



## Career Guidance Methods for Increasing Career Maturity in Grade IX Students at SMPN 15 Yogyakarta

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### **Abstract**

There are several phenomena of students experiencing career immaturity problems in class IX at SMPN 15 Yogyakarta. This is marked by confusion in choosing a continuation study program, many who participate in choosing further studies, confusion about career goals, differences in the wishes of parents and students regarding further studies, this shows the lack of maturity of careers in students. The service that is considered effective is the method of career guidance services in increasing the career maturity of students. This study aims to clearly identify and describe the methods of career guidance to improve the career maturity of students in class IX at SMPN 15 Yogyakarta. This research is qualitative research which means to describe, record, analyze and interpret a certain event or behavior that exists in a certain time. The subject of this research is one guidance and counseling teacher and four students taken from class IX D, IX E and IX F. While the object of this research is career guidance methods to increase career maturity in class IX students at SMPN 15 Yogyakarta. Methods of data collection using interviews, observation and documentation. The data analysis used in this research is descriptive qualitative where the data that has been collected is compiled and clarified so that it can answer the problem formulation. The results of this study indicate that there are two career guidance methods that can increase career maturity in class IX students at SMPN 15 Yogyakarta, namely the group guidance method and the individual counseling method.

**Keywords:** *Career Guidance Method; Career Maturity*

### **Introduction**

Career is one aspect of development that exists in every individual, starting from childhood there are several career development tasks that must be completed at each stage of development so that they must be passed and go to the next stage of career development. The above statement is reinforced by a psychologist named Saifuddin that a person has experienced a career development process starting at a young age (Saifuddin, 2018). The career development of junior high school students themselves is being able to recognize abilities, talents, interests and directions of career tendencies and appreciation of art (Ditjen, 2016).

In contrast to the statement above, junior high school students have career problems that often occur in the form of a lack of understanding of their talents and interests, lack of knowledge about the world of advanced study majors, experiencing confusion in choosing further study majors, to differences of opinion with parents regarding school majors and college you want to study or take. In the psychological paradigm, this problem also has many terms. Among them are career maturity and self-efficacy in making big decisions. However, Saifuddin prefers the term career maturity because career maturity chooses a more complete and broad component (Saifuddin, 2018). Other research states that junior high school students experience career problems in the form of confusion about preparing for the future, the type of education that must be taken to get to the expected job and how to get a job or career. This problem is due to a lack of information regarding careers or certain types of work (Akhsania et al., 2021).

This problem occurred at SMP N 15 Yogyakarta, most of the students experienced career problems such as confusion in choosing a school or continuing their studies, choosing a particular school just for the reason of joining friends, confused in making choices, so there was intervention from parents. Students of SMPN 15 Yogyakarta experience problems in their career maturity. Super in Saifuddin said that career maturity is when individuals are able to go through their career development tasks (Saifuddin, 2018). Career maturity apart from carrying out individual career development tasks also has implications for individual career decisions (Purwandika & Ayriza, 2020). So there is a gap between theory and practice in the field if judging from the explanation above between the stages of development of junior high school students who are able to recognize talents, abilities and interests, one of them is with the conditions in the field or at school, they are still confused about choosing an interest in continuing their studies.

The problems above indicate that students have not been able to complete their career development tasks so that it can be interpreted that they do not yet have career maturity at the stage of their career development. If a teenager's career maturity is low, then the teenager will experience confusion and difficulty making decisions in determining his major in SMA (Senior High School), MA (Senior High School) and SMK (Vocational School). In the next stage, if the major taken is not based on careful career considerations, then this condition will lead to compulsion in adolescents when studying at SMA, MA and SMK. Furthermore, students will find it difficult to determine their career choices such as achieving the appropriate major in their next studies. This is because students who are mature in their careers can help themselves to decide on their further study majors and the type of career they will pursue in the future (Saifuddin, 2018).

From the problems above in the form of students' career development not being in line with their situation at school, of course, it requires efforts to help students to match their career development tasks. Therefore, students need the help of other people, judging from their development, they experience role confusion at their age, of course they need the help of others, in this case, one of them is a guidance and counseling teacher as a counselor at school and in accordance with their area of expertise who is able to provide assistance to students. One of them is in the career field. Guidance and counseling teachers are able to provide information services to students by using career guidance services so that students who are initially unfamiliar with their talents, abilities and career interest tendencies become more aware of themselves and their future career interests. Students experience these career problems due to the lack of information they get about the career itself (Akhsania et al., 2021).

