

The Influence of Career Guidance Services, Self Understanding, Opportunities, Decisions and Job Preparation on Career Achievement Motivation in the Digital Age

Famahato Lase

*Guidance and Counseling Study Program, Teaching and Education Faculty of Universitas Nias,
Jl. Yos Sudarso 118 E/S Gunungsitoli Nias 22812, Indonesia*

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Abstract: Achievement motivation in a career can be influenced by several factors. The purpose of this study was to reveal the effect of the the influence of career guidance services, self understanding, opportunities, decisions and job preparation on career achievement motivation in the digital age, using a quantitative research method. The study population was all students of the Guidance and Counseling Study Program at the Teaching and Education Faculty of Universitas Nias, and the sample was drawn by purposive sampling, is a study group of 42 students who were taking a career guidance course as well as a data source. The research instrument used to collect data is a closed questionnaire. Data were analyzed statistically inferential with multiple linear regression analysis, to answer research questions or hypotheses posed. The results of the study reveal that there is a significant influence simultaneously and partially: career guidance services (X1), self-understanding (X2), understanding of career opportunities (X3), career planning and the future (X4), career decisions (X5), and job preparation X6), on achievement motivation in a career (Y). The contribution of the independent variable X1-X6 to the dependent variable Y is 98.3%. Every 1% increase in the X1-X6 variable will be followed by a 1.018% increase in the Y variable. The more the independent variable increases, the dependent variable also increases.

1 INTRODUCTION

What is the purpose of education as a conscious and planned effort? What is activated and also what potential is developed in students? Nothing but educational efforts to activate students through the form of a learning atmosphere and learning process, which is carried out with good planning by educators (Fajriati, 2022). The goal is for students to develop their potential. The self-potentials that are developed constitute six educational focuses, namely: (1) religious spiritual strength; (2) self-control; (3) personality; (4) intelligence; (5) noble character; and (6) the skills needed by themselves, the community, the nation and the state (Hidayah, 2022; Nur, 2020). The form of a learning atmosphere and learning process in an effort and planned from education, is carried out to awaken, activate, and empower the life energy that exists within students, to think, feel, behave, act, and be responsible to completion, in order to develop the six educational focuses.

The energy of life meant (Lase et al., 2022) is achievement motivation in career (Toma, 2022; Perera, 2022), is the driving force that exists within a student to learn and gain success, and involve himself in activities where his success depends on his personal efforts and abilities (Touw et al., 2018). Achievement motivation or life energy referred to is a driving factor to determine success (Adegboyega, 2018; Lase et al., 2022), both in learning or academic success or success in the community in a career, in order to achieve or achieve the desired success (Ran, 2022). The size of the influence depends on its intensity (Rezeki, 2021). This driving factor or motivation for achievement or life energy is what makes individuals characterized by the desire to always try or struggle to improve or maintain their abilities as high as possible in all activities by using standards of excellence (Ibrahem, 2020; Lase, 2018). Achievement motivation in a career in the digital age or life energy is a competition with a standard of excellence (Anwar et al., 2020), can be activated within the individual through several factors or can be

influenced by several variables, including: (1) career guidance services, (2) individual self-understanding, (3) understanding of career opportunities, (4) career decisions, and (5) preparation work.

Career guidance services are services provided by counselors to help individual students to develop acceptance of unity and self-image and their role in the world of work (Kettunen, 2022; Nikander et al., 2022). This service is organized so that individuals understand themselves and accept them well and adapt themselves to the world of work they will enter (Dodd et al., 2022; Masyarakat et al., 2022). Some things need to be understood (Lase et al., 2020), accepted by the individual, and adapting himself to the world of work is related to all potentials such as: interests, talents, strengths and weaknesses, intellectual, emotional, and spiritual intelligence, physical, psychological, and so on (Magee et al., 2022; Lase et al., 2020).

This career guidance is a means of fulfilling the needs of individual development, and an integral part of the educational program that is integrated in every learning experience in the field of study (Konseling & Gunungsitoli, 2021), related to the development of abilities, both cognitive, affective, and skills in realizing a positive self-concept, understanding the decision-making process, acquiring knowledge, and skills that will help him enter life, living arrangements from events in life that are constantly changing (Santos, 2022). This career guidance is also useful for solving career problems, getting the best adjustment between abilities and their living environment, preparing themselves to face the world of work with various demands, in choosing a particular job field or position/profession, and equipping oneself to be ready to assume that position, gain success, and self-realization in the course of his life (Adejarebabarinde, 2022).

