**The Role of Career Training to Enhance Career Planning**

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| ARTICLE INFO ***Article History:****Received 25 July 2024* *Revised 5 August 2024**Accepted 28 July 2024****Keywords:*** *career planning, career training, trainer, method, module training* |  | **ABSTRACT** This research aims to determine and analyze the influence of career training in planning a career in the future. This research was conducted on all career training participants organized by the career center of the Faculty of Economics and Business, University of Muhammadiyah Malang in collaboration with CAKAP and Schoter. Respondents were all career training participants who attended 5 full training sessions totaling 147 people, but from the data collected only 100 met the requirements. The analytical tool used is multiple regression with SPSS 21. The results of the research show that career training has an influence on participants' career planning, but partially trainers and training modules have an influence on final planning, while training methods have no effect on final planning.Copyright (c) 2024 Yans Nur Afifah, Muhammad Raja KhwarizmiCreative Commons LicenseCreative Commons LicenseThis work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. |

**Introduction**

Article 31 of the 1945 Constitution emphasizes the importance of education as a basic right of every Indonesian citizen and the state's obligation to provide free and quality basic education. This article also emphasizes the role of education in building national character and morals, as well as the state's commitment to financing education. Apart from that, the government is expected to advance science and technology while still respecting religious values ​​and national unity. This article reflects Indonesia's commitment to education as a foundation for the progress and welfare of society. This is supported by the government's policy of allocating 20% ​​of the APBN and APBD which strengthens the government's support for education.

Education that has been proclaimed in such a way is of course needed as a means of improving the quality of life and civilization of the nation. This noble goal should not just be a jargon and symbol, but can actually be realized. Therefore, every

decision maker in an educational institution must truly understand their duties and responsibilities both in the form of formal and non-formal curriculum content. The formal curriculum is related to educational material to improve hard skills, while the informal curriculum is in the form of additional soft skills to complement hard skills and respond to the needs of the world of work. The policy of higher education as instructed by the Ministry of Higher Education in improving students' soft skills is the availability of career centers that can bridge the implementation of these informal activities.

One of the tasks of the career center is to help students plan their careers in the future. Career planning is a crucial aspect in the life of a student who is preparing to enter the world of work. In this activity, students are expected to be able to determine their career direction and goals, as well as identify the necessary steps. One of the factors that influences the success of career planning for students is the existence of career training, which provides knowledge, skills and practical experience and matters related to careers. Career training is also defined as a series of activities or programs designed to help individuals, especially students and job seekers, understand, plan and develop their careers. The training reputation—in contributing to the success of training is Satisfaction Satisfaction, Self-efficacy, motivation, training reputation and Performance effectiveness indicators learning, human capital, training transfer, Organizational and team performance (Sitzmann & Weinhardt, 2019).

This training can cover a variety of aspects with the primary career goal being to prepare individuals to make more informed career decisions, as well as increasing their chances of success in their chosen field. Career training has provided a lot of evidence in encouraging students' success in determining their careers in the future. Career training plays an important role in helping students develop the skills and knowledge needed to make informed and informed career decisions. Various forms of career training such as workshops, seminars, career guidance and internship programs are designed to increase students' understanding of the world of work, expand professional networks and develop skills relevant to the careers of interest. Through career training, students not only gain knowledge about the various career paths available, but also gain practical insight into how to achieve their career goals. Failing to understand the causes and effects of training utilization has far reaching consequences for organizations, including the fact that resources are wasted if time and money are invested but employees do not complete training (Sitzmann & Weinhardt, 2019).

Research shows that career training has a positive impact on students' career planning. Students who are actively involved in career training tend to have a clearer vision of their career goals, are better prepared to face challenges in the world of work, and are better able to develop effective strategies to achieve their career goals. Apart from that, career training also helps students identify their interests and talents, and adjust their career hopes to the realities of the job market. Therefore, it is important to understand how career training can influence students' career planning. This understanding is not only beneficial for the students themselves, but also for educational institutions that are responsible for facilitating their students' career development. By providing effective career training programs, educational institutions can help students better prepare to enter the workforce and achieve success in their careers. Keele et al., (2020) revealed that education and career development are increasingly recognized as important transition mechanisms for the younger generation. The increased sample size leads to even higher improvement training on more samples from the past (Gattermann-Itschert & Thonemann, 2021).

