

**BUKTI KORESPONDENSI ARTIKEL PADA JURNAL
INTERNASIONAL BEREPUTASI**



PENGUSUL

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UNIVERSITAS NEGERI SEMARANG

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Bersama dengan surat ini, saya bermaksud menyertakan bukti bukti korespondensi proses artikel pada Jurnal Internasional dengan judul “: *Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education* , European Journal of Educational Research, Volume 13, Nomor 1, Tahun 2023,

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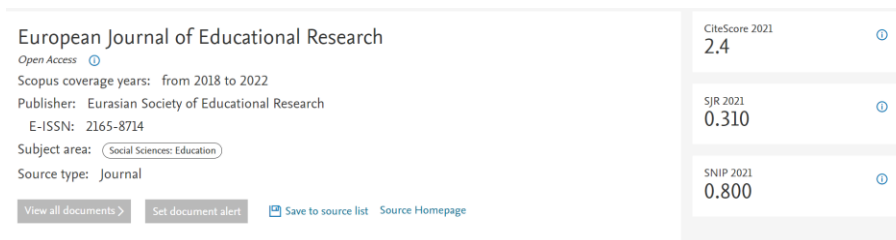


Dr. Widiyanto, M.B.A., M.M

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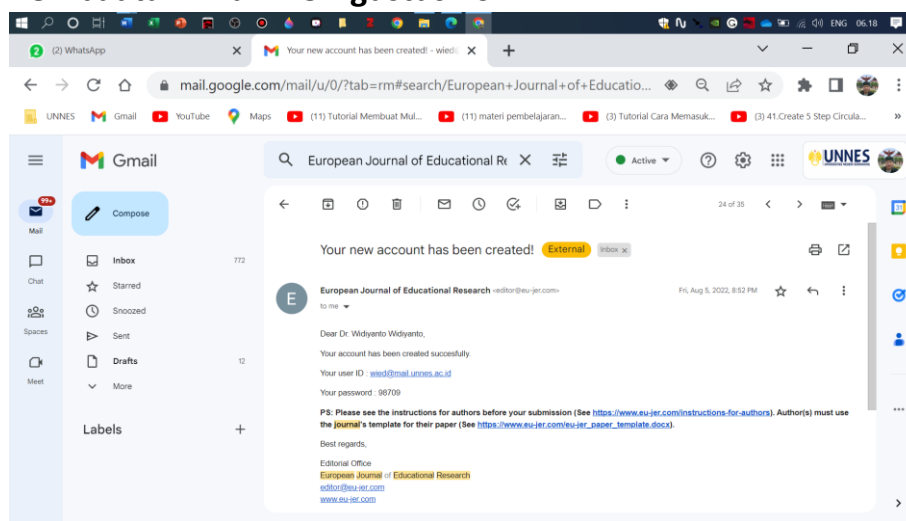
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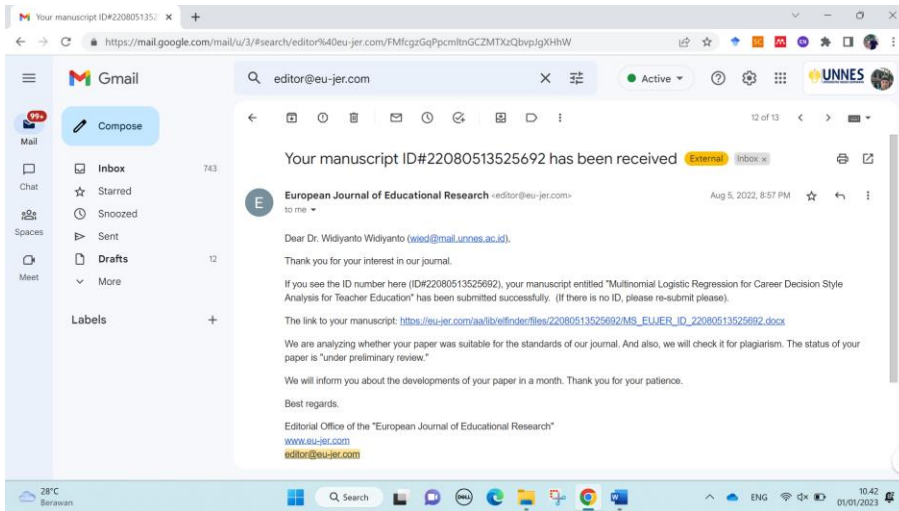


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2. SUBMISSION PERTAMA KALI – 5 AGUSTUS 2022



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Dear Dr. Widiyanto Widiyanto,

We have looked at your manuscript entitled "Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education" (Manuscript EU-JER ID#22080513525692). It is suitable for our journal's scope.

However, our initial review of your paper has shown that your paper is not suitable for our template (See https://www.eu-ier.com/eu-ier_paper_template.docx). So the editorial process has been paused.

Please see the more information on our website: (<https://www.eu-ier.com/instructions-for-authors>)

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* Your paper doesn't include "recommendations (separately), limitations (separately)" parts.

* Edit the Discussion title format.

* The paper needs proofreading by a language expert.

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* Provide English translation of the title of non-English sources as the below:

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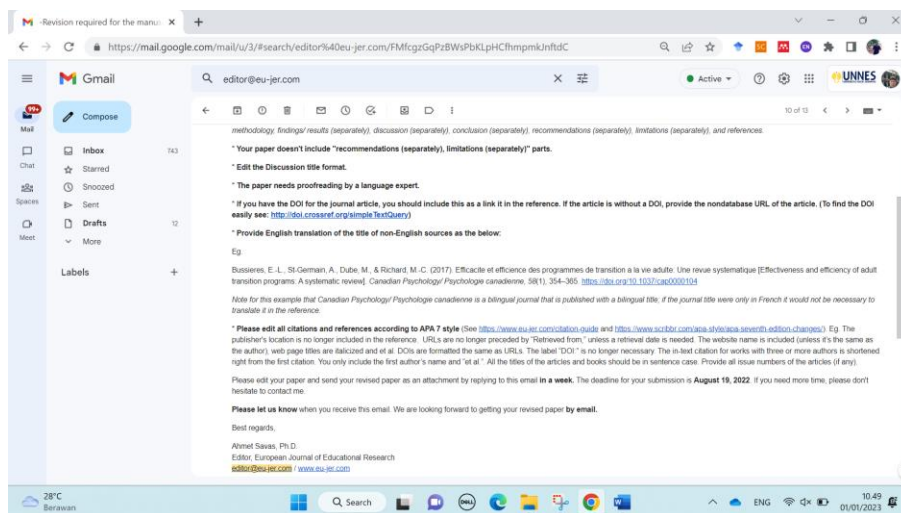
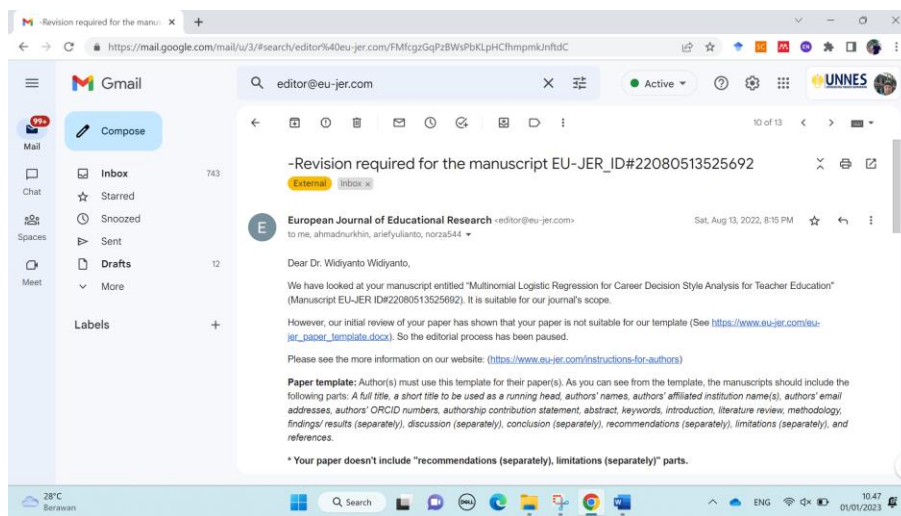
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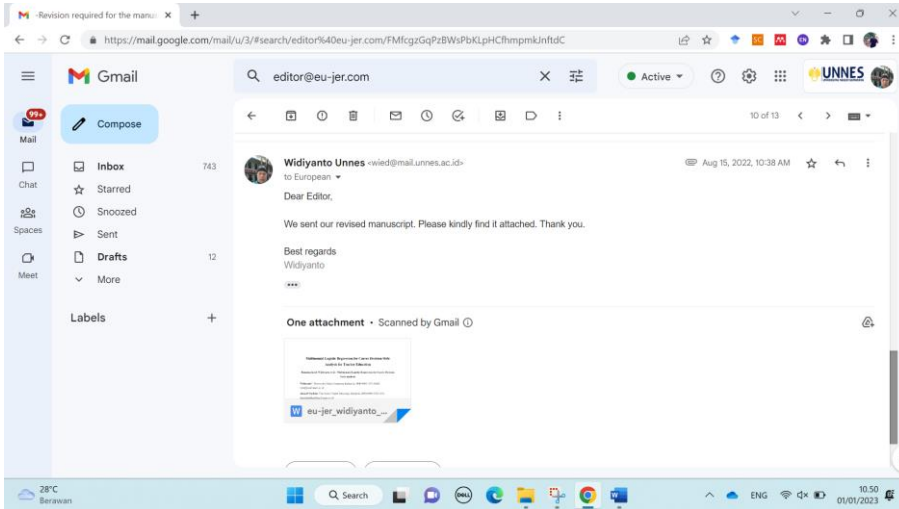
Please let us know when you receive this email. We are looking forward to getting your revised paper by email.

Best regards,

Ahmet Savas, Ph.D.
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EMAIL BALASAN SETELAH PAPER DIPERBAIKI



PAPER YANG TELAH DIPERBAIKI

Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education

**Running head: Widiyanto et al. / Multinomial Logistic Regression for Career Decision Style
Analysis**

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Authorship Contribution Statement

Widiyanto: Conceptualization, design, data analysis/interpretation, drafting manuscript, critical revision of manuscript, statistical analysis, securing funding, supervision, final approval. Nurkhin: concept and design, data acquisition, drafting manuscript, admin, supervision. Yulianto: methodology, statistical analysis, technical or material support, final approval. Daud: design, statistical analysis, data analysis/interpretation.

Abstract: This study aims to identify the style of students in choosing a career. The second purpose is to examine what factors affect the career selection style, and the third aims to find out whether all educational program students want to have a day to become a teacher. The research method uses multinomial logistics regression following variables with qualitative data categorized as more than two. The research population is Universitas Negeri Semarang (UNNES) students of education programs from five faculties in 2018. The number of populations is 4531 and samples used as participants as many as 220 students. The method of data analysis is multinomial logistics regression methods. The results showed that the model meets the requirements for use and factors that affect the career decision-making style are gathering information, locus of control, speed of deciding, and aspiration of an ideal career.

There are 5 styles in career selection, namely rational style, intuitive style, spontaneous style, dependent style, and avoidant style. As a result, spontaneous style is the style most widely used by students. The other result indicates the factor that most influences students in choosing a style are the aspiration for an ideal career.

Keywords: *Decision Style for Career Selection, Locus of Control, Multinomial Logistics Regression, Speed of Making Decision.*

Introduction

Educational program students are prospective teachers. Some students do not want to be teachers. Incidental interview results and survey answers in 100 students there are 43 who stated that they did not want a career in teaching staff, changes in the teaching profession to move to other careers also occur in India, more than 49% (Modan, 2021). In Ghana many teachers changed professions and looked for other jobs (Adjei & Amofa, 2014). While other countries in Scotland desire to work as an increase in teachers (Robertson, 2021) there is a mismatch with the results of the study (Rowan & Townend, 2016) if graduates of the education program will feel more confident and ready to have a career to become a teacher. The career selection process is very dynamic, interesting, and often confusing for students (Cheema et al., 2017; Ghulati, 2021). This confusion is because according to (Krumboltz et al., 1976), students made mistakes in the process of generalizing careers.

The topic of career selection outside the teacher for students of education programs is an interesting study, this refutes the opinion that the selection of majors or expertise programs in learning will increase someone's interest in a career in the selected department or program. According to some opinions, the career selection process could be traditional and sequential (Gati et al., 2010), so individuals often argue that educational background will show a career of choice. This is different from the other opinion (Bhattacharya, 2013). According to him career choices will change with the modernization and paradigm changes, individuals will prefer career by giving better status.

The novelty of this research is to examine the process of students in choosing a career for educational program students who choose careers outside of teaching, which is not much examined in the career of teaching staff in Indonesia. Another novelty is the use of multinomial logistical regression methods to operate data. The purpose of this study is to detect factors that influence student style in choosing a career and recognize the variations of the style used by students in choosing a career.

The career selection process has its uniqueness, this process is very dependent on the style of one's individual when making decisions, career decision-making style is rarely revealed when talking about the career selection decision process (Harren, 1979). Career Decision Making Style is an individual's way of choosing a career, usually, a traditional career decision making is a sequential process (Gati et al., 2012). Research on Style Career Decision-Making Style generally only uses one or two approaches, many styles are used by individuals (Maldonato & Orco, 2011).

The existence of criticism of a single-dominant approach in the style of career decision making because individuals have more than one style (Maldonato & Orco, 2011). To answer that Gati gives a pattern in choosing a career called Career Decision-Making Profiles (CDMP) includes 11 dimensions (Gati et al., 2012). The dimension is information gathering; information processing; locus of control; effort invested in the process; procrastination; speed of making the final decision; consulting with others; dependence on others; desire to please others; aspiration for an ideal occupation; willingness to compromise. According to (Whitehead, 2002), there are five styles when the individual decides on a career: the rational style, the intuitive style, the dependent style, the avoidant style, and the spontaneous style (Baiocco et al., 2009).

The career selection style of several studies was influenced by information gathering, locus of control, speed of making the final decision, and aspiration (Gati & Tal, 2008; Krumboltz, 1992; Raza et al., 2012; Shahzad et al., 2014; Watts, 2001; Watts et al., 1996; Xu et al., 2014). Information gathering would be the process of collecting information about something you are interested in. Complete career information includes practice resource information, career news information, career policy information, career evaluation information, etc. (Cai, 2020). The availability of career information will have a positive impact on individuals, such as support information as needed. Good information about a career can

provide a wide and comprehensive picture, this information includes the types of work and prospects (Salimah et al., 2019). There are two types of user information, namely analytical thinking style and other holistic thinking styles (Datar & Ahmad, 2019). Characteristics of people who think analytical are focusing on individual objects and setting objects into categories based on their attributes. Whereas holistic thinkers consider the overall context, with a focus on the relationship between objects (Lux, 2021). These two thinking styles will affect individuals in the process of processing information, because information processing is guided by a high-level mental process, such as when we build perception by filtering information through our experiences and expectations.

Locus of Control can be defined as a feeling of having control over the source of reinforcement in a person's life. The locus of internal control is mainly related to the behavior and vocational attitudes, which individuals feel more effective than other types of behavior and attitudes (Ulas & Yildirim, 2019), such as perception, competence, self-efficacy, and hope. External locus of control refers to the belief that an event has no direct relationship with the actions taken by yourself and is beyond his control (Munawir et al., 2018). Namely the existence of external influences such as fate, luck, superiors, and the surrounding environment that can control his life (London, 1997). Locus of control influences the style of career decision-making because it can encourage or become a barrier to making decisions (Takndare & Yulita, 2019).

Speed of making final decision is the duration of time needed by individuals to make the final decision after the information is collected and compiled (Gati et al., 1996). Individuals often need a long time, and some others are quite a short time in deciding something this is influenced by various considerations that are considered beneficial (Elayyan & Shra 'ah, 2015; Takndare & Yulita, 2019). Considerations in the fast or later collection of blindness related to the existence of an urgent need, the encouragement of others, excessive expectations, and the level of emotions of a person (Lent & Brown, 2020). Some individuals who have just graduated from education often make career decisions encouraged to immediately earn income and concerned about being unemployed (Whitehead, 2002).

Aspiration for an ideal occupation, occupational aspirations have been conceptualized in career development theory as a career development task, especially for adolescents when looking for a career by their self-concept (Defant, 2018). The view of careers is always related to future life and is related to the quality of life (Dias, 2011) and in adolescents are always associated with income and with prestige (Chukwu et al., 2022; Tonetto et al., 2012). At the beginning of career selection, individuals always idolize careers under the educational background that has been taken (Rowan & Townend, 2016), but some others are encouraged by the aspirations of their friends and parents (Chukwu et al., 2022).

Methodology

Research Design

Using a quantitative approach with multinomial logistics regression mathematical models, namely regression models that can be used if the regression variable is qualitative. The purpose of this method is to obtain a good and simple model that illustrates the relationship between the dichotomous or polychotomous response variables with a set of predictor variables that are continuous or categorical. Because the response variable has more than two categories, this research uses multinomial logistics regression.

Sample and Data Collection

The population of the research is UNNES students in five faculties namely Faculty of Language and Art, Faculty of Social Science, Faculty of Mathematic and Natural Science, Faculty of Economics, and

Faculty of Education. The number of populations is 4531. Using the Slovin formula obtained samples of 226.55 rounded up to 220 students. Table 1 shows the distribution of research sample.

Table 1. Sample Distribution

No.	Faculty	Number of Students	5%	Sample
1	Faculty of Language and Art	1045	52,25	52
2	Faculty of Social Science	728	36,40	36
3	Faculty of Mathematic and Natural Science	925	46,25	46
4	Faculty of Education	822	41,10	41
5	Faculty of Economics	1011	50,55	51
Total		4531	226,55	226

Research Variables

The research variables used in research are as follows.

Table 2. Predictor Variable

Variable	Description	Scale	Category 0	Category 1
X1	Information Gathering	Nominal	Analytic	Holistic
X2	Locus of control	Nominal	Internal	External
X3	Speed of making final decision	Nominal	Fast	Slow
X4	Aspiration for an ideal occupation	Nominal	High	Low

Table 3. Response of Variable (Style)

Category	Description
0	The Rational style
1	The Intuitive style
2	The Dependent style
3	The Avoidant style
4	The Spontaneous style

Table 4. Response of Variable (Career)

Category	Description
0	Teacher

Analyzing of Data

Quantitative descriptive analysis with multinomial logistics regression analysis tool was used to analyze the data. Multinomial logistics regression is a data analysis method used to find the relationship between the response variable (Y) that is polychotomous or multinomial. The response variable Y consists of more than 2 categories that are usually denoted by 0,1, or 2. (Hosmer & Lemeshow, 2000) explain that the models used in multinomial logistics regression are as follows:

$$\pi(x) = \frac{\exp(\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_b x_b)}{1 + \exp(\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_b x_b)}$$

The steps taken to analyze in this study are as follows:

1. Describe the characteristics of student patterns or styles in choosing a career by compiling diagrams for categorical variables.
2. Analyze the CDMP model and the factors that influence it. The analysis steps are as follows.
3. Test the independence of all predictor variables to the response variable.
4. Conduct multinomial logistics regression analysis.
5. Conduct simultaneous tests on predictor variables that have a relationship with response variables and partial tests on predictor variables that have a relationship with the response variable.
6. Conduct a model suitability test
7. Calculate the accuracy of the model classification
8. Forms logit functions in each category of response in each model and interprets binary logistics regression models and odds ratios obtained.

Findings / Results

The results of the data obtained from the distribution of the questionnaire through the Google Form obtained the following results of the total career selection to remain a teacher of 142 (64.55 %) which is divided into the selection style of The Rational Style (13 = 5.91 %), The Intuitive Style (8 = 3.54%), The Dependent Style (33 = 15%), The Avoidant Style (42 = 19.09%), and the spontaneous style (46 = 20.91%). Career choices are not as many as 78 teachers (35.45%) with the selection style of The Rational Style (11 = 5%), The Intuitive Style (4 = 1.82%), The Dependent Style (22 = 10%), The Avoidant Style (17 = 7.73%), and the spontaneous style (24 = 10.91%).

Table 5. Career Choice and The Career Decision-Making Profile

Observed and Predicted Frequencies						
Y		Frequency			Percentage	
		Observed	Predicted	Pearson Residual	Observed	Predicted
The Intuitive style	Teacher	8	8,000	0,000	66,7%	66,7%
	Non-Teacher	4	4,000	0,000	33,3%	33,3%
The Dependent style	Teacher	33	33,000	0,000	60,0%	60,0%
	Non-Teacher	22	22,000	0,000	40,0%	40,0%
The Avoidant style	Teacher	42	42,000	0,000	71,2%	71,2%
	Non-Teacher	17	17,000	0,000	28,8%	28,8%
The Spontaneous style	Teacher	46	46,000	0,000	65,7%	65,7%
	Non-Teacher	24	24,000	0,000	34,3%	34,3%
The Rational Style	Teacher	13	13,000	0,000	54,2%	54,2%
	Non-Teacher	11	11,000	0,000	45,8%	45,8%

The percentages are based on total observed frequencies in each subpopulation.

Independence Test

The results of the independence test to test the relationship between predictor variables such as information gathering (X1), locus of control (X2), Speed of Making Decisions (X3), and aspiration for ideal occupation (X4) with 2 response variables namely Career Decision Making Profile (CDMP/Y1) and Career Choice (Y). Testing by comparing the value of Chi-Square (X2) count with Chi-Square (X2) table, assuming $\chi^2 \text{ count} < \chi^2 \text{ table}$ if H_0 is received. Then the predictor variable has no relationship with the response variable.

The results of the table are only 1 variable received namely Information Gathering (X1), while the three other predictor variables such as Locus of Control (X2), Speed of Making Decision (X3), and aspiration for ideal occupation (X4) rejected, thus it can be known if the last three variables have a relationship with the two response variables (Career Decision Making Profile (CDMP/Y1) and Career Choice (Y)).

Table 6. Result of independency test

No.	Variable	df	X2 count	X2 table	P value	Hypotheses
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1	X1 (Information)	4	0,545	0,8147	0,969	Accepted
2	X2 (Locus)	4	1,272	0,8147	0,866	Rejected
3	X3 (Speed)	4	2,241	0,8147	0,692	Rejected
4	X4 (Aspiration)	4	1,982	0,8147	0,739	Rejected

Career Choice Career Selection Style Modeling Results

These results are based on the calculation of likelihood, for accepted modeling using only 3 variables namely Locus of Control (X2), Speed of Making Decision (X3), and aspiration for Ideal Occupation (X4), while the Variable Information Gathering (X1) is expelled from the model because it has no relationship.

Table 7. Likelihood CDMP & Career Choice

Model	Likelihood Ratio Tests		
	Chi-Square	df	Sig.
Intercept	34,108 ^a	0,000	0
Final (CDMP)	36,927	2,819	4 0,589
Intercept	19,885 ^a	0,000	0
Final (Career Choice)	22,704	2,819	4 0,589

Both results, both the Response Career Decision Making Profile (CDMP/Y1) variable, and the final response career choice (Y) variable have a higher value than the Intercept, it can be said if at least one predictor variable has a simultaneous effect on the career choice force (CDMP/ Y1) or against Career Choice (Y).

Goodness of fit

For testing goodness of fit can be seen from the table both Pearson and Deviance stated that P value > α ($0,864 > 0,05$) then the model passed the test thus the model is said to be fit or good.

Table 8. Goodness of fit test

Goodness-of-Fit			
	Chi-Square	df	Sig.
Pearson	77,294	92	0,864
Deviance	87,733	92	0,606

Testing determinant coefficient in regression logistics model can be seen from the results of the Pseudo R Square test indicated by Cox and Snell, Nagelkerke, and MC Fadden.

Table 9. Pseudo R Square

Pseudo R-Square	
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Cox and Snell	0,40
Nagelkerke	0,55
McFadden	0,32

The results obtained are Nagelkerke of 0.55, thus it can be said that the Response variable for Career Choice Style (CDMP/Y1) and Career Choice (Y) is influenced by the variable Predictor Locus of Control (X2), Speed of Deciding (X3), and Aspiration for Ideal Occupation (X4) is 55% while the remaining 45% is influenced by other factors.

Table 10. Parameter Estimates 1

		Parameter Estimates						95% Confidence Interval for Exp(B)	
Y ^a		B	Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
The Intuitive style	Intercept	-,387	,536	,522	1	,470			
	[X1=0]	-,204	,823	,061	1	,804	,816	,163	4,089
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,276	,792	,121	1	,728	1,318	,279	6,221
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	-,321	,925	,120	1	,729	,726	,118	4,445
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-1,016	,896	1,285	1	,257	,362	,063	2,097
[X4=1]	0 ^b	.	.	0	.	.	.	.
The Dependent style	Intercept	,783	,394	3,955	1	,047			
	[X1=0]	-,011	,551	,000	1	,984	,989	,336	2,909
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,323	,569	,323	1	,570	1,382	,453	4,212
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	,394	,571	,474	1	,491	1,482	,484	4,542
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-,474	,533	,789	1	,374	,623	,219	1,770
[X4=1]	0 ^b	.	.	0	.	.	.	.

		Parameter Estimates					95% Confidence Interval for Exp(B)		
Y ^a		B	Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
The Avoidant style	Intercept	,589	,399	2,178	1	,140			
	[X1=0]	,133	,541	,060	1	,806	1,142	,395	3,296
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,562	,561	1,007	1	,316	1,755	,585	5,264
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	,565	,562	1,010	1	,315	1,759	,585	5,287
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-,220	,522	,178	1	,673	,802	,289	2,231
[X4=1]	0 ^b	.	.	0	.	.	.	.
The Spontaneous style	Intercept	,917	,383	5,732	1	,017			
	[X1=0]	,213	,528	,163	1	,686	1,238	,440	3,483
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,139	,557	,062	1	,803	1,149	,386	3,424
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	,467	,551	,718	1	,397	1,595	,542	4,692
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-,258	,507	,260	1	,610	,772	,286	2,086
[X4=1]	0 ^b	.	.	0	.	.	.	.

a. The reference category is: 5.

b. This parameter is set to zero because it is redundant.

Modeling of Teacher Career Selection with The Intuitive Style Model

$$gl(X) = 0,783 - 0,204X_1 + 0,276X_2 - 0,321X_3 - 1,016X_4$$

The choice to become a teacher through career decision-making with The Intuitive Style by using the Variable Information Gathering in the Analytic category of 989 is greater than using the holistic category. Locus of Control Internal category 1,382 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 138 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 362 higher category compared to the low category.

Modeling of teacher career selection with The Dependent Style

Decision-making choosing to be a teacher with The Dependent Style using Variable Information Gathering in the Analytic category of 816 is greater than using the holistic category. Locus of Control Internal category 1,318 is greater than external, the Speed of Making Final Decision variable categorized as Fast 1382 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a High 1482 category higher than the low category.

$$gl(X) = 0,387 - 0,011 X_1 + 0,323 X_2 + 0,394 X_3 - 0,474 X_4$$

Modeling of Teacher Career Selection with The Avoidant Style

$$gl(X) = 0,589 + 0,133 X_1 + 0,562 X_2 + 0,565 X_3 - 0,220 X_4$$

Decision-making chooses to become a teacher with The Avoidant Style using the Variable Information Gathering in the Analytic category of 395 is greater than using the holistic category. Locus of Control Internal category 585 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 585 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 289 category higher than the low category.

Modeling of Teacher Career Selection with The Spontaneous Style

$$gl(X) = 0,917 + 0,213 X_1 + 0,139 X_2 + 0,467 X_3 - 0,258 X_4$$

Decision-making chooses to become a teacher with The Spontaneous Style using the Variable Information Gathering in the Analytic category of 395 is greater than using the holistic category. Locus of Control Internal category 585 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 585 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 289 category higher than the low category.

Modeling of professional selection as a teacher is as follows.

Table 11. Parameter Estimates 2

		Parameter Estimates						Interval for Exp(B)	
CAREER ^a		B	Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
Teacher	Intercept	-0,261	0,456	0,327	1	0,568			
	[INFOG=0]	0,186	0,319	0,339	1	0,560	1,204	0,644	2,251
	[INFOG=1]	0 ^b			0				
	[LOCUS=0]	0,639	0,332	3,709	1	0,054	1,895	0,989	3,631
	[LOCUS=1]	0 ^b			0				
	[SPEED=0]	-0,251	0,320	0,616	1	0,433	0,778	0,415	1,457
	[SPEED=1]	0 ^b			0				
	[ASPIRATI ON=0]	0,775	0,340	5,208	1	0,022	2,171	1,116	4,223
	[ASPIRATI ON=1]	0 ^b			0				
	[CDMP=1]	0,627	0,753	0,694	1	0,405	1,872	0,428	8,187
	[CDMP=2]	0,287	0,508	0,319	1	0,572	1,332	0,492	3,606
	[CDMP=3]	0,755	0,516	2,138	1	0,144	2,127	0,773	5,848
	[CDMP=4]	0,517	0,493	1,100	1	0,294	1,678	0,638	4,413
[CDMP=5]	0 ^b			0					

a. The reference category is: Non Teacher.

b. This parameter is set to zero because it is redundant.

$$gl(Y) = -0,261 + 0,186X_1 + 0,639X_2 - 0,251X_3 + 0,775X_4 + 0,627Y_1 + 0,287Y_2 +$$

$$0,755Y3 + 0,517Y4$$

Career decision-making as a teacher is seen from the variable information gathering in the analytic category of 1204 greater than using the holistic category. Locus of Control Internal category 989 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 415 is greater than the slow category. Variable Aspiration for an Ideal Occupation with the High 2171 category higher than the low category.

Judging from the style of choosing a teacher's career, The Rational Style 1872, The Intuitive Style 1332, The Dependent Style 2127, and The Avoidant Style 1678, more than The Spontaneous Style.

Table 12. Parameter Estimates 3

		Parameter Estimates							
CAREER ^a		B	Std. Error	Wald	df	Sig.	Exp(B)	Interval for Exp(B)	
								Lower Bound	Upper Bound
Teacher	Intercept	-0,261	0,456	0,327	1	0,568			
	[INFOG=0]	0,186	0,319	0,339	1	0,560	1,204	0,644	2,251
	[INFOG=1]	0 ^b				0			
	[LOCUS=0]	0,639	0,332	3,709	1	0,054	1,895	0,989	3,631
	[LOCUS=1]	0 ^b				0			
	[SPEED=0]	-0,251	0,320	0,616	1	0,433	0,778	0,415	1,457
	[SPEED=1]	0 ^b				0			
	[ASPIRATI ON=0]	0,775	0,340	5,208	1	0,022	2,171	1,116	4,223
	[ASPIRATI ON=1]	0 ^b				0			
	[CDMP=1]	0,627	0,753	0,694	1	0,405	1,872	0,428	8,187
	[CDMP=2]	0,287	0,508	0,319	1	0,572	1,332	0,492	3,606
	[CDMP=3]	0,755	0,516	2,138	1	0,144	2,127	0,773	5,848
[CDMP=4]	0,517	0,493	1,100	1	0,294	1,678	0,638	4,413	
[CDMP=5]	0 ^b				0				

a. The reference category is: Non Teacher.
b. This parameter is set to zero because it is redundant.

Discussion

The CDMP by the student

The results above showed the results of following results as follows The Avoidant Style as many as 59, The Dependent Style 55 Students, The Intuitive Style 12 Students, The Spontaneous Style 70 Students, And the Rational Style 24 Students.

The most choice of The Avoidant Style, where students make quick decisions and do not like to delay with considerations that are considered unimportant (Baiocco et al., 2009). The reasons for making quick decisions are also due to the existence of insistence from other parties or other factors (Abotsi et al., 2020; Gambetti et al., 2008; Gati et al., 2012; Manodara et al., 2020).

The Dependent Style is also ranked in the process of 107 students choosing this style, the dependent style refers to decision making left to others (Baiocco et al., 2009). This decision shows the existence of selflessness and always wants to be considered by others a(Adjei & Amofa, 2014; Huang & Oga-Baldwin, 2015). At the age of adolescence seeing this doubt and doubt can also be caused by paradigm changes (Raduan & Na, 2020). There is no clarity in career recruitment (Isharyanti, 2021).

The Intuitive Style was chosen by 89 students, individuals in choosing marked by a tendency to rely on intuition and feelings, and positively related to spontaneous style (Baiocco et al., 2009). Usually, this decision was made in a very short time (Gambetti et al., 2008; Gati et al., 2012; Tonetto et al., 2012).

Job vacancies are very short, as well as recruitment to become a teacher (Isharyanti, 2021). And the existence of the principle of opportunity will never repeat, for that often individuals need to use intuition to choose.

The process of choosing a career begins with searching for alternative logical information and evaluation (Scott and Bruce, 1995), processing analytic information, and internal locus internal control, more efforts are invested (Gati et al., 2010), therefore very few students use the style Rational style, only 15 students. Several studies on career teachers also used the rational style (Abonyi et al., 2021; Huang & Oga-Baldwin, 2015; Robertson, 2021; Rowan & Townend, 2016). The use of rational forces even though the time used is quite long but is the right way to choose a career (Mellado-Moreno et al., 2022). In some cases, the decision to choose a career is more determined by the factors of opportunities and the time is too narrow (Isharyanti, 2021). Besides that, information is also quite difficult to obtain by students (Rowan & Townend, 2016), especially about the ideal career.

Factors Affecting Career Selection Decision-Making Style

Information Gathering

Collection of information and application of information building bridges for individuals, companies, and community (Cai, 2020). Information is very important for students for career selection, comprehensive information such as about the type of work, types of institutions that open vacancies, types of institutions that open vacancies and other matters relating to work and career (Datar & Ahmad, 2019). Research results strengthens the importance of information for student career development and strengthening in career guidance. They argue the importance of career information strengthens an individual's ability to make career decisions (Salimah et al., 2019).

The importance of career information strengthens the ability of individuals to decide on careers. advances in information technology further enrich the source and material of information, and the amount of information will change individual perceptions of lifestyle and livelihood (Rashid & Asghar, 2016). Individuals will have more sources of information, more choices to meet their needs, and more varied (Boyd et al., 1993). Advances in technology in the world of education also provide major changes for both educators and students, students have more information about the world of career and career choices outside of educational programs that have been and are undergoing, and this changes the pattern and style in choosing a career (Dias, 2011; Giddens, 2008; Xu et al., 2014). A career as a teacher is also largely determined by the existence of information about opportunities and workload and prestige compared to other professions (Chukwu et al., 2022).

Individual information processing can be divided into analytical thinking patterns focusing on individual objects, and setting categories based on attributes. Holistic thinkers consider the overall context, with a focus on the relationship between objects (Lux, 2021). The results of a career selection research on data analysis obtained the results of 73 analytical thinking students and the remaining 147 holistic thinkers. This can be understood if analytic thinking will tend to pay attention to the attributes that underlie careers, while holistic thinkers will connect career attributes and their relationships with other attributes such as competence, perception, motivation, and others.

