

# INCREASING STUDENTS' FRAME OF REFERENCE IN CHOOSING CAREERS THROUGH CAREER VIEWFINDER PROGRAMME

Dwi Kusuma Wardhani<sup>1\*</sup>

<sup>1</sup>Bimbingan Belajar Tridaya, Academic and Achievement Curriculum Division

\*Corresponding author: dwiezhou@yahoo.com

**Abstract**-in general, most schools in Indonesia are still not able to serve the needs of students' career development. A study of the integrity development flexibility or idf (2014), states that 87% of the nearly 20,000 students who have chosen subject in Indonesia was not sure of the department they take. An informal institution such as tutoring (bimbingan belajar) has an important role in assisting the school to help students in career exploration. The research was purposed to find out whether there are significant changes to the way students take decisions on their chosen career through career viewfinder. Career viewfinder is a series of career guidance consist of campus orientation, aptitude & academic test, and consultation process. The research population was grade 12 high school students in bimbingan belajar tridaya, with a sample of 12 high school classes bimbingan belajar tridaya unit venter (48 students). The researcher used one group pretest posttest design. As an instrument of the study, researchers used a closed and open questionnaire. Based on questionnaire data were obtained, 70% of students are known to change the frame of reference in taking decisions on the careers of their choice. The changes are: (1) through "campus orientation", the change frame of reference of students in choosing a college, where students do not just choose a college just the prestige oriented, but consider the other factors; (2) through "the consultation process", the consideration of students to potential careers in the future is not suggestive at only one alternative, but become more varied; and (3) through "aptitude & academic test", the change frame of reference of students who tend to choose majors based only on readability shifted into consideration the basic potential and its academic potential.

**Keyword:** career guidance, informal institutions, career viewfinder

## 1. INTRODUCTION

One of the most important things for students especially for students in high or vocational school is preparing themselves to face the national examination. Moreover, the students also have to plan the future study and carrier for their future. Nevertheless, most of them often find hesitation to decide it. It can be caused by the lack of students' understanding about their interest and aptitude even there is the difference point of view between students' desire and expectation of their parents. In this case, the role of career guidance program was required to associate the difference and also facilitate the students in decided their future because most of them have not known about the synchronization between their aptitude and the career that have been chosen. Moreover, they also discover the difficulties of considering the alternative career for their future.

The issue occurs because most of the schools in Indonesia are still not able to serve the needs of students' career development. A research from IDF, Integrity Development Flexibility (2014), proves that 87% of nearly 20.000 university students in Indonesia are not sure about the department which has been chosen.

Most of the high school students find informal institutions which can give more their understanding of future career since less significance of the information from their school about the implementation of career guidance. Thus, many of psychology bureaus and informal institutions were occurred to give the facilitation of career consultation.

Bimbingan Belajar Tridaya is one of the informal institutions which provide the additional facility of education for students in elementary, junior, and senior high schools. Bimbingan Belajar Tridaya was founded in 1991. It has more than 22 branches scatter in Bandung, Cirebon, Tasikmalaya, and Yogyakarta. This informal institution provides only the academic facilities for high school level. However, looking at the development of students' needs of career consultations, thus the institution creates the new innovation in facilitating the career education by emerging the career viewfinder programme.

Career viewfinder is a series of career guidance consist of Campus Orientation, Aptitude & Academic Test, and Consultation Process. The study population was grade 12 high school students in Bimbingan Belajar Tridaya, with a sample of 12 high school classes Bimbingan Belajar Tridaya Unit Venter (48 students). The researcher used one group pretest posttest design. As an instrument of the study, researchers used a closed and open questionnaire.

## **2. LITERATURE REVIEW**

### **2.1 Career guidance**

According to [1], career guidance is guidance in self-preparation to face world of work, choosing the work filed or specific position/profession, preparing them to be ready to take up his position, and also adapting themselves with the demands from the work filed. This is also can be used as a mean of the fulfilment students' developmental needs which have to be observed as an integral part of the educational program that is integrated in every field of learning study experience.

