



PERENCANAAN KARIR SISWA KELAS XI DI SMA 1 NEGERI PALUPUAH KABUPATEN AGAM

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ABSTRACT

Student career planning is a provision for students to optimize their abilities and potential. This research is motivated because in school the career guidance process has not been carried out to students due to the lack of time for the implementation of guidance and counseling services, especially in the field of career guidance. As a result, both students and teachers do not yet know how to describe student career planning. The research method by the author is quantitative research with quantitative descriptive type. Quantitative descriptive research is research conducted to describe the phenomena that exist in the field. The population in this study were all students at SMAN 1 Palupuah, Agam Regency with 284 students, including 150 female students and 134 male students. The sampling technique used was purposive sampling, namely sampling with certain considerations. The sample was chosen based on advice from the guidance and counseling teacher, namely class XI IPS 1 and XI IPA, totaling 55 students. Data collection techniques using career planning instruments by applying the RIASEC John Holland theory test. The results of the RIASEC Test instrument processing were seen in the realistic field chosen by 23 students with a percentage of 42%, the investigative field by 34 students with a percentage of 62%, the artistic field by 26 students by a percentage of 47%, the social sector by 43 students by a percentage of 73 %, in the field of entrepreneurship / business as many as 18 students with a percentage of 33% and conventional fields as many as 21 students with a percentage of 38%. The most chosen field by students is the social field of 43 students with a percentage of 73%. The conclusion from the RIASEC instrument processing results above is 73% in the social field which is preferred by students of class XI IPS and XI IPA in SMA Negeri 1 Palupuah, Agam Regency.

Keywords: Career Planning, RIASEC Test.

INTRODUCTION

Shertzer and Stone define guidance and counseling as "... the process of helping an individual to understand himself and his world (the process of providing assistance to individuals to be able to understand themselves and their environment)."

Sunaryo Kartadinata defines it as "the process of helping individuals to achieve optimal development." Meanwhile Rochman Natawidjaja defines guidance as a process of providing assistance to individuals that is carried out continuously, so that the individual can understand himself, so that he is able to direct himself and can act naturally, in accordance with the demands and conditions of the school environment, family, community, and life in generally. Thus he will be able to enjoy the happiness of his life, and be able to enjoy the happiness of his life, and can make a meaningful contribution to the life of society in general. Guidance helps individuals achieve optimal self-development as social creatures.

So it can be concluded that counseling guidance is a process of direct or indirect interaction in order to help someone (in this case the counselee) by the aid provider (in this case the counselor) in order to develop his / her potential or solve the problems he is experiencing. Guidance and counseling can be defined as systematic, objective, logical and

continuous and programmed efforts by the counselor to facilitate the counselee's development to achieve independence in his life, including in the counselee's career guidance development process. In counseling guidance, there are 4 areas of guidance which are the main task in the counselee's self-development, namely the fields of personal, social, learning and career guidance.

Career guidance or position (vocation guidance) is a type of guidance that seeks to help students solve career problems to get the best possible adjustment, both at that time and in the future. Career guidance not only provides job guidance, but has a broader meaning, namely providing guidance so that students can enter their lives, life arrangements, and events in life, and prepare themselves from school life to the world of work.

Career guidance is guidance to assist individuals in planning to assist individuals in planning, developing and solving career problems such as: understanding positions and work assignments, understanding self-conditions and abilities, understanding environmental conditions, career planning and development, job adjustments, , and solving career problems faced. So it can be concluded that career guidance is a coaching process in the student career field, in order to provide provision in preparation before taking the world of work and student careers.

Career guidance as a field of guidance and counseling services in schools occupies a strategic position within the framework of student / counselee career preparation. This program is designed to be given to students / counselees to achieve their goals of empowering them in making career decisions, achieving and maintaining their future careers. Munandir formulated the goals of career guidance at school, so that students / counselees gain an understanding of the world of work, open work opportunities, and develop positive work attitudes and skills in planning and making work decisions. According to Donal E. Super (in DewaKetutSukardi) career is a series of jobs, positions and positions that lead to the life of the world of work. Furthermore, Horby (in BimoWalgito) explained that career is a job or profession. A person will work happily, with enthusiasm if what is being done is in accordance with his abilities and according to his interests. Another opinion was also expressed by A Muri Yusuf that career is the order of occupation and the main job (major) that a person carries out or undertakes in and during his life, is a calling in life and gives satisfaction to the person concerned.

