EXPLORING PARENTS' ASPIRATION ON CHILDREN FUTURE CAREER THROUGH ENGLISH DEPARTMENT

THESIS

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya saya,kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACK

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The need for the human life force to compete in the career is one reason people acquire education. Moral support and financial supports from parents are really needed to get an education. The study was conducted to uncover the parent's aspiration on children's careers through the department of English Language Education UIN Ar-Raniry and describe parents' perception of English Language Education Department of UIN Ar-Raniry. The study involved more than 25 parents of students in English Language Education UIN Ar-Raniry in a different area in Aceh with various education, culture, age, gender, and job. The study used mixed-method research. The study combined qualitative and quantitative research. The study required the interview to catch the qualitative data and used the questionnaire to find quantitative data. The study showed the result that the achievement career of children depended on education. The study also claims that all of the parents of students English Language Education UIN Ar-Raniry strongly agree that the English Language Education Department of UIN Ar-Raniry can support achieving their children's careers.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Parents are the first educator for their children. They give the first learning and guidance to their children. Parents have the most important role in deciding the education of children. Parents are the most forceful factor in children's career decisions. Parents also contribute to developing children's career exploration, such as support, help, and motivation to get a suitable career (Santrock, 2003).

A few parents know that their role in selecting children's careers is not significant (Taylor & Haris 2004). They also claim that parents are more dominant than teachers in selecting children's careers (Kniveton, 2004). Sometimes parents also impact the choice of children's major in college (Simson, 2003). Rivai and Sagala (2013) stated that five factors that impact a career's development are attitude, experience, education, performance, and destiny

Zaidi and Iqbal (2012) assume that education types and levels would be influential with their job. Even though parents' expectations, peer pressure, uniform decisions, and self-image impacting selecting a job, education skill also greatly impacts selecting a job (Giola, 2010). Thus, today people are competing to get high education to support their career choices in the future.

One place to get the highest level of education is a university. The society assesses that university is present to deal with the problems that have not been clear

or problem that will be faced in the future from various aspects such as language, economy, religion, culture, health, and others (Rusdi, 2013).

A lot of students' motivation to learn the English language is to make them easier for getting a job in the future (Santoso, 2017). Increasing English communication not only helps people to get an improved social life, but also helps people to get a better chance of a job. English communication is crucial to get a job either in a small institute or in a globalized business (Sulaiman, 2015). Today, humans are charged to communicate in English clearly and effectively because many job interviewees and businesses use English. The better skill in communication gives a better opportunity to get a job. On the other side, a poor communication skill makes a limited chance to be accepted for a job offer.

Department of English Language Education of Ar-Raniry State Islamic University is one of the popular majors in Aceh. Department of English Language Education is established as one department which a good outcome. Most of the students graduate with high qualifications. A large of graduates gain a job directly, and some of them are awarded scholarships, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, DAAD, and some other scholarships, to undertake a master's degree in Australia, the United States of America, the United Kingdom, New Zealand, and some other developed countries.

Drajat (2012) also stated that parents are the primary and first educators for their children. Additional study showed that parents have a more significant influence than teachers on career choice (Kniveton, 2004). According to Rivai and Sagla (2013), five factors that impact a career's development are attitude,

experience, education, performance, and destiny. Based on the theory, people who have higher education and higher capability can faster achieve a career.

Based on some theories, the researcher declared that the study was important to find the career prospects for English Language Department's graduates based on parents' aspirations. Previous studies discussed parents' career aspirations, but it is still limited. Research on parents' career aspirations in the English Language Department is rare. Thus, the researcher conducts the study to explore their children's future career toward English Language Education department UIN Ar-Raniry. The study's title is Exploring Parents' Aspiration on Children's Future Career through English Language Department.

B. Research Question

In the study, the researcher formulates the problems of the study as follows:

1. What are the parents' aspirations in their children's future careers through the Department of English Language Education?
2. What are the parents' perceptions of the Department of English Language Education?

C. Research Aims

Based on the research problem above, the study aims to:

1. Describe parents' aspiration for their children's future career by the Department of English Language Education
2. Discuss parents' perception of the Department of English Language Education

D. Significance of Study

1. Theory

The study's findings will become as a new reference and new knowledge, particularly for psychology, social, education, and language, on parents' aspiration for their children's future career.

2. Practice

a. English Language Department Students

The study expects students to make it as a reference material to compare in researching terms of parents' aspiration for their children's future careers, especially through the Department of English Language Education. Furthermore, the study also expects can be an overview of career students after graduation

b. Parents

Based on the study the writer expects to describe parents' aspiration for their children's future career through the Department of English Language Education and expects parents to facilitate and support children's education toward tools and mental support to reach the best career in the future.

c. Department of English Language Education

The researcher also expects the study to donate and provide an overview of the English Education Department's importance to support career.

E. Limitation of Study

The study will focus on parents' aspiration for their children's future career toward the English Education Department of Ar-Raniry Islamic State University. The scope area of the study is around Banda Aceh and Aceh Besar. The study participant is limited only to parents of English Education Department students of Ar-Raniry State Islamic University.

F. Research Terminology

To provide unambiguous information in this study, the researcher provides some terms regarding the topic which needs to be clarified, as follows:

1. Aspiration

Aspiration is ambition or hope of achieving something. Aspiration means that earnest desire or ambition to better. Aspiration is hope and direction in the future (Purnawati, 2005).

2. *Perception*

According to Udai Pareek (2006), perception is defined as the process of receiving, selecting, organizing, interpreting, checking, and reacting to sensory stimuli or data. Perception is a capability to apprehend something that finds out from what has been observed by human thought.

3. Career

Career explains as a process to form a lifelong journey that involves internal factors such as skills, talents, and interests and external factors such as family, friends, and others (Angelia, 2012).

4. Education

According to Indonesian Law No. 20 of 2003, education is an effort in consciousness and planned to build the learning process, so students actively develop the potential that associated with increasing the spiritual strength of religion, self-control, personality, motivation, noble character, and help to society, nation, and state.

CHAPTER 2

LITERATURE REVIEW

A. Introduction

Education is often interpreted as a human endeavor to grow a personality following society's values and culture. Education is defined as the effort done by a person or group to become adults or attain a higher level of life or higher living mental (Hasbullah, 2011).

According to Ki Hajar Dewantara, education is a demand in the growth of children. The purpose of education is to guide all-natural forces in the children so they as a human and as a member of society can attain the highest level of safety and happiness. A parent is everybody responsible for the child. Parents in common words can be mentioned as mother and father. Parents are the first education for children. They give the first learning and guidance to the children. Parents have the most important role in deciding the education of children. Parents are the most influential factor in children's career decisions. Parents also contribute to developing children's career exploration, such as support, assistance, and motivation to get a suitable career (Santrock, 2003). According to Hasbullah (2009), the family has an important role in childhood education because many children spend most of the time with family. Based on Emily Durkheim's theory, good parental aspiration education will encourage or motivate someone to try hard and make active participation in realizing their aspirations.

