



Career Choice of The Students, What is Important? **Fien Zulfikarijah¹, Achmad Mohyi²**

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ABSTRACT

This study aims to determine the factors considered by students in choosing a career after graduating from college. The research population is students of the 4 largest universities in Malang, they are Brawijaya University, State University of Malang, University of Muhammadiyah Malang and State Islamic University of Malang. The sample of the study was 200 respondents with details of each university 50 respondents, respondents who filled out the complete questionnaire were 134. The analysis tool was factor analysis with 24 variables originating from the voice of respondents. From the data analysis process, 16 variables were worthy of analysis and grouped into 6 factors. The results showed that there were 6 factors for student career choice are: financial, job information, opportunity, social environment, challenge and interest, with financial being the dominant factor.

Introduction

Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults (Yuan & Li, 2020). Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults (Svirko et al., 2013) that early general choices and then more specified. Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults (Wiener-Ogilvie et al., 2015) Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults (Sasson, 2021).

Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults (Kadan et al., 2019). Likewise, the empirical studies testing the relationship between the younger generation's career choice and job motivations are often contradictory (Phan & Bae, 2021). For example the students who apply for medical school motivated by

illness/death experiences are at a great risk for burnout (Pagnin et al., 2013). Strategies focusing on changing curriculum structure and focus, increasing students' exposure to practice in different contexts, settings and conditions, providing good mentorship models, developing promotion activities directed to the community, professionals, and students, and creating high-quality postgraduate courses may increase the attractiveness for career (Marques et al., 2019). Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults. Interest Developed Prior to or While in study, Personal Relevance, and Validation of Potential (Alexander et al., 2015), aptitudes, personality, developmental and educational experiences, skills, social trends, role models, cultural factors, and market forces (Hojat, 2016).

Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults provide insight into how nursing is perceived to be positioned in relation to medicine and how the participants struggled to locate themselves within this social hierarchy (Ruiz et al., 2013). My interest field, friend advice, opportunities, parent advice, status, role models, salary, working hours, stress level, family hours, intellectual stimulation, interest in the specific speciality and that lifestyle factors did not seem to be so important (Chellappah & Garnham, 2014). Educational experience; job security; advice from others; work-life balance; technical and research specialty; and personal reasons (Kawamoto et al., 2016). Fields of health science that students planned to be involved in after graduation, level of health facilities that students wanted to work in after graduation and types of organisations students wanted to work after graduation (Giang et al., 2015). that traditional job motivators such as materialistic benefits, job security, and stability were more important for the young Vietnamese (Phan & Bae, 2021). Factor of personal, training, culture and organizational may be involved in the career choice in Italian students (Ferrari et al., 2013).

Career choices often start in childhood and often change with age. Childhood experiences have a very strong impact on career choices as adults (Clark, 2016; Dong, 2015, 2017; Van de Walle, Steijn, & Jilke, 2015) Clark, A. F. (2016) mahasiswa yang memiliki rasa percaya diri tinggi dan berani mengambil resiko lebih memilih pekerjaan non sector public dan sebaliknya. Toward an entrepreneurial public sector: Using social exchange theory to predict public employee risk perceptions (Dong, H. K. D., 2017).

The explanation above shows that the results of career choice research are mostly carried out in the exact field, especially in the field of health or medicine and very little research on career choice in the social field. This is the reason for this research, namely to first answer the gap in career choice research in the social field where the social field has more and more flexible career choices, secondly to find out the factors that influence careers which are very beneficial for universities in designing and providing career planning training for students.

of entrepreneurs, all movements are now called social entrepreneurs. It could be true as the researcher commented because people tend to terminate based on extremely slight information. However, at least, people have a cognition of social

entrepreneurship. Sensitiveness and consideration in this regard will bring about changes in views and mindsets regarding social enterprises. Also, social business ideas or models can be considered by companies. This social entrepreneurship business idea is urgently required to encounter human necessities and the resources required to fulfill these needs (Ouazzani & Rouggani, 2022).

