



# An Overview of Career Decision-making among High School Students at PSAA Putra Utama Two and Three in Jakarta Province

Penny Handayani\*, Elizabeth Chika Giovanny

*Faculty of Psychology Universitas Katolik Indonesia Atma Jaya, Jakarta*

\*Corresponding author. Email: [penny.handayani@atmajaya.ac.id](mailto:penny.handayani@atmajaya.ac.id)

## ABSTRACT

Adolescence is a critical period for identity formation, including career choice. However, the absence of parental roles and inadequate caregiving services in orphanages make adolescents residing in such institutions a vulnerable group facing challenges in career decision-making. This study aims to provide an overview of career decision-making among high school student at Panti Sosial Asuhan Anak (PSAA) Putra Utama Two and Three in Jakarta Province. The research employs a descriptive qualitative design. The primary participants consist of six individuals three male students from PSAA Putra Utama Two and three female students from PSAA Putra Utama Three. These participants are orphaned high school students aged 16-18 years. Additionally, there are triangulation participants, namely one caregiver from each institution. Data collection methods include interviews, and thematic reflexive analysis was conducted using twelve dimensions from the Career Decision Making Profile (CDMP) as the analytical approach. Findings indicate that orphaned high school students at PSAA Putra Utama Two and Three face difficulties in career decision-making due to factors such as lack of readiness, limited career-related information, and inconsistent guidance. Programs are needed to provide insights and information to these students to facilitate career decision-making. The study also reveals that the relationship between the wards and the local institution influences their self-confidence and career choices. Thus, institutions, particularly caregivers, are encouraged to enhance effective caregiving skills including communication, emotional management, and other aspects related to adolescent development and career pathways.

**Keywords:** *Career decision-making, High school students, Orphanage.*

## 1. INTRODUCTION

Adolescence represents a critical developmental stage characterized by profound life changes for every individual. Adolescents, especially during the identity versus confusion stage, need to establish self-recognition and envision their life goals [1]. This stage is particularly experienced by adolescents aged 16-18 years, who are high school students [2].

The presence of parents can assist adolescents in understanding issues from diverse perspectives and in balancing demands and responses through parenting styles [3]. According to Super [4], each stage of human development involves tasks that must be fulfilled. One such task during adolescence involves career exploration and decision-making processes, which entail developmental stages, specificities in choosing career options, and translating ideas into actions.

Parental roles significantly influence adolescents' cognitive maturity towards adulthood, particularly in their career decision-making exploration [5]. Career development holds significant importance in human life, forming part of one's identity through a prolonged and continuous process [6]. This process commences during adolescence, involving exploration across various fields and roles [6].

Career decision-making encompasses choices such as selecting college majors and careers, job transitions, and retirement [7]. According to Kulcsár et al. (2020), challenges in career decision-making may arise from individuals' inadequate adaptability to the process, leading to suboptimal decisions. Individual orientations in career decision-making are illustrated through career decision-making styles, involving processes of information gathering, perception, and processing during career decision-making [7].

Individual tendencies in career decision-making can be described through a profile known as the Career Decision Making Profile (CDMP). Identifying and understanding adolescents' tendencies in career decision-making are crucial in helping them address career decision difficulties [5] and provide insights into decision statuses and career decision challenges [9, 10].

The multidimensional approach to how individuals handle career decision-making is depicted through various independent dimensions [9]. Within the CDMP, twelve dimensions describe an individual's career decision-making process, including Information Gathering (IG), Information Processing (IP), Effort Invested in The Process (EI), Locus of Control (LC), Procrastination (PR), Speed of Making Decision (SP), Consulting with Others (CO), Dependence on Others (DO), Desire to Please (DP), Aspiration for an Ideal Occupation (AI), Willingness to Compromise (WC), and Intuition (IN).

However, not all children have equal opportunities to explore themselves, particularly those lacking family support, notably from both parents. Some children fail to achieve proper growth and development due to factors such as neglect, poverty, or lack of familial guidance [11].

