

**THE INFLUENCE OF KOREAN DRAMA “START-UP” ON THE
FUTURE DREAM CAREERS OF COLLEGE STUDENTS IN UII**



A Final Thesis by:

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LETTER OF AGREEMENT

UNDERGRADUATE THESIS

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It has been approved by the thesis supervisor to be tested and
defended in front of the thesis committee.

Date: 2023

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STATEMENT OF ETHICAL CLEARANCE
UNDERGRADUATE THESIS
The Influence of Korean Drama “Start Up” on The Future Dream Careers of
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Yogyakarta, February 21, 2023

Stating,



(Zaida Larasati M.Y.)

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MOTTO

“Persevere! Surely Allah is with those who persevere.”

- Surah Al-Anfal 8:46

“Don't worry about it in advance, because we don't know what will happen. When the time does come, you can deal with the situation.”

- Age Of Youth

“It's okay to change your dream. Because the one that never change is our hope.”

- Jeon Yeobeen

Dedication

I dedicate this work to:

My parents, family, friends, and everyone who always support me.

FOREWORD

Alhamdulillahil'alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful, for His blessings and unending grace and gifts. Shalawat and greetings are continuously given to Prophet Muhammad SAW, who serves as an example and perfecter of Islam, so that the researcher could accomplish this undergraduate thesis entitled "The Influence of Korean Drama Start-Up on The Future Dream Careers of College Students in UII." The author's journey to complete the Final Project as a Communication Science Student International Program at the Universitas Islam Indonesia is very long. Various obstacles of the author faced on the trip. But thanks to all the facilities given by Allah SWT, the support of the people around the writer, and the strong intention in the hearts of the author, finally the author can complete the final assignment of this thesis smoothly and without significant obstacles.

First, I want to thank my parents, especially my mother who is always on my side, supports everything I do, and help guide me in completing the final assignment of this thesis. Also, my little sister who is always on my side and supports me. Second, I want to thank my thesis supervisor Mr. Dr.rer.soc Masduki, S.Ag., M.Si who has guided, gave many suggestions, and assistance during the writer to start until completing this thesis. Also, to Mrs. Ida Nuraini Dewi K. N S.I. Kom., M.A. As my DPA, who has guided from the beginning of my college days until now.

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Yogyakarta, March 9, 2023



Zaida Larasati M.Y.

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ABSTRACT

Korean drama or K-Drama is a Korean television series that very popular, especially among teenagers. Giving a variety of different and unique storylines is the main attraction of K-Drama. Usually, K-Dramas will feature stories about the work of the characters. There are many kinds of jobs that become the main background of stories in K-Dramas. Start-Up tells about people who dream to become entrepreneurs in the start-up field. They get various trainings and struggle to become successful start-up entrepreneurs. The purpose of this research is to find out the influence of the storyline and the characters of the K-Drama Start-Up on the dream careers of students at the Universitas Islam Indonesia. This research uses quantitative methods, and collected data by distributing questionnaires online using Google Forms. The finding shows that the majority of UII students are familiar with Korean dramas and like Korean dramas. Those students have a dream career for their future, and can be influenced by internal and external factors. From the storyline, students were inspired to build a start-up business based on making applications because this business is very appropriate for the present and future digital era. Start-up business can be done by everyone from various fields and provides a representation of a bright future. The characters who are passionate about achieving their dreams, inspire students to work hard and never give up on their dreams. So, each characters and storyline, also both Characters and Storyline have a significant positive effect on Dream Career.

Keywords: Korean drama, Start-Up drama, start-up business, college students, dream career

ABSTRAK

Drama Korea atau K-Drama adalah serial televisi Korea yang sangat populer, terutama di kalangan remaja. Memberikan berbagai cerita yang berbeda dan unik adalah daya tarik utama K-Drama. Biasanya, K-Drama akan menampilkan cerita tentang pekerjaan karakter. Ada banyak jenis pekerjaan yang menjadi latar belakang utama cerita di K-Drama. Start-Up menceritakan tentang orang-orang yang bermimpi menjadi pengusaha di bidang start-up. Mereka mendapatkan berbagai pelatihan dan berjuang untuk menjadi pengusaha start-up yang sukses. Tujuan penelitian ini adalah untuk mengetahui pengaruh cerita dan karakter dari K-Drama Start-Up pada karir impian mahasiswa Universitas Islam Indonesia. Penelitian ini menggunakan metode kuantitatif, dan data dikumpulkan dengan cara mendistribusikan kuesioner online menggunakan Google Forms. Temuan ini menunjukkan bahwa mayoritas mahasiswa UII mengetahui dan menyukai drama Korea. Para mahasiswa tersebut memiliki karir impian untuk masa depan mereka, dan dapat dipengaruhi oleh faktor internal dan eksternal. Dari jalan cerita Start-Up, mahasiswa terinspirasi untuk membangun bisnis start-up berdasarkan membuat aplikasi karena bisnis ini sangat cocok untuk era digital saat ini dan masa depan. Bisnis start-up dapat dilakukan oleh siapa saja dari berbagai bidang dan memberikan representasi masa depan yang cerah. Karakter-karakter yang bersemangat untuk mencapai impian mereka, menginspirasi siswa untuk bekerja keras dan tidak pernah menyerah pada mimpi mereka. Jadi, masing-masing Characters dan Storyline, juga Characters dan Storyline secara bersamaan memiliki efek positif yang signifikan pada Dream Career.

Kata kunci: drama Korea, drama Start-Up, bisnis start-up, mahasiswa, karir impian

CHAPTER I

INTRODUCTION

1.1. Background

When we mention the word Korean Wave, maybe K-Pop is the first thing that comes to our mind, because K-Pop is the main thing in the Korean Wave. But behind that, Korean dramas have become the strongest driving factor for the Korean Wave in various countries. The drama, which originates from a small country in Asia, has managed to captivate and be loved by people from all over the world. Thus, making the Korean Wave increasingly influential in the world. Korean drama or K-Drama is a Korean television series that become a big phenomenon that very popular, especially among teenagers. Giving a variety of different and unique storylines is the main attraction of K-Drama, from fantasies which are having "not rational" stories, thriller dramas about murderer cases, slice of life dramas with light stories that tell about daily life and beautiful love stories about romantic couples are the aspects that catch the viewer eyes and hearts. Even some K-Dramas on Netflix reach the most extensive popularity, becoming more popular than western series.

Korean dramas are very popular and loved by many people. According to Yosefina Tobing (2013) , Korean dramas have fun and interesting story to watch. Korean dramas are also popular with teenagers and young adults. Can watch their favorite Korean actors and actresses is one of the reasons why teenagers love Korean dramas. Korean dramas are the most popular TV series in Asia, it more than Indonesian dramas. Korean Drama or abbreviated as K-Drama refers to TV series in Korea and use Korean language. Korean dramas are produced in South Korea and are usually in the form of mini-series with characteristics that are different from regular Western dramas or TV series. Korean dramas can be set in contemporary periods or in historical periods, and in Korean we can call it *sageuk*. Different genres employ to these two, ranging from romantic comedy and action to sci-fi fusion dramas. (Yosefina Tobing, 2013).

Other than interesting and diverse genres, usually, Korean dramas will feature stories about the work of the characters. There are many kinds of jobs that become the main background of stories in Korean dramas, such as doctors, lawyers, prosecutors, judges, book writers, screenwriters, directors, producers, actors, police, detectives, soldiers, designers, photographers, athletes, pianists, violinists, architects, reporters, announcers, office workers and many more. There are even jobs that are rarely mentioned, such as cleaning the belongings of the dead, film translators, librarian, and manager of a painting museum. Hyunji Lee (2018) said K-drama acts as a tool for fans to attain knowledge, broaden cultural perspectives, and differentiate themselves from their local culture. Based on my inquiry, further highlights that the fans accentuate the quality and aesthetics of K-drama in an attempt to legitimize their fandom and express their normative identity. Fans relationship with K-drama can therefore inspire new relationships and reinforce existing social and cultural perspectives.

K-Drama can be a source of learning for the audience, one of which is learning Korean. By watching K-Drama often, viewers will slowly start to know Korean words, such as basic words in everyday conversation. Then as time goes by, the more we watch K-Drama, the more viewers hear and begin to understand Korean. They begin to understand how to compose a sentence to be able to distinguish between formal and informal ways of speaking. Then, related to the work of the characters in K-Drama, when watching dramas about law, they can understand a little about the articles in the law and how trials are conducted. While watching medical dramas, they begin to understand how to properly treat patients and the rules of medicine. Also, while watching dramas about the press, they begin to understand how reporters and journalists look for and collect evidence of the truth of a story. Not only get entertainment through sweet romantic stories or comedy stories that invite laughter. Through Korean dramas, the audience is also invited to think a lot and can learn many things.

Moreover, Mankekar and Schein (2013) in Park and Lee (2019), said that transnational media contribute to reshaping the desired map. In accordance with them, desire is commonly limited to a place where one lives because person desires what he/she can look at and consume. Nevertheless, transnational media, particularly transnational television, provide material for remote consumption. Through these images, viewers come to transnational desires rather than establish the boundaries of lust in their physical environment. That is why many teenagers who are fans of Korean dramas become interested in doing the work that is the story's background in a drama. The term "our future dreamwork is changing depending on the dramas that we watch" because when watching the dramas, the viewers will imagine if they living as a character in the drama. K-Drama can help teenagers decide their chosen career. Because watching K-Drama which has a detailed story about the background of the work of the characters, can help teenagers know how the atmosphere, rules, and what things must be done by the field of work. That way, teens can begin to consider whether the career suits them or not.

Start-Up is a Korean drama that tells about people who dream to become entrepreneurs in the Start-Up field. This drama is set in a place called the Sandbox, where they get various trainings and struggle to become successful start-up entrepreneurs. Seo Dalmi, played by actress Bae Suzy, is an ambitious and unyielding young woman who boldly takes steps to quit her old job and pursues her dream of becoming a start-up entrepreneur. On the other hand, Nam Dosan, played by actor Nam Joohyuk, is a young man who is known for his intelligence, so he and 2 friends created a small start-up company called Samsan Tech. But as time goes by, the company did not develop and could be said to have failed. So, to make their dream happen, they attended a training and there formed a team where everyone worked on their respective parts, namely the CEO, developer, and designer. The CEO is in charge of leading the group, the developer is in charge of making the application by coding, and the designer is in charge of designing the appearance of the application. They work hard every day to create an application that uses an AI system, which can show the way through speaking for blind people. Although

hit by various problems in the middle of the road, but in the end, they managed to create the application and became successful.

Other than the story about their career as start-up developer, there is also a love story between the three main characters, the story about their family problems and economic background, and the story about friendship who struggling together to reach their dreams. That is why this drama is interesting for young generation, because, beside the job are described in very epic and detail, the whole stories of this drama are related with the real condition of young generation. This drama is produced by Korean cable television broadcaster tvN and internationally aired on Netflix, it is produced by Hi-Story D&C as the production company, Studio Dragon as the house production, Oh Choong Hwan as the director, and Park Hye Ryun as the writer. This is one of the popular dramas that was released in 2020, it has entered the top 10 most popular TV shows on Netflix in the world (daily ranking) at various times since its beginning. Looking at data provided by Flixpatrol, the drama was ranked 5th most popular TV shows on Netflix in the world.

This study was conducted with the aim of seeing whether watching Korean dramas has big impact on the choice of a dream career for the future of teenagers. Also, what are the things in Korean dramas that make teenagers interested in a career in that field of work, whether this desire is just a common interest when watching the drama or a seriously pursued dream to become a career in the future. Universitas Islam Indonesia (after this, it will be mentioned by the abbreviation, UII) students are suitable as respondents in this study because UII students are included in the category of teenagers who are in their 20s and are currently preparing to enter the world of work in the future. So, I chose Korean drama fans who are part of UII students to be respondents in my research.

1.2. Research Question

What is the main story of Korean Drama Start Up and How It shaped the Future Dream Careers of College Students in UII?

1.3. Research Purpose

The purpose of this research is to find out whether the storylines and characters in Start-Up Korean dramas affect the future dream careers choices of college students.

1.4. Research Benefit

1) Academic Benefits

This research is expected to be useful for communication practitioners and public as reference for future learning in communication through media film. In addition, this research is providing an analysis about how storyline and characters in film or series can affect college student's preference in future dream career choices.

2) Practical Benefits

This research shows about how film and series influence in college student's preference is choosing their future dream career. So, this can be a reference for readers, especially college student, about using film for inspiration for their future career choices.

1.5. Previous Research

1) Factors of Watching Korean Drama Among Youth in Kuching City, Malaysia (Mazdan Ali Amaran and Lau Mei Wen, 2018).

The main factor that makes teenagers influenced to become viewers of Korean dramas is their socializing ability. Teenagers who don't really like to socialize like just chatting with friends or family, tend to choose to spend time watching Korean dramas alone or watching together while chatting casually with friends or family. The influence of friends is also a strong reason for teenagers to watch Korean dramas. Hearing their friends always talk about the Korean dramas they watch can make them curious and want to watch them too. According to Yue (2008). Media content is one of the ways people seek social interaction with others, as they can communicate by watching the content together and talking about it. This is why, indirectly, the topic of everyday conversation with friends or family can also be the main purpose of watching Korean dramas, because we can discuss interesting stories from our favorite Korean drama series with each other.

The difference from my research is in this research the main reason students watch Korean drama is about sociability and making it as a learning source is not the main factor for teenagers to be motivated to watch Korean drama. So, it is didn't influence the future worksdream of the teenager.

2) Perceived Influence of Korean Drama in The Culture of Student Viewers in Central Luzon State University (Ariel Joy C. Posadas and Dr. Danilo S. Vargas p.H.D., 2021).

Korean dramas have entertaining storylines, interesting themes, characters that can inspire teenagers, and genres that teenagers like such as romantic comedy. Therefore, it is become increasingly popular to many people, especially teenagers. Korean dramas are audio-visual works. So, because of that, Korean dramas have a visual and audio impact on the audience. Visually oriented things such as body language, expressions, and fashion of the actors, then audio or voice-oriented things such as accents speaking in Korean and the songs that are the soundtrack of the drama can be recognized and affect the people who watch it.

The difference from my research is in this research it is talk about the influence in the culture of students. My research talks about the influence to the future dream career of students.

3) Pengaruh *Product Placement* dan *Brand Image* Lancome Dalam Drama Korea Start Up Terhadap *Audience Recall* pada *Followers Akun Twitter @K_Dramaindo* (Ainun Nafisah, Made Dwi Adnjani, dan Mubarok, 2022).

Product placement is a marketing communication activity by placing a product through a film or drama. However, inappropriate product placement can affect the product image or there is no guarantee that the audience is aware of the product. The purpose of this research was to determine the effect of Lancome's product placement and brand image in Start Up Korean drama to audience recall on followers of @K_DramaIndo Twitter account. This study employed a quantitative

research method with positivism paradigm, which is included in survey research. From this study, it is evident that the product placement and brand image of Lancome products in the Korean drama Start-Up affects potential consumers and creates audience recall on followers of the @K_DramaIndo twitter account.

The difference from my research is in this research it's talk about the impact of a product placement in Start Up to the audience recall of a K-Drama fanbase account in Twitter. My research talks about the influence of K-Drama Start Up to the future dream career of college students.

4) The Filipino Millennial and the Korean Drama Fad (Eileen Itabag Estoque, 2022)

Foreign fashion and culture have long been welcomed by Filipinos. As a result, contemporary Philippine society has been heavily influenced by Korean culture and trends as depicted in Korean dramas. Korean dramas have had a significant impact on people's views and preferences as well as the food, fashion, cosmetics, music, and entertainment industries. The students who participated in the survey may have formed product preferences as a result of watching Korean TV dramas, favoring Korean goods over domestic ones and perhaps even subconsciously or consciously believing that their own nation is lesser to South Korea.

Young people are drawn to these K-dramas for a variety of reasons, including their original and exciting plots, fast-moving narratives, stylish and attractive Korean characters, trendy culture, and other elements like romantic sentiments expressed in the drama and the use of alluring music. They are also generally interested in medical dramas, historical, supernatural, school, melodrama, action, and even psychological aspects. Participants learned about basic Korean cultural customs by frequent observing and seeing, which has an impact on their interests and preferences. Additionally, they learnt basic Korean words that they occasionally use. Usually, it begins as a way to relax, but for some people, it has

since developed into a habit. Additionally, Filipinos enjoy drama and relatable stories.

Most teenagers in the Philippines imitate Korean style. In fact, the majority of teenagers' lifestyles are being influenced by Korean fashion. They occasionally have a blind fashion sense and strive to look like the media models. Their clothing choices, hairstyles, jewelry, and overall outfit composition are all copies or imitations of things they observe. Following fashion trends is a popular fad today. It has been noted that the Filipino millennial generation has somehow assimilated the verbal and nonverbal messages, as well as the food that is frequently depicted in these K-drama series, that they see in Korean dramas. In other words, we grow to love and accept what we are exposed to frequently and are familiar with, like Korean tv dramas.

The difference from my research is in this research it is talk about the influence of Korean drama culture to the Filipinos young generations behavior. Such as the fashion, food, and Korean language. My research talks about the influence to the future dream career of students.

5) Culture in Korean Drama towards Influencing Malaysia Audiences (Juliana Tajul Ariffin, Dr. Hassan Abu Bakar, Dr. Nor Hafezah Yusof, 2018)

The popularity of Korean dramas in Malaysia demonstrates unequivocally that language is no longer a barrier for Malaysians to watch Korean dramas. Instead, the success of Korean dramas in Malaysia has been driven by their resemblance to real people and their emphasis on sensitive themes like family, values, and lifestyle. Korean dramas suit the emotional demands of Asian viewers by being expressive, easy to adopt into a similar lifestyle, and close to their respective cultures. It has been established that Korean dramas can fully satisfy the "emptiness" that Western dramas are unable to. In terms of cultural interests, Korean dramas have been able to connect their fans' needs in a realistic way. All of these elements together have increased the likelihood that Korean dramas will be shown in Malaysia.

