

My Success Career Training Effectiveness to Improve Career Planning in High School Learners

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Abstract - This research aims to determine the efficacy of *Pelatihan karirku cemerlang* (my success career training) in improving career planning in high school learners. *Pelatihan karirku cemerlang* is an activity intended to add to the knowledge and abilities of respondents in particular fields the behavioral, affective and outcome elements of abilities that require active participation by respondents. The training lasted 14 hours, which was delivered in 4 sessions, and each session lasted approximately 3.5 hours. The method used in this research was a pre-test control group design experiment. The participants of the research were 20 high school students who had low career planning at Al Ulum High School in Medan City. Data collection methods are based on career planning scales, assignment sheets, and homework tasks. Data were evaluated using nonparametric statistics, the Mann Whitney Test to compare the pre-test and post-test results of the experimental and control groups. The findings of the data analysis showed that 'my success career training' was efficient in improving the career planning of high school students. The results of this study contribute to school management in improving student career planning through my success career training.

Keywords - My Success Career Training, Career Planning, Siswa SMU.

I. INTRODUCTION

Career planning is one part of adolescent identity exploration. The issues "What am I going to do?" and "What am I going to be?" often appear to adolescents. Teenagers who feel that they are doing something meaningful and doing it well will feel comfortable with themselves. Conversely, those who feel that their work is meaningless or that they can not do it will wonder about the purpose of their life (Papalia, 2009).

In a research undertaken by Yulianto (2012) at Purworejo High School, it was identified that learners in class XII were still hesitant to choose education after graduating from high school. Sutirna (2013) points out that a person's prevalent issue is a lack of understanding of self-knowledge, which includes knowledge of potentials and

awareness of their weaknesses, a lack of mental willingness to compete in the world, a lack of knowledge of the scope of job in the labor market, and an awareness of career strategies.

According to Hurlock (2004), adolescence has been a transition from childhood to adulthood. Super (1980) says that adolescents between 15 and 24 years of age are in the exploration stage.

Parsons (Winkel, 2006) argues that career planning is a method that passes through before career choice. Sutirna (2013) also points out that knowing the world is essential for people as a preparation for the point of entry into the workforce.

Ardiyanti (2014) initiated "PLANS" training to improve self-efficacy in career decision-making in class XI learners.

The findings of this research show that "PLANS" training contributes to enhancing self-efficiency in career decision-making. In his studies on high school learners, Zulfa (2007) also proposed an increase in student career planning regarding the provision of career knowledge through career information services to learners. In line with this research, Anggraeni (2012) also performed research that group guidance services could improve the career planning of class X learners. Puspita (2010) also performed research on the effectiveness of the Career Planning Guidance Program for Grade XI high school learners. The findings of this study show that the provision of effective career planning programs helps learners to plan their careers.

Researchers have found the phenomenon at Al Ulum Medan High School. Based on the results of interviews with two school counselors, it was noted that there were no programs undertaken by the school to promote the career planning of AL Ulum High School learners in Medan. On 28 November 2014, 167 learners of Class X Al Ulum Medan High School provided a questionnaire. Based on the results of the questionnaire, it is known that most learners (95%) will choose university after graduating from high school, but only 47% have attempted to gather information about the career they will choose. Approximately 53 percent of learners have never attempted to gather information about the career they want. Also, most class X learners feel that they have not received enough information about the career they want (78%). About 95 percent of Grade X learners are willing to attend career guidance training to help prepare learners for career planning. Based on the results and descriptions set out above, scientists are interested in training to improve career planning for high school learners.

II. OBJECTIVES OF THE STUDY

This research aims to determine the efficacy of MY SUCCESS CAREER TRAINING in improving career planning for high school learners.

III. RESEARCH METHODOLOGY

The population in this research was a class X high school learner at the Al Ulum School in Medan with the following characteristics:

- Active as a student of class X at Al Ulum High School, Medan.
- Has a low category of career planning score

The selection of participant is made by providing 165 learners of the Al Ulum Medan High School class X with a career planning scale. The findings of the evaluation of the scale of career planning then divided into groups of participants with low, medium and high career planning. Data collection in this research utilizes the following instruments for data collection:

1. Career planning scale
2. Homework tasks
3. Assignment sheets
4. My success career training modul

The method used for this research is The Pretest-Posttest Control Group Design. Researchers use predetermined criteria to select research participants. Research participants were participants with low-category career planning (Score < 65). Based on the total score of the career planning scale, of the 165 learners who completed the career planning scale, 22 students met the criteria as research participants. Twenty-two students willing to be the participant of studies were further split into two groups: the experimental group and the control group. The research participants were divided by using random assignment methods.

