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Path analysis of factors that influence students in choosing a study program to get to their dream job

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Article Info

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dream job

ABSTRACT

This research aims to analyze the factors that influence students in choosing a study program or major to lead to their dream job. This research is quantitative descriptive research using a survey method. Primary research data was obtained using Google Form with Likert scale questionnaire questions. Data analysis uses path diagrams with linear regression and Sobel test with the SPSS 21 application. The research results show that interest factors, financial factors, career factors and family factors do not have a significant effect on the study program. The results of this research show that interest factors, financial factors, career factors, family factors and study programs also do not have a significant effect on dream work. Apart from that, the results of this research show that interest factors, financial factors, career factors and family factors simultaneously have a significant influence on study programs and dream jobs. The results of this study indicate that the factors that influence students do not significantly mediate the relationship between study programs and dream jobs.

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INTRODUCTION

Choosing a major or study program is a very crucial factor in determining comfort while studying and a determining factor in getting a job a t the end of college. If you choose the wrong major or study program, studying will be less interesting because it turns out it doesn't suit a person's interests and abilities. Many students do not achieve optimally during college because they choose the wrong major or study program. A similar opinion was expressed by(Haikal et al., 2020) who stated that choosing and determining the right college and major is not an easy matter. Often the lack of information and ignorance of interests or talents often lead to problems and regrets in the future. These problems include, the quality of higher education not meeting expectations, not being able to attend

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lectures well because they are not interested in their chosen field, and not being able to complete lectures well which leads to dropping out (DO) (Rizqi, 2019).

This mistake can also have fatal consequences when looking for work because the vacancy you are applying for must be in accordance with the major or study program you are taking. For example, job vacancies in the financial sector such as accounting that companies are looking for are accounting students. If your interests do not match the major you are taking, it will be difficult to adjust to the field of work you are applying for. For example, people who don't like numbers will find it difficult to work in the financial sector. Therefore, mistakes in choosing a study program will carry over into the job search. Research by (Babulu et al., 2022), very rapid changes and progress are reflected in the current era of globalization. In the era of globalization, competition is getting tougher and human resources with competitive advantages are needed in order to be able to compete in facing professional challenges in the global economy.

Previous research by (Martini, 2013) stated that studying at a university or college is no longer with the main aim of seeking knowledge, but there is another motive, namely that after graduating, they hope to get a decent job. Work can be a measure of a person's success in studying at university. According to (Arnita, Vina, 2019) Job market considerations are closely related to jobs that can be accessed in the future. Jobs that have a wider job market will be more in demand than jobs that have a small job market. Job attributions include: type of job, salary, company and work environment.

Therefore, when choosing a major or study program at the beginning of college, a student must really understand his interests and abilities. According to(Anggraeni, 2016) Interest in choosing a major can arise from students themselves because of feelings of joy, but it can also arise from outside, such as influence from parents, friends and the environment. The results of the analysis carried out by (Siregar & , Ahmad Nizar Rangkuti, 2019) found factors that influence students to choose a major, namely internal factors: interest, ability, dreams of becoming a mathematics teacher, and external: family support, teacher support, future prospects, friends , college image. Also the impact on students after choosing a major is positive and negative.

The five-stage model of the purchasing decision process or consumer "level model" according to (Kottler, 2012), namely: problem recognition, information search, alternative evaluation, purchase decision, and post-purchase behavior. Theory of Reasoned Action (TRA) or the theory of reasoned action was coined by Fishbein & Ajzen in (Sahrul Posi, et., 2023) in 1975 stated that the basic assumption made in this theory is that humans behave in a conscious way and consider all available information. Previous research concluded that students' decisions to decide on a major depended greatly on financial aspects and social prestige (Mouldin, S., Crain, J.L. and Patricia, 2000).

According to (Kottler, 2012), interest is described as a situation where consumers have not yet taken an action, which can be used as a basis for predicting that behavior or action. Based on the results of research conducted by (Uhai et al., 2020), students' personalities are very determining when they want to choose a study program. Apart from

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that, job prospects can be the reason they choose a study program. Furthermore, the role of the family is also very helpful when students want to determine their future.

The results of research conducted by (Arnita, Vina, 2019) show that personal factors show that students can maintain achievement index scores which have differences between male and female students. Recommendation factors show that there are differences in recommendation factors for choosing an accounting major between male and female students. Job market considerations show that the perception that accounting is always needed in business is the main factor in students choosing to major in accounting, and there are differences in the availability of job vacancies and satisfactory starting salaries between male and female students.