Additionally, it demonstrates how closely country-specific factors like culture, sensitivity, and age-appropriate demands influence audience engagement. Even from a point of viewpoint or age, the audience is influenced by the culture. The acceptance of Korean drama production in Malaysia is largely dependent on an understanding of the demands of the viewers.

This study makes several contributions to Korean media literature. First off, the conclusion that it is worthwhile to promote and cultivate culture and Asian values through the media also supports a significant body of research that highlights the importance of Korean media strategy in molding their output for viewers in global markets. The ability of Korean media to create techniques and strategies to draw in audiences from other nations is unusual and fascinating to remark. The Korean media uses its vibrant culture, beliefs, and values in its drama productions while also keeping in mind the realities of life, such as love, family, sacrifice, and loyalty. This idea sets Korean drama apart from other popularly dramas in the West since it grabbed viewers by encouraging them to maintain realism through an emphasis on human nature.

The difference from my research is in this research it is talk about how Korean drama which shows vibrant of culture can influenced the Malaysian audiences. Because it is easy to adopt the culture that close to their respective culture. My research talks about the influence to the future dream career of students.

1.6. Theoretical Framework

1) Use and Effect

The classical idea of effects and the uses and gratifications method have been combined to create the uses and effects theory. The idea of usage is an essential or central component of this method of thinking since understanding the reasons behind media use will help us comprehend and anticipate the outcomes of a mass communication process. Hence, the uses and effects is a theory that explains how mass communication transmitted through the mass media has an impact on its audience (Bungin, 2006).

Film is also one of the means of mass communication that contains many signs and meanings that explain a particular understanding. Film is also a medium with great power and influence that influences many layers of society, this allows the film to easily influence the audience through the content of the message presented (Sobur, 2004: 127) in Susanto et al. (2019). As what S. Zizek said, film has become “a tool for disseminating a nation’s ideology to the masses” and according to T. Kashani, it is also seen as “an instrument for personal and social transformation.” As a result, films are expected to shape beliefs, influence opinions, and change attitudes, including on current social issues.

Every film and drama series have their own storyline and the characters played the roles in that story. A film's story is packaged in such a way that the message it conveys gets through to the audience. The messages and values contained in films can affect viewers cognitively, emotionally, and imaginatively. Due to the strength and ability of film to reach many social segments, experts are aware of the potential impact film can have on its audience, according to Sobur (2009) in Nur et al. (2020). Nowadays, watching film and drama series already become the part of people’s daily life. After having a hard time in school or work, many people used to reduce their stress and enjoy their spare time by watching film and drama series. A film story has a message to convey to the audience. Films also often influence the behavior and thoughts of those who witness them (Paneri, 2019) in Nur et al. (2020). Another study found that viewers who were more immersed in a story were have more positive impressions about the locations in the story, regardless of whether the film was violent, frightening, or entertaining. Recent research on narrative beliefs suggests that stories change people's attitudes and behaviors because of the way they engage with stories and their characters (Moyer-Gus'e and Dale 2017) in Hamby and van Laer (2021). That is, mentally move from the physical environment to the narrative world (Green and Brock 2000). This form of processing reduces the consumer's tendency to contradict the content of the story, increases the audience's emotional experience, and is more persuasive because it feels more like a real-world experience (Green and Brock 2000; van Laer et al. 2019).

Beside the storyline itself, the characters also played an important role to make the storyline more interesting. That is why the characters in film also can influence the audience. When people engage with a story, they engage with the characters in the story. This is a process often called identification (Bhattacharya and Sankar 2003; Cohen 2001). When the viewers identify with a character, they see the storyline from the character's perspective and relive the storyline (Escalas and Stern 2003). Cohen (2001) in Hamby and van Laer (2021) states that character identification includes feeling the feelings a character experiences, internalizing, understanding, and sharing the motives of a character's actions, a character's goals, and losing self-awareness. As follows, part of identifying with a character involves surrogate experience of that character's motivation for action.

Studies across a variety of disciplines has explored aspects that affect character identification. For example, people are more likely to sympathize with visually appealing or similar characters (Balasubramanian 1994; Bandura 1986; Singhal et al. 2004) in in Hamby and van Laer (2021). Also, when people feel vulnerable, they are more likely to identify with the vulnerable brand character (someone who started at a disadvantage but is motivated and determined; Paharia et al. 2011) in Hamby and van Laer (2021). Furthermore, narratives that depict a character's mindscape (e.g., by describing a character's feelings, thoughts, and motives, rather than merely describing their actions) are more readily identifiable to the character by consumers visible (van Laer et al. 2019).

1.7. Relevant Concepts

1) Korean Drama

Korean drama or K-Drama is a Korean television series that become a big phenomenon that very popular, especially among teenagers. Giving a variety of different and unique storylines is the main attraction of K-Drama, from fantasies which are having "not rational" stories, thriller dramas about murderer cases, slice of life dramas with light stories that tell about everyday life, and beautiful love stories about romantic couples are the aspects that catch the viewer eyes and hearts. Even some K-Dramas on Netflix reach the most extensive popularity, becoming more popular than western series. Jenkins et al. (2013) argue that

cultural products formed from a mixture of familiar and different cultures are most easily spread across the borders of various countries. However, this study found that the main attraction of K-drama for Western viewers is its fantasy, particular cultural, and structural elements. Korean culture is heavily influenced and deeply entrenched in classic family-based Confucian values (Jang and Paik, 2012; Lee, 2011), the most prominent difference between Korean and Western dramas, which fans continue to talk about is the number of scenes of violence and sexual harassment featured in dramas. Interviewees agreed and appreciated that K-Drama presents a safer, more conservative, and relationship-based story compared to Western dramas.

In Korea they use the term drama to refer to a series of films that usually consist of 2-50 episodes or even have more than one season. In contrast to films that only show once with a duration of usually only about 2 hours, Korean dramas that air on television usually air twice a week, while Korean dramas that only air on OTT platforms such as Netflix usually will immediately release all episodes in a day. Because they have many episodes, dramas usually have more actors and a variety of stories than movies. Drama is also different from theater. Like a film, drama actors and production crews shoot and then edit the recordings into a serial story which is then broadcast on television. As for the theater, the actors act directly on the stage, so the story is told through performances. Stories presented in theater performances are also usually sourced from historical stories or folklore, theater does not have many genres such as drama and film.

Other entertainment shows that air on television is variety shows, reality shows, and talk shows. In contrast to dramas where the actors act to show a life story, the three entertainment shows broadcast real life. Although broadcasting real life, in variety shows, the members will have their own characters that may be different from real life, but they are not fully acting like in dramas or movies. For example, in one of the most famous Korean variety shows in the international arena, Running Man, each member has their own character, some have the character of being the strongest person and always win, some are always unlucky, some don't know many things "like live in a cave", some are jailed, some are

treacherous. The characters are all made with the aim of entertaining the audience. For shows that really show real everyday life, is a reality show. For example, *The Return of Superman* is a Korean reality show that shows the daily lives of children and their fathers. After that, there was a talk show that featured shows where several people chatted together discussing various interesting topics which were usually also related to the realities of life. The three entertainment shows that also air on television, also become rivals for Korean dramas that also air on television.

As Chua (2010) observed, interest in Korean popular culture is growing rapidly in East and Southeast Asia, Korean films and Korean television dramas have become staples of both television viewers and film fans. This is exacerbated by the impression they get from broadcasting on television stations and selling Korean drama DVDs. Lee (2004), Cho (2005), Kim and Ryoo (2007), Tunstall (2008), and Ju (2010) also highlighted that those kinds of dramas have become the preferred media genre for most television viewers in South Korea. Therefore, Kim (2009) states that the popularity of Korean music and dramas has caused heated arguments in East and Southeast Asia since the late 1990s. Previous research on Korean dramas has discussed two main things, the first is the factor that contributes to the success of Korean dramas is that the market price is not too high. Kim (2007), Yong (2008), Ryo (2009) said that other than audience interest, good looks, beauty, and celebrity culture, other important factors that can make many people buy Korean products, are because relatively cheap prices. Cheaper than Japanese and Hong Kong dramas.

Korean dramas can have a good story, a detailed description of the character's work, a place setting that really fits the story, beautiful cinematography, and an original soundtrack that is pleasant to listen to because the Korean drama production team does not play around when producing a drama. They dare to spend massive production costs to make a perfect drama. With the background of the story of people who work as mountain rangers (mountain guards that can be climbed), the production team and cast of the drama *Jirisan* actually shoot in the mountains. When the fire scene, they use real fire so that the results are really real. Because of the many disaster scenes in this drama,

sophisticated CGI technology is needed to get results that look true to reality. The making of this Jirisan drama itself costs approximately billion won or the equivalent of 355 billion 436 million rupiah. Another drama with the same production cost is Mr. Sunshine, this drama is set in Korea during the Japanese colonial era. The production team of this drama built a "city" of its own that was in accordance with the conditions at that time as the filming location of this drama. This drama about the Korean independence struggle also involves many people as its actors and requires properties such as trains and cars from that era.

Many Korean dramas whose stories focus on the work of the characters such as Hospital Playlist and Romantic Doctor Kim Sabu which are dramas about the medical world, the actors really learn about medical science such as the names of the tools used, medical terms, as well as details, an explanation of how a disease can occur and how to cure it. Suspicious Partner and Lawless Lawyer, which is a drama about the legal world, the actors really learn about the articles, and even conduct trial simulations by learning directly from real lawyers, prosecutors, and judges. You're All Surrounded and Police University, which is a drama about the world of police, the actors learn about the procedures for arresting suspects, as well as how to check crime scenes. Also, The First Responders which tell stories about three different jobs which are police, firefighters, and paramedic. In every episode of The First Responders, it tells about many kinds of emergency codes, such as Code Zero which is emergency code issued for a dangerous felony, Code Red which is emergency code indicating fire, Code Blue which is emergency code issued in case of a heart attack, Code Amber which is emergency code issued when an infant or child is kidnapped, Code Clear which is a code indicating the end of an emergency, and many more, the actors who acted as firefighters really learn about how to open and hold the hose, and the actors who acted as paramedics learn about how to do CPR, bandaging the wound, and giving oxygen to the patient directly with the experts. For a drama with a background as musicians such as pianist and violinist, the actors study for months to actually play the instrument. The cast of the drama Do You Like Brahms which is about the love story of a pianist and a violinist revealed that they practiced so hard that they almost never left their instrument for

about 6 months to play roles in the drama.

Original soundtrack songs from a drama are also the main attraction. Usually, Korean dramas have approximately 3-12 songs that are the original soundtrack of the drama. These songs usually have lyrics related to the story of the drama, so listening to them will make the audience feel as if they are looking back at the story of the drama and some of the original soundtrack songs will also have a music video containing drama scenes related to the lyrics of the song. So good a song from the original soundtrack can even make people interested in watching a drama after listening to the song and knowing that it is the original soundtrack of a drama. In addition, there is also background music that complements and beautifies every scene of the drama. Like using soft background music for sad scenes and cheerful background music for happy scenes. The presence of background music can make the audience feel the emotions depicted in the drama scene.

Because of the large production costs, as well as the hard work of the production team and the cast to make a drama, it's no wonder that the production house of the K-Drama carries out various promotions for the drama they produce. Besides being broadcast on Korean tv channels such as the national television channels SBS and KBS or cable television channels JTBC and tvN, usually Korean dramas will also be aired on various international OTT platforms that can be watched by people in other countries, such as Netflix, VIU, IQiyi, and Disney+. That way Korean dramas can be watched and become popular in the international arena. In addition, the drama production team also creates content such as behind the scenes, interviews of the actors, and various interesting content such as the players various games while asking questions about the drama which is usually uploaded on the YouTube channel of the TV channel or OTT platform where the drama is broadcast. These various interesting promotions of course help so people are interested to try watch the drama.

Korean dramas have various genres such as romance, romantic comedy, slice of life, fantasy, thriller, crime, etc. There are so many Korean dramas that are very popular in Indonesia, such as *The Heirs*, *Descendant of The Sun*, *Goblin*, *It's*

Okay Not To Be Okay, Start Up, Squid Game, etc. Here I will give an example of a Korean drama that may not be very popular but is very worth watching. From these various genres, an example of one of the best dramas from the slice of life genre is Hospital Playlist, this drama is quite popular, but maybe not as popular as the dramas above. Hospital Playlist tells the story of five doctors who have been friends for 20 years since they were in college, working in the same hospital. The five doctors have their own specialists, each of them has different problems. The struggle of the patients to recover, the tears of the patient's family who fell due to the accident of death, until the arrival of patients who are victims of violence are also gives color to the story of this drama that makes this drama have many life lessons that we can learn. The most interesting story in this drama is the story of the five people long-time friendship, with 4 boys and 1 girl in a group, love triangle story also happened between them. Also, beside their main job as doctors, every week they play a music and sing a song together as a group band.

From the fantasy genre, I want to give example with The King Eternal Monarch. This drama tell stories about This drama tells the story of a handsome and authoritative king in the Kingdom of Corea which is a parallel universe of the Republic of Korea, whose name is Lee Gon accidentally coming to the Republic of Korea through the gate of a parallel universe. There he met Jung Taeul who is a very brave woman detective. It turns out that there are many mysteries behind their relationship, which relates to the Lee Gon's father murdered case when he was 8 years old. Other problems due to the existence of twins from each people in the two universes also make the story more nerve-wracking. Beside the complicated story of those two parallel universes, there is a bittersweet love story between two people that live in different universe. This drama has a very great story, that maybe can make us confused but interested at the same time. The cinematography of this drama also very beautiful.

Then, this is the example of romantic comedy drama, this drama titled Fight for My Way. This drama tells the story of two friends in their 20s, Ko Dong Man who dreams of becoming a boxer athlete and Choi Aera who dreams of becoming a television announcer. But it's not easy at all, they have to struggle to

achieve their dreams in the midst of mediocre economic conditions. They still have to do other jobs to fulfill their daily needs. Dong Man and Ae Ra who already became friends since their childhood, started growing their feelings that makes their relationship change from friends to lovers. This drama is having fresh stories about people in their late 20s who struggled to reach their dreams and a sweet love story. The comedy is also making this drama more interesting.

Also, the example from action drama, there is Vagabond. Vagabond tells the story of a man named Cha Dal Geon (played by actor Lee Seung Gi) who struggles to find the truth behind a plane crash that causes his young nephew to die while leaving for Morocco to take part in a Taekwondo match. The entire victim's family was dispatched to Morocco to pray together for the passengers whose bodies were not found in the Moroccan sea. There, Dalgeon met a woman who is a member of the National Intelligence Service (NIS) who works at the Korean embassy in Morocco, the woman named Go Haeri (played by actress Bae Suzy). Eventually they both work together to find out the truth about the plane crash. They are also helped by people who are on their side and have the same goal. But it was not easy, because behind the incident of the plane crash, many high-ranking officials in the political world were involved. But the two of them never gave up. From this drama, the audience is invited to see various dark sides of the world of politics and government which also involves various large companies that are influential in the country. Also, the injustice that happened to the ordinary citizen.

2) Dream Career

Career choice is a very important thing in people's life because it will determine how their life will be in the future. In recent years, when students have completed their education in college, they are faced with problems in choosing a career. In Pakistan, after graduating from college, fresh graduate students have a hard time getting the job they want. Intense competition with people who already have work experience is also another inhibiting factor. Therefore, from year to year the unemployment rate is getting higher and higher. That is why career choice is one

of the important choices that students must make to develop their potential strategies after graduating from college. The career they decide to choose can be something they will continue to do for the rest of their lives. They must make sure to choose a career that can be run with pleasure and according to their passion. So that after determining the career they want later they will not have problems with difficulties to reach that career. Although there is nothing wrong if you want to try to struggle for their dream career first.

With education, young people can get the appropriate knowledge, a rational perspective, and help them design the career they will choose in the future. But there are still many students out there who are not serious in carrying out lectures, it is also a factor that can make it difficult for students to determine their career choices. Therefore, so that the education that students undergo can really help them gain new correct knowledge and a good perspective on various problems, they must undergo lectures with unanimous intentions and determination. So that later it can be useful for students to help choose a dream career in the future and there will be no regrets, career planning must be done as early as possible. Having a career that matches what you want can make people satisfied and proud of their self. But if people have a career in a field that they are not really interested in, it tends to make someone feel bored and can't enjoy their job. It can be said, if a person takes the wrong career choice it can ruin their future.

Therefore, considering carefully about career choices is very important. When they are young, some people think that life is a wonderful adventure. So that they believe they can have a career according to their plans while still studying in college, such as becoming a doctor, pilot, professor, IT expert, lawyer, accountant, and other amazing jobs. Make a career choice is a very important thing in a person's life. Because if people choose the wrong career, it can make it difficult for them to get a job and end up in failure. But in reality, there are still many students who still choose to challenge themselves by taking career choices that are outside the realm of their majors in college, careers that are in demand by many people, to careers that have high risks. Because they believe that something must be tried first, they should not be afraid to fail before trying to fight for their desires.

Many studies have seen that the factors that influence undergraduate students to choose their future careers are related to social, educational, economic, and cultural backgrounds (Noreen & Khalid, 2012). The two main buzzwords in education in recent years are college and career readiness (Appatova and Hiebert, 2013; Turner and Danridge, 2014). ACT (2006) describes college and career readiness as “the level of preparation required by students to be ready to enroll and succeed without having to go through a process of improvement by taking entry level credit courses at an institution for a period of two to four years, or attending school trade and technical schools”. Teachers in schools are obliged to prepare their students with the knowledge, skills, and dispositions that will help them towards the future, given the shift from an economy built with industrial strength to an economy that prioritizes knowledge, change, and innovation as a result of globalization.

Sadly, discussions about college and career readiness often prioritize literacy skills and cognitive skills that make students ready for college as well as achieve career success at the expense of students' future career identities, so they do not see who students are and who they want to become. That is why in the end there are still many students who finally decide to work anywhere as long as they are in accordance with the majors during college and get a fixed salary. Many of them sacrifice their dream careers because of economic conditions that require them to immediately get a job. In addition, there are also many students who, even though they have taken education up to the lecture level, even up to a master's degree, are still unsure about their chosen career. It could be because of the many career choices in the major he chose, feeling that they do not have talent in any field, or when they majored in college, they only followed the wishes of their parents. Things like this are indeed a problem that is difficult to avoid, to overcome them, students can start trying things they like slowly before deciding which future career they will choose.

