

The Influence of Career Guidance Services Based on Life Skills on Career Planning for Students at State Vocational High School 6 Palembang

Era Anggela¹, and Budi Astuti²

Guidance and Counseling Study Program, Postgraduate Program
Universitas Negeri Yogyakarta, Jl. Colombo No. 1 Yogyakarta 55281

Email: eraanggela.2018@student.uny.ac.id Phone Number 082376814838

Abstract: This study aims to determine the process of implementing career guidance services based on life skills and to determine whether the services provided have an effect on or not after providing career guidance services based on life skills on career planning for students at State Vocational High School 6 Palembang. The research method is a quasi experimental design. The population of the study is the entire class XI TBB and a sample of 10 students at State Vocational High School 6 Palembang and the sampling in this study is by using simple purposive. The results of the study show that $t_{count} > t_{table} = 4.14 > 1.83$. This shows that career guidance services based on life skills affect the ability of career planning. Based on the results of the t-test analysis, the comparison of the pre-test and post-test results, it showed the influence of the implementation of career guidance services based on life skills on the ability of career planning for students of class XI TBB at State Vocational High School 6 Palembang.

Keywords: *career guidance based on life skills and career planning*

INTRODUCTION

Education at national level aims to develop capabilities and potential, in an effort to educate the nation's life. It is to establish people who are faithful, knowledgeable and religious, competent, creative and independent, with a number of achievements. This is realized by starting a basic effort of the importance of the role of teachers including Guidance and Counseling (BK) teachers in assisting, fostering, and facilitating students to explore their own potential so as to achieve development.

Students' development is marked by the progress achieved by students characterized by being able to plan a career and be able to determine future career choices. This development phase can be seen from students starting to find small groups and experience changes that occur in the environment and work together in achieving the will (Nurhayati, 2011: 281). Twi (2014) stated that career planning is the most important aspect in the development of individual careers supported by the opinion of Bleser (2010), in which the purpose of career planning is to lead students to have a career that is in accordance with the targets and desires. Indah (2017) said that career problems often experienced by adolescent students are related to determining high school, career selection, job selection, decision making, and career planning that is not detailed. Students' ability to plan a career begins with students exploring the careers on themselves.

Career planning that is not done early has an impact on frequent work changes, unsuitable work to the passion, and work stress. This can be anticipated by providing career guidance services based on life skills that aim to guide students to recognize all potentials and life skills that will later be related to careers to be chosen. Life skills are defined as a person's ability to respond to problem solving that is experienced related to the job, position, and career chosen without feeling any pressure by proactively and creatively finding solutions to every problem that is experienced (Naning, 2015). Recognizing students' potentials and life skills is assisted by

the BK teacher as a students' guide and facilitator at school (Moh. Kursi, 2013). Students who recognize the life skills they possessed are increasingly more focused in determining the direction of career choices. This becomes a necessity for BK teachers in the current era to provide career guidance services related to the introduction of students' life skills.

BK teachers are required to be creative and innovative in providing career guidance services including thinking carefully about material that is in accordance with students' needs (Lailatullah, 2014). The stages of students' career development are determined at the same level as vocational high school students who are in the phase of preparing for the future (Edy Prasetyo, 2015). Vocational high school students who focus on vocational training should have been well convinced with their chosen career opportunities and are aware of their potential (Moh. Surya, 2009). Therefore, it is very important to provide career guidance services based on life skills to vocational high school students.

This contrasts with service delivery in the field, based on observations of the extent of students' career planning at State Vocational High School 6 Palembang. The researchers found a phenomenon that is contrary to reality and in fact, it is found that there are still many students who have not realized the importance of early career planning. This is due to the limited hours of provision of career guidance services, BK teachers who do career guidance only limited to providing information services jobs, and the absence of career guidance based on life skills that is actually very important to helps students realize and do career planning. In addition, the researchers collected supporting data from BK teachers as well as a number of students who were used as supplementary informants supporting the research data. It is also obtained that there are still a lot of students who have not been well-established with career choices that are undertaken as they choose it because of their friends' choices and on the wishes of their parents. The information can be considered in conducting this research.

