

Effectiveness of Guidance Program Using Modeling Techniques to Improve the Students Career Planning Ability

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Abstract—Adolescence is a period where people are required to complete the form of preparing for a career in the future. Most adolescences experience barriers to task completion developments related to career planning. The process of providing career guidance could help facilitate tudents to make career planning. The process of social learning is an integral part in the construction of individual careers for individuals who have a special characteristic will provide different learning experiences in guiding the individual thought and action decisions in preparing career. This implies that the process of guidance that can be given to help the students career planning can be done through a process of social learning in the form of modeling. This study aims to examine the application of the modeling concept through career guidance to improve students' career planning. This study design was quasi experiment. Methods of data collection using the questionnaire enclosed to determine the level of students' career planning skills. Subjects consisted of eight students of grade VIII SMPN 1 Kalitidu who has career planning capability lower than the other. Research analysis using Wilcoxon test showed the level marked the smallest number of levels (r_{count}) is $R_1 = 28$. According to the table the value of R to test Wilcoxon number of levels with a significance level of 5% and n_1 and n_2 are 7 and 8, obtained $r_{table} = 38$ which means $T_{count} < T_{table}$. The conclusion is concept of modeling through career guidance effective in improving students' career planning skills.

Index Terms—Adolescences, career planning, modeling career guidance.

I. INTRODUCTION

Adolescences are the age at which individuals integrate into adult society. During the development of adolescents, individuals no longer feel under the level of those who are older but are in the same level, at least in the matter of rights (Piaget, in Hurlock, 1980, pp.206) [1]. In the adolescent phase, one form of developmental tasks to be fulfilled reaching emotional independence from parents and other adults as well as prepare the economy for future careers that will come. Apart from being one of the indicators of developmental assignments, career preparation is an absolute performed by Adolescences from a range of class VIII to class XII (Nyun & Kim, 2013)[2]. This process begins with collect as much information about the career to be selected, communicate options career choice with older people to identify career options in terms of employment by choosing

levels and departments of education or training appropriate to the job options that have been determined. The process of career choice is also a form of self-actualization do Adolescences to get recognition (Hirschi, 2013) [3].

Each teen has a progress of each in the process of fulfilling the developmental tasks associated with the preparation of economic career for the foreseeable future. Some teens can finish well but did little encounter in finish their tasks such developments. The problem begins with the lack of career preparation committed by juveniles. This has led to confusion and ignorance when asked about the picture teenager career they wish to achieve. The reality of the difficulties in the career preparation in adolescents is reinforced by research conducted Muhtar (2013) [4] in SMPN 1 Kendal Ngawi in East Java in the selection field of further studies. Based on the study data showed that 80.01% of students have not been able to determine the choice of studies. 80.01% of respondents who experienced a number of such inability is divided into two reasons namely 43.83% and 36.18% expressed confusion expressed do not understand about career information. Whereas in the selection of work, this statement is reinforced by a survey research conducted Hayadin (2006) [5] in XII grade students in Jakarta regarding choice of profession and work. The result show that only 35.75% of students who already have a large selection of jobs and professions. But an others are still confused to make their choice. It is also the case in Canada, where Chen (2005) [6] found that nearly 600-700 students in a school district is also in need of assistance in determining their career choices. It can be concluded that most adolescents experience difficulties in the process of planning a good career field or profession that further studies will be practiced. Besides the statistical data of the research, the importance of learning about careers also emphasized theoretically. Sunardi (2008) [7] revealed that the development of the current era of globalization demands a lot of impact on the early preparation in terms of both information and qualifications as well as the individual competition in order to avoid the threat of unemployment. Munandir (1996) [8] states that the career is closely related to employment and career decided it was not momentary event, but rather a long process and is part of the process of individual development. Super (in Sunardi, 2008) [7] confirms that the development of the career of someone as the developmental aspects of personal totality will start early in life for life. Career development is dominated by very complex factors that heredity, physical, personal-social, sociological, educational, economic, and cultural influences. So requires planning with very mature especially in the hiring process.