1.8. Hypothesis

This study is intended to assess the hypothesis that UII students future

dream career is influenced by Korean drama “Start-Up”, because by watching the drama that have stories about young people who dream and work at Start-Up field. This means that it uses the alternative hypothesis (H_1). The researchers also hypothesized that there is correlation between future dream career of students in UII and watching Korean Drama Start Up. This indicates that the null hypothesis (H_0) is also used. The hypothesis is:

H_1 = the storyline of Korean drama Start Up influence the college student future dream career.

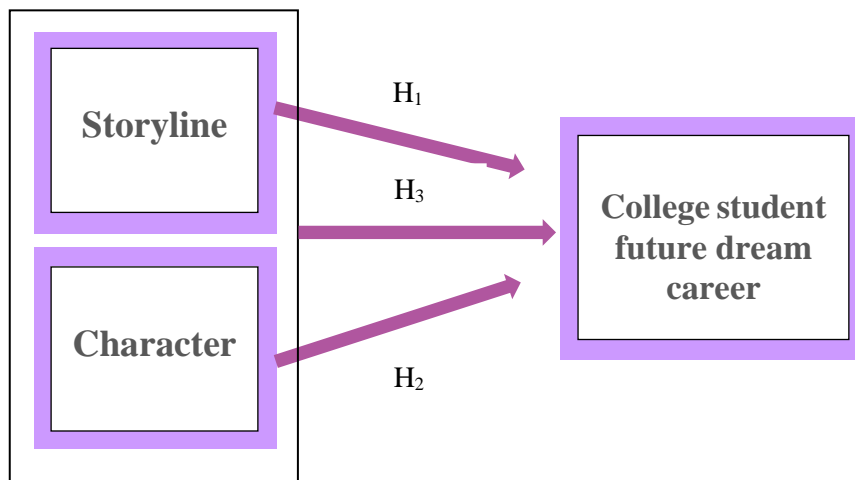
H_2 = the characters of Korean drama Start Up influence the college student future dream career.

H_3 = both storyline and characters are influencing the college student future dream career.

1.9. Conceptual Framework

Korean dramas have become the strongest driving factor for the Korean Wave in various countries. Usually, Korean dramas will feature stories about the work of the characters. The term "our future dreamwork is changing depending on the dramas that we watch" because when watching the dramas, the viewers will imagine if they living as a character in the drama. Start-Up is a Korean drama that tells about people who dream to become entrepreneurs in the Start-Up field. This drama is set in a place called the Sandbox, where they get various trainings and struggle to become successful Start-Up entrepreneurs.

Career choice is a very important thing in people's life because it will determine how their life will be in the future. In recent years, when students have completed their education in college, they are faced with problems in choosing a career. With education, young people can get the appropriate knowledge, a rational perspective, and help them design the career they will choose in the future. Many studies have seen that the factors that influence undergraduate students to choose their future careers are related to social, educational, economic, and cultural backgrounds (Noreen & Khalid, 2012).



V₁ = Storyline (SL)
 V₂ = Character (CT)
 Y = Dream Career (DC)

1.10. Research Method

(Leedy & Ormrod 2001; Williams, 2011) define the methodology in research as the holistic strides a researcher apply in starting on a research work. Methodology means the way we do to get the results of our research. In a study, the selection of a methodology can be done based on the title of our research and the type of data we need. There are two methodologies in research, namely qualitative and quantitative. Qualitative is a methodology whose data is in the form of a descriptive obtained by conducting interviews or literature research. Quantitative is a methodology whose data is in the form of numbers, which is obtained by distributing questionnaires or conducting observations.

1) Research Type and Approaches

This research uses quantitative methods which is methods that how to get the results are related to the quantification and analysis of variables. This method utilizes numerical data analysis with special statistical techniques to answer various questions in the form of how much, how many, who, where, what, when, and how. Clarifying this definition, Aliaga, and Gunderson (2002), explain that quantitative

research methods are data collection in the form of numerical and analysis with the help of mathematics; namely statistics, to explain a problem or phenomenon.

In addition, (Leedy & Ormrod 2001; Williams, 2011). Said that "quantitative research methods use data collection so that information can be measured in a statistical way to support or contradiction claims of alternative knowledge". Furthermore, Williams, (2011) said that to start quantitative research is to state the problem, then generate a hypothesis or research question, look at the literature from the same field, and analyze quantitative data. Likewise, (Creswell 2003; Williams, 2011) which states that quantitative research "collects data with investigative strategies such as surveys or experiments. The data collection is based on a predetermined instrument whose results will be statistical data".

2) Research Time and Location

The research location is where we do research. While the research time is the period for how long we do research from starting to determine the title until the results are finished processing. This research was conducted in a span of time between January 2022 until February 2023. The research location is UII, Sleman City, Special Region of Yogyakarta. The researcher chose the UII as the research location because the object of the research is a teenager in their 20s who is in the process of determining career choices for their future.

3) Research Respondents

Kerlinger (1973) saw that research with the survey method is social scientific research that focuses on people, namely their facts, beliefs, attitudes, opinions, motivations, and behavior. In addition, Kraemer (1991) describes survey research which has three basic principles, namely surveys are to study relationships in a population that have been determined and described in the form of quantitative aspects. The data in the survey research method are obtained from people and to determine respondents using a sample that is part of a population that can represent the characteristics, viewpoints, and opinions of all people in the population. In this study, several respondents have been determined who can provide information related to the research topic, which are the students of UII.

Because this research uses a survey method, and the respondent's sampling technique uses a sample. According to Sugiyono (2010), the sample is part of the number and characteristics possessed by the population. Time constraints, and, manpower make it impossible for researchers to see and study everything in a population if the population is too large. It is enough to learn from the sample that it can represent the entire population. Therefore, the sample must truly represent all the people in the population. UII has 8 faculties, which are FPSB, FTSP, FTI, FK, FIAI, FH, FE, and FMIPA. UII has more than 23,000 active students until 2020.

Slovin's Formula (in Riduwan, 2005:65)

$$\begin{aligned}
 N &= \frac{23.000}{23.000 (0.05)^2 + 1} \\
 &= \frac{23.000}{23.000 (0.0025) + 1} \\
 &= \frac{23.000}{57,5 + 1} \\
 &= \frac{23.000}{58,5} \\
 &393,1623 \Rightarrow 393
 \end{aligned}$$

$$= 393: 8 \text{ Faculties} = 49,125$$

So, based on the calculation above, this research will take 49 respondents from each faculty in UII. So, to anticipate the number of respondents' returns to be 49 per faculty. Researchers will distribute a total of 60 questionnaires.

4) Data Collecting

This study will use a survey method to collect data. The research method was chosen to determine the impact of advertising appeal and brand image on consumer decision making. According to Sugiyono (2018), the research method is to collect historical or current data on the behavior of beliefs, opinions, traits, and

variable relationships and to test multiple hypotheses about social and psychological variables from the samples taken. Quantitative research method used for. Beyond a particular population, data collection techniques that use superficial observations (interviews or surveys) and findings tend to be generated.

According to Sukamolson, (2007) survey research is a scientific sampling method using a questionnaire designed to see and measure statistically a population. In a nutshell, Sukamolson, (2007) further describes surveys as part of a quantitative research method that is a way to collect information from a target population of research respondents related to 'questionnaire sampling, questionnaire design, and questionnaire administration', after which making analysis in accordance with what has been determined in order to understand their behavior and characteristics. According to Sugiyono (2018), the population is made up of all the elements used as the domain of generalization. The population element is the entire object to be measured and is the unit of the object. A typical domain population consists of objects or subjects with a specific number and characteristics determined by the researcher being investigated, and conclusions are drawn.

5) Instrument

To describe the outcomes of the study the researcher conducted on 2020 popular Korean Drama Start-Up “The Influence of Korean Drama 'Start Up' on The Future Dream Careers of College Students in UII”, the author provided a description of the research findings and discussion in this chapter. Researcher collected data by distributing questionnaires online using Google Forms to students at the UII with a total population of 23,000 students. From this population, I distributed 400 questioners. The sample was taken with the criteria of being an active S1, S2, S3 students aged 16-40 years, and had watched or were watching the Korean series "Start Up" and produced 220 samples. The questionnaire was opened on November 6, 2022, until December 13, 2022.

A. Instrument Test

Respondent data came from 220 students of 8 faculties in UII, combined into one and then processed using a statistical data processing program, namely

SPSS and gave the results as attached.

1. Validity Test

From the test results of the validity test instrument of all the variables tested, it produces a significant correlation level at the 0.01 and 0.05 levels with 2 tests

2. Reliability Test

From the results of the reliability test in the case processing summary, it was found that all the data tested was valid with a percentage level of 100%.

B. Results

Research conducted on student respondents at the UII provides a clear picture of 220 respondents, from primary data obtained directly from student questionnaire answers at the UII. The following are the results and discussion of the research conducted:

1. Results of Descriptive Analysis

Students at UII who were respondents to this study provided an overview of gender, totaling 203 respondents were female and 17 respondents were male respondents. While the age range of the youngest respondent is 16 years old and the oldest respondent is 48 years old. For respondents' education from S1 to doctoral education level. The following is a description of the respondent's data:

Table 1. Respondents Gender

| No | Gender | Total | Percentage |
|----|--------|-----------------|------------|
| 1 | Female | 203 respondents | 67% |
| 2 | Male | 17 respondents | 33% |
| | | 220 respondents | 100% |

Source: Respondent Data 2022

Table 2. Respondents Age

| NO | Age Range | Total | Percentage |
|----|-------------------|-----------------|------------|
| 1 | 16 - 20 years old | 80 respondents | 36,4% |
| 2 | 21 - 25 years old | 132 respondents | 60% |
| 3 | 26 - 30 years old | 4 respondents | 1,8% |
| 4 | 31 - 35 years old | 0 respondent | 0% |

| | | | |
|---|-------------------|-----------------|------|
| 5 | 36 - 40 years old | 2 respondents | 0,9% |
| 6 | <40 years old | 2 respondents | 0,9% |
| | | 200 respondents | 100% |

Source: Respondent Data 2022

Table 3. Respondents Faculties

| NO | Faculty | Total | Percentage |
|----|---------|-------|------------|
| 1 | FPSB | 48 | 96% |
| 2 | FE | 50 | 100% |
| 3 | FTSP | 9 | 18% |
| 4 | FTI | 23 | 46% |
| 5 | FMIPA | 25 | 50% |
| 6 | FK | 21 | 42% |
| 7 | FIAI | 18 | 36% |
| 8 | FH | 26 | 52% |
| | | 220 | 100% |

Source: Respondent Data 2022

2. Data Analysis

- Multiple Regression Analysis

Multiple regression analysis is based on functional and causal relationships on the 3 independent variables and the dependent variable.

The results of multiple regression analysis with SPSS are as follows:

Table 4. Coefficient Regression

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 13.145 | 2.170 | | 6.057 | .000 |
| | STORYLINE/SL (X1) | .192 | .075 | .179 | 2.550 | .011 |
| | CHARACTER/CT (X2) | .576 | .064 | .631 | 9.006 | .000 |

Dependent Variable: DREAM CAREER/DC (Y)

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2$$

$$\alpha = 13,145$$

$$\beta_1 = 0,179$$

$$\beta_2 = 0,631$$

So, the multiple regression equation is:

$$Y = 13,145 + 0,179X_1 + 0,631X_2$$

The resulting hypothesis is as follows:

- 1) B_0 = Constant which is the average value of Y when X_1 and $X_2 = 0$ means that if there is influence from the Storyline (X_1) and Character (X_2) variables, it can have an impact on Dream Career as shown by $\alpha = 13.145$ (positive).
- 2) B_1 = Partial Regression coefficient measures the average value of Y for each unit change in X_1 (Storyline) by assuming X_2 is constant, then every time 1 value is added from the Storyline, the participation value will increase by $\beta_1 = 0.179$ to the participation variable Y. So Storyline has a significant positive effect on Dream Career.
- 3) B_2 = Partial Regression coefficient measures the average value of Y for each unit change in X_2 (Character) by assuming constant, then every time there is an addition of 1 value from the Character, the participation value will increase by $\beta_2 = 0.631$ to the participation variable Y. So Character has a significant positive effect on Dream Career.

Thus: $H_0 : B_0 = 0$ is rejected and $H_1 : B_1 \neq 0$ is accepted.

So based on Multiple Regression Analysis, H_1 is produced: $B_1 \neq 0$, then H_1 is declared accepted and results in the conclusion that there is an influence on each of the independent (free) variables on the dependent (tied) variable Dream Career.

- **Instrument Test**

The results of this study, which used a questionnaire as a measuring instrument or tool, were assessed quantitatively and processed using the SPSS analysis program. The questionnaire is an extremely adaptable and user-friendly tool for gathering data. The data collected from the instrument belongs to the category of factual information.

- **Validity Test**

The variables used in this research analysis are Storyline (X_1),

Character (X₂), and Dream Career (Y). These variables serve as a reference for the questionnaire questions in which there are 15 questions for each variable which are measured using a Linkert scale in 4 sizes, namely, STS (Strongly disagree) 1st scale value, TS (Disagree) 2nd scale value, S (Agree) scale value 3, SS (Strongly Agree) scale value 4.

The validity test is to test the validity of the content (content validity) which shows how much the instrument items represent the indicators being measured (Wiyono, 2011).

Table 5. Storyline Validity (X₁)

| NO | ITEM | PEARSON CORRELATION | SIGNIFICANS | N | R HITUNG vs R TABLE | VALIDITY |
|----|-------|---------------------|--------------|-----|---------------------|----------|
| 1 | X1.1 | 0,590 | 0,000 < 0,01 | 220 | 0,590 > 0,1733 | VALID |
| 2 | X1.2 | 0,471 | | | 0,471 > 0,1733 | VALID |
| 3 | X1.3 | 0,658 | | | 0,658 > 0,1733 | VALID |
| 4 | X1.4 | 0,584 | | | 0,584 > 0,1733 | VALID |
| 5 | X1.5 | 0,698 | | | 0,698 > 0,1733 | VALID |
| 6 | X1.6 | 0,747 | | | 0,747 > 0,1733 | VALID |
| 7 | X1.7 | 0,677 | | | 0,677 > 0,1733 | VALID |
| 8 | X1.8 | 0,671 | | | 0,671 > 0,1733 | VALID |
| 9 | X1.9 | 0,643 | | | 0,643 > 0,1733 | VALID |
| 10 | X1.10 | 0,627 | | | 0,627 > 0,1733 | VALID |
| 11 | X1.11 | 0,605 | | | 0,605 > 0,1733 | VALID |
| 12 | X1.12 | 0,710 | | | 0,710 > 0,1733 | VALID |
| 13 | X1.13 | 0,725 | | | 0,725 > 0,1733 | VALID |
| 14 | X1.14 | 0,733 | | | 0,733 > 0,1733 | VALID |
| 15 | X1.15 | 0,695 | | | 0,695 > 0,1733 | VALID |

** Correlation is significant at the 0.01 level (2-tailed).

Table 6. Character (X₂)

| NO | ITEM | PEARSON CORRELATION | SIGNIFICANS | N | R HITUNG vs R TABLE | VALIDITY |
|----|-------|---------------------|--------------|-----|---------------------|----------|
| 1 | X2.1 | 0,681 | 0,000 < 0,01 | 220 | 0,681 > 0,1733 | VALID |
| 2 | X2.2 | 0,676 | | | 0,676 > 0,1733 | VALID |
| 3 | X2.3 | 0,720 | | | 0,720 > 0,1733 | VALID |
| 4 | X2.4 | 0,729 | | | 0,729 > 0,1733 | VALID |
| 5 | X2.5 | 0,682 | | | 0,682 > 0,1733 | VALID |
| 6 | X2.6 | 0,643 | | | 0,643 > 0,1733 | VALID |
| 7 | X2.7 | 0,641 | | | 0,641 > 0,1733 | VALID |
| 8 | X2.8 | 0,654 | | | 0,654 > 0,1733 | VALID |
| 9 | X2.9 | 0,670 | | | 0,670 > 0,1733 | VALID |
| 10 | X2.10 | 0,657 | | | 0,657 > 0,1733 | VALID |
| 11 | X2.11 | 0,686 | | | 0,686 > 0,1733 | VALID |
| 12 | X2.12 | 0,622 | | | 0,622 > 0,1733 | VALID |

| | | | | | | |
|----|-------|-------|--|--|----------------|-------|
| 13 | X2.13 | 0,630 | | | 0,630 > 0,1733 | VALID |
| 14 | X2.14 | 0,652 | | | 0,652 > 0,1733 | VALID |
| 15 | X2.15 | 0,707 | | | 0,707 > 0,1733 | VALID |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7. Dream Career Validity (Y)

| N0 | ITEM | PEARSON CORRELATION | SIGNIFICANS | N | R HITUNG vs R TABLE | VALIDITY |
|----|-------|---------------------|--------------|-----|---------------------|----------|
| 1 | X1.1 | 0,581 | 0,000 < 0,01 | 220 | 0,581 > 0,1733 | VALID |
| 2 | X1.2 | 0,564 | | | 0,564 > 0,1733 | VALID |
| 3 | X1.3 | 0,683 | | | 0,683 > 0,1733 | VALID |
| 4 | X1.4 | 0,740 | | | 0,740 > 0,1733 | VALID |
| 5 | X1.5 | 0,702 | | | 0,702 > 0,1733 | VALID |
| 6 | X1.6 | 0,677 | | | 0,677 > 0,1733 | VALID |
| 7 | X1.7 | 0,617 | | | 0,617 > 0,1733 | VALID |
| 8 | X1.8 | 0,659 | | | 0,659 > 0,1733 | VALID |
| 9 | X1.9 | 0,734 | | | 0,734 > 0,1733 | VALID |
| 10 | X1.10 | 0,793 | | | 0,793 > 0,1733 | VALID |
| 11 | X1.11 | 0,679 | | | 0,679 > 0,1733 | VALID |
| 12 | X1.12 | 0,717 | | | 0,717 > 0,1733 | VALID |
| 13 | X1.13 | 0,598 | | | 0,598 > 0,1733 | VALID |
| 14 | X1.14 | 0,656 | | | 0,656 > 0,1733 | VALID |
| 15 | X1.15 | 0,659 | | | 0,659 > 0,1733 | VALID |

** . Correlation is significant at the 0.01 level (2-tailed).

$$DF = n-2$$

$$DF = 220 - 2 = 218$$

For DF = 218, R table 0,01 is 0,1733

For the results of obtaining the questionnaires carried out in this study it is proven that all data can be declared VALID based on the Correlation test on data X1, X2, and Y. Where $r_{count} > r_{table}$ on the acquisition of Pearson Correlation and a significance of $0.000 < 0.01$, it is stated that all data is VALID.

