Future Time Perspective and Career Anxiety of Final-Year Students During a Pandemic

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ABSTRACTS

Increasingly tight job competition during the pandemic has caused many companies to terminate their employment, resulting in an increase in the unemployment rate in Indonesia. This condition also has an impact on the emergence of anxiety related to future careers in final year students who are preparing to enter the world of work. Anxiety about future careers is closely related to the ability of final year students to see their future (future time perspective), especially in designing the career they will choose when they work later. Quantitative research which aims to determine the role of future time perspectives on career anxiety of final year students during this pandemic, involving 50 undergraduate students who do not have a job. Retrieval of research data using the Future Time Perspective scale compiled by Siswanti (2019) based on the aspects proposed by Husman & Shell (2008), as well as the Career Anxiety scale compiled by Fatmawati (2016) based on aspects of anxiety raised by Haber & Runyon (1984).

Keywords : Future Time Perspective; Career Anxiety; Final-year students; Pandemic

INTRODUCTION

The Covid-19 pandemic that hit the entire world, including Indonesia, had a major impact targeting economic, educational and psychological aspects. Even the pattern of human life as a social being that is identical to the needs of social interaction has also changed. The impact of the Covid-19 pandemic that is quite large is felt in the field of education which requires students to learn from home (school from home) so as to create new learning patterns, namely distance learning or online learning. Another impact that is also very large for various groups is the economic impact. As reported from various online media, many workers have experienced layoffs, and many entrepreneurs have closed their businesses during the Covid 19 pandemic. Even based on a survey by the Ministry of Manpower in collaboration with the Indonesian Institute of Sciences (LIPI) and the Demographic Institute of the University of Indonesia (Karunia, 2020), it is informed that 49.6 percent of companies decide to lay off some of their workers without being laid off and 36.5 percent of companies do not add as well as reducing the number of workers. The combined survey also shows that 39.4 percent of companies are not producing at all.

Another online news site also revealed the statement of the Chairperson of the COVID-19 Handling Task Force Doni Monardo (Hadi, 2020) that the corona pandemic has resulted in 1,722,958 people losing their jobs, 375,165 workers laid off and 1,032,960 laid off and 314,833 workers in the

informal sector affected economically. Hadi (2020) also revealed on the same website that according to Finance Minister Sri Mulyani, it is predicted that the unemployment rate in Indonesia will continue to skyrocket to reach 5.23 million people if the pandemic does not pass soon.

The rise of companies that have gone out of business and massive layoffs in the industrial sector that are shaking the economy is of course cause for concern because indirectly it also impacts on the mental health of workers who are laid off and society in general. As Dr. Gail Saltz, associate professor of psychiatry from the New York Presbyterian Hospital Weill-Cornell School of Medicine (Hadi, 2020) said that job loss in general is bad for workers' mental health, especially in this COVID-19 pandemic situation. Anxiety is most often found among those affected by layoffs or decreased income due to companies that did not produce during the pandemic. As revealed by Akbar (2020) a researcher from the Indonesian Survey Circle Institute (LSI), economic anxiety is actually the main thing compared to anxiety of being exposed to COVID-19. Especially, according to Hadi (2020), losing a job or being exposed to layoffs can create anxiety which has a negative impact on mental, psychological and physical conditions such as psychosomatic disorders to reduce endurance.

On the other hand, the conditions of layoffs and workforce reduction and the closure of companies as a result of the Covid 19 pandemic which has an impact on experiencing anxiety in individuals who are dismissed, also have an impact on the emergence of career anxiety in students at the final level. As stated by Setiyawati, one of the researchers from the Center for Public Mental Health, Faculty of Psychology, Gajah Mada University, in an online article detikhealth (Mahardhika, 2020) that many students need to pay attention to their mental health during the Covid-19 virus pandemic. One of them is because according to Miladi (2020) the covid 19 pandemic situation has caused no graduation moments, graduation celebrations and little hope of getting a job. Whereas in the research of Blustein & Phillips (1988), it is stated that career anxiety can affect a person's career exploration process because it can inhibit behavior that is useful in career decision making.

According to Hurlock (2011) the anxiety experienced by a person can occur in various conditions, including anxiety in the future. This anxiety usually arises because the main factor is the world of work related to one's career. Career anxiety is a feeling of unpleasant worry which is characterized by feelings of fear, anxiety, that something bad will happen to him in the future. Getting a good career / job in the future is something that everyone desires. Priest (1994) states that career becomes a search for self-identity which is a common source of anxiety. According to Daradjat (Susanty, 2009), things that are feared or worried about in the face of a future career are the narrow job opportunities and intense competition in the field of work.

