

Implementation of Psychoeducation as a Strategy to Increase Career Adaptability in Vocational High Schools

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ABSTRAK

Proses pembelajaran daring membuat siswa kurang peduli terhadap pembelajaran, kurang memperhatikan guru, dan kurang inisiatif dalam proses praktikum. Hal tersebut berdampak terhadap sekolah, guru, dan siswa dalam melaksanakan proses mentoring dengan suasana berbeda dari tahun-tahun sebelumnya. Dapat dikatakan bahwa, pelaksanaan pembelajaran tatap muka bagi pelajar SMK sangat dibutuhkan untuk mengasah keterampilan peserta didik. Penelitian ini bertujuan untuk menganalisis penerapan psikoedukasi sebagai strategi untuk meningkatkan career adaptability di SMK. Penelitian ini termasuk dalam jenis penelitian eksperimen one group pre test- post test design. Populasi dan sampel dalam penelitian ini terdiri atas siswa-siswa SMK. Pengumpulan data dilakukan menggunakan metode non tes berupa kuesioner tipe skala likert. Sementara itu, data dianalisis dengan metode analisis deskriptif. Setelah dilakukan beberapa kali pertemuan dan treatment, hasil penelitian ini menunjukkan bahwa terdapat pengaruh antara adaptabilitas karir dengan penerapan psikoedukasi, terdapat penambahan informasi mengenai adaptabilitas karir, dan peserta didik lebih memahami pengetahuan karir setelah dilakukan psikoedukasi. Dapat disimpulkan bahwa, penerapan psikologi pendidikan untuk meningkatkan kemampuan beradaptasi karir berpengaruh terhadap peningkatan kemampuan beradaptasi karir siswa, rasa ingin tahu, dan percaya diri. Informasi terbaru pada penelitian ini berimplikasi pada peningkatan kemampuan siswa SMK dalam beradaptasi dengan perubahan karir dan mempersiapkan diri untuk menghadapi tantangan dunia kerja.

ABSTRACT

The online learning process makes students care less about learning, pay less attention to the teacher, and lack initiative in the practicum process. This has an impact on schools, teachers and students in carrying out the mentoring process in a different atmosphere from previous years. It can be said that implementing face-to-face learning for vocational school students is very necessary to hone students' skills. This research aims to analyze the application of psychoeducation as a strategy to increase career adaptability in vocational schools. This research is included in the type of experimental research, one group pre test-post test design. The population and sample in this study consisted of vocational school students. Data collection was carried out using a non-test method in the form of a Likert scale type questionnaire. Meanwhile, the data was analyzed using descriptive analysis methods. After several meetings and treatments, the results of this research show that there is an influence between career adaptability and the application of psychoeducation, there is additional information regarding career adaptability, and students understand career knowledge better after psychoeducation is carried out. It can be concluded that the application of educational psychology to improve career adaptability has an effect on increasing students' career adaptability, curiosity and self-confidence. The latest information in this research has implications for increasing the ability of vocational school students to adapt to career changes and prepare themselves to face the challenges of the world of work.

1. INTRODUCTION

Vocational School education is the government's strategy for addressing unemployment, as vocational schools are designed to train students to become skilled workers in their fields (Rojaki et al.,

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2021; Husein, 2019). However, the unemployment rate among vocational school graduates is increasing. This trend aligns with previous research indicating that vocational school graduates have the highest unemployment rate, making them the largest group of unemployed individuals (Rusmana, 2020; Mutaqin et al., 2015). To address this issue, a superior vocational training centre program has been introduced based on the Decree of the Minister of Education, Culture, Research, and Technology. This Vocational High School (SMK) program, designed as a centre of excellence, focuses on enhancing the quality and performance of vocational schools by strengthening priority areas through partnerships and linkages with the workforce (Maulana, 2021; Patmasari, Hidayati, Ndari, & Sardi, 2023).

