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Terengganu International Business and Economics Conference 2021

E-PROCEEDINGS
TERENGGANU INTERNATIONAL BUSINESS AND ECONOMICS CONFERENCE 2021 (TiBÉC VII)

Universiti Teknologi MARA Cawangan Terengganu
Malaysia

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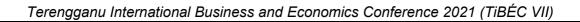
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Table of Content

TRACK 3: FINANCIAL MANAGEMENT & ISLAMIC BANKING........154

TRACK 6: MANAGEMENT & OPERATIONS MANAGEMENT..........483

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Millennial Generation Career Expectations And Career Goals

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Abstract
Research on career expectations and career goals is a concern for practitioners in the HRM field. A career is very important for HRM because a career is a need that must be cultivated in a workforce, so that it can boost their performance. Meanwhile, employees have different views about career expectations and goals based on their characteristics. This study aims to analyze career expectations and goals from the perspective of the millennial generation based on gender, achievement and domicile. This study involved 200 final year students, and measured their perceptions of career expectations as future employees with data analysis using the SPSS Two Independent Sample Mean Test for the average difference test. By using the mean difference test the results of the study found that, There are differing views on perceptions of career expectations based on gender and achievement. Meanwhile, there is no difference in perceptions of career goals based on gender, achievement or domicile.

Keywords: *Millennial Generation, Career Expectations, Career Goals.*

1. INTRODUCTION

In the current world of work, generation X or the generation of Baby Boomers, which is born in the year (1965-1980) will enter an unproductive age for work and begin to retire. The work force will be replaced by generation Y born (1980-1999) where this generation is the children of generation X. According to the National Family Planning Agency (BKKBN), Indonesia will have a demographic bonus with a time span between 2020-2030. At that time, the workforce age 15-64 years reached 70 percent, while the remaining 30 percent were unproductive people (Ministry of Women's Empowerment and Child Protection & Central Statistics Agency, 2018). Thus the millennial generation will become the largest workforce in Indonesia. The characteristics between the millennial generation and the previous generation are very different, therefore companies that want to recruit millennial generation must have a strategy to attract millennial generation. The challenge for organizations is to create agile leadership in the future for change, collaboration between generations in work processes, the role of sharing knowledge and information (Kornelsen, 2019). Given their characteristics and the events that define their lives (for example, globalization, rapid technological advances, increasing demographic diversity). A review of the popular literature of the millennial generation "wants it all" and "wants it now." Millennials are the types of people who are multitasking, like to live dynamically and move fast (Widhianingtanti, 2017). Technological advances and the fast-paced lifestyle of millennial generation have made them have high hopes for their future careers. This study aims to analyze perceptions of career expectations and goals from the perspective of prospective millennial workers. Perceptions of career expectations and goals are further differentiated based on demographics, namely gender, achievement and domicile. This is important because the company can use it to find a picture of the hopes and goals of millennials as prospective employees, whether these demographic differences make them have different perceptions or not so that companies can develop strategies or policies within the company that can match their hopes and career goals millennial. This study aims to analyze perceptions of career expectations and goals from the perspective of prospective millennial workers. Perceptions of career expectations and goals are further differentiated based on demographics, namely gender, achievement and domicile. This is important because the company can use it to find a picture of the hopes and goals of millennials as

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2. Literature Review

2.1 Millennial Rewards, Expectations and Career Goals

The millennial generation has realistic expectations of work, the first salary they receive, a good work environment, new experiences gained, fast career prospects, benefits or wages that are in accordance with the performance they are doing, security at work, and perceived job benefits (Ng, et al. al., 2010). However, these career expectations are based on their demographic factors, (i.e. based on gender, region of origin, GPA, work experience and years of study) and academic performance (Ng, et al., 2010). They want to be rewarded and want rewards according to their abilities, they can also work productively and are dedicated to the company if the company can help them achieve a work-life balance.