The provision of career guidance services is highly expected in order to increase the career maturity of students, especially at junior high school age. This is corroborated by the statement of one of the guidance and counseling teachers at SMAN 6 Yogyakarta, namely Mr. Agus, that class XII students at the school are very unstable in determining careers or majors to pursue further studies, this is because students have different situations in developing their careers, some have been prepared since middle school and some have not. This strongly indicates that the career maturity of students in junior high

school is needed to continue their further, more mature career assignments. It doesn't stop there, this is reinforced by Saifuddin's statement, that career maturity should function when teenagers are studying at an equivalent high school, or even before that, namely when they graduate from junior high school (Saifuddin, 2018). Because basically the process of choosing a career occurs throughout human life, meaning that one day someone might change their mind.

The problem of the immaturity of the careers of class IX students of SMPN 15 Yogyakarta which has been mentioned previously has resulted in guidance and counseling teachers providing career guidance to students using several methods in their implementation. This is because career guidance can help students get to know themselves and the world of work as well as career information. Career guidance carried out by guidance and counseling teachers is able to facilitate planning, selecting and making student career decisions (Hastin et al., 2022). Career guidance is proven to increase career maturity in students (Ash Shiddiqy et al., 2019). Other research shows that group counseling which is part of career guidance using problem solving techniques is proven to increase career maturity (Safitri et al., 2020). Career guidance using modeling techniques has also been shown to increase career maturity in class X students (Arni & Prasetyawan, 2021). Other research proves that career maturity can be increased by information services in career guidance in a classroom setting (Hasan et al., 2019). Career guidance using Donald E. Super's theory is proven to be able to increase the career maturity of SMK students (Budiman et al., 2020). From the results of several studies it is proven that career guidance has an important role in helping students achieve career maturity, but from the results of research that is still little done on junior high school students, therefore there is a need for scientific development, especially at the stage of career development of students in junior high schools, especially.

In the career guidance service, it has provided an output in the form of all students at SMPN 15 Yogyakarta continuing their studies and being able to make choices at SMK as much as 60% and choosing to go to SMA as much as 40%. From the data above, it can be said that career guidance services in schools are able to guide students in choosing a work profession they are interested in. This is evidenced by the large number of SMK enthusiasts compared to SMA, whose majors are still common. So the relation with this research is to find out what career guidance methods are used by guidance and counseling teachers at SMPN 15 Yogyakarta in helping class IX students to increase career maturity which is manifested by their ability to be able to make clear career decisions in the future.

## **Method**

This type of research is descriptive qualitative research, namely to produce descriptive data in the form of written or spoken words from people and observed behavior (Rukajat, 2018). This research was conducted to obtain data regarding career guidance methods carried out by guidance and counseling teachers to increase career maturity in students. Participants in this study were determined using a purposive sampling technique, based on having a specific purpose (Rukajat, 2018). The research participants were guidance and counseling teachers as direct executors of the career guidance method for class IX students of SMPN 15 Yogyakarta, as well as 4 students of class IX for the 2018/2019 academic year who had one or more career problems indicating the immaturity of their careers.

The choice of class IX itself was suggested by the guidance and counseling teacher, Mr. Nurbowo Budi Utomo, S.Pd., on the grounds that career guidance services are more complex to increase career maturity in class IX. This is because class IX is the end of classes in junior high school which is very crucial for future career planning, both in choosing the continuation of his studies and future career aspirations. Although it cannot be denied that career guidance services are also available in class VII or class VIII.

Based on the results of the career maturity assessment distributed by the guidance and counseling teacher, it was found that there were four participants who showed immaturity in their careers, namely

students in class IX, namely two students in class IX D, namely DE and AP, one student in class IX E, namely AR and one student in class IX F namely MA. The selection of these students was a recommendation from the guidance and counseling teacher. Like AP, AR and DE who admitted when they were interviewed they still did not understand their talents and interests. Judging from the results of the career maturity questionnaire assessment, the average student still does not understand his goals and the selection of further education, is still not sure about career choices and there is parental intervention in the selection of continuing school majors. Like the problems experienced by AR students, it shows that they are still confused about which further school majors to take. While the results of the assessment from DE showed that DE students did not understand their talents, interests and further studies in accordance with their aspirations. The AP student shows that from the results of his career maturity assessment he still has confusion or uncertainty about the chosen school major. Finally, MA students, based on the results of the career maturity assessment they filled out, showed that they were not sure about continuing their studies and that there was intervention from their parents in choosing to continue their studies. Furthermore, the four students attended career guidance services both in groups and individually. The four students, namely DE, AP, AR and MA, took part in group guidance services.

