PROCEEDINGS of THE INTERNATIONAL CONFERENCE

on NEW CAREERS in NEW ERA

UNIVERSITAS PGRI ADIBUANA
UNIPA SURABAYA

PASCASARJANA

FAK. EKONOMI

July 5-6th, 2013, Surabaya, Indonesia

PROCEEDINGS of

THE INTERNATIONAL CONFERENCE

on New Careers in New Era

(Surabaya Indonesia, July 5-6th, 2013)

Authors:

Lui Hah Wah Elena, et al.

Editors:

Sutijono
(Surabaya PGRI Adi Buana University, Indonesia)

Ramlee bin Mustapha
(Sultan Idris Education University, Tanjong Halim, Perak Darul Ridzuan Malaysia)

Kiyomi Banda
(Tokyo Gakugei University, Japan)

PREFACE

Thanks God Almighty for His grace overflow, so that the proceedings of the International Conference on New Careers in New Era can be resolved. This Proceedings contains the papers of sources selected by the committee and edited by a team of editors. The papers have been presented at the International Conference on New Careers in New Era held by ARACD (Asian Regional Association for Career Development) in collaboration with the Surabaya PGRI Adi Buana University on July 5-6th, 2013 at Equator Hotel Surabaya Indonesia.

We like to thank sincerely to all participants (organizers, speakers, Guidance and Counselling Association of Indonesia, Garut STKIP leaders, and others), particularly to the president of ARACD that gives confidence to us (Surabaya PGRI Adi Buana University) to joint organizing this International Conference. We also welcome and congratulate him on the election of Prof. Dr. M. Surya as the President of ARACD for the period 2013/2015, he since February 1st, 2006 as a professor at Surabaya PGRI Adi Buana University.

We hope that these proceedings useful as a reference for all participants, especially the academics at the universities in the era of globalization. We realize that this proceedings is not perfect, because it's all constructive criticism from all sides so we hoped.

Surabaya, October 31st, 2013
Chairman of the Committee,

Drs. H. Sutijono, M.M.

CONTENTS

Career Development and Guidance in Singapore:
A Cross-Century Report

Lui Hah Wah Elena
Email: mimu36@olive.ocn.ne.jp
elena.lui@nie.edu.sg
Lecturer of National Institute of Education, Singapore

Abstract

This 10th ARACD conference paper is a cross-century reflection on the past 30 years of career development and guidance services in the Republic of Singapore. The presenter's lifelong service learning in career development and guidance commenced in a vocational guidance module in USA Michigan State University's postgraduate programme in 1982. She could apply various theories in her teaching of guidance and counseling. Concurrently her former Director in the Institute of Education in Singapore, Dr. Sim Wong Kooi, was taking a lead in studies of national productivity and career development. From the late 1980s to 2000s, Singapore Ministry of Education was actively promoting career guidance, under the Pastoral Care and Career Guidance Section. As for training teachers for Pastoral Care and Career Guidance, the Institute of Education conducted inservice modules in this area. In 1995 the first batch of "In-service Diploma in Pastoral Care and Career Guidance" graduated. Meanwhile Dr. Sim chaired a research team in the Institute of Education to develop a computer-aided interactive career guidance package "JOBS" which was upgraded, in the new century, to a web-based programme "OSCARS". A few years later, Singapore Ministry of Education launched " ecareers.sg", the e-portal of education and career guidance for students from primary 5 to junior colleges. The host of the 9th ARACD Conference in 2001, Singapore Professional Centre, has been chairing the organizing committee of annual career show (exhibitions and seminars) in Singapore since 1990. Singapore Professional Centre hosted the Commonwealth Regional Workshop on Career Guidance in 1991. The presenter (Dr. Lui) played a key role in these events. In 2001, she became the president of ARACD and Dr. Surya, the President-elect.

Key Words: Career development, guidance, a cross-century report.

1. Acknowledgements

joining Dr. Bernhard Jenschke and Prof. Mimura Takao to congratulate Prof. Surya for taking the ARACD President post on July 5, 2013. Best wishes and warmest regards to each and every one of you. You're honoured for the success of this very special event, and welcome to Singapore to the Joint '7th SELF Biennial International Conference' and 'ERAS Conference' (9-11 September 2013).

2. ARAVEG and ARACD

In November 1997, two Guidance Officers (Ms Koh Chai Peng and Ms Eva Lim) and the presenter (Dr. Lui Hah Wah Elena) were recommended by Mr Cheong Heng Yuen (Asst Director/Career Guidance, Ministry of Education) to represent Singapore at the Asian Vocational and Educational Guidance (ARAVEG) Conference organized by the Chinese Guidance Association, Taipei, Republic of China (ROC). ARAVEG, affiliated to IAVEG (Chaired by Dr. Bernard Jenschke, Germany), had Dr. Naoki Tsukuda as Executive Director. At the 1997 Taipei conference which was co-chaired by Dr. Lin Hsintai and Dr. Wu Wutien, the ARAVEG general assembly approved the change of its name to ARACD, and the proposal to hold the next conference in Singapore.

In March 2001, the 9th ARACD Conference "Integrating living and learning in work" was hosted by the Singapore Professional Centre (SPC). SPC has been chairing the organizing committee of annual career show (exhibitions and seminars) in Singapore since 1990, and hosted the Commonwealth Regional Workshop on Career Guidance in 1991. The presenter (Dr. Lui) played a key role in these events. In 2001, she became the president of ARACD and Dr. Surya Mohamad, the President-elect. It is encouraging that Dr. Surya and his colleagues and students have great team work and also invaluable resources to stage this conference. The title "ARACD2" seems signaling a new direction of this association in the new era.

This ARACD conference paper is a cross-century reflection on the past 30 years of career development and guidance services in Singapore. The presenter's lifelong service learning in career development and guidance commenced in a vocational guidance module in USA Michigan State University's postgraduate programme in 1982. She could apply various theories in her teaching of guidance and counseling. In the1980s, her former Director in the Institute of Education in Singapore, Dr. Sim Wong Kooi, was taking a lead in studies of national productivity and career development.

3. Career Guidance-Training and Research

From the late 1980s to 2000s, Singapore Ministry of Education was actively promoting career guidance, under the Pastoral Care and Career Guidance Section. In regards to training teachers for Pastoral Care and Career Guidance (PCCG), the Institute of Education conducted in-service courses in this area. In 1995 the first batch of 8-modules "In-service Diploma in Pastoral Care and Career Guidance" graduated. In July 2008, National Institute of Education started the Master-in-Arts: Counselling and Guidance programme. The NIE MA–Applied Psychology which has a counselling psychology track, was established by Dr. Esther Tan and her

team some 20 years ago. There were many master's degree research dissertations written on the topic: career development and guidance.

In 1987 Dr. Sim Wong Kooi chaired a research team in the Institute of Education to develop a computer-aided interactive career guidance package "*JOBS*" which was upgraded, in the new century, to a web-based programme "*OSCARS*" http://oscar.nie.edu.sg/. In 2007, Dr. Scott Solberg and team (University of Wisconsin, USA) worked closely with Guidance Officers in the Ministry of Education (MOE) to develop the new e-portal on education and career guidance, "*ecareers.sg*". Before the closure of "OSCAR" in 2009, its data base of close to 300 occupations was transferred to form a good foundation of the occupation information module of "*ecareers.sg*" https://ecareers.sg . Dr. Solberg's academic colleagues also presented papers in ECG conference and conducted training programmes for teachers (read more: "On the shoulders of giants: Making vocational psychology fit for modern times. Research Brief, Center on Education and Work, University of Wisconsin, U.S. Spring 2007, http://www.cew.wisc.edu/).

