



The Effectiveness of Life Skills Technical Career Information Services to Improve Career Understanding Viewed from Career Planning Aspects

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ABSTRACT

This research was conducted to know the effectiveness of career information services using Life Skills techniques for the career advancement of Al-Iman High School students in Magelang City in terms of career planning aspects. The research method is experimental research. The research design used a pre-experimental of one group pretest-posttest design. The population in this study were XII students, totalling 26 students. The sample was 8 students using non-random sampling with quota sampling technique. The data collection instrument in this study used a career planning questionnaire. The data analysis technique used the Paired sample t-test with the consideration that this study used one independent variable. The results of the effectiveness test of this study were that this career service was effective in improving student careers in terms of career planning aspects. The level of student career advancement increased after following career information with life skills techniques. This could be seen from the understanding of students' careers before and after being given career information with life skills techniques by 23% with details: self-understanding indicators 10%, communicate and cooperate indicators 28%, improve self-performance 24%, get to know the world of social work 21% and strengthened through an effectiveness test using a t-test which showed -t count (-4.894) < -t table (-2.365).

INTRODUCTION

Information services are services that enable students to receive and understand a variety of information (such as learning information, relationships, careers, and further education). The purpose of information services is to help students to be able to make the right decisions about something, in the personal, social, study and career fields based on the adequate information they obtain (Hidayati, 2015). Career information services are part of the career guidance strategy, as well as one of the tools used to help students understand their position in education and the world of work, as well as a reference for methods, preparations and careful planning towards achieving the world of work according to their desires and

potential. The National Career Development Association according to Gladding (Gibson & Mitchell, 2011) defined career information as information related to the world of work that can be useful in the process of career development, including educational, occupational, and psychosocial information related to work, such as training provided, the nature of work, and the status of workers in various positions. Career information is not only in the form of factual objects but as a psychological process ability to transform information related to life choices and goals in the future. The content of career information is a career service that seeks to assist individuals in planning, selecting and determining the career to be pursued.

Education is an important tool for the progress of a nation. With education, one's thinking patterns and actions will be developed according to the 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, 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 achievement (Komara, 2016).

Factors causing the low understanding of students in planning a career can be in the form of a lack of career information they obtain. The earliest consequence that students feel is confusion in determining the choice of majors and further studies at tertiary institutions. Likewise, students who decide to work after graduating from high school, feel confused about choosing a job that suits their situation both in terms of talents, interests, and skills that students have. Research conducted by Latifah at SMA Negeri Malang concluded that the lack of information or knowledge about careers was caused by a lack of introduction to career guidance or services and career assessments, which impacted students' independence in determining their career choices (Hartinah, 2015).

Kamil and Daniati (2017) in (Rasyadi & Muslihati, 2022) explained that when facing situations or problems regarding careers, supervising teachers must be able to choose service strategies that can invite students to participate actively in dealing with student problems, so that students are directly involved in solving the problems they face. The existence of guidance and counselling in an educational institution is very appropriate to help students in dealing with student problems.

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 at 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). According to Super & Crites (Lounsbury et al, 2004) in (Putro, 2016), adolescents can make career decisions when they understand abilities including general intelligence, special talents, academic achievement, and work skills, vocational interests, and personality characteristics. But in reality, this is not the case, a lack of motivation in engaging in career selection, a lack of self-understanding, a lack of understanding of the environment, and a lack of understanding of the relationship between self and environment cause students to be unable to make career decisions.

