

Career Exploration Guidance Service for Indonesian Adolescents: A Literature Review Study

Annisa Mumtaz Awaliyah¹, Mamat Supriatna², Ipah Saripah³

Universitas Pendidikan Indonesia, Bandung, Indonesia

e-mail: annisamumtaza@upi.edu

Abstract: In the 21st century, adolescents will experience changing career paths and need the skills to seek information about themselves and the environment, including understanding the ability, interests, and values that will affect career satisfaction and decision-making. To obtain this information, adolescents need the opportunity to be involved in career exploration activities. Career exploration can be developed by guidance and counseling teachers by providing guidance services related to career exploration. This study aims to discuss the development of various guidance services to develop career exploration for adolescents in Indonesia. This research method uses a literature review examining various relevant reference sources related to career exploration based on the last ten years. The results revealed that there were still advantages and disadvantages in implementing career exploration guidance services that can be used as evaluation material in developing career exploration guidance services for adolescents. It can be concluded that the guidance service to develop adolescent career exploration is growing and can help adolescents to develop their career exploration.

Keywords: career guidance, career exploration, guidance and counseling

INTRODUCTION

In the last 20 years, rapid technological growth has brought humans into the industrial revolution 4.0. The revolution is marked by the change in manual work usually done by humans and replaced by technology, such as robots, machines, and artificial intelligence. This change caused some jobs that humans previously did are starting to be replaced by many jobs that use technology. It affects many adolescents, especially those about to graduate from school, to have difficulty getting a job (Salim & Preston, 2019). The condition of adolescents who have difficulty finding work is illustrated in data from the Central Bureau Statistics (Badan Pusat Statistik, BPS) in February 2022. The data shows that of the 8.402 million open unemployment, 1.87 million open unemployment came from the SMK level, and 2.25 million open unemployment came from the high school level (Badan Pusat Statistik, 2022).

The impact of the Covid-19 pandemic has also changed career fields. The Covid-19 pandemic causes various jobs to disappear and be replaced by new jobs according to the demands of the times. So adolescents must know career development in the process of career exploration. Meanwhile, school guidance and counseling teachers can assist adolescents in implementing career exploration by integrating knowledge between future jobs and skills needed at work (Kurniasih et al., 2020).

In the course of a person's career, adolescents have to go through several stages. According to Super's Career Development Theory (1957), the career development process starts from growth in childhood, exploration in adolescence, career establishment in early adulthood, career maintenance in middle adulthood, and career decline in late adulthood (Brown & Lent, 2013). High school and vocational high school students are in the adolescent age range of 14-21 years. Thus in the Super Career Development Theory, they are in a career exploration phase (Niles & Harris-Bowlsbey, 2017).

Career exploration is a valuable and necessary element to expand and clarify career possibilities and support career decision-making (Rojewski et al., 2014). Career exploration also plays an essential role in career design and life as a mechanical ability to support functional childhood activities. By implementing career exploration, it will be possible to collect the necessary knowledge about oneself, such as identifying personal interests and values and about the world of education

* Corresponding Author:  atenskafi@gmail.com

and work (Ferrari et al., 2015). Students must have the skills to explore various occupations, including understanding their talents, interests, and values, which will affect career satisfaction and overall career decision-making. In addition, they also need knowledge of how to engage comprehensively in career exploration tasks to access accurate information about various pieces of training. Students need to be allowed to be involved in career exploration activities to obtain this information (Curry & Milsom, 2017).

For adolescents, career exploration is an essential factor in students' career decisions. Career exploration is essential because students are directed and given an understanding of the world of work, learning the career environment, and a deep understanding of themselves and their career goals. The importance of career exploration is a crucial component in shaping career interest in students. Career exploration is essential because it selects goals and directs students to achieve their primary goals so they can make career decisions correctly and appropriately, according to their interests and talents (Hermawan & Farozin, 2018).

This issue about career exploration causes adolescents to need guidance to help increase their career exploration to shape their careers in the future. Various forms of services in career guidance are to be used to increase career exploration for adolescents. This study aims to discuss the development of various guidance services to develop career exploration for adolescents in Indonesia, so adolescents can develop career exploration well to make proper and suitable career decisions.

METHOD

The study was conducted using the literature review method. Data and information were obtained from various types of literature and compiled based on research results obtained from data and information. The literature includes books, scientific articles, and research results obtained from the internet on a national and international scale. Scientific articles and research results used as data and information come from research from the past ten years. The data collected varies and is arranged based on the research topic. The study is written by looking for the relevance of one data to another and drawing conclusions related to the problem.

