

EVALUATION OF CAREER GUIDANCE PROGRAM IN VOCATIONAL HIGH SCHOOL

Sri Tutar Martaningsih¹.

Faculty of Teacher Training and Education, Ahmad Dahlan University, Yogyakarta

Email: smart.ningsih@gmail.com

Abstract

Career success is the achievement and self-actualization of the individual in his chosen career path. Understanding self-potentials and self-weaknesses, choice suitability, readiness and decisions, and understanding career development are expected to support individual career success. Facilitating the preparation of individual career development needs to be pursued for individual careers optimal development to benefit themselves and many others. Vocational high school students armed with relevant job competences, prepared for working after graduation. On the other hand, vocational high school graduates are still in their adolescent age with the development stage of search for identity, not yet thinking about career, so they needed more intensive career insight briefing through career guidance. Career guidance in vocational high school should be able to build students' career readiness, and the maturity in their adolescent age which is relatively unstable in their socio-emotional.

This review of career guidance program evaluation is conducted qualitatively through surveys, interviews and literature studies to provide an overview of evaluation program and its relevance to the necessity. Understanding the quality, weaknesses, obstacles to service implementation, and potential utilization are expected to improve career guidance effectiveness services in vocational high school. An evaluation on the overall career guidance program, will provide feedback for ongoing improvement. Various evaluation models are available, it needs to be selected about the relevance to the career counseling program characteristics, so that evaluation feedback is more optimal.

Keywords: program evaluation, career guidance, and vocational high schools.

1. Introduction

The number of unemployed workers who come from vocational high school graduates with a large percentage, proving that there is an unconformity between the purpose of vocational high school and the reality in the field. In addition to the factor of job competencies pursued through learning in schools and industrial work practices, it also needs the participation of various parties, especially guidance and counseling in schools to develop the career readiness and maturity of vocational high school students.

Vocational high school graduates are still in the adolescent age range, with development characteristics of socio- emotional that is still relatively unstable. The psycho-sociological development of vocational high school graduates needs to be conditioned in order to be able to face various challenges at the beginning of entering the workforce. Not only the preparation of cognitive skills and job skills, preparation of the softskill readiness is needed for career success.

Conditioning for vocational high school students to have a good career readiness is not enough just by mastering competencies that school has developed in cooperation with the business and industry, but it needs guidance and counseling role to help socio-emotional development and softskill ability. Programs developed by the Directorate of Vocational High School Education and Schools are often more dominant in preparing job readiness competencies in terms of job skills, giving less attention to softskill development for career preparation, and not paying much attention to the role of counseling guidance.

Guidance and counseling play a role in helping to optimize the development of individual learners in various development aspects including in career development. Guidance and counseling can play a role through career guidance services with various programs designed, and of course there must be service continuity from basic education level to higher education level. Implementation of guidance and counseling that has been done, often not in accordance to the field of duty, but rather to administrative routines activities, handling cases of discipline in a narrow view. Some guidance and counseling teachers are not educated in Guidance and Counseling courses, so their understanding of guidance and counseling needs to be developed from time to time.

To observe the services effectiveness that have been done so far, it needs to be done through evaluation, in order to observe the direction suitability and achievement level of goals. Evaluation feedback becomes an important input for the ongoing improvement efforts of career guidance programs. There are various obstacles to the absence of optimal guidance and counseling program evaluation. The results of Triyono's research, Afrizal Sano, and Fitria Kasih (2013: tp) stated that 31.1% of teachers in Padang experience internal constraints (knowledge and skills, perceptions, and sense of responsibility); 28.4% of external factors (criteria, training and upgrading, time, and cost). In addition, Myrick in Badrujaman (2011: 22) stated that there is no obligation to carry out evaluation (program) and teachers of Guidance and Counseling do not feel guilty if not do it.

There are many obstacles that resulted in the implementation of guidance and counseling program evaluation not maximal.

2. Problem Formulation

- 2.1 What is the urgency of career guidance program evaluation in vocational high school
- 2.2 What are the considerations for selecting the guidance and counseling program evaluation model
- 2.3 How to optimize the implementation and evaluation role in improving the success of career guidance in schools

3. Review of Literature

3.1. Career development of high school students.

Career development is essentially every stage of life development demands mastery of various emphases that include self-characteristics awareness and life choice (Suherman, 2009: 278). Career guidance should be tailored to the individual development level, especially in the career field. Career development of high school students. In terms of high school graduates age is at the age of 19 or 20 years. At this age of 16 to 20 years according to stated that socially independence from parents increases and cognitive reasoning and moral reasoning begin to develop. Understanding career field needed by adolescents includes self-understanding, diverse life values understanding, environment understanding, and planning for the future (Sukardi 1987: 341-342).

