

Transition Counseling to Improve Career Adaptability of Vocational High School Students

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Abstract: Currently, the ability to adapt to the world of work or career for Vocational High School (SMK) graduates is an issue in guidance and counseling services. Individuals who are able to adapt are characterized by the ability to pay attention to the future of their career, have a sense of responsibility, have curiosity and have confidence in accordance with the individual's interests. This research aims to produce a transition counseling model to increase vocational school students' career adaptability. The research uses a mixed method design sequence model with research and development methods with three stages, namely descriptive using the Career Adapt-Abilities Scale (CAAS) measuring tool, empirical testing using non-equivalent group design, and evaluative by evaluating the trial process transition counseling model which includes outcome evaluation and process evaluation

Keywords: transition counseling, career adaptability, vocational high school

INTRODUCTION

Vocational school graduates, especially Vocational High Schools (SMK), are currently considered productive human resources who have capital of knowledge, skills and abilities that can be used to produce certain professional services in accordance with the field of expertise they chose during their studies. (Syamsuddin, 2018), However, data on the open unemployment rate (TPT) in Indonesia in the form of the percentage of the number of unemployed to the total workforce according to the highest level of education completed, based on data from the Central Statistics Agency (BPS) through the Official Statistics News on the State of Indonesian Employment in August 2020 shows that the TPT from vocational high school graduates occupies the highest order is 13.55%, compared to school graduates at other levels of education.

This situation is even more worrying during the Covid-19 pandemic, 14.28% of the working age population has been affected by Covid-19. (Nurma Midayanti, 2020), In fact, data from several countries shows that the Covid-19 pandemic has had an impact on a number of employment activity sectors, as well as new entrants to the labor market. (Syahrial, 2020). Since the beginning of the global Covid-19 pandemic crisis, the unemployment rate among new immigrants has been higher than among job seekers who have previous work experience, so it takes longer for new immigrants to find work. (Susan D. Phillips, 2002). This makes predictions that vocational school graduates will increasingly have difficulty getting jobs for good careers. (Widaningrum, 2020) So from the description of this problem, a program is needed that can fulfill the prerequisites for work readiness and career development before they enter industry and the world of work in the form of mastering soft skills that are applied to the industrial environment and the world of work. (Netty Lisdiantini, 2019) (Marwanti, 2006).

School-to-work-transition (STWT) as a term that refers to the transition period from education or training activities to work activities (Ryan, 1999) Currently widely discussed by vocational education observers and researchers. Much of the discussion focused on differences in the labor market position of young people in various countries, the role of educational and training institutions, and millennial job choices. (Martin Pinquart, 2002) (Jessie Koen, 2012) (Ben Phillips, 2020). This discussion is also strengthened by research on the role of public policy including labor market deregulation, vocationalization of education and apprenticeship programs (Jonas Masdonati, 2010).

The transition from school to the world of work is an important phase for vocational school graduates (Gyorgy Sziraczki, 2004). Leaving school activities and starting a new life as a professional employee requires important decisions regarding career choices that can determine future success (Marann Byrne, 2012) (Apriliyadi, 2019). Unfortunately, those with little work

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experience or professional networks often have difficulty finding suitable work when entering the job market (VESA SUUTARI, 2017).

In a condition of anxiety regarding work activities and fulfilling welfare, a person will try to look for career opportunities with various consequences. A person may decide that getting a low quality job is better than no job at all, the negative consequences of that choice will result in lower well-being, lower life satisfaction and more physical and psychological strain. (Daniel N. Hawkins, 2005). This of course becomes a psychological threat to a person, because the poor quality of the work carried out will interfere with career satisfaction, career advancement behavior and future career prospects. (Maria Wassermann, 2017). So the solution to this is the need for effective use of the transition period in the context of STWT which is an important moment for finding high quality job opportunities, because a person's first job can be the initial thought that determines career success activities. (McQuaid, 2006). When during this transition period someone fails to successfully move from school to work, this can be detrimental to themselves, the organization they are in, and society as a whole in terms of welfare and problems related to unemployment. (Jennifer S. Cohen, 2009).

