

CAREER GUIDANCE MANAGEMENT IN IMPROVING THE ENTREPRENEURSHIP LEARNERS

(Case Study at SMAN 1 Tegalwaru and SMAN 1 Plered, Purwakarta Regency)

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Abstract

The purpose of the study was to describe, and analyze career guidance management in improving the entrepreneurial spirit of students at SMAN 1 Tegalwaru and SMAN 1 Plered, Purwakarta Regency. The background of the research includes the lack of maximum guidance and counseling services provided by schools to students; Lack of inculcation of an entrepreneurial spirit in schools, so those who are chosen after graduating from high school are looking for work. The number of graduates from educational institutions continues to increase every year, but this is not accompanied by an increase in available job opportunities. The problems in this study include high school students having problems in determining the type of education that must be taken, job prospects, positions and careers after completing their education, as well as how the steps that must be taken in preparing themselves to enter the field of work, position or career in the future. The data collection techniques are: 1) Interview, 2) Observation, 3) Documentary Study, and 4) Triangulation. The method used in this research is a case study with a qualitative approach. In its implementation there are obstacles in the management of guidance and counseling including counseling guidance teachers not from guidance and counseling graduates, lack of cooperation between guidance and counseling teachers, lack of supporting facilities and the absence of classical face-to-face hours. The results of the study indicate that career guidance in growing entrepreneurial behavior is: The implementation of career guidance through planning, implementation, and evaluation has an impact in shaping positive student behavior in terms of cognitive, affective, and psychomotor.

1. INTRODUCTION

Schools have an obligation to solve problems faced by students in their development process, especially problems related to education which can be facilitated through guidance and counseling services. Guidance and Counseling services are an integral part of the educational program. To regulate this, it is clarified by Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Basic Education and Secondary Education. Assistance provided in guidance and counseling services is directed at mastering a number of competencies needed to face challenges and problems faced by students. Guidance services in terms of individual problem areas, namely academic guidance, personal social guidance, career guidance and family guidance. (Nurihsan, 2011:15) The four types of guidance have their respective functions and roles in the counseling guidance process,

one type of guidance that has an important role at the high school level is career guidance. High School (SMA) is a secondary education level whose students are in the age range of 15-19 years, this period is included in the age range of adolescence. Adolescents as individuals who are undergoing a process of transition from childhood to adulthood have characteristics including experiencing rapid physical and psychological growth, also having developmental tasks that lead to their readiness to meet the demands and expectations of their role as adults. One of the characteristics of adolescent development is starting to think about their future seriously. According to Erikson in Ristianti (2020:23-31) Psychologically, it is caused by the transition phase in the age growth experienced by young people, making them more vulnerable to experiencing or commonly known as identity crisis. Psychologically, another characteristic of adolescent development is the transition period marked by an identity crisis.

At this stage, adolescents need guidance and reinforcement from more mature people in order to find a positive identity and in accordance with the environment. Data from the International Labor Organization Survey (2020) found that the younger generation (aged 15-24) had a three times greater risk of being unemployed than those aged 25 years and over. Similarly in Indonesia, the Central Statistics Agency data states that the highest open unemployment rate (TPT) in 2021 is in the 15-24 year age group; 19.55 percent, 9.09 percent of whom are high school graduates, so entrepreneurship is a potential career choice. For this purpose, the research object was chosen at SMAN 1 Tegalwaru and SMAN 1 Plered, Purwakarta Regency, West Java Province.

Education is still understood as a knowledge transfer process only; Schools have not been able to solve the problems faced by students in their development process; High school students have problems in determining the type of education that must be taken, job prospects, positions and careers after completing their education, as well as how to take steps to prepare themselves to enter the field of work, position or career in the future. Guidance and counseling services provided by schools to students are not yet maximal; Lack of inculcation of an entrepreneurial spirit in schools, so that those chosen after graduating from high school are looking for work; The number of graduates from educational institutions continues to increase every year, but this is not accompanied by an increase in available job opportunities, because the currently available job opportunities are not commensurate with the number of people looking for work.