Social entrepreneurship doesn't mean being oriented only toward helping and improving social issues or fulfill needs, but balancing the company is needed to run on this type of entrepreneurship. The balancing means the company remains to survive while running the business which means optimal balance between social impact and sustain the business (Pacut, 2020; Syrjä et al., 2019). Hence, being an entrepreneur is not only struggling to create social value (Bacq et al., 2016; McMullen & Warnick, 2016), but it is necessary to still secure profits. In contrast to the opinion of Singh et al (2017), business leaders do not only talk about profit but sustainability with social development. The two contrasting opinions actually complement each other. When it comes to long-term sustainability in continuing to operate a business and company, both things are equally important. In addition, collaboration is needed for actors with the same goal of establishing principles to solve social problems (Gupta et al., 2020). Dickel & Eckardt (2021) expressed that social entrepreneurs are the agents of change to attract and create innovative solutions to solve social needs.

Cinar (2019) declared that social entrepreneurs can provide small-scale changes and also encourage large-scale changes in the long term, specifically for young people who will succeed in the nation. These young people have been expected to become agents of change to achieve a better world. Interestingly, Lamio & Sebillo (2022) support the younger generation to be the drivers of this change. This also applies in Indonesia where the population of the younger generation is large, especially Generation Z with an age range of 15-24 years occupying the largest population (27,94%) in Indonesia (Jayani, 2021). The age range is ready and has entered the world of lectures. Meanwhile, most of them already have a genuine preference for the entrepreneurial world, which means that according to Purnomo et al (2019) Gen Z can become the largest generation of entrepreneurs in Indonesia.

This good fact can be displayed that Generation Z in Indonesia is literate and understands entrepreneurship, and has the intention to naturally enter the world. Anggarini (2022) communicated that in his research, 47.7% tried to become an entrepreneur. It is undeniable even globally it has been remarkably supportive and the resources have understood entrepreneurship. Ip et al (2018) and Eysel & Vatansever Durmaz (2019) explain that social entrepreneurship is still relatively new in Asia and developing countries, as evidenced by the lack of government support, little general and specific understanding, and little support from universities or academies which are still obstacles in developing students into entrepreneurs. Furthermore, this study contributes to the current literature by showing social entrepreneurship as a variable that has prominent sub-dimensions of social entrepreneurship in developing countries Indonesia and Gen Z students in particular.

Literature Review

Career choice

Career choice is a process that arises from within a person in determining the type of work to be occupied both now and in the future. Career choices are often based on a strong desire to make it happen as one of self-actualization and self-efficacy through real effort. Career choice is also related to the profession to be pursued which in the end will become an expert in that profession. Most career choices are related to the interests and activities carried out in one's life, for example someone who likes to do art activities has a tendency to become an artist, as well as someone who likes to do scientific studies will tend to become a scientist.

The career choice involves an idea of developing personal expertise and identity as social and personal. Career choice is approached through the process and viewpoints of curriculum choice (Hirsto & Buchert, 2016). Career is a moving perspective that imposes personal meaning on past memories, present experiences, and future. The career construction theory addresses the subject matter of work life, a model for comprehending job behaviour across the life cycle and helps to explore how individuals make career choices. It's mean why individuals fit work into their lives in distinct ways.

There are many career choices such as politician, doctor, scientist, teacher and others. From these various career options, they can be grouped into public and private fields, both privately oriented and social. In public, private as well as nonprofit organizations, understanding what motivates people to join them has been a crucial research agenda for academics and practitioners (Phan & Bae, 2021).

Career choice factors

Career choice factors are the reasons or considerations that underlie a person in choosing a career. In simple terms, career choice factors are divided into internal and external factors. In this discussion, internal and external factors are not specifically distinguished, but in general the factors that influence career choice will be described.

