

Students' Career Awareness: the Effect of Classical Guidance by using Blended Learning Model

Desri Jumiarti¹, Andria Yunovita², Dasril³, Darimis⁴, Emeliya Hardi⁵, Rina Yulitri⁶

^{1,2,3,4,5,6}Program Studi Bimbingan dan Konseling, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Mahmud Yunus Batusangkar

e-mail: ¹desrijumiarti@uinmybatusangkar.ac.id, ²yunovitaandria@gmail.com,

³dasril@uinmybatusangkar.ac.id, ⁴darimis@uinmybatusangkar.ac.id,

⁵emelyahardi@uinmybatusangkar.ac.id, ⁶rinayulitri@uinmybatusangkar.ac.id

ABSTRACT

This research is motivated by the existence of students who have career awareness problems that are not good, good enough, and good; because of the lack of knowledge about the potential of students, career awareness will be obtained through the learning process at school and in the surrounding environment, when researchers make observations in class, researchers find symptoms such as some students still cannot think about what the student did after graduating from school, some students do not know any jobs that are suitable for them, students who do not understand information about careers or further studies, and some students determine their careers from the invitation of their friends. This study aims to analyze the effect of the Classical Guidance Model Blended learning on students' Career awareness. The type of research used in this study is quantitative with experimental methods. The kind of design used in this study is a pre-experimental design with the research design used, namely one group pre-test-posttest design; the sample used in this study was as many as 20 students from class XI Social Studies 1 SMA Negeri 2 Sungai Tarab who had career awareness on the criteria are not good, the requirements are good enough, and the requirements are reasonable. The results stated that classical guidance using the Blended learning model affected increasing students' low career awareness. The data processing results showed that the standard deviation value obtained before following classical guidance with the Blended learning model was 1,652. After following classical guidance with the Blended learning model, it increased to 2,135. Based on the results of the "Test Statistic" output above, the value of Asymp. Sig is known. i.e. 0.000. Because the value of $0.000 < 0.05$, H_a was accepted and H_o was rejected, meaning that there was an increase in students' career awareness after getting treatment; in other words, classical guidance with a blended learning model affected students' career awareness in class XI at Sungai Tarab State High School.

Keyword: classical guidance blended learning model, career awareness

INTRODUCTION

High school students generally have entered the adolescent age category which is a period of self-discovery. According to Hurlock (Hurlock, 1991) "the beginning of adolescence lasts approximately from the age of 13 years to 16 or 17 years and the end of adolescence from the age of 16 or 17 years to 18 years". So, adolescence lasts from the age of 12 – 18 years, and adolescence is included in puberty (puberty). Adolescence is a state where he wants to highlight his identity, form a group or swindle where members in his group, according to them, are one fate and have the same mind, The members of his group are everything to them. They are easily

swayed and confused but do not want to find solutions for their parents or teachers, so they sometimes make inappropriate decisions.

Consciousness is synonymous with willpower, which is the drive from the subconscious based on consideration of one's thoughts and feelings and one's entire person that causes activities directed at achieving specific personal goals. Consciousness is an experience over time, described as a mental state that deals with proportional things, such as beliefs, hopes, worries, and desires. According to Suryabrata (Suryabrata, Sumadi.1983), consciousness is, state, alertness, willingness, or knowing something into the recognition or understanding of environmental events or internal events. In terms of consciousness, it includes the sense of perception, thought or feeling, and memory of a person who is active at a particular moment. From this understanding contains indicators: (1) situation, (2) alertness, (3) willingness, (4) understanding, (5) pristine. Based on the above understanding, it can be concluded that consciousness is a state alertness, where individuals begin to understand and live the growth or development that exists in themselves. The definition of a career according to Irianto (Irianto, J. 2001), the understanding of a career includes objective and subjective elements. The objective part refers to job policies or positions determined by the organization. In contrast, the subjective element refers to a person's ability to manage a career by changing the objective environment (e.g., by changing jobs/positions) or modifying personal perceptions about a situation (e.g., by changing expectations). Selain itu dengan adanya karir seseorang dapat mengaktualisasikan serta menampakkan eksistensi dirinya dengan lingkungan sekitarnya.(Sari et al., 2021). Sehingga kesadaran karir merupakan. So, career awareness is a state alertness, and willingness, where individuals begin to plan, understand, and live the career to be achieved within a certain period. Kesadaran karir merupakan tahapan awal yang sangat penting dalam perkembangan karir seseorang dalam hal persiapan, merencanakan, serta mengambil pilihan keputusan karir yang sesuai dengan dirinya. Hal ini ditunjukkan dengan pengetahuan, sikap, serta keterampilan melalui proses kesadaran pada diri sendiri, kesadaran terhadap orang lain, lingkungan sekitar, serta dunia kerja(Randi, 2021; Selviana & Zakir, 2020)

