio-economic status of students' families were significantly related to weak strength. Therefore, it is necessary to carry out similar follow-up research to confirm the findings of this study with a broader and more representative sample and characteristics.

Abbreviations

CCCS: Career Choice Certainty Scale.

Conflicts of Interest

The author declares no conflicts of interest.

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