

Career Guidance Services to Form a Career Identity for Vocational High School Students

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Abstract: Constraints and obstacles experienced by Vocational High School (SMK) students in the academic field are not only about the lack of information about the world of work or higher education but the ability of SMK students in career management, especially in the career planning stage, is still relatively low, students do not have a clear picture. Clear about their abilities, interests, and goals. The purpose of this research is to form the career identity of students through career guidance services. The method used in this research is the descriptive qualitative research method through Counseling Guidance Action (PTBK). Data analysis was obtained from observation, interviews, and documentation. The results show a significant difference between before and after being given career guidance to form the career identity of class XII students of SMK Darussalam Blokagung Tegalsari Banyuwangi. Thus, students have a change in career identity after being given career guidance services, so it can be concluded that career guidance services can be used to form an identity in students' careers.

Keywords: Career Guidance, Career Identity, Vocational School Students.



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Introduction

National education In today's modern era, it needs to be further improved, towards the development of quality and balance of basic and professional skills, to achieve development in the field of education and to anticipate the inability to respond to the challenges of the times that are increasingly demanding for each year of vocational high school (SMK).

Vocational High School is an educational institution that trains trained professionals to prepare themselves for the professional world of work, with quality skills in various developments to face various possible important life choices, such as adapted to their talents and interests, and must be independent in

making decisions. It will be easy for students who understand their potential to carry out career management, determine various career choices. Still, in contrast to students who cannot master their potential, they find it difficult to determine various career choices so that, in the end, they will experience obstacles. and trouble (Michael, 2005).

The ability of SMK students to prepare for a career. Is still in the low category. Therefore, students or students still need an intake of career guidance to help them plan their careers for the future that they want to experience. With career guidance and counseling services provided to students at school, it is nothing but an effort to make it easier for students or students to develop their lives for themselves both for social, learning, and planning in their career through the personal, group, and collective development. and classical that is balanced with the portion of their need for themselves, according to their potential, talents, interests, circumstances and several opportunities.

In the past year, the unemployment rate increased by 60 thousand people, in contrast to the TPT, which fell to 4.99 percent in February 2020. Judging from the level of education, the TPT for Vocational High Schools (SMK) is still in the highest category among other education levels, namely by 8.49 percent. The reason is the lack of information about the world of work, increasing workforce competitiveness, and low special abilities or soft skills possessed by SMK graduates. But the leading cause is the choice of majors for vocational students that they choose with the existing job opportunities.

The incident above shows that there is a problem and also obstacles experienced by students in the academic field; the cause is not only because of the lack of information about the world of work or higher education but does not yet have a clear form or picture related to their abilities, talents, interests, and goals. Therefore, students have a career identity level in the low category (Smitina, 2008). Self-identity behaves internally, internal formation based on one's hopes, potential or abilities, and history (John, 2007).

Career guidance services at SMK help find and find a career field that suits them and allow students to complete their developmental tasks in a career field in the exploration stage. The purpose of career guidance in SMK is to assist or facilitate individual development (Walgito, 2010). Career guidance as part of guidance and counseling is an activity that is specifically designed as a means for making career decisions; if a career is understood early on, it can avoid confusion for students who choose the wrong major or job that is not following their potential in achieving a career.

Career choice results from a necessary process that involves self-understanding, career understanding, and decision-making processes. Career choice is at the heart of career guidance practice; mentor teachers assist in making various kinds of career choices for them and help sincerely develop innovations in services that enable students or students to seize opportunities (Colley, 2005).

Since adolescence, the truth of self-identity has begun to be explored by individuals (Barnett, 2019). Identity formation involves synthesizing skills, beliefs, and identification into a more or less coherent and unique whole with a sense of continuity with past and future directions (Marcia, 1993). Simply put, identity as structure refers to how experiences are handled and what experiences are considered important. One part of the formation of self-identity is one's career identity. Career identity becomes an ongoing part of every individual's journey to discover potential and enjoy work in life.