Orphans are children who have lost or been abandoned by both parents [3]. *Panti Sosial Asuhan Anak* (PSAA) are under the Jakarta Provincial Government, tasked primarily with providing social services such as care, nurturing, and guidance for orphaned children without familial support or economic means [12]. The existence of PSAA represents an alternative caregiving form aimed at providing an environment to meet children's needs for affection, attachment, and long-term or permanent family-based caregiving with surrogate family roles (Attachment to the Minister of Social Affairs of the Republic of Indonesia [13].

However, providing optimal caregiving services in orphanages poses challenges due to various factors. Limited support during residency and distant relationships with families can lead to anxiety in children, especially when contemplating their future after graduating high school and transitioning out of residential care (Attachment to the Minister of Social Affairs of the Republic of Indonesia [13].

Thus, these phenomena indicate that adolescents in orphanages constitute a vulnerable group facing challenges in various aspects of life, including career decision-making [14]. As high school students, adolescents in facilities like PSAA Putra Utama Two and Three are confronted with a broad array of choices for selecting college majors or continuing education to achieve their desired careers. The absence of parental roles and challenges in caregiving services in orphanages can evoke feelings of anxiety, stress, and career

indecision [7, 15]. Therefore, gaining further insight into the depiction of orphaned adolescents in career decision-making is essential to provide perspectives for optimizing decision-making processes among high school students at PSAA Putra Utama Two and Three, under the Jakarta Provincial Government, to make informed career decisions for their future lives.

## 2. METHODS

The research design employed by the researcher is descriptive qualitative research. According to Creswell (2012), qualitative research aims to develop a detailed understanding of a central phenomenon. This study falls under a non-experimental design due to the absence of manipulation or control of research variables [16, 17]. Descriptively, the researcher seeks to provide an overview of career decision-making among orphaned high school students at PSAA Putra Utama Two and Three under the Jakarta Provincial Government.

The primary participants in this study are orphaned high school students aged 16-18 years at PSAA Putra Utama Two and Three under the Jakarta Provincial Government. Being categorized as orphaned children refers to those who have lost or been abandoned by both parents [3]. There are six participants in total, comprising three males from PSAA Putra Utama Two and three females from PSAA Putra Utama Three.

The participant selection technique in this study is purposive sampling. According to Babbie (2014), purposive sampling is a non-probability sampling method selected based on specific assessments or criteria of the research. Participants are deliberately chosen based on their suitability with the researcher's criteria [18, 19]. This sampling technique is used to ensure that selected participants meet the researcher's criteria, specifically orphaned high school students aged 16-18 years at PSAA Putra Utama Two and Three under the Jakarta Provincial Government, with guidance from PSAA management.

The data collection method used by the researcher is interviews. Interviews occur when the researcher, as the interviewer, poses questions to one or more participants and records their responses [16]. Each data collection session through interviews involves the researcher as the interviewer and one participant or interviewee. The type of interview used is semi-structured interviews. Semi-structured interviews require participants to respond to open-ended questions prepared beforehand, with the flexibility to ask new questions to delve deeper into participants' responses [20]. Additionally, the sequence of questions in semi-structured interviews is flexible according to the direction of the conversation.

Interview questions are structured based on the twelve dimensions of the Career Decision Making Profile (CDMP) developed by Gati et al. (2010). Each CDMP dimension has theoretical and operational definitions

adjusted for the study. The researcher utilizes items from the Career Decision Making Profile Questionnaire (CDMPQ) by Gati et al. (2012) as a basis for formulating interview questions.

One example of a question asked in the Information Gathering (IG) dimension is how you obtain career-related information. In the Information Processing (IP) dimension, the types of information that are easily understandable to you are queried. The Effort Invested in the Process (EI) dimension also explores the efforts you have made in choosing career-related matters.

In the Locus of Control (LC) dimension, your beliefs when making career decisions are questioned. In the Procrastination (PR) dimension, any factors causing hesitation in making career decisions are explored. Subsequently, in the Speed of Making Decision (SP) dimension, your assessment of your decision-making speed is queried. In the Consulting with Others (CO) dimension, the role of others in your decision-making process is investigated.

