



Relationship Between Career Aspirations and *School Well-Being* In Students Reviewed Based on Gender

**Ela Mariani¹, Muhammad Rizky Mujib Faraby², Asma Lalu Supardi³,
Nurul Bayani⁴, Sulma Mafirja⁵**

^{1,2,3,4,5} UIN Ar-Raniry Banda Aceh, Indonesia

ela60861@gmail.com

Abstract

This research aims to find the relationship between Career Aspirations and School Well-Being in students in terms of gender. This research method uses quantitative correlational. The sample in this study was 200 students selected using purposive sampling technique. Data collection was carried out using 2 questionnaires, namely Career Aspirations and School Well-Being. The data analysis technique uses Moderated Regression Analysis with the help of SPSS version 22. The results of testing Career Aspirations on School Well-Being obtained a calculated T value of 3.63 with a significance of <0.05, so it was declared a Positive correlation. Testing the Gender Career Aspiration variable on School Well-Being obtained a calculated T value of 1.91 with a significance of >0.05, so it was declared Not Correlated. This shows that individuals who have high Career Aspiration abilities tend to have a good level of School Well-Being and are more capable of making the right career decisions.

Keywords: *Career Aspirations, School Well-Being, Student awareness in terms of gender.*

Introduction

Education is crucial for society, the nation, and individuals. Furthermore, Yusuf and Nurihsan stated that education is crucial for career advancement. Through education, individuals hope to realize their dreams and live a meaningful life for themselves and others.¹ Education in schools is not only aimed at developing competitive individuals and bridging their path to success. Given the various conditions prevailing in today's society, it is crucial for them to prepare students for higher education. When it comes to children's careers and the development of career paths for children and adolescents, scientific studies must be considered. According to Hurlock, selecting and preparing for a job or career is a crucial developmental task in adolescence, because a person's career or work determines many aspects of life.²

Yusuf stated that career encompasses pre-occupation, occupation, and post-occupation. High school students in the pre-occupation stage or preparation for higher education must experience significant development, particularly in the development of their career direction. Individual development includes the development of career direction, where individuals must be able to achieve their best level of development. Ideally, individuals should be able to handle all the tasks and demands that exist in their lives.³

One step in career development is career aspirations. Education is one of the most important human needs for improving well-being.⁴ It is hoped that humans will acquire the attitudes, knowledge, and skills that are essential for solving problems. Article 20 of Law No. 20 of 2003 concerning the National Education System states that "Learning is a process of interaction between students, educators, and learning resources in a learning environment." This is stated in Chapter 1 of the law. Therefore, the learning environment must be enjoyable for students so they can enjoy the lessons and not be pressured to leave school with good results.

¹ Yusuf and Nurihsan (2014)

² Usman & khotimah 2015

³ Yusuf (2014)

⁴ Hamka 2015

Schools are also expected to be places where students develop, especially in terms of intellectual and psychological development.⁵ One of the responsibilities of schools is to educate students appropriately for their age. School is not just a place for learning; it is also a place where students spend a significant amount of time participating in various activities and interacting with other students, teachers, and school staff. Because the family is the first and primary place of education, schools are also secondary educational settings for everyone. Schools are also social settings where adolescents' social development can occur. Furthermore, schools serve as a medium for shaping students' personalities.⁶ In Indonesia, there are various models of educational institutions, including general educational institutions and religious educational institutions; one of which is the Islamic boarding school (*pesantren*), which is the oldest and oldest religious-based educational institution in the country that functions as a place for Islamic education and the dissemination of the Islamic religion.⁷ Konu and Rimpelä's research suggests that school well-being can be used to determine how to improve student well-being in schools. This can have a positive impact on how students perceive their school environment.⁸

School well-being is also important to understand because it can be used as an evaluation tool to determine students' level of satisfaction with school life, efforts to improve student achievement, and how student learning outcomes are affected. According to Noble, Mc Grath, Wyatt, Carbines, and Robb, a high sense of student well-being is associated with increased academic achievement, school attendance, prosocial behavior, school safety, and mental health.⁹ This shows that improving student well-being is crucial for schools. Many factors influence school health, including social factors, such as relationships and social roles.