High school education aims to prepare students to continue to a higher level and prepare themselves to work as soon as their high school education is completed. Many students need to decide which major to choose after graduating from high school, and some students wonder what kind of career they should pursue if they do not continue their education after graduating from high school. Students make career plans based on their will and desire only, without considering their abilities; there are even some students who submit career decisions. Siswa yang memiliki keraguan dalam memutuskan karr berarti siswa tersebut mempunyai self-efficacy yang lebih rendah (Murisal et al., 2022). In other words, learners still need to fully understand how to develop a career plan as soon as possible.

Many students are worried about not being able to find a job after graduation because of their immature ambitions, and they have wrong opinions and are not motivated to study. Similarly, some students want to continue their education at university when choosing courses, many students do not select the top courses own initiative so that students refrain from trying in the course of lectures. Observing the phenomenon that is often found in schools today, there are still many students who still need to improve their career awareness characteristics, as found in SMA Negeri 2 Sungai Tarab. This can be known from interviews with students who still need clarification after graduating.

The phenomenon of student confusion in the selection of higher education majors is supported by a preliminary survey conducted for Class XI students at SMA Ulul Albab Taman, primarily through untested evaluation tools. Problem disclosure tool (Alat Ungkap Masalah/AUM), from the data management results, class XI students of Ulul Albab Taman High School have 55% problems in the particular field, 18% in the personal field, and 15% in the social field. This means that the four fields that fall into the very problematic category are fields

of work. Looking further than some professional fields, the 20 most significant percentage of problems are "I don't know the future and can't make plans after high school." (Konseling et al., n.d.)

Based on previous research conducted in 2021 at one of the public junior high schools in the city of Salatiga (Debora Vestalia, Zania Timur Maulidina, Invokavit Putri Mbarasi Wau, Desia Wahyu Febrianingrum, Nani Nadya Cintariani, Doddy Hendro Wibowo) (Vestalia, 2021). From the results of this study, it can be concluded that after receiving the career plan material, students have increased understanding and an average increase of 3.99%, and the use of classical counseling methods in a career plan for students can improve the planning skills of grade IX students. In addition, research was also conducted by Mufidah Djibran in 2016 at SMA Prasetya Kota Gorontalo. From the study results, it can be concluded that classical tutoring services affect career choices in grade X students at SMA Prasetya Kota Gorontalo by 5%. Other research was also conducted by Rahmat Hidayat, Wahyu Nanda Eka Saputra, and Muhammad Abdul Malik at SMK Bhakti Mulia Wonogiri. From the results of the study, it can be concluded that all research subjects managed to experience a significant increase in career selection decision-making scores from the first cycle to the second cycle. Of the 35 students with confusion in determining career choices after graduating from SMK, after participating in cycle one there was an increase to 74.53% or rounded up to 75%. Furthermore, in cycle 2, it is known that there is an increase of 77.85% or 78% (Atmaja, 2014).

Based on the research above, the provision of classical guidance can affect students' career awareness. However, in previous studies, the classical guidance used still uses the traditional model, namely the face-to-face model. Hence, it needs to be done with another model, namely by providing classical guidance blended learning model. Classical guidance incorporated learning model is a combination or combination of various learning, namely combining face-to-face learning with traditional learning concepts that educational practitioners often carry out through the delivery of material directly to students with online and offline learning that emphasizes the use of technology. Classical guidance blended learning model, which by combining face-to-face learning with online, as well as assignments given online, increases the duration of classical guidance meetings that are not only limited to career planning but also to other guidance needed by students based on need assessment.

