

Giving Career Information Service to Enhance Students' Self-sufficiency in Selecting Careers

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Abstract: The present research aimed at (1) knowing the implementation of the career information service towards students' self-sufficiency of selecting careers, and (2) finding the effect of career information service on the self-sufficiency of selecting careers. This study applied quasi-experimental method with 25 students as the participants. It had a hypothesis statement of cause and effect on a sort of changing for comparing two or more groups. Based on the result, the null hypothesis is rejected because it exists the outside limit of the null hypothesis acceptance. In line with that finding, it is concluded that the students' self-reliance of selecting career before the career information service is given; no students have self-reliance of choosing either a high career or a higher career. This study develops the significant role of career information to facilitate students for choosing careers in their future life.

Keywords: Career Information Service, Students' Self-sufficiency, Selecting Career.

Abstrak: Penelitian ini bertujuan untuk (1) mengetahui implementasi layanan informasi karir terhadap kemandirian siswa dalam memilih karir, dan (2) menemukan pengaruh layanan informasi karir pada kemandirian memilih karir. Penelitian ini menerapkan metode quasi-experimental dengan 25 siswa sebagai partisipan, dengan pernyataan hipotesis sebab-akibat pada perubahan untuk membandingkan dua kelompok atau lebih. Berdasarkan hasil yang diperoleh, hipotesis awal tertolak karena berada di luar batas penerimaan hipotesis nol. Sejalan dengan temuan tersebut, disimpulkan bahwa kemandirian siswa dalam memilih karir sebelum layanan informasi karir diberikan; tidak ada siswa yang memiliki kemandirian untuk memilih karir yang tinggi atau karir yang lebih tinggi. Penelitian ini mengembangkan peran penting informasi karir untuk memfasilitasi siswa dalam memilih karir untuk masa depan mereka.

Kata kunci: Layanan Informasi Karir, Kemandirian Siswa, Memilih Karir.

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INTRODUCTION

The students' great attention towards the education is obviously tight connection with the students' career preparation for the future. The career choice is one of supporting factors to decide students' career that helps them choosing positions and jobs for the future life (Himson, 2003). Students need to be given information service about various positions, jobs, and the information of several universities, non-formal education institutions like skills course and competency (Brown, Venkatesh, & Bala, 2006; Sharf, 2013). The implementation of career information service at senior high schools can be done continuously and improved from the year to the next education year in order that the career information service functions effectively and efficiently (Kuure et al., 2016; Mislija et al., 2021).

The word 'service' means to help provide any things needed by other people. In other words, the 'service' is an acting to help a person in preparing all things needed. The word 'service' connotes to try an attempt or to satisfy other people (Herr & Crammer, 1992; Petrovčič, Fortunati, Vehovar, Kavčič, & Dolničar, 2015; Turner & Lapan, 2013). In their research, Haryanto, Weda, and Nashruddin (2018) found that the good service is an accurate service to reach the goal that fulfills the users' need. Based on the above explanation, a statement can be presented that related to schools and students, service means an attempt to fulfill students' good guidance necessity.

information means the data that have been processed into a form having meaning and real value for the receivers either for today or for in the future (Bekkers, Edelenbos, & Steijn, 2011). In line with that, Sampson et al. (2018) found that information is the explanation making someone becomes know and understand justifications being used to make a decision. Based on the data analysis, they summarized that information is either a response presentation or an idea presentation of a thing in order that the other persons can understand of what has been presented.

Career is a job requiring a specific expertise or educational training. In other words, career is all work or position handled or done as long as someone's life (Grigorenko, 2009). Career is consecutive works or positions held by someone as long as his life without looking at the work level or the organization level (Fajriani, Suherman, & Budiamin, 2023). According to Zhou, Li, and Gao (2016) guidance and counselling provided all services related to career development, aimed at meeting social changes and challenges. Based on that opinion, it can be explained that a career is a consecutive job position.

Career information is one of the attempts in helping students understand themselves, in terms of work world in general, and in particular aspects (Bass & Bass, 2009; Fan, 2016; Karpa et al., 2015; Swanson, 2017). In line with that opinion, Argyropoulou and Kaliris (2018) then conducted a research and found that the career information is an endeavor to help students achieve a level in which they can decide their choice and job at the end. The career information can help students to select and consider a position, job, and career based on their talent, wish, and potency for their future.

