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# Development of Continuing Study Guidance Services Model for Junior High School Students to Anticipate the Mismatch of Major in Vocational Schools

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**Abstract:** This study aims to: 1). Know the continuation of study guidance services that are given to junior high school students to anticipate the mismatch of the majors in vocational schools; 2). Find a model of continuing study guidance services that are desired by junior high school students to anticipate the wrong choice of majors in vocational schools. The research method uses research and development. The research subjects were students of Junior High School Taman Dewasa Jetis, Yogyakarta which was obtained by purposive sampling technique. Data collection using the questionnaire. Data were analyzed using descriptive percentage. The result of the need assessment is used as a reference to develop the Model for Continuing Study Guidance Services for Junior High School Students to Anticipate the Mismatch of Major in Vocational Schools. The model of study continuation guidance services that is produced is a pattern of guidance services for the continuation of studies, the method and media that can be used. Model of the continuation study services in vocational schools can help the students in making decisions for advanced study and anticipate the mismatch of majors in vocational schools.

**Keywords:** *Continuing Study Guidance Services; Mismatch of The Major in Vocational Schools*

## 1. Introduction

Vocational School is one of formal education unit that organizes vocational education at the secondary education level as a continuation of junior high school or other equivalent form or continuation of learning outcomes recognized equally / equivalent to junior high school. Vocational secondary education is an education at the secondary education level, which prioritizes the development of students' ability to carry out certain types of work. Vocational secondary education prioritizes for preparing students to enter the employment and develop the professional attitudes. In accordance with its form, vocational schools hold

the educational programs that are appropriated to the types of employment (Peraturan Pemerintah Nomor 29 Tahun 1990).

Vocational School is one of formal education unit that organizes vocational education at the secondary education level as a continuation of junior high school, MTs, or other equivalent forms. Schools at the education level and vocational categories can be called as Vocational Schools or Vocational Madrasah Aliyah or other equivalent forms (Undang-Undang Sistem Pendidikan Nasional Tahun 2003). Vocational Schools or Vocational Madrasah Aliyah has the aim to prepare the graduates to be ready to work. Thus, the curriculum, learning process and the evaluation of learning outcomes are held differently from Senior High School or State Aliyah Madrasah.

The students choose vocational school as a secondary school because the second choice after not being accepted in the first choice (senior high school). As the second choice, prospective vocational students only have a short time to choose the school and the study program that will be taken. This resulted the prospective vocational students taking the decisions about the choice of study in vocational schools without the adequate information about the majors / programs of the expertise that will be entered. These conditions can lead to learning outcomes that are less optimal because of incompatibility with previous expectations or ideals. Even can result in students drop out of school.

Some of the causes of the misplace of the major which is experienced by students is the lack of information for junior high school students about the areas of expertise and expertise programs that exist in vocational schools. Guidance and Counseling have a role in preparing students to prepare for the next level. Continuing study information service is one of the guidance and counseling services that aims to provide the information and practice the ability to make the decisions about the continuing school that to be pursued.

The planning of advanced study needs to be planned early, so that the students can consider the things that become obstacles and other considerations in the advanced of the study that they will choose. In the advanced planning process of the study, the stages that generally cause problems are making the decision. The problem of advanced study included; 1) decision to leave the school; 2) the problem of learning problems; 3) making the decision about advanced school; 4) social problems of high school students.

The difficulties of choosing advanced study can be avoided when students have sufficient information about the secondary school to be addressed. Students need a help and guidance from existing tutors at the school, in order to obtain adequate knowledge and understanding of various conditions. So far, there have been a number of vocational

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guidance and counseling teachers who provide about advanced study guidance services for junior high school students. However, the service is not effective because the teacher guidance and counseling does not know what the material is needed by students.

## **2. Literature Review**

### **a. Vocational School Education**

Vocational secondary education is an education at the secondary education level that prioritizes the development of students' ability to carry out certain types of work. Vocational secondary education prioritizes preparing students to enter the employment and develop the professional attitudes. In accordance with its form, vocational high schools hold the educational programs that is appropriated to the types of employment (Peraturan Pemerintah No. 29 Tahun 1990).

