

Research Article

Citation Information:

Purtina, A., Marhani, I. & Marsuki, N. (2023). Career Interests Mapping on Economics Education Students in Universitas Muhammadiyah Palangkaraya. *International Journal of Universal Education*, 2(1). 30-37. <https://doi.org/10.33084/ijue.v1i2.6601>

Received: September 2023

Revised: October 2023

Accepted: November 2023

Published: December 2023

ABSTRACT

The selection of economics education students in this research considers the suitability of the student's career interests aiming to align the graduates' learning outcomes with the study program wishes to achieve, both in the short and long term. Career interests mapping among students aims to determine the alignment of students' interests with the graduate profile achievement targets that the economics education study program wishes to achieve. This is useful as reflection material for study programs to create relevant curricula that will adequately prepare undergraduate graduates. The RMIB was used as the interest-measuring instrument in this research. Its widespread use in academic and professional contexts has demonstrated its efficacy in tracking trends in students' career interests. Based on the research's findings, the three highest-ranking jobs among respondents a total of 69 students are the subject of career information, which is the primary concern according to the RMIB assessment. Among all students, the three most popular professional paths were computational (18%), social services (16%), and clerical (16%). The three fields with the highest career interest rates among male students were found to be clerical (20%), computational (14%), and social service (11%). In contrast, the fields with the highest career interest rates among female students were computational (20%), social service (18%), and clerical (12%). According to the research's data, there is a correlation between the learning outcomes of graduates (CPL) from the economics education study program in the teaching and educational faculty at Muhammadiyah University of Palangkaraya for the 2023–2024 academic year and the career interests of program participants.

Keyword: Career, Interests, Mapping, Economics Education



© 2023 Arna Purtina, Isnaeni Marhani, Nurfitriani Marsuki. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

Corresponding Author:

Arna Purtina.

Economics Education Department, Universitas Muhammadiyah Palangkaraya, Milono RTA Road, Palangka Raya City, Central Kalimantan Province, Postal Code: 73111, Indonesia.

Email: arnapurtina@umpr.ac.id

INTRODUCTION

Career is an activity and experience that a person engages in, both in the academic and professional fields. A person can start pursuing a career without any age limit and is not limited by age and is influenced by a variety of factors, including gender, social standing, education, and economics. Toibin and Purnomo (2018) stated that career plays an important role in a person's life, especially for those who are employed since they will be more satisfied with their work if their employment aligns with their interests. *Interest is seen as special intrinsic motive that can improve* (Sari et al., 2019). Success in career achievement is influenced by the interest an individual has in pursuing his career. This interest can originate from within the individual or arise from personal or external matters, including experiences and education. According to Sefrina (2013) an individual's interest is the result of a cognitive process, affective and learning culminate in a desire to investigate a specific object or activity. The findings of a study conducted in 2019 by Nurbudiyani et al. support this, showing that teachers can increase students' enthusiasm for studying by giving them extra attention and rewards.

Interests need to be developed so that in the future people can pursue activities in areas of their interest. Individuals who work following their abilities and interests can eventually become capable of learning and performing at their best with great excitement. Ajayi et al. (2023) define career interest as the process through which individuals investigate, explore, and examine their interests prior to making a career decision. Regarding that, career interests according to

Holland (1997) should be an important predictor for individuals' performances, including occupational choice, organizational commitment, job performance, and satisfaction. By an individual understanding their career interests and choosing a career in this regard means that they are able to identify their strength and ability to pursue a vocation that complements their ability and supports it with morals and principles (Bartlett et al., 2015).

Career interests can be determined through measurements using certain measuring instruments, either in the form of standard tests or non-tests using questionnaires, checklists, and observation sheets. Hurlock (2017) states that measuring interest can be done using observation techniques, questionnaires, and interviews. Meanwhile, the Career Occupational Preference System (COPS), Self-Directed Search (SDS), Ramak Interest Inventory (RII), Strong Vocational Interest Blank (SVIB), Career Occupational Preference System (COPS), Ramak Interest Inventory (RII), Strong Interest Inventory (SII), Career Interest Inventory (CII), Gordon Occupational Checklist (GOC), Kuder Preference Record-Vocational (KPR-V), and Rothwell Miller Interest Blank (RMIB) are all considered standardized interest tests, according to Putri and Sucipto (2021).

