

The Relationship Between Self-Regulation and Career Planning In High School and Vocational High School

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ARTICLE INFO

Article history:

Received 26 August 2021
Received in revised form
11 October 2021
Accepted 11 October 2021
Available online 20 October
2021

Keywords:

*Self-Regulation, Career
Planning.*

ABSTRACT

The phenomenon of problems that are usually faced by class 11 students who will step into class 12 is that they have difficulty planning their careers. There are many factors that influence career planning, one of which is self-regulation of each student. This study aims to determine the relationship between self-regulation and career planning in high school and vocational high school students. This research hypothesis indicates that there is a positive relationship between self-regulation and career planning in high school and vocational high school students. The subjects in the study were students of class 11 who were active in SMA and SMK in Tangjungsari District which consisted of 200 students (95 boys and 105 girls). The measuring instrument used in this study is a self-regulation scale consisting of 22 items ($\alpha = 0.852$) and a career planning scale consisting of 24 items ($\alpha = 0.939$). This type of research is a quantitative study, namely by using the data collection method, namely a questionnaire via google form. The collected data were analyzed using the technique analysis of covariance (ANCOVA). The analysis showed that there was a positive correlation between self-regulation and career planning (via graphic scatterplot with $p = 0.000$).

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1. Introduction

Hurlock argues that high school children begin to think about their future seriously, at the end of adolescence, interest in careers is often a source of thought where adolescents begin to learn to distinguish between preferred job choices and desired jobs (Laksmiana, 2018). Career planning is everything that requires thinking about all the goals to be achieved both in the long and short term (Winkel, 2004).

Career is a form of individual self-ability that is implemented in his life in order to achieve the goals of achievement that have been set during his life because career success in the present is one of society's benchmarks for one's success. A successful career will make individuals appreciate themselves more because they have achieved the desired career satisfaction according to the plans that have been set. Preparing for a career is related to success in adolescence, playing a lot in adolescence and not having clear goals during school makes teenagers at risk of finding it difficult to find their potential and less able to find life goals that can provide energy (Santrock, 2012).

The current phenomenon is also often found in various universities where quite a lot of students say that they are in the wrong major so that the impact makes them undergo their lectures not wholeheartedly, so that the final result is not satisfactory and even when they are students they have not been able to fully manage themselves properly (Setiawan, 2013). Gordon states that 20-50% of students who enter college are unsure of their choice and another 75% of students who have gone to college change their major or course of study at least once before graduating (in Freedman, 2013). Students who feel that they are in the wrong major are mostly early-level students. Whereas in this phase, they are only dealing with general basic courses.

Furthermore, Wicaksono (2015) expressed his opinion regarding factors that influence career planning are self-assessment, identifying career goals and planning development activities. Of the three factors that influence career planning, which includes self-regulation is self-assessment and identifying career goals. Zimmerman and Schunk (2012) say that self-regulation is a process by which individuals systematically direct thoughts, feelings, and actions to the achievement of goals. While Bandura (in

George, 2010) argues that self-regulation is the ability to control one's own behavior and one of the main drivers of human personality, namely observation, self-assessment and response.

In Indonesia, there are two kinds of secondary schools, namely Senior High Schools (SMA) and Vocational High Schools (SMK), both of which have fundamental differences in the application of knowledge. The objectives of high school education are (1) to increase students' knowledge to continue their education at a higher level and to develop themselves with the development of science and technology, (2) to increase students' abilities as members of the community in conducting reciprocal relationships with the environment. social, cultural, and natural surroundings and prepare students to be able to continue their education at a higher level.

With this background, this study aims to determine whether there is a relationship between self-regulation and career planning in 11th grade high school and vocational high school students in Tanjungsari District.

2. Methods

This research uses quantitative research with correlational method. The data analysis techniques used include prerequisite tests (normality, linearity, and homogeneity) and hypothesis testing. Researchers conducted statistical tests to see the relationship between self-regulation and career planning for high school students and SMK. The research sample was determined using the Simple Random Sampling technique. Determination of the sample using the slovin formula, the researchers took a sample of all 11th grade students consisting of 2 SMA (SMA Assalam and SMAN 1 Tanjungsari) and 1 SMK (SMKN 1 Tanjungsari) with a population of 400 students, so 200 samples were obtained. The research was carried out online with the help of the google form application, this was done due to the Covid-19 pandemic which required students to study from home.