It can be emphasized that career guidance is a process of assistance, service, approach to individuals, in order to know and understand themselves, get to know the world of work, plan for a decent future, in accordance with the expected form of life, be able to determine and make decisions appropriately and responsibly for the decision he took, so that he is able to realize himself meaningfully (Couth et al., 2022). This career guidance service has a strong influence on achievement motivation in a career in the digital age or life energy in a career (Lase, 2022; Boamah et al., 2022; Kautish et al., 2022).

Individual self-understanding for a career involves identifying: talents, interests, and various potentials, all strengths and weaknesses possessed, in

order to choose and enter an appropriate study program, in order to plan a decent career and life for the future (Loacker, 2022; Lase & Halawa, 2022). Talent can be defined as an innate ability or potential possessed by all individuals that is gifted by God to humans with all their uniqueness (Mousa et al., 2022). Everyone should be able to hone and develop it (Jensen et al., 2022). Interest is the power that exists within the individual, which directs him to take advantage of his free time in doing the things he likes most to do. (Kjus, 2022). This interest is one of the important factors to consider in further studies, in order to plan a viable career and future (Lu et al., 2022).

If students choose a major that suits their talents and interests, their potential will develop, because they will enjoy their choice of study even though there are many challenges. (Solahudin et al., 2022). Vice versa, if he chooses a major that does not suit his interests, then his potential is not explored (Belova et al., 2022). Meanwhile, knowing oneself is the ability to honestly accept all the strengths and weaknesses one has in responding appropriately to a situation (Larasati et al., 2022). This self-understanding greatly influences career achievement motivation and proper life planning by individual participants in career guidance services (Al-hadith, 2022).

The introduction of career opportunities is an opportunity to enter the various world of work that is around individuals according to their talents, interests, potential, all the weaknesses and strengths they have (Nehez, 2022; Yunusa et al., 2022). Job opportunities are conditions that describe the availability of jobs for job seekers, and make it possible to get them (Ntamu, 2022). Job information can be obtained by someone through the mass media such as: newspapers, the internet, the ministry of manpower, educational institutions, service bureaus, and various other sources of information (Phan et al., 2022). Therefore, in planning a decent career and future life, individual students in choosing a study program to enter, should pay attention to career opportunities and jobs available in the future (Gepner et al., 2022). So that you prepare well according to the job vacancies you will enter, prepare yourself for the required job requirements, including what knowledge, attitudes, skills and expertise are needed. (Chaturvedi et al., 2022). Everything needs to be understood by the individual and well prepared for the career (Schlaegel et al., 2022). The introduction of career opportunities is very influential on career achievement motivation and planning for a decent future life by individual participants in career guidance services (Digby et al., 2021). For this

reason, the introduction of career opportunities needs to be material for career guidance services planned and organized by the counselor (Tran et al., 2022).

Career planning and the future, is a process that includes exploration, selection, and self-preparation for a career (Elassar et al., 2022; M.Paz, 2021). This process is also the determination of activities or activities that will be carried out in a directed and focused manner, based on the potential: interests, talents, beliefs, and values possessed by individuals, to obtain sources of income that enable the quality and quantity of welfare to progress and develop (Wong et al., 2022). This planning includes several things, namely: (1) self-awareness of career opportunities, constraints, choices, and consequences that will be faced; (2) identification of goals in life and life, especially those related to career and future; (3) preparation of an educational program to be pursued in relation to the career to be entered, knowledge, attitudes, skills, expertise and experiences required, which are developmental in nature in achieving career goals, which refer to the work or position occupied and believed to be a calling in life (Hsu & Tseng, 2022; Chouhan, 2022). In principle, the intended career is a choice of profession or work that is the purpose of life for an individual, and is also a development of the course of one's work life which is taken seriously and improved as much as possible (Stambulova et al., 2021), which permeates the entire realm of one's thoughts and feelings, and colors his entire lifestyle.

There are several steps in planning a career and the future (Ang, 2021), namely: (1) thinking about what will be done and the strategic steps needed to achieve the desired thing; (2) pay attention to the interests, talents or abilities possessed, and think seriously and deeply about the things one likes, the ability to work well, and the values that are believed to be true; (3) find out the types of careers or jobs that suit the individual, namely: talents, interests, and educational background possessed, working conditions, and expected environment, clarity of direction and career focus to be entered; (4) compare the skills and interests possessed with the type of career that will be chosen according to oneself; (5) attend training education in accordance with the career goals that have been made; (6) prepare the necessary costs; and (7) request assistance from a career guidance service from a professional counselor (Magnano et al., 2021; Hirschi, 2021).