The generation that wants everything to be done quickly and can get everything they want; this can be a problem for companies because they can move to another company if they don't get what they expect in a short time. Millennials are more ambitious and therefore more likely to seek career opportunities actively in organizations. Thus, career development becomes an important motivator for millennial generation (Wong et al., 2008). The desire to get the opportunity to advance in a better position with a short period of time, and also to have a lot of experience and work in a company that has a good reputation. So that these problems make the millennial generation not commit to their work and choose to move workplaces to get the better one that is in line with their expectations. Dries et al. (2008), who note that millennials increasingly expect meaningful and challenging jobs that generate learning opportunities and help them advance their careers. Challenging jobs with new positions are very desired by them because for them to achieve a good position, it requires a willingness to move to a new, better role and with new experiences. who notes that millennials increasingly expect meaningful and challenging jobs that generate learning opportunities and help them advance their careers. Challenging jobs with new positions are very desired by them because for them to achieve a good position, it requires a willingness to move to a new, better role and with new experiences. who notes that millennials increasingly expect meaningful and challenging jobs that generate learning opportunities and help them advance their careers. Challenging jobs with new positions are very desired by them because for them to achieve a good position, it requires a willingness to move to a new, better role and with new experiences.

The opportunity to learn, grow and experience new things is a hope for the millennial generation in developing their abilities. In addition, millennials seem to be looking for opportunities to broaden their horizons, work mobility and international assignments (Price WaterhouseCoopers, 2008). Self-development of employees is also good for the development of the company because if employees have more abilities, they can do their jobs well and with various types of work. According to Sturges et al. (2002), as well as Loughlin and Barling (2001), Millennials highly value mentoring and training within organizations as this will enable them to continue to develop new skills and remain attractive in the labor market. As prospective employees, the millennial generation will see and seek information regarding the conditions in the company for them to work. A pleasant office atmosphere, flexible, not monotonous, and a good work environment can make millennials feel at home and commit to working at the company. They are not the same as the generations before them who only worked and prioritized the salary they got. The millennial generation wants to work

comfortably, with a flexible work environment that can make them enthusiastic about working and improve their performance. The career goals of the millennial generation will also be different from previous generations, namely with the success they want to achieve to be motivated to get a position. and the awards that have been won.

2.2 Work Environment, Millennial Career Expectations and Goals

Another hope of the millennial generation in their careers is that they want someone who can guide them in doing their work and in this case a boss is very important as their mentor. Millennials don't want a boss or boss who only gives orders and asks to be respected. They want a mentor or someone who not only views employees based on their position but is also able to explore the potential of employees and can provide constructive feedback for motivation to employees to improve their performance. They want a supportive work environment where they can reach a progressive career path.

According to Hershatter and Epstein (2010), a supportive work environment is a place that convinces them with recognition, appreciation for achievement and a progressive career path. Millennials also prefer clear structures, and tend to choose careers that provide them with stability for their professional life. In addition, millennials also have a great desire to socialize with their colleagues and superiors. Organizations wishing to attract and retain a new generation of employees need to take a close look at their total benefit package including salaries, benefits, learning and development opportunities, and the work environment (Bunton & Brewer, 2012). The very high expectations of the millennial generation when they will enter the world of work make companies that want to recruit them have to make new innovations and make the right policies that can be easily accepted by the millennial generation who do not like high formality. They prefer flexibility in their work and can socialize well with colleagues and superiors. Based on the above background, this study was made to find out the career expectations of millennial generation and what their career goals will be when they will work in a company related to their demographics. They prefer flexibility in their work and can socialize well with colleagues and superiors. Based on the above background, this study was made to find out the career expectations of millennial generation and what their career goals will be when they will work in a company related to their demographics. They prefer flexibility at work and can socialize well with colleagues and superiors. Based on the above background, this study was made to find out the career expectations of millennial generation and what their career goals are when they will work in a company in relation to their demographics.

Figure 1: Research Model

Hypothesis:
H1: There is a difference in career expectation based on gender
H2: There are differences in career goals based on gender
H3: There is a difference in career expectation based on achievement
H4: There are differences in career goals based on achievement
H5: There is a difference in career expectation based on domicile
H6: There are differences in career goals based on domicile

This model has never been made by previous researchers, it explains that based on the demographics (gender, achievement, and domicile) of the millennial generation, there are factors behind the different perceptions of expectations and goals in their careers when they work later.

