

Effect of Career Doubts on Goal Progress Mediated by Coping Mechanism

Shafira Jessenia Jasmine¹, Rangga Almahendra^{1*}, Sarah Jessica Putri Budiane¹,
Farras Hidayatullah¹

¹ Faculty of Economics and Business, Gadjah Mada University, Yogyakarta, Indonesia

*Corresponding Author: almahendra@ugm.ac.id

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Abstract: *To equip students with professional experience, the Ministry of Education and Culture launched Merdeka Belajar Kampus Merdeka (MBKM) program in 2020. One of many programs that has been launched is Magang and Studi Independen Bersertifikat (MSIB). In Magang (Internship) Bersertifikat program, students can freely choose their internship role and companies. The purpose of this program is to enrich experience in pursuing their future career. Unfortunately, there are students who are still unable to choose internships that suit the career they want. This research tried to analyse and explore how the influence of career doubts on the progress of the goals achieved by the first batch of MBKM Magang Bersertifikat students. Research also try to explore the influence of coping mechanisms on the influence of career doubts in the goal progress. This study concludes that career doubts have a negative impact on goal progress. In addition, Task Oriented Coping (TOC) has a positive impact on goal progress.*

Keywords: Career Doubts, Goal Progress, Task Oriented Coping, Disengagement Oriented Coping, Merdeka Belajar Kampus Merdeka

1. Introduction

Students at university are expected to be able to determine the fields they will pursue in their lives, both career wise and academic wise (Chamandy & Gaudreau, 2019). Therefore, students are directed to form the mindset of forming an individual ideal career plan. This crucial career planning needs to be shaped based on the experience and learning gained as they studied in university. Unfortunately, there are students who still don't have a crystal-clear career plan that they want to pursue after they graduated from university. This can be caused by the quality of career panning based on career goals owned by students.

In 2020, Indonesia's Ministry of education and culture (KEMENDIKBUD) launched a new program called Merdeka Belajar Kampus Merdeka (MBKM). There are several programs that were launched and one of them is Magang dan Studi Independen Bersertifikat (Certified Internship and Independent study/ MSIB). The program is expected to be able to assist students applying the learning they get in school to the real-world problem by doing internship. Student can also get help to explore more into the role that they want to pursue as their future career. Afterall, the main goal of the program is to become the bridge for student knowledge gap between their university study and the real-professional career life. Indonesia's student

welcomes the program launched with a warm welcome as there are an obvious enthusiasm proved by the amount of student submitted their application to the program. There are 104.656 students from 555 different university across Indonesia applying to 122 companies that has been curated by KEMENDIKBUD.

Internship in formal education context could be included as experiential learning. Internship system demand students to get learning by experiencing it themselves. With all knowledge that they got from internship program; students were expected to complete the program with all their might. The freedom to choose their own role and companies also count into how good student could fulfill their duty in their internship. MSIB program at the end wasn't only program to seek more knowledge or dive more into the professional career student have in mind, but also could be opportunity for student to prove themselves through achievement that they could get.

Purpose of Magang Bersertifikat program in MSIB MBKM could only be reached if student can have clear planning of their own purpose. Students individual career purpose will also influence their way to choose their own path and how progressive their career path would be. Furthermore, career plan also determines student way to shape their reputation and personal branding. This could lead student to have more competitive advantage compared to other student. On the contrary, student that have doubt in their career plan could lose many opportunities. Career doubt itself were defined as condition where student feel about their choice of career. It has strong connection to student psychology. That's why, career doubt might get student to develop their own coping mechanism. Two of them is Task Oriented Coping (TOC) and Disengagement Oriented Coping (DOC).

Value-Expectancy theory stated that individual who has tendency to doubt their own decision usually don't muster all their energy in the task given to them. When they don't see a task as something that have value to the, they would refrain themselves to be attached to the task. TOC would appear more as it is the coping mechanism based on how individual value their given tasks. In contrast, individual that don't see any value would feel more disengage to their responsibility. Therefore, they would develop a coping mechanism called Disengagement Oriented Coping (DOC).