However, the training research that has been conducted mostly links career training with employee or company performance and links careers with employees who work in companies. As the results of research by Tabiu et al., (2020) stated the study revealed that training, career planning and job autonomy significantly influence employees' adaptive performance, it's suggested that greater the attention given to employees' training, career planning and job autonomy in the organization, higher will be their adaptive performance. Likewise, research results from Lum et al., (2019) improved training performance despite reduction in quantity of training. This opinion is strengthened by research results which state that the targeted skill level, skill improvements through training should transfer to enhanced on-field performance (Hadlow et al., 2018). Apart from that, there is still very limited research that links career training with final planning and there is still limited training from the aspect of trainers, modules and training methods, therefore this research is to develop career training and final planning.

**Literature Review**

**Career planning**

**Career planning has various definitions according to those presented by various experts such as Schein (1978), career planning is a process carried out by individuals to identify and pursue their career goals by understanding their own interests, values ​​and abilities, as well as how they can be developed and aligned. with the opportunities available in the organization or job market. Hall (1976) defines career planning as a process involving self-assessment and career exploration to identify realistic career goals and strategies for achieving them. This includes identifying skills, interests, values, and job preferences. Greenhaus, Callanan, and Godshalk (2000): According to Greenhaus, Callanan, and Godshalk, career planning is a continuous and dynamic process that includes setting career goals, identifying the steps necessary to achieve them, and adjusting strategies based on changes in the individual or work environment.**

**Werther and Davis (1996): Werther and Davis state that career planning is a process carried out by individuals to develop a road map for their career development, which includes setting goals, strategies for achieving these goals, and continuous assessment of the progress achieved. Gutteridge (1986): According to Gutteridge, career planning is a formal and systematic process in which individuals set career goals, determine the steps necessary to achieve these goals, and periodically evaluate and adjust their plans based on developments and changes that occur in the work environment. Gibson and Mitchell (1999): Gibson and Mitchell define career planning as a series of activities designed to help individuals understand and manage their career development throughout life, including understanding themselves, career opportunities, and how to make appropriate career decisions. Simamora (2006): According to Simamora, career planning is a process that involves self-assessment to determine individual strengths, weaknesses, interests and values, as well as action planning to achieve desired career goals through education, training and work experience.**

From the definitions above, it can be concluded that career planning is a process that involves setting career goals, identifying the steps needed to achieve them, and adjusting strategies based on continuous assessment of developments and changes in the individual and the work environment. Student career planning helps individuals manage their career development proactively and systematically. Good career planning for students should include various aspects that help them plan and prepare well for their professional future. Indicators of good career planning among students are: self-awareness, career exploration. Skills development, educational planning, networking, financial planning, portfolio and resume development, awareness of industry trends and understanding of the recruitment process. By paying attention to these indicators, students can plan their careers more effectively and be ready to face challenges and opportunities in the world of work.

**Career training**

Training in general has various meanings based on the opinions of various experts, Flippo (1984) states that training is an action aimed at improving a person's skills and knowledge to do a particular job. According to Dessler (1997), it is defined as a process carried out to teach new or existing employees the basic skills they need to do their jobs. Noe (2010) defines training as a planned effort by a company to facilitate the learning of job competencies related to knowledge, skills, or behavior that are important for successful performance in the workplace. Bernardin and Russell (1993) training is a planned effort by an organization to facilitate employee learning regarding job competencies related to knowledge, skills, or behavior that are important for successful performance in current or future jobs. For the group of participants studied, a 4-week training plus routine exercise was more effective than routine exercise alone for improving, balance, and functional performance (Motealleh et al., 2019). Nearly two-thirds of training participants told that the training was effective (Conroy et al., 2021).

Based on these opinions, theoretical training is directed at training members or employees of organizations or companies with the aim of increasing knowledge, soft skills and hard skills as a form of contribution in improving organizational performance. Training is a structured and planned process to improve an individual's knowledge, skills and abilities so that they can carry out their job duties and responsibilities better and more efficiently. Career education is the development of knowledge, skills, and attitudes through a planned program of learning experiences in education and training to assist informed work and study decision making (Keele et al., 2020).

Student career training has a different meaning theoretically where the contribution from the results of student career training is intended for the participants themselves in obtaining work now and in the future. However, the meaning of training is the basis for interpreting student career training. Thus, career training is defined as a series of activities or programs designed to help individuals, especially students as prospective job seekers, understand, plan and develop their careers. Apart from that, student career training has differences in the content or material provided, namely containing various aspects, ranging from self-assessment, career exploration, to developing skills needed in the workplace. Training aims to provide knowledge, judgment, technical competency, confront with increasing complexity and take on graded responsibility (Aziz et al., 2021).