3. METHODOLOGY

This research was conducted by distributing questionnaires to 200 respondents. Respondents in this study were final year millennial students in Semarang. Selection of respondents as students, it is assumed that these students are prospective workers in the future, who are thought to have unique career perceptions and career goals that are different from previous generations. Demographic profiles of respondents are in table 1.

Table 1: Demographic Profile of Respondents

Demographics	amount	Percent (%)
Gender		
Man	100	50%
Women	100	50%
Achievement		
> 3.5 (High GPA)	115	57.5%
<3.5 (Medium GPA)	85	42.5%
College		
Public Universities	34	17%
Private Unifersities	165	82.5%
Officials	1	0.5%
Domicile		
Urban	65	32.5%
Rural	135	67.5%

In Table 1, this study looks for a comparison of the demographic average consisting of gender, achievement and domicile. Respondents consisting of 100 male students and 100 female students, with a high GPA of 115 students and a moderate GPA of 85 students. Respondents who came from PTN were 34 students, PTS were 165 students and Officials were 1 student. From their area of origin, there are 65 students from urban areas and 135 students from rural areas.

Measurement

The measurement of this research variable is the Career Expectation variable, with indicators 1) Financial rewards, 2) Professional recognition, 3) Social values, 4) Personality, 5) Self-esteem (Ratnawati, 2018). Career goals variable, with indicators 1) Ability, Expertise, 3) Experience, 4) Certification (Lent et al, 1994). This indicator is measured using 5 Linkert scales, namely point 1 is used for the statement "Strongly Disagree", point 2 for "Disagree", point 3 "Neutral", point 4 "Agree", and point 5 "Strongly Agree".

The analysis steps are:
  a. Validity and reliability analysis
     The validity test is conducted to measure the validity or invalidity of a questionnaire. To test the validity using the SPSS program. This analysis is done by correlating or linking each item's score with the total score. The total score is the sum of all items. Question items that have a significant correlation with the total score indicate that these items are able to provide support in revealing what they want to reveal. If r count ≥ r table (2-sided test with sig. 0.05) then the instrument or question items produce a significant value to the total score (said to be valid). The use of reliability testing is to assess the consistency of objects and data, whether the instrument used is valid. used multiple times to measure the same object, will produce the same data.
  b. Variable description analysis

According to Ghozali (2009), this analysis aims to provide an overview or describe the data in variables seen from the mean, minimum, maximum and standard deviation values. This method can be used through a questionnaire distributed to respondents and then processed using a Likert scale. With the number of data samples obtained by 200 respondents, based on career expectation and career goals based on the results of respondents' statements through a 5 Likert scale.

c. Difference test analysis
Test of the Mean of Two Independent Samples
Two Independent Sample Mean Test is a type of statistical test that aims to compare the mean of two groups that are not paired or not related to each other. Not in pairs means that the research is carried out for two different sample subjects. The samples tested in this study were differences in gender, GPA and area of origin towards career expectation and career goals. In this different test we look at the t-test whether there is a difference in the average or not.

4. RESULTS ANALYSIS

4.1 Career Expectation Variable Descriptive Statistics

Table 2: Answer Index Value from Career Expectation

NO	Career Expectation Variable Indicator	S	Respondent's Answer Scale of Career Expectation Variable					Total	Index Value
			1	2	3	4	5		
1.	If I work, I want a salary that is equal to my abilities	F	2	4	14	83	97	200	
		% (FXS)	2	8	42	332	485	4.35	High
2.	If I work, I want recognition for the professionalism I have	F	1	6	30	97	66	200	
		% (FXS)	1	12	90	388	330	4.11	High
3.	If I work, I want to be able to work as well as be able to channel my hobby	F	1	2	12	74	111	200	
		% (FXS)	1	4	36	296	555	4.46	High
4.	If I work, I want a career position that can provide an opportunity to be able to balance my career and life	F	1	1	11	82	105	200	
		% (FXS)	1	2	33	328	525	4.45	High
5.	If I work, I hope that my career will have an impact on changing my social status and my life	F	3	3	15	65	114	200	
		% (FXS)	3	6	45	260	570	4.42	High
Average of variable values								4.36	High

In Table 2 it can be seen that the average score is 4.36, which means that student expectations of a career are high. Therefore, it can be interpreted that students have very high expectations for their career when they work. This is also reinforced by the indicator of wanting a salary equal to that of a woman with an average of 4.35, the indicator of expecting recognition of professionalism with an average of 4.11. The indicator can work as well as channel your hobbies with an average of 4.46, the indicator can balance career and life with an average of 4.45 and the indicator hopes that your career can change social status and life with an average of 4.42.