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Phenomena related to the lack of career planning is strengthened by the results of preliminary studies on some VIII grade students and school counselors in SMP 1 Kalitidu the academic year 2016/2017, there was information that the majority of students are still difficulties and confusion in formulating and making career choices to choose a high school education / SMK. One of the factors that reinforce these difficulties is the lack of career information about the picture of each form of selection of the study. Most of the students stated the continuation of studies usually get their newly acquired upon entering ninth grade second semester. It is also in accordance with the information obtained from school counselors that career information, especially about the continuation of the new study provided when students have to sit in class IX.

Whereas it is proper mindset of guidance and counseling should be run in a comprehensive manner in which the service should be given to all students not only students who face the problem alone. Career guidance is one type of guidance that seeks to help people in solving the problem of career to gain adjustment as well as possible between the environment and the ability to achieve success and self-realization in the course of his life (M. Surya, 1988, pp. 31) [9]. It means that the process needs to be done early on both the process of self-understanding, the provision of career information to the formulation of career options. The application of one of the strategic concept of guidance and counseling in the classroom setting VIII to assist students' career planning is very appropriate for use in dealing with these problems. This is consistent with the statement Surpriatna (2009, p.15) [10] that the ability of individuals to make choices appropriately open is the default, but the ability to develop. The study focuses on the provision of guidance services with the concept of modeling to improve the ability of students' career planning. The concept modeling assumptions used in the development of theoretical concepts Krumboltz that one aspect of students' career development is a process of social observation and self to refer to a form of career choice (Andersen & Vandehey, 2012) [11]. Krumboltz confirms that the process of social learning is an integral part in the construction of individual careers for individuals who have a genetic characteristic, social, cultural and economic Different provide different learning experiences in guiding the individual thought and action decisions in choosing a career. One form of social learning process that can be done is through modeling. Provision of treatment in the form of modeling can be influenced to improve the ability of students' career planning. The use of modeling techniques in students' career planning by Sofwan Adiputra published by the Journal of Counseling Focus Volume 1 No. 1 in 2015 [12], focusing on developing the ability of career choice of students in class X through modeling group counseling. The study confirms that in the electoral process are part of the individual that put through observation and reproductive behavior of others. So the use of modeling concept can be used for junior high school students who are assumed to have been ready to choose a career to be lived. Based on data from previous research, theoretical concepts and phenomena need to be examined regarding students' career planning skills. The study was conducted in the school setting in VIII grade because in this age people

enter the early teens who had been ready to plan a career either further study or profession. Rationalization of guidance and counseling is the facilitator for the completion of tasks to optimize the potential and development of students. If there is a problem can be addressed early and did not hamper the process of development of the individual. So it needs early career guidance for career planning that career path ahead more mature students. In this study attempts to examine more deeply about the effectiveness of career guidance program uses modeling techniques to improve students' career planning, especially in adolescents in a quasi-experimental research.

II. LITERATURE REVIUW

A. Career Planning of Junior High School Students

Growth and development are the two things that cannot be separated from the self of each individual. Growth is defined as the change in height and weight of the individual physically. So it is very easy to measure and assess directly the growth process. While the development of a series of progressive changes that occur as a result of the process of maturity and experience. The development is a process that is systematic, progressive and continuous within the individual from birth to end of life (Syamsu, 2014, pp. 15-16) [13]. The development of the self each individual will follow a certain pattern and direction in which each pattern is the basis for the beginning of the next pattern.

Each individual experiencing developmental process is divided into three main phases namely at the stage of child development, adolescence and adult stages. At each stages of individual development experience the change process both physical and non-physical is as well as a series of developmental tasks that must be completed. At the stage of adolescent developmental tasks must be accomplished according to Havighurst in Hurlock (1980, pp. 10) [1], among others, achieving a new relationship more mature with peers both men and women, achieve social roles of men and women, receive physical condition and use body effectively, expect and achieve socially responsible behavior, achieve independent emotional of the parents and the other adults, preparing for a career economy, preparing for marriage and family, and acquire the values and ethical systems as handles to behave develop an ideology.

