THE COMPARISON BETWEEN STUDENTS CAREER BELIEFS IN E-GAME AND TRADITIONAL GAME COMMUNITY MEMBER

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Abstract: This article contains the results of an analytical study about the comparison between Universitas Negeri Jakarta students career beliefs in e-game and traditional game community member. This study uses a descriptive survey method of cross-sectional study type, with the Career Beliefs Questionnaire adapted to Nancy E Betz's (1996) work. The study is carried out through 8 steps, namely (1) determining the object of study, (2) identifying the hypothesis, (3) identifying the population and sample, (4) determining the type of survey, (5) selecting the instrument, (6) administering the instrument, (7) data processing and analysis, and (8) article writing. The main finding of this article is that there are no significant differences in career beliefs between students who are members of the e-game and traditional game community. This study is useful as an empirical basis for the implementation of career counseling in higher education

Keywords: career beliefs, multiculturalism, guidance and counseling, e-game, traditional game

INTRODUCTION

Everyone will make important decisions in life, one of them career decisions. Career decisions for a student include the decision to plan further studies, job search, and broadening career aspirations. Various factors affect one's career decisions, one of the dominant ones is career beliefs (Brown & Lent, 1996; Rottinghaus, Larson, dan Borgen, 2003; Sharf, 2016; Hechtlinger, Levin, dan Gati, 2019).

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Career beliefs are interpreted as positive and negative views about self and job choices. If career beliefs are positive, someone will be more confident in achieving career goals (Krumboltz, 1994). Conversely, negative career beliefs produce doubt (Saunders, Peterson, Sampson Jr, & Reardon, 2000) and weak commitment (Hechtlinger et al., 2019). This is confirmed by the study of Saunders et al., (2000) who found that 61% of career doubts are influenced by negative career beliefs. Likewise, the results of a study in Indonesia conducted by Putri (in Rahmi, 2019) which showed that irrational beliefs trigger the lack of readiness of Universitas Andalas students in making career decisions.

Today's students live in a new era of the world of work, where high technology takes over massive human work so that the status of work is no longer stable and linear (Hall, 2004; Savickas, 2011; Rindanah, 2018). For this reason, students need to develop positive career beliefs in order to be able to deal with various uncertainties with optimism (Garcia, Restubog, Bordia, Bordia, & Roxas, 2015). This positive career belief is certainly in line with the 10 national priorities in the Making Indonesia 4.0 road map to face global competition (Kemenperin RI, 2018).

Researchers have also investigated the role of cultural diversity in shaping one's career beliefs. This cultural diversity includes differences in gender, race, ethnicity, socioeconomic status, demographic status, to citizenship status. These studies aim to uncover the relationship or role of cultural identity, for example ethnic identity which is strongly correlated with career beliefs (Duffy & Klingaman, 2009), relationship between racial identity and career beliefs (Luzzo, 1993), economic status with career beliefs (Tate et al., 2015), demographic status with career beliefs (Turner & Ziebell, 2011), and citizenship status with career beliefs (Sidiropoulou-Dimakakou, Argyropoulou, Drosos, & Terzaki, 2012).

These studies illustrate the comparison of career beliefs in minority groups with the majority group. Gloria & Hird (1999) revealed that minority students actually have an equal ability to compete with the majority, but are hampered by the beliefs that they will not be accepted into the job market. In minority students with low economic status, this negative career beliefs arises because they have limitations in exploring various career choices (Turner & Ziebell, 2011). In other words, lack of knowledge also breeds irrational beliefs.

This study aims to compare the career beliefs of Universitas Negeri Jakarta students in e-game and traditional game community member. In a multicultural perspective, these two communities do not require a particular culture to become a member. All genders, ethnicities, races, religions and other cultural differences are openly accommodated. The diversity of people who consciously carry out different beliefs but agree to live in a bond (community) is called Parekh (in (Bukhori, 2019) as communal diversity.

However, each community has unique characteristics. Both of these similarities lie in game activities that have rules, competitive, and can be broadcast (Guttmann, 2004; Taylor, 2012), but e-games do not involve physical activity because the game media is in a digital device, whether console, computer, or mobile phone (Coakley, 2008; Jonasson, 2016). The use of this technology makes e-game popularity higher among teenagers and early adults because it can be played anywhere and anytime.

