

LOCUS OF CONTROL VOCATIONAL SCHOOL STUDENTS IN CAREER PLANNING

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Abstract

This article aims to describe the locus of control of SMK students in career planning. Career planning is very important for students because after graduating from school they will determine where and what career choices will be taken. The phenomenon that occurs at this time regarding the locus of control of vocational students in career planning is the lack of students in determining a decision about their future, students lack time management and study well at school. Most students do not have good ideas and do not develop skills in career planning. The research method of this article is a literature review analysis (literature research) this article will describe the analysis of scientific journals that are relevant to the discussion that has been selected, while the stages in this research method are (1) selecting articles, (2) collecting initial data, (3) challenge the topic, (4) collect supporting data, (5) make conclusions and recommendations online. The results of this article are that many students will complete their formal education in senior high school and the efforts that need to be taken so that all students get career guidance opportunities so that students mature in planning their careers.

Keywords– Locus of Control, Students, Carrer Planning

1. Introduction

Discussion on work and career is an important thing to discuss, this is because work and career are very important for everyone to ensure survival. Without jobs, people will be unemployed and live in poverty. Generally, people choose jobs that they like or based on their abilities, so people can choose jobs based on educational background, talents, interests, personality, or socioeconomic status. Career selection requires careful preparation and planning. Considering that career planning is the beginning of an individual's career success, it is expected to be able to complete career development tasks according to the stages of career development (Anita 2007).

“The Senior high school period marked by several important characteristics, such as making choices and prepare for careers match their interests and abilities (Desmita 2011; Prasasti and Laksmiwati, 2017; Rogers and Creed, 2011. (Munawir, A. Muri Yusuf, Effendi 2018).

Students who are at the Vocational High School (SMK) education level are at the stage of adolescent development. During their teens they are required to undergo developmental tasks, one of which is preparing for a job or career. At the age of 17 to 20 years, students enter realistic stage. At this time, students begin to identify appropriate job opportunities and levels, and implement the direction of career choice by choosing the appropriate education and training, and finally get a career that suits their choice (Hurlock 2012).

The psychological basis of studies on adolescent interests shows that planning and preparation of work are his main interests, both male and female adolescents aged 15-16 years (Yusuf, SL, 2001) in (Rima Pratiwi Fadli 2017) The period of adolescent development is a determinant of success in development in adulthood. During this time, each person extensively tries various career options, then focuses on one area, and finally chooses a particular job within that career. Careers for students are not easy to determine, because they must be in accordance with their abilities. Career choices should be based on students' own decisions based on an understanding of abilities and interests, as well as an introduction to existing careers in the community.

Yusuf (2002) in (Heni Sulusyawati 2017). Career planning is very important for students in achieving career success. All students want success in their careers; So that students can be successful in their careers, students are expected to be able to plan their careers, because success in careers begins with good career planning. A career is not just a job and not an occupation, but a career is a series of work for a person during his life. Individuals who have career planning skills, can know and understand themselves, so that individuals can make the right choices according to their circumstances.

The problem now is that at school students are less focused in deciding the career direction for their future. There are also students who think that career matters are planned after graduating from school, after graduating from school then the student will think about his career. Career planning is a student activity that leads to future career decisions”, (M Supriatna, & N Budiman 2009). Students in making a decision about their future, they need to manage their time and study both at school and at home to align it with what they want later.

The career planning process is unique for each student. It is influenced by various factors, such as parents (Olaosebikan, Olusola Isaac; Olusakin 2014), family, school counselors, teachers, peers, and government (Hemla D. 2005), locus of control Another factor influencing career choices, including , internal factors and external factors. One factor that comes from oneself, is the locus of control (Ryan D 2010) . This expression is also in accordance with the research of Wong, Wong and Peng (2011: 40) in (Afdal, M.Suya 2014) showing the role of the family greatly influences the career development of children. It is said that the influence of career development occurs along with the process of forming the child's personality, because basically the child's personality will also affect career planning. Locus of control is defined by Rotter as the extent to which individuals believe that they are in control of their own destiny. Individuals with a high locus of control will see that he is able to control his behavior (Julian, 1966). Judge & Bono explained that individuals with internal locus of control showed better performance. On the other hand, individuals with external locus of control are more likely to be less satisfied with their work, which then affects their

performance. Building a career choice requires a good internal locus of control, so that a choice is formed according to one's desires and abilities (T. Judge & J. Bono 2011).

