Readiness of Grade 11 Students at SMAN 1 Ciruas in Determining a Career

Rahmawati [1], Ahmad Baehaqi [2], Yunisa Prestisia Murtidewi [3], Yesha Rahmadita [4], Mirnawati [5], Alifah Salsabila [6], Wafiq Azizah [7], Yolinda Evinalisa [8], Vanesha Amanda Fritania [9], Rizky Amelia [10], Ehan Fuazan Rahmatillah [11]

Universitas Sultan Ageng Tirtayasa

rzrahmawati@untirta.ac.id[1] ,Abaycom286@gmail.com [2] ,prestisiamurtidewi@gmail.com [3] ,Yesarahmadita21@gmail.com[4] ,Mirnaa.simdig23@gmail.com [5],Alifahsalsabila11@gmail.com[6] ,Wafiqajizah6@gmail.com[7] ,yolindaevinalisa@gmail.com[8] ,Vaneshaamanda879@gmail.com[9],Rizkyamelia3102@gmail.com[10] ,ehannf@gmail.com [11]

Alamat: Kampus C Jalan Raya Ciwaru KM. 3, Ciwaru, Kota Serang, Banten

Abstract.
Based on the Law on we can see that education is one of the goals Education is to equip students to have skills that will be available in the future supports the fulfillment of requirements and demands work. Adequate skills constitute a person's material requirements to be able to work. In making career decisions, high school students are at a critical stage (late adolescence) between two very decisive choices. First, to choose to continue studying high or related to the world of work. Second, to reach inner maturity career selection to face both options (Achmad Juntika Nurihsan & Akur Sudianto, 2005: 2). Middle School students Upper (high school) in determining his career choice requires some consideration beforehand make decisions. Decision-making a career characterized by determination Career choice is an important issue for students High School (SMA), because it will determine the direction of his career in the future come.
Keywords*: Career Determine, Student.*

INTRODUCTION

At school, students are required to master various abilities or competencies, both those related to subjects and those related to personal, social, learning and career development. Careers are obtained through a decision-making process that occurs throughout a person's life span and becomes part of his or her development. According to Winkel & Hastuti (2012), the term career refers to a job or position that is pursued and is believed to be a calling in life, which permeates a person's entire thoughts and feelings, and colors a person's entire lifestyle. A career is not just a job that someone has held, but rather a job or position that is truly appropriate and suited to one's potential. However, it is not uncommon for someone to still have difficulty understanding their own potential and reading job opportunities, so that sometimes there is a mismatch between the demands of a job/position and a person's potential. Puspita (2010:89) states "career planning is an important aspect in individual career development". Decision-making skills are the main goal of career planning that must be pursued by every individual. The ability to plan a mature career is closely related to students' understanding of career itself.

A student can be said to have a career plan if they have knowledge and understanding of themselves, knowledge and understanding of work, and are able to use their reasoning to adjust their own potential and the world of work. Considering how important career issues are in human life, students need to be prepared and helped to plan a brighter future from an early age, by providing an understanding of career planning and ongoing career guidance. So students need to determine their careers well in preparing for their future.

Based on the first observation carried out by researchers at SMAN 1 Ciruas on Wednesday 20 September 2023, the researcher made the first observation in class 11 IPS 6, and continued with the second observation on Thursday 21 September 2023 observation in class 11 IPA 4, then the third observation in Friday 22 September 2023 observations at 11 IPA 5. The researcher observed when the class was not having class time. In carrying out observations, the researcher first made an introduction, then an ice breaker, after that provided an assessment in the form of a Problem Check List (DCM). When giving a DCM assessment, students are asked to fill in honestly and honestly according to the situation they are currently feeling. Pupils and girls complete the DCM assessment in an orderly and calm manner.

Researchers in providing DCM assessments use Google Forms, the aim is to make it easy to collect data and then process it using the DCM application. Researchers see that the social problems experienced by students tend to be higher than personal, study or career problems. Thus, students need the ability to solve the social problems they face. Therefore, students need guidance and counseling services so that social problems can be resolved well.