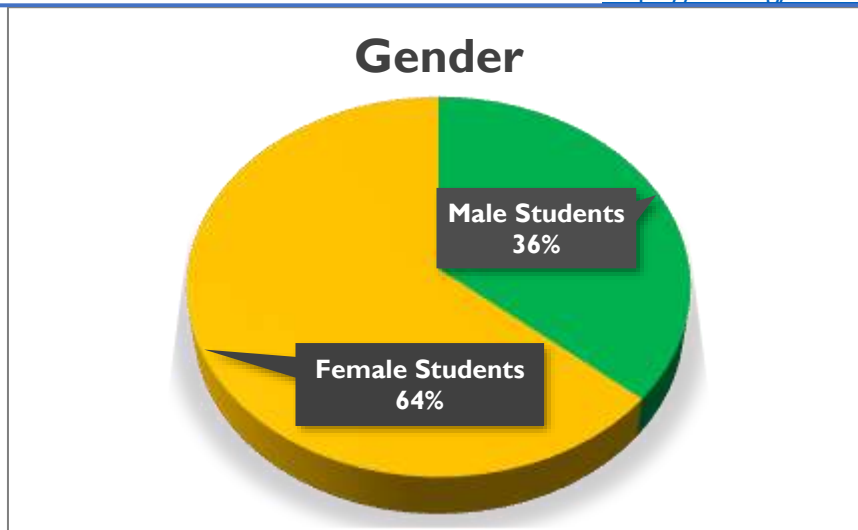
Lucy (2016) claims that RMIB has applications in both industry and education. For instance, it may be used to determine a person's placement in the workplace and to determine a student's major in high school and college. This exam was first created by Rothwell in 1947 using just nine categories drawn from already-existing sorts of work then Kenneth Miller later increased the number of categories to twelve in 1958 (Putri & Sucipto, 2021). The further explanation of the 12 RMIB categories according to Carless and Fallon (2002) is as follows: 1) outdoor, work related to outdoor activities for field activities, 2) mechanical, work that uses machines, mechanical equipment and additional equipment, 3) computational, work related to numbers and calculation operations (computing), 4) scientific, work related to analysis, investigation, research, and everything related to science, 5) personal contact, work related to humans, interpersonal relationships, discussions and relationships with many people, 6) aesthetic, work related to art, 7) literary, work related to books, reading, and all forms of literary activities, such as writing and book criticism, 8) musical, work related to music, starting from playing musical instruments, making music, and listening to music, 9) social service, work related to social life, community service, helping and encouraging the lives of fellow humans, 10) clerical, work related to routine tasks, which requires accuracy, systematicity, and also tends to be organized, 11) practical, practical work, requiring direct implementation of expertise and skills, and 12) medical, work related to care, healing and medical care. The use of the RMIB measuring tool in career interest mapping aims to help individuals in choosing the right career prospects for them while still considering their abilities and the educational program they are undertaking.

The choice of educational program plays a role in determining the career an individual will pursue. Students who choose an educational study program, especially in the field of economics, are expected to have harmony in their interests and show commitment to attending lectures. Muhammadiyah Palangkaraya University is a university that offers several program options, one of which is the Economics Education (EE) study program which is under the teaching and education faculty. The career a person chooses to follow is influenced by the school program they enroll in. When selecting an educational study program, particularly in the subject of economics, students are expected to demonstrate a commitment to attending lectures and to have interests that are in harmony. Muhammadiyah Palangkaraya University is a university that offers several program options, one of which is the Economics Education (EE) study program which is housed under the teaching and education faculty. This study program has several targets for Graduate Learning Achievements (CPL) of the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah Palangkaraya University, for the 2023/2024 academic year as follows: a) the profile of the main graduates to become teaching staff in the economic field who are superior, have character and technology-based professionals digital based on faith and piety, b) become a researcher and research assistant in the field of economics education, c) become an entrepreneur or business manager, and d) practitioners in financial or non-financial institutions in both state and private institutions.

The selection of students for the economics education study program in this research takes into account the suitability of the student's career interests with efforts to direct the learning outcomes of graduates. This helps to ensure that graduates' learning outcomes align with the program's long- and short-term goals. Students who have an interest in becoming educators should pay greater attention to achieving goals related to the teaching profession, in terms of education and teaching. In addition, it is anticipated that this research will give students more job information that aligns with the learning outcomes of study program graduates, allowing them to choose careers beyond just becoming entrepreneurs or economics educators.

