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"PSYCHOLOGICAL TRANSFORMATION TOWARDS DEVELOPING CHARACTERIZED HUMAN BEING"

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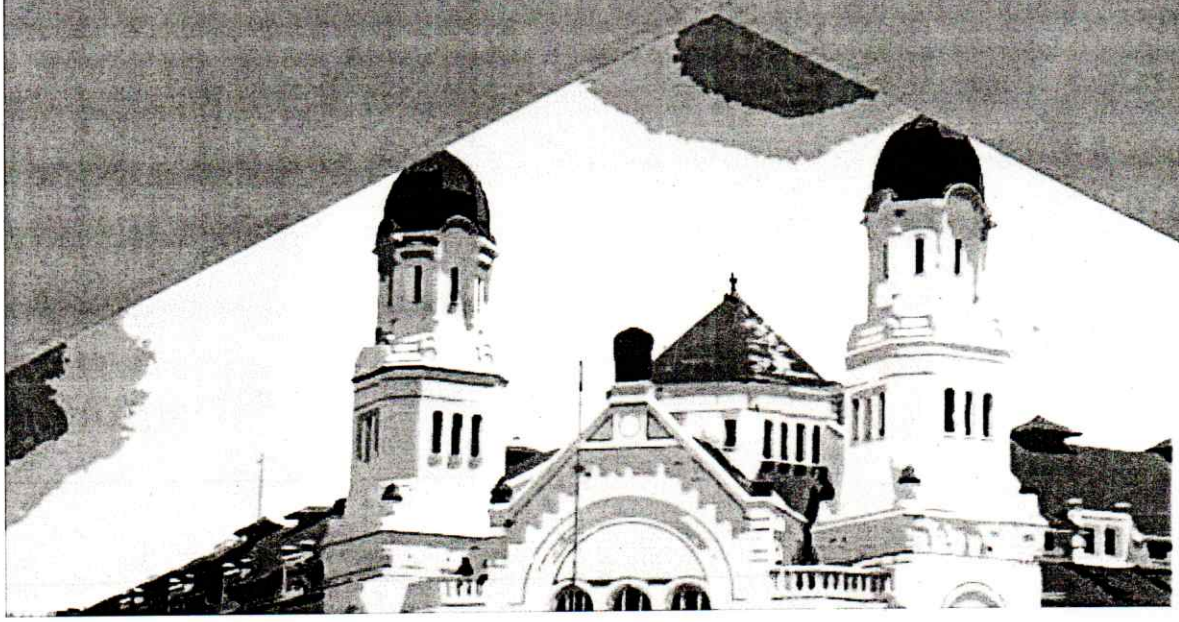

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4. MAP OF FRESHGRADUATE'S CAREER COUNSELING THEME : DESCRIPTION OF CAREER READINESS PROBLEMATIC

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ABSTRACT

Facing the share of the working conditions which were ambiguous, full of change and uncertainty, a job seeker must be ready and try to be creative with their own career paths. Career readiness needs to be built from the study period, rather than starting after graduating a degree, so that after their graduation was ready to enter the workforce. This paper describes a study of the problem of career readiness of 642 graduates with 839 career counseling theme data sources that have been collected. Problem readiness careers were identified, namely: (1) the need for information and the exploration of the work and the work life, (2) the belief to enter the work life, (3) the decision-making career, (4) interest and career orientation, (5) assessment and self-development, and (6) external support. Career counseling themes were collected on 10 November 2013 until 30 August 2015. The respondents were graduates of various departments from several universities. Moreover,counseling themes pattern reocurred of intervals counseling event. This showed the problems of careers from time to time, of the different types of graduates, relatively the same. This data was expected to be used as a basis for the graduates' characteristics development. One of the graduate psychological transformations was the development of career readiness. Freshgraduates who had good qualification will be ready to work and to yield qualified creation.

Key words: career counseling theme, career readiness problems, graduates

INTRODUCTION

An ambiguous, changeable, and uncertain condition of the market share forces a job seeker to be well-prepared in creating her own career path. The college graduates are expected to have a set of ability to analyse information, to explore, and to conduct complex problem solving, in order to be succesful in the market share (Knipp, 2008).

During the last couples of year, college graduates in Indonesia were not considered qualified for the market share. The fact was revealed from an interview with several manual labors who stated that success rate was at 5% (the data was taken from ECC UGM, 2015). There were only 5 out of 100 applicants who fulfilled the company's qualification. The number was far from the labor needs they expected. In a macro scale, 7.15 million out of 125.32 million people of the workforce were unemployment. 5.87% unemployment were diploma graduates and the rest 4.31% were university graduates (BPS issue in June 2014). The unemployment was not only

caused by the limited opportunity of the recruitment, but was also caused by the lack of qualified jobseekers.