THEORETICAL STUDY

School student career development process Upper Middle School (SMA) is experiencing changes in career choice as it shifts from phase to phase tentative which is in the transition stage towards realistic phase and with the existence of problems which comes from within oneself, outside oneself, and both of them. Social, economic, cultural conditions experiencing changes towards development interests, attitudes, expectations and abilities influence in the career decision making process is part of the career development process in life planning. Based on this description, maturity chooses career includes: (1) understanding and ability make the right plan, (2) consistent attitude towards responsibility, and (3) awareness of all internal factors that must be considered in making career decisions (Winkel, 1997: 575). From the description above we can see that one of the factors that can influence the success of the developmental process career is the level of maturity self-understanding.

Self-understanding is an action or how to understand and master the mind as well sense of self. In planning your career, Self-understanding is a very important thing important. With self-understanding, then someone will be better able to plan a career in the future. Self-understanding encourages individual to find out the advantages and disadvantages himself, obstacles, and how to overcome problems.

Hurlock (1999: 42) states that older teenagers, trying to approach the problem career with a more practical and more attitude realistic compared to when he was still child. However, some students still some are confused about developments career, even though they both already have it Get career information at school. They feel confused about what choice to continue continue school, go to college or Work. Crites (1969: 31) found that 30% students feel confused when they are in school as a result of a lack of knowledge them about future careers.

This feeling of confusion was acknowledged by Erikson (Salomone and Mangicaro, 1991: 52) who states that students at school Upper Intermediate is currently at the stage dangerous role confusion (the danger of this stage is role confusion). Apart from that, there are differences in career aspirations, among advanced students above it turns out that there are substantial differences in developmental and maturity needs his career. Many factors cause it these differences. These factors including the level of parental assistance, background behind racial gender and self-concept, development and physical health.

Guidance and counseling in career development schools is a thing It is important for high school students to be able to plan their future. That matter also reinforced by Morningstar et al: 2015, that "High school students' career readiness is a skill that high school students need to have to avoid there is confusion about the student's future. CCR (Study Readiness advanced and Career) is a multidimensional concept that includes academic factors (e.g., grade point average, college entrance exam scores) and non-academic (e.g. student motivation, competitiveness)". Career readiness is a condition when an individual are ready to look for work and determine the career they choose. (Mansor & Tan, 2009, p. 34). Career readiness in some of these opinions explains that the condition of high school students is ready to face the future front specifically and clearly, this can be strengthened by factors academics that support careers as well as non-academic factors such as internal motivation the individual's self. Education and counseling can provide stimulus for career development and important concepts about career development both about career readiness and maturity. (Mansor & Tan, 2009, hlm.35).

RESEARCH METHODS

The type of research used in this research is using descriptive research methods and using a quantitative approach. This research was conducted at one of the state schools in Kab. Serang, namely at SMAN 1 Ciruas which will be held in September and October 2023. Next, the population used in this research is all grade 11 students as many as respondents. The sample used in this research was 110 students consisting of students from class 11 IPS 6, class 11 IPA 4 and 11 IPA 5. Sampling in this study used a probability sampling method using a sampling technique, namely simple random sampling, where all classes 11 have the same rights to be respondents in this research.

The data collection technique used in this research is a quantitative method using an instrument in the form of a sociometric questionnaire about students' social problems which will later be used to determine students who are indicated to be isolated in their class, and then used as a data source in this research.

RESULTS AND DISCUSSION

The results of the research obtained regarding future career issues and the aspirations of grade 11 students at SMAN 1 Ciruas show that there are still many students who find it difficult to determine their career. The category of students who find it difficult to determine a career based on the results of the checklist, the problems in this research are not knowing what to do after graduating, wanting to continue school but also wanting to work, having difficulty deciding on a choice of major, wanting to know one's own talents and abilities, ideals not matching abilities. , ideals are not approved by parents, ideals are always wavering or changing, easily influenced by other people's ideals, and difficulty choosing a job.

