

Career readiness among low-income Muslim students

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ABSTRACT

This study investigated the context of career readiness for Muslim students from low-income families and its' correlation among thinking styles and self-efficacy. There were 302 participants consisted of 85 males (28%) and 217 females (78%) with an average age of 20.03 years. The analysis results showed no significant correlation between students' thinking styles based on age and place of residence. However, the difference in age correlated to students thinking styles. There was also a correlation between gender and age toward students' self-efficacy with social persuasion. The analysis showed a significant positive correlation between career readiness and the legislative, liberal, hierarchical, global, executive, local, anarchic, oligarchic, and internal conservative, oligopoly, and internal. Furthermore, significant positive correlation between self-efficacy and career readiness. The higher the students' career readiness will be the higher their self-efficacy mastery experience. The findings further confirmed the significance of different thinking styles, self-efficacy, and the context of career readiness for Muslim students from low-income families.

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1. INTRODUCTION

Indonesia is the most influential Muslim nation globally [1], [2]. However, the phenomenon of Muslim students in Indonesia shows that many of them spend their time in things that are not useful for themselves. They even do things that can damage themselves and their future, especially those born from low-income families [3], [4]. They should have been able to plan and prepare for a better future for a career. However, many have not reached career maturity well [5]–[8].

Career issues felt by Muslim students include having less understanding of how to choose studies that match the abilities and interests, having no information about sufficient work, still being confused to choose jobs, still being less able to choose jobs that fit their abilities and interests. They feel anxious to get jobs after graduating, not having a choice of colleges or continuation of specific education. Hence, they do not participate the job fair after graduation, and have no picture of the characteristics, requirements, capabilities, and skills needed in work, as well as work prospects for the future of their career [9], [10].

Complaints from students often arise because they always think about their future, work, and education. In this regard, the decision-making process is influenced by knowledge, self-concept, information about the environment, and responsibility for his decisions. One aspect of self-concept is self-efficacy and thinking style [11]–[14]. Self-efficacy is interpreted as a person's belief in the ability (physical or psychological) possessed to overcome the problems faced concerning improving the quality of their

life [15]–[17]. Self-efficacy is harmonious to succeed and be successful. At the same time, the thinking style is a person's ability to cultivate the mind in developing their potential [18], [19].

Low-income Muslim students' career readiness has not been created, nurtured, and developed adequately in Indonesian society. So, to get a career, students have not prepared themselves as well as possible and plan a promising future [20]–[23]. Students are a very related period of determining life in the future which is a search for self-identity and planning in career selection that is in line with expectations [22], [24], [25]. Thus, in determining career readiness, a student must first determine the stabilization of self-efficacy in recognizing interest and knowing the talents that are owned by the thinking style.

Research on self-efficacy has been widely carried out, among others [13], [16], [26]–[28]. The results describe a lot that self-efficacy is an essential factor for the maturity and readiness of a student in determining their future career. In self-efficacy, a student directs the students' ability to mobilize the source of his knowledge and thought to make a decision [27]–[31]. Someone is thinking styles play an essential role in various aspects of development, with some becoming more adaptive and conducive to positive developments from others. In addition, the thinking style can be forged. Therefore, it is valuable to explore how the thinking style with self-efficacy is associated with a career [12], [32]–[34].

Studies on career readiness, where non-academic factors are considered as factors, are not necessarily measured by career readiness indicators [35]. The implications are aimed at schools considering thinking assessment as part of career planning within a data-driven decision-making framework to provide all students with equal access and support in terms of career readiness. Fan explained no significant relationship between thinking style and self-efficacy in career decision-making [13]. In contrast to previous research, the researchers tried to determine the correlation between thinking styles and self-efficacy in career decision making and to find out which thinking style was the most dominant in that the findings contributed to the student's career readiness in higher education.

Based on the literature review and some earlier research, there are gaps in variable career readiness influenced directly by the thinking styles and self-efficacy. Specifically, to those investigated in the student Muslim based on the demographics of students (gender, age, residence) come from low-income families. The results of this study contribute to student in determining career readiness from aspects of thinking style and self-efficacy.

2. RESEARCH METHOD

This was a quantitative study with cross-sectional design. It obtained a description of the thinking style, and self-efficacy variables, as well as to see the pattern of their relationship with career readiness among Muslim students from low-income families. In this study, all respondents are first asked to fill out a voluntary online Google Form, and all information obtained will be kept confidential and used only for research purposes. Participants were directed to complete a questionnaire consisting of three variables and a demographic sheet about gender, age, family status, religion, area of origin, employment status, and parental income.

2.1. Participants

This study involved 302 students consisting of 85 men (28%) and 217 women (78%), in the age of 17-21 years. They were selected through simple random sampling technique by inviting randomly students in Lampung Province employed Google Form Online Questionnaire facility. Students examined are Muslims who have worked or are living with parents with low-income criteria with parents' income below the Lampung Provincial Minimum Wage standard of IDR 2,431,001 (Governor's Decree Lampung Number: G/483/V.08/HK/2020) [36].

