

A development of career guidance modules to improve youth career planning: Study at the Parupuk Tabin youth family development, Koto Tengah, Padang, West Sumatra

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ABSTRACT

One of the development tasks that must be achieved by adolescents is planning for a future career. Career planning is an important part that will determine the success of adolescents. The purpose of this study is to describe adolescent career planning for doing coaching at the program named Bina Keluarga Remaja (BKR) arranged by coaches and counselors. The method that used in this study was part of the development of the ADDIE model. The arrangement of the test involved three experts and the implementation was assisted by the BKR coach and counselor. The instrument used in attitude questions forming a Likert Scale Model. The data analysis was performed with the description and results of the analysis showed that the level of adolescent career planning was at a moderate level and tended to be low. Based on the five aspects of career planning measured, aspects of attitudes towards work are at a low condition. Whereas the four remaining aspects are in a low tendency with the lowest order there are action plans, self-understanding, understanding of the world of work, and formulating choices. The level of material suitability is in the very feasible category. For this reason, it is necessary to develop a career guidance module that can be used by adolescents in career planning.

Keywords: *Career planning, bina keluarga remaja (BKR), module*

1. INTRODUCTION

The transition period experienced by humans between the ages of children with adulthood is called adolescence. Someone can be said to be a teenager if he has reached the age of 11 or 12 years. Adolescence is a determinant of one's success in the future, if adolescents are able to complete their developmental tasks. One of the tasks of this development is to achieve economic independence beginning with understanding yourself and the career/work environment (Atmaja, 2014; Istriyanti & Simarmata, 2014). Career is a life process that a person goes through, starting with studying, continuing with work, and ending with entering retirement.

Teenagers at the career development stage should be educated or working. Adolescents (15-24 years) in accordance with this stage are in the career exploration section marked by youth activities to search for, obtain, and manage career information (Priyatno, 2016). Career exploration aims to make teenagers able to search for careers in the environment in accordance with the characteristics of their careers, so they can choose a career independently.

Choosing and determining a career is not easy for teens. Teenagers are still hesitant to answer questions related to where I am next? What do I think about the job / career that suits me? What should I prepare to continue my education / career. To answer these questions, adolescents need to do career planning (Liza & Rusandi, 2016; Nengsih, Firman, & Iswari, 2015). This condition occurs because teenagers do not know whether the abilities (talents and interests, values in themselves, and skills) that are owned in accordance with the desired work/career environment. A study conducted by Zen (2012) of adolescents who are studying in high school level, found as many as 40% of adolescents do not recognize their own potential so confusion to choose and determine the career to be lived. Based on these results it can be interpreted the importance of knowing yourself in order to determine the next career choice. After knowing and understanding themselves, teenagers need to recognize the available work environment that will be the next career choice.

The various jobs available should be understood by adolescents as an alternative career choice that suits their personality. Various kinds of jobs available in the 4.0 era can be known by teens by searching search engines like

Google. Teenagers can use the internet to explore various kinds of jobs/careers that exist today (Bowles & Brindle, 2017). In fact the internet is used by teenagers to play online games, online shops, social media, and so on. This means that to explore the available work/career environment is not done by teenagers, even though this activity is part of the career planning process.

Teenagers who do not have the knowledge and insight about available career information tend to make them not successful through a career. As many as 40% of students drop out in the first year of college because they claim to choose the wrong department (Gautama, 2010). This condition is the result of not understanding information related to the requirements and skills that support someone succeeding in a particular department, so they cannot adjust to the department they are currently undergoing. Some of the results of these studies can be concluded that there are problems in the career field and this is the impact of low youth career planning.

The problem of adolescent career planning can be alleviated by the collaboration between parents and the government. Parents are the first and main source of education obtained by their children. When a child enters adolescence, parents should be involved in the career development of their children (Helwig & Andrew, 2004). The form of involvement is discussing with their children about suitable career choices, guaranteeing children's education costs, and psychological support when the child is going / has gone through the desired career.

The government has the responsibility in providing education and counseling information and services for family growth and development (Irianto, Aimon, Nirwana, & Prasetya, 2018). In order to improve the quality of adolescents a Generational Planning (Genre) program was formed. The program was developed in two forms, first through the Youth Counseling Information Center (PIK-R) and second by utilizing the Youth Family Development (BKR). The purpose of establishing BKR is so that families in this case parents who are members of BKR can know, understand, and be skilled in educating, including in planning their teenage children's careers (Alviani, 2017).