Locus of Control

Locus of Control can be divided into two categories, namely internal and external, the results of respondents' answers about Locus of Control are 70 students influenced by internal many as 70 and students choose external 150. Locus of Control often becomes a career barrier when it is difficult in career development and becomes an obstacle to gaining a career opportunity (London, 1997). The use of two indicators to detect locus of control both internal and external (Ulas & Yildirim, 2019), to detect

which dimensions stronger. Internal indicator locus of control if individually able to control the success and whether the achievement of goals, while the external locus of control if the external influence is stronger related to the success and failure of individuals in achieving goals (Takndare & Yulita, 2019). Locus of control is also often interpreted as the ability to respond to events (Strauser et al., 2008).

Internal locus of control like self-efficacy, esteem needs, competency, and perception greatly affect individual decisions in choosing a career (Al-Bahrani et al., 2020; Bandura, 1971; Elayyan & Shra 'ah, 2015; Shahzad et al., 2014; Tonetto et al., 2012). The influence of external locus of control such as performance, peer group, and culture influences more in career decision-making (Munawir et al., 2018; Salimah et al., 2019; Ulas & Yildirim, 2019). The strongest influence of the peer group is a feeling of togetherness (Takndare & Yulita, 2019), a teenager is stronger influenced by his friends to act (Gajanova et al., 2020; Whitehead, 2002).

Speed of making the final decision

Speed of making final decisions is largely determined by the available time considerations, and needs (Haris, 2012). Other researchers (Maldonato & Orco, 2011) found a delay in taking a career due to doubts and the influence of others and can also be caused by many choices. The results of a study of some students who chose the FAST option of 70, and students who chose the slow option of 150 students. The offer of a career is often very short duration, therefore a job seeker is often urged by time so he must quickly make decisions (Zhang, 2014), on the other hand, because the needs of personal and his family often urged to be fulfilled immediately, this is the cause of individuals receiving Work without consideration (Gajanova et al., 2020). Career selection in an economically established society is usually wiser and more rational because it is not pursued by needs, and they will be slower to use the time to determine (Haris, 2012). The need to obtain jobs to avoid unemployment tends to be fast even though it does not match the background of education or as an ideal choice.

Aspiration for An Ideal Occupation

Aspiration for an ideal occupation is a career pilgrimage in ideal conditions, the study of the aspirations of the ideal work will lead us to career expectations in real (Lerdpornkulrat et al., 2010). To detect the ideal career, the categories used are high and low (Gati et al., 2012; Manodara et al., 2020).

The results of the study showed that 68 students chose the high category for aspirations about career, and the remaining 152 students chose low. This means that 68 students stated that the career of their choice must be ideal. While as many as 152 students do not need to be ideal in obtaining a career. Career selection style modeling results (5 categories) state that the ideal conditions are much better than choosing a career that is not ideal (the excess range 289 -1482). This shows that individuals in choosing a career by paying attention to aspects of aspiration will try to choose the ideal profession. Job seekers who get the ideal job are also very profitable for the recipient of work (institutions) because it will reduce turnover (Elayyan & Shra 'ah, 2015). The ideal work will also affect comfort, security, and continued job satisfaction (Krumboltz, 1992).

Conclusion

The results of the test of goodness of fit model state the career selection model by considering the career decision-making style can be accepted and fit for use. The choice of style in making career decisions of the educational program includes 5 namely The Rational Style (13 = 5.91%), The Intuitive Style (8 = 3.54%), The Dependent Style (33 = 15%), The Avoidant Style (42 = 19.09%), and the spontaneous style (46 = 20.91%). Career choices are not as many as 78 teachers (35.45%) with the selection style of The Rational Style (11 = 5%), The Intuitive Style (4 = 1.82%), The Dependent Style (22 = 10%), The Avoidant Style (17 = 7.73%), and the spontaneous style (24 = 10.91%). Factors that influence their

selection style are Information Gathering (X1), Locus of Control (X2), Speed of Making Decisions (X3), and Aspiration for Ideal Occupation (X4), although in modeling in the independence test variable information gathering has no relationship as a relationship as a predictor variable.

Recommendations

Career choices for students of education study programs are prioritized as teachers. However, it is possible for graduates to choose non-teaching careers. And the fact is that many education graduates prefer a career not as a teacher. Several factors that determine students' career choices significantly include locus of control, speed of making decisions, and aspiration for ideal occupation. Therefore, the management of educational study programs in higher education should be able to improve the ability of students and graduates to understand careers in the future, both in the field of teachers and non-teachers. Graduates will be able to recognize teacher careers, including income, career paths, social life, and so on. Managerial abilities of graduates also need to be improved to be able to manage their potential and develop them in the future to support the career that will be chosen later.

Limitations

The limitation of this research is that the scope of the research object is limited to students at the Universitas Negeri Semarang. The next researchers can explore more broadly by increasing the reach of research respondents, including by comparing phenomena in other countries such as Malaysia and Thailand. Researchers will be able to uncover the phenomenon of career choice for graduates of education study programs more interestingly. The next limitation is the analysis of the determinants of student career choice, which only reveals a few variables. The researcher focuses on the selected predictor variables to strengthen the previous findings.

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Watts, A. G., Law, B., Killeen, J., Kidd, J. M., & Hawthorn, R. (1996). *Rethinking Careers Education and Guidance: Theory, Policy and Practice*. Routledge.

Whitehead, D. (2002). The academic writing experiences of a group of student nurses: a phenomenological study. *Journal of Advanced Nursing*, 38(5), 498–506.
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<https://doi.org/10.4028/www.scientific.net/AMR.1030-1032.2746>

4. Completed the preliminary review the manuscript EU-JER ID#22080513525692, 15 AGUSTUS 2022

Dear Dr. Widiyanto Widiyanto,

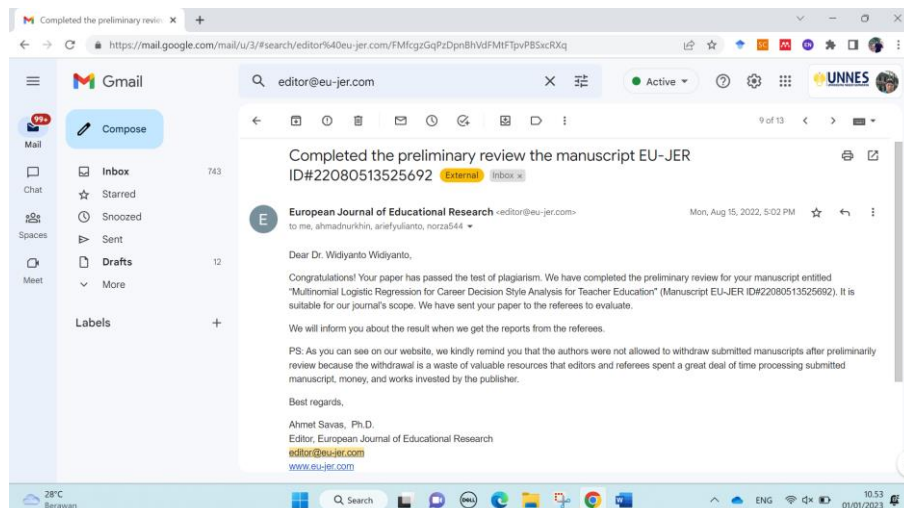
Congratulations! Your paper has passed the test of plagiarism. We have completed the preliminary review for your manuscript entitled "Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education" (Manuscript EU-JER ID#22080513525692). It is suitable for our journal's scope. We have sent your paper to the referees to evaluate.

We will inform you about the result when we get the reports from the referees.

PS: As you can see on our website, we kindly remind you that the authors were not allowed to withdraw submitted manuscripts after preliminarily review because the withdrawal is a waste of valuable resources that editors and referees spent a great deal of time processing submitted manuscript, money, and works invested by the publisher.

Best regards,

Ahmet Savas, Ph.D.
Editor, European Journal of Educational Research
editor@eu-jer.com
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5. Corrections request for the manuscript EU-JER ID#22080513525692, 26 NOVEMBER 2022

Dear Dr. Widiyanto,

Congratulations! After a thorough double-blind review, I am pleased to inform you that your manuscript entitled "Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education" (Manuscript EU-JER ID#22080513525692) can be published on condition that corrections are made.

Please consider the reviewers' reports and emendations about your paper, please edit your manuscript and resend it as author names **blinded** paper by email attachment to us as soon as possible. In addition, we request to fill out the attached correction report what you have done as a word file. Please also highlight the edited parts in the different (yellow and green) colors for each reviewer.

After we check your manuscript, we will send you the acceptance letter. The deadline for sending your finalized paper is **December 10, 2022** in order to publish in our next issue. If you need more time, please don't hesitate to contact me.

1- Please check the language of the whole paper as a proofreading lastly.

2- Please check all references for compatibility to APA 7 style (see <https://eu-jer.com/citation-guide>). Also please provide all issue, doi or nondatabase article link -if any (To find the DOI easily see: <http://doi.crossref.org/simpleTextQuery>).

3- Please provide English translation of the title of non English sources as at the below:

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Bussieres, E.-L., St-Germain, A., Dube, M., & Richard, M.-C. (2017). Efficacite et efficience des programmes de transition a la vie adulte: Une revue systematique [Effectiveness and efficiency of adult transition programs: A systematic review]. *Canadian Psychology/ Psychologie Canadienne*, 58(1), 354–365. <https://doi.org/10.1037/cap0000104>

Note for this example that "Canadian Psychology/ Psychologie Canadienne" is a bilingual journal that is published with a bilingual title; if the journal title were only in French it would not be necessary to translate it in the reference.

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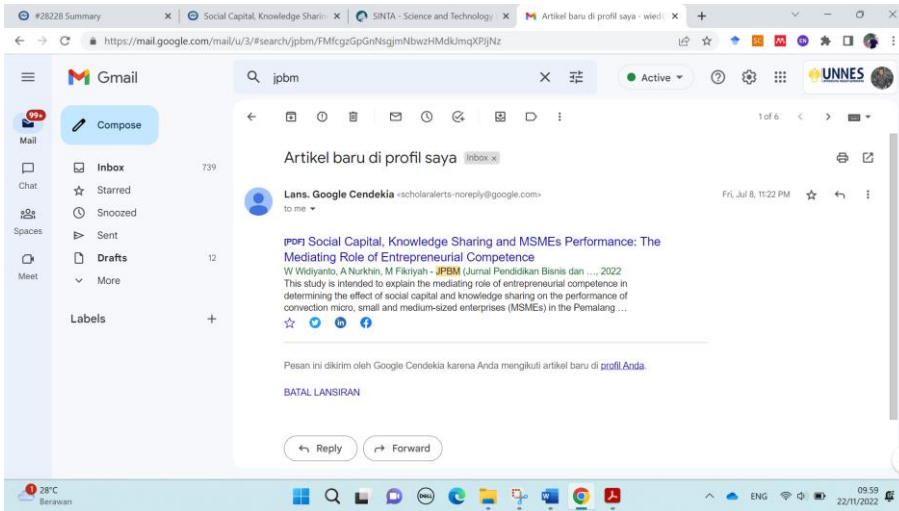
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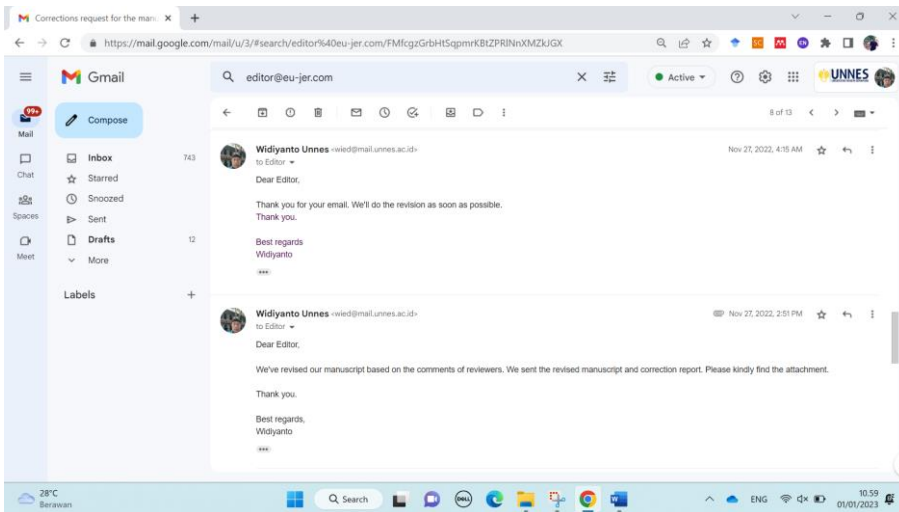
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EMAIL JAWABAN REVISI ROUND-1



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Review Form

Manuscript ID:	EU-JER_ID# 22080513525692	Date:	November 25, 2022		
Manuscript Title:	Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education				
ABOUT MANUSCRIPT (Mark with "X" one of the options)		Accept	Weak	Refuse	Not Available
Language is clear and correct		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literature is well written		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
References are cited as directed by APA		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The research topic is significant to the field		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The article is complete, well organized and clearly written		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research design and method is appropriate		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyses are appropriate to the research question		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results are clearly presented		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A reasonable discussion of the results is presented		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusions are clearly stated		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations are clearly stated		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR					
<p>The manuscript is related to examining the multinomial logistic regression for career decision style analysis for teacher education. It is a well-designed study. It has some structural deficits. The following recommendations are presented:</p> <p>1- Please clarify the first sentence in the introduction.</p> <p>2- Please double-check that all citations in the text and the references fit APA 7.</p>					
THE DECISION (Mark with "X" one of the options)					
Accepted: Correction not required		<input type="checkbox"/>			
Accepted: Minor correction required		<input checked="" type="checkbox"/>			
Conditionally Accepted: Major Correction Required (Need second review after corrections)		<input type="checkbox"/>			
Refused		<input type="checkbox"/>			
Reviewer Code: R2611 (The name of referee is hidden because of blind review)					

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Introduction

Educational program students are prospective teachers. some students do not want to be teachers. Incidental interview results and survey answers in 100 students there are 43 who stated that they did not want a career in teaching staff, changes in the teaching profession to move to other careers also occur in India, more than 49% (Modan, 2021). In Ghana many teachers changed professions and looked for other jobs (Adjei & Asafo, 2014). While other countries in Scotland desire to work as an increase in teachers (Robertson, 2021) there is a mismatch with the results of the study (Rowan & Townsend, 2016) if graduates of the education program will feel more confident and ready to have a career to become a teacher. The career selection process is very dynamic, interesting, and often confusing for students (Cherna et al., 2017; Glulati, 2021). This confusion is because according to (Krumholtz et al., 1976) students made mistakes in the process of generalizing careers.

The topic of career selection outside the teacher for students of education programs is an interesting study, this refutes the opinion that the selection of majors or expertise programs in learning will increase someone's interest in a career in the selected department or program.

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Please clarify.
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Revise it according to APA 7.
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HASIL REVIEW DARI REVIEWER KEDUA

Review Form

Manuscript ID:	EU-JER_ID# 22080513525692	Date:	September 30, 2022	
Manuscript Title:	Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education			
ABOUT MANUSCRIPT (Mark with "X" one of the options)	Accept	Weak	Refuse	Not Available
Language is clear and correct		x		
Literature is well written	x			
References are cited as directed by APA		x		
The research topic is significant to the field	x			
The article is complete, well organized and clearly written	x			
Research design and method is appropriate		x		
Analyses are appropriate to the research question	x			
Results are clearly presented	x			
A reasonable discussion of the results is presented	x			
Conclusions are clearly stated	x			
Recommendations are clearly stated	x			
GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR				
<p>The paper needs proofreading by a native speaker. This article can be published with minor corrections. Please tell more about how you collect your datas.</p>				
THE DECISION (Mark with "X" one of the options)				
Accepted: Correction not required				
Accepted: Minor correction required				x
Conditionally Accepted: Major Correction Required (Need second review after corrections)				
Refused				
Reviewer Code: R2614 (The name of referee is hidden because of blind review)				

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Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education

Abstract: This study aims to identify the style of students in choosing a career. The second purpose is to examine what factors affect the career selection style, and the third aims to find out whether all educational program students want to have a day to become a teacher. The research method uses multinomial logistics regression following variables with qualitative data categorized as more than two. The research population is Universitas Negeri Semarang (UNNES) students of education programs from five faculties in 2018. The number of populations is 4531 and samples used as participants is many as 220 students. The method of data analysis is the multinomial logistics regression method. The results showed that the model meets the requirements for use and factors that affect the career decision-making style are gathering information, locus of control, speed of decision, and aspiration of an ideal career. There are 5 styles in career selection, namely rational style, intuitive style, spontaneous style, dependent style, and avoidant style. As a result, the spontaneous style is the style most widely used by students. The other result indicates the factor that most influences students in choosing a style are the aspiration for an ideal career.

Keywords: Decision Style for Career Selection, Locus of Control, Multinomial Logistics Regression, Speed of Making Decision

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Methodology

Research Design

Using a quantitative approach with multinomial logistics regression mathematical models, namely regression models that can be used if the regression variable is qualitative. The purpose of this method is to obtain a good and simple model that illustrates the relationship between the dichotomous or polychotomous response variables with a set of predictor variables that are continuous or categorical. Because the response variable has more than two categories, this research uses multinomial logistics regression.

Sample and Data Collection

The population of the research is UNNES students in five faculties namely Faculty of Language and Art, Faculty of Social Science, Faculty of Mathematic and Natural Science, Faculty of Economics, and Faculty of Education. The number of populations is 4531. Using the Slovic formula obtained samples of 226.55 rounded up to 220 students. Table 1 shows the distribution of research sample.

Page 5 of 25 6855 words English (United States) Text Predictions: On Accessibility: Investigate

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Modeling of professional selection as a teacher is as follows.

Table 1. Parameter Estimates 2

Parameter Estimates		Std. Error	Wald	df	Sig.	Exp. B	Lower Bound	Upper Bound
CAREER*	0							
Teacher								
INFOG=0	0.180	0.319	0.330	1	0.560	1.204	0.644	2.251
INFOG=1	0	0	0	0	0	0	0	0
LOCUS=0	0.836	0.332	3.700	1	0.054	1.886	0.989	3.631
LOCUS=1	0	0	0	0	0	0	0	0
SPREE=0	0.291	0.320	0.816	1	0.433	0.778	0.418	1.407
SPREE=1	0	0	0	0	0	0	0	0
ADP=0	0.775	0.340	5.204	1	0.022	2.151	1.116	4.223
ADP=1	0	0	0	0	0	0	0	0
OCW=1	0.827	0.753	0.894	1	0.405	1.872	0.428	8.187
OCW=2	0.287	0.508	0.319	1	0.572	1.332	0.462	3.808

Page 12 of 25 6655 words English (United States) Test Predictions: On Accessibility Investigate

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References

Abonyi, U. K., Awlureng, D., & Luguterah, A. W. (2021). Motivations of pre-service teachers in the colleges of education in Ghana for choosing teaching as a career. *Cogent Education*, 8(1), 1-18. <https://doi.org/10.1080/2331166X.2020.1870803>

Abotii, A. K., Dsane, C. F., Bahah, P. A., & Kwarteng, P. (2020). Factors influencing the choice of teaching as a career: an empirical study of students in colleges of education in Ghana. *Journal of the Academy of Social Sciences*, 13(4), 1-18. <https://doi.org/10.1080/21582041.2019.1675092>

Adjei, H., & Amefa, A. K. (2014). Teacher motivation in senior high schools in the Cape Coast Metropolis. *European Journal of Education and Development Psychology*, 2(1), 18-25. <https://researchjournal.com/pdf/192.pdf>

Al-Bahrani, M. A., Allawati, S. M., Shiadi, Y. A. A., & Bakkar, B. S. (2020). Career aspiration and related contextual variables. *International Journal of Adolescence and Youth*, 23(1), 1-10. <https://doi.org/10.1080/02673843.2020.1730201>

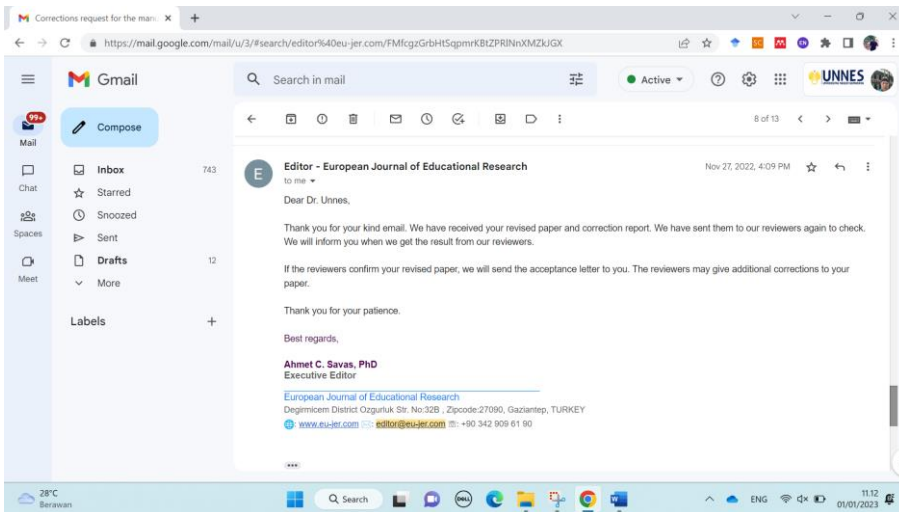
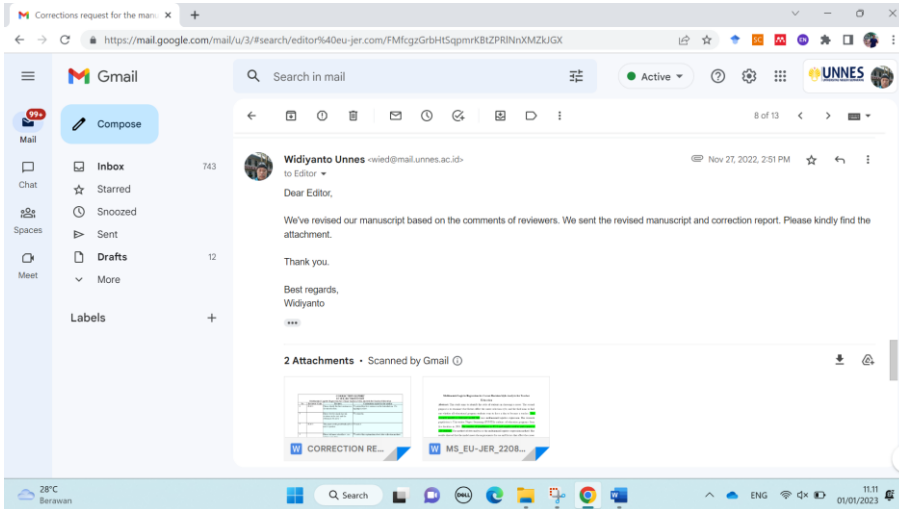
Baiocco, R., Laghi, F., & D'Alessio, M. (2009). Decision-making style among adolescents: relationship with sensation seeking and locus of control. *Journal of Adolescence*, 32(4), 963-976. <https://doi.org/10.1016/j.adolescence.2008.08.003>

Bandura, A. (1971). *Social Learning Theory*. General Learning Press.

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EMAIL BALASAN PAPER SETELAH DIPERBAIKI



CORRECTION REPORT DAN PAPER SETELAH PERBAIKAN ROUND-1

CORRECTION REPORT EU-JER_ID# 22080513525692 Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education			
No	Reviewer Code	Reviews	Corrections made by the author
1	R2611	Please clarify the first sentence in the introduction.	We edited the first sentence in the Introduction. We highlight yellow.
2		Please double-check that all citations in the text and the references fit APA 7.	We edited it.
3	R2614	The paper needs proofreading by a native speaker.	We did it.
4		Please tell more about how you collect your datas	We added the explanation about data collection method.
5		Headers should be bold at the tables. Edit all.	We edited all the tables.
6		References	We edit references follow the journal guidelines and APA 7 style.

Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education

Abstract: This study aims to identify the style of students in choosing a career. The second purpose is to examine what factors affect the career selection style, and the third aims to find out whether all educational program students want to have a day to become a teacher. **This research model is relational model that** uses multinomial logistics regression. The research population is Universitas Negeri Semarang (UNNES) students of education programs from five faculties in 2018. **The number of populations is 4531 and samples used as participants is 220 students.** The method of data analysis is the multinomial logistics regression method. The results showed that the model meets the requirements for use and factors that affect the career decision-making style are gathering information, locus of control, speed of deciding, and aspiration of an ideal career. There are 5 styles in career selection, namely rational style, intuitive style, spontaneous style, dependent style, and avoidant style. As a result, the spontaneous style is the style most widely used by students. The other result indicates the factor that most influences students in choosing a style are the aspiration for an ideal career.

Keywords: *Aspiration for Career, Decision Style for Career Selection, Multinomial Logistics Regression, Spontaneous Style.*

Introduction

Students of the educational study program are expected to work as teachers. In fact, many graduates of educational study programs prefer a career outside the field of education. Incidental interview results and survey answers in 100 students there are 43 who stated that they did not want a career in teaching staff, changes in the teaching profession to move to other careers also occur in India, more than 49% (Modan, 2021). In Ghana many teachers changed professions and looked for other jobs (Adjei & Amofa, 2014). While other countries in Scotland desire to work as an increase in teachers (Robertson, 2021), there is a mismatch with the results of the study (Rowan & Townend, 2016) if graduates of the education program will feel more confident and ready to have a career to become a teacher. The career selection process is very dynamic, interesting, and often confusing for students (Cheema et al., 2017; Ghulati, 2021). This confusion is because according to Krumboltz et al. (1976), students made mistakes in the process of generalizing careers.

The topic of career selection outside the teacher for students of education programs is an interesting study, this refutes the opinion that the selection of majors or expertise programs in learning will increase someone's interest in a career in the selected department or program. According to some opinions, the career selection process could be traditional and sequential (Gati et al., 2010), so individuals often argue that educational background will show a career of choice. This is different from the other opinion (Bhattacharya, 2013). According to him career choices will change with the modernization and paradigm changes, individuals will prefer career by giving better status.

The novelty of this research is to examine the process of students in choosing a career for educational program students who choose careers outside of teaching, which is not much examined in the career of teaching staff in Indonesia. Another novelty is the use of multinomial logistical regression methods to operate data. The purpose of this study is to detect factors that influence student style in choosing a career and recognize the variations of the style used by students in choosing a career.

The career selection process has its uniqueness, this process is very dependent on the style of one's individual when making decisions, career decision-making style is rarely revealed when talking about the career selection decision process (Harren, 1979). Career Decision Making Style is an individual's way of choosing a career, usually, a traditional career decision making is a sequential process (Gati et al., 2012). Research on Style Career Decision-Making Style generally only uses one or two approaches, many styles are used by individuals (Maldonato & Orco, 2011).

The existence of criticism of a single-dominant approach in the style of career decision making because individuals have more than one style (Maldonato & Orco, 2011). To answer that Gati gives a pattern in choosing a career called Career Decision-Making Profiles (CDMP) includes 11 dimensions (Gati et al., 2012). The dimension is information gathering; information processing; locus of control; effort invested in the process; procrastination; speed of making the final decision; consulting with others; dependence on others; desire to please others; aspiration for an ideal occupation; willingness to compromise. According to Whitehead (2002), there are five styles when the individual decides on a career: the rational style, the intuitive style, the dependent style, the avoidant style, and the spontaneous style (Baiocco et al., 2009).

The career selection style of several studies was influenced by information gathering, locus of control, speed of making the final decision, and aspiration (Gati & Tal, 2008; Krumboltz, 1992; Raza et al., 2012; Watts, 2001; Watts et al., 1996; Xu et al., 2014). Information gathering would be the process of collecting information about something you are interested in. Complete career information includes practice resource information, career news information, career policy information, career evaluation information, etc. (Cai, 2020). The availability of career information will have a positive impact on

individuals, such as support information as needed. Good information about a career can provide a wide and comprehensive picture, this information includes the types of work and prospects (Salimah et al., 2019). There are two types of user information, namely analytical thinking style and other holistic thinking styles (Datar & Ahmad, 2019). Characteristics of people who think analytical are focusing on individual objects and setting objects into categories based on their attributes. Whereas holistic thinkers consider the overall context, with a focus on the relationship between objects (Lux, 2021). These two thinking styles will affect individuals in the process of processing information, because information processing is guided by a high-level mental process, such as when we build perception by filtering information through our experiences and expectations.

Locus of Control can be defined as a feeling of having control over the source of reinforcement in a person's life. The locus of internal control is mainly related to the behavior and vocational attitudes, which individuals feel more effective than other types of behavior and attitudes (Ulas & Yildirim, 2019), such as perception, competence, self-efficacy, and hope. External locus of control refers to the belief that an event has no direct relationship with the actions taken by yourself and is beyond his control (Munawir et al., 2018). Namely the existence of external influences such as fate, luck, superiors, and the surrounding environment that can control his life (London, 1997). Locus of control influences the style of career decision-making because it can encourage or become a barrier to making decisions (Takndare & Yulita, 2019).

Speed of making final decision is the duration of time needed by individuals to make the final decision after the information is collected and compiled (Gati et al., 1996). Individuals often need a long time, and some others are quite a short time in deciding something this is influenced by various considerations that are considered beneficial (Elayyan & Shra 'ah, 2015; Takndare & Yulita, 2019). Considerations in the fast or later collection of blindness related to the existence of an urgent need, the encouragement of others, excessive expectations, and the level of emotions of a person (Lent & Brown, 2020). Some individuals who have just graduated from education often make career decisions encouraged to immediately earn income and concerned about being unemployed (Whitehead, 2002).

Aspiration for an ideal occupation, occupational aspirations have been conceptualized in career development theory as a career development task, especially for adolescents when looking for a career by their self-concept (Defant, 2018). The view of careers is always related to future life and is related to the quality of life (Dias, 2011) and in adolescents are always associated with income and with prestige (Chukwu et al., 2022; Tonetto et al., 2012). At the beginning of career selection, individuals always idolize careers under the educational background that has been taken (Rowan & Townend, 2016), but some others are encouraged by the aspirations of their friends and parents (Chukwu et al., 2022).

Methodology

Research Design

Using a quantitative approach with multinomial logistics regression mathematical models, namely regression models that can be used if the regression variable is qualitative. The purpose of this method is to obtain a good and simple model that illustrates the relationship between the dichotomous or polychotomous response variables with a set of predictor variables that are continuous or categorical. Because the response variable has more than two categories, this research uses multinomial logistics regression.

Sample and Data Collection

The population of the research is UNNES students in five faculties namely Faculty of Language and Art, Faculty of Social Science, Faculty of Mathematic and Natural Science, Faculty of Economics, and

Faculty of Education. The number of populations is 4531. Using the Slovin formula (Sugiyono, 2016) obtained samples of 226.55 rounded up to 227 students. Table 1 shows the distribution of research sample. Data were obtained using a questionnaire and distributed using an online google form. The google form link is sent via email to the sampled student. Student email data is obtained from the University Student Administration Section.

Table 1. Sample Distribution

No.	Faculty	Number of Students	5%	Sample
1	Faculty of Language and Art	1045	52,25	52
2	Faculty of Social Science	728	36,40	36
3	Faculty of Mathematic and Natural Science	925	46,25	46
4	Faculty of Education	822	41,10	41
5	Faculty of Economics	1011	50,55	51
Total		4531	226,55	226

Research Variables

The research variables used in research are as follows. The predictor variables are information gathering, locus of control, speed of making final decision, and aspiration for an ideal occupation. The response variable or the style of decision making divided to be the rational style, the intuitive style, the dependent style, the avoidant style, and the spontaneous style. Table 2 and table 3 show the predictor and response variables of this research.

Table 2. Predictor Variable

Variable	Description	Scale	Category 0	Category 1
X1	Information Gathering	Nominal	Analytic	Holistic
X2	Locus of control	Nominal	Internal	External
X3	Speed of making final decision	Nominal	Fast	Slow
X4	Aspiration for an ideal occupation	Nominal	High	Low

Table 3. Response of Variable (Style)

Category	Description
0	The Rational style
1	The Intuitive style
2	The Dependent style
3	The Avoidant style
4	The Spontaneous style

Table 4. Response of Variable (Career)

Category	Description
0	Teacher
1	Government Official/Non-Teacher

Analyzing of Data

Quantitative descriptive analysis with multinomial logistics regression analysis tool was used to analyze the data. Multinomial logistics regression is a data analysis method used to find the relationship between the response variable (Y) that is polychotomous or multinomial. The response variable Y consists of more than 2 categories that are usually denoted by 0,1, or 2. Hosmer & Lemeshow (2000) explain that the models used in multinomial logistics regression are as follows:

$$\pi(x) = \frac{\exp(\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_b x_b)}{1 + \exp(\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_b x_b)}$$

The steps taken to analyze in this study are as follows:

1. Describe the characteristics of student patterns or styles in choosing a career by compiling diagrams for categorical variables.
2. Analyze the CDMP model and the factors that influence it. The analysis steps are as follows.
3. Test the independence of all predictor variables to the response variable.
4. Conduct multinomial logistics regression analysis.
5. Conduct simultaneous tests on predictor variables that have a relationship with response variables and partial tests on predictor variables that have a relationship with the response variable.
6. Conduct a model suitability test
7. Calculate the accuracy of the model classification
8. Forms logit functions in each category of response in each model and interprets binary logistics regression models and odds ratios obtained.

Findings / Results

The results of the data obtained from the distribution of the questionnaire through the Google Form obtained the following results of the total career selection to remain a teacher of 142 (64.55 %) which is divided into the selection style of The Rational Style (13 = 5.91 %), The Intuitive Style (8 = 3.54%), The Dependent Style (33 = 15%), The Avoidant Style (42 = 19.09%), and the spontaneous style (46 = 20.91%). Career choices are not as many as 78 teachers (35.45%) with the selection style of The Rational Style (11 = 5%), The Intuitive Style (4 = 1.82%), The Dependent Style (22 = 10%), The Avoidant Style (17 = 7.73%), and the spontaneous style (24 = 10.91%).

Table 5. Career Choice and The Career Decision-Making Profile

Observed and Predicted Frequencies						
Y		Frequency			Percentage	
		Observed	Predicted	Pearson Residual	Observed	Predicted
The Intuitive style	Teacher	8	8,000	0,000	66,7%	66,7%
	Non-Teacher	4	4,000	0,000	33,3%	33,3%
The Dependent style	Teacher	33	33,000	0,000	60,0%	60,0%
	Non-Teacher	22	22,000	0,000	40,0%	40,0%
The Avoidant style	Teacher	42	42,000	0,000	71,2%	71,2%
	Non-Teacher	17	17,000	0,000	28,8%	28,8%
The Spontaneous style	Teacher	46	46,000	0,000	65,7%	65,7%
	Non-Teacher	24	24,000	0,000	34,3%	34,3%
The Rational Style	Teacher	13	13,000	0,000	54,2%	54,2%

Non-Teacher 11 11,000 0,000 45,8% 45,8%

The percentages are based on total observed frequencies in each subpopulation.

