

## The effect of career information service on improving students' career understanding

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**Abstract:** The study aims at discovering description to career understanding of before and after treatment and at discovering career information service has an influence on the career understanding of students. This type of research is a quantitative of research type with an experimental research design of true experimental type. The sampling technique uses random sampling technique with the lottery method. Data collection techniques used two tools, namely the scale of social empathy and observation. Data analysis techniques used descriptive data analysis and inferential data analysis. The results showed that: (1) The level of career understanding of students at before being treated in this case career information services were in the low category, but after being treated the level of career understanding of students had increased or were in the very high category. (2) Career information services have an influence in improving student's career understanding. This means that if the career information service is implemented it will help improve student's career understanding.

**Keywords:** Services; Information; Understanding; Career.

**Abstrak:** Tujuan Penelitian ini untuk mengetahui gambaran pemahaman karir siswa sebelum dan setelah perlakuan dan untuk mengetahui apakah layanan informasi karir memiliki pengaruh terhadap pemahaman karir siswa. Jenis penelitian ini adalah jenis penelitian kuantitatif dengan desain penelitian eksperimen tipe true eksperimen. Teknik pengambilan sampel menggunakan teknik random sampling dengan metode undian. Teknik pengumpulan data menggunakan dua alat yaitu skala empati sosial dan observasi. Teknik analisis data menggunakan analisis data deskriptif dan analisis data inferensial. Hasil penelitian menunjukkan bahwa: (1) Tingkat pemahaman karir siswa sebelum diberi perlakuan dalam hal ini layanan informasi karir berada pada kategori rendah, akan tetapi setelah diberi perlakuan tingkat pemahaman karir siswa mengalami peningkatan atau berada pada kategori sangat tinggi. (2) Layanan informasi karir memiliki pengaruh dalam meningkatkan pemahaman karir siswa. Artinya apabila layanan informasi karir ini diterapkan akan membantu meningkatkan pemahaman karir siswa.

**Kata Kunci:** Layanan; Informasi; Pemahaman; Karir.



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## INTRODUCTION

Greenbank & Hepworth (2008) stated that the number of unemployment in a country is an indicator of how poor the high school and university graduates career planning and understanding are. A good career planning is highly related to the students' understanding on the career itself (Srivastava, 2019; Han, 2019; Prescod et al., 2019). A success in achieving career is influenced by the ability to plan and decide it well. Students who have a good planning will be able to understand themselves. Thus, those students will be able to decide what the best thing that suit them is (Zhang et al., 2019; Nulhakim et al., 2019; Carrico et al., 2019).

In a counseling process, there are four aspects that can be discussed, namely personal, study, social, and career matters. The aim of career discussion and help service is to allow students to a themselves and understand the world of work so that they can choose and plan their future career well (Rahma, 2010). Thus, it can be said that career guidance is a process of assistance through various ways and forms of service so that students are able to plan their careers according to their talents, interests, abilities, knowledge, and personality.

A career information service is a means of delivering information that helps students determining the type of work and meeting the criteria so that the selected job is aligned with their potentials (Pustika, 2019). The role of counseling teacher in helping students to plan their careers according to their abilities, talents and interests is very important because entering a work world, some students might not have not been able to understand the workfield's development, and based on this information, someone might be able to test their compatibility with their individual concepts (Wijaya et al., 2019)

This is similar to the opinion by Hidayati (2015) that providing a career information service requires the teacher's creativity to help the students overcoming their problems. The results of research conducted by Dahlan (2015) which revealed that using pictorial media in career information services was effective, as proven by comparing the students' understanding of advanced study before and after being given the services

Next, a research conducted by Hartinah, Wibowo, & Tadjri (2015) argued that a life

skill-based career information service can effectively improve students' understanding of career planning. Another study conducted by Adiputra (2015) showed that modeling techniques can improve career planning, where 86% of the students who followed counseling with modeling approaches could make career planning optimally as marked by their speed in filling career planning worksheets. Another research by Sitompul (2018) shows the percentage result of students' understanding of career planning which reaches 86% in the category of very good.

Other related researches conducted by Lestari & Supriyo (2016); Andriani (2019); Fitri et al. (2016); Zakaria (2018); Muttaqin, Wagimin, & Tadjri (2017) concluded that there is an influence of career information services, one of which is to improve students' career understanding. Based on the preliminary information gained through observation, interviews, and documents collection, it seems that students' career understanding is still low. One of the indicators that reassures the researchers is the students inability to distinguish between career and work, and students tend to say that they choose a particular major because they follow their neighbors. The provision of career information services along with parental support is very important for the students to decide future career direction. This is supported by Rahman & Khoirunnisa (2019) who said that parental support also influences student career decision, especially when they have not found their choices. Students tend to decide based on the advice from their parents.