The North Kalimantan (Kaltara) Provincial Government plans to develop a green industrial area, which will require a substantial number of workers. The plan anticipates needing around 100,000 workers and 60,000 operational staff. In response, North Kalimantan must prepare its human resources to meet development needs, including through vocational secondary schools (vocational schools). Currently, many government and district/city programs target vocational high schools to improve students' technical skills, soft skills, and character according to the needs of the workforce. In addition to hard skills, students need to understand and develop their soft skills, which are crucial. Soft skills are essential (Fuady et al., 2022; Nurahaju & Widanti, 2021; Mustafa et al., 2020; Andreas, 2014; Arnata & Surjoseputro, 2014). One important soft skill is career adaptability. Many people struggle to transition smoothly from offline to online work and learning, raising concerns among researchers about adaptability.

Students also experience similar problems, namely that they carry out online school but they are required to be able to carry out the internship/work practice process offline. Class 2 vocational school students, who during the pandemic have never taken offline classes at school, are faced with the challenge of carrying out work-related activities. Therefore, career adaptability has become one of the hottest research topics in the career field in recent years. Career adaptability is the ability and readiness that a person has to face unexpected situations with various changes in the environment that can be predicted and vice versa, so that he has readiness for changes in existing tasks in the context of preparation and participation in the world of work (Candra et al., 2021; Negru-Subtirica et al., 2015). A person with greater career adaptability usually appears to be better able to anticipate possible changes in new situations and can prepare in advance for the effects of various changes by acquiring new abilities and strengthening support networks. In this way, the person can finally facilitate himself and make positive decisions regarding control in every life, and show well-being behavior based on the perceived quality of life.

Career adaptability can be an important issue for a number of students, especially vocational school students (Ismuniar, 2023; Mardiyati & Yuniawati, 2015). Career adaptability is very necessary in students' lives during school, the transition to further education, and career choice. Emotional intelligence is one of the things that influences a person's career adaptability (Sari et al., 2022; Azhar & Aprilia, 2018). Career adaptability allows students to accommodate and assimilate accurate information about themselves and others into their thinking. Therefore, career adaptability is a very important aspect for vocational school students who will immediately work after graduating. Good career adaptability can help them navigate the transition process from school to the world of work more easily. Research conducted on students at vocational schools and public schools in Romania shows that public school students are actually superior in three dimensions of career adaptability, namely attention to future careers (career concern), curiosity about the world of work (career curiosity), and self-confidence (career confidence) when compared with vocational school students (Negru-Subtirica et al., 2015). As time goes by, the sense of responsibility for one's career that encourages self-regulation (career control) also decreases sharply in vocational school students.

The results of interviews conducted with the teacher at SMK Negeri 2 Surabaya and one of the class XII vocational school students also showed the same thing. The average vocational school student does not yet have a view or plan of where they will work after graduating from school. These results indicate that vocational school students' career adaptability tends to be low. There is a way to convey information well and focus on students' cognitive abilities by providing psychoeducational services. Effectiveness of providing psychoeducation to increase knowledge and literacy.

Psychoeducation is a common intervention in the field of psychology. Psychoeducation can be conducted in clinical or medical settings. Psychoeducation also needs to be adapted to basic theory and identification of existing problems in the domain. Psychoeducation is often used as a means to provide educational information so that the social environment can better understand sufferers of certain mental illnesses (Prashant & Panday, 2016; Zhao et al., 2015). Psychoeducation is also used to help people around them who are affected in coping. Service Psychoeducation extends from basic to high level, especially in the field of professional development. In the field of career development, psychoeducation services include efforts to help students, such as learning about their abilities, talents and interests based on educational choices and vocational subjects, knowing about various types of work and values related to work. Psychoeducation can also help make rational decisions regarding various personal goals related to career or work that will be pursued and be able to make career decisions. Therefore, the use of

psychoeducation services is very suitable for improving students' career adaptation abilities (Sainda et al., 2023; Muslikah et al., 2022).