Independence Test

The results of the independence test to test the relationship between predictor variables such as information gathering (X1), locus of control (X2), Speed of Making Decisions (X3), and aspiration for ideal occupation (X4) with 2 response variables namely Career Decision Making Profile (CDMP/Y1) and Career Choice (Y). Testing by comparing the value of Chi-Square (X2) count with Chi-Square (X2) table, assuming $\chi^2_{count} < \chi^2_{table}$ if H_0 is received. Then the predictor variable has no relationship with the response variable.

The results of the table are only 1 variable received namely Information Gathering (X1), while the three other predictor variables such as Locus of Control (X2), Speed of Making Decision (X3), and aspiration for ideal occupation (X4) rejected, thus it can be known if the last three variables have a relationship with the two response variables (Career Decision Making Profile (CDMP/Y1) and Career Choice (Y)).

Table 6. Result of independency test

No.	Variable	df	X2 count	X2 table	P value	Hypotheses
1	X1 (Information)	4	0,545	0,8147	0,969	Accepted
2	X2 (Locus)	4	1,272	0,8147	0,866	Rejected
3	X3 (Speed)	4	2,241	0,8147	0,692	Rejected
4	X4 (Aspiration)	4	1,982	0,8147	0,739	Rejected

Career Choice Career Selection Style Modeling Results

These results are based on the calculation of likelihood, for accepted modeling using only 3 variables namely Locus of Control (X2), Speed of Making Decision (X3), and aspiration for Ideal Occupation (X4), while the Variable Information Gathering (X1) is expelled from the model because it has no relationship.

Table 7. Likelihood CDMP & Career Choice

Model	Likelihood Ratio Tests			
	Chi-Square	df	Sig.	
Intercept	34,108 ^a	0,000	0	
Final (CDMP)	36,927	2,819	4	0,589
Intercept	19,885 ^a	0,000	0	
Final (Career Choice)	22,704	2,819	4	0,589

Both results, both the Response Career Decision Making Profile (CDMP/Y1) variable, and the final response career choice (Y) variable have a higher value than the Intercept, it can be said if at least one predictor variable has a simultaneous effect on the career choice force (CDMP/ Y1) or against Career Choice (Y).

Goodness of fit test

For testing goodness of fit can be seen from the table both Pearson and Deviance stated that P value $> \alpha$ ($0,864 > 0,05$) then the model passed the test thus the model is said to be fit or good.

Table 8. Goodness of fit test

Goodness-of-Fit			
	Chi-Square	df	Sig.
Pearson	77,294	92	0,864
Deviance	87,733	92	0,606

Testing determinant coefficient in regression logistics model can be seen from the results of the Pseudo R Square test indicated by Cox and Snell, Nagelkerke, and MC Fadden.

Table 9. Pseudo R Square

Pseudo R-Square	
Cox and Snell	0,40
Nagelkerke	0,55
McFadden	0,32

The results obtained are Nagelkerke of 0.55, thus it can be said that the Response variable for Career Choice Style (CDMP/Y1) and Career Choice (Y) is influenced by the variable Predictor Locus of Control (X2), Speed of Deciding (X3), and Aspiration for Ideal Occupation (X4) is 55% while the remaining 45% is influenced by other factors.

Table 10. Parameter Estimates 1

		Parameter Estimates						95% Confidence Interval for Exp(B)	
Y ^a		B	Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
The Intuitive style	Intercept	-.387	,536	,522	1	,470			
	[X1=0]	-.204	,823	,061	1	,804	,816	,163	4,089
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,276	,792	,121	1	,728	1,318	,279	6,221
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	-.321	,925	,120	1	,729	,726	,118	4,445
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-1,016	,896	1,285	1	,257	,362	,063	2,097
	[X4=1]	0 ^b	.	.	0	.	.	.	.
The Dependent style	Intercept	,783	,394	3,955	1	,047			
	[X1=0]	-.011	,551	,000	1	,984	,989	,336	2,909
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,323	,569	,323	1	,570	1,382	,453	4,212
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	,394	,571	,474	1	,491	1,482	,484	4,542
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-.474	,533	,789	1	,374	,623	,219	1,770
	[X4=1]	0 ^b	.	.	0	.	.	.	.
The Avoidant style	Intercept	,589	,399	2,178	1	,140			
	[X1=0]	,133	,541	,060	1	,806	1,142	,395	3,296
	[X1=1]	0 ^b	.	.	0	.	.	.	.

Parameter Estimates									
Y ^a	B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)		
							Lower Bound	Upper Bound	
	[X2=0]	,562	,561	1,007	1	,316	1,755	,585	5,264
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	,565	,562	1,010	1	,315	1,759	,585	5,287
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-,220	,522	,178	1	,673	,802	,289	2,231
	[X4=1]	0 ^b	.	.	0	.	.	.	.
The Spontaneous style	Intercept	,917	,383	5,732	1	,017			
	[X1=0]	,213	,528	,163	1	,686	1,238	,440	3,483
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,139	,557	,062	1	,803	1,149	,386	3,424
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	,467	,551	,718	1	,397	1,595	,542	4,692
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-,258	,507	,260	1	,610	,772	,286	2,086
	[X4=1]	0 ^b	.	.	0	.	.	.	.

a. The reference category is: 5.

b. This parameter is set to zero because it is redundant.

Modeling of Teacher Career Selection with The Intuitive Style Model

$$gl(X) = 0,783 - 0,204X_1 + 0,276X_2 - 0,321X_3 - 1,016X_4$$

The choice to become a teacher through career decision-making with The Intuitive Style by using the Variable Information Gathering in the Analytic category of 989 is greater than using the holistic category. Locus of Control Internal category 1,382 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 138 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 362 higher category compared to the low category.

Modeling of teacher career selection with The Dependent Style

Decision-making choosing to be a teacher with The Dependent Style using Variable Information Gathering in the Analytic category of 816 is greater than using the holistic category. Locus of Control Internal category 1,318 is greater than external, the Speed of Making Final Decision variable categorized as Fast 1382 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a High 1482 category higher than the low category.

$$gl(X) = 0,387 - 0,011 X_1 + 0,323X_2 + 0,394X_3 - 0,474X_4$$

Modeling of Teacher Career Selection with The Avoidant Style

$$gl(X) = 0,589 + 0,133 X_1 + 0,562X_2 + 0,565X_3 - 0,220X_4$$

Decision-making chooses to become a teacher with The Avoidant Style using the Variable Information Gathering in the Analytic category of 395 is greater than using the holistic category. Locus of Control Internal category 585 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 585 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 289 category higher than the low category.

Modeling of Teacher Career Selection with The Spontaneous Style

$$gl(X) = 0,917 + 0,213 X_1 + 0,139 X_2 + 0,467 X_3 - 0,258 X_4$$

Decision-making chooses to become a teacher with The Spontaneous Style using the Variable Information Gathering in the Analytic category of 395 is greater than using the holistic category. Locus of Control Internal category 585 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 585 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 289 category higher than the low category.

Modeling of professional selection as a teacher is as follows.

Table 11. Parameter Estimates 2

CAREER ^a	Std. Error	Wald	df	Sig.	Exp(B)	Interval for Exp(B)	
						Lower Bound	Upper Bound
Teacher Intercept	-0,261	0,456	0,327	1	0,568		
[INFOG=0]	0,186	0,319	0,339	1	0,560	1,204	0,644 2,251
[INFOG=1]	0 ^b			0			
[LOCUS=0]	0,639	0,332	3,709	1	0,054	1,895	0,989 3,631
[LOCUS=1]	0 ^b			0			
[SPEED=0]	-0,251	0,320	0,616	1	0,433	0,778	0,415 1,457
[SPEED=1]	0 ^b			0			
[ASPIRATIO N=0]	0,775	0,340	5,208	1	0,022	2,171	1,116 4,223
[ASPIRATIO N=1]	0 ^b			0			
[CDMP=1]	0,627	0,753	0,694	1	0,405	1,872	0,428 8,187
[CDMP=2]	0,287	0,508	0,319	1	0,572	1,332	0,492 3,606
[CDMP=3]	0,755	0,516	2,138	1	0,144	2,127	0,773 5,848
[CDMP=4]	0,517	0,493	1,100	1	0,294	1,678	0,638 4,413
[CDMP=5]	0 ^b			0			

a. The reference category is: Non Teacher.

b. This parameter is set to zero because it is redundant.

$$gl(Y) = -0,261 + 0,186 X_1 + 0,639 X_2 - 0,251 X_3 + 0,775 X_4 + 0,627 Y_1 + 0,287 Y_2 + 0,755 Y_3 + 0,517 Y_4$$

Career decision-making as a teacher is seen from the variable information gathering in the analytic category of 1204 greater than using the holistic category. Locus of Control Internal category 989 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 415 is greater than the slow category. Variable Aspiration for an Ideal Occupation with the High 2171 category higher than the low category.

Judging from the style of choosing a teacher's career, The Rational Style 1872, The Intuitive Style 1332, The Dependent Style 2127, and The Avoidant Style 1678, more than The Spontaneous Style.

Table 12. Parameter Estimates 3

		Parameter Estimates							
CAREER ^a		Std. Error	Wald	df	Sig.	Exp(B)	Interval for Exp(S)		
							Lower Bound	Upper Bound	
Teacher	Intercept	-0,261	0,456	0,327	1	0,568			
	[INFOG=0]	0,186	0,319	0,339	1	0,560	1 ,204	0,644 2,251	
	[INFOG=1]	0 ^b			0				
	[LOCUS=0]	0,639	0,332	3,709	1	0,054	1,895	0,989 3,631	
	[LOCUS=1]	0 ^b			0				
	[SPEED=0]	-0,251	0,320	0,616	1	0,433	0,778	0,415 1,457	
	[SPEED=1]	0 ^b			0				
	[ASPIRATION=0]	0,775	0,340	5,208	1	0,022	2,171	1,1 16 4,223	
	[ASPIRATION=1]	0 ^b			0				
	[CDMP=1]	0,627	0,753	0,694	1	0,405	1 ,872	0,428 8,187	
	[CDMP=2]	0,287	0,508	0,319	1	0,572	1 ,332	0,492 3,606	
	[CDMP=3]	0,755	0,516	2,138	1	0,144	2,127	0,773 5,848	
	[CDMP=4]	0,517	0,493	1,100	1	0,294	1 ,678	0,638 4,413	
	[CDMP=5]	0 ^b			0				

a. The reference category is: Non Teacher.

b. This parameter is set to zero because it is redundant.

Discussion

The CDMP by the student

The results above showed the results of following results as follows The Avoidant Style as many as 59, The Dependent Style 55 Students, The Intuitive Style 12 Students, The Spontaneous Style 70 Students, and the Rational Style 24 Students.

The most choice of The Avoidant Style, where students make quick decisions and do not like to delay with considerations that are considered unimportant (Baiocco et al., 2009). The reasons for making quick decisions are also due to the existence of insistence from other parties or other factors (Abotsi et al., 2020; Gambetti et al., 2008; Gati et al., 2012; Manodara et al., 2020).

The Dependent Style is also ranked in the process of 107 students choosing this style, the dependent style refers to decision making left to others (Baiocco et al., 2009). This decision shows the existence of selflessness and always wants to be considered by others (Adjei & Amofa, 2014; Huang & Oga-Baldwin, 2015). At the age of adolescence seeing this doubt and doubt can also be caused by paradigm changes (Raduan & Na, 2020). There is no clarity in career recruitment (Isharyanti, 2021).

The Intuitive Style was chosen by 89 students, individuals in choosing marked by a tendency to rely on intuition and feelings, and positively related to spontaneous style (Baiocco et al., 2009). Usually, this

decision was made in a very short time (Gambetti et al., 2008; Gati et al., 2012; Tonetto et al., 2012). Job vacancies are very short, as well as recruitment to become a teacher (Isharyanti, 2021). And the existence of the principle of opportunity will never repeat, for that often individuals need to use intuition to choose.

The process of choosing a career begins with searching for alternative logical information and evaluation, processing analytic information, and internal locus internal control, more efforts are invested (Gati et al., 2010), therefore very few students use the style Rational style, only 15 students. Several studies on career teachers also used the rational style (Abonyi et al., 2021; Huang & Oga-Baldwin, 2015; Robertson, 2021; Rowan & Townend, 2016). The use of rational forces even though the time used is quite long but is the right way to choose a career (Mellado-Moreno et al., 2022). In some cases, the decision to choose a career is more determined by the factors of opportunities and the time is too narrow (Isharyanti, 2021). Besides that, information is also quite difficult to obtain by students (Rowan & Townend, 2016), especially about the ideal career.

Factors Affecting Career Selection Decision-Making Style

Information Gathering

Collection of information and application of information building bridges for individuals, companies, and community (Cai, 2020). Information is very important for students for career selection, comprehensive information such as about the type of work, types of institutions that open vacancies, types of institutions that open vacancies and other matters relating to work and career (Datar & Ahmad, 2019). Research results strengthens the importance of information for student career development and strengthening in career guidance. They argue the importance of career information strengthens an individual's ability to make career decisions (Salimah et al., 2019).

The importance of career information strengthens the ability of individuals to decide on careers. advances in information technology further enrich the source and material of information, and the amount of information will change individual perceptions of lifestyle and livelihood (Rashid & Asghar, 2016). Individuals will have more sources of information, more choices to meet their needs, and more varied (Boyd et al., 1993). Advances in technology in the world of education also provide major changes for both educators and students, students have more information about the world of career and career choices outside of educational programs that have been and are undergoing, and this changes the pattern and style in choosing a career (Dias, 2011; Giddens, 2008; Xu et al., 2014). A career as a teacher is also largely determined by the existence of information about opportunities and workload and prestige compared to other professions (Chukwu et al., 2022).

Individual information processing can be divided into analytical thinking patterns focusing on individual objects, and setting categories based on attributes. Holistic thinkers consider the overall context, with a focus on the relationship between objects (Lux, 2021). The results of a career selection research on data analysis obtained the results of 73 analytical thinking students and the remaining 147 holistic thinkers. This can be understood if analytic thinking will tend to pay attention to the attributes that underlie careers, while holistic thinkers will connect career attributes and their relationships with other attributes such as competence, perception, motivation, and others.

Locus of Control

Locus of Control can be divided into two categories, namely internal and external, the results of respondents' answers about Locus of Control are 70 students influenced by internal many as 70 and students choose external 150. Locus of Control often becomes a career barrier when it is difficult in career development and becomes an obstacle to gaining a career opportunity (London, 1997). The use

of two indicators to detect locus of control both internal and external (Ulas & Yildirim, 2019), to detect which dimensions stronger. Internal indicator locus of control if individually able to control the success and whether the achievement of goals, while the external locus of control if the external influence is stronger related to the success and failure of individuals in achieving goals (Takndare & Yulita, 2019). Locus of control is also often interpreted as the ability to respond to events (Strauser et al., 2008).

Internal locus of control like self-efficacy, esteem needs, competency, and perception greatly affect individual decisions in choosing a career (Al-Bahrani et al., 2020; Bandura, 1971; Elayyan & Shra 'ah, 2015; Shahzad et al., 2014; Tonetto et al., 2012). The influence of external locus of control such as performance, peer group, and culture influences more in career decision-making (Munawir et al., 2018; Salimah et al., 2019; Ulas & Yildirim, 2019). The strongest influence of the peer group is a feeling of togetherness (Takndare & Yulita, 2019), a teenager is stronger influenced by his friends to act (Gajanova et al., 2020; Whitehead, 2002).

Speed of making the final decision

Speed of making final decisions is largely determined by the available time considerations, and needs (Haris, 2012). Other researchers (Maldonato & Orco, 2011) found a delay in taking a career due to doubts and the influence of others and can also be caused by many choices. The results of a study of some students who chose the FAST option of 70, and students who chose the slow option of 150 students. The offer of a career is often very short duration, therefore a job seeker is often urged by time so he must quickly make decisions (Zhang, 2014), on the other hand, because the needs of personal and his family often urged to be fulfilled immediately, this is the cause of individuals receiving Work without consideration (Gajanova et al., 2020). Career selection in an economically established society is usually wiser and more rational because it is not pursued by needs, and they will be slower to use the time to determine (Haris, 2012). The need to obtain jobs to avoid unemployment tends to be fast even though it does not match the background of education or as an ideal choice.

Aspiration for An Ideal Occupation

Aspiration for an ideal occupation is a career pilgrimage in ideal conditions, the study of the aspirations of the ideal work will lead us to career expectations in real (Lerdpornkulrat et al., 2010). To detect the ideal career, the categories used are high and low (Gati et al., 2012; Manodara et al., 2020).

The results of the study showed that 68 students chose the high category for aspirations about career, and the remaining 152 students chose low. This means that 68 students stated that the career of their choice must be ideal. While as many as 152 students do not need to be ideal in obtaining a career. Career selection style modeling results (5 categories) state that the ideal conditions are much better than choosing a career that is not ideal (the excess range 289 -1482). This shows that individuals in choosing a career by paying attention to aspects of aspiration will try to choose the ideal profession. Job seekers who get the ideal job are also very profitable for the recipient of work (institutions) because it will reduce turnover (Elayyan & Shra 'ah, 2015). The ideal work will also affect comfort, security, and continued job satisfaction (Krumboltz, 1992).

Conclusion

The results of the test of goodness of fit model state the career selection model by considering the career decision-making style can be accepted and fit for use. The choice of style in making career decisions of the educational program includes 5 namely The Rational Style (13 = 5.91%), The Intuitive Style (8 = 3.54%), The Dependent Style (33 = 15%), The Avoidant Style (42 = 19.09%), and the spontaneous style (46 = 20.91%). Career choices are not as many as 78 teachers (35.45%) with the selection style of The Rational Style (11 = 5%), The Intuitive Style (4 = 1.82%), The Dependent Style (22 = 10%), The

Avoidant Style (17 = 7.73%), and the spontaneous style (24 = 10.91%). Factors that influence their selection style are Information Gathering (X1), Locus of Control (X2), Speed of Making Decisions (X3), and Aspiration for Ideal Occupation (X4), although in modeling in the independence test variable information gathering has no relationship as a predictor variable.

Recommendations

Career choices for students of education study programs are prioritized as teachers. However, it is possible for graduates to choose non-teaching careers. And the fact is that many education graduates prefer a career not as a teacher. Several factors that determine students' career choices significantly include locus of control, speed of making decisions, and aspiration for ideal occupation. Therefore, the management of educational study programs in higher education should be able to improve the ability of students and graduates to understand careers in the future, both in the field of teachers and non-teachers. Graduates will be able to recognize teacher careers, including income, career paths, social life, and so on. Managerial abilities of graduates also need to be improved to be able to manage their potential and develop them in the future to support the career that will be chosen later.

Limitations

The limitation of this research is that the scope of the research object is limited to students at the Universitas Negeri Semarang. The next researchers can explore more broadly by increasing the reach of research respondents, including by comparing phenomena in other countries such as Malaysia and Thailand. Researchers will be able to uncover the phenomenon of career choice for graduates of education study programs more interestingly. The next limitation is the analysis of the determinants of student career choice, which only reveals a few variables. The researcher focuses on the selected predictor variables to strengthen the previous findings.

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**6. 2nd round corrections request for the manuscript EU-JER
ID#22080513525692, 30 NOVEMBER 2022**

Dear Dr. Unnes,

Congratulations! The reviewer R2611 has confirmed your paper.

The reviewer R2614 has given some additional minor corrections. Please see the attached file as the 2nd round of corrections.

Please remove the old highlights and **re-highlight** for new edited parts. We don't need a new correction report.

We are looking forward to getting your revised paper until **December 7, 2022**.

Best regards,

Ahmet C. Savas, PhD
Executive Editor

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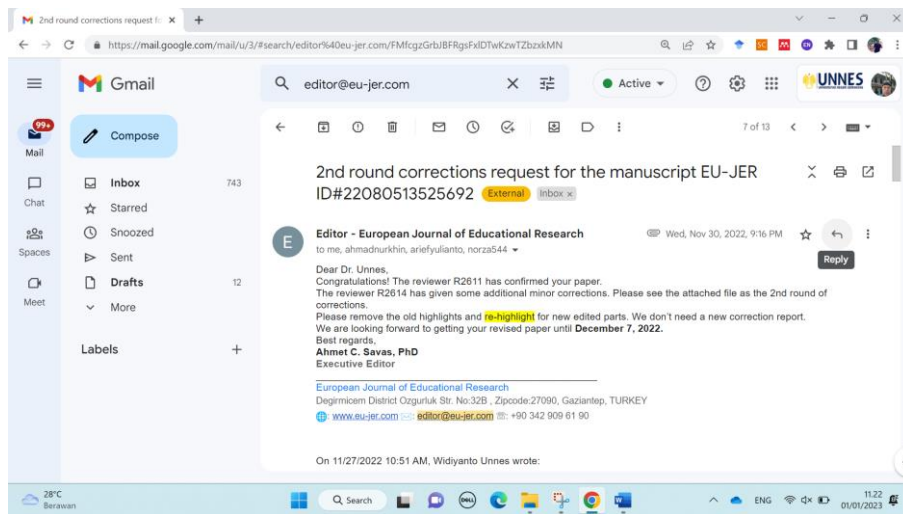
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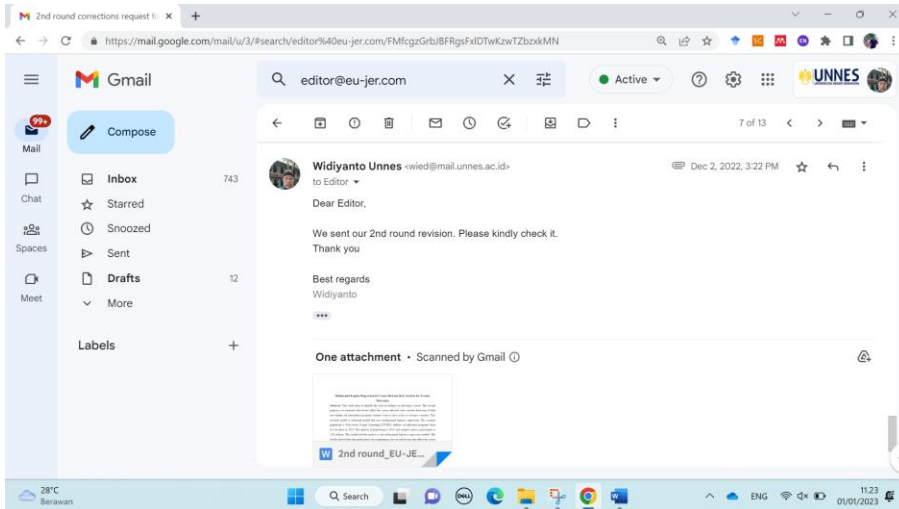
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EMAIL JAWABAN DAN PAPER PERBAIKAN ROUND-2



Multinomial Logistic Regression for Career Decision Style Analysis for Teacher Education

Abstract: This study aims to identify the style of students in choosing a career. The second purpose is to examine what factors affect the career selection style, and the third aims to find out whether all educational program students want to have a day to become a teacher. This research model is relational model that uses multinomial logistics regression. The research population is Universitas Negeri Semarang (UNNES) students of education programs from five faculties in 2018. The number of populations is 4531 and samples used as participants is 220 students. The method of data analysis is the multinomial logistics regression method. The results showed that the model meets the requirements for use and factors that affect the career decision-making style are gathering information, locus of control, speed of deciding, and aspiration of an ideal career. There are 5 styles in career selection, namely rational style, intuitive style, spontaneous style, dependent style, and avoidant style. As a result, the spontaneous style is the style most widely used by students. The other result indicates the factor that most influences students in choosing a style are the aspiration for an ideal career.

Keywords: *Aspiration for Career, Decision Style for Career Selection, Multinomial Logistics Regression, Spontaneous Style.*

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Introduction

Students of the educational study program are expected to work as teachers. In fact, many graduates of educational study programs prefer a career outside the field of education. Incidental interview results and survey answers in 100 students there are 43 who stated that they did not want a career in teaching staff, changes in the teaching profession to move to other careers also occur in India, more than 49% (Modan, 2021). In Ghana many teachers changed professions and looked for other jobs (Adjei & Amofa, 2014). While other countries in Scotland desire to work as an increase in teachers (Robertson, 2021), there is a mismatch with the results of the study (Rowan & Townend, 2016) if graduates of the education program will feel more confident and ready to have a career to become a teacher. The career selection process is very dynamic, interesting, and often confusing for students (Cheema et al., 2017; Ghulati, 2021). This confusion is because according to Krumboltz et al. (1976), students made mistakes in the process of generalizing careers.

The topic of career selection outside the teacher for students of education programs is an interesting study, this refutes the opinion that the selection of majors or expertise programs in learning will increase someone's interest in a career in the selected department or program. According to some opinions, the career selection process could be traditional and sequential (Gati et al., 2010), so individuals often argue that educational background will show a career of choice. This is different from the other opinion (Bhattacharya, 2013). According to him career choices will change with the modernization and paradigm changes, individuals will prefer career by giving better status.

The novelty of this research is to examine the process of students in choosing a career for educational program students who choose careers outside of teaching, which is not much examined in the career of teaching staff in Indonesia. Another novelty is the use of multinomial logistical regression methods to operate data. The purpose of this study is to detect factors that influence student style in choosing a career and recognize the variations of the style used by students in choosing a career.

The career selection process has its uniqueness, this process is very dependent on the style of one's individual when making decisions, career decision-making style is rarely revealed when talking about the career selection decision process (Harren, 1979). Career Decision Making Style is an individual's

way of choosing a career, usually, a traditional career decision making is a sequential process (Gati et al., 2012). Research on Style Career Decision-Making Style generally only uses one or two approaches, many styles are used by individuals (Maldonato & Orco, 2011).

The existence of criticism of a single-dominant approach in the style of career decision making because individuals have more than one style (Maldonato & Orco, 2011). To answer that Gati gives a pattern in choosing a career called Career Decision-Making Profiles (CDMP) includes 11 dimensions (Gati et al., 2012). The dimension is information gathering; information processing; locus of control; effort invested in the process; procrastination; speed of making the final decision; consulting with others; dependence on others; desire to please others; aspiration for an ideal occupation; willingness to compromise. According to Whitehead (2002), there are five styles when the individual decides on a career: the rational style, the intuitive style, the dependent style, the avoidant style, and the spontaneous style (Baiocco et al., 2009).

The career selection style of several studies was influenced by information gathering, locus of control, speed of making the final decision, and aspiration (Gati & Tal, 2008; Krumboltz, 1992; Raza et al., 2012; Watts, 2001; Watts et al., 1996; Xu et al., 2014). Information gathering would be the process of collecting information about something you are interested in. Complete career information includes practice resource information, career news information, career policy information, career evaluation information, etc. (Cai, 2020). The availability of career information will have a positive impact on individuals, such as support information as needed. Good information about a career can provide a wide and comprehensive picture, this information includes the types of work and prospects (Salimah et al., 2019). There are two types of user information, namely analytical thinking style and other holistic thinking styles (Datar & Ahmad, 2019). Characteristics of people who think analytical are focusing on individual objects and setting objects into categories based on their attributes. Whereas holistic thinkers consider the overall context, with a focus on the relationship between objects (Lux, 2021). These two thinking styles will affect individuals in the process of processing information, because information processing is guided by a high-level mental process, such as when we build perception by filtering information through our experiences and expectations.

Locus of Control can be defined as a feeling of having control over the source of reinforcement in a person's life. The locus of internal control is mainly related to the behavior and vocational attitudes, which individuals feel more effective than other types of behavior and attitudes (Ulas & Yildirim, 2019), such as perception, competence, self-efficacy, and hope. External locus of control refers to the belief that an event has no direct relationship with the actions taken by yourself and is beyond his control (Munawir et al., 2018). Namely the existence of external influences such as fate, luck, superiors, and the surrounding environment that can control his life (London, 1997). Locus of control influences the style of career decision-making because it can encourage or become a barrier to making decisions (Takndare & Yulita, 2019).

Speed of making final decision is the duration of time needed by individuals to make the final decision after the information is collected and compiled (Gati et al., 1996). Individuals often need a long time, and some others are quite a short time in deciding something this is influenced by various considerations that are considered beneficial (Elayyan & Shra 'ah, 2015; Takndare & Yulita, 2019). Considerations in the fast or later collection of blindness related to the existence of an urgent need, the encouragement of others, excessive expectations, and the level of emotions of a person (Lent & Brown, 2020). Some individuals who have just graduated from education often make career decisions encouraged to immediately earn income and concerned about being unemployed (Whitehead, 2002).

Aspiration for an ideal occupation, occupational aspirations have been conceptualized in career development theory as a career development task, especially for adolescents when looking for a career by their self-concept (Defant, 2018). The view of careers is always related to future life and is related to the quality of life (Dias, 2011) and in adolescents are always associated with income and with prestige (Chukwu et al., 2022; Tonetto et al., 2012). At the beginning of career selection, individuals always idolize careers under the educational background that has been taken (Rowan & Townend, 2016), but some others are encouraged by the aspirations of their friends and parents (Chukwu et al., 2022).

Methodology

Research Design

Using a quantitative approach with multinomial logistics regression mathematical models, namely regression models that can be used if the regression variable is qualitative. The purpose of this method is to obtain a good and simple model that illustrates the relationship between the dichotomous or polychotomous response variables with a set of predictor variables that are continuous or categorical. Because the response variable has more than two categories, this research uses multinomial logistics regression.

Sample and Data Collection

The population of the research is UNNES students in five faculties namely Faculty of Language and Art, Faculty of Social Science, Faculty of Mathematic and Natural Science, Faculty of Economics, and Faculty of Education. The number of populations is 4531. Using the Slovin formula (Sugiyono, 2016) obtained samples of 226.55 rounded up to 220 students. Table 1 shows the distribution of research sample. Data were obtained using a questionnaire and distributed using an online google form. The google form link is sent via email to the sampled student. Student email data is obtained from the University Student Administration Section.

Table 1. Sample Distribution

No.	Faculty	Number of Students	5%	Sample
1	Faculty of Language and Art	1045	52,25	52
2	Faculty of Social Science	728	36,40	36
3	Faculty of Mathematic and Natural Science	925	46,25	46
4	Faculty of Education	822	41,10	41
5	Faculty of Economics	1011	50,55	51
Total		4531	226,55	226

Research Variables

The research variables used in research are as follows. The predictor variables are information gathering, locus of control, speed of making final decision, and aspiration for an ideal occupation. The response variable or the style of decision making divided to be the rational style, the intuitive style, the dependent

style, the avoidant style, and the spontaneous style. Table 2 and table 3 show the predictor and response variables of this research.

Table 2. Predictor Variable

Variable	Description	Scale	Category 0	Category 1
X1	Information Gathering	Nominal	Analytic	Holistic
X2	Locus of control	Nominal	Internal	External
X3	Speed of making final decision	Nominal	Fast	Slow
X4	Aspiration for an ideal occupation	Nominal	High	Low

Table 3. Response of Variable (Style)

Category	Description
0	The Rational style
1	The Intuitive style
2	The Dependent style
3	The Avoidant style
4	The Spontaneous style

Table 4. Response of Variable (Career)

Category	Description
0	Teacher
1	Government Official/Non-Teacher

Analyzing of Data

Quantitative descriptive analysis with multinomial logistics regression analysis tool was used to analyze the data. Multinomial logistics regression is a data analysis method used to find the relationship between the response variable (Y) that is polychotomous or multinomial. The response variable Y consists of more than 2 categories that are usually denoted by 0, 1, or 2. Hosmer & Lemeshow (2000) explain that the models used in multinomial logistics regression are as follows:

$$\pi(x) = \frac{\exp(\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_b x_b)}{1 + \exp(\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_b x_b)}$$

The steps taken to analyze in this study are as follows:

1. Describe the characteristics of student patterns or styles in choosing a career by compiling diagrams for categorical variables.
2. Analyze the CDMP model and the factors that influence it. The analysis steps are as follows.
3. Test the independence of all predictor variables to the response variable.
4. Conduct multinomial logistics regression analysis.
5. Conduct simultaneous tests on predictor variables that have a relationship with response variables and partial tests on predictor variables that have a relationship with the response variable.
6. Conduct a model suitability test
7. Calculate the accuracy of the model classification
8. Forms logit functions in each category of response in each model and interprets binary logistics regression models and odds ratios obtained.

Findings / Results

The results of the data obtained from the distribution of the questionnaire through the Google Form obtained the following results of the total career selection to remain a teacher of 142 (64.55 %) which is divided into the selection style of The Rational Style (13 = 5.91 %), The Intuitive Style (8 = 3.54%), The Dependent Style (33 = 15%), The Avoidant Style (42 = 19.09%), and the spontaneous style (46 = 20.91%). Career choices are not as many as 78 teachers (35.45%) with the selection style of The Rational Style (11 = 5%), The Intuitive Style (4 = 1.82%), The Dependent Style (22 = 10%), The Avoidant Style (17 = 7.73%), and the spontaneous style (24 = 10.91%).

Table 5. Career Choice and The Career Decision-Making Profile

		Frequency			Percentage	
		Observed	Predicted	Pearson Residual	Observed	Predicted
The Intuitive style	Teacher	8	8,000	0,000	66,7%	66,7%
	Non-Teacher	4	4,000	0,000	33,3%	33,3%
The Dependent style	Teacher	33	33,000	0,000	60,0%	60,0%

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The Avoidant style	Non-Teacher	22	22,000	0,000	40,0%	40,0%
	Teacher	42	42,000	0,000	71,2%	71,2%
The Spontaneous style	Non-Teacher	17	17,000	0,000	28,8%	28,8%
	Teacher	46	46,000	0,000	65,7%	65,7%
The Rational Style	Non-Teacher	24	24,000	0,000	34,3%	34,3%
	Teacher	13	13,000	0,000	54,2%	54,2%
	Non-Teacher	11	11,000	0,000	45,8%	45,8%

The percentages are based on total observed frequencies in each subpopulation.

Independence Test

The results of the independence test to test the relationship between predictor variables such as information gathering (X1), locus of control (X2), Speed of Making Decisions (X3), and aspiration for ideal occupation (X4) with 2 response variables namely Career Decision Making Profile (CDMP/Y1) and Career Choice (Y). Testing by comparing the value of Chi-Square (X2) count with Chi-Square (X2) table, assuming $\chi^2_{count} < \chi^2_{table}$ if H_0 is received. Then the predictor variable has no relationship with the response variable.