3. Findings and Discussion

Based on research conducted by distributing self-regulation questionnaires with career planning to 11th grade SMA and SMK students in Tanjungsari District from March 1 to March 6, 2021 with a total of 200 respondents from 3 schools in Tanjungsari District, the following results were obtained:

Table 1

Frequency Distribution of Respondents' Characteristics by School and Gender

School	Frequency	Percentage
Assalam High School	50	25%
SMA Negeri 1 Tanjungsari	50	25%
SMK Negeri 1 Tanjungsari	100	50%
Gender	Frequency	Percentage
Man	95	47.3%
Woman	105	52.7%
Total	200	100%

Based on the data in table 1, the frequency distribution of respondents' characteristics is based on school and gender. So it can be seen that the subjects in this study consisted of 100 students (50%) SMK Negeri 1 Tanjungsari, 50 students (25%) SMA Assalam, and 50 students (25%) SMA Negeri 1 Tanjungsari. In other words, the subjects in this study consisted of 100 SMK students and 100 SMA students. In addition, most of the respondents were female as many as 105 people (52.7%) and the remaining 95 people (47.3%) were male.

This study uses a hypothesis test or correlation test, but before the researcher begins to analyze the data, it is necessary to test the analysis requirements, namely the assumption test. The assumption test is in the form of normality test, linearity test, and homogeneity test. Researchers used the SPSS for windows version 22.0 program to test assumptions

Table 2.

Normality Test Results of Research Data

Variable	<i>One-Sample Kolmogorov-Smirnov Test</i>		
	Statistics	df	Sig.
Career Planning* Self Regulation	.043	200	,200

Based on the results of data analysis from table 2, it can be seen that the results of the normality test using the Kolmogorov-Smirnov Test technique above, obtained a significance value of 0.200. Kolmogorov Smirnov's significance number is higher than the significance level of 5% (0.05) or $\text{sig} > 0.05$. This gives an illustration that the data of the two variables is normally distributed.

Table 3.
Linearity Test Results of Research Data

		F	Sig.
Career Planning* Self Regulation	<i>Between Groups (combined)</i>	1,471	0.079
	<i>linearity</i>	14.678	,000
	<i>Deviation from Linearity</i>	,921	.573

Based on the linearity test in the table above, it can be seen that self-regulation with career planning on Deviation form Linearity has a significance of 0.573. So it can be concluded that self-regulation with career planning has a linear relationship because it has a significance value of more than 0.05 ($p > 0.05$).

Table 4.
Results of Homogeneity Test of Research Data

Dependent Variable: Career Planning			
F	df1	df2	Sig.
.457	1	198	.500

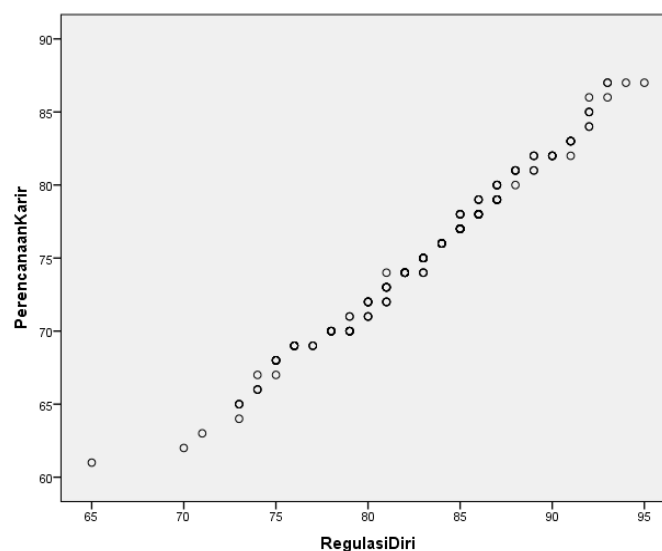
Based on the table above, to determine whether the assumption of homogeneity is met or not, it can be done by comparing the value of Sig. to the level of significance. Note that because the value of Sig. (0.500) is greater than the level of significance (0.05), it is concluded that the assumption of homogeneity is met.

