

The Impact of Experimental Learning Techniques in Improving the Capability of Career Planning for Students

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Abstract

The research is based on the low level of career planning ability of students in middle school. The main objective of the study is to know the impact of experimental learning techniques in improving the career planning ability of students. The research method used is quasi-experimental design. The subjects of the study were students of Class VIII SMP Negeri 1 Kalitidu. Bojonegoro academic year 2016/2017 which selected by purposive sampling technique. The technique of data analysis using the t-test to compare the gain value of experiment group and control group. The results showed t score is -8,303 and p score is 0,00 it means that experimental learning techniques can improve the career planning ability of the student than the conventional method.

INTRODUCTION

Growth and development are two things that cannot be separated from each individual self. Growth is defined as the change in height and weight physically in the individual. So it is very easy to measure and assess directly the growth process. While the development is a series of progressive changes that occur as a result of the process of maturity and experience. Development is a systematic, progressive and continuous process in the individual from birth to the end of his life (Yusuf, 2004). The development of each individual will follow a certain pattern and direction in which each initial pattern is a foothold for the next pattern.

Each individual undergoes a developmental process that is divided into three main stages of development in the child stage, adolescent stage and adult stage. At each stage of development, the individual undergoes a process of change both physically and no physically as well as a series of developmental tasks that must be completed. In the adolescent stage of developmental tasks to be achieved according to Havighurst (Hurlock, 2011), are attain new, more mature relationships with peers of both men and women; achieving the social roles of men and women; accept his physical state and use his body effectively; expect and achieve responsible social behaviour; attain emotional stasis from parents and other adults; preparing for an economic career; preparing for marriage and family and acquire value devices and ethical systems as guidance to behave develop ideologies.

According to WHO (Sarwono, 2010) adolescence is divided into two categories of 10-14 years in early adolescence and 15-20 years in late adolescence. The age range is usually the individual is at the level of elementary school level end and high school. According to Piaget, 1921 (Hurlock, 2011) psychologically adolescence is the age at which individuals integrate with adult society, the age at which children no longer feel below the level of older people but at the same level, at least in the rights issue. This means that in this period the

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individual does not want to be treated like a child in the past but cannot be given full responsibility as adults.

Traditionally adolescence is considered a period of "storms and stresses", a period in which emotional tension rises as a result of physical changes and glands. In addition, in the adolescent period is also a golden age where the age of individuals to be able to exploit themselves knowing their talents, interests, and potential. In this period the desire to have existence and self-actualization is increasing to be recognized by the environment.

As individuals enter the secondary school level, individuals enter the early teenage development phase. In this phase, individuals will begin to realize their own qualities and more complex life choices. In general, junior high school students are in the age range 12-16 years. At this stage, individuals are required to complete several developmental tasks that cover all aspects of both personal-social, career, and learning.

It is implicitly illustrated that in entering the junior high school education the child has started to develop optimally. Although careers are defined as an individual lifelong development that begins even when the child has not been born, more specific career preparation begins when the child attains junior high school. The economic career planning process is conducted with deep self-exploration and career information seeking (Creed, Patton, & Prideaux, 2006). Good career planning will lead learners to be able to focus on the desire to be achieved, so it can easily map the right strategy in achieving career goals that have been made. Career planning early in its essence can help individuals overcome the various problems that arise because of the development of the global era that continues to be directly proportional to the development of demands and career opportunities that can be selected by individuals. The career planning process will enhance the knowledge of self-qualification, career field as well as information and a growing career competition.

Career planning will help teenagers to map out concrete steps in achieving career goals. Creating a career plan will make it easier for teenagers to evaluate what has been done and analyze other things that need to be done in the process of facing the future. Competence to undertake career planning for junior high school students is a competence that learners must possess according to ASCA determination (State Board of Education, 2008).

Every teenager has their own progress in the process of fulfilling the developmental tasks related to the preparation of an economic career for the foreseeable future. Some teenagers are able to solve it well but not a few who experience obstacles in the completion of these developmental tasks. The problem begins with the lack of career planning conducted by adolescents. This creates confusion and ignorance when asked about the picture or information in depth about the career they want to achieve.

