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Management of Career Guidance Program in Vocational High Schools in Yogyakarta Special Territory (DIY) of ASEAN Economic Community (AEC)

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Abstract. This aim of this study is to describe about management of career guidance programs in Yogyakarta Special Region Vocational High Schools at the ASEAN Economic Community era. This was a quantitative descriptive study supported by qualitative data with survey methods. The subjects of this study were 8 school headmasters, 8 guidance and counselling coordinators, 38 guidance and counseling counselors, 87 light vehicle engineering teachers and 194 grade XII students. The research data was obtained from an open questionnaire. Data analysis used descriptive statistics with qualitative data as supporting data. The results showed: Management of career guidance programs in State Vocational High Schools of Yogyakarta Special Region included in the medium category with 55.80%. This showed that the management of career guidance programs in State Vocational High Schools was not optimal. The findings of this study were career guidance managers who have difficulties in the process of planning programs to support students' career development and organizing, lack of counselors who were in line with the undergraduate qualifications of education counseling guidance, less time of implementation program, rarely evaluating sustainably.

1. Introduction

ASEAN has a 2020 vision to create a stable, prosperous, highly competitive economic zone, accelerate trade, increase professional workforce freely. ASEAN created the ASEAN Economic Community (AEC) program which has the main characteristics as a single market based on production [1]. There are five main essential characteristics of a single market based on production. One of them is a free market of educated labor and capital [2]. This policy also applies in Indonesia. Indonesia must manage quality of human resources because it has a strategic and very important role in the AEC. Indonesian human resources are in the 108th position from 1807 countries in the world [3]. This means that the quality of Indonesian human resources is still relatively low. One of the efforts to improve the quality of human resources is by improving the quality of education. One of the educational institutions in Indonesia is Vocational High School. Vocational High School is a secondary education that prepares students to work in specific jobs [4]. The output of the Vocational High School is an educated workforce. Vocational education has a strategic role in dealing with AEC.

The number of Vocational Schools recorded in Indonesia was 11,738 Vocational High Schools [5]. 35.59% of that number are vocational schools that have automotive engineering study programs. 62.25% of vocational students in the technology and engineering expertise field are students of automotive engineering courses [5]. There are 64% of students from the automotive study program taking light vehicle engineering expertise [5]. The data describe that the automotive engineering study program, especially the TKR expertise, is the most widely held and popular study program in Indonesia.

The current phenomenon is related to the high rate of the labor force and unemployment. The problem that occurs is the high educated workforce that experiences a mismatch of 63% and the problem of underqualification [6]. The survey noted that there was a decline in educated unemployment to 5.13%, but SMKs still had a large unemployment rate of 18% [7]. The Ministry of Manpower of the Republic of Indonesia notes that there are 2% unemployment in DIY or 1,335 people with automotive skills [8]. This figure shows that the unemployment rate with automatic skills is high. This means that the

implementation of vocational education in DIY, especially the automotive engineering study program is still not effective.

Rapid technological developments in the automotive field should provide wide opportunities for automotive vocational education. But the fact that was found in the Yogyakarta State Vocational School stated that students did not yet know thoroughly about the purpose of the chosen study program. Students have low information related to AEC policy. This happens because counseling guidance services, especially career counseling, are less intensive.

The results of pre-survey observations on the counseling guidance coordinator stated that most of the counseling management managers did not understand the 2015 ASEAN Economic Community policy. Many counselors were not experts or had a bachelor's degree in counseling guidance. They do not have specific programs and strategies to prepare students to compete with foreign workers. Another problem is the lack of support from schools in developing career guidance programs. They also do not have enough time to optimize the planned program. The difficulty of vocational school graduates to work in accordance with the competence is quite high. This is confirmed by the alumni data obtained at the following DIY State Vocational Schools.

Table 1. State Vocational High School Alumni Data

Period	Work (%)	Entrepreneurship (%)	Study (%)	Unknown (%)
2014/2015	46,18	0,35	3,82	49,65
2015/2016	47,73	0,11	3,42	48,74
2016/2017	43,56	0,0	3,81	52,63

The data above shows that the absorption of SMK graduates is less than 50%. Based on interviews, students who work according to the area of expertise around 10%.

The implementation of vocational education must be more extra to prepare students to become productive labor. Vocational education is closely aligned to the supply of labor and the types of capacities that this labor possesses [9]. Vocational Education and Training (VET) prepares for the world of work today and tomorrow [10]. Improving the quality of graduates is the most important thing to do at school.

