

Developing Career Guidance Program to Improve Career Awareness Elementary Student

Widya Multisari

Abstract—Career is one aspect of human life which need to be developed throughout life. From an early age until the end of life, career life evolved in line with the development of human life. Stages of primary education is not too early to discussed about a career as a stage of career development, especially to develop career awareness of students. Raise career awarness include self-awareness, social awareness, education awareness, economic awarness, decision-making ability, basic competencies, attitudes and appreciation. So that in the future people do not just choose a career that is premature but has a career choice that has matured. Career maturity will be realized with the preparation and career information sufficient since elementary school. But in fact not all students facilitated and achieve career awareness in accordance with the appropriate career competencies. So the development of career guidance program is expected to facilitate the students to raise career awareness of elementary school students. Some of the career development program in primary schools was developed that it integrated with subject teachers at primary school level. Thus, in all aspects of learning, careers can be included as a provision for future life of the individual.

Index Terms—Career guidance program, career awarness, elementary student.

I. INTRODUCTION

A lifelong career development needs to be done at each stage of its development. This means that starting from children to adults, stage of career development go hand in hand with the stage of development of individuals in other fields such as personal, social and learning. If at any stage of development, individuals have barriers will affect the stage of development of the individual at a later stage.

Career guidance programs in schools require various activities that provide an experience for children to be aware of their career options that exist (Gladding, 2012)[1]. The carried out activities is an aid or stimulus to the career development of children. The child can understand that there are a wide variety of career options available so that they have a lot of information. This information is ultimately summarized in the child's memory and that can help the child orients itself toward the career interests of children in all his life.

Various activities can be done to develop the child's awareness of careers is by cooperation with parents, provide

employment-related stories or videos, visits to various workplaces. These experiences can be part of the development of students' awareness that a work is not just an activity but contains the values therein as well as the importance of education and cooperation with other workers.

But in fact there is still a fact that children do not have a career awareness. Some of the results of research conducted on the learner elementary school in West Java related to career development by Rika (2010)[2] about the career awareness of elementary school students showed that over all aspects of career awareness, the percentage of aspects of career information is low with percentages ie 37.6%. The results of research conducted by Nisa (2016)[3] concerning the competence of elementary school students' career Cirateun the academic year 2015/2016 show that the results are the average student has a sufficient level of competence competent career. Specifically level of achievement indicators career information is reaching an average 58% in the category that is quite competent. Results of research have shown the need for career guidance at the elementary school level as a support for career development of learners.

Specifically the results of preliminary studies beginning obtained from SDI AL-Azhar 30 Bandung that the level of career awareness fifth grade students when the school year 2016/2017 implementing internship program known many children who have not been able to understand what it does. Based on the results of questionnaire analysis shows the results of career awareness level of career awareness 15% lower categories, the categories were 68% and 17% higher category. So far the career guidance program integrates classroom learning appropriate thematic programs described. But the specifics are not yet developed a career guidance program in fifth grade elementary school I Al-Azhar 30 Bandung.

In line with these results shocking report presented by UNICEF (2012)[4] about 2.3 million children aged 7-15 years who are not attending school. Province of Central Java, East Java and West Java, where there is a majority of the Indonesian population, 42% of children drop out of school. It is a record to be considered as being the phenomenon that the understanding of education as a means of individual career development does not run optimally.

At this stage of childhood dropout becomes a scourge that could affect the future life. According NOICC (1999)[5] in the career awareness of children need to understand the relationship between schools and the world of work and the relation of science and the world of work. Children who drop out of school, which no longer obtain sufficient sciences have disconnected one prerequisite job that demands educational qualifications. So that this could lead to more unemployment.