1. **Family Factor.** Childhood growth and development gives a person the impact of being able to express, express and convey ideals. The role of the family in the form of work from family members often inspires students in choosing a career. In addition, family direction and advice is one of the considerations in career choices. Interpersonal factors, encompassing the influence of family (Wu et al., 2015). The career choice factor of young students are the roles of mothers, fathers, tutors (Islam & Rahman, 2021).
2. **Social factor.** social contextual factors that are ambient in one's world during childhood come from his or her family of origin, community and campus, childhood family, community and campus experiences should be emphasized when we explore determinants driving youths and adolescents to make early career choice after adulthood (Yuan & Li, 2020). Career selection factors in general according to (Albert et al., 2016) is social (society helping) intelektualitas; encouragement from peers, mentors, faculty and practicing (Brooker et al., 2018) internal and social value. Social influent such as friends, family or colleagues (An et al., 2021).

3. Job information. The development of information technology and advertising has made information easily disseminated by various parties that can be accessed by anyone, including employment information. The circulation of this information becomes knowledge and thoughts that are very important for someone in determining job choices. Job info is widely available on websites, social media, newspapers, flyers and brochures with various explanations of qualifications, schedules and career descriptions. Job information centers provide young people with very detailed and comprehensive information on occupations, employment and income prospects, local labor market conditions and educational pathways (Saniter & Siedler, 2021).
4. Financial. Extrinsic factors, such as financial remuneration (Wu et al., 2015), the financial discrepancy (MacAskill, 2014). These financial factors are often associated with salaries, incentives/bonuses, insurance, pension funds, benefits and welfare. The career choice of the students is also influenced by the level of their social class, financial resources, affordability and future employability (Saniter & Siedler, 2021), future income (Islam & Rahman, 2021).
5. Opportunity. Career prospect, internship, opportunity/enrichment, reputation, sector growth, self actualization, work condition, work life balance (Papathanassis, 2021), career prospects (Baller et al., 2013), (Agyapong et al., 2015) adalah the prospects of easy employment, stigma, risk, lack of opportunities for career progression and low salaries.
6. Interest. The career choice according (Ashari et al., 2019) interest, knowledge, maturity dan adaptivity, (Godwin et al., 2016) interest, perform- ance/competence, and recognition. A student's choice of a career and interest in a particular specialty can be influenced by a number of variables including constitutional factors, attitudes, personality, developmental and educational experiences, skills, social trends, role models, cultural factors, and market forces. Personal interest is the desire to devote time and attention to something or to be interested in something and to discover more about something (Islam & Rahman, 2021).
7. Challenge. including a desire to help others and a personal interest in health care, social recognition, opportunity to do something meaningful, attraction to policymaking, and belief in public interests, many studies have examined whether individuals inclined to the public sector jobs have a different set of motivational structure (Phan & Bae, 2021).

Method

The population of this study were students from the 4 largest universities in Malang are Brawijaya University, State University of Malang, University of Muhammadiyah Malang and State Islamic University of Malang. The research sample was 200 with 50 universities each. Data was collected through a questionnaire using 5 Likert switches to the answers to the questions strongly disagree, disagree, neutral, agree and strongly agree. The number of returned questionnaires is 175 and which can be analyzed as many as 134. There are 24 research variables are as follows:

Tabel 1: Variabel penelitian

1. Salary	9. Networking	17. Sister/brpther
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2. Wellbeing	10. Mother/father	18. Neighbour
3. bonus/insentif	11. Teacher/lecture	19. Friend
4. Pension fund	12. Colega	20. Prestise
5. Public figure	13. Competition	21. Insurance fund
6. Social media	14. Qualification	22. Tunjangan
7. Website	15. Skill	23. Relation
8. Career path	16. Study program	24. Populer

The data collected were analyzed using factor analysis through 8 stages of processing. There are 24 career choice variables which are denoted by $x_1, x_2, x_3, x_4, \dots, x_{24}$ with X as the student career choice factor. Based on the variables and analysis tools a conceptual can be formulated:

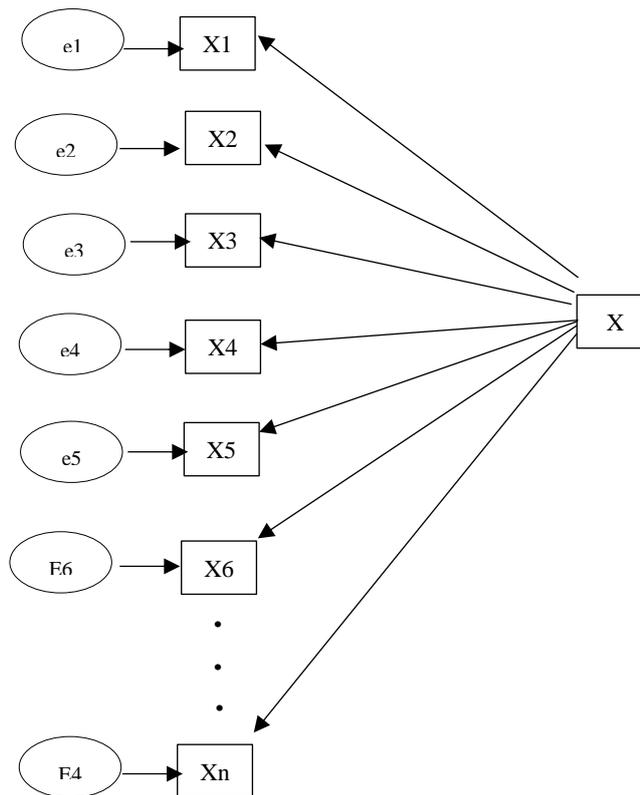


Figure 1: Conceptual model

The model adopt many theory and research and voice of respondent, the respondent interview about career choice factor that they was determinated.

Result and Discussion

Demography of respondent

From 134 respondents, their condition can be described based on gender, semester, field of work, company orientation and job location. The number of female respondents 68.65% and male 31.34% indicated that they were more interested in filling out the questionnaire because women who continued their education in higher education were more career oriented and prepared for a career than men. 29.85% Semester II, 23.13% Semester IV, 17.91% Semester VI, 26.12% Semester VIII and 2.96% Semester X-XII show that the enthusiasm for choosing a career tends to be in an earlier semester. Civil servants 20.15%, private employees 38.06% and self-employed 41.79% indicate that most respondents want an independent career because

they are aware of limited job opportunities. The choice of profit-oriented jobs is 91.04% and non-profit 8.96% non-profit, meaning that most respondents have a choice of work in profit companies compared to social companies. The choice of the company's location to work 18.66% in the city of origin, 70.59% outside the city and 10.45% abroad means that most respondents do not have the courage to leave the city where their family lives, only a few who want to work abroad because of fear of language and adjustment.

Table 2: Respondent profile

Profil		Frekuensi	Persentase (%)
Gender			
1	Female	92	68.65
2	Male	42	31.34
Semester			
1	II	40	29.85
2	IV	31	23.13
3	VI	24	17.91
4	VIII	35	26.12
5	X-XII	4	2.96
Job area			
1	Public service	27	20.15
2	Private	51	38.06
3	Entrepreneurship	56	41.79
Job oriented			
1	Profit	122	91.04
2	Non profit/Social	12	8.96
Job location			
1	Hometown	25	18.66
2	Out of town	95	70.9
3	Abroad	14	10.45

The results of the collected questionnaire data were tabulated and processed using factor analysis which resulted in the first KMO and Barlett's test as follows:

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.724
Bartlett's Test of Sphericity	Approx. Chi-Square	788.870
	Df	210
	Sig.	.000

KMO test (Kaiser-Meyer-Olkin) was used to determine the appropriateness (appropriateness) in factor analysis with a scale of 0 to 1. The results of the KMO calculation were 0.724 or greater than 0.5 with Barlett's test of sphericity 0.000 less than 0.05 (sig). Based on these results, it can be stated that the factor analysis is feasible and can be continued, meaning that the first requirement has been met. Second, it produces an anti-image matrix which can be explained that anti-image is used to determine variables that are suitable for use in factor analysis. Of the 24 variables that meet the requirements are marked with the letter (a) as an indication of the measure of sampling adequacy (MSA) or the value of the size of the sampling adequacy. The conditions in question are greater than 0.50 (MSA Value > 0.50). Of the 24 research variables, there are 2 variables that do not meet the requirements, namely X11 = 0.417 and X20 = 0.463, thus these variables are excluded from the model. Third, produce communalities, which are variable values that are able to explain factors or explain that these variables are part of factors. It is declared eligible if the communalities value is greater than 0.50 (communalities > 0.50). From the calculation results, there are 3 variables that cannot explain the factors are X4, X9 and X19, so they are excluded from the model and the result is that all variables have a

value of more than 0.5 or can explain the research factors.