Hypothesis testing in this study uses analysis of covariance (ANCOVA) testing, this is because the two variables studied are normally distributed, the data is homogeneous, and the linear regression model. ANCOVA is a covariance analysis technique by including covariates into the analysis model which is a combination of regression analysis and analysis of variance (ANAVA). The hypothesis proposed in this study is that there is a positive relationship between self-regulation and career planning in high school and vocational high school students, as shown in the following table and figure:

Table 5.
Test Results of Research Data Covariance Analysis

Source	F	Sig
Self Regulation	4493,458	.000
School	19,822	.000

Figure 1:
Graphics Scatterplot (Bivar)



Based on table 5 and figure 1. The value of Sig. or the probability for the Self-Regulation variable, which is 0.000, is smaller than 0.050 ($p < 0.050$), while in Figure 1 it can be seen that the graph is increasing. This shows that there is a positive relationship between self-regulation and career planning, because the significance value is less than 0.050 ($p < 0.050$). The higher the self-regulation, the higher the career planning, and vice versa. It can be concluded that the null hypothesis which states that there is no relationship between self-regulation and career planning is rejected, while the alternative hypothesis which states that there is a relationship between self-regulation and career planning is accepted.

Next, consider the value of Sig. or the probability for the School variable is 0.000 smaller than the 0.05 level of significance ($p < 0.050$). So it can be concluded that there are statistical differences regarding career planning of high school and vocational students by controlling students' self-regulation, in other words self-regulation has a significant influence on career planning.

From the results of hypothesis testing, the results obtained a significance value of 0.000 and the graph increases. This shows that there is a positive relationship between self-regulation and career planning in class XI SMA and SMK students in Tanjungsari District, because the significance value is less than 0.050 ($p < 0.050$). So from the results of this hypothesis test, it shows that the higher the self-regulation, the higher the career planning. Vice versa, the lower the self-regulation, the lower the career planning.

This study itself shows that self-regulation is related to career planning in students. According to Bandura (1997) self-regulation is how humans are able to regulate themselves, influence their behavior by regulating the environment, creating cognitive support, and carrying out consequences for their own behavior. Self-regulation is also the ability to control one's own behavior and one of the main drivers of human personality. To achieve an optimal goal, a person must be able to control his own behavior, directing that behavior in order to achieve the desired goal. While Parson argues that in obtaining the right career choice, then one must be able to do proper planning and is closely related to self-regulation and the information obtained (Winkel & Hastuti, 2007). Therefore, proper career planning comes from self-regulation and the right environment.

There are three factors that influence career planning, namely self-assessment, identifying career goals and planning development activities. Of the three factors that influence career planning including self-regulation, self-assessment and identification of career goals (Wicaksono, 2015). Meanwhile, in self-regulation, there are three aspects that influence students in career planning. The first aspect is self-observation where a person is able to assess himself in terms of quality and quantity to achieve his goals, the second aspect is the appraisal process in which someone who tends to work hard usually believes in his ability to successfully achieve his goals, and the third aspect is self-reaction based on judgment. individual to himself (Bandura, 1971). Students are expected to be able to make choices for themselves and are ready to take risks for what they have done (Hurlock, 1980). This makes students think carefully and reconsider before doing something, especially in terms of career planning. The results of this study are also in line with research conducted by Wirdatuljannah (2018) that there is a positive relationship between self-regulation and career planning.

Based on the analysis of covariance (ANCOVA), the authors also want to know whether or not there are differences in career planning between vocational and high school students by controlling students' self-regulation. As is known, that both have fundamental differences in terms of the application of science. According to Dwi Jatmoko (2013), Vocational High Schools (SMKs) are educational institutions that have the potential to prepare human resources that can be absorbed for the world of work because the theoretical and practical materials are applicable. Meanwhile, Senior High School (SMA) is an educational institution that has the potential to increase students' knowledge to continue their education at a higher level. So based on the results of covariance (ANCOVA) it can be seen that there are differences in career planning between vocational and high school students by controlling students' self-regulation. Due to the significance value (Asymp. Sig) of $0.000 < 0.050$.

4. Conclusion

It is known that the relationship between self-regulation and career planning has a significant value of 0.000 and Graphic *Scatterplot* increase. So it can be concluded that there is a positive relationship between self-regulation and career planning in class XI students in SMA and SMK Tanjungsari District. So the results of hypothesis testing indicate that the higher the self-regulation, the higher the career planning. Vice versa, the lower the self-regulation, the lower the career planning.

The results of this study are expected to be used as comparison materials and additional references for research, and as consideration for further deepening further research by adding variables. And the next researcher should conduct research by carrying out a more in-depth and detailed analysis, such as expanding the subject so that future researchers get more varied data and get more accurate data.

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