This study aims to seek more into the influence of Career doubt to goal progress. As stated before, as career doubt also got relation to psychological process especially coping mechanism, this study also tries to explore influence of coping mechanism to goal progress and also influence of coping mechanism as mediating variables.

2. Literature Review

In 2019, Chamandy and Gaudreau (2019) succeeded to explore similar study that was held in one of the universities in Canada. In their study, Chamandy and Gaudreau stated that career doubt has a negative impact on career goal progress. Chamandy and Gaudreau used dual domain model to explore influence of career doubt to academic and career progress. The study also found out that TOC has influence in academic and career goal progress. Alas, DOC don't have any influence on career goal progress, but has a significant impact on career goal progress. This also imply to mediating effect of TOC that have a significant mediating effect to both academic and career goal progress. Contrarily, DOC don't have any mediating impact both in career and academic goal progress.

Goal progresses were defined as the progress achieved as someone try to achieve a goal that they set for themselves (Chamandy & Gaudreau, 2019). To achieve these goals, there are some factors that affect how far individual got the progress they want. Therefore, career doubt was expected to influence how far individual can achieve their goal. Career doubt itself defined as specific feeling that individual feel regarding their own career choice (Porfelli & Savickas, 2012). These doubts attached to how individual define their vocational identity. Therefore, how individual see themselves would affect how they got their goal as vocation identity means how individual reflect and asses their own vocational capability, goals, and expectancy.

Individual own belief to their own capability define how they will have confidence to solve problems that are related to how they got their goals. Strong commitment towards achieving their own goals could also be foundation to do resiliency to solve complex problem. As stated by value-expectancy theory, individual achievement was defined by the interaction between individual believes and how far did individual valued task they work on (Atkinson, 1957). On other side, self-expectancy theory was defined as how individual has the tendency to do somethings based on how they perceived and has expectancy to things they work on (Robbins & Judge, 2019)

When individual, in this case, students feel comfortable to their own career choice, they will have a certain confidence level to carry on their own goal. It is connected to how doubts is seen as behavior that completely contradict with self-efficacy behavior (Chamandy & Gaudreau, 2019). Self-Efficacy itself means that student have belief that they could complete task given to them (Robbins & Judges, 2019). For that reason, doubts is a factor that can blocked student to give their all to a complete given task.

H₁: Career doubt has a negative impact towards goals progress on the experiential learning for Magang Bersertifikat program of MBKM.

As stated before, career doubt has relation to student psychological state. Career doubt itself is a stressor for student as it shapes a feeling of threat and challenged in student's mind. Because of that, student would likely develop coping mechanism to handle the stress they got to career doubt that they have. In Psychology theory, coping is defined as response that individual has when they try to manage things that makes them uncomfortable (Pastorino & Doyle-Portillo, 2019). Two coping mechanism that would likely appear is Task Oriented Coping (TOC) and Disengagement Oriented Coping.

Task oriented coping (TOC) is coping mechanism process that appear to people as they try to manage their stressor with task-oriented approach. This means, student who has this coping mechanism would likely has persistency to complete task given to them. This coping mechanism include how student formulate strategy to manage task given to them. This could mean that they try to have a better time management and seek advice from mentors (Chamandy & Gaudreau, 2019).

Career doubt would matter to individual expectancy that student have in order to achieve the goal that they aim for. In Robbins and Judge (2019), expectancy could drive someone to achieve their goals in three steps. The first one being how effort could affect the performance made by individual. With a good effort, student can provide better performance that has a positive influence on how much energy they want to give to complete tasks. This also relate to how many rewards individual expect to have with the performance they display.

H₂: Task Oriented Coping has a positive impact towards goals progress on the experiential learning for Magang Bersertifikat program of MBKM.