The results of the table are only 1 variable received namely Information Gathering (X1), while the three other predictor variables such as Locus of Control (X2), Speed of Making Decision (X3), and aspiration for ideal occupation (X4) rejected, thus it can be known if the last three variables have a relationship with the two response variables (Career Decision Making Profile (CDMP/Y1) and Career Choice (Y).

Table 6. Result Of The Independency Test

No.	Variable	df	X2 count	X2 table	P _{value}	Hypotheses
1	X1 (Information)	4	0,545	0,8147	0,969	Accepted
2	X2 (Locus)	4	1,272	0,8147	0,866	Rejected
3	X3 (Speed)	4	2,241	0,8147	0,692	Rejected
4	X4 (Aspiration)	4	1,982	0,8147	0,739	Rejected

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Career Choice Career Selection Style Modeling Results

These results are based on the calculation of likelihood, for accepted modeling using only 3 variables namely Locus of Control (X2), Speed of Making Decision (X3), and aspiration for Ideal Occupation (X4), while the Variable Information Gathering (X1) is expelled from the model because it has no relationship.

Table 7. Likelihood CDMP & Career Choice

Model	Likelihood Ratio Tests			
	Chi-Square	df	Sig.	
Intercept	34,108 ^a	0,000	0	
Final (CDMP)	36,927	2,819	4	0,589
Intercept	19,885 ^a	0,000	0	
Final (Career Choice)	22,704	2,819	4	0,589

Both results, both the Response Career Decision Making Profile (CDMP/Y1) variable, and the final response career choice (Y) variable have a higher value than the Intercept, it can be said if at least one predictor variable has a simultaneous effect on the career choice force (CDMP/ Y1) or against Career Choice (Y).

Goodness of fit test

For testing goodness of fit can be seen from the table both Pearson and Deviance stated that P value > α (864 > 0.05) then the model passed the test thus the model is said to be fit or good.

Table 8. Goodness Of Fit Test

Goodness-of-Fit			
	Chi-Square	df	Sig.
Pearson	77,294	92	0,864
Deviance	87,733	92	0,606

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Testing determinant coefficient in regression logistics model can be seen from the results of the Pseudo R Square test indicated by Cox and Snell, Nagelkerke, and MC Fadden.

Table 9. Pseudo R Square

Pseudo R-Square	
Cox and Snell	0,40
Nagelkerke	0,55
McFadden	0,32

The results obtained are Nagelkerke of 0.55, thus it can be said that the Response variable for Career Choice Style (CDMP/Y1) and Career Choice (Y) is influenced by the variable Predictor Locus of Control (X2), Speed of Deciding (X3), and Aspiration for Ideal Occupation (X4) is 55% while the remaining 45% is influenced by other factors.

Table 10. Parameter Estimates 1

		Parameter Estimates					95% Confidence Interval for Exp(B)		
Y ^a		B	Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
The Intuitive style	Intercept	-,387	,536	,522	1	,470			
	[X1=0]	-,204	,823	,061	1	,804	,816	,163	4,089
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,276	,792	,121	1	,728	1,318	,279	6,221
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	-,321	,925	,120	1	,729	,726	,118	4,445
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-1,016	,896	1,285	1	,257	,362	,063	2,097
	[X4=1]	0 ^b	.	.	0	.	.	.	.
The Dependent style	Intercept	,783	,394	3,955	1	,047			
	[X1=0]	-,011	,551	,000	1	,984	,989	,336	2,909
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,323	,569	,323	1	,570	1,382	,453	4,212
	[X2=1]	0 ^b	.	.	0	.	.	.	.

Parameter Estimates									
Y ^a	B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)		
							Lower Bound	Upper Bound	
	[X3=0]	,394	,571	,474	1	,491	1,482	,484	4,542
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-,474	,533	,789	1	,374	,623	,219	1,770
	[X4=1]	0 ^b	.	.	0	.	.	.	.
The Avoidant style	Intercept	,589	,399	2,178	1	,140			
	[X1=0]	,133	,541	,060	1	,806	1,142	,395	3,296
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,562	,561	1,007	1	,316	1,755	,585	5,264
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	,565	,562	1,010	1	,315	1,759	,585	5,287
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-,220	,522	,178	1	,673	,802	,289	2,231
	[X4=1]	0 ^b	.	.	0	.	.	.	.
The Spontaneous style	Intercept	,917	,383	5,732	1	,017			
	[X1=0]	,213	,528	,163	1	,686	1,238	,440	3,483
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	,139	,557	,062	1	,803	1,149	,386	3,424
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	,467	,551	,718	1	,397	1,595	,542	4,692
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-,258	,507	,260	1	,610	,772	,286	2,086
	[X4=1]	0 ^b	.	.	0	.	.	.	.

a. The reference category is: 5.

Parameter Estimates								
Y ^a	B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)	
							Lower Bound	Upper Bound
b. This parameter is set to zero because it is redundant.								

Modeling of Teacher Career Selection with The Intuitive Style Model

$$gl(X) = 0,783-0,204X1+0,276X2 -0,321X3-1,016X4$$

The choice to become a teacher through career decision-making with The Intuitive Style by using the variable information gathering in the analytic category of 989 is greater than using the holistic category.

Locus of control internal category 1,382 is greater than external, and the speed of making final decision variable categorized as Fast 138 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 362 higher category compared to the low category.

Modeling of teacher career selection with The Dependent Style

Decision-making choosing to be a teacher with The Dependent Style using Variable Information Gathering in the Analytic category of 816 is greater than using the holistic category. Locus of Control Internal category 1,318 is greater than external, the Speed of Making Final Decision variable categorized as Fast 1382 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a High 1482 category higher than the low category.

$$gl(X) = 0,387-,011 X1+,323X2 +0,394X3-,474X4$$

Modeling of Teacher Career Selection with The Avoidant Style

$$gl(X) = 0, ,589+0,133 X1+0,562X2 +0, ,565X3 -0,220X4$$

Decision-making chooses to become a teacher with The Avoidant Style using the Variable Information Gathering in the Analytic category of 395 is greater than using the holistic category. Locus of Control Internal category 585 is greater than external, and the Speed of Making Final Decision variable

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categorized as Fast 585 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 289 category higher than the low category.

Modeling of Teacher Career Selection with The Spontaneous Style

$$gl(X) = 0,917+0,213 X1+0,139X2 +0,467X3 -0,258X4$$

Decision-making chooses to become a teacher with the spontaneous style using the variable information gathering in the analytic category of 395 is greater than using the holistic category. Locus of control internal category 585 is greater than external, and the speed of making final decision variable categorized as Fast 585 is greater than the slow category. Variable Aspiration for an Ideal Occupation with a high 289 category higher than the low category.

Career decision-making as a teacher is seen from the variable information gathering in the analytic category of 1204 greater than using the holistic category. Locus of Control Internal category 989 is greater than external, and the Speed of Making Final Decision variable categorized as Fast 415 is greater than the slow category. Variable Aspiration for an Ideal Occupation with the High 2171 category higher than the low category. Modeling of professional selection as a teacher is as follows.

$$gl(Y) = -0,261 + 0,186X1 + 0,639X2 -0,251X3 + 0,775X4 + 0,627Y1 + 0,287Y2 +$$

$$0,755Y3 + 0,517Y4$$

Table 11. Parameter Estimates 2

Parameter Estimates

CAREER ^a	Std. Error	Wald	df	Sig.	Exp(B)	Interval for Exp(B)	
						Lower Bound	Upper Bound
Teacher Intercept	-0,261	0,456	0,327	1	0,568		
[INFOG=0]	0,186	0,319	0,339	1	0,560	1,204	0,644 2,251
[INFOG=1]	0 ^b			0			
[LOCUS=0]	0,639	0,332	3,709	1	0,054	1,895	0,989 3,631
[LOCUS=1]	0 ^b			0			
[SPEED=0]	-0,251	0,320	0,616	1	0,433	0,778	0,415 1,457
[SPEED=1]	0 ^b			0			
[ASPIRATIO N=0]	0,775	0,340	5,208	1	0,022	2,171	1,116 4,223

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[ASPIRATIO N=1]	0 ^b				0				
[CDMP=1]	0,627	0,753	0,694	1	0,405	1,872	0,428	8,187	
[CDMP=2]	0,287	0,508	0,319	1	0,572	1,332	0,492	3,606	
[CDMP=3]	0,755	0,516	2,138	1	0,144	2,127	0,773	5,848	
[CDMP=4]	0,517	0,493	1,100	1	0,294	1,678	0,638	4,413	
[CDMP=5]	0 ^b				0				

a. The reference category is: Non Teacher.

b. This parameter is set to zero because it is redundant.

Judging from the style of choosing a teacher's career, The Rational Style 1872, The Intuitive Style 1332, The Dependent Style 2127, and The Avoidant Style 1678, more than The Spontaneous Style.

Table 12. Parameter Estimates 3

		Parameter Estimates							
CAREER ^a		Std. Error	Wald	df	Sig.	Exp(B)	Interval for Exp(S)		
							Lower Bound	Upper Bound	
Teacher	Intercept	-0,261	0,456	0,327	1	0,568			
	[INFOG=0]	0,186	0,319	0,339	1	0,560	1,204	0,644 2,251	
	[INFOG=1]	0 ^b			0				
	[LOCUS=0]	0,639	0,332	3,709	1	0,054	1,895	0,989 3,631	
	[LOCUS=1]	0 ^b			0				
	[SPEED=0]	-0,251	0,320	0,616	1	0,433	0,778	0,415 1,457	
	[SPEED=1]	0 ^b			0				
	[ASPIRATION=0]	0,775	0,340	5,208	1	0,022	2,171	1,1 16 4,223	
	[ASPIRATION=1]	0 ^b			0				
	[CDMP=1]	0,627	0,753	0,694	1	0,405	1,872	0,428 8,187	
	[CDMP=2]	0,287	0,508	0,319	1	0,572	1,332	0,492 3,606	
	[CDMP=3]	0,755	0,516	2,138	1	0,144	2,127	0,773 5,848	
	[CDMP=4]	0,517	0,493	1,100	1	0,294	1,678	0,638 4,413	
	[CDMP=5]	0 ^b			0				

a. The reference category is: Non Teacher.

b. This parameter is set to zero because it is redundant.

Discussion

The CDMP by the student

The results above showed the results of the following results as follows The Avoidant Style as many as 59, The Dependent Style 55 Students, The Intuitive Style 12 Students, The Spontaneous Style 70 Students, and the Rational Style 24 Students.

The most choice of The Avoidant Style, where students make quick decisions and do not like to delay with considerations that are considered unimportant (Baiocco et al., 2009). The reasons for making quick decisions are also due to the existence of insistence from other parties or other factors (Abotsi et al., 2020; Gambetti et al., 2008; Gati et al., 2012; Manodara et al., 2020).

The Dependent Style is also ranked in the process of 107 students choosing this style, the dependent style refers to decision-making left to others (Baiocco et al., 2009). This decision shows that the existence of selflessness and always wants to be considered by others (Adjei & Amofa, 2014; Huang & Oga-Baldwin, 2015). At the age of adolescence seeing this doubt and doubt can also be caused by paradigm changes (Raduan & Na, 2020). There is no clarity in career recruitment (Isharyanti, 2021).

The Intuitive Style was chosen by 89 students, individuals in choosing marked by a tendency to rely on intuition and feelings, and positively related to spontaneous style (Baiocco et al., 2009). Usually, this decision was made in a very short time (Gambetti et al., 2008; Gati et al., 2012; Tonetto et al., 2012). Job vacancies are very short, as well as recruitment to become a teacher (Isharyanti, 2021). And the existence of the principle of opportunity will never repeat, for that often individuals need to use intuition to choose.

The process of choosing a career begins with searching for alternative logical information and evaluation, processing analytic information, and internal locus internal control, more efforts are invested (Gati et al., 2010), therefore very few students use the style Rational style, only 15 students. Several studies on career teachers also used the rational style (Abonyi et al., 2021; Huang & Oga-Baldwin, 2015; Robertson, 2021; Rowan & Townend, 2016). The use of rational forces even though the time used is quite long but is the right way to choose a career (Mellado-Moreno et al., 2022). In some cases, the decision to choose a career is more determined by the factors of opportunities and the time is too narrow (Isharyanti, 2021). Besides that, information is also quite difficult to obtain by students (Rowan & Townend, 2016), especially about the ideal career.

Factors Affecting Career Selection Decision-Making Style

Information Gathering

Collection of information and application of information building bridges for individuals, companies, and community (Cai, 2020). Information is very important for students for career selection, comprehensive information such as about the type of work, types of institutions that open vacancies, types of institutions that open vacancies and other matters relating to work and career (Datar & Ahmad, 2019). Research results strengthens the importance of information for student career development and strengthening in career guidance. They argue the importance of career information strengthens an individual's ability to make career decisions (Salimah et al., 2019).

The importance of career information strengthens the ability of individuals to decide on careers. advances in information technology further enrich the source and material of information, and the amount of information will change individual perceptions of lifestyle and livelihood (Rashid & Asghar, 2016). Individuals will have more sources of information, more choices to meet their needs, and more varied (Boyd et al., 1993). Advances in technology in the world of education also provide major changes for both educators and students, students have more information about the world of career and career choices outside of educational programs that have been and are undergoing, and this changes the pattern and style in choosing a career (Dias, 2011; Giddens, 2008; Xu et al., 2014). A career as a teacher is also largely determined by the existence of information about opportunities and workload and prestige compared to other professions (Chukwu et al., 2022).

Individual information processing can be divided into analytical thinking patterns focusing on individual objects, and setting categories based on attributes. Holistic thinkers consider the overall context, with a focus on the relationship between objects (Lux, 2021). The results of a career selection research on data analysis obtained the results of 73 analytical thinking students and the remaining 147 holistic thinkers. This can be understood if analytic thinking will tend to pay attention to the attributes that underlie careers, while holistic thinkers will connect career attributes and their relationships with other attributes such as competence, perception, motivation, and others.

Locus of Control

Locus of Control can be divided into two categories, namely internal and external, the results of respondents' answers about Locus of Control are 70 students influenced by internal many as 70 and students choose external 150. Locus of Control often becomes a career barrier when it is difficult in career development and becomes an obstacle to gaining a career opportunity (London, 1997). The use of two indicators to detect locus of control both internal and external (Ulas & Yildirim, 2019), to detect which dimensions stronger. Internal indicator locus of control if individually able to control the success and whether the achievement of goals, while the external locus of control if the external influence is stronger related to the success and failure of individuals in achieving goals (Takndare & Yulita, 2019). Locus of control is also often interpreted as the ability to respond to events (Strauser et al., 2008).

Internal locus of control like self-efficacy, esteem needs, competency, and perception greatly affect individual decisions in choosing a career (Al-Bahrani et al., 2020; Bandura, 1971; Elayyan & Shra 'ah, 2015; Shahzad et al., 2014; Tonetto et al., 2012). The influence of external locus of control such as performance, peer group, and culture influences more in career decision-making (Munawir et al., 2018; Salimah et al., 2019; Ulas & Yildirim, 2019). The strongest influence of the peer group is a feeling of togetherness (Takndare & Yulita, 2019), a teenager is stronger influenced by his friends to act (Gajanova et al., 2020; Whitehead, 2002).

Speed Of Making The Final Decision

Speed of making final decisions is largely determined by the available time considerations, and needs (Haris, 2012). Other researchers (Maldonato & Orco, 2011) found a delay in taking a career due to doubts and the influence of others and can also be caused by many choices. The results of a study of some students who chose the FAST option of 70, and students who chose the slow option of 150 students. The offer of a career is often very short duration, therefore a job seeker is often urged by time so he must quickly make decisions (Zhang, 2014), on the other hand, because the needs of personal and his family often urged to be fulfilled immediately, this is the cause of individuals receiving Work without consideration (Gajanova et al., 2020). Career selection in an economically established society is usually wiser and more rational because it is not pursued by needs, and they will be slower to use the time to

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determine (Haris, 2012). The need to obtain jobs to avoid unemployment tends to be fast even though it does not match the background of education or as an ideal choice.

Aspiration for An Ideal Occupation

Aspiration for an ideal occupation is a career pilgrimage in ideal conditions, the study of the aspirations of the ideal work will lead us to career expectations in real (Lerdpornkulrat et al., 2010). To detect the ideal career, the categories used are high and low (Gati et al., 2012; Manodara et al., 2020).

The results of the study showed that 68 students chose the high category for aspirations about career, and the remaining 152 students chose low. This means that 68 students stated that the career of their choice must be ideal. While as many as 152 students do not need to be ideal in obtaining a career. Career selection style modeling results (5 categories) state that the ideal conditions are much better than choosing a career that is not ideal (the excess range 289 -1482). This shows that individuals in choosing a career by paying attention to aspects of aspiration will try to choose the ideal profession. Job seekers who get the ideal job are also very profitable for the recipient of work (institutions) because it will reduce turnover (Elayyan & Shra 'ah, 2015). The ideal work will also affect comfort, security, and continued job satisfaction (Krumboltz, 1992).

Conclusion

The results of the test of goodness of fit model state the career selection model by considering the career decision-making style can be accepted and fit for use. The choice of style in making career decisions of the educational program includes 5 namely The Rational Style (13 = 5.91%), The Intuitive Style (8 = 3.54%), The Dependent Style (33 = 15%), The Avoidant Style (42 = 19.09%), and the spontaneous style (46 = 20.91%). Career choices are not as many as 78 teachers (35.45%) with the selection style of The Rational Style (11 = 5%), The Intuitive Style (4 = 1.82%), The Dependent Style (22 = 10%), The Avoidant Style (17 = 7.73%), and the spontaneous style (24 = 10.91%). Factors that influence their selection style are Information Gathering (X1), Locus of Control (X2), Speed of Making Decisions (X3), and Aspiration for Ideal Occupation (X4), although in modeling in the independence test variable information gathering has no relationship as a relationship as a predictor variable.

Recommendations

Career choices for students of education study programs are prioritized as teachers. However, it is possible for graduates to choose non-teaching careers. And the fact is that many education graduates prefer a career not as a teacher. Several factors that determine students' career choices significantly include locus of control, speed of making decisions, and aspiration for ideal occupation. Therefore, the management of educational study programs in higher education should be able to improve the ability of students and graduates to understand careers in the future, both in the field of teachers and non-teachers. Graduates will be able to recognize teacher careers, including income, career paths, social life, and so on. Managerial abilities of graduates also need to be improved to be able to manage their potential and develop them in the future to support the career that will be chosen later.

Limitations

The limitation of this research is that the scope of the research object is limited to students at the Universitas Negeri Semarang. The next researchers can explore more broadly by increasing the reach of research respondents, including by comparing phenomena in other countries such as Malaysia and Thailand. Researchers will be able to uncover the phenomenon of career choice for graduates of education study programs more interestingly. The next limitation is the analysis of the determinants of student career choice, which only reveals a few variables. The researcher focuses on the selected predictor variables to strengthen the previous findings.

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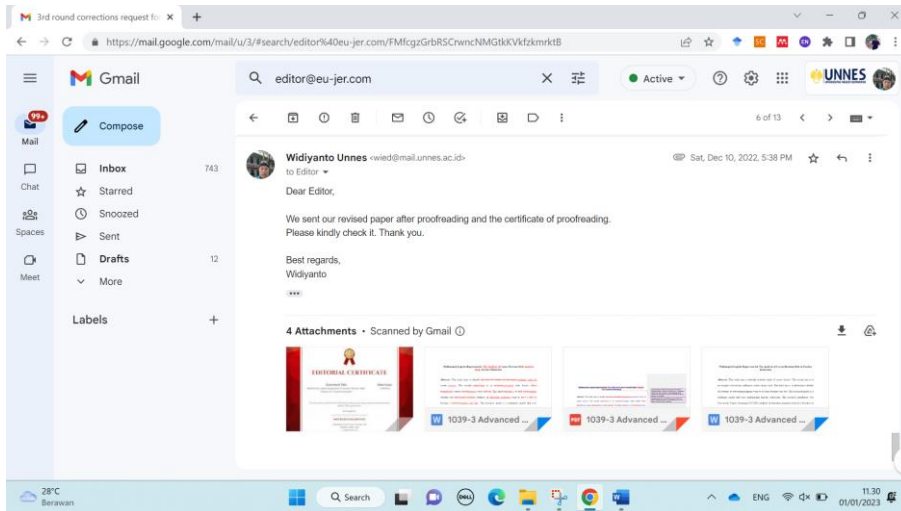
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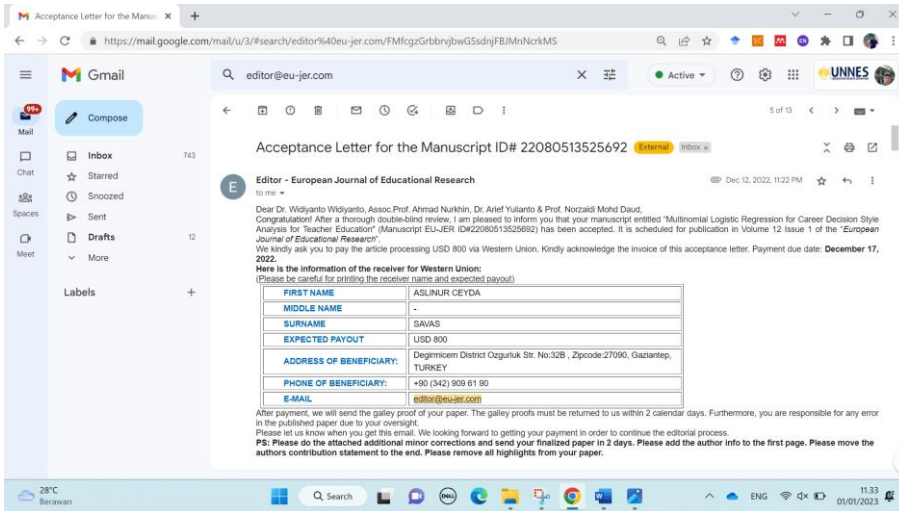
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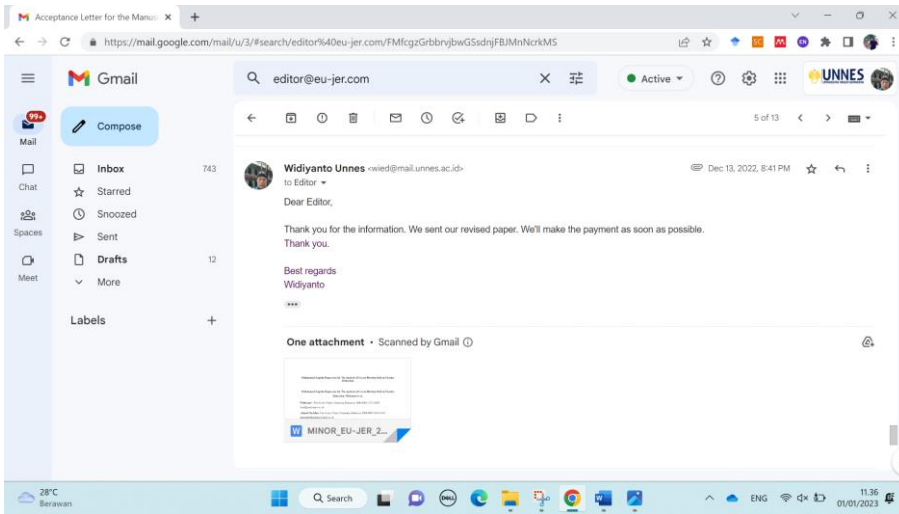
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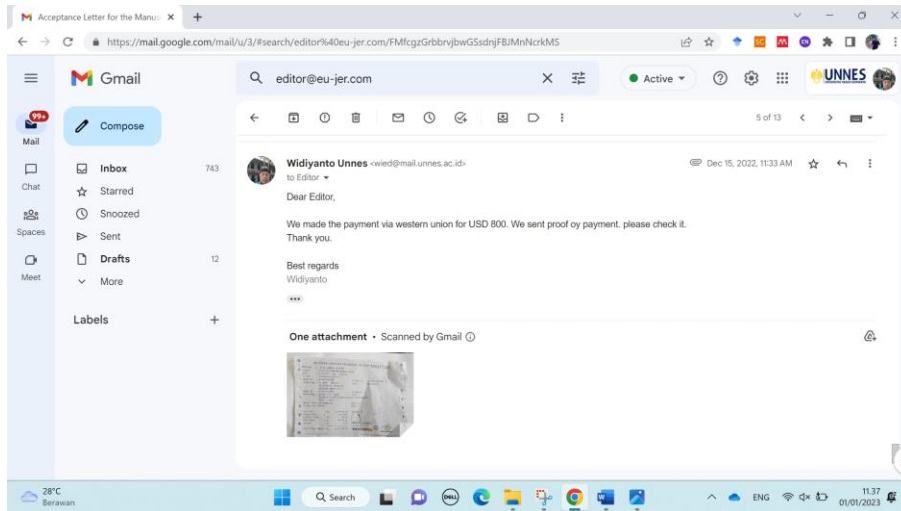
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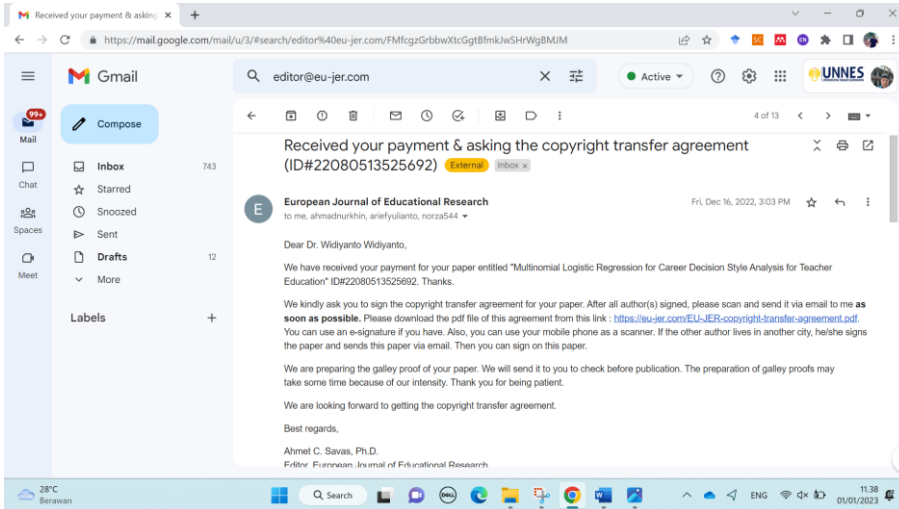
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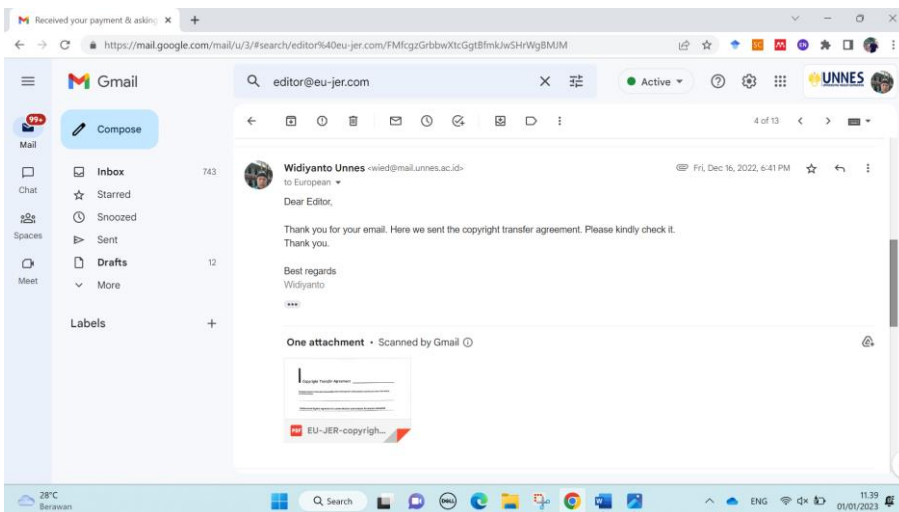
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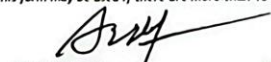

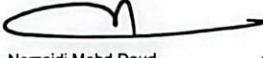
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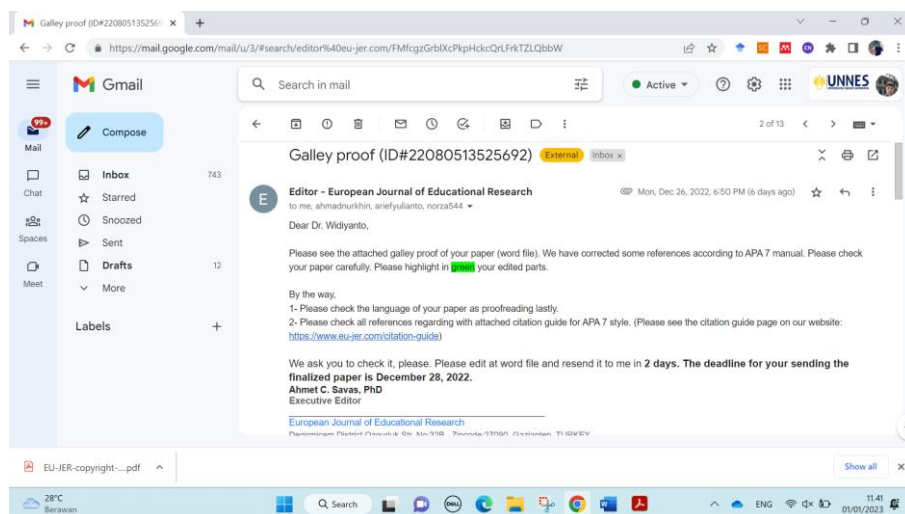
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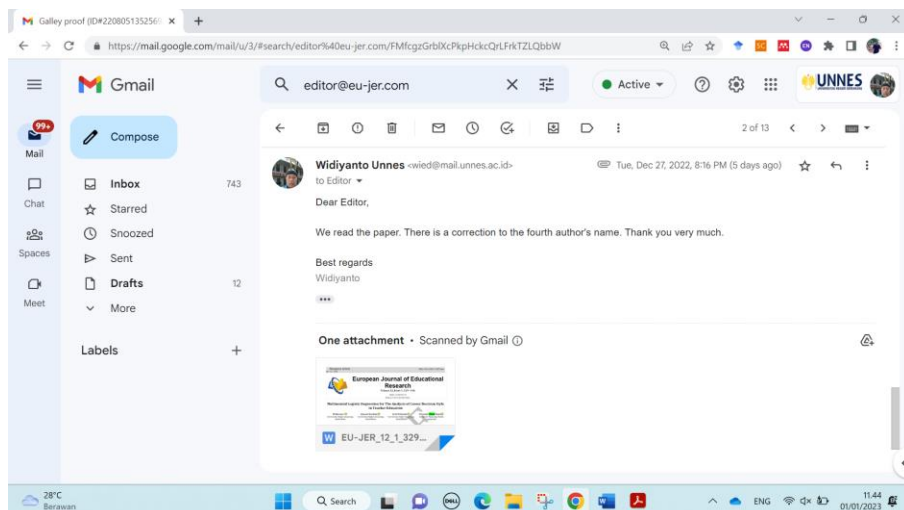
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Multinomial Logistic Regression for The Analysis of Career Decision Style in Teacher Education

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Abstract: This study aims to identify students' styles of career choices. The second aim is to investigate what factors influence career choice style. The third aim is to determine whether all students of education programs want to become teachers one day. This research model is a relational model that uses multinomial logistic regression. The research population was Universitas Negeri Semarang (UNNES) students of education programs from five faculties in 2018. The number of people in the population was 4,531, and the participants were 220 students. The data analysis consisted of the multinomial logistic regression method. The results showed that the model met the requirements for use. Factors affecting career decisions are gathering information, locus of control, decision-making speed, and aspiration of an ideal career. Career choice has five styles: rational, intuitive, spontaneous, dependent, and avoidant. Accordingly, the spontaneous style is most commonly used

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by students. The other result shows that the factor that most influences students in choosing a style is pursuing an ideal career.

Keywords: *Aspiration for career, decision style for career selection, multinomial logistics regression, spontaneous style.*

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Introduction

Students in the educational study program are expected to work as teachers. Many graduates of educational study programs prefer careers outside of education. The first survey found that 43 out of 100 students in the education major do not want to become teachers. Similarly, in India, more than 49% switched from teaching to other professions (Modan, 2021). In Ghana, many teachers changed professions to seek other jobs (Adjei & Amofa, 2014). While other countries in Scotland are looking to increase the number of teachers (Robertson, 2021), there is a mismatch with the study findings (Rowan & Townend, 2016) when education program graduates feel more confident and ready to pursue a career as a teacher. The career choice process is dynamic, interesting, and often confusing for students (Cheema et al., 2017; Ghulati, 2021). According to Krumboltz et al. (1976), career choice confusion is caused by student errors in the process of career generalization.

The issue of career choice outside of teaching for students in education programs is an interesting study. It refutes the opinion that choosing majors or specialized programs in education increases interest in a career in the chosen department or program. According to some opinions, the career choice process could be traditional and sequential (Gati et al., 2010), so individuals often argue that educational background will show a career choice. This finding is in contrast with another opinion (Bhattacharya, 2013). According to him, career choice changes with modernization and paradigm shift, and individuals will prefer a career that gives them better status.

The novelty of this study is to examine the career choice process of students who decide to pursue a career outside of teaching, which has not often been studied concerning teachers' careers in Indonesia. Another novelty is using the multinomial logistic regression method for data processing. This study aims to identify the factors that influence students' career choice styles and the variations in the style that students use in choosing a career.

The career choice process is unique and strongly depends on the individual decision-making style. Career decision-making style is rarely revealed when discussing the career choice decision-making process (Harren, 1979). Career decision-making style is the way a person chooses a career. Typically, traditional career decision-making is a sequential process (Gati et al., 2012). Research on career decision style generally uses only one or two approaches; many styles are used by individuals (Maldonato & Orco, 2011).

The criticism of a single dominant approach to career decision-making is that individuals have more than one style (Maldonato & Orco, 2011). To answer this criticism, Gati provides a pattern for career choice, the Career Decision-Making Profile (CD MP), which includes 11 dimensions (Gati et al., 2012). The dimensions are information gathering, information processing, locus of control, effort invested in the process, procrastination, speed of making the final decision, consulting with others, dependence on others, desire to please others, aspiration for an ideal occupation, willingness to compromise. According to Whitehead (2002), there are five styles when individuals decide on a career: the rational style, the intuitive style, the dependent style, the avoidant style, and the spontaneous style (Baiocco et al., 2009).