Problems that occur at this time vocational students tend to not be self-acceptance or the judge himself, as students do not know the talents that possession, interest in what she likes, subjects in the interest and academic achievement that can support a career for the future, if left unchecked, this will be problems that hinder student career planning. From these problems, the locus of control for vocational students in career planning is very much needed in order to realize optimal student career development. For this, it is, on this occasion I as the author wants to explain matters related to career planning efforts through the locus of control of the students. With this article, readers are expected to understand in depth what is discussed in this article regarding locus of control, career planning for vocational students, so that readers gain understanding, and good skills as one of the efforts in activities to help students achieve solid career planning so that career and work problems do not occur in students.

2. Method

This article discusses the locus of control of vocational students in career planning, the type of research method is literature review analysis (literature research) this article will describe the analysis of scientific journals that are relevant to the discussion that has been selected, while the stages in this research method are (1) select articles, (2) collect initial data, (3) challenge the topic, (4) collect supporting data, (5) make conclusions and recommendations online.

3. Result and Discussion

A. Locus Of Control

1. Definition Locus of Control

The concept of locus of control was developed by Julian B. Rotter in the 1960s which gives an idea of a person's belief in the sources that control events in

his life. According to Rotter "Locus of control as the extent to which people perceive that them or external factors such as chance and powerful others are in control of the events that influence their lives". That is, locus of control is defined as the extent to which people feel that they or external factors such as opportunities and other forces control events that affect their lives (Mutai 2014).

Locus of control is defined as the extent to which individuals feel that their actions have little influence on the life conditions they face, they believe that circumstances and rewards are influenced by their own actions. According to Lefcourt locus of control refers to the degree to which an individual perceives events in his life as a consequence of his actions, thus controllable (internal control), or as something unrelated to his behavior that is beyond his personal control (external control), (Smeets, B 1994).

Based on the various definitions above, it can be concluded that locus of control is a person's view of himself related to the results and efforts obtained, with which they are able to control events in his life.

2. Orientation Locus of Control

Locus of control is divided into 2 (two), namely internal locus of control and external locus of control. Rotter states the following: Individuals with internal LOC (internals) believe they have control over their destinations. They tend to be convinced that their own skills, abilities, and efforts determine the reinforcements they receive. Individuals who have external LOC (externals) have the view that these reinforcements are controlled by external forces such as luck, chance, fate, or powerful others (Mutai 2014).

Individuals who have an internal locus of control orientation feel confident that the events experienced in their lives are mainly determined by their own business abilities. Students with an internal locus of control are more success-oriented because they recognize their behavior can produce positive effects and they are also more likely to be high achievers. Students with an external locus of control will attribute events that affect their lives to luck and fate that are beyond their control. Students with an external control was not able to control the events

that happened to her. So they will easily give up when faced with problems that occur (Eko Sujadi 2016).

Levenson classifies the orientation locus of control as follows: a) Internality (I), namely someone who believes that all events encountered in their lives are determined by their own business abilities. b) Powerful others (P), namely individuals who believe that everything that happens in their lives is determined by someone who is more powerful. c) Chance (C), namely individuals who believe that everything that happens in their lives is largely determined by destiny, fate, luck, and opportunity (Herbert 1981).

Based on some of the definitions above, it can be concluded that the internal locus of control is the view of the individual's belief that events or events that occur in his life are influenced by his own behavior and efforts, while the external locus of control is the view of the individual's belief that all forms of results and efforts in achieving something is influenced by fate and luck.