**Trainer**

A trainer is defined as someone who is responsible for providing training and skills development to individuals or groups. Trainers can work in various fields such as education, business, technology, health, and others. Another opinion is that Werther and Davis (1996) state that a trainer is an expert who is responsible for improving individual or group performance through a structured training program. Trainers must have good communication skills and in-depth knowledge of the subject being taught. A trainer is someone who is responsible for designing, developing, and implementing training programs that aim to increase participants' knowledge, skills, and competencies (Armstrong, 2006). Trainers are also defined as facilitators who not only convey information, but also create interactive and participatory learning experiences. Trainers must be able to manage group dynamics and ensure that each participant is actively involved in the learning process (Silberman, 2006). From the definitions above, it can be concluded that a trainer is a professional who has an important role in the learning process and development of participants' skills through an effective and structured training program, capable of motivating and inspiring participants to achieve their learning goals.

The trainer's duties and responsibilities are to prepare training materials, deliver training, carry out evaluation and feedback, provide motivation, adapt training, professional development and manage training logistics. Preparing training materials is an important process that requires careful planning and a deep understanding of participants' needs. Trainers design and develop training materials that are relevant and appropriate to participants' needs. This material can be in the form of modules, presentations, guidebooks, or videos. Trainers deliver training material through various methods such as presentations, group discussions, practical exercises and simulations. Trainers evaluate participants' progress through tests, quizzes, or observations. They also provide constructive feedback to help participants understand strengths and areas for improvement. Trainers play a role in motivating participants to learn and develop their skills. They provide support and encouragement during the learning process. Trainers often adapt training materials and methods to suit individual or group needs.

This includes identifying and addressing different learning styles. Trainers often also play a role in their own professional development, ensuring they stay up to date with the latest trends and technology in their field. Trainers can also be involved in managing training logistics such as schedules, locations and equipment needed. With these roles, a trainer can help individuals and organizations achieve learning and development goals more effectively. Trainers have a difficult task, so to become a trainer you must have abilities that meet the criteria/requirements. These criteria are generally objective in nature which can lead to training success. Criteria such as skill development ability, goal setting, networking opportunities, confidence opportunities, mentorship and guidance, motivation and inspiration. Kim (2018) debiasing self-judgment of the identification task produces a positive training effect on learners, this finding will be beneficial for designing an advanced instructional strategy in a simulation-based training environment.

Feedback training provides a positive learning experience (Kim, 2018). By leveraging these aspects, a good trainer can play a crucial role in shaping and enhancing an individual's career trajectory. Indicators of trainer success can be measured through various aspects that reflect the effectiveness of the training and its impact on participants and the organization. This indicator helps identify a trainer who is able to provide an effective and beneficial training experience for participants, ultimately contributing to the development of their skills and knowledge. The following are several indicators of a good trainer, namely in-depth knowledge in their field, good communication skills, adaptability, ability to motivate, ability to manage classes/groups, understanding of learning, and empathy/social sensitivity.

**Training method**

One of the determinants of success in career training is the training method. According to Dessler (2009), training methods are techniques or approaches used to deliver training material to participants. This method includes various ways to teach skills and knowledge, such as lectures, simulations, role plays, case studies, and practical exercises. Noe (2010) defines training methods as methods designed to help employees learn job-related competencies. Training methods must be selected based on the training objectives, the type of skills to be taught, and the characteristics of the training participants. Werther and Davis (1996) state that training methods are a series of techniques used to provide effective training. These methods include a variety of approaches, from on-the-job training, off-the-job training, to remote training. Blanchard and Thacker (2013) explain that training methods are the methods used by trainers to help participants achieve learning goals. The choice of training method must consider effectiveness, efficiency, and the ability to involve participants.

Another opinion about training methods is the techniques used to convey information and skills to training participants. This method can include classroom learning, e-learning, mentoring, coaching, and Gilley and Eggland (1989) experiential learning. Kirkpatrick (1994) stated that training methods are tools used to change participants' behavior so that they can do their jobs better. The selection of training methods must be based on an analysis of training needs and the specific goals to be achieved. Sikula (1976) states that training methods are techniques designed to teach certain skills and knowledge to participants. These methods include a variety of approaches such as on-the-job training, internships, simulations, and role-playing. With the definitions above, it can be concluded that training methods are various techniques and approaches used to deliver training material with the aim of helping participants develop the skills and knowledge needed to improve their performance in the workplace. The choice of training method must consider the training objectives, the type of skills to be taught, and the characteristics of the training participants.