In several studies, career choice style was influenced by information gathering, locus of control, speed of making the final decision, and aspiration (Gati & Tal, 2008; Krumboltz, 1992; Raza et al., 2012; Watts, 2001; Watts et al., 1996; Xu et al., 2014). Gathering information would mean gathering information about something that interests a person. Complete career information includes information about practice resources, career news, career policies, career evaluation information, etc. (Cai, 2020). The availability of career information will positively impact individuals, such as providing information for support when needed. Good career information can provide a broad and comprehensive picture, including the type of work and perspectives (Salimah et al., 2019). There are two types of user information, namely analytical

thinking style and other holistic thinking styles (Datar & Ahmad, 2019). Characteristics of people who think analytically include focusing on single objects and classifying objects based on their properties. On the other hand, holistic thinkers consider the overall context and focus on the relationships between objects (Lux, 2021). These two thinking styles affect individuals when processing information because information processing is guided by an overarching mental process, such as building perception by filtering information based on our experiences and expectations.

The locus of control can be defined as controlling the source of reinforcement in a person's life. Internal locus of control mainly refers to the behaviors and vocational attitudes that individuals perceive as more effective than other behaviors and attitudes (Ulas & Yildirim, 2019), such as perception, competence, self-efficacy, and hope. External locus of control is the belief that an event has no direct relationship with one individual's actions and is beyond control (Munawir et al., 2018). Namely, the existence of external influences such as fate, luck, superiors, and the environment can control one's life (London, 1997). The Locus of Control influences the style of career decision-making because it can promote or become a barrier to making decisions (Takndare & Yulita, 2019).

The speed at which the final decision is made is the time it takes individuals to make the final decision after the information has been gathered and compiled (Gati et al., 1996). Individuals often take a very long time, while others take quite a short time to decide. This result is influenced by several considerations that are considered beneficial (Al Shra'ah, 2015; Takndare & Yulita, 2019). These considerations include picking up blindness quickly or later related to an urgent need, encouragement from others, excessive expectations, and a person's level of emotion (Lent & Brown, 2020). Some individuals who have just completed their education often make career decisions that are encouraged to earn income immediately and are concerned about becoming unemployed (Whitehead, 2002).

Pursuing an ideal career and career aspirations have been conceptualized as a career development task in career development theory, especially for adolescents searching for a career through their self-concept (Defant, 2018). The view of career is always related to the future life and quality of life (Dias, 2011), and adolescents are always associated with income and prestige (Chukwu et al., 2022; Tonetto et al., 2012). At the beginning of a career choice, individuals always idolize careers under the educational background taken (Rowan & Townend, 2016). However, some others are encouraged by the aspirations of their friends and parents (Chukwu et al., 2022).

Methodology

Research Design

In a quantitative approach with multinomial logistic regression, mathematical models, namely regression models, can be used if the regression variable is qualitative. The purpose of this method is to obtain a good and simple model that illustrates the relationship between the dichotomous or polychotomous response variables and a set of predictor variables that are continuous or categorical. Since the response variable has more than two categories, multinomial logistic regression is used in this study.

Sample and Data Collection

The research population is UNNES students in five faculties, namely the Faculty of Language and Arts, the Faculty of Social Sciences, the Faculty of Mathematics and Natural Sciences, the Faculty of Economics, and the Faculty of Education. The population number is 4,531. Using Slovin's formula (Sugiyono, 2016), samples of 226.55 rounded down to 220 students were obtained. Table 1 shows the distribution of the research sample. Data were collected using a questionnaire and distributed through an online Google form. The link to the Google form was emailed to the students in the sample. Student email data was obtained from the Academic Bureau of Student Affairs and Cooperation, UNNES.

Table 1. Sample Distribution

No.	Faculty	Number of Students	5%	Sample
1	Faculty of Language and Art	1045	52.25	52
2	Faculty of Social Science	728	36.40	36
3	Faculty of Mathematic and Natural Science	925	46.25	46

4	Faculty of Education	822	41.10	41
5	Faculty of Economics	1011	50.55	51
Total		4531	226.55	226

Research Variables

The research variables used in research are as follows. The predictor variables are information gathering, locus of control, speed of making final decisions, and aspiration for an ideal occupation. The response variable, or the style of decision making, is divided to be the rational style, the intuitive style, the dependent style, the avoidant style, and the spontaneous style. Table 2 and Table 3 show the predictor and response variables of this research.

Table 2. Predictor Variable

Variable	Description	Scale	Category 0	Category 1
X1	Information Gathering	Nominal	Analytic	Holistic
X2	Locus of control	Nominal	Internal	External
X3	Speed of making final decision	Nominal	Fast	Slow
X4	Aspiration for an ideal occupation	Nominal	High	Low

Table 3. Response of Variable (Style)

Category	Description
0	The Rational style
1	The Intuitive style
2	The Dependent style
3	The Avoidant style
4	The Spontaneous style

Table 4. Response of Variable (Career)

Category	Description
0	Teacher
1	Government Official/Non-Teacher

Analyzing of Data

Quantitative descriptive analysis with a multinomial logistics regression tool was used to analyze the data. Multinomial logistics regression is a data analysis method used to find the relationship between the response variable (Y) that is polychotomous or multinomial. The response variable Y consists of more than two categories, usually denoted by 0, 1 or 2. Hosmer and Lemeshow (2000) explain that the models used in multinomial logistics regression are as follows:

$$\pi(x) = \frac{\exp(\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_b x_b)}{1 + \exp(\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_b x_b)}$$

The steps taken to analyze this study are as follows:

1. Describe the characteristics of student patterns or styles in choosing a career by compiling diagrams for categorical variables.
2. Analyze the CDMP model and the factors that influence it. The analysis steps are as follows.
3. Test the independence of all predictor variables to the response variable.
4. Conduct multinomial logistics regression analysis.
5. Conduct simultaneous tests on predictor variables that have a relationship with response variables and partial tests on predictor variables that have a relationship with the response variable.
6. Conduct a model suitability test.

7. Calculate the accuracy of the model classification.
8. Form logit functions in each response category in each model and interpret binary logistics regression models and odds ratios obtained.

Findings / Results

The results of the data obtained from the distribution of the questionnaire through Google Form obtained the following results of the total career selection to remain a teacher of 142 (64.55 %), which is divided into the selected style of the rational style (13 = 5.91 %), the intuitive style (8 = 3.54%), the dependent style (33 = 15%), the avoidant style (42 = 19.09%), and the spontaneous style (46 = 20.91%). Career choices are not as many as 78 teachers (35.45%) with the selected style of the rational style (11 = 5%), the intuitive style (4 = 1.82%), the dependent style (22 = 10%), the avoidant style (17 = 7.73%), and the spontaneous style (24 = 10.91%).

Table 5. Career Choice and The Career Decision-Making Profile

Y		Frequency			Percentage	
		Observed	Predicted	Pearson Residual	Observed	Predicted
The Intuitive style	Teacher	8	8.000	.000	66.7%	66.7%
	Non-Teacher	4	4.000	.000	33.3%	33.3%
The Dependent style	Teacher	33	33.000	.000	60.0%	60.0%
	Non-Teacher	22	22.000	.000	40.0%	40.0%
The Avoidant style	Teacher	42	42.000	.000	71.2%	71.2%
	Non-Teacher	17	17.000	.000	28.8%	28.8%
The Spontaneous style	Teacher	46	46.000	.000	65.7%	65.7%
	Non-Teacher	24	24.000	.000	34.3%	34.3%
The Rational style	Teacher	13	13.000	.000	54.2%	54.2%
	Non-Teacher	11	11.000	.000	45.8%	45.8%

The percentages are based on total observed frequencies in each subpopulation.

Independence Test

The results of the independence test to test the relationship between predictor variables such as information gathering (X1), locus of control (X2), speed of making decisions (X3), and aspiration for ideal occupation (X4) with 2 response variables, namely career decision making profile (CDMP/Y1) and career choice (Y). Testing by comparing the value of Chi-Square (X2) count with Chi-Square (X2) table, assuming $\chi^2_{count} < \chi^2_{table}$ if H_0 is received. Then, the predictor variable has no relationship with the response variable.

The table results show only 1 variable received, namely information gathering (X1). In contrast, the three other predictor variables, such as locus of control (X2), speed of making a decision (X3), and aspiration for ideal occupation (X4) were rejected. Thus, it can be known if the last three variables are related to the two response variables, career decision-making profile/CDMP (Y1) and career choice (Y).

Table 6. Result of the Independence Test

No.	Variable	df	X2 count	X2 table	P value	Hypotheses
1	X1 (Information)	4	.545	.815	.969	Accepted
2	X2 (Locus)	4	1.272	.815	.866	Rejected
3	X3 (Speed)	4	2.241	.815	.692	Rejected
4	X4 (Aspiration)	4	1.982	.815	.739	Rejected

Career Choice Career Selection Style Modeling Results

These results are based on the calculation of likelihood for accepted modeling using only three variables, namely locus of control (X2), speed of making a decision (X3), and aspiration for ideal occupation (X4). In contrast, the variable information gathering (X1) is expelled from the model because it has no relationship.

Both results, the Response career decision-making profile (CDMP/Y1) variable and the final response career choice (Y) variable, have a higher value than the Intercept. It can be said if at least one predictor variable has a simultaneous effect on the career choice force (CDMP/Y1) or against career choice (Y).

Table 7. Likelihood CDMP & Career Choice

Model	Likelihood Ratio Tests			
	Chi-Square	df	Sig.	
Intercept	34.108 ^a	.000	0	
Final (CDMP)	36.927	2.819	4	0.589
Intercept	19.885 ^a	.000	0	
Final (Career Choice)	22.704	2.819	4	0.589

Goodness of Fit Test

Testing goodness of fit can be seen in Table 8. The Chi-square of Pearson is 77.294, and the chi-square of Deviance is 87.733. Both Pearson and Deviance stated that Sig. value > α (0.864 > 0.05), then the model passed the test; thus, the model is said to be fit or good.

Table 8. Goodness of Fit Test

	Goodness-of-Fit		
	Chi-Square	df	Sig.
Pearson	77.294	92	.864
Deviance	87.733	92	.606

The testing determinant coefficient in the regression logistics model can be seen from the Pseudo R Square test indicated by Cox and Snell, Nagelkerke, and McFadden. The results obtained are Nagelkerke of 0.55. Thus, it can be said that the response variable for career choice style (CDMP/Y1) and career choice (Y) is influenced by the variable predictor locus of control (X2), speed of deciding (X3), and aspiration for ideal occupation (X4) is 55%. In comparison, other factors influence the remaining 45%.

Table 9. Pseudo R Square

Pseudo R-Square	
Cox and Snell	.40
Nagelkerke	.55
McFadden	.32

Modeling of Teacher Career Selection with The Intuitive Style Model

$$gI(X) = .783-.204X1+.276X2-.321X3-1.016X4$$

The choice to become a teacher through career decision-making with the intuitive style using the variable information gathering in the analytic category of 989 is greater than using the holistic category. Locus of control internal category 1.382 is greater than external, and the speed of making the final decision variable categorized as Fast 138 is greater than the slow category. Variable aspiration for an ideal occupation with a high 362 higher category compared to the low category.

Table 10. Parameter Estimates 1

Parameter Estimates									
Y ^a	B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)		
							Lower Bound	Upper Bound	
The Intuitive style	Intercept	-.387	.536	.522	1	.470			
	[X1=0]	-.204	.823	.061	1	.804	.816	.163	4.089
	[X1=1]	0 ^b	.	.	0

[X2=0]	.276	.792	.121	1	.728	1.318	.279	6.221
[X2=1]	0 ^b	.	.	0	.	.	.	.
[X3=0]	-.321	.925	.120	1	.729	.726	.118	4.445
[X3=1]	0 ^b	.	.	0	.	.	.	.
[X4=0]	-1.016	.896	1.285	1	.257	.362	.063	2.097
[X4=1]	0 ^b	.	.	0	.	.	.	.

Table 10. Continued

Parameter Estimates		B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)	
Y ^a								Lower Bound	Upper Bound
The Dependent style	Intercept	.783	.394	3.955	1	.047			
	[X1=0]	-.011	.551	.000	1	.984	.989	.336	2.909
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	.323	.569	.323	1	.570	1.382	.453	4.212
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	.394	.571	.474	1	.491	1.482	.484	4.542
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-.474	.533	.789	1	.374	.623	.219	1.770
	[X4=1]	0 ^b	.	.	0	.	.	.	.
The Avoidant style	Intercept	.589	.399	2.178	1	.140			
	[X1=0]	.133	.541	.060	1	.806	1.142	.395	3.296
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	.562	.561	1.007	1	.316	1.755	.585	5.264
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	.565	.562	1.010	1	.315	1.759	.585	5.287
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-.220	.522	.178	1	.673	.802	.289	2.231
	[X4=1]	0 ^b	.	.	0	.	.	.	.
The Spontaneous style	Intercept	.917	.383	5.732	1	.017			
	[X1=0]	.213	.528	.163	1	.686	1.238	.440	3.483
	[X1=1]	0 ^b	.	.	0	.	.	.	.
	[X2=0]	.139	.557	.062	1	.803	1.149	.386	3.424
	[X2=1]	0 ^b	.	.	0	.	.	.	.
	[X3=0]	.467	.551	.718	1	.397	1.595	.542	4.692
	[X3=1]	0 ^b	.	.	0	.	.	.	.
	[X4=0]	-.258	.507	.260	1	.610	.772	.286	2.086
	[X4=1]	0 ^b	.	.	0	.	.	.	.

a. The reference category is: 5.

b. This parameter is set to zero because it is redundant.

Modeling of Teacher Career Selection with the Dependent Style

Decision-making choosing to be a teacher with the dependent style using variable information gathering in the analytic category of 816 is greater than using the holistic category. Locus of control internal category 1,318 is greater than external, and the speed of making the final decision variable categorized as fast 1382 is greater than the slow category. Variable aspiration for an ideal occupation with a high 1482 category higher than the low category.

$$gl(X) = .387 - .011X_1 + .323X_2 + .394X_3 - .474X_4$$

Modeling of Teacher Career Selection with the Avoidant Style

$$gl(X) = .589+.133X1+.562X2+.565X3-.220X4$$

Decision-making chooses to become a teacher with the avoidant style using the variable information gathering in the analytic category of 395 is greater than the holistic category. Locus of control internal category 585 is greater than external, and the speed of making the final decision variable categorized as fast 585 is greater than the slow category. Variable aspiration for an ideal occupation with a high 289 category higher than the low category.

Modeling of Teacher Career Selection with the Spontaneous Style

$$gl(X) = .917+.213X1+.139X2+.467X3-.258X4$$

Decision-making chooses to become a teacher with the spontaneous style using the variable information gathering in the analytic category of 395 is greater than the holistic category. Locus of control internal category 585 is greater than external, and the speed of making the final decision variable categorized as fast 585 is greater than the slow category. Variable aspiration for an ideal occupation with a high 289 category higher than the low category.

Career decision-making as a teacher is seen from the variable information gathering in the analytic category of 1204 greater than using the holistic category. Locus of control internal category 989 is greater than external, and the speed of making the final decision variable categorized as fast 415 is greater than the slow category. Variable aspiration for an ideal occupation with the high 2171 category higher than the low category. The modeling of professional selection as a teacher is as follows.

$$gl(Y) = -.261+.186X1+.639X2-.251X3+.775X4+.627Y1+.287Y2+.755Y3+.517Y4$$

Table 11. Parameter Estimates 2

		Parameter Estimates					Interval for Exp(B)	
CAREER ^a		Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
Teacher	Intercept	-.261	.456	.327	1	.568		
	[INFOG=0]	.186	.319	.339	1	.560	1.204	.644 2.251
	[INFOG=1]	0 ^b		0				
	[LOCUS=0]	.639	.332	.709	1	.054	1.895	.989 3.631
	[LOCUS=1]	0 ^b		0				
	[SPEED=0]	-.251	.320	.616	1	.433	.778	.415 1.457
	[SPEED=1]	0 ^b		0				
	[ASPIRATION=0]	.775	.340	.208	1	.022	2.171	1.116 4.223
	[ASPIRATION=1]	0 ^b		0				
	[CDMP=1]	.627	.753	.694	1	.405	1.872	.428 8.187
	[CDMP=2]	.287	.508	.319	1	.572	1.332	.492 3.606
	[CDMP=3]	.755	.516	2.138	1	.144	2.127	.773 5.848
	[CDMP=4]	.517	.493	1.100	1	.294	1.678	.638 4.413
	[CDMP=5]	0 ^b		0				

a. The reference category is non-Teacher.

b. This parameter is set to zero because it is redundant.

Judging from the style of choosing a teacher's career, the rational style 1872, the intuitive style 1332, the dependent style 2127, and the avoidant style 1678, more than the spontaneous style. The dependent style has the highest value, which means students want to be more independent in determining a career as a teacher.

Table 12. Parameter Estimates 3

Parameter Estimates	
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	CAREER ^a	Std. Error	Wal d	df	Sig.	Exp(B)	Interval for Exp(S)	
							Lower Bound	Upper Bound
Teacher	Intercept	-.261	.456	.327	1	.568		
	[INFOG=0]	.186	.319	.339	1	.560	1.204	.644 2.251
	[INFOG=1]	0 ^b		0				
	[LOCUS=0]	.639	.332	3.709	1	.054	1.895	.989 3.631
	[LOCUS=1]	0 ^b		0				
	[SPEED=0]	-.251	.320	.616	1	.433	.778	.415 1.457
	[SPEED=1]	0 ^b		0				
	[ASPIRATION=0]	.775	.340	5.208	1	.022	2.171	1.116 4.223
	[ASPIRATION=1]	0 ^b		0				
	[CDMP=1]	.627	.753	.694	1	.405	1.872	.428 8.187
	[CDMP=2]	.287	.508	.319	1	.572	1.332	.492 3.606
	[CDMP=3]	.755	.516	2.138	1	.144	2.127	.773 5.848
	[CDMP=4]	.517	.493	1.100	1	.294	1.678	.638 4.413
	[CDMP=5]	0 ^b		0				

a. The reference category is non-Teacher.

b. This parameter is set to zero because it is redundant.

Discussion

The CDMP by the Student

The above results show the following: the avoiding style was chosen by 59 students, the dependent style by 55 students, the intuitive style by 12 students, the spontaneous style by 70 students, and the rational style by 24 students. The most frequently chosen style was the avoidant style, in which students make quick decisions and do not like to delay with considerations that they consider unimportant (Baiocco et al., 2009). The reasons for making quick decisions are also due to insistence from other parties or other factors (Abotsi et al., 2020; Gambetti et al., 2008; Gati et al., 2012; Manodara et al., 2020).

The dependent style is also classified in the process of 107 students choosing this style; the dependent style refers to decision-making left to others (Baiocco et al., 2009). This decision shows the presence of selflessness and the desire to always be considered by others (Adjei & Amofa, 2014; Huang & Oga-Baldwin, 2015). During adolescence, these doubts and concerns may also be caused by paradigm shifts (Raduan & Na, 2020). There needs to be clarity in career recruitment (Isharyanti, 2021).

Eighty-nine students chose the intuitive style, individuals who tend to rely on intuition and feelings and are positively associated with the spontaneous style (Baiocco et al., 2009). Usually, this decision was made quickly (Gambetti et al., 2008; Gati et al., 2012; Tonetto et al., 2012). There are very few teacher vacancies and recruitment (Isharyanti, 2021). In addition, the existence of the opportunity principle will never be repeated because often, individuals must use their intuition to choose.

Career choice begins with the search for alternative logical information and evaluation, processing analytical information, and internal locus of internal control; more effort is invested (Gati et al., 2010); therefore, very few students use the rational style, only 15 students. Several studies on teaching careers also used the rational style (Abonyi et al., 2021; Huang & Oga-Baldwin, 2015; Robertson, 2021; Rowan & Townend, 2016). Using rational forces is the right way to choose a career, even if the time is quite long (Mellado-Moreno et al., 2022). Sometimes, career choice is determined more by opportunities, and time is too short (Isharyanti, 2021). In addition, it is quite difficult for students to obtain information (Rowan & Townend, 2016), especially about the ideal career.

Factors Affecting Career Selection Decision-Making Style

Information Gathering

Gathering and applying information build bridges for individuals, businesses, and communities (Cai, 2020). Information is essential for students in choosing a career, and it is comprehensive information, such as the types of jobs, the types of institutions that open vacancies, the types of institutions open vacancies, and other matters related to work and careers (Datar & Ahmad, 2019). The research findings highlight the importance of information for students' career development and strengthening career guidance. They argue that the importance of career information strengthens individuals' ability to make career decisions (Salimah et al., 2019).

The importance of career information strengthens an individual's ability to choose a career. Advances in information technology further enrich information sources and materials, and the amount of information will change individuals' perceptions of lifestyle and livelihood (Rashid & Asghar, 2016). Individuals will have more sources of information, more choices to satisfy their needs, and more diverse information and choices (Boyd et al., 1993). Technological advances in education also bring significant changes to educators and students. Students have more information about the world of careers and career choices outside of the educational programs they have gone through and are going through, and this result is changing the pattern and style of career choices (Dias, 2011; Giddens, 2008; Xu et al., 2014). A career as a teacher is also primarily determined by the availability of information about opportunities and workload, as well as prestige relative to other professions (Chukwu et al., 2022).

Individual information processing can be divided into analytical thought patterns focusing on individual objects and establishing categories based on attributes. Holistic thinkers consider the overall context and focus on the relationship between objects (Lux, 2021). A career choice study on data analysis found that 73 were analytical thinkers, and the remaining 147 were holistic thinkers. This finding is understandable when analytical thinking considers the attributes that underlie careers. At the same time, holistic thinking students connect career attributes and their relationships with others, such as competence, perception, motivation, and others.

Locus of Control

The locus of control can be divided into internal and external categories. The respondents' answers to the Locus of Control show that 70 students were influenced by the internal Locus of Control, while 150 students chose the external Locus of Control. The Locus of Control often becomes a career obstacle when it proves difficult in career development and becomes a barrier to obtaining a career opportunity (London, 1997). To determine which more robust dimensions, use two indicators to determine the internal and external Locus of Control (Ulas & Yildirim, 2019). The internal indicator Locus of Control is individually able to control the success and achievement of goals. In contrast, the external Locus of Control if the external influence is more substantial and is related to the success and failure of individuals in achieving goals (Takndare & Yulita, 2019). Locus of Control is often interpreted as the ability to respond to events (Strauser et al., 2008).

Internal locus of control such as self-efficacy, esteem needs, competence, and perception greatly influence individual career choice decisions (Al-Bahrani et al., 2020; Bandura, 1971; Al Shra'ah, 2015; Shahzad et al., 2014; Tonetto et al., 2012). The influence of the external locus of control, such as performance, peer group, and culture, has a greater impact on career decision-making (Munawir et al., 2018; Salimah et al., 2019; Ulas & Yildirim, 2019). The most substantial influence of the peer group is a sense of belonging (Takndare & Yulita, 2019); a teenager is more influenced to act by his friends (Gajanova et al., 2020; Whitehead, 2002).

Speed of Making the Final Decision

The speed at which final decisions are made is primarily determined by available time considerations and needs (Haris, 2012). Other researchers (Maldonato & Orco, 2011) stated that a delay in a career choice is due to doubts and the influence of others and can also be caused by many choices. The results of a study of some students who chose the FAST option of 70 and students who chose the slow option of 150 students. The offer of a career is often of very short duration. Therefore, the job seeker is often under time pressure, so they have to make decisions quickly (Zhang, 2014).

On the other hand, there is often a push to ensure that the needs of employees and their families are met immediately. This result is the cause of individuals getting a job without compensation (Gajanova et al., 2020). Career choice in an economically consolidated society is usually wiser and more rational because the

needs are not pure, and they use time more slowly to decide (Haris, 2012). The need to obtain a job to avoid unemployment tends to be quick, even if it does not match the educational background or ideal choice.

Aspiration for an Ideal Occupation

Aspiration for an ideal occupation is a career pilgrimage under ideal conditions. Examining aspirations for the ideal work will lead us to real career expectations (Lerdpornkulrat et al., 2010). The categories that recognize the ideal career are high and low (Gati et al., 2012; Manodara et al., 2020).

The study results showed that 68 students chose the "high" category for their career aspirations, while 152 chose "low." This result means that 68 students indicated that their chosen career must be ideal. At the same time, 152 students may also be ideal for their career choice. The results of modeling the career choice style (5 categories) say that the ideal conditions are much better than choosing a career that is not ideal (the excess is between 289 and 1482). This finding shows that people who pay attention to aspects of aspiration when choosing a career try to choose the ideal profession. Job seekers who get the ideal job are also very profitable for the recipients of the work (institutions) as they reduce turnover (Al Shra'ah, 2015). The ideal work will also affect comfort, security, and continued job satisfaction (Krumboltz, 1992).

Conclusion

The test results of the model's fit state that the career selection model, considering career decision style, can be accepted and is suitable for use. The choice of style in career decisions in the educational program includes 5, namely rational style (13 = 5.91%), intuitive style (8 = 3.54%), dependent style (33 = 15%), avoidant style (42 = 19.09%), and spontaneous style (46 = 20.91%). In career choice, there are less than 78 teachers (35.45%) with the chosen style of rational style (11 = 5%), intuitive style (4 = 1.82%), dependent style (22 = 10%), avoidant style (17 = 7.73%), and spontaneous style (24 = 10.91%). Factors influencing their choice style are information gathering (X1), locus of control (X2), speed of decision-making (X3), and aspiration for the ideal job (X4), although in modeling in the independence test variable information gathering has no relationship as a predictor variable.

Recommendations

The career choice for students of degree programs in education study programs is prioritized as teachers. However, graduates can choose non-teaching careers. In addition, it is a fact that many education graduates prefer a career that is not that of a teacher. Factors significantly determining students' career choices include locus of control, decision-making speed, and aspiration for an ideal occupation. Therefore, the management of educational programs in higher education should enhance the ability of students and graduates to understand future careers, both teacher and non-teacher. Graduates can identify the careers of teachers, including income, career paths, social life, etc. Graduates' management skills also need to be improved to manage their potential and develop them in the future to support the career they choose later.

Limitations

The limitation of this research is that the scope of the research object is limited to students of Universitas Negeri Semarang. The following researchers can explore more broadly by expanding the scope of respondents, including by comparing phenomena in other countries such as Malaysia and Thailand. The researchers will be able to uncover the phenomenon of career choice for education graduates more interestingly. The following limitation is the analysis of the determinants of students' career choices, which reveals only a few variables. The researcher focuses on the selected predictor variables to strengthen the previous findings.

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Authorship Contribution Statement

Widiyanto: Conceptualization, design, data analysis/interpretation, drafting manuscript, critical revision of manuscript, statistical analysis, securing funding, supervision, final approval. Nurkhin: Concept and design,

data acquisition, drafting manuscript, admin, supervision. Yulianto: Methodology, statistical analysis, technical or material support, final approval. Daud: Design, statistical analysis, data analysis/interpretation.

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12. Final paper (ID#22080513525692), 27 DESEMBER 2022

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Please find the attached finalized paper will be published.

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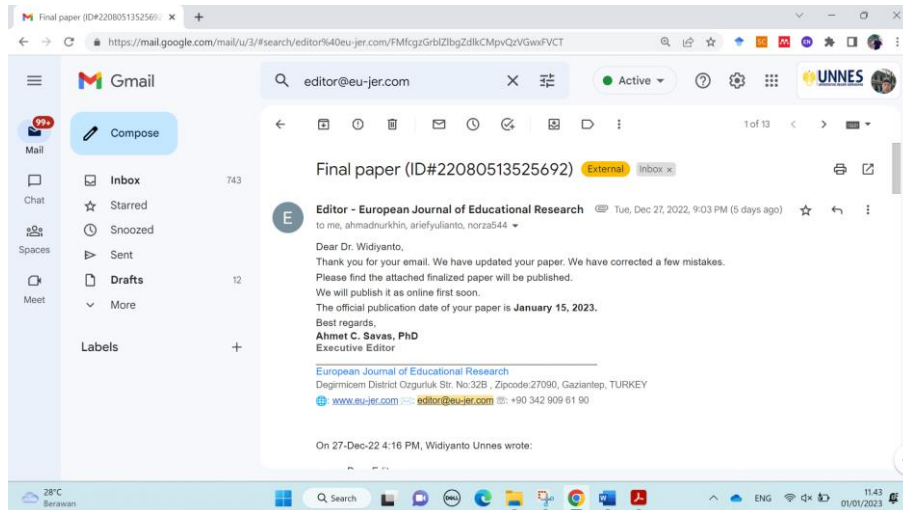
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Executive Editor

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Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id> Sun, May 26, 2019 at 9:03 PM To: nyelland@unimelb.edu.au

Dear Prof. Nicola Yelland
Editor in Chief, Global Studies of Childhood

Hope this finds you well.

I am writing this email in response to your feedback to our submitted paper. On behalf of all authors, I would like to thank you for the opportunities given to us. We do really appreciate it.

Here, I send the paper (word version) to you.

I thank you for your kindness and willingness to assist our paper to get it to GSC publication standard.

I look forward to hearing from you soon.

Warmest regards,

Dr. Yuli Kurniawati Sugiyo Pranoto

The Head of Early Childhood Education Program


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Young Children's Aspirations: Indonesian setting

Journal:	<i>Global Studies of Childhood</i>
Manuscript ID	Draft
Manuscript Type:	Empirical Article
Keywords:	aspirations, young children, Javanese-Indonesian, SundaneseIndonesian
Abstract:	This study aims to analyze the thoughts of Javanese-Indonesians and Sundanese-Indonesians children in Indonesia about their aspirations: "what do you want to achieve in future, and if this is what you intend, do you think this will happen?" In total, 271 Javanese-Indonesians and Sundanese-Indonesians children (aged 4-6) were involved. This study applied both the qualitative and quantitative methods. The children were asked the further question: "which expectations of yours makes you happiest?" For statistical analysis, the qualitative data were transformed into quantitative data. The results revealed 3 categories ranging from the most mentioned to the least: material issues, hesitation, and school performance. The results found that there was a statistically significant association between children's ethnic background and their aspirations, $\chi(1) = 10.089, p = .006$. This study offers new ways of thinking in examining young children's aspirations regarding ethnicity issues. As material issues are the most mentioned by students rather than school performance, the government should consequently conduct campaigns to build awareness among educators (both teachers and parents) that the purpose of education is to stimulate hopefulness (having aspirations for future).

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Young Children's Aspirations: Indonesian setting

Abstract

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9 This study aims to analyze the thoughts of Javanese-Indonesians and Sundanese-Indonesians 10 children in
Indonesia about their aspirations: "what do you want to achieve in future, and if this

11 is what you intend, do you think this will happen?" In total, 271 Javanese-Indonesians and

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13 Sundanese-Indonesians children (aged 4-6) were involved. This study applied both the 14 qualitative and
quantitative methods. The children were asked the further question: "which

15 expectations of yours makes you happiest?" For statistical analysis, the qualitative data were

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17 transformed into quantitative data. The results revealed 3 categories ranging from the most 18 mentioned to the least: material issues, hesitation, and school performance. The results found that

19 there was a statistically significant association between children’s ethnic background and their
20 aspirations, $\chi(1) = 10.089, p=.006$. This study offers new ways of thinking in examining young 22 children’s aspirations regarding ethnicity issues. As material issues are the most mentioned by 23 students rather than school performance, the government should consequently conduct

24 campaigns to build awareness among educators (both teachers and parents) that the purpose of
25 education is to stimulate hopefulness (having aspirations for future).

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27 Keywords: aspirations, young children, Javanese-Indonesians, Sundanese-
28 Indonesians,
29 Indonesian, cross-cultural.

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Introduction

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Aspiration reflects one’s desire to achieve something. Previous studies have indicated that success in achieving aspirations positively affects someone’s prosperity since it boosts satisfaction and self-efficacy (Bandura, 1997; Eccles, Adler, Futterman, Coff, Kaczala, Meece, & Midgley, 1983). Specifically, aspirations that meet the challenges and demands of a certain life stage, or a certain situation could contribute to one’s happiness (Nurmi & Salmela-Aro, 2002). A

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49 previous study of 12-14 year-old-children showed that children with higher aspirations,
50 compared to those with lower aspirations, would have less insecurity and depression (Boxer,
Goldstein, Delorenzo, Savoy, & Mercado, 2010).

Compared to other domains of life, the aspirations of children above the age of 5 years
old tend to be about what professions they want to follow (Auger, Blackhurst, & Herting, 2005).

8 Even so, it does not mean that they are ignoring the other domains of life. Gottfredson (1981)
9 reports that children above five years old no longer dream of becoming a certain animal or
10 fantasy character. Some previous studies have indicated that children aged 4 years old have the
11 verbal and memory ability not only to retell past events but also to make predictions about the
12 future (Schult and Wellman, 1997; Rakoczy, Warneken, and Tomasello, 2007; Mason & Danby,
13 2011). These two skills are not gained from classroom exercises or narrative skills. A study by
14 Wang (2001) indirectly indicates that children aged 3 are capable of predicting and picture
15 themselves in future conditions.
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Other study by Atance & Meltzoff, (2005) finds that children below 5 years old have

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some difficulties in portraying themselves in the future. For children above 7 years old, they start to be able to imagine themselves in the future, but their aspirations oscillate from reality to fantasy (Seginer, 2009).

Several previous studies have indicated a gap between those results. Some reveal that young children above five years old have the capability to share their future aspirations in more concrete way (Gottfredso, 1981; Schult and Wellman, 1997; Wang, 2001; Mason & Danby, 2011) whereas other studies show the opposite (Atance & Meltzoff, 2005; Seginer, 2009).

Further, although aspiration is an interesting topic for research, most studies tend to focus on aspirations becoming the determining factor in children's school performance (Goodman, Gregg, & Washbrook, 2011; St Clair & Benjamin, 2011; Gorard, See, & Davies, 2012; Rose & Baird, 2013; St Clair, Kintrea, & Houston, 2013) and on the level of these aspirations (Croll, Attwood, & Fuller, 2010), instead of what children's aspirations are. Moreover, previous studies on children's aspirations were more likely to focus on educational aspirations (Strand, 2011; Strand & Winston, 2008), and career aspirations (Rose and Baird, 2013; Gutman and Schoon, 2012).

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13 In conclusion, there is limited study available that discusses the aspirations of young
14 children. There is clearly a necessity to conduct more studies in order to gain a more informative
15 discussion of young children's aspirations. Since children have unique perspectives, different
16 from adults, we need to listen to the children's views and experiences as they are key factors that
17 influence children's lives.
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20 Children's aspirations are culture- specific. In England, children from ethnic minorities
21 tend to have higher aspirations in terms of education and occupation compared to white children
22 (Croll et al., 2010). Culture or ethnic background should be considered when conducting
23 research exploring the aspirations of children.
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26 Based on previous literature, most empirical studies in cross cultural setting that are more
27 focused on the level of aspirations rather than what to do with children aspirations. A study
28 which explore children aspiration was done by Thoilliez (2011). Therefore, a review must be
29 made on the difference of aspirations in each cultural group. It is necessary to conduct a study in 44
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Indonesia as part of Eastern world.

