The Influence of Life Skills-Based Information Services on Student Career Planning Improvement

Indiati[1], Hijrah Eko Putro[2,*)]
Universitas Muhammadiyah Magelang, Magelang, Indonesia
indiati@ummgl.ac.id[1], hijrah.ekoputro@ummgl.ac.id[2]
)Corresponding author

Keywords:
Career Planning; Career Information; Life Skills Techniques

ABSTRACT
This research was conducted to determine the effectiveness of career information using life skills techniques to improve career planning for Al-Iman High School students, in Magelang City. The research method was experimental research. The research design used a pre-experimental: one group pretest-posttest design. The research sample was class III students using non-random sampling with a quota sampling technique, amounting to 15 students. The students' career planning characteristics were measured using a career planning questionnaire. The data analysis technique used was the Paired sample t-Test with the consideration that this study used one independent variable. The results showed that this model was effective in improving student career planning. The level of student career planning increased after following career information using life skills techniques. This could be seen from the career planning of students before and after being given career information with the Life Skills technique of 22% and strengthened through an effectiveness test using a t-test which showed -t count (-7.869) < -t table (-2.120).

INTRODUCTION

Education is an important tool for the progress of a nation. With education, one's thinking patterns and actions will be developed according to needs so that a goal is achieved (Santika Aji, 2016). Choosing and preparing for a career is a continuous process and does not happen suddenly. The process begins with an individual's interest in a job, this interest becomes the beginning to explore and seek information, then prepares oneself through education, and participation in various activities, including choosing a major or study program that supports career achievement so that when the time comes they are ready for a career. A person's success in life is not solely determined by his cognitive abilities, but there are still other important factors, namely making career decisions (Putro & Japar, 2021). How someone is right in making career decisions, will influence one's success. We see examples around us, some people find it difficult to make decisions in their careers, and some people find it very easy to make decisions in their careers, which means making good career decisions. Career planning is the development of a student's academic journey to achieving success in learning which is called internal achievement (Komara, 2016).

A career is a whole life of a person in self-realization to live life and achieve goals. To achieve these goals, individuals must have strengths such as mastery of abilities and aspects that support career success. Career planning is one of the most important aspects of individual career development (Atmaja, 2014). Career planning is one's effort to prepare oneself to reach the future, especially regarding careers, a high school student is appropriate to start showing interest in a job. Institutionally, the important position of high school is to prepare students to continue to higher education, but in reality, only a portion of high school graduates (56.9%) continue their education to tertiary education (Depdiknas, 2011). This means that most high school graduates cannot continue their education at tertiary institutions, it can be assumed that high school graduates who do not continue their education enter the world of work without the provision of skills needed by society and the world of work. One of the paradoxes in the implementation of career guidance in Indonesia is that despite its proven success in facilitating the transition from school to the world of work, very few students have access to meaningful and relevant career and educational guidance (ABKIN & ILO, 2011). Gibson and Mitchell (2011) and also Rahmawati et al. (2022) stated that individual career development in the future will continue and is needed, which is why career counselling and career assistance programs must be available for all ages from elementary school-aged children to elderly.

Factors causing students' low understanding of career planning can be in the form of a lack of career information that they obtain, the earliest consequence that students feel is confusion in determining majors and further studies to college, as well as students who decide to work after high school, they feel confused. choose a job that suits his situation in terms of talents, interests and skills possessed by students. Research conducted by Hartinah (2015) concluded that the lack of information or knowledge about careers is caused by a lack of introduction to career guidance or services and career assessments so it has an impact on students' independence in determining their career choices.

Through career information services, students are expected to receive and understand a variety of information that can be used as material for consideration in making career decisions. If information and understanding about careers are understood from an early age, it is hoped that students will have confidence in choosing majors, and study programs in tertiary institutions and have views in choosing jobs after graduating from high school. The definition of career understanding as a whole is that career understanding (occupational knowledge) is the degree of student mastery of the world of careers which is marked by an in-depth introduction to various career information. This means that the level of understanding of a student's career is indicated by the level of mastery of various career information (Muslihatul & Nursalim, 2011).