The indicators for appropriate training methods include various aspects that ensure the method is effective in achieving training objectives and provides maximum benefits for participants. Here Effective training methods can vary depending on the training objectives, context, and participant characteristics. The following are several indicators of training methods that are often used and considered effective: lectures/presentations, case studies. Group discussions, simulations, role playing, practical exercises, case studies, e-learning and games. The selection of an effective training method must take into account the learning objectives, the learning style of the participants, the nature of the material being taught, and the resources available. A combination of methods can help create diverse and in-depth learning experiences for participants.

**Modul training**

In implementing career training, not only the trainer must be appropriate, but also the training materials and training methods must also be appropriate. Training materials are information, skills, and experiences that are compiled and delivered to help individuals learn new knowledge or skills necessary for effective job performance Sikula (1976). Gilley and Eggland (1989) stated that training material is content designed to achieve certain training objectives. This includes information and skills relevant to the trainee's job and is delivered through a variety of teaching methods. Mathis and Jackson (2011) define it as an important component of a training program that includes the information and techniques needed to develop employee competencies.

These materials should be designed to support the chosen training method and assist participants in achieving learning objectives. Ivancevich (2010) defines training materials as all the resources used in the training process to convey the necessary knowledge and skills. These materials include teaching materials, software, case studies, and other tools that assist in the delivery of training. Some of these expert opinions mean that training materials are all information, skills and resources designed and compiled for use in training programs to help trainees understand and master new knowledge or skills needed for more effective job performance.

Indicators of good training material include various aspects that ensure the material is effective in achieving learning objectives and supporting participant development. The following are several indicators of good training material according to various experts, summarized as relevance, sustainability, completeness, clarity, interactivity, emotional involvement, flexibility, visual and audio support, diversity of learning styles and practicality. By considering these indicators, training materials can be designed and structured in such a way that they are effective in achieving learning objectives and provide maximum benefits for participants and the organization.

**Effect trainer on career planning**

The results of research on the influence of trainers on career planning show that the presence and active role of a trainer can have a significant positive impact on students in planning and developing their careers. Below are some findings from various studies that highlight how trainers can influence students' career planning. Noe (2010) found that the training and career guidance provided by trainers helped students understand the various career paths available, as well as the requirements and prospects of each career path. Students who receive guidance from trainers tend to have a better understanding of career options and can make more informed and realistic decisions.

Study by Greenhaus, Callanan, and Godshalk (2000): Shows that effective trainers help students develop the skills necessary to be successful in their careers. These skills include technical skills specific to a particular field, as well as soft skills such as communication, leadership, and problem solving. Research by Lent, Brown, and Hackett (2000): Found that career guidance from trainers can increase students' motivation and self-confidence in achieving their career goals. Support and encouragement from trainers helps students feel more confident in facing challenges and obstacles in their career journey. Study by Kram (1985): Shows that trainers play an important role in helping students build strong professional networks. Through connections and recommendations provided by trainers, students can access internship, job and professional collaboration opportunities that are valuable for their career development.

Research by Gutteridge (1986): Found that career guidance from trainers helped students set clear and specific career goals. With the help of trainers, students can identify the steps needed to achieve these goals and develop concrete action plans. Study by Hall (1976): Shows that the trainer's role in providing ongoing feedback and evaluation helps students to adjust their career strategies based on changes in themselves or in the work environment. This ensures that career plans remain relevant and effective over time. Research by Gibson and Mitchell (1999) found that trainers also play a role in helping students achieve balance between work and personal life. With the right guidance, students can learn how to manage time and stress, which contributes to their well-being and career satisfaction.

All the research results above confirm that the role of trainers is very important in student career planning. By providing the necessary guidance, support and resources, trainers help students prepare to enter the world of work more prepared and confident, and achieve their career goals more effectively. Educational institutions and career training programs that involve competent and experienced trainers can provide great benefits for students' career development. Thus, it can be hypothesized:

H1: training trainer effect on career planning

**Effect Training method on career planning**

Research on the influence of training methods on career planning shows that the methods used in training can significantly influence the effectiveness of participants' career planning. Various training methods have different strengths and weaknesses, and choosing the right method can improve training outcomes and help participants better plan their careers. The following are some research results that highlight how training methods influence career planning: Research by Knowles (1980) shows that interactive training methods, such as group discussions, simulations, and role-playing, increase participant involvement and active participation. This method helps participants develop interpersonal and problem-solving skills that are important for career planning. A study by Kolb (1984) found that experiential learning methods, such as internships, field projects, and work practices, provide opportunities for participants to apply knowledge and skills in real situations. This helps participants understand the real work context and make more realistic and practical career planning.