In 1987-1988, Mr Peter Lang and Dr. Anthony Watts (from U.K.) were invited by MOE to conduct training and consultancy in Pastoral Care and Career Guidance respectively. PCCG has been an integral part of Singapore education since then. The "Whole School Approach "used in Singapore schools aims to enhance the all-round development of students thro' pastoral care, guidance & counselling. Career Guidance has 4 components:

- Career Self-awareness (knowledge of one's abilities, interest, work values);
- Career Awareness (Knowledge of the world of work and various occupations);
- Career Decision-making (Skills in goal-setting, planning, 'testing'…);
- Career Transition (Skills in job-hunting, job applications, job interviews…).

In the 1990s, lots of resources were developed by MOE, including Career Education Resource Pack, Life Skills Pack, videos, CDs, etc. The main source of reference was the Comprehensive Guidance and Counseling Programs designed by Dr. Norman Gysbers, Dr. Mary Heppner and Associates (Missouri, U.S.) (read more: Comprehensive Guidance and Counseling Programs: A Rich History and a Bright Future. Professional School Counseling, 2001-ERIC).

In recent years Singapore has an emphasis on developing the talents and potentials of the young. Therefore educational and career guidance, counseling and pastoral care have become the important support services in all schools. The Diploma in School counseling for the training of Full-time School counselor was launched in 2005. And there are various training programmes for teachers and educators to help students set life goals and see meanings in life, to have education and career planning. They also help students and their parents increase career and self awareness, to become more open to a variety of options and opportunities, and make more informed and wiser decisions in the educational and occupational choices. Each individual's plan for his/her life career development will have an impact on the socio-economic development of our society, every individual counts. The care for each one's future is eventually the care for our collective future.

4. Self-Literacy–a key to effective personal growth and professional development

Since the beginning of the 21st century, the presenter has been promoting "Self-Literacy" training and research to help enlighten educators and human resource personnel and employers in terms of individuals' motivation, productivity and career development. "Self-Literacy" is her new concept in the study of people's general abilities to cope with demands in daily life. Quite similar to the 3Rs in Basic Literacy: reading, writing and arithmetic, it encompasses self-awareness, self-acceptance, self-esteem, self-discipline, self-regulation, self-evaluation and self-management. It refers to one's abilities in (1) 'reading', perceiving, understanding, knowing and accepting one's needs, potentials and limitations; (2) 'writing', articulating one's feelings & ideas and communicating with/relating to others; and (3) appraising, valuing & managing one's emotions, thoughts and conducts/behaviours (Lui, 2009).

The development of "Self-Literacy" is through self-cultivation, lifelong learning and continuing education, which play significant roles in the total development of every individual and the effective management of one's life at home, in school, at the workplace, and in retirement. Together we learn to serve and in serving we learn more about ourselves and others. The more we learn about self-help and mutual-help, team-work and cultural sensitivity, the more we'll be blessed with happiness and good health which are the keys to quality life in a internationalized workplaces and a world of rapid changes and great uncertainties.

5. Service-Learning - Career Education and Character Development

In the education sector, "Service-Learning" as described by the United State's National Service Learning Cooperative is "a teaching and learning method that connects meaningful community service experience with academic learning, personal growth, and civic responsibility" (p. 12, Service Learning: An Overview, Corporation for National and Community Service, 1994). In Singapore schools, nowadays, the term "Service-Learning" is often used interchangeably with "Community Service" as a CCA named: "Community Involvement Programme" (CIP) which requires every student to have a minimum of six hours of volunteer work per year.

Based on her own personal experience in Michigan State University, U.S.A., in the 1980s, Service-Learning actually has another important component, i.e. career exploration or education. Since the beginning of this Century, she has been advocating a synergized notion of Service-Learning, a cognitive circle: "Learn-to-Serve and Serve-to-Learn" for both personal growth and career development (Lui, 2009). Started July 2005 National Institute of Education (NIE), has Group Endeavours in Service Learning (GESL)-a service-learning community outreach programme for student-teachers. Through their networking and support groups they perform and learn from the service-learning projects that are facilitated by academic facilitators.

In November 2011, the inaugural Character and Citizenship Education Conference was jointly organised by National Institute of Education and Ministry of Education. The conference aimed to provide directions for Character and

Citizenship Education (CCE) for Singapore schools, and offer a plethora of ideas and perspectives of CCE in both the local and overseas contexts.

Dr. Lee Wing On, Dean/Office of Education Research, NIE, presented a keynote paper "Education for future-oriented citizenship: the implications of education for the 21st century competencies". In the slide presentation, he mentioned "Intellectual capital of citizens i.e., political, social and economic advances in any country will be possible only if the intellectual potential of its people is developed. Similar to Putnam" (1995) social capital (trust, teamwork, social cohesion, and social networks). Worldwide curricular reforms to develop 21st century skills: critical, creative and inventive thinking; information, interactive and communication skills; civic literacy, global awareness and cross-cultural skills" (Lee, 2011).

6. Advance to stay ahead

A country's key to success in the Knowledge-Based Economy (KBE) is a quality workforce which is adaptable, reliable, resilient, creative and cooperative. All stakeholders of education should help promote and partake in programs to enhance students' self-esteem, well-being, lifelong learning, career maturity and character building (Lui, 2008). Future-oriented citizenship education demonstrates foresight in seeing the future as change, acknowledging uncertainty but facing it, showing self-confidence in the government, showing trust in the people when inviting active participation, showing invitation to co-construct the future collectively–Congratulations, Celebration. The whole nation will embark on a learning journey for the future, but confident that by do so, we learn for the better, and build for the better. It requires not only all teachers to teach, but school echoes to embrace it, with the nation's development direction in mind (Lee, 2012).

Prof. Mimura Takao presented a paper "Developing a Model of Career Development Guidelines from Elementary through High School in Japan" at the 9th ARACD Conference, 2001 March. He mentioned a job title: "Freeter", in Japan it means a worker who is from fifteen to thirty-four (years old) and has no regular job against his or her will (Mimura, 2000). In this conference, the presenter (Dr. Lui) created a new job title: "Free-minder" for the new generation of workers. A "Free-minder" has a mind of his/her own, a strong body and a smart brain, a unique set of values, interests, intelligences and competences. Dr. Mark Savickas' narrative counselling (Savickas, 2000) can be a 'good fit' for the "Free-minder". In 2008-2009, the presenter included Dr. Mark Savickas' narrative counselling method into her postgraduate classes in career development and counselling. This method helps clients to fit work into their lives, rather than fit themselves to jobs. This approach looks at a client's life as a "novel being written," and it emphasizes recurring themes that reveal how the client uses work to advance his or her life projects. Savickas uses a series of intriguing questions to help his client understand why this career does not work for her/him and what type of work would make her/him happy (Lui, 2010).

Social Entrepreneur is a new and popular option in career development in the 21st century. In http://www.goodpaper.sg/best-place-in-the-world-for-social-entrepreneurs/posted on september 28, 2011, James Norris, a social entrepreneur

said "Things would really start to get interesting if 100 additional foreign social entrepreneurs built their companies here. Better still, 100 additional locals decided to do the same… Singapore is a great place for social entrepreneurs now and will likely get even better. It even has a shot at becoming the world's first 'Social Silicon Valley'. Time will tell."

In the new era, a Career Development (CD) practitioner has to embrace challenges in the real world as well as cyber world, tune into social trends. In March 2001, the 9th ARACD Conference "Integrating living and learning in work" hosted by the Singapore Professional Centre, Dr. Josefine O. Santamaria (Philippines), presented a paper "New roles and core competencies of career practitioners in the information age". She said Career Development (CD) practitioners should fulfil 8 new roles: facilitator, appraiser, forecaster, coach and adviser, counsellor, enabler, program designer, marketer; and have competencies in, business, interpersonal relations, intellectual, marketing, and technical knowledge and skills.