The specific aims of vocational secondary education are as follows: (a) preparing the students to become the productive human beings, be able to work independently, fill job openings as the middle-level of workers in accordance with the competencies in the selected expertise program; (b) preparing the students to be able to choose a career, be tenacious and persistent in competence, adapting to the work environment and develop professional attitudes in the areas of expertise they are interested in; (c) equipping the students with the science, technology and art in order to be able to develop themselves later on both independently and through higher education; and (d) equipping the students with competencies that are in accordance with the chosen expertise program.

The Decree of the Director General of Primary and Secondary Education Number 330 / DD5 / KEP / KR / 2017 about the Core Competencies and Basic Competencies has been decided about the areas of expertise in Vocational Schools consisting of 9 areas of expertise, each area of expertise has several expertise programs, from the existing expertise programs are detailed into several study programs.

### **b. Continuing Study Guidance Services**

Study continuation guidance service is a service that is given to the junior high school students in the final year provided by guidance and counseling teachers in Vocational School which is aim to provide information and insights about the majors in Vocational Schools. The functions of the continuation guidance study services include providing an understanding of the advanced schools that will be pursued, preventing the problems that arise when studying in advanced school and developing the potential possessed by junior high school students so that they do not get the misplace in choosing the majors in secondary schools.

Study continuation service is a portion that cannot be separated from specialization and individual planning services is the process of assisting to all students / counselees in making and implementing personal planning, social, learning and career (Panduan Operasional Penyelenggaraan Bimbingan dan Konseling, 2016). The main purpose of this service is to help students learn to monitor and understand their own growth and development and take proactive action on the information. Specialization services start from the creation to enjoy the subjects of specialization groups and fields of expertise / vocational, have an educational aspirations and types of work, synchronization between the ideals of education and the type of work with subjects that are likely to be liked, and at the beginning of the 6th semester are able to establish specialization.

### **b. Relevant Research**

The early research conducted by researchers (Iswanti, Ariyadi & Agus Triyanto) in 2017 by interviewing several teachers at Vocational School I Trucuk, Klaten Regency, Central Java Province, it was informed that some students who entered a vocational school were the second choice after the first choice, namely senior high school. The choice to enter vocational school is motivated by a variety of reasons including: not being accepted in the desired high school, an encouragement from their parents, and joining friends.

Another study conducted by Sri Iswanti (2015) about the factors that influence the quality of graduates of Vocational School Nurul Huda Panumbangan, Ciamis Regency, West Java Province concluded that one of the factors that influence the quality of graduates of the Vocational School is the provision of information services to feeder school students (Junior High School) about various things related to the vocational school which is relevant. Research that was conducted by Sri Iswanti, et al (2017) at the State Vocational High School I Yogyakarta concluded that Guidance and Counseling Teachers are expected to provide services to strengthen the entrepreneurial spirit of students who have a low performance to become entrepreneurs. Another finding from this study, that the Vocational Guidance and Counseling teacher needs to provide further study guidance services for the surrounding junior high school students in order to have the complete information about the Vocational Schools that will be entered.

Based on these studies, it can be concluded that junior high school students need to be provided with guidance services to continue their studies to vocational schools so that they do not choose the misplace of majors / programs so that they can anticipate in dropping out and improve the quality of relevant vocational school graduates.

### **3. Methodology**

This research used a *Research & Development* approach. The research was done by using Borg and Gall's *Research and Development* approach (2003: 570), a series of research activities followed up by the development of a study of continuation guidance service model for junior high school students. The steps of developing a model for continuing study guidance services for junior high school students as an effort to anticipate one of the majors were:

1. Conducted the preliminary research and collected the information on data needed for the module development (literature review and identification of needs for junior high school students and vocational school counselors who will provide guidance services).
2. Planned (defined the concepts, formulated goals, and formulated a theoretical framework).
3. Developed the initial product form (designed a hypothetical model of the study continuation guidance service for junior high school students).

### **4. Results and Discussion**

#### **4.1 Results**

Based on the results of the questionnaire analysis given to students, shows that 86% of students want to continue their studies at Vocational Schools. While 14% of students choose to continue their studies in senior high school. This shows that the Vocational School is the highest school selected as a secondary school. The results of the next study shows that the students of Taman Dewasa Jetis mostly known what the major they are going to take, but there are some students who are still uncertain and do not know. As many as 34% of students already known the majors to be addressed in Vocational Schools, while 41% of students know the majors to be addressed but are still in doubt and 11% do not know the majors to be addressed in Vocational Schools.

