

Improving Career Development in Class X11 Ma Ma'arif Miftahul Ulum Students

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ABSTRACT

The problem faced by high school students is career maturity, while the purpose of this study is to see how the level of career maturity in class XII students Ma Ma'arif Miftahul Ulum Melirang Gresik. By using the post test method the results of the total number of students in class XII are 18 students. , from the results of the questionnaire that was distributed, it was obtained data on students who had low career maturity of 5, students who had moderate career maturity of 11 students, students who had high career maturity of 2 students.

Keywords:Career Maturity, students.

1. INTRODUCTION

There is often confusion, doubt and difficulty among students who are pursuing their studies and will prepare themselves for a career in the future. This is because they do not understand themselves, understand the world of higher education, their ambitions in the world of work and career advancement. Choosing a job and preparing to work is one of the tasks of adolescence in its development (Hurlock, 2002: 209).

The future orientation of adolescents is basically a job or a career. To enter the career world, education is needed. Education is seen as the first step to gain mastery of knowledge and skills in achieving a career that has been aspired according to Nurmi (Desmita, 2009: 203). The process of achieving student learning will be carried out well if it is in accordance with the interests and needs of students. Ideals about future jobs are important factors that influence interest and the need to learn (Sunarto & Hartono, 2002: 192).

Students of Ma Ma'arif Miftahul Ulum Melirang Gresik began to seriously think about the future, interest in careers is something that teenagers often think about (Hurlock, 2002: 221). According to the theory of career development put forward by Super (Agoes Dariyo, 2003: 69-70), class XII students of Ma Ma'arif Miftahul Ulum Melirang Gresik are in a period of crystallization. The period when individuals begin to seek provision of knowledge and skills through formal and non-formal education, to prepare for their future. In order to plan for the future, youth must make decisions to achieve their goals.

Career selection is an important decision made by adolescents. While making decisions in career selection usually considers life values, intelligence, interests, talents, personality traits, physical conditions, and the knowledge they have as well as influences from society (social environment), school education and peer association, so that adolescents can decide good career choice (Marliyah et al, 2004: 69).

(Winkel, 2004) defines career maturity as individual success in completing career development tasks that are typical for a certain stage of development. Relevant indications for career maturity are, for example, the ability to make plans, willingness to assume responsibility, and awareness of all internal and external factors that must be considered in choosing a position or establishing oneself in a position. Every human being who lives must have a life span, both in any aspect, one of which is career maturity.

Career Maturity Factors

Career maturity has factors that can influence. According to Winkel (2007; 647) states that the factors that influence career maturity are divided into two major parts that cannot be separated from one another, namely internal factors and external factors.

Internal factors within an individual that can influence career development include:

1. The values of life (values), namely the ideals that are pursued by someone everywhere and at any time. Values become guidelines or guidelines in life until old age and greatly determine one's lifestyle. However, it has not yet been shown a direct link between the values of life adopted by a person and various fields of work.
2. The level of intelligence, namely the level of ability to achieve achievements in which thinking plays a role.
3. Special talent, namely the ability that stands out in a field of cognitive endeavor, field of skill or field of art
4. Interest, which is a rather persistent tendency for someone to feel interested in a particular field and feel happy to be involved in various activities related to that field.
5. Traits, namely personality traits that together give a distinctive style to a person, such as cheerful, friendly, refined, conscientious, open, flexible, introverted and others.
6. Knowledge, namely information held about areas of work and about oneself.
7. Physical condition, namely the physical characteristics possessed by a person such as height, good looks, good or poor visual and hearing acuity, high or low strength and gender.

While the external factors referred to by Winkel (2007: 653) are as follows:

1. Society, namely the socio-cultural environment in which a person grows and develops.
2. State and regional socio-economic conditions, namely slow or fast economic growth rates; stratification of society into high, middle and low socioeconomic groups; as well as community diversification into groups that are open or closed to members of other groups.
3. The socio-economic status of the family, namely the level of education of parents, the level of parental income, parental position, area of residence and ethnicity.
4. The influence of members of the extended family and nuclear family, namely parents, siblings of parents and older siblings expresses all their expectations and communicates certain views and attitudes towards education and work.

5. School education, namely the views and attitudes communicated to students by guidance officers and teaching staff regarding the values contained in work.
6. Association with peers, namely the various views and variations of expectations about the future that are expressed in everyday interactions.
7. The demands attached to each position in each study or training program, which prepare a person to be accepted in a certain position and succeed in it.

The focus of the problem in this research is to see how the level of career maturity in class XII students Ma Ma'arif Miftahul Ulum Melirang Gresik.

2. METHODS

The variable in this study is the career maturity of class XII students Ma Ma'arif Miftahul Ulum Melirang Gresik. According to (Gonzales, 2008: 753), career maturity is a person's behavior to realize his goals in carrying out different career development tasks at each maturity stage. To measure career maturity researchers use aspects according to (Sciarra, 2004: 133), there are four aspects, namely: Determining goals about future career success through gathering information, linking class selection with career goals, identifying specific educational requirements, clarifying values about oneself in relation to career or leisure.

