

Career Management and Self-Development of Students: A Comparison of Strategies in College Admission Paths

Manajemen Karir dan Pengembangan Diri Mahasiswa: Perbandingan Strategi pada Jalur Masuk Perguruan Tinggi

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Abstract

This research aims to understand how admission pathways, like SNMPTN, SBMPTN, and Independent Selection, impact career management strategies and self-development levels of automotive engineering education program students. The significance of this inquiry lies in revealing the crucial role of admission pathways in shaping academic journeys and their implications for student self-development and career management. The main objective is to comprehensively examine the impact of admission pathways on career management strategies and self-development levels of students in the fourth stage of their studies, particularly those who entered in 2019. Using a comparative quantitative approach, the research involves 60 students, with 20 from each admission pathway. ANOVA data analysis reveals significant differences between admission pathways. The research findings challenge previous assumptions presuming no substantial differences, especially regarding the "Career Management" variable, with significant differences observed between SNMPTN and SBMPTN ($p < 0.001$) and SNMPTN and Independent Selection ($p < 0.001$). For the "Self-Development" variable, significant differences are noted between SNMPTN and SBMPTN ($p < 0.001$) and SNMPTN and Independent Selection ($p < 0.001$). In contrast, the difference between SBMPTN and Independent Selection is insignificant ($p = 0.494$). The study concludes by affirming the significant impact of admission pathways on career management strategies and self-development among students in the automotive engineering education program. Practical implications provide strategic guidance to academic stakeholders for enhancing the effectiveness of student career management and self-development, considering the distinct characteristics of admission pathways.

Keywords: *career management, self-development, admission pathways, automotive engineering students*

Abstrak

Penelitian ini bermula dari kebutuhan untuk memahami dampak jalur masuk, seperti SNMPTN, SBMPTN, dan Seleksi Mandiri, terhadap strategi manajemen karir dan tingkat pengembangan diri mahasiswa program pendidikan teknik otomotif. Signifikansi latar belakang ini terletak pada pemaparan peran krusial jalur masuk dalam membentuk perjalanan akademis dan implikasinya terhadap pengembangan diri serta manajemen karir mahasiswa. Tujuan penelitian ini adalah memahami secara komprehensif dampak jalur masuk terhadap strategi manajemen karir dan tingkat pengembangan diri mahasiswa pada tahap ke-4 studi, khususnya bagi mahasiswa yang masuk pada tahun 2019. Dengan menggunakan pendekatan kuantitatif komparatif, penelitian melibatkan 60 mahasiswa, masing-masing 20 dari setiap jalur masuk. Analisis data dengan menggunakan ANOVA mengungkapkan perbedaan signifikan antara jalur masuk. Hasil penelitian menolak asumsi sebelumnya yang menganggap tidak adanya perbedaan substansial, terutama terkait variabel "Manajemen Karir," dengan perbedaan antara SNMPTN dan SBMPTN ($p < 0.001$) serta SNMPTN dan Seleksi Mandiri ($p < 0.001$). Pada variabel "Pengembangan Diri," terdapat perbedaan signifikan antara SNMPTN dan SBMPTN ($p < 0.001$) dan SNMPTN dengan Seleksi Mandiri ($p < 0.001$), sedangkan perbedaan antara SBMPTN dan Seleksi Mandiri tidak signifikan ($p = 0.494$). Kesimpulan penelitian ini menegaskan dampak signifikan jalur masuk pada strategi manajemen karir dan pengembangan diri mahasiswa program pendidikan teknik otomotif. Implikasi praktisnya memberikan panduan strategis kepada pihak akademis untuk meningkatkan efektivitas manajemen karir dan pengembangan diri mahasiswa, dengan mempertimbangkan perbedaan karakteristik dari berbagai jalur masuk.

Kata Kunci : manajemen karir, pengembangan diri, jalur masuk, mahasiswa pendidikan teknik otomotif

1. Introduction

This research is based on the in-depth need to understand and analyze the influence of college entrance pathways on students' career management and self-development. Choosing an entrance pathway, such as SNMPTN, SBMPTN, or Independent Selection, is a crucial early stage in students' academic journey, influencing their career management strategies and potentially shaping their direction and personal development during their higher education studies.