From some background of the problems above, the researchers are interested in conducting a research related to the influence of career guidance based on life skills for career planning that aims to help students achieve their targets for future careers.

Career planning of vocational high school students

Agus Ria (2017) said that vocational high school students are at a developmental stage who are starting to prepare for the future. Thus, according to Bakti (2015), the process of developing of vocational high school students needs guidance from BK teachers to help understand the potential within themselves. Besides, it can be seen that the teacher plays an important role in the career decision making of vocational high school students (Carlos P. Z. Alaquett, p h. d., 2012). It is emphasized by a study by Evans (2017) that conducting career planning is one of the additional tasks because it requires work to understand before making a decision. Gysbers & Handerson (2012) stated that career planning is done to design future plans so that they know very well what will be done in the future. In the era of the industrial revolution 4.0, technological developments require students to have career planning in the steps of preparing qualified individuals who are ready to compete (Ni Gusti Made & Eka Dian et al.). Vocational high school students should have done career planning early (Jianwei Lie, Maryy (2014), while junior high school career planning is adapted to the tentative stage (Lau, Poh Li. 2012) Career planning is usually done on a large scale with classical services (Ainnur Rahma, 2019).

Career guidance based on life skills

Career guidance is an effort to assist students in determining career choices (Nugrahawati, 2009). Another opinion is expressed by Walgito (2010: 203) that career guidance is a way to recognize and understand the self both the introduction of the work circumstances, as well as what are the requirements that are demanded in the work circumstances. Indah (2017) said that life skills are an educational orientation that synergizes career guidance into the life skills that a person needs, wherever he is, working or not working, whatever his profession. Anwar (2010) stated that life skills are strengths that should be optimally developed in order to gain capacity building. According to Salahudin (2016), considering the importance of a career in human life, it is needed to prepare and help children to plan for a bright future early, by providing education and giving sustainable career guidance. So, the application of career guidance based on life skills is how to deliver career guidance services to students to get life skills that at least make students able to deal with the complexity of the problems that exist in their environment later. The implementation of career guidance based on life skills in schools is a process of applying ideas, policy concepts, or innovations in practical actions so as to make an impact, both in the form of changes in students' knowledge, skills, values and attitudes. Based on some of the opinions above, it can be concluded that it is very important to provide career guidance based on life skills to help students realize their potential and skills.

METHODS

This study is a type of experimental research. The method of this study uses quasi-experimental design method in which the determination is adapted to certain criteria that will be examined (Sugiyono, 2018: 114). The research design used is the one group pre-test post-test, a semi-experimental design using the experimental group and the control group.

The population in this study were all students of class XI Culinary Art of 60 students, consisting of 59 female students and 1 male student at State Vocational High School 6. The research samples were taken using purposive sampling technique that was carried out by taking samples from the population based on the need for implementing career guidance. The data collection was through a questionnaire given to students so that low career planning scores on students were made as research subjects. The research subjects were 10 people who had the intensity and tendency of the low and moderate level of planning. The subjects were divided into 9 female students and 1 male student.

Data collection techniques used observation, interviews and documentation conducted during the research process in school as a support for data collection. The instrument was created through validity using the validity test using the product moment correlation formula which was used to measure the validity of the instrument. The instrument reliability testing was conducted with internal consistency with a split half technique analyzed by the Spearman Brown formula.

The validity of the questionnaire instruments was tested using the validity and reliability test which was useful to see how valid the questionnaire items were distributed to respondents with a significant level of 5% presented with a table. For testing the questionnaire items, the independent variables were question number 1 with a total of 20 respondents. A number of 19 items were declared valid and 1 item is declared invalid, while item number 20 is obtained on the dependent variable. Thus, the instrument items were processed using the formula above. The analytical method used in this study was the t test to test the hypothesis whether there is an influence of career guidance services based on life skills on students' career planning abilities.

RESULTS AND DISCUSSION

Discussion

Based on observations made by researchers at the field, it is known that there were a number of grade XI students of State Vocational High School 6 Palembang who had low career planning abilities. This was seen from the symptoms displayed by these students, who were still confused about determining career direction, did not know their goals and when asked later what they wanted to be, they could not answer it and confused when asked about the career they would achieve.

