

The Effect of Microblogging on the Career Planning Ability of Vocational High School Students

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ABSTRACT

This study aims to identify the application of microblogging to improve the career planning skills of vocational high school students. This research is a quasi-experimental research design using a nonequivalent control group design model. The population of this study was all students of class XII SMKN Kalibaru totaling 445 students. The sampling technique used cluster random sampling with one control class and one experimental class. Collecting data using a questionnaire method with a Likert scale modified into 5 answer choices. The scale used is a career planning ability scale of 50 items that are valid and reliable. Data analysis carried out was descriptive statistical analysis, normality test, homogeneity test, Paired Sample t-Test and continued with Independent Sample t-Test. The results of the independent sample test showed the acquisition of a sig (2-tailed) score is $0.000 < 0.05$, it means the difference in the average score of students' career planning abilities between the group that was given guidance and counseling services using microblogging and the group that was not provided with microblogging service. The difference between the average pre-test and post-test of the control group is 4.67. While the difference in the average value of the experimental group before being given career services using microblog media and after the service was provided was 25.43. The results showed that microblogging was effective for improving the career planning skills of vocational high school students. Career guidance and counseling carried out by guidance and counseling teachers can help students to have career-related information and help make career planning. Microblogging media is a liaison between guidance and counseling teachers and students, making them closer and relevant to the lives of students who often access social media.

Keywords: Career Planning, Microblogging, Vocational High School.

1. INTRODUCTION

The educational process in vocational high schools focuses on developing students' abilities to carry out certain types of work. Students are expected to have a clear picture, plan, and consideration to achieve the desired career before graduating from vocational high school. Therefore, career planning skills for vocational high school students are very important. Career planning is a process of identifying and formulating strategies by individuals to achieve their intended career [1]. In the career planning process, individuals gain an understanding of the fundamentals of career choice. The basis for choosing a career that will be obtained by individuals in the career planning process is about their interests, motivations, skills, knowledge, and characteristics. After understanding self-potential, individuals will be able to determine the steps to achieve the intended career[2].

Students who have a good picture of the future tend to study more, try and plan a career. Students with good career planning skills can find suitable jobs after graduation[3]. However, the current condition of vocational high school students' career planning abilities is still less than expected. Most students still think of career planning as complicated and put pressure on students[4]. Data from the Indonesian Central Statistics Agency records the number of unemployed SMK graduates in 2021 is more than 2 million people (24%) out of a total of 8.7 million people. A large number of unemployed graduates of vocational high schools shows a lack of student career planning so that when they graduate from school they are still confused in taking the desired career steps and according to them. Students

who lack the knowledge and skills to plan a career may not be able to make choices that match their interests and talents[5].

Given the importance of good career planning skills, guidance and counseling teachers have a very important role to provide services to students. The services provided by guidance and counseling teachers can be done in various ways, either face-to-face or remotely.

Since the Covid-19 virus entered Indonesia in early 2019, all schools in Indonesia were prohibited from holding face-to-face teaching and learning activities and were replaced with distance or online teaching and learning activities. All teachers including guidance and counseling teachers are challenged to innovate in providing services remotely to students. Information technology has an important role for teachers to provide services using remote methods. Various new learning media have been developed and used to support distance learning activities. The media used can be in the form of web-based media, android application-based media, and the use of social media such as YouTube, WhatsApp, podcasts, and Instagram.

The use of microblogging by guidance and counseling teachers as a career information service is one of the Guidance and Counseling teachers' efforts amid online and offline learning during this COVID-19 pandemic. Microblogging is a short text-based personal publication and involves a single post or series of posts that serve as a conversation between readers and writers [6]. Microblogging can be used by guidance and counseling teachers to provide career information services. Microblogs can be uploaded via social media, Instagram, guidance and counseling accounts, and Whatsapp groups for each class.

Services using microblogging media make it easier for students to access anywhere and anytime. The microblogging used is more focused on being used on social media Instagram and Whatsapp. The created microblogging contains interesting pictures, short text, and is uploaded in a series or serially. The content of microblogging created contains information about career opportunities, how to choose a career, how to make career plans and others.

Microblogging as a medium for providing guidance and counseling services is a new thing, therefore the purpose of this study is to determine the effectiveness of microblogging to improve the career planning of class XII students at SMK Negeri Kalibaru, Banyuwangi for the academic year 2021/2022.

2. METHOD

This research is a quasi-experimental research design using a nonequivalent control group design model. The population of this study was all students of class XII SMKN Kalibaru totaling 445 students. The sampling technique used cluster random sampling with one control class and one experimental class. Collecting data using a questionnaire method with a Likert scale modified into 5 answer choices. The scale used is a career planning ability scale of 50 items that are valid and reliable. The data collected will be analyzed using the Paired Sample t-Test technique and continued with the Independent Sample t-Test.