The right or not career choice also depends on the career exploration capacity possessed by parents and children (Mukhibat, 2016). Parents who understand the characteristics of their children can provide considerations regarding appropriate and available careers. Based on the research results of Code, Bernes, Gunn, & Bardick (2006) which discusses the development of adolescent careers, shows the results that there is an influence of parental considerations on the career choices of adolescent children so that children become stable and confident to run the career.

The condition of BKR Parupuk Tabing Village career planning is still neglected. This is supported by interviews conducted on February 16, 2019 with three teenagers. The results of the interview are teenagers have doubts in choosing a career / high school, there are differences in the desires of children with parents related to their teenage career plans, so that children succumb and follow the wishes of parents, when children ask parents about careers

that parents want to show their ignorance by responding "whatever".

Based on the problem that occurred, the researcher wanted to find out more about career planning in the BKR of Parupuk Tabing Village. After obtaining the research results from these variables, the researchers then developed a module based on the low career planning in each sub variable and per item. Modules can be used by BKR Counselors/Counselors in providing services to teenagers. The assumption is that adolescents can learn independently and gain new understanding by using module media.

This research will produce a product that is a career guidance module to improve BKR teen career planning by focusing on aspects of knowledge and understanding. The purpose of this study is to be able to produce material points that are appropriate in content and appearance, so that they can be used to improve teen career planning.

2. METHOD

This research uses the method of development (research and development) by applying the steps of the ADDIE model which includes Analyze, Design, Development, Implementation, and Evaluation (Branch, 2009). Development activities are carried out only in small groups / product usage tests by the BKR coach / counselor. The test subjects are experts in guidance and counseling to conduct a feasibility test on the contents and appearance of the module. The research objective is BKR Parupuk Tabing Village, Koto Tengah District, Padang City. Of the 30 existing families, 13 families with a total of 19 adolescents have cases related to adolescent career planning. Furthermore, researchers compile instruments in the form of questionnaires with a Likert Scale and analyze quantitatively the conditions of adolescent career planning. It is known that the instruments used in the test level of validity (item analysis) and reliability (Cronbach's Alpha) are declared valid per item and reliable (0.942).

The results of the analysis will be considered in determining the design of effective career guidance modules to improve teen career planning. After the material is designed, it is tested by the expert to be developed into a module.

3. RESULTS AND DISCUSSIONS

Everyone wants to be successful in life, including the career / work field. Achieving career success requires sound career planning. Research conducted on adolescent BKR Parupuk Tabing shows the low adolescent career planning, especially on aspects of attitude towards work. In some aspects there is a high career planning score, but the value is still not optimal and the amount is small. The total score shows that the level of adolescent career planning is in the moderate category with a range between 61.05 to 66.23 in four aspects. Meanwhile, one aspect is in the low category.

The conditions of youth career planning that are in the low category are very alarming. Based on the results of the percentages in Table 2, it can be seen that aspects of

attitudes towards work are in the low category of 47.37 percent and none of them achieve a high score and are highest. Adolescent attitudes should be at work in the high category in order to plan a career so that success in a

career. A person's career success is influenced by attitudes towards work which this aspect is part of career planning (Ellis, 2009).

Table 1 Overall Youth Career Planning Score

Resp.	Self-understanding		World understanding		Attitude to Work		Formulate		Action Plan	
	Score	Category	Score	Category	Score	Category	Score	Category	Score	Category
1	80,00	High	75,00	High	54,29	Moderate	66,15	Moderate	60,00	Moderate
2	58,57	Moderate	55,00	Moderate	57,14	Moderate	66,15	Moderate	60,00	Moderate
3	40,00	Low	62,50	Moderate	37,14	Low	61,54	Moderate	53,33	Moderate
4	75,71	High	75,00	High	60,00	Moderate	75,38	High	66,67	Moderate
5	65,71	Moderate	72,50	High	54,29	Moderate	63,08	Moderate	66,67	Moderate
6	74,29	High	72,50	High	65,71	Moderate	69,23	High	66,67	Moderate
7	62,86	Moderate	60,00	Moderate	51,43	Low	61,54	Moderate	66,67	Moderate
8	65,71	Moderate	60,00	Moderate	57,14	Moderate	66,15	Moderate	66,67	Moderate
9	54,29	Moderate	50,00	Low	42,86	Low	46,15	Low	40,00	Low
10	71,43	High	65,00	Moderate	48,57	Low	55,38	Moderate	46,67	Low
11	68,57	High	55,00	Moderate	45,71	Low	76,92	High	60,00	Moderate
12	74,29	High	80,00	High	57,14	Moderate	72,31	High	66,67	Moderate
13	60,00	Moderate	60,00	Moderate	42,86	Low	75,38	High	66,67	Moderate
14	62,86	Moderate	75,00	High	51,43	Low	67,69	Moderate	53,33	Moderate
15	60,00	Moderate	75,00	High	54,29	Moderate	70,77	High	66,67	Moderate
16	68,57	High	70,00	High	51,43	Low	70,77	High	66,67	Moderate
17	55,71	Moderate	65,00	Moderate	54,29	Moderate	66,15	Moderate	73,33	High
18	47,14	Low	47,50	Low	40,00	Low	56,92	Moderate	53,33	Moderate
19	67,14	Moderate	65,00	Moderate	54,29	Moderate	70,77	High	60,00	Moderate
Total	63,83	Moderate	65,26	Moderate	51,58	Low	66,23	Moderate	61,05	Moderate