The data analysis method used in this research was Wilcoxon's non-parametric statistical analysis and non-parametric analysis of the variations in the two independent sample scores was conducted using Mann-Whitney non-parametric analysis. Data is processed using SPSS version 21.0 for Windows.

IV. RESULTS

Table 1. Description of research participants based on gender, age and type of education

Group Dimension	Experimental	Control	Total
Sex			
• Male	4	3	7
• Female	6	7	13
Age			
• 15	7	6	13

• 16	3	4	7
Major			
• Science	4	7	11
• Social	6	3	9

Tabel 2. Participants Categorization Based on Career Planning

Z value	Score	Category	Total
$X < (\mu - SD)$	$X < 56$	Rendah	22
$(\mu - SD) \leq X \leq (\mu + SD)$	$56 \leq X \leq 84$	Sedang	136
$(\mu + SD) \leq X$	$84 \leq X$	Tinggi	7

Subjects categorized as having low career planning will be research participants in this study. Of the 22 learners, 11 learners have become the experimental group and 11 learners have become the control group. But when the

training took place, one student resigned and was not willing to join the training until the end of the course. In the control group, one student did not take the post-test, so the research participants were 10 students.

Tabel 3. Descriptive Statistics of Experimental and Control Groups

Data	Group	N	Mean	SD	Max	Min
Pretest	Experimental	10	53,30	2,627	55	48
	Control	10	50,90	3,247	55	46
Post test	Experimental	10	80,10	7,249	86	61
	Control	10	52,50	2,321	55	48
Follow up	Experimental	10	76,30	6,056	85	67
	Control	10	53,80	3,393	58	49

Tabel 4. Mann Whitney Data Pretest and Posttest Test Results of Experimental and Control Groups

	pretest	posttest
Mann-Whitney U	25,500	,000
Wilcoxon W	80,500	55,000
Z	-1,882	-3,794
Asymp. Sig. (2-tailed)	,060	,000
Exact Sig. [2*(1-tailed Sig.)]	,063 ^b	,000 ^b

a. Grouping Variable: y

b. Not corrected for ties.

The comparative test findings (Wilcoxon) in the experimental group showed a substantial distinction in career planning ($p < 0.05$) between pre-test and post-test results. This is also verified by the average post-test score (Mean= 80.10) of the experimental group that is higher than the average pre-test career planning score (Mean= 53.30). A mean distinction of 26.80 between pre-test and post-test means that training is important in improving career planning between pre-test and post-test.

While the comparison test findings (Wilcoxon) in the control group showed no significant distinction in career planning ($p > 0.05$) between pre-test and post-test circumstances. However, the control group's post-test average score (mean= 52.50) was moderately higher than the pre-test average career planning score (mean= 50.90).

Table 5. Comparative Test Results for Experimental and Control Group

Group	Mean Pretest	Mean Posttest	z	P	Results
Experimental	53,30	80,10	-2,810	p < 0,05	Significant
Control	50,90	52,50	-1,435	p > 0,05	Non significant

The mean post-test score (Mean=80.10) of the experimental group was higher than the mean follow-up career planning score (Mean=76.30), but the comparative test findings (Wilcoxon) showed that variations in career planning between post-test results and follow-up in the experimental group were not significant ($p>0.05$). This implies that after 3 weeks (during the follow-up) of my

successful training to the experimental group, the career planning of the experimental group stayed or did not change. The control group's post-test average score (mean= 52.50) is lower than the average follow-up career planning score (mean= 53.80), but the comparative test findings (Wilcoxon) demonstrate that the variations in career planning are not significant ($p>0.05$).