Marsudi [4] states that career guidance is a program which the systematic, process, technique, or the facility are purposed to assist an individual understands and do something based on self and opportunities recognition in employment, education, and leisure. Additionally, it is to improve skill of decision making thus they can create and manage their career development.

Based on National Vocational Guidance Association (NVGA) in1973 as cited in [2], career guidance was defined as a process to assist in deciding a job, self-preparation, entering the world of work and making progress in it.

[5] also states that career guidance is a process of guiding individuals to understand and accept a description about themselves and working world outside themselves. This is purposed to make the individuals elect work filed and involve in that field.

According to [4], career guidance is an assistance which attempts to help individuals solve their career issues, get the self-adaption between their aptitude and the environment, acquire the achievement and self-realization in their life.

Based on the definitions above, it can be concluded that career guidance is a process of assistance, service, individual approach in order to recognize and understand themselves, knowing the world of work, planning the appropriate future, take a precise decision, and responsibility to that. Therefore, they are able to make themselves are worth.

### **2.2 High school Career Development**

According to [6], in adolescence, there are some developmental tasks which have to be completed. One of them is to elect and prepare the career or a job. The mastery of career capability is necessary because the adolescent have thought the needs to achieve their life. This is in line with [3] who says that students in high schools have thought seriously about their future. At the end of adolescence, the interest of career often becomes on mind. Adolescent attempts to distinguish between the jobs selections which is they interest in and aspire to.

If it was seen by the career development theory, Super as cited in [5] states that adolescent belongs to the exploration phase in tentative level. In this phase, requirement, interest, capacity, norms, and opportunity were computed. This is an essential phase in adolescent transition and has three main roles which are the individuals crystalize, specify, and implement their career election. Based on [7], the success of finishing the specific development order will assist the individuals in completing the further developmental orders. Otherwise, the failure of achieving the developmental order in specific period will obstruct the settlement in the further period.

### **2.3 Purpose and Function of Career Guidance**

Generally, the purpose of career and counselling guidance is defined as: (1) Having self-comprehension (capability, interest, and personality) which is concerned with the job; (2) Having knowledge related to the world of work and the information of career which support to the individuals maturity of career competence; (3) Having positive behaviour toward world of work. In this case, the individuals eager to work in any work field without feeling inferior, meaningful to him, and proper with the religion norms; and (4) Comprehending the relevance of learning competence (the ability of lesson comprehension) and expertise regulation or the job skill which is aimed in the future.

Career guidance in a school can assist the students to identify and expand their career potential. Furthermore, this is as a process of guidance to direct and create the autonomy of electing the appropriate career. The functions of carrier guidance are: (1) Giving the steadiness choice of the major to the students because majors will prepare the students for upcoming preferred occupation. (2) Giving facility to the students who do not continue their study by preparing themselves to be ready to work based on their willingness. (3) Increasing the independence of the students who want or have to work while study.

## 2.4 Career Viewfinder Programme in BimbinganBelajarTridaya

Career viewfinder programme is a career guidance program in BimbinganBelajarTridaya which consists of early career orientation and strategy to get the favorite department, aptitude and interest test, orientation of favorite campus, academic role play (analyzed the academic achievement), and majoring consultation.

Early career orientation and strategy to get the favorite department is a first phase of career viewfinder programme. This orientation was designed such as a workshop of the departments' recognition, explanation of the department entering competition, and the strategies to enter the state university. Second is the psychology test of aptitude and interest which is purposed to quarry the students' potential related to the department which they are interested in. in the third phase, the students are specifically acquainted with the departments in each university such as the superiority, entry opportunities, alternative, kind of selection, and so on and so forth.

In the fourth phase, the students were provided an academic simulation which shouldbe implementedideally at least 4 times. This is conducted in order to instil the perception that the matter level in entering state universities selection will be morechallengingthan final examination matter. The students are also thought to analyse school report card if they will take achievements path as the way to enter their preferabledepartment or state university.