As if to "alarm", the number of unemployed explosion

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that occurred in the community need to be considered and anticipated early. How the child looked at his future by recognizing the work interests from an early age, job description and job requirements as demanded by the world of work needs to be understood since early childhood. Insight and broad knowledge of career information to develop the child's interest to a job or profession. Nikols & Banducci (Hurlock, 1994)[6] states that children's knowledge about the various jobs and view the jobs based only on knowledge of children about the good and the less good, come to a conclusion that the child's views on a wide range of jobs is the basis of whether or not the child's interest to work proficiency level. The interest in the job can also evolve based on understanding and career information from the family and social environment (Watson, et al (2004)[7]; Ghosh & Fouad (2015)[8]).

Career awareness in children from an early age students are expected to be able to motivate themselves to spur him to be able to meet the qualifications of academic and non-academic required in every profession. Therein lies where the role of BK teacher or counselor to be able to provide career guidance services in the elementary students to the maximum extent possible. So the development of career guidance program based symbolic modeling to improve students' career awareness needs to be developed carefully. In order for the program to become a reference for counselor service to provide career guidance to students.

II. LITERATURE REVIEW

A. Basic Concept of Career Development Children

Childhood is a period where humans begin life with levels started to implement and complete the development tasks. There are many future life experiences of children who will have an impact on the lives of the next child. Experience the life of the children's colorful would be an important foundation for his future later (Santrock,2010)[9]. So the role of parents and other adults as the nearby neighborhood children are required to have extensive knowledge and experience so that children are able to optimize his abilities.

Career is a range of work activities that interrelates individuals to advance their lives that involve a variety of behavioral, motivational strengths, abilities, attitudes, needs, aspirations, ideals as a range of her own life. In childhood, career became a part of the developmental tasks that can not be ignored. Some research related to the career development of children has been studied and researched by: Watson and McMahon (2004)[10] of metatheoretical perspective career development of children, Nazli (2007)[11] examined the level of career development of the child, Care et al (2007)[12] who studied the career aspirations, Schaefer (2009)[13] career development through collaboration program, and Kimberly & Mary (2011)[14] describes the concept of a career in children and Patton & McMahon (2015)[15] examines the theoretical system framework for career development of children. Results of research on the career development of the child be the answer to the needs of task completion in the career field of child development.

Career development in individuals during its life span by

Super (Sharf, 1992)[16] consists of five developmental stages: stage (1) growth, (2) exploration, (3) determination, (4) maintenance, and (5) the stage of decline (disengagement). In childhood developmentally Super career, is at the stage of growth (growth). The growth stage careers between the ages of 0 to 14 annual decomposed into sub-stages of career development. This stage consists of four sub stages of development, namely the sub-stages of the development of curiosity (curiosity), fantasy (fantasies), interests (interests), and development of capabilities (capacities) career.

Sub stage children's curiosity at the age of 0-4 year against these kinds of career is the early development of individual careers. Curiosity is child's interest in science is something, and when new or unusual. Subtahapan fantasy occurs at 4-7 years of age when children begin to develop a fantasy career. The third Subtahapan marked by the emergence of the interests of children to a particular career, which occurs between the ages of 7-11 years. But at this stage they do not consider the factors inhibiting the career they're interested in it.

B. The concept of Career Guidance

Career guidance in primary schools is not encouraging a child to choose the options prematurely. But centered on the business so that children have an awareness of the options available, ways to anticipate and plan for a career, and connect with private properties owned. Many students who feel the need to know the career opportunities available. Such students also need to be aware of him, how they can change and how they can use the experiences of schools to explore and prepare for the future.

Herr & Cramer (Amti, et al, 1992)[17] stated that career guidance in schools based on various factors, among others:

- 1) The realization that the models or forms of behavior in adolescence and adulthood is influenced by other forms of experience that occurs in childhood.
- 2) The fact that a lot of books and teaching materials used in schools illustrates the world of work or education are not precise and limited in its possibilities.
- 3) The recognition that feelings of personal ability to cope with future developments will come with the power of one's knowledge, ways to modify weaknesses, skills in planning and using the resources available, to understand the relationship between education received and their application in work and society .