3. Characteristics of Internal Locus of Control and External Locus of Control

According to Rotter, the characteristics of internal locus of control and external locus of control are as follows. 1) Internal Locus of Control: a) Be careful, do everything carefully. b) Powerful, having power over himself so that he can resist and overcome outside influences. c) Focus on success, have a high motivation to do and achieve something you want. d) Self-confidence, the attitude of individuals who believe in their abilities that they can achieve what they want with these abilities. d) Skilled in doing something, competent in various fields being worked on. 2) External Locus of Control: a) Less careful, tend to be less careful in doing something. b) Influenced by groups or the environment, the attitude is easily influenced and does not have a stance so that in doing something it is not with its own efforts and abilities. c) Not confident, an attitude that is raised by not believing in one's own abilities. d) Inconsistent, unsteady attitude, so that individuals have the view that they will not be able to do something without the help of others (R. O Kutanis & M. Mesci & Z. Ovdur 2011).

B. Career Planning

1. Definition of Career Planning

Super suggests that career planning can measure the level of individual understanding of various types of information seeking and job aspects. There are several activities that show a person in planning his career, namely: learning about career information, discussing career plans with adults, choosing courses that can help in making career decisions, actively participating in extracurricular activities, and getting training or education in the chosen job, (Sharf 2014).

Munandir argued, "Career planning is a description of one's activities based on self-understanding and understanding of the environment to enter a life order in a certain society that is always changing in development" (M, Zen 1999).). Student career planning is what students do in achieving career success.

Mondey suggests: "Through career planning, each individual evaluates his or her own abilities and interests, considers alternative career opportunities, sets career goals, and plans practical development activities. The main focus in career planning should be a match between personal goals and the opportunities that are realistically available", (Ereska 2012).

2. Stages Development Career

Super proposed the process of career development in five stages (Sharf 2014), are as follows.

- a. Growth (Growth): from birth to before the age of 15 years, in which the individual develops various potentials, distinctive views, attitudes, interests, and needs that are integrated into the structure of the self-image.
- b. Exploration (Exploration) i: from around the age of 15 to 25 years, where the individual thinks about various alternative positions, but has not been able to make a binding decision.
- c. Establishment (Incorporation): generally at the age of 25 and around 45 years, which at this stage mempunyai characteristic diligent efforts to finalize diriya through various pengalamannys during acareer,certain.
- d. Management,(Management): age 45-65 years, where people who have grown up can adjust themselves in pursuing the position.

- e. Disengagement,(Departure): around the age of 65 years, but often earlier or later, where people think about the possibility of losing their job due to health or physical limitations.

Ginzberg suggests the career development process consists of three stages, (Osipow 1983), namely:

- a. Fantasy stage, at this time a child makes choices related to work that are still not based on reality. During this period, children generally do not know reality, are not yet capable and have no potential. This period lasts until about the age of 10 years.
- b. The tentative stage, in this period, children begin to show interest and interest in doing work that requires skills.
- c. Realistic Stage, in this period the individual is biologically mature, both physically and in his way of thinking. This period is estimated at the age of 18-24 years.

3. Factors Affecting Career Planning

According to Shertzer & Stone explaining the definition of career development that was formulated by The National Vocational Guidance Association, in career planning there are internal factors and external factors that influence, namely: 1) Internal factors are factors that are in oneself individual, in contrast to external factors (Winkel 2013).

Some of these internal factors shape the uniqueness of an individual's personality, including the following:

- a. The values of life (values), namely some ideals that are pursued by individuals everywhere and at any time.
- b. The level of intelligence, namely the level of ability/to get achievements in which the role holder thinks about in making a decision regarding the choice of position.
- c. Special talents, namely abilities that stand out in a field of cognitive endeavor, skill field, or the field of art.
- d. Interest, which is a rather persistent tendency in someone to feel interested in a particular field.

- e. Traits, namely personality traits that together give a person a distinctive style, such as: cheerful, friendly.
- f. Knowledge, information held about the fields of work and about oneself.
- g. Physical condition, namely physical characteristics possessed by individuals for example height, sharpness, good or poor vision and hearing.