Data collection techniques using interviews, observation and documentation. Interviews were conducted in a semi-structured manner. Direct observation by directly observing the implementation of the career guidance method carried out by guidance and counseling teachers and indirectly by observing the administration of the implementation of these services, as well as some documentation of the activities studied. Activities in data analysis are: data reduction, data display, and conclusion/verification. Data reduction focuses on the things that are important according to the theme and removes the unnecessary. Presentation of data in the form of descriptive descriptions related to research results, as well as with drawing conclusions presented by answering research results in the form of descriptive descriptions.

Testing the validity of the data in this qualitative research uses data triangulation techniques. This study uses a model of triangulation of sources and triangulation of data collection techniques. Source triangulation is done by checking the data that has been obtained from several sources, namely guidance and counseling teachers and students. While triangulation of data collection techniques is done by checking data from the same source using different techniques from interviews, observations and documentation (Sugiyono, 2016).

## **Result**

The results of the study obtained two methods of career guidance carried out by guidance and counseling teachers to increase career maturity in class IX students of SMPN 15 Yogyakarta, namely the group guidance method and the individual guidance method. Delivery methods in career guidance or positions must refer to guidance and counseling techniques (Salahudin, Anas, 2016). Following the guidance and counseling methods in general there are two methods, namely the group guidance method and the individual guidance method. The group guidance method is also known as group guidance, while the individual guidance method is known as individual counseling. The following are several group guidance methods in career guidance carried out by guidance and counseling teachers to increase career maturity in class IX students of SMPN 15 Yogyakarta, such as:

### **1. Home Room Program**

Home room program carried out by the guidance and counseling teacher in each group guidance activity which aims to get closer to students, so that students are able to properly capture messages from the guidance and counseling teacher. The home room program itself is a program of activities carried out with the aim that teachers get to know their students better so they can help them efficiently. What the guidance and counseling teacher does to create a comfortable atmosphere is by asking about the students' condition, inserting humor and games, sometimes also inserting videos so that students can feel

comfortable during the activity, at the end of the activity. Guidance and counseling teachers usually offer students to consult. or individual guidance. This home room program is usually carried out in class IX students' understanding of the types of careers, understanding students' talents and interests as well as the suitability of choosing to continue their studies in accordance with students' career aspirations.

## 2. Field Trip

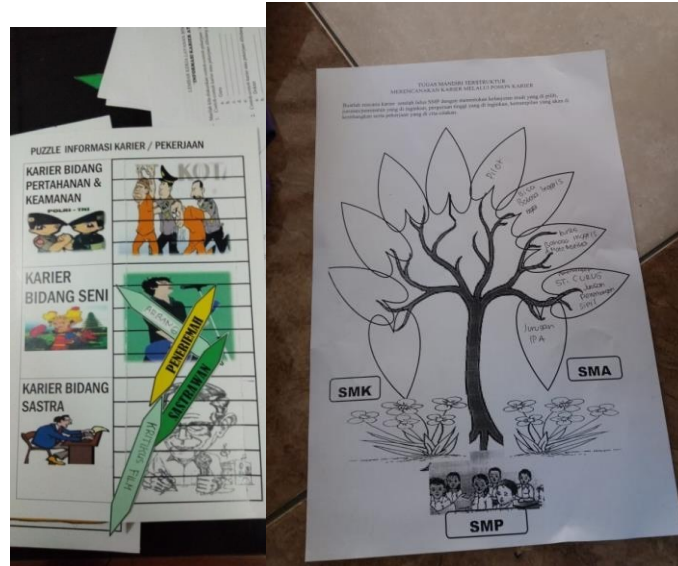
Learning activities outside the classroom to increase career maturity carried out by guidance and counseling teachers for grades VIII and IX. field trips function as recreational activities or as teaching methods. In class IX the guidance and counseling teacher gives assignments when entering class by dividing students into several groups, then given assignments orally as well, interviewing one person around the workplace, both neighbors and family, which is done in groups. Field trips are used by guidance and counseling teachers in group career guidance to increase career maturity, which are held in September every year. The aim is to add broad insight to students regarding knowledge of types of careers, as well as how the duties of a job and how the prospects for work in society.