From the results of interviews with several guidance and counselling teachers regarding the implementation of career information services and understanding in student career planning, it can be concluded as follows: career information services are more focused when students are in grade three, while grades one and two focus more on guidance in the field of learning, personal, and social. Career information services only provide or convey information about education in tertiary institutions, types of work and career choices but are not conveyed regarding what skills students must master, what role talents and interests play in career choices, and how to direct students' skills in career choices which they will choose as their career. Career information services are more of a classic service, and have never used certain techniques or strategies in conveying career information to students, the condition of career information services as above, is suspected to be one of the causes that students have a low level of understanding in career planning even though they have received career information services from guidance and counselling teachers. Ghassani and Anwar (2020) in Mark Savickas and his collaborators classify three important periods of career theory and intervention. The first is vocational guidance, which is characterized by increasing self-knowledge, increasing job information, and matching oneself to work. The second is career education, which is characterized by assessing the individual's developmental status, oriented towards developmental tasks that will occur soon, and developing an attitude of overcoming beliefs, and competencies. The third is career construction and life design, which is characterized by building career stories, reconstructing plots and themes, and

creating life portraits that are consistent with the life-career design paradigm. Three aspects must be met in making a career plan, namely: (1) Knowledge and understanding of oneself, namely knowledge and understanding of talents, interests, personality, potential, academic achievement, ambitions, limitations and resources; (2) Knowledge and understanding of the world of work, namely knowledge of the terms and conditions needed for access to losses, compensation, employment, profits and opportunities and job prospects in various fields in the world of work; (3) Realistic reasoning of the relationship of knowledge and understanding of oneself with knowledge and understanding of the world of work, namely the ability to make a realistic reasoning in planning or choose a field of work and/or continuation education that considers knowledge and self-understanding possessed with knowledge and understanding of the world of work (Putro & Japar, 2019).

Life skills education is education that provides basic provisions and exercises that are carried out correctly to students about the values of everyday life so that those concerned are able, capable, and skilled in carrying out their lives, namely being able to maintain their survival and development in the future. Because life skills are the abilities, abilities, and skills needed by someone to live a life with pleasure and happiness and be able to solve life and life problems without any pressure in life (Marwiyah, 2012). Life skills are skills possessed by someone who is experienced by someone and dares to face life without feeling pressured then proactively and creatively find solutions and overcome them. The definition of life skills is broader than skills for work (Indrasutanto, 2008).

Al Iman High School in Magelang City is one of the School Laboratories for students to carry out internships, surveys, and also PPL, and the titles raised are suitable for application in these schools due to the limited human resources of Counseling teachers and students from pre-research results show that almost 75% have planning low career. Based on the background description, the researcher considers it important to develop a career information model with a life skills strategy to improve student career planning. On this basis, researchers want to determine the effectiveness of career information using life skills techniques to improve career planning for Al-Iman High School students, in Magelang City.

METHOD

The method in this study was pre-experimental, with a pretest-posttest design. All research subjects were put into one group, namely the experimental group without a control group (One Group Pretest-Posttest Design). The experimental group was given a treatment in the form of a career information service based on life skills. The measurement design can be seen in Table 1.

Table 1
Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2

Information:
O1 = Pre-test
O2 = Post-test
X = Treatment (Career Information Service based on life skill)

In this study, the sampling technique used non-random sampling. The type of sample used was quota sampling. The sample aims to achieve certain goals, namely to improve students' career decision-making abilities. The sample of this research was determined by students of class XII SMA Al-Iman, Magelang City amounting to 15 students. The students' career planning characteristics were measured using a career planning questionnaire.

After all the data had been collected completely and systematically, the next step is to analyze the data

so that it becomes one fact so that conclusions can be drawn based on these facts using statistical programs, namely scientific methods for collecting, presenting, compiling and analyzing data in the form of numbers. In this study, the data analysis technique used the Paired Sample T-test. Analysis used the Paired Sample T-test with consideration that this study used one independent variable, while the statistical program used in data analysis was SPSS For Windows Versions 23.0.