Classical tutoring services with blended learning techniques were chosen because, based on the results of preliminary studies in the selected school, there were many students who experienced problems. In career consciousness. This service is considered suitable for helping to solve this problem. As well as in assisting does not take a long time and can reach all students who experience this problem. Through classical guidance with blended learning techniques, students can (1) make further study plans, (2) develop all potentials as optimally as possible, (3) make adjustments to the educational environment of the community; and (4) resolve difficulties faced independently,(Abdullah, 2018). It is hoped that through classical guidance blended learning model, students can develop their skills.

Classical guidance with blended learning techniques in this problem is expected in addition to developing students' skills in making career awareness, indirectly also helping to solve problems that students are facing in their future. Classical guidance with blended learning techniques is an effort to improve the quality of learning using ICT (for example, the internet) to support conventional learning systems. In blended learning, the function of electronic or internet-based learning is classroom learning activities (classroom instruction) if in counseling guidance means that there is classical guidance in class only as a complement (complement) (Abdullah, 2018). It is said to function as a complement because electronic learning materials are programmed to complement the material students receive in the classroom. Blended learning is a solution to the various limitations of conventional and online learning. According to Wibowo, Anthony (2013), by using a blended learning model, the learning outcomes achieved are better

than just using conventional models or online. From this research, blended learning can be applied in classical guidance activities to increase students' career awareness.

METHODS

Research is quantitative research with experimental methods and designs that use Pre Experiment Design with type one group pre-test post-test design (Fauzi, 2013) because this design is given pre-test first before being given action. The research population of this researcher was grade XI students of SMAN 2 Sungai Tarab, with a sample of 20 people. The sample sampling technique in this study is purposive sampling. The place of this research is located at SMAN 2 Sungai Tarab. The method that researchers used for this study to obtain data on low student career planning was the use instruments. Data analysis using validity test, reality test, T-test and N-gain test.

RESULTS AND DISCUSSION

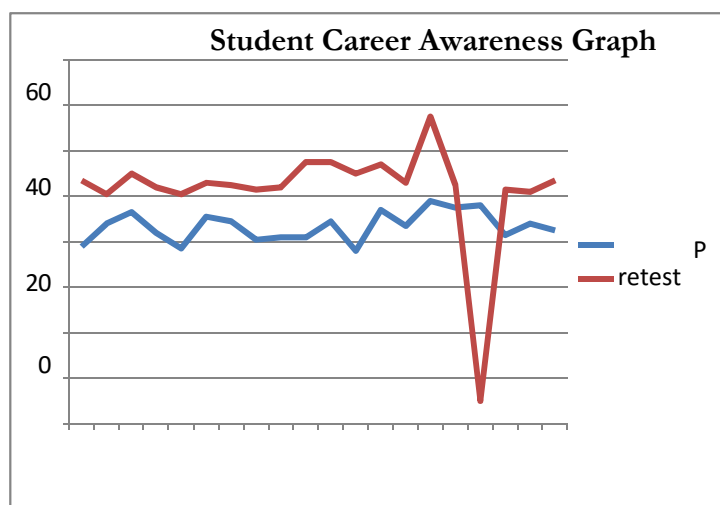
Results

The results of this study will answer the formulation of the problem regarding whether there is an influence of classical guidance using a blended learning model on the Career Awareness of grade XI students at SMAN 2 Sungai Tarab. This research was conducted five times in classical guidance services using a blended learning model. In this study, class XI IPS 1 is an experimental class using techniques. Purposive Sampling. Purposive sampling is sampling based on specific criteria set by the researcher.

Based on the results of the Pre-test, we get a score summing the value per statement item in the career awareness instrument, which consists of 30 items of statements about career awareness. The category is obtained from a range of career awareness intervals that have been previously set. Based on these results, it was explained that as many as 20 samples with an average score of 82 meant that the experimental group, before being given treatment, was in the medium category at the level of career awareness.