Then Edwin L. Herr in his article Decision Making and Vocational, which is published in the Guidance Monograph Series, has regularly noted the goals of suggested developments in terms of careers that are not always suitable for all students and are aimed at the counselor's interests. From the various definitions of career that have been stated above, it can be interpreted as a status in the level of work or position as a source of income whether it is in the form of main (main) livelihoods or casual livelihoods.

By understanding the definition of career as intended, it is hoped that students in schools will: (1) get an overview of the various types of jobs, positions or careers in society that they can enter, (2) know about the types of abilities or skills required for each of them. each occupation, position or career as well as training held to develop each of these abilities or skills, (3) knowing and being able to apply the methods that need to be taken in choosing a suitable job, obtaining a job that has been chosen either in a government / private agency, in entrepreneurship, as well as obtaining facilities for obtaining capital assistance and others. Or in another sense, it is hoped that students in school will have an understanding of the meaning of work, and foster them to become productive and responsible workforce candidates. Then in the verse Al-quran also explained about the career in the letter Al-lail verse 4 It means: "In fact, your efforts are different."

From the above verse it is explained that the human effort varies according to the abilities and potential of each.

Adolescence is one of the phases between the prenatal phase and old age, which is a transition period from childhood to adulthood. Adolescents have developmental phases that must be completed with their developmental tasks, these developmental tasks can include physical changes, emotional changes, social changes and no less important is career preparation. Starting to think about future careers which is one of the characteristics of development that occurs in a teenager. Studies on youth interests show that planning and job preparation are the main interests of both young men and women aged 15-20 years. According to Corey & Corey career planning is a process that includes exploring options and preparing oneself for a career. Researchers themselves also experience doubts when they are still in high school in determining what to do after graduating from school, so that researchers make decisions without good planning. The absence of careful planning has resulted in inadequate career decision making. The above statement shows that career planning is an important part of the process of preparing to determine future career choices.

From the description above, it can be seen that student career planning is a provision for students to optimize their abilities and potential. When students have a mature and nurtured career plan, the job selection and skill distribution will match their potential. However, when students have not been able to develop their career potential, there will be obstacles when students want to choose the type of work to be taken after graduating from the world of education.

To choose the type of work or career planning, students can be identified through a test tool, namely the RIASEC test, realistic, investigative, artistic, social, entrepreneurial and conventional. 1) Realistic type of realistic which prefers activities that require explicit, regular or systematic manipulation of objects, tools, machines and animals. The implementation of this concept implies that individuals with this type tend to dislike activities of providing assistance or education. 2) Investigative type of investigative has a preference for activities that require observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomena in order to understand and control these phenomena, and do not like persuasive, social and repetitive activities. . Examples of occupations that fulfill investigative types are chemists and physicists. 3) Artistic types have a preference for diverse, free and unsystematic activities to create artistic products such as paintings, dramas, essays. 4) Social type Social has a preference for activities that involve other people with an emphasis on helping, teaching or providing assistance. Dislikes routine and systematic activities involving objects and matter. 5) Enterprising types have a preference for activities that involve manipulation of other people for economic gain or organizational goals. Dislikes systematic, abstract, and scientific activities. Leadership, persuasive and supervisory competencies are developed, and have the ability to lead 6) Conventional type of conventional has a preference for activities that require explicit, orderly, and systematic manipulation of data in order to contribute to organizational goals. Dislikes activities that are uncertain, free and unsystematic. Competence is developed in the areas of clerical, computational, and business systems. Artistic activities and the like are neglected, view oneself as orderly, adaptable, and possess both clerical and numerical skills. Some of its characteristics are efficiency, regularity, practicality and self-control.