Research by Kram (1985) states that coaching and mentoring methods are very effective in helping participants identify career goals, develop skills, and build professional networks. A strong mentor-mentee relationship can provide emotional support and valuable career guidance. A study by Allen and Seaman (2011) concluded that e-learning and online learning provide flexibility for participants to learn at their own pace and schedule. This method allows access to extensive resources and training materials, helping participants plan their careers with more complete and up-to-date information. Research by Spencer and Spencer (1993) states that competency-based training methods that focus on developing specific job-relevant skills help participants prepare for specific career roles. This facilitates career planning by tailoring training to job market needs.

A study by Thorne (2003) found that blended learning, which combines face-to-face learning with online learning, offers a holistic and flexible approach. This method allows participants to benefit from direct interaction with trainers as well as the flexibility of online learning, increasing the effectiveness of career planning. Research by Barrows and Tamblyn (1980) shows that problem-based training methods help participants develop critical analytical and problem-solving skills. This method encourages participants to take a proactive approach in their career planning. Study by Guglielmino (1977): states that self-directed learning methods encourage participants to take responsibility for their own learning. This helps participants develop the independence and initiative that are important in career planning.

Overall, the research shows that the training method chosen can have a significant impact on participants' career planning. Methods that are interactive, experience-based, and focused on competencies tend to provide better results in helping participants plan and develop their careers. Therefore, it is important for educational institutions and organizations to consider choosing the right training method to maximize its positive impact on career planning. Our classification experiments show that the method significantly enhances the training process (Caliskan et al., 2018). Based on the research results above, it can be hypothesized:

H3: training methods effect on career planning

**Effect training modul on career planning**

Research on the influence of training materials or training modules on career planning shows that well-crafted training content can have a significant impact on an individual's career readiness and success. The following are some research results that highlight how training materials or training modules can influence career planning. Research by Gutteridge (1986) shows that comprehensive and informative training modules help trainees understand various aspects of career planning, including goal setting, identification of potential career paths, and understanding job requirements. Good material provides in-depth insight into specific industries and professions, helping participants make more informed career decisions. A study by Greenhaus, Callanan, and Godshalk (2000) explains that training modules that include practical exercises and case studies help participants develop skills relevant to their careers. These skills include both technical abilities and soft skills that are essential for professional success.

Research by Lent, Brown, and Hackett (2000) states that training materials designed to increase motivation and self-confidence can help participants feel more prepared and confident in pursuing their career goals. Modules that include motivational elements, such as success stories and self-management techniques, contribute to increased self-confidence. A study by Knowles (1980) found that interactive and participatory training materials encouraged active participant involvement. Modules that combine group discussions, simulations, and role-playing allow participants to learn through practical experience, which in turn increases understanding and application of career concepts. Research by Simamora (2006) states that training modules that are relevant to participants' needs and interests have a greater impact on career planning. Material that can be adapted to individual context and development helps participants design more personalized and effective career plans.

A study by Brown and Lent (1996) shows that training materials that include labor market analysis and industry trends help participants understand labor market dynamics. Modules that provide information about job prospects, skill requirements, and average salaries help participants plan their careers more realistically. Research by Hall (1976) states that training modules that teach systematic career planning techniques, such as setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), help participants develop structured and measurable career plans. This allows participants to track their progress and make necessary adjustments. A study by Super (1990) concluded that training materials that included decision-making tools and techniques helped participants in the career decision-making process. Modules that teach how to evaluate career options and consider personal and professional factors support better decision making.

Overall, research shows that well-designed training materials or training modules can provide significant benefits for individual career planning. By providing relevant information, necessary skills, and decision-making support, training materials can help participants design and achieve their career goals more effectively. Educational institutions and organizations that provide career training programs must ensure that their training materials are comprehensive, relevant, and interactive to maximize their impact on participants' career planning. Based on the results of this research, a hypothesis can be drawn:

H2: training modul effect on career planning

**Method**

Procedure and participants

The research is quantitative research based on an explanatory approach. Quantitative research is scientific research that is systematic and has causality between variables. Meanwhile, explanatory research is research to test theories or hypotheses to strengthen or reject theories or previous research results. The analysis tool used is multiple regression with the help of SPSS 21 for window.

The research population was all FEB UMM students who took part in career training 1 to 5, totaling 1740, namely training carried out by the FEB UMM career center in collaboration with the CAKAP and Schoter platforms. Of the entire population, there were 147 who took part in the training 5 times and the research sample used 147 respondents, however from data collection it was found that 100 respondents filled out and completed the questionnaire, 25 did not complete it and 27 respondents did not complete the questionnaire. Questionnaires were distributed via Googleform to the WA group of career training participants.