⁵ Azizah, 2015

⁶ Tian in Khatimah, 2015

⁷ Usman, 2012

⁸ Subject of Rimpelä (2002)

⁹ Noble, McGrath, Wyatt, Carbines, dan Robb (2008)

People who engage in more social relationships and have positive social roles report higher levels of life satisfaction. Furthermore, social roles in an individual's neighborhood can improve health and reduce stress.¹⁰ Rahayu's 1999 study showed that the career aspirations of adolescent boys and girls did not differ, and Peter A. Creed, Oi Yin Wong, and Michelle Hood's 2009 study supported previous findings that there were no significant and complex differences between the career aspirations of adolescent boys and girls. Nailil Faridah's 2014 study also found a significant positive relationship between vocational maturity and career aspirations. Furthermore, Elok Zakiyatus Sifah's 2015 study found that self-efficacy had a positive impact on one's career aspirations.

Interviews conducted by researchers with several guidance counselors indicate that student well-being results from students having high goals and expectations, which encourage them to participate in education and school activities. Students will then feel safe, comfortable, and at peace if the school is well-equipped and has adequate learning facilities. This will increase students' enthusiasm for learning. Furthermore, parents, friends, and teachers who teach at school encourage students to study at school. Konu and Rimpelä first defined student well-being as a state in which individuals can meet needs related to school conditions (having), social relationships (loving), self-fulfillment (being), and health status (health).¹¹

Students with high levels of well-being, high levels of school engagement, and low levels of rule-breaking behavior all contribute to improved student achievement. Furthermore, schools consider school well-being to be the provision of everything that makes students feel happy and well while at school.¹² Konu and Rimpela stated that the following factors shape students' assessments of schools: school facilities, opportunities provided by the school, services provided by the school, and the number of students.¹³ Poor student reaction patterns, such as stress, boredom, alienation, and loneliness, can result

¹⁰ Keyes & Waterman in Bornstein, et al., 2008

¹¹ Subject of Rimpelä (2002)

¹² Nidianti and Desiningrum, 2015

¹³ Konu and Rimpela (2002)

from an unpleasant, stressful, and boring school environment. These conditions will impact how students view their school. Therefore, student well-being can be measured by examining the state of their school and the role it plays in their learning process. Positive and humanistic psychology use the term "well-being" extensively.

According to Weisner (1998), personal functioning is a multifunctional achievement—physical, cognitive, and socioemotional.¹⁴ With the desired integration, a person can function well in their environment, meet social relationship needs, and effectively address psychosocial issues. Healthy students feel happy and well-off during class and can make positive contributions to the school and the wider community. Therefore, implementing well-being in schools is crucial.¹⁵ Means states that a person's career aspirations are influenced by various factors, including a person's economic capacity, family background, parental expectations, age, policies, and sports taught to students in schools.¹⁶ This is due to the fact that everyone's career choices are different, including in terms of choosing the future.

A study by Yasrial Candra and Septya Suarja found that women are more likely to work and choose further education in teaching and health fields, while men are more likely to work and choose further education in engineering or technology-related fields.¹⁷ Male students believe that jobs such as teaching and healthcare are suitable for women, but women dislike working in male-dominated fields, such as technology and automation. According to expert opinion and facts, gender is one of the factors that influence one's career goals. When viewed from the perspective of men and women, gender issues are very helpful in achieving career goals. Researchers were asked to conduct a study on "Students' Career Aspiration Levels in Terms of Gender." This study was conducted in three schools, with a balance of female and male respondents. The results show that in today's era, known as Gen Z, determining a career is not difficult because their career aspirations will not be confusing.

¹⁴ Weisner (1998)

¹⁵ Konu and Rimpela, 2006

¹⁶ Means (2019)

¹⁷ Yasrial Candra and Septya Suarja (2017)

Based on Allart. Allardt's welfare theory, welfare schools were developed by Konu and Rimpela. According to this theory, welfare is a state that allows a person to fulfill their basic needs, both material and non-material. School welfare also consists of several dimensions, namely (a) having, namely dimensions related to knowledge and skills. Konu and Rimpela stated that a quality school environment is a healthy environment that considers the social relationships that occur within it, student self-development, and health.¹⁸Teacher confidence has a significant impact on student learning and the quality of school life.¹⁹When students feel that teachers support them, this will increase students' attachment to school.²⁰Education should be a primary function, and every school should be designed to maximize the growth of both educators and students. Positive behaviors correlated with student academic achievement, good interpersonal relationships, and the absence of behavioral problems, such as declining performance, class absences, lack of prosocial behavior, and mental health issues, are typically signs of student well-being. School well-being is a concept that can be used to create a comfortable and positive atmosphere.