Tabel 4: Communalities

	Initial	Extraction
X1	1.000	.690
X2	1.000	.708
X3	1.000	.580
X5	1.000	.615
X6	1.000	.528
X7	1.000	.747
X8	1.000	.610
X12	1.000	.669
X13	1.000	.702
X14	1.000	.666
X15	1.000	.761
X16	1.000	.745
X18	1.000	.614
X21	1.000	.621
X23	1.000	.615
X24	1.000	.605

Extraction Method: Principal Component Analysis.

Fourth, it produces a total variance explained, namely the value of each analyzed variable which can be explained in 2 parts, namely initial eigenvalues and extraction sums of squared loading. In the initial eigenvalues there are 19 variables or 16 components that are analyzed and the extraction sums of squared loading shows the number of variations or the number of factors formed, namely 6 factors. In other words, the 6 factors formed in the extraction sums of squared loading are derived from 16 initial eigenvalue variables.

Tabel 5: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.752	25.010	25.010	4.752	25.010	25.010	2.516	13.241	13.241
2	1.744	9.181	34.190	1.744	9.181	34.190	2.461	12.951	26.192
3	1.637	8.614	42.804	1.637	8.614	42.804	2.215	11.657	37.850
4	1.553	8.174	50.978	1.553	8.174	50.978	1.828	9.619	47.468
5	1.319	6.940	57.918	1.319	6.940	57.918	1.663	8.755	56.223
6	1.108	5.833	63.751	1.108	5.833	63.751	1.430	7.527	63.751
7	.888	4.672	68.423						
8	.806	4.242	72.665						
9	.745	3.923	76.588						
10	.670	3.527	80.115						
11	.636	3.348	83.463						
12	.562	2.958	86.421						
13	.523	2.755	89.176						
14	.424	2.234	91.410						
15	.400	2.103	93.513						
16	.367	1.929	95.442						
17	.332	1.746	97.188						
18	.275	1.448	98.636						
19	.259	1.364	100.000						

Extraction Method: Principal Component Analysis.

Fifth, produce a component matrix, which explains the relationship between the correlation values or the relationship between each variable and the factors that will be formed. For example, the X1 variable has a correlation with factor 1 of 0.550, factor 2 of 0.266, factor 3 of 0.396, factor 4 of 0.084, factor 5 of 0.144 and factor 6 of 0.36, thus the largest value is the correlation of variable X1 to factor 1 and so on. .

Table 6: Component Matrix^a

	Component					
	1	2	3	4	5	6
X1	.550	.266	-.396	-.084	.144	.363
X2	.408	.621	-.217	-.305	-.097	-.080
X3	.217	.208	.290	.315	.549	.067
X5	.370	.096	.325	-.576	-.015	.176
X6	.666	.021	-.125	.039	.084	.244
X7	.433	-.171	-.437	.554	-.141	.114
X8	.595	-.192	-.241	.394	.049	.062
X10	.548	.129	-.288	-.140	-.128	.359
X12	-.158	.571	.115	.038	.545	.077
X13	.590	.248	-.117	.105	.175	-.487
X14	.676	-.175	-.024	.121	-.001	-.403
X15	.255	.467	.405	.432	-.356	.031
X16	.274	.325	.510	.292	-.465	-.053
X17	.526	.102	-.067	-.240	-.416	.034
X18	.616	-.366	.205	-.227	.077	.037
X21	.660	-.296	.082	-.059	.183	-.234
X22	.446	-.368	.417	-.150	-.036	.124
X23	.661	.105	.111	-.220	.148	-.291
X24	.340	-.178	.451	.238	.186	.403

Extraction Method: Principal Component Analysis.

a. 6 components extracted.