Higher education shapes students' career and personal development (France et al., 2022). Career management and personal development are critical to students' professional success and development strategies (Rögele et al., 2022). Methods of admission to higher education, such as SNMPTN, SBMPTN, and Independent Selection, determine the beginning of the academic journey and influence students' career management and self-development strategies (Izzati et al., 2019).

The rationale for this study is reinforced by previous findings that show significant differences in student achievement and orientation based on entry pathways (Annizar & Arifin, 2021). Students admitted through the Independent Examination route had the lowest average GPA in the four academic years observed, while students who entered through the State Islamic Religious Universities Independent Examination (UM-PTKIN) in 2016-2017, 2017-2018, and 2019-2020 showed the highest average GPA. In 2018-2019, students who entered through the National Academic Achievement Selection (SPAN) route recorded the highest average GPA. This finding confirms that selecting entry pathways affects students' academic performance, in line with other studies (Idris, 2021; Shah et al., 2013).

Furthermore, this study explores the impact of variations in entry pathways, such as SNMPTN, SBMPTN, and Independent Selection, on career management strategies and students' level of self-development. The results of a study by Williams & Dahan (2022) showed that students admitted through National Selection are more likely to have more widespread access to academic support resources. In addition, Yakar (2022) study revealed that students who choose the National Selection route often have higher motivation to achieve academic performance.

The concept of Student Career Management, as outlined by Albalawi et al., (2022), summarizes a series of activities and decisions that shape students' career direction. This research aims to significantly contribute to the understanding of career management strategies and self-development of automotive engineering students by considering the impact of the entry path to college. Through this analysis, the research aims to provide in-depth insight into how the college entry experience can be a critical factor in shaping the career journey of automotive engineering students. The conclusions from this study are expected to provide valuable guidance in designing more effective career management programs for students in the field.

This study adopted a research hypothesis to investigate the impact of different entry pathways on career management strategies and the level of self-development students at FT UNP Padang, focusing on automotive engineering education study program students. The aim is to provide a comprehensive insight into the complex relationship between entry pathways, career management, and student self-development.

Scientifically, this research is relevant in exploring the understanding of the role of entry pathways in shaping students in higher education. The implications of the findings are expected to provide strategic guidance for academics, education providers, and career management practitioners to improve the effectiveness of student learning and self-development. By analyzing the strategic differences in college entry pathways, this research is expected to provide a foundation

for developing policies that are more appropriate and focused on the needs of students based on their entry pathways.

Hopefully, this research will thoroughly understand the factors influencing the career success and development of automotive engineering education students in Indonesia. By understanding the differences in strategies and levels of self-development between students based on entry pathways, this research is expected to complement this understanding.

Research by Rai et al., (2018) highlighted the importance of mentorship in guiding students through their academic and career development journey. Furthermore, recent research by Fathurrahman and Tirmidzi (2022) emphasized the role of family support in shaping students' mindsets and career goals.

2. Literature Review

This literature review explores the dynamics of career management strategies and the level of self-development of automotive engineering education students by comparing entry pathways, namely SBMPTN, SNMPTN, and Independent Selection. The main focus is to understand how different entry pathways can shape variations in students' career decision-making and personal development.

The theories of Nalis et al., (2022) and Xiao et al., (2019) serve as the conceptual foundation of this research, highlighting the close link between career development and individual career management strategies. Through this framework, the research will explore the differences in career management strategies between students entering automotive engineering education through SBMPTN, SNMPTN, and Independent Selection pathways. The aim is to understand how college entry pathways can influence students' views and approaches to their career development.

Furthermore, this study also accommodates the views of Sánchez-Sumano et al., (2023) and Stukalina et al., (2018), who emphasized the crucial role of entry pathways in shaping students' career management strategies. By focusing on the differences between entry pathway groups, this study aims to identify how students' early decisions in choosing an entry pathway can shape their strategic foundation for future career development.