##### **4.1.1. Continuing Study Information Services**

Based on the results of the questionnaire shows that as many as 93% of students has already know about the information of vocational high schools, but not complete yet, while as much as 2% already know in full and 5% do not know nothing. While the results of the questionnaire analysis distributed to vocational guidance and counseling teachers in the City of Yogyakarta shows that as many as 59% of teachers has carried out continuation guidance services while the rest have not implemented it. Some of the reasons that BK teachers do not provide services because they do not have the opportunity, are not involved in the school

promotion committee and study continuation services are not included in the Guidance and Counseling program.

#### 4.1.2. Materials needed in the study continuation guidance service

The following are the results of the study continuation materials based on the results of the student questionnaire analysis to prepare for advanced education in Vocational Schools:

Table 1. The Material for Continuing Study Guidance Services at Vocational Schools based on the results of student questionnaire analysis.

No	Material guidance study continuation	percentage
1.	Departments in Vocational School	12%
2.	The subjects of practice at Vocational School	10%
3.	Requirements for entering education at Vocational School	9%
4.	Theoretical subjects at Vocational School	9%
5.	Jobs that can be entered by Vocational School graduates	9%
6.	Income that is earned by vocational school graduates	8%
7.	Career development for Vocational School graduates	8%
8.	Scholarships for vocational students	8%
9.	Continuing study at university for Vocational School graduates	8%
10.	Competence in vocational skills	7%
11.	Types of Vocational Schools in Indonesia	6%
12.	Definition and purpose of education in Vocational School	6%
13.	Other information: Practice subjects in every direction	1%

In addition to conducting need assessments for students, the research team also conducted need assessments related to the study continuation guidance material. The following are material needs based on the results of the questionnaire analysis that has been filled by the teacher's guidance and counseling.

Table 2. Table of Material for Continuing Study Guidance Services based on the results of the questionnaire analysis of the Guidance and Counseling's teacher of Vocational School

No	Material	Percentage
1.	Definition and purpose of education in vocational schools	10%
2.	Areas of expertise in Vocational Schools	11%
3.	Skills programs in vocational schools	11%
4.	Skills competencies in vocational schools	9%
5.	Requirements for entering vocational education	10%
6.	Theoretical subjects in vocational schools	8%
7.	Practical subjects in vocational schools	9%
8.	Employment opportunities for vocational school graduates	10%
9.	Income that is earned by vocational school graduates	6%
10.	Career development for Vocational School graduates	6%
11.	Advanced study in the college for vocational school graduates	9%
12.	Other information Differences between Vocational school and Senior High School	1%

The next is the results of a questionnaire analysis related to the methods that can be used in the study of continuation guidance services:

Table 4. Method of Continuing Study Guidance Services

No	Service Method	Percentage
1.	Lecture	31%
2.	Film screening	22%
3.	Visiting to Vocational school	11%
4.	Using printed materials, leaflets, booklets	20%
5.	Information through the website	16%

Based on the questionnaire analysis, the development of the study of continuation guidance service model includes a flowchart of the parties involved in the study of continuation guidance service and a continuation study guidance service model consisting of materials and methods that can be used in the study continuation guidance service.

#### 4.1.3. Formulation of the Study Continuing Guidance Service Model

##### a. Guidance Service Model for the continuation of junior high school studies

In carrying out the study of continuation guidance services, the teachers of vocational guidance and counseling require a collaboration with the related parties so that the guidance services that are provided can be effective. The involvement of other parties can support the implementation of study continuation guidance services. The following is a chart of the parties that involved in continuing of school study guidance services:

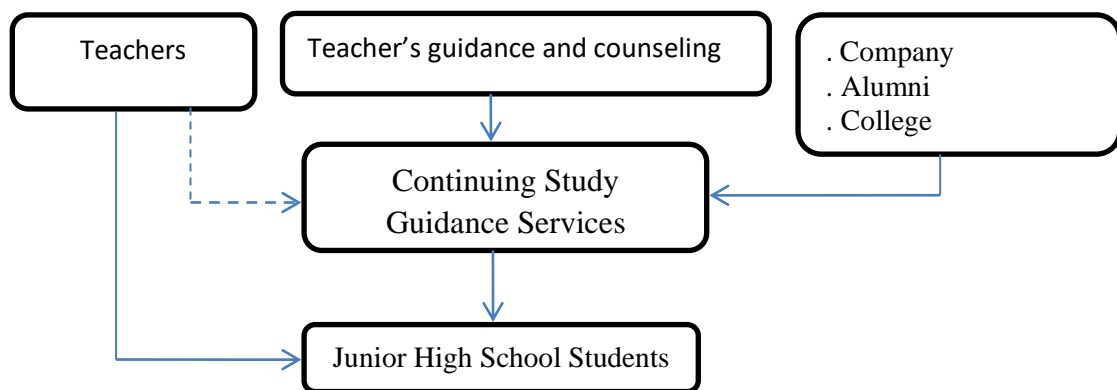


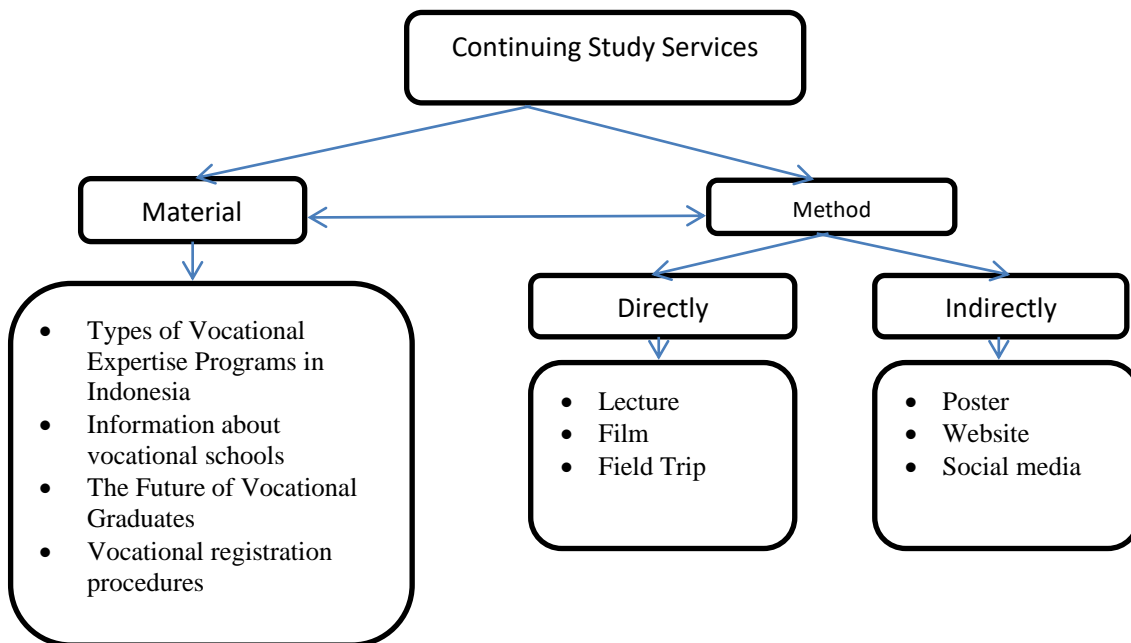
Figure 1. Model of the study of continuation guidance service

In the chart shows that the BK teacher can cooperate with other parties in organizing, a continuing study guidance service. Other parties include teachers in the fields of study, industry, alumni of vocational schools and universities that administer the study programs in accordance with the vocational skills program. With the involvement of others, the study of continuation guidance service can run more effectively and pleasantly.



**b. Materials and Methods for Continuing Study Guidance Services**

In the model of continuation guidance service, there are material and service methods that are used. The method used is divided into two, namely directly and indirectly. Direct method is a method in which BK teachers provide services directly in the form of face-to-face services including lecture methods, films, discussions and field trips. Besides that, in the indirect method is a method where BK teachers provide services through media such as posters, websites and social media.