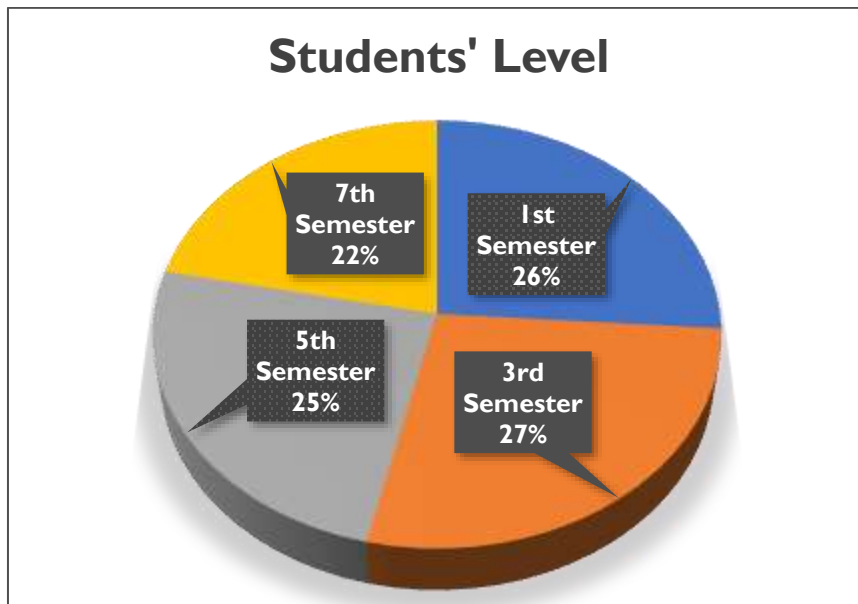
METHOD

Participants in this research involved 69 students from the economics education study program of the teaching and educational faculty at Muhammadiyah Palangkaraya University. The breakdown of students based on gender consists of 25 men and 44 women. Meanwhile, based on semester level, there are 18 people in semester I, 19 people in semester III, 17 people in semester V, and 15 people in semester VII. These details are presented in the following image



Picture 1. Distribution of Participants Based on Gender

Based on the picture above, it is known that the percentage of male students is 36% (25 people), while female students are 64% (44 people). Research participants from female students were more than the male students in number. The description of students' levels is presented below



Picture 2. Distribution of Participants Based on Semester Level

Based on the picture above, it is known that the percentage of students based on semester level consists of 26% (18 people) semester I, 27% (19 people) third semester, 25% (17 people) fifth semester, and 22% (15 people) semester VII. Most research participants came from semester III and the least were from semester VII.

The selection of students for the economics education study program takes into account the suitability of the student's career interests with efforts to direct the learning outcomes of graduates so that they are in line with the targets the study program wants to achieve, both in the short and long term. Apart from that, this research is also expected to provide additional career information for students that is in accordance with the learning achievements of study program graduates so that they are not only targeting becoming educators in the field of economics or entrepreneurs.

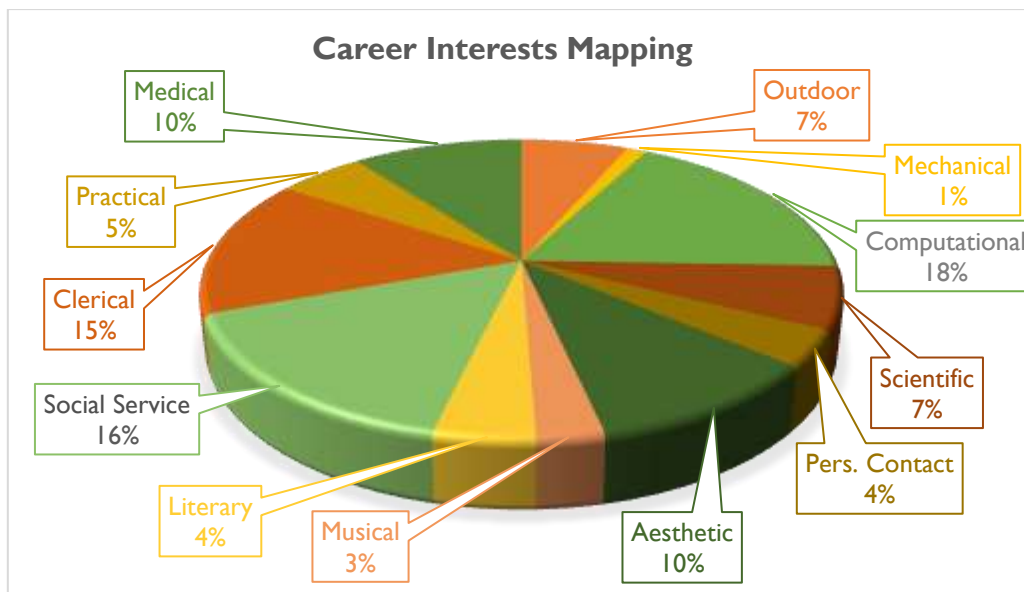
Data collection in this research used a quantitative approach with a test method, by administering RMIB (Miller et al., 1994) as a standardized interest measuring tool. This test consists of 12 types of categories that describe information about various fields of work. Due to gender differentiation in RMIB worksheets, students must first adjust to their assigned gender before beginning work. The data processing uses simple descriptive quantitative analysis which compares the suitability of career interests among students and students in the economics education study program at Muhammadiyah Palangkaraya University.