Table 1 Research variable

|  |  |
| --- | --- |
| **Variable** | **Indicator** |
| Career planning is an activity carried out by students in preparing the career they will choose in the future, | Career exploration, Skills development, self-awareness, Portfolio and resume development |
| A trainer is a person or resource person who delivers career training material | Good communication skills, Adaptation ability, Motivational ability, Empathy/social sensitivity |
| Training Method is the method used by trainers to deliver teaching materials or training modules to training participants | presentations, discussions, practical exercises and via Zoom |
| Module content is training material either written or delivered by the presenter | Relevance, Sustainability, Completeness, Clarity |

This research describes career training from the aspect of trainers, modules and training methods. The aim is to dig deeper into the implementation of career training in preparing and assisting students in preparing for their careers in the future. Meanwhile, most of the existing research examines training in companies on employee performance and company performance. In this case, the reference used is research that has long been carried out by experts. combining several previous research results, namely about the influence of trainers on career planning by Noe (2010), the influence of training modules on career planning by Gutteridge (1986), Lent, Brown and Hackett (2000), Simamora (2006), the influence of training methods on final planning by Kowles (1080), Kram (1985), Spencer and Spencer (1993), Barrows and Tamblyn (1980):

Figure 1 Research Model

**Result and Discussion**

**Result**

This research was conducted on students from the Faculty of Economics and Business who took part in career training 5 times starting from March to June 2024, most of whom were students in semester 2 and semester 4 as a form of coaching students' career plans from the start.

Table 2 Characteristic respondent

|  |  |  |  |
| --- | --- | --- | --- |
| Characteristic  | Female  | Male  | Total |
| Amount | % | Amount | % |  |
| Semester 1 | 40 |  | 35 |  | 75 |
| Semester 2 | 11 |  | 10 |  | 21 |
| All of semester | 4 |  | 0 |  | 4 |
| Already have a career plan | 6 |  | 9 |  | 15 |
| Don't have a career plan yet | 65 |  | 20 |  | 85 |
| Management student | 42 |  | 40 |  | 82 |
| Accounting student | 4 |  | 6 |  | 10 |
| IESP student | 2 |  | 6 |  | 8 |

From the results of the characteristics of the respondents, it was found that some of the participants were women because women paid more attention to training activities. The largest number of training participants is semester 2 because semester 2 is still early and they are more obedient when given information by their guardian lecturers. Some participants do not yet have a career plan because they do not have a clear picture of a career that suits their current scientific field. The largest number of participants were management students because the overall number of management students was the largest in the UMM economics and business faculty.

**Validity test**

A validity test is a test to measure the validity of research questionnaires or the validity of research data so that the questionnaire can be understood by respondents and can show the degree of consistency between the research object data and the results of the notes.

Table 3 Validity test

| Variable |  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | R table | Cronbach's Alpha if Item Deleted | Information |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Career planning(Y) | Y.1 | 61.67 | 118.567 | 0.781 | 0.165 | 0.945 | Valid  |
| Y.2 | 61.74 | 116.477 | 0.801 | 0.165 | 0.944 | Valid  |
| Y.3 | 61.64 | 120.011 | 0.714 | 0.165 | 0.946 | Valid  |
| Y.4 | 61.71 | 121.077 | 0.722 | 0.165 | 0.946 | Valid  |
| Trainer  (X1) | X1.1 | 61.9 | 120.232 | 0.617 | 0.165 | 0.948 | Valid  |
| X1.2 | 61.86 | 120.324 | 0.674 | 0.165 | 0.947 | Valid  |
| X1.3 | 61.77 | 121.351 | 0.649 | 0.165 | 0.947 | Valid  |
| X1.4 | 61.74 | 120.356 | 0.694 | 0.165 | 0.947 | Valid  |
| Method (X2) | X2.1 | 61.93 | 120.712 | 0.605 | 0.165 | 0.948 | Valid  |
| X2.2 | 61.77 | 117.068 | 0.713 | 0.165 | 0.946 | Valid  |
| X2.3 | 61.89 | 116.564 | 0.746 | 0.165 | 0.945 | Valid  |
| X2.4 | 61.72 | 117.598 | 0.649 | 0.165 | 0.948 | Valid  |
| Modul content (X3) | X3.1 | 61.71 | 116.996 | 0.757 | 0.165 | 0.945 | Valid  |
| X3.2 | 61.78 | 113.749 | 0.841 | 0.165 | 0.943 | Valid  |
| X3.3 | 61.81 | 115.65 | 0.794 | 0.165 | 0.944 | Valid  |
| X3.4 | 61.86 | 117.011 | 0.714 | 0.165 | 0.946 | Valid  |

The r table value for a sample of 100 with an error probability of 5% obtained a value of 0.165, while the r calculation results for the corrected item total correlation shown in table 3 show that they are all greater than 0.165. Thus, it can be concluded that all research indicators are valid and can be used in this research.

