

## Vocational Personality Profile Based on Where Students Live and School Popularity: Classification of the Holland Model in Lampung Society, Indonesia



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**ABSTRACT:** The role of the vocational personality to determine an individual's full success in his or her career is so long recognized. It has significant effect to job satisfaction of people's careers. Because of that, helping the student to understand his or her vocational personality pattern is an important part of the career counseling and guidance service in the schools. This study has investigated Vocational Personality Profile Based on Where Students Live and School Popularity using Holland's categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). The results of the study were indicating that in general students' vocational personality patterns are: Artistic type (25%)—Social (23.4%)—Enterprising (14%)—Investigative (13.5%)—Conventional (12.4%)—Realistic (11.7%). In detail, students' personality profiles vary according to their residential grouping and the popularity of their school. Further discussion of the research findings are presented in this article.

**KEYWORD:** Vocational Personality, student residence, school popularity, Holland model classification Lampung Society

### I. INTRODUCTION

One of the psychological variables that is important within a person and that determines his success, both in studies and career, is personality (Holland, 1997). The role of this factor in determining the quality of human activity has been studied and is often found in guidance and counseling literature (Kazi, & Akhlaq, 2017; Brown, & Andreas Hirschi, 2013). It can even be emphasized that The choice of a vocation is an expression of Holland's personality (1985). This suggests that these self-variables need to be understood adequately before someone makes a career choice, both in choosing a study plan and the field of work that they want to pursue as a career in life. Therefore, guidance and counseling teachers (counselors) always make this factor an important variable in making decisions about a person's career choice. In other words, the match between career choice and personality type or pattern (Wilkins, & Tracey, 2014), and the match between the choice of study major and personality type or pattern are determining factors for a person's success in life, both at work (Tracey, Allen, & Robbins, 2012), as well as in learning (Wille, Tracey, Feys, & De Fruyt, 2014).

There are two aspects of the self which are expressions of a person's vocational personality, namely interest in positions and talents (Ajayi, Moosa, & Aloka, 2023); Holland, 1997; 1985). If a person's talents and skills at work are related to his work skills, then job interest has a significant influence on a person's job satisfaction (Perdue, Reardon, & Peterson, 2007; Sullivan & Hansen, 2004). Likewise, in the success of a person's studies, these two aspects are also determining (van Vianen, 2018). A person's talent and interest in learning can make it easier for the person concerned to study subject matter, gain the necessary knowledge and learning skills (Rounds, & Su, 2014); Krapp, 2007).

In reality, these two aspects of vocational personality are not always found to be compatible and compatible. There are people who have talent for a certain activity or job, but are not interested in that activity or job. On the other hand, there are also people who are interested, and even very interested in a particular activity or job, but are unable (less talented) to do it well.

Counselors, especially career counselors, recognize that information on person-environment fit, vocational personality and work environment (Holland, 1997), various predictors of success in a job (Sack, 2015), and examination of person-environment and learning achievement (Milsom, & Coughlin, 2017) is an important consideration in making career choice decisions. Therefore, understanding the various consideration factors (compatibility of vocational personality with field of work) is the first step in career planning. Although there is no guarantee that if someone understands well they will act intelligently (be able to make the right career decisions), this can be seen as a valuable start in determining the

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appropriateness of a particular action or choice. However, choosing something that is clearly known is better than choosing something about which there is no clear information.

The implementation of such career guidance efforts has long been emphasized in schools, especially in high schools, but the results have not been optimal. Students still seem uncertain and seem hesitant when asked about their career choice plans (Goliath, 2012; DiFabio, Palazzeschi, Peretz, & Gati, 2013). They generally do not fully understand themselves; they don't really understand their potential, both their strengths and weaknesses; they also don't understand the main sub-types or vocational personality patterns. As a result, they still experience difficulties in making career choices (Akpochofo, 2020; Hidayat, Kustandi, & Alfian, 2019); Vaiopoulou, Papavassiliou-Alexiou, & Stamovlasis, 2019).

This study is part of an effort to improve the quality of career interventions for secondary school students. In general, this research aims to answer the question: What is the vocational personality profile of high school students in the Holland classification categories: Realistic, Investigative, Artistic, Social, Enterprising and Conventional, based on the grouping of students' residence and school population? Specifically, this research aims to find out profile of students' vocational personality types based on where students live (Urban and Suburban) and popularity of the student's school (Popular-Not popular).