According to research conducted by (Sahrul Posi, et., 2023) regarding interest in choosing a major using The Theory of Planned Behavior using three variables, namely career expectation factor, perception factor and personal characteristic factor. personal). The results of the research were that these four variables were proven to have a positive influence on interest in choosing an accounting major. Students choosing the major or study program they will pursue in higher education is a way of planning their career. According to (Krugman, Paul dan Obstfeld, 2004) Prospects are opportunities that occur because of a person's efforts to fulfill their life needs and also to gain profit or gain. Job Prospect Indicators are as follows: 1. Dreams 2. Graduate Job Prospects 3. Alumni Success.

Labor market considerations are closely related to the jobs that will be accessible in the future. Jobs that have a wider job market will be more in demand than jobs that have a small job market. This is because the opportunities for development from work and the rewards obtained will be more. Job market considerations can be a reason or factor for someone in determining their career. Research by (Sumantri & Veralina2, 2022) states that career expectations do not influence the choice of major at university. Every individual will think about whether what is learned in education can be used and accepted by the labor market or not (Pangestu et al., 2023). For a career in taxation, one must meet the criteria and requirements to become a tax professional. Education is also one of the factors needed to become a professional in taxation (Pangestu et al., 2023). Career expectations have an influence on choices made, one of which is (Ariani, et.all,, 2020) study which shows that there are career expectations and personal characteristics that have a positive relationship in the decision of millennial choosing accounting majors.

Family members can greatly influence buyer behavior. The family is the most important consumer purchasing organization in society. Decisions when choosing a major can be influenced by references or support they get from people in their immediate environment such as parents, friends and teachers (Suparmanto.., 2021). References that are expected include, helping in considering, providing information, discussing majors and confirming the individual's choice of major when they have made a major decision. According to research by (Tirta et al., 2021) the factors of one's own desires, family encouragement, job opportunities and peers are related to choosing a major in college.

The results of research by (Haikal et al., 2020) from analysis show that there is a positive influence of the education cost variable on students' decisions in choosing a study

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program as their college destination. Education costs are the total financial sacrifices made by consumers (student parents or students) for their needs during their education from the beginning to the end of their education (Setyorini & Syahlani, 2019). These costs include registration fees, living costs and educational costs incurred for study purposes. Research by (Rizqi, 2019) states that the cost of education is one of the factors taken into account by prospective students in choosing education. Take into account your own and your parents' ability to pay and finance your needs when choosing education. Education costs are a very important component in the implementation of education, without financial support the education process will not run well. Product choice is also influenced by a person's economic situation such as disposable income, savings and assets, debt, ability to borrow and attitudes towards shopping activities (Kotler, Philip, Keller, K., 2009).

One statistical analysis that can be used to analyze cause and effect relationships and the direct or indirect influence of several variables is path analysis. Factors that influence students in choosing a study program include interest factors, financial factors, career factors and family factors. In this study, researchers used the Study Program variable as an intervention towards students' dream jobs when they graduate from college. From the explanation above, the following research formulation can be made:

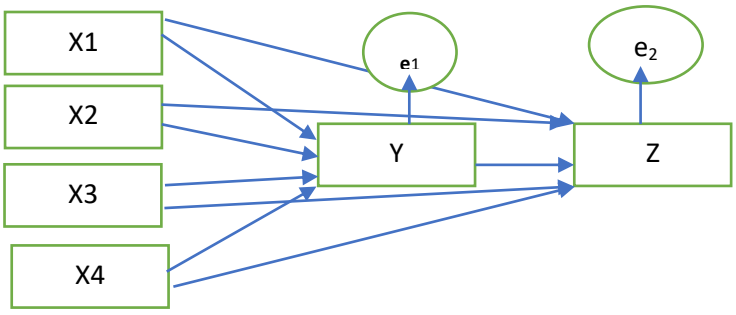

Figure 1. Path analysis research framework

Keterangan:
X1= Interet Factor
X2 = Financial Factor
X3 = Career Factor
X4 = Family Factor
Y = Major/Stuy Program
Z = Dream Job
e = Element of Interference

Research Formulation

This research aims to answer several questions which are formulated as follows:

1. Does the interest factor have a significant and positive influence on the study program?
2. Do financial factors have a significant and positive influence on the study program?
3. Do career factors have a significant and positive influence on the study program?
4. Do family factors have a significant and positive influence on the study program?

