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Original Article

Profile of Planned Happenstance of Student Skills Based on Gender, Age, Regional, and Ethnicity

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Abstract: This study aims to determine the Planned Happenstance Skill Profile of students of the Faculty of Education, the State University of Makassar, based on study program, gender, regional origin, and ethnicity. Research using descriptive quantitative research type. The research subjects were 355 students in the BK, PAUD, PGSD, PLS, Educational Technology, and PLB study programs. The research instrument used instruments prepared by KIM etc. JASP analysis with validity using confirmatory factor analysis test analysis validity test and data analysis using ANOVA. The study results show that students' Planned Happiness Skills are very high. In the aspect of gender, it shows that there is no difference in the planned happenstance career of students. However, there is a significant difference in student curiosity in the planned happenstance career and the aspects of age, area of origin, and ethnicity. It shows that there is no difference in the planned happenstance career of students. Furthermore, the descriptive analysis of the study program aspects indicates that the PHIC of the Faculty of Education students is in the high category. However, there is no difference in the PHIC of students seen from the study program.

Keywords: Happestance, Skill, Mahasiswa

Abstrak: Penelitian ini bertujuan mengetahui Profil Planned Happestance Skill mahasiswa Fakultas Ilmu Pendidikan Universitas Negeri Makassar berdasarkan program studi, gender, asal daerah dan suku. Penelitian menggunakan jenis penelitian kuantitatif deskriptif. Subjek penelitian355 mahasiswa pada program studi BK, PAUD, PGSD, PLS, Teknologi pendidikan, dan PLB. Instrumen penelitian menggunakan instrumen yang disusun oleh KIM etc analisis JASP dengan validitas menggunakan analisis uji *confirmatory factor analysis validity test* dan analisis data menggunakan ANOVA. Hasil penelitian menujukkan Planned Happestance Skill Mahasiswa berada pada kategori sangat tinggi. Pada aspek gender menunjukkan bahwa tidak ada perbedaan *planned happenstance career* mahasiswa Namun terdapat perbedaan yang signifikan aspek *Curiosity (keingitahuan)* mahasiswa dalam *planned happenstance career* dan pada aspek umur, asal daerah, suku menunjukkan Bahwa tidak ada perbedaan *planned happenstance career* mahasiswa. Selanjutnya hasil analisis deskriptif aspek Program Studi menunjukkan bahwa *PHIC* mahasiswa Fakultas ilmu pendidikan berada pada kategori tinggi Namun tidak ada perbedaan *PHIC* mahasiswa dilihat dari program studinya

Kata Kunci: Happestance, Skill, Mahasiswa

Introductions

Almost everyone, including students currently studying at tertiary institutions, asks how a person's work life cycle is, and it turns out that the answers generally do not help identify the various actions needed to build one's career. A career consists of all jobs that exist as long as people work, or a career is all positions occupied by someone in his life. For some, these positions are the stage of careful planning, while for others, careers are a form of luck.

A person's career success is none other than the luck he gets. According to (Ramdhan & Salim, 2020), even though someone has prepared a career plan, it does not guarantee that his career will be successful or that only carrying out career planning does not ensure that individuals will get success. Several essential roles in supporting one's success, namely single performance, experience, education, expertise, and luck (Sihotang, 2020). One's success is identified as career goals, plans, and then Actions. While luck only happens when there is a meeting point between opportunity and readiness.

Today a person possessing a set of professional competencies may no longer be sufficient for successful career development. Additional resources are needed to thrive in the industrial and work world (Akkermans et al., 2018). Concerning individual abilities, based on previous experience, he can develop the ability to prepare for and develop unexpected events into an opportunity for him (Krumboltz, 2009). The fact is that currently, environmental factors are constantly changing, mainly due to the industrial revolution 4.0, which requires students to take advantage of all opportunities to be transformed into a learning process. According to Krumboltz, Foley, and Cotter (Annisa & Salim, 2020), the individual's ability to seek opportunities and experiences that can maximize the learning process. Individuals who show Planned Happiness will create and turn unexpected things into learning opportunities (Nurfauzy Abdillah,Astarie Nurmaulidya, 2020). This theory explains the process of taking action, exploring, and learning from extensive experiences to seek opportunities or career opportunities King, et al (Amini & Salim, 2020).