Organizers of vocational education are not enough to only teach students with knowledge and skills. One important aspect that also needs to be considered is the career development of vocational students. Increasing academic achievement, Fostering post-secondary transitions and Preparing students for high-skills, high-wage careers [11]. There are 3 things to develop a career: (1) understanding broad information on the world of work, (2) understanding how to choose suitable jobs (type, location, salary, health insurance, etc.), (3) improving the ability to identify job characteristics, needed, and career prospects in the future [12]. Education is a crucial element in all students' preparation for successful working careers [13]. This is necessary to pay attention to the management of career guidance programs in State Vocational High Light Vehicle Engineering Study Program (TKR) in DIY during the 2015 ASEAN Economic Community era.

2. Method

This research was a descriptive study with a quantitative approach that was supported by qualitative data to strengthen the data in discussion with survey research methods. This research was carried out in Yogyakarta Special Region State Vocational School in 5 districts / cities. The research site was a 3-year State Vocational School that has a light vehicle Engineering Study Program. Research time was in the even semester of 2017/2018 from January 2018 to February 2018.

3. Results

The results of this study in general were carried out on the management of career guidance programs in DIY Public Vocational Schools. The results of data analysis were used to see the level of management of career guidance programs conducted in DIY State Vocational Schools. The following results of data analysis could be seen in table 2 below.

Table 2. Results of Data Analysis Management of Career Guidance Programs

Aspect	Mean	(%)	Interpretation
Planning	2,26	56,50	Medium
Organizing	2,43	60,69	Good

Aspect	Mean	(%)	Interpretation
Implementation	2,17	54,13	Medium
Supervision	2,41	60,13	Good
Evaluation & follow-up	2,10	52,56	Medium

4. Discussion

4.1. Planning Aspects

Career guidance planning in State Vocational Schools in Yogyakarta Special Region was an integral part of programs in Vocational Schools. Career guidance planning was made at the beginning of the year and included in school programs and budgets. This plan aimed to direct career guidance to students in class X, XI or XII. Good cooperation was needed from every element in the school so that the purpose of career guidance is carried out.

Planning was the main step in the education process, especially the process of career guidance in schools. Planning required precision and accuracy in its preparation so that the implementation could be right on target. Planning aspect research results showed that of the 36 statement items in the questionnaire given to respondents, the mean value was 2.26 with a percentage of 56.50%. Based on the results of the data analysis, the aspects of planning in the management of career guidance programs in State Vocational Schools in Yogyakarta Special Region were the "medium" category.

Qualitative supporting data informed that there were a number of issues that were a problem in the planning process: related to the drafting of a budget plan for the needs of a career guidance program for the semester or for one year, the administration of needs evaluation, the availability of space for group counseling career problems. So that it could be studied further related to the problems that arised in the planning aspect in managing career guidance management

First, the problems in the preparation of the annual and semester career guidance program budget plans were very important to achieve the goals of career guidance programs in schools. This problem could be occurred because there were several indications: the funds provided from the school were not in accordance with what was planned because there were priority sectors that need to be prioritized. These problems occurred because the creation of a career guidance fund budget plan in one year or semester required carefulness and good understanding in finance.

Second, the problem in the needs assessment was the difficulty in making. This was one of the inhibiting factors in planning career guidance programs. Planning a good guidance program was ideally based on the needs of students. This could be known by taking several ways through: observation, document study, interviews, and questionnaires. The problem was improved because the counseling guidance was not used to administering the data systematically.

Third, the problem was the availability of group guidance rooms. Ideally, the counseling guidance room consists of work space, administration or data room, individual counseling room, group counseling room, biblio therapy room, relaxation room and living room [23], but many schools did not have that space. This problem would affect the implementation of career guidance. Students became less comfortable when career guidance was implemented. This problem occurred because of the lack of budget owned by the school and there was no policy from the school to develop a space for counseling guidance that was more representative and ideal for the implementation of career guidance services.

4.2. Organizing Aspect

The aspect of organizing was an activity in which there were activities to compile and establish cooperative relationships in work units that were systematically coordinated, effective and efficient. This made it easy to achieve goals. Organizing career guidance was intended to facilitate counselors in facilitating students to obtain optimal career guidance services. Organizing career guidance in schools, especially vocational schools, includes all elements who had a role in developing students' talents and careers. Parties that had a big role in providing understanding and information about career development also came from institutions outside of school such as universities, businesses, and industries. Organizing good career guidance placed counselors who had the ability, potential, and expertise in accordance with the character of students. Career guidance services to students become more informative to provide broad understanding to students.