4.2 Career Goals Variable Descriptive Statistics

Table 3: Answer Index Value from Career Goals

NO	Career Goals Variable Indicator	S	Respondent Response Scale Variable Career Goals					Total	Index Value
			1	2	3	4	5		
1.	In my career, I hope to have the ability to do various jobs and be able to do various life activities (work and non-work).	F	4	3	20	105	68	200	
		% (FXS)	4	6	60	420	340	4.15	high
2.	In my future career, gaining skills is my goal	F	1	5	22	99	73	200	
		% (FXS)	1	10	66	396	365	4.19	high
3.	In my career, getting work experience as well as valuable life experience is my goal	F	2	1	17	75	105	200	
		% (FXS)	2	2	51	300	525	4.40	high
4.	In my future career, certification is a guarantee to get recognition of my work professionalism	F	2	13	55	90	40	200	
		% (FXS)	2	26	165	360	200	3.77	high
5.	In my future career, becoming a leader is my career goal	F	4	13	62	70	51	200	
		% (FXS)	4	26	186	280	255	3.76	high
6.	In my career, working in a company that has a high reputation is my career goal	F	1	13	52	79	55	200	
		% (FXS)	1	26	156	316	275	3.87	high
	Average variable index value							4.02	high

In Table 3 it can be seen that the average score is 4.02, which means that the student's career goals are high. Therefore, students have high career goals when they work later. This is also reinforced by the indicator of having the ability to be able to do various jobs and life activities (work and non-work) with an average score of 4.15, on the indicator of gaining skills as a career goal with a score of 4.19. The indicator of certification is a guarantee of getting professional recognition with an average of 3.77, the indicator of being a leader is a career goal with an average of 3.76, and the indicator of working in a company that has a high reputation as a career goal with an average 3.87. On the indicator, gaining work experience as well as life experience is valuable as a career goal with an average of 4.40. This indicator has a high score compared to other indicators, this shows the goal of millennial career, which is to get valuable experience when they work later and this is in accordance with the character of the millennial generation who likes new and challenging things to be able to add experience and skills they.

4.3 Validity test

Validity testing was carried out with the help of a computer using the SPSS for Windows Version 16.0 program. In this study, the validity test was only carried out on 200 respondents. Decision making was based on the value of rcount (Corrected Item-Total Correlation)> r table of 0.1161, for df = 200–2 = 198; = 0.05 then the item / question is valid and vice versa.

Table 4: Validity Test Results

Grain	Corrected item value Total Coreelation / rhitung	Sig.	r table	Criteria
Career Expectation				
1. CE1	0.655	0,000	0.116	Valid
2. CE2	0.716	0,000	0.116	Valid
3. CE3	0.643	0,000	0.116	Valid
4. CE4	0.706	0,000	0.116	Valid
5. CE5	0.628	0,000	0.116	Valid
Career Goals				
1. CG1	0.589	0,000	0.116	Valid
2. CG2	0.621	0,000	0.116	Valid
3. CG3	0.565	0,000	0.116	Valid
4. CG4	0.629	0,000	0.116	Valid
5. CG5	0.649	0,000	0.116	Valid
6. CG6	0.672	0,000	0.116	Valid

Based on Table 4, it can be seen that all questionnaire questions on the variable career expectation and career goals have a valid status and are in accordance with this study, because the value of rcount (Corrected Item-Total Correlation)> r table is 0.116.