2.2. Instruments

Instruments used in the form of a questionnaire contain demographic participants. It includes gender (male and female), age (17, 18, 19, 20, and 21 years), religion (Islam and non-Islam), family status (how many brothers and sisters) work status (already working or participating in the elderly) and the amount of parents' income in IDR currency (less than 1 million, between 1-1.5 million, >1.5-2.4 million and >2.4 million). The questionnaire was given using the Likert scale (SS: Strongly agree to be given a score of 5; S: Agree to be given a score of 4; RG: hesitantly given a score of 3; KS: Less agree to be given a score of 2; and TS: disagree given the score 1).

The thinking style questionnaire is prepared based on indicators that include several parts, namely: legislative, liberal, hierarchical, global, judicial, executive, conservative, monarchic, local, anarchic, oligarchic, internal and external [12], [37]. The self-efficacy questionnaire refers to the indicators compiled by Bandura, including Mastery experiences; Social modeling (vicarious experience); Social persuasion; and

Physical and emotional condition. More inclusive questions are adapted to the conditions of Muslim students who come from low-income families, including interests, skills, or talents) [38]. The number of questionnaires can be explained as: i) Thinking style questionnaire (33 items) modified by Sriwarsiti [39]. The questionnaire was reliable, with a Cronbach's alpha is higher than 0.70; ii) Self-efficacy questionnaire (14 items) modified by Kurniawati [40]. The self-efficacy questionnaire contains 14 statement items with three invalid items, so it is 11 statements for final use. The questionnaire is indeed reliable, with a Cronbach's alpha is 0.776; iii) The career readiness questionnaire (10 items) [40]. The career readiness questionnaire contains ten statements with one invalid item, so nine are used. The questionnaire was reliable, with a Cronbach's alpha is 0.798.

2.3. Data analysis

The data were analyzed with SPSS 16. The descriptive analysis presented the sample characteristics, specifically sociodemographic factors, gender, age, and residence. The data analysis technique employed path analysis to estimate the causal relationship between variables in direct and indirect paths.

3. RESULTS AND DISCUSSION

The average age of respondents this study is 20.03 years. Hence, the youngest age is 17 while the oldest age of 21 years. Most low-income Islamic students are women (78%), mostly do not work, and parent's dependents (87.74%). They live mostly in the sub-urban area (93.05%), unfortunately least of parents who earn more than IDR 1.5 to 2.4 million (9.93%). Table 1 presents the demographical information of respondent.

Table 2 shows that there is no significant relationship between thinking styles with gender and residence. The table reveals that the thinking style is related to the age of students. However, there is a significant relationship between self-efficacy with gender and age but not related to the student life residence.

Table 1. Demographical information of respondent

Characteristics		Mean	SD
Age		20.03	1.00
Gender	Male	85	28
	Female	217	72
Profession	Work	31	22.26
	Parent's dependents	271	87.74
Live	Sub-urban	281	93.05
	Urban	21	6.95
Income	< 1 million	152	50.33
	1-1.5 million	120	39.74
	> 1.5-2.4 million	30	9.93

Table 2. The relationship between youth characteristics based on gender, age, place of residence, thinking style, and self-efficacy

Correlation between variables		Characteristics of students		
		Gender	Age	Points live
Thinking style	Legislative	-.018	-.071	.005
	Liberal	.100	-.109	-.021
	Hierarchical	.074	-.093	-.054
	Global	.023	-.037	.020
	Judicial	.072	-.093	-.029
	Executive	.029	-.095	-.051
	Conservative	.044	-.081	.010
	Monarchic	.039	-.106	.058
	Local	.044	-.129 *	-.033
	Anarchic	.092	-.068	.022
	Oligarchic	.079	-.168 **	.081
	Internal	.019	-.053	-.030
	External	.109	-.118 *	.000
	Mastery experience	.064	-.076	.071
Self-efficacy type	Vicarious experience	.066	-.102	-.021
	Social persuasion	.129 *	-.151 **	.035
	Physical and emotional condition	.093	-.052	.039

**Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed).

Table 3 describes a significant correlation between thinking style and self-efficacy (.569**), thinking style and career readiness (.427**), as well as self-efficacy and career readiness (.542**). Hence, Table 4 shows that there is a significant positive correlation between career readiness and type of thinking style. The higher the students have a career readiness where there is a tendency of students who have a legislative thinking style. Furthermore, Table 5 reveals a significant positive correlation between self-efficacy and career readiness. The higher the students have career readiness where there is the tendency of students who have a self-efficacy mastery experience ($r(302) = .21, p = 0.04$).