- Reliability Test

The instrument reliability test was carried out using output that had been tested for validity and taken N = 15 questionnaires to produce an alpha value for each item, namely in Cronbach's if item delete column. Meanwhile, the Cronbach's Alpha coefficient simultaneously for 15 items is shown in the reliability coefficients table below. The measurement instrument can be said to be reliable if the Cronbach Alpha value is ≥ 0.6 .

Table 8. Reliability Statistics

| NO | VARIABEL | CRONBACH'S ALPHA | N | RELIABILITY |
|----|-----------------------------|------------------|----|-------------|
| 1 | Storyline (X ₁) | 0,903 > 0,06 | 15 | Reliable |
| 2 | Character (X ₂) | 0,909 > 0,06 | | Reliable |
| 3 | Dream Career (Y) | 0,911 > 0,06 | | Reliable |

Source: Data Processing 2022

Thus, in this study the results of the reliability test showed that all variables namely X1, X2, X3, and Y had Alpha coefficients above 0.60 so that the statements given in the questionnaire to respondents were overall reliable.

- F Test

The F test is used to determine whether the population variances are the same or not. Output Results for the F Test using the ANOVA^a Independent Analysis Tool.

Table 9. Uji F ANOVA^a

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|---------|-------------------|
| 1 Regression | 5435.588 | 2 | 2717.794 | 169.798 | .000 ^b |
| Residual | 3473.321 | 217 | 16.006 | | |
| Total | 8908.909 | 219 | | | |

a. Dependent Variable: DREAM CAREER/DC (Y)

b. Predictors: (Constant), CHARACTER/CT (X2), STORYLINE/SL (X1)

The results of data processing produce ANOVA output showing the Degree of Freedom (df) is 2, with a probability of 0.05 the independent variable is 2 and the dependent variable is 1 then:

$$df_1 = 3 - 1 = 2$$

$$df_2 = 220 - 1 = 219$$

Then the F table is 3.04 while the calculated F obtained is 169.798 so that

F count > F table

In conclusion:

$H_0 = 0$

$H_a \neq 0$

H_a is accepted which shows the relationship of mutual influence between the independent variables and the dependent variable.

- T Test

The t test is used to determine whether there are deviations from the results of processing the questionnaire data. The following is a t-test of the resulting data.

Table 10. Coefficient Regression (Uji t)

| Model | | Coefficients ^a | | | | |
|-------|-------------------|-----------------------------|------------|---------------------------|-------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 13.145 | 2.170 | | 6.057 | .000 |
| | STORYLINE/SL (X1) | .192 | .075 | .179 | 2.550 | .011 |
| | CHARACTER/CT (X2) | .576 | .064 | .631 | 9.006 | .000 |

a. Dependent Variable: DREAM CAREER/DC (Y)

The form of tasting carried out is:

$H_a = B_1, B_2, \neq 0$ means that there is an influence between X and Y with a confidence of 217.0% which is then compared with t *hitung* and t table. Where the t table produced at a probability of 0.05 with N = 220 is 1.651873

- 1) t *hitung* Storyline (X1) 2.550 > t table at a probability of 0.05 with N = 220 is 1.651873 which means that the X1 variable has an influence on Dream Career (Y), with a significance of 0.000 < 0.05 then it is stated that H_1 is accepted meaning there is the effect of X1 on Y.
- 2) t *hitung* Character (X2) 9.006 > t table at a probability of 0.05 with N = 220 is 1.651873 which means that the X2

variable has an influence on Dream Career (Y), with a significance of $0.000 < 0.05$ it is stated that H2 is accepted meaning that there is an influence of X2 on Y.

- Hypothesis Test

Hypothesis testing is carried out through testing the Coefficient of Determination (R² Test) which is used to show all the independent variables included in the model together whether they have an influence on the dependent variable.

**Table 11. Hasil Uji R²
Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .781 ^a | .610 | .607 | 4.00076 |

a. Predictors: (Constant), CHARACTER/CT (X2), STORYLINE/SL (X1)

The results of the Model Summary test analysis show that the R² (R Square) result is 0.610 or 61.0% meaning that the variables X1 and X2 simultaneously or together (Korean Drama Start-Up) affect the Dream Career variable (Y). While the rest (100% - 61.0% = 39.0%) is influenced by other variables outside the regression equation or variables not examined. The magnitude of the influence of these other variables is also referred to as error with the magnitude of the error being $e = 1 - R^2$, namely $1 - 0.610 = 0.39$

CHAPTER II

OVERVIEW OF RESEARCH OBJECT

2.1. Research Object Description

In this research, the object of the research is 2020's famous Korean drama Start-Up. This drama centers on young people who want to found a start-up business. To make it happen, they went to a training session and then came up with a team where each person worked on the CEO, developer, and designer roles. The CEO is responsible for managing the team, the developer is responsible for developing the program, and the designer is responsible for creating the application's visual style. They put a lot of effort into developing an application that makes use of an AI system and can guide the speaking for blind individuals. Although they encountered a number of obstacles along the way, they ultimately succeeded in developing the program.

1) The History of Korean Drama Start-Up

The first news about Korean drama Start-Up was out in November 11, 2019. The news that came out was about actress Bae Suzy and actor Nam Joohyuk are confirmed as the two main characters of the drama. The title itself was changed from Sandbox to Start-Up. Korean drama Start-Up is directed by Oh Choong Hwan who already worked together with actress Bae Suzy in a drama titled While You Were Sleeping before. The director himself also directed many famous Korean dramas such as Hotel Del Luna, While You Were Sleeping, Doctors, My Love from The Stars, and newest on is Big Mouth. Start-Up is written by Park Hye Ryun who already work together with Bae Suzy twice in dramas While You Were Sleeping and Dream High. The writer herself also wrote many famous dramas such as While You Were Sleeping, Pinocchio, I Can Hear Your Voice, and Dream High. So, both the director and writer were done many amazing dramas and already work together before in a 2017's famous drama, While You Were Sleeping.

Drama Start-Up was broadcasted on Korean cable television channel named tvN. Other than Start-Up, this channel was broadcasted many famous dramas such as Crash Landing On You, The King Eternal Monarch, It's Okay Not

To Be Okay, Hospital Playlist, 100 Days My Prince, Reply 1988, What's Wrong With Secretary Kim, Encounter, True Beauty, Yumi's Cells, Goblin, Happiness, Mr. Sunshine, My Mister, Memories of Alhambra, Hotel Del Luna, Stranger, Hi Bye Mama, Vincenzo, Mr. Queen, The Devil Judge, Hometown Cha-Cha-Cha, Jirisan, Twenty-Five Twenty-One, Our Blues, Little Women, and many more. For the international broadcast, Start-Up was broadcasted in very famous international platform, Netflix, the home of many famous film and television series, Then, the production company of drama Start-Up are Studio Dragon and Hi-Story D&C. Studio Dragon is a big production company in Korea. Under the E&M section of CJ ENM, Studio Dragon Corporation is a South Korean drama production, advertising and promotion, also distribution company. As a spin-off from E&M Media Content, it was founded on May 3, 2016. By launching Studio Dragon, CJ E&M is now able to independently generate content, such as dramas, using exclusively internal talent, such as writers and actors, enabling direct supply to multiple in-house channels, such as tvN, Mnet, and OCN. Among those popular dramas that broadcasted on tvN, many of them are produced by Studio Dragon.

2) The Production of Korean Drama Start-Up

The Sandbox serves as the drama's primary setting. Seo Dalmi, Nam Dosan, and Won In-jae build a start-up company in order to be eligible for the Sandbox at the beginning of the story. Sandbox is comparable to South Korea's Silicon Valley. Given that this place is regarded as prestigious, it is understandable why aspiring business owners collaborate to receive mentoring, financiers, and free offices for the growth of their start-up companies.

Sandbox is merely an invention. As with the room where Dal-mi attended the Sandbox seminar in the first episode, which was held in Robot Land in Incheon, the perspective and location are made-up. The outside of the Sandbox, which is visible when the characters cross the bridge, was filmed on Seoul's Nodeul Island. The Sandbox logo was added to the top of the build by the production team. Then, at the Oil Tank Culture Park in Mapo-gu, Seoul, a scene showcasing the front of the Sandbox was filmed. This location, which was formerly an oil depot, is now a park and cultural complex.

3) The Popularity of Korean Drama Start-Up

According to a poll by Jakpat that listed Indonesians' top K-Drama picks for 2022, Korean drama Start-Ups are quite popular in that country. Between June 24 and July 4, 2022, 2,474 participants from various Indonesian areas participated in this study.

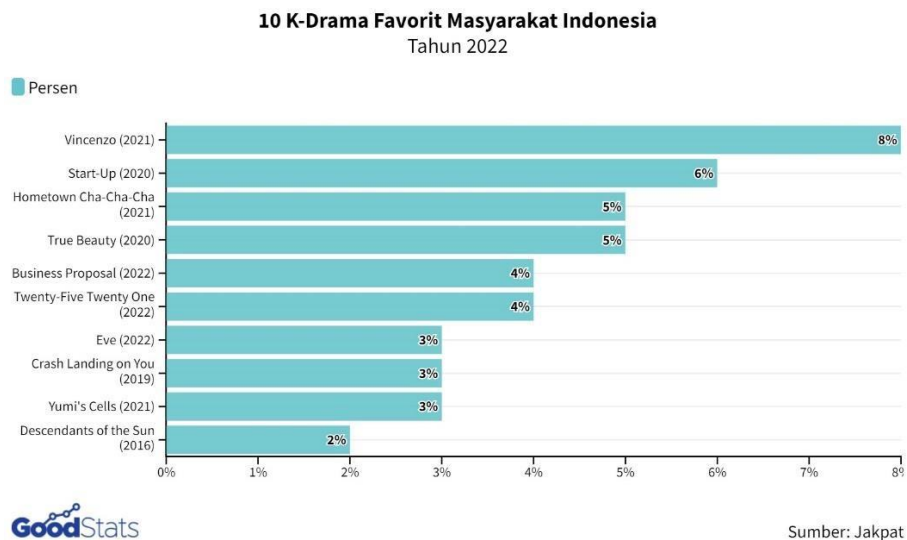


Image 1.1 10 K Drama Favorit

In addition, when the drama Start-Up was broadcast in Indonesia, many people talked about the love triangle that occurred in the drama story. In the drama, it is said that the female lead, Seo Dalmi, was "contested" by two men, Nam Dosan and Han Jipyong. Many Start-Up viewers showed their support for one of the male actors. They made the slogans "Team Nam Dosan" and "Team Han Jipyong", popularized them as hashtags on Twitter, and even put up a banner in front of their store.

When the first episode of the drama aired on the Netflix pay film site, it immediately topped the list of the most popular programs on Netflix Korea. Quoting Kpopmap, the drama Start-Up outperformed other Korean dramas that also aired on Netflix such as Private Lives and Record of Youth.

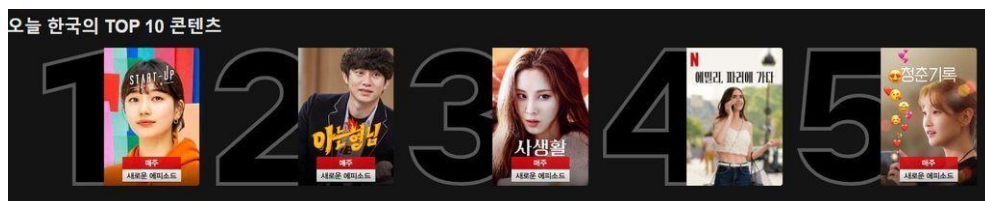


Image 1.2 Netflix Korea

Since the recent ending of the box office drama "Startup," starring actors Nam Joo-hyuk and Bae Suzy, enthusiasm for youth entrepreneurship has increased. In Pohang, support is being offered to young individuals who want to launch businesses in a number of different areas. Unusually, the Social Welfare Foundation got right into encouraging young people to start their own businesses, and it is getting results and getting recognition.

In August of last year, Young-jae Park, a young business person in Pohang, learned that the Joy Welfare Foundation Changpo Social Welfare Center supports budding entrepreneurs. In order to launch the men's cosmetics brand "Order Gray," CEO Park got together with some of his Handong University colleagues last year to form Tob & Bana Co., Ltd. However, since the company was still in its early stages of development, support funds were required. After learning about Park's predicament, Kim Byung-woo, director of the Changpo Social Welfare Center, discovered a chance for government assistance and connected them to secure a fund of nearly 65 million won last month.

Programs for women and young people in sustainable social enterprises are run by the Changpo Social Welfare Center. The Community Chest of Korea, in particular, allocates funds for social welfare to the youth support initiative in Pohang, which offers practical aid to young people aged 19 to 34. Director Kim Byung-woo stated, "Supporting young people's start-ups may seem awkward for the social welfare foundation, but it is intimately tied to welfare because social enterprises itself have the benefit of resolving social issues. Adults ought to be teachers", he remarked. Young individuals who start businesses for the first-time experience numerous ups and downs, according to CEO Park Young-jae.

4) The Business in Korean Drama Start-Up

Start-Up Drama is based on a current reality in Korea. In Korea, start-up businesses are being developed. A news clipping about the South Korean government's assistance in the growth of a start-up business is seen by Nam Do-san in one of the scenes in the first episode of Start-Up. Actually, the clipping is accurate. According to data from the Korea Trade Investment

Agency (KOTRA), according to *Launching Tech in Asia*, the South Korean government has invested 1 trillion won, or 13 trillion IDR, in startup development. On the other side, the South Korean government has also introduced beneficial fiscal policies that are boosting the startup environment, such as lowering investment income taxes and tax exemptions.

According to *SeoulZ*, numerous South Korean ministries have also started a program to entice startups from millennials who are prepared to become partners, in addition to the infusion of funds. One of them is the Korea Institute of Startup and Entrepreneurship Development program, which is supervised by the South Korean Ministry of SMEs and Startups (Ministry of SMEs and Startups). The initiative focuses on assisting businesses in securing funding, safeguarding technology, and assisting in the creation of prototypes. The South Korean Ministry of Science and ICT is also prepared to invest up to \$20 billion in the research and development of businesses working in the fields of artificial intelligence (AI), biotechnology, 5G networks, and space technology.

The Korean drama *Start-Up* frequently features competitions amongst inexperienced startup founders, such as the SANDBOX hackathon and the CODA artificial intelligence "olympics." There are such competitions in the real world. Even South Korea hosted K-Startup 2020, which allowed for widespread startup participation in industries including robotics, logistics, biotechnology, and artificial intelligence. Startups from the Asian region, including those from India, Sri Lanka, Israel, Jordan, Turkey, Azerbaijan, Nepal, Pakistan, the United Arab Emirates, Uzbekistan, and Palestine, were also present at this event.



The competition is a component of the South Korean government's goal to establish itself as a major force in the global artificial intelligence market. The South Korean government has even announced plans to create 50 semiconductor firms with an AI development focus by 2030. According to *Yonhap*, the South Korean government would want to lead the new wave of innovation by hiring thousands of local professionals.



In *Start-Up*, the start-up trend seems to like South Korea. Many young Koreans strive for or compete for the position of CEO. But it found out that the

story was based on actual events. Seoul is expected to play a significant role in the development of the next global startup industry, according to Asia Times. According to data conducted by the company CB Insight, South Korea is currently home to 11 unicorn companies, or businesses valued at more than US \$1 billion. After China, the US, the UK, and Japan, South Korea is ranked fifth in the world. Seoul is also home to the majority of South Korea's startups. The 11 million-person city of Seoul will soon compete with Silicon Valley, New York, Boston, Seattle, and Tel Aviv as venture powerhouses, according to Asia Times.