Organizing career guidance was a strategic aspect to carry out career guidance services in schools. The process of organizing career guidance needed to be well coordinated and organized so that it was easy to implement and supervise. The results of the research based on 20 statement items on the questionnaire obtained a mean value of 2.43 with a percentage of 60.69. Organizing aspects in the management of career guidance programs in State Vocational Schools in Yogyakarta Special Region were in the "Good" category.

There were several notes given by respondents about organizing career guidance. Qualitative supporting data on this aspect showed the ratio of teacher counseling guidance with students was too high. There were still counseling teachers who has not gotten education of counselor profession. Minister of Education and Culture Regulation No. 111 of 2014 concerning guidance and counseling in elementary and secondary education explained that counselors or counseling teachers with a ratio of one teacher serves 150 students. The regulation attachment stated that each school needed to have a number of counselors or counseling guidance teachers with a ratio of 1 counselor serving 150-160 students [15]. This caused less optimal implementation and career guidance services for students. The high teacher and student ratios made supervisory supervision of students weak. This would make it difficult to understand the needs of students' career problems.

Based on Minister of Education and Culture Regulation No. 111 of 2014 concerning guidance and counseling on basic and secondary education, articles 1 points 3 and 4, stated that Guidance and Counseling counselors or teachers are professional education with minimum academic qualifications for undergraduate education (S-1) in the field of guidance and counseling and have competence in the field and also passed the teacher professional education guidance and counseling. This problem arised because the recruitment of Guidance and Counseling teachers who had an undergraduate education and counseling background is still lacking. Schools provided opportunities for normative, adaptive, and productive teachers to become teachers of Guidance and Counseling so their teaching hours were fulfilled. The impact of these problems was that career guidance services had difficulty in conducting guidance that was in accordance with the theory.

4.3. Implementation Aspects

The implementation of career guidance could be carried out when planning and organizing career guidance had been well realized. The process of implementing career guidance was an activity to direct students to understand their potential, be able to measure abilities and assess themselves, know job information and types of work related to the area of expertise, foster a sense of belonging to the community. This could be realized if there was good cooperation in every element in the SMK.

The results showed that aspects of the implementation of career guidance consisted of 48 items. Questionnaires were given to 133 respondents consisting of counseling guidance coordinators, counselors, light vehicle engineering teachers, and 194 students. The results showed a mean value of 2.17 with a percentage of 54.13%. These values interpreted that the implementation aspects of career guidance in State Vocational Schools in Yogyakarta Special Region were in the "medium" category. Qualitative supporting data stated that there was almost no coordination and good socialization from the management (guidance and counseling program) related to the implementation of career guidance. Career guidance could not be implemented optimally according to Minister of Education and Culture Regulation No. 111 of 2014 concerning guidance and counseling in articles 5 and 6 regarding the principles and principles of implementing guidance services.

There were problems that became obstacles in the implementation of career guidance. Problems related to coordination and socialization related to the implementation of guidance. This could be occurred because of the weak communication that existed between the elements in the school, the thinking between the counseling program manager and other teachers was not aligned. Guidance services were not optimal. This led to ways or methods that counselors could do in carrying out career guidance services. There were five methods or ways to achieve the goal of career guidance in school: compiling a career guidance package, instructional implementation, implementation in the form of teaching units, career days, and tourism work [16]. This problems were the impact of human resources whose background were not undergraduate education and guidance and counseling and limited execution time only on career days.

4.4. Supervision of Career Guidance

Supervision was one of the activities after organizing planning and when the implementation was running. A supervisor could improve tasks and improve activities according to planning. This was done as a step to ensure implementation in accordance with planning. Supervision of career guidance was a series of stages in an effort to maintain the quality of the realization of a planned career guidance service program. Supervision of career guidance was carried out as a step to control the implementation of career guidance. Supervisors played an important role and held a strategic position in the aim of career guidance. Supervisors were tasked with reviewing activities carried out by counselors or guidance and counseling teachers in carrying out their roles, duties and responsibilities. Service delivery could run effectively and efficiently.