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5. Does the interest factor have an indirect and significant influence on your dream job?
6. Do financial factors have an indirect and significant influence on your dream job?
7. Do career factors have an indirect and significant influence on your dream job?
8. Do family factors have an indirect and significant influence on your dream job?
9. What is the interest factor. Financial factors, career factors and family factors simultaneously have a significant and positive influence on the study program
10. What is the interest factor. Financial factors, career factors, family factors and study programs simultaneously have a significant influence on your dream job.
11. What is the interest factor. Financial factors, career factors, and family factors significantly mediate the relationship between study programs and dream jobs

METHOD

This research is quantitative descriptive research using a survey method conducted online (Sugiyono, 2017). The survey method was used in this research, namely a method of collecting primary data by asking questions to respondents (Syafril & Huda, 2015). In this research, the researcher used the path analysis method with linear regression and the Sobel test using the SPSS 21 application. In the presentation, the researcher will discuss Path Analysis Of Factors That Influence Students In Choosing A Study Program To Get To Their Dream Job. Primary data collection for this research was carried out by distributing questionnaires online using Google Form to 115 respondents who were students from Antasari Islamic State University, Indonesian Secretary and Management Academy Citra Nusantara and the Open University, all of whom live in Banjarmasin who are members of the Whatshap group (WAG) owned by research lecturers. The basis for sampling is convenience sampling, namely a sampling technique by selecting members from the population who will be sampled easily (convenience). Apart from that, secondary data collection was carried out through literature reviews from various journals, books and others (Mohdari & Fahmi, 2022) related to Path Analysis Of Factors That Influence Students In Choosing A Study Program To Get To Their Dream Job.

RESULTS AND DISCUSSION

In this research, the type of data used is primary data obtained from research subjects by distributing questionnaires to 115 respondents who are students from the Antasari State Islamic University, the Citra Nusantaa Indonesian Secretarial and Management Academy and the Open University, all of whom live in Banjarmasin. From the respondent data, the following data was obtained:

Table. 1. Descriptive Demographics of Respondents

Information	Amount (%)
Gender:	
Man	22 (19,1%)
Woman	93 (80,9%)
Student Campus Origin::	

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Information	Amount (%)
ASMI Citra Nusantara	32 (27,8%)
UIN Antasari	81 (70,5%)
Universitas Terbuka	2 (1,7%)
Current Semester:	
1 – 2	62 (53,9%)
3 – 4	33 (28,7%)
5 – 6	4 (3,5%)
7 – 8	1 (0,9%)
9 – 10	2 (1,7%)
already graduated	15 (13%)
Majors/Study Programs Taken:	
Management	19 (16,6)
Office administration	12 (10,4%)
Secretary	1 (0,9%)
Sharia banking	81 (70,4%)
State Administrationa	2 (1,7%)
Dream Job:	
Government employees	17 (14,8%)
BUMN employee	39 (33,9%)
Private employees	14 (12,2%)
Businessman	40 (34,8%)
Other	5 (4,3%)

Source: Questionnaire data processed, 2023

This research survey was attended by 115 student respondents from 3 (three) campuses domiciled in Banjarmasin City. From the demographic data of the respondents above, it can be seen that female respondents were greater, namely 80.9%, compared to male respondents, 19.1%. Currently the ratio between male and female students in class is around 1 male to 4 females. Regarding student campuses, 27.8% of students came from the Indonesian Secretarial and Management Academy Citra Nusantara campus, 70.5% of students came from Antasari State Islamic University and 1.7% of students came from Banjarmasin Open University (UT). The number of respondents from Antasari State Islamic University was indeed greater than from Indonesian Secretarial and Management Academy Citra Nusantara. Some of the respondents currently are still studying and some have already graduated from college. Respondents who are currently still studying in semesters 1 - 2 are 53.9%, semesters 3 - 4 are 28.7%, semesters 5 - 6 are 3.5%, semesters 9 - 10 are 1.7% and those who have passed as much as 13%. The majors taken by respondents included Management 16.6%, Office Administration 10.4%, Secretary 0.9%, Sharia Banking 70.4%, and State Administration 1.7% which were the majors available on the respondent's home campus. and entered the Whatshap group belonging to the research

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lecturer. The dream jobs of the respondents are 14.8% civil servants, 33.9% BUMN employees, 12.2% private employees, 34.8% entrepreneurs and 4.3% other jobs.