Previous studies have shown that support provided by friends and educators has a significant correlation with school health in middle adolescents.²¹According to this study, one of the most significant predictors of student well-being in school is teacher support. Lee also conducted research on the relationship between student and teacher trust and school success in Korean students. The results showed a positive correlation between student and teacher trust and school success.²²Additionally, Romero investigated beliefs, behavior, and high school outcomes. Research has shown that beliefs significantly influence student achievement and behavior. Based on the background, the aim of this study is to emphasize the relationship between career aspirations and school health in students viewed from gender.

¹⁸ Konu and Rimpela (2002)

¹⁹ Maele & Houtte, 2010

²⁰ Hallinan dalam Maele & Houtte, 2010

²¹ Tian, Liu, Huang, & Huebner, 2012

²² Lee, 2007

Research Methods

This research uses a quantitative correlational method, where many numbers are used to calculate the correlation between field data from research sources.²³He stated that quantitative research is a type of research that uses statistics to measure the relationship between two or more variables. According to Azwar, correlational research aims to determine the extent of the correlation between changes in one or more variables.²⁴

This study involved 200 students at SDN 3 PANCOR, with a sample size of 66 students. Creswell stated that purposive sampling is a sampling method used to meet the main standards of research.²⁵Data collection was conducted using two school health questionnaires, which were structured based on school health aspects and consisted of 30 items. The validity results of the school health items ranged between 0.3 and 0.85; if the validity results were greater than 0.3, the questionnaire was declared valid; and the reliability results of the school health questionnaires ranged between 0.75 and 0.6. The school health questionnaires were declared to have high reliability.

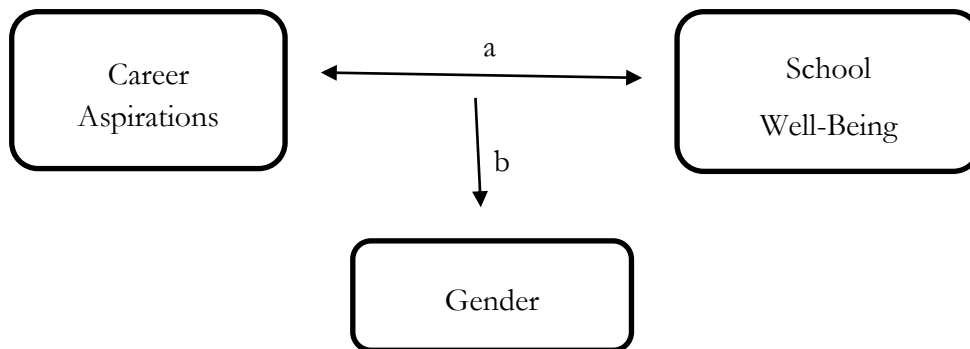
The career aspiration questionnaire consists of 29 items and is structured based on career aspiration aspects. The item validity results range between 0.3 and 1.00; if the result is more than 0.3, the questionnaire is declared valid; and the career aspiration questionnaire reliability results are 0.75; if the result is more than 0.6, the questionnaire is declared to have high validity and reliability concepts, which makes it an objective.

The design of this research can be described as follows: Data analysis used in this research was carried out using SPSS version 22 moderated regression analysis.

²³ Creswell (2014)

²⁴ Azwar (2010)

²⁵ Creswell (2014)



Results and Discussion

This study was conducted with the aim of evaluating the relationship between students' career aspirations and their academic performance based on gender. Tables 1 and 2 show the use of moderated regression analysis tests in this study.

Table 1. Partial Test Results (t-Test)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	33.494	7.968		4.204	.000
Career Aspiration	.447	.123	.453	3.636	.001
Gender	.082	.043	.239	1.917	.060

a. Dependent Variable: *schoolwellbeing*

According to table 1, the results of testing the gender variable on the relationship between career aspirations and school welfare show a positive correlation, with a calculated t value of 3.63 and a significance of >0.05.

Table 2 results of the coefficient of determination (R) test

<i>Model Summary</i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630 ^a	.397	.378	14.11315
a. Predictors: (Constant), <i>career aspirations</i>				

Based on Table 2 of the Model Summary results, it is known that the R value = 0.63, or 63% contribution of the relationship between career aspirations and school well-being in students viewed by gender. External variables outside the study affect 37% of students. In the study conducted on the relationship between career aspirations and school well-being in students based on gender, many important findings need to be discussed. In individual development, especially in adolescence, career aspirations and school well-being (school well-being) are two interrelated components. Most studies on differences between boys and girls in career aspiration levels indicate that boys are superior. Therefore, the results of this study seem to support Pandia's statement expressed in his 2018 study that examined the status of ego identity, career orientation, and career aspirations of adolescent girls. He stated that, although cultural factors in Indonesia, especially those emphasizing gender roles, do not encourage high career and educational aspirations for women, the results of his study showed that the research subjects had a desire to hold leadership positions

in their chosen fields of work. In other words, women have good career aspirations.