RESULTS AND DISCUSSION

Results

The purpose of mapping the student career interests is to identify trends in the kind of jobs that students are most likely to pursue. Compared to simply stated interests, which are typically not actual interests, interests revealed through interest standardized tests frequently show more representative interests (Nuráeni, 2012). Career-related interests are an expression of a person's life process, which is expressed in the form of education and work. Putri and Sucipto (2021) added that with a career interest, students will strengthen their careers by identifying, selecting, planning, and implementing the career goals that are available to them.

Mapping career interests using the RMIB test for students in the Economics Education study program produces variations in interests. By involving 69 students, 7% had an interest in fields of work related to outdoor activities, 1% were interested in mechanical activities, 18% in computational interests, 7% had scientific interests, 4% showed interest in the field of personal contact, 10% of people are interested in the aesthetic field, 3% of people are interested in the musical field, 4% in the literary field, 16% are interested in social services, 15% clerical, 5% are interested in the practical field, and 10% are interested in pursuing the medical field with the following details:



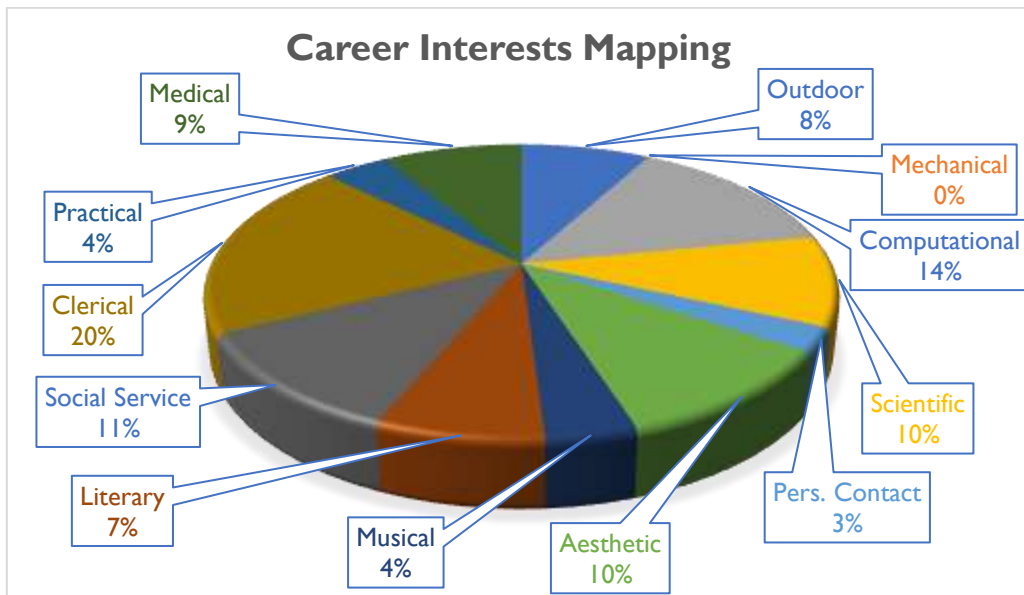
Picture 3. Career Interest Mapping in 69 Economics Education Students

According to the image above, students are most interested in pursuing careers in the computational field (18%), which includes jobs involving numbers and calculating procedures (computing). Social service (16%) is the second most popular profession choice, this category includes jobs involving community service, social life, and improving the lives of others. Clerical occupations, which typically involve repetitive duties requiring accuracy, methodicalness, and a tendency toward organization, rank third in terms of career interest (15%).