The Dependence on Others (DO) dimension inquires whether there is someone who serves as a source of encouragement for you. The Desire to Please (DP) dimension asks whether you consider others' desires when making career decisions. For the Aspiration for an Ideal Occupation (AI) dimension, the question concerns your career plans. In the Willingness to Compromise (WC) dimension, your feelings when faced with situations that do not align with your choices or expectations are explored. Lastly, the Intuition (IN) dimension asks whether there are situations where you tend to rely on intuition rather than rational judgment.

Interviews are conducted face-to-face with each participant at agreed-upon times. Each interview session is divided into two parts. The first session, estimated to last 20-40 minutes, is used for screening questions and building rapport with the participant. The second session, estimated to last 60-120 minutes, is used to ask research questions according to the interview guide. Each interview involves only one researcher and one high school student from PSAA Putra Utama Two or Three under the Jakarta Provincial Government.

The researcher will analyze the data using reflexive thematic analysis. This technique identifies and analyzes patterns or themes within a specific data set [21]. Themes can be hypothesized based on theory before data collection, and evidence supporting these hypotheses can be gathered in the form of codes.

During the data analysis process, the researcher transcribes verbatim or transcribes data from interview or audio recordings into written text. Subsequently, initial coding is performed to identify relevant or meaningful parts of participants' responses. Based on the theoretical dimensions used, the researcher identifies emerging patterns or findings during initial coding and categorizes

them thematically. The researcher also verifies findings through triangulation or other methodological integrity considerations.

### 3. RESULT AND DISCUSSION

**Table 1.** The demographic data of participants

Category	Sub-Category	Frequency (N)
Sex	Male	3
	Female	3
Age	17	2
	18	4
Education Level (High School)	Year 1	2
	Year 2	3
	Year 3	1

The career decision-making difficulties experienced by orphaned high school students or wards at PSAA Putra Utama under the Jakarta Provincial Government are influenced by several factors, particularly in dimensions such as Information Gathering (IG), Effort Invested in The Process (EI), Locus of Control (LC), Dependence on Others (DO), and Aspiration for an Ideal Occupation (AI). The scarcity of available information can pose a significant barrier. Interview findings indicate that wards tend to rely on limited information sources, such as hearing opinions solely from close individuals like caregivers or local civil servants, who may have restricted insights into various career options. This results in insufficient consideration of alternative choices that may better match their interests and skills.

Inconsistent information received also confuses wards. They often encounter conflicting opinions, for instance, regarding careers in specific industries or involvement in particular fields of work. This confusion can hinder them from making well-informed decisions.

Moreover, the effort and time invested by wards in contemplating career-related matters are often insufficient, leading to a lack of readiness. Based on interview results with wards, many demonstrate academic unpreparedness and low self-confidence, especially when comparing themselves to others and feeling inadequate or afraid of losing in competition.

Thus, wards at PSAA Putra Utama under the Jakarta Provincial Government are currently experiencing career decision-making difficulties [22]. Additionally, wards from PSAA Putra Utama Three under the Jakarta Provincial Government also exhibit characteristics indicative of career indecision, such as difficulty in making career choices, tendencies to delay decisions and opt for easier alternatives, and feelings of resignation or loss of life meaning [15]. Confronting these challenges, it is crucial for wards to learn ways to obtain credible, clear, and relevant information about various career options. This learning can be facilitated in collaboration

with caregivers tasked with supervising and guiding wards in their behaviors [23].

The background of participants, who are children from orphanages, plays a vital role in developing their self-confidence and motivation towards learning or working [11]. In terms of facilities provided, wards state that their daily material needs are adequately met. However, based on research on participants from PSAA Putra Utama Three under the Jakarta Provincial Government, they indicate a lack of intrinsic drive or motivation that underpins their belief in choosing a desired career. Additionally, participant responses reveal a sense of resignation and surrendering life choices to PSAA authorities. This sense of helplessness and a personal belief that actions will not lead to significant outcomes are also known as learned helplessness [24].

Children from orphanage backgrounds often face different challenges compared to those raised by their parents [25]. They are more likely to have experienced repeated failures or injustices in life, which can lead to feelings of low self-esteem or a lack of motivation to try new things [26]. According to research conducted by Mayaza and Supradewi, adolescents from orphanages tend to believe that suffering or unpleasant events will persist and endure, leading to a tendency for negative thinking and feelings of helplessness [26].