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 classical, 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 classified 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 status of individual development, 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) self-knowledge and understanding, namely knowledge and understanding of talents, interests, personality, potential, academic achievements, ambitions, limitations and resources possessed; (2) knowledge and understanding of the world of work, namely knowledge of the terms and conditions needed for access to compensation, compensation, to a job, benefits and opportunities and job prospects in various fields in the world of work; (3) realistic reasoning about the relationship of one's knowledge and understanding with knowledge and understanding of the world of work, namely the ability to make realistic reasoning in a plan or choose a field of work and/or further education that takes into account the knowledge and self-understanding possessed by knowledge and understanding of the available 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. Life skills are abilities, abilities, and skills needed by a person to lead a life with pleasure and happiness and be able to solve life and life problems without any pressure (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 and 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 PPL practices, and the titles raised are suitable for application in these schools due to the limited human resources of Counseling Teachers and students based on pre-survey results showing almost 75% have career plans low. 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 know the effect of life skills-based career information services on improving student career planning at Al Iman High School, Magelang City.

METHOD

The method in this study was pre-experimental with the Group Pretest-Posttest Design. The population of this study were 26 students of class XII SMA Al Iman Kota Magelang. The sampling technique used non-random sampling with the type of quota sampling. The sample of this research was 8 students. The

students measured the characteristics of understanding career planning using a career planning scale. Quantitative scale data analysis used a Paired Sample t-test. Data analysis used the Paired Sample t-test with the consideration that this study used one independent variable, while the statistical program used in data analysis was SPSS For Windows Versions 23.0. 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	Pretest	Treatment	Posttest
Experiment	O1	X	O2

Information:

O1 = Pretest

O2 = Posttest

X = Treatment (Career Information Service based on life skill)

RESULTS AND DISCUSSION

After obtaining research data, both pre-test and post-test data, the next step is to conduct data analysis. This data analysis is used to test the hypotheses previously proposed. The results of testing the hypothesis are then used as a discussion of existing problems. Paired Sample t-test is a test conducted on two paired samples. Paired samples are defined as a sample with the same subject, but experiencing two different treatments or measurements. Quantitatively, the increase in career planning can be seen from the comparison of the pretest and posttest scores obtained by each group member. The following details the acquisition of information service scores using life skills techniques for all indicators.

Self-Understanding Indicator

Quantitatively, the increase in student career planning can be seen in the indicators of self-understanding. Details of the acquisition of pre-test and post-test scores on self-understanding indicators can be seen in Fig. 1 and 2.

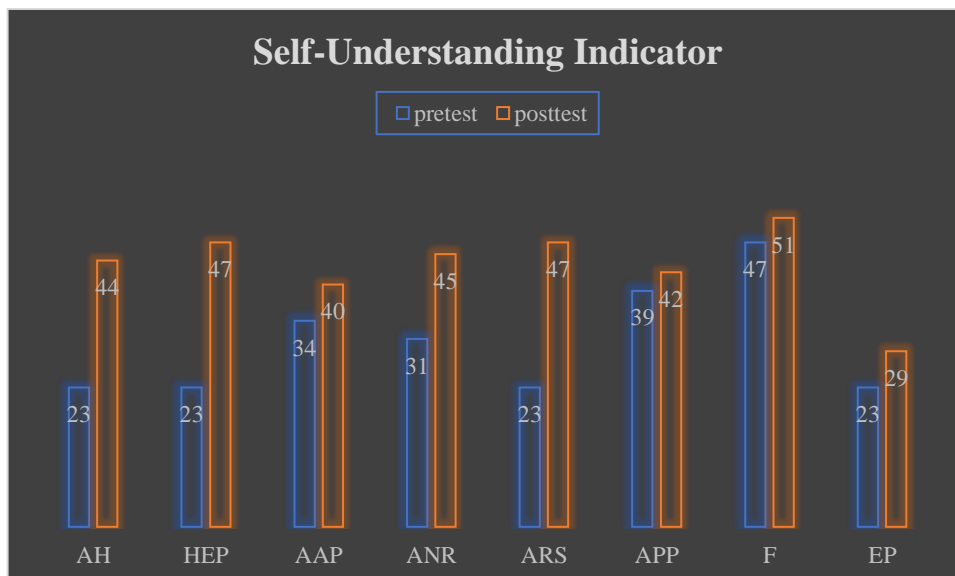


Fig. 1 Comparison of aspects of self-understanding based on initial evaluation and final evaluation



