

## **BK CAREER IN HIGH SCHOOL (SMA & SMK)**

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### **Abstract**

*Education is very important in determining a career in Indonesia. The main thing in career guidance activities in high school for various individuals must be based on the intensity of planning, the readiness to participate in life as an independent person, and the direction of the individuals towards their goals. By having various characteristics, plans to achieve career goals and students develop an awareness of the need for more specific implementation of career goals. Then develop and implement plans to meet the entry requirements for employment by taking courses at the secondary school level, by in-service training, or by pursuing further training in college or post-secondary education leading to qualifications for a special occupation.*

**Keywords**– BK, career, high school, (SMA & SMK)

## **1. Introduction**

Career guidance is a process of assistance, information services and approaches to individuals/groups of individuals in order to know and understand themselves, get to know the world of work to determine career choices, be able to make career decisions and recognize that these decisions are the most appropriate/according to their circumstances. associated with the requirements of the career to be pursued. Differences in career aspirations, among senior high school students, it turns out that there are substantial differences in the needs of their career development and maturity needs. Many factors account for these differences (e.g., level of parental assistance, racial gender background and self-concept, development and physical health) Dillart and Campbell (1981) compared the influence of parents on the career behavior of 194 children in the third grade of junior high school to third grade of high school. Samples were taken from intact and incomplete families with middle and low socioeconomic characteristics. They found that these parents differentially influence the career development of their children.

The main emphasis in career guidance activities for various individuals should be based on the intensity of planning, readiness to participate in life as an independent person, and the orientation of individuals to goals. By having various characteristics, plans to achieve career goals and students develop awareness of the need for more specific implementation of career goals. Then develop and implement plans to qualify for employment by taking subjects at the secondary school level, by in-service training, or by pursuing further training in college or post-secondary education leading to qualifications for a special occupation.

## **2. Method**

This research is a qualitative research, according to the object of study. So this type of research is included in the category of library research. Based on the literature study on the literature review, research questions were formed, namely (1) how are the characteristics of high school students' career development, (2)

what are the goals of career guidance, (3) how are career planning considerations, (4) how are the perspectives on vocational placement, (5) how are the techniques and career development activities, (6) any research related to high school career training. The type of data used is secondary data. The data collection method is literature study, which will be used for the study of literature. The data obtained were compiled, analyzed, and concluded so as to obtain conclusions regarding the study of literature.

### **3. Result and Discussion**

#### **Characteristics of Student Career Development in Senior High School**

Career exploration is important during adolescence as adolescents begin to engage in self-exploration and explore potential career options. The process of career exploration and decision making can be a very stressful time in a teenager's life. In reaction to this stress, teenagers may try to put the responsibility for making career decisions on someone else and may even delay or avoid making choices that can ultimately lead to sub-optimal decisions. Career planning programs can reduce adolescent stress during career exploration and decision making (Kim Witko, Kerry B Bernes & Bardick, 2005). Career planning becomes significant during late adolescence and early adulthood. Career development is one of the developmental tasks of high school students (Super DE, 1990).

The essence of career development is that every stage of life demands mastery of various emphases which include awareness of the nature of self and life choices (Uman Suherman, 2009). In other words, career development must be followed by individual developmental tasks at every stage of life. Provision of career information to high school / vocational or other high school students is carried out by exploring various types of work according to the stage of development (Yusuf, 2000). Individual career exploration thinking about various alternatives but has not made a binding decision. At the exploration stage, students more accurately describe the chances of success in a future job (Sharf, 2002).

The career development task is in accordance with the student independence competency standards issued by ABKIN (ABKIN., 2007). Where high school students must achieve independence in insight and career preparation. This task is internalized into three stages:

1. Introduction, namely by studying self-ability, opportunities and variety of work, education and activities focused on developing more targeted career alternatives
2. Accommodation is the internalization of values that underlie the consideration of choosing alternative careers
3. Action is starting to develop alternative career planning that considers abilities, opportunities and career variety.

Selection and preparation for a job or career is the preparation of adolescents before entering the world of work and is a task of adolescent development. Teenagers should ideally choose a job that matches their potential. These potentials include knowledge of skills, creativity, abilities and attitudes towards work. Decision making about the chosen career must be combined between the desired job and career with personal potentials (Sukardi, 1984). Adolescents are expected to learn how to break away from parental help by getting a job and preparing to enter the workforce in the future.

