



Career Barriers of Lampung University Students Force 2015 – 2021

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Abstract

This study aims to identify various obstacles faced by students in the process of planning their careers. This study uses a qualitative survey approach with 970 students of eight faculties at the University of Lampung, Class of 2015-2021. Respondents were recruited through a voluntary sampling method. The data was obtained from an instrument in the form of a survey with open-ended questions distributed online through the google form application. The data were then analyzed using thematic analysis techniques with the help of the ATLAS.ti 9 for Windows application. Through the thematic analysis process, two themes were found, namely internal and external career preparation barriers. The themes of internal career preparation barriers are various things that students perceive to hinder their career preparation process and come from themselves, including self-understanding, self-confidence, self-motivation, physical condition, mastery of skills, economic conditions, and career literacy. In contrast, external barriers include family support, mentor support, friend support, availability of connections, lecture dynamics, and campus support.

Keywords: *Perception of Career Barriers; Career Planning*

Introduction

Careers have an essential role in improving the quality of life of an individual. Various studies show that when an individual feels satisfaction while undergoing a career, he will get: life satisfaction (Hagmaier. et al., 2018; Ginevra. et al., 2018); happiness (Abele. et al., 2016; Walsh. et al., 2018); psychological well-being (Buis. et al., 2017; Levin. et al., 2017); optimism about the future (van der Weijden. et al., 2016). As for the career field that is occupied in the long term, it will hurt life, such as stress (Nisar & Atabek, 2019; Burak & Atabek, 2019); Fatigue (LaFaver. et al., 2018; Mehta. et al., 2019).

To achieve career satisfaction, an individual must prepare for a career carefully (Hakhmigari. et al., 2019). The concept of career is further explained by Super & Jordaan (1973), where at each stage of development, an individual has a career development task that must be completed. Individuals who are mature in preparing for their careers are individuals who can meet their developmental tasks. Specifically,

Super & Jordaan (1973) explained that a student has a career development task to; 1) various choices of choices according to their self-concept, 2) Start narrowing the various choices of available fields through realistic considerations, 3) improve the specific skills required by the chosen field, 4) conduct trials on options.

A student can ideally complete these various career development tasks before graduating (Freeman. et al., 2017). However, it turns out that not all students in Indonesia can complete their career development tasks before graduation. A study by Pratama (2017) shows that most of the respondents are final-year students who do not yet have a complete understanding of the importance of the career planning process, even if they do not understand the importance of a career for life fundamentally. Another study from Rachmawati (2012) shows that many final-year students cannot make a career choice because they do not have a career plan.

A student's inability to complete career development tasks can occur due to various obstacles. Self-understanding is one of the factors that has proven to be an obstacle, where a lack of understanding of one's talents, interests, and abilities can make it difficult for a student to make career decisions (Tamari & Akmal, 2018; Jang, 2018). Lack of self-understanding can affect students' abilities to determine career decisions, so career decision-making must go through validation from authorities (parents and teachers) which results in confusion and uncertainty (efficacy) to be able to make career decisions (Dewi, 2017).

Lent et al. (2002) stated that self-efficacy is one of the main factors that hinder the development process of an individual. It was further explained that several contextual factors influence an individual's self-efficacy in making career decisions: gender, educational institution, race, culture, socioeconomic status, friends, and family support. Regarding family support, a study from Nurlela & Surtiyoni (2020) states that the role of parents contributes significantly to the decision-making process for students in Indonesia. Lack of parental support will make students feel less confident about their career choices (Pratiwi & Akmal, 2018), while parents who control their children's behavior too much will make it difficult for children to make decisions independently (Alissa & Akmal, 2019).

The studies above indicate that students have many obstacles in preparing them, so the ideal party from the University can provide career programs to assist students in completing development tasks. A study by Pickering & Vacc (1984) found that career development interventions consisting of short-term, long-term, and self-help interventions carried out by the University proved to be most effective. Forms of career interventions that have proven effective for students include collaborative career guidance (Ash-Shiddiqy. et al., 2019) and career planning training (Purnamasari & Kumara, 2006). This shows that university-based career interventions are proven to help students prepare.

Furthermore, Jeon & Lee (2019) explained that ideally, career interventions should be designed based on student needs to achieve optimal results. Therefore, to support optimal career intervention for Lampung University students, this study aims to identify career inhibiting factors based on the perceptions of Lampung University students. Elements that will become career barriers for primary students of Lampung university preparation.

