

BASIC CONCEPTS OF CAREER COUNSELING IN THE WORLD OF EDUCATION IN HIGH SCHOOLS AND VOCATIONAL HIGH SCHOOLS

Restu Fauziah¹, Daharnis², Mega Iswari³

^{*1} FIP Guidance and Counseling, Padang State University, Padang, Indonesia

^{1*} *restuf304@gmail.com, daharnis@konselor.org, mega_iswary@yahoo.com*

Received: December 12, 2021

Revised: February 21, 2022

Accepted: April 02, 2022

Abstract

In this article discusses about career counseling in high school and vocational education units, career decision making is an important problem experienced in human life from childhood to adulthood including adolescence. This period is considered a very important period in a person's life, especially the exploration phase. In the implementation of education in SMA and SMK, guidance and counseling teachers or counselors play a role in helping the achievement of personal, social, learning, and career development of students/counselors. At this level, the guidance and counseling teacher or counselor carries out all the functions of guidance and counseling, namely the functions of understanding, facilitation, adjustment, distribution, adaptation, prevention, improvement, advocacy, development, and maintenance. Therefore, it is very important the role of a counselor in helping students in educational units, especially in high school and vocational schools, to develop and choose their careers in the future. Counselors can use a variety of services and approaches in developing and selecting students' careers.

Keywords– BK Career; SMA; SMK

1. Introduction

Vocational High School (SMK) is a formal education at the senior high school level that provides vocational education with the advantages of various skill programs. Vocational High School is one of the efforts to improve the quality of human resources in Indonesia. According to Hamdani (2011) SMK is a school that provides a vocational system that aims to train students' skills and expertise. SMK is said to be a producer of human resources who are ready to work with various special skills obtained during the learning process while in SMK. This is what underlies that vocational students can be one of the efforts to produce more competent human resources in their fields

Therefore, the role of guidance and counseling in the development of students, especially the careers of students at the high school and vocational level, therefore, guidance and counseling in schools is held to facilitate the development of students / counselees so that they are able to actualize their potential or achieve optimal development. . Facilitation is intended as an effort to expedite the process of student/counsel development, because by nature every human being has the potential to grow and develop to achieve optimal independence.

Guidance and counseling use the individual development paradigm, which emphasizes efforts to develop individual positive potentials. All students/counselees are entitled to guidance and counseling services so that their potentials develop and are positively actualized. However, the developmental paradigm does not ignore services that are oriented towards preventing problems (preventive) and alleviating problems (curative).

Efforts to realize the potential of students / counselees into competencies and life achievements require an integrative education service system. Life competencies are grown in a complementary or complementary way between guidance and counseling teachers or counselors with subject teachers in the education unit.

High school students (students) are those who have completed basic education (SD, SMP). These students are generally around 15-19 years old who

are entering and undergoing the developmental stage of late adolescence. In the implementation of education in high school, guidance and counseling teachers or counselors play a role in helping the achievement of personal, social, learning, and career development of students/counselors. At this level, the guidance and counseling teacher or counselor carries out all the functions of guidance and counseling, namely the functions of understanding, facilitation, adjustment, distribution, adaptation, prevention, improvement, advocacy, development, and maintenance.

Career guidance services carried out by BK teachers will help students to find their future orientation. Through career guidance students are expected to gain knowledge about self-understanding, knowledge of the world of work in developing career plans and the ability to make career decisions in the future.

2. Method

This article discusses the Basic Concepts of Career Counseling in the World of Education in SMA and SMK. This research is a type of literature review research by looking for theoretical references that are relevant to the cases or problems found. According to (Creswell, John. W, 2014) states that a literature review is a written summary of articles from journals, books, and other documents that describe theories and information both past and present, organizing literature into topics and documents needed. The type of data used by the author in this study is data obtained from the study of literature. Literature study is a method used to collect data or sources related to the topic raised in a study.

The data that has been obtained is then analyzed by descriptive analysis method. Descriptive analysis method is carried out by describing the facts which are then followed by analysis, not only describing, but also providing sufficient understanding and explanation.

3. Result and Discussion

Career Concept

Career is a chronology of work-related activities and behaviors and attitudes, values and aspirations of a person for all jobs or positions, both those that have been or are being worked on (Triton P. B, 2005).

