

PROBLEMS FACED BY HIGH SCHOOL STUDENTS IN PLANNING CAREER FURTHER STUDY AND WORK

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Abstract

The goal of this study is to describe the issues that students face when trying to plan their careers, both in school and at work. This study is field research, which means that several high school kids were watched and talked to. The study's results showed that most students had trouble planning their careers because they didn't believe in their own skills and had trouble coming up with ideas or ways to solve problems. Problems: not enough self-confidence, hard to be focused, and hard to take the lead. They don't know much about jobs and have a hard time getting information about jobs after they finish school. Lack of conversation experience, which makes it seem like job talks will be hard, and lack of foreign language skills. It's hard to come up with a list of things that can help with preparing a job. It's hard to get projects done on time, and it's hard for students to do jobs that need good results.

Keywords: Problems, high school students, career

Abstrak

Tujuan penelitian adalah mendeskripsikan permasalahan-permasalahan yang dihadapi siswa dalam merencanakan karier baik studi lanjut dan pekerjaannya. Penelitian ini merupakan penelitian lapangan, dengan observasi dan melakukan wawancara terhadap beberapa siswa SMA. Hasil penelitian menunjukkan sebagian besar siswa mengalami permasalahan dalam perencanaan karier seperti kurang yakin dengan kemampuan sendiri dan sulit mengeluarkan ide atau gagasan untuk menyelesaikan suatu masalah. Masalah kurang percaya diri, sulit untuk bersikap disiplin, dan sulit untuk berinisiatif. Kurang memiliki pengetahuan yang luas mengenai lapangan pekerjaan, dan kesulitan mencari informasi mengenai pekerjaan setelah lulus sekolah. Kurangnya pengalaman dalam komunikasi sehingga dirasa akan sulit untuk wawancara pekerjaan dan kurangnya menguasai bahasa asing. Sulit membuat daftar kegiatan yang dapat membantu perencanaan karier. Sulit untuk mengerjakan tugas dengan tepat waktu, dan siswa sulit mengerjakan tugas yang menuntut hasil yang baik.

Kata kunci: Masalah, siswa SMA, karier

INTRODUCTION

The job a person has has an effect on their life. Everyone needs to get ready to start a job. One of the students, a youth, is getting close to the end of his schooling and needs to think about what he wants to do after school. Widianingrum and Hastjarjo (2018) say that job planning is an important part of career growth for teens. Super says that 14–18-year-olds are in the "crystallization" stage of developing their careers (Yasin, 2018). In the crystallization stage, sources of knowledge, options, hobbies, values, and plans are used to make broad job goals. Sukardi and Sumiati also say that planning a job is a long set of steps that people take to get ready. These steps include making many choices, not just one. In other words, making a job needs careful planning because it affects many other choices in a person's life (Verianto et al., 2014).

Utami, 2021, says that a person needs to take three steps to plan their career: evaluate themselves, look at and research jobs, and make a routine of activities. According to the results of the study done by Tumanggor et al. (2019), 53 students had problems with their careers and jobs. The results of the percentages show that 87.7% of students have problems with their jobs. In general, students were told that some of them didn't understand themselves or know how to judge themselves. For example, they might not know how their skills, hobbies, favorite topics, or academic achievements can help them in their future jobs. If they are allowed to do this, they won't be able to plan their lives. This goes against what Sukardi and Sumiati say, which is that "self-assessment is the basis for all career planning" (Sitompul, 2018) and that people need to know what they want, their hobbies, their skills, and their own personalities. "Students often have trouble making a plan for their daily tasks, which makes it hard for them to make the most of their free time. This trouble with time will also have an effect on how students plan their careers. Sukardi and Sumiati say that "preparing to make decisions in career planning starts with making a list of activities for yourself." Even though high school students should be able to plan their careers, they have trouble doing so (Sitompul, 2018). So, the counseling teacher and school advisor must solve the issues that students are having with planning their careers right away. The Minister of National Education's rules. Carry out guidance and counseling programs; use a cooperative method in guidance and counseling services; help the counselee grow in academic, career, personal, and social ways; and manage program costs and resources. Fatimah said that "what can be done by counseling teachers in schools is to provide ways to overcome problems and obstacles in planning and career selection due to possible environmental limitations and personal circumstances" (Putri & Gutama, 2018).

Observations from the field show that guidance teachers don't give students enough information about jobs and further studies that can be used as careers. This makes it hard for students to evaluate and understand their own skills. So, job counseling options in

high schools are not the best. Based on what has been said, the researcher wants to learn more about how hard it is for high school students to plan their future careers and jobs.