Which affects career planning on external factors, namely: External factors are factors that are outside the individual, namely as follows.

- a. Society, namely the socio-cultural environment in which individuals are raised.
- b. Socio-economic conditions of the country or region, namely slow or fast economic growth, stratification of society in high, middle and low socio-economic groups.
- c. Socio-economic status of the family, namely the education level of the parents, the level of parental income, the position of the father or mother, the area of residence, and ethnicity.
- d. The influence of all members of the extended or nuclear family, namely parents, siblings of parents.
- e. School education, is the views and attitudes of students communicated by the staff of guidance officers and teaching staff regarding the values contained in work.
- f. Association with peers, namely various views and variations of expectations about the future that are revealed in everyday interactions.
- g. The demands attached to each position and to each study program or training, which is a demand that prepares individuals to be accepted in certain positions and in them will be successful.

4. Career Planning Considerations in vocational

According to Herr, Cramer, and Niles, here, a few points to consider the importance of career guidance for student career planning SMK, (E. L., Herr Cramer, S. H., Niles 2004), namely:

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- a. Many students will complete their formal education in senior high school and efforts need to be taken so that all students get career guidance opportunities so that students mature in their career planning.
 - b. Emphasize the importance of career guidance in vocational high schools and good at planning, which, specifically and comprehensively about the choices of further education, and future, future.
 - b. Career guidance in vocational high schools should include counseling experiences and, developmental guidance regarding career planning and education, techniques/job search and interviewing skills to get a job.
 - c. Make decisions related to how guidance and career placement are appropriate or who are in high school, above.
 - d. Vocational high school students are confronted by, tekanan-internal and external pressure in taking decisions.
 - e. Skills, verbal and conceptual learners. Combinations/principal of possibilities after secondary schools quite evident in continuing to college, post-school education, secondary works / does not work.

Based on some of the considerations above, it can be concluded that the role of career planning is very important. For students who are in education to make decisions after high school, post-secondary education, working or not working. For those who are already in the workforce to manage stress due to changes in the labor market. This career planning can be done such as goal setting, obtaining job information, and continuous learning to avoid obsolete skills.

5. Aspects of Career Planning

Gibson & Mitchell suggested career planning techniques (Gibson, R. L, & Mitchell 2011), as follows.

- a. Self-Awareness, from an early age, humans must realize and appreciate their uniqueness as human beings. Learning about talents, interests, values, and personality traits is essential for the development of self-concepts and the use of these concepts in career exploration.
- b. Educational Awareness, awareness of the close relationship between self, educational opportunities and the world of work are the most important

aspects in career planning. Counselors can use computerized programs, the internet, audio-visual materials, and so on.

- c. Career Awareness, counselors and counseling programs in schools should be at all levels of education, assisting students in the continuous expansion of knowledge and awareness about the world of work. This should include developing an awareness of the relationships between values, lifestyle and career.
- d. Career exploration, career exploration is a movement towards a planned and systematic analysis and search of what is of interest and what suits talent. Based on the explanation above, it is hoped that students will eventually need to specify career possibilities and then begin to examine these options as critically as possible.

4. Conclusion

This article discusses matters regarding student success in their careers, emphasizing locus of control in career planning for vocational students. Through career planning, students consider their careers by measuring the level of students' understanding of various types of information seeking and job aspects. Some of the activities that show students in their career planning, by learning about career information, discussing career plans with adults, choosing courses that can help in making career decisions, and getting training or education in the chosen job. With this, students can consider their careers. Students' career planning can be said to have been stable if students have several things, namely: special talents, interests, hobbies, personality, physical condition, academic achievement, being able to control events in life, understanding their environment, namely the school environment, work environment, community and family. Students are able to set goals by having various alternatives, obtaining various job information, having readiness to face the world of work or career. Have an overview of the characteristics, requirements, and skills needed in the job, as well as job prospects for his future career. For this reason, students are expected to have a good locus of control in planning a good career in order to face the world of work and career.

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