According to Donald E. Super explained that career is as a series of jobs, positions and positions, which lead to a life in the world of work (Dewa Ketut Sukardi, 1987).

Horby further explained that a career is a job or a profession. Someone will work happily, with enthusiasm if what is done is in accordance with his abilities and in accordance with his interests (Bimo Walgito, 1993).

According to Gibson et al, career is a series of attitudes and behaviors related to work experiences and activities over the span of a person's life and a continuous series of work activities. Thus an individual's career involves a series of choices from a wide variety of opportunities. When viewed from an organizational point of view, career involves a process by which the organization renews itself towards career effectiveness which is the limit where a series of career attitudes and behaviors can satisfy an individual (Gibson et al, 1995).

Another opinion was also expressed by A Muri Yusuf (1998) that a career is a sequence of occupations and the main (major) work that a person does in and during his life, is a calling for life and provides satisfaction for the person concerned. Furthermore, various terms related to career are described by A Muri Yusuf (1998) as follows :

- a. Vocation is an occupation with a high commitment from workers, prioritizing the fulfillment of psychological needs rather than salary / economic value obtained, not done easily and not mass-produced to get the economy, the highest value lies in satisfaction, task-oriented and person centered.
- b. Occupation is a group of jobs that have the same or interconnected tasks requiring the same skills, knowledge and skills in their implementation and

can be found in different organizations/ institutions, are economical, task-oriented and community/ society.

- c. Job is a set of tasks and positions that have the same obligations and main tasks in an organization/ unit/ institution that is task and result-oriented, centered on the organization and can be occupied by one person or several people.
- d. Task is a performance/performance required at work. Task displays physical or mental activities that form the logical steps needed in a job, several elements of the work form a set of tasks.
- e. Position is a group of tasks that are carried out by a person (employee/worker), paid and not personal, these tasks are obligations and responsibilities assigned to him and the task forms a job.

From the various opinions above, it can be seen that there are differences from experts in formulating the definition of career, however, if you examine carefully, you will see some common ground from these definitions, namely:

- a. A series of positions and positions occupied by a person
- b. Being in an institution or organization
- c. There is a main job that requires expertise/skills
- d. Self-actualization of a person in and throughout his life
- e. It is a life calling for a person
- f. Bring peace and satisfaction bstin for people who wrestle.

Hadiarni and Irman in their book explain that the following are the characteristics of a career as described below:

- a. Unique. It is said to be unique because careers are specific to each person, depending on their potential, talents, interests and tendencies towards careers. And because careers have a variety of characteristics and requirements that must be owned by someone if entering a certain career.
- b. Dynamic. It is said to be dynamic because careers have the nature of continuing to develop continuously, along with the times and progress achieved in a society, both locally and globally. And careers are called dynamic because careers are not instant or impromptu but have various plans

and preparations to be entered and passed by someone well. Starting with the pre-career period, career period, and post-career period.

- c. Open. Careers are said to be open because everyone has the right and without obstacles to enter a career organization, both in government and private institutions or organizations as long as the individual concerned has the requirements needed by the institution in question. In fact, every career and job can be protected from the law in accordance with Article 28 of the 1945 Constitution which reads "every citizen has the right to work and to receive fair and proper compensation and treatment in an employment relationship". And careers are said to be open because careers are related to human rights (Hadiarni & Irman, 2009).

Career Guidance and Counseling

According to the OECD (Organization for Economic Co-operation and Development the European Commission) (2004) formulates the definition of career guidance as follows (Hartono, 2016):

Lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face to face or at a distance (including help lines and web-based services). The include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counseling interviews, career education programs (to help individuals develop their self awareness, opportunity awareness, and career management skills), tester programs (to sample options before closing them), work search programs, and transition service.

According to this definition, career guidance is services and activities intended to help individuals, at all ages and throughout their life span, to choose education, training and career choices and manage their careers. These services are found in schools, universities and colleges, training institutions, work bureaus, workplaces, communities and service bureaus. Career guidance

activities in the form of individuals or groups, both face-to-face and remotely (such as assistance through networks and web-based services). These include career information (printed, computer-based and information technology or other forms), self-assessment and self-assessment tools, counseling, various career education programs (to assist individuals in developing their self-awareness, awareness of opportunities, and skills- skills in managing careers), various tester programs (examples of choices before they choose), various job search programs, and transition services.