The seventh produces a rotated component matrix, namely grouping variables into factors, while the method is to choose the largest value for each variable with the formed factor (component). Based on the table data, the grouping of factors can be broken down as follows: Factor 1 has 4 variables, Factor 2 has 3 variables, factor 3 has 2 variables, factor 4 has 3 variables and factors 5 and 6 each have 2 variables.

Table 7: Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
X1	.111	.765	.040	.227	-.098	.172
X2	.333	.653	-.280	-.237	.188	.033
X3	.163	-.030	.189	.111	.115	.701
X5	.131	.395	.443	-.591	.056	-.040
X6	.244	.521	.312	.299	.036	.097
X7	.118	.219	-.008	.818	.074	-.105
X8	.302	.232	.210	.648	.029	.025
X10	.061	.702	.153	.185	.020	-.098
X12	-.047	.089	-.237	-.249	.012	.735
X13	.767	.193	-.119	.142	.126	.165
X14	.712	.071	.216	.289	.093	-.119
X15	.036	.080	.001	.094	.851	.144
X16	.097	.004	.123	-.021	.847	-.038
X17	.242	.494	.143	-.029	.244	-.374
X18	.374	.185	.647	.027	-.083	-.115
X21	.618	.092	.444	.158	-.090	-.025
X22	.172	.032	.703	-.038	.086	-.118
X23	.674	.285	.237	-.116	.069	.070
X24	-.089	.025	.646	.196	.202	.314

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

The eighth produces a component transformation matrix, which explains the correlation value for each factor by choosing the largest value greater than 0.5 in each factor row. Factor 1 is $0.619 > 0.5$, factor 2 is $0.550 > 0.5$, factor 3 is $0.523 > 0.5$, factor 4 is $0.779 > 0.5$, factor 5 is $0.800 > 0.5$ and factor 6 is $0.758 > 0.5$. thus all factors have met the requirements in the analysis.

Table 8: Component Transformation Matrix

Component	1	2	3	4	5	6
1	.619	.549	.449	.279	.191	-.007
2	.019	.433	-.550	-.320	-.470	.432
3	-.019	-.400	.568	-.436	.523	.231
4	-.074	-.337	-.138	.779	.407	.300
5	.190	-.089	.107	-.022	-.551	.800
6	-.758	.479	.379	.149	-.023	.171

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Based on the results of grouping variables into factors, each factor can be given an appropriate name or represent the variables in it. The naming of factors can be adapted to the theory or results of previous research and can also be in accordance with the thoughts of the researcher. In naming the most important thing is to be able to represent all the variables in it. The naming of the results of this study is factor 1 is financial, factor 2 is Job information, factor 3 is opportunity, factor 4 is Social environmental, factor 5 is challenge and factor 6 is interest. The biggest percentage is financial factor and the smallest factor is interest.

Financial factor variables consisting of salaries, welfare, bonuses/incentives and pension funds with an eigenvalue of 4.752 are able to explain the variance of 25.010%. Job Information variables consisting of public figures, mass media and websites with an eigenvalue of 1.744 were able to explain the variance of 9.191%. The opportunity variable which consists of career path and networking with an eigenvalue of 1,637 is able to explain the variance of 8.614%. Social environmental variables consisting of mothers/fathers and teachers/lecturers with an eigenvalue of 1.553 were able to explain the variance of 8.174%. The Challenge variable which consists of competition and qualification with an eigenvalue of 1.319 is able to explain the variance of 6.940%. Interest variables which consist of skills and study programs with an eigenvalue of 1.108 are able to explain the variance of 5.833%.

