

A Model of Trait and Factor Career Counseling to Enhance Students' Career Maturity in Vocational High School

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Abstract— The purpose of this study is to produce a trait and factor career counseling model to increase students' career maturity. This research method uses a combination of qualitative and quantitative (mixed methods design) include the type of exploratory mixed methods. The model of this research is a research and development using quasi experimental design with non randomly Pretest-Posttest Nonequivalent Group Design. The stages of the research and development include: (1) preliminary study, (2) model development, (3) rational model validation, and (4) empirical model validation. The sampling technique uses two stage cluster sampling, and the vocational high schools (SMK) students were selected as the research population. The result of this study shows that majority of students are in the career immature category. Factors such as family environment, community, workplace worldview, the school environment, infrastructure support, and attitudes toward conception jobs / positions provide low impact on students' career maturity. Discussion with a parent/guardian is an activity often done by the students in their effort to increase career maturity. By conducting t-test, a p-value of lower than 0,05 was obtained, meaning the trait and factor career counseling model is proven to be effective to increase students' career maturity. Based on the results above, it is recommended for guidance and counseling teachers (counselors) that career counseling model of trait and factor this into alternative options that can be implemented in schools. The school held a training for counselors to improve the competencies related to career counseling model. Researchers can then conduct research related to the level of preparedness of students and counselors to implement career counseling.

Keywords— trait and factor career counseling, career maturity

I. INTRODUCTION

Developments in science and technology today affects areas of the world the emergence of a new work. Field current job requires higher capabilities, rigorous and competitive. Consequently, if one does not prepare a reliable human resource will be less competitive and eventually will become unemployed. Some problems of vocational school graduates today, including: (1) lack of knowledge capabilities (potential) self, (2) have not been able to decide on plans after graduation, whether work, go to college, or the self-employed, (3) lack of understanding of the types of work, (4) have not been able to

combine the potential of the work that will be chosen, and (5) have not been able to plan his career. As a result, vocational school graduates are not ready to start work as early in a career. Even if their work was not in accordance with its capabilities. Dissatisfaction in their work and tend to work rather than on their expertise. Meanwhile, a small fraction vocational graduates who continue their education to college and choose self-employment. The implementation of career guidance and counseling in vocational aims to provide an overview and expectations will be achieved by students in the future in the world of his career. Above, demands need to develop a model of career guidance and counseling are effective. The integration between career guidance and learning programs at vocational schools will produce graduates who are ready to work and have a career maturity. One approach to career counseling aimed at improving career maturity of students is career counseling trait and factor. Vocational students choose the right career requires a good level of career maturity, because the level of career maturity affects the quality of career choice. Maturity or independence stance vocational students is maturity in choosing a career that will be a choice and a way of life in the future. Career choice is a decision making process that lasts a lifetime for those who are looking for a lot of satisfaction from his work. Career choice made at the beginning of the process of vocational development is very influential on subsequent choices, so as to establish the optimal attitude, vocational students need guidance and career counseling right.

II. PROBLEM FORMULATION

The problem in this research is: "Is career counseling model of trait and factor effective for improving career maturity vocational students?". In order for this research is more focused, then the detailed formulation of research problems is described as follows:

- How illustration career maturity vocational students?
- What factors that determine career maturity vocational students?
- Efforts are made to improve the students' career maturity vocational students?

- How does career counseling hypothetical model of trait and factor for improving career maturity vocational students?
- How is the effectiveness of the model trait career counseling and career maturity factor for improving vocational students?

