

Individual Student Planning Model to Develop Career Readiness in High School*

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Abstract—Adolescence is a period in the development of a person's life since the end of childhood until the beginning of adulthood. As individuals who are developing the transition process from childhood to adulthood, adolescents have development tasks that lead to their preparation to fulfill the desires and expectations of the role of adults. One of the tasks of its development is the preparation of the future in this case is the field of education as well as career. This study aims to develop a model of individual planning services to enhance proper and validated career readiness. The Individual Planning Service Model for improving Career Readiness in High School Students can be generated through research development methods.

Keywords: *adolescent, individual planning, career readiness*

I. INTRODUCTION

High School students (SMA) are individuals with an age range of 15-17 years. In this age range, high school students are included in the stages of adolescent development. The term adolescent has been used extensively to indicate a stage of development between childhood and adulthood which is characterized by general physical changes and cognitive [and social development. [1]

The ideal developmental task still seems to be a problem for students. Many high school students do not have good career planning so it is not uncommon for students to look at career exploration and career decision making accompanied by feelings of doubt and origin. Many students do not know the information about their interests, talents, and abilities. In addition, many students have not been able to decide on a career direction due to lack of service in schools [2]. This indicates that the need for a professional in this case teacher guidance and counseling to provide services to students to prepare their careers.

Adolescent career development is influenced by self-concepts and awareness of interests, abilities, values and talents [3]. In short, getting to know yourself is the main key to the development of adolescent careers. Thus, one of the services that is considered effective to provide to students is the Individual Planning Service. This refers to Permendikbud number 111 of 2014 [4] which states that individual planning in the career field focuses on achieving the ability to explore career opportunities, explore job training, understand the need for positive work habits.

In addition to the focus of development that cones on students' career readiness, individual planning has a good concept to improve student career readiness because even though the service is aimed at all students, the services provided are more individualized because they are based on plans, goals and decisions determined by each learners.

The results of the study of the Evaluation of the Implementation of Individual Planning Services in 20 secondary schools in the Special Region of Yogyakarta indicate that individual planning services have not run according to standards. Research data shows that the assessment service has been completed in accordance with the standard 40%, 50% approaching the standard and far from the 10% standard. In consultation services carried out in accordance with the standard 25%, 60% approaching the standard and far from the standard 15%. In the placement service is carried out in accordance with the standard 30%, 40% approaches the standard and is far from the standard 20%. In career development services carried out according to 40% standards, 50% are close to standards and far from 20% standards [5]. Furthermore, the Student Needs Survey on Individual Planning Services to 618 respondents showed that the needs of individual planning services were at the highest advisement aspect with a score of

619, then the placement aspect with a score of 618, and on the aspects of career development with a score of 615 [6]. This result is one of the steps the counselor helps students to find and learn their abilities, interests, skills and achievements. From the description above it is necessary to conduct research in developing individual planning service models to improve career readiness in the D.I Province of Yogyakarta.

II. LITERATURE REVIEW

A. *Basic Concepts of Individual Student Planning*

The word individual in individual study planning means that the counselor helps students make plans about the future. Sometimes the word individual is confusing, maybe there are those who think the meaning of the individual in student planning means the services provided individually even though the meaning contained is not like that. The counselor wants to assist students in making the right decision by exploring student choices by obtaining various sources of exploration to identify possible outcomes. It is therefore expected that counselors will be able to assist all students in developing a consistent career plan. Individual student planning is defined as assistance to students to be able to formulate and carry out activities related to future planning based on an understanding of their strengths and weaknesses, as well as an understanding of the opportunities and opportunities available in their environment. Another meaning of individual student planning is a systematic activity designed to help students understand and take action to develop future plans [7].

B. *Purpose individual student planning*

Individual planning aims to assist the counselee in order to (1) have an understanding of himself and his environment, (2) able to formulate goals, planning, or management of his development, both regarding personal, social, learning and career aspects, and (3) can carry out activities based on the understanding, objectives and plans that have been formulated. In addition, individual student planning also aims to help students focus on current and future goals by developing career plans that illustrate strength-based content.

Through individual planning services, the counselee is expected to: (1) Prepare to attend further education, plan a career, and develop social-personal abilities, based on self-knowledge, information about the School / Madrasah, the world of work, and the community, (2) analyze the strengths and weaknesses of himself in order to achieve his goals, (3) take decisions that reflect his planning.

C. *Components in Individual Planning*

There are three components that need to be considered by counselors in individual student planning [8];

- **Assessment**
Individual assessment aims to make students have an understanding, acceptance and direction of themselves as individuals in a positive and constructive manner. Through assessment activities, counselors are able to collect and interpret data about students' achievements, talents, attitudes, interests, skills and behavior. Assessment activities assist students in gathering information about themselves which can then be used to make decisions based on information already obtained. For example, students who consider skills, expertise and abilities as well as academic achievement, from these considerations students are expected to be able to judge themselves to decide on the career they will choose.
- **Suggestion**
Suggestions provide information that focuses on students in increasing career awareness, self-knowledge and decision-making skills. There are three elements to note including: (1) Student component: this section focuses on career exploration to develop career choices. Parent component: the role of parents in providing facilities to support student careers. (3) School personnel component: school programs that support student careers. The counselor provides information to help the subject / class teacher help students. This component serves as a general guideline involved in students' future planning. All school personnel are students, parents can share responsibility for giving advice. Suggestions can be made individually or in groups.
- **Placement and follow-up**
Assist students in guiding for the selection of majors to help students keep positions in accordance with their abilities, talents, and interests. Some placement activities include opportunities for structured work experience that is consistent with student interests, preparation for job interviews and lectures, information about college administration, registration schedules and other activities. In addition, school personnel collect follow-up data from graduates to assist in the evaluation and improvement of school programs.