According to her, this may be due to internal factors, where the growth of ego identity has been able to overcome various problems that hinder women's development. According to Lerdpornkulrat, several factors that influence students' school achievement and career aspirations include peers, school and classroom environment, parents, social values, students' socioeconomic status, academic experience, and teachers. The results of this study also confirm various theories and previous research findings that state that many factors can influence individual career aspirations. According to Jigmi Dorji, a quote using footnote, a person's career aspiration orientation is influenced by many things, including economic status, family background, gender, parental expectations, and age.²⁶ School policies and support provided to students can also influence career aspirations. Therefore, it can be concluded that, on the one hand, female students tend to have lower career aspirations when they are positioned or gain significant influence; however, this is not very significant, and there are other factors that contribute to female students having higher career aspirations. According to Rahayu, the results of the study showed that female students excelled in almost all career aspiration metrics, except for career ambition.²⁷

As previously mentioned, according to Januoskova and Smidova's interpretation in Zuwana, boys will combine their desires with masculine professions characterized by high prestige. Therefore, it is understandable that male students are more dominant or tend to have a career perspective that focuses more on the most prestigious jobs, positions, or titles.

The results indicate that various efforts are needed to improve the career aspirations of students in rural areas and to maintain and enhance the career aspirations of students in urban areas. One way to achieve this is through career guidance in schools. This way, it is hoped that every student, both boys and girls, has equal opportunities and expectations to develop their careers optimally.

²⁶ Jigmi Dorji (2019)

²⁷ Grace (2018)

Conclusion

This study provides important insights into the relationship between career aspirations and school well-being in students by gender. The results indicate that career aspirations are influenced by internal motivation as well as external factors such as support, environment, and interpersonal relationships. Parents, other stakeholders, and schools can work together to address this issue by better understanding its dynamics. Therefore, every student, both male and female, can develop their teshauk potential to achieve their career aspirations. Concurrent research is needed to further explore the factors influencing the relationship, such as economic factors and the role of technology in shaping career aspirations. A comprehensive approach is expected to further improve students' educational outcomes and career planning.

References

- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. *Springer Science & Business Media*.
- Anindita, M. W., Diani, N., & Hafifah, I. (2019). The relationship between self-efficacy and compliance in doing physical exercise in patients with type 2 diabetes mellitus. *Nusantara Medical Science Journal*, 19-24.
- Agung, I. M. (2016). SPSS applications for psychological research.
- Ahmad, J. N. (2010). The Use of School Well-Being in International Standard Senior High Schools (SMA) as a Barometer for School Evaluation. *UI Journal for the Nation Social and Humanities Series*, 1, 102-103.
- Alpian, Y., Anggraeni, S. W., Wiharti, U., & Soleha, N. M. (2019). The importance of education for humans. *Journal of devotion*, 1(1), 66-72.
- Anjani, A. S., Dahlan, S., & Mayasari, S. (2019). The Relationship between Education Level and Parental Income Level on Aspirations to Continue Studies. *ALIBKIN (Journal of Guidance and Counseling)*, 7(2).
- Azizah, A., & Hidayati, F. (2015). Social adjustment and school well-being: a study of Islamic boarding school students attending Mbi Amanatul Ummah Pacet Mojokerto. *Empathy Journal*, 4(4), 84-89.

- Carolyn, B. T. (2005). An Exploratory Study of a Career Counselling Intervention With 'At-Risk Youth'. *Disertation. Newfondland: University of Newfondland*.
- Muhammad, D. (2007). Educational Psychology. *Jakarta: Rineka Cipta*.
- Putra, Y. S. (2017). Theoretical review: Theory of generational differences. *Among Makarti*, 9(2).
- Uka, A. (2015). Students' educational and occupational aspirations predicted by parents' and adolescents' characteristics. *European Journal of Social Science Education and Research*, 2(2), 56-67.
- Azizah, A., & Hidayati, F. (2015). Social adjustment and school well-being: a study of Islamic boarding school students attending Mbi Amanatul Ummah Pacet Mojokerto. *Empathy Journal*, 4(4), 84-89.
- Ahmad, J. N. (2010). The Use of School Well-Being in International Standard Senior High Schools (SMA) as a Barometer for School Evaluation. *UI Journal for the Nation Social and Humanities Series*, 1, 102-103.
- Agung, I. M. (2016). SPSS applications for psychological research