3. RESULTS AND DISCUSSION

Data analysis describes the condition of students' career planning abilities in the control group and the experimental group. A control group is a group of students who are not provided with career guidance and counseling services using microblogging media. While the experimental group is a group of students who are given career guidance and counseling services using microblogging media. The provision of career guidance and counseling services using microblogging media was carried out four times. The topics presented in the microblogging content are how to identify interests and talents, get to know the world of campus, get to know the world of work, and how to make career plans.

The comparison of the results of the career planning scale scores between the control group and the experimental group is shown in the table below.

Table 1. Categorization of Control Group

Score Range	Cate more	Pre Test		Post Test	
		Total	Percentage	Total	Percentage
168 < X	Very High	1	3.0%	1	3.0%
154 < X ≤ 167	High	5	15.2%	7	21.2%
139 < X ≤ 153	Moderate	13	39.4%	15	45.5%
126 < X ≤ 139	Low	11	33.3%	10	30.3%
X < 126	Very Low	3	9.1%	0	0.0%
Total		33	100%	33	100.0%

Based on table 1 above in the pre-test column, 1 student has a very high category of career planning ability, 5 students are in a high category, 13 students are in a medium category, 11 students are in a low category, and 3 students are in a very low category. While the results of the post-test scores in the control group showed 1 student had a very high category, 7 students were in a high category, 15 students were in a medium category, 10 students were in a low category, and 0 students were in a very low category. In general, it can be concluded that the average career planning ability of the control group students is in the moderate category, namely 39.4% and 45.5%. Based on table 1 above, it can be interpreted that the level of career planning ability of the group of students who are not provided with career guidance services using microblogging media has not changed, both are in the medium category.

Table 2. Experimental Group Categorization

Score Range	Categori	Pre Test		Post Test	
		Total	Percentage	Total	Percentage
168 < X	Very High	0	0%	4	12.1%
154 < X ≤ 167	High	7	21.2%	19	57.6%
139 < X ≤ 153	Moderate	0	0%	9	27.3%
126 < X ≤ 139	Low	15	45.5%	1	3.0%
X < 126	Very Low	11	33.3%	0	0%
Total		33	100%	33	100%

Based on table 2 above in the pre-test column, 0 students have a very high category of career planning ability, 7 students are in a high category, 0 students are in a medium category, 15 students are in a low category, and 11 students are in a very low category. While the results of the post-test scores in the experimental group showed 4 students had a very high category, 19 students were in a high category, 9 students were in a medium category, 1 student was in a low category, and 0 students were in a very low category. The career planning ability in the experimental group before being given career guidance and counseling services using microblogging media was on average in the low category, which was 45.5%. After being given career guidance and counseling services using microblogging media the average was in the high category, namely 57.6%. That is, career guidance services using microblogging media have a positive influence on students who are provided with services. This can be seen from the increase in the average

career planning ability of the experimental group by 12.1%.

In this study, it was found that there was an effect of microblogging on increasing career planning skills. The analysis used is the sample t-test. Assumption test, consisting of normality and homogeneity. The results of the normality test are shown in table 3, while the results of the homogeneity test are shown in table 4.

Table 3. Test of Normality

Kelas	Kolmogorov-Smirnov ^a			
	Statistic	df	Sig.	
Career Planning Ability Score	Pre-test Eksperimen	.088	33	.200
	Post-test Eksperimen	.111	33	.200
Pre-test Kontrol	Pre-test Kontrol	.081	33	.200
	Post-test Kontrol	.130	33	.168

Table 4. Test of Homogeneity

Test of Homogeneity of Variance					
Career Planning Ability Score	Based on	Levene			Sig.
		Statistic	df1	df2	
Career Planning Ability Score	Based on Mean	.547	1	64	.462
	Based on Median	.638	1	64	.428
	Based on Median and with adjusted df	.638	1	63.946	.428
	Based on trimmed mean	.541	1	64	.465

Furthermore, in table 4, it is known that the output value of the calculation of the post-test homogeneity test for the control group and the experimental group obtained a significance (sig) based on a mean of 0.200 > 0.05. These results indicate that the variance of the post-test data of the control group and the experimental group is the same or homogeneous. The results of this homogeneity test are used as one of the requirements to carry out the next test, namely the independent sample t-test. The homogeneity test output obtained a significance value of 0.200 > 0.05, which means that the data can be analyzed using the Sample t-Test.

Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Eksperimen - Post Test Eksperimen	-25.424	16.157	2.813	-31.153	-19.695	-9.039	32	.000
Pair 2	Pre Test Kontrol - Post Test Kontrol	-4.667	9.555	1.663	-8.055	-1.279	-2.806	32	.008

Based on the output of pair 1 in table 5 above, it can be seen that the value of sig (2-tailed) < 0.05, it can be said that the key to student career learning is for the experimental class pre-test with the experimental class post-test. The results of table 5 above also show that there is an effect of providing guidance and counseling services using microblogging media on students' career planning.