Thus, it can be concluded that the experiences adolescents from orphanages encounter throughout their lives can influence the formation of their self-concept, exacerbated by the absence of consistent familial or close support and limited access to educational resources. In this context, it is crucial for caregivers and educational stakeholders involved with these backgrounds to understand the impact of learned helplessness.

According to Santrock, adolescents' self-confidence is influenced by several factors, including having a positive self-concept and close relationships with significant others [27]. Self-concept refers to an individual's perception, beliefs, feelings, or attitudes about themselves [28]. It involves the individual's interpretation of themselves and others' perceptions of them. Developing a positive self-concept can be a critical step in assisting adolescents in their career decision-making process. Adolescents with a positive self-concept are more likely to have clear goals and aspirations for their future [29]. Furthermore, a positive self-concept can ignite enthusiasm for life and resilience. Confidence and self-concept are crucial to build so that adolescents realize they have control over their decisions [30].

Moreover, PSAA personnel, as significant figures in wards' lives, need to provide supportive and empowering environments where wards feel heard, acknowledged, and supported in overcoming challenges. By building self-confidence and offering opportunities to achieve success through education and skill development, wards

are expected to counter learned helplessness and develop strong motivation to achieve life goals. This capability is also referred to as resilience [31].

In 2023, PSAA Putra Utama Two and Three under the Jakarta Provincial Government underwent structural changes to balance the number of caregivers, civil servants, and wards, aiming for a more equitable ratio. Currently, each caregiver handles between two to four wards, aligning with the ideal caregiver-to-ward ratio stipulated in Attachment to Ministry of Social Affairs Regulation No. 30/HUK/2011. Triangulated participants also indicated that this number is sufficient to provide fair and focused attention to wards. However, participants, especially those from PSAA Putra Utama Three under the Jakarta Provincial Government, expressed a lack of emotional closeness with local caregivers.

Differences in how wards from PSAA Putra Utama Two and Three under the Jakarta Provincial Government envision their futures highlight significant differences associated with their closeness to local caregivers or civil servants. Wards from PSAA Putra Utama Two under the Jakarta Provincial Government tend to have clearer aspirations regarding their desired professions. They are less likely to avoid or actively engage in career-related discussions due to receiving more structured support and guidance from local caregivers or civil servants.

Conversely, wards from PSAA Putra Utama Three under the Jakarta Provincial Government are less directed in determining their desired professions. They tend to avoid discussions about their future due to a lack of encouragement and closeness from local caregivers or civil servants. Wards at PSAA Putra Utama Three exhibit characteristics of resignation and even fear of the future after leaving PSAA, where they feel their needs are fulfilled and protected. In this study, these significant differences are primarily attributed to varying levels of closeness between caregivers and wards.

Additionally, based on interview results with triangulated participants, challenges were found for caregivers in understanding and overseeing each ward's developmental tasks. According to Campbell, knowledge of child development processes is a key factor influencing children's behavioral formation [32]. Caregivers who are unaware or do not understand the developmental learning processes may fail to recognize the importance of supporting PSAA Putra Utama under the Jakarta Provincial Government wards in making clear career goals suitable for their stage of identity-seeking professional identity.

The research findings support the theory stated by Hurlock that high school-age adolescents, particularly males, tend to seriously contemplate career-related matters compared to females [28]. However, this statement requires further in-depth research with adjusted

participant numbers to truly represent the influence of gender differences on career decision seriousness.

During the data collection process, specifically interviews, it is essential for researchers to establish a comfortable environment for participants to freely respond. Building rapport must be done in a relaxed manner to ensure participants start feeling comfortable sharing their stories. This poses a challenge for researchers, given the reality that children raised in orphanages tend to be more closed off from others [33].

Furthermore, researchers must ensure interviews are conducted in a conducive space without interference from others. During an interview session with one of the participants from PSAA Putra Utama Three, a caregiver entered and waited inside the same room. The participant expressed discomfort in speaking, prompting the researcher to approach the caregiver and request their cooperation to leave the room. Subsequently, the interview resumed, and the participant felt comfortable answering each question.

