



Sociographic Study of Career Interests of High School Students in Baubau City, Southeast Sulawesi

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ABSTRACT

One important aspect of the emergence of students' career interests is to determine the choice of environment in which to grow and develop so that it can become a career choice in a particular profession or job because of ethnic origin, social interaction, kinship which is considered good by the local community where a person grows and develops. This research aims to obtain an overview of students' interests in terms of sociographic conditions, ethnic origin and gender. This research uses a quantitative approach with inferential statistical tests, the two-way Anova test. Data collection uses an interest scale to reveal trends in students' interests based on ethnicity, regional origin and kinship relationships. The number of respondents was 803 people and the sample was 10% or 83 people consisting of the people of Buton, Bugis, Java, Wakatobi and Bali. The results of this research show several findings that the higher a student's social skills, the higher their social skills by being interested in the types of work that people around them see and are engaged in, and conversely, the lower the level of socialization in the environment around the city of Baubau, the lower their interest in work that will support their career, including satisfaction, perseverance, and achievement.

ARTICLE INFO

Article History:

Submitted/Received 30-05-2022

First Revised 08-02-2024

Accepted 29-03-2024

First Available Online 1-03-2024

Publication Date 01-03-2024

Keyword:

Sociography,
Career interest,
Baubau city,
Students.

1. INTRODUCTION

One of the great visions of the Indonesian nation which is the main pillar is human resource development. The productive age population, known as the demographic bonus, will be prepared to become the golden generation in 2045 to coincide with the 100th anniversary of Indonesia's independence. One of the functions of education is to prepare human resources to become superior intellectuals in the world. Preparing superior humans cannot be separated from the local wisdom of the area where they come from and grow and develop. Location of residence, whether on the coast, in a village or in an urban area, social conditions, culture, ethnicity, customs, all types of life accompany a person's life journey so that it can be a choice to become part of that life.

The sociographic conditions of these students will trigger different interests because they are formed through experiences and events that always occur throughout their lives (Kartadinata, 2012). Education is directed according to personal potential and the conditions of the region of origin influence the desire to deepen knowledge according to one's abilities and choices. As individuals who try to understand how to learn to use this information in making very important career decisions, this is not enough to solve problems that arise in their careers later, (Roebianto et al., 2021).

Geographical conditions Baubau City is the second city from the capital of Southeast Sulawesi Province which has good resource potential from a population in 2020 of 159,248 people, divided into 79,502 male residents and 79,746 female residents, with an area of 295,072 km² consisting of 8 souls. district. The total population of high school age is 75,179 people with a workforce of 80,468 people. The number of SMA and equivalent (SMA, SMK, and MA) is 25 schools/ The ethnic groups in Baubau are heterogeneous, consisting of the Butonese (Wolio), Bugis, Makassar, Javanese, Wakatobi, Bajo and Balinese. From several of these tribes, various languages and customs continue to color the development of Baubau City.

A phenomenon that occurs every academic year, in school activities, it is not uncommon to see students wearing traditional clothing from their native tribe displaying their regional culture, including Balinese culture, Makassar culture, Bugis culture and Wakatobi culture. All are dominated by optimal abilities in developing interests and talents on National Day. However, when differences arise, mutual understanding between ethnicities, religions and customs occurs due to the influence of cultural background and the lifestyle they experience. A student has different interests in a particular subject at school because of the work habits of their ethnic origin (Chair, 2016). This cannot be separated from the fun learning model, so that students are interested in continuing to deepen their studies at the next level of education. Every student has different interests, talents and abilities. This difference is something that a person absolutely has from birth and does not need to be disputed (Hapsari & Maulana, 2013).

This research is important because it reveals the unique potential of every student who has invaluable potential from every situation he experiences. To develop self-potential in the form of interests, talents and abilities that exist in each student, concepts, capital and strategies are needed which are important in learning (Febriansah, 2019). The function of education related to self-development is based on the principle that each individual has various potentials, such as their own character, intelligence, talents and interests. These potentials can be developed through education, so that positive personal character is formed and can actualize themselves according to their potential. Without education, the potential possessed by individuals such as intelligence, talents and talents cannot develop or achieve

optimal results, or even their development does not match their hopes or interests (BSNP National Education Standards Agency, 2020).