Another opinion states that the characteristics of high school / vocational youth career development are as follows (Twi Tandar Atmaja, 2014):

1. Self-knowledge, including knowledge of the importance of the concept of career development, developing skills to interact with others, developing awareness of the importance of emotional and physical development in career decision making
2. Knowledge of vocational education, including developing awareness about the importance of educational achievement to see career opportunities, developing awareness about the relationship between learning and work, acquiring skills to understand and use career

information and gaining awareness of how careers relate to the functions and needs of society

3. Career planning and exploration, including developing awareness of the interrelationships between life roles, lifestyles and careers, developing awareness of vocational differences and changing roles of men and women.

### **BK Career Goals**

The following describes the goals of career guidance in high school which include helping students learn to (Herr, EL and Cramer, 1984):

1. Shows the relationship between learning outcomes, values, aspirations, educational aspirations and careers
2. Analyze current personal competence in the skills required for career choices and develop plans to strengthen these skills where necessary
3. Take responsibility for career planning and its consequences.
4. Be prepared to qualify for entry-level occupations by taking appropriate subjects, by cooperative education, or by in-service training.
5. Be ready to qualify for post-secondary education by taking subjects required by the desired type of program and institution (college, commerce, enterprise.
6. Develop knowledge and skills related to life as a consumer.
7. Develop skills related to the effective use of free time.
8. Systematically examine the reality of career choices by relating them to learning outcomes in subjects.
9. Identify alternative means of achieving desired educational or occupational goals if preferred options are not available.
10. Use the main forms of continuing education after secondary school and note those most related to career preferences
11. Identify the steps needed to enter after high school which includes who to contact, application times and procedures, and the investment required.
12. Make accurate estimates of traits and accomplishments and present these effectively as summaries and in occupational or educational interviews

13. Develop specific plans for implementing career goals.

14. Implement career plans.

According to (Prayitno, 2014) the objectives of career guidance in SMA/SMK are:

1. Consolidating self-understanding regarding the career tendencies to be developed
2. Stabilization of orientation and career information in general, especially the career you want to develop
3. Orientation and information on the world of work and the business of earning income to meet the needs and demands of family, community, nation and state life
4. Introduction of various job opportunities that can be entered after graduating from high school and vocational school
5. Additional and higher education orientation and information
6. Especially for SMK, self-skills for vocational skills in work institutions (agencies, companies, industries).

### **Career Planning Considerations**

Career planning is a way to assist students in choosing a career field according to their potential, so that they can be quite successful in the field of work. Career planning needs to be prepared before students enter directly into the world of careers. Career planning is based on the potential of students so that there is no conflict between the chosen career and the potential that exists in students (Twi Tandar Atmaja, 2014). Career planning is a process by which individuals can identify and take steps to achieve career goals. Career planning involves identifying career-related goals and developing plans to achieve those goals.

Career is also an accumulation and knowledge embedded in skills, expertise, and a network of working relationships obtained through a wider range of work experience developments (Bird, 1994 in Deasy: 2000). In contrast, Greenberg and Baron (2000: 215) state that the career includes a sequence of one's work experience over a certain period of time (Research &

Dan, 2013). Bluestein (1988) states that one of the factors that influence the direction of choice of career interests is career planning. According to Wolman, Johnson and Bottoms (1975), most students feel they need help in career planning, including in making the most appropriate career decisions for themselves. (Adiputra, 2015).

According to Super in Winkel (2005: 634) career understanding is helping individuals to develop unity and self-image and their role in the world of work (Purnamasari, 2006). Individuals in their lives will be faced with a number of alternatives, both related to their personal, social, study and career lives. However, sometimes individuals have difficulty making decisions in determining which alternative should be chosen. Wrong (Richma Hidayati, 2015).