The successful implementation of school-to-work transitions practices can be found in data from high-income countries, such as Europe and North America. However, many research results also show evidence of the implementation of school-to-work transitions in a number of developed countries (Nilson, 2018). Some developing countries do not place economic activities as a homogeneous part of the labor market and education system. These countries have a number of factors that differentiate the success of economic groups and labor markets from developed countries (Sandrine Cazes, 2013). Regarding the comparison of activities during the transition from school to the world of work in eight developed and developing countries, data was found that young people in developing countries leave education earlier, so they experience a longer transition period, so they are said to have a higher level of inactivity. Looking at the phenomenon in Argentina, Brazil and Mexico, we mapped the typical transition patterns of young people and found that they tend to leave school to spend a short time in the informal sector, before moving to the formal sector, and then becoming self-employed. (Wendy Cunningham, 2011). In other situations, utilization is found in the form of preparatory activities for the world of work, namely in the form of a reverse transition condition, namely the activity of graduates returning to school, or it is possible for them to go to school while working, it is even possible for them to have more than one job. (RYAN, 2001).

Due to the large amount of evidence of success from various countries regarding the effectiveness of this transition period, nationally we must start thinking about developing the STWT program as an interesting concept and issue to be discussed in the employment sphere because it is related to the changes, waiting and uncertainty of young people in obtaining prospective jobs. for the future. The STWT route is often described as very long and frustrating for the new workforce. Many young people have difficulty getting job opportunities, are less fortunate in getting decent jobs, even those who quickly get job opportunities are hampered by difficulty adapting, so they end up with job choices without clear career prospects. (RYAN, 2001), So there needs to be a psychological approach that can provide work readiness soft skills preparation for the new workforce.

METHOD

In accordance with the research objectives, the model chosen is a mixed method design sequence which refers to Cresswell (2014) because the quantitative approach and qualitative approach are used in an integrated manner and support each other. A quantitative approach is used to determine the characteristics of student career adaptability, the effectiveness of Transition Counseling to increase student career adaptability. Meanwhile, a qualitative approach was used to determine the rational validity of the hypothetical model and to determine the treatment process supported by interview techniques, filling in counseling activity journals and other formats, as well as observations when the model was tested. At the technical level, the following steps were taken: descriptive analysis method, collaborative participatory method, and non-equivalent group design.

The descriptive analysis method is carried out to explain systematically, factually, accurately, the facts and characteristics related to the substance of the research. In this case, it is carried out to analyze students' career adaptability tendencies, supporting factors that influence the career adaptability experienced by students.

Collaborative participatory methods in the feasibility testing process of a hypothetical counseling guidance model developed to increase student career adaptability. The model feasibility test was carried out using validity tests, practicality tests and empirical tests. The validity test involved two guidance and counseling experts, one psychologist and one counselor. The practical test was carried out involving five students. Meanwhile, the next step is limited empirical testing to determine the effectiveness of the transition counseling that has been developed

In accordance with the focus, problems and research objectives, this research uses a research and development design. Research and development is "a process used to develop and validate educational products (Borg and Gall, 2003: 271). The product in question is the Transition Counseling construct and the Transition counseling model to increase vocational school students' career adaptability. Furthermore, according to Borg and Gall (2003: 271), the steps that should be taken in development research include: (1) preliminary study, (2) planning, (3) developing a hypothetical model, (4) reviewing the hypothetical model, (5)) revision, (6) limited trial, (7) revision of trial results, (8) wider trial, (9) revision of the final model, and (10) dissemination and socialization.

In general, referring to Syaodih (2010), there are three general stages used in research and development, namely descriptive, evaluative and empirical testing. The descriptive method in this research was used to collect data regarding the characteristics of career adaptability and career adaptability profiles of vocational school students. Empirical testing through non-equivalent group design (Heppner, Wempold, & Kivlighan, 2008) in this research was carried out to test the effectiveness of the transition counseling model, while the evaluative method was used to evaluate the trial process of developing the Transition Counseling Model which included evaluation of results and evaluation of the process

RESULT AND DISCUSSION

Super defines career adaptability as readiness to cope with changing jobs and work situations (Super, 1980). Career adaptability as a process of self-regulation, which emphasizes the importance of the relationship between individuals and their environment, and emphasizes how individuals can manage the problems they face (Rogers & Creed, 2000). Career adaptability is a construct in psychology that discusses readiness in a career or world of work. Career adaptability is a psychosocial construct that indicates an individual's readiness and resources to adapt to current and future career development tasks, job changes, and work trauma. (M. L. Savickas & Porfeli, 2011) Career adaptability shows a person's readiness to face tasks in preparation for and participation in the world of work, as well as readiness to face adjustments caused by changes in conditions at work and the world of work, both predictable and unpredictable. (M. Savickas, 2013)