Another difference lies in the motive for playing. Many e-game players expect to have a career with a fantastic income of up to IDR 1,700,000,000 per year from this activity rather than merely pursuing a hobby (Griffiths, 2017). These financial motives are certainly not found in traditional game communities whose activities are more often promoting 'petak umpet', 'engklek', 'congklak' until 'gobak sodor' for children in various regions. The traditional game promotes excitement, friendship, values of cooperation, sportsmanship, strategy, and training dexterity (Purwaningsih, 2006; Yudiwinata, 2014).

The null hypothesis and alternative hypothesis put forward in this study are as follows:

H0: There is no significant difference in career beliefs between Universitas Negeri Jakarta students in e-game and traditional game community member.

H1: There are significant differences in career beliefs between Universitas Negeri Jakarta students in e-game and traditional game community member.

METHOD

This study uses a descriptive survey method of cross-sectional study. Cross-sectional studies produce characteristic portraits of different populations in the same time period (Cohen, Manion, & Morrison, 2002). The study is carried out

through 8 steps, namely (1) determining the object of study, (2) identifying the hypothesis, (3) identifying the population and sample, (4) determining the type of survey, (5) selecting the instrument, (6) administering the instrument, (7) data processing and analysis, and (8) article writing (Creswell, 2012).

This study compares the career beliefs of Universitas Negeri Jakarta students in e-game and traditional game community member. The number of respondents involved was 50 students in each community. The age of respondents is in the range of 18-22 years. Respondents filled out the questionnaire through the online media form Google voluntarily.

The survey uses the Career Beliefs Questionnaire as a result of adaptation from the work of Betz dan Luzzo (1996) which has 5 indicators: (1) self-assessment, (2) gathering information, (3) choosing goals, (4) making plans, and (5) solving problems. This questionnaire contains 25 items with 10-point likert scale answer choices (1 = not confidence at all, 10 = completely confidence). Betz & Luzzo (1996) report the reliability coefficient of the instrument at 0.86-0.89. To answer the hypotheses of the study, the data were analyzed by using 2 different free group test techniques (Mann Withney U). The categorization of career belief scores is formulated in 5 groups based on a hypothetical mean of "very high" ($\mu + 1.5\sigma \leq X$); "high" ($\mu + 0.5\sigma \leq X < \mu + 1.5\sigma$); "moderate" ($\mu - 0.5\sigma \leq X < \mu + 0.5\sigma$), "low" ($\mu - 1.5\sigma \leq X < \mu - 0.5\sigma$), and "very low" ($X < \mu - 1.5\sigma$) (Azwar, 2012).

FINDINGS AND DISCUSSIONS

Descriptive Findings

The survey results revealed the average career beliefs score of Universitas Negeri Jakarta students in traditional game community member (194.7) slightly larger than members of the e-game community (193.7). The highest and lowest scores of the e-game community group are 220 and 163, while in the traditional game community the scores are 212 and 167. The categorization in table 1 is based on the following conditions: "very high" ($221 < X$), "high" ($203) < X \leq 221$), "medium" ($185 < X \leq 203$), "low" ($167 < X \leq 185$), and "very low" ($X \leq 167$).

Table 1. Descriptive Summary of Career Beliefs

	N	*Mean*	*SD*	Very high		High		Moderate		Low		Very low	
				N	%	N	%	N	%	N	%	N	%
e-game	50	193.7	20.08	0	0%	20	40%	3	6%	22	44	5	1%
traditional	50	194.7	16.06	0	0%	16	32%	19	38%	15	30	0	0%