Munandir (2001) explains that career guidance is a process of helping students/counselees understand themselves, understand their specific environment in the form of the world of work, determine work choices, and finally help them develop plans to realize the decisions they make. This definition emphasizes that career guidance is a process of assistance provided by counselors (guiding teachers) to students/counselors or a group of students/counselees, so that they can understand themselves, understand their environment in the form of the world of work in an effort to make career choice decisions (Hartono, 2016).

A broader definition is formulated by Zunker (2002) career guidance encompasses all components of services and activities in educational institutions, agencies, and other organizations that offer counseling and career related educational programs. What that means is, career guidance includes all components of services and activities that take place in schools, agencies, and other organizations that provide counseling and educational programs related to careers. In this definition career guidance can be held at school or outside of school which includes all forms of career-related activities.

Based on some of the definitions above, it can be concluded that career guidance is a process of assistance provided by the counselor to students/counselees in the form of various individual or group activities, so that students/counselees are able to gain independence in making career decisions, can achieve and maintain their careers in community life.

In the context of career guidance services, it usually contains four main services, namely:

- a. First, the introduction to the world of education and the world of work and the business to earn income to meet the needs of life.
- b. Second, the introduction and strengthening of self-understanding regarding the career tendencies to be developed.
- c. Third, developing and strengthening guidance regarding the conditions of the demands of the world of education/work, types of universities or colleges/certain jobs, as well as job training in accordance with career choices.
- d. Fourth, or lastly, strengthening career aspirations according to talents, interests and abilities, as well as strengthening positive and objective attitudes towards career choices (Hallen. 2002: 80).

In general, the implementation of career guidance services are:

- a. All students should have the same opportunity to develop themselves in achieving their career appropriately. All students have equal opportunities in using career guidance facilities. There are no exceptions for both the rich and the poor. Every student has the same right to develop themselves and plan a career according to their abilities, through career guidance.
- b. Every student should understand that career is a way of life, and education is preparation for life. Career guidance provides students with an understanding in their careers, that after graduation, they need a place and work to apply the knowledge they have received in school. This career is used as a means to achieve happiness in life and in the future. With career guidance, students have the independence in determining and choosing a career that can provide happiness in their life and future.
- c. Students should be assisted in developing an adequate understanding of themselves and their relation to personal social development and career education planning. Self-understanding as the first step in planning a career, provides encouragement for students to know and know everything that is in

- them. With self-awareness, students have the ability to determine and choose a suitable / appropriate career and are able to provide pleasure in living it.
- d. Students as a whole should be helped to gain an understanding of the relationship between their education and their careers. As a vocational education institution that produces skilled workers who are ready to enter the world of higher education. Graduate students are expected to have the self-management and ability to prepare themselves for the world of work. Through career guidance, students gain an understanding of the alignment of the vocational field they are currently pursuing with the career field they will pursue later.
 - e. Each student should choose an opportunity to test his concepts, roles and skills in order to develop values and norms that have applications for his future career. Students should have the initiative and creativity in adding and expanding the knowledge they have acquired to develop themselves and their abilities as a provision to prepare themselves for their future career. Students who already have more values in their abilities are not worried about having the independence in choosing a career that suits their circumstances.
 - f. Career guidance programs in schools should be functionally integrated with guidance and counseling programs in particular. Career guidance material program in its delivery is integrated with counseling guidance material. This is done because career guidance is part of the guidance.
 - g. Career guidance programs in schools should be centered in the classroom, with coordination by supervisors, with parental participation and community contributions. Until now, the implementation of career guidance given from class X to class XII provides services centered in the classroom. In class, students have the same opportunity to receive guidance, and are supported by the participation of parents and the role of the surrounding community (Dewa Ketut Sukardi, 1987).

Characteristics of High School Students Career Development

According to Uman Suherman (2009: 278) the essence of career development is that every stage of life demands mastery of various emphases

which include awareness of self-natures and life choices. In other words, career development must be followed by individual developmental tasks at every stage of life.