It is hoped that the findings of this research can be input for school guidance and counseling teachers (counselors) as considerations in career counseling services. The role of personality in making career decisions is needed (DiFabio, Palazzeschi, Levin, & Gati, 2015); Wu, Zhang, Zhou, & Chen, 2020.) and the suitability of vocational personality type to the work environment are always the main considerations in making career decisions (Su, Murdock, Rounds, 2015; Wilkins, & Tracey, 2014; Holland, 1997). Because understanding personality types with their distinctive characteristics which are students' tendencies will be important information for consideration by school counselors in carrying out student career interventions, both in making decisions about choosing a study program and choosing the field of work that will become a life career. future students.

### A. Vocational Personality Type Categories

Holland (1985) proposed six categories of vocational personality types, namely: Realistic, Investigative, Artistic, Social, Entrepreneurial (Entrepreneur), and Conventional. Each type consists of a number of personal traits that form a number of special potentials to achieve certain successes and aspirations. In summary, the characteristics of each personality type are as follows:

*Realistic.* Prefers activities that require the manipulation of objects, tools, machines and animals directly, regularly and systematically, and avoids therapeutic and educational activities. These behaviors, in turn, lead to the acquisition of technical, electrical, agricultural, mechanical and manual competencies, and lead to a deficiency in educational and social competencies. Apart from the characteristics above, people belonging to this type tend to show maleness, physical strength, unsociality and aggressiveness. They have good motor skills and coordination, but lack verbal and human relations skills. They prefer concrete rather than abstract problems; considers himself as someone who is aggressive and manly, and has conventional economic and political values.

*Investigative.* Prefer activities that require creative, systematic, symbolic and observational examination of physical, biological and cultural phenomena in order to understand and control the phenomena in question; Likes to avoid competitive, social and persuasive activities. Such behavioral tendencies, in turn, lead to the acquisition of mathematical and scientific competition, and lead to a deficiency in persuasive competence. Apart from the characteristics above, people who are classified as investigative types tend to show traits that are more task-oriented, theoretical, rational and free. They prefer to use thinking skills in solving a problem rather than immediately acting emotionally; They also like activities or work tasks that are vague in nature; has scientific values and characteristics.

*Artistic.* Prefers ambiguous activities involving the manipulation of physical objects to create art forms or products. On the other hand, people of this type are reluctant to activities that are direct, systematic and rigidly organized. The behavioral tendencies of such individuals, in turn, lead them to the acquisition of artistic competencies—language, art, music, drama, writing—and less capable in business (enterprise) or creative systems. Apart from the characteristics above, people in the Artistic type group tend to be unsocial, open-minded, difficult to adapt, expressive, and disorganized. This type often suffers from high emotional demands; prefer to use Artistic competence in dealing with solving problems in other settings.

*Social.* Very fond of activities that require manipulation of other people in order to inform, develop, maintain, or explain. On the other hand, they are reluctant to activities that are systematic, neat and direct and involve tools, objects

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(materials) or machines. Such behavioral tendencies in turn lead them to acquire human relations competencies such as educational and personal relations competencies, as well as lacking technical and manual competencies.

*Enterprising.* Very fond of activities that require manipulation of other people in order to achieve organizational goals or obtain economic benefits. Those who are similar to this type are reluctant to activities that are systematic, symbolic and observational. Such behavioral tendencies, in turn, lead to an acquisition of persuasive, interpersonal, and leadership competencies, as well as a lack of scientific competence. In addition to the characteristics above, people who are classified as the Entrepreneurial type also tend to show the nature of being adaptable, optimistic, likes to talk, passionate, energetic, ambitious, dominates the atmosphere, attaches importance to their appearance or appearance. They accept themselves as people who have leadership abilities, are confident, aggressive, popular, and sociable or friendly.

*Conventional.* Most enjoy activities that require systematic, orderly and direct manipulation of data such as storing records, archiving materials, producing materials, organizing business machines and data processing machines to achieve economic goals and objectives. organization, and are reluctant to activities that are ambiguous, free, exploratory, or that are not systematized. Such behavioral tendencies, in turn, lead them to a lack of competition in the business system, and a lack of artistic competition. Apart from the characteristics above, people who are classified as the Conventional type tend to display conformist, rigid, careful, thrifty, neat, principle-abiding characteristics. They place a high value on things based on status and wealth.