Many researchers showed that the level of education would affect the future career. According to U. S. National Center for Education Statistics, both of the labor economics and organizational sciences literatures, there was substantial evidence that individuals' educational attainments are associated with positive career outcomes, including salary level, number of promotions, development opportunities, and job mobility (Sorensen & Feldman 2005).

According to Handayani (2016), English skill is one of the main principles to deal with the global era. As a developing country, the nation's generation of Indonesia from elementary school until university needs to be taught English. In the globalization era, it is progressing further and opening opportunities to expand other countries' scope. Only people who master foreign language skills can take opportunities. Foreign language skills have a significant role, especially in the career field.

B. Influence of Parents on Children's Education

Parents consist of a father and a mother who are first recognized by their sons and daughters. Parents also become heads of the family. Parents have responsibilities to form and to build their children both psychologically and physically. Parents are required to guide and educate their children to become generations based on the purpose of human life. The term of the parent should be comprehended as a set of notions such as

a. They plan and decide the birth and rate of nativity rate
b. They care and contribute to children's growth
c. They act and treat into parent achievement of set goals

The parent gives sacrifice, affection, and childcare. In this way, the parents build the right environment for raising children (Emerllahu & Dali, 2001). The contemporary theory rejects parent as the main factor influencing the children's development and changes to be three factors: Parent, children, and environment. The parent carries out a crucial role in developing and educating the children. As parents, they are aware of the overall children's physical and intellectual development until they get independent and ready to face the challenges in society. It is why the children should get a great education in the right environment (Tatjana, 2006).

The whole role of parents focuses on developing the children's personality in the family and wider. The children's long lifetime education is getting from the first day they live, and parents give it. It makes parents the main role and supporter role in children's education (Lakinska & Divna, 2006). The fundamental aspect to influence the overall development and creation of the human personality is parents.

The positive result of education in children usually happens when the parents involve themselves in the education process. Education is a complex process, so parents should support their children in doing their homework. It is one of the key strategies leading towards a successful education of their children at school. One of the strong factors to make children's successful development is the level of the parents' education (Matilov & Naum, 2002).

Drajat (2012) also states that parents are the primary and first educators for their children. A child receives the first education from the parent. Therefore, the

first form of education is in the family. Education in the household is not born from an understanding and consciousness from educating knowledge, but because it starts from the natural atmosphere. The educational situation in the household was occurred because of the interrelationship between parents and children.

Additional study showed that parents have a more significant influence than teachers on career choice (Kniveton, 2004). Previous research also shows that mothers have more impact on their children than fathers (Rodriguez, 2005). A small study is conducted by Stevens and Mason in one rural school in Western Australia found that the "main influence on the career choices has come from members of the students' nuclear families, particularly from mother". Simpson (2003) assumes that parents can influence the major that their children will pursue in college.

C. Aspiration and Career

1. Concept of Aspiration

Aspiration is ambition or hope of achieving something. Aspiration means that earnest desire or ambition to better. Aspiration is hope and direction in the future (Purnawati, 2005). According to Slameto (2010), aspiration is someone's hopes or desires for a certain success or achievement. Ahmadi (2009) also explains that aspiration is directed towards certain life goals and controlled by reason considerations. Aspiration is a deep desire. Someone who has aspirations with something means that they have a deep desire.

Aspiration mobilizes and directs activities to achieve specific goals. The level of aspiration someone will impact success and failure (Fernald, 2003). Furthermore, the experience of someone who wants something will have an impact

on aspiration. Aspiration appears and changes depending on several factors such as interest, judgment, self-encouragement, competition, experience, learning group, hope, and attention on statements from a media about things that are aspirated.

Research conducted by Stephen Gorard, Beng See, and Pelter Davies (2012) find a relationship between parents' expectations and their children's achievements. However, the evidence is less robust to assume that this is a real effect, as no evaluation of relevant interventions was found. Therefore, there is no clear indication that parental expectations can influence future participation.

According to Goodman and Gregg (2010), individual aspirations and expectations are considered important because they can influence primary choices and outcomes such as educational attainment and job attainment. .

2. Career Aspiration

Career aspiration is a way of a profession that someone wants and follows. It means that career aspiration is a long-life process that asserts ability and achievement (Agbo, 2005). According to Quaglia and Cobba (2015), career aspiration is a long-term goal regarding an individual profession. They also stated that a career is connected with ambition and inspiration.

Although the word of career refers to a job, it has a different meaning. According to Puspasari (2011), a job is activities carry out to get income. On another side, a career means long-life projects. The word of career is not only connected with a job but also connected with education and voluntary. Parental aspiration for the child's career is the parents' hopes or desires to achieve their career

expectations. Aspiration is to find out the hopes, desires, and goals of parents in their children's future careers.

3. Types of Career Aspiration

Smulders (2007: 15) concludes from several experts (Gettfredson,Litzky, Greenhause, Nauta Epperson, and Kahn) that there are two contents of career aspiration as follows:

a) Attitude component

The Attitude component is represented by ides and vision (idealist career aspiration)

b) Behavioral component

The Behavioral component is the action taken to realize a dream (realist career aspiration)

The both of two contents of career aspiration stimulate human to work hard and dedicate human to achieve the purposes.

Huang (2009) states that there are lots of factors influence career formation and development. The biggest factors are economic background, the relationship between children and parents, parental style, anxiety, pressure, motivation. The others factors are gender, ethnicity, institution types, school environment, major, parent profession, education level, parent aspiration, family factor, teacher, social status, social economy, peer friends, the students self, and cost.

4. Factor of Career Aspiration

Previous research finds some factors that impact career selection, such as family factors, teacher peers, school environment, socioeconomic status, socialization, and students themselves (Weisgram & Bigler, 2007). Matope and Makotose (2007) study the factors influencing female engineering students' choice and found that the factors were diverse and interlinked with others. Half of the new students' parents believe that they should remain neutral towards their children's future career.

Career explains as a process to form a lifelong journey that involves internal factors and external factors (Angelia, 2012). The two factors in career aspiration will be explained as bellow:

a) Internal factor

Internal factor divided into several things and can be distinguished from each other. Some of these internal factors form the uniqueness of an individual's personality, including the following:

1) Intelligence

Intelligence is the ability of students to obtain achievements that have a role to set and maintain a goal. Intelligence uses to make adjustments in order to achieve that goal. Intelligence also is useful to assess the condition themselves critically, and objectively.