Career decisions are dexterous attitudes and actions after carrying out good career planning (Peng & Lin, 2019). Career decision making is a process of determining a choice that begins with selecting an

alternative first through comparison and evaluation of the available alternatives (Kassahun et al., 2022). The individual develops an understanding of critical and intelligent thinking processes, feels packaged, takes a positive attitude with full awareness, acts agile and takes full responsibility for making decisions (Asghar & Ajmal, 2022). Making good career decisions is an important and very crucial skill, which must be carried out by individuals after carrying out good career planning beforehand (A. Pascual, 2022). This decision-making went through several stages, starting with identifying several alternatives, comparisons, evaluation and information processing skills first (Kekeocha et al., 2022).

Various factors can influence this career decision making (Almaghaslah et al., 2021), such as peers, parents, close people in the environment where the decision maker is located, geographical location, educational institutions, political conditions, past conditions including the job market, workplace, socioeconomic status, and community groups, conditions that will come like family, historical trends, media, globalization, and many other factors (Sharma et al., 2022). Good decision making requires a career guidance service from a counselor, who can help individuals find, choose, and make decisions (Williams et al., 2021). This career decision greatly influences career achievement motivation and proper life planning for the future (Nurwahidin, 2022).

Job preparation is everything that needs to be prepared by someone before working (Quintos et al., 2022; Kim, 2022). The question that needs to be asked by decision makers at this job preparation stage is what should be known before starting work? (Arini et al., 2021) The answer is the knowledge that a decision maker has about the world of work, the process of entering a job, requirements, qualifications, the future of the job, salary, and career development (H. M. Chen et al., 2021). his knowledge plays an important role and influences the pattern of development of job selection (Allen et al., 2021). A deep understanding of the world of position or work can assist individuals in determining their decisions. Job information that is needed by individuals is things that are oriented towards a number of possibilities to enter the choice of a job (Birtch et al., 2021). So as to avoid mistakes in choosing a job or further study later because the information obtained is outdated (Baluku et al., 2021).

There are several things that decision makers need to know before working (Arada et al., 2021; Cooper et al., 2021; Cooper et al., 2021), among them are: (1) differences in the social environment, namely

understanding yourself and the environment in which you work (Valijonovna, 2022; Axatovna, 2022); (2) learn to understand self-concept by carrying out various ability tests as information material for consideration in entering the world of work (Duclos-Bastías et al., 2022); (3) be responsible for job planning, that is, they must be able to overcome internal and external pressures to make decisions in planning for job selection, also consciously and without coercion must equip themselves with additional capabilities and hone the skills they already have so that they are better, ready to meet the requirements for the level of entering the planned jobs (Deng et al., 2022); (4) identify the necessary steps, namely alternative ways of achieving educational goals that assist in the planning process, continuing education after high school such as apprenticeships, trainings, courses, and various other trainings, and record what is most related to job selection (Stahl, 2022); (5) assistance entering the world of work, namely students who have completed their education, especially vocational school students, really need assistance with job distribution (M.-L. Ma, 2021). This work preparation is very influential on achievement motivation in a career in the digital age (Smyrnova et al., 2021; Behzadi, 2021).

Achievement motivation in a career in the digital age is a desire that drives individuals to achieve success and a standard of excellence in a career (Karlina et al., 2021). This drive makes him try or struggle to improve and maintain his ability as high as possible in all activities by using his standard of excellence (Karlina et al., 2021). Achievement motivation, also known as life energy, is an individual's effort and belief in realizing their learning goals with certain standards of success and being able to overcome all obstacles that hinder the achievement of goals (Net et al., 2022). This can also be explained as a motivation that aims to pursue the highest possible achievements, namely to develop or demonstrate high abilities, to do something as well as possible in order to achieve success (Beacon et al., 2021).

