

# The Need Assesmen For Digital Career Planning Model Based On Multiple Intteligence (MI) Career Planning Skills Among Z Generation

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**Abstract.** Career planning is an essential aspect of one's career development. Therefore, it is crucial to help students at the beginning of their career development plan careers based on their interests and talents. Nonetheless, the direction of student career choices has changed along with changing interaction patterns caused by advances in technology in the digital age. So, we need a digital-based career planning model that takes into account the interests and talents of students based on multiple intelligence theory and Holland's theory of career choice. This study aims to produce an overview of the needs of a digital career planning model to improve student career planning in junior high school. This research is descriptive quantitative research. This research aim describes student problems related to career planning, and student needs in terms of career planning models for generation Z. Data collection techniques use interviews, FGD (Focus Group Discussion) and a questionnaire. The questionnaire to analyze the needs of a career planning model for generations Z. The subjects of this study were 124 junior high school students from three districts, namely Makassar, Maros and Wajo. The data analysis technique used descriptive statistical analysis using the help of the JASP application. The results showed that in general, the students' problems in terms of career planning were in the high category. Students' career planning problems consist of not recognizing their potential, not being able to make career choices based on their potential, not having careful career planning, not being able to communicate career choices to parents. Also, students' needs related to career planning guidance are in the high category.

**Key Words:** Needs Analysis, Digital Career Planning, Multiple Intelligence, Career Planning Skills, Z Generation

## INTRODUCTION

Facts in the field show that currently, children grow and develop in the rapid development of digital media and tend to ignore social and cultural interactions. According to (Ciboci & Labaš, 2019) that social media has become an inseparable part of the lives of children in contemporary society: children grow up in convergent media ecology. As a result, children who develop in the digital era have characteristics that are much different from children in the 90s. The 90s generation refers to as generation Y or millennial children, and in 2000 it is referred to as generation Z or net generation and children born in 2010 and above are called the

alpha generation (Bencsik et al., 2016). Generational differences give rise to the characteristics, interaction patterns, interests and skills needed to survive, which differ from generation to generation.

Several research results show that Z and alpha generations have characteristics and interest at the virtual level so that they tend to choose to work together at the virtual level, the learning process is informal, instant, free, more intuitive, dynamic communication patterns, and career choices in the fields. Virtual fields (Augusto et al., 2018; Bencsik et al., 2016; Culala, 2016; Sima, 2017). Although this condition spurs children to develop high and critical creativity, the negative impact is that millennial generation children (genes Z and Alpha) have a low commitment, are money-oriented and tend to be instantaneous.

According to (Bencsik et al., 2016) generation Z children tend to plan their work at the sexual level area such as being a YouTuber, a celebrity in jobs that do not require a certain level of education. The plan is because Gen Z tends to think that work is the same as a profession and how to get money quickly without considering the characteristics they have and the type of intelligence they have. This condition causes low student career planning. Based on the explanation above, we need a model that helps the Z and alpha genes in planning their careers. Therefore, this study focuses on developing a multiple intelligence-based career planning model to improve students' career planning skills.

Based on the consideration that alpha generation children are still ten years old (elementary school age) and are still at the stage of formal operational cognitive development (Santrock, 2005), where children at this stage are not yet able to think abstractly. The subjects in this study take generation Z who are in the transition to Gen Z and Gen Alpha who are at the age of junior high school or 13-14 years.

### **Career Planning**

Career planning is an initial process in a person's career development stage. Career planning is an activity that leads to future career decisions which consist of a self-identification process, identifying strengths and weaknesses and a self-evaluation component. According to (Kumara et al., 2019), career planning is an activity that evaluates oneself regarding a person's abilities, skills and achievements both academic and non-academic. In career planning, students will learn about their potential as a basis for future career planning (Duffy et al., 2016; Thul - Sigler & Colozzi, 2019).

### **Multiple Intelligence**

Multiple intelligence (MI) is a theory of intelligence as a result of the development of Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ). MI was developed by Howard Gardner, who views that every human being has eight types of intelligence to solve every problem it faces. According to Gardner (Shearer & Luzzo, 2009) that most human activities are a combination of various intelligence that work to achieve success, for example, a successful lawyer

needs to be supported by skills in the fields of Linguistic, Logical-Mathematical and Interpersonal intelligence.