Based on these facts, efforts are needed to increase awareness and understanding of the importance of education and future plans, one of which is through career guidance services carried out by guidance and counseling teachers, especially related to career guidance and to foster an entrepreneurial spirit. Career guidance has an ideal concept and role, because with the optimal functioning of career guidance all student needs and problems regarding careers at school will be handled properly. A career guidance program in schools is unlikely to be structured, implemented and achieved if it is not managed in a quality management system. Quality management is the discovery of the

ability of education managers in schools to plan, organize, direct, and control existing resources. (Zamroni, 2015:1)

2. REVIEW OF LITERATURE

Theoretical study

The main theoretical basis is the Theory of Donald E. Super, namely the theory developed by Donald Edwin Super. The theory of career development put forward by Donald E. Super is very broad in scope, because the development of the position is seen as a process that includes many factors. These factors are partly found in the individual himself and partly in his environment, all of which interact with each other and together form the process of one's career development. The developmental process can be summarized in a series of stages of development of human life, namely growth, exploration, formation, maintenance, and decline, and is further divided into: (a) fantasy, tentative, and realistic phases of the exploration phase and (b) the exploratory phase. Trial (trial) and stable phase (stable) from the formation stage. The problem to describe and analyze cases regarding Career Guidance Management in Improving the entrepreneurial spirit of students is that schools must be able to mobilize school resources in relation to curriculum development, learning, management of educators and education personnel, facilities and infrastructure as well as finance. Besides that, to improve the entrepreneurial spirit of students through career guidance, the role of teachers is needed, teachers who are not only teachers but also become facilitators, collaborators, mentors, coaches, directors and study partners for students. And it must also involve families, communities and other stakeholders in achieving these goals.

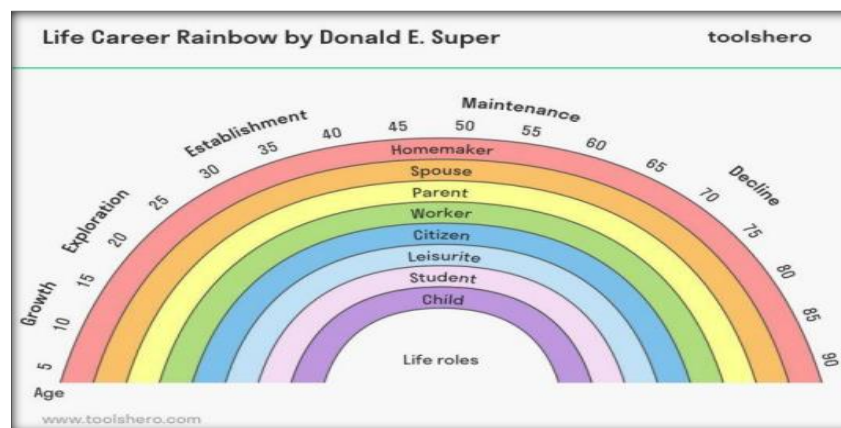


Figure 1.2 Life Career Rainbow – Donald E. Super

The life-career rainbow described by Super, Super in Thayeb (2008) reveals the following five Super stages: The growth phase starts from the age of 4-13 years. At this stage, needs and fantasies are the two dominant things. The self-concept is formed through identification of the core character in the family and school environment. The developmental tasks in the growth phase are being more attentive and future-oriented,

increasing self-control over their lives, convincing themselves to excel academically at school, and choosing competent behavior and habits for work. (1) The exploration phase (exploration) is in the age range of 14 – 24 years in which there is a social exploration that suits him from inside and outside his world. In this phase, the individual has thought of various career alternatives but has not yet made a binding decision. There are sub-stages in this stage, namely: Crystallization: 14-18 years The period of cognitive processing to formulate a general vocational goal through awareness of available resources, possibilities, interests, values, and planning for a preferred occupation . Specifications: 18-21 years the transition period from tentative vocational preferences to specific vocational preferences. Implementation: 21-24 years the period of completing education/training for a preferred job and entering the world of work. (3) The next phase, continued to the Stabilization stage: 24-35 years the period confirms the preferred career with real work experience and the use of talents to show that the career choice is right. (4) The stabilization phase which involves the implementation of self-concept in career roles. This phase is in the age range of 25 - 44 years which aims to gain cohesion between the zones inside and outside the individual with the task of stabilizing career positions, as well as advancing higher levels of performance. This stage is divided into 2 sub-stages, namely: Consolidating (consolidating): 25-30 years the period of fostering career stability by achieving progress, status and seniority. Advanced (Advancement): 31-44 years