Aspects of career anxiety refer to aspects of anxiety in general as suggested by Haber & Runyon (1984) which divides aspects of anxiety into four aspects, including cognitive aspects, which are unpleasant feelings that arise in a person's mind so that he experiences anxiety and worried. When the individual experiences this condition, he cannot concentrate on making decisions and has difficulty sleeping. So that it raises excessive anxiety and worry in thinking that bad things about his career in the future. Motor aspects are unpleasant feelings that arise in the form of behavioral actions such as finger squeezing, stretching, lip biting, nail clicking, nervousness, and tics. Somatic aspects are unpleasant feelings that arise in biological physical reactions such as dry mouth, difficulty breathing, pounding, cold hands and feet, dizziness such as fainting, excessive sweating, increased blood pressure and difficulty digesting food. What follows is the affective aspect, which is an unpleasant feeling that appears in the form of emotions, feelings of tension due to excessive emotional overflows such as being
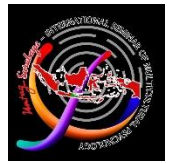
faced with terror and views of a gloomy future career. This emotional outburst usually takes the form of anxiety or worrying that she is in near danger when in fact nothing is happening.

The Central Statistics Agency (BPS) recorded that the number of unemployed people in Indonesia reached 6.88 million people in February 2020. This number has increased by 60 thousand people compared to the same period last year. Most unemployment comes from young people, namely between 15-24 years old at 16.28 percent. Then, the lowest unemployment of the 60 year age group is only 1.08 percent. According to the Head of the Central Statistics Agency, stated that the highest unemployment was at a young age, this was because at this age it was the age that had just graduated from education and was still looking for work.

So, here the researcher limits the category of final year students, of course, because this category of students already has a more mature picture of their future career. Researchers emphasize subjects who are currently studying at undergraduate (S1) and who do not have a job. The high level of unemployment among undergraduate graduates is due to very high competition between job seekers. This is supported by every year, various universities in Indonesia graduate thousands of new graduates from all corners of the country, ranging from state universities to private universities.

According to Rosliani & Ariati (2016) the increasing number of unemployed with college graduates each year is because these graduates are considered to have less experience in the world of work, values that do not meet company standards and insufficient competencies possessed by scholars. This can cause anxiety in final year students who will complete their studies faced with the reality and bigger responsibilities in their lives. From the process of looking for work, thinking about and arranging career opportunities and competing with job seekers in this pandemic condition. Where in this period, many companies have reduced employees and the economic needs are increasingly urgent.

Referring to the subjects in this study are final year students, final year student age development tasks are at the stage of individual achievement in using their knowledge to gain competence and independence in order to pursue targets such as career and family (Papalia, et al, 2008). This is in line with Hurlock (2004) which states that students enter the early adulthood phase (21-40 years) where the task of development is to achieve achievement, choose a partner, learn to live with a partner, raise children, take care of a household and a career. Thus, this final year student must be in the process of exploring a career that will be pursued in the future. Individual views on everything in the future are related to future time perspectives. Future time perspective is a different tendency for each individual to think about their future (Betts, 2013).

According to Lewin (in Kooij, Kanfer, Betts, & Rudolph, 2018), Future Time Perspective (FTP) is defined as the totality of an individual's view of the future psychologically by paying attention to his past at a certain time. Meanwhile, Carstensen, Isacowitz, & Charles (1999) define the Future Time Perspective as an individual's perception of their remaining time in life. Strathman, Gleicher, Boninger, & Edwards (1994) try to define FTP as the extent to which individuals consider the possible outcomes they will get from their current behavior and the extent to which its current potential affects their future. In other words, FTP can be said to be the perception or view that an individual has about the remaining time of his life and the various opportunities and targets that are available in the future (Lang & Carstensen, 2002). Meanwhile, Husman & Shell (2008) states that Future Time Perspective (FTP) deals with the perception of time in a temporal context such as the extent to which individuals perceive future goals, the extent to which current life is connected to the future, the extent to which

individuals project their thoughts on the future, and describes the space-time that individuals consider when making decisions about their future achievements.