When people enter the middle school, the individual entered the phase of early adolescent development. In this phase, people will begin to realize about the properties themselves and a wide selection of more complex life. In general, junior high school students were in the age range 12-16 years. At this stage, the individual is required to complete some development tasks that cover all aspects of both personal-social, career and learning.

Implicitly, it is illustrated that in entering junior high school education the children have started growth optimally. Although career is defined as an individual lifelong development that started even when the child is not yet born, but in a more specific career preparation begins when children reach junior high school education. According to the National Career Development Guidelines (NCDG in Andersen &

Vandehey, 2012, pp. 264) [11] in adolescence individuals will begin to develop three things in him the personal development of social, educational achievement and lifelong learning and career management. So a discussion of career development, especially in the early teens in the age-old Junior High School is a matter that must be considered more closely.

The need for career planning for junior high school students in addition to the judging of the research and theoretical concepts is also the competencies required of students in accordance with the determination of ASCA (in Connecticut, 2008) [14]. A student in VIII grade is specifically in the career field has four competencies described in some points the development of students. The first is investigation of his career, it means students will apply their skills to make a career choice by combining the knowledge of yourself with the knowledge of the world of work. The second is career success, it means that students will apply strategies to achieve career success and satisfaction in the future. The third is connection between school and work, it means that students apply the knowledge of the factors that arise of individual career choices. Fourth is goal setting and how achievement, it means that students will apply the ability to make choices, set goals, and attitudes needed to achieve the goal. All competencies of VIII grade in career fields that require individuals to start planning his career.

The depiction of the career development of junior high school students are described in the diamond career by Andersen & Vandehey, (2012, pp. 269) [11] includes the integration between the introduction of the individual and personal knowledge about things outside the individual to establish a vision or career goals. In the career diamond personal concept includes knowledge of the individual that includes the concept of talent, attitude, and personality to interest people in the process of career planning. The personal concept refers to the question of how individuals began a career field that will be planned. The concept of the picture diamond external individual career includes how the views of the social, career opportunities to an individual experience. Both of these refer to the formation of vision of the options emerging career options based on some measure of reality.

Emphasis on the importance of careers that are directly or indirectly bound with respect to all aspects of an individual's life, we need a proper career planning process. Rival (2004) [15] states that career planning is the process by which individuals select career goals and career paths towards these goals. That is in the process of career planning a process of goal setting, career options to how to achieve the goals set. In the process of career planning is an individual will be able to gauge the level of understanding of the types of information about themselves and the various aspects of the job. In more detail again Dillard (1985, pp.24) [16] the process of career planning in achieving career goals is characterized by several aspects, having clear goals after completing the education, the ideals that clear to the job, the drive for progress in education and employment idealized, realistic perception of self and the environment, the ability to group preferred occupation, rewards positive on employment and values, self-reliance in the process of decision-making and showing realistic ways to achieve the ideals of a job.

B. Career Guidance Using Modeling Techniques to Improve Student Career Planning Capabilities

Theoretically Surya (1988, pp.31) [9] states that career guidance is one kind of guidance that seeks to help individuals to solve the problem of a career, gain adjustment as well as possible between capabilities and their natural environment, gain success and self-realization in his life journey. Form of career services vary at each level of education of individuals. It is tailored to the developmental tasks that must be implemented by individuals. According to The American School Counselors Association (1977 in Manrihu, 1988) [17] states that the orientation of the first secondary schools lead to educational placement, career development and the group's activities to further improve self-direction, especially in the decision-making process.

In the junior age levels, career guidance aimed at recognizing (explore) themselves more deeply to shape individual identity and orientation process and get a wide selection of individual careers. The provision of career guidance services at all levels should pay attention to some basic principles are seen as a foundation or a foundation for career guidance services. These principles are derived and philosophical concepts of humanity that became the basis for the provision of assistance or career guidance, both at school and outside of school.

