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STRUCTURE OF STUDENT'S VOCATIONAL INTEREST BASED ON FACULTY AT THE SEMARANG STATE UNIVERSITY

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ABSTRACT

Vocational interests have an important position in a person because they can predict educational choices, performance at work, career success, and personal history in the future. At Semarang State University, most students who change majors show that the chosen major is not available to their interests. This study aims to map the structure of students' vocational interests. The study uses a quantitative approach with a survey method. The population in this study was second-semester students with a total sample of two hundred and thirty-two taken from five faculties. This research using the Vocational Interest Inventory instrument developed by Tracey, which has been adapted, consists of eight indicators, namely social facilitating, managing, business detail, data processing, mechanical, nature, artistic, and helping with forty-eight items. This research use data analysis with descriptive statistics and different tests with the Kruskal Wallis test. The results show that there are significant differences dimensions of social facilitating, mechanical, processed data, business detail, and natural in fifth faculties. Next Research need to develope a career counseling program or career guidance Program with considering students' vocational interests to lead students to the expected career choices.

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INTRODUCTION

Education is a conscious effort that brings humans from the conditions they are to ideal conditions (should be) through the development of circumstances that can facilitate humans to be able to realize themselves through a series of processes of choosing and making decisions to act in their life spent (Kartadinata, 2011). The issue of choosing and making decisions is a fundamental aspect of education and guidance because humans need the ability to select and make decisions. How humans should develop cannot be separated from the direction of the national education goal, which is expected to be able to create all the potential possessed by one of the essential elements is interest.

Interest is a person's preference for whether or not a person likes a specific activity or job (Brown & Lent, 2016). Interest has an important position in a person because it can predict educational choices, performance at work, career success, personal history in the future (Nye & Rounds, 2019; Rounds & Su, 2014) perseverance in work as well as academics (Nye et al., 2012a). Handerson (Gladding, 2012) states that a person who is very happy with the work he is doing will be faithful in carrying out something that is of interest to him, showing personal competence and strength and functioning in a workplace characterized by challenges, freedom, value and social positive situation.

Interest is an important factor in selecting life careers (Atitsogbe et al., 2018; Bojuwoye & Mbanjwa, 2006; Gokuladas, 2010). According to (S. D. Brown & Lent, 2019) a person's interest in an activity will motivates a person in determining his career goals. Bojuwoye and Mbanjwa (2006) ensure that about fifty percent of young people make career decisions based on their interests. Gokuladas (2010) states that students from urban areas are most likely to consider their interests before community interests when making career decisions.

Vocational Interest can be defined as a person's preference for an activity that motivates a person to be goal-oriented and direct the individual to a certain environment (Rounds & Su, 2014). The preference intended here is not only about how a person can enjoy his work but how a person can show a persistent attitude, have high curiosity, and be able to focus on his work for a long time (Silvia, 2008; Turner Jr & Silvia, 2006). Ideally, a person will tend to make a career choice based on his or her interests (Athanasou & Van Esbroeck, 2008). person's interest in an activity encourages individuals to determine their career goals (S. D. Brown & Lent, 2016). However, based on the data on the results of student counseling at the Semarang State University (UNNES) for the 2018-

2021 period at the career and counseling center, not all UNNES students choose majors based on their interests, so in the first year, some students choose to change majors. From the 2018-2021 period, 15 students changed majors in the first year. Students who choose to change majors include choosing a major without interest but "as long as it is accepted." In addition, there are still many students who do not understand their desired job interests after they graduate. Although the amount is not too many, this must get attention. If this is left, it will certainly be detrimental to students

Dillard in (Supriatna & Nurihsan, 2021) expressed interest in having a crucial role in navigating one's career choices. In case of complications in interest, a person is likely to have difficulties and doubts when making career decisions. If career decisions are started with a feeling of doubt, a person's career journey tends to face problems. The results of the study (Nye et al., 2012b) showed that workers whose jobs fit perfectly with interests performed better in job tasks than those with low interests. Therefore, understanding vocational interests can explain and predict how a person will behave in his activities and work environment. According to this explanation, the study aims to describe the vocational interest profile of UNNES students so that it can be used as a reference in making an interest-based career counseling program so students will be successful in determining their dream career.