Directorate of Higher Education (stated in Presidental Rule no.18/ 2013) obliges all higher education institutions to use *Kerangka Kualifikasi Nasional Indonesia* (Indonesian National Qualification Framework) as the base of curriculum development. In SN DIKTI, it is stated that every graduate is expected to equip himself with this set of skills:

a. Able to implement logical, critical, systematic, and inovative thinking to develop science and technology with sufficient concern to value of humanities depending on one's area of expertise.
b. Able to work independently, excellently, and measurably.
c. Able to study the implication of development and implementation of science and technology with sufficient concern to value of humanities depending on one's area of expertise according to its principles, procedures, and scientific ethics to find solution, concept, design, or art citicism.
d. Able to compile the description of the study mentioned previously in a form of thesis or final report, and upload it to the university website.
e. Able to make the right decision to solve problems in one's area of expertise based on the data and information analysis;
f. Able to maintain and develop networks with one's mentors, coaches, and colleagues inside and outside of the organizations one is working for.
g. Able to be responsible for the achievement of one's teamwork and able to supervise and evaluate the completion of the work one is in charge.
h. Able to conduct self-evaluation process toward groups under his responsibility, and able to manage the learning process independently.
i. Able to document, save, secure, and rediscover the data he employs to guarantee its validity and to avoid plagiarism (Sugiharto, 2014).

The curriculum outcomes draft suggested by the government is actually an ideal tool to create qualified graduates. However, the fact shows that the curriculum draft cannot be relied as the only "tool" for preparing the graduates to enter the work life. There is no specific career guide to help university students prepare their career earlier since they study. Higher education cannot always "guarantee" the graduates' readiness for the workforce.

As a counter reference, *National Occupation Information Coordinating Committee* (NOICC, 1992) in the U.S. specifically prepares the ready-for-the workforce graduates. The committee develops a set of career competences as a higher education career guide which focuses in these four (4) most related issues in the career preparation: anxiety, confidence, self assessment, and career information (Zunker, 1998). Those competences are divided into three (3) categories: self-identification, education and career exploration, and career plan. Self-identification competences highlight the skills needed for maintaining positive self image, nurturing effective behavior (actions), and understanding the transitions and steps of self development. Education and career exploration covers the skills for entering and participating in education and training

processes, and other sets of skills needed to be involved in sustainable working and learning. Exploration competences focus on the skills to put, to evaluate, and to interpret information. These skills are essential to search, to fill, to nurture, to alter job or career, and to understand how society's demands and functions affect the structure and the atmosphere of a workplace. Career plan competences include the skills to make decisions, to understand the effect of career toward individuals and their family life, to understand continuous changes of men and women's roles, and to create career transitions (Gillespie, 2001).

In a research report conducted by ACT in the U.S., it is noted that the domain College and Career Readiness (CCR) draft with a holistic approach. They are:

a. Core academic skills in mathematics, sciences, arts, and English with broad definition.
b. Cross-cutting capabilities such as critical thinking, collaborative problem solving, and technology and information skill.
c. Behavioral skill; it is related to the success of a person in his study and career, such as independence, effective working, adaptability, and stress management.
d. Educational and career skill; this skill is needed to guide the students to their education and career path, including self identification of the strengths, the things one likes and dislikes, life values, knowledge about career, and various skills related to exploration, planning, and decision making in education and career.

This approach arranges the domain of career readiness comprehensively in formal educational institutions. The domain is expected to be a guide to direct the students, including university students, in identifying and directing their potention in order to be successful both in their future study and future career.

The fruitfulness of an education implementation in a higher education institution is no longer assessed from the number of its graduates, but from the number of graduates who are qualified for the employment.

In a research conducted by Mauer and Gysberg (1990), there were four (4) career problems identified; they were (1) anxiety –it happened to students who were not able to make a right decision about their career and were disoriented, (2) lack of confidence –it appeared as the students were not sure for something essential they took, including their career, (3) self assessment –it was about the students' difficuty to identify their own strengths and weaknesses, (4) lack of knowledge –it could be found in students who had no idea about career and about what working people usually did. Each of the concern gave an influence to the career choice. Almost all of the students changed their study specialization and career goal during their period of study because of their anxiety. Some of the anxiety were lack of confidence, inability to improve self assessment skill, and inability to obtain sufficient knowledge of carrer they chose (Healy, 1982). In adition, this condition influenced the students' choice of their main specialization of study in which it also affected their future career development and career satisfaction.