Thus, the researchers gave treatment by providing career guidance services based on life skills on June 11, 2017 to June 16, 2017. Career guidance service is the process of providing assistance to students in understanding and acting on the basis of self-introduction and recognizing work opportunities for career-related group activities. In this research, career guidance consisted of 10 group members including 5 people who had very low career planning ability, 3 people who had very high career planning ability, and 2 people who had moderate career planning ability. They could exchange ideas and gave input to the heterogeneous group members which would become richer sources for the achievement of service goals.

In this case, career guidance is based on life skills because life skills have a relationship with how someone plans a career. Because everyone has different life skills, then they should realize what skills they have so they are able to plan careers earlier and not feel confused in determining what must be done for the sake of pioneering a future career.

Career guidance based on life skills activities were carried out in 3 (three) meetings and each meeting had a different topic than the first topic -1 self-understanding (who I am) career guidance. Before conducting the treatment, the students were given one sheet of paper and the students were asked to cut the paper into 4 parts. Then, the students were asked to write as much as possible: (1). What do they know about themselves? (2). What do they know about the strengths and weaknesses they have? (3). What is their dream? (4) What are the reasons for the majors they choose? After writing about the condition about themselves, the students one by one stuck the paper containing the answers on the board so that they were expected to understand themselves and more confident interacting with other friends. The second topic was career planning. In this topic, the students were given questions and each of them provided opinions and suggestions so that all material on career planning could be thoroughly discussed and the students participated in the material carried out related to career guidance based on life skills.

The third topic was interest and talent in career guidance. The students were given the opportunity to write as much as possible what they knew about their talents and interests. Then, they were asked to exchange the answers with their friends who participated in the group's guidance. After each of them had taken the answers from their friends, they were asked to read and ask directly to the owner of the paper related to their talents and interests.

Based on data obtained, from the results of questionnaires consisting of 19 items, the ability to plan a career in 10 respondents consisting of Pre-Test and Post-Test showed that there was a difference between before and after providing career guidance based on life skills to the students' career planning abilities. Then, it is proven by analyzing using the t-test formula.

Based on the results of the t_{count} value, it is then compared with the t_{table} value. To get the value of t_{table} with $dk = n-1$ or $dk = 10-1 = 9$, if the error is set to 5%, then the $t_{\text{table}} = 1.83$ is obtained. The t_{count} value obtained is 4.14, while t_{table} is 1.83 or in other words, $t_{\text{count}} > t_{\text{table}} = 4.14$

> 1.83. Thus, H_a was accepted and H_0 is rejected. This shows that life skill-based career guidance services affect the ability to plan students' career.

Table 1.Pre-Test And Post-Test Results

RESPONDENTS	PRE-TEST	POST-TEST	Gain (d) (Post-Test Pre-Test)	Gain (d) (Post-Test Pre-Test) ²
1	50	96	46	2116
2	65	95	30	900
3	60	90	30	900
4	53	98	45	2025
5	50	91	31	961
6	63	89	26	676
7	77	101	24	576
8	61	99	38	1444
9	55	88	33	1089
10	56	100	44	1936
Total Σ	590	947	347	12623

Thus, H_a is accepted and H_0 is rejected. The hypothesis “Career guidance services based on life skills affects the ability to plan career of students of class XI Culinary Art at State Vocational High School 6 Palembang” is proven to be true and acceptable.

CONCLUSIONS

Based on the results of research that has been conducted and discussion of research results with the title The Influence of Career Guidance Services Based On Life Skills on Career Planning for Students at State Vocational High School 6 Palembang, it can be concluded that: Based on the results of data analysis using the t-test, t_{count} value above is then compared with the t_{table} value. To get the t_{table} value with $dk = n-1$ or $dk = 10-1 = 9$, if the error is set to 5%, then the t_{table} value = 1.83 is obtained. The t_{count} value obtained is 4.14, while t_{table} is 1.83 or in other words, $t_{count} > t_{table} = 4.14 > 1.83$. Thus, H_a was accepted and H_0 is rejected. This shows that life skill-based career guidance services affect the ability to plan students' career.