RESULTS AND DISCUSSION

A description of the research results was obtained through the implementation of a field study which aims to obtain initial data in the form of empirical data about the implementation of career information services at Al Iman High School, Magelang City. The results of this study will be taken into consideration by researchers in implementing career information services based on life skills to improve career planning for high school students. See the effect or impact of giving treatment in the form of career information services can be seen in the graph of the difference between the initial evaluation (pretest) and the final evaluation (post-test) in Fig. 1. The implementation of this research was carried out with 5 classical service meetings with an emphasis on student career planning.
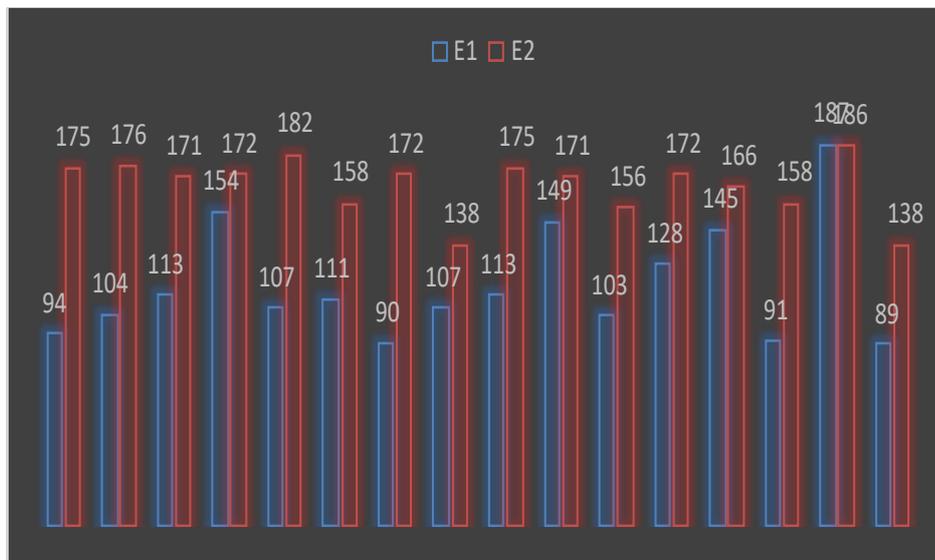

Fig. 1 *Comparison of career planning scale based on initial evaluation & final evaluation*

Based on Fig. 1, it can be observed that the level of student career planning in group members had increased (the final evaluation score is lower than the initial evaluation value). The achievement of these results was since the treatment in the form of life skills technical career information services was carried out in earnest following the planned procedures, even though there were several obstacles during the activity.

Testing the effectiveness of the life skills technique career information service model to improve student career planning was analyzed using parametric statistics through a T-test. The result of the effectiveness test of the model developed using SPSS 24 software can be seen in Table 2.

Table 2
Paired Sample T-Test Calculation Results

t	df	Sig.(2-tailed)
-7,869	15	.000

Based on the probability of a significance level of 5% statistical test results through the T-test were obtained -t count (-7,869) < -t table (-2,120) (see Table 2). Because of the data results Sig < 0.05

(0.000), then Ho is rejected and Ha is accepted, meaning that there was a difference between before being given career information services and after being given career information services. Therefore, it can be concluded that life skills and technical career information services are effective in improving student career planning.

Interpersonal skills help individuals to relate positively to the people around them and interact positively. With these skills, the individual will be able to maintain friendly, mutually supportive and empathetic relationships which are very important for mental health and social well-being. Even though they are manifestations of dominant social skills, these two components need to be supported by other factors because social skills are an integration of individual skills (Hadjam, 2011). Collaborative career guidance as a joint effort carried out between the counselling teacher/counsellor and parents should be able to be implemented by implementing the management functions of a collaborative career guidance program. This was stated by Gysbers and Henderson that there was a need for planning, designing, implementing, and evaluating together with parents in compiling a joint program of collaborative career guidance so that the goals that have been formulated together can be achieved successfully and precisely (Afdal, 2014).

The Life Skills technique is one of the views that self-monitoring in learning makes plans and evaluates learning. Career planning techniques are appropriate in a group atmosphere because group members can suggest and offer potential solutions, besides that some group members also lack skills and are less able to solve problems so they need other group members to be able to develop. Group leaders must have when carrying out career information using life skills techniques, namely having insight and understanding as well as skills in implementing career information, understanding in-depth concepts regarding life skills techniques, and having an understanding of increasing self-regulation. Career information with life skills techniques teaches group members to be able to plan their studies (planning), then monitor themselves against planned and scheduled learning outcomes, and the most important thing is to provide an evaluation of whether the results are good or not in the learning process, especially career planning.