Based on the career planning classification table, it can be understood that out of 20 students in class XI Social Studies 1, there are no students who are classified in the good category; in the good enough category, there are 20 students, and in the less good category there are no students in this category. The percentage in the medium type is 100%, and no students are in the good and less good categories

Based on the results of the Post-test, the scores are obtained from the sum of values per statement item in the career awareness instrument, which consists of 30 items of statements regarding career awareness. The category is well obtained from the range of career awareness intervals that have been set before. Based on the post-test results in the table above, it can be explained that the average career awareness of class XI. IPS 1 at SMAN 2 Sungai Tarab, after getting treatment, was at an average of 106.7. It can be explained that students' career awareness after treatment has increased significantly compared to before treatment in these students, so it can be said that the classical guidance of the Blended Learning model carried out when implementing Treatment in classical guidance is very influential in increasing students' career awareness.



Based on the chart above, it can be seen that there is an increase in students' career awareness. This blue post-test result shows students' career awareness is still around 80. Meanwhile, the results of the red Pre-test it shows that students' career awareness is now about 100, which has increased significantly.

Discussion

Based on the pre-test results, it was known that 20 students had low career awareness instrument scores. The characteristics of students who have low career awareness are that they have not been able to determine the career that will be taken later, do not know the talents and interests they have, and are not interested in continuing future career planning with various factors, one of which is economics. The classical guidance service process blended learning model is associated with five indicators of career awareness, namely: (1) situation, (2) alertness, (3) willingness, (4) understanding, and (5) pristine.

This research was conducted by raising five game themes that were tailored to the research objectives, which were as follows: 1). Dissemination of Career Awareness Instruments and assignments in the form of finding students' understanding of career planning, 2). Discussing tasks regarding basic concepts of career planning, 3). Discussing the types of majors in higher education and their job prospects, 4). Improving Students' Critical Thinking in the 21st Century, 5). Redeployment of career planning instruments. (Bhakti et al., 2018).

After being given treatment using classical guidance using a blended learning model for five meetings, students were given another career awareness instrument. The goal is to determine whether there is a difference in the level of career awareness of grade XI IPS 1 students after getting treatment. Judging from the overall results, the result is that the alternative hypothesis (H_a) is accepted and (H_0) rejected at a significant level of 1% with db or df 19. This means that the classical guidance blended learning model has a significant effect on student career planning in Class X social studies students 1 at SMAN 2 Sungai Tarab on the decision control sub-variable.

According to Heinze and Procter (Wendhie, 2014: 4) (Fauzi, 2013), grammar consists of two words, namely, blended and blended learning. The word blend means "a mixture together to improve quality" (Collins Dictionary) or the formula of an alignment of combinations or combinations (Oxford English Dictionary). (Lalima & Lata Dangwal, 2017) While learning has a general meaning, namely learning, at first glance, it contains the meaning of learning patterns that contain elements of mixing or combining one pattern with another. Based on the above objectives, it can be known that one of the objectives of this blended learning model classical

guidance service is classical guidance activities using a blended learning model. The purpose of this activity is to allow students to receive and understand information about the career field face to face and online with this information, students are expected to understand themselves, understand the environment, direct themselves, make choices, and solve problems.

Dari hasil penelitian yang dilakukan (Islami et al., 2021) bahwasanya model pembelajaran blended learning pada dasarnya adalah gabungan pembelajaran tatap muka dengan virtual, dan hal ini dapat meningkatkan hasil belajar siswa di sekolah. Selain itu model pembelajaran blended learning dapat menumbuhkan kemampuan dalam berpikir kritis dalam diri siswa (Wihartini, 2019) The provision of classical guidance activities using a blended learning model is intended to provide insight and understanding to students so that they can use the information to plan their lives in the present and the future. With this plan, the goal to be achieved is that students can understand themselves about interests, abilities, skills, personalities, attitudes, values and ideals, can find out about the development of the world of work, conditions of the world of work, information of various types as material for students to consider in making career planning in accordance with their talents and potentials.

CONCLUSION

Based on the results of research that have been carried out at SMAN Negeri 2 Sungai Tarab in class XI Social Studies 1, the level of career awareness of students can be seen from the results of the pretest, posttest, and discussion analysis. Based on the results of the "Test Statistic" output above, the value of Asymp. sig is known. i.e. 0.000. Because the value of $0.000 < 0.05$, H_a is accepted and H_0 is rejected, meaning that there is an increase in students' career awareness after getting Treatment. In other words, namely the application of the Blended Learning Model through classical guidance can increase career awareness of class XI did participants of SMA Negeri 2 Sungai Tarab.

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