## METHOD

This research is a quantitative study that uses an experimental approach with true-experimental design in the form of Pretest-Posttest Control Group Design. The population in this study is all 112 students of class 10. The sampling uses simple random sampling with purposive technique. The sample of this study is 40 students, which are divided into two groups: 20 students for the experimental group and 20 students for the control group. The data were collected through scale, observation, and descriptive and inferential data analysis.

## RESULTS AND DISCUSSION

The description of students' career understanding levels in the experimental group

before and after treatment. The results of descriptive analysis conducted using SPSS 22 for Windows show the difference of students' career understanding before and after given the

career information service. The recapitulation results of descriptive analysis can be seen in the following table:

**Table 1.** Level of Students' Career Understanding Before (*Pretest*) and After (*Posttest*) Given Career Information Service

Interval	Category	<i>Pretest</i>		<i>Posttest</i>	
		Frequency	Percentage	Frequency	Percentage
126 - 150	Very High	0	0	2	10 %
102 - 125	High	1	5%	14	70 %
78 - 101	Medium	8	40 %	4	20 %
54 - 77	Low	8	40 %	0	0
30 - 53	Very Low	3	15 %	0	0
Total		20	100, 00	20	100, 00

Table 1 shows that before given the career information service, the students' career understanding is very low, which means that they have not understood and known their physical and psychological potential, as well as their ability to make career choices that suit their talents and interests easily. Medium and low level of understanding means that only a few of them understand and know their potentials, both physical and psychological potential, as well as their ability to make career choices that suit their talents and interests easily. Meanwhile, high category means that many students do not understand their potentials, both physical and psychological potential, as well as their ability to make career choices that suit their talents and interests easily. There are no respondents in the very high category. Next, based on the average score obtained, the level of understanding students' career understanding is low.

After given career information for four sessions, the level of students' understanding is increasing. This can be seen from the level of

understanding that reach very high and high categories, which means that many students have understood and known their physical and psychological potential, as well as are able to choose career that suit their talents and interests easily. Medium understanding level means that there are still some students who have and have not understood and known their their physical and psychological potential, as well as are able to choose career that suit their talents and interests easily.

There are no respondents in the low and very low categories. Next, based on the average score obtained, the student's career understanding level is in the high category. This is in accordance with researches by Wardani & Trisnani (2019); Mallinson & Burns (2019); Sari & Istiqoma (2019) which found out that the research subjects' understanding improved after given career information. This means that the information services could improve students' career understanding.

**Table 2.** Percentage Data Results of Observation on Career Information Service

Percentage	Criteria	Meeting					
		I	II	III	IV	V	VI
80 % - 100 %	Very High	0	0	0	1	6	13
60 % - 80 %	High	0	1	8	9	12	7
40 % - 59 %	Medium	0	6	9	8	2	0
20 % - 39 %	Low	6	13	3	2	0	0
0 % - 19 %	Very Low	14	0	0	0	0	0
Total		20	20	20	20	20	20

Table 2 shows the observation results from first meeting to the sixth meeting as a supporting material for career information

service activities to improve students' career understanding. The results show that there is an increase in undersatnding, meaning that in the first meeting, many students did not know about

career information, career understanding, and types of job. Then in the next meeting until the last one, gradually, the number of students who gained career knowledge is increasing. It can be concluded that the more often career information services are provided to students, the higher their level of career understanding will be.

Table 2 shows the results of observation on the control group's career understanding before and after given the treatment. The descriptive analysis conducted using SPSS 22 program for Windows demonstrates the control group's career understanding before and after given career information. The recapitulation result is presented in the following table;

**Table 3.** The Level of Control Group's Career Understanding Before (*Pretest*) and After (*Posttest*) Given Career Information Service

Interval	Categories	<i>Pretest</i>		<i>Posttest</i>	
		Frequency	Percentage	Frequency	Percentage
126 – 150	Very High	0	0	0	0
102 – 125	High	1	5%	5	25 %
78 – 101	Medium	8	40 %	14	70 %
54 - 77	Low	10	50 %	1	5%
30 - 53	Very Low	1	5 %	0	0
Total		20	100, 00	20	100, 00

Table 3 shows that at the time of the pretest, the level of students' career understanding was very low, meaning that most students have not understood and known their physical and psychological potential, as well as their ability to choose career that suit their talents and interests easily. The result of the post-test indicates that no student is in the very low category. Low category means that some students have not understood and known their physical and psychological potential, as well as their ability to choose career that suit their talents and interests easily during the pretest. After the posttest, students begin to understand and know their physical and psychological potential, as well as are able to choose career that suit their talents and interests easily. The medium category means that some students who have received career information services have not understood and known their physical and psychological potential, as well as are able to choose career that suit their talents and interests easily. After the posttest, most students have understood and

known their physical and psychological potential, as well as are able to choose career that suit their talents and interests easily.