More educational research in Career Development (CD) is required to measure the effectiveness of training programmes to ad Dr ess various issues in creating new careers, enhancing self-literacy, building caring culture, lifelong learning and employability, coping with unemployment and so on. These research studies could also help enlighten CD practitioners, educators/teachers, human resource personnel and employers in terms of Character & Citizenship Education (CCE), talent development, workers' motivation, productivity, job satisfaction, career transition, Problem-Based Learning (PBL) in counseling training (Tan, O.S., 2006), etc. In this new era, new research opportunities are bountiful. With training and research, all CD practitioners, educators/teachers, human resource personnel and employers can advance to stay ahead.

The presenter (Dr. Lui) will deliver a paper on self-concept, career development and other correlates in the *Joint '7th SELF Biennial International Conference' and 'ERAS Conference'* (9-11 Sep 2013). It is jointly organized by the National Institute of Education, Singapore, the Educational Research Association of Singapore (ERAS), and the International SELF Research Centre, Australia. She looks forward to network and collaborate with speakers and participants of this conference in educational research in Singapore, Indonesia and beyond. Her internet contact is: elena.lui@nie.edu.sg.

References

Gysbers, N., Heppner, M and Associates (Missouri, U.S.). (2001). Comprehensive Guidance and Counseling Programs: A Rich History and a Bright Future. *Professional School Counseling*, 2001–ERIC.

Lee W.O. (2011). *Education for future-oriented citizenship: the implications of education for the 21st century competencies.* Keynote the inaugural Character and Citizenship Education Conference November 2011 at National Institute of Education, NTU.

Lui, H.W.E. & Wong, S.S. (ed). (2008). Career Planning–Care for our future, chap 2. *Youth Guidance–Issues, interventions & reflections*. Singapore: Pearson Education.

Lui, H.W.E. (2008). 'Learn-to-Service and Serve-to-Learn'-An OPAL synergy. In Lui, H.W.E. (Ed.), *05 Significantly Yours-A guide to reflection on lifelong learning* (pp. 51-56). Singapore: Candid Creation Publishing.

Lui, H.W.E. (2010). *Free and Easy-An interactive movie script*. p. 94. Singapore: Candid Creation Publishing.

Mimura, T. (2001). *Developing a Model of Career Development Guidelines from Elementary through High School in Japan*. Paper presented at, the 9th ARACD Conference "Integrating living and learning in work", hosted by the Singapore Professional Centre, March 11-12, 2001.

Putnam, R.D. (1995). Bowling Alone: America's Declining Social Capital, *Journal of Democracy*, 6, 1. http://muse.jhu.edu/login?auth=0&type= summary&url= /journals/journal_of_democracy/v006/6.1putnam.html.

Santamaria, J.O. (2001). *New roles and core competencies of career development practitioners in the information age*. Paper presented at, the 9th ARACD Conference "Integrating living and learning in work", hosted by the Singapore Professional Centre, March 11-12, 2001.

Savickas, M.L. (2000). Renovating the psychology of careers for the twenty-first century, Chap 4, *The Future of Career* ed. Collin, A. & Young, R.A., UK: Cambridge University Press.

Solberg, S. (2007). On the shoulders of giants: Making vocational psychology fit for modern times. *Research Brief*. Center on Education and Work, University of Wisconsin, U.S. Spring Research Brief, Center on Education and Work, University of Wisconsin, U.S. Spring 2007.

Tan, O.S. & Lui, H.W.E. (2006). Using Problem-based Learning in counselling, chap 7. In Lui, H.W.E. & Wong, S.S. (ed). *Reflections on Counselling–Developing practice in schools*. Singapore: Pearson Education.

Watts, A.G. (1988). Changing conceptions of careers guidance and a proposed model for Singapore schools. *Singapore Journal of Education*, 9, 2,128-136.

Watts, A.G. (1999). *A new concept of career for a new millennium, keynote at Career '99 exhibition-cum-seminar*. Singapore, 4 March 1999.

Development Process of Career Education in Japan

Takao Mimura
Email: mimura@waseda.jp
Professor of Waseda University, Graduate School of Teacher Education,
Tokyo Japan

Abstract

In Japan Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been promoting career education. This paper discusses how career education was introduced and in what direction career education should be promoted in Japan.

Keywords: development process, career education.

1. Problems

Historically career guidance for young people in Japan began with the establishment of the Osaka City Child Guidance Center in 1919. As for schools, the 20th status issued by Ministry of Education in 1927 initially introduced career guidance in schools. This is the very short story of the beginning of career guidance in Japan. Japan is one of the Asian countries which introduced career guidance very early (Mimura, 2005).

After World War 2, in 1947, School Education Law set out a single track 6-3-3-4 system of schooling. 6 years for elementary school, 3 years for junior high school, these two schools are compulsory, 3 years for high school, and four years for university. High school is not compulsory but in 2012, 98.3% of junior high school graduates entered high schools (MEXT, 2012a).

It is becoming more important in Japanese schools to provide guidance about work value and a good work ethic. For this reason, in 1999, Central Educational Council adopted a new policy, career education: through school education activities as a whole, they will promote organized, systematic career education tailored to the students' developmental stage (Central Educational Council, 1999).

I think there are two reasons why career education is now being promoted. One is growing concerns over several school problems such as violence, bullying and non-attendance at schools. Another one is an immature attitude toward work of youth.

1-1 School problems

We have two phrases shoichi-problerm and chuichi-gap. Shoichi-problem means the problem of 1 grade (year) students in elementary school. This henomenon is that some elementary school teachers cannot keep their class in order or cannot control their students in class because of their students' problems. Chuichi-gap means the problem that 1 grade (year) students of junior high cannot transit smoothly and cannot adapt themselves to new junior high school life. Such

students will not attend school. School violence and bullying are also caused by the transition uneasiness, or non-adaptation.

There are growing concerns over violence, bullying and non-attendance at schools. Causes and backgrounds of these problematic actions are different in each and every case. In general, the causes are assumed to be the elements that are entangled among aggravating social environments that surround youth today. Such element are: (1) discipline from infants at homes, (2)condition of schools inadequately equipped and lacking the capacity to deal with the various abilities and potential of children, and (3) lack of actual life experience, dilution of consideration for others and a low sense of unity.

It should be also mentioned that cases of crimes against children and child abuse are on the increase in recent years (MEXT, 2012b).

• **Violence**

Statistics show that the occurrence of assault and battery (against teachers, among students, against others, property destructions) in schools committed by students of state-owned elementary, junior high, or high schools across the country is recorded at 55,899 cases in 9,036 schools in SY 2011.

• **Bullying**

The number of bullying cases in the state owned elementary, junior high and high schools, or special education schools across the country in SY 2011 is 70,231 cases in 14,894 schools.

• **Non-attendance at school**

The number of students who missed schools for more than 30 days in SY 2011 with reasons of "non-attendance at school" in state-owned and private elementary and junior high schools across the country is 117,458 (1.12% of total number of students in the nation). That of high schools is 56,292 (1.68% of total number of students in the nation).

• **High school dropout**

The total number of state-owned and private high school dropouts is 53,937, and the ratio of dropout among all students (dropout rate) is 1.6% in SY 2011.

1-2 Immature attitude toward work

It has been pointed out that an immature attitude toward work is becoming more common and the basic quality and abilities of employees is declining. For example, there have been two phenomena for young people. We use the two words to show these phenomena, that is, "Freeter" and "Neet."

"Freeter" is a word that combines the words of "free" and "arbeiter" (Arbeiter is a German word meaning "worker") and the combined word means "free worker" in English. In Japan the word indicates a worker who is from fifteen to thirty-four years old and spends their time on part-time, mostly unskilled work. The number of freeter in 2012 is estimated at about 1,800,000 (Labour Force Survey, 2012). We borrow the word "Neet" from a British report. The word means young people who are not in Education, Employment or Training.