The concept of identity, as described by Lyz et al., (2020), opens up a rich perspective in understanding students' level of self-development. Identity here encompasses how students understand who they are as academic individuals and how their experiences within a particular entry pathway can form an integral part of that identity. This research utilizes the identity approach to detail and analyze the significant differences between entry pathways in higher education.

The theory proposed by Isha and Hashim (2022) and the findings by Moreira et al., (2020) provide insight into the role of the academic environment in shaping students' self-development. The congruence of the research results with this conceptual framework provides greater insight into the implications of the automotive engineering education environment on self-development variables.

In the context of statistical analysis, this study chose to apply post hoc analysis and Tukey's test to ensure the validity and reliability of the results. The guidelines from Pav (2019), used as a foundation, demonstrate a determination to conduct statistical analysis carefully and by recognized methodological standards. This decision was taken to address the complexity of the analysis in this study, recognizing the criticisms of Tukey's test but still relying on this method as a standard choice that can provide significant insights. The use of Tukey's test was seen as a valid approach to understanding differences between entry pathway groups, confirming the sustainability of this method in contributing to the understanding of different career management strategies among automotive engineering education students.

Overall, this literature review provides insight into the complexity of the role of entry pathways in shaping the career management strategies and self-development levels of automotive technical education students. Implications include more differentiated career guidance approaches and more focused personal development programs to accommodate differences in these critical aspects. The findings provide a solid foundation for substantial changes in pedagogical and guidance approaches at the automotive technical education level.

3. Research Methods

This study adopted a comparative research design to compare career management strategies and the level of self-development of automotive engineering education students based on entry pathways. This design was chosen to provide an in-depth and comprehensive understanding of the differences that may arise between different entry pathways (Karyanta et al., 2020). We believe that the selection of students who entered 2019 and are currently in their fourth year of study supports the assumption that they have reached a stage where their future views regarding career and success are clearer (Wijayanti et al., 2023). Therefore, the study population included 88 automotive engineering education students of FT UNP who entered in 2019 and are in their fourth year of study.

This decision was taken to ensure optimal sample representativeness, allowing for a more accurate and relevant analysis of students' career considerations and development in the final stages of their education. In addition, this approach allowed us to include students who had taken a range of core courses in their program of study, adding validity to the research results.

The research sample was drawn purposively, selecting 20 students from each entry point, including SNMPTN, SBMPTN, and Independent Selection. The sample size was 60, designed to cover sufficient variation from the various entry points. Data collection was conducted by conducting a survey using a questionnaire adapted and validated specifically for this study, ensuring that the data obtained were reliable and relevant (Wahl et al., 2021). In addition to the survey, data was obtained through documentation studies related to student's academic history and extracurricular activities, providing an additional dimension for deeper understanding.

Table. 1. Career Management Questionnaire Indicators

No	Indicators
1	Level of Information Seeking Activity
2	Engagement in Career Guidance Activities
3	Initiative to Talk with Mentor or Advisor
4	Internship or Part-Time Work Opportunity Search Activity
5	Attendance at Career Development Events or Seminars
6	Participation in Career-related Online Courses

Table. 2. Indicators of Self-Development Questionnaire

No	Indicators
1	Time Allocation for Extracurricular Activities
2	Involvement in Soft Skills Development Projects or Activities
3	Participation in Self-Development Training or Workshop
4	Reflection on Experience and Learning
5	Activities to Seek Mentors or Discuss with Lecturers

This research involves various statistical analyses using the JASP (Jeffreys's Amazing Statistics Program) application to process the research data. First, a normality test was conducted to ensure that data distribution on career management and self-development variables followed a normal distribution pattern. Next, a homogeneity test was conducted to evaluate the homogeneity of variance between entry pathway groups (Sianturi, 2022). The results of these two tests provided a valid basis for continuing the two-way ANOVA analysis.

In addition, this study applied post hoc t-tests, such as the Tukey test, to identify significant differences between the entry groups. This analysis gives us the ability to describe in detail the impact of different entry pathways on the variables of career management strategies and students' level of self-development. With this approach, the study focuses on comparisons between groups. It explores how entry pathway variations can shape differences in key aspects such as career management and self-development. The results of this analysis are expected to provide further insights into detail-specific patterns that may emerge between different entry pathway groups.

