The Needs of Computer-Based Career Guidance for Senior High School Students

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Abstract

Needs of senior high school students on a computer-based career guidance are important aspects that need to be responded positively by creating a model of adequate career guidance using computer technology as a tool. This study involved 190 senior high school students as research respondents. The results of this study indicate that the majority of the 145 students or 75.92% stated requiring career guidance of computer-based as a tool to understand the interest in majors in college; most of the 154 students or 80.63% stated requiring of career guidance of computer-based as a tool to understand their talent; most of the 155 students or 81.16% stated requiring computer-based career guidance as a tool to understand the advantages and strengths of its potential; most of the 150 students or 78.53% stated requiring career guidance of computer-based as a tool to understand the weaknesses their possession; and most of the 150 students or 78.53% stated requiring career guidance of computer-based as a tool to select the department/program of study in college.

Keywords: need, computer-based career guidance.

Introduction

Senior high school students are students who are studying in upper secondary education in formal education. Viewed from the aspect of development, senior high school students are at the end of the juvenile phase is a phase that is full of challenges and expectations, meaning that at this stage they have realistic expectations, in addition to the problems that must be overcome in realizing these

expectations. Realistic expectation is a senior high school student who is generally a desire ideals that fulfillment requires effort to learn. Ideals are focused on different areas of expertise/careers as doctors, educators (lecturer or teachers), psychologists, sociologists, anthropologists, nurses, lawyers, pharmacists, or areas of expertise/other desired career students.

Problems arising high school students in an effort to reach his goal on the choice of a career field are the lack of ability to understand themselves, understand the particular career education and the world of work, as well as the low independence in choosing a career (Hartono, Widodo, and Boy Soedarmadji, 2014). According to Parriss and Stoss in Hartono (2009) what is desired by the student, what they have, and what is done in an effort to choose a career, three things are interrelated. Research was conducted by Hartono (2012) on a sample of high school students in Surabaya found that aspects of self-knowledge aspect and career-knowledge aspect together are significantly and positively correlated with the intensity pattern of career choice.

Based on the opinion and the results of the above studies indicate that self-knowledge and career-knowledge for high school students in relation to career choice is an important aspect that needs to be responded by designing a model of computer-based career guidance needs of senior high school students. Computer-based career guidance is a career guidance services provided to senior high school students, to enable them to understand themselves, understand the career, and able to make decisions concerning career choice.

Self-knowledge is a deep recognition of the potential that includes interest, abilitas, personality, values and attitudes (Hartono, 2009), whereas the career-knowledge embodied in the form of the introduction of various types of education, courses/majors in college in relation to the field jobs, professions, world of work available in the midst of a global society. Self-knowledge and career-knowledge are two important aspects which required senior high school students so that he can choose a field of work or profession that suits her potential as pointed Stoss and Parriss above that what the student (self-knowledge and career-knowledge) with regard to what desired, and what is done, in the form of learning the business with the help of computer-based career guidance needed by senior high school students.

To meet these expectations is necessary to study the needs of senior high school students on a computer-based career guidance with the aim of: (1) to describe the concrete needs of senior high school students on a computer-based career guidance as a tool in the effort to understand their interests, talents, advantages, weaknesses, and choosing majors/courses available in colleges or other institutions of the course; and (2) as a basis or empirical reasons to develop a model of computer-based career guidance that contains three programs, namely the programs of self-knowledge, career-knowledge programs, and career decision-making program.

Development of a model of computer-based career guidance in an effort to meet the needs of senior high school students, guided by a condition that today's advances in computer technology with the global network has reached a very advanced stage, which can be utilized by almost all levels of society (Hansen in Pelling, quoted by Hartono and Boy Soedarmadji, 2014). Utilization of computer technology with a global network in the career guidance services can help high school students to identify potential weaknesses in depth in addition, so that they are able to develop their potential and reduce the weaknesses in an effort to achieve the desired career field. To answer these needs, this research is deemed necessary.