5) Characters in Start-Up

Table 12. Characters Description

| Character Name | Real Name | Photo |
|--|------------------|--|
| <p>Seo Dalmi (CEO)</p> <p>Seo Dalmi wants to be the Steve Jobs of Korea. While Dalmi doesn't come from a fancy family, she is passionate about what she does. She is a vibrant individual with a lot of energy who has worked a variety of part-time jobs.</p> | Bae Suzy |  |
| <p>Nam Dosan (Developer)</p> <p>Samsan Tech was founded by Nam Dosan. Dosan, who was considered a "math genius" as a young child, used to be the pride of his family but has since become their disgrace as a result of the decline in his business over the past two years.</p> | Nam Joohyuk |  |
| Han Jipyong (Business | Kim | |

| | | |
|--|-----------------------|---|
| <p>Mentor)</p> <p>Senior investment manager for a venture capital firm, Han Jipyong. The "Gordon Ramsay of investments" moniker comes from his astounding investment acumen and sass.</p> | <p>Seonho</p> |  |
| <p>Won Injae (CEO)</p> <p>A second-generation "chaebol" CEO named Won Injae possesses wealth, beautiful looks, and everything else that people seek in life. As she strives to find success on her own and receive credit for her abilities in the startup world, it appears that her background is working against her.</p> | <p>Kang Hanna</p> |  |

6) Summary of Each Episode of Korean Drama Start-Up

Table 13. Summary

| No. | Title of Each Episode | Summary |
|-----|------------------------|--|
| 1 | Start-Up | Seo Dalmi's letters from Nam Dosan gave her company when she lost everything in the spring. She needs him by her side to disprove Won Injae fifteen years later. |
| 2 | Family, Friends, Fools | Choi Wondeok asks Han Jipyong to accomplish the impossible task in |

| | | |
|---|-----------|---|
| | | order to protect Dalmi's past and foster her future. |
| 3 | Angel | Jipyong struggles to make Dosan into the ideal partner for Dalmi. Injae closes one door and opens another in response to an abrasive awakening. |
| 4 | Sandbox | Dalmi and Injae battle for their goals at the same starting line despite having different pasts. Jipyong sets out to help Dosan and try to protect Dalmi. |
| 5 | Hackathon | On the hackathon stage, Dalmi and Injae present the ideas from their teams. Jipyong is moved to fight for Dalmi's success after hearing a story about her upbringing. |
| 6 | Key Man | Injae takes advantage of the advice her father and stepfather gave her. Dalmi is confronted with a difficult situation by a dispute over company stock, so she asks Jipyong for guidance. |
| 7 | Burn Rate | Jipyong avoids Dalmi as he struggles with his feelings for her. Dosan's awareness of Wondeok's (Dalmi's grandmother) illness serves as the inspiration for Samsan Tech's business plan. |
| 8 | Backup | Dalmi has extra motivation to make the app successful thanks to devastating news. Injae's stepfather Won Dujong's attempt to teach Dosan and Dalmi a lesson fails. |

| | | |
|-----|------------------------------|---|
| 9 | Risk | The burden of Dosan and Jipyong's unspoken facts is difficult for them to carry. Dalmi eventually finds the origin of the incident thanks to confusion and doubts. |
| 10 | Demo Day | Jipyong offers Dalmi some long-needed clarifications and a confession. Dosan views this as a fantastic chance to succeed on his own terms. |
| 11 | Exit | Jipyong is persuaded by Kim Yongsan to consider his past comments. The businesses of Injae and Dalmi present competing programs that make use of the same technology. |
| 12 | Acquire | Jipyong was correct, as Alex Kwon reveals his actual self, assuaging Samsan Tech's worries. Dosan informs Jipyong of Wondeok's (Dalmi's grandmother) condition. |
| 13. | Comfort Zone | The self-driving car piloted by Dalmi and Injae suffers a ransomware attack. After three wonderful years in San Francisco, the founders of Samsan Tech have returned. |
| 14 | Elevator Speech | Dalmi introduces her proposal to Samsan Tech with the goal of attracting top developers to her business. Dosan leaves to seek some fresh air. |
| 15 | MVP (Minimum Viable Product) | Lee Chulsan and Jung Saha start dating secretly. Jipyong is able to |

| | | |
|----|----------|--|
| | | decide what to do with Dalmi thanks to a sobering, emotional chat with Dosan. |
| 16 | Scale Up | Future aspirations that Dosan and Dalmi have in mind. Jipeong manages to show Wondeok his thankfulness in some way. To her origins, Injae went back. |

CHAPTER III

FINDINGS AND DISCUSSION

3.1. Findings

The majority of UII students are familiar with Korean dramas, watch Korean dramas more than twice, and like Korean dramas. However, some students had only watched Korean dramas twice or only watched Start-Up drama, which meant they were not fans of Korean dramas but only watched because they were curious about the story or because the drama is famous. The majority of college students who watched Korean drama Start-Up are like and fully understand the storyline of the drama, but some may not be able to fully understand the story of this drama because there are many stories about start-up businesses that some people are not familiar with. After watching the drama, the college students become enthusiastic about achieving their dreams and excited in living their life. The drama also influences their perspective on careers and they become more confident about their choice.

The characters in the drama make the college students inspired in terms of their passion for pursuing dreams, not giving up in life, and being inspired to have a career like the characters. The most important details in this text are that college students have a dream career for their future, and that both internal and external influences can have an impact on it. Korean drama Start-Up provides a representation of a future career for college students, with various career positions such as business owner, CEO, programmer, investor, graphic designer, business mentor, etc. The two main actors in the drama have a career in positions as CEO and programmer, which inspires college students to pursue a career in the start-up field. To build a start-up business, people must have cooperative relationships with many parties, and team strength and cooperation are needed. A career in this field is not easy, but it requires great ideas and skills to make it happen.

3.2. Table of Findings

4 = Sangat Setuju (Strongly Agree)

3 = Setuju (Agree)

2 = Tidak Setuju (Disagree)

1 = Sangat Tidak Setuju (Strongly Disagree)

❖ Storyline.

Table 14. Storyline

| 1. I know Korean dramas. | | | | | | |
|---|----------|----------|----------|------|--|--------------------|
| Result | | | | | Total | Explanation |
| 4 | 3 | 2 | 1 | | | |
| 73,00% | 25,15% | 1,85% | 0% | 100% | UII students are familiar with Korean dramas, with 98.15% answering points 4 and 3 correctly. | |
| 2. I watched Korean dramas more than 2 times. | | | | | | |
| Result | | | | | Total | Explanation |
| 4 | 3 | 2 | 1 | | | |
| 74,25% | 16,05% | 6,00% | 3,70% | 100% | 90.30% of students who answered watched Korean dramas more than twice, but 9.70% only watched Start-Up dramas. | |
| 3. I like Korean dramas. | | | | | | |
| Result | | | | | Total | Explanation |
| 4 | 3 | 2 | 1 | | | |
| 65,50% | 27,90% | 4,20% | 2,40% | 100% | Korean dramas are popular, 93.40% answered 3 and 4. But a small percentage of people only watch them because they are curious. | |
| 4. I am inspired by Korean drama stories that I watch. | | | | | | |
| Result | | | | | Total | Explanation |
| 4 | 3 | 2 | 1 | | | |
| 35,70% | 52,10% | 10,10% | 2,10% | 100% | 87.80% who answered 3 and 4 of | |

| | | | | | |
|---|----------|----------|----------|--------------|--|
| | | | | | respondents were inspired by Korean dramas, but 12.20% were not. |
| 5. One of the Korean dramas that I watched was the drama entitled Start Up. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 65,75% | 27,00% | 3,55% | 3,70% | 100% | 92.75% of students who answered 3 and 4 in this study watched the Korean drama Start-Up, while 7.25% only learned about it from other people and social media. |
| 6. I like the storyline of the drama Start-Up. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 47,65% | 43,65% | 6,40% | 2,30% | 100% | 91.30% of students who answered 3 and 4 liked Start-Up storyline, 8.7% did not. |
| 7. I fully understand the story of the Start-Up drama. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 51,20% | 37,10% | 8,85% | 2,85% | 100% | 88.30% of students who answered 3 and 4 understand Start-Up drama, while 11.7% may not. |
| 8. After watching the drama Start-Up, I gained knowledge about the world of Start-Up. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 39,15% | 51,30% | 7,30% | 2,25% | 100% | 90.45% of students who answered 4 and 3 gained knowledge about start-ups after watching start-up dramas, while 9.55% only watched the drama without gaining knowledge. |
| 9. After watching the drama Start-Up, I immediately found out more about the Start-Up world. | | | | | |
| Result | | | | | Explanation |

| 4 | 3 | 2 | 1 | Total | |
|---|--------|--------|-------|-------|---|
| 19,20% | 50,50% | 26,35% | 3,95% | 100% | 69.70% of students who answered 4 and 3 immediately found out more about the start-up business world after watching the Start-Up drama, while 30.30% did not. |
| 10. After watching the drama Start-Up, I am interested in having a career in the Start-Up field. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 22,25% | 46,30% | 26,40% | 5,05% | 100% | 68.55% of students who answered 4 and 3 are interested in having a career in start-up business after watching a start-up drama, while 31.45% only watch and like start-up dramas. |
| 11. After watching the drama Start-Up, I am sure to have a career in the Start-Up field. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 11,05% | 42,60% | 38,35% | 8,00% | 100% | 53.65% of students who answered 4 and 3 feel confident in start-up business after watching start-up drama, while 46.35% did not. |
| 12. Drama Start-Up makes me passionate about achieving my dreams. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 38,40% | 50,05% | 9,25% | 2,30% | 100% | 88.4% of students who answered 4 and 3 became enthusiastic about achieving their dreams after watching the drama Start-Up, while it does not affect the 11.55%. |
| 13. Start-Up drama can affect my perspective on my career. | | | | | |
| Result | | | | | Explanation |

| 4 | 3 | 2 | 1 | Total | |
|---|--------|--------|-------|-------|--|
| 39,00% | 53,65% | 5,05% | 2,30% | 100% | 92.65% of students who answered 4 and 3 feel the Start-Up drama influences their perspective on careers, while 7.35% do not. |
| 14. After watching the drama Start-Up, I get more excited. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 40,00% | 49,65% | 7,65% | 2,70% | 100% | 89.65% of students who answered 4 and 3 felt more excited after watching Start-Up, while it does not affect the 10.35% |
| 15. After watching the drama Start-Up, I am more confident with my choice. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 28,40% | 56,70% | 12,25% | 2,65% | 100% | 85.10% of students who answered 4 and 3 felt more confident after watching Start-Up, while it does not affect the 14.90%. |

❖ **Characters**

Table 15. Characters

| 1. I was inspired by the characters in the drama Start-Up | | | | | |
|---|--------|--------|-------|-------|---|
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 37,15% | 50,65% | 10,75% | 1,45% | 100% | 87.80% of students who answered 4 and 3 were inspired by the characters in the drama Start-Up, while it did not inspire the 12.20%. |
| 2. I am interested in the work done by Start-Up drama characters | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 29,15% | 50,90% | 17,60% | 2,35% | 100% | 80.05% of students who answered 4 and 3 are interested in the characters in the |

| | | | | | |
|--|----------|----------|----------|--------------|---------------------------------------|
| | | | | | Start-Up drama, while 19.95% are not. |
| 3. I feel challenged by the characters in the drama Start-Up. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 27,80% | 52,40% | 17,85% | 1,95% | 100% | |
| 80.20% of students who answered 4 and 3 felt challenged by the characters in the drama Start-Up, while the 19.80% did not feel challenged by the characters. | | | | | |
| 4. The characters in the drama Start-Up inspired me to do business. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 34,30% | 45,30% | 15,60% | 4,80% | 100% | |
| 79.60% of students who answered 4 and 3 were inspired by the Start-Up drama to build their own business, while 20.40% were not interested. | | | | | |
| 5. I am motivated to work hard like a character in the drama Start-Up. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 48,75% | 45,25% | 4,45% | 1,55% | 100% | |
| 94.00% of students who answered 4 and 3 were motivated to work hard, while 6.00% were not feel motivated. | | | | | |
| 6. The characters in the drama Start-Up made me understand how life struggles to achieve success. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 59,05% | 34,20% | 5,15% | 1,60% | 100% | |
| 93.25% of students who answered 4 and 3 got a lesson about how the struggling characters in the start-up drama live to achieve success, while 6.75% did not. | | | | | |
| 7. The character in the drama Start-Up shows the importance of being serious in trying. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| | | | | | |

| | | | | | |
|--|----------|----------|----------|--------------|--|
| 61,20% | 33,55% | 3,70% | 1,55% | 100% | 94.75% of students who answered 4 and 3 agree that the characters in the Start-Up drama show the importance of being serious in trying, while 5.25% did not. |
| 8. The character in the drama Start-Up teaches us not to give up when facing failure. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 61,40% | 34,55% | 1,95% | 2,10% | 100% | 95.95% of students who answered 4 and 3 got a lesson about how the characters in the drama Start-Up do not give up easily even when they face failure, while 4,05% were not. |
| 9. I feel carried away by the characters in the drama Start-Up. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 40,00% | 40,90% | 16,30% | 2,80% | 100% | 80,90% students who answered 4 and 3 feel swept away by the characters in the Start-Up drama, feeling like they are the characters, while 19,10% did not. |
| 10. I believe my future can be better like the characters in the drama Start-Up. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 41,60% | 47,45% | 7,75% | 3,20% | 100% | 89.05% of students who answered 4 and 3 believe their future can be better than the characters in the drama Start-Up, while 10.95% did not. |
| 11. The character in the drama Start-Up made me want to become a company leader. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 32,85% | 40,95% | 20,15% | 6,05% | 100% | 73.80% of students who answered 4 and 3 want to become leaders of a company |

| | | | | | |
|---|----------|----------|----------|--------------|--|
| | | | | | like the characters in the drama Start-Up, while 26.20% are not inspired to become company leaders. |
| 12. The character in the drama Start-Up makes me want to be an expert in technology. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 29,00% | 41,80% | 21,60% | 7,60% | 100% | 75.80% of students who answered 4 and 3 want to become technology experts like the characters in the drama Start-Up, while 29.20% did not want to become technology experts. |
| 13. The character in the drama Start-Up makes me understand the business of making applications. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 23,35% | 49,50% | 20,85% | 6,30% | 100% | 72.85% of the students who answered 4 and 3 feel that the start-up drama made them understand about the business of making applications, while 27.15% feel the drama not give them knowledge about the business. |
| 14. The character in the drama Start-Up made me understand that a good business is built for the noble purpose of helping solve other people's problems. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 47,40% | 46,10% | 4,05% | 2,45% | 100% | 93.50% students who answered 4 and 3 learned a lesson from the Start-Up drama that a good business is built to help solve other people's problems, while 6.50% did not. |
| 15. After watching the drama Start-Up, I want to be like the character in the | | | | | |

| drama. | | | | | |
|---------------|----------|----------|----------|--------------|---|
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 27,30% | 51,90% | 16,50% | 4,30% | 100% | 79.20% of students who answered 4 and 3 want to be like the characters in Start-Up, while 20.80% only enjoyed watching the drama. |

❖ **Dream Career**

Table 16. Dream Career

| 1. I have a dream career in my life. | | | | | |
|---|----------|----------|----------|--------------|--|
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 69,15% | 27,50% | 3,35% | 0 % | 100% | Almost all students have a dream career for their future, with 96.65% answering 4, while 3.35% did not have a dream career. |
| 2. Many factors influence my dream career. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 67,25% | 29,85% | 2,90% | 0% | 100% | Internal and external influences can have an impact on one's dream career, with 97.10% of students answering 4 and 3. Only 2.90% were not agree. |
| 3. Drama Start-Up provides a representation of a future career for me. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 24,75% | 54,85% | 17,85% | 2,55% | 100% | Students believe the drama Start-Up depicts their future career, with 79.60% answering 4 and 3, while 20.40% were not agree. |
| 4. Career in drama Start Up is very interesting. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |

| | | | | | |
|--|----------|----------|----------|--------------|---|
| 41,60% | 50,65% | 6,65% | 1,10% | 100% | 92.25% of students who answered 4 and 3 feel the career in Start-Up drama is very interesting, while 7.75% were not agree. |
| 5. Career in drama Start-Up provides a representation of a bright future. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 37,15% | 52,65% | 8,10% | 2,10% | 100% | 89.80% of student who answered 4 and 3 felt that the career in drama Start-Up provides a bright future, while 10.20% were not agree. |
| 6. I was inspired to pursue a career in the drama Start Up. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 20,40% | 53,10% | 22,05% | 4,45 % | 100% | 73.50% of students who answered 4 and 3 were inspired to pursue a career in Start-Up drama, while 26.50% didn't feel inspired. |
| 7. Choosing a career in the Start-Up field is very appropriate for the present and future digital era. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 42,60% | 48,90% | 6,90% | 1,60% | 100% | 91.50% of students agree that a career in the Start-Up field is appropriate for the digital era, as technology develops and humans increasingly rely on technology, while 8.50% were not agree. |
| 8. Drama Start-Up makes me want to have a career in a job in the technology world (example: Business Owner, CEO, Programmer, Investor, Graphic Design, Mentor Business, etc.) | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |

| | | | | | |
|--|----------|----------|----------|--------------|--|
| 38,40% | 43,65% | 12,80% | 5,15% | 100% | The drama Start-Up made students want to have a career in technology field, with 82.05% answering 4 and 3, while the 17.95% didn't want it. |
| 9. I'm sure I can make a career like them in the drama Start-Up | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 30,80% | 51,25% | 14,65% | 3,30% | 100% | Young people believe they can have a career like the characters in Start-Up, with 82.05% answering points 4 and 3, while the 17.95% did not. |
| 10. Drama Start-Up has had a positive influence on my career goals. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 42,80% | 48,85% | 6,75% | 1,60% | 100% | 91.65% of students who answered 4 and 3 agree that Start-Up have a positive influence on their career goals, while 8.35% were not agree. |
| 11. I am inspired to create a Start-Up business according to my field. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 26,20% | 55,35% | 12,85% | 5,60% | 100% | Application-based start-up businesses can be applied to various fields of knowledge, with 81.55% of students who answered 4 and 3 inspired to create them, while 18.45% were not inspired. |
| 12. Drama Start-Up inspires to build cooperative relationships with many parties. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 45,75% | 48,70% | 3,95% | 1,60% | 100% | 79.20% of students who answered 4 and 4 were inspired to build cooperative relationships with many parties to build |

| | | | | | |
|---|----------|----------|----------|--------------|---|
| | | | | | a start-up business, while 5.55% were not inspired. |
| 13. A career in the start-up world must be carried out in earnest. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 61,40% | 36,30% | 0,75% | 1,55% | 100% | 97.70% of students who answered 4 and 3 agree that a career in the Start-Up world requires great ideas, skills, and seriousness. While 2.30% were not agree. |
| 14. The career description in the Start-Up drama can be done by people from various fields of knowledge. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 49,35% | 43,50% | 4,80% | 2,35% | 100% | 92.85% of students who answered 4 and 3 agree that career descriptions in Start-Up drama can be done by people from various fields, while 7.25% were not agree. |
| 15. The strength of teams from various fields of knowledge in the Start-Up world is able to build a strong business. | | | | | |
| Result | | | | | Explanation |
| 4 | 3 | 2 | 1 | Total | |
| 60,30% | 35,05% | 2,60% | 2,05% | 100% | Team strength and cooperation are essential for successful start-up businesses, with 95.35% of students agreeing that a team from various fields of knowledge is needed to build a strong business. While 4.65% were not agree. |

In a previous study entitled “*Intensitas Interaksi Parasosial Mahasiswa Menonton Drama Korea Selama Tinggal di Rumah pada Masa Pandemi*”. In the Indonesian city of Banjarmasin, the researcher randomly assigned data

collection instruments to respondents who were students. Researchers were able to recruit 108 students from a variety of tertiary universities, including both state universities and private universities. According to the findings, 78% of respondents acknowledged watching Korean dramas while confined to their homes during a pandemic.