2) Talent

Talent is a prominent ability that a person has in the cognitive, skill, and artistic fields.

3) Interest

Interest is a permanent tendency in a person to feel attracted to a certain field and feel happy to be involved in various activities in a certain field.

4) Character

Character is a personality trait. Character personality has a tendency to characterize a person, such as happy, friendly, refined, open, flexible, closed, pessimistic, and careless

5) Value

The value of life is some of the ideal concepts that a person accepts and used as a guide or guide for life. Values are very influential and shape human lifestyle.

6) Knowledge

Knowledge is information that is owned about fields and about oneself.

7) Physical condition

Physical condition is characteristics possessed by a person such as height, weight, gender.

b) External factor

External factor is a number of things or factors that are on outside the person who has a direct or indirect influence directly with one's self. External factor consists of several parts as below:

1) The family socio-economic status

Some of the factors behind the parents' socio-economic status are the parents' education level, income, and the parents' employment status.

2) Education

Level and type of education is obtained through educational institutions. The higher education of a person is the easier person to get a certain job or position and respect in society.

3) Environment

4) Friend

D. Concept of Perception

According to Udai Pareek (2006), perception is defined as the process of receiving, selecting, organizing, interpreting, checking, and reacting to sensory stimuli or data. Perception is a capability to apprehend something that finds out from what has been observed by human thought.

There are some studies that connected with perception (Mather, 2016). As a result, the experts find out the different techniques to describe the point of view. Each theory of perception provided by the author has some weaknesses and benefits. On the other hand, most of them agree that perception is obtained from five major sensors: vision, hearing, touch, balance, and taste/smell.

Several factors affect the perceiving process. The factors influencing perception are the perceiver, the target, and the situation (Robbins et al., 2009a). The factors will be explained as follows:

1. The perceiver is when someone investigates the target and tries to interpret what the sensor feels and sees. The perceiver's characteristics include attitudes, motives, interests, experiences, and expectations (Robbins et al., 2009b)

2. The target. The target includes novelty, motion, sound, size, background, and proximity—the situation which influenced people's perception (Robbins et al., 2009c).
3. The situation is the physical, social, and organizational settings of the situation, influencing people's perception (Robbins et al., 2009d).

According to Ou Qiong (2017), the perception process consists of three stages: selection, organization, and interpretation.

1. Selection.

   Selection is the earliest stage in perception. During people transform stimuli into a meaningful experience. In daily life, people constantly obtain different types of information, but people are unable to process all of the information. So, people receive only part of the information from the environment through a selective process. When many stimuli surround people, people will only pay attention to familiarity with or are interested in the selective process of perception. Just as Chan and Starosa say (2007, p.34)," the alignment of our perception comes from misunderstandings interaction, especially when people are from a different cultural background with various perception systems."
2. Organization

   The second stage in perception is organization. After selecting information from the outside, people need an organization to find meaningful patterns. In an organization, the stage is achieved by putting people or things in some categories.

There are two characteristics of the organizing process. The first is process organizing give human perception structure. People will process stimuli from outside into structured, meaningful experience. The second is a process to show human perception process stability.

3. Interpretation

The last stage in perception is interpretation. Interpretation refers to the process of attaching meaning if the selected stimuli. After selecting stimuli that have been categorized into structured and stable patterns, people give meanings to these patterns. Nevertheless, different people will make a different interpretation of the same stimulus. Differences interpretation appears because "culture provides a perceptual lens that will influence how to interpret and evaluate what people receive from outside" (Samovar et al., 2000, p.57). People are unique and different according to their experience and cultural background, making different meanings from the same stimuli.

E. Education

1. *Definition of Education*

According to Indonesian Law No. 20 of 2003, education is an effort in consciousness and planned to build the learning process, so students actively develop the potential that associated with increasing the spiritual strength of religion, self-control, personality, motivation, noble character, and help to society, nation, and state.

From the explanation of education according to experts, it can be concluded that education is a conscious and distinguished effort to create an atmosphere of learning in the form of guidance and direction given to children in their growth. Education is also a formation of personality and the ability of children to mature.

2. *Purpose of Education*

There are several points the purposes of education is mentioned in the Law of the Republic of Indonesia as follow:

a) Law No.2 the Year 1985

Educational purposes, Law No. 2 the year 1985 are to educate the nation's life and develop the whole life of human beings. It is a belief in the one and only God, just and civilized humanity, the unity of Indonesia, democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representative, social justice for all the people of Indonesia

b) Law No.20 the Year 2003

According to Law No.20, the purpose of national education is to develop students' potential to become human beings who believe and fear God Almighty, have good morality, be healthy, be capable, be creative, and be independent and become a democratic citizen and responsible country.

3. *Benefit of Education*

The benefits of education are stated by Horald G. Shane (2002: 39) as follows.

a) Education is an established way to introduce learners to social decisions that appear.

b) Education can be used to solve social problems.

c) Education has shown an enhancement to accept and to implement new alternatives.

d) Education is the best way for society to guide human development.

According to Abdul Khalik (2004: 46) the benefits of education as bellow:

a) Providing opportunities to think active and work activities, so it will give benefit to the community.

b) Acquiring various knowledge, as a tool to help human to live well in a progressive and cultured society.

c) Obtaining a job that is used to get income

4. *Types of Education*

Education is clustered based on the characteristic, place and the level of education.

***a)* Based on characteristic**

1) Formal education

Formal education is an education that is structured and has levels, starting from early childhood education (PAUD), basic education (SD), secondary education (SMP), upper education (high school), and higher education (University).

2) Non-formal education

Non-formal education is a way of education outside of formal education that can be implemented in a tiered and structured manner. This type of education can be compared with formal education programs' results through an assessment process from the authorities.

3) Informal education

Informal education is an education that comes from families and environments where students can learn independently.

b) Based on the place of education

According to Soedomo Hadi (2003: 87), Education can occur in the family environment, school education environment, and community environment.

1) Family education

The family's education is the main education because all human potential can be formed and can be developed. The form of family education is usually religious, values, morals, and ethics. The indirect method is a method that is often carried out to the family education, for example, by satires, expressions, and real examples. Family education aims to establish a strong personal mentality as a basic foundation to continue in other education.

2) School education

School education is an education that is occurred in schools. The teacher is responsible for the intellectual and skills of the students, which are related to the needs of children to live in a society following the demands of society

3) Social education

Education in the community is done by community leaders and influential people in society. Furthermore implementation is carried out by community institutions, community organizations and so on.

c) Based on the level of education

According to Law No. 20, the year 2003, the national education system states that the formal education level contains basic education, secondary education, and higher education.