METHOD

The research method used in this research is a field research method. The field research method is an approach or method used to collect data or information from a particular location or place in the real world. Field research is carried out by observing and collecting data directly from the source, such as observation, interviews, measurements, or assessments at the place that is the focus of the research. The observations in this study were at one of the public high schools in West Java and for interviews with four students at the school.

RESULTS AND DISCUSSION

Based on the results of observations and interviews, the following data were obtained

Table. Recapitulation of Research Results Concerning Problems Faced by Students in Career Planning

Recapitulation (%)						
No	Sub Variable	Always	Often	Sometimes	Never	Amount
1	Self-assessment	5	14	34	18	71
2	Research and Exploration	1	6	33	40	80
3	Make a schedule of daily activities	5	9	35	24	73
Rararata		4	10	34	27	74,67

From the table, we can see that on average, 27% of students have never had trouble planning their careers. This means that 34% of students sometimes have trouble planning their careers. So, based on a summary of the research results, it was found that some students had never had trouble planning their careers, while others did and needed help to solve their problems. One way to do this is through career guidance services, where teachers can talk to students about their problems and help them find solutions. This section goes into more depth about the problems that students meet when planning their careers. Because 48% of students have (always, often, sometimes, and rarely) these problems, guidance and counseling teachers can try to help them.

Based on the results of the research that were talked about in the last part, the researcher will talk more about how the results of the research relate to the theories that have been put forward about the issues that students face when planning their careers in theoretical studies. Overall, we can say that only 27% of high school students have no trouble planning their jobs. This means that 73% of students, or most students, need help or advice from a counseling teacher through career guidance services. Based on the results of the study.

Based on these results, it's clear that choosing a job is an important part of a student's life and that they often face problems that can affect their choice. Here are some of the most

common problems people face when trying to decide on a career: a. Not Knowing Interests and Talents: Many students have trouble figuring out what they are good at and what they are interested in. Students may find it hard to choose a job that fits them if they don't know what they are really interested in and where their skills lie. b. Pressure from Parents and Society: Students often feel pushed to choose a certain job because of what their parents and society expect of them. This pressure can make them confused and even cause them to put other people's needs ahead of their own. c. Not enough information: Sometimes, students don't have enough access to information about different work fields and job openings. This makes it hard for them to make the right choices with the information they have. d. Low Confidence: Some students may not think they are good enough to go into certain jobs. They might think they don't have enough skills or abilities to be successful in the field of interest. Changes in the job market: The world of work is always getting better and changing. Students may worry about how long their chosen career will last because the job market and technology are always changing. f. Not Ready for the Realities of a job: Students often choose a job based on what they think it will be like, without thinking about the real demands, responsibilities, or challenges of the field. So, they might not be ready for the real world of the job they picked. g. Financial Factors: Some students may be limited by their finances in the way they choose a job. Before making a choice, they should think about the possible salary, the cost of further schooling, and other financial factors. h. Social and cultural environment: Students' job choices can also be affected by their social and cultural surroundings. Some cultures may think that some jobs are more recognized or more appropriate than others. This could limit their choices of jobs. i. Lack of Support and Guidance: Teachers, tutors, and parents can help students choose a job by giving them support and advice. If they don't get this help, they might feel lost and have trouble making the right choice.

Here are more details about the study results based on the research goals. Students have trouble with self-evaluation for For good job planning in the future, you need to do a good self-assessment, which you can then use as a base for making decisions about your work. From this study, the research instrument showed that only 18% of high school students had never had trouble with self-assessment for job planning. When looking at the indicators and statement items on the research instrument for self-assessment, what students most often experience is the indicator of self-ability with items like not having confidence in their own abilities, not knowing much about careers, having trouble coming up with ideas to solve a career-related problem, not knowing how to choose a career, and not being able to do every task right and on time. Then, when it comes to personality markers, students often feel like they don't have enough confidence to succeed in a job, that it's hard to be disciplined, and that it's hard to take the lead.

Permadi (2016) says that for students or people, problems that will come up in jobs and positions are feeling anxious after leaving school and not knowing what work to do or what to do. The problems that students face in this self-assessment are in line with this.

Then, in the future, you'll worry about whether or not you'll get a job after you graduate, and you won't have faith in yourself. Students have trouble with self-assessment for career planning because they can't do what Sukardi and Sumiati say is important for career planning: "Career planning in the future requires understanding of yourself." (Perianto & Setiowati, 2019) Know your skills, hobbies, personality traits, experiences, beliefs, and goals. Having a good idea can help you plan your job and make important decisions. Partino (2006) said the same thing, that one of the things that affect job planning is knowing yourself. This includes knowing your intelligence, knowledge, and insight, as well as your hobbies, attitudes, values, and personality traits. Then Winkel and Hastuti said the same thing: "Mature career planning and wise decisions lie in processing information about themselves and the student's environment (Pane, 2018)." From what has been said, it seems that self-evaluation is the most important part of job planning.