The last stage, fourth, on Career Viewfinder Programme is covered with a bounding stage which is consulting activities. Each student takes their turn to consult with a counsellor or an expert staff in this informal institution-BimbinganBelajarTridaya. They have opportunities to consult about the department he wanted to. In this consultation, the entire supporting data such as the RESULTS of a psychological test, the data report cards, and the others will be involved to support the accuracy of the decision in the student's career selection.

## 3 METHODS

In the implementation, this research used descriptive method. Survey was chosen as the method of data collection. [3] states that a research with survey method is an inquiry that takes a sample from a population by using questionnaires as the principal means of data collection. This research was conducted at the unit of BimbinganBelajarTridayain Vandeventer No. 4 Bandung. This location was selected because the students' need toward career service in this unit is high.

### 3.1 Participants

A study group consist of 56 third grade high school students in unit TridayaVandeventer was chosen as the research population. The sample in this study was 48 students. It was taken by using the technique of taking Probability Sampling with a sample size is determined using the formula:

$$n = \frac{N}{1 + (N \cdot e^2)}$$

Note :

N : Size of sample

N : Size of population

E : % the leeway of careless situation which is caused by the sampling error.

### 3.2 Instruments

The questionnaires used in this research were a closed and opened questionnaire. Open questionnaire emphasises on qualitative explanation of respondents to the phenomenon which was being studied whereas the closed questionnaire used a scale model of the interval measurement such as Likert scale model. [2] cites that Likert scale is used to measure attitudes, opinions, and perceptions of

a person or group on the social phenomenon. The degree of Likert scale has gradation from positive to negative (Table 1).

**Table1.** Classification of Likert Scale

Answer	Score
Strongly agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly disagree (SD)	1

### 3.3 Questionnaire

Positive and negative statements were used in this questionnaire (Table 2).

**Table 2.** Research questionnaire

No	Pernyataan	Sikap				
		SA	A	U	D	SD
1	To find out the interest and aptitude that I have, I do not need to do the psychological test (interest and aptitude test).					
2	I have taken a psychological test to enter the department at state universities and the results are not in line with expectations choice of department that I want.					
3	I have taken a psychological test to enter the department at state universities and the results are difficult to make me move on. (I do not accept the results of psychological test).					
4	I am confused in distinguishing between interest and aptitude.					
5	In my opinion, interest cannot be detected by just looking at the hobby that I have.					
6	I tend to choose department in the state universities based on my interest only.					
7	If I liked math and have the good grades, indeed I can choose any subject in the state universities.					
8	If I do not like math, then I should select the in social department even though the basic of my previous study is science.					
9	In electing the department, my parents' expectation often against my willingness.					
10	I got a lot of information about career choices (department varieties) from my guidance and counselling teacher in school.					
11	I often get information / advice related to career choice.					
12	I am satisfied with the information about the choice of study programs (career choice) on the internet.					
13	I need to consultation with an expert or alumnus about my choice of the departments.					
14	I am still confused with department that I choose in a university.					
15	I do not know more depth about every department in universities.					
16	I usually choose department (career choice) because of the influence of my friends.					
17	To deal with the entering selection of state universities, I do not have any special strategy except academic problems.					
18	I agree if we should choose study programs at state universities than the private universities, although the department has devotee less.					
19	In my opinion, choose a good subject can be seen from the number of the department devotee.					
20	Sometimes I do not want to choose certain department because of the negative stigma that developed on that.					
21	I think the prospect of working for graduates in the State is greater than graduates in private universities.					
22	My department selection was focused only on a particular subject (do					