2. Structure of a Study Program for the Promotion of Value of Role and Value of Occupation (Table 1-3)

It is becoming more important in Japanese schools to provide guidance about work value and a good work ethic. For this reason, in 1999, MEXT adopted a new policy, career education: through school education activities as a whole, they will promote organized, systematic career education tailored to the students' developmental stage.

In the fall of 2002, Structure of a Study Program for the Promotion of Work Values: Perspective for Promoting Career Development Competencies (Table1-3), a curriculum organized according to the developmental stage of students, was designed for career education in Japan's schools (MEXT, 2002). The Structure has four fields of competency, that is, Interpersonal, Information, Career Planning and Decision-Making. As you know from Tables, each field is composed of two kinds of competency. These competencies had greatly contributed to the development of career education of elementary schools, junior high and senior high schools. Regarding the concept of the competencies two main problems have pointed out, including: (1) that their outlook is limited only to the period up to high school, and (2) that in spite that they are only examples, school teachers regard them as national required competencies. In 2011 through a long consideration the Central Council for Education developed a new competencies named 'Basic and General Competencies.' It is comprised of the four competencies, that is, competency to establish relationship and community, competency to understand and manage oneself, problem-solving competency and career-planning competency. The council shows the relationship between two former and latter competencies (Central Educational Council, 2011).

3. Two Ideas for Career Education

To promote career education, I originated two ideas for career education; one is structure of two work values , and the other is structure of 6 activities in career education classes. These two ideas are accepted broadly and assist the teachers to practice career education in their schools and communities.

3-1. Structure of Two Work Values (Figure 1)

As I told the word 'career education' was formally introduced in 1999 in Japan. But long ago, namely in 1927, vocational Guidance had been introduced into elementary schools and junior high schools when the Ministry of Education issued the 20th status concerning vocational guidance in schools. The status report stated that students need to obtain knowledge about many vocations and to achieve the habit of respecting role of work.

I find that work value in Japan consists of two senses of values. One is the sense of value for playing a role to others and the other is the sense of value for work or occupation. The former sense of value, value of role, assists elementary school teachers to introduce career education into their schools. Because it is easy for them to develop career education program as playing a role to others.

Almost all the Japanese elementary school students have two major roles at school. The first is to clean their own school, for example, classrooms, toilets,

special rooms, corridors and so forth. They usually have time to clean school every day.

The second role is to serve their lunch by themselves. At lunch time students carry their meal and tableware to their classroom and serve lunch to their classmates. They learn to respect role of daily work through these practices. These are easily connected to career education.

So the teachers in elementary school understand what they are to do as career education and that they do not necessary deal with occupations as career education.

Students have more chances to play roles at school except these practices, and on the value of role stands the value of occupation. Before students undergo work experience to develop work value, the value of playing a role should be formed in them beforehand.

3-2. Structure of four Activities (Figure 2)

In Japan for a long time, career education has been said to have six types of activities (Ministry of Education, 1977). By using four activities of six, I established one structured model of these activities in order to assist teachers to implement career education. This structure is also supposed to help spread career education across schools in Japan.

The explanation of four activities is as follows:

• **Self-awareness**: students' self-understanding based on knowledge concerning themselves.
• **Career information**: information that requires students to get knowledge concerning career.
• **Exploratory experience**: activity that requires students obtain exploratory experiences.
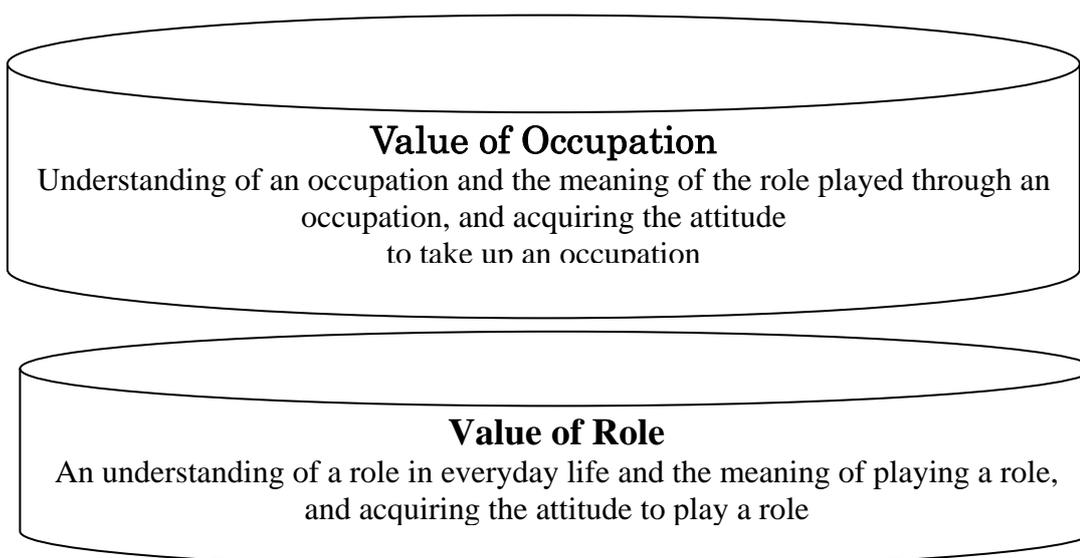
Figure 1 Structure of work value (Takao Mimura, 2004)
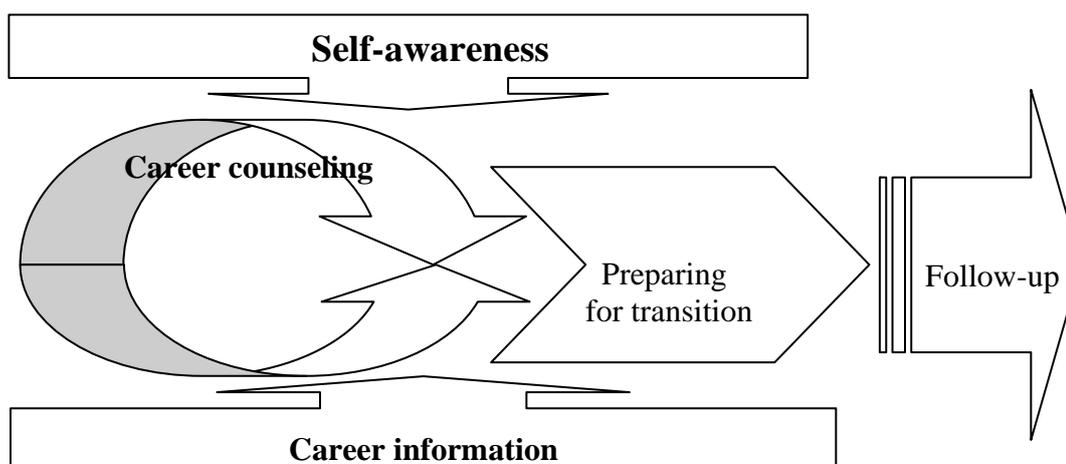
Figure 2   Structure of 6 activities (Takao Mimura. 2004)

- **Communication and counseling**: activity that requires students obtain the opportunity of counseling and communication about career plans.
- **Preparing for transition**: activity of instruction and assistance about employment, entrance into a school of higher grade, etc.
- **Follow-up research**: activity to implement a follow-up survey for graduates.

Using these six activities I constructed a curriculum for career education in Japan. The main purpose of career education is to require students know themselves. In order to do this, we requires them to face career information and they use the information to know themselves as they use a mirror to see themselves. The interaction of the first two activities is driven by the next two more activities, i.e. self-awareness and career information are driven by career experience and career counseling.