According suryana & suryadi (2012)[18] the principles of the implementation of career guidance is as follows:

- 1) Career guidance is a continuous process daalm throughout a person's life, there are events that divided from each other. Thus, career guidance is a series of one's life journey associated with all aspects of growth and development lived.
- 2) Career guidance is for all individuals without exception. However, in practice rioritas services can be provided especially for those who are in need of service. Career guidance services should be more of a preventive-developmental.
- 3) Career guidance is the assistance given to individuals who are in the process of evolving.
- 4) Career guidance is based on the ability of individuals

to determine their choice. Every individual has the right to make choices and take decisions, but should be responsible for the consequences of that choice or decision.

- 5) Selection and menyesuaikan career began with the knowledge of the self. it means that people need to understand in advance the capabilities that exist within him, like talents, interests, values, needs, work / learning achievement, and personality.
- 6) Career guidance helps people to understand the world of work and the number of jobs in the community as well as the various sides of life.

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C. Career Awareness

Based Elementary Awareness Career Guide developed by the National Career Development Guidelines in The Elementary School (Zunker, 2006)[19], put three areas, among others:

1) Self-knowledge

- 1) Knowledge of the importance of the concept of self.
- 2) Skills to interact with others.
- 3) Awareness of the importance of growth and change

2) Education and Exploration Work

- 1) Awareness of the benefits of education achievement.
- 2) Awareness about the relationship between an educator and a job.
- 3) Skills to understand and use career information.
- 4) Awareness about the importance of personal responsibility and good work habits.
- 5) Awareness of how the work relates to the needs and social functions.

3) Career Planning

- 1) Understand how to make decisions
- 2) Awareness about the interrelationships of the roles of life.
- 3) Awareness of differences in employment and changes in regulatory male / female.
- 4) Awareness of the career planning process.

III. METHOD

Potential problems is based on the results of the initial field study that conducted at Al-Azhar Elementary School 30 Bandung from 78 student. This study design using descriptive quantitative that using career awareness instrumen which conducted by Azhar (2015)[20]. Researcher get permission from instrument developer to measure career awareness level student five grade Al-Azhar Elementary School 30 Bandung. There is the blue print of career awareness that showed at Table I:

TABLE I: BLUE PRINT OF CAREER AWARENESS

No	Aspect	Competency
1	self-knowledge	Knowledge of the importance of the concept

		of self. Skills to interact with others. Awareness of the importance of growth and change
2	Education and exploration work	Awareness of the benefits of education achievement. awareness about the relationship between an educator and a job. Skills to understand and use career information.
3	career planning	Awareness about the importance of personal responsibility and good work habits. Understand how to make decisions Awareness about the interrelationships of the roles of life. Awareness of differences in employment and changes in regulatory male / female. Awareness of the career planning process.

Calculation of career awareness level category using ideal categories namely:

$$\frac{\text{Maximum score} - \text{Minimum Sore}}{3} = \frac{39(5) - 39(1)}{3}$$

$$= \frac{195 - 39}{3}$$

$$= 52$$

TABLE II: CLASIFICATION CATEGORY CAREER AWARENESS LEVEL

Interval	Category
143-195	High
91-142	Moderate
39-90	Low

The clasificaton category career level awarness that showed at table II that used to clasification of career awarness elementary student.

IV. RESULT

The results of the deployment instrument career awareness of students SDI AL-Azhar 30 Bandung class V to 78 students showed results of 59% in the high category and 41% in medium category. Obtaining score subject of study are presented in the following Fig. 1 general describe career awarness elementary student.