METHOD

Quantitative methods with survey methods were used in this study. According to Nardi, P (2018) survey research is "a study that takes a sample from a population and uses a questionnaire as a primary data collection tool. The population in this study was 2nd-semester students (class of 2021) of Semarang State University, totaling 9547 students consisting of 8 faculties. Sampling using the Cluster Sampling technique is a technique of selecting a sample from population groups in 8 faculties. The sample size is calculated based on the formulation of the Fraction Sampling Formula Per Cluster with an error level of 5% so that a minimum sample of 382 students is produced (Imron, 2017). However, based on the sample count, there are only five faculties qualified. So, the researcher decided to take the Faculty of Education (FIP), the Faculty of Language and Arts (FBS), the Faculty of Social Sciences (FIS), the Faculty of Mathematics and Natural Sciences (FMIPA), and the Faculty of Sports Sciences (FIK), so that the sample to be used will be 232 students.

The instrument used in this study is an adaptation instrument of vocational interest developed by Tracey (2002, 2019) with 48 items. There are 8 indicators in this instrument, namely social facilitating, managing, business detail, data processing, mechanical, nature, artistic, and helping. The reliability coefficient of the scale is 0.938, and the validity is 0.208–0.689 > r table 0.138. The procedure for collecting research data is using a google form sent through the class leader. The reason researchers use Google Forms is software that is easily accessible, simple in operation, free to use, and certainly more economical (Batubara, 2016).

The collected data is tested for assumptions, but the results are that not all dimensions are distributed normally. Therefore, data analysis uses the Kruskal – Wallis Test assisted by the IBM SPSS 22 application. The Kruskal-Wallis test is one of the non-parametric statistical tests that can test whether there is a significant difference between an independent group of variables and their dependent variables (Ostertagova et al., 2014; Wattimena & Lawalatta, 2013) In addition to using the Kruskal- Wallis test data was also analyzed descriptively to obtain a clear picture of the structure of students' vocational interests.

FINDINGS AND DISCUSSIONS

A. Findings

1. Comparative Structure of Student Vocational Interest

To compare the structure of vocational interests, the researcher conducted a descriptive test. The results can be seen in table 1.

Tabel 1. Comparasion Mean, Standar Deviation Structure of Vocational Interests of Students in Five Faculties

Dimention of vocational interest	Faculties									
	FIP		FBS		FIS		FMIPA		FIK	
	M	SD	M	SD	M	SD	M	SD	M	SD
Social Facilitatating	19.3	4.1	16.8	4.7	17.9	5.0	17.8	3.9	20	4.4
Managing	30.3	5.1	18.1	5.7	19.2	5.6	20.5	4,4	20.6	5.2
Business Detail	17.7	5.1	14.1	5.3	15.7	5.7	17.5	5.9	16.9	5.8
Data Processing	15.8	5.7	12.3	4.6	14.4	5.6	14.9	5.0	17.6	5.5
Mechanical	13.5	6.1	9.40	3.5	11.8	5.3	12.1	6.4	18.2	5.9
Nature	16.2	5.4	15.5	4.3	16.5	4.5	18.9	4.8	14.5	3.5
Artistic	18.1	4.2	18.2	5.3	16.4	5.3	17.5	3.9	17.2	4.5
Helping	26.2	2.9	25.3	3.7	25.2	3.8	25.4	3.6	25.4	4.4

Based on table 1, two things can be described. First, it can be seen from the average of each dimension of vocational interest in the five faculties. Second, the description of the average dimensions of vocational interest of students in each faculty is seen. The explanation is as follows:

a. Comparison of Average Per Dimension of Vocational Interest in Five Faculties.