**Reliability test**

The reliability test carried out is to determine the consistency of the indicators and the variables in the research. Apart from that, the reliability test is also used to find out information about the respondent's understanding of the questionnaire in knowing the information the researcher needs. Based on the results of data analysis in table 3, it can be seen that all Cronbach Alpha values ​​for independent variables are greater than 0.6, which can be concluded that all variables are reliable.

**Multiple regression**

Multiple regression is a model used to explain the influence of several independent variables on the dependent variable.

Table 4 Regression Coefficient

|  |
| --- |
|  |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 3.166 | 1.058 |  | 2.994 | .004 |
| Trainer  | .331 | .088 | .314 | 3.778 | .000 |
| Method  | .085 | .079 | .095 | 1.082 | .282 |
| Modul | .418 | .079 | .496 | 5.309 | .000 |
| a. Dependent Variable: Career Planning |

Table 4 contains the results of data analysis in the form of dependent, independent, constant, coefficient and error variables which will be written and explained as follows:

$$Career planning=3,166+0,331 T+0,085 Mt+0,418 Mo+e$$

In the mathematical regression equation, it can be shown that all the coefficients of the independent variables have a positive sign or are directly proportional. That is, when the independent variable increases, the dependent variable also increases and vice versa. From this equation, it means that trainers, modules and training methods can improve the career planning of students participating in career training. A constant value of 3.166 means that without career training by bringing in trainers, providing training modules and using training methods, students will still carry out career planning or the career planning carried out by students does not depend on career training.

The trainer coefficient is 0.331, meaning that the more competent the trainer is in career training, the more awareness the career training participants will have to make better career plans. The module coefficient is 0.085, meaning that the more methods used in training will increase student awareness in career planning. The method coefficient is 0.418, meaning that the better the training method applied, the more enthusiastic the training participants will be in planning their careers.

The results of the t test calculation or partial test for each independent variable on the dependent variable are used to determine the effect of the independent variable on the dependent variable. The t test results are declared significant if the calculated t value is greater than the t table. Of the three independent variables, the calculated t value is 3,778 for trainer or greater than the t calculated, the calculated t value of 1,082 for the method is smaller than the t table and the calculated t value for the module is 5,309 greater than the t table. From these three t tests, it can be concluded that the trainer and module have a significant effect, while the method has no significant effect on career planning.

The F test is a joint test or test to determine the influence of trainers, methods and modules on career planning. The method is to compare the F table value with F count, if F table is smaller than F count. then it means that all independent variables have an effect on the dependent variable. The F table value is 3.94 and the F count value is 65,504, so it is proven that the independent variables together have a significant effect on the dependent variable.

Table 5. Simultaneous test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | F | Sig. |
| Sum of squares | Df | Mean Square |
| 1 | Regression | 637.768 | 3 | 212.589 | 65.904 | .000b |
| Residual  | 309.672 | 96 | 3.226 |  |  |
| Total | 947.440 | 99 |  |  |  |
| 1. Dependent Variable: Career planning
2. Predictors: (Constant), trainer, method, modul
 |

Thus, in table 6 it can be concluded that trainers, methods and modules have an influence on student career planning.

The coefficient of determination (Adjusted R Square) is a tool to measure the ability of independent variables to influence dependent variables. If R, R square or R adjust have a value greater than 0.5 then it can be interpreted that all independent variables predicted to influence the dependent variable have been proven. Coefficient R aadjut of 0.662 shows that 66.2% of career planning variables are influenced by career training in the form of trainers, modules and methods of 66.2% and the remaining 33.8% are influenced by other variables which are not in this research.

Table 6. Coefficient determination

|  |  |  |  |
| --- | --- | --- | --- |
| Model |  |  | Std. Error of the Estimate |
| R | R Square | Adjusted RSquare |
| 1 | Regression | .820a | .673 | .663 | 1.796 |

1. Predictor: (Constant), trainer, Modul, method

**Discussion**

From the results of data analysis and explanations, both statistical and descriptive, it can be described in more detail as follows:

**Effect trainer on career planning**

The results of data analysis show that trainers influence career planning, meaning that respondents in planning their careers are influenced by trainers. This can be interpreted that the trainer's competence in the form of communication skills, adaptability, motivation ability and empathy ability in providing training to participants is able to encourage participants to plan for their future.