## ACKNOWLEDGMENTS

The completion of this research owes gratitude to several individuals and organizations whose contributions were pivotal. Special appreciation is extended to the Department of Social Affairs of Jakarta Province and the Secretariat of the Faculty of Psychology at Universitas Katolik Indonesia Atma Jaya for their efficient assistance in securing the necessary research permits. We are also indebted to Desy Chrisnatalia, M.Si., Psikolog, and Dra. M. M. Tri Warmiyati Dwi W. S.S., M.Si., from the Faculty of Psychology at Universitas Katolik Indonesia Atma Jaya, whose expert judgment and invaluable insights significantly enhanced the development of our research interview guidelines.

Furthermore, we extend our sincere appreciation to the high school students and Head of PSAA Putra Utama Two and Three, Jakarta Provincial Government, whose participation and cooperation were essential to the success of this study. Lastly, we acknowledge all other contributors whose involvement contributed to the realization of this research endeavour.

## REFERENCES

- [1] M. Block, Identity versus role confusion, in: *Encyclopedia of Child Behavior and Development*, 2011, DOI: [https://doi.org/10.1007/978-0-387-79061-9\\_1447](https://doi.org/10.1007/978-0-387-79061-9_1447)
- [2] U.W. Muhadi, W. Setiawan, S. Wadi, *Profil SMA: Sekolah menengah atas, dari masa ke masa*. Direktorat Pembinaan SMA, 2017.

- [3] H.B. Pambudi, I. Darmawanti, Gambaran penerimaan diri pada remaja yatim piatu, in: *Jurnal Penelitian Psikologi*, vol. 9, 2022, pp. 23-33.
- [4] L. E. Isaacson, D. Brown, *Career information, career counseling, and career development*, MA: Allyn & Bacon., 1997.
- [5] V. Kulcsár, A. Doborean, I. Gati, Challenges and difficulties in career decision making: Their causes, and their effects on the process and the decision, in: *Journal of Vocational Behavior*, vol. 116(A), 2020.
- [6] J.W. Santrock, *Child development*, McGraw-Hill, 2010.
- [7] I. Gati, V. Kulcsár, Making better career decisions: From challenges to opportunities, *Journal of Vocational Behavior*, vol. 126, 2021.
- [8] I. Gati, L. Shiri, D. Shlomit, Asulin-Peretz, G. Reuma, From career decision-making styles to career decision-making profiles: A multidimensional approach, in: *Journal of Vocational Behavior*, vol. 76, 2010, pp. 277-291.
- [9] I. Gati, R. Gadassi, R. Mashiah-Cohen, Career decision-making profiles vs. styles: Convergent and incremental validity, In: *Journal of Vocational Behavior*, vol. 81, 2012, pp. 2-16.
- [10] I. Gati, N. Levin, Counseling for career-decision making difficulties: Measures and methods, *The Career Development Quarterly*, vol. 62, 2014, pp. 98-113. DOI: <https://doi.org/10.1002/j.2161-0045.2014.00073.x>
- [11] S. Khoirunnisa, I. Ishartono, R. Resnawaty, Pemenuhan kebutuhan pendidikan anak asuh di panti sosial asuhan anak, in: *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, vol. 2, 2015, DOI: <https://doi.org/10.24198/jppm.v2i1.13258>
- [12] P. Handayani, A. Azzura, The psychological development program for adolescents in PSAA Ceger and Tebet, Jakarta: A needs analysis, in: *MITRA: Jurnal Pemberdayaan Masyarakat*, vol. 2, 2018, pp. 26-40. <https://doi.org/10.25170/mitra.v2i1.29>
- [13] Lampiran Peraturan menteri sosial Republik Indonesia (Permensos RI) No. 30/HUK/2011, *Peraturan Menteri Sosial Nomor 30 Tahun 2011 tentang Standar Nasional Pengasuhan Anak Untuk Lembaga Kesejahteraan Sosial Anak*, 2011, BN.2011/NO.303.
- [14] F. Hornfeck, I. Bovenschen, S. Heene, J. Zimmermann, A. Zwonitzer, H. Kindler, Emotional and behavior problems in adopted children: The role of early adversities and adoptive parents regulation