Judging from the facilitating social dimension, the Faculty of Sports Science students with a mean of 20 (SD = 4.4) have the highest average. The lowest are students from the Faculty of Languages and Literature, with a mean of 16.8 (SD = 4.7). The highest average for managing dimensions was students of the Faculty of Education with a mean of 30.3 (SD=5.1). The lowest was the average student of the Faculty of Languages and Art, with a mean of 18.1 (SD=5.7). The highest mean was in the Faculty of Education students on the business detail dimension, with a mean score of 17.7 (SD=14.1). The lowest average score was in the Faculty of Languages and art students, with an average score of 14.18 (SD= 5.3). For the data processing dimension, the students of the sports science faculty have the lowest average score, with a mean score of 17.6

(SD = 5.5). At the same time, the lowest mean score was for students of the Faculty of Languages and Art, with a mean score of 12.3 (SD = 4.6).

The highest average score for the mechanical dimension was in the students of the Faculty of Sports Science with a mean score of 18.2 (SD = 5.9), and the lowest average score was still in the students of the Faculty of Languages and Art with a mean score of 9.4 (SD = 3.5). On the Nature dimension, the highest average score was for students of the Mathematics and Natural Sciences faculty, with a mean score of 18.9 (SD=4.8). The lowest mean score was for students of the sports science faculty, with a mean score of 14.5 (SD=3.5). The artistic dimension has the highest mean score for students of the Faculty of Languages and Art with a mean score of 18.2 (SD=5.3), and the lowest mean score is for students of the social sciences faculty with a mean score 16.4 (SD= 5.3). In the helping dimension, there is no significant difference between the highest and lowest mean scores because they are only one point apart. It can be seen with the highest mean score of 26.2 (SD=2.9) for students of the Faculty of Education and the lowest mean score of 25.2 (SD=3.8) for the faculty of social sciences, although the other three faculties also received a mean score of 25.

b. Comparison of Average Dimensions of Vocational Interest in Each Faculty

Based on the vocational interest scale filled out by a sample of students from the Faculty of Education, sequences from highest to lowest score are the dimensions of managing, helping, social facilitating, artistic, business detail, nature, data processing, and the lowest in the mechanical dimension. The highest mean score in the Faculty of Social Sciences students in helping, managing, social facilitating, nature, artistic, business detail, and data processing. The lowest mean score is in the mechanical dimension. Whereas for the Faculty of Language and Art, the highest mean score is in the dimensions of helping, artistic, managing, social facilitating, nature, business detail, data processing, and mechanical.

The highest mean score dimension of vocational interest in Mathematics and Natural Sciences students is helping, managing, nature, social facilitating, business detail, artistic, data processing, and the lowest is mechanical. As for the faculty of Processing Science, the highest mean score is in the dimensions of helping, managing, social facilitating, mechanical, data processing, artistic, and business detail. The lowest mean score is in the nature dimension. Based on these findings, the helping dimension with the highest mean score was chosen by students in four faculties except the faculty of Education sciences which had

the highest mean score in the managing dimension with a mean of 30.3 (SD = 5.1). The mechanical dimension is the dimension that has the lowest mean score in the four faculties except for the faculty of sports sciences which has the lowest mean score in the nature dimension with a mean score of 14.5 (SD= 3.5).

2. Intercorrelation of Vocational Interest Structures

The correlation test results between dimensions can be seen in table 2. Based on the table, it can be seen that the dimensions of social facilitation, managing, natural, business detail, and artistic have a significant relationship with the destination of other dimensions. The lowest correlation range starts from (r= 0.218) in the business detail dimension with the helping dimension to the highest correlation range with (r = 0.722) in the business detail dimension with the managing dimension. On the other hand, the number marked in yellow indicates no significant relationship between the data processing and mechanical dimensions and the helping dimension (p > 0.01).