Supervision of the implementation of career guidance services in vocational schools in Yogyakarta Special Region was carried out by internal schools. The supervision process involved the school principal and the Counseling and Guidance coordinator. The school principal together with the counseling guidance coordinator needs to coordinate all activities that became school programs. Teaching, training, and counseling activities could be well integrated. Providing various facilities so that guidance and counseling services were carried out effectively and efficiently. Supervise and guide the program planning and implementation, assessment, and evaluation as well as followed-up counseling guidance services, especially career guidance programs. The results of the research on career guidance supervision consisted of 13 items to 16 respondents. The data showed the mean of 2.41 with a percentage of 60.13%. This value explained that the supervision aspect of career guidance is in good category. This indicated that the aspects of supervision had good communication. There was no specific note on this aspect.

4.5. Evaluation and Follow-up

Evaluation and follow-up on career guidance programs is an effort to find out how successful the implementation of career guidance has been. Evaluation in career guidance is the process of making systematic consideration of effectiveness based on a certain size (standard) in achieving goals. Thus evaluation is a systematic process in collecting and analyzing information about efficiency, effectiveness and impact of career guidance services programs on personal, social, and career development of students/counselees (Permendikbud No. 111 of 2014 concerning guidance and counseling).

While follow-up in the career guidance program will be an important tool in supporting efforts in decision making as well as improvements to career guidance services programs. Evaluation is related to accountability, which is a measure of how much career guidance is achieved. By the Larena, aspects of evaluation and follow-up are very important in career guidance as a reference and reference to improve service quality to be more optimal. Based on the results of the analysis of research data on aspects of evaluation and follow-up career guidance, the mean value was 2.10 with a percentage of 52.56%. These results, if converted in the percentage conversion guide table, fall into the medium category.

Furthermore, in the qualitative supporting data there are some important information obtained from respondents related to aspects of evaluation and follow-up. The information obtained is: evaluation is done when problems arise in the implementation, problems in assessing the participation and activities of students in career guidance activities so that difficulties in expressing student interest, problems in convincing students how important career guidance services, problems in preparing program evaluation reports career guidance services, and the BK has almost never conducted socialization and publication of the results of evaluation of counseling guidance programs. Based on these findings shows that in the aspect of evaluation and follow-up many obstacles or problems that are immediately sought to solve the problem and given a solution.

With regard to the problem of conducting evaluations and follow-up that have not been carried out on an ongoing basis, in this case the implementation of evaluation and new follow-up in the realm when needed. This problem was allegedly arising due to problems in HR who were members of the guidance and counseling service program. In addition, this occurs because the counselor has not been able to understand how the stages of the evaluation are carried out and there are indications that the counselor is not accustomed to evaluating career guidance programs. Some things that need to be done are by encouraging counselors or teachers to always follow the training activities of counselors as an effort to renew knowledge and knowledge. So that by optimizing the participation of counselors in various findings will improve the quality and managerial abilities, especially in the aspects of evaluation and follow-up of guidance and counseling programs.

Furthermore, the assessment of the participation of students' activities in career guidance, so that counselors find it difficult to express students' interest in the importance of career guidance services. In theory it is stated that evaluation in career guidance can be carried out by observing student participation and activities in career guidance activities, revealing students' understanding of the career guidance material presented, expressing students' interest in the need for further career guidance services, revealing the process and situation in providing guidance career. These problems occur because there is no familiarity with counselors to evaluate career guidance programs.

Next with regard to the problems in preparing reports on the evaluation of career guidance. Program implementation reports are prepared as a form of accountability of the tasks given to counselors or BK teachers. In addition, the report can also be used as evidence of the implementation of a program and can be used for basic planning activities for the development of a sustainable career guidance program. Problems raised by respondents can occur because the implementation of career guidance in the preparation of administrative data is not yet neat so the counselor will have difficulties in preparing the report.

The problem presented by the next respondent is the issue of socialization and also the publication of the results of the evaluation of career guidance programs. The dissemination and publication of guidance reports is very important in order to provide an overview of the overall condition of the guidance and counseling program, especially on career guidance. Socialization and publications carried out.

5. Conclusion

Management of career guidance programs in Yogyakarta Special Region State Vocational Schools as a whole was in the medium category with a percentage of 55.80%. This showed that the management of career guidance programs in State Vocational Schools had not been optimally implemented. The findings in this study were career guidance managers who had difficulty in the process of planning an effective program to support students' career development, difficulty in organizing, lack of counselors who were in line with undergraduate bachelor's qualifications for counseling guidance, minimal program implementation time, rarely did continuous evaluation.

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