### **B. Personality Type Measurement**

According to Holland (1997, 1985), a person's personality can be assessed or determined by comparing the similarity of the traits they have with the traits that characterize each personality type. A person's similarity to each of the six personality types will produce a pattern of similarities and differences. Assessment in this way allows for depiction of personal complexity so that it is not classified as a person who has only one personality type. This method of assessment will refute the opinion that there are only six types of people in the world. With a certain scheme, this method of assessment produces a model with 720 possible similarities of a person with each personality orientation model.

The combination of the six interest types will form sub-types and vocational personality patterns. Sub-types are names for major vocational personality patterns. Vocational personality patterns are a profile of a person's similarity to these vocational personality types. Meanwhile, vocational personality itself is a reflection of a person's (student's) score profile on The Self-Directed Search (Behrens, & Nauta, 2014; Holland, 1994; 1985). In this study, a person's similarity profile with vocational personality types has been measured using the Self-Directed Career Exploration Inventory (IEKAD; Dahlan, 2010). This inventory is a modification of Self-directed Search (Holland, 1994) into the Indonesian version. The measurement scores for each sub-type are converted into a letter code to produce a three-letter summary code that reflects the most preferred style. The order of the three summary letters is arranged hierarchically. The first letter always reflects the strongest preference for a type. In other words, a higher score on a type indicates a person's level of similarity to the type in question is higher than to other types. The highest score reflects the personality type of the individual concerned.

## **II. METHODOLOGY**

This study is descriptive research that uses a quantitative approach to measure the similarity of students' personalities with the typical characteristics of Holland's six personality types: Realistic, Investigative, Artistic, Social, Entrepreneurial (Entrepreneur), and Conventional.

The population of this study is high school students who are in class XII in 96 classes (study groups). The sample consisted of 564 secondary school students. They came from six public high schools and four private high schools who were drawn randomly using a purposive sampling technique. This means that subjects are selected and determined according to the need to achieve research objectives, such as representing the characteristics of the students who will be examined in this study.

Personality type has been assessed based on self-direction using the Self-Directed Career Exploration Inventory (IEKAD; Dahlan, 2010). This inventory was developed from the career tool "Self-Directed Search" (Holland, 1994). The inventory contains four statement sections as an assessment of Activity Preference, Position Preference, and Self-Estimation, as well as academic achievement which is classified into six personality type categories (Realistic, Investigative, Artistic, Social, Entrepreneurial (Entrepreneur), and Conventional).

The data obtained in this research was analyzed descriptively-quantitatively using statistical techniques. Descriptive analysis is used to provide vocational personality profile data for each and every group of students. All data calculations for data analysis purposes in this study will be carried out computerized using SPSS facilities.

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## III. RESULTS AND DISCUSSION

### A. General vocational personality type profile of Middle School Students

From the results of research data analysis, the percentage distribution figures for secondary school students in the six vocational personality types were obtained as seen in Figure 1 below.

In Figure 1 it can be seen that in general the vocational personality of secondary school students is spread across six personality types with varying percentage distribution. It turns out that the first largest percentage distribution is in the Artistic Personality Type (25%) and the smallest is the Realistic Personality Type (11.7%). The second largest percentage distribution is in the Social Personality Type (23.4%) and the third is the Enterprising Personality Type (14%). Then followed by the Investigative Personality Type (13.5%) and Conventional (12.4%). Based on the results of this calculation, the vocational personality profile of secondary school students can generally be described as follows: Main personality type: Artistic. Vocational personality patterns: Artistic—Social—Enterprising with Summary Code: ASE. Meanwhile, the complete picture of their vocational personality is based on six personality types: Artistic—Social—Enterprising—Investigative—Conventional—Realistic.

In detail, the vocational personality profile of secondary school students varies according to their grouping of democratic characteristics (place of residence and school popularity). The distribution of the percentage of students for each type of six personality types is presented in the description of each student group's vocational personality profile.