## 3. Group Discussion

The group discussion method carried out by the guidance and counseling teacher as a type of group career guidance method to increase student career maturity in class IX students of SMPN 15 Yogyakarta, namely during the implementation of group guidance services and classical guidance. Group discussion is a way that gives students the opportunity to solve problems together. Group discussions usually consist of 4-5 people who have been divided by the guidance and counseling teacher by counting from one to four. In group discussions, students are also formed who write and act as leaders in groups. In group discussions, it is usually carried out when material is given in the form of types of careers and further studies. When providing information on career types, students are directed to be able to make career choice decisions in the end. In this discussion activity, the guidance and counseling teacher provides the first service by presenting the types of jobs listed in the career puzzle media which must be filled in first by students, after which they are presented. If there is an error, the guidance and counseling teacher is in charge of justifying the same thing in giving assignments that must be completed by students, in the form of career trees and questionnaires. So, in this case there are also stages to help students understand themselves and know the type of career which can then help students choose and plan their future careers. The materials are usually about types of work and continuing studies. Guidance and counseling teachers also carry out group discussion activities that assign students to discuss career puzzles and a list of interests that contains the types of specializations in SMA, SMK and MA in the form of a career tree. Then they were given the possibility of working in accordance with the department and then presented again.



Picture 1. Group Discussion (Photo taken at Junior High School 15 Yogyakarta, 2019)



Picture 2. Game of Puzzle and Tree Career (Photo taken at Junior High School 15 Yogyakarta, 2019)

#### 4. Group Activities

The method of group activities carried out by guidance and counseling teachers in career guidance to increase the career maturity of grade IX students that have been carried out are play therapy, educational games and field observations. Group activities are a good way of guidance because individuals get the opportunity to participate as best they can (Salahudin, Anas, 2016). Group activities are carried out by guidance and counseling teachers both according to the problem and just as a way of educating students in forming better attitudes or personalities. And usually most group activities are play activities and assignments. It can be seen that play therapy is used by guidance and counseling teachers to help convey career guidance material such as certain types of work which includes an explanation of how the work tasks of a job are carried out, the use of this method is also carried out. as a fun way to play for students. Not only that, it turns out that in addition to the guidance and counseling teacher who demonstrates students alternately in groups, an average of 4 people are also assigned to demonstrate what the authors know during observation. The way it works is that two students in front come forward with each wearing a hat containing the inscription of a job that can only be seen and demonstrated by the opposing student, and vice versa. Regarding other group activities such as educational games, guidance and counseling teachers do it as a way of educating children's personalities and attitudes such as how to become students who are able to work together, take responsibility and the meaning of togetherness. Educational games are different from play therapy, this activity is carried out as a game that is not problem oriented but only as a child's learning in which there is material on how to shape children into better individuals.



Picture 3. Play Therapy: Guess Profession (Photo taken at Junior High School 15 Yogyakarta, 2019)

## 5. Individual Guidance or Individual Counseling

In the individual counseling process that is carried out, the guidance and counseling teacher is more active by directing students to a specific goal, namely to solve problems, although in this case students also play an active role by helping answer every direction from the guidance and counseling teacher. This means that in the individual counseling process the guidance and counseling teacher is more active, meaning that counseling is directive. It can be said that guidance and counseling teachers provide individual counseling services, usually incidentally as needed and usually done by being summoned and students come alone. Individual guidance that is often carried out by guidance and counseling teachers directly is face to face. In the implementation of individual counseling, guidance and counseling teachers usually do not make an RPL in advance, even reports are usually not made immediately after implementation. However, when approaching the semester, this was recognized by the guidance and counseling teacher.

## Conclusion

The career guidance method in increasing career maturity in class IX students of SMPN 15 Yogyakarta helps students in increasing career maturity, this can be seen by the change in students being able to make clear career choices and decisions. The career guidance method in increasing career maturity in class IX students of SMPN 15 Yogyakarta is the group guidance method, namely services carried out in groups. Usually services are provided to students who have problems and have not had problems. The types of group guidance methods used by guidance and counseling teachers include group discussions, field trips, home room programs and group activities such as play therapy. The second is the individual guidance method, which is an individual counseling method that also includes solving student career problems. In certain cases, individual counseling may be extended to mediation services.

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