**Figure 2 Materials and Methods in the Model study continuation service model**

The material in the study of continuation guidance service model is the result of the needs analysis that is obtained from a questionnaire filled by BK of vocational school teachers and junior high school students. The following is the theme / title of the material that will be delivered in the study of continuation guidance service.

**Table 3. Model for Continuing Study Guidance Services for junior high school students**

No	Material	Method	Media	Information
1.	Vocational School in Indonesia			
a.	The differences between Vocational school (SMK) and school that is equal	➤ Lecture and discussion ➤ Social media	➤ Power Point ➤ Instagram, Facebook, website	Guidance and counseling teachers
b.	Types of Vocational Schools and Their	➤ Lecture and discussion	➤ Power Point	Guidance and counseling

No	Material	Method	Media	Information
	Characteristics	➤ Social media	➤ Instagram, Facebook, website	teachers
	c. Field of expertise in vocational schools	Watching Video	School Profile Video	Guidance and counseling teachers
<b>2.</b>	<b>Information of SMK</b>			
	a. Curriculum SMK	Lecture and discussion	Power Point	School Promotion Team
	b. Theoretical and practical subjects	Lecture and discussion of Field Trip	Power Point	School Promotion Team
	c. Skills acquired by vocational school students	Watching Video	School Profile Video	School Promotion Team
<b>3.</b>	<b>The future of SMK graduates</b>			
	a. Employment opportunities	Lecture and discussion	Power Point	Company
	b. Alumni success story	Lecture and discussion	Power Point	Alumni
	c. Opportunities to open entrepreneurship	Training	Power Point and video	Entrepreneurial alumni
	d. Advanced Study	Campus Visit Training	Power Point	Collaboration with State Universities and Private Universities
	e. Career plan	Training	Stationary	Guidance and counseling teachers
<b>4.</b>				
	a. Vocational School Registration	Lecture and discussion	Power Point	School Promotion Team
	b. Preparation for entering Vocational School	Lecture and discussion	Power Point	School Promotion Team

In the table there are some material which is obtained from questionnaires that have been filled by students and teachers. In addition to the material, the study continuation guidance service model also includes service methods, media and information in the form of parties who can be involved. In organizing study continuation guidance services, teacher guidance and counseling can work with various parties including the industry, school promotion teams, alumni, parents and other parties in accordance with the material to be provided.

## **Discussion**

Continuing study guidance services are provided by Senior High School or Vocational School guidance and counseling teachers for junior high school students in the collaboration with junior high school of guidance and counseling teachers. This service aims to help junior high school students gain insight into vocational schools. According to Imoe (Sangkin, 2008) the continuation of study is an individual activity to improve learning through formal and non-formal education levels to achieve the desired level. Continuing study guidance services can help the students to prepare themselves for the continuation of the study to the next level of education. Continuing study guidance services can achieve the goals if the material that is delivered is in accordance with the needs of the students.

Complete information can help the students to make the right decisions in choosing Vocational Schools and the majors to be addressed. This is in accordance with the research conducted by Pamungkas (2015) which shows that advanced study information services influence to the making-decision skills of advanced studies in XII grade students of Gondangrejo Senior High School. Based on this research through the services of information study continuation, students can make the further study decisions according to their abilities and interests.

The development of the study continuation guidance service model is a prototype of the continuation study guidance service to reduce the misplace of majors in vocational schools. In the first year of the development, this model has not been carried out expert testing and limited trials. After the model is formed at the stage of the research, then it will conduct an expert tests and limited trials.

## **CONCLUSION**

The results of the study shows that the guidance service for continuing study in junior high schools had been carried out by some of the vocational guidance and counseling teachers in Yogyakarta. Besides that, in terms of students, shows that students do not understand about the majors in Vocational Schools. The product that is produced in this study is a study continuation guidance service model to anticipate the misplace of majors in vocational school (SMK). The model consists of a pattern of continuity of service, namely the involvement of other parties in the provision of services such as subject teachers, junior high school counseling and guidance teachers and counseling teachers in vocational schools, alumni, industry and universities that organize study programs in accordance with vocational programs. In addition, the study continuation guidance service model contains methods and

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media that can be used in the study continuation guidance service. This model is a prototype and an expert validation test has not been carried out.

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