Research Methods

Participants were recruited through a voluntary sampling method, where the researcher shared with student organizations to disseminate information related to this research through social media channels managed by the organization. The participants involved in this study were 970 undergraduate students at the University of Lampung. This study uses a qualitative survey method to explore the diversity of answers in a population (Jansen, 2010). In the context of this research, the researcher will examine various factors that will hinder the career preparation process from a student's perspective. Survey participants registered via links on various student organizations' social media channels.

Registrants are invited to join the chat group by the architectural background; the total number of registrants who join the chat group is 1051 participants. Group chats are a means for researchers to explain research techniques and distribute informed consent. The total participants who filled out the informed consent stated that they were ready to continue to fill out the survey, as many as 970 people. The next stage is brief psychoeducational research related to career development (Super & Jordaan, 1973), specifically related to various career development tasks that a student must carry out. This psychoeducation aims to provide an understanding of the context of a student's career readiness. Then asked, participants to do self-reflection and find the three things that most hindered their researchers from completing the career development task described in the previous psychoeducation. Participants write down the results of their self-reflection on a bold survey link developed later by the researcher.

The survey consists of demographic data and questions: "Based on the results of self-reflection, write down three things that personally you feel are hindering you in completing career development tasks?". The survey was carried out boldly using the help of the Google Form application. The data that has been collected is then analyzed using a thematic analysis approach to find various recurring themes. In the process, the researcher uses the ATLAS. Ti software. Version 8.4.3 for Mac to code and analyze data in an efficient and structured manner.

Results

The participants in this study were 970 students from the University of Lampung consisting of 453 males (46.7%) and 517 females (53.5%) who came from architecture, namely: 280 Education and Training Students (28.9%); 132 Agricultural Students (13.6%); 110 Medical Students (11.3%); 103 Social & Political Science Students (10.6%); 100 Economics & Business Students (10.3%); 88 Mathematics and Natural Sciences students (9.1%); Law Students (8.7%) and 73 Engineering Students (7.5%). Participants also came from various levels, namely: 43 students of the class of 2020 (4.4%); 312 Students Class of 2019 (32.2%); 179 Students Class of 2018 (18.5%); 199 Students Class of 2017 (20.5%); 113 Students Class of 2016 (11.6%); 66 Students Class of 2015 (6.8%); and 58 students above the 2015 class (6%). The demographic characteristics of the participants are shown in table 1.

Table 1. Demographic Characteristics of Participants (N=970)

Variable	Distribusi	Frequency	Percentage
Faculty	Teacher training and education science	280	28,9%
	Agriculture	132	13,6%
	Medical	110	11,3%
	Social & Political Science	103	10,6%
	Economics & Business	100	10,3%
	Mathematics & Natural Sciences	88	9,1%
	Law	84	8,7%
	Technique	73	7,5%
Entry year class	> 2015	58	6,0%
	2015	66	6,8%
	2016	113	11,6%
	2017	199	20,5%
	2018	179	18,5%
	2019	312	32,2%
	2020	43	8,7%
Gender	Man	453	46,7%
	Woman	517	53,5%

The research data were analyzed using a thematic analysis approach, with the steps suggested by Clarke & Braun (2006), namely: 1) Data Comprehension, 2) Code Development, and 3) Theme Formation.

1. Data Understanding

The speaker's flying hour is the factor that most influences other factors, where experienced speakers in their fields will be able to bring up fresh material and create quality teaching media and solutive and relevant material content for the audience. The experience of the facilitator plays a big role in increasing audience engagement. This research is supported by Yulianto's research (2019) that (1) teaching experience, teacher competence, and work motivation jointly contribute significantly to teacher professionalism, and (2) Teacher teaching experience partially contributes positively to teacher professionalism.

Table 2. Words with at least 100 occurrences (word cruncher)

Words	Appearance	Percentage*
Not enough	951	7,21%
Self	582	4,41%
Believe	385	2,92%
I	348	2,64%
Not	347	2,63%
Skills	236	1,79%
Flavor	229	1,74%
Family	203	1,54%
Career	194	1,47%
Environment	175	1,33%
Lazy	173	1,31%
Afraid	148	1,12%
Support	147	1,11%
Person	147	1,11%
Parent	133	1,01%
Friend	116	0,88%

2. Code Generation

At this stage, the researcher begins diving deep into the data to find patterns of repeated answers, which are labeled/coded. The code is given by interpreting the meaning of the participant's words using the ATLAS.ti application. Version 8.4.3 for Mac. The researcher repeated this coding process three times to ensure that the code created effectively represented the participants' answers. Here are some sample transcripts & codes.