Other data of research problem was gained from a research conducted by Hami, et al. (2006). An interview done to students in a public university who were working on their theses showed a result that the students had no idea about the career they wanted to pursue related to the study they were focusing on. Career choice to work in banks was the most favorite. They had not understood the fields of career which were relevant to their educational background. Even at the first time they decided to register for an enrollment test of a study program in a university, they did not support themselves with careful consideration about the career prospect and fields of career they might encounter in the future when they took a certain study program.

The data of the similar finding was reinforced by a result research of a psychological consultant institution in Bandung. The institution conducted a research with a theme "Strategies to Enter the Work Life" (Sartika in Hami, 2006). The respondents were given questionnaires of various career fields which were relevant to their educational background. The finding showed that the freshgraduates had inadequate understanding on career choice and career alternatives which was relevant to their educational background. Many of them chose career which was in line with their educational background.

In addition, another survey to support this writing was conducted by Dewi Sartika (in Hami, 2006) about dominant problems found in freshgraduates in private universities. It was found that anxiety of becoming unemployment revealed among those students. They also realised that they lack of experience about working life, they were not sure they could give best performance on the career they would choose, and they were stumble whether they would be successful in their rest of life. They did need further information and understanding of work fields and future career planning.

Those problems showed an obvious case in career readiness of freshgraduates. In Melvin, B.R., & Lenz, J.G. (2014), it was stated that career readiness problem was defined in various ways, such as career maturity (by Super & Thompson in 1979), vocational identity (by Holland, Daiger, & Power in 1980), dysfunctional career thoughts (by Sampson, Peterson, Reardon, Lenz, & Saunders in 1996), goal instability (by Robbins & Patton in 1985), and career decision-making difficulties (by Osipow & Gati in 1998).

Chartrand and Camp (1991) marked that the construct meaning of career readiness or career maturity was multidimensional. It was constructed as a career intervention counceling reference which was established for almost 50 year. Kelli and Lee (2002) claimed that career indecision or career immaturity was a singular concept in career counceling scope. The aspects of career maturity would be a councel guide in developing the career intervention counceling target (Dybwad, 2008).

Career readiness in a frame of career maturity label from Super, et.al. (1981) was adopted from career development tasks from middle adolescence until early adulthood period. The measuring scale encompasses several aspects of career maturity:

a. Non cognitive aspect which covers: (1) career plan and (2) career exploration

b. Cognitive aspect which covers: (1) career decision making and (2) information/ knowledge about working life

Super, et.al. (1981) arranged Career Development Inventory (CDI) measuring scale for adolescence until early adulthood. CDI is measured in four (4) sud-dimensional which covers two aspects of non-cognitive (affective scale) and focuses on (1) career plan and (2) the use of information sources to explore affective dimension toward career development (career exploration) as its outcome. Besides, the other two sub-dimensions are cognitive aspects which focus on two things: (3) one's ability in making decision about career and (4) knowledge about working life. Both two things will come out knowledge dimension and carer development.

In a research accomplished by Melvin and Lenz (2014), career readiness was noted as a construct which later would be related to career counseling intervention. Career readiness construct covers vocational identity (Holland, et al., 1980), dysfunctional career thoughts (Sampson, et al., 1996), and goal instability (Robbins & Patton, 1985).

Vocational identity is self perception about goals, interests, personality, and talents. A person with high vocational identity is able to reflect his highly obvious life goals, his self perception, and his confidence in making decision (Holland, et al. in Melvin & Lenz, 2014). Career thought is defined as an individual thinking about asumptions, affections, behaviors, beliefs, feelings, plans, and strategies related to problem solving skill and career decision making (Sampson, et al. in Atta, et al., 2013). Goal stability is defined as the lack of task direction and the inhibition of work due to the tendency of an introvert action. It decreases career firmness and causes low interests (Robbins & Patton, 1985).

This study is aimed at identifying aspect proportion or component of career readiness according to Super, et al. (1981), such as: (1) career plan, (2) career exploration, (3) information about working life, (4) career decision making and career aspect or component used in Melvin & Lenx (2014), such as vocational identity, dysfunctional career thoughts, and goal instability.

