

What Career Guidance and Counseling Services Are Needed by Senior High School Students?

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Abstracts

This study is a descriptive exploratory study. This study was conducted to analyze the guidance and counseling services in the career field that suits with the career needs of senior high school students. There were ten students of grade 12 in one of senior high school who participated in this study. Those students were chosen by using purposive sampling technique. The collection of data in this study was done by using interviews and need assessment instrument to investigate the needs of senior high school students in the field of career. The collected data then were analyzed with a descriptive method and exploratory. The research results show that senior high school students need the classical tutoring and individualized counseling services in the field of career counseling and counseling services, along with the subject of services that are required.

Keywords: Career, Guidance and Counseling, Services

1. Introduction

Education in senior high school has a very important role for students in determining their career direction. In the scope of senior high school, there are several roles of the teacher in the particular field of study or subject and also the guidance and counseling teacher (Mittendorff, K. et al., 2010). In this case, the role of the guidance and counseling teacher is very crucial in providing guidance and counseling services for students, especially in terms of career services. Children's career development should have been developed since childhood so that they can achieve basic career adaptations in the future. The highest orientation of career interests and student knowledge is based on the six career dimensions found in Holland's theory (Ayriza et al., 2016; Purwanta, 2011). In this case the role of guidance and counseling teacher should be very active in providing guidance and counseling services, especially in the field of career guidance services, meaning in determining career services in accordance with the conditions needed by students. When students are not given the appropriate guidance and counseling services, they will have difficulty in planning and determining their career. Thus, from these problems there is a need of counseling guidance services, especially in the career field so that guidance and counseling services, especially in the career field is appropriate with the needs of students.

The scope of high school guidance and counseling teachers has shifted from preventive to improvement. When dealing with the general counseling issues, because of many factors in the surrounding environment related to the career field, there are so many senior high school students who no longer prepares for making the best decision for their education and career because of the instant culture and willingness to be happy through the instant ways (Gibson et al., 2011; Kalchik & Oertle, 2010). All senior high school students should have the necessary knowledge about their abilities, interests, values, available career paths, and types of careers to choose their career path. However, most of students who do not have enough knowledge about this field will experience difficulties related to lack of information. In addition, most of students face difficulties related to the internal and external conflicts during the actual career decision making process. For example, parents generally

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want their children to choose highly prestigious careers (Crabbs, 1979; Mittendorff, K. et al., 2010).

There are many reasons behind this situation, including obstacles that may emerge from teachers, students, and facilities. Then, the results of the analysis on teacher responses show that, conceptually, the readiness of the teacher to carry out learning has been more than enough. Most of the teachers have a good understanding about the lesson learned. However, teacher knowledge is not yet supported by opportunities for direct involvement in activities. Those teachers only need to be given special care or conditions in Indonesia so that they are motivated and will take part in lessons to improve the quality of the teacher, the learning process, and student learning outcomes (Retnawati & Ningrum, 2019).

Counseling guidance teacher must be able to take an important role, especially in measuring the level of needs of high school especially in the guidance and counseling services that will be provided to high school students especially in the career field. The instrument is a tool for measuring, observing, or documenting quantitative data (Bogdan & Biklen, 1982; Cresswell, 2012). The instrument can be in form of a test, questionnaire, observation checklist, inventory, or assessment instrument. Many researchers use instruments to measure the achievement results, assess individual abilities, observe behavior, develop an individual's psychological profile, or to interview someone. Questionnaires are a good tool used in social science research to obtain information from participants who have social characteristics (Bird, 2009). To get a good instrument, the validity and reliability of the instrument must be tested (Borg & Gall, 1983; Burton & Mazerolle, 2011).

In the results of research on the instrument needs, explained that the questionnaire was validated to become a valid and reliable instrument to map the needs of students (Dogar et al., 2011). The results show that 25% of students need services in social areas, 20% of education areas, 45% need vocational (vocational / career), 40% emotional and 20% related to behavioral problems, assessing student needs using NAQ (Need Assessment Questionnaire) or needs assessment questionnaire composed of five areas namely Educational (vocational), vocational (vocational / career), social (social), emotional (emotional) and behavioral problems of students (behavioral problems in students). In this research, it is clear that 45% of students need vocational (career / career) services (Dogar et al., 2011).

Career exploration is a lifelong learning process of career and development. The lifelong learning process of human career development begins with a stage career fantasy at this stage of a boy from 0 to 11 years (Crabbs, 1979). Fantasy activities help students' brains to build awareness towards career choices and lifestyles. Furthermore, for example, children like to play the role of doctors, pilots, teachers, or police. This is because the children are confident that they can do anything based on the impression they see around them.