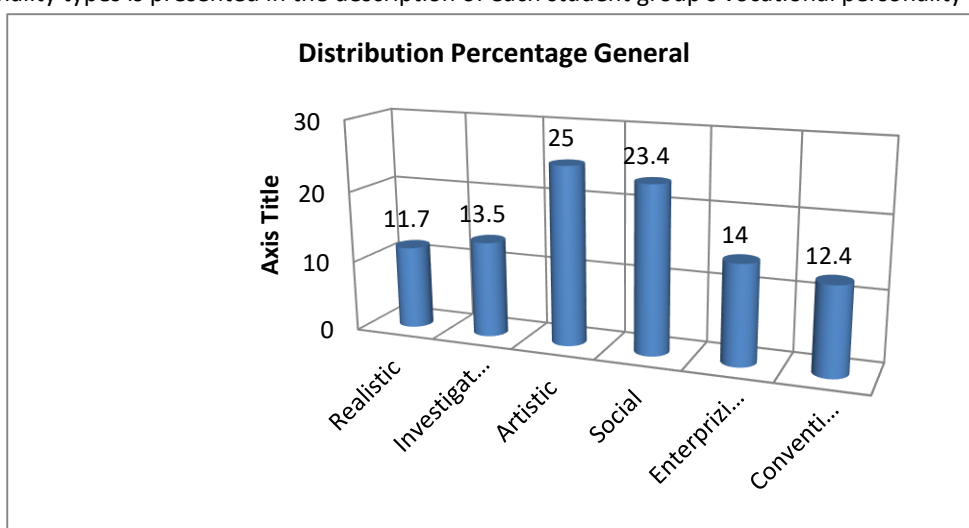


Figure 1. Distribution of the percentage of students in six general personality types.

### B. Vocational personality type profile based on the popularity of the student's school of origin (Popular-Unpopular)

Data on the distribution of personality types of secondary school students based on the popularity of the student's school of origin (Popular-Unpopular) in six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) can be seen in Figure 2.

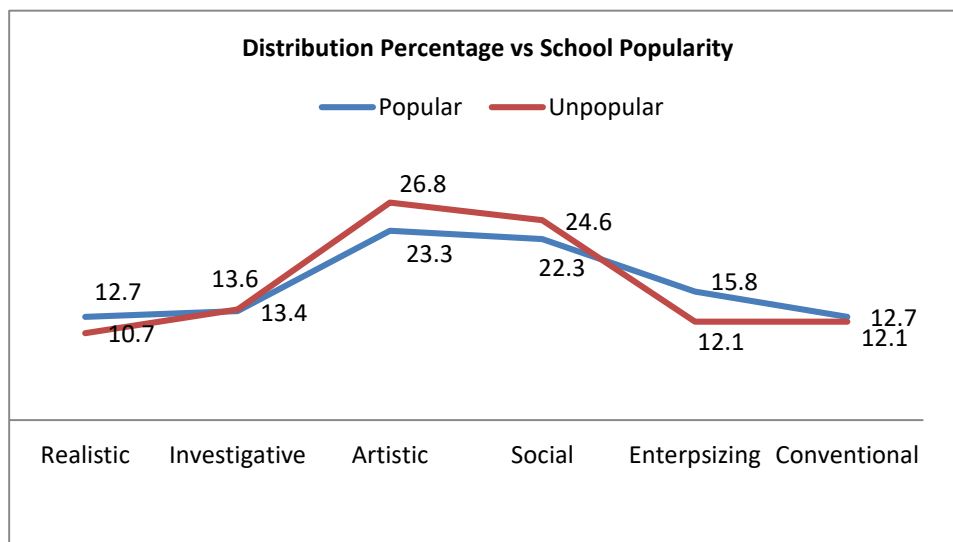


Figure 2. Distribution of the percentage of students in six personality types based on the popularity of the student's school.

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In Figure 2 above, it can be seen that the percentage distribution of students from popular high schools is first in the Artistic Personality Type (23.3%), while the lowest is seen in the Realistic and Conventional Personality Types (12.7% each). Meanwhile, the second largest percentage is the Social Personality Type (22.3%) and the next rank is occupied by the Enterprising personality type (15.8%) and the next order of percentage distribution is the Investigative Personality Type (13.4%). Based on this distribution data, the vocational personality profile of middle school students from popular high schools looks almost the same as the vocational personality pattern of students in general, namely: Main personality type: Artistic. Vocational personality patterns: Artistic—Social—Enterprising with Summary Code: ASE. Meanwhile, the complete picture of their vocational personality is based on six personality types: Artistic—Social—Enterprising—Investigative—Conventional/Realistic.