Research data was collected through a research instrument in the form of a set of questionnaires arranged in the form of statement items using a Likert scale. The collected data is processed and analyzed using the SPSS program and Sobel Test, which consists of:

Data Normality Test

In this test the Kolmogorov-Smirnov Z test is used with the following test criteria:

a. If the value of Asymp. Sig. (2-tailed) > 0.01, then the data is normally distributed.
b. If the value of Asymp. Sig. (2-tailed) < 0.01 then the data is not normally distributed.

Test the Significance of the Correlation Coefficient

The correlation coefficient used is Pearson Correlation with the following significance testing criteria:

a. If the Sig value. (2-tailed) > 0.01, then the correlation coefficient is not significant.
b. If the Sig value. (2-tailed) < 0.01 then the correlation coefficient is significant.

Regression Significance Test

In this test, the F test (ANOVA) was used with the following test criteria:

a. If the Sig value. > 0.01 then the regression is not significant.
b. If the Sig value. < 0.01 then the regression is significant.

Regression Linearity Test

In this test, the F test (ANOVA) was used with the following test criteria:

a. If the Sig value. (Deviation from Linearity) > 0.01 then linear regression.
b. If the Sig value. (Deviation from Linearity) < 0.01 then the regression is not linear.

Test the Significance of the Path Coefficient

This test is used to test research hypotheses 1, 2, and 3 with the following decision making criteria:

a. If the pij value is <0.05 (the path coefficient pij is not significant) then H0 is accepted and H1 is rejected.
b. If the pij value is > 0.05 (the path coefficient pij is significant) then H0 is rejected and H1 is accepted.

RESULT AND DISCUSSION

Data Normality Test

The normality test is used to determine whether the data distribution is normal or not. This research uses the Kolmogorov-Smirnov method (one sample test). to detect normality. By using SPSS 21, data is obtained as in the table below.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		115
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.11220264
Most Extreme Differences	Absolute	.098

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	Positive	.068
	Negative	-.098
Kolmogorov-Smirnov Z		1.048
Asymp. Sig. (2-tailed)		.222
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the output above, the normality test results can be seen, namely that the Kolmogorov-Smirnov test results show that the Sig value is 0.222. This value is much greater than 0.05, namely Sig. (2-tailed) of 0.222 > 0.05. so it can be concluded that the residuals are normally distributed. This means that the standardized residual value is declared to be spread normally. Meanwhile, normality testing using graphic analysis is carried out using histograms and plots as follows:

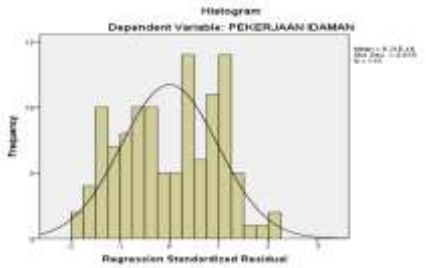

Figure 2. Normality Test Histogram

Based on the histogram display, it can be seen that the dependent curve and standardized residual regression form a bell-like image. Therefore, based on the normality test, the regression analysis is declared normal.

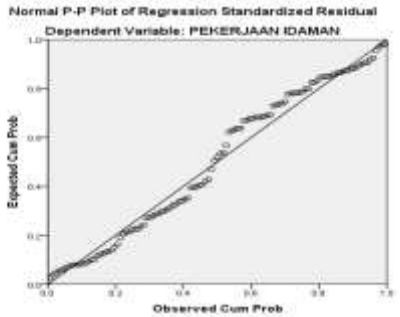

Figure 3. Normality test graph

Based on the normal appearance of the standardized regression plot, it can be seen that the dots are spread around the diagonal line. Therefore, based on the normality test, regression analysis is appropriate to use because it is declared normal.

