Analysis of Career Planning Ability Level of Vocational High School Students

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ABSTRACT

This study is based on the background that the results of the questionnaire of students' needs that I gave to class XI, especially in class XI, there were 3.16% of students who were still uncertain about their choice of goals, 3.31% of students who still did not understand the study program in college, and there were 2.86% of students who did not understand the relationship between talent, interest, education, and work. The research method used is a survey research method with a quantitative approach that aims to reveal what it is. The population in this study were all students of class XI of SMK Negeri 4 Semarang. The results showed that career planning ability can be known that the lowest score was 15 respondents in the very high category with a percentage of 19%, 22 respondents in the high category with a percentage of 28%, 43 respondents in the medium category with a percentage of 54%, 0 respondents in the low category with a percentage of 0%, and 0 respondents in the very low category with a percentage of 0%. Suggestions that researchers can convey should guidance and counseling teachers have played an active role but guidance and counseling teachers must develop or improve career guidance services at school.

KATA KUNCI

Kemampuan
Perencanaan Karir;
Siswa;
Sekolah Menengah
Kejuruan

ABSTRAK

Penelitian ini dilatar belakangi bahwa Hasil angket kebutuhan peserta didik yang saya berikan ke kelas XI terutama pada kelas XI, terdapat 3,16% siswa yang masih ragu dengan pilihan cita-citanya, 3,31% siswa yang masih belum memahami program studi di perguruan tinggi, dan terdapat 2,86% siswa yang belum paham hubungan antara bakat, minat, pendidikan, dan pekerjaan. Metode penelitian yang digunakan adalah metode penelitian survey dengan pendekatan kuantitatif yang bertujuan mengungkapkan suatu apa adanya. Populasi dalam penelitian ini adalah semua siswa kelas XI SMK Negeri 4 Semarang. Hasil penelitian menunjukkan bahwa kemampuan perencanaan karir dapat diketahui bahwa jumlah skor terendah 15 responden dengan kategori sangat tinggi dengan persentase 19%, 22 responden pada kategori tinggi dengan persentase 28%, 43 responden pada kategori sedang dengan persentase 54%, 0 responden pada kategori rendah dengan persentase 0%, dan 0 responden pada kategori sangat rendah dengan persentase 0%. Saran yang dapat peneliti sampaikan hendaknya guru bimbingan dan konseling sudah berperan aktif namun guru bimbingan dan konseling harus mengembangkan atau meningkatkan layanan bimingan karir di sekolah.

1. INTRODUCTION

Along with the problems experienced by adolescents, they will be faced with adolescent developmental tasks. Hurlock (Istriyanti, 2014, p. 302) formulates that there are several developmental tasks that adolescents should be able to do, namely accepting their physical condition and using their bodies effectively, being able to achieve roles and involvement in their social environment, achieving interpersonal relationships with people around them, achieving emotional independence from parents and other adults and being able to make appropriate career preparations for their future lives.

From the above opinion, one of the important developmental tasks is career preparation. According to Winkel (Saraswati, 2014, p. 58) asserts that a career refers more to a job or position that is occupied and believed to be a life calling that permeates the entire realm of one's thoughts and feelings and colors his entire lifestyle. Everyone expects their career path to be successful. However, sometimes that hope is not as desired (Yusof et al., 2024).

To be able to make the right career choices, students need a long process starting from career planning to career decision-making. There will be factors that influence career development. According to Winkel (Saraswati, 2014, p. 58) several factors influence individual career development, the factors are grouped into two, namely internal and external as follows: Internal factors are (1) life values, (2) level of intelligence, (3) special talents, (4) interests, (5) traits, (6) knowledge, and (7) physical condition. While external factors are (1) society, (2) the socio-economic situation of the country or region, (3) the economic status of the family, (4) the influence of all members of the extended family and nuclear family, (5) school education, (6) association with peers, and (7) guidance.

A career is a part that cannot be separated from life. Careful career planning will affect the chosen career goals. According to Supriatna (in Saraswati, 2014, p. 58) states that career planning is a student activity that leads to future career decisions. According to Sutrisno (Malasari, 2021: 10) career planning is the process of individuals choosing career goals and the path to these goals so that there is no wrong career choice and clear career direction.