Muri Yusuf (2002:60) provides career information to high school/vocational or other high school students, carried out by exploring various types of work, according to the stage of development. For these high school students, the function of career information is as preparation for choosing a job.

Table 1. Characteristics of adolescent career development (SMA/SMK)

ASPEK	INDICATOR
Self knowledge	<ul style="list-style-type: none"> ➤ Gain knowledge of the importance of the concept of career development. ➤ Develop skills to interact with others. ➤ Develop awareness of the importance of emotional and physical development in career decision making.
Development of honesty education	<ul style="list-style-type: none"> ➤ Develop awareness about the importance of educational achievement to see career opportunities. ➤ Develop awareness of the relationship between learning and work. ➤ Develop awareness of interrelationships of personal responsibility, good work habits, and career opportunities. ➤ Acquire skills to understand and use career information. ➤ Gain awareness of how careers relate to societal functions and needs.
Career planning and exploration	<ul style="list-style-type: none"> ➤ Develop awareness of the interrelationships between life roles, lifestyles, and careers. ➤ Develop awareness of job differences and changing roles of men and women.

Source adapted from: Uman Suherman. 2009. Career Counseling Throughout the Lifespan. Bandung: Indonesian University of Education.

High school students (students) are those who have completed basic education (SD, SMP). These students are generally around 15-19 years old who are entering and undergoing the developmental stage of late adolescence. The developmental tasks that must be achieved by high school students so that they can successfully undergo the stages of development, as stated by Prayitno (1998, 48) are as follows:

- a. Reach maturity in faith and piety to God Almighty
- b. Achieve maturity in peer relationships, as well as maturity in their roles as men and women.
- c. Achieve the maturity of healthy physical growth
- d. Develop mastery of science, technology, and art in accordance with curriculum programs and career preparation or continuing higher education, and play a role in the life of the wider community.
- e. Reach maturity in career choice.
- f. Achieve a mature image and attitude about an independent life emotionally, socially, intellectually and economically.
- g. Achieve a mature picture and attitude about family, community, nation and state life
- h. Develop social and intellectual communication skills, as well as art appreciation
- i. Develop maturity in the system of ethics and values.

Goals of Career Guidance and Counseling

According to ABKIN (2007:21-22) in the Guidelines for the Implementation of Guidance and Counseling in the Formal Education Path, Career Guidance and Counseling in schools (SMA/SMK) is aimed at facilitating students to :

- a. Have self-understanding (ability, interest, and personality) related to work.
- b. Have knowledge about the world of work and career information that supports the maturity of career competencies.
- c. Have a positive attitude towards the world of work.
- d. Understand the relevance of learning competence (ability to master the subject) with the requirements of expertise or skills in the field of work that is the goal of his future career.
- e. Have the ability to form a career identity.
- f. Have the ability to plan for the future.
- g. Can form career patterns, namely career direction tendencies.
- h. Recognize skills, abilities, and interests.

- i. Have the ability or maturity to make career decisions.

Herr (1976) in the teaching materials of Mega Iswari (2021) suggests the goals of career guidance in high school which include helping students learn to:

- a. Shows the relationship between learning outcomes, values, educational aspirations and career
- b. Analyze current personal competence in the skills needed for career choices and develop plans to strengthen these skills when needed.
- c. Take responsibility for career planning and its consequences.
- d. Be prepared to qualify for entry-level occupations by taking appropriate subjects, by cooperative education, or by in-service training.
- e. Be ready to qualify for post-secondary education by taking subjects required by the desired type of program and institution (college, trade, company)
- f. Develop knowledge and skills related to life as a consumer.
- g. Develop skills related to the effective use of free time.
- h. Systematically examine the reality of career choices by relating them to learning outcomes in subjects.

Career Planning Considerations

Winkel & Hastuti (2010: 673) explain that career guidance programs in schools must meet the following requirements:

- a. Student-centered, which entails providing a range of experiences required by students, which implies providing a range of experiences needed by students to enhance their career development.
- b. Oriented to the social, economic, and cultural environment that surrounds students, taking into account that the environment will undergo various changes that have an impact on the career development of young people.
- c. It is directed towards the development of a set of students' abilities that they need to be able to plan for their future and implement those plans in a series of concrete actions.