Planned Happenstance means "planning a coincidence," whose meaning may seem like an oxymoronic combination of words. Still, it describes the individual's role in generating events and utilizing all experience and resources to maximize learning. Planned Happenstance Theory has two main concepts related to unexpected events becoming opportunities, namely (1) the development of various opportunities that can increase satisfaction in life and (2) the ability to make it possible to seize these opportunities. Based on that, a person's ability to recognize, create and use unexpected events as profitable opportunities is called PHS (Krumboltz, 2009);(Krumboltz, J. D., Foley, P. F., & Cotter, 2013). Planned Happenstance encourages individuals to actively look for situations where coincidences can occur at any time and encourages them to be open to opportunities in coincidences and take advantage of coincidences that occur.

Research conducted by Bright, Pryor, and Harpham (Rusandi et al., 2019) states that 722 Australian high school and university students regarding the role of happenstance events in career decision-making, namely reporting that happenstance events influenced 69.1% of their career decisions. as it happens. Furthermore, the results of the research by Brihght, Pryor, Chan, and Rijanto (Rusandi et al., 2019) state that coincidences have the most significant impact on career development.

Five attitudes are essential for recognizing, creating, and using opportunities as opportunities (Kim, B., Rhee, E., Ha, G., Yang, J., & Lee & M, 2016), namely curiosity, flexibility, optimism, and taking the risk. Someone who can turn unexpected events into opportunities will be able to do career exploration well. Unexpected events can also be considered as a barrier for a person to explore his career because a certain age does not bind him or how much exploration a person has done (Zikic, J., & Hall, 2009).

For students use the opportunity as an opportunity to be one of the alternatives to achieve success. (Krumboltz, J. D., Foley, P. F., & Cotter, 2013) explains that Planned happenstance theory is an alternative to rapid shifts in the world of work and presents the opportunity factor in individual career development. In theory, a minimum of 5 skills are needed, which are very much needed considering that competition in the world of work in 2022 and the future will increase, resources not only from within but also abroad will also revitalize the job search market in Indonesia so that these skills try to push towards achieving goals even though the outcome is uncertain and consequential. In addition, there are rapid changes in almost all aspects of life due to the rapid development of science and technology, which facilitates the emergence of various innovations. This innovation shows a person taking advantage of opportunities and opportunities.

At this time, we cannot deny that technological developments have made human life, including students in tertiary institutions, more comfortable than before. Living in the information age brings turbulence and uncertainty. This can be seen now that some professions are starting to be pushed aside by technology or automation so that it can be predicted that in the next 20 or 30 years, professional competence or academic qualifications will no longer be sufficient for an individual to develop a successful career, so additional skills are needed to be able to build and compete in a changing labor market. It started to fluctuate. Various changes and uncertainties have caused the student career planning process to become undirected and impact future career patterns. According to (Ramdhan & Salim, 2020), a lack of insight and information about the world

of work will be a problem in seeking and developing an individual's career because it relates to how to recognize oneself and the environment around it. Based on this, it is necessary to study more deeply about student profiles related to the ability to use opportunities in life and career planning because an introduction to what things can be used as "opportunities" in facing the world of work will affect the process of choosing the career he wants.