Adolescents have difficulty determining attitudes in determining career goals to be achieved because individual career selection styles are influenced by multidimensional and highly complex factors (Bimrose & Barnes, 2007). Each individual will bring different motivations in determining the direction of planning in his career choices (Dik, Sargent, & Steger, 2008).

The reality about the difficulties of career planning in adolescents is reinforced by research conducted at SMP 15 Tegal to see the profile of career planning of learners in the field of selection of further studies (Astuti, 2015). The results of this study showed that of 283 students IX class of 219 learners who are in good enough category and only 64 students who fall into the category of both the level of career planning.

Ideally, when individuals are in Class IX learners already have the option of further study. Based on Permendikbud number 64 the year 2014 on specialization, each individual must choose a specialization group when registering secondary school after junior high school. One criterion in addition to the value of report cards and the value of national examinations that form the basis of the specialization process is a recommendation given from

the teacher BK based on the choice of further study is determined by the learners. Career options will be appropriately taken based on a good career planning process.

The phenomenon related to the lack of career planning is reinforced by the results of preliminary studies on some grade VIII students and school counsellors at SMP Negeri 1 Kalitidu academic year 2016/2017, obtained information that most students are still difficulties and confused in formulating and determining career options to choose high school education/SMK. One of the factors that reinforce the difficulty is the lack of career information about the description of each of the study options. Most students declare continuation information of their newly acquired study after entering IX class in the second semester. This is also in accordance with the information obtained from school counsellors that career information, especially on the continuation of new studies, is given when the students are seated in class IX.

Though it is appropriate counselling guidance should be a comprehensive way in which the service should be given to all students not only students who face problems alone. Career guidance is one type of guidance that seeks to help the individual in solving career problems to obtain the best adjustment between the ability with the environment and gain success and self-realization in the course of his life (Surya, 1988). So that the process of providing this assistance needs to be done early on either the process of self-understanding, provision of career information to the formulation of career options.

The application of one of the concepts of guidance and counselling strategy in class VIII setting to help career planning of student is very appropriate to be used in facing the problem. This is in accordance with the individual's ability to make accurate open choices is innate but the ability to be developed (Supriatna, 2009). Research focuses on providing guidance services with the concept of experimental learning to improve students' career planning skills.

The concept of experimental learning is used with the development of assumptions from the concept of Krumboltz theory that one aspect of student career development is the process of social observation and self to refer to a form of career choice (Andersen & Vandehey, 2011). Krumboltz asserted that the process of self-observation is an integral part of individual career construction (Krumboltz, Foley, & Cotter, 2013).

The experimental learning approach focuses on both cognitive and skill development efforts by providing direct experience to the subject of the learner. Kolb asserts that experimental learning techniques are the processes of individual cognitive development through a series of concrete forms of experience until further concepts are formed in each individual (Kolb, 1984).

The experimental learning approach is able to change the cognition or skill of the individual in three ways (Wahyuni, 2007), 1) change the cognitive structure; 2) change the attitude of the individual, and 3) expand the skills that individuals already have. The three objectives in the process of giving experimental learning approach is a series of processes that must be implemented in their implementation.

The experimental learning process is done by stimulating the reflection of experience and observation actively in each individual. The process of experimental learning leads individuals to learn actively both in the process of adding the conception of experience, viewing the experiences of others as well as reflecting on the experiences that have been passed. The enhancement of individual career planning skills that have been done actively through experimental learning approach will make it easier to map out the steps to be taken to achieve career goals.

METHOD

The research method used is quasi-experiment. The experimental method is used when the researcher wants to determine the possible cause-effect between the independent variable

and the dependent variable (Creswell & Creswell, 2017). This study aims to find the effect (effectiveness) of treatment using experimental learning techniques to improve the ability of career planning students. Quasi-experiments are experimental methods where the sample selection is not randomized (Creswell & Creswell, 2017). The quasi-experimental method allows researchers to determine the sample research in accordance with certain criteria to be studied. The design of this study is non-equivalent control group design. The research design of non-equivalent control group design placed the study participants into two groups: group A (experimental group) and group B (control group).

