

DEVELOPMENT OF CAREER MODEL BASED ON LIFE SKILLS TO INCREASE CAREER MATURITY

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DEVELOPMENT OF CAREER MODEL BASED ON LIFE SKILLS TO INCREASE CAREER MATURITY

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ABSTRACT

¹ Career problems that occur in adolescents are usually associated with the selection of types of education, which leads to the selection of future type¹ of jobs. This issue is important to note in connection with the many confusions experienced by adolescents in determining the direction of his career. Various strategies in efforts to improve the quality of individuals in Vocational High School have been conducted. The results of the efforts undertaken still cannot be felt directly. Students in Senior High School still tend experience various problems. Especially about the problem of career maturity. The purpose of this research is to develop career based career counseling program to increase career maturity. Career maturity is an individual's ability to make decisions about continuing education and work based on knowledge, attitude, and skills. It assumes that the development of career maturity is an individual role in the world they occupy. This research uses Research and Development (R & D) method, with the following research steps: (1) Preparation of Model Development, (2) Designing Hypoteticalal Model, (3) Feasibility Test of Hypotetical Model, (4) Preliminary Model Development, (5) Field Test Initial Model, (6)Final Product Result. The results of the development of life skills-based career coaching models to improve career maturity are: (1) Rationale, (2) Vision and Mission Group Counseling, (3) Objectives Career counseling, (4) Contents Career guidance (5) 6) Stages of career guidance. The model of career guidance can effectively improve the career maturity of SMK students on all indicators. This is based on the difference in scores on the initial evaluation of 136 points and the final evaluation of 172 points, where student career maturity increased by 36 points, or significance count (sig. 2-tailed) 0,000 at the 95% significance level (0.05). Because of the significance of the count <0,05, the null hypothesis (Ho) is rejected, whereas the alternative hypothesis is accepted.

Keyword : Career Model, Life Skills, Career Maturity

INTRODUCTION

Adolescence is one of the stages of the human life cycle that many discussed by experts, because many interesting things that can be reviewed. Adolescence is a very important life phase in the individual developmental cycle, as it leads to a healthy adult (Konapka, in Pikunas, 1976; Kaczman & Riva, 1996; Santosa, 2010). This period shows clearly the nature of the transition from childhood to adulthood, adolescents excluding children not including adult category (Maslihah, 2009).

Adolescence is the age at which individuals begin learning to interact with the adult community, the age at which children no longer feel under the level of older people but at the same level (Piaget: 1969). They do not want to be said to be children anymore, but can not be categorized as adults because the teenager is still less able to take responsibility for the actions he did.

The special characteristics of adolescence include the time to identify themselves and the 'storm and stress' period. Erik Erikson argues that "in adolescence, teenagers are always trying to escape from their parents and approach peers as a process of finding ego identity." This theory is reinforced by the theory of Blow by (Hurlock, 1985) which reads "teenagers experience detachment (away) from parents, on the other hand experiencing attachment (approaching) with peer group that plays to share feelings and calm his emotions. The opinion describes that teenagers will feel comfortable expressing the problem with their fellow students compared with their own parents. Of things that will not be separated in the fulfillment of developmental tasks that must be implemented that will affect the success of subsequent tasks. Therefore to overcome the problem needed the right way to keep children in its development.

Other problems of teenagers that cannot be avoided are related to careers. One of them is career preparedness problem. This is a logical consequence of adolescent development where there are demands for preparing for a career. This is in line with the statement of Havighurst (Hurlock, 1980) which identifies teenagers' developmental tasks: (1) Achieving new and more mature relationships

with peers of both men and women, (2) achieving the social role of men and women, (3) Accept the physical state of the self and use it effectively, and (4) Achieve emotional independence. These are In an effort to achieve the social role of men and women in which contained career achievement efforts.