Students who show high interest in a career tend to apply various efforts to realize this interest. High career interests will make it easier for students to manage their careers, whereas students with low career interests will typically take longer to advance in their careers. Obtaining information on the three highest career interests of economics education students in the fields of computing, social services and clerical provides an overview of easier efforts in finalizing students' career choices in the future, considering that these three fields are related to services in the form of efforts to educate in computational science and require systematic and comprehensive knowledge.

Career Interests Mapping in Male Students

The discourse regarding the outcomes of career interest mapping was additionally assessed concerning the interests of male and female students to identify patterns of convergence or divergence in interests between the sexes. Regarding the career interest mapping conducted among 25 students enrolled in the economics education program, the following was determined: 8% were inclined towards outdoor work, 0% were interested in mechanical work, 14% were interested in computational work, 10% were interested in the scientific field, 3% were interested in the personal contact sector, 11% were interested in aesthetic work, 4% were interested in a musical profession, 7% were interested in literary work, and 11% were interested in economic work. The comprehensive data about the outcomes of the student vocation interest assessment has been appended below:

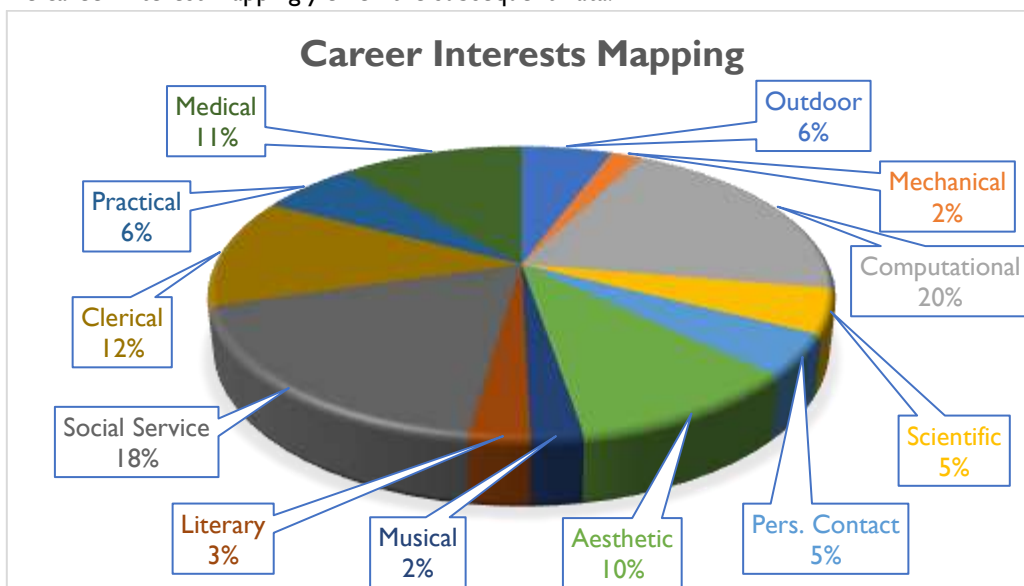


Picture 4. Career Interest Mapping in Economics Education Male Students

Based on the above picture male students are most interested in pursuing a clerical field profession (20%), which requires the ability to perform routine tasks requiring precision, systematicity, and a tendency toward organization. Professions in the clerical field include bank managers, company secretaries, insurance employees, archivists, goods and mail delivery officers, office workers, and postal employees. The computational field, which frequently involves numbers and calculation operations and is frequented by accountants, statisticians, auditors, income tax assessors, mathematics/economics instructors, bank tellers, paymasters, and clerks, garners the second-highest percentage of career interests (14%). Tax. Professions requiring the ability to provide social service, engage in community service, and interact with the community are ranked third in terms of interest (11%). These occupations include educational counseling experts, social welfare officers, teachers, scout organizers, youth club officials, and educational psychologists.