Meanwhile, students from "Unpopular" schools also indicated that their vocational personality was the first most similar to the Artistic Personality Type (26.8%) and the least similar to the characteristics of the Realistic Personality Type (10.7%). The second largest distribution percentage is also the Social Personality Type (24.6%), while the third largest is the Investigative personality type (13.6%). Next in line are the Enterprising and Conventional personality types (12.1% each). Based on this distribution data, the vocational personality profile of students from unpopular secondary schools is as follows: Main personality type: Artistic. Vocational personality patterns: Artistic—Social—Investigative with Summary Code: ASI. Meanwhile, the complete picture of their vocational personality is based on six personality types: Artistic—Social—Investigative—Enterprising/Conventional—Realistic.

### C. Vocational personality type profile based on student residency

The distribution of vocational personality data on six personality types based on where students live (Urban and Suburban) can be seen in Figure 3. The data shown in Figure 3 shows that the vocational personality of students who live in urban areas turns out that the first largest percentage distribution is in the Artistic Personality Type (25.7%) and the lowest percentage distribution is seen in the Realistic Personality Type (11.8%). The second largest percentage appears to be the Social Personality Type (22.1%), and the third largest is the Investigative Personality Type (14.3%). The next order of percentage distribution is the Conventional Personality Type (13.9%) and the Enterprising Personality Type (12.1%). Thus, the vocational personality profile of secondary school students living in urban areas is as follows: Main personality type: Artistic. Vocational personality pattern: Artistic—Social—Investigative with Summary Code: ASI, the same as the vocational personality pattern of students who come from unpopular high schools. Meanwhile, the complete picture of their vocational personality is based on six personality types: Artistic—Social—Investigative—Conventional—Enterprising—Realistic.

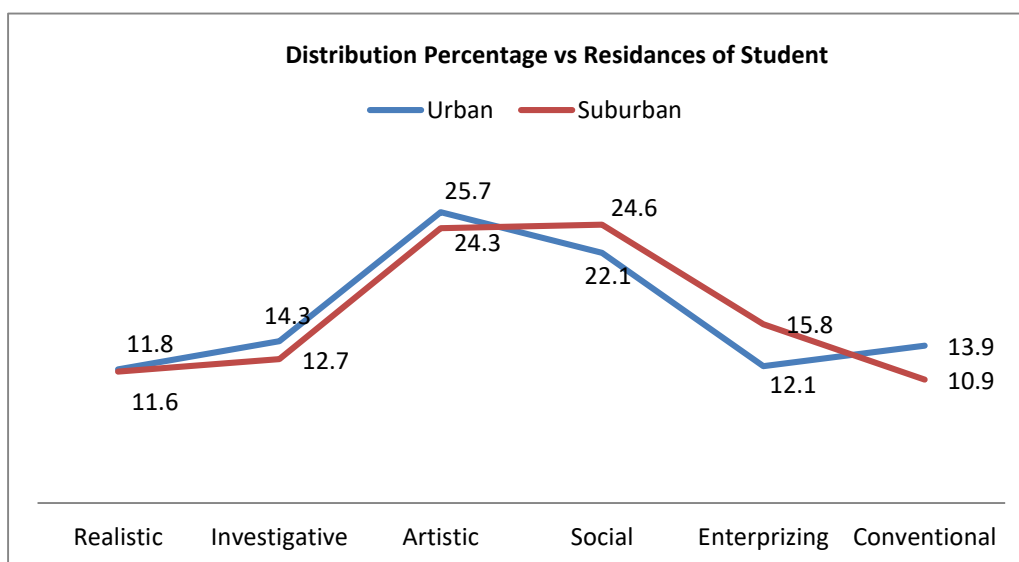


Figure 3. Distribution of the percentage of students in six personal based on where students live.