The career information service can help students to avoid various problems in the career field (Zhang & Sternberg, 2006). Through career information service, students are expected to receive and understand varied information related to the career problems as consideration materials in the career decision making for students' need. Another opinion was proposed by Gebbia and Honigsfeld (2012) that the career information service is a service to help people being able to manage and use the job information that exists in the society so that they can gain the successfulness in the job.

The career information is very important for students who are studying seriously and preparing themselves for doing their future careers. The availability of complete and accurate information materials can direct students to their destination careers (Day, Sammons, Stobart, Kington, & Quing, 2007; Knight, 2015; Yuan, Zhang, & Fu, 2017). According to Hall (2002) and the result of a research conducted by Al-Obaydi, Doncheva, and Nashruddin (2021), the career information should be accurate, clear, and can be trusted; the career information should be the newest information which comes from the authorized sources like government or formal institutions; and the availability of clear information should deal with complete information materials of educational information.

Sherzer (2004) stated that generally, the career information service purposes deal with: (1) providing students the understanding of many cases like to recognize themselves particularly for their basic potential, desire, attitude and competence, (2) students know variously educational types and the training which is needed, (3) students can select and obtain the job direction of various works, and (4) students can plan and develop live patterns as students and society family members. Furthermore, career information service aims at helping students to determine their choices and jobs.

Self-sufficiency means not completely dependent on others (Kline, 2000; Schaumberg & Flynn, 2017). Self-sufficiency or self-reliance is an attitude or an action not to be depend to other persons, self-discipline, and responsible aware (Bright, 2016; Cross, 2007; Pascucci, 2017). Those opinion were supported by the result of the study conducted by McLennan, McIlveen, and Perera (2017) who looked at the self-reliance focuses on society. Self-sufficiency is a person's attitude who is able to maintain his/herself without outside aid, or capable of providing for his/her own needs.

The career choice happens after deciding a set of decisions based on the certain thought process and experiences in selecting the career choice, even if its result might be temporary (Froebel, Montessori, Dewey, & Russell, 2002; Gordon, 1999; Perry & Hondeghe, 2008; Rothwell & Sredl, 2000). According to Fischer-Croneis (2016) if a job can fulfill the psychological and physical needs that are regarded very important for life; a person will feel happy and satisfactory. That concept was developed by Winter and Thaler (2016) and Kim and Yi (2020) through their research and found that the career choice should be accordance with someone's individuality. Another relevant study had been conducted by Faulconer (2021) who found that the information career was very needed by students.

Students of state senior high school especially in Barru tend to decide on choosing a job that spends much energy even if they are hired with low salary but the job does not need knowledge and high salary. By this condition, many senior high school graduates do not employ their capability optimally because of their lack of self-reliance towards their own competence in their careers. Looking at the problem, the researchers observed the fact in the field by observing the senior high schools in Barru about the implementation of career information service in which the guidance and counselling teachers used incomplete materials to teach.

Based on the information, studies that find the attempt to create students' self-sufficiency in choosing a career for future life are still little. This provides gaps that need to be investigated further. The present research links the benefits of career information to the future development of students. By this reason, the present researcher is interesting and different from previous relevant research. Based on the background, the problem formulation is stated simply, namely how the career information service influences towards senior high school students' self-sufficiency in selecting careers.

RESEARCH METHOD

Research Design

This research was called a quasi-experimental research. It had a hypothesis statement of cause and effect on a changing type for comparing two or more groups (Creswell, 2002). When conducting the quasi experimental research, the subjects were not designed randomly towards the control group and the experimental group. The procedures conducted in this research were divided into 3 (three) phases. The first phase dealt with the activities that referred to determine the location and the research subjects, to find out and collect the literatures, and to write down a research proposal. By these phases, the activities done were as follows: (1) the research subjects first were given questionnaires before the research subjects were given the career information, (2) the career information was given after three times meeting, (3) the giveaway of second questionnaires to the research subjects four weeks after the career information was given, and (4) the management and data analyses.

