Decision Making in the Perspective of Sundanese Culture and Its Implications in Guidance and Counseling

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Abstract: This study aims to analyze career decision-making skills from a Sundanese cultural perspective which is characteristic of Sundanese culture, Sundanese people's interests are synonymous with less challenging career choices and the difficulty of making career decisions because they adhere to the life principle "Kudu ngukur ka julur" (must adjust to one's own abilities) and "Tong sok getas harupateun" (don't take steps rashly). This is contrary to one of the Sundanese cultural values, namely the singer which means being a proactive person with a high work ethic, and is skilled. The conclusion of this study is that career decision making will have an impact on overall and sustainable career satisfaction, regardless of cultural background which includes gender and ethnicity. In making career decisions, each individual thinks about his career and how his thought processes will affect his career, especially those related to interests, abilities, values, job preferences, and the world of work. For this reason, career counseling guidance is here to help each individual make career-related decisions and effectively manage a career during their lifetime, including developing emotional resilience to overcome challenges that arise as their work life progresses.

Keywords: career decision making, perspective of sundanese culture, guidance and counseling

INTRODUCTION

Every individual needs to develop their potential by developing their abilities, talents and interests more broadly and openly in accordance with the principle of individual differences both in knowledge, attitudes and skills (Zamroni, 2016). The development of these abilities, interests and talents will influence how a person determines his life, namely in making career decisions. The traditional view of career decisions being made only once in a lifetime has been replaced with the view that career decision making is an ongoing iterative process involving the creation of professional narratives (Osipow & Savickas, in Di Fabio, 2014). Because according to Smith and Wood (in Maree, 2019) life focuses on the individual's total experience with a career that begins in childhood with initial knowledge of self, and leads to career decision making throughout life, work experience, and ultimately, retirement.

So that many often become stress triggers due to complex processes and facing difficulties (Gati, Krausz, & Osipow in Germeijs, V., & Verschueren, K., 2009). Because in career life, you must have skills that refer to basic skills, special knowledge, and education. Basic skills refer to reading comprehension, active listening, writing, speaking, mathematics and science, while process skills include critical thinking, active learning, learning strategies and monitoring. Cross functional skills are social (persuading, negotiating, and instructing), problem solving, and technical skills (testing, maintaining, and repairing); assessment and decision making; and managing time and finances. Educational requirements refer to the level of education or experience required for certain subjects (Sharf, 2013).

Therefore, career decision making is often defined as an ambiguous process due to a lack of clear criteria for optimal career choice, lack of valid information, and inconsistencies in the process. A person may lack motivation to initiate the career decision-making process if they encounter anxiety-provoking ambiguities. Individuals who are tolerant of ambiguity, inevitably make career decisions, tend to have distorted career beliefs and get stuck in the process of optimizing results (Xu & Tracey in Maree, 2019).

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Gary Peterson, James Sampson, Jr., Robert Reardon, and Janet Lenz (in Sharf, 2013), turns attention to how individuals think about careers and how their thought processes affect their careers, not only concerned with helping individuals to learn about interests, abilities , values, job preferences, and the world of work, but it's also about helping individuals understand how they think and how it affects their career decision-making. Mitchell and Krumboltz, Krumboltz and Henderson, and Krumboltz (in Sharf, 2013) describe several conditions and events that are categorized as social, educational, and occupational domains that will influence a person's career decision making, either planned or unplanned, which are usually out of control. individual. Some of these conditions and events also exist in Indonesia.

Indonesia is a country that has a very rich cultural diversity. Indonesia is rich in tribes, ethnicities, and languages. Among the cultures that exist in Indonesia, Sundanese culture is one of the oldest cultures and the second largest ethnic group after Java. However, due to exposure to globalization and modernization, Sundanese culture has gradually decreased. With all its greatness, Sundanese - which includes its people, territory, culture - has made a major contribution to the Indonesian nation and state (Zakaria, MM, 2012). Then Suryalaga (in Sofari, V., 2012) stated that one example of Sundanese cultural values related to the characteristics of humans as individuals is cageur, bageur, bener, pinter, singer. "Cageur" is a person who is physically and psychologically healthy. "Bageur" is a human being whose life always obeys religious law, conscience law, positive law and customary law. "Bener" is a person who has clear goals in life, has faith, piety, has a vision (visionary) and has a true and measurable mission. "Pinter" is a person who is knowledgeable, achieves wisely and wisely and is able to deal with his life's problems properly and correctly. While "singer" is a proactive person with a high work ethic, and is skilled.