Establishing a career identity is the most central aspect of transitioning from adolescence to adulthood (Porfeli, 2011). Career identity is an important measure of a career in individual personality: work involvement and a desire for upward mobility by finding career satisfaction in life (Nazar, 2012). Career identity is an important aspect of one's life journey. Career identity is a meaning that has been sought from adolescence to adulthood in planning a career and carrying out his profession. Life satisfaction in carrying out work grows from understanding and interpreting his career identity. Career identity is also assessed as a structure of meaning for individuals to link their motivations, interests, and competencies with accepted career roles (Xu, 2019). Career identity shows how a person positions himself with roles that shape a positive self-esteem journey (Hamilton, 2011).

The purpose of career guidance and counseling for students is to gain insight into the world of work by opening various available job opportunities and improving performance. A positive attitude is a skill to plan a decision making in the world of work. Career guidance has been developed to make it easier for students to choose a career equipped with self-understanding and environmental understanding, making career decisions, and planning their lives.

This research was conducted to form a student's career identity through career guidance services provided to help students with problems, especially regarding career identities that follow their choices and prepare themselves for work or career life. So with this career guidance service as a forum for information about the world of work and matters concerning his career to determining the direction of a goal or plan that students want.

Literature review

A literature review or previous research in a study discusses career guidance services for students in schools, which several previous studies have widely studied.

1. Research conducted by Farida Aryani, with Muhammad Ilham Bakhtiar in 2018 can bring up a positive solution for students or students and the teacher council at Sidrap High School, to make it easier for students to determine their career plans, namely in continuing their field of study or work that is appropriate. The abilities they have. The study results, namely students can know about their skills or potential; students can plan their future rationally according to their potential and talents (Farida, 2018).

2. In a study that was investigated in 2018 by several researchers, namely, Iip Istirahayu, Dian Mayasari, Slamet Fitriyadi, and Zulita Damayanti. The results show that career guidance can influence and help students form a self-concept in making career decisions, namely in continuing their studies which they will choose according to their potential (Iip, 2018).

3. Research conducted by Jarkawi, Ahmad Rizkhi Ridhani, and Didi Susanto in 2017 that in this study analyzed the career guidance and counseling strategy at SMK Banjarmasin; the method used was SWOT (Strength Weakness Opportunity Threat) analysis to evaluate and formulate a strategy with how to maximize the strengths of opportunities, reduce weaknesses and reduce threats (Jarkawi, 2017).

Method

Research Design

The type of this research is Counseling Guidance Action Research (PTBK). The approach in this research is a qualitative approach that is useful in expressing or describing the research results descriptively; in this research, the action taken is with career guidance services.

Dewi Rosmala explained in their point of view that research on counseling guidance services (PTBK) is an effort that is carried out in a planned and systematic way by reflecting on service practices and then taking corrective actions to improve counseling service practices.

Counseling guidance action research is a form of participatory, collaborative, spiral investigation that aims to improve systems, work methods, processes, content, competencies, and situations. In this case, the research on counseling guidance services conducted by the researcher is "Career Guidance Services in Forming Career Identity for Class XII Accounting 1 Students at SMK Darussalam".

The subjects in this study were all students of class XII Accounting 1 at SMK Darussalam Blokagung, with 45 people. The sampling used was the purposive sampling technique, which was carried out using a checklist to identify students belonging to the low category in planning their career paths. The hope is that students who are classified as low in preparing career plans, after following the actions carried out by researchers, students or students will have a career identity so that they can easily decide exactly what career is suitable and suitable for them.

This research uses the Kemmis and Mc Taggart model, which has four components: planning, action, observation, and reflection. The research procedure in the act of career guidance services includes:

1. Planning

At this stage, the activities carried out are:

- a. Make a service delivery plan with a portion that students can accept following the topics presented in the guidance service with students.
- b. Identify service participants' parties-identify students who have problems in their career identity through the supervising teacher.

- c. They are approaching students with interviews to create intimacy for all students experiencing problems in their career identity.
- d. Career guidance services are implemented in the classroom without disturbing the teaching and learning process.

2. Action

The action in this stage is the action of career guidance services by going through the process that has been prepared in the planning stage. The process stages in this action include the introduction stage to students who take part in career guidance. And then the final step after giving career guidance material is that students who were initially still hesitant in forming their own identity in career after being given career guidance, namely students, can quickly create an identity in their career.