The next is the core phase. Through this phase, the activities carried out were the giveaway of information systematically. Hence, the students could understand it easily and gave the example of how to communicate among students.

The last phase activities is dealt with: (1) to ask again how far the students understood the information materials that had been done, and question and ask if there was a student who had not understood yet the aforementioned information materials, and (2) to close the activities.

Data Sources

Data sources of this quasi-experimental research are 25 students of a vocational secondary school in Barru regency, namely SMKN 1 Barru. This research identified the independent variable which would become the X variable for being changed to influence the dependent variable Y. The X variable was generally a group variable with different level. To group meant to build two or more groups, for instance, the experimental group and the control group. The estimate result was the Y variable. To improve the design of this research, the researchers make equally the control group on the characteristics that was related to the dependent variable. The research design was illustrated as table 1.

Table 1. The Research Design

	Pre-test	Treatment	Post-test
Experimental group	01	X	02
Control group	01	-	02

Source: Thyer (2012)

Data Collection Techniques

The techniques applied to collect data were as follows:

- Questionnaire technique
To collect data of students' self-sufficiency in choosing a career, the questionnaires of students' self-sufficiency in choosing careers would be made and then given to them in the classroom in a certain time with the agreements between a researcher and the guidance counselling teachers at SMKN 1 Barru. The giveaway of questionnaires was done twice, the first phase was given before the career information service given, whilst the giveaway of the second questionnaire was given after the career information service given to the students.
- Observation technique
The observation was done for having data needed in the research. Students were looked to simultaneously in filling and collecting the questionnaires.

- Interview technique
The interviews were done directly to the guidance teachers for collecting students' data of SMKN 1 Barru.
- Documentation technique
The documentation technique in this research were to pick up the attendance list for recognizing the students of SMKN 1 Barru.

The instruments applied in this research were questionnaires made by the researchers based on the theory of Hyland and Paltridge (2011). These instruments consisted of 25 questions and each positive question was completed with four answer options, and so does the negative statements, as seen in table 2.

Table 2. The Questionnaire Analysis

Positive Statements	Scores	Negative Statements	Scores
1. Always	4	1. Always	0
2. Often	3	2. Often	1
3. Sometimes	2	3. Sometimes	2
4. Never	0	4. Never	3

Source: Hyland and Paltridge (2011)

The highest score of these questionnaires was $3 \times 25 = 75$, and the lowest scores were $0 \times 25 = 0$.

Data Analysis Techniques

The data was analyzed by using:

- Descriptive analyses
The data collected was analyzed descriptively. It meant for illustrating students' self-reliance in choosing a career before and after the career information services were given to them. The formulation applied is to know the percentage of obtaining the scores on each variable.

$$P = \frac{f}{N} \times 100\% \quad \dots\dots\dots (1)$$

Remarks:

P : Percentage scores
F : Frequency
N : Respondents

Furthermore, the students' self-sufficiency ranks were classified in choosing careers before and after the career information services were given to them, as presented in the following table 3.

Table 3. The Interval Score

61 - 75	Very high
46 - 60	High
31 - 45	Moderate
16 - 30	Low

Source: Hyland and Paltridge (2011)

- Inferential analysis technique
After the experiment was done of the career information, the next phase was to test the null hypothesis stating: There was no influence of career information service towards students' self-reliance in choosing a career at SMKN 1 Barru.

The students' self-sufficiency in selecting a career after the career information service given was the same or smaller than that of the students' self-sufficiency before the career information service was given to them. To conduct the aforementioned test hypothesis, the data were analyzed statistically. The following is its formulation.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum d^2}{N(n-1)}}} \dots\dots\dots (2)$$

Remarks:

- t : Test
 \bar{X}_1 : The average scores of students' choice after the career information service is given
 \bar{X}_2 : The average scores of students' choice before the career information service is given
 $\sum d^2$: The amount of quad deviation before and after the career information service is given
 N : The total numbers of the students

To know whether the null hypothesis is rejected or not, the computing result of t count is consulted with the t table on one tail with the significant level 95 % ($\alpha = 0,05$) on the degree of freedom ($df = (n-1) = (25-1) = 24$). On the distribution table, the value of t table is found 2.064, therefore, the null hypothesis is rejected because it exists the outside limit of the null hypothesis acceptance. In line with the above findings, a conclusion can be stated that the self-reliance of selecting a career of the 3rd year students of SMKN 1 Barru before the career information service is given; no students have self-sufficiency of choosing either a high career or a higher career.