SUGGESTIONS

Based on the conclusions of the results of research at State Vocational High School 6 Palembang above, it can be recommended a few suggestions:

1. For BK teachers, it is expected that they can provide services in guidance and counseling, especially career guidance based on life skills on the ability to plan students' careers. BK teachers are also expected to approach students more in order to be able to uncover students' problems more deeply and be able to resolve students' problems completely.
2. For schools, it is expected to be able to carry out guidance and counseling services in schools, especially career guidance based on life skills on the ability to plan students' careers and other problems in school during the learning process and students' career level.
3. For students, they are expected to have high ideals so that they can achieve a brilliant career in the future.

It is expected that teachers at State Vocational High School 6 Palembang in particular, to further motivate the students to have high ideals of learning from the successful teachers

REFERENCE

- Agus Ria , dkk. (2017) . Strategi bimbingan dan konseling komprehensif dalam perencanaan karir SMP. *Jurnal bimbingan dan konseling* . Vol, 1 no.2
- Ainnur rahmah (2019). Layanan bimbingan klasikal berbasis masalah untuk meningkatkan perencanaan karir.
- Anwar. (2015). *kecakapan hidup(life skill)*. bandung: alpabeta.
- Bhakti. C.P. (2015). Bimbingan dan konseling komprehensif dari paradigma menuju aksi. *Jurnal fokus konseling*, 1 (2), 93-106.
- Charlos .2012. Middle school participals' perception of middle school counselor. *Intenasional merican secondary education* , 40 (2)
- Cristopher T, Bleser, et.al. the influence career planning on career thought in STEAM - interested undergradutes. DOI:10. 1002/ cdq. 12131
- Evans, T.M. (2017) Understanding the career game :figuring out “ the rules “ of the career planning and getting motivated to plan a succesful career research : A career for scientist. *Elsivier*, [http:// doi.org/10.1016/B978-0-12-804297- 7,0000-5](http://doi.org/10.1016/B978-0-12-804297-7,0000-5) .
- Gysbers, Handerson. (2012). *Developing anda managing your school guidance and counseling program fifth edition*. Alexandria: American counseling assosiation.
- Harlock, Elizabeth. (2002). *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentan Kehidupan*. Jakarta: Erlangga.
- Indah lestari. (2017). Meningkatkan Kematangan Karir Remaja Melalui Bimbingan Karir Berbasis Life Skills. *Jurnal Konseling GUSJIGANG* Vol. 3 No. 1
- Jianwei liu, Marry, et. al. (2014). Childhood career development in mainland china: A research and practic agenda. DOI: 10-1002/J.2161-0045.2014.00084.x
- Kaswan. (2010). *career development pengembangan karir untuk mencapai kesuksesan kepuasan*. Bandung: Alpabeta
- Lau, Poh Li. (2012). Toward the development of career exploration program for secondary school in malaysia. *Internasional journal of research in social science*, (online), 2 (1): 66-83,
- Moh kursi. 2013. *Pengaruh Layanan Bimbingan Karir Berbasis Life Skill Terhadap Jiwa Kewirausahaan Siswa Madrasah Aliyah Negeri 2 Model Makassar*.
- Ni gusti made , Eka dian dkk. Pengembangan layanan pusat karir sebagai strategi membentuk karakter yang tangguh dalam membangun perencanaan karir mahasiswa di era revolusi 4.0 . prosiding SEMATEKSOS'3
- Naning dwi setyo astuti. (2015) . Pengaruh bimbingan karir berbasis life skill dalam meningkatkan kemampuan merencanakan karir pada sma negeri 3 kota tegal, jawa tengah. *jurnal pendidikan bimbingan dan konseling* vol.1,no.2,mei 20
- Salahudin Anas. (2016). *Bimbingan dan konseling*. Bandung: CV Pustaka Setia
- Sugiyono. 2018. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta
- Tri Tandar Atmaja. (2014). Upaya Meningkatkan Perencanaan Karir Siswa Melalui Bimbingan Karir dengan Penggunaan Media Modul. *Jurnal psikopedagogia* Vol.3 No. 2.
- Walgito, B. (2010). *Bimbingan Dan Konseling (Studi Karier)*. Yogyakarta: Andi.