Career Interests Mapping in Female Students

This survey also included 44 students enrolled in the Economics Education program across different academic semesters. The career interest mapping yielded the subsequent data:



Picture 5. Career Interest Mapping in Economics Education Female Students

According to the picture above, the data reveals that among female students, 6% are inclined towards outdoor activities, 2% towards mechanical activities, 20% towards computational activities, 5% towards scientific activities, 5%

towards personal contact activities, 10% towards aesthetic activities, 2% towards musical activities, 3% towards literary activities, 18% towards social service activities, 12% towards clerical activities, 6% towards practical activities, and 11% towards the medical field.

Among female students, the most prominent career interest is in pursuing professions within the computational field (20%). These professions primarily involve working with numbers, such as accountants, salary clerks, auditors, calculating machine workers, science teachers, cashiers, bookkeeping experts, paymasters, and tax officers. The field of social service ranks second in terms of career interest, with a percentage of 18%. This field is closely associated with the well-being of society and involves professionals such as teacher, educational psychologist, school principal, religious preacher, red cross officer, club official, adolescent counsellor, occupational counselling expert, and social welfare officer. Simultaneously, the third most significant inclination towards occupations lies in fields that necessitate clerical skills (12%), such as meticulousness, methodicalness, and organizational proficiency in executing repetitive duties. Potential career options include personal secretary, typist, receptionist, shorthand writer, archivist, bank employee, office clerk, postal worker, and archive compiler.

Interest is intricately linked to an individual's internal motivation, which subsequently generates a want to engage or be actively involved in something that captivates them. Individuals who possess an inclination towards a particular thing are likely to experience feelings of happiness when engaged with said object, thereby exhibiting a heightened level of attentiveness (Putri & Sucipto, 2021). The professional interests discovered in economics education students serve to guide career objectives and gather information about the desired characteristics of graduates from the economics education program that the institution aims to cultivate throughout their time in college. Overall, the interests exhibited by all students, including both male and female students, demonstrate essentially similar patterns, but with varying degrees of intensity.

The individual expresses a keen interest in the computational field, specifically in areas such as accounting, salary management, auditing, statistics, taxation, banking, and teaching exact sciences (mathematics/economics). This aligns with the graduate profile of the economics education study program, which prepares individuals for careers as entrepreneurs, business managers, and professionals in financial and non-financial institutions, both in the public and private sectors. There is a desire to pursue a career in the social service sector, which involves supporting and improving the lives of others. This career path aligns with the profiles of graduates from the economics education study program, who can potentially pursue careers as teachers, school principals, educational psychologists, officers, or social welfare counselors. The primary objective of the graduates is to become highly skilled instructors in the field of economics, with exceptional qualities, strong moral character, and professional expertise, with a focus on utilizing digital technologies and adhering to principles of faith and piety. This initiative aims to enhance students' focus on comprehending and acquiring knowledge about the teaching profession, particularly in the field of numerical sciences, such as economics. It seeks to achieve this by promoting digital literacy and emphasizing the importance of adhering to religious principles in all teaching endeavors. On the other hand, pursuing a career in the clerical profession necessitates the ability to persistently carry out repetitive duties that demand meticulousness, precision, and methodical labor. This career path offers prospects such as managerial positions, employment in banks, secretarial roles, typing jobs, and archival work. This interest aligns with the profile of a researcher or research assistant in the field of economics (education) as well as a practitioner in financial or non-financial institutions. These professions demand precision in work to minimize errors in tasks and responsibilities.

Discussion

The career interest assessment of 69 economics students provides information regarding the order of career interests for all students as well as a comparison of career interests between male and female students. Based on tracking career interests, the tendency for the three highest interests among all students is in the same order as career interests among female students, although with different percentage sizes. Meanwhile, male students are known to have the same three highest career interests even though found variations in terms of order. Since more female students are participating in research than male students, this is estimated. Therefore, to reduce the tendency that data may predominate based on the gender of the majority, it is advised that future researchers include individuals with the same composition. In addition, comparable studies can be developed to see whether students' career objectives coincide with the university's intended vision and mission by involving all students in teaching faculties and up to the university level.