III. METHODS

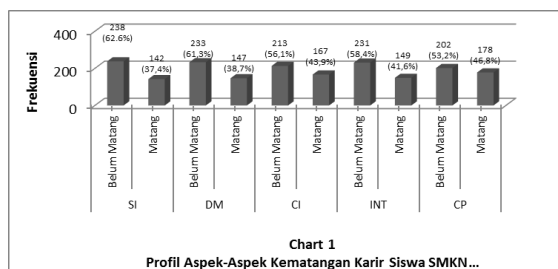
In this research have been mixed methods design, because the quantitative and qualitative methods are used in an integrated and mutually supportive. This design includes exploratory mixed methods that the procedure is done using qualitative research to explore and analyze a symptom, and then collect and analyze quantitative data relating to qualitative data. This study uses the approach of research and development (research and development), in its implementation using descriptive methods, participatory methods of collaborative and experimental methods. Instrument pilot activities involving as many as 80 students were taken each 40 class XI student of SMKN 5 and SMKN6 Bandung. Furthermore, for the purposes of research hypothesis testing prior examination data requirements. Normality test results of each group of data using the formula of "One-Sample Kolmogorov-Smirnov Test" shows the distribution of scores in normal distribution. The results of the variance calculation homogeneous test data by using "Levene's Test of equality of error variances" variance showed homogenous career maturity. To determine the effectiveness of the career counseling model of trait and factor for improving students' career maturity, experimental activities have been carried out using a quasi-experimental design (quasi-experimental design) with a pretest-posttest design Nonequivalent Group Design.

IV. RESULT AND DISCUSSION

A. Preliminary Study Results

- *Description of Students Career Maturity*

Student career maturity profile SMKN Engineering Program Building in Bandung in the category immature. SMK student career maturity profile shows the percentage of students who have not matured his career is greater than the percentage of students who are already mature career. The higher the percentage of students who have not done this indicate the maturity of the student's career. Furthermore, by comparing the scores aspects of career maturity of students' average scores of each aspect, obtained profiles aspects of career maturity of students, as shown in chart 1.



- *Description Factors Affecting of Students Career Maturity*

In this study the factors that influence the career maturity of students is reviewed based on six aspects, namely: (1) the environmental aspects of family and friends (LK) in the form of the involvement of parents / guardians of students in the family and friends at school, (2) the environmental aspects community residence (LM) in the form of community involvement and environmental conditions student residence, (3) aspects of insight into the world of work (WD) in the form of business students to acquire and capitalize on the insight into the world of work, (4) the environmental aspects of school (LS) in the form BK teachers and the involvement of teachers in school, (5) aspects of infrastructure support (DI) in the form of support for families, communities and schools, and (6) aspect of the attitude towards the conception of job / position (SK) in the form of employment opportunities and the perception of students. Profile of the percentage per aspect presented in chart 2.

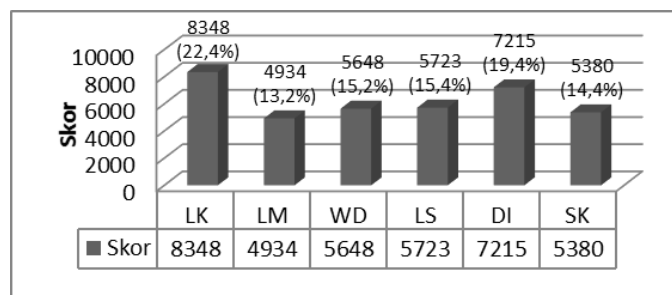


Fig. 1. Profile per Aspects

- *Description of Efforts Improve Students Career Maturity*

Profile efforts of students SMKN Building Engineering Program in improving career maturity in various activities shows that students most efforts made to improve career maturity during the discussions with the parents / guardians of 65.53%, whereas the smallest through apprenticeship in companies / industries amounted to 32.63%. Forms of activities undertaken by most students (between 50% to 60%) are activities such as discussions with subject teachers, discussions with relatives father / mother, discussions with school friends, and pay attention to job advertisements.

B. Hypothetical Model Development Career Counseling Trait and Factor to Improve Student Career Maturity Units

In formulating this hypothetical model, based on the results of the study of literature and the results of field studies conducted by conducting research on a small scale (preliminary study). Structure Model Hypothetical Career Counseling Trait and Factor to Improve Maturity Career Students include: (1) Rational, (2) Objectives, (3) Assumptions, (4) Target interventions, (5) Components of the model, (6) Measures models, (7) Competence counselor, (8) The structure and content of the intervention, and (9) Evaluation and indicators of success.