Fig. 2 Comparison of the categorization of career planning levels from the aspect of self-understanding based on the initial and final evaluations

Based on Fig. 1 and 2, it can be seen that in aspect 1 there was an increase in career planning for group members who participate in information service activities which can be proven by an average increase of 10%. The implementation of career information services to increase students' self-understanding is to discuss topics regarding self-knowledge to understand students' abilities, talents, interests, and potential. In the opening activity, the guidance teacher does not forget to convey the purpose of the information conveyed to students, giving the apperception that gaining a better understanding of oneself is the first thing a student must do in the process of planning his education and career.

Communicate and Cooperate Indicators

Implementation of career information services to improve the ability to communicate and cooperate with the topic of awareness to socialize to develop interaction skills for students. Details of the acquisition of pre-test and post-test scores on the Communicating and Collaborating indicators can be seen in Fig. 3 and 4.

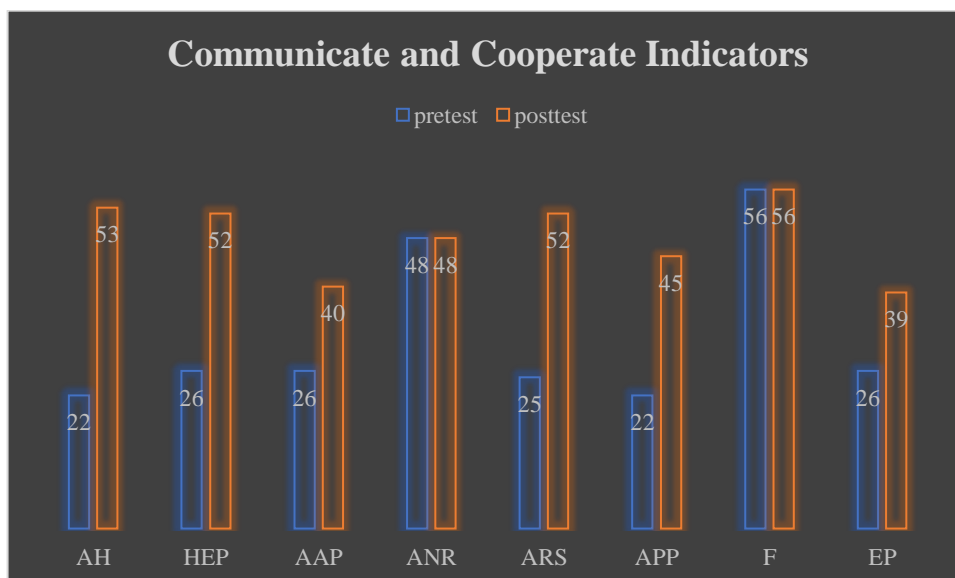


Fig. 3 Comparison of communication and collaboration aspects based on the initial and final evaluations