1) Basic education

   Basic education is a level of education held to develop attitudes and abilities, provide basic knowledge and skills needed to live in society, and prepare students to attend secondary education. Basic education includes elementary school (SD) and junior high school (SMP).

2) Secondary education

   Secondary education is held to continue and expand basic education to become members of society who have the ability to give feedback in the social, cultural, natural environment. Secondary education is expected to be able to develop the students' abilities in the world of work. Secondary education includes Senior High Schools (SMA), Vocational High Schools (SMK), or other similar schools

3) Higher education

   Higher education is a level of education after secondary education, including a diploma, bachelor, master, specialist, and doctor. Universities organize higher education. Higher education is held to prepare students to become members of society who have academic and professional abilities that can apply, develop, and create science, technology, and arts.

Besides the education level described above, there is still a pre-school education level to prepare children to enter basic school.

F. College

1. Concept of College

According to Law No. 22, the Year 1961, college is a scientific institution that has a duty of organizing education and giving and teaching based on the national culture that can be done scientifically.

The common purposes of college according to Law No. 22 1961 are:

1) Building people that have Pancasila soul and can be responsible for the realization of Indonesian socialist society, material, and spiritual
2) Preparing capable personal skill to assume the position that requires higher education and are capable of standalone in maintaining and advancing science
3) Conducting research and advancement in culture, science, and social life

2. College and the Influence of Career

Based on data by databoks.com, the highest number of unemployment in 2019 is an elementary school graduate with 42%. It can conclude that the level of education can have an impact on future careers. The basic motivation people follow the learning process at school or on campus to get a better job.

Handayani and Supriati (2016) found that college graduates' relevance level in work placement is obtained a percentage of 67.2%. It proves that graduate colleges' relevance in Bengkalis State Polytechnic, especially the Administration Study Program Business, is appropriate (relevant) with their work placement. The

research also found that the relevance of graduates with work placements is job profile factors, competency factors, and education level factors. Another research also showed that graduates' absorption rate is included in the category of high because only about 4.8% of the graduates have not been absorbed in the workforce market**.** The rest are 95.5% of graduates from economy education already absorbed in the labor market (Muhson, 2012).

G. English Language Education Department of UIN Ar-Raniry

According to Rahman (2007), some Asia Countries use English as a second language or a foreign language by considering political, social, cultural, and economic ideology. Indonesia uses the English Language as, however, a foreign language (EFL). However, today, most countries prioritize English proficiency to individual career, globalization, or national welfare and development (Choi, 2007; Tsui, 2004).

Rivai and Sagala (2013) state that five factors that impact a career's development are attitude, experience, education, performance, and destiny. Based on the theory, people who have higher education and higher capability can faster achieve a career.

According to Alisjahbana (2000), in Indonesia English Language is an important tool to develop and spur economic growth, so that English learning is expected to help achieve the goals. He also states that in Indonesia, English learning increase to fulfill in several fields as diplomacy, bureaucracy, trade, and tourism, which require direct contact with foreign parties.

The motivation for many students to learn the English language is to make them easier for getting a job (Santoso, 2017). Yusuf (2010) find that the motivation students at the Islamic University of Malang learn English because of sociocultural and a perspective career that can be achieved after graduation in college.

Department of English Language Education Ar-Raniry State Islamic University has stood as a breakthrough in the globalization area. English department is one of the superior studies that build people to be more useful in the various fields in English education and in some areas need in the English language like politics, trading, tourism, and others.

Department of English Language Education Ar-Raniry State Islamic University is established in 1964 with TEN (Tadris English). English language department is the most favorite study at Islamic State University that prevents many registered students every year. Most students graduate with high qualifications and receive a job immediately. Some of them are awarded scholarships, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, DAAD, and some other scholarships, to undertake their master's degree in Australia, the United States of America, the United Kingdom, New Zealand, and some other developed countries.

English Language Education Department of UIN Ar-Raniry is a major that has excellent achievements by the "A" acridity obtained in two consecutive periods. Furthermore, English Language Education is a major that is currently being led by a professor who has produced many students who excel in academic and non-academic fields. Students often win competitions in various fields such as arts, languages, education, culture, tourism in local, national, and international. Many

students hold the title of ambassador, both regional and international ambassador. Many students of this department are participants in the student exchange in some countries such as England, India, Australia, Korea, and some other countries.

English Language Education Department of UIN Ar-Raniry also has approximately 35 lecturers and staff that competent. English Language Education Department of UIN Ar-Raniry also has approximately 35 lecturers and staff that competent. The Lecturers have an impressive educational record. The lectures come from the famous university graduates of Indonesia and abroad like UPI Bandung, UIN Sunan Kalijaga Yogyakarta, Syiah Kuala University Aceh, Mc. Gill University of Canada, University of Malaya, Monash University Australia, Ohio University the USA, University of Amsterdam the Netherlands, Flinders University Australia, Leiden University the Netherlands, University of Liverpool UK, IIU Malaysia, Texas A&M University of the USA, Goethe University Frankfurt am Main Germany, and the others.

The lecturers of the English Language Education Department who are competent in the respective fields gather a curriculum in such a way as to suit the needs of the times. The English Language Education program has designed several curricula related to the Islamic religion that is in accordance with this campus which is an Islamic university. For some of the students who are not interested in the fields of language and teaching, this study program also provides a curricula that is in accordance with the talents and interests of students through entrepreneurship and leadership curriculum. English Language Education Department also often

conducts national and international seminars with trusted speakers so that students are ready to face the world of work after graduation.

English Language Education Department that has a vision of being superior, Islamic, innovative, competitive, and professional in Indonesia in 2030, and upholding this local wisdom, leads alumni to a bright future. The established future of alumnus is evidence by the track records of alumni who can work well in government agencies such as in school, university, some government office and private agencies such as private companies, private tutoring agencies, and others, some choose to become successful entrepreneurs, and some choose useful work.

With up-to-date of the lecturers in the English Language Education UIN Ar-Raniry, the English Language Education Department of UIN Ar-Raniry successfully launched a journal. Journal's title is Englisa Journal of Language, Education, and Humanities that has received sinta s2 acridity from the SK Menristek RI No. 200/M/KPT/2020 on 23 December 2020.

CHAPTER 3

METHODOLOGY

Research is gathering the data, finding the information, documenting the fact, and analyzing the data to understand the phenomenon (Leedy & Ormrod, 2001). The research creates a defining object, manages the data, and communicates the finding systematically to make a framework and guidelines. The frameworks and guidelines are to decide the inclusion of the research, analyze the data, and how the data is found.