So achievement motivation in a career in the digital age is an encouragement from within the individual to carry out activities in order to seek or obtain the best possible results based on standards of perfection with all the potential and support that individuals have for a career (Tomizh et al., 2022). Individuals who have high achievement motivation will tend to have great energy to persist in doing difficult tasks, until they can actually complete them (Smith et al., 2021). Individuals who have high achievement motivation will tend to have great

energy to persist in doing difficult tasks, until they can actually complete them (Jitsupa et al., 2022). It can be emphasized that achievement motivation in a career in the digital age is motivation that has a goal direction to pursue achievement and develop or demonstrate high abilities of individuals to obtain maximum and commendable results (E. Purwanto, 2022).

Individuals who have achievement motivation in a career can be seen from several characteristics (Werdhiastutie et al., 2020), namely: (1) they prefer situations or tasks that require personal responsibility for the results and not on the basis of fate, chance or chance; (2) determine the value to be achieved or set superior standards and have realistic goals and are willing to take risks; (3) trying to work creatively, namely being persistent and actively looking for creative ways to complete tasks, and preferring situations or jobs where immediate and real feedback is obtained; (4) have a comprehensive work plan and strive to realize goals and prefer to work and compete healthily to outperform others; (5) anticipate that there will be no failure and be able to hold or postpone the satisfaction of their desires for a better future; and (6) are not moved to just get money, status, or other benefits, and prefer to look for opportunities to realize the plans that have been programmed (Singh, 2011). He will look for it if these things are symbols of achievement, a measure of success. Specifically in the academic field, the characteristics of individuals who have this achievement motivation are: (7) tenacity (persistence) in achievement tasks, especially when facing obstacles of difficulty, boredom, or fatigue; (8) prefer to exert energy/effort either in the form of physical or cognitive effort; (9) prefer (choice) involved in academic tasks than others (Kamid et al., 2021; Manik, 2016).

Achievement motivation in a career in the digital age is caused by several factors, namely individual internal factors, concerning: (1) ability, namely the driving force to act through learning exercises; (2) needs, namely deficiencies that cause the will to fulfill them; (2) interest, which is a rather persistent tendency in the individual to feel interested in a certain field or thing and feel happy to be involved in that field; and (3) hope and belief, namely the possibility that is seen to fulfill a certain need of an individual based on past experience; while external factors, concerning: (4) situational, namely circumstances that support or even hinder individuals in achieving their goals; and (5) environment (Nova, 2022; Tambunan et al., 2021). Achievement motivation in a career in the digital age can be influenced by several variables, namely: (1) career

guidance services, (2) self-understanding, (3) understanding of career opportunities, (4) career and future planning; (5) career decisions, and (6) job preparation.

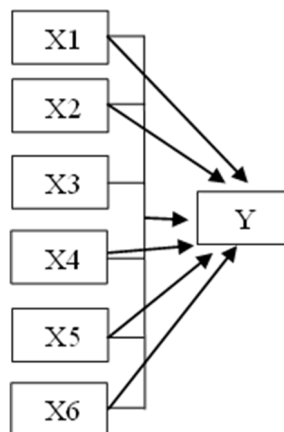
Based on the background and study of this theory, the main problems, formulations, questions, and aims of this study are formulated in the form of research hypotheses, namely: (1) there is a significant influence of "career guidance services" (X1) on "achievement motivation in a career" (Y); (2) there is a significant effect of "self-understanding" (X2) on "career achievement motivation" (Y); (3) there is a significant effect of "understanding career opportunities" (X3) on "career achievement motivation" (Y); (4) there is a significant influence of "career planning and future" (X4) on "career achievement motivation" (Y); (5) there is a significant influence of "career decisions" (X5) on "career achievement motivation" (Y); and (6) there is a significant effect of "job preparation" (X6) on "career achievement motivation" (Y), and (7) there is a significant effect together X1, X2, X3, X4, X5, and X6 on Y.

2 METHOD

This study uses a quantitative method to see the effect of independent variables on the dependent variable (Purwanto, 2022; D. Ma & Zhao, 2022). There are six independent variables and one dependent variable. The independent variables are: career guidance services (X1), self-understanding (X2), understanding of career opportunities (X3), career and future planning (X4), career decisions (X5), job preparation (X6), and one dependent variable, namely achievement motivation in a career in the digital age (Y). The research instrument used to collect data was a closed questionnaire, which was circulated to a number of respondents as a data source. The study population was all students of the Guidance and Counseling Study Program at the Teaching and Education Faculty of Universitas Nias, and the sample was drawn by purposive sampling, namely a study group of 42 students taking Career Guidance courses. Data were analyzed statistically inferential with multiple linear regression analysis, to answer research questions according to the hypothesis that has been proposed. The framework for thinking about this research can be described as follows.