The activity of career experience means work experience, volunteering, visits to upper schools and so on, and the activity of communication and counseling means individual counseling, group counseling, communication with others in daily life. In Japan we have few career counselors in schools so teachers have to conduct counseling in the place of career counselor.

In school, there is a time when students graduate to another school level or leave for another school or for employment so teachers must prepare students for this transition. The fifth activity is preparation for transition. Students face several problems, for example, what school to enter, what occupation to enter, and so on. These problems make students uneasy. It is called "transition uneasiness (uneasiness caused by transition)." Preparation for transition is an important activity that reduces transition uneasiness.

The last activity is following up on school graduates. Follow-up is also an important activity for teachers. The main function of this activity is to assess whether graduates and dropouts have adapted themselves to the school or occupation they entered and, if not, teachers can help them to improve the situation. Teachers call graduates, send a letter for them, or visit a worksite or a school that graduates belong to.

The model structure of six activities is useful for career education teachers. By the structure, career education teachers can locate their own activity in the structure, which assists teachers to implement career education effectively.

4. Practices of Career Education
4-1 Elementary School and Junior High School Collaborate Through Work Experience in Career-Start Week Campaign

Some regions in Japan actually build organizations in which families, communities and local businesses cooperate to develop new businesses that accept students for career experience and to hold lectures by professionals in which workplace experiences are promoted.

Hyogo prefecture started Trial Week composed of five days' workplace experience or volunteer in 1998. Hyogo prefecture reported that as a result of Trial Week more than 90% of students satisfied with the week program and the attendance rate had been considerably increased.

Then MEXT has started "Career-Start Week" Campaign in 2005, which aims to provide five days or more of workplace experience to junior high school students, and is promoting these efforts in collaboration with families and communities.

In 2011, 96.9% of junior high school implemented work experience. As for governed high school, 91.7% of vocational and 63.6% of general high schools implemented internship in 2011. In this way, workplace experiences have achieved promotion of career education. This is a practice of career education in Hiroshima prefecture showing the collaboration of elementary school and junior high school through work experience in Career-Start Week Campaign (MEXT, 2012c).

4-2 Career Education in Elementary school to lessen transition uneasiness

After the World War 2, only junior and senior high schools had been engaged in career guidance. The appearance of career education has changed elementary school education. Career education is now being introduced into elementary school. This is a video showing career education in an elementary school in Shizuoka in Japan. I was a consultant of career education for this school. I visited the school several times a year. The teachers followed my ideas in implementing career education.

In the class on the video, the students presented their feelings after a visit to the junior high that they would attend next year. The teacher's aim was to reduce their uneasiness about the transition to junior high. He made use of the students' experience during a school visit and career counseling by utilizing the interaction between students' self-knowledge and career information. He made the students conscious of their role when they reported their junior high school class visit experience.

The students were divided into two groups. One group had the experience of visiting an English class, and the other had visited a math class. He said that the students who visited the English class had to play their role and to report about what they observed that the English class was like. As they made the report, he

helped students develop the value of playing a role. This video is shortened to 14 minutes from a regular 45-minute class period.

The audience can understand how career education is being promoted in Japan by the slides of PPT and video. I hope you can understand what career education is in Japan. More than ten years have passed since the word 'career education' appeared formally in Japan. Some say the introduction phase of career education was over, we are now facing the developmental phase of career education. Now I think it is effective for all of us to exchange career educational ideas and practices. Then the world career education will have much progressed and more steadily young people all over the world can walk their own pathway through solving their own career problems.

5. Consolidation

In Japan, career education started as a way of educational innovation. It is desirable that individual career development should be achieved throughout a lifetime. And also career education considered not only students' vocations but also the effect on the their social lives after graduation.

In Japan, career education has started from elementary schools. I think that elementary school is based on every school and life-long education. I developed two ideas of career education, structure of two work values, and the structure of 6 activities, which were intended to promote career education in Japan, especially in elementary school. The video shows how these ideas contributes to career education activity.

We can develop students' attitudes toward work and occupation through school activities such as cleaning the schools and serving meals in elementary school. Particularly, based on these activities, students can develop both self-confidence and the attitude of consideration for others and bullying will be naturally declined.

This is one reason why career education was introduced a way of educational innovation.

References

Central Educational Council. (1999). *Regarding of Continuity Between Primay and Lower and Upper Secondary Schools, and Universities (Policy Report).* [in Japanese]. http://www.mext.go.jp/b_menu/shingi/old_chukyo /old_chukyo_index/toushin/1309737.htm (accessed June 7, 2013).

Central Educational Council. (2011). *Report on the Future Vision on Career Education and Vocational Education at School.* [in Japanese] http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo/toushin/1 301877.htm. (accessed June 7, 2013).

Mimura, T. (2005). Study of Vocational Guidance Theories and Services at the Beginning of Vocational Guidance of Youth in Japan-Focusing on the Establishment of the Osaka Municipal Child Guidance Center. [in

Japanese]. *Bulletin of the Japanese Society for the Study of Career Guidance*, 23, 1, 11-21.

Ministry of Education. (1977). The Handbook of Guidance officers of junior high school and senior high school. *Japan Career Guidance Association*, 22-28.

Ministry of Education, Culture, Sports, Science and Technology, Guidance and Counseling Research Center, National Institute for Educational Policy Research of Japan. (2002). *Regarding Promotion of Educational that Fosters Attitudes concerning occupation and Work.* [in Japanese]. http://www.nier.go.jp/shido/centerhp/sinro/1hobun.pdf#search= ’%E8%81%B7%E6%A5%AD%E8%A6%B3+%E5%8B%A4%E5%8A% B4%E8%A6%B3'. (accessed June 7, 2013).

Ministry of Education, Culture, Sports, Science and Technology. (2012a). *Announcement on FY2012 School Basic Survey.* [in Japanese]. http://www.mext.go.jp/component/b_menu/other/_icsFiles/afieldfile/2012/ 12/21/1329238_2_1.pdf. (accessed June 7, 2013).

Ministry of Education, Culture, Sports, Science and Technology. (2012b). FY2011 *Seitoshido no mondaikodoto seitoshidojo no shomondai ni kansuru chosa.* [in Japanese]. http://www.mext.go.jp/b_menu/houdou/25/03/icsFiles/afieldfile/ 2013/03/13/1331725_01_1.pdf. (accessed June 7, 2013).

Ministry of Education, Culture, Sports, Science and Technology, Guidance and Counseling Research Center, National Institute for Educational Policy Research of Japan. (2012c). *The result of research of FY 2011 workplace experience and internship enforcement (summary).* [in Japanese]. http://www.nier.go.jp/shido/centerhp/i-ship/h23i-ship.pdf. (accessed June 7, 2013).

Ministry of Education, Culture, Sports, Science and Technology, Guidance and Counseling Research Center, National Institute for Educational Policy Research of Japan. (2013). *Creating Career Education.* November 2011 (Translated in March 2013).

Ministry of Internal Affairs and Communication, Statistics Bureau. (2013). *Annual Report on the Labour Force Survey 2012.* [in Japanese]. http://www.stat. go.jp/data/roudou/sokuhou/nen/dt/index.pdf. (accessd June 7, 2013).