Methods

In line with the problem and research objectives above, this study used a descriptive research approach (Lodico, Spaulding, and Voegtler in Hartono, 2013). A total of 190 students designated as research samples representing all students of SMA Negeri 1, SMA Negeri 2, SMA Negeri 5, and SMA Negeri 9 in the city of Surabaya as the study population.

The sampling procedure of the study population using random sampling technique by way of lottery (Gall, Gall, and Borg, 2003), by performing the following steps: (1) defining the study population is all students of SMA Negeri 1, SMA Negeri 2, SMA Negeri 5, and SMA Negeri 9 in the city of Surabaya; (2) making a roll of paper that contains the name and registration number of students in each grade in each school who became the study population; (3) The paper roll is inserted into the raffle box has been provided and made repeated shaking at each senior high school group of the study population; and (4) taking a roll of paper at random in order to obtain 47 students of SMA Negeri 1 Surabaya, 47 students of SMA Negeri 2 Surabaya, 47 students of SMA Negeri 5 Surabaya, and 49 students of SMA Negeri 9 Surabaya.

Data were collected using a questionnaire Thurstone scale models developed by researchers using the procedure content validity through expert study. Thurstone scale model selected for this study data is discrete is yes and no. Yes indicates students need a computer-based career guidance, while by no means students do not need a computer-based career guidance. After the data collected were then analyzed using descriptive statistical techniques percentage (Miles and Banyard, 2007).

Results

The findings of this study indicate that senior high school students were designated as the study sample, requires a computer-based career guidance services, which are detailed as follows: (1). A total of 145 students, or 75.92% of the 190 students states require computer-based career guidance as a tool to understand the interest in the department/program of study in college; (2) A total

of 154 students, or 80.63% of the 190 students states require computer-based career guidance as a tool to understand his talent; (3) A total of 155 students from 190 students or 81.16% states require computer-based career guidance as a tool to understand the advantages/strengths of its potential; (4) A total of 150 students from 190 students or 78.53% states require computer-based career guidance as a tool to understand the weaknesses they possess; and (5) A total of 150 students from 190 students or 78.53% states require computer-based career guidance as a tool to select the department/program of study in college.

As an illustration of the student needs a computer-based career guidance outlined in Figure 1 as follows.

Figure 1. Percentage of Need of Senior High School Students
of Computer-Based Career Guidance

Specification:

- A: The need for computer-based career guidance as a tool to understand the interest in the department/program of study in college.
- B: The need for computer-based career guidance as a tool to understand the talent.
- C: The need for computer-based career guidance as a tool to understand the advantages.
- D: The need for computer-based career guidance as a tool to understand the weaknesses.
- E: The need for computer-based career guidance as a tool to select the department /program of study in college.

Discussion

Needs of Senior high school students on a computer-based career guidance need to respond positively by developing a model of adequate career guidance. Model of career guidance is designed using computer technology as a tool, in which senior high school students as a client can access a variety of information related to the career world through on-line networks. The use of computers as a tool for career guidance services for senior high school students are expected to meet the needs of students to understand their interests, talents, advantages or superiority, or weaknesses, and make decisions in choosing majors/programs of study in college according to her potential, opportunities, and the values and code of ethics of professional guidance and counseling (Corey, 2007).

Interests, talents, advantages and disadvantages/weaknesses of senior high school students is an important factor that is common to get attention, especially from a school counselor/guidance and counseling teachers, parents, and the observer of the world of education. Special attention was intended as a form of facilitation on the development of senior high school students who are in a realistic period (Ginzberg in Zunker, 2002), and the exploration period (Super in Sharf, 2002). In this period of senior high school students in need of assistance to enable them to integrate a variety of capacities/capabilities with a career interest in the field in the development process of career choice to find a career field that is right for them (Thomason, 1999).

Senior high school students' interests and talents are important aspects that need to be considered by the school counselor/teacher of guidance and counseling in the process of choosing majors/programs of study in college. A choice of senior high school students about careers that are relevant to their interests and talents which accompanied a strong effort in the form of learning and practice, will be a strong chance for success (Stoss and Parriss in Hartono, 2009).