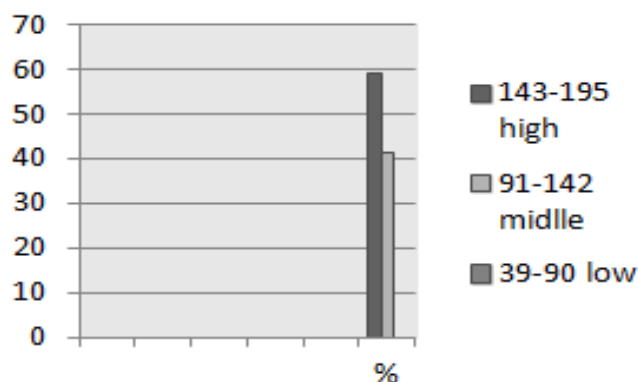


Fig. 1. General describe career awareness of SDI Al-Azhar 30 bandung.

TABLE III: SPESIFIC DESCRIBE EVERY COMPETENCE

Competence	Interval	Category	Percentage (%)	Amount
Knowledge of the self concept	15-20	High	47,44	37
	9-14	Moderate	52,56	41
	4-8	Low	0,00	0
Skills to interact with others	15-20	High	52,56	41
	9-14	Moderate	47,44	37
	4-8	Low	0,00	0
Awareness of the importance of development	15-20	High	48,72	38
	9-14	Moderate	51,28	40
	4-8	Low	0,00	0
Awareness of the benefits of education achievement.	15-20	High	78,21	61
	9-14	Moderate	21,79	17
	4-8	Low	0,00	0
Awareness about the relationship between education and a job	8-10	High	62,82	49
	5-7	Moderate	37,18	29
	2-4	Low	0,00	0
Skills to understand and use career information.	19-25	High	47,44	37
	12-18	Moderate	52,56	41
	5-11	Low	0,00	0
Awareness about the importance of personal responsibility and good work habits.	15-20	High	65,38	51
	9-14	Moderate	34,62	27
	4-8	Low	0,00	0
Understand how to make decisions	15-20	High	21,79	17
	9-14	Moderate	74,36	58
	4-8	Low	3,85	3
Awareness about the interrelationships of the roles of life.	8-10	High	66,67	52
	5-7	Moderate	33,33	26
	2-4	Low	0,00	0
Awareness of differences between employment and changes in regulatory male / female.	8-10	High	16,67	13
	5-7	Moderate	75,64	59
	2-4	Low	7,69	6
Awareness of the career planning process.	8-10	High	69,23	54
	5-7	Moderate	29,49	23
	2-4	Low	1,28	1

In specific categories of achievement levels of students career awareness SDI Al-Azahr 30 Bandung shows the results shown in Table III.

The results of calculation of each competence at table III demonstrated some competence attainment category in the category of medium and low so it needs to be improved through career guidance program. Competencies that need to be improved, Among others a) competence, knowledge of the importance of the self concept with the results of 52, 56% or as many as 41 students in a category moderate, competence skills to berinteraksi with others with the result of 47.44% or 37 students in moderate category, competence awareness of the importance of growth and change with the results of 51.28% or 40 students in moderate category, competence skills to understand and use career information

with the result of 52.56% or 41 students in moderate category, how to understand competence make decisions with the result of 74.36% or 58 students in moderate category, and 3.85% or 3 people in the low category, and competence, awareness of differences in employment and changes in regulatory male / female of 75, 64% or 59 students in the moderate category and 7.69% or 6 people in the low category.

The results of the measurement of the level of student awareness SDI AL-Azhar 30 Bandung identify specifically some indicators require development of career guidance program. Kinds of career guidance program that can developed to improve career awareness: a) take the child to visit a place that can help children get career information such as visits to the hospital, or to other places where children can learn about a job (Beale, 2000)[21], b) held a career day at school to help children get more extensive information about career (Beale & William, 2000)[22], c) develop guidance program uses several techniques that help children in raising awareness of career like modeling techniques (Sharf, 1992)[16], playing techniques (Rika, 2015)[2], or drawing (Azhar)[20].

V. CONCLUSION

Development of career guidance program was developed on the basis of the results of the measurement of career awareness of elementary school students. Based on the results of measurements of the competencies that have specific results low- and will be developed in the career guidance program. Competence which still has a low level will be developed into the material in a career guidance program to increase career awareness of student.

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