This definition of "singer" contradicts the results of research conducted by Djamal, NN, & Yulianti, Y. (2013), that the interests and career choices of the Sundanese are synonymous with career choices that are less challenging. This is of course related to the personality of the Sundanese people which is based on the local cultural values of the Sundanese area. Sunda itself and this slogan must be changed. Then according to Otje (in Sofari, V., 2012) Sundanese cultural values are demands on how Sundanese people have to live life and livelihood, namely "Kudu ngukur ka julur (must adapt to one's abilities) and Tong sok getas harupateun (don't take steps rashly)" It also influences how you make career decisions.

In other words, a lack of will to make decisions, distorted perceptions of the career decision-making process (including irrational expectations and dysfunctional thoughts about careers), and inconsistent information challenges (Maree, 2019). Social power relations can explicitly or implicitly bias individual career aspirations, which can lead to delays in making career decisions or to making career decisions that are less than optimal (Levin & Gati in Maree, 2019).

Meanwhile, according to Nauta and Kahn (in Sharf, 2013) when making career decisions for oneself, they tend to use a rational decision-making process based on information obtained through work literature and talking to other people. Having confidence in one's own ability to build the future means using the will and ability to make decisions specifically to be able to make meaningful choices for a career (Di Fabio, 2018). In fact, Dik and Duffy (Maree, 2019) highlight that "the desire to find work that has meaning and purpose can be an important component in the career decision-making process".

For this reason, counseling guidance, especially in the career field, is here to show the process of helping individuals make career-related decisions and effectively manage their careers during their lifetime, including developing emotional resilience to overcome challenges that arise as their work life progresses (Kidd in Maree, 2019) . From a developmental approach, clients are encouraged to move towards greater awareness of themselves and the situation at hand and to develop decision-making skills related to their respective stages of development or life (Kidd in Maree, 2019).

LITERATURE REVIEW

1. Career Decision Making

Career decisions are defined as the ability to use knowledge and thinking to make career plans (Sharf, 2013). Meanwhile, career decision making according to Brown (2002) is a thought process in which a person integrates self-knowledge and job knowledge to arrive at a choice of work that can be seen as career development. Career decision making

is a process that not only includes career choice but involves making a commitment to take the necessary actions to implement the choice.

The central aspect of the career decision-making approach begins with communicating problems, analyzing information, synthesizing alternatives, evaluating or assessing alternatives, and implementing action plans (Sharf, 2013). A central aspect in career decision making that starts with communicating problems, analyzing information, synthesizing alternatives, evaluating or assessing alternatives, and implementing action plans. Then, the view from Hansen; Skovholt, Hage, Kachgal, & Gama (in Sharf, 2013), show how approaches to spirituality and awareness of social values intersect with each other in providing a career decision-making model that combines self-awareness with the awareness of others. These seven themes reflect a spiritual approach to career decision making. Miller-Tiedeman (in Shalf, 2013) sees each individual as a theorist of his own career, doing what he wants to do, not what others think is best for us. In stressing the importance of listening to oneself, Miller-Tiedeman distinguishes between private and public realities.

Career decisions according to Greenberg & Baron (in Hartono, 2018) there are 8 stages of career decision making: 1). Problem identification, namely by understanding the description or complexity of a problem to be decided; 2). Formulate problem solving goals; 3). Making predictions, namely a decision about how to make a decision based on research results and other valid information; 4). Finding alternatives: an alternative that is possible to be implemented as the identified solution; 5). Evaluation of several alternatives to be carried out; 6). Make a choice; 7). Make a choice; 8). Follow-up.

Peterson et al. and Sampson et al. (in Shalf, 2013) explains the three main ways of thinking about decision making (self-talk, self-awareness, and monitoring and control), namely:

a. Self-Talk : similar to the expectations that individuals have about themselves, self-talk also refers to the internal messages that a person gives about career choices and other issues.

b. Self-awareness: individuals can become more effective problem solvers when they are aware of what they are doing and why they are doing it. Being aware of one's career decision-making strategies and processes is far more beneficial than not being aware of them. When a person becomes aware of decision making, negative self-talk can be labeled and then changed. Also, when self-aware, individuals can more easily follow the CASVE (communication, analysis, synthesis, valuing, and execution) process by being aware of what they think and how they feel about the current situation, how to analyze information about choices, how to synthesize alternatives, how to prioritize and value alternatives, and how to execute plans by taking action.

c. Individual Monitoring and Control : one can monitor and control accurately about how much information is needed to analyze career choice before moving to the synthesis stage. Then how much time is needed to synthesize information to create alternatives and how much effort and time is needed to evaluate (assess alternatives). Next, plan the action and implement the decisions that have been made.