(Table 1) Structure of A Study Program For The Promotion of Work Values: Perspective for Promoting Career Development Competencies in Japan Elementary School Level

Four Field and Eight Competency		Lower Grades(1-2)	Middle Grades(3-4)	Upper Grades(5-6)
Interpersonal Competency Field	Competency to understand one self and other people	Express honest feeling Make good friendships and help each other Express appreciation and show kindness	Find good points in oneself Accept friends' good points and encourage each other Show gratitude towards people that support pupil's life	Be aware of ones good points and bad points, and be one's own Participate in discussions in a positive way and try to understand different points of view
	Communication competency	Greet and respond appropriately Say "Thank you" and "I am sorry." Express one's opinion in front of people	Express one's opinions and feelings in an understandable way Try to understand friends' thinking and feeling Carry out studies and activities in cooperation with friends	Have sympathy for others and think and behave with an understanding of others' points of view Be ready to participate in activities with pupils of different ages and try to carry out one's roles and responsibilities
Information Competency Field	Competency to search and collect information	Understand and show interest and concern for the people's work in the community	Understand different careers and lifestyles Use books with pictures and ask questions about unknown things	Understand the conditions and changes of nearby industries and workplaces Seek information that one needs Make a presentation from findings, understandings and what an individual or a group puts together
	Competency to understand occupations	Carry out classroom duties and understand their meaning	Carry out classroom duties in a positive way Understand the joys of working	Understand the importance and hardships of work through job shadowing Think about the relationship between learning and experience and life and work
Career Planning Competency Field	Competency to recognize and understand roles	Understand the importance of household chores and the sharing of roles	Understand the importance of each other's role and the sharing of roles Be aware of the relationships of daily life and study to future ways of life	Understand different roles in society and their importance Be aware of the relationship of the roles and the changes in work
	Competency to execute plans	Prepare the work and be able to reorganize the work Be punctual and follow the rules	Have future hopes and dreams Be aware of the need for planning and understand work procedure Make a study plan	Understand the importance of thinking about the future Have the yearning for work and think about what one should do now
Decision Making Competency Field	Competency to make choices	Have choices based on personal interest and importance Distinguish between good and bad choices in school	Think and carry out in a positive way what a pupil wants to do and thinks to be good Understand what a pupil should not do and have the self-discipline not to do it	Choose school duties that one wants to do and is able to do Talk with one's teacher and parents about one's problems and conflicts
	Problem-solving competency	Be able to solve problems independently	Take personal responsibility towards work and try to complete it Make personal efforts to solve problems	Realize the problems in life and learning and try to solve them indipendently Have future hopes and dreams and try to make an effort to realize them

Translated by Takao Mimura& Darryl T. Yagi (2013)

(Table 2) Structure of A Study Program For The Promotion of Work Values: Perspective for Promoting Career Development Competencies in Japan Junior High School Level

Four Field and Eight Competency		Junior High School Level (7-9)
Interpersonal Competency Field	Competency to understand oneself and other people	Understand one's own good points and traits, and understand and respect the good points and feelings of others Understand the effect that one's own words have on another person and others Have a person with whom one can talk about one's problems
	Communication competency	Build human relationships in a positive way while giving consideration to others Understand the importance of human relationships and master the basics of communication skill Understand the standpoint of a leader and a follower and support and work together as a team Adapt to new circumstances and human relationships
Information Competency Field	Competency to search and collect information	Understand the framework of the changes in occupations and workplaces as the result of the changes in industry and economy Understand the different kinds and characteristics of post junior high schools and their respective departments, and the framework of the qualifications and academic background required in occupations Seek, collect, arrange and use information concerning a way of life and a career Add creativity, if necessary, to show, make a presentation about and provide the acquired information
	Competency to understand occupations	Understand the necessity and importance of current studies in relationship to future work life Understand the meaning of work and various feelings of workers through work experience Make use of what one acquires through classroom duties and committee activities and work experience for one's future studies and choices
Career Planning Competency Field	Competency to recognize and understand roles	Understand one's role and its procedure, and role sharing and its way for better group activities Understand the relationship of daily life and study to the future way of life Understand societies' role and the significance of various occupations and think about them towards one's lifestyle
	Competency to execute plans	Design future dreams and occupations and build an interest and willingness in the occupation and work appropriate to oneself Understand the meaning and way of designing career plans and plan one's tentative future goals Build tentative plans based on one's future dreams and make efforts to accomplish them
Decision Making Competency Field	Competency to make choices	Making choices based on personal preferences competency Try to make a better choice based on one's character, interest, concern and other personal preferences Understand the meaning of choices, the decision-making process, the responsibility for the result, and others Make a tentative choice and accept the result by consulting with teachers and parents
	Problem-solving competency	Reflect on one's studies and on the process of career choice, and make use of the process in deciding on the next choice Understand the importance of finding a solution to one's problems in regards to seeking a better living and learning and a better career and lifestyle Try to struggle with one's problem in a positive way and solve it independently

Translated by Takao Mimura& Darryl T. Yagi (2013)

(Table 3) Structure of A Study Program For The Promotion of Work Values: Perspective for Promoting Career Development Competencies in Japan Senior High School Level

Four Field and Eight Competency		Senior High School Level (10-12)
Interpersonal Competency Field	Competency to understand oneself and other people	Understand one's level of career competencies and aptitudes, and accept and expand them
		Understand and accept the value and unique characteristics of others
		Have a friend with whom one can support and be able to understand each other
	Communication competency	Express one's thinking and opinion appropriately and understand other's intentions adequately
		Try to communicate appropriately with various people, such as, people of a different age and gender in any given situation
		Draw out other's abilities and build teamwork by demonstrating being a leader and being a follower
		Make use of new situations and human relationships
Information Competency Field	Competency to search and collect information	Collect and examine diversified and multifaceted information about the trends in careers, occupations, and industries beyond graduation
		Explore information about learning opportunities even while working and how to seek employment after graduating from post secondary schools
		Understand worker's right, obligation and responsibility in work life, and the way and the procedure to get a job
		Present and provide researched information including one's own thinking through several kinds of media
	Competency to understand occupations	Undergo the exploratory and trial experiences concerning societal participation, such as, getting a job and learning in post secondary schools
		Understand and master the necessity and meaning of societal rules and manners through one's own experiences
		Understand various work values, and understand and realize work itself
Career Planning Competency Field	Competency to recognize and understand roles	Realize the roles that one should play in schools and society and achieve them in a positive way
		Understand individual and societal roles according to one's life stages
		Understand one's studies and activities that one should do now based on one's life plan
	Competency to execute plans	Think realistically of one's way of living and one's career that are meaningful and useful and make one's self useful
		Build for the future and make a career plan based on a comprehensive and realistic understanding of occupations
		Revise and reexamine future plans and career plans and try to make them real
Decision Making Competency Field	Competency to make choices	Have one's own values, such as, work value, that will be a standard for making choices
		Choose contemporary careers and learning subjectively by one's own will and responsibility from diverse options
		Understand the conditions and tasks to realize a career dream, and examine its possibility
		Accept the results from one's own choosing and take responsibility for it's outcome
	Problem-solving competency	Decide on tasks in order to realize one's career plan and dream and strive to solve them
		Examine various tasks and solutions in the process of making oneself useful and playing different roles
		Master the skills to overcome various difficulties through experiencing conflict between one's dream and reality

Translated by Takao Mimura& Darryl T. Yagi (2013)

Career Guidance in Europe at the Beginning
of the Century-New Policy Developments

Bernhard Jenschke
Email: bernhard@jenschke.de
Project Manager of National Guidance Forum in Education, Career and
Employment, Berlin Germany

Abstract

This paper examines the career guidance as a policy issue in the new century, the International Association for Educational and Vocational Guidance (IAEVG), the Organisation of Economic Cooperation and Development (OECD) and the European Union as drivers, guidance for the achievement of socio-political and economic goals, EU council resolutions, European lifelong guidance policy network ELGPN, and conclusions on current trends in career development.

© 2013 Published by Adi Buana University Press
Keywords: career guidance, century-new policy development.