In fact, many high school students still find it difficult to determine a career that suits with them, in this case can be seen after graduating from school, students do not know whether to continue college or work and there are also many phenomena when the child is accepted at the one of the tertiary institutions that he chose it turns out he felt not suitable/wrong direction with the one that he already chose. From the explanation given, it means that there are still many students from high school level who do not yet understand their career and have not been able to choose the right major that suits with them. It is hoped that when this research is conducted, guidance and counseling teachers will be able to find out what kind of guidance and counseling services are appropriate for high school students.

Assessment of the implementation of the 2013 curriculum the guidance and counseling teachers do not fully understand the assessment system. Teachers' difficulties were also found in: developing attitude instruments, implementing authentic assessments, formulating indicators, designing rubric assessments for skills, and collecting scores from various service engineering measurements. In addition, teachers cannot find suitable applications to describe students' careers (Retnawati et al., 2011). The counselor functioning assessment as part of counseling by looking at the background of personal and culture of the client (Herlihy & Corey, 2015). Counselors consider the welfare of individual and group clients through the development and use of appropriate mental health education, career and psychological assessments (Gibson et al., 2011). The career guidance is the activity carried out by

counselors in various scopes with the aim of stimulating and facilitating the development of a person throughout the working age. These activities include career planning assistance, decision making and adjustment.

The model of professional school guidance and counseling services according to ASCA makes them have unique qualifications to meet all the academic, career, and personal / social development needs of all students by designing, implementing, evaluating, and enhancing comprehensive school counseling programs that promote and increase student success (ASCA, 2015). Although research (Fitch & Marshall, 2004) shown that school counselors have a positive impact on students when their practice complies with the ASCA National Model, many researchers have stated that there are differences between the actual practice of school counselors and what have been established as models and best practices . The majority of counselors' express concern that the current school system (or "broken system") is not aligned with their expectations for their students and they call for a "reform" for empowerment for leadership, reducing tasks administration, lower caseload, and accountability.

The survey reports a gap of 50 percentage points between ideal and reality helping students develop through school counseling programs. This means that in our own country Indonesia needs attention, transformation, or new changes regarding guidance and counseling services, especially in the career field, so that students' expectations and their needs are aligned in the career achievements that students want. Most counselors or guidance and counseling teachers show high expectations for themselves, their students, their schools, and the education system, while half of them expect significant changes in themselves, school, and educational system. Professional school counselors collaborate and consult with teachers and administrators to make changes to student outcomes. Significant changes will not occur if the main school personnel do not have high expectations for student success.

Previous research has also shown that counselors or guidance and counseling teachers are unwittingly involved in school assignments that are not related to their functions and duties as guidance and counseling teachers (Martin, 2002). This can be seen from the lack of commitment or lack of understanding of the standards on the part of counselors or guidance and counseling teachers in senior high schools, lack of additional personnel to support or scholars. assignment, or a combination of these constraints. For example, counselors or guidance and counseling teachers involved in inappropriate activities such as keeping and maintaining notes, calculating students' average grades, supervising classrooms, teaching classes when teachers are absent, and serving as data entry officers described by (ASCA, 2010). These activities often prevent school counselors from implementing the goals and objectives of counseling programs and direct services. Given the potential impact of secondary school counselors and counseling services on students, how counselors spend their time and conduct counseling services is an issue of accountability that deserves further research attention.

In the above research it can be concluded that the conditions in America are the same as the conditions in Indonesia, too many counselors do not understand their function and role as guidance and counseling teachers, which causes the practice of career guidance and counseling services to be less implemented. Guidance and counseling teachers must be able to innovate in self-skills with learning methods and learning models especially in carrying out guidance and counseling services with new things that make students understand and are happy when following the guidance and counseling service process. In line with research conducted by (Retnawati et al., 2018) about teacher knowledge about thinking skills and learning strategies, not all teachers understand it well. Although teachers already know that their students can be trained by using several learning models (e.g., problem-based learning, project-based learning, inquiry learning, cooperative learning), teachers are still confused about activities in certain learning models.

Career counseling increases student awareness about the possibilities of training and educational opportunities available to them after high school and helps students develop decision-making and other skills needed for college. Research continues to support the importance of career and college intervention in high school (Knezek et al., 2013; McComb-Beverage, 2012). The company assures that schools must prepare high school students for

future work to remain a common focus in Europe, Eurasia, and try Asian countries including Indonesia.