RESULTS AND DISCUSSION

Results

The descriptive result shows the percentage of students' self-sufficiency in selecting a career before the career information service is given to the students at SMKN 1 Barru as seen in the following table 4.

Table 4. Students' Self-sufficiency before the Career Information Service Is Given

The Classification of Career Choice	f	%
Very high	0	0
High	0	0
Moderate	8	32
Low	10	40
Very low	7	28
Total	25	100

Source: proceed data

The table 4 indicates that 25 students as respondents do not have high and very high self-sufficiency in choosing a career. The self-sufficiency in selecting a career is moderate (8 students/ 32 %), low (10 students/ 40 %), and very low (7 students/ 28%). The descriptive analysis results find the percentage of students' self-sufficiency at SMKN 1 Barru after the career information service is given to the students. This can be shown in table 5.

Table 5. Students' Self-sufficiency after the Career Information Service Is Given

The Classification of Career Choice	f	%
Very high	4	16
High	6	24
Moderate	15	60
Low	0	0
Very low	0	0
Total	25	100

Source: proceed data

The table 5 indicates from 25 students, six students (24 %) are classified having high self-sufficiency, 15 students (60 %) have moderate self-sufficiency, and no students (0 %) have low and very low self-sufficiency.

The better changing happens to 4 students (16%) are categorized on the very high self-sufficiency in choosing career, such as the respondents 9, 11, 18, and 22. Before the career information service is given, they are in the moderate self-sufficiency. After the career information service is given to them, their choices of selecting careers are very high.

With respect to the research results of students' self-sufficiency in selecting careers, at SMKN 1 Barru before the career information service is given, some students have low self-sufficiency (40 %), some of them have very low self-sufficiency (28%), a few of them have moderate self-sufficiency (32 %).

Discussion

The present study develops what found by the previous research conducted by Theresa (2015) that informed second cycle students' choices of programs of study and career in the Kumasi Metropolis of Ghana. The descriptive survey was used for the study, and both questionnaire and interview guide were used in gathering the data. The questionnaire was administered on the students while the coordinators and the heads of the selected institutions were interviewed. They found that among other things that career guidance program was not given prominent attention for the full benefit of students. Hence students' source of career information was limited. It was also noted that though students had some information about the self, much was not known about the world of work. Recommendations on how to improve the implementation of career guidance programs in senior high schools so students become well informed to choose their future careers were given at the end.

The previous study by Karatepe and Vatankhah (2015) showed that examines career satisfaction as a mediator of the effects of high-performance work practices on service recovery performance, drawing from social information processing. The data of that study was gathered from flight attendants, with a time lag of two weeks in the private airline companies in Iran. The relationships were gauged using structural equation modeling. In contrary, from the result of the data analysis of this present research, it is suggested that career opportunities seem to be the most important indicator of high-performance work practices, followed by rewards, selective staffing, empowerment, teamwork, job security and training. The results further suggest that the availability of high-performance work practices boosts flight attendants' career satisfaction and that, in turn, results in elevated levels of service recovery performance.

Related to the career satisfaction, the result of this study also develops previous research conducted by Dwiyaniti, Nawawi, Farida, and Sakkir (2021). They found that a

conducive work environment and positive compensation for employee performance in the world of work can have a positive effect on job satisfaction. Therefore, this study emphasizes efforts to provide maximum career information and job field information services to vocational school students. Those career information and job field information include information about the work environment and compensation in the world of job.

Furthermore, the present research also develops a study conducted by Kettunen, Vuorinen, and Sampson Jr (2015) made a phenomenographic investigation of experiencing social media in career services. The subjects of that research were 16 Danish and Finnish career practitioners with experience using social media in career services. That study suggested models of career intervention and ways of experiencing social media appear to be intertwined. On the other hand, in this present research, the hierarchical structure of the findings serves as a media that enables career practitioners to deepen their ways of experiencing social media in career services by using the critical aspects that were identified.