D. *Development focus*

In detail the scope of the focus of individual planning services includes, among others, (1) academic, including utilizing study skills, selecting further education or majors, choosing appropriate additional courses or lessons, and understanding the value of lifelong learning; (2) careers, including: exploring career opportunities, exploring work

exercises, understanding the need for positive work habits; and (3) social-personal includes developing positive self-concepts and developing effective social skills.

III. METHOD

A. Research method

The method in this research is development research wherein described by Borg & Gall [7] research and development methods are methods for researching, developing and testing a product. The product in this study is the Individual Planning Service Model to improve Career Readiness.

B. Research stages

- Phase I Preliminary Study (literature study and problems that occur about individual planning service)
- Phase II Development of a hypothetical draft individual planning service model
- Phase III Hypothetical testing of individual planning service hypothetical models
- Stage IV Test individual planning service models
- Stage V Development of individual planning service models

IV. DISCUSSION

Individual student planning services have proven to be effective for high school students. The use of individual student planning services is effective to use, this is due to an increase in knowledge, insight and information provided and has a central role in the development of successful studies [8,9] Form individual student planning models to develop career readiness by providing classical guidance services. The service is carried out one time meeting using strategies and techniques tailored to the content of the material that will be given to students. The eight material given is material that has values that are useful for students to be able to develop future career readiness. There are several classical guidance service strategies [10] that can be used on this model. The following forms of models are carried out;

TABLE I. INDIVIDUAL STUDENT PLANNING MODEL

<i>Topic</i>	<i>Classical guidance service strategy</i>	<i>Technique</i>	<i>Media</i>
Self-Awareness	Writing	Discussion	Video
Career awareness	Fun Learning	Discussion	M-learning
Post secondary aspiration	Assign homework	Discussion	Modul
Post secondary options	Be clear	Discussion	Modul
Enviromental expectations	Be clear	Problem solving	Video

<i>Topic</i>	<i>Classical guidance service strategy</i>	<i>Technique</i>	<i>Media</i>
Academic planning	Use visual art	Discussion	Audio visual
Post secondary skills	Make learning fun	Discussion	Multimedia interaktif
Financial leteracy	Be clear	Discussion	Video

There are eight models that can be used to develop career readiness in high school. The eight models use the classical guidance service strategy. There are five strategies used in this research model, namely write, make learning fun, assign homework, be clear, and use visual art. Self-awareness material is given to know students in understanding themselves and accepting themselves. Self-awareness becomes important because of its role in developing life in the future, students who are able to understand and accept themselves well are able to plan for the future well [11]. Here are the contents of the sub material from each individual student planning hypothetical model

TABLE II. INDIVIDUAL STUDENT PLANNING MATERIALS

<i>Topic</i>	<i>Sub-topic</i>
Self- Awareness	Having knowledge and understanding about theirselves
Career awareness	Determining future career
Post secondary aspiration	Exploring their job
Post secondary options	Developing self awareness
Enviromental expectations	Understanding the values and the beliefs in the surrounding environment
Academic planning	Understanding the requirements for preparing career readiness
Post secondary skills	Identifying and developing skills
Financial leteracy	Finding out scholarship programs

The hypothetical model of individual student planning to develop student career readiness offers fun service assistance so students will be more interested in following it. Providing pleasant services will make students easily interested in following the process [13,14,15]. That is why counselors facilitate the use of media, which aims to help students more quickly understand the material presented. The use of media in providing services to students greatly helps students in understanding the material presented [16,17,18,19,20]. The role of the media becomes important as a counselor aids in providing services to students, with the presence of this media it is hoped that students will be able to quickly absorb the material provided by the counselor. The more complete the material provided, the more students understand and add useful insights for future career readiness [21]. This individual student planning model is very helpful in developing student career readiness. Students receive a lot of information to support their future careers, with this model makes it easier for students to obtain the information needed to continue to a higher level of education. This model suits the needs of high school students in Yogyakarta.

In addition to the media as a tool to facilitate students in understanding material to develop career readiness, counselors also use a career readiness scale. Career readiness scale is used for high school students as a measuring tool to find out career readiness improvement. Career readiness can be measured using aspects of career readiness to be important because career development involves a lifetime process [22], which is why career preparation is needed as early as possible so students have a picture of future careers [23]. The better preparing career readiness for students makes students ready to compete to get the desired career [24].

V. CONCLUSION

The individual student planning model can help students formulate and carry out activities related to future planning based on an understanding of the strengths and weaknesses that students have, as well as an understanding of the opportunities and opportunities available in the student's environment. There are eight individual student planning models to develop the career readiness of high school students. The individual student planning model has proven to be effective in helping students develop future career readiness.

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