Figure 1 shows a comparison of career confidence scores based on indicators and statement items. The largest difference in the number of scores between the e-game community and the traditional game is found in statement item 1 (accurately assess your abilities), 9 (determine the steps you need to take to successfully complete your chosen major), 10 (persistenly work at your goal even when you get frustated), 12 (find out about the average yearly earnings of people in an occupation), 23 (choose a career in which most workers are the opposite sex), and 25 (apply again to graduate school after being rejected the first time).
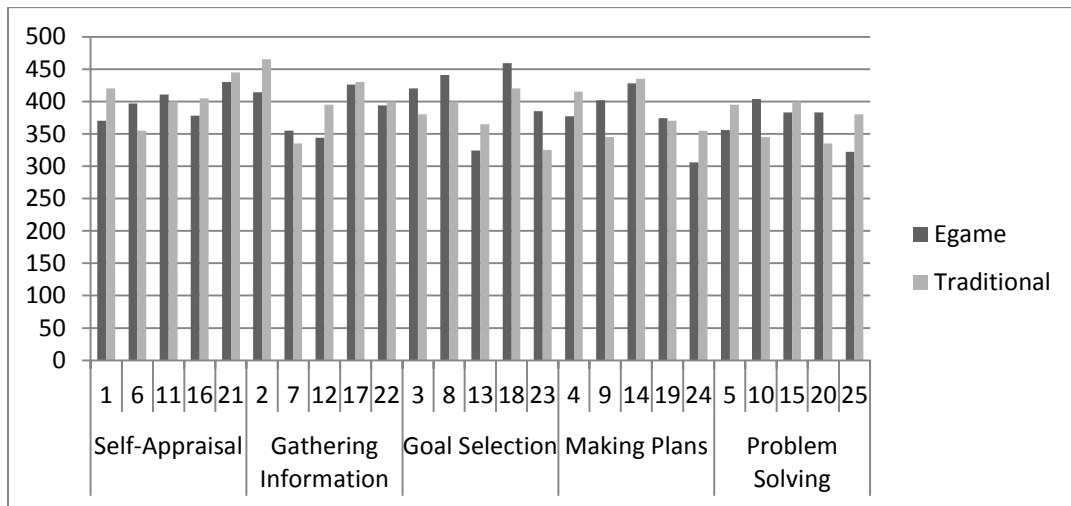

Figure 1. Comparison diagram of career belief scores based on indicators and statement items

Hypothetical Test Results

Before conducting a different test, a normality test is performed to ensure that the score distribution is normal. Table 2 shows the significance value <0.05 which means that career confidence scores of Universitas Negeri Jakarta students in e-

game and traditional game community member are not normally distributed. This affects the use of data analysis techniques with nonparametric statistics.

Table 2. The results of the normality test with Kolmogorov-Smirnov testing

	group	Kolmogorov-Smirnov		
		Statistic	df	Sig.
Score	e-game	.244	50	.000
	traditional	.291	50	.000

The significance value in the Mann Whitney U> 0.05 difference test that is 0.511 as shown in table 3. These results indicate the null hypothesis (H0) is accepted which means there is no significant difference in career beliefs between Universitas Negeri Jakarta students in e-game and traditional game community member.

Table 3. Different test results with Mann Whiteney U testing

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Mann-Whitney U	1155.000
Wilcoxon W	2430.000
Z	-.657
Asymp.Sig .(2-tailed)	.511

Discussion

The focus of this section's discussion is on tracing allegations on the results of a hypothetical test which revealed that there were no significant differences in career beliefs between students of the e-game and traditional games community. There are two allegations raised. First, respondents in both groups had an age similarity in the range of 18-22 years. The age range equation shows the equation of the stage of career development in the specification phase, namely the transition period from tentative vocational preferences to specific vocational preferences. The stage of career development affects one indicator of career beliefs, namely the way a person values himself (Super, 1980). Some previous studies also revealed that in the same age range, the average career confidence score is not much different (Kelly, 2010; Zainal et al., 2019).

Second, respondents in both groups have social economic status which is not much different. Table 4 shows that the e-game community is not dominated by students with a middle income background as traditional game communities are not dominated by students with a lower income background. Advances in mobile and internet technology have made electronic gaming costs more affordable. Students from low and middle income backgrounds can join the e-game community with low version of Android smartphone and free wireless internet network on campus. This is consistent with the APJII report (2017) which mentions 74.62% of internet users come from the lower income community. Likewise with students who join the traditional game community. Many students from up and middle income backgrounds join the motive of service. The similarity of economic demographics is thought to influence the similarity in career confidence scores between the two members of this community.

Table 4. The composition of the economic conditions of student members of the e-game community and traditional games is based on monthly internet usage fees

	High income (>IDR 500.000)	Middle income (IDR 100.000 – IDR 500.000	Low income (IDR 15.000 – IDR 100.000)	Very low income (<IDR 15.000)
Egame	0%	58%	38%	4%
Traditional	0%	32%	61%	7%

CONCLUSION AND RECOMMENDATION

Community is a form of communal diversity characterized by the presence of members from various cultural backgrounds. This study reveals findings that community differences do not guarantee differences in career beliefs levels if the two communities have relatively similar cultural backgrounds. However, the results of the study analysis can be used as an empirical basis for career counseling services in higher education. The limitation of this study lies in the disclosure method which only uses online questionnaires and the disclosure of respondents' cultural identities which are limited to age and economic conditions. Recommendations for further studies are the need to use in-depth interview techniques to obtain more comprehensive data and reveal the broader cultural identity of respondents such as ethnicity, religion, and demographic status.

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