Transcript	Code
Participant 294: Fear is very influential in my career planning because the fear of not being able to compete with other people hinders my career planning	Unbelief in being able to compete with others
Participant 353: The first thing that hinders the career planning process the most and comes from within me is the lack of motivation myself, which is not constantly present, so that reason will be less enthusiastic in carrying out activities related to the planning process	Lazy to prepare for a career
Participant 523: Lack of information to develop a career. Like whether a higher position requires certification, special training, years of service, etc.	Insights related to the dynamics of the world of work
Participant 731: Not a brave person who is always afraid of making mistakes or taking action, ultimately prefers to stay silent and follow the flow and not make changes", The words of friends or the environment around me make me down and affect my career planning.	Friend's Scorn
Participant 742: Different views with parents, and parents who have different desires with me. What I believe in for a career, but in reality, it's not the same as parents."	Differences in the choice of career fields with parents

The coding process generates a total of 36 codes. The researcher then grouped the code and gave a name according to the meaning contained. In this process, 13 code groups were formed, as follows: Self-efficacy, Self-understanding, Self, Physical Condition, Economic condition, family support, friend support, mentor support, connections, skills, career literacy, lecture, dynamics, and campus support. Differences in the choice of career fields with parents Insights related to the dynamics of the world of work.

Code Group	Code	Description
Self Efficacy	1. Doubt about self-skills 2. Feeling unable to make the right career decisions 3. Not being able to compete with others	confidence in one's ability to be able to carry out various career preparation steps
Self Understanding	4. Don't understand your talent & potential 5. Don't understand self-interest 6. Don't know the direction of career passion 7. Feeling in the wrong direction	The quality of understanding one's characteristics
Self-motivation	8. Lazy to prepare for a career 9. Inconsistency in carrying out the career plan that has been prepared 10. Pessimistic about future career success	Encouragement to take the initial preparation steps seriously
Physical condition	11. Posture problems 12. Dangerous disease	Physical conditions can directly or indirectly affect the career preparation process.
Economic Condition	13. Unable to attend paid training 14. The obligation to support the family 15. venture capital	Economic capabilities that affect the career preparation process
Family support	16. Differences in career choice with parents 17. Parents' neglect of the career preparation process 18. Permission from parents to work outside the area 19. Unrealistic career expectations from family	Forms of family intervention, especially parents on career decision making
Friend Support	20. Ridicule from friends 21. Career worrying environment 22. Friends who interfere in the career preparation process	Forms of intervention in the career preparation process
Mentor Support	23. Career preparation guidance from mentors 24. Mentor figures as career role models	availability of access to mentors to assist in the career preparation process
Connection Availability	25. Minimize business connections 26. No connections can provide jobs (insiders)	Network availability that can help the career preparation process
Skill Mastery	27. Hard skills 28. Soft skills	Mastery of various skills that support the career preparation process
Career Literacy	29. Insights related to the dynamics of the world of work 30. Insights regarding appropriate career preparation steps 31. Insights related to the job recruitment process	Understanding of various information that supports the career preparation process
Lecture Dynamics	32. Lack of real practical experience 33. Less relevant lectures	Various dynamics that occur during the lecture process
Campus Support	34. The lack of career debriefing programs on campus 35. The lack of career information media on campus 36. Lack of support for practice tools on campus	Various forms of support from the campus can help the career preparation process

3. Themes

At this stage, the researcher tries to find patterns through data interpretation. The researcher attempts to build a theme that answers the formulation of the research problem, namely, what variables are perceived by students as obstacles to their career preparation process. In the process, the researcher calculates the code groups that have been formed to find the same meaning. The researcher develops several tentative themes and then compares them, taking into account the significance, relevance to the research question, and peculiarities of each piece.

This process resulted in two themes, namely internal career preparation barriers and external career preparation barriers. The themes of internal career preparation barriers are various things that students perceive to hinder their career preparation process and come from themselves, including Self-understanding, Self-Confidence, Self-Motivation, Physical Conditions, Mastery of Skills, and Economic Conditions, and Career Literacy. External barriers include Family Support, Mentor Support, Friends Support, Connection Availability, Lecture Dynamics, and Campus Support.