1. Introduction

It is an honour and pleasure for me to address this important conference of ARACD here in Surabaya and to meet with colleagues and friends I already had the privilege to meet during two previous ARAVEC conferences: First 1997 at the Asian Vocational and Educational Guidance (ARAVEG) Conference organized by the Chinese Guidance Association in Taipei and secondly 2001 in Singapore at the 9th ARACD Conference "Integrating living and learning in work" hosted by the Singapore Professional Centre (SPC) where Dr. Elena Lui Ha Wah played a major role and becoming the President of the new named Asian Regional Association for Career Development. In addition, when serving as Vice President and President of the International Association for Educational and Vocational Guidance IAEVG (1999-2007) I was always very pleased to welcome colleagues from East Asia, Japan and other countries of ARAVEC which was a strong member association of the International Association IAEVG. Last October 2012 Germany organised a world conference on guidance on the topic "Career Guidance for Social Justice, Prosperity and Sustainable Employment for the 21st Century" in Mannheim at the University of the Public Employment Service where the guidance counselors and administrative staff of the German PES are trained. It was for me a wonderful opportunity to meet with Prof. Mohamad Surya there. When he invited me to come to Indonesia to join this conference it was a duty for me to accept and to join this conference, the more as my friend Dr. Surya will take over the presidency of ARACD during this event. I congratulate Dr. Surya to this important position and would like to express my good wishes for his work and leadership as President of ARACD to the benefits of the association, the members and the people of the respective countries.

The current President of IAEVG, Lester Oakes from New Zealand, has sked me to convey his cordial greetings and best wishes for this conference. You will ertainly understand, that he and myself as a former President of IAEVG would like to warmly welcome ARACD to join again the world association IAEVG and playing a major role in this association as it was in the past representing the East Asia Region. I wish you good luck and good success for the Surabaya conference and for the further development of guidance in this important region of the world under the new President Dr.Surya.

2. Guidance as a Policy Issue in the New Century

My contribution will deal with the developments of career guidance in Europe now recognised as an important policy issue which was not seen as a policy area in its own right but in relation to other public policy areas, especially the education, vocational training and employment area. In many countries originally guidance was sector specific organised and its political awareness was only focussed within the given sector. In many European countries educational and vocational guidance has not been counted as a major issue of public interest, nor was it at the top of the political agenda of those policy makers responsible for education and labour market policies. But during the process of developing stronger political links, especially creating the Common Single Market 1992 in Europe with the aim of encouraging free mobility of goods, services and capital guidance became essential to promote the needed mobility of students, trainees and workers within the Common Market. Career was put on the EU political agenda and soon found institutional frameworks for cooperation and development. There was a new understanding of guidance and its important role in achieving political goals as lifelong learning and labour market efficiency in Europe. Looking back how the perception of educational and vocational guidance in Europe and worldwide was discovered and has been improved as a major lever to achieve important political goals the following activities, institutions and political processes can be identified, which have at the same time decisively influenced the further development of guidance services with reference to content, conceptions and strategies.

3. IAEVG, OECD and the European Union as Drivers

The International Association for Educational and Vocational Guidance (IAEVG) is the only one world wide acting professional guidance association which includes national practitioners associations, supporting ministries, recognised professional experts and supportive governmental and non-governmental members. It cooperates with the major international bodies as the ILO, UNESCO, OECD, Council of Europe and the European Union and is recognised by them as an affiliated NGO. IAEVG promoted to a large extent the development of guidance internationally through its annual conferences and the adoption of important strategic documents supporting guidance policy development internationally. Thus, it adopted at its annual conference in Stockholm (1995) International Ethical Standards and on the occasion of its 50th anniversary the Paris Declaration (2001) and approved 2003 in Bern the

"International Competencies". With the endorsement of the competencies framework the Association laid a foundation for professional and quality standards in guidance worldwide. As an NGO, the IAEVG has been promoting the professionalisation of educational and vocational guidance for over 60 years (Jenschke, 2012). It also campaigned for the political recognition of guidance as a fundamental right which is essential for the participation in education, employment and also in the civil society.

The high professional standard of the Canadian guidance services is partly due to the dedicated work of the Canadian Career Development Foundation (CCDF). It created the idea of the International Symposia and has brought together vocational guidance practitioners and policy makers from different countries six times 1999-2011 (Bezanson, 2013), in order to demonstrate the strategic importance of vocational guidance in achieving important political goals and also in order to advertise for a better policy on career guidance worldwide. Alongside the symposia an International Centre for Career Development und Public Policy ICCDPP was founded. ICCDPP as a virtual centre is dedicated to improve policies, systems and practices for career development for citizens worldwide through providing international collaboration, information, knowledge and data provision. The Centre provides evidence bases for policy decisions, policy related studies and research issues, policy examples and developments examples of good practices and services and relevant publications.

The programmes Leonardo da Vinci and Petra of the European Union have long been promoting projects in the sphere of educational and vocational guidance. These projects are not only aimed at further developing conceptions and methods of guidance offers, but also at quality assurance of guidance delivery and professionalization of guidance practitioners by establishing national contact points and promoting National Resource Centres for Vocational Guidance (NRCVG) all over Europe. Through collecting and updating data for use by guidance centres and practitioners a European dimension was added to the national guidance systems and thus contributed to the transnational exchange of experiences and know-how. These activities are now concentrated in EUROGUIDANCE (http://www.euroguidance.net) as a European network of national resource and information centres for guidance. Euroguidance centres operate in about 33 countries. All Euroguidance centres share two common goals: first to promote the European dimension in guidance and secondly to provide quality information on lifelong guidance and mobility for learning purposes .The main target group of Euroguidance is guidance practitioners and policy makers from both the educational and employment sectors in all European countries.

At their conference in Lisbon (2000) the heads of state and governments of the European Union EU set the ambitious political goal for Europe to become by 2010 the world's most competitive and dynamic knowledge-based economy, capable of sustainable economic growth, more and better jobs and greater social cohesion. Development, advancement and optimal use of human resources and a policy that proactively promotes lifelong learning have been identified as essential requirements for achieving these goals. We now know that the Union failed to achieve this goal for 2010. Nevertheless, this ambitious plan pushed a range of

various initiatives, among them the recommendation on lifelong learning (2001) by the Council of Ministers and the Copenhagen Resolution (2002) for increased cooperation in education and training between the member states confirming the important role of career guidance in achieving these political aims. All these documents emphasized the great importance of extensive high-quality educational and vocational guidance as well as career guidance to implement these strategies (Watts in Karen Schober, 2013).

In the context of its continuous educational analyses the Organisation of Economic Cooperation and Development (OECD) recognized the importance of guidance services in improving educational opportunities and increasing the output of educational systems, but also in ensuring economic growth and prosperity. In the years 2001-2003 it carried out an extensive "Review of Career Guidance Policies" in 14 member states, which has led to important discoveries regarding the different policies on educational and vocational guidance (OECD, 2004). The review aimed at analyzing the current situation of educational and career services in these countries and identifying possible common trends and policy demands. The results and conclusions were presented and discussed at the conference „Career Guidance and Public Policy-Bridging the Gap", which took place in Toronto 6-8 October, 2003 (http://www.hrdc-drhc.gc.ca, 2003).

The **EU** and the **EFTA** together with the **World Bank** have joined this scientific project and carried out comparable studies in a further 15 European and 7 non-European countries. In this respect it is especially remarkable that the World Bank, which is active in emerging countries, recognized the great benefit of vocational guidance for the economic development of these countries and therefore promotes the development of guidance systems and guidance policies in these countries as a lever for economic development. All together it has been the most comprehensive data collection on career guidance systems in 34 countries. For the EU and EFTA states a synthesis report published by CEDEFOP sums up the most important results (Ronald G. Sultana, 2004), which could be described as follows: Systems do not meet social/economic needs; limited access (notably in higher education/ and for adults) and less flexible service delivery (often without ICT use); no lifelong guidance provision; client's needs not sufficiently considered; career management skills too less developed; inappropriate counsellor training; poor co-ordination of services; lack of quality assurance and evidence base to prove efficiency and effectiveness too weak.