Another study on the same subject, the Korean Start-Up drama, titled *“Pengaruh Serial Korea “Start Up” Terhadap Minat Kewirausahaan Di Tingkat Mahasiswa”* on Entrepreneurial Interests at the Student Level," gathered data by distributing electronic questionnaires via Google Form to the 25,090 Twitter accounts that follow the @drakoridfess account on Twitter. A sample of 62 people was drawn from this population who met the requirements of being active D1/D2/D3/D4/S1 students between the ages of 17 and 25 who had seen or were watching the Korean drama "Start Up." The questionnaire was accessible from December 13, 2020, at 23:30 WIB, until December 14, 2020, at 7:02 WIB.

In this study, researchers distributed questionnaires to 400 UII students in 8 faculties. Then data was obtained from 220 students who watched the Korean drama Start-Up. With the distribution of FE 50 people (100%), FPSB 48 people (96%), FH 26 people (52%), FMIPA 25 people (50%), FTI 23 people (46%), FK 21 people (42%), FIAI 18 people (36%), and FTSP 9 people (18%). From these data, respondents who came from students of the Faculty of Economics were the only ones who met the 100% requirement. This happens because Start-Up is a Korean drama that talks about young people who chase their dreams in the Start-Up business, which is most related to what students of the Faculty of Economics study. Students from the Faculty of Economics also have the most potential to start a Start-Up business in the future.

3.3. Discussions

Korean drama, also known as K-Drama, is a television program that has gained enormous popularity, especially among youths. The main draw of K-Drama is the variety of different and original storylines it offers. Beautiful love stories

about romantic couples, "not rational" fantasy stories, slice-of-life dramas with light stories about everyday life, and thriller dramas about murder cases are some of the elements that captivate viewers. Even certain K-Dramas on Netflix gain the most widespread popularity, surpassing western series in popularity. One of the media that helps the growth of Hallyu culture is drama. Viewers believe that it is essential to watch Korean dramas. Watching Korean dramas can improve someone's mood. There are various ways to make someone happy or feel good, like making films or dramas for entertaining ourself (Istanti, 2019).

The majority of UII students are familiar with Korean dramas, watch Korean dramas more than twice, and they like Korean dramas. But some of these students had only watched Korean dramas twice or only watched Start-Up drama, which meant they were not fans of Korean dramas but only watched because they curious about the story of the drama or because the drama is famous. Many students enjoy watching Korean dramas, which is reasonable considering that they have access to the newest episodes immediately (Chung, 2020). Nowadays, all new episodes of Korean drama are easy to find, because those dramas are available in many international platforms. Numerous factors contribute to the popularity of drama among many students. First off, the plots in Korean dramas are unique and entertaining. Second, each episode only lasts a short time. Third, attractive and appealing Korean drama actors and actresses make the audience pleased (Marthaya, 2016).

Korean dramas can have a good story, a detailed description of the character's work, a place setting that really fits the story, beautiful cinematography, and an original soundtrack that is pleasant to listen to because the Korean drama production team does not play around when producing a drama. They dare to spend massive production costs to make a perfect drama. Hospital Playlist and Romantic Doctor Kim Sabu, medical dramas, teach actors about medical science, including tool names, phrases, and specific a disease's cause and treatment. In Suspicious Partner and Lawless Lawyer, a legal drama, actors study articles and simulate trials with real lawyers, prosecutors, and judges. In You're All Surrounded and Police University, police dramas, actors learn how to arrest suspects and check crime

scenes. The First Responders features polices, firefighters, and paramedics. The First Responders discusses many emergency codes in each episode, including Code Zero for a dangerous felony, Code Red for fire, Code Blue for heart attacks, Code Amber for kidnapping, and Code Clear for the end of an emergency. Actors learn piano and violin for months to play in a drama about musicians. The cast of Do You Like Brahms, a drama about a pianist and a violinist's love, said they rehearsed so hard for six months that they seldom left their instruments. That is make many college students who watch Korean dramas are inspired by the dramas they have watched.

Most college students who watched Korean Drama Start-Up are like and fully understand the storyline of the drama. But some of them may not be able to fully understand the story of this drama because there are many stories about start-up businesses that some people are not familiar with. They also gained knowledge about the world of start-ups after watching the drama. Adolescence is a time of transition from childhood to adulthood. In our society, it is a phase of identity exploration since it makes teenagers easier to fall into and be influenced by things that are happening around them (Ristiana, 2016). That is why they can be influenced by the Korean dramas that they watched. Because of the knowledge that they gained, some of them become more curious and immediately found out more about the start-up business world after watching the drama. They are also interested in having a career in the start-up business, but only a little number of the students who feel confident about having a career in the start-up business. The influence of Korean dramas on people's lives also extends to the audience daily lives', particularly those in Indonesia (Wuryanata, 2011). After watching the drama Start-Up, the college students became enthusiastic about achieving their dreams and excited in living their life. The drama also influences their perspective on careers and they become more confident about their choice after watching the drama.

Start-Up, a Korean drama, is about young people who want to found a Start-Up business. To make it happen, they went to a training session and then came up with a team where each person worked on the CEO, developer, and designer roles. The CEO is responsible for managing the team, the developer is

responsible for developing the program, and the designer is responsible for creating the application's visual style. They put a lot of effort into developing an application that makes use of an AI system and can guide by speaking for blind individuals. Although they encountered several obstacles along the way, they ultimately succeeded in developing the program. So, this drama makes college students inspired by the characters in the drama. They are inspired in terms of their passion for pursuing dreams, not giving up in life even in a downturn, and being inspired to have a career like the characters in the drama Start-Up that makes them more interested in the work done by the characters, like they want to become a CEO or an expert in technology. The drama makes the college students understand about the business of making applications and a good business is built for the noble purpose of helping solve other people's problems. Another than being inspired, the college students also feel challenged by the characters in the drama Start-Up. Respondents feel that they also have to work hard in order to achieve their dreams, like the characters in the drama Start-Up.

Sendjaja (2002: 5.41) in Febriana (2019: 17) says that Sven Windahl's Use and Effect Theory was developed in 1979. The theory of use and effect, according to Alexander (2014) in Wiguna (2019: 18), makes the argument that mass communication delivered through the media has an impact on the audience that uses the media. From the drama Start-Up, the college students got a lesson about how the struggling characters in the Start-Up drama live to achieve success, they experience failure many times before finally achieving success. This drama shows how teenagers who come from middle- to lower-class families work hard to fight for their dreams. So, the students are motivated to work hard, being serious, and not giving up easily even when they face failure. They also believe that their future can be better like the characters in the drama Start-up.

Career choice is a very important thing in people's life because it will determine how their life will be in the future. Almost all college students have dream career for their future. Since deciding to enter a major at university, this is the first step to reach their dream career in the future. Studies have shown that a student's choice of major affects their job decision once they have enrolled in a

university program, such as a program in hospitality management (Leppel, 2001; J. A. Smith, 2011). Those wishing to become doctors would major in medicine, those wishing to become journalists would major in communications, those wishing to become directors would major in film, those wishing to become pharmacists would major in pharmacy, and so on. But some of the students when they have completed their education in college, they are faced with problems in choosing a career. Fresh graduate students find it challenging to land the job they want after graduating from college. Another obstacle is stiff competition from individuals with prior work experience. Considering this, the jobless rate is increasing every year. In order to create their future strategies for life after college, students must make key decisions about their careers. They may spend the rest of their lives working in the career they ultimately select. They must be sure to pick a profession they can enjoy and that reflects their passions. so that they will not encounter difficulties when trying to achieve their desired career after deciding what it is they want to do. Although there is nothing wrong with trying to fight for your desired job initially.

According to career development theory, people can choose their jobs if they are aware of the options available to them and when they have a practical understanding of how to accomplish their career objectives (Hansen, 1976). Despite the common belief that people may choose their own careers (Qiu et al., 2017), research shows that these decisions are influenced by several factors, including social, familial, educational, and community aspects (Jungen, 2008). Consequently, a student's job choices may be influenced by or even determined by the family, academic, and general social variables that surround them throughout their learning process. Many factors influence the future dream career of college students. Internal and external influences can both have an impact on one's dream career. Internal influence comes from ourselves; people tend to have dream careers according to what they like or are interested in doing. While external factors can come from various sources, such as the influence of parents, friends, or lecturers, there are also other factors, one of which can be the Korean dramas they watch. Korean drama *Start-Up* provides a representation of a future career for me. The *Start-Up* drama shows various career positions such as business owner, CEO, programmer, investor, graphic designer, business mentor, etc. It can be inferred that

those who agree feel that one of these jobs will be their future career. The college students who watched Start-Up think that the career in start-up drama is very interesting. The depiction of a career in the Start-Up drama looks very real because the writer of this drama writes based on realities in Korea. In Korea, the government does provide more support for young people to build their start-up businesses. They also think that the career in drama Start-Up provides a bright future. In the Start-Up drama, it is described that those who have succeeded in building a Start-Up business have a very good life from an economic point of view and also become someone who is known by many people in the world. That's why some of them were inspired to pursue a career in the Start-Up drama.

Career in the start-up field is very appropriate for the present and future digital era. Because as technology develops, a Start-Up business based on making applications will be very profitable. In the future, humans will increasingly rely on technology to carry out various daily activities. The Start-Up drama shows various career positions such as Business Owner, CEO, Programmer, Investor, Graphic Design, Business Mentor, etc. Where the two main actors have a career in positions as CEO and programmer. That's make the college students want to have a career in one of the jobs in the world of technology in this drama. They believe that they can have a career like the characters in the drama Start-Up. Because, in today's start-up businesses, an increasing number of young people are involved in keeping up with the ever-changing technology. Korean drama Start-Up give the positive influence on the college students career goals because the characters in the drama Start-Up work hard to achieve their dreams, it can have a positive impact on the audience if they also work hard and never give up.

Application-based start-up businesses can be applied to various fields of knowledge. Examples include the HaloDoc application; which is based on the medical field, the PicsArt application; which is based on the photography sector, and the Spotify application; which is based on the music sector, Duolingo application; which is based on linguistics, the Jenius application; which is finance-based, and the Netflix application; which is film-based, etc. So, college students from every department can build a start-up business.

To build a start-up business, people must have cooperative relationships with many parties. Because business in the start-up field is a business that must be built with the intervention of many parties, someone who wants to build a start-up business needs investors as a source of funds, a CEO as a leader, programmers as those who develop the application, and designers as those who design the application, team strength and cooperation are very much needed. When people started to build a start-up business, they must do it seriously, because a career in this field is not easy, it requires great ideas and skills to make it happen. Various digital industry stakeholders, including telecommunications carriers and investors, are working together to develop different incubation and acceleration activities in order to develop new startups so that they can continue to expand. There is a base for developing students' creativity in order for them to become rookie entrepreneurs, including the ability to: (1) accept current perspectives; (2) change existing perspectives; and (3) synthesize perspectives or the present paradigm (Pudianti et al, 2018).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusion

From the SPSS results of the study of The Influence of Korean Drama "Start Up" on The Future Dream Careers of College Students in UII at the Universitas Islam Indonesia, Yogyakarta which uses multiple linear regression analysis, the following discussion can be carried out:

1) **The Influence of Start-Up Storyline to College Students Dream Career**

From the results of the regression coefficient test, it produces $\beta_1 = 0.179$, so Storyline has a significant positive effect on Dream Career. Based on the results of the storyline t test (X1) $2.550 > t$ table at a probability of 0.05 with $N = 220$ is 1.651673 which means that the variable X1 (storyline) has an influence on Dream Career (Y), with a significance of $0.000 < 0.05$, so it is stated that H1 is accepted, meaning that there is an effect of X1 on Y. Based on the regression coefficient test it also illustrates that every time there is an addition of 1 value from the Storyline, the participation value will increase by $\beta_1 = 0.179$ on the participation variable Y. So, the Storyline has a significant positive effect on Dream Career.

2) **The Influence of Start-Up Character to College Students Dream Career**

From the results of the regression coefficient test, it produces $\beta_2 = 0.631$, so Characters have a significant positive effect on Dream Career. Based on the result of t test t Character (X2) $9.006 > t$ table at a probability of 0.05 with $N = 220$ is 1.651873 which means that the X2 variable has an influence on Dream Career (Y), with a significance of $0.000 < 0.05$ it is stated that H2 is accepted meaning that there is an influence of X2 on Y. Based on the regression coefficient test, it also illustrates that every time there is an addition of 1 value from Characters, the participation value will increase by $\beta_1 = 0.631$ to the participation variable Y. So, Characters have a significant positive effect on Dream Career.

3) The Influence of Korean Drama Start-Up (Storyline and Characters) to College Students Dream Career

The results of the Analysis Model Summary test show that the R² (R Square) result is 0.610 or 61.0% meaning that the variables X1 and X2 simultaneously or together (Korean Drama Start-Up) have a positive effect on the variable Customer Satisfaction (Y).

From the overall results of this study, it can be concluded that the Korean drama Start-Up can influence the dream careers of UII students. The Start-Up drama is a popular Korean drama that is broadcast in 2020, and many students watch the drama. The start-up drama tells the story of the younger generation, who are struggling to achieve their dreams of building a start-up business. The students who watched the drama were influenced by the storyline and the characters in Start-Up. The students were inspired to build a start-up business based on making applications because this business can be done by everyone from various fields. The stories of the Start-Up drama characters, who are passionate about achieving their dreams, inspire students to work hard and never give up on their dreams. Because students, like the characters in the drama Start-Up, believe that their futures can be better.

4.2. Limitations

- The data in this research is limited, having only been taken from the results of questionnaires, journals, and websites.
- Researchers used a random sampling technique to collect data from eight faculties at the UII. So, the number of respondents from each faculty is not the same.

4.3. Recommendations

- Future researchers can examine other factors that exist in Korean dramas. like the influence factor of education or family.
- Because Korean drama is enjoyed by people of all ages, future researchers can conduct studies with respondents from a variety of backgrounds, including office workers, teachers, and lecturers.

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ATTACHMENT
PART 1: QUESTIONNAIRE

Questionnaires were distributed online using Google Form. In this questionnaire, the questions are divided into three parts, namely Storyline, Character, and Dream Career, each of which consists of 15 questions. Each question uses choices in the form of a range of numbers from 1 to 4, with a weight for each choice, namely 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The questionnaire was distributed using Indonesian language so that it could reach more respondents because it was more understandable to all students.

Questions for Storyline part:

1. I know Korean dramas.
2. I watched Korean dramas more than 2 times.
3. I like Korean dramas.
4. I am inspired by Korean drama stories that I watch.
5. One of the Korean dramas that I watched was the drama entitled Start Up.
6. I like the storyline of the drama Start-Up.
7. I fully understand the story of the Start-Up drama.
8. After watching Start-Up, I gained knowledge about the world of Start-Up.
9. After watching the Start-Up drama, I immediately found out more about the Start-Up world.
10. After watching the drama Start-Up I am interested in having a career in the Start-Up field.

11. After watching the drama Start-Up, I am sure to have a career in the Start-Up field.
12. Drama Start-Up makes me passionate about achieving my dreams.
13. Start-Up drama can affect my perspective on my career.
14. After watching the drama Start-Up, I get more excited.
15. After watching the drama Start-Up I am more confident with my choice.

Questions for Characters part:

1. I was inspired by the characters in the drama Start-Up
2. I am interested in the work done by Start-Up drama characters
3. I feel challenged by the characters in the drama Start-Up.
4. The characters in the drama Start-Up inspired me to do business.
5. I am motivated to work hard like a character in the drama Start-Up.
6. The characters in the drama Start-Up made me understand how life struggles to achieve success.
7. The character in the drama Start-Up shows the importance of being serious in trying.
8. The character in the drama Start-Up teaches us not to give up when facing failure.
9. I feel carried away by the characters in the drama Start-Up.
10. I believe my future can be better like the characters in the drama Start-Up.
11. The character in the drama Start-Up made me want to become a company leader.
12. The character in the drama Start-Up makes me want to be an expert in technology.
13. The character in the drama Start-Up makes me understand the business of making applications.
14. The character in the drama Start-Up made me understand that a good business is built for the noble purpose of helping solve other people's problems.
15. After watching the drama Start-Up I want to be like the character in the drama.

Questions for Dream Career part:

1. I have a dream career in my life.
2. Many factors influence my dream career.
3. Drama Start-Up provides a picture of a future career for me.
4. Career in drama Start Up is very interesting.
5. Career in drama Start-Up provides a picture of a bright future.
6. I was inspired to pursue a career in the drama Start Up.
7. Choosing a career in the Start-Up field is very appropriate for the present and future digital era.
8. Drama Start-Up makes me want to have a career in a job in the technology world (example: Business Owner, CEO, Programmer, Investor, Graphic Design, Mentor Business, etc.)
9. I'm sure I can make a career like them in the drama Start-Up
10. Drama Start-Up has had a positive influence on my career goals.
11. I am inspired to create a Start-Up business according to my field.
12. Drama Start-Up inspires to build cooperative relationships with many parties.
13. A career in the start-up world must be carried out in earnest.
14. The career description in the Start-Up dram can be done by people from various fields of knowledge.
15. The strength of teams from various fields of knowledge in the Start-Up world is able to build a strong business.