In the book Hardiarni and Irman (2009: 179-180) explain that there are several special interests in connecting career counseling with high school students:

- a. Because many students will complete formal education in high school and therefore end their opportunities for systematic analysis and career development.
- b. The primary emphasis of career counseling in high school should be on specific and comprehensive planning of early, continuing, and future educational and occupational options.
- c. Due to the nature of high school and the diversity of goals, career counseling in high school should include developmental counseling and counseling experiences relating to study habits, human relations at work, career planning and education, techniques job search and job interviewing skills.
- d. Decisions must be made about how counseling and career placement will be appropriate or different in high school.
- e. High school students are expected to have internal and external pressures.
- f. Verbal and conceptual skills of high school students are more developed than those who are still in primary secondary school.
- g. Because of the major combinations of possibilities after high school, employed, unemployed, military, or government employees, career counseling should help high school students weigh the advantages and disadvantages of each.

Perspectives on Vocational Placements

Vocational High School as one of the pillars of creating a workforce should be able to answer market demands. For this reason, students need to be equipped with various competencies. Competencies that are closest to SMK are vocational competencies. The Ministry of National Education (in Nining Mariyaningsih: 2016) states that vocational competence is the ability to make products related to certain fields of work. Basic vocational competencies consist of product development and realization and affective aspects in the form of courage to be

responsible for the results of creativity, self-confidence, and commitment to a productive life.

In the Big Indonesian Dictionary (KBBI, 2002) vocational is defined as concerned with vocational (school) or concerned with vocational guidance. Or in a general sense, people often interpret vocational as being associated with work or skills to earn a living or a source of livelihood.

Career Counseling Techniques/Activities

a. Career counseling techniques for high school

The delivery of career services in schools can be done with certain methods that are in accordance with the content of the material and the needs of students as well as the ability of the supervisor. The method of providing career information can be taken through the group method for group problems, and individual methods for personal problems (Sukardi, 1987: 81).

In the journal Sitti Rahmaniar Abubakar (2011: 141-142) In general, the implementation of career guidance in high school can be done in the following ways:

- 1) Lectures: from resource persons The activities carried out are sourced from supervisors, counselors, teachers, as well as from resource persons (the world of work), in order to provide information about more information about jobs, positions and careers.
- 2) Group Discussion: An approach whose activities are characterized by a connection to a subject matter/question (in this case career/job/career planning), where students honestly try to reach conclusions after listening, studying and considering the opinions of other students honestly.
- 3) Unit Teaching: Is a technique in helping students to gain an understanding of a particular job, through collaboration between supervisors and teachers in the field of study. However, with this pattern, of course, it is necessary to have separate hours specifically provided for the purposes of career guidance activities.

- 4) Sociodrama: A way that provides opportunities for students to dramatize attitudes, behavior / appreciation of a person as he does in everyday social reactions in society in connection with work and career.
- 5) Career field trips programmed by the school: Work/work and study while traveling to bring students to study and work in fun new situations, thereby growing an attitude of respect for the work they observe.
- 6) Information through instructional curricular activities: Providing information about jobs, positions, careers by linking/integrating with subjects/teaching activities. In this regard, each teacher can provide career guidance when teaching lessons related to a career certain.
- 7) Career Days: Certain days are chosen to carry out various forms of activities related to career development. On that day all career guidance activities are carried out based on the career guidance program that has been set by the school for each year.

The material for career guidance activities in high school according to Prayitno et al (1998) in the Iswari Mega (2021) learning module is as follows:

1. Orientation Service

- a.Theory :

- 1) The role of BK, as well as career tracking in high school
- 2) Implementation of career guidance in high school
- 3) Activities expected by students in implementing career guidance.

- b. Implementation: Orientation services can be held in various ways, such as questions and answers, and discussions and can be completed with demonstrations, leaflets and photo shows, films and videos. Although orientation materials can be provided by the principal, homeroom teacher and subject teachers, all activities are planned and coordinated by the supervising teacher.

2. Information Service

a. Theory :

- 1) Adolescent developmental tasks, about abilities and career development
- 2) Career development in society
- 3) High school, courses and programs of choice, both general and vocational in the context of career development.

b. Implementation: Almost the same as the implementation of orientation services plus information boards and career days.