The abilities that enable individuals to process information about themselves and their work are referred to as general information processing skills (Sampson et al., in Sharf, 2013). This skill is known by the acronym CASVE namely:

a. Communication: becoming aware of a problem i.e. individuals begin to examine themselves, the environment, and the problem at hand (become aware that they need to act on information or make choices).

b. Analysis: examining domain self-knowledge and job knowledge is part of the analysis phase. Individuals seek information on the causes of problems and reflect on problems. Reviewing values, interests, skills, work preferences, and family situation is a recommended part of this phase.

c. Synthesis: taking information and synthesizing it by elaborating or crystallizing what has been analyzed. Elaboration (expansion) refers to creating as many solutions as possible. Individuals can exchange thoughts or create metaphors so that they can produce many actions without considering reality. While crystallization (narrowing) is the opposite of elaboration which refers to limiting potential choices through the application of reality constraints such as finances and abilities, jobs that do not match one's interests, abilities, values, or job preferences can be eliminated.

d. Value: evaluate or assess actions regarding career direction. In assessing, individuals consider the domain of self-knowledge and the domain of job knowledge. This phase may include considering job opportunities, qualifications, job assignments, costs of education or training, and so on.

e. Execution: a plan or strategy is formulated to implement the choice by taking small and medium steps.

According to Brown (2002), a person's ability in career problem solving and career decision making is influenced by a willingness to honestly explore self-knowledge (eg, values, interests, and skills) leading to a clearer sense of identity (knowledge domain- self); motivation to learn about the world of work (job knowledge domain); willingness to learn and engage in problem solving and career decision making, including capacity to think clearly about career issues, confidence in the ability to make decisions, commitment to following through with plans of action, and personal acceptance of responsibility for decision making (decision making skills domain); awareness of how negative thoughts and feelings can limit ability to solve problems and make decisions, willingness to seek help with career choices when needed, and capacity to monitor and regulate lower-level problem solving and decision-making processes (executive processing domain).

Career decision-making is based on learning principles and suggests that individuals learn about themselves, preferences, and the world of work through direct and indirect experiences. They then take action based on this knowledge and skill-based learning (Holland in Patton & McMahon, 2014). According to LK Mitchell & Krumboltz (Patton & McMahon, 2014) specifically, there are four categories of factors that influence a person's career decision-making process, namely:

a. Individual genetic abilities and special abilities, including gender, ethnicity, appearance, abilities or disabilities, and other qualities.

b. Environmental conditions and events consisting of 12 factors, namely a). the number and nature of job opportunities; b). the number and nature of training opportunities; c). social policies and procedures for selecting trainees and workers (eg secondary school diploma requirements); d). Monetary and social rewards from various jobs; e). labor law and trade union rules; f). natural disasters; g). availability and demand for natural resources; h). technological developments; i). changes in social organization (eg, welfare); j). family training experience and social and financial resources; k). education system, and; l). environmental and community influences.

c. Learning experience. Everyone has a unique pattern of learning experiences that result in a career (and life) path. This learning experience is divided into two types, namely instrumental and associative. Instrumental or direct learning experiences are experiences in which individuals act on the environment to produce positive responses (based on operant conditioning). Whereas associative learning experience, based on the classical conditioning model, refers to the development of positive and negative attitudes and beliefs about work through various external stimuli. The association of these messages with the job generates positive or negative responses in individuals that will be relevant in career decision making.

d. Task approach skills which consist of performance standards, work habits, perceptual and cognitive processes, mental tools, and emotional responses.

2. Sundanese Cultural Perspective

The Sundanese are one of the second major ethnic groups in Indonesia. According to the Central Statistics Agency (in Perceka, MZ, Fahmi, I., & Kurniadewi, E., 2019) there are at least 36 million ethnic Sundanese. This number makes the Sundanese ethnic group one of the largest in Indonesia besides the Javanese. The Sundanese usually refer to people who geographically occupy the area around the western part of the island of Java, which includes the provinces of West Java and Banten. Ekadjati (in Perceka, MZ, Fahmi, I., & Kurniadewi, E., 2019) said that Sundanese land refers to the former territory of the Sunda Kingdom of Pajajaran, which later stood alone, namely Sumedang Larang, Banten, Cirebon and Galuh. Sumedang Larang and Galuh then became a unified territory under the name Priangan. In subsequent developments, Priangan is often said to be the center of Sundanese land.