Communication skills are an important foundation for a trainer to ensure that the learning process runs smoothly and effectively, and achieves the expected training objectives. Trainers must be able to explain concepts and information in a way that is easy for participants to understand. The use of clear language, relevant examples, and systematic explanations helps ensure that participants understand the material presented. Good communication skills help trainers to build positive relationships with participants. This creates a more inclusive and supportive learning environment, so that participants feel more comfortable participating and asking questions. Constructive feedback is an important part of the learning process. Trainers who have good communication skills can provide feedback in a constructive way, so that participants can understand areas that need improvement without feeling offended.

Communication skills help trainers manage the class, handle conflicts, and keep the atmosphere conducive to learning. This includes the ability to listen actively, address questions, and control discussions. Good communication allows trainers to motivate participants and increase participation. Trainers who can inspire and encourage participants through their words can increase engagement and enthusiasm for learning. Each group of participants has different needs and learning styles. Communication skills allow trainers to adapt their approach according to audience characteristics, resulting in more effective delivery of material. In the training process, participants may face various problems or obstacles. A communicative trainer can help participants in solving problems by providing additional explanations or guidance as needed.

**Effect training method on career planning**

Based on the results of data analysis, it shows that the final training method has no effect on career planning, meaning that training methods in the form of presentations, discussions, practical exercises and using zoom are not very important for career training participants. Career implementation is carried out via zoom with the consideration of making it easier and more flexible because participants come from various places with various activities carried out, as well as the resource person's location being far away, so offline training is not possible.

The methods implemented are through presentations, discussions, practical exercises and the use of zoom. The trainer delivers the material by describing and explaining the training materials in the form of basic material and application examples which provide an overview of the importance of students preparing and planning their careers early. The trainer opens a question and answer session and discussion to provide opportunities for participants who do not understand the material and provide feedback on the participants' absorption of the material. One of the career materials is writing a CV and portfolio that has been given by the trainer. To be more applicable in delivering the material, each participant is required to write a CV and portfolio which is then sent to the presenter.

From the method that was given during the training, it turned out that it was not optimal because the participants wanted some of the material to be done offline to make it easier to absorb and practice what was given by the resource person. Apart from that, several participants provided descriptions and suggestions regarding the implementation of job fairs in the hope that participants and presenters could act professionally by showing real examples of interviews, receiving application letters and so on. The results of this research support that this research is not in line with research conducted by

**Effect modul training on career planning**

The results of the data analysis explain that the final planning module or material has an influence on students' career planning, meaning that the content of the material is relevant, sustainable, complete and clear and is proven to be able to encourage career training participants to plan their careers in the future. With the existence of career training materials in the form of self-management, scholarships, legal aspects of workers and developing personal potential, it encourages career participants to truly understand everything related to career and self-development, so that they are ready to face the world of work in the future.

Career training materials which are the necessary foundation for successful professional development provide a new picture that students not only learn knowledge in the form of hard skills, but also soft skills and their complements. Even students are also aware of not just hearing and understanding but by realizing it in the form of practice in the form of participating in internships, PKN and PKL activities. The information provided by the resource person really provides a complete picture of the world of work and what must be prepared to achieve it. Thus, career training materials provide a strong foundation for successful career development, helping individuals to understand, plan, and achieve their professional goals more effectively. The results of this research are in accordance with previous research.

**Conclusion**

From the results of the discussion of the influence of career training on career planning with career training indicators in the form of trainers, career training methods and modules, it can be concluded that 1. Trainers have an influence on career planning, meaning that the trainer's ability to provide training has been able to improve participants' ability to make final plans. 2. Career training methods have no effect on final planning, meaning that the methods used in career training do not encourage participants to plan their careers. They prefer real career training through the direct presence of trainers by playing the role of companies that recruit and have a real job market. 3. Final training modules have an influence on career planning, meaning that with relevant, sustainable, complete and clear training modules or materials that encourage participants to prepare career plans well, each participant has a complete picture of what needs to be prepared and put into practice.

**Limitations and Future Research Potential**

The research results show that of the three variables, only the final training method variable is not significant because there is some final material that should be done directly offline, so that participants can understand more easily. However, the three variables together have an influence on career planning. Based on these results, there are several suggestions for career training implementers, namely providing direct training for several materials by choosing the right time because each student has a different schedule and activities. It is indeed not easy to carry out training directly and offline, but a joint agreement needs to be made so that the training can run well and produce good output. In further research, it would be best to continue this research with the same variables in different places because the adjusted R contribution of the variables is good, but there are still few studies like this. In this way, similar research will be enriched.

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