Discussion

This study aims to identify various obstacles faced by students in the process of planning their careers. Based on the results of the analysis, it is known that there are two career barriers for students at the University of Lampung Class of 2015 - 2021, namely internal and external career preparation barriers. Internal career preparation barriers originating from oneself include self-understanding, self-confidence, self-motivation, physical condition, mastery of skills, economic conditions, and career literacy. At the same time, external barriers include family support, mentor support, friend support, availability of connections, lecture dynamics, and campus support. Internal walls have more themes than internal barriers.

This research is supported by research by Holloway (2018) and, Meija & Gushue (2017), Swanson & Tokar (1991). They state that significant barriers to progress are opportunities, performance, and personal qualities. According to Jatmik & Linda (2017), one of the problems in planning is the problem of self-confidence. Research by Masturina (2018) and Nurlala & Surtiyoni (2020) states that self-confidence influences student career planning. Hendayani and Abdullah (2018) say that peer support in the form of empathy (caring, caring, positive things, and enthusiasm) gives positive meaning to students, so students will feel able to overcome the difficulties experienced in completing their career development tasks. Afifah & Salim (2020) explained that the more students get related support from their friends, the more often students seek career-related information. Dewi (2017) states a significant relationship exists between self-efficacy and career decision-making. High self-efficacy in students has a high level of career decision-making. DeWitz et al. (2009) found that self-efficacy positively correlates with life goals. When self-efficacy is high, the purpose of life will increase.

Dietrich & Kracke (2009) the behavior of parents in providing guidance and consideration about the three forms of animals, namely distraction (too much interference), lack of involvement (less involved and not involved in career decisions), and support (supporting and directing children). Parents who interfere too much or are not involved in student decisions will make it difficult for them to make decisions.

Between parental support and relationship decisions in research conducted by Islamadina & Yulianti (2017) that the lower adolescents' perceptions of parental support, the lower the difficulties experienced by adolescents in making career decisions, and the more negative adolescents' perceptions of parental approval. The higher the problem. Perceived by adolescents in making career decisions. Cahyani

and Ratnaningsih (2020) found that the higher the social support of parents, the lower the doubt in decision making and the improvement in the service, and the higher the doubt in decision making. Allen & Eby (2003) states that a mentor helps develop a sense of competence, self-confidence, and self-esteem. One of the benefits of having a mentor/mentoring person is that someone will be motivated in their career. Nurlela & Surtiyoni (2020) stated that in choosing or planning a career, attending professional training and practice with campus facilities, either through seminars, mass media, or other activities related to the world of work. That way, students will have sufficient knowledge and become individuals with broad insight into the world of work, which is beneficial in achieving a promising career.

This research implies that students must be able to overcome obstacles in planning, both obstacles that come from within themselves and obstacles that come from outside themselves. If the student can overcome these obstacles, he will have a good career plan and undergo lectures according to what he planned. As a result, he will have outstanding achievements and careers during college and after completing his studies.

The uniqueness of the research conducted by the researcher is that the researcher finds variations and diversity in career planning by using a qualitative survey method. Meanwhile, the limitation of this research is that it only reveals the inhibiting factors experienced by students in the planning process. Therefore, for future research, examine other variables besides the characteristics of participants in planning, such as supporting elements in career planning and how to motivate students to have early. For policy-making, such as the University of Lampung institutions, make career coaching and consulting programs so that internal and external strengths can be appropriately handled and that Lampung University students have good career planning. Regarding internal barriers regarding self-understanding, self-confidence, self-motivation, mastery of skills, and career literacy, this can be done by holding seminars, and workshops, related to the intended theme for UNILA students. In addition, making modules or books related to the article is also recommended. Meanwhile, overcoming external problems can be done with a personal approach from parents, family, and mentors to always support both morally and materially in the context of planning their careers and the availability of facilities and reasonable regulations and infrastructure.

Conclusion

There are two career barriers for students at the University of Lampung Class of 2015 - 2021, namely internal and external career preparation barriers. Internal career preparation barriers originating from oneself include self-understanding, self-confidence, self-motivation, physical condition, mastery of skills, economic conditions, and career literacy. At the same time, external barriers include family support, mentor support, friend support, availability of connections, lecture dynamics, and campus support.

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