One of the services in guidance and counseling delivered by (Gysbers & Henderson, 2012) that classical guidance is a counseling guidance service provided by guidance and counseling teachers to students with the aim of developing students' potential or achieving developmental tasks by launching service activities. This opinion states that classical guidance has a strategic position to develop every potential that exists in students, including achieving the task of student development through the launch of service activities. There are also services that can be carried out in career counseling and guidance services, especially related to group guidance services, individual counseling services, and group counseling services.

Individual counseling is a service that cannot be separated from the guidance and counseling program at school, because counseling is the core of guidance and counseling (Gibson et al., 2011). This is because individual counseling services are intended to assist students in identifying problems; the cause; alternative solutions; and the consequences that enable students to take appropriate actions (Gysbers & Henderson, 2012). Some of the problems that are often faced by high school students are underachievement; depression; addictive substance abuse; personal problems and developmental tasks (Gysbers & Henderson, 2012; Lee & Putman, 2008). Guidance and counseling teachers need to act immediately on various problems faced by students. Therefore, individual counseling is one of the services that school guidance and counseling teachers can do to help students overcome problems faced, especially in the career field.

This study aims to find out which guidance and counseling services are needed by students and effective for career planning of students in high school so that guidance and counseling teachers can facilitate students in adjusting to the services needed by students which aims to make students able to plan their careers in the future.

2. Method

This research uses descriptive exploratory research methods. Descriptive research analyzes only to the level of description that is analyzing and presenting data systemically, so that it can be more easily understood and concluded. In this case, the researchers analyzed what guidance and counseling services are appropriate for high school students while explorative research is a type of the research aimed at finds something new in the form of a grouping of symptoms, facts and certain diseases. In this case also see and find the obstacles of guidance and counseling teachers in providing guidance and counseling services in senior high schools, especially in the field of careers. The research subjects in this study consisted of ten people of class XII in senior high schools that were chosen by using purposive sampling techniques. Explorative descriptive research aims to describe the state of a phenomenon and not intended to test certain hypotheses but only describe the presence of a variable, symptom, or state.

The phenomenon described in this research is guidance and counseling services to uncover the needs of students in the career guidance field at the senior high school level starting from the initial stages of the planning stage, the implementation phase, and the analysis phase, and discovering the results of what career guidance and counseling services according to students in senior high school. Data regarding career guidance and counseling services that students need are collected by interview techniques. The data source was collected from 50 senior high school students from class XII. These 50 students came from 5 senior high schools in the Special Region of Yogyakarta, Indonesia, namely SMAN 6 Yogyakarta, SMAN 9 Yogyakarta, SMAN 3 Yogyakarta, SMAN 7 Yogyakarta, and SMA Islam 1 Sleman. Each senior high school was represented by 10 students.

Data collection was carried out through in-depth interviews. An individual interview was conducted with semi-structured students to obtain credible data. Interviews included (1) socialization about types of guidance and counseling services (2) implementation of career guidance and counseling services, (3) topics and material presented in career counseling guidance. In this study, the researcher himself is the main instrument. Data notes from interviews were then reduced. The reduction results are then presented in a table and the

subthemes are searched for in relatively small groups. Furthermore, the themes are reduced from existed sub-themes. Data analysis was performed by determining the relationships between themes to gain understanding using models (Bogdan & Biklen, 1982). In this study, interrelated relationships are used to gain an understanding of what career guidance and counseling services are appropriate for high school students.

3. Results and Discussions

The results of the interviews are grouped according to the four themes that the interview material, then reduced to obtain the themes or sub-themes. After that, it was linked between the themes to get a final conclusion. In this study, four themes were found to understand what guidance and counseling services are appropriate for high school students, namely (1) socialization about the types of guidance and counseling services (2) implementation of career guidance and counseling services (3) understanding topics and material presented in career counseling guidance services.

Dissemination of Types of Guidance and Counseling Services

In the application of guidance and counseling there are several types of services, namely orientation services, classical services, group guidance services, individual counseling services and group counseling, the implementation of these services should have been scheduled and scheduled in each school in the guidance and counseling program prepared by the guidance teacher and counseling. In its implementation, there are still many guidance and counseling teachers who have not yet carried out guidance and counseling services that fit the needs of students, especially in the career field which is especially influencing the student's career selection process in class XII.