- X1 = Career guidance services
- X2 = Self understanding
- X3 = Understanding career opportunities
- X4 = Career planning and the future

- X5 = Career decision
- X6 = Job preparation
- Y = Achievement motivation in career in the digital age



Information:

1. There is a significant influence of "career guidance" services (X1) on " achievement motivation in career in the digital age " (Y).
2. There is a significant influence of "self-understanding" (X2) on " achievement motivation in career in the digital age " (Y);
3. There is a significant influence of "understanding of career opportunities" (X3) on " achievement motivation in career in the digital age " (Y).
4. There is a significant influence of "career planning and the future" (X4) on " achievement motivation in career in the digital age " (Y).
5. There is a significant influence of "career decisions" (X5) on " achievement motivation in career in the digital age " (Y).
6. There is a significant effect of "job preparation" (X6) on " achievement motivation in career in the digital age" (Y); and
7. There is a significant influence simultaneously X1, X2, X3, X4, and X5 on Y.

3 FINDING AND DISCUSSION

The results of research findings regarding the collective influence of career guidance services, self-understanding, understanding of career opportunities, career and future planning, career decisions, and job preparation, on achievement motivation in a career in the digital age, can be seen in the following tables.

Table 1: Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992 ^a	.983	.976	.225

a. Predictors: (Constant), Career Guidance Services, Self Understanding, Understanding Career Opportunities, Career Planning and Future, Career Decisions, Job Preparation

Table 2: ANOVA^a.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41,579	6	6,930	137,331	.000 ^b
	Residual	.706	14	.050		
	Total	42,286	20			

a. Dependent Variable: Achievement Motivation in Career

b. Predictors: (Constant), Career Guidance Services, Self Understanding, Understanding Career Opportunities, Career Planning and Future, Career Decisions, Job Preparation

In table 1, an R of 0.992a is obtained which shows that there is a very close relationship between the variables X1, X2, X3, X4, X5, and X6 on the variable Y because the number obtained is 0.992 and is very close to number 1. R Square (R²) which shows a coefficient of determination of 0.983 which is converted into a percent, is 98.3%. This means that the influence of the independent variables: X1 (career guidance services), X2 (self-understanding), X3 (understanding of career opportunities), X4 (career planning and future), X5 (career decision), and X6 (job preparation) on the dependent variable Y (achievement motivation in a career in the digital age) is 98.3%, while the rest is influenced by other variables that have not been studied (1.7%).

In table 2, the results of the F test (ANOVA) or joint regression coefficient test are obtained, to test the significance of the influence of several independent variables on the dependent variable, namely the effect of: variables X1, X2, X3, X4, X5, X6 on Y. The variable referred to are: career guidance services, self-understanding, understanding of career opportunities, career planning and the future, career decisions, and work preparation, whether or not it influences motivation to achieve in a career. The test uses a significance level of 0.05, with the following steps.

a. Hypothesis formulation:

Ho : Career guidance services, Self Understanding, Understanding Career Opportunities, Career Planning and the future, Career Decisions, and Work Preparation, collectively have no effect on Motivation for Achievement in Career in the digital age.

Ha : Career guidance services, Self-understanding, Understanding Career Opportunities, Career Planning and the future, Career Decisions, and

Work Preparation, jointly affect Motivation for Achievement in Career in the digital ge.

b. Determination of Fcount and Ftable at a Significance level of 0.05 with df 1 (number of variables -1) = 6 and df 2 (n-k-1) or 25-6-1 = 18 (n is the amount of data and k is the number of independent variables). From the results of the analysis that has been carried out, Fcount is 137.331 and Ftable is 3.127 or 137.331 > 3.160 (see attachment F test). Hypothesis testing is done by: if Fcount < Ftable (or significance) > 0.05, then Ho is accepted and if Fcount > Ftable or significance < 0.05 then Ho is rejected. Because Fcount is greater than Ftable, the Ho hypothesis is rejected and the Ha Hypothesis is accepted. So it can be concluded that career guidance services, self-understanding, understanding of career opportunities, career planning and the future, career decisions, and work preparation, jointly influence achievement motivation in career in the digital age.

c. The results of the t test were carried out to partially test the regression coefficients, to find out whether the independent variables partially have a significant effect or not on the dependent variable. Partially, it means whether each or one of the variables X1-X6 has an effect on Y. The test uses a significance level of 0.05 and 2 sides, and the steps are as follows.