This research is done in SMP Negeri 1 Kalitidu - Bojonegoro. The population in this study is the career planning of students who are administratively registered and active in the class VIII SMP Negeri 1 Kalitidu-Bojonegoro in the academic year 2016/2017. The samples in this study were 14 students (experimental group 7 students and control group 7 students). The sampling technique used is non-probability sampling - purposive sampling.

The instruments used in this research is standardized questionnaire instruments to obtain data in accordance with the needs and can support the purpose of research. Data needed in this research is data of student's career planning ability. The instances used to obtain data on the level of career planning ability in the form of Likert model scale consisting of several positive statements and negative statements with five choices of answers, namely 5 for very appropriate, 4 for the appropriate, 3 for less appropriate, 2 for inappropriate and 1 for the highly inappropriate fit.

Before used, the instrument is tested to 4 steps. Firstly, instrument feasibility test is reviewed by an expert judgment to review in construct, content, and language. Secondly, test instrument legibility is done by the students in the same grade with subject research to clear every word. Thirdly, validity tested is used product moment correlation. The last coefficient reliability of instrument is 0,79 which counted by Cronbach's Alpha formula. This all tested of the instrument mean that this instrument can measure the student's career planning ability.

RESULT AND DISCUSSION

Profile of career planning ability of VIII Junior High School students of SMP Negeri 1 Kalitidu Bojonegoro Academic Year 2016/2017 can be described by standard deviation calculation and actual average based on pre-test value conducted on 139 students. Based on the calculation has been done known the actual average value of 157.88 and the actual deviation of 12.72. The result of the calculation is then converted on a scale of 5 according to the range of choices the answers have been given using the conversion guide (Nurkancana & Sumartana, 1986).

The score of pre-test data processing is distributed to describe the distribution of career planning level of each individual in the form of a percent. Here is the percentage of career planning level distribution of Class VIII students in Junior High School 1 Kalitidu Bojonegoro Academic Year 2016/2017 as many as 139 people with Mean 150,5683 and standard deviation 12,709. The students were divided into 5 level 5, 76 % are very appropriate, 25, 18% is the appropriate, 34,53% less appropriate, 29, 50 % inappropriate and 5,04% highly inappropriate.

From the measurement found that in general the level of career planning of students of Class VIII SMP Negeri 1 Kalitidu Bojonegoro academic year 2016/2017 shows that the largest percentage is in the category of less able (34.53%), meaning in the process of career planning learners have knowledge the limited career, career opportunities and career goals to be achieved, less optimistic attitudes toward career goals, less able to design steps to achieve the desired career and less actively involved in learning the different types of careers, discussing with people other related career options and follow a variety of extracurricular in supporting a career that desiring.

National Career Development Guidelines explains that in adolescence individuals will begin to develop three things in themselves: social personal development, lifelong learning and learning achievement and career management. The three components that must be developed make the development in the age of junior high school is a matter that must be considered more closely. Although individual career development takes place throughout the lifespan and will still allow the individual to change the direction of predetermined goals (Abubakar, 2011) but learning about career information in the career planning process will help the individual to be able to prepare for the anticipation of the challenge career goals to be achieved.

The findings of the study show that in general, the Class VIII students have not been able to plan their careers well to show what is contrary to ideally career planning in adolescence. One of the factors that cause the varied ability of individuals in planning their career is the lack of self-understanding of individuals in interpreting the ability based on experience that has been done.

Analysis of the effectiveness of experimental learning techniques in improving career planning skills of students Class VIII SMP Negeri 1 Kalitidu Bojonegoro Academic Year 2016/2017 analyzed using T-test Hypothesis tested that is an effective experimental learning technique in improving career planning Class VIII Junior High School 1 Kalitidu Bojonegoro School Year 2016/2017. The statistical hypothesis is described as follows:

Measurement		Experiment (N=7)	Control (N=7)
Pretest	M	134,86	147,29
	SD	3,48	2,93
Posttest	M	152,71	145,57
	SD	4,50	2,57
t ¹		-8,303	1,164
p ¹		0,000 (<0,05)	0,267 (>0,05)

Table 1. The result of Impact Analysis of Experimental Learning Techniques in Improving Career Planning Students Class VIII SMP Negeri 1 Kalitidu Bojonegoro Academic Year 2016/2017

Based test result data as presented in Table 1 shows that p-value of the experimental group is <0,05. Interpretation of the test results means that there is a difference in the level of career planning of learners between the experimental group who get the experimental learning technique and the control group. Table 1 also shows that when viewed from the mean values between the experimental and control groups showed that in the experimental group had a mean higher than the average in the control group. This can be interpreted that the provision of effective experimental learning techniques to improve career planning of students Class VIII SMP Negeri 1 Kalitidu Bojonegoro Academic Year 2016/2017.