Several research studies on student interest programs in schools are not sufficient to provide comprehensive recommendations regarding student abilities and choices (Main, 1967). Especially in facilitating all components and elements of learning abilities due to local conditions (Boorman, 2015). What is meant by specialization is the meaning of classifying conditions or mapping students from each major they will enter (Indrayani et. al, 2017). Some important elements in student sociography are regional conditions, ethnic origin, kinship relations, economic level, residence on the coast or inland and in cities and the location of natural resources around them. This condition has the potential to influence career choices to determine and study subjects that lead to a group of subjects. Choice of inclination towards career development, and prepare yourself and choose further education and career direction, and if possible continue to college. In BK services, this service effort is a form of placement/distribution service and its linkages with other types of services and supporting activities for the BK in question (Chair, 2016).

Having interests that match your personality will be part of your pride in pursuing a career. The peak of student career maturity can be analyzed through career opportunities that start from making effective and efficient career decisions (Rangkuti et al., 2019). With this perspective, every student has all the knowledge, insight, values and attitudes that are engraved in every behavior they carry out. (Zamroni, 2016). A student's career maturity is characterized by making decisions that suit his personality and being able to do the things he likes in every field of activity he is involved in. From this condition arises a strong responsibility to capture all the potential it has. support his career.

Sociographically, students' career interests have been developed in career guidance and counseling, according to Holland's theory that personality theory consists of six personalities (Sheldon et al., 2020). Analyzing the sociographic area and the exact location where a student lives is very important because it will influence his work interests and the conditions in which he grew up. His work interests will be part of his personality type. For this reason, getting to know the personality of Holland theory students is a very important study to see the interest tendencies of each Baubau City High School student. Personality types that correlate with work environment types, ethnicity and use of kinship types (Geyer, 2010, 2013; Haeruddin & Natsir, 2016). There are six, namely realistic, investigative, artistic, social, active and conventional, each of which has a meaning according to human personality.

Based on the description above, the following hypothesis can be proposed; First, students' ethnicity or ethnicity influences social interactions and kinship, second, students' interests are seen from the type of work based on the students' ethnicity, and third, students' interests are seen from the number of genders. Therefore, the aim of this research is to obtain an overview of students' interest tendencies in terms of ethnicity or tribe, kinship in the direction of their future careers. Student Social Interaction, Student Kinship Based on Gender in Baubau City, Southeast Sulawesi.

2. METHODS

The research is quantitative survey research to examine the form of social development of students based on career interest choices from several types of jobs in Baubau City. The research population was 803 high school, vocational high school and Madrasah Aliyah students (see **Table 1**). The selection of respondents used purposive sampling with the specific aim of distributing them evenly in each school to several ethnicities and genders as

many as 86 students. The instrument used is an interest scale based on Holland's interest theory which was developed in accordance with students' sociographic conditions.

Data collection using an interest scale instrument is used by teachers to determine students' interest choices with a total of 126 items consisting of Realistic, Investigative, Artistic, Social, Enterprising, and Conventional plus 4 areas of ethnic origin accompanied by the address of origin as well as the place of ethnicity and where the student grew up.

The research results were tested for normality of the data with a significance level smaller than 0.05, namely 0.67 so that the data was normally distributed. Then continued with the Anova test which measures interest choices through six Dutch personalities, based on ethnicity and gender.