Table 2 Intercorrelations Between Dimensions of Vocational Interest

	1	2	3	4	5	6	7	8
Social Fasilitating	1							
Managing	.666**	1	.					
Business Detail	.603**	.722**	1					
Data Processing	.459**	.523**	.579**	1				
Machanical	.420**	.392**	.470**	.720**	1			
Natural	.319**	.354**	.482**	.494**	.383**	1		
Artistic	.413**	.336**	.308**	.356**	.338**	447**	1	
Helping	.341**	.255**	.218**	.110	.099	.267**	.388**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Ket : 1= Sosial Facilitating, 2= Managing, 3 = Business Detail, 4= data processing, 5 = Mechanical, 6= Natural, 7 = Artistic dan 8 = Helping

3. Results of the Vocational Interest Structure Different Test

Tabel 3. Results of the Vocational Interest Structure Different Test

Test Statistics[a,b]

	SF	Managing	BD	DP	Mc	Nature	Artistic	H
Chi-Square	10.864	6.321	14.232	21.429	47.116	22.163	2.749	1.483
Asymp. Sig.	.028	.176	.007	.000	.000	.000	.601	.830

a. Kruskal Wallis Test, p < .05

Ket : SF= Sosial Facilitating, BD= Business Detail, DP= data processing, Mc= Mechanical, H= Helping

Based on table 3, it can be seen if there are differences in the dimensions of social facilitating, Business detail, data processing, mechanical, and nature in students in five faculties. On the contrary, there are no significant differences in the dimensions of managing, artistic, and helping students in the five faculties.

Based on figure 1, mechanical has the highest and lowest rank. The highest mean rank score is in FIK students with a score of 175.19, and the lowest mean rank is in FBS students with a score of 81.01. Compared to students from the other four faculties, students from the Faculty of Language and Literature have the lowest mean rank for the dimensions of social facilitating, managing, business detail, data processing, and mechanical. On the other hand, for the artistic dimension, FBS students have a mean rank in second place with a score of 121.25, after FIP students who have the highest mean rank score of 124.92.