The linkage between the interests, talents, and ability as potential students (what is owned) with ideals as a career choice (what you want), as well as learning and practicing as a business (what is done) is illustrated in Figure 2 below.

Figure 2. The relationship between what is owned by what is desired, and what is done of senior high school students according to Stoss and Parriss in Hartono (2009)

What does a senior high school student in the form of interests, talents, and ability as potential (A), to underlie a choice of majors/programs of study in college as a career choice (B), to be in accordance with what students can do in an effort to learn and practice (C), to achieve a career choice is to be captured, retained, and developed as a profession in the public life.

Based on the illustration and the description above, it can be concluded that the need for a computer-based career guidance for senior high school students is a necessity/obligation to assist them in understanding themselves (interests, talents, ability, strengths, weaknesses, and personality characteristics), and understand the world in a career (majors/programs of study/program courses/training programs) are available in the community in relation to a profession/job. Thus, the difficulty students in choosing a career field can be facilitated by the school counselor/teacher of guidance and counseling in the form of adequate career guidance services using computer technology that has many advantages as follows:

- a). Encouraging students more interested in using computer technology as a tool to understand yourself, understand the career environment, and learn choosing a career field that corresponds to his or her potential.
- b). Encouraging students to be creative and innovative in exploring the search for information, manage information, and use the information to support the development potential in relation to career choice.
- c). Avoiding boring pattern student learning, as triggered by the model guidance and counseling services are held in the conventional and monotonous.
- d). Making Easier for students to conduct self-reflection on deficiencies/weaknesses, in order to develop themselves through a variety of creative and innovative activities both in school and outside of school.
- e). Facilitating school counselor/teacher of guidance and counseling to update the materials of computer-based career guidance services.

Talent is a special ability of a person in a particular field (Hartono, 2014), whereas ability an individual student's ability in conducting various forms of activities that support the achievement of his career (Chaplin, 2000). The findings of this study indicate that senior high school students need a computer-based career guidance as a tool to understand their interests (as much as 75.92% of respondents) in the majors/programs of study in college, to understand his talent (as much as 80.63% of respondents), to understand advantages (as much as 81.16% of respondents), to understand the weaknesses (as much as 78.53% of respondents), and to select the department/program of study in college (as much as 78.53% of respondents). This underlies the research of Osborn, Peterson, Sampson Jr., and Reardon (2003) which states that as many as 83.6% of the students who use computer-based career guidance, find it easier to determine career choice.

Conclusions

The results of this study can be concluded as follows.

1. A total of 145 students or 75.92% stated requiring computer-based career guidance as a tool to understand the interest in majors in college;
2. A total of 154 students or 80.63% stated requiring computer-based career guidance as a tool to understand his talent;
3. A total of 155 students or 81.16% stated requiring computer-based career guidance as a tool to understand the advantages/strengths of its potential;
4. A total of 150 students or 78.53% stated requiring computer-based career guidance as a tool to understand the flaws/weaknesses they possess; and
5. A total of 150 students or 78.53% stated requiring computer-based career guidance as a tool to select the department/program of study in college.

6. Recommendations

Based on these results, the authors suggest some of the following.

- a. Needs of high school students on a computer-based career guidance should get the attention of a school counselor/teacher of guidance and counseling which is responsible for providing guidance and counseling services to students at school.
- b. Needs to find smart solutions as a form of facilitation of senior high school students to support the implementation of their development tasks, especially in self-knowledge, career-knowledge, and learn to make decisions about career options in accordance with the potential.
- c. Model of computer-based career guidance that can typically be developed to meet the needs of senior high school students about these things, which need to be designed such that the zoom can draw attention and motivation of students to use.
- d. Development of a model of computer-based career guidance should be able to put the position and role of the computer as a tool, in addition to the position and role of the school counselor/teacher of guidance and counseling as a professional educator.
- e. Computer-based career guidance that is being developed normally meet the criteria of usability, feasibility, and accuracy, in addition to the material easily updated to follow the development of science and technology and art.

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