Test the Significance of the Correlation Coefficient

The output results from SPSS 21 of the score data that have been created based on respondents' answers from the questionnaires that have been distributed, are then summarized into a discussion as shown in the following table:

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Table 2. Data Processing Results

Regression Variables	Coefficient	t_{count}	Sig	Information
Constant	4.791			
Interest Factor (X1)	-0.073	-1.543	0.126	Not significant
Financial Factor (X2)	-0.065	-2.020	0.046	Not significant
Career Factor (X3)	0.028	0.578	0.564	Not significant
Family Factor (X4)	0.058	2.373	0.019	Not significant
Study Program (Y)	1.226	2.618	0.010	Not significant
t_{tabel} 2.623				
R 0.386				
RSquare 0.149				
Adjust R Square =0.110				

Data source: SPSS data processed (2024)

The correlation coefficient used is Pearson Correlation with the following significance testing criteria:

1) The R value with a value of 0.386 or 38.6% is a multiple correlation coefficient which shows the level of relationship between the variables Interest Factor (X1), Financial Factor (X2), Career Factor (X3), Family Factor (X4), Study Program (Y) with Idama Job (Z). The correlation value shows a very low level of relationship because it is between 0.200 and 0.399 according to table 3 below:

Table .3 Interpretation of Correlation Coefficients

Interval	Relationship Level Coefficient
0.800 – 1.000	Very high
0.600 – 0.799	Tall
0.400 – 0.599	Currently
0.200 – 0,399	Low
0.000` – 0.199	Very Low

Source: Sugiyno (2010: 231)

2) The RSquare value with a value of 0.149 is R squared, which shows that the independent variable taken in this study has a relationship level with the dependent variable of 14.9% so that the remaining 85.1% is other variables not presented in this study .
3) The Adjusted R Square value of this regression model is 0.110, which indicates that the variation or rise and fall of the Dependent Variable (Z) is influenced by the Independent Variables (X and Y) by 11%. Based on the results of the multiple linear regression test above, a multiple linear regression equation can be formulated as follows:

$$Z = a + b1X1 + b2X2 + b3X3 - b4X4 + Y + e$$

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Simultaneous TEST (F test)

This test aims to find out whether the independent variables together (simultaneously) have a significant effect on the dependent variable. The degree of confidence used is 0.05. The criteria for the F test are if Fcount > Ftable then H0 is rejected (accepts Ha) which means the independent variables jointly influence the dependent variable, and conversely if Fcount < Ftable then H0 is accepted (Ha is rejected) which means the independent variables together do not influence the variable depends. For analysis of the SPSS 21 output, it can be seen from the "Anova" table as follows:

1) Simultaneous Test model I

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.962	4	1.241	.788	.535[b]
	Residual	173.212	110	1.575		
	Total	178.174	114			

a. Dependent Variable: Stuy Program

b. Predictors: (Constant), Family Factor, Interest Factor, Financial Factor, Career Factor

2) Simultaneous Test model II

From the table above, the Fcount value of 0.788 is smaller than the Ftable value of 2.29, which means that X1, significant to Y. Or a sig value of 0.535 > 0.05 means that X1, X2, X3, X4 simultaneously do not have a significant effect on Y.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.958	5	5.192	4.011	.002[b]
	Residual	141.086	109	1.294		
	Total	167.043	114			

a. Dependent Variable: Dream Job

b. Predictors: (Constant), Study Program, Financial Factor, Interest Factor, Family Factor, Career Factor

From the table above, the Fcount value of 3.827 is greater than the Ftable value of 2.29, which means that X1, X2, X3, X4 and Y simultaneous significant effect to Z, Or a sig value of 0.002 < 0.005 means that X1, X2, X3, X4, Y simultaneously have a significant effect on Z.

Linearity test

The linearity test is intended to determine whether there is a linear relationship between the dependent variable and each independent variable to be tested. If a model does not meet the linearity requirements then the linear regression model cannot be used.

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Table 4. Linearity test results

	Independen	Deviation from Linearity (Sig)	F_{count}	F_{tabel}	Keterangan
Dependen Dream Job (Z)	Interest Factor (X1)	0.199	1.331		Linear
	Finacial Factor (X2)	0.049	1.717		Linear
	Career Factor (X3)	0.015	2.112	2.29	Linear
	Family Factor (X4)	0.685	0.828		Linear
	Study Program (Y)	0.269	1.328		Linear

Information:

1) If sig. deviation from linearity= 0.199 > 0.01. then the independent variable (X1) has a linear relationship with the dependent variable (Z).
2) If sig. deviation from linearity= 0.049 > 0.01. then the independent variable (X2) has a linear relationship with the dependent variable (Z).
3) If sig. deviation from linearity= 0.015 > 0.01. then the independent variable (X3) has a linear relationship with the dependent variable (Z).
4) If sig. deviation from linearity= 0.685 > 0.01. then the independent variable (X4) has a linear relationship with the dependent variable (Z).
5) If sig. deviation from linearity= 0.259 > 0.05. then the independent variable (y) has a linear relationship with the dependent variable (Z).