¹ Career problems that occur in adolescents are usually associated with the selection of types of education, which leads to the selection of future types of jobs. This issue is important to note in connection with the many confusions ¹ experienced by adolescents in determining the direction of his career. The career delusions in adolescents will result in the maturity level of personality development. This is in accordance with research conducted Saka, Gati, and Kelly (2008) about the selection of teenage careers. According to those teenagers who do not have a clear career option tend to have emotional and personality disorders such as pessimistic, anxiety disorders, and negative self-concept and low self esteem. Research conducted by Creed & Patton (2003) of 166 high school students in Australia shows that career maturity is related to the maturity of self concept in general. The study also shows that career maturity in adolescents shows the ability of adolescents to meet social expectations and society.

Various strategies in efforts to improve the quality of individuals in Vocational High School have been conducted. The results of the efforts undertaken still can not be felt directly. Students in Middle School tend to still experience various problems. Especially with regard to career problems. The problem of career of vocational school students has become the study of many parties.

Urgency career guidance and demands in career development in Indonesia due to several phenomena. The career phenomenon includes: (a) the unemployment rate is still high, (b) there is still a dichotomy in the society between prestigious jobs and no, for example, there is still a presumption of lower farming jobs than employees; (c) there are many SMKs that will give birth Middle-skilled workforce with certain skills, but many still do not have standard

competencies, (d) graduates of the education world mostly master the theory but minimal in the practices, (E) graduates of the world of education are more equipped with hard skills (academic skills and vocational skills in the form of knowledge and skills), but weak in the development of soft skill competence (personal skills and social skills, among others: the ability to know yourself, Self-esteem, rational thinking of responsibility, discipline, prestigious work willingness, honesty, cooperative skills, values to be adhered to in work, ability to adapt to change, etc.), (f) there are still many people who work just to meet the needs of life, Happiness and usefulness for the life of self and society and environment, (g) most people still pursue a linear career, (h) the students choose advanced education, and the majors in the university have not been based on clear career orientation (Moh Surya: 2009).

To meet the demands of the career needs of vocational students, it is necessary to update the guidance and counseling services, especially in the service of career guidance on three important aspects namely; Planning, execution and evaluation. The planning of career counseling of vocational school students should be preceded by an accurate need assessment activity for vocational education to be an institution that still exist and able to speak a lot in the rapid modern era. ¹ The needs assessment needs to be linked to the demands of the present, especially the life skills curriculum that has become the fundamental issue of vocational students. Life skills-based career guidance (career skills) is a career guidance that can provide life skills skills for vocational students in order to solve problems in personal, career and social life.

Based on the results of interviews and observations made known that guidance and counseling services are still not optimal done. This in turn has an impact on the career Guidance services provided to students. It Still needed efforts and actions and programs to help students in improving the maturity of his career.

THE METHOD

Research Design

In accordance with the focus, problem, and purpose of research, this type of research using research and development (research and development). Research development is directed as "a process used to develop and validate educational product (Borg and Gall, 2003: 271).

Research subject

The study was conducted in several stages with different subjects. In the preliminary study stage, the subjects chosen are students of SMK class X. Selected students of SMK class X because students in this class still have enough time in following the activities of career guidance. This is also due to the consideration of the number of group members in guidance and counseling services is 4-8 people, then the test phase of the subject model as many as 8 people determined by purposive sampling technique, where researchers divide several students into one group based on career maturity level which are owned.

Research Instruments

The main instrument used in this study is the Student Career Maturity Scale. This scale reveals the level of student career maturity both before and after research.

Data analysis

To prove the research hypothesis in the form of effectiveness test used t-test, t-test is used to test the average comparative hypothesis comparing before and after treatment or treatment. Statistical data analysis technique used is parametric statistics. Data analysis as a whole is done using the help of SPSS 18.0 for windows software.