METHOD

The method applied in this research is qualitative method. Qualitative method is a method to explore and to understand the meaning sourced from social problem. Qualitative research covers the process of raising questions, collecting specific data from respondents, analysing inductive data from respondents, analysing inductive data from special themes and general themes, and interpreting data (Cresswell, 2007).

Freshgraduates' career readiness identification is gained from several information, such as selection result information from selectors (labor market or graduate users) from written test result, interview test and psychological test, and interview with jobseekers (freashgraduates).

The data of freshgraduates' career readiness problem in this study is obtained from a career counseling process participated by jobseekers who are visiting job fair held by Engineering Career Center – Universitas Gadjah Mada (ECC UGM). The data of problem complain stated

to the councelor is later analysed to be categorized as theme group. The further step is identifying the number of theme distribution which appears in each category.
Based on the identification of 839 counseling theme which were gathered from 642 jobseekers as university freashgraduates (1 counselee can consult more than 1 problem), themes of counseling can be mapped in several theme categories. The complete data can be seen in the following table.

Table 1: Themes of counseling and the categories

Theme	Definition	Number	Super,et al.'s Category (1981)
Information of working life / employment (macro)	Jobseekers' problems related to companies, workplace areas, career competitions, source and information media career	74	Employment information
Career information (micro)	Jobseekers' problem related to the need of information on positions, profession, level of positions, and working taks	22	Career information
Procedures / startegies of applying for jobs (macro)	How jobseekers apply, kind of files needed to bring, and how to dress up	15	Employment information
Composing application file (CV, application letter) (micro)	Writing techniques, specifically letters of application files, CV	64	Employment information
Selection process information	Jobseeker problem related to steps of recruitment test (psychotest, LGD, interview)	338	Employment information
Self assesment (macro)	Jobseeker problem to understand his/ her own strengths and weaknesses, self potency and self interest	106	Carer exploration
Career plan	Jobseekers are at the stage of planning the direction or determining career orientation, and prepare themselves with several important steps to build their career	38	Career plan
Self improvement	Jobseekers find their own weaknesses and need helps to overcome their weaknesses and unconfidences	76	Career exploration
Self development	Jobseekers have known their own self image and need some inputs to improve their self potencies.	23	Career exploration

Career decision masking	Jobseekers need helps and inputs to consider several choices to make the right decision.	68	Decision making
Family support	Jobseekers do not get sufficient support from their family and need some helps to negociate with their family.	12	Decision making
Career network	Jobseekers need information and guidance about how and to whom they will build social network to make them easier in getting the career information (*potential social network:* friends, seniors, officers, etc)	3	Career exploration
	Total number of themes	839	

Data source : ECC UGM (2015)

The most frequently arisen counseling theme was about information of recruitment process (52.65%). It indicated that jobseeker problem was related to the need of information of recruitment test steps (psychotest, Leaderless Group Discussion (LGD), and interview). The next was self assessment (16.51%); jobseeker needed helps to understand all of their own strengths and weaknesses, and self potency and interest as well.

Table 2: Distribution of the number of career counseling theme based on Super et al.'s career maturity aspects (1981) from 642 jobseekers

Category	Number	Percentage
Career plan	38	4,53%
Career exploration	208	24,79%
Employment information	513	61,14%
Career decision making	80	9,54%
Number of themes	839	

From table 2, it was known that the highest percentage of couseling theme distribution was on the employment information category, it was 61.14%. It showed that jobseeker needed much information which related to emplyoment, about career, profession, working life, how to apply for a job, and procedures of enrolling recruitment tests. The next position was career exploration (24.79&). Jobseeker needed helps and supports from friends, career counselors, or other parties who could give guidance for doing self identification. Jobseekers felt their own weaknesses and needed helps to overcome their own weaknesses. Furthermore, they wanted to know their own self image and needed supports to improve their self potency.