Based on the above understanding, there are at least two essential meanings for identifying someone as a Sundanese and not a Sundanese (Jaenudin, U., & Tahrir, T., 2019). The first meaning refers to descent or blood ties. Therefore, a person

is called a Sundanese if his father and mother are Sundanese, regardless of where he was born, resides, and is raised by his parents. While the second criterion is based on cultural elements. Where people are identified as Sundanese if they are born and raised in an area that always applies Sundanese culture, Sundanese cultural values, and Sundanese norms in their daily lives. In this second criterion, the most essential point is the place where a person lives on a daily basis, and the cultural norms used in his daily life.

The criterion for someone to be categorized as a Sundanese is if he claims to be a Sundanese and other people admit it too. Other people who admit it can be from among the Sundanese themselves or other than the Sundanese. These characteristics are then manifested into aspects of everyday Sundanese life (Bennett in Perceka, MZ, Fahmi, I., & Kurniadewi, E., 2019). The Sundanese people are known as people who want to be seen as good by others, according to Rosidi's statement (lam Perceka, MZ, Fahmi, I., & Kurniadewi, E., 2019) that the Sundanese people have been colonized for a very long time and have the mentality to be used by employers or boss. This desire to always be seen as good and used by others continues to stick to the identity of the Sundanese people and has become an ethnic identity.

In addition, research conducted by Rahman, AA, Sarbini, S., Tarsono, T., Fitriah, EA, & Mulyana, A. (2018) shows the characteristics of the Sundanese people as someone who is easy to get along with, likes to work together, and is friendly. . So that the Sundanese people are culturally easier to influence and easily mingle with other ethnic groups. The character of the Sundanese people is described as someone who is someah (friendly), uncomfortable, always wants to be used by others, afraid of offending others and tends to be wishy-washy or not firm in his stance.

Sundanese people generally have the character of wanting to always be used, it is even found that the phenomenon that Sundanese people have values that require making other people feel comfortable and not disturbed, this makes the Sundanese prefer to hide their feelings rather than having to be honest about their feelings (Fathurroja , Mumtazah, Rosiana, Pudoli, & Fridayanti in Perceka, MZ, Fahmi, I., & Kurniadewi, E., 2019). In the concept of Psychology, the inability to be honest with other people is called not assertive. So that the character of the Sundanese people tends to be uncomfortable or reluctant to refuse invitations or is reluctant to offend other people.

The life of the Sundanese people according to Indrawardana, I. (2012) is still bound by traditional traditions and usually tends to be very attached to the natural environment in which they live. Indigenous peoples in particular have a belief system that is bound and structurally structured in the relationship between the real world and the unreal in terms of their existence in relation to the surrounding natural environment. Empirically, usually the environment where they live is divided into natural environment boundaries which (1) are purified in the form of kabuyutan, (2) may be cultivated or used for life but may not build a residence, (3) may build a residence. The attachment of the Sundanese people to their nature which tends to be fertile makes the Sundanese not interested in migrating, because they feel more comfortable and safe in their own territory or prefer to be in a comfort zone. The character of the Sundanese people's ability to adapt, especially in responding to challenges that arise, both challenges that come from within and from outside, tends to show a not so good appearance. Even the Sundanese culture and people seem to have no vitality when faced with challenges from outside. As a result, many Sundanese people do not want to migrate and many elements of Sundanese culture are crushed by foreign cultures. As the clearest example, Sundanese, which is the language of the Sundanese urang community, seems to be explicitly being used less and less by the owners themselves, especially the younger generation of Sundanese.

Nature Pasundan makes humans and Sundanese people have a culture that is wise in managing their environment. On the other hand, the Sundanese people, who are believed to have developed in Sundanese folklore (part of Sundanese culture) as "human beings who are descended from "Mandala Hiyang" by God (Nu Ngersakeun) have a sacred and noble duty to manage nature and not exploit nature (Indrawardana, I. , 2012). The existence of awareness of the position of Sundanese people who are required to harmonize and manage and protect nature is expressed in several forms of ceremonial traditions, expressions of life guidance in proverbs, advice and even the use of terminology for natural names by understanding the "character" of each natural element. Directly or indirectly, nature is "the land where one lives and the book of life" for the Sundanese people. This local wisdom in its development has become 'tradition and culture of the Sundanese people. Of course, in the end, the Sundanese culture that grows and develops within the Sundanese community (including

the Sundanese customary order that develops among the Sundanese indigenous people or the Sundanese community that is still bound by tatali paranti karuhun) has a role in maintaining the preservation and balance of nature in relation to the life of the Sundanese people. The Sundanese people in their culture do not only know the names or terminology of nature but also have the ability to 'live the character of each element of nature' as a lesson which is then used as a presupposition in viewing themselves and other human beings.