The period of consolidation in the position of the field of work he has. The pattern of career and business bias is already clear. (5) The maintenance phase occurs in the age range of 45 – 65 years. Individuals will make choices in a career and maintain it. There are three developmental tasks in this stage, namely maintaining what has been achieved, improving skills and knowledge, and innovating by doing different tasks or exploring new challenges; (6) Decline phase. When the individual is at this stage, there is a developmental task in slowing down, retirement plans leading to career separation, and retirement life itself. This stage occurs at the age of 65 years and over when physical and mental strength decreases, so work activities change and stop in time. According to this opinion, the stage of adolescent career development is in the exploration stage. The exploration stage is marked by starting to conduct self-examination, trying to divide various roles, and exploring jobs or positions both at school, in spare time, or through an apprenticeship system.

Entrepreneurship Goals in Career Guidance Management

Career guidance has a goal so that students: (1) Understand the world of work, as well as the factors that need to be considered in choosing the right program or major. (2) Have a positive attitude towards oneself and an objective and advanced view of the world of work, and (3) make realistic decisions about the chosen career according to his abilities. Walgito (2010:202), the purpose of career guidance is to help students: (1) be able to understand and assess themselves, especially those related to the potential that exists within them regarding their abilities, interests, talents, and ideals; (2) realize and understand the values that exist within themselves and those in society; (3) knowing

various types of work related to the potential that exists within him, knowing the types of education and training needed for a particular field, as well as understanding the relationship between his current business and his future; (4) find obstacles that may arise, caused by themselves and environmental factors, and find ways to overcome these obstacles; and (5) students can plan their future, and find a suitable career and life, so that students understand their potential well and know what jobs and requirements must be met in order to form a match with their potential. Career Guidance in Improving the entrepreneurial spirit of students is that schools must be able to mobilize school resources in relation to curriculum development, learning, management of educators and education personnel, facilities and infrastructure as well as finance. To improve the entrepreneurial spirit of students through career guidance, the role of teachers is needed, teachers who are not only teachers but also become facilitators, collaborators, mentors, coaches, directors and study partners for students. And it must also involve families, communities and other stakeholders in achieving these goals.

CONCLUSION

To realize this orientation, the first step that can be taken is to provide career guidance to students to foster an entrepreneurial spirit and provide students with entrepreneurial skills. In other words, if someone can create their own job, it will have an impact on the decreasing number of unemployed, and the economic level of the community will increase so that the welfare of the community will be more secure. Career Guidance Management in Improving the entrepreneurial spirit of students is that schools must be able to mobilize school resources in relation to curriculum development, learning, management of educators and education personnel, facilities and infrastructure as well as finance. And the supervision of career guidance in improving the entrepreneurial spirit of students. The results of this study can be used as a basis for replicative research (retesting) in the future, as a form of scientific openness, in order to improve the quality of graduates at SMAN 1 Tegalwaru and SMAN 1 Plered, Purwa Regency. To achieve the goal of career guidance in improving the entrepreneurial spirit of students, students must adhere to: a) Sincerity, that is, sincerity will lighten the burden of students in dealing with problems. b) Patience, namely with patience a mentor will be able to maintain emotional balance. c) Love, namely with sincere love will make students feel comfortable. Students feel that they have a substitute for their parents who will guide them. d) Creating an interesting and fun atmosphere of guidance will make students participate in career guidance activities.

The results of this study can be used as the basis for replicative research (retesting) in the future, as a form of scientific openness, in order to improve the quality of graduates at SMAN 1 Tegalwaru and SMAN 1 Plered, Purwakarta Regency. The most possible thing to do in schools is to continue to strive to foster an entrepreneurial spirit in students. However, the implementation of career guidance does not have to be given like other lessons that emphasize the cognitive aspect, but guidance that can improve the entrepreneurial spirit as the basis for students' entrepreneurial behavior.

Entrepreneurial skills and spirit should not only be packaged in ordinary learning, but must be in the form of regular mentoring. For this reason, it is necessary to develop career guidance programs that can improve the entrepreneurial spirit so that students achieve independence, have an orientation to success, are creative, innovative, and tough and dare to take moderate risks. Entrepreneurship-based career guidance is a stimulation of youth career development, to provide views and other alternatives in choosing a career. This career guidance will be more formatted if it is accompanied by good management from planning to solve problems in its implementation.

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