Researcher this aims to analyzing the application of psychoeducation as a strategy to increase career adaptability in vocational schools. This research is different from previous research, because this research focuses more on vocational school students. Subjects are expected to have an adaptable career. However, after initial data collection was carried out, the phenomenon that emerged was a lack of ability in career concerns, curiosity, control and confidence. Therefore, researchers want to improve career adaptability by providing psychoeducation so that students understand career adaptability. It is hoped that this research can help students identify their abilities, talents and interests regarding major and career choices. Apart from that, it is also hoped that it can help students become familiar with various types of work and the values associated with each job. In this way, they are able to make decisions regarding the various career goals they want to strive for.

2. METHOD

This research is experimental in nature, designed to test an idea (or practice or procedure) to determine its impact on an outcome or dependent variable. It employs a One-Group Pre-test-Post-test Design. The population and subjects of this study consisted of female students at SMK Negeri 2 Tarakan City. Data were collected through questionnaires using a Likert scale, which includes options: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The purpose of the questionnaire is to gather responses to a series of statements from the sample. The post-test results are numerical and will be described in relation to theoretical concepts and observations made during the psychoeducation intervention

The data collection stages for this research were as follows: (a) Pre-test: Coordination with the school principal and guidance and counselling teachers at SMK Negeri 2 Tarakan City. The pre-test aims to measure students' vocabulary before treatment is administered. The pre-test was conducted in stages: (1) The researcher explained how to complete the questionnaire; (2) The researcher distributed the questionnaires; and (3) Students listened to the instructions and began working on the distributed questionnaires. While waiting for the students to complete and return the questionnaires, the researchers conducted (b) psychoeducational intervention/service with one group of students at SMK Negeri 2 Tarakan City. The psychoeducation services were provided over a period of 2 weeks

The first week is divided into 3 treatments or 3 meetings, followed by the second week with 2 meetings. Each session is carried out for 60 minutes. The services provided are: session 1 informing the topic and objectives of the psychoeducation method service to the subject teacher where the service will be delivered. The spatial and time layout is also determined and the necessary media are prepared. Session 2 conveys psychoeducation method service procedures to respondents, then continues with preparing material. The material starts with concern for careers, whether students are able to determine or plan what kind of career they want. Then proceed with helping create career plans for vocational school students. Session 3 is the career control aspect, with psychoeducation it can help students determine their beliefs or make decisions about choosing what kind of career they want.

After the implementation of session 2, it continued with an evaluation session with questions and answers and conveying the next session later. Session 4 is to continue providing psychoeducation services regarding aspects of students' curiosity about their chosen career and help them explore what career they want. Session 5 helps students with aspects of self-confidence, effective self-confidence will enable students to solve the problems they have. Thus, students have self-confidence in their chosen career. These four dimensions describe general adaptability resources (general adaptability), which individuals use to manage important tasks, transitions (changes), and traumatic experiences experienced by individuals throughout their career development process. Next, an evaluation session is given and conveys career references and career-related contact persons

The post test was carried out one week after the treatment group received the 3rd session of psychoeducation services. The post-test steps are the same as the pre-test. The purpose of implementing the post-test is to determine the results after providing psychoeducational interventions or services. The data that has been collected is then analyzed using descriptive analysis methods. This method is used to explain/describe the characteristics of each variable studied. The variable analyzed in this research is the career adaptability of respondents from SMK N 2 Tarakan City students.

Data from pre-test and post-test results were analyzed using calculate the t-test value to find out the significant differences between the pre-test and post-test. Then the career adaptability classification of vocational school students was carried out by looking at career adaptability using Savickas' theory Lent & Brown (2012). There are four dimensions of career adaptability in this theory, including: concern, control, curiosity and confidence.

3. RESULTS AND DISCUSSION

Result

The data that has been collected is then analyzed according to a predetermined method. The analysis in this study was adjusted to four dimensions career adaptability namely concern, control, curiosity, and self-confidence. The results of the four-dimensional analysis can be presented in [Table 1](#).