3. Placement and Distribution Services

a. Theory :

- 1) Skill training groups and extra-curricular activities that support career choices.
- 2) The working group for the preparation of a simple world map, through discussion activities, lectures from resource persons and visits to agencies/jobs
- 3) Groups that discuss career options for further study programs

b. Implementation: The placement and distribution of students is preceded by student disclosure, especially regarding talents, interests and career tendencies through tests, inventories or observations.

4. Learning services

a. Theory :

- 1) Career options and skills training
- 2) Orientation and information on career/job choices, the world of work and efforts to earn income
- 3) Orientation and information on skill institutions, according to job choices and career development directions
- 4) College orientation and information in accordance with the direction of career development

b. Implementation: Learning to explore various aspects of a particular job/career can be done by analyzing and discussing these aspects

classically or in groups such as hands-on practice on how to learn effectively.

5. Individual counseling services

- a. Material: according to the problems experienced by students related to careers
- b. Implementation: individual counseling services are carried out mainly on the initiative of students themselves who are experiencing careers.

6. Group guidance services:

- a. Material: the same as learning services. In group guidance, the materials discussed are topics and assignments and free topics, according to the problems commonly experienced by students.
- b. Implementation: carried out according to the group guidance steps. The supervising teacher forms groups of students and arranges a schedule for the implementation of each group's activities.

7. Group Counseling Services:

- a. Material: discusses and helps solve problems of job choice and student career development (according to students' personal problems).
- b. Implementation: carried out according to the group guidance steps. The supervising teacher forms groups of students and arranges a schedule for the implementation of each group's activities.

8. Consulting services: according to student problems, in the context of career planning

9. Mediation services: material according to the problem of education choices and student career plans

Counseling Guidance Supporting Activities at Senior High School Prayitno, et al (1998) stated that there are several supporting activities for career guidance in high school, including:

- 1) Application of instrumentation: Includes activities of disclosing and collecting data and information about job choices and student career development

- 2) Data collection: Data or information that needs to be collected, concerning the characteristics, conditions and development of career choices as well as supporting materials.
- 3) Case conference: The emergence of a discussion that belongs to one or more areas of guidance depends on the content or overall scope of the student's problems proposed in the case conference.
- 4) Home visits: All data to be obtained and family commitments to be fostered through home visits may involve the entire field of BK.
- 5) Transfer of cases: The cases that are transferred cover all four areas of guidance. The supervising teacher first considers the compatibility between the core of the problem and the area of expertise where the transfer is intended.

2. Career counseling techniques for SMK

In the book Hardiarni and Irman (2009: 184-186) explain that, to help career counseling for high school vocational counselors can use a number of techniques that are grouped into three major groups, namely :

- 1) Curriculum Infusion
 - a. After reading the biography, all students describe how career decisions made by that person affect areas of their life such as friends, family life, location of residence etc.
 - b. Assign students to define in writing the specific steps they must go through to achieve future educational or work goals. These steps should be ordered in chronological order.
 - c. All students prepare a resume (curriculum vitae) which lists the various skills they possess.
 - d. At the beginning of any subject, the teacher can help each student to write a short assignment regarding the relationship between the subject and the student's educational and work goals. Students can also formulate a list of personal goals they want to achieve in a particular lesson, namely the skills, knowledge, or attitudes they want to develop.

2) Group Guidance Proses

- a) By presenting problems related to careers (eg: a college, trade, comparison of two or more jobs, need for financial assistance) all students seek appropriate sources of information.
 - b) For a specific series of studies that illustrate examples of making career decisions, all students identify those examples that represent poor planning, and indicate what steps should have been taken but were not taken.
 - c) Assign students to write a long-term career plan that identifies specific steps to be taken to achieve desired future goals.
 - d) Assign students to distinguish between the main occupations that make up the occupational cluster and their preferences in terms of (1) the amount and type of education required to enter and improve in those occupations, (2) content, tools, settings and products (3) the value of the job in society (4) the probability of providing for the desired lifestyle and (5) the relationship of the job to personal interests, abilities and values. Discuss in group discussions.
 - e) The task of students to write down at least 6 factors they are looking for in a career (eg: many people, responsibility, opportunities for improvement etc.) discuss the form of group discussions.
- 3) Community Involvement
- 1) Invite outside sources to review their career patterns and emphasize the planning they are doing, the information they are using, and the information they would like to have but do not have the time.
 - 2) Take a field trip to a local industry followed by a discussion on how new technology or automation has affected the industry.
 - 3) Students' task is to do a "job analysis" of the job they are currently choosing.
 - 4) Assignment of students to participate in part-time work experience at work related to their chosen occupational group.
 - 5) After having had the opportunity to make observations and interviews with background workers from an occupational group of their choice,

ask students to list the equipment, materials and processes related to the work they are observing.