PART 2: QUESTIONNAIRE DATA

| STORYLINE (SL) | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|-------|
| SL1 | SL2 | SL3 | SL4 | SL5 | SL6 | SL7 | SL8 | SL9 | SL10 | SL11 | SL12 | SL13 | SL14 | SL15 | TOTAL |
| 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 47 |
| 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 49 |
| 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 44 |
| 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 50 |
| 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 4 | 4 | 4 | 4 | 48 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 54 |
| 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 46 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 54 |
| 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 51 |
| 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 3 | 48 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
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| 4 | 4 | 4 | 4 | 1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 42 |
| 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 45 |
| 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 46 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 42 |
| 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 44 |
| 4 | 4 | 3 | 3 | 4 | 2 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 47 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 49 |
| 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 44 |
| 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 51 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 42 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 56 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 4 | 4 | 4 | 52 |
| 3 | 3 | 3 | 3 | 4 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 38 |
| 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 43 |
| 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 47 |
| 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 39 |
| 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 39 |
| 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 46 |
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| 4 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 38 |
| 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 45 |
| 4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 41 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 49 |
| 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 37 |
| 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 44 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
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| 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 48 |
| 3 | 1 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 45 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 53 |
| 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 |

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| 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 4 | 4 | 49 |

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|----------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|-------|
| CT1 | CT2 | CT3 | CT4 | CT5 | CT6 | CT7 | CT8 | CT9 | CT10 | CT11 | CT12 | CT13 | CT14 | CT15 | TOTAL |
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|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|-------|
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| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 |
| 4 | 4 | 3 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 1 | 3 | 4 | 2 | 4 | 51 |
| 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 47 |
| 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 57 |
| 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 46 |
| 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 56 |
| 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 56 |
| 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 55 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 57 |
| 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 51 |
| 4 | 4 | 3 | 4 | 3 | 2 | 3 | 2 | 2 | 4 | 3 | 2 | 4 | 3 | 4 | 47 |
| 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 46 |
| 4 | 4 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 46 |
| 2 | 4 | 2 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 1 | 3 | 4 | 3 | 3 | 43 |
| 4 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 50 |
| 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 29 |
| 4 | 4 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 53 |
| 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 56 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 59 |
| 4 | 4 | 2 | 4 | 4 | 3 | 4 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 49 |
| 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 47 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 59 |
| 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 58 |
| 4 | 4 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 1 | 4 | 3 | 2 | 3 | 40 |
| 4 | 4 | 4 | 4 | 3 | 2 | 3 | 4 | 2 | 4 | 3 | 4 | 4 | 4 | 4 | 53 |
| 4 | 3 | 2 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 51 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 4 | 4 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 43 |
| 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 59 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 58 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 47 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 57 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 4 | 4 | 4 | 4 | 4 | 2 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 54 |
| 3 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 53 |
| 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 54 |
| 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 52 |
| 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 59 |
| 4 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 51 |
| 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 53 |
| 3 | 4 | 2 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 56 |
| 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 51 |
| 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 1 | 3 | 45 |
| 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 58 |
| 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 48 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 52 |
| 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 55 |
| 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 58 |
| 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 47 |
| 4 | 4 | 1 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 1 | 4 | 4 | 4 | 4 | 47 |
| 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 48 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 50 |
| 4 | 4 | 2 | 2 | 4 | 2 | 4 | 3 | 2 | 4 | 1 | 4 | 4 | 4 | 4 | 48 |
| 4 | 4 | 2 | 4 | 4 | 2 | 3 | 3 | 2 | 3 | 2 | 4 | 4 | 2 | 4 | 47 |
| 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 57 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 45 |
| 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 46 |
| 3 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 4 | 47 |
| 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 57 |
| 3 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 4 | 2 | 2 | 29 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 52 |
| 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 57 |
| 4 | 4 | 4 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 48 |
| 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 52 |
| 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 50 |
| 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 54 |
| 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 58 |
| 3 | 3 | 2 | 2 | 3 | 2 | 4 | 1 | 2 | 3 | 1 | 3 | 4 | 4 | 3 | 40 |
| 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 43 |
| 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 47 |
| 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 58 |
| 2 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 4 | 3 | 4 | 39 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 46 |
| 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 49 |
| 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 50 |
| 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 47 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| 4 | 3 | 2 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 48 |
| 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 56 |
| 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 44 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 58 |
| 4 | 4 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 46 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 |
| 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 57 |
| 3 | 4 | 2 | 3 | 3 | 1 | 3 | 1 | 2 | 3 | 1 | 3 | 4 | 3 | 4 | 40 |
| 4 | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 53 |
| 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 56 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 60 |
| 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 47 |

PART 3: SPSS DATA PROCESSING

STORYLINE (SL)_X1

Correlations

Correlations

| | SL1 | SL2 | SL3 | SL4 | SL5 | SL6 | SL7 | SL8 | SL9 | SL10 | SL11 | SL12 | SL13 | SL14 | SL15 | TOTAL |
|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| SL1 Pearson Correlation | 1 | .477** | .672** | .412** | .488** | .398** | .433** | .366** | .169* | .143* | .149* | .294** | .324** | .379** | .304** | .590** |
| Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .012 | .034 | .028 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL2 Pearson Correlation | .477** | 1 | .514** | .315** | .348** | .307** | .327** | .182** | .128 | .111 | .089 | .217** | .120 | .279** | .205** | .471** |
| Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 | .000 | .007 | .058 | .099 | .187 | .001 | .075 | .000 | .002 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL3 Pearson Correlation | .672** | .514** | 1 | .494** | .568** | .480** | .540** | .337** | .145* | .127 | .160* | .396** | .380** | .462** | .378** | .658** |
| Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .032 | .060 | .017 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL4 Pearson Correlation | .412** | .315** | .494** | 1 | .349** | .328** | .319** | .353** | .303** | .224** | .245** | .359** | .321** | .394** | .349** | .584** |
| Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .001 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL5 Pearson Correlation | .488** | .348** | .568** | .349** | 1 | .608** | .668** | .451** | .236** | .212** | .187** | .465** | .487** | .471** | .429** | .698** |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .002 | .005 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL6 Pearson Correlation | .398** | .307** | .480** | .328** | .608** | 1 | .583** | .533** | .364** | .372** | .329** | .515** | .573** | .509** | .482** | .747** |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |

| | | | | | | | | | | | | | | | | | |
|------|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL7 | Pearson Correlation | .433** | .327** | .540** | .319** | .668** | .583** | 1 | .473** | .230** | .154* | .187** | .478** | .463** | .462** | .407** | .677** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .001 | .023 | .005 | .000 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL8 | Pearson Correlation | .366** | .182** | .337** | .353** | .451** | .533** | .473** | 1 | .487** | .378** | .353** | .362** | .528** | .359** | .398** | .671** |
| | Sig. (2-tailed) | .000 | .007 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL9 | Pearson Correlation | .169* | .128 | .145* | .303** | .236** | .364** | .230** | .487** | 1 | .676** | .640** | .427** | .423** | .378** | .461** | .643** |
| | Sig. (2-tailed) | .012 | .058 | .032 | .000 | .000 | .000 | .001 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL10 | Pearson Correlation | .143* | .111 | .127 | .224** | .212** | .372** | .154* | .378** | .676** | 1 | .773** | .370** | .442** | .405** | .459** | .627** |
| | Sig. (2-tailed) | .034 | .099 | .060 | .001 | .002 | .000 | .023 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL11 | Pearson Correlation | .149* | .089 | .160* | .245** | .187** | .329** | .187** | .353** | .640** | .773** | 1 | .329** | .372** | .378** | .417** | .605** |
| | Sig. (2-tailed) | .028 | .187 | .017 | .000 | .005 | .000 | .005 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL12 | Pearson Correlation | .294** | .217** | .396** | .359** | .465** | .515** | .478** | .362** | .427** | .370** | .329** | 1 | .642** | .659** | .701** | .710** |
| | Sig. (2-tailed) | .000 | .001 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL13 | Pearson Correlation | .324** | .120 | .380** | .321** | .487** | .573** | .463** | .528** | .423** | .442** | .372** | .642** | 1 | .603** | .624** | .725** |
| | Sig. (2-tailed) | .000 | .075 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL14 | Pearson Correlation | .379** | .279** | .462** | .394** | .471** | .509** | .462** | .359** | .378** | .405** | .378** | .659** | .603** | 1 | .712** | .733** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 |

| | | | | | | | | | | | | | | | | | |
|------|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| SL15 | Pearson Correlation | .304** | .205** | .378** | .349** | .429** | .482** | .407** | .398** | .461** | .459** | .417** | .701** | .624** | .712** | 1 | .695** |
| | Sig. (2-tailed) | .000 | .002 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| TOT | Pearson Correlation | .590** | .471** | .658** | .584** | .698** | .747** | .677** | .671** | .643** | .627** | .605** | .710** | .725** | .733** | .695** | 1 |
| AL | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability Storyline

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 220 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 220 | 100.0 |

Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .903 | 15 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| SL1 | 46.0409 | 37.729 | .526 | .899 |
| SL2 | 46.1182 | 37.420 | .367 | .905 |
| SL3 | 46.1500 | 36.512 | .591 | .897 |
| SL4 | 46.5318 | 36.606 | .503 | .900 |
| SL5 | 46.1682 | 35.766 | .633 | .895 |
| SL6 | 46.3545 | 35.472 | .692 | .893 |
| SL7 | 46.3545 | 35.591 | .603 | .896 |
| SL8 | 46.4455 | 36.111 | .603 | .896 |
| SL9 | 46.8818 | 35.484 | .568 | .898 |
| SL10 | 46.8636 | 35.187 | .542 | .899 |
| SL11 | 47.1636 | 35.544 | .516 | .900 |
| SL12 | 46.4591 | 35.373 | .677 | .893 |
| SL13 | 46.4227 | 35.798 | .689 | .893 |
| SL14 | 46.4364 | 35.261 | .704 | .892 |
| SL15 | 46.6182 | 35.114 | .695 | .893 |

CHARACTER (CT)_X2

Correlations

Correlations

| | CT1 | CT2 | CT3 | CT4 | CT5 | CT6 | CT7 | CT8 | CT9 | CT10 | CT11 | CT12 | CT13 | CT14 | CT15 | TOTAL |
|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| CT1 Pearson Correlation | 1 | .406** | .537** | .381** | .509** | .526** | .503** | .534** | .553** | .387** | .305** | .266** | .293** | .404** | .458** | .681** |
| Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT2 Pearson Correlation | .406** | 1 | .529** | .561** | .397** | .341** | .354** | .360** | .402** | .276** | .409** | .438** | .407** | .348** | .475** | .676** |
| Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT3 Pearson Correlation | .537** | .529** | 1 | .545** | .521** | .454** | .440** | .409** | .462** | .441** | .404** | .291** | .368** | .400** | .488** | .720** |
| Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT4 Pearson Correlation | .381** | .561** | .545** | 1 | .432** | .284** | .346** | .372** | .351** | .459** | .548** | .463** | .504** | .414** | .470** | .729** |
| Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT5 Pearson Correlation | .509** | .397** | .521** | .432** | 1 | .630** | .556** | .533** | .372** | .472** | .313** | .263** | .278** | .499** | .392** | .682** |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT6 Pearson Correlation | .526** | .341** | .454** | .284** | .630** | 1 | .734** | .680** | .482** | .416** | .240** | .175** | .215** | .442** | .288** | .643** |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .009 | .001 | .000 | .000 | .000 |

| | | | | | | | | | | | | | | | | | |
|------|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT7 | Pearson Correlation | .503** | .354** | .440** | .346** | .556** | .734** | 1 | .798** | .468** | .364** | .216** | .161* | .258** | .433** | .280** | .641** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .001 | .017 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT8 | Pearson Correlation | .534** | .360** | .409** | .372** | .533** | .680** | .798** | 1 | .506** | .370** | .241** | .206** | .244** | .426** | .320** | .654** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .002 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT9 | Pearson Correlation | .553** | .402** | .462** | .351** | .372** | .482** | .468** | .506** | 1 | .338** | .315** | .285** | .341** | .427** | .524** | .670** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT10 | Pearson Correlation | .387** | .276** | .441** | .459** | .472** | .416** | .364** | .370** | .338** | 1 | .537** | .388** | .343** | .355** | .435** | .657** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT11 | Pearson Correlation | .305** | .409** | .404** | .548** | .313** | .240** | .216** | .241** | .315** | .537** | 1 | .571** | .477** | .437** | .534** | .686** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .001 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT12 | Pearson Correlation | .266** | .438** | .291** | .463** | .263** | .175** | .161* | .206** | .285** | .388** | .571** | 1 | .533** | .331** | .480** | .622** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .009 | .017 | .002 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT13 | Pearson Correlation | .293** | .407** | .368** | .504** | .278** | .215** | .258** | .244** | .341** | .343** | .477** | .533** | 1 | .377** | .398** | .630** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .001 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT14 | Pearson Correlation | .404** | .348** | .400** | .414** | .499** | .442** | .433** | .426** | .427** | .355** | .437** | .331** | .377** | 1 | .392** | .652** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 |

| | | | | | | | | | | | | | | | | | |
|-----------|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| CT1 5 | Pearson Correlation | .458** | .475** | .488** | .470** | .392** | .288** | .280** | .320** | .524** | .435** | .534** | .480** | .398** | .392** | 1 | .707** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| TOT AL | Pearson Correlation | .681** | .676** | .720** | .729** | .682** | .643** | .641** | .654** | .670** | .657** | .686** | .622** | .630** | .652** | .707** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | |
| N | | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability Character

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 220 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 220 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| | |
|---------------------|------------|
| Cronbach's Alpha | N of Items |
| .909 | 15 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item- Total Correlation | Cronbach's Alpha if Item Deleted |
|------|-------------------------------|-----------------------------------|--------------------------------------|--|
| CT1 | 45.7091 | 43.148 | .628 | .902 |
| CT2 | 45.8909 | 42.573 | .614 | .902 |
| CT3 | 45.9000 | 42.291 | .666 | .901 |
| CT4 | 45.8864 | 41.188 | .668 | .900 |
| CT5 | 45.5364 | 43.620 | .634 | .902 |
| CT6 | 45.4227 | 43.926 | .590 | .904 |
| CT7 | 45.3818 | 44.255 | .592 | .904 |
| CT8 | 45.3818 | 44.091 | .606 | .903 |
| CT9 | 45.7455 | 42.437 | .605 | .903 |
| CT10 | 45.6955 | 42.898 | .595 | .903 |
| CT11 | 45.9727 | 41.250 | .611 | .903 |
| CT12 | 46.0273 | 41.981 | .536 | .906 |
| CT13 | 46.0727 | 42.287 | .551 | .905 |
| CT14 | 45.5636 | 43.699 | .598 | .903 |
| CT15 | 45.9409 | 41.974 | .647 | .901 |

DREAM CAREER (DC)_Y

Correlations

Correlations

| | DC1 | DC2 | DC3 | DC4 | DC5 | DC6 | DC7 | DC8 | DC9 | DC10 | DC11 | DC12 | DC13 | DC14 | DC15 | TOTAL |
|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| DC1 Pearson Correlation | 1 | .600** | .436** | .324** | .354** | .297** | .343** | .292** | .346** | .469** | .260** | .421** | .268** | .283** | .370** | .581** |
| Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC2 Pearson Correlation | .600** | 1 | .321** | .377** | .370** | .157* | .293** | .266** | .325** | .476** | .179** | .403** | .411** | .295** | .499** | .564** |
| Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .019 | .000 | .000 | .000 | .000 | .008 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC3 Pearson Correlation | .436** | .321** | 1 | .462** | .466** | .552** | .291** | .391** | .556** | .562** | .491** | .408** | .243** | .297** | .264** | .683** |
| Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC4 Pearson Correlation | .324** | .377** | .462** | 1 | .644** | .488** | .506** | .415** | .437** | .573** | .505** | .460** | .427** | .392** | .474** | .740** |
| Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC5 Pearson Correlation | .354** | .370** | .466** | .644** | 1 | .486** | .482** | .324** | .426** | .522** | .382** | .427** | .393** | .409** | .418** | .702** |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC6 Pearson Correlation | .297** | .157* | .552** | .488** | .486** | 1 | .523** | .579** | .582** | .390** | .499** | .294** | .172* | .316** | .214** | .677** |
| Sig. (2-tailed) | .000 | .019 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .010 | .000 | .001 | .000 |
| N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC7 Pearson Correlation | .343** | .293** | .291** | .506** | .482** | .523** | 1 | .346** | .320** | .327** | .392** | .334** | .346** | .387** | .359** | .617** |

| | | | | | | | | | | | | | | | | | |
|------|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC8 | Pearson Correlation | .292** | .266** | .391** | .415** | .324** | .579** | .346** | 1 | .542** | .430** | .546** | .423** | .202** | .337** | .264** | .659** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .003 | .000 | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC9 | Pearson Correlation | .346** | .325** | .556** | .437** | .426** | .582** | .320** | .542** | 1 | .646** | .485** | .467** | .281** | .443** | .361** | .734** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC10 | Pearson Correlation | .469** | .476** | .562** | .573** | .522** | .390** | .327** | .430** | .646** | 1 | .484** | .573** | .523** | .507** | .564** | .793** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC11 | Pearson Correlation | .260** | .179** | .491** | .505** | .382** | .499** | .392** | .546** | .485** | .484** | 1 | .417** | .283** | .378** | .303** | .679** |
| | Sig. (2-tailed) | .000 | .008 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC12 | Pearson Correlation | .421** | .403** | .408** | .460** | .427** | .294** | .334** | .423** | .467** | .573** | .417** | 1 | .565** | .567** | .584** | .717** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC13 | Pearson Correlation | .268** | .411** | .243** | .427** | .393** | .172 | .346** | .202** | .281** | .523** | .283** | .565** | 1 | .511** | .661** | .598** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .010 | .000 | .003 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC14 | Pearson Correlation | .283** | .295** | .297** | .392** | .409** | .316** | .387** | .337** | .443** | .507** | .378** | .567** | .511** | 1 | .553** | .656** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| DC15 | Pearson Correlation | .370** | .499** | .264** | .474** | .418** | .214** | .359** | .264** | .361** | .564** | .303** | .584** | .661** | .553** | 1 | .659** |

| | | | | | | | | | | | | | | | | | | |
|-----|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|------|
| 5 | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .001 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| TOT | Pearson Correlation | .581** | .564** | .683** | .740** | .702** | .677** | .617** | .659** | .734** | .793** | .679** | .717** | .598** | .656** | .659** | | 1 |
| AL | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | |
| | N | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 | 220 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability DREAM CAREER