4.4 Reliability Test

Table 5: Variable Reliability Test

No.	Variable	ralpha	critical	Criteria
1.	Career Expectation	0.822	0.600	Reliable
2.	Career Goals	0.839	0.600	Reliable

Based on Table 5, the reliability test was carried out on the question items that were declared valid. A variable is said to be reliable or reliable if the answers to the questions are always consistent. So the result of the Career Expectation instrument reliability coefficient is 0.822, the Career Goals instrument is 0.839, it turns out to have a "Cronbach Alpha" value greater than 0.600, which means that both instruments are declared reliable or meet the requirements.

4.5 Hypothesis testing

Test Description Statistics Per Group

Table 6: Description of Statistics by Group

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Mean Error
Career Expectation	Women	100	22.35	1,992	.199
	Man	100	21.20	2,878	.288
Career Goals	Women	100	24.42	2,709	.271
	Man	100	23.84	3,584	.358
Achievement					
Career Expectation	Medium GPA	85	21.32	2,647	.287
	High GPA	115	22.11	2,405	.224
Career Goals	Medium GPA	85	23.98	3,366	.365
	High GPA	115	24.24	3,048	.284
Domicile					
Career Expectation	Rural	135	21.66	2,595	.223
	Urban	65	22.02	2,408	.299
Career Goals	Rural	135	23.96	3,171	.273
	Urban	65	24.49	3,197	.397

In table 6 the average Career Expectation variable for women is 22.35 with a standard deviation of 1.992; While the average for men was 21.20 with a standard deviation of 2.878. And on the Career Goals variable the mean of women was 24.42 with a standard deviation of 2.709, while the mean of men was 23.84 with a standard deviation of 3.584. The average Career Expectation variable on a moderate GPA was 21.32 with a standard deviation of 2.647; while the average High GPA is 22.11 with a standard deviation of 2.405. And on the Career Goals variable, the average GPA was 23.98 with a standard deviation of 3.366; while the average High GPA is 24.24 with a standard deviation of 3.048. The average Career Expectation variable in rural areas is 21.66 with a standard deviation of 2.595; whereas the Urban mean was 22.02 with a standard deviation of 2.408. And on the Career Goals variable,

the average for rural areas is 23.96 with a standard deviation of 3.171; while the Urban average is 24.49 with a standard deviation of 3.197.

Table 7: Results of the Independent Sample t-Test

Hypothesis	variable	t-test for Equality of Means	
		Sig. (2-tailed)	Mean Difference
Gender			
H1	career expectation	.001	1,150
H2	career goals	.198	.580
Achievement (GPA)			
H3	career expectation	.028	-795
H4	career goals	.559	-267
Domicile			
H5	career expectation	.353	-356
H6	career goals	.265	-.537

The results of the above significance indicate that H1 sig = 0.001 <0.05 means that there is a difference in career expectation in gender (H1 is accepted), H2 sig = 0.198> 0.05 means that there is no difference in career goals in gender (H2 is rejected), H3 sig = 0.028 <0.05 means that there is a difference in career expectation on achievement (GPA) (H3 accepted), H4 Sig = 0.559> 0.05 means that there is no difference in career goals in achievement (H4 is rejected), H5 sig = 0.353> 0.05 means there is no difference in career expectation at domicile (H5 is rejected), H6 sig = 0.265> 0.05 means that there is no difference in career goals at domicile (H6 is rejected).

5. DISCUSSION

Are there different perceptions of the millennial generation about career expectation and career goals based on their demographics? In terms of career expectations, women expect a balance in their careers and lives compared to men, by being able to take care of the household and be able to do a good job (Burke, 2002), it is because their goal is not solely their life is just to work. Meanwhile, in men, they will feel more satisfied if they achieve more in their work. In Indonesian culture, which is predominantly Muslim, a man is the head of the household in the family, in addition to working, it is worship by working, a man can also provide support for his family because it is an obligation. For a woman, she can work and help meet family needs but on the one hand women must also be able to take care of the household, because women's obligations are to take care of all household needs, therefore why women expect a balance between career and work than men . According to Gusti Noorlita (2018) women are more likely to become civil servants and men are more into the private sector because women are more likely than men to accept jobs that are less than ideal and have lower salaries, perhaps reflecting the fact that women continue to be underestimated. in the labor market in terms of the salaries and positions they occupy (Fortin and Huberman 2002; Leck 2002). By becoming a civil servant, you will get a job that is in accordance with their abilities so that they have the same position as men. In general, men have better career success than women (Nabi, 1999; Richardson, 1996; Paisey, 1995, Pierce-Brown and Richardson, 1995; Jack, 1993; Drain, 1990; Silverstone, 1990).