4. Conclusion

Career is a chronology of activities and behavior related to work and attitudes, values and aspirations of a person for all jobs or positions, both those that have been or are being worked on. Career management is done is to choose and direct the path that was pioneered in his own life, because in human life as a whole it must be related to work. The job itself means the basic skills needed to fulfill the duties and responsibilities of a similar position across different work situations.

The word "counseling" can be interpreted in such a way that clients know which career profession is most suitable for them through the information and advice provided by the counselor. Career guidance services carried out by BK teachers will help students to find their future orientation. Through career guidance students are expected to gain knowledge about self-understanding, knowledge of the world of work in developing career plans and the ability to make career decisions in the future.

Therefore from the presentation of the material that it is very important to implement career counseling in educational units, especially high school and vocational schools to help students determine their future careers, and counselors are expected to be able to help students determine careers by providing appropriate services in developing students' careers in the future.

References

- A Muri Yusuf. 2002. *Kiat Sukses dalam Karier*. Padang: Ghalia Indonesia
- ABKIN. 2007. *Rambu-rambu Penyelenggaraan Bimbingan dan Konseling dalam Jalur Pendidikan Formal*. Jakarta: Abkin
- Bimo Walgito. (1993). *Bimbingan Penyuluhan di Sekolah*. Yogyakarta : Penerbit Andi Offset.

- Creswell, J. W. 1998. *Qualitatif Inquiry and Research Design*. Sage Publication. Inc : California.
- Dewa Ketut Sukardi. (1987). *Bimbingan Karir di Sekolah*. Jakarta : Ghalia Indonesia.
- Hadiarni & Irman (2009). *Konseling Karir*. Batusangkar: STAIN Batusangkar Press.
- Hartono. (2016). *Bimbingan Karir*. Surabaya : Kencana.
- Hellen. (2002). *Bimbingan dan Konseling*. Jakarta : Ciputat Press.
- I Nyoman Subagia Ardana,I Ketut Dharsana, Kadek Suranata. 2014. Penerapan Konseling Karir Holland Dengan Teknik Modeling Untuk Meningkatkan Kematangan Karir Siswa Kelas X TKJ 1 SMK Negeri 3 Singaraja. *e-journal Undiksa Jurusan Bimbingan Konseling* Vol. 2 (1).
- Iswari Mega. 2021. *Bimbingan dan Konseling Karir*. UNP Padang. Tidak diterbitkan.
- Nining Mariyaningsih. 2016. Mengasah Kompetensi Vokasional Siswa SMK Melalui Integrasi Pembelajaran Proyek Berbasis Ekonomi Kreatif. *Jurnal*.
- Sitti Rahmaniar Abubakar. 2011. Pelaksanaan Bimbingan Karir Bagi Siswa Sma Sebagai Persiapan Awal Memasuki Dunia Kerja. *Jurnal SELAMI IPS* Vol.34 (1). 137-144. ISSN 1410-2323.
- Sukardi, Dewa Ketut. 1987. *Pendekatan Konseling Karir di dalam Bimbingan Karir (Suatu Pendahuluan)*. Jakarta: Ghalia Indonesia.
- Triton P.B. (2005). *Pradigma Baru Manajemen Sumberdaya Manusia*. Yogyakarta : Penerbit Tugu.
- Uman Suherman. 2009. *Konseling Karir Sepanjang Rentang Kehidupan*. Bandung : Unversitas Pendidikan Indonesia.
- Winkel, & Hastuti, M.M. Sri. 2004. *Bimbingan dan Konseling Di Institusi Pendidikan*. Yogyakarta: Penerbit Media Abadi.