**METHOD**

This type of research uses descriptive quantitative, which aims to analyze student problems in career planning and identify student needs in terms of career planning in junior high schools. The instrument used in this study consisted of three, namely a questionnaire to analyze the needs of the digital career planning model for Generation Z which consisted of 10 questions covering the ability to recognize self-potential, understanding of one's strengths and weaknesses, clarity of ideas. Also, the instruments used were interview guidelines, focus group discussion (FGD).

The subjects in the study were junior high school students in grades 7, 8 and 9 from the cities of Maros, Makassar and Wajo. The digital career planning model needs analysis instrument was given to 124 students online via a google form. An explanation regarding how to fill out the needs analysis questionnaire provides the instructions for filling out the questionnaire. The data analysis technique used descriptive analysis using the JASP for windows application.

**RESULTS AND DISCUSSION**

The needs analysis is the initial stage of pre-development of the digital career planning model. The results of the analysis of multiple intelligence-based career planning need as an effort to improve the career planning skills of Generation Z present in table 1:

No	Statements	SA	A	D	SD	% SA	% A	% D	% SD
1	In my opinion, it is not easy to choose a further study that is suitable for me	17	66	17	4	14	58	29	3
2	My goal still tends to change	28	61	32	3	23	49	26	3
3	I did not know the talents and interests I had	16	66	36	6	13	53	29	5
4	I do not understand what my strengths and weaknesses are	19	64	33	8	16	52	27	7
5	I was able to find career information that was suitable for me through the Internet.	20	67	34	3	16	54	27	3
6	I need a career planning guide to help me understand my strengths and weaknesses.	26	82	13	3	26	82	13	2
7	I need special guidance in planning further studies.	21	72	7	10	31	56	6	8
8	My parents' suggestions	7	38	69	10	7	31	56	8

regarding further study were not quite what I wanted.

9	Career planning guidance using modules is needed to help me plan further studies.	16	87	18	3	13	70	15	2
10	I was able to communicate the further study I wanted to my parents even though they were different from my choice.	24	61	36	4	19	49	28	3

Based on the results of the needs analysis in table 1. The students' problems related to career planning consist of 1) Difficulty in choosing suitable further studies by 72%. 2) Ideals that still tend to fluctuate by 75%. 3) Do not know talent and 84% of their interests. 4) Do not understand the strengths and weaknesses of themselves by 68%, are not able to communicate further study options to parents by 68%.

Also, the need for a career planning guidance module, particularly in the selection of high school, shows a high desire as seen from the presentation of students who agree and strongly agree, which is 93%. Students are more likely to find career information that is suitable for them on the internet; from the percentage of students who strongly agree and agree with 87%.

The career planning module is designed for the Z generation. The special characteristics of generation Z are close to technology. They can search for information from the internet, which is good. Base on the presentation of students who agree and strongly agree with 68%. The career planning module is a career guidance method for students as the digital generation. Quantitatively, the percentage of the two indicators of student attitudes and responses to career planning guidance includes 1) problems faced by students in career planning, especially in the selection of further studies and 2) The need for multiple intelligence. Based on the career planning guidance for the digital generation, can be presented in three indicators of high, medium, and low. The results of the analysis is presented in the following diagram.

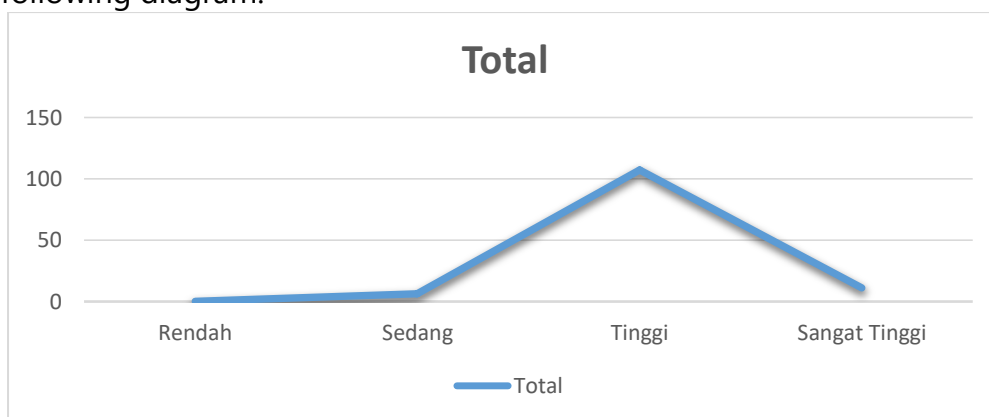


Figure 1: Graph of Student Problems related to Career Planning

Based on Figure 1, it is concluded that 118 students or 95% (high and very high categories) have difficulty planning a career. Meanwhile, six students or 5% of students were in the medium class in terms of difficulty planning a career. Finally, none of the students had no difficulty in planning a career. Specifically, the results of descriptive statistical analysis related to student problems are as follow:

Table 2: Descriptive statistical analysis related to student problems

Statements	1. In my opinion, it is very difficult to choose a further study that is suitable for me	2. My goal still tends to change	3. I did not know the talents and interests I had	4. I do not understand what my strengths and weaknesses are	5. I was able to find information that was suitable for me through the Internet.	6. I was able to communicate the further study I wanted to my parents even though they were different from my choice	Total
Valid	124	124	124	124	124	124	124
Mean	2.780	2.919	2.258	2.242	2.839	2.661	13.016
Std. Deviation	0.719	0.761	0.742	0.790	0.714	0.709	1.633
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	8.000
Maximum	4.000	4.000	4.000	4.000	4.000	4.000	17.000

Based on table 4, the problems most experienced by students are ideals which still tend to fluctuate with a mean value of 2.919 and difficulty in choosing suitable further studies, with a mean value of 2.780. Also, based on the results of data analysis on student needs related to career planning guidance for the digital generation can see in the following graph:

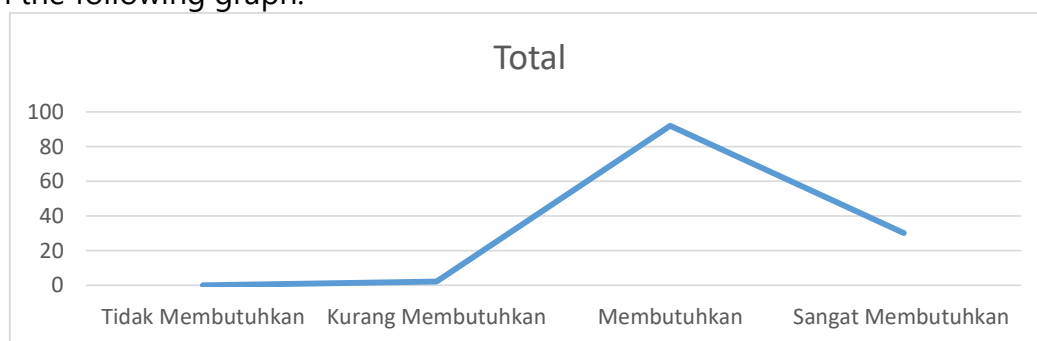


Figure 2: Graph of Student Needs Related to Career Planning Guidance

Based on Figure 2, 122 students or 99% (categories needing and very needy). It means that students need career planning guidance for digital children. Meanwhile, there are two students or 1% of students who do not need advice in planning a career. Based on table 2, the majority of students view the importance of career planning guidance for the digital generation, given in terms of determining further

studies at the SMA / SMK / equivalent levels. The career planning guidance model for the digital age developed in this study is a career planning guidance module for the digital generation for teachers.

The results of FGDs among the counsellors, most of them do not have instruments to help junior high school students in planning their careers, particularly in determining further studies to SMA / SMK / equivalent. Also, the results of the FGD show, career guidance services are needed to help junior high school students. The students in grade 3 junior high school, which can help students in choosing advanced studies through self-introduction, understanding the potential talents and interests of students, as well as skills needed to survive in the era of technology 4.0. The guidance and counselling teachers strongly agree that the development of a career guidance module will significantly help the task of counselling teachers in the career guidance program. The development of a career guidance module will design to help students to explore their careers which begins with an introduction to their potential, talents, interests, strengths and weaknesses. The skills needed to survive in the digital era 4.0 so that students can make the right decisions in determining their further studies at in SMA / SMK / equivalent.

## **CONCLUSION**

Based on the results and discussion of the research, the junior high school students experienced many problems related to career planning, in this case, the problem is the difficulty of understanding their potential, talents, and asking for what they have. Have, ideals that tend to change, difficulty in communicating career choices with parents. Also, based on the results of the FGD for guidance and counselling teachers, it shows that a career guidance model for generation Z children is needed that fits their characteristics. Thus, it can help students identify themselves, potential, talents and interests as well as find information regarding their career choices and determine suitable further studies. The hope is the career planning model for the digital generation can help students choose advanced courses.

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