Related to the career service, the present study is in line with a research conducted by Osborn, Hayden, Peterson, and Sampson (2016) based on cognitive information processing theory were evaluated using 138 drop-in clients who completed pre- and post-intervention self-report measures of knowledge. Through that research, the significant changes occurred in each dimension and were significantly associated with the quality of career adviser interaction. Participants rated the experience as highly positive. Decreases in anxiety about career concerns were unrelated to the intervention. They found that implications include that a brief service delivery model yields positive outcomes for many clients but requires adjustments in organizational culture, physical environment, practitioner approaches, and client expectations. However, the findings of this present study are slightly different from that of previous study. This study suggests relational variables related to decreased anxiety with a brief service delivery model, the degree to which this approach works with specific career needs, and client attributes leading to successful versus unsuccessful outcomes with this model.

In addition, this current research also develops a research conducted by Hirschi, Nagy, Baumeler, Claire, and Daniel (2017), which integrated theoretical and meta-analytic research to propose an integrative framework of career resources, including human capital, environmental, motivational, and career management behavior resources represented by 13 distinct factors. They developed the career resources questionnaire to assess these factors in workers and college students. Based on the result of their research, they confirmed reliability and factor structure, convergent validity with existing scales, and criterion validity with indicators of subjective and objective career success. It is found in the present research that the developed measure can provide researchers and practitioners with a reliable, concise, and comprehensive measure to assess the key predictors of career success.

From another side of view, Keshf and Khanum (2021) assessed the status of career guidance and counselling services in developing countries by interpretive paradigm using the qualitative research approach. The objectives of that study were to identify and document the career counselling services offered, to identify the career counselling needs of undergraduate students, to explore the level of support of universities for students' transition to the world of work and to identify the challenges which hinder effective provision of career guidance services. They found that in most universities, career services are at a fairly elementary. Students in all fields receive occupational information except those in the field of education. In line with that, the results of the present research reveal that low students' self-awareness, lack of both enough professional counselors and a clear policy for implementing career guidance and counselling services at both

university and national levels are the most fundamental barriers to effective provision of career guidance and counselling. Therefore, the researchers argue for establishment of career resource centers at institutional level to provide occupational information and training necessary for successful future career development.

The need of information reveals the great usefulness for students to know and understand all developmental forms of sciences and technologies. In fact, the science and technology are developing continuously. Teachers as facilitators can inform new opinions or ideas to the students that can be understood later by them.

The career information service facilitates students to choose a particular career in the future. That is because students face difficulties in choosing a career, therefore they need information about the world of careers. The career information service can equip students with various useful things to identify their potential, plan jobs, and develop patterns of life as a society. The understanding that students gain through career information services can be used as a reference material in improving academic achievement, developing future aspiration, and making decision for their future.

Furthermore, based on data analysis, through the career information service, students have self-understanding of work-related abilities and interests; students have a positive attitude towards the world of work, that is, they want to work in every field of work which is good and rewarding without inferiority; students able to recognize job characteristics related to the requirements demanded, the environment occupational sociopsychology, job prospects, and work welfare; students are able to plan for the future to obtain roles according to their interests, abilities, and conditions of socio-economic life; and students are able to form career patterns. Those are the reasons why the career information service is effective in helping students choose a career for their future.

CONCLUSION

Regarding the research results and data analysis, conclusions can be drawn as follows. Firstly, the present study finds the increase of students' self-sufficiency in selecting careers after the career information service is given to them. Secondly, the career information service makes students have self-understanding and positive attitude toward the world of work, makes students able to recognize job characteristics, makes students able to plan for their future, and makes students able to shape career patterns. Besides that, the researchers offer some suggestions. First, guidance and counselling teachers are suggested to give career information services as effective as possible. Secondly, the students of senior high schools are expected to pay much attention to the career information service the guidance counselling teachers give. Thirdly, researchers studied more deeply about the benefits of career information to be given to students so they could develop their future better.

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