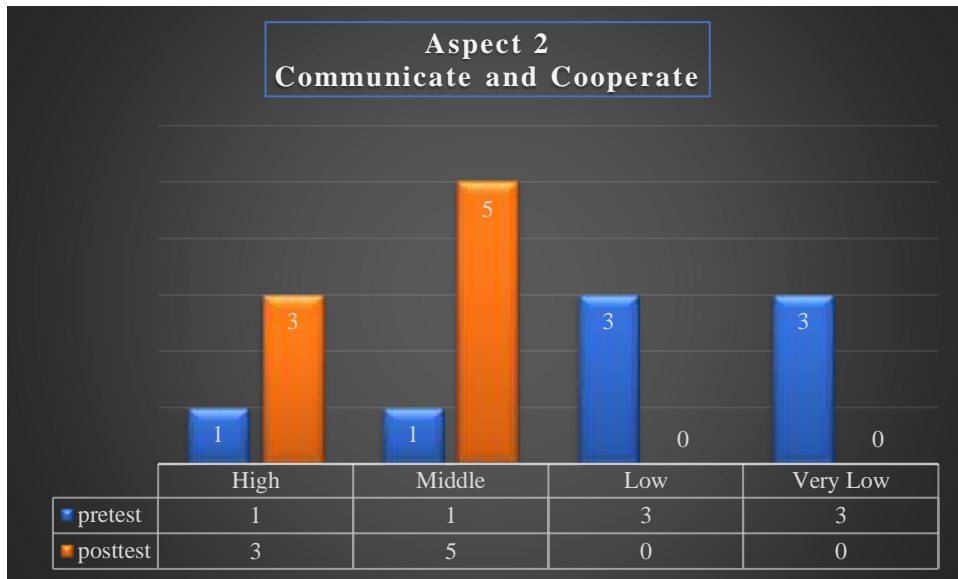


Fig. 4 Comparison of the categorization of career planning levels from the aspects of communication and collaboration based on the initial and final evaluations

The conclusion is that good communication can bring individuals to good relationships with others, harmony, and extensive association. A better understanding of communication is the first step in fostering relationships and collaboration with others.

Improve Self-Achievement Indicators

Implementation of career information services to improve self-achievement with the topic of improving achievement and self-skills to get to know academic abilities and self-skills, providing apperception to students that students need to know their strengths and weaknesses in mastering subjects at school and the types of skills mastered because it is the beginning of self-understanding to develop more optimal abilities. Details of the acquisition of pre-test and post-test scores can be seen in Fig. 5 and 6.

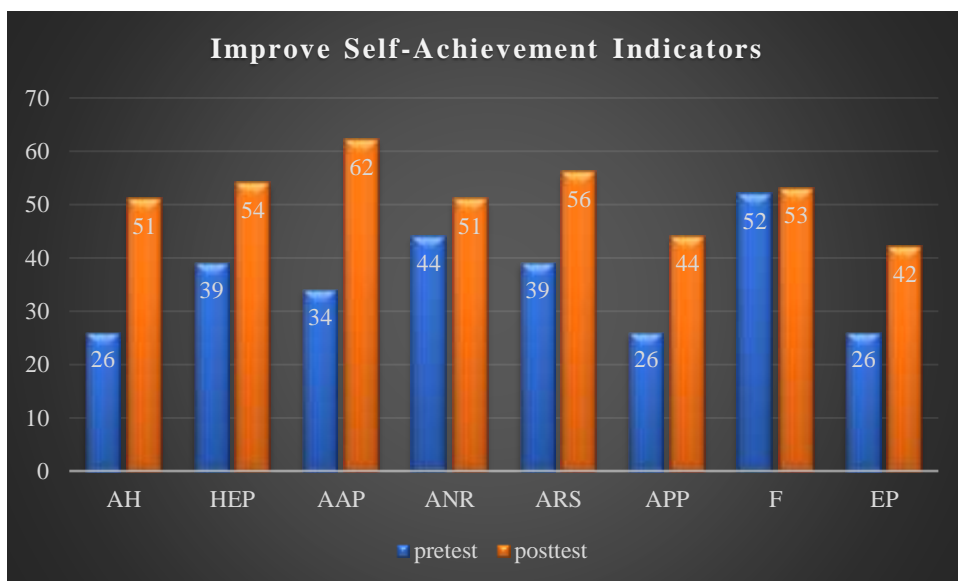


Fig. 5 Comparison of aspects of improving achievement based on initial evaluation and final evaluation



Fig. 6 Comparison of the categorization of career planning levels from the aspect of self-achievement based on the initial and final evaluations

Concluding this indicator by emphasizing that knowing and understanding one's academic competencies and skills is an important step in making the right educational choice it is equally important to have a clear vision of one's preferred subjects.