RESULT AND DISCUSSION

The developments and changes in career guidance services for developing career exploration lead to the development of applications, innovations, and services in career exploration that develop and change from time to time. These innovations and developments include services to develop career exploration and media as a tool for career exploration. Forms of innovation and development of guidance services for career exploration are found in offline and online services.

Forms of service development that are carried out offline include group discussion technical services (Priyatno, 2016) and experiential learning models (Wicaksono et al., 2018). Both of these services are implemented in a group guidance setting. What differentiates these two services is that the group discussion technique is applied to junior high school students and is carried out in six meetings divided into two cycles. In the implementation of group guidance using group discussion techniques, there was an increase in the quality of students participating in group guidance services using group discussion techniques, which achieved the highest increase at the last meeting. Improvement in student quality occurs because student understanding increases in the process of implementing group guidance services. Students' understanding of career exploration also increased in the second cycle compared to the first cycle (Priyatno, 2016).

In comparison, the experiential learning model is applied to high school students and is carried out in four stages. The Experiential Learning model involves students directly in the learning process to serve as an experience. This Experiential Learning model is carried out in a group guidance setting of eight students and is carried out in four stages: (1) concrete experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation. The study found that the group discussion technique effectively increased understanding of career exploration, while the experiential learning model enhanced exploratory competency and career commitment (Priyatno, 2016; Wicaksono et al., 2018).

Along with existing technological developments, career guidance services to develop career exploration are also innovating towards online guidance. Among them is Project-Based Learning, which is implemented online in the setting of

classroom guidance (Martini et al., 2020) and online-based classroom guidance (Rahman, 2022). Project-Based Learning is implemented online by utilizing the Google Meet platform. Project-Based Learning is carried out in two cycles. In addition, students are asked to make a video to interview people who have professions around their neighborhood. The results showed that Project-Based Learning was effective in developing learning skills and career exploration. However, there are obstacles in implementing Project-Based Learning, namely the need for more student activity in the discussion in cycle I. However, student activity begins to increase during cycle II. (Martini et al., 2020).

In comparison, the development of online guidance service for enhancing career exploration is an alternative service during the Covid-19 pandemic. Online guidance service for enhancing career exploration is implemented in two cycles, each consisting of two activities. The service implementation is carried out by utilizing the Google Meet platform. The results showed that online classroom guidance increased students' understanding of career exploration. However, the obstacle in online classroom service is the low enthusiasm of students in cycle I. However, the students' activeness and enthusiasm in participating in the service increased over time (Rahman, 2022).

Guidance service media to develop career exploration are also experiencing growth, both digital and non-digital media. The development of non-digital media includes mind-mapping (Silvianingsih et al., 2019) and bowling career media (Sofiana & Basuki, 2021). In using mind-mapping for career exploration, guidance and counseling teachers guide students in creating mind-mapping by visualizing choices, vocational choice specifications, and decision making. In comparison, Sofiana & Basuki's research (2021) tested the effectiveness of career bowling media to increase students' understanding of career exploration. The results showed that mind mapping was effective in increasing students' career exploration abilities, while bowling career media was feasible and effective in increasing students' understanding of career exploration (Silvianingsih et al., 2019; Sofiana & Basuki, 2021).

Meanwhile, research related to digital media to develop career exploration includes career information blog media (Murdiyanto et al., 2017), 4.0-Based Experiential Learning Models (Trishaputri et al., 2020), Hypermedia DEAR (Digital Exploration Career) (Aji et al., 2020), and digital and manual versions of the Online Career Position Dictionary (Aditama, 2020). Career information blog media was developed to increase junior high school student's career exploration. Career information blog media provides information about study programs and interest scales. However, this study advises students to consult with their parents or guidance and counseling teachers before deciding on a study program of expertise and future continuation of study, especially if they have received blog media-based career information services but are still deciding on their choice (Murdiyanto et al., 2017).

In comparison, the 4.0-Based Experiential Learning Model was developed to provide career guidance services to facilitate career exploration for SMK students. Counselors can access this model on the counseling website. This model has received a feasibility test from a media expert, a feasibility test from a learning material expert, and a user test assessment. However, the 4.0-based experiential learning model has yet to be tested for effectiveness on students directly (Trishaputri et al., 2020).