Table 1. Sociographic description of Baubau respondents.

| Dependent Variable: Student Interest | | | | | |
|--------------------------------------|------------|--------|-------|----------------|----|
| Baubau city tribe | | Gender | means | Std. Deviation | N |
| Buton- Lipu-Ciacia | - Wakatobi | Man | 1.61 | 1,037 | 18 |
| | | Woman | 2.32 | 1,451 | 34 |
| | | Total | 2.08 | 1,355 | 52 |
| Bugis-Makassar | | Man | 2.00 | 1,732 | 11 |
| | | Woman | 2.80 | 2,049 | 5 |
| | | Total | 2.25 | 1,807 | 16 |
| Java and Bali | | Man | 2.50 | 1,852 | 8 |
| | | Woman | 1.43 | ,535 | 7 |
| | | Total | 2.00 | 1,464 | 15 |
| Total | | Man | 1.92 | 1,460 | 37 |
| | | Woman | 2.24 | 1,448 | 46 |
| | | Total | 2.10 | 1,453 | 83 |

The selection of students' interests is measured using the Holland personality interest instrument which was developed based on students' sociographic needs. At all levels of students at senior high schools, secondary schools and Madrasah Aliyah in the city of Baubau, there were 83 respondents.

3. RESULTS AND DISCUSSION

3.1. Results

Selecting interests based on personality is actually a process that is still open to all students. The method for measuring personality based on ethnicity is carried out on 3 components according to social and kinship conditions. Several other conditions are also determined by the proximity of residence or one location in the same sub-district and sub-district, the 3 divisions are group (1) Buton tribe, Wakatobi tribe, Lipu tribe, Cia-cia tribe, group (2) Bugis tribe, Makaasar tribe and other groups (3) Javanese and Balinese tribes.

Table. 2 Student career interests based on work.

| | | Student Interests | | | |
|----------------|------------------|-------------------|---------|------------------|--------------------|
| | | Frequency | Percent | Valid percentage | Cumulative Percent |
| Valid | Realistic | 42 | 47.2 | 50.6 | 50.6 |
| | Investigation | 19 | 21.3 | 22.9 | 73.5 |
| | Artist | 7 | 7.9 | 8.4 | 81.9 |
| | Social | 2 | 2.2 | 2.4 | 84.3 |
| | Entrepreneurship | | | | |
| | Conventional | 13 | 14.6 | 15.7 | 100.0 |
| | Total | 83 | 93.3 | 100.0 | |
| is lost | System | 6 | 6.7 | | |
| Total | | 89 | 100.0 | | |

From **Table 2**, it can be seen that the highest student interest in the realistic personality type was 42 people with a percentage of 50.6%. second place is student interest in the investigative personality type as many as 19 people or 22.9%, then third place student interest in the conventional personality type is 13 people or 15.7%, fourth place student interest in the conventional personality type is 13 people or 15.7 %, fourth place students' interest in the artistic personality type is 7 people or 8.4% and the last is the fifth student's interest in the social and entrepreneurial personality type is 2 people or 2.4%.

Table 3. Profile of student interests by ethnic group.

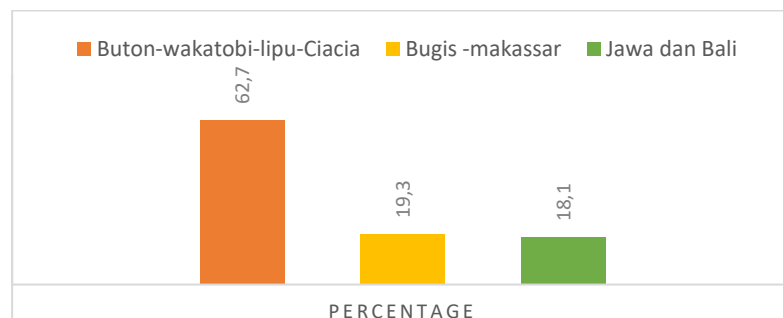
| | | Baubau city tribe | | | |
|------------|--------------------------------|-------------------|---------|------------------|--------------------|
| | | Frequency | Percent | Valid percentage | Cumulative Percent |
| Legitimate | Buton- Wakatobi - Lipu- Ciacia | 52 | 58.4 | 62.7 | 62.7 |
| | Bugis-Makassar | 16 | 18.0 | 19.3 | 81.9 |
| | Java and Bali | 15 | 16.9 | 18 | 100.0 |
| | Total | 83 | 93.3 | 100.0 | |
| is lost | System | 6 | 6.7 | | |
| Total | | 89 | 100.0 | | |