Career development level in high school age requires conditioning from educators, both parents and school educators. Conditioning on understanding can be done by various strategies inside and outside school. Especially with the information development and communication systems, the variety of information available and accessible from the environment (very broad and diverse) can be utilized as a learning resource through innovative service strategies development. Learning program and general policy in vocational high school relatively more dominant in the development of cognitive abilities and vocational skills, less support the career development required by students. Career guidance as part of counseling guidance service in school can play a more optimal role.

3.2 Career guidance in Vocational High School

Career counseling is an effort to help the individual to know and understand himself, knowing the working world, and developing a future which is in accordance to the expected form of life. Furthermore, by career guidance, individual capable of making decisions appropriately and responsibly or decisions taken so as to realize themselves meaningfully (Nurihsan, 2006: 16-17). Career guidance field provides direction, provision, and ability to students to have career readiness, able to plan, making career decisions and achieving career maturity.

Career guidance emphasizes on the planning of a person's life by taking into account the circumstances of himself and his environment in order to gain a broader view on the positive role influence which is feasible in society (Hatari, 1983). Super (1957), as quoted by Sukardi, 1987: 24) stated that career guidance is a process to help individual to develop acceptance of self-unity as well as its role in the working world. On the other hand, mastering the competence of job skills and its relevance to the

needs in the field is done through learning by teachers in the normative, productive, and adaptive subjects supported by industrial work practices through school cooperation with the business world and industry.

Career guidance purposes above shows that the career guidance work field is very supportive toward education in vocational high school in general, preparing graduates ready to enter the working world. Career guidance works on strengthening softskill field, for career readiness, and exploration capability development, career planning to career decision making and career maturity of vocational students. To carry out these tasks a careers training program is developed which is designed, implemented and reflected on an ongoing basis.

Program is a unity of activities which is a policy realization or implementation. Program is a series of carefully designed activities and in its execution takes place in a continuous process and takes place within an organization that involves many people (Widoyoko, 2010: 8). Similarly, career guidance service program is designed as a continuous activity in helping to support the career of vocational high school individual students development in particular. Implementation on an ongoing basis should always be improved from time to time, in order to be able to achieve the goal effectively.

3.2. The importance of program evaluation

The important role of career guidance in supporting the education success in vocational high school, especially in helping career readiness, career planning, until career decision making requires seriousness in its activities. Activities undertaken by counseling guidance in schools are often still perceived wrongly by some service providers as well as by external guidance and counseling.

To prove career guidance services performance, there needs to be an accurate observation and measurement, through program evaluation activities. Evaluation results are expected to provide input for program improvement effectively.

Program evaluation is an effort to assess the efficiency and effectiveness of any attempt to achieve a goal by using a certain standard or criteria as a benchmark (Winkel and Hastuti, 2013: 821). Evaluation determines the degree of activity progress quality (Sukardi, 1990: 47). Program evaluation can be done by reviewing or analyzing the programs that have been or are being implemented to develop and improve the program.

Evaluation is defined as the process of collecting data systematically, drawing conclusions based on data obtained objectively, conducting interpretations, planning steps of improvement and development (Salahudin: 2010: 217). With the evaluation, it is expected to know the implemented program effectiveness, followed by the decision-making process. Another definition of this evaluation is an effort to obtain various information on regular, continuous and comprehensive way about the process and results of the program activities that have been implemented. The results of career guidance programs can be the development of attitudes and behavior, or students development tasks completion.

Program complexity from the component side, as well as the role of each related party, requires a relevant evaluation system and quality, so that the program accountability can be obtained through a reliable process and evaluation procedures. Fitzpatrick, Sandra, and Worthern (2011: 491) stated that with evaluation, it will become an increasingly useful force in the following ways: improving programs, improving policy making, improving organizational learning and decision making,

improving societies through improving the social conditions program address, improving even itself.

The evaluation of career guidance in vocational high school will be very beneficial for schools and related policy makers to prepare better graduates so that they will be success entering and developing their career.

3.3. Variety of program evaluation

Program evaluation is a process to provide reliable information to be considered in determining the program success rate. The program evaluation results are expected to help program implementers to prove the program's accountability. Many program evaluation and evaluation approaches can be used and selected to evaluating the program. Understanding on the program characteristics, the desired evaluation approach, and the appropriate evaluation model become abilities that can not be ignored in evaluating the program.

There are many program evaluation variations with different steps and components of evaluation. The career counseling program as a form of a program with special characteristics, requires an appropriate form of evaluation. Guidance and counseling teachers' need to understand the process of planning, implementation, evaluation, analysis, interpretation, follow-up and formulation of recommendations based on evaluation results.