The research method is a strategy to find scientific data for a purpose (Sugiono, 2010). A research method is planning to observe the specific research questions and processing to get the traditional belief to be absolute truth (William, 2007).

A. Research Design

Research design is a strategy to combine different contents of research in cohesive and coherence. Creswell (2009) explains research design as a plan and procedure for the research to detail methods of data collection and data analysis. According to MacMillan and Schumacher (2001), a research design is a schema to select the subject and the procedure to get. A research design is created to achieve a goal base on the research problem. They also mentioned that the purpose of a good research design is to provide a reliable result. Durrheim (2004) stateds that research design is like a bridge for connecting between the problem of the research and practice of the research or an application of the research method. Research

design is an investigation of qualitative research, quantitative research, and mixed methods research.

The researcher used mixed methods research to get the data in the study. Mixed method research refers to empirical research that uses both qualitative and quantitative research. Mixed methods research collects qualitative research and approaches in quantitative research (Allan & Burke Johnson, 2007). Kemper, Springfield, and Teddlie (2003) show that mixed methods research is a method that integrated both quantitative research and qualitative research in parallel form. They mention that mixed methods research uses two types of collecting data and analyzing data. The researcher not only designs a questionnaire in quantitative research but also creates an interview in qualitative research. Analyzing the data will be implicated in two techniques containing a statistic analysis in quantitative research and text analysis in qualitative research.

B. Techniques of Data Collection

The technique of data collection is a method used by the researcher to take the data. The term technique shows something abstract so that the technique can be shown in invisible (Arikunto, 2002a). The techniques used by the researcher are an interview and a questionnaire.

Arikunto (2002b) explains that a research instrument is a tool selected by the researcher to make collecting data systematic and easier. The term research instrument denotes a tool that can be realized in the form of an object, for example, a questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, inventory, scale, etc.

1. Interview

The first type to obtain data that used by researcher was an interview. Burn (2000) stated that the interview is famous and usually used to collect qualitative data. An interview is used to get information that the researcher cannot know by observing feelings and thoughts (Mariam, 2000). Flick (2006) adds the purpose of an interview is to express an idea through an answer so that the researcher can interpret it.

The researcher used a semi-structured interview. Basit (2010) claimed that the semi-structured interview is not similar to a structured interview questionnaire. There is no need for equivalence or asking the same questions in all participants.

The advantage of using a semi-structured interview in qualitative research is flexible and allows the informant to provide more information than another one (Longhurst, 2010). According to the expert above, a semi-structured interview is the most suitable method to understand respondents in more detail. To grasp all the detailed information, the interviewer uses digitally recorded by using record voice and transcribe.

2. Questionnaire

The questionnaire is a list of questions given to participants. The purpose of a questionnaire is to obtain responses from respondents following the request of the researcher. The researcher should ensure that the significant problem to design a questionnaire is valid and reliable, and unambiguous (Richard & Schmidt 2002).

The questionnaire in the study is close-ended. Dilman et al. (2014) states that a close-ended questionnaire is used to explain a person's attribute, belief, or attitude. Closed questions are surveys conducted by providing various answer options to show the answer.

There are several types of open-ended questions.

a) Dichotomous or two-point questions (e.g., Yes or No, Unsatisfied or Satisfied.
b) Multiple-choice questions (e.g., A, B, C, or D)
c) Scaled questions that are making use of rating scales such as the Likert scale (i.e., A five-point scale), three-point scales, semantic differential scales, and seven-point scales

The study used dichotomous or two-point questions to find the quantitative research data. The questionnaire contained 16 questions. The researcher selected close-ended questions to make the respondent easy to answer the question because the respondents have different level of education and ages. The questionnaire also created by using Bahasa because all of the respondents used Bahasa. So it would make the respondent easier to answer the questions. Using the dichotomous or two-point questions questionnaire was expected can answer the Department of English Language Education's parents' perception.

3. Population and Sample of Study

The respondents of this study were the parents of the English Language Department students registered in 2015 of UIN Ar-Raniry living in Aceh.

4. Sampling Technique

The population is a set of the subject (individuals, groups, institutions, countries, etc.) of interest that makes the researcher discovers the finding (Scheaffer, 2006). The population of the study was the parents of English Language Department's students of UIN Ar-Raniry. There was induction and deduction population. Induction population was a population set of observations that results in selecting or generalizing the sample. The deduction population is selecting the population based on the validity theories. The researcher chosen the study's induction population because the population that comes from the induction sample has the same properties as the sample. In deductive, the population could be obtained from the general truth. The researcher used specific areas of the population, which were only parents of students English Language Department that lived in Aceh.

The researcher used purposive sampling in the sampling technique of the study. According to Arikunto (2006), purposing sampling is a technique for taking a sample based on random, regional, or stratum and based on consideration focus on a specific object. Notoatmodjo (2010) also explains that sampling is based on certain considerations such as population characteristics that have been known previously.

The researcher has two criteria for the sample research:

a) Parents of students English Language Department UIN Ar-Raniry registered in 2015

b) Parents of students English Language Department UIN Ar-Raniry lived in Aceh

In the questionnaire section, the researcher involved 23 respondents. The questionnaire contained the questions to fill the research and the questions to identify the respondents. It was useful for determining the interviewees in qualitative research. From the 23 respondents, the researcher chose four respondents who were becoming the interviewees. The researcher involved four interviewees because they are in various districts in Aceh and have different jobs and education.

5. Research Setting

The researcher used Google form to conduct the questionnaire. The researcher got interview data by face to face in the respondents' home and by phone.

C. Techniques of Data Analysis

Data analysis is the review process, sorting, and grouping to formulate a working hypothesis and lifted it into a conclusion or theories in the researcher (Bakri, 2003).

The researcher used mixed methods in the research. The research used an interview to collect the qualitative research that got information about the parents' aspiration in children's future careers through English Language Education Department. The research conducted quantitative research using a questionnaire to provide a statement about the parents' perception of English Language Education Department.

1. Analysis of Interview Data

There were several steps to analysis the interview that used by researcher, as follows:

a. Organizing the data,
b. Finding and organizing idea and concept,
c. Building overarching themes in the data,
d. Ensuring reliable and validity in the data analysis, and
e. Finding possible and plausible explanation of the finding

2. Analysis of Questionnaire Data

The data of the questionnaire would be presented in percentage. According to Sudjana (2016), the questionnaire is analyzed by using a formula as follow:

$$P = \frac{Fx100\%}{N}$$

Which:

P =percentage
F =frequency
N = the number of sample
100% =constant value

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter deals with research analysis and discussion. The first research focused on qualitative data by using interviews to obtain data about parents' aspirations for children's future careers through English Language Education. In the second research, the researcher used the questionnaire to get quantitative data to get information concerning parents' perception of the English Language Education Department UIN Ar-Raniry.