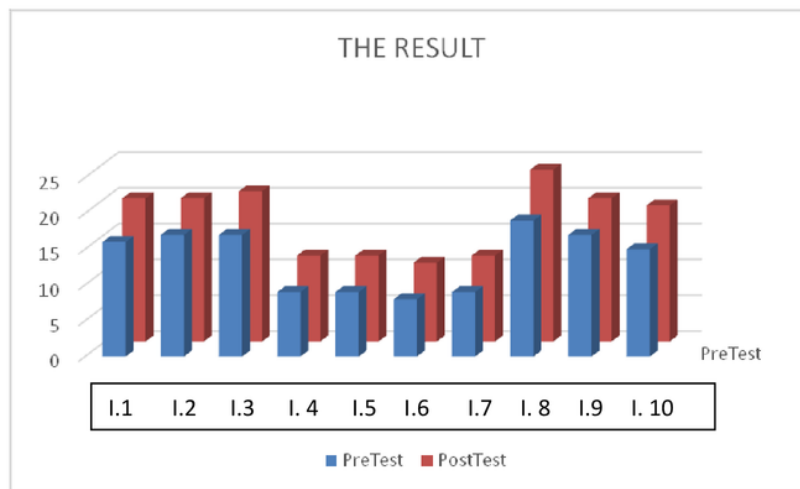
The Result

Tabel 4.2.

The Average Of Pretest dan Posttest

No	Indicators	Average		The Diverence
		Pretest	Posttest	
1.	Involvement	16.676	20	3.323
2.	Independence	17.029	20.26	3.231
3.	Orientation	17	21.235	4.235
4.	Firmness	8.823	12.176	3.353
5.	Compromise	8.647	11.911	3.264
6.	Self Understanding	8.176	11.382	3.206
7.	Knowledge Of Work	8.676	12.088	3.412
8.	Work Selection	19.264	23.676	4.412
9.	Planning	16.705	20.382	3.677
10.	Problem Solution	15.264	19.441	4.177

Analysis of the effectiveness of service life-based career guidance model to improve student career maturity is done by analyzing the level of career maturity before and after follow life skills based career counseling service. The effectiveness of the test use Paired T Test design. From the exposure to the calculation of career maturity score above, it is known from the bar chart of career maturity of SMK Assa'idiyah Kudus Students are on average are in enough categories. Although there is a high level of career maturity but the presentation is very small.



Picture 1

The Bar Chart Of The Result Of Pretest and Post Test

Reinforced by interviews that researchers do with classroom teachers that there are indeed students who have not been able to streamline their learning orientation and time to understand their careers both in school and outside school, when empty hours prefer to go to the canteen or play with peers rather than doing activities that More educative or related to his career. The time students have is not being used as well as possible. In addition to the lack of utilization of study time, also found students who lack self-understanding and cannot compromise with friends and time itself that appears in the behaviour of passive students such as late to leave school and often drowsy in the classroom. Students also can not be responsible with their duties at school because when given PR or task students prefer to cheat or imitate the work of friends, on group assignment, the task is only charged to 1 or 2 friends who are active in the group, students also have not Able to solve learning problems and have not been able to continuously in learning because learning only when there are repetitions. This indicates that the students' self-sufficiency is still low, the students have not been able to regulate himself and have not been able to demonstrate its potential maximally. Condition mentioned above should not be left alone, there needs to be a serious handling in

order to overcome the problem of low student learning independence. This is considering the independence of good learning is one of the capital in human life that must be grown in every student so that they can become human beings who are able to independently, creatively and maximize the potential and ability possessed.

DISCUSSION

The information service model developed in this research is life skills based career counseling service to improve student career maturity. The assumption that the problem of career maturity students need to be developed optimally because of career maturity has a great contribution to the success of students in his achievements and in the setting of a brighter future. Concerned career problems perceived by students include: (a) students do not understand how to choose courses suited to their abilities and interests, (b) students are not informed about enough workplace, (c) students are still confused about workers, (d) (E) students feel anxious to get a job after graduation, (f) the student does not have a choice of college or a certain continuing education, if after graduation does not enter the workforce, (g)) Students do not yet have a picture of the characteristics, requirements, abilities, and skills needed in the job as well as job prospects for the future of his career.