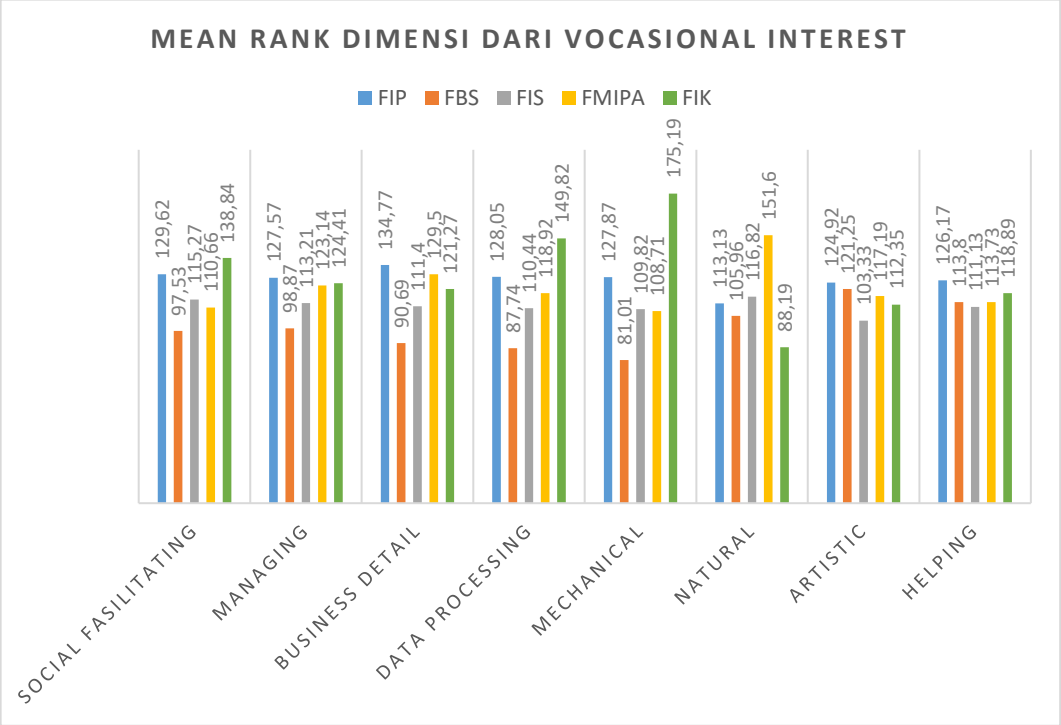

Figure 1. Mean Rank Dimension of Vocatioanal Interest

b. Discussion

1. Profile of Student Vocational Interest Structure

Vocational interest can be a preference for an activity that can encourage a person to stay focused, try-hard, and never give up on the work he is engaged in (Nye & Rounds, 2019). The vocational interest structure discussed in this study includes primary interests Tracey, which consists of 8 dimensions: social facilitating, managing, business detail, data processing, mechanical, nature, artistic, and helping(Tracey, 2002). The Social facilitating dimension can be interpreted as an interest in working with others by selling, helping, providing information, or managing the service. Based on the results above, it shows that the highest mean in the social facilitating dimension is in students of the faculty of sports science. One of the jobs related to this field is Aerobic Instructor (Tracey, 2002, 2019). Being an aerobic gymnastics instructor is one of the learning outcomes for sports science UNNES graduates. It has been proven that many FIK alumni get a job as gymnastics instructors (Sahudi, 2015). Even in FIK there are aerobic gymnastics UKM used as a vehicle to increase knowledge and duration of exercise in aerobic gymnastics to become professional aerobic instructors.

In addition to the social facilitating dimension, FIK students also get the highest mean score in the data processing and mechanical dimensions. According to Tracey, data processing is an interest in using mathematics and systems for the analysis and interpretation of data and for clarifying and solving technical problems. Jobs related to this field include electrical engineers, computer programmers, and microelectronics technicians. At the same time, mechanical is an interest in understanding how machines work and designing, installing, and maintaining machines. Machines range from large machines to machine tools. Jobs related to this field include aircraft mechanics, auto mechanics, chemical engineers, and machinists (Tracey, 2002, 2019).

These findings are very different from the learning outcomes for FIK graduates. However, in a disruptive era we will find many job choices are not based on the origin of the study program but instead on interests and passions. In the view of the theory of self-determination, a person who pursues personal goals according to interests and motivational identification has greater well-being (Sheldon et al., 2020). Inline with research (Nye et al., 2012b) which states that a person will work better if it suits his interests than someone who has a low interest. However, the highest average score of student input who chooses FIK follows their interests. The findings of this study must certainly get attention to how FIK will be able to facilitate students who happen to have

different interest structures in the future. The structure of vocational interest dimensions managing the highest score there is.

The structure of vocational interest dimensions managing the highest score is in the students of the faculty of Education. According to Tracey (Tracey 2002, 2019), managing is an interest in managing and planning activities both related to business and organizations. Examples of activities included in managing include information processing, problem-solving and decision making, forecasting and planning ahead, communication with others, organizing, coordinating, and supervising others, and persuasion. FIP students who are educated to become a teacher are interested in the dimension of managing the primary capital in managing the classroom. Teachers can be said to be professional, one of which is if they can manage the class by deceiving all the potential that exists in the classroom to create a conducive and pleasant classroom atmosphere from the beginning to the end of learning (Gulo, 2008; Ilahi & Imaniyati, 2016; Zulaikha, 2011).