Another comparison is Hypermedia DEAR, which can include files (e.g., images, sound, video, or multimedia) added with interactive links. Hypermedia DEAR can also be connected to software to make it easier for users to find information. Hypermedia DEAR provides access to information that lets students determine what they are looking up (Aji et al., 2020).

Another media developed is the Online Career Position Dictionary to develop career exploration for junior high school students. This media aims to show a person's talents, interests, and tendencies towards suitable jobs, by providing an understanding of career position information. The Online Career Position Dictionary consists of two versions: the online version on the website and the manual version, which can be downloaded on the website (Aditama, 2020). Based on the research results, the media discussed were effective in developing and enhancing career exploration abilities. The Online Career Position Dictionary provides an advantage because this media can be accessed offline and online. Meanwhile, the 4.0-based experiential learning model has yet to be tested for effectiveness on students directly (Aditama, 2020; Aji et al., 2020; Murdiyanto et al., 2017; Trishaputri et al., 2020).

Media innovation also extends to creating software to assist guidance and counseling students and teachers in developing career exploration. Research states that Indonesian students are the most significant technology users in education worldwide. Also, more than two-third of Indonesian students use smartphones in class. So, the development of android application-based media for guidance and counseling services is an opportunity to provide good service to students (Bhakti & Rahman, 2020). The research found related to software development includes android application development of exploration career based on Multiple Intelligences, the android software "KarirKu" development for exploration of career trends based on personality types, and the Career Exploration System (C-Exsys) (Ardi et al., 2019; Bhakti & Rahman, 2020; Darni & Mursyida, 2021).

Based on the research results, the software developed is expected to help students explore careers based on their intelligence (Bhakti & Rahman, 2020), assist students in developing their careers (Ardi et al., 2019), also make it easier for vocational graduates to find jobs that match the needs of work partners and personality of job seekers (Darni & Mursyida, 2021). What is different from this software is the android software "KarirKu" and Career Exploration System (C-Exsys) is based on Holland's Theory (Ardi et al., 2019; Darni & Mursyida, 2021). In contrast, Bhakti & Rahman (2020) developed the android application based on the Theory of Multiple Intelligences (Bhakti & Rahman, 2020). In addition, of the three software, the android application of exploration career based on Multiple Intelligences and the android software "KarirKu" is still developing and requires effective user testing. At the same time, the Career Exploration System (C-Exsys) has tested its effectiveness and it found effective in facilitating vocational graduates to find jobs that match the needs of work partners and the personality of job seekers (Ardi et al., 2019; Bhakti & Rahman, 2020; Darni & Mursyida, 2021).

From the various research results found, innovation and development of services to help develop student career exploration positively influence student career exploration. Not only helping students but service innovation to develop career exploration also helps guidance and counseling teachers implement counseling services to develop participants' career exploration, especially the development of technology-based media to help develop career exploration (Aditama, 2020; Aji et al., 2020; Trishaputri et al., 2020). The use of technology in guidance and counseling services also assists the guidance process during the Covid-19 pandemic, both as an alternative service (Rahman, 2022) and to help with job search (Darni & Mursyida, 2021). Technology-based guidance to develop career exploration also fulfills the need for career guidance innovation for generation Z, or the millennial generation in Indonesia, who are the most significant users of technology in education (Ardi et al., 2019; Bhakti & Rahman, 2020).

However, some disadvantages in some services and media need further evaluation and development. Limitations that arise in the development of guidance services include the enthusiasm and activeness of students in implementing services. However, these limitations can decrease as the guidance service process progresses so that students become more active and enthusiastic in participating in guidance services to develop career exploration (Martini et al., 2020; Rahman, 2022).

In addition, another limitation in media development is the need for a prominent role from counselors or guidance and counseling teachers to update the material, adapt the material to student needs, and adapt the material to the times. Also, the guidance and counseling teachers need to collaborate with ICT experts in dealing with obstacles when developing career exploration media, especially for technology-based media (Aji et al., 2020). In addition, several media and software to assist career exploration are still developing, requiring direct user effectiveness tests (Aji et al., 2020; Bhakti & Rahman, 2020; Trishaputri et al., 2020).

CONCLUSION

Based on research developments found, services for developing adolescent career exploration continue to experience developments and innovations that have a positive influence on guidance and counseling services. Even so, there are various advantages and limitations in developing guidance services to develop adolescent career exploration. So that this study can be used as an evaluation to improve guidance services to develop adolescent career exploration. For further researchers, research related to services to develop career exploration will increasingly innovate and develop following the changing times.

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