- and behavior, *Elsevier: Child Abuse & Neglect*, vol. 98, 201, DOI: <https://doi.org/10.1016/j.chiabu.2019.104221>
- [15] X.Y. Bian, Career indecision: An integrative review and research agenda, in: *European Journal of Training and Development*, vol. 47, 2023, pp. 166-182. <https://doi.org/10.1108/EJTD-06-2021-0084>
- [16] J.W. Creswell, *Educational research: Planning, conducting and evaluating quantitative and qualitative research*, Pearson Education, 2012.
- [17] F.J. Gravetter, L.B. Wallnau, L.-A.B. Forzano, J.E. Witnauer, *Essentials of statistics for the behavioral sciences*, Cengage Learning, 2021.
- [18] E. Babbie, *The basics of social research*, Cengage Learning, Wadsworth, 2014
- [19] J.W. Creswell, T.C. Guetterman, *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*, Pearson, 2019.
- [20] S. Jamshed, Qualitative research method-interviewing and observation, in: *Journal of Basic and Clinical Pharmacy*, vol. 5, 2014, DOI:10.4103/0976-0105.141942
- [21] D. Byrne, A worked example of Braun and Clarke's approach to reflexive thematic analysis, *Quality & Quantity*, vol. 56, 2021, pp. 1391-1412, DOI: <https://doi.org/10.1007/s11135-021-01182-y>
- [22] I. Gati, M. Krausz, S.H. Osipow, A taxonomy of difficulties in career decision making, in: *Journal of Counseling Psychology*, vol. 43, 1996, pp. 510-526.
- [23] A. Abidin, Peran pengasuh panti asuhan membentuk karakter disiplin dalam meningkatkan kecerdasan intrapersonal anak, in: *Jurnal Studi Gender dan Anak*, vol. 11, 2019, pp. 354-363. DOI: <https://doi.org/10.30863/an.v11i1.302>
- [24] S.F. Maier, M.E.P. Seligman, *Learned Helplessness at Fifty: Insights from Neuroscience*, vol. 123(4), 2016, pp. 349-367.
- [25] J. Mutambara, Enhancing psychosocial support through positive youth development: narratives from orphans in zimbabwe, in: *Journal of Child & Adolescent Behavior*, 3, 2015.
- [26] D.R.E.P. Putri, Pelatihan berpikir positif terhadap konsep diri remaja yang tinggal di panti asuhan, *Psikologika: Jurnal Pemikiran dan Penelitian Psikologi*, vol. 22, 2017, DOI: <https://doi.org/10.20885/psikologika.vol22.iss1.art5>
- [27] B. Hasmayni, Hubungan antara kepercayaan diri dengan penyesuaian diri remaja, in: *Jurnal Analitika*, vol. 6, 2014, pp. 98-104.
- [28] E.B. Hurlock, *Psikologi perkembangan*, Erlangga, 2003.
- [29] A. Syahraeni, Pembentukan konsep diri remaja. *Jurnal Bimbingan dan Penyuluhan Islam*, vol. 7, 2020, DOI: <https://doi.org/10.24252/al-irsyad-al-nafs.v7i1.14463>
- [30] C. Sebastian, S. Burnett, S. Blackmore, Development of the self-concept during adolescence, *Elsevier*, vol. 12, 2008, DOI: <https://doi.org/10.1016/j.tics.2008.07.008>
- [31] K. Reivich, A. Shatté, *The resilience factor: 7 essential skills for overcoming life's inevitable obstacles*, Broadway Books, 2002.
- [32] S.B. Campbell, *Behavior problems in preschool children: Clinical and developmental Issues*, Guilford Press, 2002.
- [33] N. Rifai, *Penyesuaian diri pada remaja yang tinggal di panti asuhan* (Studi kasus pada remaja yang tinggal di Panti Asuhan Yatim Piatu Muhammadiyah Klaten, in: Skripsi Sarjana, Perpustakaan Universitas Muhammadiyah, 2015.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