A. Result of the Interview

The researcher used an interview as the first method to collect the data. The interviewees were parents of the English Language Department UIN Ar-Raniry registered in 2015. The interviewees were female and male from different areas in Aceh and different levels of education, and various ages. The researcher interviewed by direct or telephone. The results were reported under 5 themes, as bellow:

1. Important Role of Parents in Education

The results of the interview declared that parents had a real impact on children's education. According to interviewee 3 "the family environment is the first education for children. Children learn to walk, to talk, etc., from their parents." Interviewee 4 also states that "parental education is crucial because even though

parents do not teach school lessons, this is where children learn the values of personality and social life. Which is he does not meet in school education".

2. Education Support Children Career

Besides developing a child's personality, parents were also responsible for developing abilities and skills to face the worlds. One of the efforts to face the worlds was by giving a child the best education. Education had functions including for developing ability, forming character and personality to become better individuals. Even though education had this function, education also had a role in facilitating people to achieve their career. The interviewee 2 said that "because if you study, you will have skills, and you also have a certificate that will help you to get a job".

3. The Appropriateness of English Language Education Department with Children

Based on the interview, the interviewees agreed that their child was suitable for studying in English Language Education. Interviewee 1 said, "my child from a young age likes English, so it is suitable to enter the English Language Education". Interviewee 2 also stated that "I think it is suitable because I want my child to become a teacher." This was also supported by the interviewee 3 "English Language Education Department is a suitable major for my child when it has passed. At first, she was hesitant, but after being done, she was able".

4. English Proficiency Support Children Career

English was a universal language used in every aspect of human life, such as technology, education, culture, politic, trading, etc. In this modern era, people were required to had high education and had skills. A skill that was often requested in an interview job was English proficiency. Thus, many people were more accepted in an interview job because of their English proficiency. All of the interviewees agreed that English proficiency affected future career achievement such as the interviewees 1 statement “almost all of the work needs English, so it is so helpful. Usually, it will be questioned in an interview. When we have English skills, Insyallah, it will make it easier. Also, English is needed by teachers and other fields, such as tourism, culture, trading, politics, etc.” Also, interviewee 2 describes that “English proficiency will make people easier to compete and get a job because of English as an international language”. Interviewee 3 also supported the statement “English skills will help people get a job. When I was young, I remember lots of job interview questions that they never asked the Arabic skills.”

5. English Language Education Department Supports Graduates to be Teachers

English Language Education was a major under Tarbiyah and Teacher Training Faculty which produced many graduates who worked as a teaching profession. There were some responses from parents of the English Language Education of UIN Ar-Raniry regarding the teaching profession. Some of the parents supported their children to be teachers such as interviewee 2 statement "since my child learns English Language Education, I hope that my child will become a

teacher who will become an educator who will educate the nation's life". Interviewee 4 also confirmed that “I am up to him what he wants to be, but I hope he will choose to become a teacher because his knowledge will be advantageous, especially for villages like this. I do not force my child to become what I want to be, but the best people are people who are useful to others “. In the other side, some of the parents leaved career decisions to the children own such us, interviewee 3 "I do not mind if she does not want to be a teacher. We study to be smart so we can live anywhere."

B. Result of the Questionnaire

The researcher collected the data by using Google Forms. The respondents were the parents of students English Language Department registered in 2015. The respondents were female and male who are 35 years old to 56 years old, having various education levels and various jobs.

The researcher explained the parents' perception of the English Language Department based on the questionnaire data. 16 questions contain the identity of respondents and questions. The questionnaire was arranged to ascertain parents of students English Language Department regarding Department of English Language Education.

The researcher collected the data by using Google form. The respondents were the parents of students English Language Department registered in 2015. The respondents comprise females and males who are 35 years old to 56 years old have various education levels and various jobs. The data obtained can be seen in the following tables and description:

Table 4.1

Parents' opinion about the children's chosen college major

Question 1	Yes	No
Is the English Language Department a major expected by your child?	78,3%	21,7%

Based on the table above, almost all the parents of English Language Department students agreed that English Language Department was a major that was suitable for the children's expectation. There were 18 respondents (78,3%) who answer yes. Moreover, few respondents (21,7%) answered no.

Table 4.2

Appropriateness of children's majors with interests, talent, and purpose

Question 2	Yes	No
According to you, is the English Language Department an appropriate major with the interest, talent, and purpose of your child?	73,9%	26,1%

The table above found that the English Language Department was an appropriate major with the interest, talent, and purpose of respondent's children. Based on the respondents' answered, there were 17 respondents (73,9%) who answered yes. And only 6 respondents (26.1%) answered no.

Table 4.3

Disapproval of studying to follow trend

Question 3	Yes	No
Do you agree if someone who studies in the English Language Department only to follow friends and trend?	4.3%	95,7%

The data above showed that 22 respondents (95,7%) disagreed if the children wanted to study in the English Language Department only to follow friends and trend.

Table 4.4

Percentage of difficulty studying in English Language major

Question 4	Yes	No
Do you think that the English Language is an easy major?	4.3%	95,7%

The table above reported that 22 respondents (95,7%) answered that the English Language Department was a challenging major. The difficulty of English Language major was because English was a foreign language in Indonesia.

Table 4.5

Influence of parental support on a children's future career

Question 5	Yes	No
Do you think that parental support influences on the children's future career?	100%	0%

From the data on the table above, all the respondents approved question statement number 5 that parental supported influences children's future career.

Table 4.6

Effect of English Language Education Department on children's career

Question 6	Yes	No
Do you think that the English Language Department will give effect to your children's future career?	87%	13%

The table described 20 parents (87%) answered that English Language Department influences the future career. And 13% of respondents answered English Language Department was ineffective in the future career.

Table 4.7

Approval of English Language Education graduates to work outside the major

Question 7	Yes	No
Do you agree if I say that the English Language Department graduates just will be an educator?	17,4%	82.6%

Table 4.7 explained that 19 respondents from 23 respondents (82,6%) disagreed if the English Language Department graduates would just be an educator.

Table 4.8

Educator as an assurance profession

Question 8	Yes	No
Do you think that become an educator will have a better future than other jobs?	60,9%	39.1%

Table 4.8 above also provided information about question statement number 8. More than half of the respondents (60,9%) agreed with the question state. The respondents concurred that an educator was an assurance profession than the others.