Tabel 3: Coefficients^a.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-2,115	4,145		-,510	,618
Career Guidance Service (X1)	,451	,093	,455	4,834	,000
Self Understanding (X2)	,121	,149	,130	,809	,432
Understanding Career Opportunities (X3)	,056	,179	,056	,311	,761
Career and Future Planning (X4)	,163	,085	,160	1,914	,076
Career Decision (X5)	,147	,161	,162	,916	,375
Job Preparation (X6)	,080	,214	,084	,374	,714

a. Dependent Variable: Motivation for Career Achievement in the digital age (Y)

In table 3, a constant value of -2.115 is obtained, meaning that if career guidance services, self-understanding, understanding of career opportunities, career planning and the future, career decisions, and work preparation have a value of 0, then achievement motivation in a career in the digital age has a negative value, is 2.115. The regression coefficient value of career guidance services (X1) is positive, which is 0.451, meaning that each engagement of career guidance services is 1%, it will be followed by an increase in achievement motivation in a career of 0.451%, assuming other independent variables have a fixed value. The value of the regression coefficient of self-understanding (X2) is positive, is 0.121, meaning that every 1% increase in self-understanding will be followed by an increase in achievement motivation in a career of 0.121%. The career opportunity regression coefficient (X3) is positive, which is 0.056, meaning that every 1% increase in career opportunities will be followed by an increase in achievement motivation in a career of 0.056%. The value of the regression coefficient for career planning and the future (X4) is positive, is 0.163, meaning that every 1% increase in career opportunities will be followed by an increase in achievement motivation in a career of 0.163%. The career decision regression coefficient (X5) is positive, which is 0.147, meaning that every 1% increase in career decision will be followed by an increase in achievement motivation in a career of 0.147%. The regression coefficient value of job preparation (X6) is positive, is 0.080, meaning that every 1% increase in work preparation will be followed by an increase in achievement motivation in a career of 0.080%. So that every 1% increase in X1-X6 variables will be followed by an increase in achievement motivation in a career of 1.018%. The more the independent variable increases, the dependent variable also increases. Furthermore, the following describes the results of testing the hypothesis of each independent variable on the dependent variable.

1) Testing the variable coefficient of career guidance services (X1) on achievement motivation in a career. Hypothesis formulation:

Ho : Career guidance services partially have no effect on achievement motivation in career in the digital age.

Ha : Career guidance services partially influence achievement motivation in career in the digital age.

From the results of the analysis carried out, the t count is 4.834 and the t table is -2.101 (see attachment t table), which is searched for a significance of $0.05/2 = 0.025$ (2 sided test) with degrees of freedom $df = n - k - 1$ or $25 - 6 - 1 = 18$. The criteria for testing the hypothesis are carried out by:

If $t_{count} < t_{table}$ then Ho is accepted

If $t_{count} > t_{table}$ then Ho is rejected

In conclusion, because tcount is greater than ttable ($4.834 > -2.101$) then Ho is rejected. It can be concluded that career guidance services partially influence achievement motivation in career.

2) Testing the variable coefficient of self-understanding (X2) on achievement motivation in career. Hypothesis formulation:

Ho : Partial self-understanding has no effect on achievement motivation in career in the digital age.

Ha : Self-understanding partially influences achievement motivation in career in the digital age.

Determination of tcount and ttable as well as criteria for testing hypotheses and drawing conclusions is carried out as above. From the results of the analysis performed, it was obtained that tcount was 0.809 and ttable was -2.101 ($0.809 > -2.101$) then Ho was rejected. It can be concluded that self-understanding partially influences achievement motivation in career in the digital age.

3) Testing the variable coefficient of career planning and the future (X3) on achievement motivation in career. Hypothesis formulation:

Ho : Career planning and the future partially have no effect on achievement motivation in career in the digital age.

Ha : Career planning and the future partially affect achievement motivation in career in the digital age.

Determination of t_{count} and t_{table} as well as criteria for testing hypotheses and drawing conclusions is carried out as above. From the results of the analysis performed, it was obtained that t_{count} was 0.311 and t_{table} was -2.101 ($0.311 > -2.101$) then Ho was rejected. It can be concluded that career planning and the future partially influence achievement motivation in career in the digital age.

4) Testing the variable coefficient of understanding of career opportunities (X4) on achievement motivation in career in the digital age.