The World Happiness Report (2017), which ranked 155 countries by their happiness level, the report has puts Indonesia in the category of a happy country in the Asian region. This fact reveals that only a limited amount of research explores the Indonesian children’s happiness. Based on a previous study, aspirations that match the challenges and demands of a particular life stage or situation contribute to the happiness of the individual (Nurmi & Salmela-Aro, 2002). It is, therefore, necessary to discuss Indonesian **children’s aspirations as thoughts about their goals in life.**

In response to some previous studies, we have conducted this study to have a comprehensive understanding of Indonesian (Javanese-Indonesians and Sundanese-Indonesians) children’s aspirations as these are assumed to be different among different ethnic groups. This

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27 research implements the qualitative method as the best way to investigate what and how young
28 students think. This allows the researcher to formulate the data into quantitative data for
29 statistical analysis purposes. This study will help parents, teachers, and other educators in
30 guiding their children down the path towards their aspirations so that children will have a good
31 childhood and a set of hopes for their future as adults.
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The purpose of this study was to describe aspirations from the perspectives of Javanese
Sundanese- Indonesian young children (aged 4-6 years old). The following research questions

34 ***Purpose of Studies***

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41 were addressed:

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44 What are Javanese Sundanese- Indonesian children's aspirations? What do they want to achieve
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Is there any difference of children’s aspirations from the ethnic perspective?

Methods

This study contributes to the literature regarding children’s aspirations and helps to better understand how children’s aspirations are culture- specific in two ways:

by using the qualitative method to attempt to make sense of and interpret young children’s perspectives of their aspirations, studying children from two different ethnic groups (Javanese-Indonesians and Sundanese-Indonesians)

by coding and transforming the qualitative data of children’s responses to questions about their aspirations, into quantitative data and then, by running this quantitative data to identify the differentiation of children’s aspirations among different ethnic groups.

Participants

The study involved 271 children (M=4.54, SD=4.99 years of age). Those children were drawn from various kindergartens in Indonesia. 134 of these children were Javanese-Indonesians

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and 137 were Sundanese-Indonesians. These two cohorts are from different ethnic groups and

live separately from each other. The research was carried out in Javanese-Indonesians (the

biggest ethnic group in Indonesia) followed by Sundanese-Indonesians. Only **children, who had** 41

informed consent from their parents, were involved.

Most Javanese-Indonesians are native inhabitants living on Java Island, especially in

Yogyakarta and Central Java; Sundanese-Indonesians people, on the other hand, are native

inhabitants of West Java (Bandung).

Interview

For qualitative purposes, this study conducted an interview with the children, individually. 8

It used open-ended questions even though it was realized that some questions in the

questionnaire required certain levels of reading comprehension and concentration that are not

exactly the right measuring instrument for children (Chaplin, 2009). The children had different

levels of reading comprehension and concentration.

Students were asked about recent important goals that were quite meaningful and pleasurable to

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21 them. The interview questions, regarding their aspirations, were made on the basis of what a
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23 child hoped would happen in the future. The goal was to go beyond the simple measurement of
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25 how much hope they exhibited.
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29 This research emphasizes the qualitative approach in which the researcher probes deeper
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31 to explore the responses from students and their aspirations. The interview uses a single open-
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33 ended question “what do you want to achieve in your future, and if this is what you intend, do
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35 you think this will happen?”. The children were asked the further question: “which expectations
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37 of yours makes you happiest?” This study used the *Bahasa* as it is used as the official language
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39 used in every school. The interview question was asked as follows: “*Apa yang ingin kamu raih*
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43 *di masa depanmu? Apakah kamu berpikir hal tersebut akan terjadi? Diantara beberapa*
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45 *keinginanmu ini manakah yang sekiranya membuatmu paling bahagia?”*
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48 This study used pictures to investigate what young students’ goals in their life are and
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50 how they were going to achieve them. The story behind each picture was analyzed to answer

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questions of the set of goals in a student's life. Students listened to the instruction before telling their stories, "*This is X or Y. You will see him or her in the photograph. He or she sets a number of hopes that will happen in his/her future. Now imagine you were him or her. What do you think will happen in your future that you want to achieve for your own future? Choose only one, the one that fits you!*".

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11 This study gained qualitative data in the form of narrations. Students were asked to give 12 responses to a question and tell stories of what they saw in the pictures they had chosen.

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17 For statistical analysis, the data from the study was then transformed into quantitative data.

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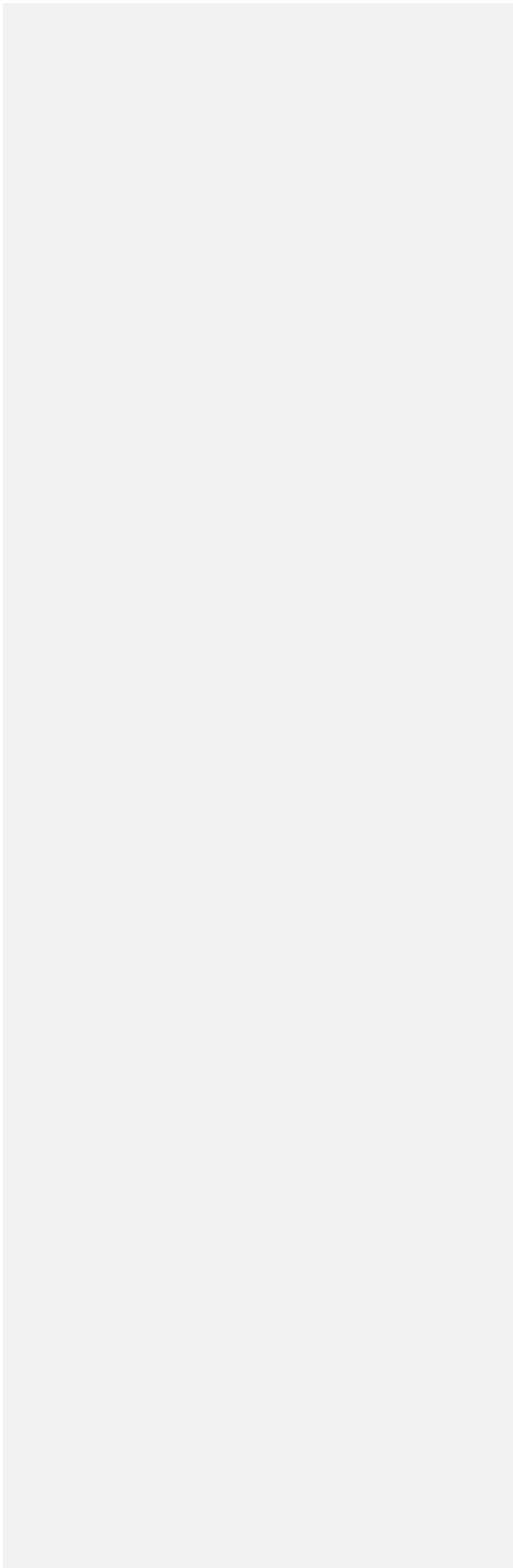
To run a statistical analysis, dependent and independent variables were identified as follows:

Aspirations: the variables were coded from the children responses into three categories: school performance; material issues; and hesitation. These were coded as: (1) for school performance; (2) for material issues; and (3) for hesitation.

Dependent variables:

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Independent variables

Ethnic origin: This variable was coded into two categories: Javanese-Indonesians and Sundanese-Indonesians. Ethnic origin was coded as: (1) for Javanese-Indonesians and (2) for Sundanese-Indonesians.

The chi-square was applied to test the following hypotheses: There is a difference in the student's report depending on what goals they think they would feel the happiest about from an ethnic perspective.

Approvals and informed consent

Principals from different public kindergartens in Bandung and Yogyakarta were asked for their permission for the collection of data from children in their schools. Once it was secured, the research procedures and purposes were described to teachers. Next, each children was presented with a packet to take home. It contained a covering letter seeking the parent's informed consent. Once it was agreed to, it was sent back to the school. Before the interview session, children were briefed with a standardized explanation of the study.

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Timing, recording, and field notes

Before interviewing students, the researcher conducted observations at the school a few days before, not only to gain a better picture of the students' daily life, but also to accustom the students to the presence of researchers. It took around 15 - 30 minutes on average to interview each student although in some cases, students needed a shorter or even longer interview time.

Therefore, the policy was to set 60 minutes/student. In some extreme cases, some students needed an even longer time and had to be accompanied by their friends.

This research only managed to have one session of interview per student with repeated questions to ensure the child's response. This helped to ensure that no answer or response was altered. As for further relevant data, the researcher made field notes. These notes were very important for the process of analysis.

Interview settings

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In this study, data collection was carried out in many settings but still within the school's vicinity. The researcher had secured permission from the schools to conduct interviews during school hours. There was only one school that only allowed interviews during recess. Interview settings varied from an unused classroom, a public hall for special events, the teachers' room, a gazebo, a hallway and even a school playground. These settings were made as comfortable and as least intimidating as possible. They were made to be as natural as possible.

Instrument changes

Based on the preliminary study conducted on 30 children earlier (15 children from each ethnic background), the interview procedure had been slightly adjusted. This alteration was the addition of picture prompts so children could come up with their own answers. The additions were made not because children failed to understand the question, but because the children needed more time to adjust themselves to the new individual before them.

Prior to the interview process, the researcher conducted a pilot study involving 30 children, with 15 children representing each ethnic category. The results of a pilot study produced 5 categories. The most- mentioned category was material issues followed by school

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performance, hesitation, job concerns, and magical thinking/cartoon figures. Further, this pilot study indicated that several children had a slight reluctance in answering the questions. A non-familiar interviewer might have been the cause of this. Therefore, pictures representing 4 of the categories (**minus the hesitation category**) were provided as stimuli should children have difficulties in providing proper responses. Each picture depicts a different situation along with its caption (see table 1 below).

[insert table 1. here]

In cases where the pictures do not really help, then those children are excluded from the list of respondents. The main study indicates that children’s responses are coded into 3 of the 7 categories.

Confidentiality

Documents of informed consent, the identity of children (code names), recordings, questionnaires, notes, and transcriptions from each interview were kept in an enclosed locker which only the researcher has access to. When all the process of interview was done, the

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researchers transcribed all the recorded and noted interviews with a PC. The data of the children 14
were encoded to ensure their security.

Aspirations and Culture

When expressed by children, aspirations are usually statements of abstract values and are
the beliefs of a well-planned future (commonly about education and/or occupation), such as the
level of education that they want to achieve. According to Wyman, Cowen, Work & Kerley
(1993), future aspirations are parts of self-experience in children's present lifetimes along with
their attitudes and feelings that they perceive towards the world. Aspirations, along with the
emotional state and habits of someone, influence the choice of selections and their achievement
in the future.

According to Marjoribanks (1998), aspirations are defined as idealistic values and a
reality that might be relevant to their mobility in the future. Gorard, See, & Davies (2012)
defined aspiration as someone's desire of what will happen in the future. It can be concluded that

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children’s aspirations are what the children want to happen in the future. Aspirations here means that children have hopes for a brighter future.

Culture needs to be considered when studying about aspirations. Based on a study in England, children from ethnic minorities showed higher aspirations in terms of education and occupation compared to white children (Croll, Attwood, & Fuller, 2010). The parents’ educational backgrounds, occupations, salaries and also their aspirations for their children are strongly correlated to the children’s aspirations (Mau & Bikos, 2000; Schoon, Martin, & Ross, 2007). Thus, if parents are depressed, this could influence, either directly or indirectly, their parenting style and affect the children’s optimism and external locus of control.

Aspirations, along with one’s emotional state and *behaviour*, influence the choice of selections and how they act on these in the future. It is proven that success in achieving aspirations positively affects someone’s happiness since it boosts their satisfaction and self-efficacy (Eccles et al., 1983; Bandura, 1997). This happens especially to aspirations created by demands and/or challenges.

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26 This difference can be explained in terms of hope since the aspirations themselves mean
27 having a high level of hope for the future. Regarding hope, Lopez, Gariglietti, McDermott,
28 Sherwin, Floyd, & Rand (2000) state that the issue of cultural background needs to be considered
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30 in research on hope. Callahan (2000) reports a difference in children's levels of hope between
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32 cultural groups. Contrary to this, Snyder, Hoza, Pelham, Rapoff, Ware, & Danovsky (1997)
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34 indicate that there is no difference in the level of hope of children from various minority groups
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36 (for example, African Americans, Caucasians American, and Hispanic American), in line with
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38 Miller (1992), and Holt & Reeves (2001), who report the same findings. Based on previous
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40 studies, there is a divergence in results, some showing difference while others show no 45
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42 difference. Therefore, more studies need to be done to enrich the study of aspirations and culture.
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Previous research was more about measuring the level of hope in intercultural settings, not
on the matters considered the source of children's aspirations. One of the researches exploring the
sources of children's aspirations was conducted by Thoilliez (2011). In his research, there were
several responses emerged when children were asked "to what do their children attribute their
aspiration for future?", including the dominant ones such as job concerns, continuity and

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security, emancipation, material issues, values, magical thinking, and school performance /
achievement. Child's responses vary depending on a number of factors and conditions in a
community group. Whether or not a child is willing to describe his aspirations depends on how
he will express his different ways of being in the presence of different people (Shipman, Zeman,
Nesin, & Fitzgerald, 2003).

Research by Wang (2001) indicates that children of 3 years old are capable of
communicating the causes of their varied emotions influenced by values within their family.
Conversations among American mothers and their toddlers reveal an 'emotion-explaining style',
where the mothers provide comprehensive explanations on the issue that trigger different
feelings in their children. In contrast, the conversations between Chinese mothers and their
toddlers are 'emotion-criticizing style', focusing on the instilling proper behavior in accordance
with norms and values and being less focused on happiness itself.

Mother-child communication style will affect how a child expresses their feelings. Ideally,
at pre-school age, children are able to correctly, clearly, and precisely reflect their feelings in

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42 verbal language (Denham, Zoller, & Couchoud, 1994; Stein & Liwag, 1997). Children having
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44 communication style that emphasizes children's feelings will tend to be open. Therefore, research
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46 conducted in Western countries emphasizes that children as young as 18 months should be
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48 conditioned to be involved and participate in discussions
49 with their families concerning the
50 emotions they feel.

Unfortunately, such situations rarely happen in Indonesian families. According to Moffatt
(2012), the communication style among family members in Indonesia tends to avoid the cause of
8 shame and may not directly disagree or say "No." Rubin and Chung (2013) state that the
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10 relationship between mother and child in Indonesia and Germany indicate a low level of self-
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12 disclosure. Mother-child communication style in Indonesia tends to be closed style. Self-
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14 disclosure is rarely acceptable in Indonesian culture with collectivist mothers (Rubin & Chung,
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16 2013). The results of two studies conducted in Indonesia showed that 35% of students revealed
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18 themselves openly, while 4050% of students revealed themselves less openly. While the second
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20 study, shows that only 24.55% of students are skilled in opening up themselves, while most of 23
24 the 43.63% students are less skilled at opening up themselves (Gainau, 2009).
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Furthermore, the Sundanese and the Javanese are the two tribes in Indonesia and both tend to be collectivism. However, mother-child communication styles in Javanese and Sundanese families do not necessarily have the same level of self-disclosure. Brehm (1992) explains that culture has a big role in educating one's self-disclosure behavior. Suseno and Reksusilo (1983) state that in Javanese culture a child from childhood has been trained to be affiliated and conformist, especially for girls who are required to be passive, accept what they are and submissive. Besides that, there is a principle of life that is held by the Javanese people who determine the pattern of association which is the principle of harmony and respect (Magnis-Suseno, 1985). These things cause low level of openness of Javanese children.

Javanese children tend to value harmony in the family, thus minimizing conflict with parents, and are low in self-disclosure (Rubin & Chung, 2013). Furthermore, in Javanese culture

Suseno and Reksosusilo (1983), assumed that people who are silent or closed are considered good and still taboo, because self-disclosure is seen as a gesture of arrogance, loftiness, conceitedness, etc. This cultural value will continuously be adhered by individuals.

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9 In the Sundanese families, children inherit noble cultural values that emphasize respect for
10 people with higher social status. People will compete to get high social status. Children who are
11 not confident that they will get high social status tend not to be open to others. They worry about
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13 other people's judgment that may bring them down. They lack of student self-disclosure. This
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15 can be identified from symptoms such as not being able to express opinions, not being able to
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17 express their ideas, feeling anxious or afraid to express something (Johnson, 1990).
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23 Furthermore, Indonesia is known as a developing country. One of the characteristics of a
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25 developing country is that most parents spend much of their time to work. They don't need to
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27 spend enough time to mingle with their children who then spend most of their free time watching
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29 television full of TV commercials. As a result, they are influenced by TV commercials which
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31 shape them to be materialistic children (Buijzen, and Valkenburg, 2003). They are preoccupied
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33 with TV commercials to buy things they see on TV. Children measure their happiness based on
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35 materialism. Materialism itself is defined as possessiveness expressed by children for products,
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such as toys or clothes with cartoon character themes.

Regarding the condition, are Indonesian children, to be specific Sundanese as well as Javanese children give similar answers that tend to material issues when being asked about their aspirations? When comparing culture on materialism issues, the tendency leads to the consumer culture (Inglehart, Foa, Peterson, and Welzel, 2008). Looking at the values and norms that are believed by each tribe, the response of the Sundanese children tends to be more dominant in material issues compared to that of Javanese children. It is well known that the SundaneseIndonesians people value being well-balanced and mutually respectful in society. Sundanese-

Indonesians believe that people of higher social status should be respected by people of lower social status. This belief might lead people to place more value on higher social status. One of the efforts made to improve his or her social status is consumption behavior (Cummins, 2005; Miller, 2009; Saad, 2007)

Javanese-Indonesians people, on the other hand, believe that the importance of family in

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18 society is reflected in the proverb: *mangan ora mangan waton kumpul* (even if there is no food to
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20 eat, being together is the most important thing). This moral value might lead people to place
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23 more value on put on non-material things over everything else in life (Geertz, 1961).
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26 This current study is in response to the suggestion of previous studies that one's cultural
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28 group should be considered as a factor in this issue. This is because this research was conducted
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30 in Indonesia which consists of different cultural backgrounds with different values and norms.
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34 The values and norms adhered by families in each tribe influence the differences in
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36 responses of Javanese and Sundanese children in Indonesia; such as parental aspirations in each
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38 tribe about education. Many studies have concentrated on parental educational aspirations, and
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40 they have found differences from demographic aspects like ethnicity and gender (Oketch,
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42 Mutisya, and Sagwe, 2012; Chowdry, Crawford, and Goodman, 2010). Furthermore, parents'
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44 aspirations towards children contribute to children's aspirations (Mau & Bikos, 2000; Schoon,
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46 Martin, & Ross, 2007). In the Sundanese, the culture emphasizes children's upbringing and has
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higher aspirations for children's education (Widjaja, 1989). Sundanese-Indonesians parents are not really concerned about their own education, yet they strive to focus on their children's education (Widjaja, 1989).

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This current study provides a complete understanding of the findings of differences that exist, not only reporting the differences based on statistical analysis, but also discussing the themes of aspirations and whether those in each group share the same or different themes.

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Findings and Discussion

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Findings

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The major finding of this research was the responses of the children with regard to material issues, hesitation, and school performance. There was a statistically significant association between the young children's ethnic background and their aspirations.

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Qualitative results

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Qualitative data gained from the students' responses during interviews were categorized in accordance with the questions, and then compared to all the data on the children so as to provide

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33 an overall trend. This research investigates the real experiences of Javanese-Indonesians and
34 Sundanese-Indonesians children both in their daily lives and beyond. It also delves into everyday
35 situations and conditions that trigger hopefulness among children. Results of the qualitative
36 content analysis of the children's self-reports concerning their personal experience reveal the
37 following 3 categories in Table 2. The categories were used in order to transform the results or
38 content of the interviews on students' hopes into qualitative data. the table below depicts codes
39 for transforming qualitative data into quantitative data regarding the children's aspirations.
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[insert Table. 2 here]

Quantitative results

Based on Table 1, for both ethnicity categories (Javanese-Indonesians and Sundanese-Indonesians), the results underline that according to children's accounts, material issues are the most commonly cited concerning what goal makes them happiest for both the Javanese-Indonesians and Sundanese-Indonesians groups, followed by hesitation and school performance.

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[insert Table. 3 here]

Pearson Chi Square (crosstabs) was run to evaluate the association between ethnic background and the young children’s descriptions of their aspirations. The table above depicts this result as well. Based on ethnic background, the result of the Pearson Chi-Square shows that $\chi(1) = 10.089, p=.006$. In other words, there is a statistically significant association between young children’s ethnic background and their aspirations.

This study shows that material issues are the category most mentioned by all children, followed by hesitation, with school performance as the least mentioned aspiration category. This study finds ethnic differences in the results. These results are in line with previous studies which confirm the role of culture on aspiration (Croll, Attwood, & Fuller, 2010). In detail, responses

Discussion

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41 categorized as material issues and hesitation are mentioned more by Sundanese children, while
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44 responses categorized as school performance are more mentioned by Javanese children.
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47 In general, though ethnic difference exist on study results, material issues are the first
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49 popular response of both Javanese-Indonesians and Sundanese-Indonesians children as one of
50 their aspirations. This study indicates a discrepancy with Thoilliez' study (2011) which shows that
job concern, continuity, emancipation, and material issues are mentioned relatively in the same
amount when related to Spanish children's responses about aspirations.

Further, the Sundanese-Indonesians children provide the largest frequency of this.

Likewise, material issues are also the most mentioned response for Sundanese-Indonesians. It
8 seems as though the level of materialism increases over time for children. Some studies suggest
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10 that children nowadays are more materialistic compared to children of previous generations. A

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13 survey in the U.K. (Gfk Social Research, 2007) showed that children identify life with
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15 materialism. This is different from those raised in 1967 and 1997 (Kortan, 1999). In developing
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17 countries such as India, younger generations tend to be more materialistic compared to their

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older counterparts (Gupta, 2011). The increasing level of materialism is also related to the influence of the media. Many business people marketers spend more than \$1 billion on advertisements intended for children (McNeal, 1999).

Further analysis shows that parents also contribute to the increasing level of materialism in their children. This is happening in most families in Indonesia. Due to the parents' work commitments, they do not allow enough time to spend with their children. Children spend most of their free time watching television. This causes them to be materialistic as they are exposed to intense advertising. Hence, they are drawn toward buying those advertised products. Children identify their happiness with materialism. This exposure of children is making them susceptible to their external environment (Achenreiner, 1997).

The worst problem about advertisements on TV is that they make children tend to have unrealistic obsessions (Buijzen, and Valkenburg, 2003). TV commercials stimulate children to wish to possess attractive things which results in materialism among children (Buijzen, and

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Valkenburg, 2003). Materialism itself is defined as possessiveness as expressed by children for products such as toys or clothes with cartoon character themes. A Sundanese mother once reported that her daughter would be upset if her wish for a new toy was not granted (Vv, 37 years old). A student mentioned "*I prefer to have more new clothes than I have to go to school*" (At, 6 years old, girl).

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9 Issue of cultural differences in materialism can be explained through consumer culture
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11 (Inglehart et al, 2008). This research shows that the response of Sundanese children tends to be
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13 more dominant in material issues compared to that of Javanese children. It is well known that the
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15 Sundanese-Indonesians people value being well-balanced and mutually respectful in society.
16 Sundanese-Indonesians believe that people of higher social status should be respected by people
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18 of lower social status. This belief might lead people to place more value on higher social status.
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20 One of the efforts made by someone to improve social status is consumption behavior (Cummins,
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22 2005; Miller, 2009; Saad, 2007)

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28 Further result reveals that when it comes to the second category most mentioned by children,
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30 the Javanese-Indonesians children gave the response of school performance as equal to hesitation.

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ForPeerReview

This is slightly different from the Sundanese-Indonesians children, where school performance was the least mentioned by them. This relates to the fact that Sundanese-Indonesians culture emphasizes children's upbringing and has higher aspirations for children's education (Widjaja, 1989). Higher aspirations for children's education are beneficial as parents support their children's education and spare enough time and resources for their children's school activities (Spera, 2006; Sy & Schulenberg, 2005). Previous studies have confirmed that parents' aspirations towards their children contributes to children's aspirations (Mau & Bikos, 2000; Schoon, Martin, & Ross, 2007).

Many studies have concentrated on parental educational aspirations, and they have found differences from demographic aspects like ethnicity and gender (Oketch, Mutisya, and Sagwe, 2012). Another study by Chowdry, Crawford, and Goodman (2010) also supports this difference in parental educational aspirations when it comes to ethnicity. Sundanese-Indonesians parents are not really concerned about their own education. This manifests itself in non-educated parents who, consequently, tend to strive for even lower education for their children (Chowdry,

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13 Crawford, and Goodman, 2010; Zhang, Kao, and Hannum, 2007).

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16 Sundanese-Indonesians parents are not really concerned about their own education, yet
17 they strive to focus on their children's education (Widjaja, 1989). In contrast, children are less
18 happy when they are talking about their school performance as their sets of goals. It might be
19 because school could be a place where children feel stressed. It is common for children to feel
20 some form of stress in school. The common causes of stress in children at school are the increase
21 in the amount of homework, competition for good grades, fear of failure, peer-pressure, and
22 bullying (Allen and Klein, 1996). Sundanese-Indonesians children might be in situations where
23 their parents place high expectations on their school performance. Those examples highlight
24 differences in parental educational aspirations according to demographic characteristics (Qian
25 and Blair, 1999).

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40 This finding from two ethnics, which revealed school performance to be the second or even
41 least- mentioned as an aspiration, becomes an important consideration in designing an education
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system for younger children for both groups of ethnic. The study results indicate that children do not seem to have high hopes for education. Children have little hope of finding a bright future in education.

Ideally, aspirations for education are in the mind of a child about their future. But in reality this does not happen; the child actually hopes for material benefits. This certainly becomes a real problem for teachers and requires serious handling.

One of the most important issues to underline in the theory of education is that “*the final purpose of education should be happiness*” (Naval & Altarejos, 2000). It can be inferred that education should provide an environment that enables individuals to gain happiness. That statement is very interesting considering the fact that one of the best ways to encourage children to become happy is by convincing them that their source of hope for future can be seen and found in their personal life, family, and neighborhood. Noddings (2003) mentioned that “*the best homes and schools are happy places*”. Adults in these happy places must realize that one of the purposes of education and life is happiness. Considering these facts, the issue of children’s

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30 happiness should be the special agenda of any government, including the Indonesian government,
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32 and not only in the world of education. Since 2012, the Indonesian government has pledged to
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34 improve the education system by launching a grand design to create a golden generation that will
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36 be ready in 2045 as a fitting present for 100 years of Indonesian independence (Ministry of
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38 Education and Culture, 2017). This golden generation should have a positive attitude, a nature
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40 mind, normative commitment, and competence based on IESQ (intellectual, emotional, and
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42 spiritual quotient).
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46 One aspect of this grand design is quality education for younger children. Children aged 0-8
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48 are the main targets, considering their golden age. Quality education should be provided starting
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50 from the smallest group of society, the family, and school. Based on the Indonesian government
role, any regional government must organize equality in early childhood education as a basic
service for the community. The Director of Early Childhood Education in Indonesia emphasized
that at school young children should not go straight to learning to write and read. This is stated in
the Circular of the Directorate General of Primary and Secondary Education Department Number:

8 1839/C.C2/TU/2009 April 25, 2009 Subject Delivery of Education Kindergarten and New
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10 Student Reception Elementary School. At that young age, children need to play more and
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develop their skills. Besides, when children are given time to play instead of writing and reading tasks, they would not feel pressured to study. 16

What needs to be underlined is the missing aspect of this grand design. The basic purpose of education itself is happiness. Creating smart and skilful people is not the sole purpose. Educators, both parents and teachers, must ensure that they provide environments that facilitate individuals to gain happiness. Campaigns to raise awareness among community members on this matter need to be organized. Therefore, it is the aim of this research that it that it promotes the importance of designing an education system for younger children.

Another important finding is that there are 46% of the Sundanese-Indonesians students, higher than Javanese-Indonesians students (38%), did not give any answer or said that they did not know when they were asked the question “*What do you think will happen in your future that you want to achieve for your future? Choose only one, the one fits you*”. A six- year -old Sundanese girl said: “I don’t know”, and another six -year- old Sundanese girl did not say

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44 anything in response to the question. Their responses are not included in the above (school
45 performance or material issues) mentioned categories (i.e. having no aspirations or set of goals).

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48 This might have happened because how a student expresses their feelings and opinions is also
49 influenced by how the reception environment influences the expression of emotions in a particular
50 child. If the acceptance is low environmentally or intentionally limited, it will affect the children's
willingness to express their emotions and it will be increasingly difficult for parents to be able to
observe and understand the emotional state of their children. Moreover, according to Shipman,
et.al (2003) the child will express emotions in a different way in the
presence of different people.

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11 In the daily interaction of children with their parents, apparently children learn and absorb
12 cultural values (Cole, Tamang, & Shrestha, 2006). From a study by Kwok and Shek (2010), it
13 was further found that the linkage between aspirations and hopelessness was stronger in an
14 environment of low parent-adolescent communication. A lower level of hope has a negative
15 effect on aspirations. It can be concluded that cultural background needs to be considered in
16 research on aspirations regarding hopes (Lopez et al, 2000; Callahan, 2000).

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Research by Wang (2001) involved mothers and their 3 year olds. This research indirectly indicates that children aged 3 are capable of communicating the causes of their varied emotions, influenced by values within their family. The results of the study describe that, generally, conversations among American mothers and their toddlers reveal an emotion-explaining style, where the mothers provide comprehensive explanations on the issues that trigger different feelings in their children. These elaborative conversations are emphasized in the children roles and preferences. In contrast the conversations between Chinese mothers and their toddlers tend to be an emotion-criticizing style, focusing on instilling proper behavior in accordance with norms and values and being less focused on happiness itself.

At pre-school age, children will be able to correctly, clearly, and precisely reflect in verbal language (Denham, Zoller, & Couchoud, 1994; Stein & Liwag, 1997). Therefore, research conducted in Western countries emphasizes that children as young as 18 months should be conditioned to be involved and participate in discussion with their families concerning the emotions they feel. Unfortunately, such situations rarely happen in most of Indonesian families.

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According to Moffatt (2012), this communication style between family members in Indonesia tends to avoid the cause of shame and may not directly disagree or say "No." Rubin and Chung (2013) state that the relationship between mother and child in Indonesia and Germany indicate a low level of self-disclosure. The style of communication between mothers and children in Indonesia tends to be closed. Self-disclosure is rarely acceptable in Indonesian culture with collectivistic mothers, and apparently this value is stronger in Sundanese culture. Although the "hesitation" category exists in both tribes (Javanese and Sundanese), the results show that the frequency of response of Sundanese children categorized as "hesitation" is higher than that of Javanese children. In Sundanese culture, children tend not to give a real response and tell exactly that they do not know or just smile because they are embarrassed and worry if the response will actually reduce their social status.

Conclusion

In general, this study shows that the category of material issues is most mentioned as children's aspirations followed by hesitation and school performance. This study finds an ethnic

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difference in the results. In detail, responses that are categorized as material issues and hesitation are mentioned more by Sundanese children, while responses that are categorized as school performance are more mentioned by Javanese children.

The analysis and examples reported in this study have offered new ways of thinking about how global aspirations can be identified in children and thoughts on what to notice when looking for clues about children’s aspirations. Considering the results on the aspirations of JavaneseIndonesians and Sundanese-Indonesians young children from their own perspective, it would be of benefit to undertake further testing to validate those results. This unique perspective could be captured when researchers are interviewing children about what they wish for regarding their aspirations.