Implementation of guidance and counseling services in schools is also often constrained due to the lack of time adjustment. In socialization is also rarely conveyed by guidance and counseling teachers about the types of services, such as conveying what is the goal of guidance and counseling services, the benefits of guidance and counseling. In this case, students at school should know the type of guidance and counseling services. Some examples of student statements supporting the Socialization theme on the types of guidance and counseling services are as follows.

"In the classroom, there is no guidance and counseling teacher who explains the type of service ...

We were even confused "(Student 1) we do not understand what types of services are in the guidance..." (Student) "Orientation service, Mas [brother], there's only mas ... "(Student 3)

Table 1. Reduction Results Regarding Socialization About Types of Guidance and Counseling Services

No	Sub Theme	Relations between sub themes
1.	Students only know a few types of guidance and counseling services at school.	Socialization has not been given to students regarding the type of guidance and counseling services at school
2.	Guidance and counseling teacher have a minimum time to enter the classroom.	
3.	Do not convey the form or type of activities that you want to be conveyed to students	

Table 2. Reduction Results Regarding the Implementation of Career Guidance and Counseling Services

No	Sub Theme	Relations between sub themes
1.	Students do not know about careers from the guidance and counseling teacher at school.	Students only know about career services namely classical guidance services and individual counseling services delivered in class and directly meet with guidance and counseling teachers.
2.	Students find it difficult to determine their careers.	
3.	Students do not know what kind of career services.	
4.	Students only know about classical services in career guidance	

The socialization of the guidance and counseling program should be carried out at the beginning of the process of entering the school so that students are familiar with the types of guidance and counseling services at school and in their application, students are more specifically in two fields of careers. Guidance and counseling teachers need to evaluate again the type of guidance and counseling services which is given to their students so that students get knowledge about the guidance and counseling service, especially in the career field.

Implementation of Career Guidance and Counseling Services

The implementation of guidance and counseling in career fields greatly helps students in determining their careers going forward. In this case the guidance and counseling teacher should arrange the guidance and counseling program in accordance with the analytical needs of students. Students can communicate directly with the teacher's guidance and counseling, especially in the implementation of services. The services that must be provided must also be in accordance with the program that was prepared at the beginning of the semester.

In preparing the guidance and counseling program the guidance and counseling teacher conducts a need assessment, which aims to find out what service needs are needed by students, especially in the career field, because of guidance, things that need to be considered in the resurrection of the program namely, see the results of the evaluation of the guidance program past counseling and referring to make a program that will be made

The problem of minimal teacher guidance and counseling time is also a problem that made the implementation of services provided to students is not optimal, and it is not in accordance with the time that has been prepared in the guidance and counseling program. The government should pay more attention especially in the implementation of guidance and counseling services, seeing from the curriculum that is made there must be a revision related to the time given to guidance and counseling teachers in schools, so that the implementation of guidance and counseling services, especially in the career field is carried out.

Understanding Topics and Materials Presented in Career Counseling Guidance Services

In the selection of topics and guidance and counseling teachers see from the needs of students which is measured by using the existing instruments in guidance and counseling. In some cases, the ways of guidance and counseling teachers in delivering their services will affect the comfort of students in listening to the services provided. Guidance and counseling teachers may be able to use focus group discussions at the beginning before giving the material, to discuss the basic understanding of the topic and the material presented, so that students are not confused when the guidance and counseling teacher applies guidance and counseling services related to the career field.

It is also hoped that the teacher can utilize the bulletin board at the school. This bulletin board can be used to deliver the material information and topics that have been discussed,

and contains what material will be discussed next and use what types of services, so students know what types of services are provided to them. The use pictures- drawings that attract students' attention is suggested in utilizing bulletin board so that students are more interested in reading the material conveyed and influence students in terms of knowledge that they do not know yet.

Some obstacles experienced by teachers may be in the availability of supporting facilities such as guidance boards and in focus in delivering material and the limitations of teachers in the use of technology media, maybe in the future guidance and counseling teachers can innovate with new things related to the media used in the implementation of guidance services and counseling.

Table 3. Reduction Results Related to Topics and Materials Presented in Career Counseling Guidance.