Indicators of Getting to Know the World of Work

Implementation of career information services to introduce the world of work to students, the topic discussed is regarding job profiles and the value of work skills to provide an overview and understanding of job profiles in society. In the opening stage, the guidance and counselling teacher does not forget to provide an apperception to students that several skills are needed for all types of work (including the ability to communicate or the capacity to work in groups). Details of the acquisition of pre-test and post-test scores can be seen in Fig. 7 and 8.

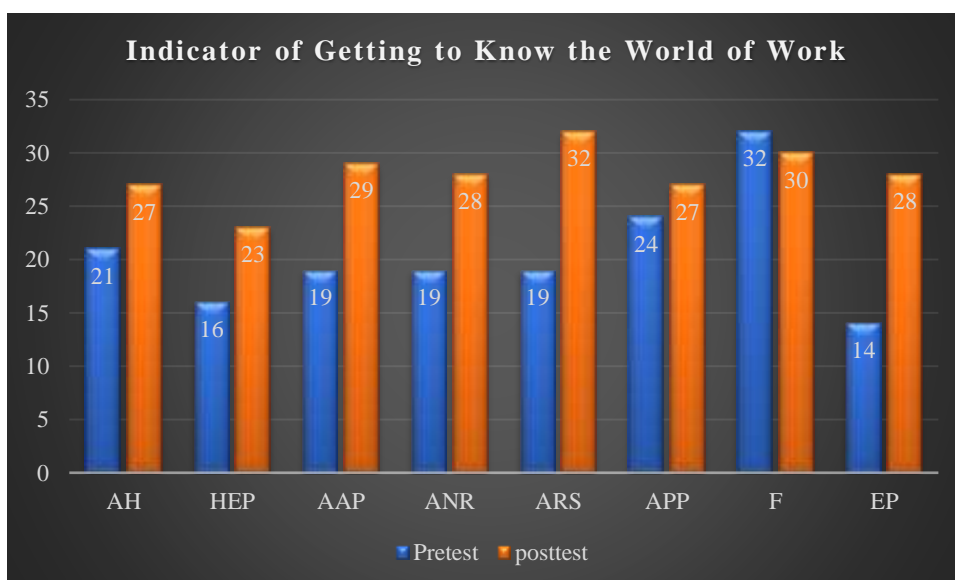


Fig. 7 Comparison of aspects of knowing the world of work based on initial and final evaluations



Fig. 8 Comparison of the categorization of career planning levels from the aspect of self-achievement based on the initial and final evaluations

Conclude this indicator by emphasizing that the core job skills needed to get a job, keep that job, and build a career and these skills are not intrinsic, but can be acquired through experience and training.

Table 2
Calculation Results of the Paired Sample T-Test

t	df	Sig.(2-tailed)
-4.743	7	002

Based on Table 2 at a significance level probability of 5%, the results of the statistical test through the t-test are obtained $-t$ count $(-4.743) < -t$ table (-2.306) . Because of the results, Sig data < 0.05 (0.002) H_0 is rejected and H_a 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 technical career information services were effective in improving student career planning.

Regarding career decisions, students who have chosen a career still experience problems with the career they choose. This is because students are less able to complete the competencies required. Career problems are future problems for students so current activities will greatly affect the future of students (Putro, 2021). Potential or talent is the main factor in career planning, so a foundation of awareness to explore, know and realize potential or talent is very necessary. Therefore, life skills should be applied to career information services in facilitating the implementation of career planning skills (Sucipto, 2017).

In addition, to meet the career needs of adolescents, it is necessary to provide intensive assistance from professionals such as counsellors in providing guidance and counselling services. The study of these needs needs to be linked to current demands, especially the education curriculum based on life skills which has become a fundamental problem for adolescents. For this reason, career guidance based on life skills is needed to increase the career maturity of adolescents (Lestari, 2017).

