

Pengaruh dukungan kontekstual, hambatan kontekstual, dan kepribadian proaktif terhadap efikasi diri dalam keputusan karier mahasiswa melalui self-directed learning = The Effect of contextual supports contextual barriers proactive personality on career decision self efficacy through self directed learning among college students

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Abstrak

Efikasi diri dalam keputusan karier menjadi topik yang penting dalam perkembangan karier mahasiswa karena banyak dikaitkan dengan ketidakpastian karier, kestabilan dan persistensi karier seseorang. Studi ini bertujuan untuk meneliti pengaruh dukungan kontekstual, hambatan kontekstual dan kepribadian proaktif terhadap efikasi diri dalam keputusan karier pada mahasiswa melalui self-directed learning berdasarkan Social Cognitive Career Theory SCCT. Penelitian ini merupakan penelitian kuantitatif yang melibatkan 496 mahasiswa semester 4 dari seluruh fakultas di Universitas Indonesia. Partisipan diminta untuk menjawab pertanyaan dari Career Decision Self-Efficacy Short Form, Dukungan dan Hambatan Kontekstual, 17-item Proactive Personality Scale dan Student Self-Directed Learning Questionnaire.

Hasil penelitian menunjukkan bahwa dukungan kontekstual dan kepribadian proaktif memiliki pengaruh secara langsung maupun tidak langsung melalui self-directed learning secara positif dan signifikan terhadap efikasi diri dalam keputusan karier. Hambatan kontekstual memiliki pengaruh tidak langsung melalui self-directed learning secara negatif dan signifikan terhadap efikasi diri dalam keputusan karier terhadap efikasi diri dalam keputusan karier. Penelitian ini memiliki keterbatasan teoritik karena pembahasan hanya berbasis pada pandangan SCCT model pilihan karier. Padahal dalam perkembangannya teori SCCT mengembangkan beberapa model yang dapat memperluas pembahasan efikasi diri dalam keputusan karier.

Penelitian ini memiliki implikasi praktis bahwa mahasiswa yang memiliki ciri-ciri kepribadian proaktif akan tercermin pada seseorang yang memiliki ciri-ciri self-directed learning, yaitu bertanggung jawab terhadap pendidikan yang ditekuni dan dapat beradaptasi terhadap hambatan yang dijumpainya. Saran penelitian ini antara lain untuk memantapkan efikasi diri dalam keputusan karier, hambatan perlu diminimalisir dengan meningkatkan self-directed learning, membangun inisiatif mahasiswa dan meningkatkan dukungan kontekstual.

.....Career decision self efficacy is an important topic in the career development because it is associated with career uncertainty, stability and persistence of one's career. The aim of this study is to examine the effect of contextual support, contextual barriers, and proactive personality on career decisions self efficacy through self directed learning, based on Social Cognitive Career Theory. A quantitative study is carried out, involving 496 fourth semester students from all faculties in Universitas Indonesia. Participants have to answer the Career Decision Self Efficacy Short Form Scale, Support and Barriers Contextual Scale, 17 item Proactive Personality Scale and the Student Self Directed Learning Questionnaire.

The results showed that support contextual and proactive personality has a direct and indirect effect through

self directed learning in a positive and significant impact on career decision self efficacy. Contextual barriers have an indirect effect through self directed learning in a negative and significant impact on career decision self efficacy. This study has limitations because the theoretical discussion is only based on the views SCCT model of career choice. Whereas SCCT has developed several models to expand the discussion of career decision self efficacy.

This research has practical implications that students who have a proactive personality traits will be reflected as a person who has the characteristics of self directed learning, which is responsible for their education and can adapt to any obstacles encountered. The suggestion of this research is to establish career decision self efficacy, barriers need to be minimized by increasing self directed learning, build student rsquo s initiative and improve contextual support.