Method

This study uses descriptive quantitative research to determine the planned behavior profile of students in terms of gender, age, and significant/ study program. The subjects of this study were 355 students at the Faculty of Education, Makassar State University, consisting of majors/Prodi of Elementary School Education, Guidance and Counseling, Early Childhood Education, Out of School Education, Special Education, and Educational Technology. The instruments used are

An instrument composed (Kim, B., Rhee, E., Ha, G., Yang, J., & Lee & M, 2016) ; (Ji Hae Lee, Soohyun Cho, Sujung Lee, Wonsun Jini Eum, Hansori Jang, Suhyun Suh, 2017) and adapted through a process of translation and expert judgment by (Sofyan, R., & Indianti, 2019); (Ahrajabanur et al., 2022) Researchers tested the instrument using JAPS analysis. The reliability test results on JASP show that the reliability test looks at McDonald's value of 0.905 and Cronbach's alpha with a value of 0.907. This shows that the Planned Happenstance Career Inventory scale is reliable because the McDonald's and Cronbach's alpha values are > 0.60. Based on the analysis of the confirmatory factor analysis test, it shows that the validity test value of CMIN/DF shows a value of 3246.919/231 with a significance of 0.01, or <2.0, it can be said that the model is in the appropriate category or the model is accepted, then by looking at the CFI value: 0.955, TLI: 0.947, GFI: 0.919 is at the expected fit value which has been carried out item selection with missing items optimism 3, flexibility 6, flexibility 7, flexibility 8 and the Planned happenstance Career Inventory scale is valid for use. Data analysis used descriptive data analysis with the ANOVA test, which reveals descriptive data for every aspect of the planned happenstance career: optimism, flexibility, Persistence, Curiosity, and Risk Taking. In addition, this data shows differences in student career planned happenstance in terms of department/study program, age, and gender.

Result and Discussions

An overview of the Planned happenstance Career Skill of the Faculty of Education students is shown in the following table.

Table 1. Descriptive Analysis of Planned Happenstance Career Inventory

Variable	Mean	SD	Category
Planned Happenstance Career Inventory	85.254	8.862	Very High
Optimism	17.285	2.025	High
Flexibility	18.268	2.723	High
Persistence	17.138	2.244	High
Curiosity	16.470	2.364	High
RiskTaking	16.470	2.374	High

Based on the results of the descriptive analysis in table 1 shows that the students' Planned Happenstance Career Inventory is in the very high category with a mean value of 85,254 and SD = 8,862. Specifically, indicators that have a wide variety are optimism, flexibility, persistence, curiosity, and risk-taking. This follows the results of a study by Kim et al (Sica et al., 2022). The five-factor model of the PHCI-English version yielded CFI (0.91) and NNFI (0.90) values close to 1.00, indicating that the five-factor model factors have a good fit.

Table 2. Descriptive Analysis of Planned Happenstance Career Inventory Viewed from Gender

Variable	Gender Aspect	Mean	SD	Category

Planned Happenstance Career Inventory	Female	85.092	8.786	Very High
	Male	86.564	9.478	Very High
Optimism	Female	17.304	1.983	High
	Male	17.128	2.364	High
Flexibility	Female	18.203	2.714	High
	Male	18.795	2.774	High
Persistence	Female	17.149	2.262	High
	Male	17.051	2.114	High
Curiosity	Female	16.016	2.335	High
	Male	16.718	2.533	High
RiskTaking	Female	16.421	2.348	High
	Male	16.872	2.567	High

	Mean	M-Square	p-Value
Planned Happenstance Career Inventory	85.254	31.767	0.465*
Optimism	17.285	3.688	0.260*
Flexibility	18.268	1.788	0.418*
Persistence	17.138	0.330	0.798*
Curiosity	16.470	17.114	0.050**
RiskTaking	16.470	7.058	0.264*

	Gender	Mean	SD	N
Aspect	Female	16.016	2.335	316
	Male	16.718	2.533	39
N Total: 355				