Problems that students face when studying and looking for jobs to plan their careers The results of this study's sub-variables on how students study and look for jobs showed that only 40% of students had never had or felt problems with the research instrument's signs on how they study and look for jobs for career plans.

Based on the results of this study, it can be seen that some students have had trouble studying and exploring positions to plan their careers, and a small number of students have never had or experienced problems with studying and exploring positions for career planning. When looking at the indicators and statement items in the research instrument to study and explore positions, what students most often experience is in items 1, 2, and 3. Students don't know much about employment and types of work, they don't know what jobs they can do after school to make careers, they don't know what jobs they can do after school to make money, they don't know what jobs they can do after school to make money, they don't know what jobs they can do after school to make money, they don't know what jobs they can do after school to make money, they don't know what jobs they can do after school to make money, they don't

Nurrillah (2017) says that people in a transitional stage should be able to find jobs or careers that fit them if they look at and try out roles during the developmental time of youth. Also, Sukardi and Sumiati say that figuring out positions or careers is important for students who are in a period of adolescent development. This is because a) it helps them figure out if the positions they already have are good or not, b) it helps them figure out if the work they want to do will be enjoyable or not, and c) it helps them figure out if the job they want to choose will be successful or not. So, students need help from their guidance teacher to find job options that are right for them.

As for the problems students have when making activity schedules for career planning, this study's description of the sub-variable results showed that only 242% of students had never had problems when making activity schedules for career planning. Statistical study of the problems high school students face shows that most students often have problems with the following research tool items: Students think that there are too many things going

on, which makes it hard to plan a career. Students are bored with their current school routine, so they worry that they will be bored with their work activities later. Students think that if they work later, they won't have time for hobbies or to take care of their own interests. Students find it hard to make lists of activities that can help them plan a career. Based on the results of this study, it seems that students are not ready to plan a career. According to Sukardi and Husband, the goal of career planning is to make a wise decision, which starts with not putting off preparation for a career and making a schedule of activities and then following that schedule. So, a person will be able to make plans for his job (Sulyganistia et al., 2013).

Effects of Career Guidance Services on the Problems Students Face in Planning Their Careers BK teachers help students figure out how to deal with problems that come up when planning a job. Teachers in BK can use study instrument indicators as a guide to help students and plan career advice services, since most high school students are at the problematic classification level for career planning. Here is a list of the research indicators and services that make it possible to give it to students. In student self-assessment for career planning, these include indicators that look at students' interests, skills, and personality to help them choose the right career. For this self-assessment, career guidance services can be given, such as: a) information, such as services that tell students about their talents and skills; b) individual counseling to help students with their own problems; and c) group counseling to help students

Then, efforts can be made to offer BK support activities like learning how to play an instrument by giving students ability and job interest tests. Then, to look at and learn about positions for career planning, you need to look at the choice of positions for careers, review the requirements of a position, and learn about the specific skills needed in a position for a career. To look at and learn about this position, career guidance services can be offered. These services include: a) content mastery, such as how to express opinions and how to make cover letters; b) individual counseling to help people with their own problems; c) content mastery, such as how Then, for BK support activities, there can be a display of reading materials, such as books that tell students about the kinds of jobs they can get and a list of possible schools. Also, when making a schedule of activities for career planning, such as making a schedule of general activities to be done, figuring out how interested you are in each activity, figuring out what you've accomplished in each activity, and figuring out what kind of person you are based on each activity, career guidance services can be used. These services include: a) mastery of content with material for making daily activity schedules, b) figuring out what kind of person you are based on each activity, and group counseling to solve problems for student career planning as a group.

CONCLUSION

Based on the results of the data study about the problems students face when planning their careers, we can say that the following are the problems students face when planning

their careers: 1) Self-assessment; on signs, a) self-ability, with problems of lack of confidence in one's own skills and trouble coming up with ideas to solve a problem, b) personality, with problems of lack of confidence, it is hard to be disciplined and hard to take the lead. 2) Reviewing and looking into positions; on indicators: a) choice of position, with the problem of not knowing much about employment and finding it hard to find information about careers to work in after school; b) special skills, with the problem of not having much experience in a conversation, making it seem like it will be hard to interview for jobs and not knowing enough vocabulary (English/foreign). 3) Putting together a schedule of activities; on indicators, a) common activities are done, but it's hard to make a list of activities that can help with career planning; b) judging success in each activity is hard, and it's hard for students to finish assignments on time and do tasks that require good results. So, most high school students have trouble figuring out what they want to do with their lives and need help from a counseling teacher. One way to get this help is through job advice services.

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