The concept of career planning is a learning process of constructing a career that will affect the attitudes and behavior of individual career (Krumboltz in Andersen & Vandehey, 2012) [11]. Krumboltz confirms that the process of social learning is an integral part in the construction of individual careers for individuals who have a genetic characteristic, social, cultural and economic Different provide different learning experiences in guiding the individual thought and action decisions in choosing a career. Krumboltz (1996 in Andersen & Vandehey, 2012) [11] asserts three main aspects related to the development of the individual's career self-observation generalities, task approach skills and areas of change. Individuals gain self-understanding by observing behavior, attitudes, beliefs and feelings of themselves and their surroundings. It will form generalization about self-known as self-observation generalities. Then the individual will continue to experience the learning process that starts from the little things (task approach skills) will form a real skill. Krumboltz confirms that the main form of learning occurs through modeling, in which individuals would duplicate the behavior of people who admired or indicate the quality desired by the individual. The modeling bringing individuals to begin to change in accordance with a learning experience that has been done and establish areas of change on the individual.

Guidance and career counseling can assist individuals in identifying, developing skills, interests, beliefs, values, work habits, and personal qualities that will enable the individual to achieve a satisfying life in an environment that is constantly changing (Krumboltz, 1996 in Andersen & Vandehey, 2012) [11]. Krumboltz theoretical concept implies that the process of guidance that can be given to help the students career planning can be done through modeling. Providing career guidance process using modeling techniques match with the

concept of learning through observation. Before applying the process of learning through observation, must first recognize self fully and determine specific goals to be achieved. The process is divided into four phases:

- 1) Attention process, in this process students are assigned weeks to choose one form of the model to the observed depth either through direct observation or indirectly so that students can obtain the behavior intact on the model chosen
- 2) Representation process, in this process the students were asked to differentiate forms of behavior or activity of a model that can be done by him personally. This process leads to the student evaluation forms to the observation of the behavior of the model.
- 3) Behavior production process, students begin detailing forms of behavior and skill conduct that would be done in accordance with the ultimate goal to be achieved individual
- 4) Motivation and reinforcement process, this phase is done after the student shows understanding and changes in behavior that lead to the formulation of the process of achieving the initial objectives. Motivation administered either directly to the students and the positive response of others of model behavior was observed. This will make students run this social learning process in the long term. (Alwisol, 2011, pp. 293) [18]

III. METHODS

The method used is a quasi-experimental. Experimental method used when researchers want to determine the likelihood of causation between the independent variables (independent variable) and the dependent variable (dependent variable) (Creswell, 2012, pp.295) [19]. This study aimed to explore the influence of (effective) treatment is providing guidance using modeling techniques to increase ability of students' career planning. Quasi experiment is an experimental method of sample selection is not randomized study (Creswell, 2012) [19]. Quasi experimental method allows researchers determined the sample according to certain criteria to be studied. The research design was nonequivalent control group design. The study design puts nonequivalent control group design study participants into two groups: group A (experimental group) and group B (control group).

The research was done in SMP 1 Kalitidu. The populations in this study were participants of student career planning are administratively registered and active in class VIII SMP 1 Kalitidu in the academic year 2016/2017. The samples in this study were 16 students (7 students in experimental group and the control group consist of 8 students). The sampling technique used is non-probability sampling - purposive sampling.

The instrument used in this study consists of two things namely the interviews and questionnaires. Instruments used the interview as the revealer of the initial data as the research process in the selection of background studies as well as the problems of the research subjects. This is confirmed Sugiyono (2009, pp.231) [20] said that the interview method

used in research as data collection techniques if researchers want to conduct a preliminary study to find problems that should be investigated.