This research provides important insights into the differences in career management strategies and self-development levels of automotive engineering education students based on entry pathways. Significant differences between SBMPTN, SNMPTN, and Independent Selection pathways will be revealed through data analysis using JASP. In the subsequent discussion, it will be related to theory, expert views, and previous research.

4. Results and Discussion

4.1. Research Results

This study's findings indicate significant differences in career management strategies and the level of self-development of automotive engineering education students based on the entry pathways: SBMPTN, SNMPTN, and Independent Selection. In analyzing the data using JASP, normality, homogeneity, and t-test (Tukey) were conducted to explain the differences between the entry pathway groups.

Table. 3. *Descriptive Statistics*

	Career Management			Self-Development		
	SBMPTN	SNMPTN	Seleksi Mandiri	SBMPTN	SNMPTN	Seleksi Mandiri
Valid	20	20	20	20	20	20
Missing	0	0	0	0	0	0
Mode	3.900	4.105	3.850	3.507	3.729	3.515
Median	3.900	4.200	3.850	3.500	3.800	3.500
Mean	3.920	4.260	3.850	3.545	3.850	3.555
Std. Deviation	0.199	0.223	0.154	0.224	0.219	0.182
Shapiro-Wilk	0.965	0.919	0.940	0.931	0.950	0.930
P-value of Shapiro-Wilk	0.637	0.094	0.238	0.158	0.362	0.152
Minimum	3.600	3.900	3.600	3.200	3.400	3.300
Maximum	4.300	4.600	4.100	3.900	4.200	3.900

Descriptive data from Table 3 shows that the average value of Career Management is highest in the SNMPTN entrance (4,600), followed by SBMPTN (4,300) and Independent

Selection (4,100). Similar results were also found in the Self-Development variable, with the highest value in SNMPTN (4,200), followed by SBMPTN (3,900) and Independent Selection (3,900). Data distribution tends to be symmetrical with a relatively small standard deviation level. The Shapiro-Wilk test shows that the data distribution in all groups of entry pathways and variables is normal.

Table 4. *Test for Equality of Variances (Levene's)*

	F	df1	df2	p
Career Management	2.394	2	57	0.100
Self-Development	0.554	2	57	0.578

Furthermore, the results of Levene's test in Table 4 show no significant difference in variability between Career Management ($F(2, 57) = 2.394, p = 0.100$) and Self-Development ($F(2, 57) = 0.554, p = 0.578$) groups. Therefore, the assumption of homogeneity of variance can be considered fulfilled to conduct the ANOVA test.

Table 5. *Post Hoc Comparisons - Entry Path - Career Management*

		Mean Difference	SE	t	ptu _{key}
SBMPTN	SNMPTN	-0.340	0.061	-5.536	< .001
	Seleksi Mandiri	0.070	0.061	1.140	0.494
SNMPTN	Seleksi Mandiri	0.410	0.061	6.676	< .001

Note. P-value adjusted for comparing a family of 3

Table 5 displays the results of the post hoc analysis with the Tukey test, examining the mean differences of the 'Career Management' variable among the three entry pathways: SBMPTN, SNMPTN, and Independent Selection. The results show significant differences in the mean 'Career Management' between students who chose the SBMPTN and SNMPTN pathways ($p < 0.001$), as well as between students who chose the SNMPTN and Independent Selection pathways ($p < 0.001$). However, there was no significant difference between students who chose the SBMPTN and Independent Selection pathways ($p = 0.494$).

Table 6. *Post Hoc Comparisons - Entry Path - Self-Development*

		Mean Difference	SE	t	ptukey
SBMPTN	SNMPTN	-0.305	0.066	-4.616	< .001
	Seleksi Mandiri	-0.010	0.066	-0.151	0.987
SNMPTN	Seleksi Mandiri	0.295	0.066	4.464	< .001

Note. P-value adjusted for comparing a family of 3

Table 6 displays the Tukey test results on the 'Self-Development' variable for the three entry pathways. The analysis found significant differences in mean scores between students entering SBMPTN and SNMPTN ($p < 0.001$), as well as between students entering SNMPTN and Independent Selection ($p < 0.001$). However, there was no significant difference between students entering SBMPTN and Independent Selection ($p = 0.987$).