The results obtained in this research used a problem checklist which provides information about problems for students who have career problems (future and dreams). The following is DCM analysis data based on student problem topics in grades 11 IPS 6, 11 IPA 4, and 11 IPA 5:

1. DCM Analysis Data Based on Problem Topics in Class 11 IPS 6

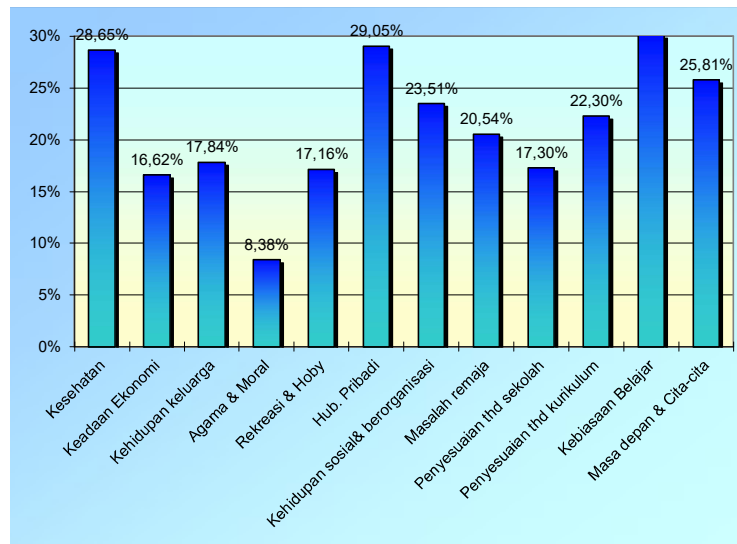| Career Topics	Nm	N	N x M	(Nm : N x M) x100%	Derajat
Future and Dreams	191	20	740	25,81%	D

Figure 1. DCM Analysis Graph Based on Class 11 IPS 6 Problem Topics

Figure 1. DCM Analysis Graph Based on Problem Topics for Class 11 IPS 6. Based on the DCM analysis per problem topic, the class profile graph shows that the percentage of career problems for class 11 IPS 6 students at SMA Negeri 1 Ciruas is the fourth highest percentage, namely the topic of Future and Dreams. The goal is 25.81%.

2. DCM Analysis Data Based on Problem Topics in Class 11 Science 4

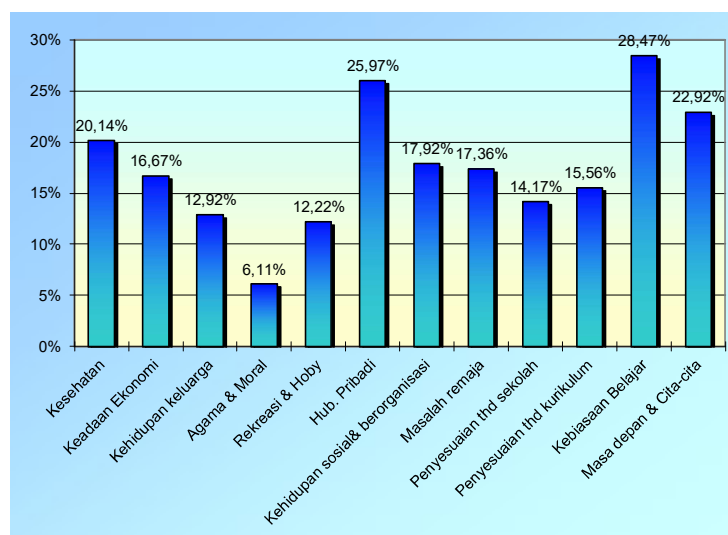| Career Topics	Nm	N	N x M	(Nm : N x M) x100%	Derajat
Future and Dreams	165	20	720	22,92%	C

Figure 2. DCM Analysis Graph Based on Class 11 Science 4 Problem Topics

Based on the DCM analysis per problem topic, the class profile graph shows that the percentage of career problems for class 11 Science 4 students at SMA Negeri 1 Ciruas is the third highest percentage, namely the topic of Future and Aspirations problems at 22.92%.