Career planning is generally assumed to have a very important meaning in achieving goals, because how the plan is understood as a result of the planning process serves as a guide for evaluation activities. Career determination is the first step for one's career path, so currently there is a need for career development, each employee according to his abilities and skills (Martoyo, 2007:81). Edgar Schein (in Sirait 2006:166) Career planning is a continuous process of finding, where a person slowly develops a clearer job concept in relation to his talents, abilities, motives, needs, attitudes, and values (Planning, Dan, Efficacy, & Performance, nd).

### **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 competence consists of developing and realizing products and affective aspects in the form of courage to be responsible for the results of creativity, confidence in oneself, 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. There are not many educational institutions in Indonesia that have taken guidance or services to students in choosing the type of vocational to be engaged in. In vocational schools there are career guidance service facilities for students, but they are only effective if there is a desire from the students themselves not from the school, but even so, schools need initiatives or must be proactive to guide their students where they should go after graduating from school.

### **Career Counseling Techniques or Activities**

Referring to career development according to Super High School students at the exploration stage, students should be able to plan work according to their field of expertise, be able to set goals and be able to do deepening in accordance with the chosen field. However, in reality, many Vocational High School (SMK) students have not been able to determine their career field after graduation. There are still many career problems that occur in Vocational High Schools (Luluk Sersiana, at al: 2013). So that Career Guidance and Counseling services are needed at the high school education level. Career guidance is a process of helping individuals to understand and accept themselves and secondly to help understand and adjust to the real world of work. Thus, the most important thing in career guidance is understanding, acceptance, and adjustment to both oneself and the world of work, as well as solving career problems faced (Ita Juwitaningrum: 2013). To help students prepare themselves in choosing a career, students can first understand themselves by understanding their skills, talents, interests, aspirations, and other aspects that support students' self-understanding (Febry Yani Falentini, at al: 2013 ).

Sciarra (in Uman Suherman 2009) explains that the components and competencies that will be given to high school/vocational high school students include:



1. Identify your education and skills to choose a career that fits your field or interests you.
2. An introduction to the effects of career choices that have been made.
3. Develop skills possessed to make career plans.
4. Understand their potential, talents, and interests.
5. Make decisions about career choices.
6. Understand that career development is a process that must be lived throughout life.

### **Related Research**

1. Title: Honing Vocational Competencies of Vocational Vocational High School Students Through Learning Integration Based on Creative Economy Projects, Researcher: Nining Mariyaningsih (2016). Research results: Creative economy-based project learning needs to be integrated into innovative learning activities. Teachers need to design the implementation of project learning by involving the environment so as to create business opportunities for students majoring in business management at SMK Negeri 1 Salatiga. The integration of project learning based on the creative economy has the impact of creating creative products that have a selling value and are proven to be able to hone the vocational skills of vocational students.
2. Title: Vocational Maturity in Class XII Students at SMA Negeri 1 Klaten Judging from Academic Self Confidence and Class Type, Researcher: Ari Purwandari (2009). Research Results: Academic self-confidence is related to vocational maturity. Students who have high academic self-confidence will also have high vocational maturity. Conversely, if students' academic self-confidence is low, then vocational maturity is also low.
3. Title: Career Maturity of Vocational School Students Judging by Gender and Major, Researcher: Ika Zenita Ratnaningsih, at al. Research Results: The results of the study show that there is no difference in career maturity in terms of gender or majors. In addition to gender as an internal

demographic factor, it is possible that there are internal factors such as self-efficacy and external factors such as school characteristics that affect career maturity. The high score of career maturity in vocational students needs to be maintained by providing comprehensive career guidance. For students who have a low career maturity score, as many as 27 students need special attention to be given an intervention program to increase career maturity.

#### **4. Conclusion**

The existence of career development, it is said that every stage of life requires 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. By providing career information, it will raise awareness of students on various types of occupations/jobs. In high school students the provision of information in preparation for job selection. At PT, the choice and placement of students in study programs/departments according to "who is" is very important.

The main thing in career guidance activities in high school for various individuals must be based on the intensity of planning, readiness to participate in life as an independent person, and the orientation of individuals to goals. By having various characteristics, plans to achieve career goals and students develop awareness of the need for more specific implementation of career goals. Then develop and implement plans to qualify for employment by taking subjects at the secondary school level, by in-service training, or by pursuing further training in college or post-secondary education leading to qualifications for a special occupation.

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