Based on **Table 3** above, it can be seen that Baubau City has a level of heterogeneity among students who come from several tribes and the largest are the Buton, Wakatobi, Lipu and Ciacia tribes with 52 people or 62.7% compared to the Bugis and Makassar tribes with 16 people or 19.3%. % and the Javanese and Balinese are 15 people or around 18%.

Table 4. Average student interest according to ethnicity, gender.

| Descriptive statistics | | | | |
|--------------------------------------|-------------|-----------|-------------------|----|
| Dependent Variable: Student Interest | | | | |
| Tribe in the city of Baubau | Male Female | mea ns | Std. Deviation | N |
| Buton- Wakatobi - Lipu-Ciacia | Man | 1.61 | 1,037 | 18 |
| | Woman | 2.32 | 1,451 | 34 |
| | Total | 2.08 | 1,355 | 52 |
| Bugis-Makassar | Man | 2.00 | 1,732 | 11 |
| | Woman | 2.80 | 2,049 | 5 |
| | Total | 2.25 | 1,807 | 16 |
| Java and Bali | Man | 2.50 | 1,852 | 8 |
| | Woman | 1.43 | ,535 | 7 |
| | Total | 2.00 | 1,464 | 15 |
| Total | Man | 1.92 | 1,460 | 37 |
| | Woman | 2.24 | 1,448 | 46 |
| | Total | 2.10 | 1,453 | 83 |

Based on **Table 4** above, it can be seen that the average student interest in the Buton, Wakatobi, Lipu, Ciacia tribes is 2.08 with a total of 52 respondents, then the average student interest in the Bugis-Makassar tribe is 2.25 with a total of 16 respondents and for The average interest of Javanese and Balinese ethnic students was 2.00 with a total of 15 respondents. The number of respondents based on gender, namely for male students, the average was 1.92, with 37 people and the average for female students was 2.24, with a total of 83 respondents. Of the total interested students, there were 46 interested students and 37 students.

**Figure 1.** Student interests based on ethnic origin.

The diagram (see **Figure 1**) shows the average interest of Baubau City High School students based on the student's race or ethnicity. It can be seen that the students who are most interested in types of work that are Realistic, Investigative, Artistic, Social, Enterprising and Conventional are more in demand by students from the Buton, Wakatobi, Lipu, Cic-Cia tribes as much as 62.7%, then Bugis Makasar 19.3% and from the Javanese-Bali tribe as many as 18.1%.

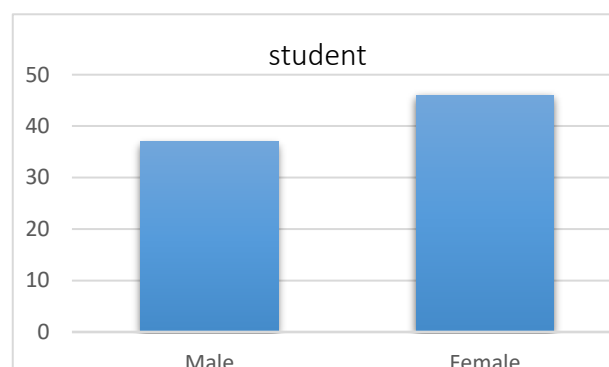


Figure 2. Student interests by gender

It can be seen (**Figure 2**) that many students in Baubau City are dominated by female students from the Buton, Wakatobi, Lipu and Ciacia tribes. Apart from that, the greatest interest was among 46 students, while the greatest interest was among 37 male students. person.