Based on the results of an interview with the guidance and counseling teacher (BK) on Wednesday, January 16, 2019 in the BK room at SMA Negeri 1 Palupuah, the BK teacher explained that the career guidance process for students had not been carried out at school because there was not enough time for the implementation of guidance and counseling services. particularly in the field of career guidance. BK teachers at school also do not have a

career guidance program and do not yet know how to describe student career planning at school. Then the number of BK teachers in schools is also not balanced with the number of students. Furthermore, based on the results of interviews with 4 class XI students on Wednesday January 16 2019 with the initials YA, RY, AI and FJ, they found a number of career planning problems, including not knowing about the major to be chosen, not having knowledge and understanding of self-potential that can support his future career, the chosen major is not his own interest or choice, not understanding the type of work that suits one's own abilities, feeling doubtful that after graduating from school he will continue his studies (college) or work. So from the above, the researcher is interested in conducting research on the description of career planning for class XI students at SMA Negeri 1 Palupuah, Agam Regency.

METHODOLOGY

This type of research is a quantitative descriptive study with a quantitative approach. The location of this research the writer did at SMA Negeri 1 Palupuah, Agam Regency. Because the author finds symptoms or research problems that the author needs to research and solve.

Data collection technique

Data collection techniques in this study used the RIASEC Test instrument, which researchers adopted from the John Holland instrument in English and the researchers translated themselves into Indonesian. Before this instrument was used for data collection, this instrument had been tested for legibility by an English lecturer at IAIN Bukittinggi, namely Mrs. Hilma Pami Putri, M. Pd.

Data Processing Techniques

The data can be obtained and then processed using the following steps:

1. Cheking data, checking data collection instruments, checking whether the filling is complete according to the instructions for filling in the instrument.
2. Data editing, data that has been completely checked or not needs to be edited, that is, if the answer is incomplete then it is completed and corrected by the respondent.
3. Coding data, classifying respondents' answers into classes by marking or coding each answer.
4. Data tabulation, which is presenting data in tables for easy analysis.
5. Add up the circles that filled each column and then add the two columns together for a large total.

Using the total score, transfer for each letter into the appropriate column below:

R = Total Realistic:

I = Total Investigative:

A = Total Artistic:

S = Total Social:

E = Total Company:

C = Total Conventional:

Take the three letters with the highest score and write them down in the column of my interest code.

For an explanation of each code, see below:

R = Realistic: These people are often good at mechanic or athletic jobs.

I = Investigative: These people often watch, study, analyze and solve problems.

A = Artistic: These people like to work in unstructured situations where they can work using their creativity.

S = Social: These people like to work with other people.

E = Company: These people like to work with other people and enjoy persuading and doing.

C = Conventional: These people are very detail-oriented, organized and like working with data.

RESULT

1. Realistic

In the realistic field, 23 students were chosen with a percentage of 42% based on John Holland's opinion. This realistic type of students is good at mechanics or athletic work. To hone and direct students who are in realistic fields, they can go through the appropriate majors, namely computers, mechanics, engineering and building. This is in accordance with DewaKetutSukardi's opinion where the realistic type has a tendency to choose application-oriented jobs, for example, machine operators, radio operators, building supervisors, electricians and other similar jobs, this type of model has characteristics including: masculinity, muscle strength and physical skills, have strong motor skills and coordination, lack verbal, concrete skills, work practically, lack social skills, and are less sensitive in relationships with other people.

2. Investigative

In the investigative field, 34 students were chosen with a percentage of 62%. Based on John Holland's opinion, this investigative type students like to see, learn, analyze and solve problems. To hone and direct students who are in the investigative field, they can go through suitable majors, namely in the form of psychology, animal science, medicine and consumer economics. This is in accordance with DewaKetutSukardi's opinion where the investigative type has an individual tendency to reflect rather than overcome it in solving a problem. And this type of model has a tendency to choose jobs such as physicists, biologists, chemists, anthropologists, research jobs, meteorologists, and other similar jobs.

3. Artistic

In the artistic field, 26 students were chosen with a percentage of 47% based on John Holland's opinion. This artistic type students like to work in unstructured situations. To hone and direct students who are in the artistic field, they can go through the majors that are suitable for these students, namely in the form of make-up, fine arts, photography, radio and TV, interior design and architecture. This is in accordance with the opinion of DewaKetutSukardi, where this artistic type has a tendency to relate to other people indirectly, is not social, has difficulty adjusting, prefers to face circumstances through self-expression, avoids interpersonal circumstances, and physical skills. .

This type of vocational includes, musician, cartoonist, playwright, songwriter, poet, artist or artist, and other similar occupations.