The career planning process requires the individual to know real knowledge of himself, his positive attitude toward his career and the skills to plan his career. Specifically, in Class VIII in ASCA (in Connecticut, 2008), the standard of competence that learners must fulfill in the career field directs individuals to begin investigating their careers, identifying relationships between work and school and planning some steps and goals for achieving the desired goal. The source of the in-house planning abilities by applying experimental learning techniques in accordance with the theoretical concepts that one of the factors influencing career choice can be sourced from the individual (Sukardi, 1987).

Students should do 4 steps to get good career planning ability, there are self-assessment, knowledge of academic-career option, in a deep evaluation and goal setting and career plan

implementation. That 4 steps should do by their self and implementation and real life. Career guidance using experimental learning can make the students active build their skills and knowledge from their direct experiments (Kolb, 1984). Experiment will include four step of learning (Moon, 2013). There is a real experiment, build observation and reflection, generalization, the result is the guidelines for next steps. It assumed that 4 steps of career planning will be more effective when it is given by experimental learning method. Besides references from theoretical side, the experiment of Mutaqin shows that experimental learning by video and labyrinth game in action research situation can make the students in grade X have a description about their wish in their career option (Mutaqin, 2015).

The effectiveness of the provision of career guidance services to career planning improvement in addition to the increase of pre-test and post-test, but also from other facts found during the implementation of career guidance activities with experimental learning techniques. Each end of the guidance session is done reflection to monitor the change of ability of learners according to the purpose of each session. In general, the results reflect that the examples are given by the counsellor open their minds to follow, observe, understand and implement against him.

Reflection of the first session aimed at improving learners' self-understanding is obtained that the lack of knowledge about themselves in the learner is due to the gap between talent and interest and the difficulty of determining the interest that the learners really want. The dissonance of parts of the individual self-such as the gap between talent and interest will make it difficult for the individual to understand himself fully (Crites, 1981). Self-understanding process that cannot be done properly will make it difficult for individuals to improve their knowledge about themselves and plan careers. The next reason given by the learner is the difficulty to determine the main interest desired. Learners state that his interest is constantly changing so it is difficult to determine what is actually desired. Experimental learning techniques are given through the process of remembering every detail of life that has been passed to determine the part of a complete self-cut on each individual.

Reflection of the second session aimed at helping individuals to determine attitudes in determining career goals and looking at internal and external factors that can support or hamper career goals to be performed. SWOT analysis and explanation given by the researcher given to the learners make them able to distinguish each part of the analysis to formulate and achieve career goals to be achieved. Reflections of the third to fifth sessions aimed at analyzing the experiences and projections of individual expectations. In these three sessions, the individual is focused on making future self-projections based on the results of individual self-analysis. The last session focuses on the career calendar students make as a concrete form of the self-learning process that has been done.

CONCLUSION

Conclusions are systematically presented based on research questions used in the study. The results of research on the impact of experimental learning techniques to improve the skills of career planning Class VIII Junior High School 1 Kalitidu Bojonegoro Academic Year 2016/2017, to obtain conclusions in the form of profile level of career planning ability of learners and test results of the effectiveness of the application of experimental learning techniques.

In general, the profile of career planning ability level of learners is in the less able category. That is, learners less able to plan a career well marked by having limited knowledge about self, career opportunities and career goals to be achieved, a less optimistic attitude in reaching career goals and able to design realistic steps to achieve the desired career and less actively involved in studying the different types of careers, discussing with other people on career choices and following extracurricular activities in support of a desirable career.

Experimental learning techniques proved effective and have a positive impact in improving career planning of learners. The effectiveness of experimental learning techniques is known by the increase in average achievement scores in the experiment class higher than the control class on the implementation of pre-test and post-test. The t-test to gain value of experiment group with the control group.

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