Aspects of Future Time Perspective according to Husman & Shell (2008), among others, Valence (assessment) is an attitude of respect and sacrifice for the future as well as a process for making decisions related to life goals. The importance of placing the individual on goals that can be achieved in the future is an important point in this aspect. Individuals who have positive assessments and purposeful goals will be more able to make decisions easily for themselves in the future. Connectedness (connectedness) is the individual's ability to make current activity instruments to be connected with goals and aspirations in the future. Connectedness refers more to the individual's ability to make connections between current activities with future goals and plans in order to anticipate the future. In other words, the individual is capable of directing current actions towards more distant future goals. Extension is how far individuals project their thoughts and views on the future. For example, the individual's ability to project the age, circumstances, years when he was able to achieve his future goals. Speed (velocity) is an individual's perception of how fast he perceives a future event in his perceived time space. For example, an individual is able to understand how fast he is in carrying out an activity at this time so that he is able to perceive how fast he is to make an achievement in the future.

This means that someone who has a high future time perspective is considered to have a picture and planning for his future related to the career he will choose, so that career anxiety in his future will be low. So that in this study, researchers wanted to know the relationship between future time perspectives and the future career anxiety of final year students during the pandemic.

METHOD

Research Design

This research uses a non-experimental quantitative approach. Quantitative research methods can be interpreted as research methods based on positivism, used to research on certain populations or samples, data collection using research instruments, quantitative / statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2016).

Participants

The sampling technique in this study was purposive sampling. Where according to Sugiyono (2010) this technique is to determine samples with certain considerations aimed at making the data obtained are representative. According to some experts, the purposive sampling technique is more appropriate for research that requires special criteria so that the samples taken are in accordance with the research objectives. Meanwhile, the number of eligible subjects in a study according to Roscoe (1975) is between 30-500 subjects. Subjects who participated in this study amounted to 50 students with the criteria of having an active status as final year students from the undergraduate level (S1) and not having a job taken from several public and private universities. These subjects consisted of 15 male students and 35 female students.

Instruments

The measuring instrument used to determine the relationship between Future Time Perspective and Career Anxiety is to use a Likert scale with five answer choices Strongly Agree (SS), Agree (S), Doubt (R), Disagree (TS), Strongly Disagree (STS). To measure the Future Time Perspective, the adaptation measurement tool from Siswanti (2019) is used using aspects from Husman & Shell (2008). This measuring tool consists of 27 items consisting of favorable and unfavorable items
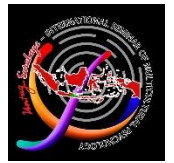
with a reliability value of 0.824. Meanwhile, career anxiety uses the adaptation measurement tool from Fatmawati (2016) which is arranged based on the anxiety aspects of Haber & Runyon (1984). This measuring instrument consists of 36 items consisting of favorable and unfavorable items with a reliability value of 0.895.

Research Procedure

The procedure to be carried out in this study is starting from preparation, then applying the data according to the research approach. The research was conducted on November 8 to November 10, 2020 using the google form application. This study tested the assumptions as a prerequisite for hypothesis testing and then analyzed using the Pearson product moment correlation model, to determine the relationship between future time perspective variables and career anxiety of students in the final year of the pandemic. Furthermore, in order to simplify the calculation, it will be processed using the Statistical Product and Service Solution (SPSS) program version 22.0 for windows.

Data Analysis Technique

Data analysis techniques after getting the results are analyzed first using the first stage, namely the assumption test a). Normality test, which aims to determine whether data is normally distributed or not. The prerequisite that must be met in this test is normally distributed data (Sudarmanto, 2005). Based on the normality test using the Shapiro-Wilk technique. b). Linearity test, which aims to determine the relationship between the independent variable and the dependent variable. Linearity test uses the test for linearity, both between future time perspectives and final year student career anxiety have a linear relationship. c) Homogeneity test, which aims to determine whether the data in this study are homogeneous or not. The second stage is hypothesis testing in this study using the Pearson product moment correlation model, which aims to examine the relationship between two variables of future time perspective with career anxiety.