Meanwhile, students who come from residences in the Suburban area show the highest similarity in vocational personality, the first being the Social personality type (24.6%) and the least conventional (10.9%). The second largest distribution percentage is the Artistic Personality Type (24.3%) and the third largest is the Enterprising Personality Type (15.8%). The other vocational personalities of this group of students are spread across the Investigative (12.7%), Realistic (11.6%) personality types. Based on the percentage distribution shown, the vocational personality profile of secondary school students residing in the Suburban area can be described as follows: Main personality type: Social. Vocational personality patterns: Social—Artistic—

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Enterprising with Summary Code: SAE. Meanwhile, the complete picture of their vocational personality is based on six personality types: Social—Artistic—Enterprising—Investigative—Realistic—Conventional.

The suitability of vocational personality with a career choice is always the main consideration in making a career decision. In various career guidance and counseling literature studies, discussion of the match between vocational personality and work environment has always been an important part of career intervention studies. Therefore, career counselors recognize that understanding vocational personality types is the first step in making career decisions.

This study has examined the vocational personality profiles of secondary school students referred to Holland's six personality types: Realistic, Investigative, Artistic, Social, Entrepreneurial, and Conventional. The student's personality profile is described following their distribution of the six personality types which are grouped according to the area of residence and popularity of the school where they study. Each type is characterized by a number of personal traits that constitute a particular set of potentials for achieving certain successes and aspirations.

In general, research finds that the vocational personality of high school students shows the following profile: Main personality type: Artistic. Vocational personality patterns: Artistic—Social—Enterprising with Summary Code: ASE. Meanwhile, the complete picture of their vocational personality is based on six personality types: Artistic—Social—Enterprising—Investigative—Conventional—Realistic.

This informs that in general high school students show the main vocational personality type which is similar to the Artistic Personality Type. This personality type has a number of distinctive characteristics, such as: preferring ambiguous activities involving the manipulation of physical objects to create art forms or products. On the other hand, this type makes people reluctant to activities that are direct, systematic and rigidly organized. Such individual behavioral tendencies, in turn, lead them to acquire artistic competencies—language, art, music, drama, writing—and less competence in business or creative systems. Apart from the characteristics above, this Artistic type tends to emphasize the nature of being unsocial, open-minded, difficult to adapt, expressive, and disorganized. This type often suffers from high emotional demands; prefer to use Artistic competence in dealing with solving problems in other settings.

The next sequence of students' vocational personality characteristics is similar to the Social Personality Type. The characteristics of this type lead people to prefer activities that require manipulation of other people in order to inform, develop, care, or explain. On the other hand, this type makes people reluctant to activities that are systematic, neat and direct and involve tools, objects (materials) or machines. Such behavioral tendencies in turn lead them to acquire human relations competencies such as educational and personal relations competencies, as well as lacking technical and manual competencies.

Enterprising Personality Type is the third sequence of students' vocational personality patterns. The distinctive characteristics of this type lead people to prefer activities characterized by the Artistic and Social Types. They also generally prefer activities that require manipulation of other people in order to achieve organizational goals or obtain economic benefits. Those who are similar to this type are reluctant to activities that are systematic, symbolic and observational. Such behavioral tendencies, in turn, lead to an acquisition of persuasive, interpersonal, and leadership competencies, as well as a lack of scientific competence. Apart from the characteristics above, people who are classified as the Entrepreneurial type also tend to show the nature of being adaptable, optimistic, likes to talk, passionate, energetic, ambitious, dominates the atmosphere, attaches importance to their appearance or appearance. They accept themselves as people who have leadership abilities, are confident, aggressive, popular, and like to socialize or be friendly.

Furthermore, the Investigative Personality Type appears to be in fourth place in the overall pattern of students' vocational personality similarities. The characteristics of this type encourage people to prefer activities that require creative, systematic, symbolic and observational examination of physical, biological and cultural phenomena in order to understand and control the phenomena in question. This kind of person likes to avoid activities that are competitive, social and persuasive. Such behavioral tendencies, in turn, lead to the acquisition of mathematical and scientific competition, and lead to a deficiency in persuasive competence. Apart from the characteristics above, people who are classified as investigative types tend to show traits that are more task-oriented, theoretical, rational and free. They prefer to use thinking skills in solving a problem rather than immediately acting emotionally; They also like activities or work tasks that are vague in nature; has scientific values and characteristics.