Through career information services that are integrated with the values of life skills according to the needs of high school students which are in line with graduate competency standards in general secondary education units aiming to improve intelligence, knowledge, personality, noble character, and skills to live independently and attend higher education carry on. This means that high school graduates do not only prioritize academic achievement, more than aspects of personality, have noble character, are

responsible and have the skills to live independently and prepare themselves to enter further education are complex things that need to be instilled in students and are the key that brings success to participants. learn after they graduate from high school. This can be seen from students' career understanding before and after being given career information with life skills techniques by 23% with details: indicators of self-understanding by 10%, indicators of communicating and collaborating by 28%, increasing self-achievement 24%, and getting to know the world of social work 21%.

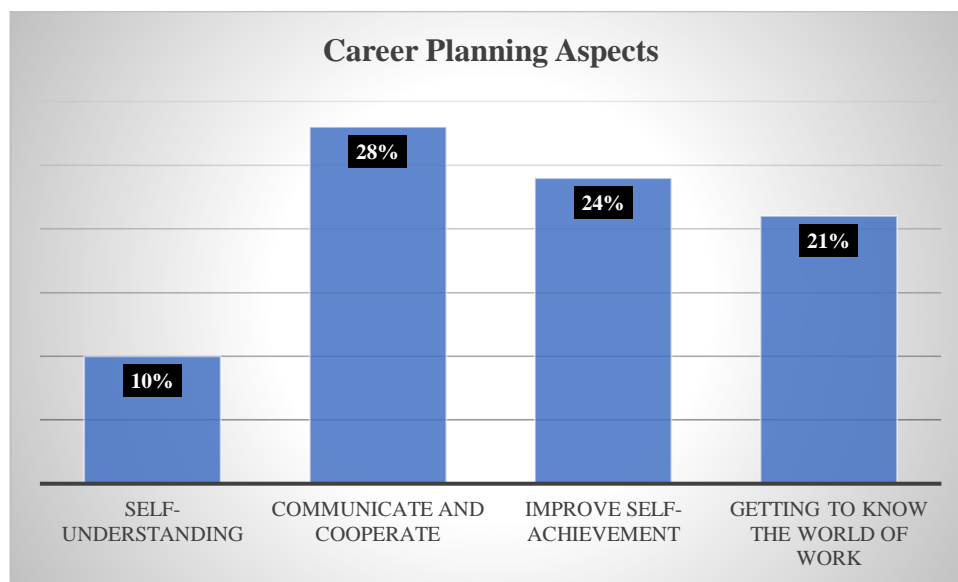


Fig. 9 Percentage of Indicators from Career Planning Aspects

Based on Fig. 9, the indicators of communication and collaboration have a significant increase in understanding one's career. Life skills help students develop learning abilities (learning how to unlearn), realize and be grateful for their potential to be developed and practised, dare to face life's problems and solve problems creatively. The essence of life skills education is to increase the relevance of education to real-life values, both preventive and progressive. The purpose of coordinated career information services with the aim of life skills education is to provide broad insight into career development starting from self-introduction, career exploration, career orientation, and career preparation, providing basic provisions and exercises that are carried out correctly regarding values. the everyday life that can help students to function in facing a future life that is full of competence and collaboration as well as facilitating students in solving life problems they face every day.

CONCLUSIONS

Based on the research that had been done, it could be concluded that career information services based on life skills affected increasing student career planning at Al Iman High School, Magelang City. Related to this, the researchers also measured the increase in career planning decisions in terms of career planning aspects for class XII, it was proven by changes or increases in students' career planning scores after treatment was carried out using life skills techniques. This conclusion was based on the difference in the scores of the initial evaluation and the final evaluation, where 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% and is effective for increasing student career planning on all indicators which include: self-understanding 10%, communicate and cooperate 28%, improve self-performance 24%, and get to know the world of social work 21%. These results were strengthened through an effectiveness test using a t-test which showed $-t \text{ count}(-4,743) < -t \text{ table} (-2,306)$.

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