Dillard (Adiputra, 2015, p. 47) suggests that career planning is the process of achieving individual career goals, which are characterized by: clear goals after completing education, clear ideals for work, encouragement to advance in the field of education and aspired work, realistic perceptions of self and environment, ability to classify jobs of interest, giving positive appreciation for work and values, independence in the decision-making process, maturity in terms of making decisions, and showing realistic ways of achieving work goals. In the shop's opinion above, it can be concluded that career planning is an individual process for choosing future career goals characterized by goals, ideals, and maturity in making career decisions.

The results of the learner needs questionnaire that I gave to class XI, there were 3.16% of students who were still uncertain about their choice of goals, 3.31% of students who still did not understand the study program in college, and there were 2.86% of students who did not understand the relationship between talent, interest, education, and work. In addition, a simple interview was also conducted with one of the students at a different school. The results of the interview showed that the student was still low in career planning.

Based on the explanation above, it is clear that students are still low in career planning. Students' ability to plan their careers will support the success of their career goals. Conversely, if the ability to plan his career is low, it will hurt his career goals. The purpose of this study is to determine the level of career planning skills of students at SMK Negeri 4 Semarang.

2. METHOD

2.1 Research Design

The method used in this research is a survey research method with a quantitative approach that aims to reveal what it is. Jogiyanto (2016, p. 3) states that surveys opinion polls or complete self-administered surveys are primary data collection methods by asking questions to respondents in writing. Surveys are conducted by asking questions to respondents without direct communication.

Survey research is research that takes a sample from one population, with a questionnaire as the main data collection tool, Singarimbun and Effendi (2015, p. 43). Another opinion according to Daniel (in Balipaper, 2010, p. 22) survey is an observation or critical investigation of certain issues in an area/location, or from an extensive study that is planned to obtain valid information and to obtain the information needed.

2.2 Place of Research

This research was conducted in 2023. The research location is SMK Negeri 4 Semarang. The research sample amounted to 80 students.

2.3 Data Collection Method

Data collection using a questionnaire, in the form of a set of questions or written statements for respondents to answer them. This data collection is based on the answers and responses of respondents to the statements submitted by the researcher.

2.4 Data Analysis

Data analysis using the SPSS program, the results of the data analysis are in the form of printouts of multiple regression tables. This is done in the hope that there is no large error rate.
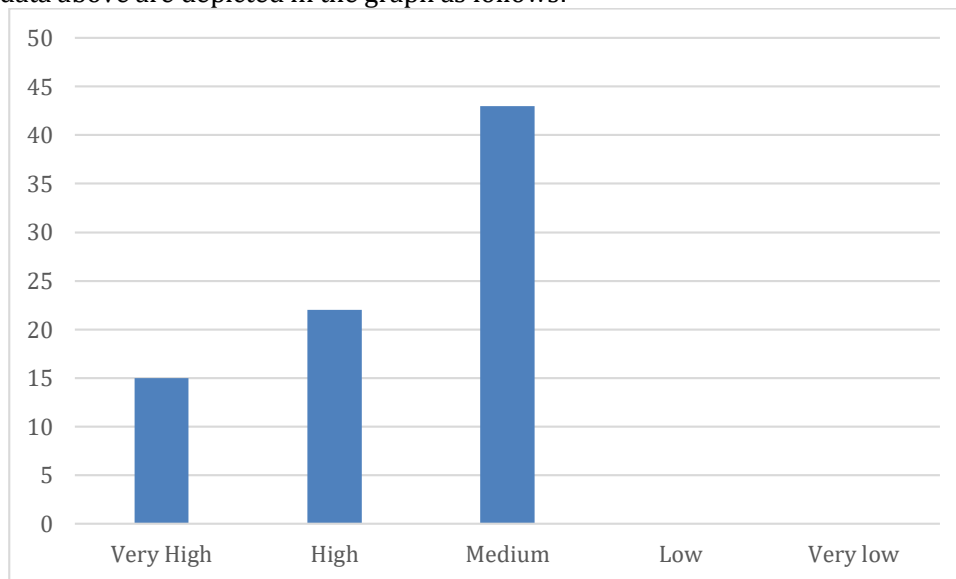
3. RESULTS AND DISCUSSION

3.1 Results

Based on the results of the career planning ability questionnaire, it can be seen that the lowest score is 10, the highest score is 21, and the average score is 16. So it can be said that the number of scores can be classified in the career planning ability category with a percentage of 100%. The frequency distribution table of career planning skills is as follows:

Table 1. Frequency Distribution of Career Planning Skills

No	Score	Category	Category	Percentage
1	21-25	Very High	15	19%
2	16-20	High	22	28%
3	11-15	Medium	43	54%
4	6-10	Low	0	0%
5	0-5	Very low	0	0%

Based on the above results regarding the career planning ability questionnaire, it can be seen that there are 15 respondents in the very high category with a percentage of 19%, 22 respondents in the high category with a percentage of 28%, 43 respondents in the medium category with a percentage of 54%, 0 respondents in the low category with a percentage of 0%, and 0 respondents in the very low category with a percentage of 0%. The results of the respondent data above are depicted in the graph as follows:

Graph 1. Career Planning Ability Data

3.2. Discussion

Based on the results of the above research exposure that researchers conducted at SMK Negeri 4 Semarang, the results of the career planning ability questionnaire show that the lowest score is 10, the highest score is 21, and the average score is 16. So from these results students' career planning skills are in the moderate category which includes all indicators in this study, namely that career planning skills are having knowledge and self-understanding of study programs and the world of work, having the motivation to seek information about careers, being able to choose jobs according to talents, interests, and abilities, having a personality and values related to careers, being able to choose colleges after school.

Career maturity is very important for someone, one of which is vocational students. Career maturity is characterized by a person's readiness to make realistic career choices (Savickas, 2019: 4). Likewise, the career maturity of vocational students is how students can determine the choice of majors according to their talents, interests, and abilities.

According to Super (Coertse & Schepers, 2014, p. 60) career maturity is the success of individuals to complete and overcome typical career development tasks at each stage of career development. Career maturity is also an individual's affective and cognitive readiness to cope with the developmental tasks that confront them (Sapitri & Syafiq, 2024). Affective readiness consists of career planning and exploration, while cognitive readiness consists of the ability to make decisions and insight into the desired career. From the above understanding, it can be said that a vocational student must be able to plan a career and determine career choices that are on their abilities and knowledge, as well as being able to make decisions about the desired career. Not apart from that, a student who has career maturity must also have knowledge and information about the desired career, so that he can integrate it with the career choices to be taken.

The explanation above, also shows that the aspects of career maturity that include knowledge about self, decision making, career information, career planning, and integration of knowledge about self and career in students of SMK Negeri 4 Semarang are quite good. So it can be concluded that the majority of students of SMK Negeri 4 Semarang have enough knowledge about themselves, and can plan and make career decisions. Thus, students of SMK Negeri 4 Semarang are quite capable of implementing career choices by choosing the appropriate education and training.

4. RESEARCH IMPLICATIONS

Other researchers further enrich the latest theories related to career planning skills, trying to compile instruments that can reveal career planning skills more precisely, in compiling questionnaires should use language that is easily understood by research subjects, and other researchers develop more interesting topics than previous researchers related to career planning skills. Regarding career planning skills, guidance and counseling teachers have played an active role but guidance and counseling teachers must develop or improve career guidance services at school. The principal or the school concerned should provide complete facilities and infrastructure at school so that the services provided by guidance and counseling teachers run effectively and efficiently.

5. CONCLUSIONS

Based on the results of the career planning ability questionnaire, it can be seen that the lowest score was 15 respondents in the very high category with a percentage of 19%, 22 respondents in the high category with a percentage of 28%, 43 respondents in the medium category with a percentage of 54%, 0 respondents in the low category with a percentage of 0%, and 0 respondents in the very low category with a percentage of 0%.

The conclusion of the study shows that students' career understanding is in the high category. This is because students already know various information about their potential, their environment, and knowledge about the world of work that they have so that students can determine careers properly and wisely by their interests and talents. This understanding occurs because students follow the career information services programmed by researchers by involving various elements at school for the smooth running of this program. According to Sinring (2008), "understanding of the world of work in children can increase if they can interact/discuss with various sources, including fellow students, teachers, media and others. so the main factor that makes students' career understanding increase because students are conducting personal and group interactions with various sources that make them understand various information about careers.

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AUTHOR CONTRIBUTION STATEMENT

All authors have contributed equally to this manuscript and take full responsibility for all data presented in this article.

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