Table 6. Experimental and Control Group Comparative Test Results

Group	Mean Posttest	Mean Follow Up	z	p	Results
Experimental	80,10	76,30	-1,788	p > 0,05	Non significant
Control	52,50	53,80	-1,126	p > 0,05	Non significant

Based on the information in Table 6, it can be concluded that the assumption that my success career training can improve career planning for high school learners is accepted. In other words, there was an increase in the experimental group before and after training. After 3 weeks

of intervention, the character of the participant's career planning is the same (no change) as the situation after the intervention. In other words, giving my success career training to improve the career planning of high school learners is demonstrated to last 3 weeks of training.

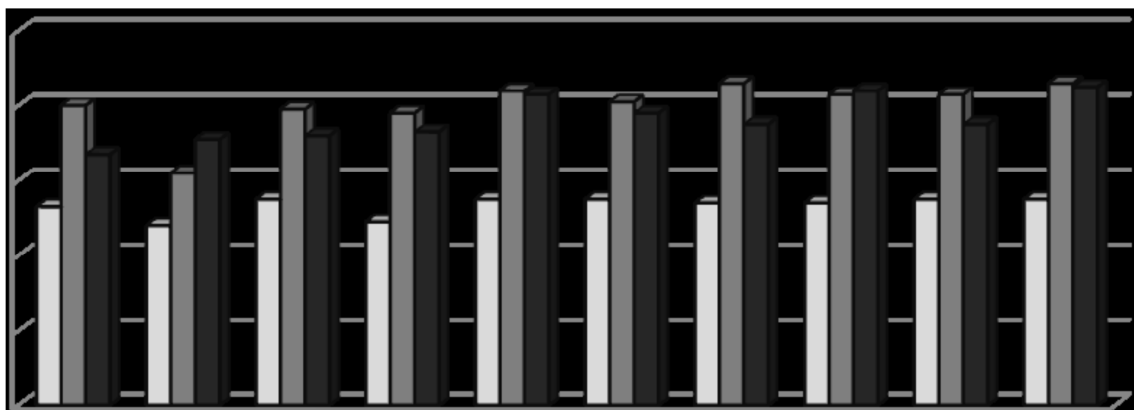


Figure 1. Comparison graph of scores before, after and following up in the experimental group

Table 7. Summary of career planning results for experimental group participants

Participant	Pretest		Post Test		Follow Up	
	Score	Category	Score	Category	Score	Category
IS	53	Low	80	Middle	67	Middle
YS	48	Low	61	Middle	71	Middle
FA	55	Low	79	Middle	72	Middle
AP	49	Low	78	Middle	73	Middle

<i>MA</i>	<i>55</i>	<i>Low</i>	<i>84</i>	<i>High</i>	<i>83</i>	<i>Middle</i>
<i>P</i>	<i>55</i>	<i>Low</i>	<i>81</i>	<i>Middle</i>	<i>78</i>	<i>Middle</i>
<i>TD</i>	<i>54</i>	<i>Low</i>	<i>86</i>	<i>High</i>	<i>75</i>	<i>Middle</i>
<i>A</i>	<i>54</i>	<i>Low</i>	<i>83</i>	<i>Middle</i>	<i>84</i>	<i>Tinggi</i>
<i>S</i>	<i>55</i>	<i>Low</i>	<i>83</i>	<i>Middle</i>	<i>75</i>	<i>Middle</i>
<i>ES</i>	<i>55</i>	<i>Low</i>	<i>86</i>	<i>High</i>	<i>85</i>	<i>High</i>

The analysis of participant changes consisted of an analysis of career planning assessment results for pre-intervention, post-intervention, and post-intervention measurements for three weeks. In addition, the materials on the assignment sheet, the home assignment results, the evaluation of the results of my success career training, the remark of the applicant on the benefits of successful career training and the observations of the facilitator on the subject during successful career training.

V. DISCUSSION

1. Discussion of data for groups

Based on the outcomes of the group data analysis, it is recognized that the intervention of my success career training in experimental group participants is effective in improving the career planning of the participants. This can be seen after the participant has received my success career training, the career planning score of the participant is improving. The following are some reasons why my success career training can enhance the career planning of high school learners. First, my success career training is performed in groups. Tan (2004) says that there are several methods of career counseling, such as career portfolios, field trips, evaluation of talent interests, group counseling and training. In this research, authors have chosen training methods to improve the career planning of high school learners. Johnson and Johnson (2001) argue that the training method is a relatively effective way to contribute to participants' competence and skills to a particular field. Training is a very effective learning method for altering cognitive structures, changing attitudes and altering participant abilities, because it includes an active learning process.