CONCLUSIONS

In this study, there was an increase in the level of student career planning before and after being given career information services based on life skills techniques by 23%. These results were strengthened through effectiveness tests using t-tests that showed -t count (-7.869) < -t table (-2.120). Life skills techniques were effective to improve student career planning on all indicators which include: monitoring, planning and evaluation.

ACKNOWLEDGMENT

REFERENCES

ABKIN & ILO. (2011). *Panduan Pelayanan Bimbingan Karir Bagi Guru Bimbingan dan Konseling/Konselor pada satuan Pendidikan Dasar dan Menengah*. Jakarta.

Afdal, M. S. (2014). Bimbingan Karir Kolaboratif dalam Pemantapan Perencanaan Karir Siswa SMA. *Jurnal Konseling Dan Pendidikan*, 2(3), 1–7.

Atmaja, T. T. (2014). Upaya Meningkatkan Perencanaan Karir Siswa Melalui Bimbingan Karir dengan Penggunaan Media Modul. *Psikopedagogia*, 3(2), 58–68.

Depdiknas. (2011). *Pendidikan Berbasis Luas Dengan Pembekalan Kecakapan Hidup di SMU: Konsep Dasar dan Pola Pelaksanaannya*. Jakarta: Direktorat Pendidikan Menengah Umum.

Ghassani, M. & Anwar, Z. (2020). Melalui Pelatihan Perencanaan Karir. *Jurnal Intervensi Psikologi*,

12(2), 121–135.

Gibson, R. L. & Mitchell, M. H. (2011). *Bimbingan dan Konseling*. Yogyakarta: Pustaka Pelajar. Translated from Introduction to Counseling and Guidance. First publisher 2008 by Pearson Prentice Hall. Pearson education, inc, Upper Saddle River, New Jersey.

Hadjam, M. N. R. (2011). Pengujian Model Peranan Kecakapan Hidup terhadap Kesehatan Mental. *Jurnal Psikologi*, *38*(1), 61–72.

Hartinah, G. (2015). Pengembangan Model Layanan Informasi Karir Berbasis Life Skills Untuk Meningkatkan Pemahaman Dalam Perencanaan Karir Siswa SMA. *Jurnal Bimbingan Konseling*, *4*(1), 43–48.

Indrasutanto, T. (2008). Kurikulum Berbasis Kompetensi dan Pendidikan Kecakapan Hidup (Life Skill Education). *Magister Scientiae*, (23), 1–29.

Komara, I. B. (2016). Hubungan antara Kepercayaan Diri dengan Prestasi Belajar dan Perencanaan Karir Siswa. *Psikopedagogia*, *5*(1), 33–42.

Marwiyah, S. (2012). Konsep pendidikan berbasis kecakapan hidup. *Jurnal Falasifa*, *3*(1), 75–98.

Muslihatul, K. Y. & Nursalim, M. (2011). Meningkatkan Pemahaman Karer Siswa dengan Pemberian Layanan Informasi Karier di Kelas XI IS-4 SMA Negeri 13 Surabaya (Suatu Penelitian Tindakan Dalam Bimbingan dan Konseling). *Jurnal Mahasiswa Bimbingan Konseling*, *1*(1), 201–216.

Putro, H. E., & Japar, M. (2019). Layanan Informasi Karier Berbasis Field Trip untuk Meningkatkan Pemahaman Karier Siswa. *Indonesian Journal of Educational Counseling*, *3*(3), 243–252. https://doi.org/10.30653/001.201933.105

Putro, H. E., & Japar, M. (2021). Penerapan Layanan Informasi Karir Berbasis Media Interaktif Inovativ (MII) Terhadap Keputusan Perencanaan Karir Siswa. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, *6*(2), 58-65.

Rahmawati, D., Sari, R. P., & Nisa, A. (2022). Kontribusi konsep diri terhadap perencanaan karier siswa. *Orien: Cakrawala Ilmiah Mahasiswa*, *2*(2), 147-154.. https://doi.org/10.30998/ocim.v2i2.8132

Santika Aji, S. (2016). Pengintegrasian Pendidikan Kecakapan Hidup (Life Skills Education) di SMK PGRI 5 Surabaya Untuk Meningkatkan Kecakapan Perrsonal Siswa. *JPTM*, *4*(3), 1–6.