The results of data analysis in table 2 show no difference in the planned happenstance career of students seen from the gender variable. This is evidenced by p> 0.05. Based on the results of the analysis per indicator, it was found that there was no significant difference in the planned happenstance of student careers seen from the aspects of optimism, flexibility, persistence, and risk-taking, with a value of p> 0.05. Therefore, there is no difference between men and women in terms of several aspects of the student's planned career happenstance. This is supported by research conducted (Sica et al., 2022) which reported the results of a study that tested differences in Planned Happiness Skills for CFA, as many as 399 undergraduate students (152 girls, 247 boys) with an average age of 25.35 years (SD=1.66) participated in this study. Another sample of 185 students (99 girls, 86 boys) was recruited to assess construct validity by comparing the relationship between the PHCI and other career-related scales. These 185 participants had a mean age of 22.10 years (SD=2.37)" (2014, 245). After item creation and exploratory factor analysis, the original 130 items were reduced to 25 items across 5 factors (5 items for each aspect). The first order factor model solutions showed good agreement with the observed data (TLI=0.91, CFI=0.92, RMSEA=0.06 [0.05, 0.07], SRMR=0.07). Multi-group confirmatory factor analysis confirmed the validity of the 5-factor structure, and fit indicated adequate fit for the female and male models.

However, this differs from the aspect with a p-value <0.01 and a mean square of 17,114. So, based on these data, it can be concluded that there are significant differences in the aspects of student curiosity in the planned happenstance career seen from their gender. Specifically, differences in characteristics of interest can be seen in table 5. This is supported by research (Amini & Salim, 2020) that explores new learning opportunities and follows up on choices resulting from coincidences of particular concern to men in taking advantage of opportunities in career

planning. The curiosity that men have about future careers is relatively high compared to women because they think men have responsibilities in the household and in the future to become leaders in various aspects of life.

Table 3. Descriptive Analysis and Differences in Planned Happenstance Career Inventory based on Age, Regional Origin, Ethnicity

Variable	Age Aspect	Mean	SD	Category
Planned Happenstance Career Inventory	Over 20 Years	85.897	8.698	Very High
	Less than 20 years	85.012	8.928	Very High
Optimism	Over 20 Years	17.546	1.871	High
	Less than 20 years	17.186	2.075	High
Flexibility	Over 20 Years	18.515	2.697	High
	Less than 20 years	18.174	2.733	High
Persistence	Over 20 Years	17.134	2.134	High
	Less than 20 years	17.140	2.288	High
Curiosity	Over 20 Years	16.351	2.570	High
	Less than 20 years	15.996	2.279	High
RiskTaking	Over 20 Years	16.351	2.454	High
	Less than 20 years	16.516	2.346	High

	Mean	M-Square	p-Value
Planned Happenstance Career Inventory	85.254	27.470	0.497*
Optimism	17.285	5.593	0.165*
Flexibility	18.268	1.775	0.420*
Persistence	17.138	0.002	0.984*
Curiosity	16.470	8.854	0.209*
RiskTaking	16.470	1.919	0.560*
	Mean	M-Square	p-Value
Planned Happenstance Career Inventory	85.254	9.884	0.684*
Optimism	17.285	0.276	0.758*
Flexibility	18.268	0.043	0.901*
Persistence	17.138	9.752	0.164*
Curiosity	16.470	0.640	0.736*
RiskTaking	16.470	1.205	0.644*
	Mean	M-Square	p-Value
Planned Happenstance Career Inventory	85.254	74.501	0.274*
Optimism	17.285	3.972	0.223*
Flexibility	18.268	3.367	0.284*
Persistence	17.138	7.112	0.205*
Curiosity	16.470	8.742	0.152*
RiskTaking	16.470	2.196	0.888*