Table 3. Coefficient of correlation between thinking style, self-efficacy, and career readiness

Correlation between variables	Thinking style	Self-efficacy	Career readiness
Thinking style	1		
Self- efficacy	.569**	1	
Career readiness	.427**	.542**	1

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

*Correlation is significant at the 0.05 level (2-tailed)

Table 4. Types of self-efficacy and levels of thinking style

Types of thinking style	Levels of career readiness	Mean	SD	T-tests
Legislative	Low	19.01	2.30	- 5.06 *
	High	20.55	2.94	
Liberal	Low	15.53	1.74	-6.39*
	High	16.94	2.07	
Hierarchical	Low	15.71	1.78	-7.13*
	High	17.21	1.85	
Global	Low	16.95	3.10	-216*
	High	17.78	3.54	
Judicial	Low	18.56	2.50	-4.24
	High	19.90	2.96	
Executive	Low	20.27	1.69	-4.99*
	High	21.45	2.37	
Conservative	Low	18.88	2.24	-3.63*
	High	19.95	2.80	
Monarchic	Low	18.39	2.46	-3.60
	High	19.53	3.01	
Local	Low	18.55	2.22	-5.48*
	High	20.13	2.74	
Anarchic	Low	18.09	2.69	-2.93*
	High	19.11	3.31	
Oligarchic	Low	18.63	2.75	-3.85*
	High	19.94	3.13	
Internal	Low	16.16	3.51	-136*
	High	16.79	4.48	
External	Low	20.05	2.37	-7.03
	High	21.90	2.20	

*Level of significant for $p=0.05$

Table 5. Types of self-efficacy and levels of resilience

Types of self-efficacy	Levels of career readiness	Means	SD	T-Tests
Mastery experience	Low	17.31	2.03	-5.38*
	High	18.43	1.57	
Vicarious experience	Low	8.34	1.00	-5.00
	High	8.96	1.14	
Social persuasion	Low	17.22	1.98	-6.00
	High	18.52	1.78	
Physical and emotional condition	Low	16.06	2.05	-5.78
	High	17.40	1.98	

*Level of significant for $p=0.05$

In connection with the first hypothesis, the study results (Table 2) studies on student demographics, namely gender, age, and residence, found no significant correlation between student thinking styles based on age and residence. However, age differences correlate against students who have local thinking styles, oligarchic and external. This is appropriate to the research [32], [34], [41]. There is also a correlation

between gender and age with self-efficacy students with the type of social persuasion, where the achievement of the success of others makes students believe in a job they like where the process of achieving success can get from the community environment or information media such as films, comics, television, and others. This study also revealed differences between younger adults and adults regarding persuasive strategies [42].

Students who prefer to handle unstructured tasks (legislative), like to be involved in novelty (liberals), tend to regulate many tasks efficiently (hierarchy) [12], [33]. They pay attention to the overall (global) situation or problem and like to know how to find out how to resolve a problem by following the actual rules (executive). Students perform firmly to the standard of regulatory or how to do something (conservative), prefer to do things that require to enter the facts (local), tend to do any kinds of task, regardless of the level of relevance (anarchic), choose to do certain things (acceptable and preferred tasks) (oligarchic) [18], [43]. Students prefer the situation where they can issue their ideas without having to trust others (internal), to be more confident in collecting information about the preparation of their career, to make accurate self-assessment, choose career goals according to interest and talent, plan career development, and solve potential career problems from their colleagues [12], [19]. It is not difficult to imagine that when students handle the tasks relevant to this career, they must learn new information about the possibility of their careers.

The study results show a significant positive correlation between self-efficacy and career readiness in the third hypothesis. The higher the students have career readiness, the higher the students tend to have a self-efficacy mastery experience [16], [28], [31]. Students want to be successful like a figure that they admire by learning to be a better person with the success that they obtained in the past. Seeing life becomes more meaningful with natural failure and trying to finish work well as they can.

The findings further confirmed a significant role between different thinking and self-efficacy styles and the context of career readiness for students from low-income Islamic families. In addition, challenging students tend to adopt almost all thinking styles [19], [39]. Finally, students who consider themselves efficiently in general situations and society tend to use almost all thinking styles.

4. CONCLUSION

The first hypothesis results showed no significant correlation between student thinking styles based on age and residence. However, the age difference is correlated with students who have a thinking style. There is also a correlation between gender and age with self-efficacy students with a social persuasion type. The analysis of the second hypothesis results showed a significant positive correlation between Career Readiness and the thinking styles (legislative, liberal, hierarchical, global, executive, local, anarchic, oligarchic, and internal conservative, oligarchic and internal). The analysis of the third hypothesis results showed a significant positive correlation between self-efficacy and career readiness. The higher the students have career readiness will be the higher the students tend to have a self-efficacy mastery experience. The findings further confirm a significant role between different thinking and self-efficacy styles and the context of career readiness among Muslim students with the background of low-income families.

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