Table 4.9

Ability of the English Language Department to compete in the world of work

Question 9	Yes	No
Do you think that the English Language Department has become one of the majors that can compete in the working world?	95,7%	4,3%

Based on the table above all the respondents agreed with question statement number 9 (95,7%). The question statement number 9 stated that the English Language Department became one of the majors that could compete in the working world.

Table 4.10

The potential of English Language Department graduates to get a job

Question 10	Yes	No
According to you, are graduates of the English Language Department will get jobs that are easier than other majors?	78,3%	21,7%

18 respondents (78,3%) from 23 respondents notified that graduates of English Language Department would get an easier job than other majors. It was supported by of graduates' expertise in mastering English, which was currently in demand in the working world.

Table 4.11

Approval level of English Language Department graduates to work outside education

Question 11	Yes	No
Do you agree if the graduates of English Language Department work outside of education track?	95,7%	4.3%

Table 4.11 informed the data number 11 that 21 respondents (95,7%) strongly agreed if English Language Department graduates worked outside the education track.

C. Discussion

The researcher provided two research questions. The first question is parents' aspiration in their children's future careers through the Department of English Language Education of UIN Ar-Raniry. The questions' finding was all of the parents strongly agreed if the parental role was crucial for the children education. The parental education was the first education for the children that learned the values of personality and social life (Drajat, 2012). According to Ceka and Murati (2016) in a research entitled the Role of Parents in Children's Education that education was in the premise of family life has a contribution to overall childcare and education, which was very important for the proper formation of a child's personality and preparation for living an independent life.

Moreover, the researcher found that the education gave the crucial support to children for achieving the future career. According to the parents' English Language Education Department, English Language Education Department of UIN Ar-Raniry was a major to support children for achieving the children future career.

Besides, the children got a certificate that would be useful to get a job the children also got skill for communicating and teaching. The results was correspondence with U. S. National Center for Education Statistics, there was substantial evidence that individuals' educational attainments are associated with positive career outcomes, including salary level, number of promotions, development opportunities, and job mobility (Sorensen & Feldman 2005).

All of the parents stated that English Language Education was an appropriate major for the children because of some reason, such as the parents expected the children to be teacher and the parents knew that the children liked English from young age. The parents considered that English Language Education was a major under Tarbiyah and Teacher Training Faculty which produced many of the graduates worked as teaching profession beside other careers. Some of the parents expected their children to become a teacher. The parent wished their children could educate the nation's life. The other parent expected that their children could be the best person who was useful for the others. Some of the interviewees stated that all of the decisions they leaved to their children.

The second question in this study was the parents' perception of the department of English Language Education. From the data, the research attempted to find the answer to the problem. Most of the parents said that English Language Education was the expected department of the children (78,3%). Also, most of the parents said that English Language Education was a fit department for the interest, talent, and purpose of the children (73,9%).

The respondents strongly disagreed if there was a person taking education only to follow trends and join friends (95,7%). The respondents strongly agreed (100%) that the parents were very influential in achieving children's career. 87% of respondents assumed that English Language Education was a department that affected the future career of the children. Yusuf (2010) found that the motivation students at the Islamic University of Malang learned English because of sociocultural and a perspective career that could be achieved after graduation in college.

Although English Language Education was one of the study programs in Tarbiyah and Teacher Training faculty, 19 respondents from 23 respondents (82,6%) disagreed that an English Language Department graduates would only become a teacher. The respondents believed that all the graduates of English Language Department could work in the other jobs. 60,9% of respondents claimed that became a teacher had good future. All of the respondents argued that English Language Education became one of the departments that could be compete in the world of work (95,7%). It was supported by Alisjahbana (2000), in Indonesia English Language was an important tool to develop and spur economic growth, so that English learning was expected to help achieve the goals. He also stated that in Indonesia, English learning increase to fulfill in several fields as diplomacy, bureaucracy, trade, and tourism, which require direct contact with foreign parties.

All of the respondents (78,3%) also stated that graduates of English Language Education would be easier to get a job than other majors. It was supported by a research by Santoso (2017), the motivation of students to study in the English

department was to easier for getting a job. Thus, all of the respondents (95,7%) agreed if English language graduates have careers outside form the educational path.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the study. The conclusions are drawn based on the research findings to answer the proposed research questions. Meanwhile, the suggestion is proposed to provide the improvement of the study.

A. CONCLUSION

As already mentioned in the first chapter of this study, the aims of the study was to find out parents' aspiration in children's future careers through the Department of English Language Education and to perceive parents' perception of the Department of English Language Education.

Based on the analysis data, it could be showed that all of the parents strongly agreed that the parents had a big role in children's education and children's career. Beside of giving support, prayer, and motivation, the parents also provided the best education to support their children's career achievement. According to the parents of English Language Education students, English Language Education was the right major for the children to achieve career in the future. The data showed that the parents believed that English Language Education was one of the major that could compete in the world of work. Beside of having a diploma that was used to get a job, graduates also got skills in language and teaching.

Some of the parents expected that the children could be a teacher with different reasons. But there was some parents leaved all the decisions to children

own. Some data showed that the respondents believed that English graduates could work in other job. And there was data stated that being teacher would get a better future than the other jobs.

B. SUGGESTION

1. Based on the findings above, the researcher suggests for English Language Education Department students to be eager in education. The researcher expects for English Language Department students be able to get a high education as possible. The researcher wishes to students of English Language Department to be more practice in skills that are useful for achieving career.
2. For the parents, the researcher hopes the parents to further support the children in education and to more support in children's decision.
3. The research suggests for English Language Education department to more guidance to students both academic and non-academic field. The researcher recommends for English Language Education department be able to be more cooperating with the government and non-government agency which will facilitate in achieving career students ahead.
4. The research suggests for other researchers to conduct the study in the different respondent, setting, and the technique.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17090/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Oktober 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, MA — Sebagai Pembimbing Pertama
2. Habiburrahim, S.Ag, M.Com, MS, Ph.D — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Bela Sukma Trilestari**
NIM	:	**150203091**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Exploring Parent's Aspiration on Children Future Career through English Department**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-6996/Un.08/FTK.1/TL.00/07/2020
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Orang Tua Mahasiswa Pendidikan Bahasa Inggris UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **BELA SUKMA TRILESTARI / 150203091**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Baet Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Exploring Parents' Aspiration on Children's Future Career Through English Language Department***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

M. Chalis, M.Ag.

Berlaku sampai : 21 Juli 2021

Eksplorasi Aspirasi Orang Tua Terhadap Masa Depan Karir Anak Melalui Jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry

Survey ini hanya ditujukan bagi orang tua mahasiswa prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

* Wajib

Identitas Responden

1. Nama (Inisial) *

_____

2. 2. Umur *

_____

3. 3. Jenis Kelamin *

Tandai satu oval saja.