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 220 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 220 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .911 | 15 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item- Total Correlation | Cronbach's Alpha if Item Deleted |
|------|-------------------------------|-----------------------------------|--------------------------------------|--|
| DC1 | 46.6818 | 37.140 | .524 | .908 |
| DC2 | 46.7045 | 37.205 | .504 | .909 |
| DC3 | 47.3136 | 35.047 | .617 | .905 |
| DC4 | 46.9864 | 35.475 | .694 | .903 |
| DC5 | 47.0591 | 35.389 | .646 | .904 |
| DC6 | 47.3909 | 34.970 | .609 | .906 |
| DC7 | 46.9773 | 36.333 | .554 | .907 |
| DC8 | 47.1500 | 34.658 | .580 | .908 |
| DC9 | 47.2227 | 34.475 | .676 | .903 |
| DC10 | 46.9636 | 34.903 | .754 | .901 |
| DC11 | 47.2818 | 34.806 | .608 | .906 |
| DC12 | 46.9182 | 35.756 | .668 | .904 |
| DC13 | 46.7455 | 36.848 | .540 | .908 |
| DC14 | 46.9182 | 35.765 | .594 | .906 |
| DC15 | 46.7773 | 36.147 | .603 | .906 |

R Table

| DF = n-2 | 0.1 | 0.05 | 0.02 | 0.01 | 0.001 |
|----------|---------|--------|---------|--------|---------|
| | r 0,005 | r 0,05 | r 0,025 | r 0,01 | r 0,001 |
| 178 | 0.1230 | 0.1463 | 0.1733 | 0.1915 | 0.2433 |
| 179 | 0.1226 | 0.1459 | 0.1728 | 0.1910 | 0.2426 |
| 180 | 0.1223 | 0.1455 | 0.1723 | 0.1905 | 0.2419 |
| 181 | 0.1220 | 0.1451 | 0.1719 | 0.1900 | 0.2413 |
| 182 | 0.1216 | 0.1447 | 0.1714 | 0.1895 | 0.2406 |
| 183 | 0.1213 | 0.1443 | 0.1709 | 0.1890 | 0.2400 |
| 184 | 0.1210 | 0.1439 | 0.1705 | 0.1884 | 0.2394 |
| 185 | 0.1207 | 0.1435 | 0.1700 | 0.1879 | 0.2387 |
| 186 | 0.1203 | 0.1432 | 0.1696 | 0.1874 | 0.2381 |
| 187 | 0.1200 | 0.1428 | 0.1691 | 0.1869 | 0.2375 |
| 188 | 0.1197 | 0.1424 | 0.1687 | 0.1865 | 0.2369 |
| 189 | 0.1194 | 0.1420 | 0.1682 | 0.1860 | 0.2363 |
| 190 | 0.1191 | 0.1417 | 0.1678 | 0.1855 | 0.2357 |
| 191 | 0.1188 | 0.1413 | 0.1674 | 0.1850 | 0.2351 |
| 192 | 0.1184 | 0.1409 | 0.1669 | 0.1845 | 0.2345 |
| 193 | 0.1181 | 0.1406 | 0.1665 | 0.1841 | 0.2339 |
| 194 | 0.1178 | 0.1402 | 0.1661 | 0.1836 | 0.2333 |
| 195 | 0.1175 | 0.1398 | 0.1657 | 0.1831 | 0.2327 |
| 196 | 0.1172 | 0.1395 | 0.1652 | 0.1827 | 0.2321 |
| 197 | 0.1169 | 0.1391 | 0.1648 | 0.1822 | 0.2315 |
| 198 | 0.1166 | 0.1388 | 0.1644 | 0.1818 | 0.2310 |
| 199 | 0.1164 | 0.1384 | 0.1640 | 0.1813 | 0.2304 |
| 200 | 0.1161 | 0.1381 | 0.1636 | 0.1809 | 0.2298 |
| 201 | 0.1158 | 0.1378 | 0.1632 | 0.1804 | 0.2293 |
| 202 | 0.1155 | 0.1374 | 0.1628 | 0.1800 | 0.2287 |
| 203 | 0.1152 | 0.1371 | 0.1624 | 0.1795 | 0.2282 |
| 204 | 0.1149 | 0.1367 | 0.1620 | 0.1791 | 0.2276 |
| 205 | 0.1146 | 0.1364 | 0.1616 | 0.1787 | 0.2271 |
| 206 | 0.1144 | 0.1361 | 0.1612 | 0.1782 | 0.2265 |
| 207 | 0.1141 | 0.1358 | 0.1608 | 0.1778 | 0.2260 |
| 208 | 0.1138 | 0.1354 | 0.1604 | 0.1774 | 0.2255 |
| 209 | 0.1135 | 0.1351 | 0.1601 | 0.1770 | 0.2250 |
| 210 | 0.1133 | 0.1348 | 0.1597 | 0.1766 | 0.2244 |
| 211 | 0.1130 | 0.1345 | 0.1593 | 0.1761 | 0.2239 |
| 212 | 0.1127 | 0.1342 | 0.1589 | 0.1757 | 0.2234 |
| 213 | 0.1125 | 0.1338 | 0.1586 | 0.1753 | 0.2229 |
| 214 | 0.1122 | 0.1335 | 0.1582 | 0.1749 | 0.2224 |
| 215 | 0.1120 | 0.1332 | 0.1578 | 0.1745 | 0.2219 |
| 216 | 0.1117 | 0.1329 | 0.1575 | 0.1741 | 0.2214 |
| 217 | 0.1114 | 0.1326 | 0.1571 | 0.1737 | 0.2209 |
| 218 | 0.1112 | 0.1323 | 0.1568 | 0.1733 | 0.2204 |
| 219 | 0.1109 | 0.1320 | 0.1564 | 0.1729 | 0.2199 |
| 220 | 0.1107 | 0.1317 | 0.1561 | 0.1726 | 0.2194 |
| 221 | 0.1104 | 0.1314 | 0.1557 | 0.1722 | 0.2189 |
| 222 | 0.1102 | 0.1311 | 0.1554 | 0.1718 | 0.2184 |

t Table

| df | α | 0.1 | 0.05 | 0.025 | 0.01 | 0.005 | 0.0025 | 0.001 |
|-----|----------|----------|----------|----------|----------|----------|----------|-------|
| 162 | 1.286799 | 1.654314 | 1.974716 | 2.349586 | 2.606518 | 2.845993 | 3.141301 | |
| 163 | 1.286767 | 1.654256 | 1.974625 | 2.349442 | 2.606328 | 2.845751 | 3.140983 | |
| 164 | 1.286735 | 1.654198 | 1.974535 | 2.349300 | 2.606140 | 2.845511 | 3.140669 | |
| 165 | 1.286703 | 1.654141 | 1.974446 | 2.349160 | 2.605954 | 2.845275 | 3.140358 | |
| 166 | 1.286672 | 1.654085 | 1.974358 | 2.349021 | 2.605770 | 2.845042 | 3.140052 | |
| 167 | 1.286641 | 1.654029 | 1.974271 | 2.348884 | 2.605589 | 2.844812 | 3.139749 | |
| 168 | 1.286611 | 1.653974 | 1.974185 | 2.348749 | 2.605410 | 2.844584 | 3.139450 | |
| 169 | 1.286581 | 1.653920 | 1.974100 | 2.348615 | 2.605233 | 2.844359 | 3.139155 | |
| 170 | 1.286551 | 1.653866 | 1.974017 | 2.348483 | 2.605058 | 2.844137 | 3.138863 | |
| 171 | 1.286522 | 1.653813 | 1.973934 | 2.348352 | 2.604886 | 2.843917 | 3.138575 | |
| 172 | 1.286493 | 1.653761 | 1.973852 | 2.348223 | 2.604715 | 2.843700 | 3.138290 | |
| 173 | 1.286464 | 1.653709 | 1.973771 | 2.348096 | 2.604546 | 2.843486 | 3.138008 | |
| 174 | 1.286436 | 1.653658 | 1.973691 | 2.347970 | 2.604379 | 2.843274 | 3.137729 | |
| 175 | 1.286408 | 1.653607 | 1.973612 | 2.347845 | 2.604215 | 2.843064 | 3.137454 | |
| 176 | 1.286380 | 1.653557 | 1.973534 | 2.347722 | 2.604052 | 2.842857 | 3.137182 | |
| 177 | 1.286353 | 1.653508 | 1.973457 | 2.347600 | 2.603891 | 2.842652 | 3.136913 | |
| 178 | 1.286326 | 1.653459 | 1.973381 | 2.347479 | 2.603731 | 2.842450 | 3.136648 | |
| 179 | 1.286299 | 1.653411 | 1.973305 | 2.347360 | 2.603574 | 2.842250 | 3.136385 | |
| 180 | 1.286272 | 1.653363 | 1.973231 | 2.347243 | 2.603418 | 2.842052 | 3.136125 | |
| 181 | 1.286246 | 1.653316 | 1.973157 | 2.347126 | 2.603264 | 2.841856 | 3.135868 | |
| 182 | 1.286220 | 1.653269 | 1.973084 | 2.347011 | 2.603112 | 2.841663 | 3.135614 | |
| 183 | 1.286195 | 1.653223 | 1.973012 | 2.346897 | 2.602961 | 2.841471 | 3.135363 | |
| 184 | 1.286169 | 1.653177 | 1.972941 | 2.346785 | 2.602813 | 2.841282 | 3.135114 | |
| 185 | 1.286144 | 1.653132 | 1.972870 | 2.346673 | 2.602665 | 2.841095 | 3.134868 | |
| 186 | 1.286120 | 1.653087 | 1.972800 | 2.346563 | 2.602520 | 2.840910 | 3.134625 | |
| 187 | 1.286095 | 1.653043 | 1.972731 | 2.346454 | 2.602376 | 2.840726 | 3.134385 | |
| 188 | 1.286071 | 1.652999 | 1.972663 | 2.346346 | 2.602233 | 2.840545 | 3.134147 | |
| 189 | 1.286047 | 1.652956 | 1.972595 | 2.346240 | 2.602092 | 2.840366 | 3.133911 | |
| 190 | 1.286023 | 1.652913 | 1.972528 | 2.346134 | 2.601952 | 2.840189 | 3.133679 | |
| 191 | 1.286000 | 1.652871 | 1.972462 | 2.346030 | 2.601814 | 2.840013 | 3.133448 | |
| 192 | 1.285976 | 1.652829 | 1.972396 | 2.345926 | 2.601678 | 2.839840 | 3.133220 | |
| 193 | 1.285953 | 1.652787 | 1.972332 | 2.345824 | 2.601543 | 2.839668 | 3.132995 | |
| 194 | 1.285931 | 1.652746 | 1.972268 | 2.345723 | 2.601409 | 2.839498 | 3.132772 | |
| 195 | 1.285908 | 1.652705 | 1.972204 | 2.345623 | 2.601276 | 2.839329 | 3.132551 | |
| 196 | 1.285886 | 1.652665 | 1.972141 | 2.345524 | 2.601145 | 2.839163 | 3.132332 | |
| 197 | 1.285864 | 1.652625 | 1.972079 | 2.345425 | 2.601016 | 2.838998 | 3.132116 | |
| 198 | 1.285842 | 1.652586 | 1.972017 | 2.345328 | 2.600887 | 2.838835 | 3.131902 | |
| 199 | 1.285820 | 1.652547 | 1.971957 | 2.345232 | 2.600760 | 2.838674 | 3.131690 | |
| 200 | 1.285799 | 1.652508 | 1.971896 | 2.345137 | 2.600634 | 2.838514 | 3.131480 | |
| 201 | 1.285778 | 1.652470 | 1.971837 | 2.345043 | 2.600510 | 2.838355 | 3.131272 | |
| 202 | 1.285757 | 1.652432 | 1.971777 | 2.344950 | 2.600387 | 2.838199 | 3.131067 | |
| 203 | 1.285736 | 1.652394 | 1.971719 | 2.344857 | 2.600265 | 2.838044 | 3.130863 | |
| 204 | 1.285715 | 1.652357 | 1.971661 | 2.344766 | 2.600144 | 2.837890 | 3.130661 | |
| 205 | 1.285695 | 1.652321 | 1.971603 | 2.344675 | 2.600024 | 2.837738 | 3.130462 | |
| 206 | 1.285675 | 1.652284 | 1.971547 | 2.344586 | 2.599906 | 2.837588 | 3.130264 | |
| 207 | 1.285655 | 1.652248 | 1.971490 | 2.344497 | 2.599788 | 2.837438 | 3.130069 | |
| 208 | 1.285635 | 1.652212 | 1.971435 | 2.344409 | 2.599672 | 2.837291 | 3.129875 | |
| 209 | 1.285615 | 1.652177 | 1.971379 | 2.344322 | 2.599557 | 2.837145 | 3.129683 | |
| 210 | 1.285596 | 1.652142 | 1.971325 | 2.344236 | 2.599443 | 2.837000 | 3.129493 | |
| 211 | 1.285577 | 1.652107 | 1.971271 | 2.344150 | 2.599330 | 2.836856 | 3.129305 | |
| 212 | 1.285558 | 1.652073 | 1.971217 | 2.344066 | 2.599218 | 2.836714 | 3.129118 | |
| 213 | 1.285539 | 1.652039 | 1.971164 | 2.343982 | 2.599108 | 2.836574 | 3.128934 | |
| 214 | 1.285520 | 1.652005 | 1.971111 | 2.343899 | 2.598998 | 2.836434 | 3.128751 | |
| 215 | 1.285502 | 1.651972 | 1.971059 | 2.343817 | 2.598889 | 2.836296 | 3.128570 | |
| 216 | 1.285483 | 1.651939 | 1.971007 | 2.343735 | 2.598782 | 2.836159 | 3.128390 | |
| 217 | 1.285465 | 1.651906 | 1.970956 | 2.343655 | 2.598675 | 2.836024 | 3.128212 | |
| 218 | 1.285447 | 1.651873 | 1.970906 | 2.343575 | 2.598569 | 2.835890 | 3.128036 | |
| 219 | 1.285429 | 1.651841 | 1.970855 | 2.343496 | 2.598465 | 2.835757 | 3.127862 | |
| 220 | 1.285411 | 1.651809 | 1.970806 | 2.343417 | 2.598361 | 2.835625 | 3.127689 | |
| 221 | 1.285394 | 1.651778 | 1.970756 | 2.343339 | 2.598258 | 2.835494 | 3.127517 | |
| 222 | 1.285377 | 1.651746 | 1.970707 | 2.343262 | 2.598156 | 2.835365 | 3.127347 | |
| 223 | 1.285359 | 1.651715 | 1.970659 | 2.343186 | 2.598055 | 2.835237 | 3.127179 | |
| 224 | 1.285342 | 1.651685 | 1.970611 | 2.343110 | 2.597955 | 2.835110 | 3.127013 | |
| 225 | 1.285325 | 1.651654 | 1.970563 | 2.343035 | 2.597856 | 2.834984 | 3.126847 | |
| 226 | 1.285309 | 1.651624 | 1.970516 | 2.342961 | 2.597758 | 2.834859 | 3.126684 | |
| 227 | 1.285292 | 1.651594 | 1.970470 | 2.342887 | 2.597661 | 2.834735 | 3.126521 | |
| 228 | 1.285276 | 1.651564 | 1.970423 | 2.342814 | 2.597564 | 2.834613 | 3.126360 | |
| 229 | 1.285259 | 1.651535 | 1.970377 | 2.342742 | 2.597468 | 2.834491 | 3.126201 | |
| 230 | 1.285243 | 1.651506 | 1.970332 | 2.342670 | 2.597374 | 2.834371 | 3.126043 | |
| 231 | 1.285227 | 1.651477 | 1.970287 | 2.342599 | 2.597280 | 2.834251 | 3.125886 | |
| 232 | 1.285211 | 1.651448 | 1.970242 | 2.342528 | 2.597186 | 2.834133 | 3.125731 | |
| 233 | 1.285196 | 1.651420 | 1.970198 | 2.342458 | 2.597094 | 2.834016 | 3.125577 | |
| 234 | 1.285180 | 1.651391 | 1.970154 | 2.342389 | 2.597002 | 2.833899 | 3.125424 | |
| 235 | 1.285164 | 1.651364 | 1.970110 | 2.342320 | 2.596912 | 2.833784 | 3.125273 | |
| 236 | 1.285149 | 1.651336 | 1.970067 | 2.342252 | 2.596822 | 2.833670 | 3.125123 | |
| 237 | 1.285134 | 1.651308 | 1.970024 | 2.342185 | 2.596732 | 2.833556 | 3.124974 | |
| 238 | 1.285119 | 1.651281 | 1.969982 | 2.342118 | 2.596644 | 2.833444 | 3.124827 | |
| 239 | 1.285104 | 1.651254 | 1.969939 | 2.342051 | 2.596556 | 2.833332 | 3.124681 | |
| 240 | 1.285089 | 1.651227 | 1.969898 | 2.341985 | 2.596469 | 2.833222 | 3.124536 | |
| 241 | 1.285074 | 1.651201 | 1.969856 | 2.341920 | 2.596383 | 2.833112 | 3.124392 | |
| 242 | 1.285060 | 1.651175 | 1.969815 | 2.341855 | 2.596297 | 2.833003 | 3.124249 | |
| 243 | 1.285045 | 1.651148 | 1.969774 | 2.341791 | 2.596212 | 2.832894 | 3.124108 | |
| 244 | 1.285031 | 1.651123 | 1.969734 | 2.341728 | 2.596128 | 2.832789 | 3.123968 | |
| 245 | 1.285017 | 1.651097 | 1.969694 | 2.341664 | 2.596045 | 2.832683 | 3.123829 | |