Table 1. The Results of Analysis of Four Dimensions of Career Adaptability

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Career Concern pre - Career Concern post	1.708	2.404	0.491	0.693	2.724	3.481	23	0.002
Pair 2 Post Career Control - Pre Career Control	0.917	2.041	0.417	0.055	1.779	2.200	23	0.038
Pair 3 Post career curiosity - Pre career curiosity	1.667	2.353	0.480	0.673	2.660	3.470	23	0.002
Pair 4 Career beliefs post - Career beliefs pre	0.958	1.546	0.316	0.306	1.611	3.037	23	0.006

Based on [Table 1](#), in the concern category there was a decrease of 1,708 points. A decrease of this magnitude is stated to be significantly different (decreased) by sig = 0.002 < 0.05. In the control category there was an increase of 0.917 points and was declared significantly different (increased) sig = 0.038 < 0.05 category. In the curiosity category there was an increase of 1.667 points and it was stated to be significantly different (increased) sig = 0.002 < 0.05. Furthermore, in the belief category there was an increase of 0.958 points and was declared significantly different (increased) sig = 0.006 < 0.05. Based on these statistical results, it is known that the curiosity indicator has points with a significant increase.

Discussion

Research data was obtained through distributing pretest questionnaires and posttest results in the form of numbers. These results are described and adapted to theory and observation results during treatment/intervention using psychoeducation services. This psychoeducation is carried out using teaching and discussion methods. Even though the goals of psychology education have been achieved, psychology education is very important for students because after graduating, it is hoped that students will be ready with their career plans. One of the constructs in psychology that discusses readiness in a career or world of work is career adaptability. Psychoeducation is an activity carried out to teach certain material which aims to change participants' thinking patterns regarding certain concepts ([Nisa & Rahmani, 2022](#); [Ni'matuzahroh, 2019](#)). There are two types of psychoeducation, namely active and passive psychoeducation ([Piara et al., 2023](#); [Suryani et al., 2016](#)).

Based on the pre-test and post-test results of the application of psychoeducation techniques to improve career adaptability, on average students who took part in psychoeducation did not feel any real improvement in the career adaptability category, especially their knowledge and understanding. Students in this category show curiosity through self-discovery and their dreams. Even though the pre-test and post-test results did not increase significantly, the curiosity category increased very well. If students do not have information/knowledge about career adaptation, then these students will feel helpless and pessimistic about their future. Students are helpless in choosing unrealistic careers when faced with the challenges of the world of work and dreams, and do not have enough self-confidence to overcome career obstacles. Therefore, career adaptation is very important for new graduates or job seekers ([Agustini, 2022](#); [Arifin et al., 2022](#)).

Students at Vocational High Schools are expected to have ability adapt to work. However, unfortunately in this study only a few indicators had relevant results. This is because students still receive minimal information about the world of work. Students are still not able to pay attention to their careers, have a sense of responsibility, and have good career control. In fact, in the world of work, good career adaptation is needed. This is in line with the results of previous research which revealed that career adaptation is very necessary in the world of work ([Agustini, 2022](#); [Nurfitriana et al., 2021](#); [Hakim et al., 2019](#)). Work adaptability refers to a person's willingness to do work to prepare for and participate in the

world of work and face adjustments due to changes in working conditions and the world of work, both predictable and unexpected.

This research shows that, Psychoeducation to increase career adaptability has an effect on increasing students' career adaptability, curiosity and self-confidence. The latest information in this research has implications for increasing the ability of vocational school students to adapt to career changes and prepare themselves to face the challenges of the world of work. The limitation of this research is that it only involved one vocational school as the population and research sample. Future research can consider a wider population and sample to obtain maximum results.

4. CONCLUSION

Based on the results of the research, career adaptability—measured by indicators such as career curiosity and self-confidence—showed different outcomes in the pre-test compared to the post-test. This suggests that educational psychology through psychoeducation, aimed at increasing career adaptability, positively affects students' career adaptability, curiosity, and self-confidence. The findings from this research can help improve vocational school students' ability to adapt to career changes and better prepare them to face the challenges of the workforce

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