CONCLUSION

Mapping career interests among students aims to determine the alignment of students' interests with the graduate profile achievement targets that the economics education study program wishes to achieve. This can be used as a beneficial source of reflection for study plans that aim to create suitable curricula for graduating undergraduate students. RMIB as an interest measurement tool has been proven to be able to track career interest trends in students since this tool is also often and extensively utilized in educational and industrial contexts. Based on the RMIB assessment, career information that is most concerning focuses on the top three vocations for respondents, which includes 69 students. The three highest career interests among all students were in the fields of computing (18%), social services (16), and clerical (16). Among the male students, the three highest career interests were found to be in the field of clerical (20%), computational (14%), and social service (11%), while among female students it was in the field of computational (20%), social service (18%), and clerical (12%). The research findings indicate that there is a positive correlation between career interests of students in the economics education study program and the learning outcomes of graduates (CPL) of the economics education study program, teaching faculty and education sciences, Muhammadiyah Palangkaraya University, academic year 2023/2024.

ACKNOWLEDGMENTS

We would like to express our gratitude to the Deanship of Faculty of Teaching and Education who permitted us to research on the students. Apart from that, we would also like to thank to participants of this research for their response and cooperation along this research. We do not forget to express our thanks to the Faculty of Teaching and Education at the Muhammadiyah Palangkaraya University for facilitating the publication of this manuscript.

REFERENCES

- Ajayi, O. B, Moosa, M., & Aloka, P. J. O. (2023). Relationship between career interest and career decision-making of grade 12 learners in township secondary schools in south africa. *Athens Journal of Education*, 10(2), 307-322.
- Bartlett, C., MCilveen, P., & Perera, H. (2015). A short form of career interest test. *Journal of Career Assessment*, 5(3), 25-40.
- Carless, S. A., & Fallon, B. (2002). The relationship between Rothwell-miller interest categories and abilities. *Australian Journal of Career Development*, 11(1), 27-31.
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.
- Hurlock, E. B. (2017). *Psikologi perkembangan suatu pendekatan sepanjang rentang kehidupan* (Ed. 5). Jakarta: Erlangga.
- Lucy, B. (2016). *Panduan praktis tes minat & bakat anak*. Jakarta: Penerbit Plus⁺.
- Miller, K. M., Tyler, B., & Rothwell, J. W. (1994). *Rothwell-miller interest blank manual* (Revised australian edition). London: Miller & Tyler.
- Nuráni. (2012). *Tes psikologi: Tes inteligensi dan tes bakat*. Yogyakarta: UM Purwokerto Press.
- Nurbudiyani, I, Suyati, E. S., & Purtina, A. (2019). Strategi mengembangkan minat peserta didik dalam pelajaran akuntansi di sma Muhammadiyah palangkaraya. *Jurnal Pendidikan Ekonomi*, 5(1), 8-12.
- Putri, R. M. & Sucipto, S. D. (2021). *Buku ajar asesmen tes dalam bimbingan dan konseling*. Palembang: Bening Media Publishing.
- Sari, Kumala, E, Martika, & Tias. (2019). Interest in the social service work field of special education students. *Journal of Psychology and Instruction*, 3(2), 51-57.
- Sefrina, A. (2013). *Deteksi minat bakat anak: Optimalkan 10 kecerdasan pada anak*. Yogyakarta: Media Pressindo.
- Setiaji, K. (2015). Pilihan karir mengajar mahasiswa pendidikan ekonomi (kajian motivasi karir mengajar, career self efficacy, status sosial ekonomi, minat menjadi guru terhadap prestasi akademik). *Dinamika Pendidikan Unnes*, 10(2), 196-211.
- Toibin, T. A. A., & Purnomo, A. (2018). Sistem pakar pengembangan skala minat karir mahasiswa dengan inferensi fuzzy tsukamoto. *Seminar Multimedia & Artificial Intelligence*, 1, 156–162.

Information about the authors

Arna Purtina – Economics Teaching Department, Universitas Muhammadiyah Palangkaraya, ORCID 0000-0002-8434-6353; Palangka Raya, Indonesia. E-mail: arnapurtina@umpr.ac.id

Isnaeni Marhani – Elementary Teacher Education Department, Universitas Muhammadiyah Palangkaraya, ORCID 0000-0003-3820-6250; Palangka Raya, Indonesia. E-mail: isnaenimarhani@umpr.ac.id

Nurfitriani Marsuki – Experimental Psychology Department, Utrecht University, ORCID 0009-0001-2544-5837; Utrecht, Netherlands. E-mail: n.nurfitriani@students.uu.nl