Table 3. Question sample for each counseling theme

No	Counseling Theme	Question Sample

1	Employment/ working life information (macro)	- Why is none or only few career oportunities which is relevant to my educational background? - How do I find career opportunities outside of my study program? - How is the working life (employment) described?
2	Career information	- What is good engineer profile look like? - What are the characteristics of a good accountant?
3	Prosedures / strategies of job application (macro)	- How to do when I join in a jobfair for the first time? - What must I prepare to apply for a job?
4	Composing application file (micro)	- How to make a good CV? - What is a good CV look like?
5	Recruitment information	- What is recruitment test look like? - How should I prepare for an interview?
6	Self assessment	- How can I recognize my own strengths and weaknesses? - How can I determine my career interest?
7	Career plan	- How do I make career plan if my career is not my passion? - What are the needed things to prepare before I graduate?
8	Self improvement	- What should I do to improve my confidence? - I feel hesitate with my own skills and strengths, what should I do then?
9	Self development	- What to do to improve myself if i find these weaknesses: cannot control my emotions, need longer time to make a right decision, and not able to solve problmes. - How do I explore my competence which has not yet well-trained?
10	Career decision making	- What should I choose? Continuing my study or seeking for a job? - If I want to be a lecturer, should I continue my study or better take a chance on career?
11	Family support	- My parents have their own expectations about the career I should choose but I am not into that career. What information should I share to them, and how? - How can I compromise with my parents' expectation?
12	Network	- How can I seek for a job if I do not have any network from philosophy department? - What are the tips to build network to reduce my clumsy feeling?

Table 3 contains the question sample raised by the jobseekers to the counselor. Those are the most frequently appear questions from the jobseekers. The questions show their career readiness.

Table 4. Distribution of career counseling of each activity in Career Days

Date	Number of Participants	Number of Themes	Themes										
			1	2	3	4	5	6	7	8	9	10	11
9-10 nov 2013 CD14	188	247	19	10	6	13	76	32	19	27	7	32	5
27-28 sep 2014 CD16	173	233	18	7	6	30	88	31	10	22	3	8	3
30-31 may 2015 CD17	166	215	21	2	2	11	83	32	5	18	9	16	2
29-30 aug 2015 CD18	138	167	16	3	1	10	91	11	4	9	4	12	2
Total number	642	839	74	22	15	64	338	106	38	76	23	68	12

In the table 4, the comparison between counseling theme in the fourth table repeatedly appeared in the four times Career Days (jobfair), starting from November 2013 until August 2015. Recruitment information theme was still considered as the most asked question. Furthermore, another frequently asked question was self assessment, that was the need of the jobseekers to identify their own strengths and weaknesses, interests and potency.

DISCUSSION

Every person has different career readiness when he searched for helps and guides in the process of making career decision. Aspects related to career readiness (encompass career indecision, negative thinking, lack of motivation, low vocational identity) influenced the ability to overcome career problem effectively (Melvin &Lenz, 2014).

The most frequently appeared for categories of counseling theme was the recruitment process information (52.65%). This indicated the needs of jobseekers to know more about the stages of recruitment test (psychotest, LGD, interview). It was realized that the jobseekers' situation and condition in that moment were in career days/ job fair moment. In that situation, they expected to pass the recruitment test, thus they asked further about the tests they were going to face. The category of self assessment theme which reached 16.51% showed that they expected to be helped in understanding all strengths and weaknesses, and self potency and interest as well.

In the table 2, the most frequently appeared theme was working life (employment) information (61.14%). This showed there was a need of information related to companies, working places, working competition, working information media and source. They also needed information about position, profession, level of profession, working tasks, how to apply for a job, what file to file, and how to dress up. Furthermore, how to have specific writing techniques for composing application file and resume and how to pass the stages of recruitment test. Those themes arose because the jobseekers were not equipped with sufficient information and

knowledge about career, employment, how to be accepted, and how to enroll recruitment tests. On the other, from the category of self assessment theme (reached 24.75%), it was known that the jobseekers needed helps and guidances from friends, counselors, and other parties to identify themselves. They recognised their weaknesses and needed helps and guidance to overcome the weakenesses or not confident feeling. Besides, they wanted to understand their self image and needed inputs to improve their self potencies.

Reviewing this condition, it could be concluded that the jobseekers who joined in counseling had a problem of career readiness. From the vocational identity, they had not had obvious self perception about their self understanding (their goals, interests, personality, talents, and confidence in making decision) (Holland, et al. in Melvin & Lenz, 2014). From the career thought side, they thought that they still needed helps to consider assumptions, affections, behaviors, beliefs, feelings, plans, and strategies related to problem solving and career decision making (Sampson, et al. in Atta, et al., 2013). The last one, from the goal stability side, it was found the problem of tasks / activities directing, the lack of interest, and the lack of prioritizing skill in preparing their own career.

The distribution of the counseling theme repeteadly occured with the same pattern. This marked that there are problems in career readiness issues. This condition will be well repaired when the students (who were soon fresgraduates), higher education institution where the students study, and the labor markets go hand in hand to solve the problem of freshgraduates' career readiness.

The students are expected to own sufficient knowledge of career and employment in order to support their own career plan. They are also hoped to optimize various information sources and to explore about career and employment, thus, later they are able to make the right career decision independently.

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