C. Validation Results Field Career Counseling Model Trait and Factor to Improve Student Career Maturity

Data calculation results of different test data pairs obtained by value $t = 12.482$ and $p = 0.00$. Turns count value of that is able to reject the null hypothesis (H_0) at a very significant level ($p < 0.01$). This means that the counselee career maturity scores in the experimental group before and after they use the model of

career counseling trait and factor showed very different. Before the ANCOVA as a requirement, first tested whether there is any difference in the two groups pretest scores. Data from the independent t-test calculation resulted in two tests of the difference between the two groups. One test assumes that the difference between the two groups together. Levene statistic to test this assumption. The value of statistical significance is 0.280. Therefore, this value is greater than 0.10 can be assumed that the group does not have a difference. Likewise the value $t = 0.280$ and $p = 0.781$ greater than 0.05 means insignificant. This shows that there is no difference in career maturity scores in the control group with the experimental group before being given treatment and career counseling trait factor.

ANCOVA calculation results can be seen in Table 1 below.

TABLE 1. CALCULATION RESULTS ANCOVA POSTTEST SCORES CAREER MATURITY EXPERIMENTAL GROUP AND CONTROL GROUP

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	904,884(a)	3	301,628	28,178	,000
Intercept	847,388	1	847,388	79,162	,000
GROUP	136,196	1	136,196	12,723	,001
PRETEST	113,445	1	113,445	10,598	,002
GROUP * PRETEST	55,669	1	55,669	5,201	,026
Error	599,450	56	10,704		
Total	51386,000	60			
Corrected Total	1504,333	59			

^a. R Squared =, 602 (Adjusted R Squared =, 580)

Figures show that the calculation results in different test posttest mean score students' career maturity between the experimental group and the control group gained value $F = 12.723$. Turns F value of it has been able to resist H_0 is highly significant ($p (0.001) < 0.01$). This means that the posttest mean score students' career maturity between the experimental group and the control group significantly different. To determine whether the student career maturity score of the experimental group and the control group was influenced by pretest scores obtained by students. Based on data calculation posttest mean score of career maturity of students, with the data pretest scores as covariates variables, the results obtained figure $F = 10.598$. Turns F value of it has been able to resist H_0 is highly significant ($p (0.002) < 0.01$). This means that the posttest scores students' career maturity shown by the experimental group and the control group was not affected by pretest scores. The results of further calculations, the results of testing the interaction between the student groups (experimental and control) with pretest scores on the effectiveness of counseling received both in improving students' career maturity, the value $F = 5.201$, $p = 0.026 < 0.05$. Thus, the effectiveness of career counseling model of trait and factor for improving students' career maturity does not depend on securing their pretest scores.

D. Discussion of Results

Associated with low career maturity, the results of research conducted by Mc. Caffrey, Miller, and Winstoa (in Naidoo, 1998) at the junior students, seniors, and alumni there are

differences in terms of career maturity. The higher the level of education the higher the career maturity owned. This indicates career maturity increases as the level of education. Ilfiandra research results (1997) to the Pasundan high school students showed a significant relationship between self-concept and career maturity, and the amount of the contribution to the career maturity of 6.25%. The low student career maturity is closely related to the development of one's career. Savickas in Powell & Luzzo (1998) describes the maturity of his career as the fit between a person's career development tasks with the stages of his age. Research results by Iqbal (2010) showed that students' career maturity is not good (low), both in terms of attitude maturity and competences maturity. Research results by Walsh and Betz in Iqbal (2010) found the maturity level of a person's career into a measuring tool to determine a person's readiness to make decisions about careers. People who have a career maturity then they have the attitude and knowledge about making career decisions. Fadhilah (2010) describes the characteristics of someone who has had a career maturity is characterized by: (1) unrealistic career choice, and (2) hesitations in making career choices.

Aspects of career maturity that most students are immature career are aspects of personal information (62.6%). This indicates that students still do not understand the needs (needs), not understanding the roles (life roles), do not understand the values of work (work values), do not understand the interest in choosing a line of work (occupational interests), and do not know any other relevant information (other relevant information). The research result Azhar El Hami, et al. (2006) turned out 52.8% of respondents are in the category of immature and 47.2% are at a mature stage. Judging is based on aspects of career maturity acquired 52.8% of respondents are still weak in terms of planning, 53.7% of respondents do not use the information sources available to the maximum, and 43.9% of respondents have not been able to take decisions independently.