RESULT

Data Description (N = 50)

Gender	Frequency	Percentage
Male	15	30%
Female	35	70%

Age	Frequency	Percentage
21-25	42	84%
> 25	8	16%

Variable Desciption (N = 50)

Variable	Interval	Mean	Median	Std. Deviation
Future Time Perspective	77-122	103.58	104.00	9.491
Career Anxiety	49-135	93.14	90.50	16.682

Assumption Test

In this study, before testing the hypothesis, it must go through assumption tests, including normality test, linearity test and homogeneity test. The three assumption tests have met the requirements for the Pearson product moment correlation hypothesis test.

a. Normality Test

Variable	Shapiro-Wilk			
	Statistic	Df	Sig.	Information
Career Anxiety	0.985	50	0.766	Normal

The results of the distribution normality test for Career Anxiety variables using the Shapiro-Wilk Test obtained a significance of p = 0.766> 0.05, which means that the data distribution is normally distributed.

b. Liniearity Test

Variable	F	Sig.	Information
Future Time Perspective – Career Anxiety	1.021	0.482	Linier

The results of the linearity test for the relationship between the Future Time Perspective variable and Career Anxiety obtained a significance of 0.482 (p> 0.05). This means that there is a linear relationship between the Future Time Perspective variable and Career Anxiety.

c. Homogeneity Test

Lavene Statistik	Df	Sig.	Information
0.193	48	0.662	Homogen

The results of the homogeneity test using Anova obtained a significance of = 0.662 (P> 0.05). This means that the distribution of data in this study is homogeneous.

Hypothesis Testing

Variable	N	rxy	Sig.
Future Time Perspective – Career Anxiety	50	-0.300	0.034

The results of hypothesis testing using the Pearson product moment correlation, obtained p = 0.034 <0.05, meaning that there is a significant negative correlation between the Future Time Perspective and the Career Anxiety of Late Level Students during the Pandemic.

Categorization of Future Time Perspective (N = 50)

Category	Frequency	Percentage
High	36	72%
Moderate	14	28%
Low	0	0%
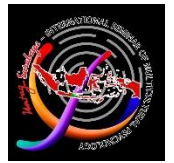
Categorization of Career Anxiety (N =50)

Category	Frequency	Percentage
High	1	2%
Moderate	37	74%
Low	12	24%

DISCUSSION

Based on the results of the Pearson product moment correlation test, it can be seen that there is a significant negative correlation between future time perspective and career anxiety in final year students. This means that final year students who have a high future time perspective will lower anxiety about their future careers. Likewise, the lower the future time perspective, the higher the anxiety in facing future careers. The results of this study showed that the quadratic correlation coefficient (R^2) was 0.090. This means that the future time perspective in this study has a relative effect of 9% on the career anxiety of final year students during the pandemic. Meanwhile, 91% is influenced by factors other than future time perspective. However, the future time perspective variable has a value of $p = 0.034$ with career anxiety, so it can be concluded that the future time perspective is important to be associated with the career anxiety variable of late-year students during the pandemic.

According to Setyowati (2012), career is defined as something that determines their future, job or livelihood, a symbol of success, a part of self-development, with experiences and an important and must-live life process. So that individuals must have a view of their future related to the career they will choose later. This view of the future is called a future time perspective, where individuals who have a future time perspective are characterized by individuals having a picture of the future and career planning according to their abilities and opportunities. This affects when individuals start looking for work and are faced with a wide variety of career choices in various job vacancies. As noted by Hurlock (2004), there are still many young adults (students) confused about what they will do in their life after completing their education. So that this future time perspective is important for final year students who will face the world of work to determine the career they will choose.

Furthermore, the results of descriptive data analysis showed that final year students have a Future Time Perspective with a high 72% category, 28% medium and 0% low. Meanwhile, career anxiety variable shows the results are 2% high, 74% moderate and 24% low. This shows that, although at the time of this study, in the state of the Covid-19 pandemic there were many layoffs and the unemployment rate in Indonesia was increasing, the majority of students at the end of the undergraduate level (S1) had a view of their future related to a high career. Likewise with anxiety about his career later, the majority of these final year students have moderate and low anxiety.

Another thing that supports this research, according to Ferrari, Bota & Soresi (2010) states that individuals who have a high future time perspective will have a better sense of sustainability, carefully balance their future, see themselves more positively and see the future more. to what can be achieved, also tend to be able to establish the desired career, plan, be responsible for their future, and create conditions for success by entering the direction they want. This is confirmed by Walker & Tracey (2012) in their research which found that the future time perspective is an important variable in career decision making by students.
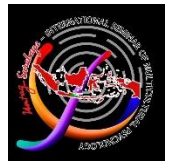
So that in this study it can be concluded that the future time perspective variable has an important role in reducing student career anxiety, therefore for future researchers who are interested in conducting research with the same dependent variable, it is recommended to examine the future time perspective variable and combine it with other independent variables which theoretically it can make a greater contribution to career anxiety such as social support, self-control, self-efficacy or career maturity.

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