RESULT AND DISCUSSION

The following are four categories of factors that influence a person's career decision-making process according to LK Mitchell & Krumboltz (Patton & McMahon, 2014) and are associated with the Sundanese, namely:

1. Individual genetic abilities and special abilities, including;
   a. gender, namely the Sundanese are a tribe that has a patriarchal culture like the Javanese, but lately the Sundanese are more flexible and can use patrilineal and matrilineal culture so that they can take lineage from both father and mother. This makes the characteristics of the Sundanese both male and female genders able to take the same portion of work. This is different from the Javanese, who have tended to be patriarchal until now, so that men are more dominant and are considered to have a higher stratum.
   b. Ethnicity, according to Rosidi et al (2006, Sundanese people are people who love mountains. This is evidenced by the life of more Sundanese people in the mountainous areas of western Java. Ethnic or Sundanese tribes themselves tend to be tied to the natural environment where they live.

2. Environmental conditions and events consisting of 12 factors, namely;
   a. The supply and demand for natural resources is related to the geographical location of the Sundanese tribe who inhabit the western part of the island of Java, where geographically there are many mountainous areas and tend to be more fertile and the weather is cool. The tendency of the fertile West Java region to make the Sundanese feel at home in their hometown, because nature has provided food, there is no need to go abroad. Thus forming the character and image of the Sundanese people who do not like to wander. This relates to Arnold Toynbee's theory of challenge and response, in which a community will respond to a challenge. Here the Sundanese do not feel they have a challenge to natural resources so that their character does not like to wander is a response.
   b. Family experience and training and social and financial resources, according to Novianti and Tjalla (2008) children of Sundanese parents are less able to be assertive, because they are anxious when they ignore their cultural side. In line with what was stated by Rosidi (2010) the Sundanese people have a desire to be seen as good and used by others. This is due to the historical background as a colonized nation, because the Sundanese kingdom was a colony of the Javanese kingdom.
   c. The education system, the upbringing of Sundanese people tends to be taught not to hurt and offend other people and it is better to give in. This is also associated with colonial history in the kingdom era.
   d. The influence of the environment and community, directly or indirectly, the relationship between the Sundanese people and their natural surroundings forms a mentality or character that is adapted to their natural challenges (challenge and response). The character of the Sundanese people can be seen from their folk stories, such as Kabayan, who is described as a human figure. Sundanese who are described as lazy and have no stand.

The mentality or character of the Sundanese people which are considered unfavorable, such as being uncomfortable, fickle or not having a fixed position, always wanting to be seen as good by others and tending to be afraid of offending others, is closely related to historical background. First, during the collapse of the Hindu kingdom, the influence of Islamic Mataram began to enter the West Java region. So that the Sundanese Tatars were part of the colonial territory of the Kingdom of Java. Then proceed with the entry of Western influence into the Sunda region, especially the Netherlands. make Sundanese people always want to be liked by others and tend to give in. Second, the traditional teaching of the Sundanese people who really respect elders. According to Mustapa, HH (2022) humans truly adhere to traditions that are brought by nature, must

exist in everyone, which cannot be changed by teaching. As for those who have the right to teach him, it is a person who is older than the one being taught, has a lot of free time, or has a lot of experience, in close sibling or family relationships, because of family or because he loves those who are younger in age, so that the person being educated succeeds in obeying the appropriate behavior with other people.

CONCLUSION

Based on the discussion above, it can be concluded that career decision-making skills are very important for every individual to have regardless of cultural background which includes gender and ethnicity because it will have an impact on overall career satisfaction and to reduce the level of stress experienced by individuals caused by due to complex processes and facing difficulties in optimal career choices, lack of valid information, and inconsistencies in the process, and other psychological problems, such as general anxiety and indecision, the relationship between humans and nature, time orientation, interpersonal relationships, modes of activity, nature man. Career decision making should be formed through personal awareness which includes: (a) curiosity, (b) exploration of oneself or the environment, (c) information that leads to awareness of the importance of career information, (d) key figures or career role models playing a role, (e) personal interest, (f) locus of control, (g) a time perspective that helps in one's awareness of the need for planning, (h) self-conception, and (i) planning or an understanding of the importance of planning

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