Description of the factors that influence the career maturity of students evaluated in this study include the family environment (LK), communities (LM), an insight into the world of work (WD), the school environment (LS), support infrastructure (DI), and attitudes towards conception jobs / positions (SK) showed a low percentage (below 25%). The largest percentage found in LK factor of 24.5%, while the smallest percentage contained in the LM factor of 12.1%. Factors affecting the dominant student career maturity shown by LK factor compared with other factors. This means that the student's family environment where students interact with parents, siblings, and friends in the neighborhood can contribute to the maturity of his career.

Most of the students efforts are being made to increase the maturity of his career is through discussions with parents / guardians. Meanwhile, only a small fraction had discussions with the teachers' efforts guidance and counseling. This finding is surprising, because this may indicate that the role of guidance and counseling in schools has not been optimal, primarily associated with the goal of improving students' career maturity. Consistent research Iqbal (2010) shows that while career guidance has been implemented, but the results have not been able to improve self-concept and career maturity of students. Results of career guidance and counseling services according

Syarifuddin (2010) is not optimal, in general, students do not yet have a sufficient understanding of the main characteristics of the type or pattern of personality. So they have not been able to consider their compatibility to field of work.

The trial results career counseling model of trait and factor for improving students' career maturity showed very satisfactory results, as well as career counseling indicates the effectiveness of the approach is to increase the maturity of the students after graduation vocational career. The trial results showed that the models all aspects of career maturity indicator can be increased, especially in an optimal increase occurs in the indicator of the aspects of career maturity in terms of understanding the information about yourself (Self Information / SI), which imply an awareness of the characteristics and potential is understood needs- needs in choosing a job (needs) of 53.30%. Overall increase in students' career maturity ranging from 10% to 50% on all aspects of career maturity indicators studied.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusion the results of this study as follows: (1) most of the students in the category immature. Students immature career tend to not understand about the information themselves (self information / SI), have not been able to make a decision (decision making / DM), yet have information about a career (career information / CI), has not been able to combine personal information with career information (integration of SI with CI / INT), and yet has a career planning (career planning), (2) Factors affecting career maturity of students show the percentage is low (below 25%) the effect of the maturity of his career, and (3) Efforts students to increase the maturity of his career most students do activities such as discussions with parents / guardians, discussions with subject teachers and discussions with school friends, pay attention to job ads, and discussion with the brother's father / mother. In contrast, the type of student efforts directly related to the activities of career guidance and career development programs in schools, such as discussions with teachers BK and internships in companies / industries showed activity that is rarely done.

Career counseling model of trait and factor proven effective in improving all aspects of career maturity of students and increased significantly after using the trait and factor career counseling. Increased career maturity of students is highest on indicators of aspects of career maturity in terms of understanding the information about yourself (Self Information / SI), which imply an awareness of the characteristics and potential that understand the needs in choosing a job (needs). Conversely, an increase in the maturity of the smallest students' career occurred in indicators of aspects of career maturity in terms Ability to make decisions (Decision Making / DM), ie choosing the best of several alternatives.

Some research recommendations, among others: To Teacher of Guidance and Counseling / Counselor: (1) can implement a service model of career counseling trait and factor for improving career maturity of students in the school, (2) in implementing career counseling trait and factor needs to be cooperation between teacher guidance and counseling, and (3) disseminate career counseling services trait and factor since the beginning of accepted students in the school environment and are scheduled on an ongoing basis. As for the Principal Coordinator of

Guidance and Counseling Services: (1) better support student activities oriented career development of students, such as industry practices, career seminars, industrial visits, etc. and (2) to optimize the results of career counseling is needed understanding and skills related to the school counselor implementation in the classroom. This model should be disseminated through training activities and coaching to teachers' guidance and counseling in schools. For Advanced Study: (1) the need to involve demographic factors of students, such as: gender, race, ethnicity, social status, etc., (2) need to be carried out research related to the level of preparedness of students and counseling teachers / counselors to implement The career counseling, and (3) needs further research as a replication of research by developing research and the type of expertise that exist in vocational wider, so as to enhance career counseling model of trait and factor according to the changes and demands of a career in the future.

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