The order of similarities between students' vocational personalities in the next complete pattern is Conventional Personality Type. The characteristics of this personality type enable people to prefer activities that require systematic, orderly and direct manipulation of data such as storing records, archiving materials, producing materials, organizing business machines and data processing machines for achieve economic goals and organizational goals, and are reluctant to activities that are ambiguous, free, exploratory, or that are not systematized. Such behavioral tendencies, in turn, lead them to a lack of competition in the business system, and a lack of artistic competition. Apart from the characteristics above, people who are

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classified as the Conventional type tend to display conformist, rigid, careful, thrifty, neat, and obedient traits. They place a high value on things based on status and wealth.

The Realistic Personality Type is in last place in the complete pattern of students' vocational personality. This personality characteristic leads people to prefer activities that require the manipulation of objects, tools, machines and animals directly, regularly and systematically, and to avoid therapeutic and educational activities. These behaviors, in turn, lead to the acquisition of technical, electrical, agricultural, mechanical and manual competencies, and lead to a deficiency in educational and social competencies. Apart from the characteristics above, people belonging to this type tend to show maleness, physical strength, unsociality and aggressiveness. They have good motor skills and coordination, but lack verbal and human relations skills. They prefer concrete rather than abstract problems; considers himself as someone who is aggressive and manly, and has conventional economic and political values.

In the students' vocational personality profiles found in this study, it turns out that the group's vocational personality patterns look almost the same as their general vocational personality patterns. The same pattern is especially visible in the Main Personality Type and the second similarity type: Artistic—Social, except for the pattern in the Suburban group which has the opposite pattern: Social—Artistic. Meanwhile, in order of similarity to the third personality type, the pattern appears to vary. Urban Groups and Unpopular Groups: Investigative, while Suburban Groups and Unpopular Groups: Enterprising.

The vocational personality profile of secondary school students shows that the majority of them (25%) are similar to the Artistic personality type. The findings of this research suggest and support the existence and implementation of a Language and Culture Department in high school. Ironically, the reality of practice in the field of this department is very rare. Even in the current academic year, especially in Lampung, there are no high schools that have opened this major. So far there has been no scientific reason put forward by the school why language and cultural studies departments are not held in schools. One classic reason that is often put forward by the school as to why this department is not held is that there are so few students who are interested in the Language and Culture department that it is not possible for the school to open a class for this department, the number of students is not sufficient for one major class.

This symptom of inequality is of interest to us. Although the reality shows that when students are still in high school, almost no one is interested in majoring in languages. However, this inventory study found that the number of high school students who showed a vocational personality similar to the Artistic Personality Type was quite large. Likewise, if we look at school graduates who are interested in entering the language and culture department, especially in the Department of Language and Arts Education at the Faculty of Teacher Training and Education or the College of Teacher Training and Education, it turns out that their number is quite large. A number of questions can be raised regarding the symptoms of this inequality. Is the lack of organizing language and cultural studies majors in high schools due to students' disinterest in language majors in high schools or because of the lack of career information available at school? Or is it because there are other factors that cause this department not to be implemented in schools? The answers to these questions require special studies and further studies until adequate empirical evidence is obtained.

### IV. CONCLUSION

1. In general, high school students show a vocational personality profile with a summary code pattern: Artistic—Social—Enterprising (ASE) and complete: Artistic—Social—Enterprising—Investigative—Conventional—Realistic.
2. Students' vocational personality profiles vary based on where they live. The Urban group students showed the Summary Code pattern: Artistic—Social—Investigative (ASI) and its complete: Artistic—Social—Investigative—Conventional—Enterprising—Realistic. Meanwhile, the Suburban group students showed a Summary Code pattern: Social—Artistic—Enterprising (SAE) and the complete: Social—Artistic—Enterprising—Investigative—Realistic—Conventional.
3. Students' vocational personality profiles based on school popularity are relatively the same. Popular school group students show the Summary Code pattern: Artistic—Social—Enterprising (ASE) and the complete pattern: Artistic—Social—Enterprising—Investigative—Conventional—Realistic. Meanwhile, the group of students from Unpopular schools showed the Summary Code pattern: Artistic—Social—Investigative (ASI) and the complete: Artistic—Social—Investigative—Conventional—Enterprising—Realistic.

### V. RECOMMENDATIONS

Research finds that the vocational personality profile of secondary school students varies based on where they live and the popularity of the school where they study. Therefore, it is recommended that counselors pay attention to students' demographic characteristics in efforts to optimize career intervention services, especially career planning services for secondary school students.

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