Savickas (Savickas & Mark, 1990) explained that there are four dimensions of career adaptability, namely attention to future careers (career concern), a sense of responsibility for one's career that encourages self-regulation (career control), curiosity about the world of work (career curiosity), and self-confidence to act accordingly. interest (career confidence)

According to Campbell and Basinger (1985) the transition process is a complex problem that is influenced by many factors. There are several factors that influence the transition process during adolescence, including; (a) sociological environment, (b) parental influence, (c) personal drive for satisfaction, (d) economic conditions, and (e) moral and ethical values. During this transition process, students experience many problems, starting from a lack of experience when entering the world of work and industry, differences in the environmental conditions of the school world and the world of work, salaries/wages that are not in line with their wishes. Knowing this, BK counselors/teachers can provide career guidance services to provide a pleasant work experience for teenagers and to influence attitudes and values and transition guidance services to provide preparation for the world of work. The stages of transition to the world of work implemented in the model above. From the integration of several models, four steps in transition guidance from school to the world of work were formulated, namely the self-awareness stage,

the opportunity awareness stage, the decision making stage and the transition process stage of entering further studies, work and the business world.

Refers to the transition period from educational or training activities to work activities (Ryan, 1999) or the transition from school to work (school-to-work transition) can be considered an important transition period in a person's life. This refers to the period between the end of formal education or initial training and exploration of the labor market. Although the transition stage is theoretically just the beginning of a long working life, there is substantial empirical evidence that initial labor market position largely determines an individual's subsequent working career. (Wolbers, 2014)

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In relation to the current world of work, school-to-work transitions play an important role in the competition for job seekers. With rising unemployment caused by the economic downturn, it is critical for job seekers to be as competitive as possible to find work. This is especially true in fast-moving industries where the skills base must change rapidly to adapt to rapidly changing technology. (Kamprath & Mietzner, 2015) Despite the pressure to upskill the future workforce, paradoxically, the government's push for vocational training programs to develop basic skills in the unemployed population has encouraged universities to expand vocational training specifically for soft skills to improve graduate employability (Onar et al., 2013)

The formation of good employment policies relies on evidence of good practice from a variety of historical and geographical contexts. The key to making an efficient school-to-work transition can be found in a body of evidence from various programs, policies, studies and research that have been conducted. However, the school-to-work transition is a diverse and dynamic process, and the recommendations derived from any research on school-to-work transition are conditional, both on the particular context in which the study was conducted and on the choice of methodology and approach applied. by the author.

The bulk of the evidence on school-to-work transitions is based on data from high-income countries, for example from Europe and North America. On the other hand, the research results review evidence of school-to-work transitions in developed countries. While developing countries are by no means a homogeneous group of economies with similar labor markets and educational systems, they have a number of factors that differentiate them from developed countries: a significant share of informal labor, self-employment and agricultural labor; critical credit and income constraints; weak social security; important labor market segmentation (public versus private, formal versus informal); and at the same time urban-rural fragmentation that interacts with the above. Based on the results of comparing school-to-work transitions in eight developed countries and eight developing countries. They found that young people in developing countries experience longer transitions and leave education earlier, while at the same time having higher levels of inactivity.

This is especially important to emphasize as this transition process has become more complex in recent decades, with more long-term unemployment and more job changes and mismatches. What is considered a successful labor market destiny may also change over the life cycle. By looking at phenomena occurring in Argentina, Brazil and Mexico, we mapped the typical transition patterns of young people and found that they tend to leave school to spend a short time in the informal sector, before moving to the formal sector, and then becoming self-employed..

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demand for higher skills in the workforce on the other, the focus of companies is shifting over time from technical skills (hard-skills) to soft-skills. Soft skills refer to characteristics related to communication skills. However, soft skills are not just about communication skills, but also about personal attributes that enhance individual interactions as well as job performance and career prospects.

CONCLUSION AND RECOMMENDATIONS

Transition counseling services implemented for vocational school students need to be provided by counselors systematically. The service stages that can be used as references are the stages of developing self-awareness, awareness of opportunities, decision making and implementation of transitions to the world of work.

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