Hypothesis formulation:

Ho : Understanding career opportunities partially has no effect on achievement motivation in career in the digital age.

Ha : Understanding of career opportunities partially influences achievement motivation in career in the digital age.

Determination of t_{count} and t_{table} as well as criteria for testing hypotheses and drawing conclusions is carried out as above. From the results of the analysis carried out, it was obtained that t_{count} was 1.914 and t_{table} was -2.101 ($1.914 > -2.101$) then Ho was rejected. It can be concluded that understanding of career opportunities partially influences achievement motivation in career in the digital age.

5) Testing the coefficient of the career decision variable (X5) on achievement motivation in a career:

Ho : Career decisions partially have no effect on achievement motivation in career in the digital age.

Ha : Career decisions partially affect achievement motivation in career in the digital age.

Hypothesis formulation:

Determination of t_{count} and t_{table} as well as criteria for testing hypotheses and drawing conclusions is carried out as above. From the results of the analysis performed, it was obtained that t_{count} was 0.916 and t_{table} was -2.101 ($0.916 > -2.101$) then Ho was rejected. It can be concluded that career decisions partially influence achievement motivation in career in the digital age.

6) Testing the coefficient of the job preparation variable (X6) on achievement motivation in career in the digital age.

Hypothesis formulation:

Ho : Partial job preparation has no effect on achievement motivation in career in the digital age.

Ha : Job preparation partially influences achievement motivation in career in the digital age.

Determination of t_{count} and t_{table} as well as criteria for testing hypotheses and drawing conclusions is carried out as above. From the results of the analysis performed, it was obtained that t_{count} was 0.374 and t_{table} was -2.101 ($0.374 > -2.101$) then Ho was rejected. It can be concluded that work preparation partially influences achievement motivation in career in the digital age.

The results of the study have revealed that there is a jointly and partially significant influence (variables X1-X6), is: Career guidance services, Self-understanding, Understanding Career Opportunities, Career Planning and the future, Career Decisions, and Work Preparation, on Motivation Achievement in Career in the digital age (Y). The contribution of the variables X1-X6 to Y is 98.3% and the remainder (1.7%) is influenced by other variables that have not been studied. The more the independent variables increase, the dependent variable also increases.

The form of a learning atmosphere and learning process in a conscious and planned effort from education is carried out to awaken, activate and empower life energy in students or individuals to think, feel, behave, act and be responsible to the end, in order to develop their potential (Lase, 2022; Nurhuda, 2022). The self-potential that is meant to be developed is six educational focuses, as confirmed by the Indonesian Education Law No. 20, 2003, namely: (1) religious spiritual power; (2) self-control; (3) personality; (4) intelligence; (5) noble character; and (6) the skills needed by themselves, the community, the nation and the state (A. Purwanto et al., 2022). This developing self-potential, all of which are needed by students or each individual in planning a proper career and future, and its development requires life energy or achievement motivation in a career (Tjalla et al., 2015; Ginting et al., 2022).

Achievement motivation or achievement motivation in a career in the digital age can be generated, activated, developed, and empowered by counselors through career guidance services. Career guidance is an assistance service provided by counselors to service participants or clients to develop acceptance of oneness and self-image and its role in the world of work (Ho et al., 2022). So that you understand yourself and accept it well and adapt yourself to the world of work that you will enter (Gower et al., 2022). Things that need to be understood and accepted by individuals within themselves, namely all the potential they have, such

as interests, talents, strengths and weaknesses, intellectual, emotional, and spiritual intelligence, physical, psychological, and other similar conditions to adapt themselves to the changing world of work. will be entered (Riastuti et al., 2022). In addition, career guidance services also provide service participants with a good understanding of possible career opportunities to enter, help plan a viable career and future, assist in making career decisions, and help prepare for a career or work. (Mathiesen, 2022). All of this will affect the energy of life or achievement motivation in career in the individual.

Career guidance services provided by counselors to service participants can help individuals understand themselves well for a career, and this greatly influences achievement motivation in a career (Su & Wong, 2022). Talent is an innate ability or potential possessed by all individuals that is gifted by God to each individual and interest is a power that exists within the individual (Warren et al., 2022), which directs him to utilize his free time in doing the things he likes most to do (Guevara-Pérez et al., 2022). Likewise all other potentials, all the advantages and disadvantages possessed, all of which need to be understood by service participants in their careers (Pradas et al., 2022). This self-understanding greatly influences achievement motivation in a career and proper life planning by individual participants in career guidance services.