Also, Prawitasari (1991) argued that the training method is one of the group approaches that has several advantages over other methods. The advantages include: (1) providing participants with the chance to offer and get feedback from each other; (2) giving participants the chance to learn and practice good characters; (3) providing participants with the chance to learn to express feelings and to demonstrate concern for others and to share knowledge; and (4) providing opportunities to learn new skills.

Second, the efficacy of my success career training in improving career planning for high school learners is inseparable from the active involvement of trainees. Salas and Cannon-Bowers (2001) claim that the efficacy of training is affected by the active involvement of training participants. The commitment and active involvement of the participant can be seen in all training sessions and the whole range of training activities so that all participants have the same experience. Also, the seriousness and activeness of the participants in my success career training can be seen from the seriousness of the participants working on the practice assignment sheet, doing homework, and the activeness of the participants in the debate. In my success career training, there are 10 assignment sheets given by the researchers so that each participant can fill in. This method is regarded to be effective because it is intended to help participants understand the level to which the learning outcomes of the training program can apply to actual life circumstances and to plan actions to be taken later (Supratiknya, 2008).

Third, a range of methods is delivered for training. According to Salas and Cannon-Bowers (2001), the media used in training may have an impact on the participants' understanding of the material. Training that uses exciting and not boring communication media will make the participants eager to take part in the training. The choice of media must also match the suitability of the material and the capacity of the participants. Pfeiffer and Ballew (1988) claim that the achievement of the training will also be influenced by the method used, the more varied the method used, the more interesting the training process will be and participants will feel more involved in the training.

My success career training is based on a variety of methods targeted at making the training activities varied and not monotonous. The methods used in the training are lectures, games, presentations, discussions, assignments, presentations accompanied by icebreaking and energizing. Materi setiap sesi dalam pelatihan karirku cemerlang, semuanya disampaikan dalam slide presentasi menggunakan microsoft office power point. The material for each session of my success career training, all presented in slide presentations using Microsoft Office PowerPoint. In addition to being reinforced by clear concepts and writing

that were readily understood by the participants, the researchers also showed some images that endorsed the content of the material to be presented. The presentation of a colorful presentation slide aims to make the participants feel interested and not bored by paying attention to the material presented. Such a method is considered to be efficient because it can rapidly transmit information of the same amount and quality to all participants (Supratiknya, 2008)

2. Discussions of the individual data

Based on the results of individual assesses of pre-test, post-test and follow-up data, it is known that all participants experienced an improvement in career planning scores. This is inseparable from the motivation of the participants to engage in the training and the willingness of the participants to have better career planning. Beck (2011) points out that one of the factors that underpin the achievement of the intervention is the motivation of the participants to change. Based on the results of the Worksheet of Expectation at the initial session, all participants were able to clarify their expectations or objectives for this training. In particular, all participants hope that they will be able to understand the picture of the future of education and career. High motivation can also be seen from the behavior of participants attending every training session and being cooperative during the exercise. The training atmosphere appears to be pleasant and the participants being active during training activities. When participants do not understand the purpose of each session, they will ask for clarification from the facilitator.

Also, peer support in my success career training had a beneficial impact on the participants. Boss (2006) points out that relationships with peers are becoming a significant impact on a teenager. Through group debates during the training, the participants were open to each other and given alternatives to their future career plans. The findings of the post-training assessment report also demonstrated peer support. It has shown that all participants have tried the abilities they have gained from my success career training. They started to search for information on further education, academic scholarships and the employment they expected from a variety of sources of information.

VI. CONCLUSION

Based on the results of the analysis of the data and the study discussion, the findings that can be drawn are as follows:

1. My success career training has proved to be effective in improving the career planning of high school learners..

2. Individually, there was an increase in career planning among experimental group research participants. Based on the categorization of the career planning scale, seven participants improved from low to moderate levels, three participants from low to high levels.

3. Based on the results of the qualitative data analysis, the participants thought they benefited significantly from my success career training.

SUGGESTIONS

1. Career planning for high school learners has a strong impact on the school setting. The next researcher should, therefore, provide the school counselor (BK) with an understanding of the significance of career planning for learners who have difficulty in determining their careers in the future.
- 2) This study can also be carried out with different participants, such as junior high school learners.

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