On the contrary, Disengagement Oriented Coping (DOC) is coping mechanism that form as individual choose to be disengage with their task. This could be caused by how individual try to dodge discomfort feeling as they don't feel values in the task given to them. This could include how individual try to seek personal release to lessen their negative feeling. As result, individual might find it hard to have a significant goal progress as they don't give their all to complete the task given to them.

H₃: Disengagement Oriented Coping has a negative impact towards goals progress on the experiential learning for Magang Bersertifikat program of MBKM.

To complete the influence between career doubt and goal progress, this study also tries to explore the mediating effect of both TOC and DOC. Therefore, the last two hypothesis define as below:

H₄: TOC has mediating effect on career doubt influence to goals progress on the experiential learning for Magang Bersertifikat program of MBKM.

H₅: DOC has mediating effect on career doubt influence to goals progress on the experiential learning for Magang Bersertifikat program of MBKM.

3. Research Design

Research data is quantitative and prime data that was collected by online survey with the help of Google Form platform. Survey was completed by the respondent themselves, which mean that survey was conducted as self-administrated survey. Unit that were analyzed in this study is individual unit. Data collection was conducted in one time only which mean that the data gathered is considered a cross sectional data. Survey form was given to students from one university in Indonesia. The student surveyed must already completed Magang Bersertifikat MBKM program in August to February 2021.

Goal Progress (GP)

Act as dependent variable, goal progress defines as achievement that someone got when they try to aim to a goal that they set for themselves. Goal progresses were measured by Likert scale from 1 (Strongly disagree) to 5 (Strongly agree). This dependent variable measured by five questions included in previous research by Carraro and Gaudreau (2010). Variable measure by statement which is: "I think I made progress to achieve carrier goal that I want."

Career Doubt (CD)

Career Doubt defined as certain feeling that individual feel regarding their own choice. (Porfeli & Savickas, 2012). It is measured by career self-doubt questioner included in Vocational Identity Status Assesment (VISA) (Porfelly, et al, 2011). Measured by likert scale from 1 (strongly disagree) to 5 (strongly agree). The question include is: "thinking about career made me feel anxious."

Coping Mechanism

This mediating variable were measured with the help of Coping Inventory for Academic Striving (Gaudreau et al., 2019; Thompson, 2015). Questioners include statement such as "I

visualized myself doing my best in the task given.” and was measures by likert scale from 1 (strongly disagree) to 5 (strongly agree).

4. Data Analysis and Results

This study collects 104 data respondents that further would be analyzed to get better insight regarding the topics explained before. There are five data respondent that need to be deleted. Four respondents come from program that were not become the object for the study and one failed to fill out all question in the questioner. As result, this study could only analyze 99 respondents’ data. Data were analyzed using SmartPLS version 3.0 as this study have Partial Least Square Equation Modelling (PLS-SEM) as research model. The degree of freedom used in this study is 5% with two tailed model.

Validity and Reliability

To ensure each manifesting variable that treated as indicator could measure variable accurately, we conducted elimination towards indicators using outer loading analysis. Furthermore, convergence validity and discriminate validity were also measured using Average Variance Extracted (AVE) and Fornell Larcker value. To analyze each variable reliability, Cronbach alpha analysis were conducted.

Table 1: Validity and Reliability Analysis

	Outer Loading	AVE	Cronbach Alpha
DOC1	0,61	0,91	0,75
DOC2	0,62		
DOC3	0,73		
DOC4	-0,02		
DOC5	0,78		
DOC6	0,71		
DOC7	0,83		
DOC8	0,66		
DOC9	0,72		
GP1	0,85	0,91	0,76
GP2	0,91		
GP3	0,91		
GP4	0,91		
GP5	0,91		
TOC1	0,56	0,91	0,94
TOC2	0,34		
TOC3	0,58		
TOC4	0,72		
TOC5	0,56		
TOC6	0,66		
TOC7	0,73		
TOC8	0,34		
TOC9	0,29		
TOC10	0,35		
TOC11	0,44		
TOC12	0,55		
TOC13	0,75		