4.2. Discussion

The study's results unequivocally showed the rejection of both proposed research hypotheses. Hypothesis 1, which stated the absence of significant differences in career management strategies between students based on entry pathways, was refuted by the Tukey test

results on the variable "Career Management." There was a significant difference in the average career management strategy between the SBMPTN, SNMPTN, and Independent Selection entry pathways.

This study's results are consistent with previous findings that observed differences in students' career strategies depending on the college entrance pathway. Previous research by Jannah (2021) and Rahayu) showed that variations in experiences upon college entry can significantly impact students' understanding of and career choices. The college entry process is not only the first step towards higher education but can also shape one's career perspectives and goals. This implication underscores the importance of understanding the role of the entry experience as a factor influencing students' career development.

Hypothesis 2, which claimed the absence of significant differences in students' level of self-development based on the entry pathway, was also not proven. Tukey's test on the variable "Self-Development" revealed a significant difference in the means between the three entry pathways. As an important note, research by Aryani (2018) supports this finding by emphasizing that factors such as different curricula and teaching approaches may affect students' self-development.

In analyzing the implications of these findings, it can be seen that this study provides critical insights into the role of entry pathways in shaping career management strategies and the level of self-development of automotive engineering education students. This aligns with the views of Julkifli & Wahyudi (2019) and Fajriani et al., (2023), who noted that further understanding of the relationship between entry pathways and career choices can guide the development of more effective career guidance programs.

The emphasis on different entry pathways as an important factor in shaping career strategies and self-development can also be linked to theoretical frameworks that view education as a crucial influence in individual development. According to research by Arsanti et al.(2022), the academic environment significantly shapes students' identity and self-development. Therefore, the findings of this study make a substantial contribution to supporting this theoretical framework.

This research goes beyond simply describing phenomena but provides a foundation for action. The findings provide a solid basis for career guidance strategies and curriculum development changes at the automotive technical education level. They are integrated with developing career guidance programs that are more adaptive and responsive to different entry pathways.

In detailing the implications of these findings, cited from Okay–Somerville & Scholarios (2021), successful career guidance strategies must consider the specific context of diverse entry pathways. Therefore, substantial changes in academic policies and curriculum development may provide practical solutions to support students in optimizing their career and personal development potential, regardless of their entry pathway.

5. Conclusion

The findings of this research open the door to deeper insights into the complex dynamics of career management strategies and personal development levels of automotive technical education students, which cannot be ignored when viewed through the prism of different entry pathways. The main data confirms significant variations in how students form career strategies and experience personal development, depending on their chosen entry pathway.

In analyzing career management strategies, the findings show that students who enter automotive engineering education through the SNMPTN route have the highest average score on the variable (4.600). In contrast, SBMPTN and Independent Selection show slightly lower scores, 4.300 and 4.100, respectively. Analysis of the self-development variable provides a similar picture,

with SNMPTN (4.200) again dominating, followed by SBMPTN (3.900) and Independent Selection (3.900).

Furthermore, the Tukey test results confirmed the significant differences between entry pathways. The details of the T-test data show significant differences between the entry pathways in career management strategies and the level of self-development. For example, in the variable "Career Management," significant differences were seen between SNMPTN and SBMPTN ($p < 0.001$) and Self Selection ($p < 0.001$). Similarly, in the variable "Self Development," significant differences were recorded between SNMPTN and SBMPTN ($p < 0.001$) and Self Selection ($p < 0.001$), as well as between SBMPTN and Self Selection ($p = 0.494$).

The main conclusion was the rejection of both research hypotheses, which previously assumed no significant differences. The findings provide a deeper understanding of the critical role of entry pathways in shaping the career choices and self-development of automotive technical education students. The implications include the need for more differentiated career guidance strategies and focused development programs, which can consider differences in these critical aspects. As such, this study goes beyond simply describing a phenomenon and provides a solid basis for substantial changes in pedagogical and guidance approaches at the automotive technical education level.

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