Table 9: Career choice factor

No	Factor		Construct variable	Nilai Eigenvalue	% of Variance
1	Financial	X13	Salary	4.752	25.010
		X14	Well-being		
		X21	Bonus/incentif		
		X23	Pension fund		
2	Job information	X1	Public figure	1.744	9.181
		X2	Social media		
		X6	Website		
3	Opportunity	X18	Career path	1.637	8.614
		X24	Networking		
4	Social environmental	X5	Mother/father	1.553	8.174
		X7	Teacher/lecture		
		X8	Relation		
5	Challenge	X15	Competitor	1.319	6.940
		X16	Qualification		
6	Interest	X3	Skill	1.108	5.833
		X12	Study program		

Based on the results of the data analysis, it can be explained that students' considerations in career choices are:

1. **Financial Factors.** Financial factors are the rewards received by employees for the contributions they have made. As for considering the respondents in terms of finances in the form of salaries, welfare, bonuses/incentives and pension funds. This financial factor is one that is considered in choosing a career as a result of research (Wu et al., 2015) which states that the factors that are often considered in choosing a career are: financial remuneration. The career choice of the students is also influenced by the level of financial resources (Saniter & Siedler, 2021), future income (Islam & Rahman, 2021). The financial forming variables in this study are:
 - a. Salary is a nominal value agreed by the company and employees with a predetermined standard of workload. Most of the respondents stated that salary is important because as new workers they need income that can support their life both for housing, consumption and transportation as well as other needs.
 - b. Well-being. Welfare in the form of fulfilling social and spiritual needs, namely the company's ability to create a comfortable, safe and peaceful work environment, so that workers can work well and be more productive because they do not have to think about important things.
 - c. Bonuses/incentives. In work, it is possible to have work that exceeds the standard load and time, which should be given additional bonuses/incentives for these advantages as a form of appreciation and concern for the company to employees and as a way to increase employee productivity/performance.
 - d. Pension fund. The working age limit in Indonesia is 58 years and after that it is considered a retirement period, based on the existing rules for the survival of employees who have retired to receive a pension fund. Likewise, the respondent's hope is to obtain a pension fund as a supporter in continuing his life.
2. **Job information** which is identical with information that refers to the type of work, educational requirements, and personal characteristics that are important to the job, future prospects, place of work, and other things in the form of benefits to be obtained.. local labor market conditions and educational pathways (Saniter & Siedler, 2021).
 - a. **Public figure.** The emergence of figures in various fields of work who often explain the work they do inspire respondents to follow in their footsteps, thus the information conveyed becomes important information for respondents about a job. Most of the respondents never thought that there would be a field of work as occupied by a public figure.
 - b. **Media social.** Social media has become a very effective source of job information, this is in accordance with the development of respondents who spend more of their time intensively using social media. Various social media such as Facebook, Instagram, Whatsapp and others become a means of sharing job information.

- c. Website. One indicator of the trust of the company is to have a website that explains various things about the company. The company website is a very clear source of job information because respondents can find out the type, description, line of business and minimum requirements to become an employee which is usually in one template, namely career. In addition to the company website, there is also a career center website in each campus, one of which provides information on recruitment and hiring of workers. Respondents can find out what jobs and qualifications are needed.
3. Opportunity factor is a probability that shows how likely the respondent is to become an employee of a company. The indicator is the possibility of being accepted and being part of a company that will contribute to developing and growing the company by increasing company profits. This is in accordance with Career prospect (Papathanassis, 2021), career prospects (Baller et al., 2013), (Agyapong et al., 2015) the prospects of easy employment and opportunities for career progression. The opportunity factor variable are:
- a. Career path. Every human being in his life wants to continue to develop and grow as well as in pursuing a career, so that respondents do not only work and do routine work, but also excel in order to improve career positions which are a form of self-actualization of workers.
 - b. Networking. One of the advantages in working is the relationship between workers, between workers and the company and between workers and outsiders. The opening of a network will open up opportunities for growth, increase experience and knowledge from various parties, both internal and external to the company.
4. Social environment is a group of people who are united by family or kinship ties that interact with each other, according to (Wu et al., 2015) One of the considerations in career choice is family. The career choice factor of young students are the roles of mothers, fathers, tutors (Islam & Rahman, 2021). social contextual factors that are ambient in one's world during childhood come from his or her family of origin, community and campus, childhood family, community and campus experiences should be emphasized when we explore determinants driving youths and adolescents to make early career choice after adulthood (Yuan & Li, 2020). Career selection factors in general according to (Albert et al., 2016) is social (society helping) intelektualitas; encouragement from peers, mentors, faculty and practicing (Brooker et al., 2018) internal and social value. Social influent such as friends, family or colleagues (An et al., 2021).
- a. Mother and father. The presence of a mother/father is often a role model for their children where a good role is often a reference for them to imitate and follow what they do, including work. Children will always see what is done, the good and bad effects of parents' work and will be followed if there are more good things. The tendency in the family is to have the same profession between children and parents such as doctors' families, teachers' families, police families, and others.
 - b. Teacher/lecturer. In addition to parents who are intensely related to the