The findings which state that material issues are mentioned more by students than school performance, need to be acted upon by the Indonesian government. The Government should continue conducting campaigns to build awareness among educators (both teacher and parents)

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18 that the purpose of education is not material possessions. Happiness is not related to material
19 things.
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23 **Acknowledgement**

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27 We would like to deliver our utmost gratitude and appreciation to the teachers, staff,
28 parents, and children of kindergarten schools in Yogyakarta and Bandung for their participation
29 in the present study. For all the lovely children involved in this research, you are all adorable.
30
31 You shared with me what you really want in order to be happy along with your whole life stories.
32
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34 Whether you feel enthusiastic, happy and energetic, or even shy and reserved, you still told your
35 storied voluntarily. I hope this study will serve as justice to your voices of aspiration. Thanks
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38 also to the research assistants for their help in collecting the data; thanks a heap, ladies! You are
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43 rock!
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ForPeerReview

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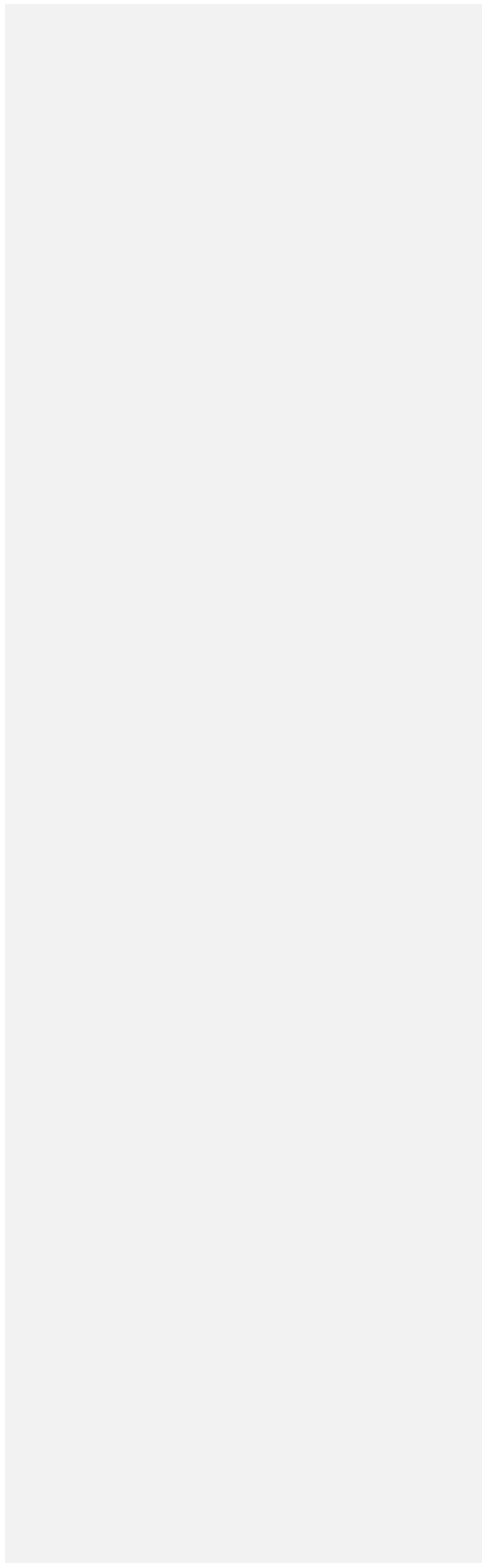
Num ber	Indicators to the following	Categories	Picture prompt	
			For boys	For girls
1	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher.	School performance		
2	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others.	Material issues		
3	Being a person who has a job (i.e doctor)	Job concerns		

Table.1 Picture prompt



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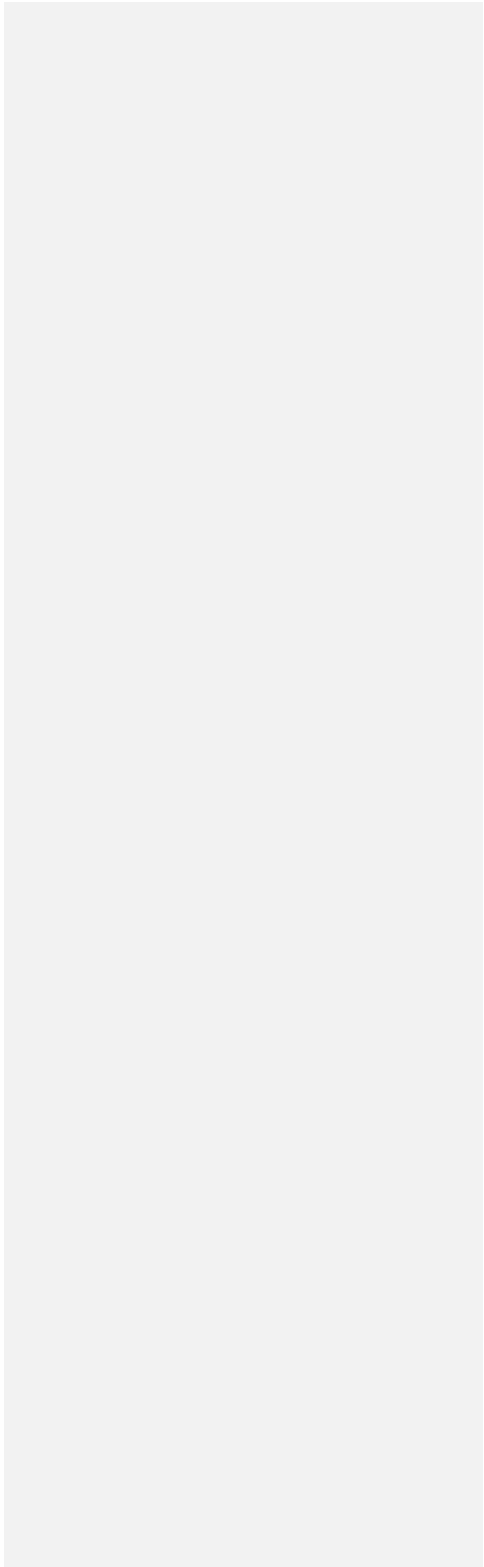
<p>37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60</p>	<p>4 Being a cartoon figure hero, living in the cartoon world, living with animals, in the jungle, and so on.</p>	<p>Magical thinking/cartoon figures</p>		
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Table. 2 Codes for Transforming Qualitative Data to Quantitative Data

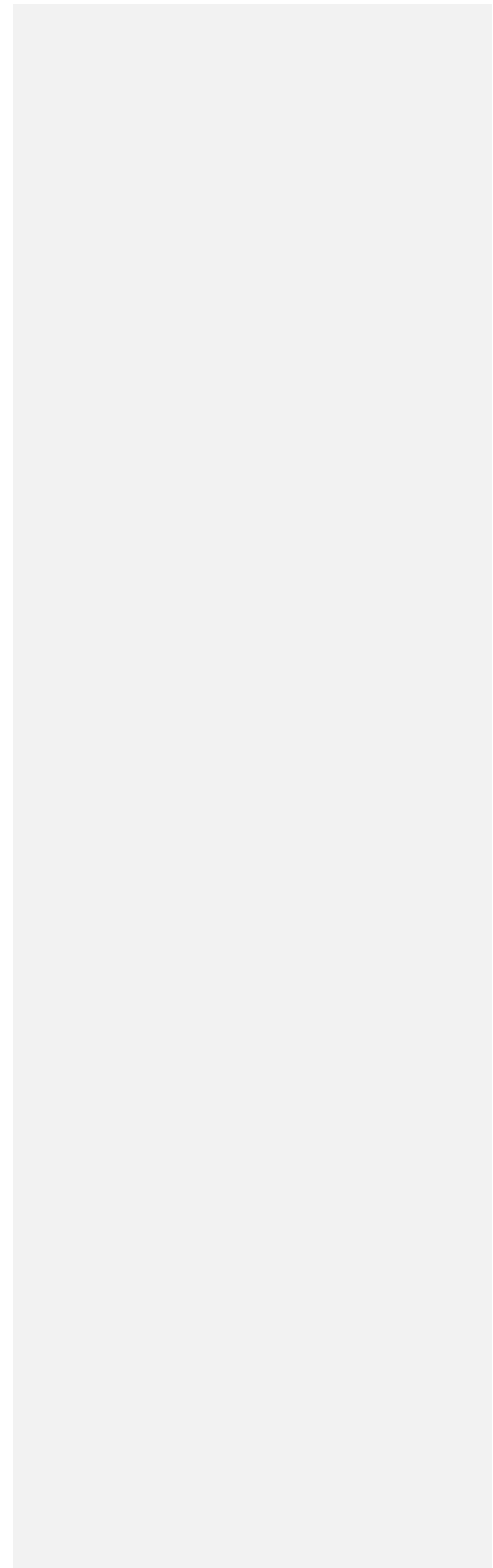
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Children's Aspirations	Codes (indicators to the following)
School performance	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher.
Material issues	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others.
Hesitation	Some responses not included in the above- mentioned categories (i.e. having doubts about their aspirations or set of hopes to have a brighter future).

Note: A theme analysis was applied. In each cell, the first column was the category of aspirations, the second column was the indicators of each category.



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Table. 3 Aspirations and Ethnic Perspective

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Category of aspirations	Javanese	Sundanese	$\chi(1) ; p$
	n=134	n=137	
	f(%)	f(%)	

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Global Studies of Childhood

School performance	36 (26.86)	16 (18.97)	
Material issues	60 (56.71)	75 (54.74)	10.089 [0.006]
Hesitation	38 (28.35)	46 (33.57)	

Note. Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.



Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Global Studies of Childhood - Decision on Manuscript ID GSC-19-0021

Global Studies of Childhood <onbehalf@manuscriptcentral.com>

Sun, May 26, 2019 at 11:42 AM

Reply-To: Nicola.Yelland@flinders.edu.au

To: yuli.kurniawati.sp@mail.unnes.ac.id 26-May-

2019

Dear Dr. Sugiyo Pranoto:

Manuscript ID GSC-19-0021 entitled "Young Children's Aspirations: Indonesian setting" which you submitted to Global Studies of Childhood, has been reviewed by myself as editor

I am thinking that the paper might be relevant as a colloquium which is a shorter piece than a refereed paper and i am willing to assist you to get it to our publication standard. To do this i need you to email me the paper in its word edition and i will use track changes to edit the paper - if you are then willing to accept my changes - you will be able to resubmit the revised version to us in scholarone my email is - nyelland@unimelb.edu.au please use the

manuscript number in all communications to do this

you will follow these instructions

To revise your manuscript, log into <https://mc.manuscriptcentral.com/gsc> and enter your Author Center, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

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You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using bold or colored text.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Center.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Global Studies of Childhood, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to Global Studies of Childhood and I look forward to receiving your revision.

Sincerely,

1 of 2 10/11/2021, 22:47

Professor Nicola Yelland
Editor in Chief, Global Studies of Childhood
nyelland@unimelb.edu.au



Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

10/11/2021, 22:47

Global Studies of Childhood - Decision on Manuscript ID GSC-19-0021

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
To: "Nicola.Yelland@flinders.edu.au" <Nicola.Yelland@flinders.edu.au>

Sun, May 26, 2019 at 8:39 PM

Dear Prof.Nicola Yelland
Editor of GSC

Thank you very much for the opportunities given to us. We really appreciate it.

We will send our paper to your email soon.

Warmest regards

Yuli
[Quoted text hidden]

--

Dr. Yuli Kurniawati Sugiyo Pranoto
The Head of Early Childhood Education Program
Graduate School
Universitas Negeri Semarang
Indonesia

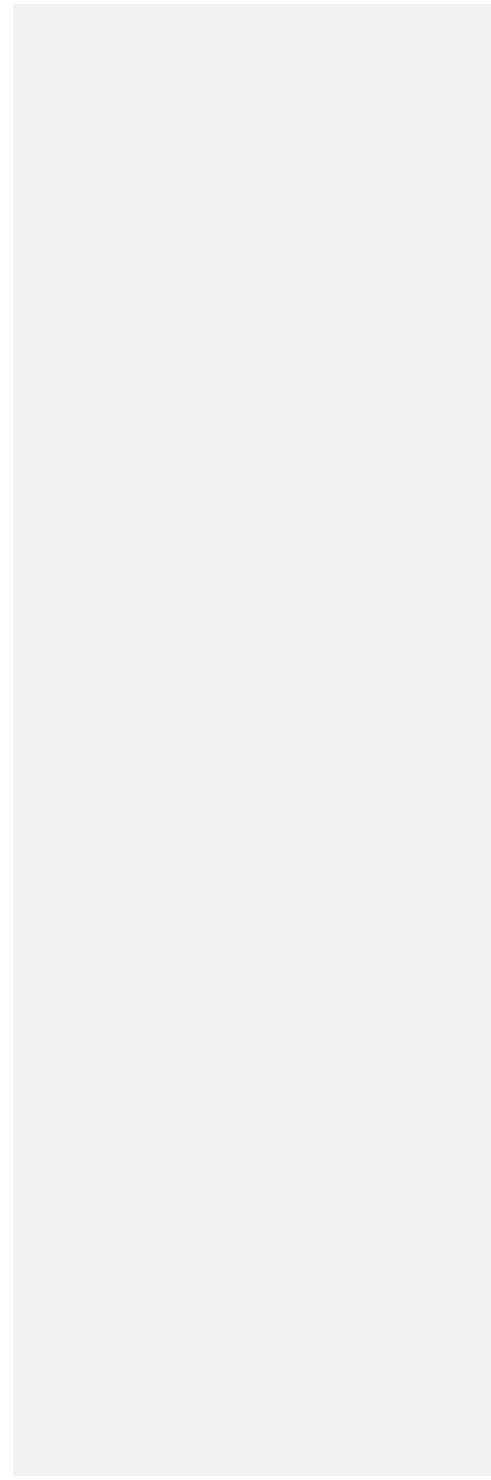
<https://orcid.org/0000-0003-2375-8351>

[Scopus ID: 2-s2.0-85045722994](https://scopus.com/authid/detail.uri?https://orcid.org/0000-0003-2375-8351)

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10/11/2021, 22:48





Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

Nicola Yelland <nyelland@unimelb.edu.au>

Mon, Jun 3, 2019 at 12:14 PM

To: Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Dear Yuli

I had a go at editing your paper and I need you to do some things

1. I don't understand what you mean by 'hesitation'. This needs to be explained for our international audience
2. The paper is 6700 words – we need to cut as much as we can. The paper is quite repetitive in places and also we usually just present the results and then link to the literature – there is a lot of stuff to be cut / edited – I wanted you to have another chance to do this before I go back and take out more if necessary

Hope to hear from you soon

Best

Nicola

Nicola Yelland


Professor of Early Childhood Studies

Melbourne Graduate School of Education

University of Melbourne

Australia

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Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

10/11/2021, 22:54

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Tue, Jun 4, 2019 at 2:44 AM

To: Nicola Yelland <nyelland@unimelb.edu.au>

Dear Prof. Nicola Yelland
Editor in Chief, Global Studies of Childhood

Hope everything is well with you.

Thank you very much for your kind feedback and assistance in order to improve our paper.

In respond to your questions:

- 1) Hesitation refer to some responses not included in the mentioned categories (I.e having doubts about their aspirations)
- 2) I have already cut some repetitive sentences in our paper. I hope our paper is now quite well structured.

The following, I attached 3 others file (tables) to be considered.

I look forward to hear from you.


Warmest regards,
Dr. Yuli Kurniawati Sugiyo Pranoto
The Head of Early Childhood Education Program
Graduate School
Universitas Negeri Semarang
Indonesia


<https://orcid.org/0000-0003-2375-8351>


[Scopus ID: 2-s2.0-85045722994](#)

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4 attachments

 **Table. 2 Codes for Transforming Qualitative Data to Quantitative Data.docx**
14K

 **Table. 3 Aspirations and Ethnic Perspective.docx**
13K

 **1_Revised_GSC_Manuscript_without authors.doc**
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 **Table. 1 Picture prompts.docx**
171K



Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

Nicola Yelland <nyelland@unimelb.edu.au>
To: Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

10/11/2021, 22:55
Tue, Jun 25, 2019 at 1:16 PM

Hi there – I had another go and got it down to 3900 words – which we can do!

I had to change the tables and get rid of one! And replace others in text


Let me know what you think!


Best


N

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3 attachments

 **June 25Yelland EITSpringer Sept 15 Encyclopaedia Long entry DP comments 3.doc**
148K

 **Table. 1 Codes for Transforming Qualitative Data to Quantitative Data.docx**
17K

 **Table. 2 Aspirations and Ethnic Perspective.docx**
16K



Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
To: Nicola Yelland <nyelland@unimelb.edu.au>

Wed, Jun 26, 2019 at 9:21 AM

Dear Prof Nicola Yelland,

Hope this email finds you well. Many thanks and really appreciate to what have you done for us.
For your information, I am afraid if the paper you have sent to me was not my paper as well. I am afraid that the paper was belong to another author.

I am looking forward to hearing from you.

Best regards,
Yuli

Dr. Yuli Kurniawati Sugiyo Pranoto
The Head of Early Childhood Education Program
Graduate School
Universitas Negeri Semarang
Indonesia

<https://orcid.org/0000-0003-2375-8351>
[Scopus ID: 2-s2.0-85045722994](#)

[Quoted text hidden]

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
To: Nicola Yelland <nyelland@unimelb.edu.au>

Thu, Jun 27, 2019 at 11:51 PM

Dear Prof Nicola Yelland,

The paper was well received. Thank you very much for that.
I have tried to communicate and discuss your suggestion with my co-author. He said that your suggestion was very helpful.

He and I agreed to what you have changed with the tables and the term of "hesitation".
Here, I send to you our revised paper (I have already replaced the tables into text).

I look forward to hearing from you,

Best wishes,
Yuli

Dr. Yuli Kurniawati Sugiyo Pranoto
The Head of Early Childhood Education Program
Graduate School
Universitas Negeri Semarang

10/11/2021, 22:56



Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

Indonesia

<https://orcid.org/0000-0003-2375-8351>

[Scopus ID: 2-s2.0-85045722994](#)

[Quoted text hidden]

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100K

Nicola Yelland <nyelland@unimelb.edu.au>

Thu, Jun 27, 2019 at 6:03 PM

To: Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

I am so sorry for the confusion - here is the paper

[Quoted text hidden]


Mail - Manuscript ID GSC-19-0021

<https://mail.google.com/mail/u/0/?ik=95f9079acc&view=pt&search=all...>



Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

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10/11/2021, 22:56

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Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

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Global Studies of Childhood GSC-19-0021.R1

Global Studies of Childhood <onbehalf@manuscriptcentral.com>

Sat, Jun 29, 2019 at 12:41 AM

Reply-To: i-fang.lee@newcastle.edu.au

To: yuli.kurniawati.sp@mail.unnes.ac.id, jhong@mail.ccu.edu.cn

28-Jun-2019

Dear Dr. Sugiyo Pranoto:

Your revised manuscript entitled "The Aspirations of young Indonesian children" has been successfully submitted online and is presently being given full consideration for publication in Global Studies of Childhood.

Your manuscript ID is GSC-19-0021.R1.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to ScholarOne Manuscripts at <https://mc.manuscriptcentral.com/gsc> and edit your user information as appropriate.

You can also view the status of your manuscript at any time by checking your Author Center after logging in to <https://mc.manuscriptcentral.com/gsc>.

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Thank you for submitting your manuscript to Global Studies of Childhood.

Sincerely,
Global Studies of Childhood Editorial Office

<https://mail.google.com/mail/u/0/?ik=95f9079acc&view=pt&search=all...>

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

10/11/2021, 22:48

June 28th, 2019

Dear Nicola Yelland,
Editorial Board for **Global Studies of Childhood**

We would like to resubmit an original research and revised article entitled “**The Aspirations of young Indonesian children**”, previously entitled “**Young Children’s Aspirations: Indonesian setting**” and the manuscript ID was GSC-19-0021, for consideration by the **Global Studies of Childhood**.

All authors have approved this manuscript, agreed with this revisions and submission, and have no conflict of interests. We prepared our revised manuscript by following the comments given by reviewer and instruction given by **Global Studies of Childhood** in writing this article.

The following, we provided a short letter with a detailed description of all the changes added on the basis of the reviewer’ comment.

We look forward to hearing your evaluation at your earliest convenience.

On behalf of all authors,
Yuli Kurniawati Sugiyono Pranoto

Lists of description of all the changes made by the author

- 1) Following reviewer's suggestions, to make our paper shorter (less than 5000 words), we have deleted some unnecessary descriptions from the texts. The previous one was very long paper and have some duplicate paragraphs.
- 2) We agree to change the term "hesitation" into "expressing no aspiration, due to the previous term was not clear enough to understand. Thank you very much for the suggestion.
- 3) We replaced tables into texts to make it readable and understandable.
- 4) We also have made some corrections on the English use, based on the reviewer' directions.



Yuli Kurniawati Sugiyono Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

Nicola Yelland <nyelland@unimelb.edu.au>

Fri, Jun 28, 2019 at 2:42 PM

To: Yuli Kurniawati Sugiyono Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Ok

We are nearly there

All you need to do is submit this manuscript to the scholarone system

Here are the instruction

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Global Studies of Childhood, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to Global Studies of Childhood and I look forward to receiving your revision.

Sincerely,
Professor Nicola Yelland
Editor in Chief, Global Studies of Childhood
nyelland@unimelb.edu.au

Have a try and write me if you have problems

Best

Nciola

Nicola Yelland

Professor of Early Childhood Studies

Melbourne Graduate School of Education

1 of 2 10/11/2021, 22:57 UNNES Mail - Manuscript ID GSC-19-0021
<https://mail.google.com/mail/u/0/?ik=95f9079acc&view=pt&search=all...>

University of Melbourne


Australia

From: Yuli Kurniawati Sugiyono Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Date: Wednesday, 26 June 2019 at 12:23 pm

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Journal:	<i>Global Studies of Childhood</i>
Manuscript ID	GSC-19-0021.R1
Manuscript Type:	Colloquium
Keywords:	aspirations, young children, Javanese-Indonesian, SundaneseIndonesian
Abstract:	<p>This study had as its aim to analyze the thoughts of JavaneseIndonesians and Sundanese-Indonesians children in Indonesia, about their aspirations for the future. In total, 271 Javanese-Indonesians and Sundanese-Indonesians children (aged 4-6) participated. The children were also asked: "what expectations of yours makes you happiest?" The results revealed 3 categories ranging from the most mentioned to the least: aspirations for material issues, expressing doubts about their future aspirations, and wanting to do well in school performance. The results revealed that there was a statistically significant association between children's ethnic background and their aspirations, $\chi(1) = 10.089$, $p=.006$. This study offers new ways of thinking in examining young children's aspirations with regard to ethnicity issues. As aspiring to having successful material issues were the most mentioned by students, as opposed to wanting to do well in school performance, the government should consequently conduct campaigns to build awareness among educators (both teachers and parents) that the purpose of education is to stimulate hopefulness (having aspirations for future).</p>

Global Studies of Childhood

The Aspirations of young Indonesian children

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1 **The Aspirations of young Indonesian children**

2 **Abstract**

3 This study had as its aim to analyze the thoughts of Javanese-Indonesians and Sundanese-
4 Indonesians children in Indonesia, about their aspirations for the future. In total, 271
5 JavaneseIndonesians and Sundanese-Indonesians children (aged 4-6) participated. The children
6 were also asked: "what expectations of yours makes you happiest?" The results revealed 3
7 categories ranging from the most mentioned to the least: aspirations for material issues, expressing
8 doubts about their future aspirations, and wanting to do well in school performance. The results
9 revealed that there was a statistically significant association between children's ethnic background
10 and their aspirations, $\chi(1) = 10.089, p=.006$. This study offers new ways of thinking in examining
11 young children's aspirations with regard to ethnicity issues. As aspiring to having successful
12 material issues were the most mentioned by students, as opposed to wanting to do well in school
13 performance, the government should consequently conduct campaigns to build awareness among
14 educators (both teachers and parents) that the purpose of education is to stimulate hopefulness
15 (having aspirations for future).

16 **Keywords:** aspirations, young children, Javanese-Indonesians, Sundanese-Indonesians,
17 Indonesian, cross-cultural.

18 **Introduction**

19 Aspiration reflects one's desire to achieve something. Previous studies have indicated that
20 success in achieving aspirations positively affects someone's prosperity since it boosts satisfaction
21 and self-efficacy (Bandura, 1997; Eccles et al., 1983). Specifically, aspirations that meet the
22 challenges and demands of a certain life stage, or a certain situation can contribute to individual
23 happiness (Nurmi & Salmela-Aro, 2002). A study of 12-14 year-old-children showed that children
24 with higher aspirations, had less insecurity and depression (Boxer, Goldstein,
25 Delorenzo, Savoy, & Mercado, 2010) than those who had lower aspirations.

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Compared to other domains of life, the aspirations of children above the age of 5 years old tend to be about what professions they want to follow (Auger, Blackhurst, & Herting, 2005).

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Even so, it does not mean that they are ignoring the other domains of life. Gottfredson (1981) reports that children above five years old no longer dreamt of becoming a certain animal or fantasy character. Some previous studies have indicated that children aged 4 years can retell past events and make predictions about the future (Schult and Wellman, 1997; Rakoczy, Warneken, and Tomasello, 2007; Mason & Danby, 2011). These two skills are not gained from classroom exercises or narrative skills. A study by Wang (2001) indirectly indicates that children aged 3 are capable of predicting and picture themselves in future conditions.

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Another study by Atance & Meltzoff, (2005) found that children under 5 years have some difficulties in thinking about themselves in the future. Above 7 years old, they can start to be able to imagine themselves in the future, but their aspirations oscillate from reality to fantasy (Seginer, 2009).

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Several previous studies have revealed that young children above five years old have the

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capability to share their future aspirations in more realistic way (Gottfredso, 1981; Schult and Wellman, 1997; Wang, 2001; Mason & Danby, 2011) whereas other studies show the opposite (Atance & Meltzoff, 2005; Seginer, 2009).

Further, although aspirations are an interesting topic for research, most studies tend to focus on aspirations becoming the determining factor in children’s school performance (Goodman et al., 2011; St Clair & Benjamin, 2011; Gorard et al., 2012; Rose & Baird, 2013; St Clair et al., 2013) and on the level of these aspirations (Croll et al., 2010), instead of what children’s aspirations are. Moreover, previous studies on children’s aspirations were more likely to focus on educational aspirations (Strand, 2011; Winston, 2008), and career aspirations (Rose and Baird, 2013; Gutman and Schoon, 2012).

Thus, there is limited research that discusses the aspirations of young children, especially in a country like Indonesia. There is clearly a necessity to conduct more studies in order to gain a more informed discussion about young children’s aspirations. Since children have unique perspectives, different from adults, we need to listen to the children’s views and experiences as

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they are key factors that influence children's lives.

Children's aspirations are culture specific. In England, children from ethnic minorities tend to have higher aspirations in terms of education and occupation compared to white children (Croll et al., 2010). Culture or ethnic background should be considered when conducting

The World Happiness Report (2017), ranked 155 countries by their stated happiness levels, and the report puts Indonesia in the category of a happy country in the Asian region. research exploring the aspirations of children.

Indonesia

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There are however, a limited amount of research that explores Indonesian children’s happiness.

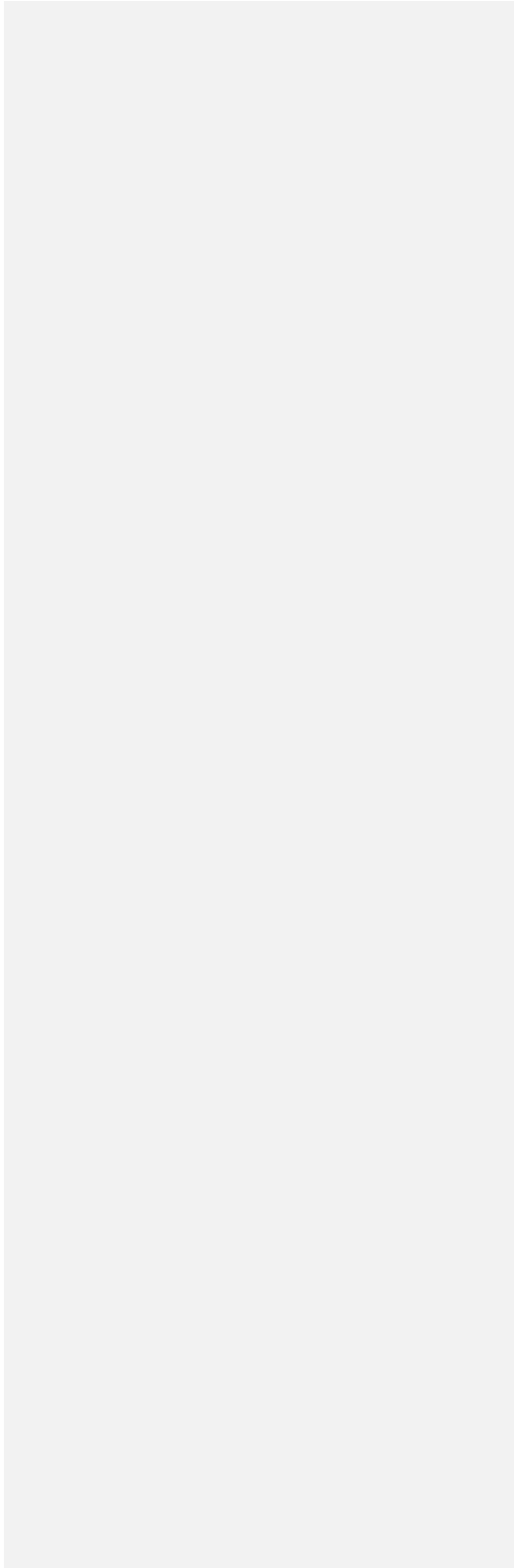
Having aspirations that match the challenges and demands of a particular life stage or situation

can contribute to the happiness of the individual (Nurmi & Salmela-Aro, 2002). It is, therefore,

necessary to discuss Indonesian **children’s aspirations as thoughts about their goals in life.**

In response to some previous studies, we conducted this study to deepen our understandings of Indonesian (Javanese-Indonesians and Sundanese-Indonesians) children’s

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8 aspirations as these are assumed to be different among different ethnic groups. This study will help
9 parents, teachers, and other educators in guiding their children down the path towards their
10 aspirations so that children will have a good childhood and a set of hopes for their future as adults.

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The purpose of this study was to describe aspirations of Javanese Sundanese- Indonesian young children (aged 4-6 years old). The following research questions were addressed:

What are Javanese Sundanese- Indonesian children’s aspirations? What do they want to achieve

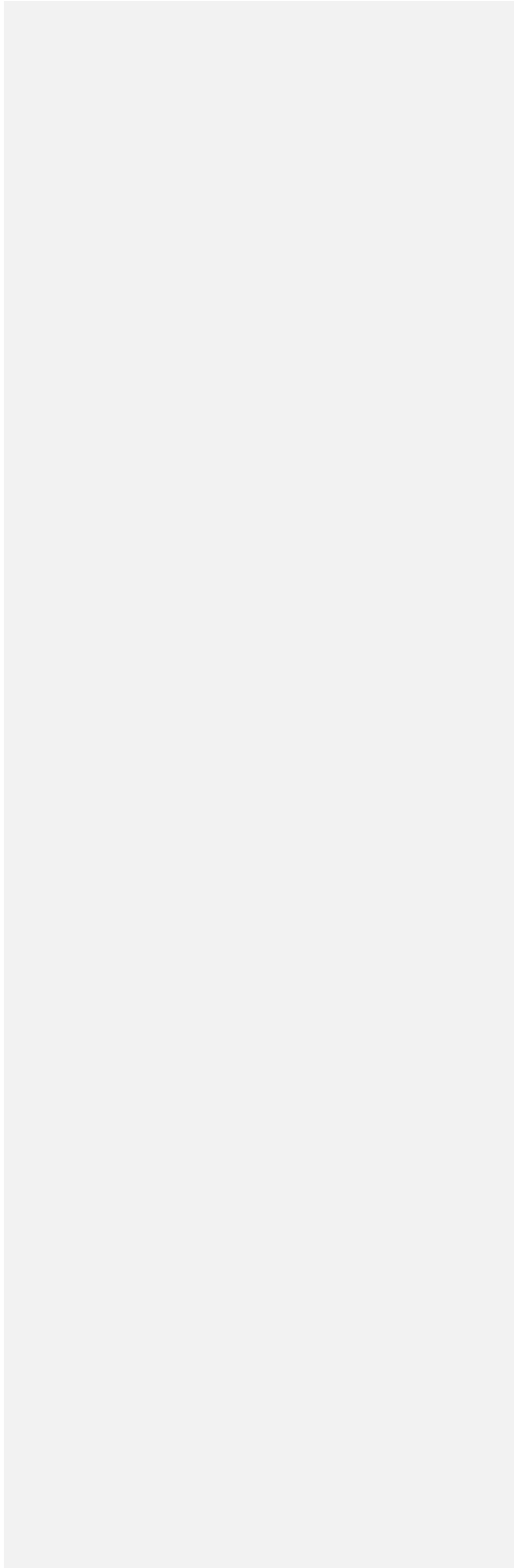
Is there any difference between children’s aspirations from the ethnic perspective?

For Peer Review

9 **Research design**

10 in their future?

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11 **Methods**

12 **Participants**

13 The study involved 271 children ($M=4.54$, $SD=4.99$ years of age). Those children were
14 drawn from various kindergartens in Indonesia. 134 of these children were Javanese-Indonesians
15 and 137 were Sundanese-Indonesians. These two cohorts are from different ethnic groups and live
16 separately from each other. The research was carried out in Javanese-Indonesians (the biggest
17 ethnic group in Indonesia) followed by Sundanese-Indonesians. Only children, who had informed
18 consent from their parents, were involved.

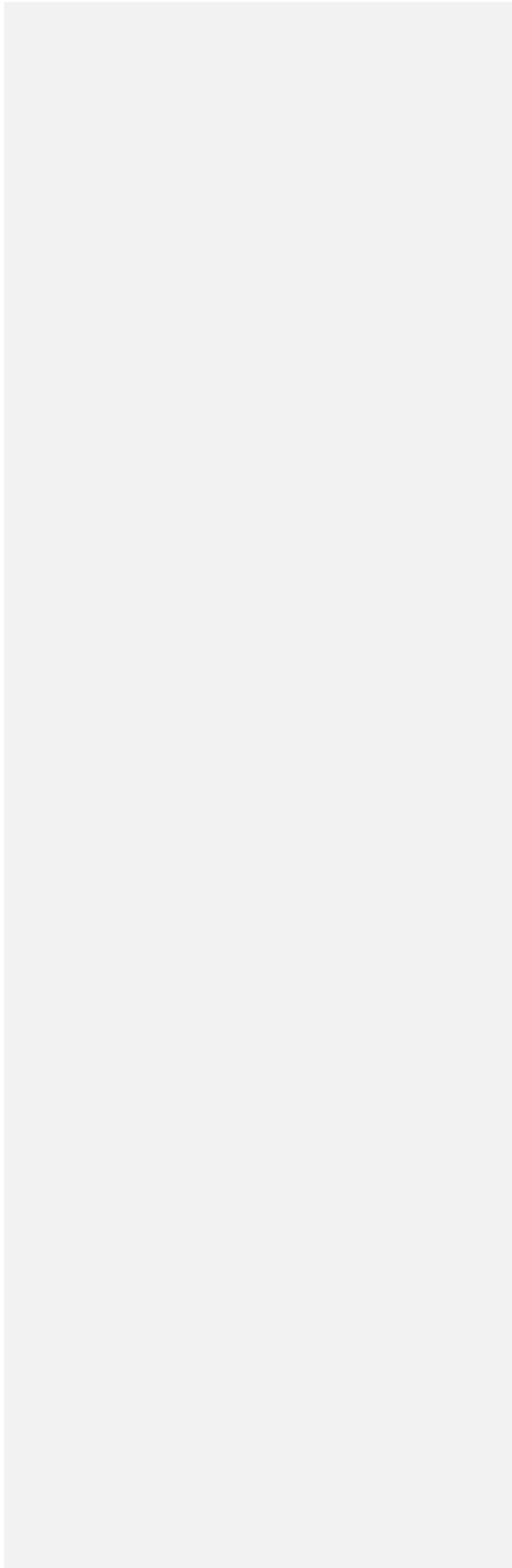
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Most Javanese-Indonesians are native inhabitants living on Java Island, especially in Yogyakarta and Central Java; Sundanese-Indonesians people, on the other hand, are native inhabitants of West Java (Bandung).

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The interviewer asked the children, “what do you want to achieve in your future, and if this is what you intend, do you think this will happen?”. The children were also asked: “which expectations of yours makes you happiest?” In Bahasa, the interview question was asked as

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follows: “*Apa yang ingin kamu raih di masa depanmu? Apakah kamu berpikir hal tersebut akan terjadi? Diantara beberapa keinginanmu ini manakah yang sekiranya membuatmu paling*

The major findings of this research were the responses of the children with regard to statements around material issues, not having any specific aspiration, and wanting to achieve well in school performance. There was a statistically significant association between the young children’s *bahagia?*”

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Findings and Discussion

Findings

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ethnic background and their aspirations.

The qualitative data gained from the students' responses during interviews were categorized in accordance with the questions, and then compared to all the data on the children so as to provide an overall trend. This research investigates the real experiences of Javanese-Indoneans and Sundanese-Indonesians children both in their daily lives and beyond. It also delves into everyday situations and conditions that trigger hopefulness among children. Results of the qualitative content analysis of the children's self-reports concerning their personal experience reveal the following 3 categories (Table 1). The categories were used in order to transform the results or content of the interviews on students' hopes into qualitative data. the table below depicts codes for transforming qualitative data into quantitative data regarding the children's aspirations.

Table. 1 Codes for Transforming Qualitative Data to Quantitative Data

Children's Aspirations	Codes (indicators to the following)
School performance	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher.
Material issues	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others.
Expressing aspiration	Some responses not included in the above- mentioned categories (i.e. no having doubts about their aspirations or set of hopes to have a brighter future).