The first program is counseling related to career maturity for class XII students, data collection for class XII student career maturity Ma Ma'arif Miftahul Ulum Melirang Gresik using the Likert scale of career maturity instruments for class XII students which was adapted from research conducted by Asih Novianti with the aim is to find out how the career maturity of class XII students Ma Ma'arif Miftahul Ulum Melirang Gresik For the results of the low category career maturity students will be followed up with counseling.

In the internship activity which was carried out for four weeks, the authors used the subject of the internship for data collection and counseling, namely class XII IPA with a total of 18 students. From the results of data collection, it was found that there were 5 students who had low career maturity, 11 students who had moderate career maturity and 2 students who had high career maturity. The use of apprentice subjects has been approved by the field supervisor and the supervising teacher in the class concerned in accordance with the issues raised in the internship activities.

The researcher provides an overview and directs students about the writer's career, conducts counseling and provides materials and videos using power point slide media with the lecture method assisted by a counseling teacher. The delivery of materials and videos was carried out in class during BK lessons with all class XII Ma'arif Miftahul Ulum Melirang Gresik students who were in the low, medium and high career maturity categories. After the program was given, the authors gave a career maturity questionnaire as a post test. The result was that several students who had low career maturity had increased with moderate career maturity results. While some students still have low career maturity results even though they have been given material and counseling.

3. RESULTS

The results of the level of career maturity are 2 students with high career maturity, 5 students have low career maturity and 11 students have moderate career maturity. One of a person's success in his career is influenced by career maturity. But not everyone is aware that career maturity needs to be managed and improved. Not solely influenced by experience in work and age of a person. Students as educational products are expected to be able to continue the baton of national development through practical activities, namely working in sectors according to their abilities. For this reason, services are needed to support students' abilities to increase their career maturity. so that students have stability in career planning and selection which has an impact on the solid career maturity of these students. Services in counseling guidance that can be used to increase career maturity are information services. The information service in this study is a form of intervention provided by researchers to students through the framework of guidance and counseling action research.

With regard to tasks in career development, Super develops the concept of career maturity which refers to the success of a person in completing all tasks of career development. Relevant indications for career maturity are, for example, the ability to make plans, willingness to assume responsibility, and awareness of all internal and external factors that must be considered in choosing a position or establishing oneself in a position. Every human being who lives must have a life span, both in any aspect, one of which is career maturity. According to Super (Brown, 2002), according to Super (Brown, 2002), in the career development stage, high school/vocational school students who are aged 15-18 are in the exploratory and sub tentative stages. At this stage students explore to determine a career that will be their choice. At the subtentative stage a student is also able to develop ideas or ideas related to existing career opportunities or opportunities, interests, life values and career plans to be realized. This means that students understand and understand what they want, their abilities and weaknesses, and what efforts they can realize so that students are able to narrow down their career goals and strive to realize the career goals they have.

Crites (in Salami 2008) states that career maturity is the extent to which an individual can master the tasks of his career development including components of knowledge and attitudes that are appropriate to his career development. Adolescents who can make their own decisions about their careers are mature career adolescents. This is in line with Super's opinion (in Rachmawati, 2012) which suggests that one of the characteristics of individuals who have high career maturity is being independent in making career choices. One of a person's success in his career is influenced by career maturity. But not everyone is aware that career maturity needs to be managed and improved. Not solely influenced by experience in work and age of a person. Students as educational products are expected to be able to continue the baton of national development through practical activities, namely working in sectors according to their abilities. For this reason, services are needed to support students' abilities to increase their career maturity, so that students have stability in career planning and selection which has an impact on the stability of career maturity in these students. Services in counseling guidance that can be used to increase career maturity are information services. The information service in this study is a form of intervention provided by researchers to students through the framework of guidance and counseling action research. For this reason, services are needed to support students' abilities to increase their career maturity, so that students have stability in career planning and selection which has an impact on the stability of career maturity in these students. Services in counseling guidance that can be used to increase career maturity are information services. The information service in this

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4. DISCUSSION

Counseling services have a positive effect on self-efficacy, academic achievement and career maturity. This finding is in line with Bandura's (1997) theory that individual beliefs and behavior can be changed through various methods, such as counseling services. guidance services as agents of change, especially changing behavior that is inconsistent with school and community norms. So, it is clear that guidance services make a significant contribution to behavior change. Perceptions of majors have a positive effect on self-efficacy, academic achievement and career maturity. Learning materials seek to help students understand the ins and outs of learning. This service helps students become aware of their abilities, both their strengths and weaknesses. Self-awareness brings individuals to find self-confidence. High self-confidence will lead to the ability to do a task successfully, while low self-confidence will lead to withdrawal. So, adequate self-understanding will help in perceiving his placement.

5. CONCLUSION.

The conclusion from counseling activities is that students who have low career maturity are caused by a lack of insight and understanding of students regarding the selection of majors to tertiary institutions and students who do not have careful planning regarding the education or work they will choose later. After being given material and counseling, the results of student career maturity class XII Ma Ma'arif Miftahul Ulum Melirang Gresik increased the results of some students who had low career maturity had increased with moderate career maturity results. While some students still have low career maturity results even though they have been given material and counseling.

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