Furthermore, the use questionnaire standardized instrument used to obtain the data that suits your needs and can support research purposes. Necessary data in this study is the data rate of the ability of students' career planning. An instrument which is used to obtain data on the level of students' career planning capabilities in the form of a scale model of rating scale consisting of several positive statements and negative statements with three possible answers, which is 3 to very appropriate, 2 to correspond, and 1 to less appropriate.

IV. RESULT AND DISCUSSION

Pretest and posttest results showed that there were significant differences about the direction of career planning of students in the experimental group compared with the control group. The results of pre-test and post-test in both the experimental group and the control group are presented as follows:

TABLE I : THE RESULT DATA OF PRE-TEST AND POST-TEST OF EXPERIMENTAL GROUP

Students	Pre-test (Xi)	Category	Post-test (Yi)	Category	(Yi-Xi)
Orange	105	Low	149	High	44
Red	105	Low	151	High	46
Green	102	Low	145	High	43
Yellow	99	Low	127	Moderate	28
Brown	95	Low	124	Moderate	29
Purple	85	Low	111	Moderate	26
Blue	81	Low	106	Moderate	25

TABLE II : THE RESULT DATA OF PRE-TEST AND POST-TEST OF CONTROL GROUP

Students	Pre-test (Xi)	Category	Post-test (Yi)	Category	(Yi-Xi)
Apple	111	Low	121	Moderate	10
Orange	110	Low	127	Moderate	17
Banana	104	Low	121	Moderate	17
Manggo	102	Low	116	Moderate	14
Grape	98	Low	114	Moderate	16
Cherry	96	Low	101	Low	5
Starfruit	94	Low	110	Moderate	15
Avocado	85	Low	94	Low	9

TABLE III : THE RESULT OF DIFFERENCE ANALYSIS EXPERIMENT GROUP AND CONTROL GROUP BY WILCOXON RANK SUM TEST

(Yi-Xi)	Eksperimental Group		(Yi-Xi)	Control Group	
	Stage I	Stage II		Stage I	Stage II
44	14	2	10	3	13
46	15	1	17	7,5	8,5
43	13	3	17	7,5	8,5
28	11	5	14	4	12
29	12	4	16	6	10
26	10	6	5	1	15
25	9	7	15	5	11
			9	2	14
Jumlah	R ₁ = 84	R' ₁ = 28	Jumlah	R ₂ =36	R' ₂ =92

From the results of data presentation, the difference scores between the experimental group and the control group reassembled and then analyzed using the Wilcoxon Rank Sum Test. Here are the results of the data analysis:

Based on the above table, it can be seen that the smallest number of levels (r_{count}) is $R'1 = 28$. According to the table the value of R to test Wilcoxon number of levels with a significance level of 5% and n_1 and n_2 are 7 and 8, obtained $r_{\text{table}} = 38$. So it can be seen that r_{count} smaller than r_{table} ($28 < 38$) then H_0 rejected and H_a accepted, hypothesis can be accepted that there is a significant difference in the scores level students' career planning skills among groups of students were given the treatment in the form of career guidance using modeling techniques than a group of students were given treatment by conventional methods.

So, the hypothesis proposed in this study "there are significant differences in students' career planning skills scores between groups of students who assisted with career guidance using modeling techniques than students who assisted with the conventional method" may be acceptable. This is consistent with the explanation Rima Irmayanti (2011)[21] which state that to plan a career, people need to know the realistic knowledge about them, a positive attitude towards career and skills to plan his career. Then the individual needs to have the knowledge, attitudes and skills to plan his career. Where Sukardi (1987, pp. 44-45)[22] explains that the factors that influence career choices can be sourced from the individual and social factors from both primary (family) and the secondary group (peer and community). So the observation process through social learning using appropriate modeling is used to improve the ability of students' career planning.

V. CONCLUSIONS

Career planning is conducted as early as possible to develop a responsible attitude for students, so as to develop her skills as much as possible by not drift towards development tasks. Based on the results of this study concluded that Guidance Program Using Modeling Techniques effective to increase The Students Career Planning ability of grade VIII SMP 1 Kalitidu the academic year 2016/2017.

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