Table. 5. ANOVA test results

| Test of Between-Subject Effects | | | | | |
|---|-------------------------|----|--------------|---------|------------|
| Dependent Variable: Student Interest | | | | | |
| Source | Type III Sum of Squares | Df | Means Square | F | signature. |
| Corrected Model | 12.996a | 5 | 2,599 | 1,249 | ,295 |
| Intercept | 249,105 | 1 | 249,105 | 119,707 | ,000 |
| Ethnic group | 2,114 | 2 | 1,057 | ,508 | ,604 |
| Sex | ,302 | 1 | ,302 | ,145 | ,704 |
| Ethnicity * Gender | 9,771 | 2 | 4,886 | 2,348 | .102 |
| Error | 160.233 | 77 | 2,081 | | |
| Total | 538,000 | 83 | | | |
| Corrected Amount | 173,229 | 82 | | | |
| A. R Squared = 0.075 (Adjusted R Squared = 0.015) | | | | | |

From **Table 5.** The Anova test above shows that the two variables that influence students' interest in learning as independent variables are ethnicity and gender. From the results of *Test of Between-Subjects Effects* obtained a significance level of 0.295 with an error rate of 0.015. This shows a very large influence on students' interests based on ethnic origin and gender differences.

3.2 Discussion

Based on the results of the research above, career interests are based on a sociographic study of students at Baubau City High School. *Table 2* above shows that students' career interests based on employment status are more realistic types of work that are of interest to 42 students or 50.6%, this has also been done (Amalianita & Putri, 2019; Nurqamar et al., 2022). The second place was students' interest in the investigative personality type as many as 19 people or 22.9%, then the third place was students' interest in the conventional personality type as many as 13 people or 15.7%, the fourth place was students' interest in the conventional personality type as many as 13 people or 15.7%. %, fourth place students'

interest in the artistic personality type is 7 people or 8.4% and the last is the fifth student's interest in the social and entrepreneurial personality type is 2 people or 2.4%. Then based on table 3 above it can be seen that profile of student interests according to tribal or ethnic groups students in Baubau City have a level of student heterogeneity coming from several tribes and the largest are the Buton, Wakatobi, Lipu and Ciacia tribes with 52 people or 62.7% compared to the Bugis, Makassar tribes with 16 people or 19.3% and the Javanese and Balinese. as many as 15 people or around 18%.

Based on **Table 4** it can be seen that the average student interest according to ethnicity, gender of students towards the Buton, Wakatobi, Lipu, Ciacia ethnic groups is 2.08 with a total of 52 respondents, then the average student interest towards the Bugis-Makassar ethnic group is 2.25 with a total of 16 respondents and the average interest of Javanese and Balinese ethnic students was 2.00 with a total of 15 respondents. The number of respondents based on gender, namely for male students, the average was 1.92, with 37 people and the average for female students was 2.24, with a total of 83 respondents. Of the total interested students, there were 46 interested students and 37 students. Based on the bar diagram, the average student interest based on ethnicity, students in Baubau City are dominated by the Butonese tribe at 62%, then the Bugis Makassar tribe at 19.3% and the Javanese and Balinese at 18.1%, the rest being spread among other tribes.

It can be seen that many students in Baubau City are dominated by female students from the Buton, Wakatobi, Lipu and Ciacia tribes. Apart from that, the greatest interest was among 46 students, while the greatest interest was among 37 male students. person. In the results of the Anova test above, it is known that the two variables that influence students' interest in learning as independent variables are ethnicity and gender. From the results of Tests of *Between-Subjects Effects* obtained a significance level of 0.295 with an error rate of 0.015. This shows a very large influence on students' interests based on ethnic origin and gender differences.

Sociographically, students' career interests can be concluded that they are described by students' ability to determine job choices according to Holland (Roca, 2012). A description of students' career interests based on their choice of job type is as follows; Realistic, realistic jobs are of the highest interest to 50.6% of students, namely 42 students who are dominated by the Buton-Wakatobi - Lipu and Ciacia tribes. students have athletic or mechanical abilities, prefer working with objects, machines, tools, plants or animals and outdoor conditions. The realistic picture of students' interest in this type of work is also due to the location of where they live because they see and do more of this kind of work. The characteristics of students who are interested in work that is realistic in nature are straight, tend to be honest, have high self-control, independent, systematic, reliable, thrifty, persistent, adventurous, physically strong/athletic, humble, well coordinated, natural, common sense. or logical. Realistic student interests make everything work, with common sense and all skills even though they face physical challenges.