Apart from that, linearity test decisions can also be made using the F value, namely:

1) If the value of Fcount < Ftable then it can be ascertained that there is a linear relationship between the independent variable and the independent variable.
2) If the value of Fcount > Ftable then it can be ascertained that there is no linear relationship between the independent variable and the independent variable.

From the data table above, where the fcount values X1=1.331, X2=1.717, X3=2.112,

Test the Significance of the Path Coefficient (Test the Research Hypothesis)

Basically, correlation is an analysis that functions to determine the relationship between one variable and another variable, which means that when one variable occurs another variable can influence it.

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.871	.613		6.313	.000
Interest Factor	-.020	.052	-.069	-.393	.695
Financial Factor	.025	.035	.086	.699	.486
Career Factor	-.010	.053	-.034	-.190	.849
Family Factor	-.033	.027	-.149	-1.221	.225

a. Dependent Variable: Stuy Program

Structural Equation I

Y=PY1X1 +PY1X2 + PY1X3 + PY1X4

Y=3.871-O.69X1 + 0.86X2 – 0.034 – 0.149

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The regression equation can then be interpreted as follows:

a. a (constant) = 3.871.
   This means that all the independent variables are interest factors, financial factors, career factors and family factors constant (has a value of zero), then the value of the dependent variable (beta), namely department, is 3,871.
b. Interest factor (X1) towards the study program (Y)
   The interest factor coefficient value is -0.069 and has a negative sign. This means that if the interest factor increases by 1% it will reduce the Study Program by 0.069, assuming that the other independent variables from the regression model are constant. The sig value 0.695 > 0.005 means it is not significant
c. Financial factors (X2) against majors (Y)
   The financial factor coefficient value is 0.086, and has a positive sign. This means that for every 1% increase in the financial factor by one unit, the Study Program variable (Y) will increase by 0.086 with the assumption that the other independent variables from the regression model are constant. The sig value 0.486 > 0.005 means it is not significant.
d. Career factors (X3) against majors (Y)
   The standardized career factor coefficient value for variable X3 is -0.034 and has a negative sign. This means that for every 1% increase in the career factor, the Study Program variable (Y) will decrease by 0.034 with the assumption that the other independent variables from the regression model are constant. The sig value 0.849 > 0.005 means it is not significant.
e. Family factors (X4) on majors (Y)
   The standardized family factor coefficient value for variable X4 is -0.149 and has a negative sign. This means that for every 1% increase in the career factor, the Study Program variable (Y) will decrease by 0.149 with the assumption that the other independent variables from the regression model are constant. The sig value 0.225 > 0.005 means it is not significant

Structural Equation II

$$Z=PY2X1 +PY2X2 + PY2X3 + PY2X4 + PY2Y1 +e$$
$$Z=4.905 - 0.258 -0.239 +0.102 + 0.261 – 0.249$$

The regression equation can then be interpreted as follows:

a. a (constant) = 4.905.
   This means that if all the independent variables, namely interest factors, financial factors, career factors, family factors and study program are constant (have a value of zero), then the value of the dependent variable (beta), namely major, is 4,905.
b. Interest factor (X1) towards dream job (Z)
   The interest factor coefficient value is -0.258 and has a negative sign. This means that if the interest factor increases by 1% it will reduce Dream Job by 0.258, assuming that the other independent variables from the regression model are constant. The sig X1 value is 0.119 > 0.005, meaning it is not significant.
c. Financial factors (X2) to dream job (Z)

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The financial factor coefficient value is -0.239, and has a negative sign. This means that for every 1% increase in financial factors, the Dream Job variable (Z) will decrease by 0.239 with the assumption that the other independent variables from the regression model are fixed. The sig value 0.042 > 0.005 means it is not significant.