respondents, namely teachers/lecturers, the direction of teachers/lecturers based on knowledge and experience is often a reference for students to choose a career in work after graduation. Teachers/lecturers who have a broader perspective and network often provide an overview of the types and prospects of work.

- c. Relations. Close family, neighbors and people who have been in contact with the respondent have a significant impact on career choice. Like the experience of being crossed by the police in childhood, seeing a doctor, employees who provide good service will give an overview of the benefits of the profession for humans/society will give a good impression to pursue the same career.
5. Challenge factor. the ability to apply and deal with problems based on skills and knowledge possessed with indicators of competition, qualifications, enthusiasts, competence, creativity, confidence. including a desire to help others and a personal interest in health care, social recognition, opportunity to do something meaningful, attraction to policymaking, and belief in public interests, many studies have examined whether individuals inclined to the public sector jobs have a different set of motivational structure (Phan & Bae, 2021).
 - a. Competition. The high interest of job candidates in a job makes respondents move to compete and the desire to measure their abilities can be accepted in the company. This has become something that is interesting to fight for and achieve, like being an employee of a state-owned company that is being fought over by thousands of competitors.
 - b. Qualification. In every job there will be certain requirements that must be met, the respondent's belief in the fulfillment of the requirements makes them confident that they can choose that career.
 6. Interest factor is the orientation of individuals in realizing their desires with indicators of skills, aspirations, fields of knowledge, interests, study programs, experience. Career options according (Ashari et al., 2019) interest, knowledge, maturity dan adaptivity, (Godwin et al., 2016) interest, performance/competence, and recognition. A student's choice of a career and interest in a particular specialty can be influenced by a number of variables including constitutional factors, attitudes, personality, developmental and educational experiences, skills, social trends, role models, cultural factors, and market forces. Personal interest is the desire to devote time and attention to something or to be interested in something and to discover more about something (Islam & Rahman, 2021).
 - a. Skills. The ability of respondents to complete their knowledge can convince them to choose jobs that are not only in accordance with their knowledge but also with their skills and are continuously honed.
 - b. Study program. The choice of study program is considered to be linear with the choice of work that will become a career in the future. Respondents believe that the study program taken is a way to determine the career to be pursued.

Conclusion

Students in choosing a career after graduation are based on 6 factors, namely financial, job information, opportunity, social environment, challenge and interest.

Financial factors are formed by the variables of salary, welfare, bonuses/incentives and pension funds. The job information factor is formed by the variables of public figures, social media and company websites or career centers. The opportunity factor is formed by career development and networking. The challenge factor is formed by competitors and qualifications. The social environment factor is formed by the variables of mother/father, teacher/lecturer and relatives. Interest factor is formed by skill and study program.

Limitation

This study did not cover all respondents/all students from all universities in Malang and the research variables were limited to only 24 and the number of respondents was 134. Based on the research findings, the following can be suggested conducting socialization and debriefing to prepare graduates to work both at home and abroad, promote social work, prepare students to become entrepreneurs on a scheduled basis from the beginning to the end of the semester, increasing the role of lecturers, study programs and career centers in assisting and monitoring the development of students' career requests, and invite figure.

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