Vocational interest in the managing dimension possessed by FIP students, if they develop well, will lead FIP students to become prospective teachers who have good managerial. The teacher as a manager in the classroom means that the teacher is expected to carry out class management to achieve the goals of the teaching and learning process as a whole. In Guidance and Counseling (BK), managerial ability is one of the competencies that prospective BK teachers must possess. Management in counseling guidance can be an activity that facilitates activities including planning, organizing, implementing, and evaluating in Guidance and Counseling (Mitchell & Gibson, 2011). Thus, it can be concluded that interest in a strong managing dimension will lead to good managerial work. Of course, this can impact the implementation of learning activities and guidance and counseling services that can run optimally.

The findings for the dimensions of helping and business detail FIP students also get the highest mean scores compared to students from the other four faculties. The helping dimension is significantly related to the characteristics of FIP students who will be printed as educators, especially in FIP there is a guidance and counseling department that always emphasizes helping relationships. The business detail dimension is interested in accounting, assessing, estimating, advising, and budgeting. Jobs related to this field include bank examiner, financial analyst, cost estimator, and certified public accountant. At the same time, the helping dimension is an interest in helping relationships with people of all age groups and includes activities such as teaching, providing,

supporting, and advising others. Jobs related to this field include speech therapists, school counselors, social workers, childcare workers, family therapists, and education (Tracey, 2002).

Rogers explains that a helping relationship is a relationship that occurs between one or both parties (counselor to counselee) by giving appreciation, appreciation, positive expression, and functioning concretely possessed abilities (Rogers, 1958). Assistance here can be interpreted as counselor assistance to counselees to become more mature and better able to cope with their lives (Effendi, 2016). Likewise, Bain (2012) emphasizes the role of school counselors in six key intervention strategies for student success, namely social support, monitoring and mentoring, personal and social skills development, parental involvement, academic instruction, and academic support for students. Thus, it can be concluded that students choosing to enter the Faculty of Education are primarily based on their interests (White & Kelly, 2010)

Interest in the dimension of nature is an interest in applying life science to plants and animals (Tracey, 2002, 2019). The types of jobs suitable for this interest are Ecologists, foresters, oceanographers, environmentalists, veterinarians, agricultural experts, biologists, botanists, and microbiologists. The vocational structure on the nature dimension with the highest mean score is found in students from the Faculty of Mathematics and Natural Sciences (FMIPA). Developing the nature interests of FMIPA students, lecturers have taken various approaches. one of them is the result of research conducted by (Alimah, 2014; Savitri & Sudarmin, 2016) applying the experiential learning model of exploring the environment (EJAS). The EJAS model is a learning model that gives students direct experience through investigations and direct interaction with learning objects both indoors and outdoors (Alimah, 2014). In addition, the research conducted (by Savitri & Sudarmin, 2016) shows that the EJAS model is integrated into conservation courses so that students develop their interests and support the vision and mission of UNNES, a conservation-minded university.

Vocational interest in the artistic dimension of the highest mean score is in the Faculty of Language and Literature (FBS) students. According to (Tracey, 2019), artistic interest is an interest in visual arts, performance, and literature. This shows that students choose to enter the study program at FBS following their interests. In line with statements (Lent et al., 2010; Wahyudi et al., 2022), the interest in oneself becomes one of the references in determining the major of college to be taken. Efforts to develop an interest in the artistic dimension

have been carried out by the Faculty of Language and Sastar and research conducted by (Fiyanto, 2018), which uses collage art as a creative product of fine arts students. Referring to Holland's opinion, people with artistic interests have complex, independent, free-thinking, flexible, spontaneous, and expressive points of view and attitudes. People who have characteristics are known for their originality, imagination, and creativity and are guided by subjective interpretations and fantasies when acting in their environment. A person with artistic interests values aesthetics attaches less importance to political or economic issues and is not bound by cultural values like most people (Šverko, 2021).