1. Social

In the social field, 43 students were chosen with a percentage of 73% based on John Holland's opinion. This social type students like to work with other people rather than work with objects. To hone and direct students who are in this social field, they can go through the majors of counseling, nursing, physical therapy and education. This is in accordance with Dewa Ketut Sukardi's opinion, where this social type has a tendency to choose jobs such as teachers, social workers, counselors, missionaries, clinical psychologists, therapists, and other similar jobs. The characteristics of this type of model include being good at socializing and speaking, being responsive, responsible, humanitarian, religious, needing attention, having verbal skills, interpersonal relationships, neat and orderly activities, keeping away forms of intellectual problem solving, more feeling oriented.

2. Entrepreneurship / business

In the field of entrepreneurship / business, 18 students were chosen with a percentage of 33% based on John Holland's opinion. This type of students likes to work with other people convincingly and complete activities. To hone and direct students who are in the entrepreneurial / business field, they can go through the appropriate majors, namely fashion merchandising, housing, marketing / sales, law, international trade and banking. This is in accordance with Dewa Ketut Sukardi's opinion, where this type has distinctive characteristics including using speaking skills in situations where there is an opportunity to dominate others or influence others, consider himself the strongest, easy to adapt with others, enjoy tasks - vague social tasks, great concern for power, status and leadership, aggressive in verbal activities. Vocational preferences of this type include, traders, politicians, managers, corporate executive leaders, trade representatives, industrial relations consultants, sports competition promoters, businessmen and other similar occupations.

3. Conventional

In the conventional field selected by 21 students with a percentage of 38% based on John Holland's opinion, this type of students is very detailed, organized and likes to work with data. To hone and direct students who are in this conventional field, they can go through banking, accounting, court pioneers, administration, insurance and data processing majors. This is in accordance with Dewa Ketut Sukardi's opinion where this orientation model generally has a tendency towards verbal activity, he likes well-structured language, regular numerical (numbers), avoids all vague situations, likes to serve, identifies himself with power, gives high value on status and material reality, achieving goals by adapting itself, dependence on superiors, this type of model tends to vocational preferences including, cashiers, secretaries, bookkeepers, archivists, bank supervisors, statisticians, financial analysis, budget reviewers, tax expert, and other related jobs.

In addition, the results of the research conducted also illustrate how the differences in the selection of interest / position codes in class XI SMAN 1 Palupuah. These differences further strengthen that every human being has different abilities and interests in the career that will be chosen in the future. With good career planning since adolescence it will help students develop their abilities owned. Students will also be more motivated to do something because of the goals to be achieved. As stated by Frank Parson in Winkel & Hastuti, formulating career planning is a way to help students choose a career field that suits their potential, so that they can be quite successful in their field of work. Career planning is based on the potential that students have so that there is no conflict between the chosen career and the potential that exists in students.

Each student certainly has a different career plan according to their interests. There are students who have an interest in the field of law and there are students who have an interest in the field of scientific development. As from the results of research conducted from 55 students who were given the highest 3 scores from the 6 fields determined by John Holland where there were different variations. Each of these fields has different interpretations and also has the types of majors in accordance with the categorized field.

So it can be concluded that class XI students of SMAN 1 Palupuah are categorized as having a good career planning description according to the interests they have as seen from the type of personality they have. Furthermore, it is hoped that the counseling teacher will be able to provide an understanding of the potential that students have based on the results of this study and direct and develop this potential so that the existing career planning will still be able to be developed when students choose to continue education in higher education.

CONCLUSION

Based on the results of research that was carried out on October 12, 2019, it can be concluded that the results of the RIASEC Test instrument processing can be seen in the realistic field chosen by 23 students with a percentage of 42%, the investigative field as many as 34 students with a percentage of 62%, the artistic field as many as 26 people students with a percentage of 47%, social sector as many as 43 students with a percentage of 73%, entrepreneurship / business as many as 18 students with a percentage of 33% and conventional fields as many as 21 students with a percentage of 38%. The field that was mostly chosen by students was the social sector as many as 43 students with a percentage of 73%. The conclusion that the researchers can take from the results of the processing of the RIASEC Test instrument above is that it is 73% in the social field which is favored by students of class XI IPS and XI IPA at SMA Negeri 1 Palupuah, Agam Regency.

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