	not think of many alternatives).									
23	I prefer to choose state universities firstly, then decided the department at that university.									
24	I think the prospect of working in the certain departmentis greater than the other departments.									
25	I think that department that I take will be in accordance with the works that I will be in the future.									
26	I think the opportunity to enter the state university focusing on social department is much easier than									
27	I think the job opportunities for social department is much more promising than science and technology.									
28	In my opinion, the opportunity to enter the world of work for the graduates of state universities which have devotee less is slight.									
29	If I went to college, I do not need other soft skills as a provision to face the world of work.									
30	If I graduate, I'd rather be government or private employees of prestigious company rather than to be an entrepreneur.									
31	My understanding of selecting the department in the state universities and choosing career for the future before or after joining the career viewfinder programee (give the X sign to the range below based on your answer)									
32	My point of view toward the career viewfinder programme:									
	1	2	3	4	5	6	7	8	9	10

### 3.4 Data Collection

The data collection carried out in two phases. The first phase was distributing questionnaires to the students who have not gotten the career viewfinder programme in *BimbinganBelajar*Tridaya by assuming that the students have received career guidance in their school. The second phase was distributing questionnaires to the students who have conducted the career viewfinder programme in *BimbinganBelajar*Tridaya which has the minimum duration of the career viewfinder programme implementation is 2 months.

### 3.5 Data Processing

To calculate the criteria of score interpretation can be designed by number of students that can answer per item alternative answers and scoring number of alternative answers X number of the ideal score. Criteria interpretation score was used to analyse the “Students’ Frame of Reference in Choosing Careers through Career Viewfinder Programme” (Table 3).

**Table 3.** Questionnaire Interpretation Score

Selection	Interval
frame of reference is very less	0% - 20%
frame of reference is less	21% - 40%
frame of reference is somewhat well	41% - 60%
frame of reference is very well	61% - 80%
frame of reference is extremely well	81% - 100%

## 4. RESULTS AND DISCUSSION

Based on the first phase of questionnaire data, it can be found that “the students’ frame of reference in choosing a career” is in the 15.801% interval which means their frame of reference is very less. Moreover, based on analysis of questionnaire data, either in opened or closed, and the results of the discussion at the time of early career viewfinder programme implementation (first orientation), were obtained the fact that: (1) The students did not understand the importance of interest and aptitude test and many students were traumatized by the results of psycho-test. (2) Most students elect a department in many state universities without knowing the depth of the department. Their tendency to choose because of the influence of friends, parents, what was seen at a glance, prestige, and trend. (3) The students ignore the competitive landscape in the selection of departments because they do not think that it is such an important thing. (4) There was a misunderstanding in the description of his

career because of the lack of information. (5) Students need a figure that can be used as a career counselor because they do not feel enough to find out more information through reading the article on the internet. (6) Most students want to move to the other departments because of some negative stigma of their previous department. (7) Most students think the job opportunities in the favourite department or state universities bigger than any other state universities, especially private university. And (8) Most of the students were disappointed with the facilities of career guidance in schools, etc.

Based on the second phase of questionnaire data which was conducted after the career viewfinder programme that consisted of five series of activities, was obtained that there is the significant changes to “the high school students’ frame of reference in choosing a career”, that is in the 58.09% interval in the sufficient category. Another significant thing was found from this stage. This is related to students’ understanding of the career election program which increased almost 70% (in the first phase questionnaire, it contained only 13% of students who answered in the scale above 7 whereas in the second phase questionnaire, there are 86% of students who answered in the scale above 7).

In addition, based on the qualitative data of questionnaire and the results of interview at the final stage of career viewfinder programme, department consultation was obtained that there are some views from students who want the longer career viewfinder programme. thus, they can get detail information about the specific career.

## **5. CONCLUSIONS**

Based on the findings, it can be concluded that the Career Viewfinder Programme can improve the students’ frame of reference in choosing a career over 50% with the changing of understanding over 70%. Thus, this program is effective for high school students. The career viewfinder programme is recommended to be used as one of the concepts of career counselling conducted in schools (with the appropriate modifications to the schools’ needs), therefore the students’ understanding can be nurtured from an early age through the school.

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