3. Observation

The phase of observation activities on the results or effects of career guidance service activities carried out on subjects (students). Observations were made during the career guidance process.

4. Reflection

This phase is an activity to reflect on what has been achieved and predict the results that have been completed. Reflection is carried out after the activities of professional advisory services are carried out. Researchers carry out this reflection to seek additional corrective actions.

The data collection technique in this research uses several kinds of relevant instruments in the research that the researcher examines. The tools include Observation, interviews, and also documentation. In this study, the data analysis used is descriptive analysis, which discusses a case with the situation as it is. As a result, it is only the disclosure of facts. The data analysis process begins by reviewing all the data obtained either through the output of observations or interviews; then, conclusions are drawn.

Results and Discussion

Based on the results of data analysis through interviews, and observations in the actions of Career Guidance Services for Class X11 Accounting Students at SMK Darussalam, the results of this study indicate that Career Guidance Services can assist students in forming their career identities in the future. Students who are initially low in preparing their identity for their careers after being given career guidance can help students who have problems, especially regarding career identity, prepare themselves for work or career life according to their choice. Thus, if students can choose a career based on their interests, talents, and abilities according to their will, it can be said that Career Guidance Services can form a career identity for students in class X11 Accounting at SMK Darussalam Blokagung.

With the help of providing career guidance services it has a positive impact on students, namely as a means for students to make a career decision, by providing career guidance services that have been given to students from an early age, it can avoid confusion for students who are wrong in taking the choice of majors or a course. Job, which is disproportionate to his potential in achieving a career. Based on this information, it can be seen in Figure 1 as follows:

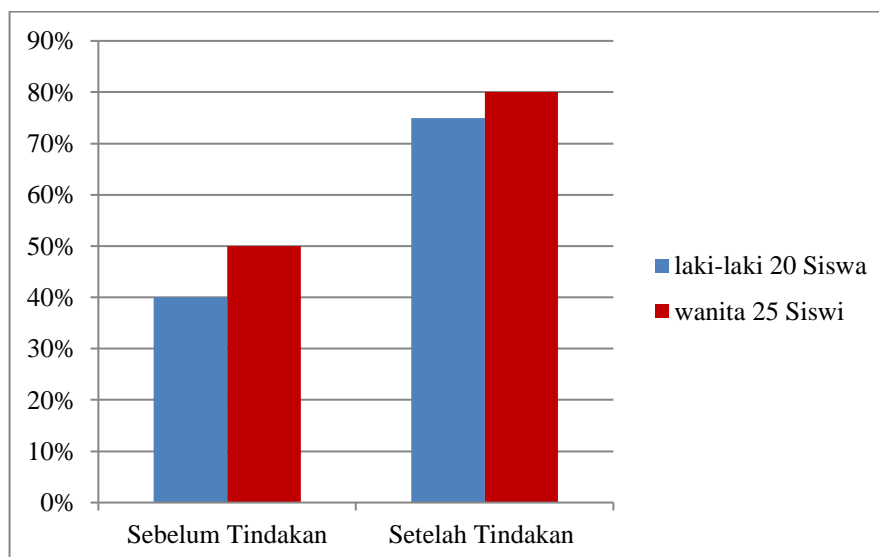


Figure 1. Percentage of Students who Have Career Identity before and after Career Guidance Services

Thus, based on the graph above, it shows that students have a significant change in career identity after being given career guidance services, so it can be concluded that career guidance services can be used to form an identity in students' careers.

Career Guidance

The concept of career guidance services is difficult to separate from *vocational guidance*, which turned into career guidance as proposed by the *National Vocational Guidance Association (NVGA)* in 1973. That is, as a process of assisting in choosing a job, preparing for, entering, and making progress in it. Donald Super proposed a revision of the definition of *vocational guidance* as a process of assisting individuals in accepting and developing themselves and their roles in an integrated manner in the world of work, testing the concept with reality and satisfaction for themselves and society. Based on that analysis, Super replaced the idea of *vocational choice* with *vocational development* (Super, 1990).