Some of the school majors that Baubau city high school students usually follow are Biology, Physics, Statistics, Architecture, Technology Engineering, Mechanical Engineering, Electrical and Computer Networks, Building Construction, Civil Engineering, Electronics Engineering, and other computer equipment specialists. Some suitable careers include Air Traffic Controller, Archaeologist, Cartographer, Pilot, Designer, Forestry, Art and Industrial Teacher, Architect, Mechanic, Geologist, Property Manager, and Consultant.

Students from the Bugis tribe of Makassar are interested in Investigative, a form of work that students are interested in, amounting to 22.9% or 19 people. The type of work students like to observe, study, investigate, analyze, evaluate, or solve problems. An overview of the

characteristics of students who are interested in investigations can be seen from the elements of kinship, the students' living conditions and their ethnic origin. Most come from the Bugis and Makassar tribes. Baubau city high school students have the nature of this job to be highly curious, analytical, scientific, observer, careful, independent, logical, inquisitive, wise, intellectual, complex, original, right on target, introspective, problem solving, broad-minded critical, rational, that is, lacking or inappropriate (Abbas et al., 2019; Conte et al., 2017). Student interests that can be part of the work are; agronomist, anesthesiologist, anthropologist, archaeologist, biochemist, geologist, dentist, economist, horticulturist, medical engineer, mathematician, doctor, psychologist, research analyst, statistician, surgeon, pharmacist, meteorologist and geographer .

For this type of artist work, mixed students are interested in it because of the unique talents of the good students from the Butonese, Javanese, Balinese and Bugis ethnic groups. It can be seen that students like to work in structured situations using imagination and creativity. Baubau city high school students who like art work are 8.4% or 7 people. The way these students are described as imaginative, innovative, unconventional, emotional, independent, expressive, original, introspective, impulsive, sensitive, complicated, idealistic, inappropriate, creative, free-spirited, intense, open. And what they value is beauty, beauty, creative expression, emotion, independence, intuition, change, artistic creativity. Some students' interests in the arts are art, art history, languages, humanities, music, philosophy, theater, dance, film/video. Some of the careers he will pursue are actor/actress, advertising artist, advertising manager, architect, art teacher, photographer, writer, music teacher, librarian, journalist and reporter.

The type of entrepreneurial and social work is of interest to 2.4% of students or 2 students who like to work with friends to provide enlightenment, provide information and help others. They describe themselves as friendly, helpful, idealistic, broad-minded, friendly, understanding, cooperative, forgiving, patient, kind, humanistic, caring, wise, generous, talkative, cheerful, warm. What students usually value in this life, in the form of communication, cooperation, consensus, relationships, community, personal growth, spirituality, trust, the welfare of others, feelings.

Potential student interests (Armstrong & Vogel, 2009; Fabio & Maree, 2014; Ibrahim & Kamsani, 2022) include art history, business administration, child development, psychology, counseling, nursing, sociologist, humanities, art, and several other jobs. Some careers that can be used are psychologist, medical assistant, librarian, real estate appraiser, director, therapist, NGO, family counselor, social worker, firefighter, and a number of jobs carried out socially in society. This type of entrepreneurial work is of interest or interest to 2.7% of students or as many as 3 students like working with other people to influence, persuade, lead or organize for organizational goals or economic gain. This type of work is preferred by tribes showing how to describe themselves that they are confident, assertive, persuasive, energetic, adventurous, popular and ambitious, spontaneous, optimistic, competitive, materialistic, energetic, aware of the status quo, willing to take risks, intelligent, friendly and tough. This job is what most ethnic groups, including the Wolio, Wakatobi, Muna, Javanese and Bugis tribes) have because it is built on valued interactions, in the form of influence on other people, status, leadership positions, power/authority, property, financial rewards, profit generation, excitement, and risk taking. Students' interests are usually administration of justice, business administration, child development, English, journalism, communication studies, and entrepreneurship. Some of the careers he can enter are advertising executive, sales representative, marketing, public representative, office manager, other social services.