In the future, the vocational students not only need the provision of theories alone, but also the provision of practical skills. This means that the fulfillment of the needs of the vocational school students to life skills in various fields is something that must be met. Many of the problems of vocational students who are related to life skills issues are left behind with alumni of other formal education institutions, especially problems with career planning, it is important SMK to develop guidance and counseling services, especially career guidance on students in vocational based Life Skills (life skills).

The above facts reflect our students are still partially confused with their career preparation. Saucks (1999) asserts that learners need special exercises that

include: the self-discernment, the possibilities, and the ability and potential. Taking into account the background of the problems that have been described, the researcher focuses the study on career guidance program in an effort to improve the maturity of the students' career grade X SMK Assaidiyah 2 Kudus. This research uses Research and Development (R & D) method, with the following research steps: (1) Preparation of Model Development, (2) Designing Hypotetical Model, (3) Feasibility Test of Hypotetical Model, (4) Preliminary Model Development, (5)) Field Test Initial Model, (6) Final Product Result. The results of the development of life skills-based career coaching models to improve career maturity are: (1) Rational, (2) Vision and Mission Group Counseling, (3) Objectives Career counseling, (4) Contents Career guidance (5) 6 Stages of career guidance.

The model of career guidance can effectively improve the career maturity of SMK students on all indicators. This is based on the difference in scores on the initial evaluation of 136 points and the final evaluation of 172 points, where student career maturity increased by 36 points, or significance count (sig. 2-tailed) 0,000 at the 95% significance level (0.05). Because of the significance of the count <0,05, the null hypothesis (H_0) is rejected, whereas the alternative hypothesis is accepted.

The results of field trials Career Guidance Program to Increase Maturity Career of SMK Assa'idiyah 2 Kudus students proved effective. This is evidenced by the effectiveness test on pre-test and post-test. The lowest results were obtained on the Indicators of Engagement and Independence. This shows that Career Guidance Program to Improve Career Maturity of Vocational High School student still not able to improve overall indicator in student career maturity.

The effectiveness of the Career Guidance Program to Increase Career Maturity of Vocational School students shows that career guidance can significantly increase in students who are in the medium and high category. Meanwhile, in low-grade students it is known not significantly increased.

The effectiveness of the Career Guidance Program to Increase Career Maturity of Vocational School students shows that career guidance can significantly increase in students who are in the medium and high category. Pre-test results showed an average score of 13.626 and post test results showed results 17, 2551. Based on the results of pre test and post test an increase of 3.629. Improved pre test and post test results are also seen in the improvement of each indicator in student career maturity.

Based on the above explanation, the researcher concludes that necessary service Guidance or other intervention in improving career maturity. Other Guidance Services or interventions may be Individual Guidance services often referred to as individual counseling.

Guidance and Counseling Teachers in career guidance must understand the level of capability needed by people working in various fields, as many workers work below their level of ability and potential. Career coaching not only knows the job but also understands the personality, knows the value system, and is able to help the child connect his or her image with the knowledge of the job. Guidance and Counseling Teachers in providing services Career coaching must also master information about the job and constantly have to study the needs of the workforce and the changes that occur in the job.

CONCLUSION

Based on the results of the research and discussion presented in the previous chapter, it can be concluded that the description of the implementation of life skills based career guidance in SMK Assa'idiyah Kudus indicates that career guidance services have been basically planned, but the reality in its implementation is often not in accordance with the plan Because it is implemented conventionally, that is oriented on giving one way information and lack of creativity of teacher in using student learning technique. The formulation of career-based career counseling model in helping to improve career maturity of vocational students, bridging teachers guidance and counseling with students in

optimizing the maturity of a better career and the importance of mastery of self-understanding and orientation to the future. Aspects of life skills as the right way because in the characteristics of development of vocational students is a teenager who in fact should soon have a future orientation and not carried into a period of emotional intelligence instability.

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