d. Career factors (X3) to dream job (Y)
The standardized career factor coefficient value for variable X3 is 0.102 and has a positive sign. This means that for every one unit increase in the career factor, the dream job variable (Z) will increase by 0.102 with the assumption that the other independent variables from the regression model are constant. The X3 sig value is 0.548 > 0.005, meaning it is not significant.

e. Family factors (X4) on dream job (Z)
The standardized family factor coefficient value for variable X4 is 0.278 and has a positive sign. This means that for every 1% increase in family factors, the Dream Job variable (Z) will increase by 0.278 with the assumption that the other independent variables from the regression model are constant. The sig value 0.025 > 0.005 means it is not significant.

f. Major or study program factor (Y) on dream job (Z)
The study program coefficient value is -0.249, and has a negative sign. This means that for every 1% increase in Study Program, the Dream Job variable (Z) will decrease by 0.249 with the assumption that the other independent variables from the regression model are constant. The sig value 0.006 > 0.005 means it is not significant.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.905	.649		7.560	.000
	Interest Factor	-.074	.047	-.258	-1.573	.119
	Financial Factor	-.066	.032	-.239	-2.061	.042
	Career Factor	.029	.048	.102	.602	.548
	Family Factor	.056	.025	.261	2.278	.025
	Study Program	-.241	.086	-.249	-2.784	.006

a. Dependent Variable: Dream Job

Sobel Test

The Sobel test is carried out to test the strength of the indirect influence of the independent variable (X) on the dependent variable (Y) caused by the mediating variable (M). The Sobel test is a test to find out whether the relationship through a mediating variable is significantly capable of acting as a mediator in the relationship. To determine the influence of X1 on Z through Y, as well as the influence of X2 on Z through Y, the Sobel test concept will be used. Intervening variables are intermediate variables that are influenced by the independent variable but influence the dependent variable. Example: The influence of innovation on competitive advantage and competitive advantage influences organizational performance. Competitive advantage is an intervening variable.

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Table 5. Mediation test using Sobel test

		Indirect effec		Z Sobel		P Sobel
indirect efect X1 terhad Y ke Z		0,0045		0.38056104		0.703529
indirect efect X2 terhad Y ke Z		0,0057		0.68927764		0.49064857
indirect efect X3 terhad Y ke Z		0,0023		0.1881948		0.85072395
indirect efect X4 terhad Y ke Z		0,0075		1,10822438		0.26776492

The results of the Sobel test on the mediation of study programs towards dream jobs can be concluded as follows:

1. The indirect effect of X1 against Z of 0.0045 through Y it is known that the Z sobel value is 0.38056 < 1.96 and the Psobel value is 0.7035 > 0.005, meaning that Y does not significantly mediate the relationship between X1 and Z
2. The indirect effect of X2 against Z of 0.0057 through Y it is known that the Z sobel value is 0.6892 < 1.96 and the Psobel value is 0.4906 > 0.005, meaning that Y does not significantly mediate the relationship between X2 and Z.
3. The indirect effect of X3 against Z of 0.0023 through Y it is known that the Z sobel value is 0.188 < 1.96 and the Psobel value is 0.8507 > 0.005, meaning that Y does not significantly mediate the relationship between X3 and Z,
4. 1. The indirect effect of X1 against Z of 0.0045 through Y it is known that the Z value is 1.108 < 1.96 and the Psobel value is 0.2677 > 0.005, meaning that Y does not significantly mediate the relationship between X4 and Z

CONCLUSION

From the results of research using regression analysis and Sobel tests with SPSS 21, it can be concluded that the answer to the hypothesis is as follows: The research results show that the interest factor has no significant effect on the study program and has a negative sign. The research results show that financial factors do not have a significant effect on the study program and have a positive sign. The research results show that career factors have no significant effect on the study program and have a negative sign. The research results show that family factors have no significant effect on the study program and have a negative sign. The research results show that the interest factor has no significant effect on dream jobs and has a negative sign. The research results show that finances have no significant effect and the dream job has a negative sign. The research results show that career factors do not have a significant effect on dream jobs and have a negative sign. The research results show that family factors do not have a significant effect on dream jobs and have a positive sign. The research results show that interest factors, financial factors, career factors and family factors simultaneously have a significant influence on the study program. The research results show that interest factors, financial factors, career factors, family factors and programs simultaneously have a significant influence on dream jobs. The results of this research show that there is an indirect and insignificant influence of interest factors, financial factors, career factors and family factors through the mediation of the study program on dream jobs.

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