Note: A theme analysis was applied. In each cell, the first column was the category of aspirations, the second column was the indicators of each category.

Based on Table 1, for both ethnicity categories (Javanese-Indonesians and Sundanese-Indonesians), the results underline that according to children' accounts, material issues are the most commonly cited concerning what goal makes them happiest for both the Javanese-Indonesians and Sundanese-Indonesians groups, followed by not being sure and then by wanting to have a good school performance.

Table. 2 Aspirations and Ethnic Perspectives

	Category of aspirations	Javanese	Sundanese	$\chi(1) ; p$
		n=134	n=137	
		f(%)	f(%)	
1	School performance	36 (26.86)	16 (18.97)	
2	Material issues	60 (56.71)	75 (54.74)	10.089 [0.006]
3	Expressing no aspiration	38 (28.35)	46 (33.57)	
4	Note. Chi-square was applied, significant p value < 0.05. In each cell, the first number is the			
5	frequency of level chosen followed by percentage in brackets.			

6 Pearson Chi Square (crosstabs) was run to evaluate the association between ethnic
 7 background and the young children's descriptions of their aspirations. The table above depicts this
 8 result as well. Based on ethnic background, the result of the Pearson Chi-Square shows that $\chi(1) =$
 9 10.089, $p = .006$. In other words, there is a statistically significant association between young
 10 children's ethnic background and their aspirations.

11 Discussion

12 This study shows that material issues are the category most mentioned by all children, followed
 13 by not stating their aspirations, with school performance as the least mentioned aspiration category.
 14 This study finds ethnic differences in the results. These results are in line with previous studies
 15 which confirm the role of culture on aspiration (Croll et al., 2010). In detail, responses categorized
 16 as material issues and not having aspiration are mentioned more by Sundanese children, while
 17 responses categorized as school performance are more mentioned by Javanese children.

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In general, though ethnic differences existed in the results, material issues were the first popular response of both Javanese-Indonesians and Sundanese-Indonesians children as being one of their aspirations. This study indicates a discrepancy with Thoilliez' study (2011) which shows that job concerns, continuity and security, emancipation, and material issues are mentioned relatively in the same amount when related to Spanish children's responses about aspirations.

Further, the Sundanese-Indonesians children provide the largest frequency of material issues. Likewise, material issues are also the most mentioned response for Javanese-Indonesians.

It seems as though the level of materialism increases over time for children. Some studies suggest that children nowadays are more materialistic compared to children of previous generations. A survey in the U.K. (Gfk Social Research, 2007) showed that children identify life with materialism. This is different to those raised in 1967 and 1997 (Kortan, 1999). In developing countries such as India, younger generations tend to be more materialistic compared to their older counterparts (Gupta, 2011). The increasing level of materialism is also related to the influence of the media. Many business people marketers spend more than \$1 billion on advertisements intended for children (McNeal, 1999).

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40 It was interesting that Sundanese as well as Javanese children gave similar answers to some
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42 of the questions. They referred to material issues when asked about their aspirations? Looking at
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44 the values and norms that are believed by each tribe, the response of the Sundanese children
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46 tends to be more dominant in relation to material issues compared to that of Javanese children. It
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49 is well known that the Sundanese-Indonesians people value being well-balanced and mutually
50 respectful in society. Sundanese-Indonesians believe that people of higher social status should be
respected by people of lower social status. This belief might lead people to place more value on
higher social status. One of the efforts made to improve his or her social status is consumer
consumption behavior (Cummins, 2005; Miller, 2009; Saad, 2007)

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9 Javanese-Indonesians people, on the other hand, believe that the importance of family in
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11 society is reflected in the proverb: *mangan ora mangan waton kumpul* (even if there is no food to
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13 eat, being together is the most important thing). This moral value might lead people to place
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16 more value on put on non-material things over everything else in life (Geertz, 1961).
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19 The values and norms adhered by families are considered as being related to parental
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21 aspirations in each tribe about education. Many studies have concentrated on parental
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23 educational aspirations, and they have found differences in demographic aspects like ethnicity
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25 and gender (Oketch, Mutisya, and Sagwe, 2012; Chowdry, Crawford, and Goodman, 2010).
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27 Furthermore, parents' aspirations towards children contribute to children's aspirations (Mau &
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29 Bikos, 2000; Schoon et al., 2007). For Sundanese, the culture emphasizes children's upbringing
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31 and it has higher aspirations for children's education (Widjaja, 1989). Sundanese-Indonesians
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33 parents are not really concerned about their own education, yet they strive to focus on their
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35 children's education (Widjaja, 1989). This manifests itself in non-educated parents who,
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37 consequently, tend to strive for even lower education for their children (Chowdry et al 2010;
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40 Zhang, Kao, and Hannum, 2007).
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45 In contrast, children are less happy when they are talking about their school performance
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47 as their sets of goals. It might be because school could be a place where children feel stressed. It
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50 is common for children to feel some form of stress in school. The common causes of stress in

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children at school are the increase in the amount of homework, competition for good grades, fear of failure, peer-pressure, and bullying (Allen and Klein, 1996). Sundanese-Indonesians children might be in situations where their parents place high expectations on their school performance.

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Those examples highlight differences in parental educational aspirations according to demographic characteristics (Qian and Blair, 1999).

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This finding from two ethnic groups, revealed school performance was least mentioned as

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an aspiration. It becomes an important consideration in designing an education system for younger children for both groups of ethnicities. The study results indicate that children do not seem to have high hopes for education. Ideally, aspirations for education are in the mind of a

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child about their future. But in reality this does not often happen; the child actually hopes for

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material benefits. This certainly becomes a real problem for teachers and requires serious handling.

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Conclusions

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In general, this study shows that the category of aspiring to have material issues was the most

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34 mentioned in relation to children's aspirations followed by not stating aspirations and followed
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36 by aspirations associated with aspects of school performance. This study found an ethnic
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38 difference in the participants' statements. Responses categorized as relating to material issues
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40 and not having aspirations are mentioned more by Sundanese children, while responses that are
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42 categorized as relating to school performance aspirations are more mentioned by Javanese
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44 children.

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48 The analysis and examples reported in this study have offered ways of thinking about how
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50 global aspirations can be identified in children, and considers what to try and notice when
looking for clues about children's aspirations.

Acknowledgement

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9 We would like to deliver our utmost gratitude and appreciation to the teachers, staff, 8
10 parents, and children of kindergarten schools in Yogyakarta and Bandung for their participation
11
12 in the present study. For all the lovely children involved in this research, you are all adorable.
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14 You shared with me what you really want in order to be happy along with your whole life stories.
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16 Whether you feel enthusiastic, happy and energetic, or even shy and reserved, you still told your

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storied voluntarily. I hope this study will serve as justice to your voices of aspiration. Thanks
also to the research assistants for their help in collecting the data

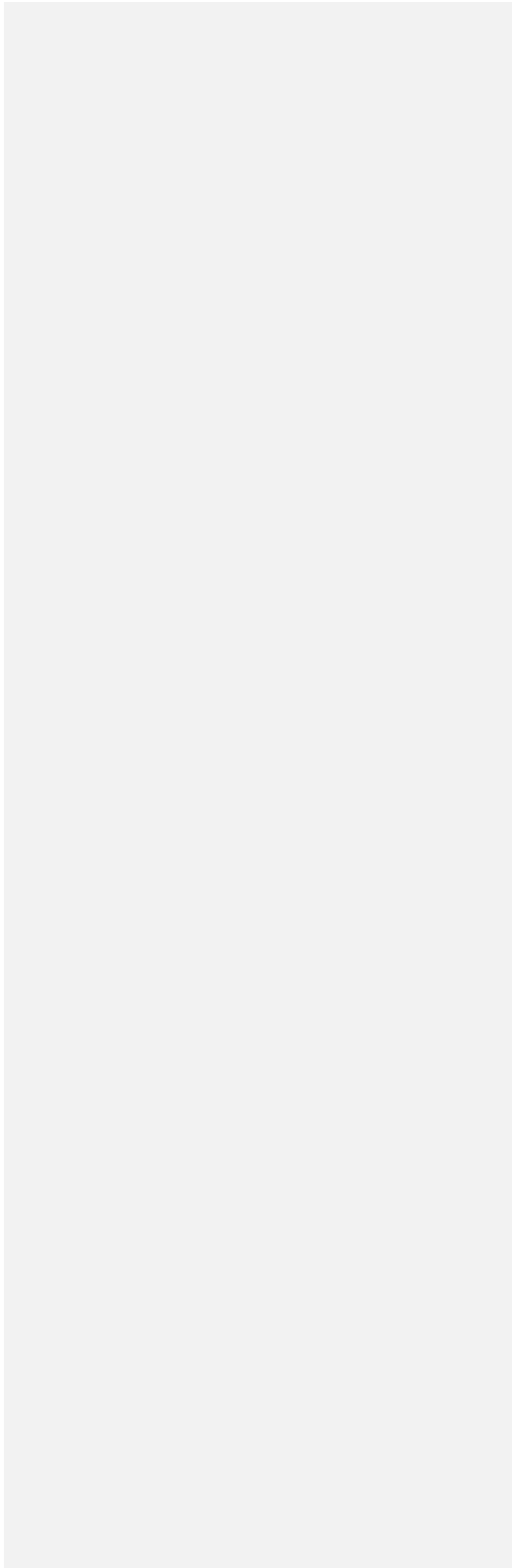
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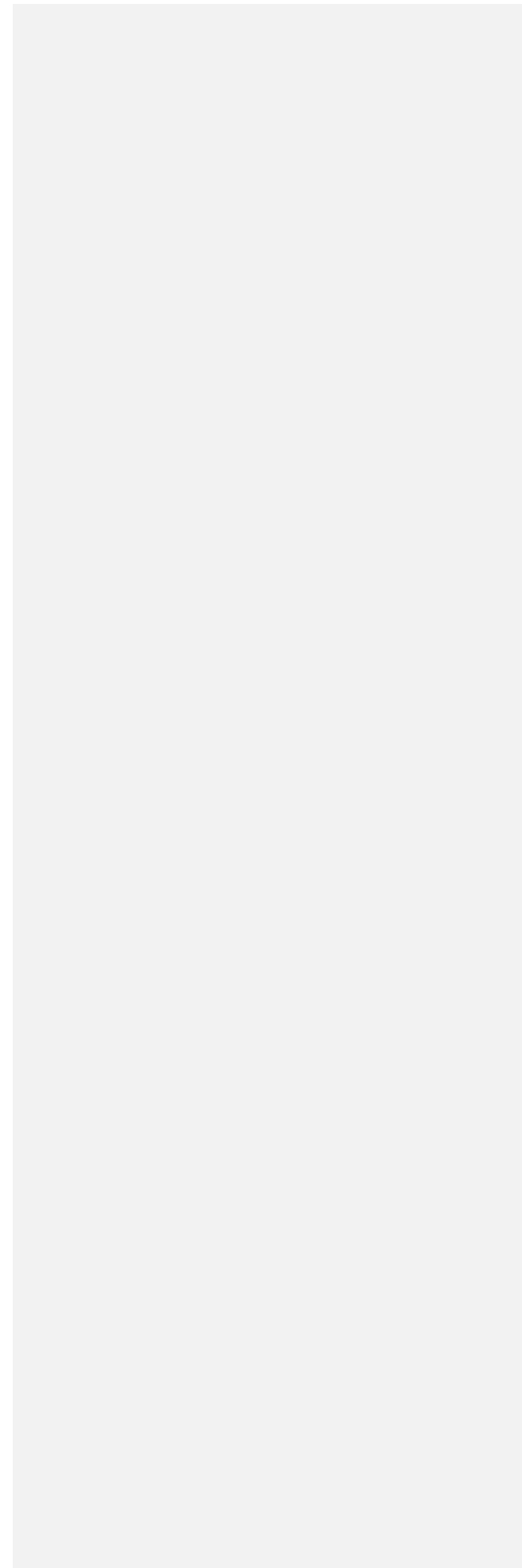
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2 Table. 1 Codes for Transforming Qualitative Data to Quantitative Data

Children’s Aspirations	Codes (indicators to the following)
School performance	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher.
Material issues	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others.
Expressing no aspiration	Some responses not included in the above- mentioned categories (i.e. having doubts about their aspirations or set of hopes to have a brighter future).

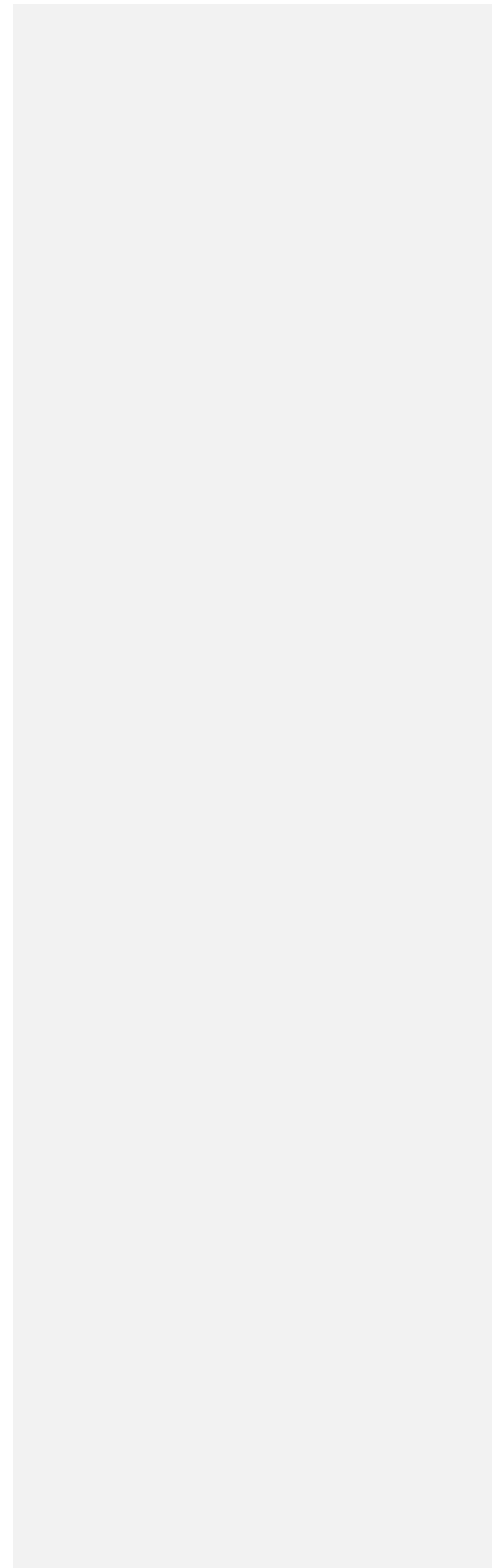
Note: A theme analysis was applied. In each cell, the first column was the category of aspirations, the second column was the indicators of each category.

Table. 2 Aspirations and Ethnic Perspectives

Category of Aspirations	Javanese	Sundanese	$\chi^2(1) ; p$
	n=134	n=137	
	f(%)	f(%)	
School performance	36 (26.86)	16 (18.97)	
Material issues	60 (56.71)	75 (54.74)	10.089 [0.006]
Expressing no aspiration	38 (28.35)	46 (33.57)	

Note. Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.

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To: yuli.kurniawati.sp@mail.unnes.ac.id

29-Jun-2019

Dear Dr. Sugiyo Pranoto:

It is a pleasure to accept your manuscript entitled "The Aspirations of young Indonesian children" in its current form for publication in Global Studies of Childhood. Thank you for attending to all the changes that we have discussed in our emails. Your colloquium will go online first and then be allocated to volume 10 No 2 - which will be published in June of 2020

Thank you for your fine contribution. On behalf of the Editors of Global Studies of Childhood, we look forward to your continued contributions to the Journal.

Sincerely,
Professor Nicola Yelland
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Sat, Jun 29, 2019 at 12:48 AM

Dear Prof. Nicola Yelland,
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Hope you are enjoying your weekend.
I am writing this email to inform you that I, on behalf of all authors, have already submitted our revised manuscript to Global Studies of Childhood. The manuscript ID is GSC-19-0021.R1.

We thank you very much for your willing to help us to improve our manuscript in order to follow the GSC standards.
We really appreciate it.
I look forward to hearing from you soon.

Warmest regards,
Yuli

Dr. Yuli Kurniawati Sugiyo Pranoto
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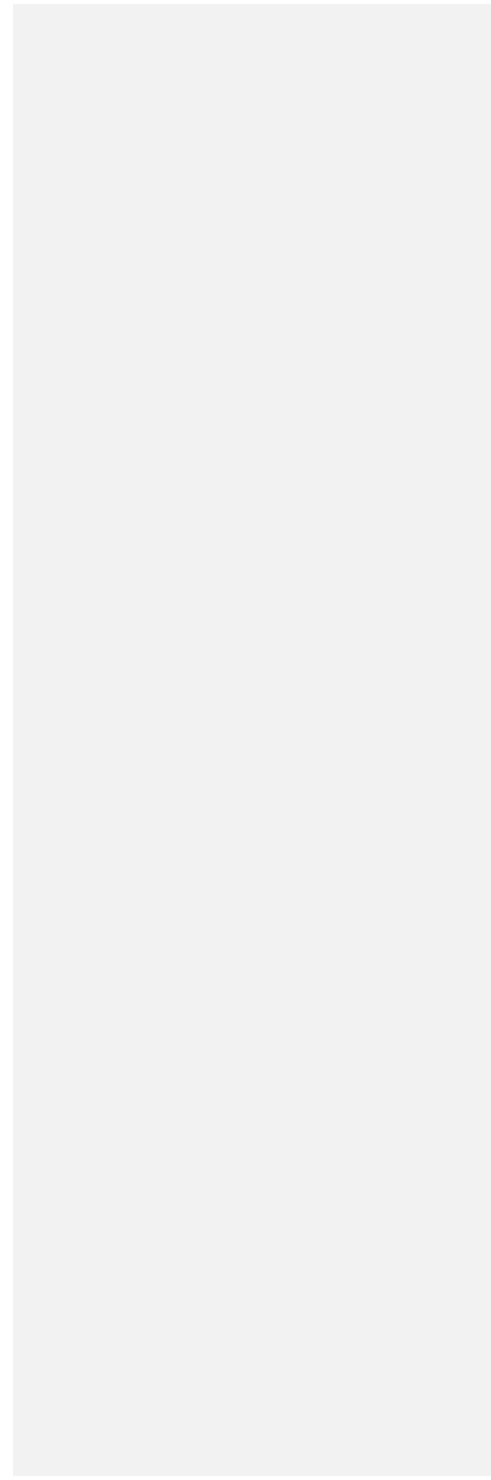
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Abstract

This study had as its aim to analyze the thoughts of Javanese–Indonesian and Sundanese–Indonesian children in Indonesia, about their aspirations for the future. In total, 271 Javanese–Indonesian and Sundanese–Indonesian children (aged 4–6) participated. The children were also asked: “what expectations of yours make you happiest?” The results revealed three categories ranging from the most mentioned to the least: aspirations for material issues, expressing doubts about their future aspirations, and wanting to do well in school performance. The results revealed that there was a statistically significant association between children’s ethnic background and their aspirations ($\chi^2(1) = 10.089, p = .006$). This study offers new ways of thinking in examining young children’s aspirations with regard to ethnicity issues. As aspiring to having successful material issues were the most mentioned by students, as opposed to wanting to do well in school performance, the government should consequently conduct campaigns to build awareness among educators (both teachers and parents) that the purpose of education is to stimulate hopefulness (having aspirations for future).

Keywords

aspirations, cross-cultural, Indonesian, Javanese-Indonesians, Sundanese-Indonesians, young children

Introduction

Aspiration reflects one's desire to achieve something. Previous studies have indicated that success in achieving aspirations positively affects someone's prosperity since it boosts satisfaction and self-efficacy (Bandura, 1997; Eccles et al., 1983). Specifically, aspirations that meet the challenges

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and demands of a certain life stage, or a certain situation can contribute to individual happiness (Nurmi and Salmela-Aro, 2002). A study of 12- to 14-year-old children showed that children with higher aspirations had less insecurity and depression (Boxer et al., 2011) than those who had lower aspirations.

Compared to other domains of life, the aspirations of children above the age of 5 years tend to be about what professions they want to follow (Auger et al., 2005). Even so, it does not mean that they are ignoring the other domains of life. Gottfredson (1981) reports that children above 5 years no longer dreamt of becoming a certain animal or fantasy character. Some previous studies have indicated that children aged 4 years can retell past events and make predictions about the future (Mason and Danby, 2011; Rakoczy et al., 2007; Schult and Wellman, 1997). These two skills are not gained from classroom exercises or narrative skills. A study by Wang (2001) indirectly indicates that children aged 3 are capable of predicting and picture themselves in future conditions.

Another study by Atance and Meltzoff (2005) found that children under 5 years have some difficulties in thinking about themselves in the future. Above 7 years old, they can start to be able to imagine themselves in the future, but their aspirations oscillate from reality to fantasy (Seginer, 2009).

Several previous studies have revealed that young children above 5 years have the capability to share their future aspirations in more realistic way (Gottfredson, 1981; Mason and Danby, 2011; Schult and Wellman, 1997; Wang, 2001), whereas other studies show the opposite (Atance and Meltzoff, 2005; Seginer, 2009).

Furthermore, although aspirations are an interesting topic for research, most studies tend to focus on aspirations becoming the determining factor in children's school performance (Goodman et al., 2011; Gorard et al., 2012; Rose and Baird, 2013; St Clair and Benjamin, 2011; St Clair et al., 2013) and on the level of these aspirations (Croll et al., 2010), instead of what children's aspirations are. Moreover, previous studies on children's aspirations were more likely to focus on educational aspirations (Strand, 2011; Winston, 2008), and career aspirations (Gutman and Schoon, 2012; Rose and Baird, 2013; Q: 2)

Thus, there is limited research that discusses the aspirations of young children, especially in a country like Indonesia. There is clearly a necessity to conduct more studies in order to gain a more informed discussion about young children's aspirations. Since children have unique perspectives, different from adults, we need to listen to the children's views and experiences, as they are key factors that influence children's lives.

Children's aspirations are culture specific. In England, children from ethnic minorities tend to have higher aspirations in terms of education and occupation compared to white children (Croll et al., 2010). Culture or ethnic background should be considered when conducting research exploring the aspirations of children.

Indonesia

The World Happiness Report (2017), ranked 155 countries by their stated happiness levels, and the report puts Indonesia in the category of a happy country in the Asian region. There are however, a limited amount of research that explores Indonesian children's happiness. Having aspirations that match the challenges and demands of a particular life stage or situation can contribute to the happiness of the individual (Nurmi and Salmela-Aro, 2002). It is, therefore, necessary to discuss Indonesian children's aspirations as thoughts about their goals in life.

In response to some previous studies, we conducted this study to deepen our understandings of Indonesian (Javanese-Indonesian and Sundanese-Indonesian) children's aspirations, as these are

assumed to be different among different ethnic groups. This study will help parents, teachers, and other educators in guiding their children down the path toward their aspirations so that children will have a good childhood and a set of hopes for their future as adults.

Research design. The purpose of this study was to describe aspirations of Javanese-Sundanese-Indonesian young children (aged 4–6 years). The following research questions were addressed:

What are Javanese-Sundanese-Indonesian children's aspirations? What do they want to achieve in their future?

Is there any difference between children's aspirations from the ethnic perspective?

Methods

Participants

The study involved 271 children ($M = 4.54$, $SD = 4.99$ years of age). Those children were drawn from various kindergartens in Indonesia. A total of 134 of these children were Javanese Indonesians and 137 were Sundanese Indonesians. These two cohorts are from different ethnic groups and live separately from each other. The research was carried out in Javanese Indonesians (the biggest ethnic group in Indonesia) followed by Sundanese Indonesians. Only children, who had informed consent from their parents, were involved.

Most Javanese Indonesians are native inhabitants living on Java Island, especially in Yogyakarta and Central Java; Sundanese-Indonesian people, on the contrary, are native inhabitants of West Java (Bandung).

The interviewer asked the children, "what do you want to achieve in your future, and if this is what you intend, do you think this will happen?." The children were also asked: "which expectations of yours makes you happiest?" In Bahasa, the interview question was asked as follows: "*Apa yang ingin kamu raih di masa depanmu? Apakah kamu berpikir hal tersebut akan terjadi? Diantara beberapa keinginanmu ini manakah yang sekiranya membuatmu paling bahagia?*"

Findings and discussion

Findings

The major findings of this research were the responses of the children with regard to statements around material issues, not having any specific aspiration, and wanting to achieve well in school performance. There was a statistically significant association between the young children's ethnic background and their aspirations.

The qualitative data gained from the students' responses during interviews were categorized in accordance with the questions, and then compared to all the data on the children so as to provide an overall trend. This research investigates the real experiences of Javanese-Indonesian and Sundanese-Indonesian children both in their daily lives and beyond. It also delves into everyday situations and conditions that trigger hopefulness among children. Results of the qualitative content analysis of the children's self-reports concerning their personal experience reveal the following three categories (Table 1). The categories were used in order to transform the results or

content of the interviews on students' hopes into qualitative data. The table below depicts codes for transforming qualitative data into quantitative data regarding the children's aspirations.

Table 1. Codes for transforming qualitative data to quantitative data.

Children's aspirations	Codes (indicators to the following)
School performance	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher
Material issues	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others
Expressing no aspiration	Some responses not included in the aforementioned categories (i.e. having doubts about their aspirations or set of hopes to have a brighter future)

A theme analysis was applied. In each cell, the first column was the category of aspirations, the second column was the indicators of each category.

Table 2. Aspirations and ethnic perspectives.

Category of aspirations	Javanese	Sundanese	$\chi(1)$; p
	n = 134	n = 137	
	f (%)	f (%)	
School performance	36 (26.86)	16 (18.97)	10.089 [0.006]
Material issues	60 (56.71)	75 (54.74)	
Expressing no aspiration	38 (28.35)	46 (33.57)	

Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.

Based on Table 2, for both ethnicity categories (Javanese Indonesians and Sundanese Indonesians), the results underline that according to children's accounts, material issues are the most commonly cited concerning what goal makes them happiest for both the Javanese-Indonesian and Sundanese-Indonesian groups, followed by not being sure and then by wanting to have a good school performance.

Pearson chi-square (crosstabs) was run to evaluate the association between ethnic background and the young children's descriptions of their aspirations. The table above depicts this result as well. Based on ethnic background, the result of the Pearson chi-square shows that $\chi(1) = 10.089$, $p = .006$. In other words, there is a statistically significant association between young children's ethnic background and their aspirations.

Discussion

This study shows that material issues are the category most mentioned by all children, followed by not stating their aspirations, with school performance as the least mentioned aspiration category. This study finds ethnic differences in the results. These results are in line with previous studies

which confirm the role of culture on aspiration (Croll et al., 2010). In detail, responses categorized as material issues and not having aspiration are mentioned more by Sundanese children, while responses categorized as school performance are more mentioned by Javanese children.

In general, though ethnic differences existed in the results, material issues were the first popular response of both Javanese–Indonesian and Sundanese–Indonesian children as being one of their aspirations. This study indicates a discrepancy with Thoilliez' (2011) study which shows that job concerns, continuity and security, emancipation, and material issues are mentioned relatively in the same amount when related to Spanish children's responses about aspirations.

Furthermore, the Sundanese–Indonesian children provide the largest frequency of material issues. Likewise, material issues are also the most mentioned response for Javanese Indonesians. It seems as though the level of materialism increases over time for children. Some studies suggest that children nowadays are more materialistic than children of previous generations. A survey in the United Kingdom (GfK Social Research, 2007) showed that children identify life with materialism. This is different to those raised in 1967 and 1997 (Kortan, 1999). In developing countries such as India, younger generations tend to be more materialistic than their older counterparts (Gupta, 2011). The increasing level of materialism is also related to the influence of the media. Many business people marketers spend more than \$1 billion on advertisements intended for children (McNeal, 1999).

It was interesting that Sundanese as well as Javanese children gave similar answers to some of the questions. They referred to material issues when asked about their aspirations? Looking at the values and norms that are believed by each tribe, the response of the Sundanese children tends to be more dominant in relation to material issues than that of Javanese children. It is well known that the Sundanese–Indonesian people value being well balanced and mutually respectful in society. Sundanese Indonesians believe that people of higher social status should be respected by people of lower social status. This belief might lead people to place more value on higher social status. One of the efforts made to improve his or her social status is consumer consumption behavior (Cummins, 2005; Miller, 2009; Saad, 2007).

Javanese–Indonesian people, on the contrary, believe that the importance of family in society is reflected in the proverb: *mangan ora mangan waton kumpul* (even if there is no food to eat, being together is the most important thing). This moral value might lead people to place more value on put on non-material things over everything else in life (Geert , [AQ: 5]).

The values and norms adhered by families are considered as being related to parental aspirations in each tribe about education. Many studies have concentrated on parental educational aspirations, and they have found differences in demographic aspects like ethnicity and gender (Oketch et al., 2012; Chowdry et al., 2010). Furthermore, parents' aspirations toward children contribute to children's aspirations (Mau and Bikos, 2000; Schoon et al., 2007). For Sundanese, the culture emphasizes children's upbringing, and it has higher aspirations for children's education (Widjaja, 1989). Sundanese–Indonesian parents are not really concerned about their own education, yet they strive to focus on their children's education (Widjaja, 1989). This manifests itself in non-educated parents who, consequently, tend to strive for even lower education for their children (Chowdry et al., 2010; Zhang et al., 2007).

In contrast, children are less happy when they are talking about their school performance as their sets of goals. It might be because school could be a place where children feel stressed. It is common for children to feel some form of stress in school. The common causes of stress in children at school are the increase in the amount of homework, competition for good grades, fear of failure, peer-pressure, and bullying (Allen and Klein, 1996). Sundanese-Indonesian children might be in situations where their parents place high expectations on their school performance. Those

examples highlight differences in parental educational aspirations according to demographic characteristics (Qian and Blair, 1999).

This finding from two ethnic groups, revealed school performance was least mentioned as an aspiration. It becomes an important consideration in designing an education system for younger children for both groups of ethnicities. The study results indicate that children do not seem to have high hopes for education. Ideally, aspirations for education are in the mind of a child about their future. But in reality, this does not often happen; the child actually hopes for material benefits. This certainly becomes a real problem for teachers and requires serious handling.

Conclusion

In general, this study shows that the category of aspiring to have material issues was the most mentioned in relation to children's aspirations followed by not stating aspirations and followed by aspirations associated with aspects of school performance. This study found an ethnic difference in the participants' statements. Responses categorized as relating to material issues and not having aspirations are mentioned more by Sundanese children, while responses that are categorized as relating to school performance aspirations are more mentioned by Javanese children.

The analysis and examples reported in this study have offered ways of thinking about how global aspirations can be identified in children, and considers what to try and notice when looking for clues about children's aspirations.

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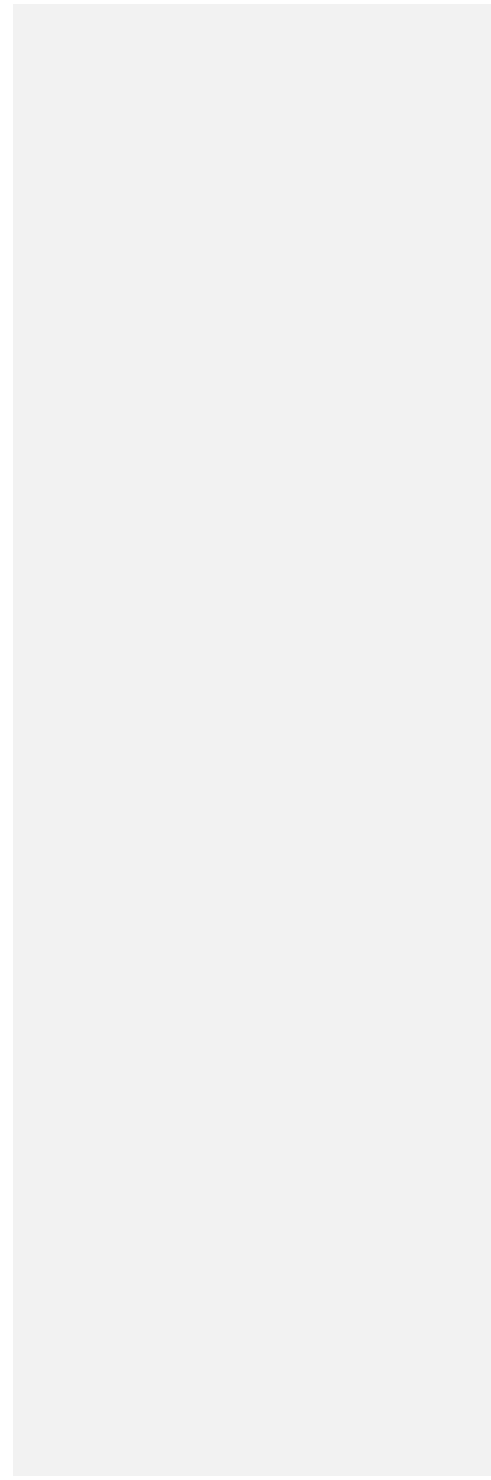
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AQ1

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Strand S and Winston J (2008) Educational Aspirations in Inner City Schools, *Educational Studies* 34 (4): 249–267.

AQ2

Gutman LM and Schoon I (2012) Correlates and consequences of uncertainty in career aspirations: Gender differences among adolescents in England. *Journal of Vocational Behavior* 80: 608-618. <http://dx.doi.org/10.1016/j.jvb.2012.02.002>

AQ3

The World Happiness Report 2017

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Helliwell J, Layard R and Sachs J (2017) *World Happiness Report 2017*. New York: Sustainable Development Solutions Network.

AQ4

Comments:

1. The inserted text citation for Table 2 is correct in the sentence “Based on Table 2, for both ethnicity categories (Javanese Indonesians and Sundanese Indonesians) .”
2. Some typos of texts and/or number within table. Latest version of table. 2 (corrected one), as follows:

Table. 2 Aspirations and Ethnic Perspectives

Category of aspirations	Javanese	Sundanese	$\chi(1) ; p$
	n=134	n=137	
	f(%)	f(%)	
School performance	36 (26.86)	16 (11.67)	
Material issues	60 (44.77)	75 (54.74)	10.089 [0.006]
Expressing no aspiration	38 (28.35)	46 (33.57)	

Note. Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.

AQ5

Geertz H (1961) *The Javanese Family—A Study of Kinship and Socialization*. New York: The Free Press of Glencoe Inc, pp. xii + 176.

AQ6 - AQ35 (number 6-35)

Comments:

All the references are not mentioned in the text anymore, as I have to follow the guide for author to cut some paragraphs to fit the maximum number of words. Then, all references (AQ6-AQ35) must be deleted.



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