Stufflebeam (1969) is evaluation that prioritizes evaluation objective on four aspects: context, input, process, and product CIPP). The UCLA model (Alkin, 1969) defined evaluation as the process of preparing information for proper analysis and decision making. Brinkerhoff model et al (1983), is grouping the evaluation into three groups which are fixed vs emergent evaluation design, formative vs summative evaluation; experimental and quasi experimental design vs natural/unobtrusive inquiry. In short, the grouping can be explained as follows. Fixed design is an evaluation that from the beginning there has been systematic planning; while the emergent design is an evaluation with a design that can be develop during the process, adjusting to the situation and conditions.

Kitzpatrick, Sandra, and Worthern (2011: 127-251) described several alternative approaches as follows: expertise and consumer oriented approaches; program-oriented evaluation approach or the objectives oriented evaluation approaches; decision-oriented evaluation approaches; participant-oriented evaluation approaches; other current considerations: cultural competence and capacity building; and a comparative analysis of approaches.

The selection of models and approaches to be used in the program evaluation considering the evaluation objectives, the program characteristics, and compliance with the feasibility of the implementation of the evaluation process and procedures within.

4. Discussion

There are constraints faced in the implementation of student career preparation. False perceptions of internal and external parties toward roles, duties and obligations of guidance and counseling in schools, resulting in the of career counseling services unoptimal implementation, not yet corresponding to the expectations. Program evaluation has not been properly implemented, so feedback

for continuous improvement is not obtained. Understanding on the program evaluation system still needs to be improved, the provision of models and evaluation tools may help teachers, principals and various parties to be able to evaluate the program.

Urgency of career guidance program evaluation in vocational high school. The evaluation of a career guidance program is needed to provide a comprehensive, complete, and detailed overview of the program; knowing the level of goal achievement; examine the program's constraints, weaknesses and shortcomings; provide input or feedback to properly improve the program. Furthermore, the evaluation results forms the basis of recommendation to related parties in order to improve the program based on the finding of weaknesses in the evaluation.

Consideration on the selection of the career guidance and counseling program evaluation model in schools has characteristics as a service program that has a variety of components, procedures, and specific roles of each party. The object of career counseling is individual students with many characteristics variety, resulting in variations in the needs of career guidance services as well. Services characteristics that have diversity in these aspects require complex program evaluations. Although limitation can be made in the scope of evaluation, but it required a complete picture and program detail.

Program recommendations and follow-up evaluation. Recommendations are suggestions for improvements based on the finding on the evaluation results. Accurate and accountable evaluation implementation is expected to provide detailed improvements that must be done. Whereas quality evaluations are sustained, also accurate recommendations serve as the basis for program improvement; then continuous quality improvement of the program can be done, that give more benefit to all parties widely.

Optimize the implementation and evaluation role in improving the career guidance success in schools (a) Improving guidance and counseling teachers' and various stakeholders' understanding on quality evaluation processes and procedures. (b) Improving various parties skills (evaluators) on the evaluation process and procedures; from planning to analysis, interpretation, and the recommendations forming. There needs to be a well-tested evaluation model complete with evaluation tools that can practically guide the evaluator in the evaluation process completely.

5. Conclusion and Suggestion

5.1. Conclusion

Vocational high school graduates are expected to enter the workforce in adolescent age, therefore need assistance in order to have career readiness and maturity which formed simultaneously with the process of mastering the work skills competence. Efforts to facilitate individual career success can be done by counseling and guidance in schools through career guidance services. Constraints faced in the implementation of career guidance need to be find the right solution to overcome it, so that the service program is effective in achieving the goal. Detection of constraints, weaknesses and objectives achievement levels can be obtained through the implementation of quality program evaluations, so that appropriate improvement recommendations can be obtained.

Complete program evaluation model practically equipped with the necessary tools, up to an overview on how to use, till analysis, results and recommendations interpretation; urgently needed to guide the program evaluation process. This

optimization step is needed considering the understanding on evaluation process implementation in field is still not as expected.

5.2. Suggestion

For schools. Schools need to make arrangements to evaluate career guidance programs in schools, to implement and obtain periodic improvement feedbacks from recommendations made based on evaluation results. *Guidance and counseling teachers, principals, and implementing parties*. Insights regarding program evaluation need to be improved, from planning to results analysis based on data obtained in the field. Including make recommendations which are complete, accurate, and detailed feedback based on evaluation results.

For other researchers. A quality career guidance evaluation model is required, complete with instrument tools and analytical tools as well as guidelines for interpreting the results and formulating appropriate recommendations.

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