Table 6. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper		
n	Equal variances assumed	.547	.462	4.010	64	.000	9.87879	2.46383	4.95671	14.80086
n	Equal variances not assumed			4.010	63.152	.000	9.87879	2.46383	4.95544	14.80213

The output of table 6 of the independent sample test shows the acquisition of a sig (2-tailed) value of $0.000 < 0.05$, meaning that there is a difference in the average score of students' career planning skills between the group that is provided with guidance and counseling services using microblogging and the group that is not provided with the service. The difference in the mean scores of the control group and the experimental group is shown in table 7 of the statistical description.

Table 7. Descriptive Statistic

	N	Mini mum	Maxi mum	Mean	Std. Deviation
Pre Test Experiment	33	112	156	131.18	11.620
Post Test Experiment	33	136	173	156.61	9.411
Pre Test Control	33	112	169	142.06	12.176
Post Test Control	33	130	180	146.73	10.572
Valid N (listwise)	33				

Based on the data in table 7 above, it can be seen the average value in the control group and the experimental group. The average score of the pre-test career planning ability of the control group or the group that was not provided with guidance and counseling services using microblogging media was 142.06, while the post-test average was 146.73. There was an increase in the average value during the pre-test and post-test of 4.67. The average score of the experimental group's pre-test career planning ability score was 131.18, while the average score of the experimental group's post-test was 156.61. The increase in the average score of students' career planning skills before being given guidance and counseling services using microblogging media and after providing services was 25.43. The difference between the average pre-test and post-test of the control group is 4.67. While the difference in the average value of the experimental group before being given career services using microblog media and after being given services is 25.43. Based on the average difference in the career planning scores of the control group and the experimental group, it can be seen that the experimental group or the group that was provided with microblogging services experienced a greater increase than the control group or the group that was not provided with career services using microblogging.

Based on the results of data analysis, it can be stated that the provision of guidance and counseling services using microblogging media is effective for improving students' career planning skills. Teenage students are faced with various life and career choices that demand knowledge and skills [5]. The career planning process starts from the search for information by students, this can help students choose career paths and achieve student career goals [7]. Gathering information about career opportunities that are around, potential in themselves as well as future career expectations can increase students' awareness about their career choices[8]. Career information can be obtained by individuals from various sources. One of the media information that is currently very often used by individuals is social media.

Guidance and counseling services in schools have an important role in helping students achieve optimal development and complete independence in personal, learning, social, and career aspects. The implementation of career guidance and counseling programs has an important role in supporting individual career development[9]. Career guidance and counseling services focus on helping students make the most of their education, employment, and career choices. Career guidance starts from students' understanding of themselves and their environment and continues with career information, career exploration, and student career planning [10]. Career

planning needs to start when the individual is in high school or vocational high school [11]. The success of career guidance depends on comprehensive, systemic, goal-oriented guidance [10].

Individual career success is obtained through good career planning[9][10]. Career planning starts from self-exploration and career information while still in school[11]. Career guidance and counseling provided by guidance and counseling teachers can help students improve career planning skills[12]. Career information by guidance and counseling teachers can be done either synchronously or asynchronously. One of the career information service programs by guidance and counseling teachers can be through microblogging media.

Microblogging is a digital media that utilize social media such as Instagram, Twitter, WhatsApp. Microblogging has the advantage of an attractive appearance, short content, easy to understand, and easy to share[13]. Guidance and counseling teachers can create interesting content that contains brief information on career topics. The topics presented can vary, but still focus on the goal of improving students' career planning abilities. Microblogging has been widely researched and proven its benefits, especially benefits in the field of education. Microblogging is effectively used to improve student academic achievement[1]. Microblogging is also effectively used to improve student achievement in mathematics learning[14]. Microblogging also significantly increases the involvement, creativity, and thinking ability of students[2][15].

Considering that many guidance and counseling services do not have a specific class schedule, the use of microblogging is very beneficial for optimizing guidance and counseling services. The use of microblogging can increase the interaction between guidance and counseling teachers and students both synchronously and asynchronously[16]. In addition, microblog can also improve the educational process because the teaching method is closer to the students. Microblog also makes it easier for students to access the information provided because it can be accessed anytime and anywhere.

4. CONCLUSION

Microblogging is effective for improving the career planning skills of vocational high school students. Career guidance and counseling carried out by guidance and counseling teachers can help students to have career-related information and help make career planning. Microblogging media is a liaison between guidance and counseling teachers and students, making them closer and relevant to the lives of students who often access social media.

Microblogging can still be developed to be more interesting and creative to provide career information services to students.

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