Understanding career opportunities or job opportunities is a condition that describes the availability of jobs for job seekers (Drymiotou et al., 2021), and possible opportunities to get it in accordance with the talents, interests, potential and all the weaknesses and strengths possessed (Everts et al., 2022). Information on career opportunities and employment opportunities can be obtained by individuals through various sources, such as: newspapers, the internet, the ministry of manpower, educational institutions, service bureaus, and various other sources of information (Boamah et al., 2022). To prepare themselves to enter available jobs, students need to choose the study program to be entered according to the desired career according to future career opportunities (Bulińska, 2021). So prepare yourself well according to the job vacancies that will be entered, including preparing yourself regarding the required job requirements, including what knowledge, attitudes, skills and expertise are needed (Sunarno et al., 2022). This understanding of career opportunities is very influential on achievement motivation in a career and planning a decent future life by individual participants in career guidance services (Vehviläinen, 2021). For this

reason, the introduction of career opportunities needs to be material for career guidance services planned and organized by the counselor.

Career planning and the future make a huge contribution to increasing achievement motivation in career, because this is a process that includes exploring, selecting, and preparing oneself for a career (X. Chen, 2021). In this career planning, individuals are guided to be aware of career opportunities, constraints, choices, and consequences that will be faced, as well as to identify goals in life and life in a career (Demirović et al., 2021). In addition to preparing educational programs that will be pursued in accordance with the career to be entered, the knowledge, attitudes, skills, expertise and experiences required. The steps taken in planning this career are: (1) thinking about what to do, (2) paying attention to interests, talents or abilities possessed, things that are liked, (3) ability to work and values that are believed to be true ; (4) find out the types of careers or jobs that are suitable for the individual, namely talents, interests, and educational background possessed, working conditions, and expected environment, clarity of direction and career focus to be entered; (5) compare the skills and interests possessed with the type of career that will be chosen according to oneself; (6) attend training education in accordance with the career goals that have been made; (7) prepare the necessary costs and (8) ask for help from career guidance services from professional counselors (Magnano et al., 2021; Hirschi, 2021).

Career decisions make a very large contribution to achievement motivation in a career in the digital age, because this is an agile attitude and action after carrying out good career planning (Peng & Lin, 2019). In making this decision the individual develops an understanding of critical and intelligent thinking processes, feels packaged, takes a positive attitude with full awareness, and acts agile with full responsibility (Trisula et al., 2022). There are several factors that can influence career decision making, including: parents, peers, close people in the environment where the decision maker is located, geographical location, educational institutions, political conditions, past conditions such as the job market, workplace, socioeconomic status, community groups, future conditions such as family, historical trends, media, globalization, and various other factors (Omar et al., 2022). These things all affect individual achievement motivation in a career in the digital age and plan a decent life for the future. Work preparation carried out by individuals is very influential on achievement motivation in a career, because it involves various things that need to be

prepared before working (Li et al., 2022; Lane & Sorby, 2022), such as: understanding working conditions, the process of entering a job, requirements, qualifications, the future of work, salary, career development, etc. (Stambulova et al., 2022). Everything needs to be prepared before entering the world of work, and this makes a huge contribution to achievement motivation in career in the digital age.

4 CONCLUSIONS

This study concludes that: career guidance services, self-understanding, understanding of career opportunities, career planning and future, career decisions, job preparation, together and partially provide a very large influence and contribution to motivation to achieve in career in the digital age. The findings of this study reveal that career guidance services make a very large contribution to increasing student achievement motivation in a career in the digital age. Service materials that provide understanding and career opportunities also make a very large contribution to increasing student achievement motivation in a career. Career guidance helps students to plan their careers and the future, in making career decisions, and preparing themselves for work, also greatly contributes to increasing achievement motivation in career in the digital age. Although this research has been successful in increasing student achievement motivation in career in the digital age, some limitations must be acknowledged. First, there are other variables that can contribute to increasing achievement motivation in career that need further investigation. The two samples taken as respondents were limited to only one study group. It is better for future research to enlarge the sample and provide career guidance services to all students so that they have achievement motivation in their careers. Third, what was studied was only limited to the influence of career guidance services with several other variables, and the impact of career guidance courses as a whole on increasing student achievement motivation in career in the digital age has not been investigated.

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