No	Sub Theme	Relations between sub themes
1.	Students do not understand the guidance and counseling services in the career field that are given by the teacher for guidance and counseling.	Topics and material in career services are poorly understood by students and not in accordance with the program that has been determined based on the results of the assessment in the beginning of making the program
2.	Often found incidental topics that are not needed by students	
3.	The material presented is less interesting for students in choosing their careers.	
4.	Information about the material presented is not described in the guidance and counseling bulletin board.	
5.	Students are only comfortable when the services provided are in the form of individual counseling.	Facilities in schools are less supportive in the delivery of topics and materials, and the delivery of teacher guidance and counseling is less attractive in the media used
6.	The media used by the teacher guidance and counseling does not attract the attention of students.	
7.	Students also choose to be inactive, and just listen to what the teacher has given guidance and counseling.	

Schools in providing education to students refer to the Ministry of Education and Culture 111 year 2014 on guidance and counseling in basic education and secondary education providing guidance and counseling services as an effort to develop the self-potential possessed by each student to achieve independence in his life. The opinion explains that the provision of guidance and counseling services should be based on four developments of students, namely personal, social, learning, and career. These four fields have different goals and scope. Career guidance and counseling is one of the fields of service in guidance and counseling. Based on Permendikbud No.111 Year 2014 about guidance and counseling in primary and secondary education, career guidance and counseling is a process of providing assistance carried out by counselors to help students explore the career potential, skills, interests and talents of students to alleviate problems careers in students.

Guidance and counseling was born in America which gradually spread to Indonesia. Individual student planning is part of a comprehensive guidance and counseling program. The implementation of individual student planning is not only limited to give regulatory support, but also needs to develop the focus of individual student planning and achievement at every level of education. The success of individual implementation of student planning is supported by thoroughly competency (Bhakti et al., 2018).

A rapidly changing society and the transformation from manufacturing into information technology requires students to make decisions about their future at an earlier time in their lives than before (Benner, 2011; Cohen & Smerdon, 2009). The recent research shows that senior high school is a good time to start career exploration, increase student self-efficacy in college career and self-efficacy, and instill college intentions (Kalchik & Oertle, 2010; Mittendorff, K. et al., 2010). Failure to positively develop student self-efficacy and interest in college and career during high school can result in high school dropouts, never entering college, or unemployment (Ascher, 2006; Benner, 2011; Langenkamp, 2010; Neild, 2009; Radcliffe & Bos, 2013).

Strategies in developing comprehensive guidance and counseling services are very influential in the implementation of student career planning. Because at the age of middle school children have thought about the future, work and career. In this case (Cobia & Henderson, 2013) described the stages of career planning in high school students. That career development during school has helped students to develop, a) decision-making skills, b) knowledge about the interrelationship of life roles, c) awareness of work differences and changing roles of men / women, d) understanding the career planning process. It is hoped that students will be able to and consciously analyze their abilities and provision in choosing their future careers.

Classical guidance is a guidance program designed by holding face-to-face meetings with students or counselees held in the classroom. A meeting with students or counselees conducted on a scheduled basis with the material provided has been programmed in a semester/year program. Classical guidance is a group that has an activity in presenting information or experiences through a planning and organizing in a group (Siwabessy & Hastoeti., 2008).

Classical guidance services can be a basic material to get to know the type of skills that are right for me, to know yourself, using macro emotion card media, and pop ups. Guidance for groups by getting to know the types of work that are suitable for men and women, and tips on determining further study with flipchart media. Basic services that are oriented towards an interactive, inspiring, fun, challenging process, motivate students to play an active role. Career planning needs assessment is not only obtained from the problem check list (DCM) or from the development task inventory (ITP) but is supported from psychological test results in the form of information related to students' personality, interests, and skills (Kumara & Lutfiyani, 2017).

In this study appropriate services are services that are of interest to students in career fields, namely classical guidance services as delivered by (Gysbers & Henderson, 2012) that guidance and counseling services as a basis for delivering information in class. Individual counseling is also an appropriate service, especially in the career field, but individual counseling is usually more adapted to personal problems. As an understanding of services in guidance and counseling students need fundamental knowledge about what services are in guidance and counseling, and students can adjust their needs especially in the career field in the ability to determine career choices, information related to the job that students want and adapted to the abilities needed students have.

4. Conclusions

The research results concluded that senior high school students still lack knowledge about the types of services in guidance and counseling. In this case students should already know the type of guidance and counseling services, especially in the career field, because career guidance is very influential for students, especially in senior high school students who should already know the career description and the right job for themselves, the career development of students in senior high school is in the capacity sub-stage and starts to enter the career exploration stage. At this stage, students have a high curiosity and try to explore and consider career information (self-potential, secondary school, and work world information). Students generally understand and understand with classical guidance services and individual counseling services, especially in the career field that suits their career needs.

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