Career guidance is a process of assistance, services, or approaches taken by counselors to clients (students) so that students can understand themselves, get to know the world of work, plan for the future according to the form of life they expect, determine and make the right decisions and responsible so that they can manifest themselves in a meaningful way.

This career guidance focuses on helping people present themselves with the competencies and skills to succeed in their life paths and achieve meaningful self-actualization for themselves and their environment.

The Purpose of Career Guidance in Vocational High School

The purpose of career guidance which Bimo Walgito explained in brief, the purpose of career guidance is to help students to (Walgito, 2010):

- He can know and evaluate himself, especially those who use his potential about his abilities, interests, talents, attitudes, and ideals.
- I realize and know his values and those in the surrounding environment.
- They know various kinds of work related to their inherent abilities or potential, understand the types of education and training needed in specific fields, and learn different business relationships between themselves and their future levels.
- It is finding various obstacles that will inevitably arise due to themselves in the environment while looking for solutions and options to overcome these obstacles.
- Students can plan their future and easily find a suitable career and life.

Formation of Career Identity

The development of identity occurs gradually and little by little. Decisions are taken once and are final and must be taken repeatedly. Identity development is neither regular nor sudden. When they realize that they will be responsible for themselves and their lives, teenagers begin to look for what kind of life they will choose to live.

Sulaeman argues that choices in which there are career implications usually begin in adolescence. If teenagers fail to develop a sense of career identity, they will lose their way, like a sailing ship that loses its compass. Determining a career choice and achieving career adjustments are processes that take a lot of time. Therefore, the participation of the environment and family is needed (Sulaeman, 1995).

According to the opinion expressed by Santrock said that the formation of identity does not always occur regularly and usually also does not occur suddenly (Santrock, 2003). At the lower end of the category, identity formation involves a commitment to live in a world of work, the choice of ideology, and sexual orientation. Synthesizing the identity components can be a lengthy process with several contradictions and agreements from various roles and faces. Identity development occurs gradually, little by little, and decisions are not made once for the next but must be made again and again.

Career identity formation can be influenced by environmental factors, not only the family environment. In this case, it includes residence, peers, school, and society, which becomes a single unit and is absorbed by a person in making choices that become his potential and interests, including the development of technology and information as it is today. In this case, career guidance services are needed to help guide students to have confidence in career interests.

The role of an educator, namely the teacher, in ensuring a career identity and achievement in achieving goals is a desire of every student. Juvenile delinquency stems from the loss of meaning for students' existence during social society. The feeling of alienation, frustration, conflict or problems, obstacles, and stress raging on them in distribution is delinquency. If here the teacher can play a role in continuing to carry out student expectations, can ensure career identity, and succeed in their career goals, delinquency can likely be reduced, and this allows teenagers to know their careers and be successful in the future. In this case, parents and family play the main role, at the stage before the child becomes a teenager, while at the stage of identity (versus) confusion, the roles of parents and family members play less role because they try to distance themselves from their parents. The main role at this stage is the school, namely the teacher and peers. Therefore, career guidance services for students are very important to reduce juvenile delinquency due to the loss of self-identity in students' careers.

Conclusion

Based on the research that has been done, it is concluded that the career identity of class XII accounting students of SMK Darussalam Blokagung can be formed through career guidance services. From the research results, the formation of career identity begins with determining interests, having confidence in the career to be pursued, and ownership of figures to explore the chosen career field. The career identity of students cannot be separated from the world of work they want and carve today. Career identity includes the embodiment of the self-concept of the chosen job or one of their forms of self-expression. The formation of career identity in students from an early age is very important in preparing for their careers in the future. Thus, career guidance services are very important in helping individual career planning. The aim is to facilitate individuals in planning and managing plans in education, career, and personal and social development. The importance of career guidance services in helping individuals in shaping students' career identities, especially for vocational students, is to be more planned and focused on developing their passion and future careers in their education and career work.

The conclusion is that there is a significant difference between before and after being given career guidance actions to form career identities for students of class XII Accounting 1 SMK Darussalam Blokagung Tegalsari Banyuwangi. Thus, students have a change in career identity after being given career guidance services, so it can be concluded that career guidance and counseling services can form an identity in students' careers.

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