Conventional types of work are of interest to 15.7% of students or 13 students who are interested in or working with data, have clerical or numerical skills, carry out tasks in detail or follow other people's instructions. Judge for yourself that peacocks are people who are accurate, tend to calculate, methodical, conscious, efficient, precise, practical, structured, polite, obedient, diligent, organized, orderly, careful, precise and controlled. What they value is precision or accuracy, regularity, precision, predictability, stability, reliability, security and organization. Student interests that can be entered are accounting, data processing, financial services, information systems, information support and services, legal aid, paralegal studies, law or lawyers, transportation, management technology. Some of the careers he can pursue include; Accountants, administrative assistants, budget analysts, editors, elementary school teachers, recording technicians, internal auditors and so on.

Several conclusions from the findings of students' career interests above always come up with two or more prominent types of work and then match each type with the social aspects in which to grow and develop to form a potential career (Armstrong & Vogel, 2009).

First and the most important thing is that students' interests are dominated by realistic personality types, secondly investigative, thirdly conventional, thirdly artistic, and fourthly social and twisted. This means that these conditions show that the choice of real conditions or work in the form of physical work is still very popular with some students in the future.

Second finding sociographically, student interest in the city of Baubau is still dominated by students from ethnic groups Buton, Wakatobi, Lipu da Ciacia as many as 52 people or 62.7% then from the Bugis tribe, Makassar as many as 16 people. community or 19.3% and finally from the Javanese and Balinese. as many as 15 people or around 18%. This means that the ethnic group that the students come from is still dominated by the original tribe, namely the Butonese tribe, plus the communities that still exist around Baubau, such as the Wakatobi tribe, the Lipu tribe and the Ciacia tribe, all of which still exist. part of the former Buton Sultanate territory and a fragment of Buton Regency.

Third finding based on the research results, it was found that on average there were more students interested in the Holand personality type, apart from the Buton, Wakatobi, Lipu and Ciacia tribes, than women in Baubau City. consist of 46 women and 37 men.

The final result In general, the description of the condition of students' career interests based on the sociology of high school students in the city of Baubau, Southeast Sulawesi is very significant, this can be seen from the significance value of $F = 0.295$ which is greater than Adjusted R Squared = 0.015, this shows that the majority of students have high career interests. both in terms of sociology of high school students in the city of Baubau.

This level of sociability predicts that the higher the ability to socialize with the surrounding environment, the greater the level of compatibility between individual characteristics and the type of work one is interested in, the better the socialization in the environment around the city of Baubau, the higher the potential for positive career-related outcomes, including satisfaction, persistence and achievement. Through other research, it was also found that students' ethnicity has a significant influence in determining personality conditions because the environment influences interactions and the emergence of values that have been part of their lives for a long time.

4. CONCLUSION

Based on the findings and research results above, it can be concluded that students' choice of career interests is very influential based on sociographic conditions. This can be seen from

the high choice of students in realistic types of work and investigative types and is proven by the results of significance tests which are greater than the average.

Students' choices of sociographic interests tend to be closely related to the places where they interact, establish kinship relationships and the various circumstances in which they are born and develop, especially in the activities of their ethnic origin. Other conditions also show that the research results show that students' interest in sociology is influenced by gender, where women are more dominant than men.

5. AUTHORS' NOTE

This research was carried out with the support and collaboration of students in the 2023 even semester of the Guidance and Counseling study program, Faculty of Teacher Training and Education, Muhammadiyah University of Buton. Thank you to all parties who have contributed to data processing from several sources and statistical analysis results.

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