Discussions conducted by teenagers with parents regarding career choices will shape the attitudes of their teenage career. In addition, these activities will strengthen the confidence of adolescents carrying out their careers. This is because the attitude that has been formed from discussions with parents will be raised in the form of behavior such as following an activity or skill that supports future career planning. Aspects of self-understanding, understanding of the world of work, formulating choices and planning actions are still dominated at a moderate level (Table 2). By paying attention to these conditions, we need a media that makes it easy for teens to do career planning. Modules are media that can be used by

adolescents without dependence on material provided by BKR coaches or counselors (Musfirah, 2015).

Table 2. Adolescents in Career Planning

Criteria	Self Understanding	World understanding work	Attitude to work	Formulate	Action Plan
Highest	0,00	0,00	0,00	0,00	0,00
High	36,84	42,11	0,00	42,11	5,26
Moderate	52,63	47,37	52,63	52,63	84,21

Low	10,53	10,53	47,37	5,26	10,53
Lowest	0,00	0,00	0,00	0,00	0,00
Total	100	100	100	100	100

Source: Processed from Primary Data, 2019

Table 3. Feasibility Test The Content and Display of the Career Guidance Module to Improve Career Planning

No	Components	Expert Score			Score	Σ Ideal Score	%	Categories
		A	B	C				
1	Content	120	118	118	356	405	87.9	VD
2	Display	115	112	114	341	360	94.7	VD
Total		270	264	269	804	870	91.3	VD

Information : VD (Very Decent)
 Source : Processed from Primary Data, 2019

Based on the data elaboration in Table 3, it can be seen that the whole career guidance module to improve career planning is developed in terms of content and appearance. All aspects of career planning that include self-understanding, environmental understanding, attitudes toward work, formulating choices, and action plans can be used as a foundation for the development of modules that will be used in the BKR program to improve teen career planning. After conducting the content and appearance feasibility test, the researchers further refined the module based on suggestions from the supervisor and experts. Next, the researcher applies a career guidance module to BKR teens who aims to see the effectiveness of the module.

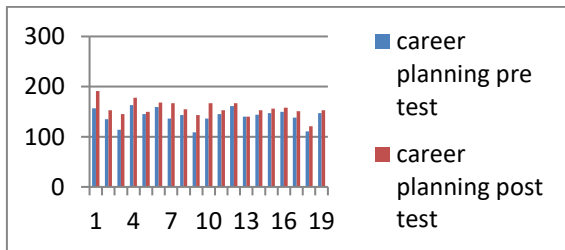


Chart 1 Career Planning (Pretest-Posttest)

Based on the graph, it can be seen an increase in BKR teen career planning scores after the implementation of career guidance modules. Implementation of modules that contain theories of effective career guidance for adolescents to know and understand and apply their knowledge relating to career planning (Sukardi, 2010). means that the module can be used in order to improve BKR's teen career planning. This is also proved by the nonparametric Wilcoxon test (SPSS 20 version) results

with the acquisition of asymp.sig value of 0,000 and less than 0.05.

4. CONCLUSIONS

Based on the discussion and analysis of this data, it can be concluded that teen career planning before the module is implemented has not yet reached optimal results. After applying the module to adolescent BKR there is an increase in adolescent career planning. Then it can be concluded that the career guidance module developed is effective to improve teen career planning.

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