Meanwhile, the high category during the pretest means that there are still many students who do not understand and know their physical and psychological potential, as well as their ability to choose career that suit their talents and interests easily. The high category in the posttest means that there is an increase in the number of students who understand and know their physical and psychological potentials, as well as their ability to choose career that suit their talents and interests easily. There were no respondents in the very high category at the time of the pretest or posttest.

This result indicates that the students' career understanding at the time of the pretest is still low, thus an information service to improve students' career understanding is needed. The posttest on the control group shows that students' understanding is improved. It means that their level of understanding is in the medium category.

**Table 4.** Percentage Data Results of Observation on Career Information Service

Percentage	Criteria	Meeting					
		I	II	III	IV	V	VI
80 % - 100 %	Very high	0	0	0	0	0	1
60 % - 80 %	High	0	0	2	8	10	12
40 % - 59 %	Medium	0	5	10	12	10	7
20 % - 39 %	Low	6	9	8	0	0	0
0 % - 19 %	Very Low	14	6	0	0	0	0
Total		20	20	20	20	20	20

Table 4 shows the observation results from the first meeting to the sixth meeting as a supporting material for career information service activities to improve students' career understanding. The results show that there is an increase in understanding, meaning that in the early meeting, many students still did not know about career information, career understanding, and types of job. Then in the next meeting until the last one, gradually, the number of students who gained career knowledge is increasing. It can be concluded that the more often career information services are provided to students, the higher their level of career understanding will be.

The hypothesis of this study is "There is an influence of career information services on improving career understanding". To test this hypothesis, normality test and homogeneity test were first performed. These tests were carried out because the inferential test that would be used was the t-test which is part of non parametric test.

T-test can be done because the data have fulfilled the requirements that they must have normal distribution and homogeneous variance. Based on the calculations results using SPSS 22 for Windows, the data show that there is a difference in career understanding before and after career information services are provided. Thus, so the work hypothesis ( $H_1$ ) "There is an influence of career information services on improving career understanding" is accepted. From the previous statement, it is concluded that the implementation of career information services has a positive influence on improving student career understanding.

The results of the pre-test analysis on 40 subjects in both the experimental and control groups show that the level of students' career understanding before being given career information services was in the low category. A good career understanding can be achieved when the students have the knowledge to look for career information from various sources. To allow students get career information, the service was then created.

This service aims to make students understand themselves, know various alternatives and conditions of higher education, know the aspects that need to be considered for entering college, strengthen their decisions, adapt their knowledge, modify unrealistic desires to the world of education, and to adjust

the personal conditions with the selected further education so that they get a picture and understanding of the ins and outs of higher education after vocational high school. This relates to the opinion Risqiyain & Purwanta (2019) whose research states that career information services provide information to students to choose according to their wishes in education and employment so that they are able to choose clearly to achieve their goals

In this study, the competence and skills given to students were packed in 4 meetings. The first meeting was related to self-understanding, the second meeting was about introduction of personal skills, the third meeting was on the disclosure of academic potentials, the fourth meeting was about providing information on various professions and positions in the world of work, the fifth meeting was about formal and non-formal education information, and the last meeting focuses on discussion on the career choice that suit the students' talent and interest.

After an intervention in the form of providing career information services, students' career understanding is improved, especially the experimental group. The changes that can be seen is the increase of student participation in the activities from low category to high category. This can occur because students experienced a variety of changes in themselves during the program. The change referred to is their ability to understand and know their physical and psychological potentials, as well their ability to choose career that suit their talents and interests easily.

Observations were not only conducted in the class but also outside. Observations outside the classroom was done by giving assignments to the students to interview various professions at school, and the level of student participation in this activity was very high. This type of assignment shows students an example of how to search for information about careers of their interest. After getting the information, the students who had high enthusiasm wanted to present their interview results. This assignment let the students understand better about the various advantages, disadvantages, and opportunities in choosing a career later.

Based on the above observations, it seems that the changes experienced by the students are caused by the innovative career information services. These changes can be seen immediately during the subjects that suit their

interests, talents, and direction of career goals by always coming on time, following the lesson well and calmly, and doing the tasks given by the teacher. However, the drawback is that students who already have good career understanding will pay less attention to the subjects that do not suit their career goals.

## CONCLUSION AND SUGGESTIONS

Based on the results and discussion of this study, it can be concluded that: (1) Before being given career information service, the level of career understanding of the experimental group and the control group was low. (2) After given career information, the level of understanding in one group was high, while that in the control group was in the medium category. And (3) the results indicate that career information service is proven to improve students' career understanding.

Based on the above conclusions, the following suggestions are proposed: (1) Counseling teacher should implement a variety of guidance programs, especially career guidance, because each student will face a variety of career choices in the future. Thus, counseling teachers should take part by making an innovative career information programs. (2) Students should interact more with counseling teachers so that they can choose careers that suit their interests and talents. (3) The next researchers, especially those in counseling education, need to develop a friendlier career guidance service so that during the discussion, the students do not feel like they are under a guidance.

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