CD1	0,54	0,85	0,83
CD2	0,77		
CD3	0,70		
CD4	0,72		
CD5	0,83		

Table 2: Fornell Larcker Criterion

	DOC	Goal Progress	Career Doubt	TOC
DOC	0,77			
Goal Progress	-0,24	0,90		
Career Doubt	0,42	-0,41	0,76	
TOC	-0,46	0,40	-0,12	0,82

As seen above, based on outer loading analysis, indicators that don't have value more than 0,70 would be excluded from our analysis. After excluding some indicators, we could have a valid and reliable component to analyze.

After making sure that all component that will be used in our study is reliable and valid, we're moving forward to get insight based on hypotheses formulated before.

Table 3: First Hypothesis testing

Career Doubt → Goal Progress	
Path Coefficient	-0,41
Average Sample	-0,39
Sample standard deviation	0,09
<i>t-statistic</i>	3,77
<i>p-value</i>	0,00

Table 4: Second Hypothesis testing

TOC → GP	
Path Coefficient	0,40
Average Sample	0,42
Sample standard deviation	0,10
<i>t-statistic</i>	3,81
<i>p-value</i>	0,00

Table 5: Third Hypothesis testing

DOC → GP	
Path Coefficient	0,11
Average Sample	0,01
Sample standard deviation	0,10
<i>t-statistic</i>	1,08
<i>p-value</i>	0,28

Table 6: Non-Direct Mediation Effect

	CD → TOC → GP	CD → DOC → GP
<i>t-statistic</i>	0,77	0,95
<i>p-value</i>	0,44	0,34

The above tables show result of path coefficient analysis and also non-direct mediation effect for hypothesis testing. As shown, we can conclude that the first hypothesis is accepted as the coefficient show the negative value and p-value show that the result is significant. This also imply to the second hypothesis as the path coefficient show a positive value and the p-value also accepted. In this study, the other three hypothesis were declined as to they don't have accepted p-value.

5. Conclusion

Based on the data analysis discussed, the first hypothesis is accepted. This result aligns with self-efficacy theory where individual believe in their own capacity and capability could define how they completed task given to them (Burns et al., 2020). It also aligns with self-regulation theory (Bandura, 1994; Chamandy & Gaudreau, 2019). The second hypothesis also accepted indicated that individual positive response towards the task given to them would give a positive impact to the goal progress they seek.

Discovery of positive impact of DOC to goal progress is a unique result as it completely contrary to the first theory proposed in the third hypothesis. But, looking back to our context and situation of study, this result could be explained well. This study was conducted to internship program participant. The purpose of the program is to give more exposure to student about the professional life they plan to pursue in the future. As they haven't got any job authority and have assigned mentor to guide them, even with the appearance of DOC, goal progress still can be achieved. Moreover, as they feel guided by their mentor, DOC that appears may result to how much goal progress they feel. Rather than having a hard time and feeling like they don't have any value from their internship experience, they feel like they have clearer path. The goal progress that they achieve is more into clarity of purpose rather than a tangled and countable achievement. Unfortunately, we can conclude the significancy of this result as the p-value shows that the result is not significant. Therefore, further study could always be done to get better insight regarding this matter.

The mediating effect of TOC and DOC in this study also not accepted. This also could be caused by how this study was occurred in internship setting where respondents still don't have any job authority. In fact, internship doesn't affect aspiration and perception shaping.

Implication

This study tries to contribute more into motivational theory. Which means that this study try to contribute more into organizational behavior study and how motivation could affect the outcome from people working in an organization. As for practical implication, we hope that this study could give input to educational institute about how it is important to shape student future career plan to give more chance for student to thrive after their study. For other company, this study could be reference to support arguments about how learning and developments for employee personal purpose is needed as to make employee more motivated and could give more impact to the company.

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