- ◯ laki-laki
- ◯ Perempuan

4. 4. Pendidikan Terakhir *

Tandai satu oval saja.

- ◯ Tidak Sekolah/Tidak Lulus SD
- ◯ SD
- ◯ SMP
- ◯ SMA
- ◯ Perguruan Tinggi

5. 5. Pekerjaan

Tandai satu oval saja.

- ASN/Pensiunan ASN
- POLRI/TNI/Pensiunan
- Wiraswasta
- Pedagang
- Petani
- Ibu Rumah Tangga
- Yang lain: _____

Bagian Tanpa Judul

6. 1. Apakah jurusan Pendidikan Bahasa Inggris merupakan jurusan yang diharapakan oleh anak bapak/ibu? *

Tandai satu oval saja.

- Ya
- Tidak

7. 3. Menurut bapak/ibu apakah jurusan Pendidikan Bahasa Inggris adalah jurusan yang sesuai dengan minat, bakat dan cita- cita anak ? *

Tandai satu oval saja.

- Ya
- Tidak

8. 4. Apakah bapak/ibu setuju jika seseorang yang kuliah di jurusan Bahasa Inggris hanya untuk ikut-ikutan dan untuk mengikuti tren? *

Tandai satu oval saja.

- Ya
- Tidak

9. 5. Apakah menurut bapak/ibu jurusan Pendidikan Bahasa Inggris ialah jurusan yang mudah? *

Tandai satu oval saja.

- Ya
- Tidak

10. 6. Apakah menurut bapak/ibu dukungan orang tua berpengaruh terhadap masa depan pekerjaan anak? *

Tandai satu oval saja.

- Ya
- Tidak

11. 7. Menurut bapak/ibu jurusan pendidikan Bahasa Inggris apakah merupakan jurusan yang berpengaruh terhadap karir anak bapak/ibu kedepan? *

Tandai satu oval saja.

- Ya
- Tidak

12. 8. Apakah bapak/ibu setuju jika saya berpendapat bahwa jurusan Pendidikan Bahasa Inggris hanya akan menjadikan lulusannya sebagai tenaga pengajar? *

Tandai satu oval saja.

- Ya
- Tidak

13. 9. Menurut bapak/ibu apakah menjadi tenaga pengajar akan memilki masa depan yang lebih baik dibandingkan pekerjaan lain? *

Tandai satu oval saja.

- Ya
- Tidak

14. 10. Menurut bapak/ibu apakah jurusan Pendidikan Bahasa Inggris apakah sudah mejadi salah satu jurusan yang mampu bersaing di dunia kerja ? *

Tandai satu oval saja.

- Ya
- Tidak

15. 11. Menurut bapak/ibu apakah lulusan dari Pendidikan Bahasa Inggris akan mendapatkan pekerjaan yang lebih mudah dibanding jurusan lain? *

Tandai satu oval saja.

- Ya
- Tidak

16. 12. Apakah Bapak/ibu setuju jika lulusan Pendidikan Bahasa Inggris berprofesi di luar jalur pendidikan? *

Tandai satu oval saja.

- Ya
- Tidak

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

INTERVIEWEE 3

HARI/TANGGAL : Rabu, 22 Juli 2020

NAMA/INISIAL : RS

UMUR : 49

PEKERJAAN : Kepala TK

PENDIDIKAN TERAHIR : S1

ALAMAT :Aceh Besar

Interviwer :Bagaimana menurut ibu mengenai jurusan Bahasa Inggris di UIN Ar-Raniry?

Interviewee :Jurusan Bahasa Inggris tu bagus, khusnya di UIN Ar-Raniry Banda Aceh. Bahasa Inggris di UIN Ar-Raniry itu salah satu jurusan favorite ya.

Interviwer :Apakah dengan memberikan anak ibu pendidikan di perguruan tinggi merupakan salah satu upaya ibu untuk memudahkan anak ibu mendapatkan pekerjaan?

Interviewee :Jelas iya, karena bahasa Inggris bahasa international yang saat ini memang diperlukan didunia pekerjaan. Walaupun nanti anak saya tidak mendapatkan pekerjaan yang sesuai bidangnya seperti menjadi guru, dia memiliki skill yang dapat menjadi pertimbangan saat melamar pekerjaan.

Interviwer :Jadi menurut ibu kalau bisa Bahasa Inggris lebih mudah dapat kerjaan ya bu?

Interviewee :agak mudah. Karena ingat ingat dulu ya pasti kalau cari kerja ditanya bisa bahasa Inggris ya kalau bahasa Arab gak ditanya.

Interviwer :Apakah menurut ibu anak ibu cocok untuk kuliah dijurusan Bahasa Inggris ?

Interviewee :Cocok ketika sudah dijalani. Awalnya dia ragu tapi setelah dijalani dia mampu

Interviwer :Apakah menurut ibu jurusan Bahasa Inggris adalah jurusan yang sulit ?

Interviewee :Menurut ibu sih tidak terlalu sulit ya kalau anak mau belajar karena sekarang udah umum dibandingkan jurusan Bahasa Arab. Tapi kalau jurusan Bahasa Inggris ini ribet di skripsinya ya, yang pakek bahasa Indonesia aja masih banyak yang salah apalagi yang memang bahasa Inggris

Interviwer :Apa rencana ibu setelah anak ibu lulus?

Interviewee :Kalau ibu sama bapak sih maunya dia lanjut S2. Tapi terserah anaknya.

Interviwer :Apa pendapat ibu jika anak ibu bekerja di luar jurusan kuliah nya?

Interviewee :saya tidak masalah.karena saat kita pertama kuliah walaupun di pendidikan niatan kita gak mesti harus jadi guru. Kita sekolah biar ada ilmunya biar pintar. Suami saya s1 teknik tapi kerjanya jual ikan, tapi bukan pedagang biasa suami saya toke ikan karena dia ada ilmunya, kalau gak ada ilmunya mana bisa juga.

Interviwer :Bagaimana menutut ibu apakah profesi guru ialah profesi yang menjamin masa depan di saat ini?

Interviewee :ya kalau jadi PNS menjamin. Tapi kalau honorer ya belum. Tapi kita tu kan bukan itu yang dicari yang dicari yang penting pinter bisa hidup dimanapu.

Interviwer :Apa saran ibu untuk jurusan Bahasa Inggris?

Interviewee : Maunya dipermudah urusan birokrasinya banyak kali urusan kalian tu ngak siap-siap. Padahal ibu liat kalian ini pinter pinter IP nya tinggi ngak kayak jaman ibu dulu. Mungkin tujuan dosen kalian tu biar kalian tu mampu bersaing.