Suppose you look at the different tests conducted on eight dimensions, the findings in table 3. Based on the results of the Kruskal Wallis test, it shows that of the eight dimensions of interest structure that have significant differences, there are dimensions of social facilitation, business detail, mechanical, data processing, and nature. Meanwhile, the three dimensions of managing, artistic, and helping did not differ among the five faculties' students. Thus, it can be said that UNNES students have the same interest in the managing, artistic, and helping dimensions. As a prospective educator, of course, this is an advantage. Having an interest in managing is expected to manage the class well. With artistic interest, there is an expectation that students can innovate and be creative in creating learning strategies and services that lead to the success of their students. Likewise, the interest in helping students are expected to be able to guide students to achieve optimal development in accordance with what is mandated in the goals of national education.

2. The Role of Vocational Interest in Career Counseling

Higher education as a vehicle to produce students to enter the world of work is expected to facilitate various blindness, both hard skills and soft skills. One of the soft skills activities that higher education counselors can do is carry out career counseling. Career counseling is a process that aims to facilitate career development and may involve the process of selecting, entering, adjusting, or developing a career (Brown, 2006). The National Career Development Association (NCDA) (Gladding, 2012) defines career counseling as assisting individuals in developing a career life by focusing on the definition of the worker's role and how the role interacts with other life roles.

Career counseling can be a practical intervention for some counselees with emotional problems related to an unsupportive and stressful environment. Herr asserts that various life problems and mental problems arise when a person's

career or work life is not satisfactory (Brown, 2006; Gladding, 2012). Manuele-Adkins (Gysbers & Henderson, 2014) emphasize that there is the provision of information in career counseling, the use of testing, and computer-based systems. The use of testing in career counseling is of many kinds, one of which is the use of an interest inventory. Anastasi notes that interest research gets the most significant impetus from educational counseling and counseling because that person's interests strongly influence a person's achievement in a subject or career. Even the interpretation of interest tests is one of the most frequently used interventions in deep career counseling (Gladding, 2012).

Interest in work or vocational interest is often a reference for individuals to determine their work environment. Interest is used as an indicator in determining career choices and academic optimization. Studies also reveal that interest also has a close relationship with work performance. Individuals who work in the fields they are interested in tend to show better performance and can survive various situations in their work environment Akosah, T. P., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-Aduli, B. S. (2018); Banagiri, R., Yelikar, B., & Rroy, A. D. (2022). Nye & Rounds (2019). A study shows that 6 factors make a person feel at home in their work environment. Of the five factors, the biggest factor is a work environment that is fun, challenging, and meaningful for individuals. This factor reflects the consistent and continuously developable interests of the individual. On the other hand, it is quite possible if the interests of the individual become faded. Individuals who lose their interest in work will decrease job satisfaction and productivity. This decrease in interest also indicates that the individual repeatedly feels bored with the same job and does not find new challenges or any changes with changes in his work environment. If the abilities possessed by individuals are not in line with the opportunities and jobs obtained, it will cause a decrease in interest

CONCLUSION AND RECOMMENDATION

Structure Vocational interests of students in the five faculties of state universities in Semarang show no difference in the dimensions of helping, managing, and artistic. While in the dimensions of social facilitating, mechanical, processed data, business detail, and natural, there are significant differences. The recommendation in this study is that there is a need for further actions such as career counseling to develop students' vocational interests. College counselors can provide career counseling so that students know their interests that can lead to career success throughout their lives. For future

researchers, it is suggested to continue this research with a more comprehensive approach. The compilation of additional data from various state universities in Semarang and other areas will broaden understanding of students' vocational interests. In addition, researchers may consider developing more sophisticated analytical models and exploring other factors that might influence vocational interest, such as social background or university policies. Qualitative research can also provide deeper insight into the reasons behind these findings. If a career counseling program has been implemented, evaluation of its effectiveness should be the focus of further research. Through comparative studies with universities in other countries, researchers can compare students' vocational interests internationally. further research will be able to provide more comprehensive and valuable insights into supporting student career development.

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