The data analysis results in table 3 show that the planned happenstance career of students seen from the age variable is the same. This is evidenced by p> 0.05. Based on the results of the analysis per indicator, it was found that there was no significant difference in the planned happenstance of student careers seen from the aspects of optimism, flexibility, persistence,

curiosity, and risk-taking with a p> 0.05. Therefore, it can be concluded that there is no difference between students over 20 years old and under 20 years old in terms of several aspects of the student's planned happenstance career. The table also shows that the planned happenstance career of students seen from the region's origin variable is the same. This is evidenced by p> 0.05. Based on the results of the analysis per indicator, it was found that there was no significant difference in the planned happenstance of student careers seen from the aspects of optimism, flexibility, persistence, curiosity, and risk-taking with a p> 0.05. Therefore, it can be concluded that there is no difference between students from areas of origin in South Sulawesi and those outside the scope of South Sulawesi. Furthermore, the table above shows no difference in the planned happenstance career of students seen from the variable tribe. This is proved that p> 0.05. Based on the results of the analysis per indicator, it was found that there was no significant difference in the planned happenstance of student careers seen from the aspects of optimism, flexibility, persistence, curiosity, and risk-taking with a p> 0.05. Therefore, it can be concluded that between students from Makassar, Bugis, Mandar, Toraja, Luwu, Enrekang, and ethnic groups outside South Sulawesi, there is no difference in terms of several aspects of the planned happenstance of student careers.

Table 4. Descriptive Analysis and Differences in Planned Happenstance Career Inventory Viewed from Study Programs

Variable	**Aspects of the Study Program**	**Mean**	**SD**	**Category**
Planned Happenstance Career Inventory	Guidance and Counseling	72.696	7.450	High
	Primary Teacher Education	72.750	8.191	High
	Special Education	71.923	10.079	High
	Teacher Education for Early Childhood Education	75.227	8.176	High
	Education Technology	74.176	6.729	High
	Non-Formal Education	75.750	10.620	High

	Mean	M-Square	p-Value
Planned Happenstance Career Inventory	85.254	46.847	0.559*
Optimism	17.285	3.587	0.290*
Flexibility	18.268	4.626	0.130*
Persistence	17.138	5.976	0.313*
Curiosity	16.470	1.531	0.929*
RiskTaking	16.470	1.748	0.908*

Based on the results of the descriptive analysis seen from the Study Program aspects in table 4, it shows that the Planned Happenstance Career Inventory of education faculty students is in the high category seen from several study programs, namely Guidance and Counseling, PGSD, Special Education, PG PAUD, Educational Technology, and Outdoor Education schools with mean and SD values respectively as follows, mean values of 72,696, 72,750, 71,923, 75,227, 74,176, 75,75,750, and std deviations of 7,450, 8,191, 10,079, 8,176, 6,729, 10,620 which means that each student and study program in the faculty of education has a high planned happenstance career. Furthermore, the results of the different tests showed no difference in the planned happenstance career of students seen from the study program variables. This was proven by p> 0.05. Based on the results of the analysis per indicator, it was found that there was no significant difference in the planned happenstance of student careers seen from the aspects of optimism,

flexibility, persistence, curiosity, and risk-taking with a p> 0.05. Therefore, it can be concluded that there is no difference between students of guidance and counseling, PGSD, special education, PG Early Childhood Education, educational technology, and out-of-school education at the Faculty of Education Sciences in terms of several aspects of the student's planned happenstance career.

Conclusions

The Planned Happenstance Career Inventory of the Faculty of Education shows that the students' Planned Happenstance Career Inventory is in the very high category. The gender aspect indicates no difference in the planned happenstance career of students seen from the gender variable. This is evidenced by p> 0.05. However, this differs from the aspect with a p-value <0.01 and a mean square of 17,114. So, based on these data, it can be concluded that there are significant differences in the aspects of student curiosity in the planned happenstance career seen from their gender. In the part of age, it shows that there is no difference in the planned happenstance career of students seen from the age variable. This is evidenced by p> 0.05. Furthermore, on the aspect of regional origin, it shows that there is no difference in the planned happenstance career of students seen from the variable of regional basis, as well as in the ethnic aspect, there is no difference in the planned happenstance career of students. Furthermore, the results of the descriptive analysis seen from the Study Program aspect show that the Planned Happenstance Career Inventory of education faculty students is in the high category.

However, the planned happenstance career of students seen from the study program variables is the same.

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Competing interests:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.