3. DCM Analysis Data Based on Problem Topics in Class 11 Science 5

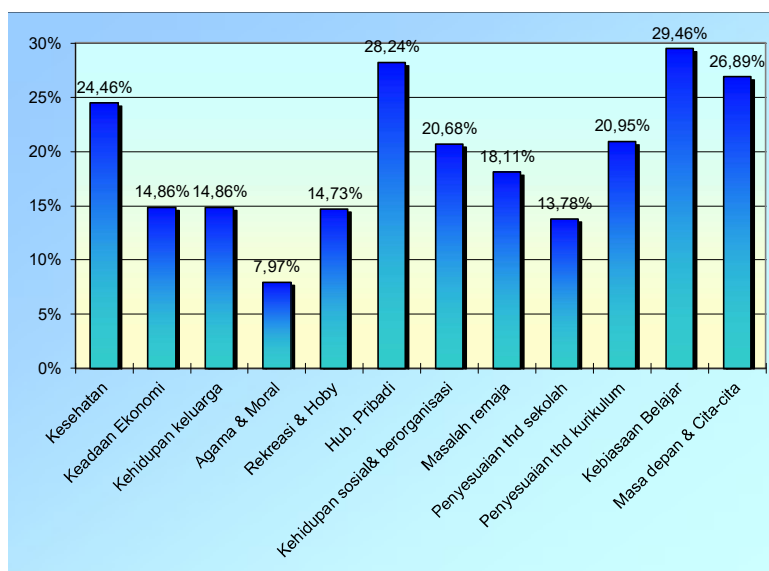| Career Topics	Nm	N	N x M	(Nm : N x M) x100%	Derajat
Future and Dreams	199	20	740	26,89%	D

Figure 3. DCM Analysis Graph Based on Class 11 Science 5 Problem Topics

Based on the DCM analysis per problem topic, the class profile graph shows that the percentage of career problems for class 11 Science 5 students at SMA Negeri 1 Ciruas is the third highest percentage, namely the topic of Future and Dreams at 26.89%.

CONCLUSIONS

Based on the analysis of the data obtained, it can be concluded regarding future career issues and the aspirations of class The results obtained from this research used a problem checklist (DCM) which provides information about problems for students who have career problems (future and dreams).

THANK-YOU NOTE

The author would like to thank the various parties who participated in providing support, assistance, advice and guidance as well as enormous prayers to 1) the Sultan Ageng Tirtayasa University PLP Team who have provided guidance and direction starting from the preparation, implementation and report stages, 2) Mrs. Rahmawati, S.Psi, MA as field guidance lecturer, 3) Mr. Drs, H. Aan Hernawan, M.Pd as head of SMAN 1 Ciruas, 4) Mrs. Rima Puspita, M.Pd as guidance and counseling teacher.

DAFTAR REFERENSI

Anderson-Butcher, D. Dkk. (2016). CAYCI Career and College Readiness Scale: Middle/High Scholl Student Version.

Arikunto, S. 2010. Prosedur penelitian suatu pendekatan praktik edisi revisi 2010. Jakarta: Rhineka Cipta.

Bloom, T. (2010). College and career readiness: A systemic P-20 response.

Conley, D. T. (2007). Toward a more comprehensive conception of college readiness. Educational Policy Improvement Center

Conley, D. T. (2008). Retinking College Readiness. Wiley Interscience

Doyle, E. (2011). Career development needs of low socio-economic status university students. Australian Journal of Career Development, 20(3), 56- 65.

Intani F.S dan Surjaningrum ER. (2010). Coping strategy pada mahasiswa salah jurusan. Jurnal Departemen Psikologi Klinis dan Kesehatan Mental Fakultas Psikologi Universitas Airlangga, INSAN Vol. 12 No. 02, Agustus 2010

Jackson, J., & Kurlaender, M. (2014). College readiness and college completion at broad access four-year institutions. American Behavioral Scientist, 58(8), 947-971.

Juwitaningrum, I. (2013). Program bimbingan karir untuk meningkatkan kematangan karir siswa SMK. PSIKOPEDAGOGIA Jurnal Bimbingan dan Konseling, 2(2), 132-147.

Lapan, R. T., Poynton, T., Marcotte, A., Marland, J., & Milam, C. M. (2017). College and

Career Readiness Counseling Support Scales. Journal of Counseling & Development, 95(1), 77-86.

Lombardi, A. R., Conley, D. T., Seburn, M. A., & Downs, A. M. (2013). College and career readiness assessment: Validation of the key cognitive strategies framework. Assessment for effective intervention, 38(3), 163-171

Maruyama, G. (2012). Assessing College Readiness Should We Be Satisfied With ACT or Other Threshold Scores?. Educational Researcher, 41(7), 252- 261.

Rufaedah, E. (2014). Program bimbingan karier untuk memantapkan pilihan karier peserta didik. (Tesis). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.

Winkel & Sri. (2010). Bimbingan dan Konseling di Institusi Pendidikan. Jakarta: PT. Gramedia Widiasarana Indonesia

Winkel, W. S., dan Hastuti, S. (2010). Bimbingan dan konseling di institusi pendidikan. Yogyakarta: Media Abadi.