A student's GPA score is often used to determine academic awards, such as lists of honors, class rankings, or Latin honors. Higher achievers and those with experience expect higher salaries and are less likely to accept less than ideal positions (Bartol and Martin 1987). Because the GPA is used as an award, people who have a high GPA tend to have high expectations regarding their career and also the income they will get. People who have their medium or low GPA choose a career that is not in accordance with their profession and their career goals will be different from people who have a high GPA (Retnawati, 2018).

In rural communities they have high compliance and loyalty to the company in the hope that when they devote themselves to the organization or company they will get high income and benefits provided to them. The difference between urban communities and those from rural areas, namely culture and habits between the two of course can make them have different career goals. Strong motivation for upward socioeconomic mobility (Ng and Sears, forthcoming; Somerville and Walsworth 2009) people from rural areas are much more motivated to achieve their career goals in order to improve their social strata.

6. CONCLUSION AND RECOMMENDATION

6.1   Conclusion
Based on the results of the analysis and discussion described in the previous section, the following conclusions can be drawn in this study:

In the hope of a career, the millennial generation hopes to be able to work as well as be able to channel their hobbies also they want their career to change their social status and their lives for the better and there is a balance between career and life. This could be caused by several factors from their background, such as family economy, neighborhood, parents' job or even encouragement or desire from parents to work where later. Working in accordance with a hobby or passion can make someone more enthusiastic about work so that it can increase productivity at work. The character of the millennial generation who is flexible and wants freedom can be a factor, they also get stressed easily if there is too much stressful work.

The career goals of the millennial generation based on demographic differences (Gender, GPA, Domicile) show that on average, the highest career goals for the millennial generation are to gain work experience as well as valuable life experiences. This is because the character of the millennial generation who always wants to keep trying something new, but this can be a threat to the company they work for. Therefore, to overcome their habits and character, the company must be able to make them feel comfortable working in the company so that later they will remain loyal and do not leave the company at any time. The provision of training and development programs can be carried out by companies to provide new skills to employees, that way employees can hone their skills so they can do various other jobs. Millennial generations who like challenges and new things that will make them even more motivated to work productively. The company must also be able to provide rewards for the results of their work so that they are less likely to leave the company because everything they want has been given by the company.

6.2 Research Suggestions or Recommendations

   a. For Researchers
       Researchers who will conduct similar research should be able to expand the object of research by examining students covering all parts of Indonesia So that the results obtained from the research can be generalized and can describe completely and thoroughly the hopes and goals of the millennial generation with what factors influence them. The results of this research are also expected to be developed for further research.

   b. For Companies
   c. Companies must strive to provide their best facilities, which are in accordance with the character of the millennial generation both from wages / salaries, a pleasant work environment, a boss who can also be a good mentor, giving benefits, challenging work, training to be able to develop or hone abilities others, kind and helpful colleagues, and opportunities for promotion. If they feel comfortable and all their hopes and career goals are fulfilled, they are unlikely to move to another company, besides that it can increase work productivity and loyalty to the *company*.

Based on the results of the research above, most millennial students have the same career goals, which are to gain valuable work and life experience, therefore it is recommended that companies provide training and development for employees to improve their abilities or even provide new skills for employees to be able to do various kinds of work. .

6.3 Research Limitations
a. In this study, the demographic classification is less specific and the difference in domicile still uses the perceptions of the respondents, as well as the lack of data on the respondents' backgrounds which can be a factor regarding their hopes and career goals.
b. The limited coverage of the research area is the sample of several universities in the city of Semarang. Meanwhile, there are still many universities that have not been explored and the large number of universities in Indonesia.

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