4. These Results Alerted the Commission of the EU to Take Action

In order to meet the challenges of the review and support a further developed guidance policy the Commission set up an **EU experts group on "Lifelong Guidance"** chaired by the Commission and including officials from education and employment ministries, international guidance experts and representatives of key stake holders like social partners, guidance users and practitioners. Its task is emphasizing in all EU resolutions and documents the aspect of lifelong guidance as a key instrument to achieve the objectives agreed on in the Lisbon and Copenhagen strategy (http://cedefop.communityzero.com/ lifelong_guidance). The EU experts group operated from 2002 to 2007 and

worked out among other essential papers Common European Reference Tools (CEDEFOP, 2005) for strategic positioning of guidance within the member-states with the fundamental descriptions of aims and principles of lifelong guidance provision, criteria for assessing quality and key features for guidance systems development. These elements were later inserted in a "Handbook" on policy advice to policy makers jointly published by OECD and EU with regard to implementing and optimising national guidance policy and guidance practice (CEDEFOP, 2005).

In the reviews and publications OECD and the EU agreed on the following definition of career guidance which continued to be used until nowadays including statements on task and function of guidance:

> Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it (OECD/EU, 2004).

This definition covers all aspects of career guidance in one format, thus we can understand under guidance: What? Activities: e.g. information giving, career education teaching, advice, counselling, assessment, advocacy–For whom? All citizens–and also special target groups–When? Any age and point in the lives (life long)–Which Focus? Making meaningful life choices on learning and work; supports empowerment to manage learning and career–Meaning of Career? Individual life paths in learning, work and in other settings in which these capacities and competences are learned and/or used (life wide)–Where? Education, training, employment, community, private areas.

The Handbook addressed to policy makers the following main tasks with detailed proposals: Career Guidance has to be improved for young people and to be further developed for adults. In addition it gives advice for improvement of access to guidance (including for the disadvantaged people) and offers better support for guidance systems development (to promote efficiency). Both publications were translated into many languages and are still available in the internet.

5. Guidance for the Achievement of Socio-Political and Economic Goals

According to the OECD and the EU understanding career guidance is an individual-oriented service, the effects of which are of great benefit to both the society and the economy. Career guidance is therefore a private as well as a public good. The reviews differentiated between three fundamental categories of the aims of career guidance intervention: learning goals, labour market goals and

social equity goals (equal opportunity goals, social inclusion). The reviews of the three international organisations show that the countries examined have to a large extent agreed on the social and economic goals they strive for: Embedded in a strategy of lifelong learning educational, vocational and career guidance promote and support the following political goals (1) Development and achievement of individual learning goals (individual coaching, identification of competencies, decision making and career management skills), (2) Enhancement of effectiveness and efficiency in the education system (e.g. reduction of drop-outs from education and training, quality improvement, transparency of educational opportunities, improvement of selection processes), (3) Development and preservation of employability (avoidance of unemployment), (4) Allocation and matching processes on the labour market (avoidance/reduction of unemployment, avoidance of ill-qualification and processes of de-qualification), and (5) Achievement of socio-political goals (social equity goals and social integration of disadvantaged groups).

6. EU Council Resolutions

Based on the results of the OECD/EU studies, the Council of EU Ministers of Education on May 28, 2004, during the Irish presidency, adopted a "Resolution on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe" (Council of the European Union, 2004), which puts educational and vocational guidance with an officially on the highest political level adopted document on the political agenda of the European Union. Within the framework of their respective competencies the member states and the Commission were invited to examine their national systems with regard to the objectives of the resolution and to implement the results of the international studies. This focussed especially on four key issues which became the frame for the later European cooperation in the guidance area: Widening access to guidance across the lifespan, ensuring the coherence of provision (besides the mainstream also to groups at risk); strengthen the acquisition of Career Management Skills for all age groups; and providing a better cooperation, coordination and networking of all stakeholders for an appropriate systems development on a regional, national and European level, as well as improving the quality assurance of guidance especially from a citizen/user perspective and the training of counsellors and strengthening the evidence base by following current best practices across Europe. This Council Resolution set up the policy priorities as the base for an exiting process of cooperation in the guidance field in Europe. Within the context of the Joint Action Programmes 2004-2006 the Commission started two trans-national projects with respectively six participating countries in order to implement the aims of the resolution. These projects are aimed at promoting a network of all actors interested and involved in guidance, stakeholders and those politically responsible first on a national and later on a European level. The key objective is promoting the creation of National Fora or networks or in other words mechanisms for cooperation and coordination on national level. The participating countries should have the opportunity to share experience on a European level to strengthen guidance policies and improving guidance delivery systems in their

countries. Germany took part in one of the projects together with Austria, France, Poland, Finland, the Czech Republic and established a National Forum for Guidance in Education, Career and Employment as a legal entity under Civil Law which includes more than 50 members. This Forum understands itself as a platform of all stakeholders and actors in the area of guidance for exchange of knowledge and experience across all institutional sectors for the achievement of common aims (Jenschke, 2007).

Four years later in 2008 the EU Council of Educational Ministers highlighted again in a resolution guidance "Better Integrating Lifelong Guidance into Lifelong Learning Strategies" as a means to support lifelong learning through integrating lifelong guidance into the learning process and achieve relevant political goals in confirming and underpinning the four priorities (Council of the Europaen Union, 2008).

7. European Lifelong Guidance Policy Network ELGPN

As consequences of the 2004 Council Resolution on Guidance a European Lifelong Guidance Policy Network ELGPN was established in 2007 for transnational co-operation to support policy developments on national and European level. It comprises 29 member countries and 2 countries with observer status. As a member state driven network it represents an innovative form of the Open Method of Co-ordination within the European Union which gives the members a strong ownership. ELGPN aims to assist the EU member states (and the neighbouring countries) and the European Commission in developing European co-operation on lifelong guidance both in education and employment sectors. Notably, the ELGPN promotes system development on country level in implementing the priorities of the 2004 and 2008 EU resolutions and the aims of the EU 2020 strategies through which the EU wants to become a smart, sustainable and inclusive economy which help the EU and the Member States to deliver high levels of employment, productivity and social cohesion. Concrete benchmarks are until 2020:75% of 24-64 aged group employed; early school-leavers under 10 %, 40 % of youth with completed tertiary education; 20 million fewer people at risk of poverty). Germany has been an active member of ELGPN from the early beginning and participates with a delegation which comprises the Federal Ministry of Education BMBF (as lead), the Conference of Educational Ministries of the Regional States, (KMK) the Federal Employment Agency BA and as an NGO the German National Guidance Forum. The ELGPN working process is steered by a steering group and a co-ordinator from the member country Finland (Dr. Raimo Vuorinen, Finish Institute for Educational Research of the University Jyväskylä) and includes Plenary meetings, working groups including country peer learning visits dedicated to a special priority, tasks groups for elaborating special guidance issues and commissioned policy documents by experts. Main outcomes were reported in biannual work progress reports (ELGPN, 2012), policy concept notes on Flexicurity (Sultana, 2012), Career Management Skulls (Gravina, & Lovsin, 2012), and Youth Unemployment (Hughes & Borbebeli-Pecze, 2012), in addition a glossary of guidance related terms and other thematic documents. All documents are available on the ELGPN

web page (www.elgpn.eu), and a databank presents examples of good practices (www.elgpn.eu/elgpndb).

The most recent outcome and publication is a European Resource Kit (ELGPN, 2012), for lifelong guidance policy development. Drawing from practices in European countries it is designed to help policy makers and other stakeholders to review existing guidance provision within their country or region and to indentify issues requiring attention and gaps to be filled. The Resource Kit is based again on the four priorities which are linked to other major policy sectors as Schools, Vocational Education and Training, Higher Education, Adult education, Employment and the aspect of Social Inclusion (including interesting examples of good practices). The priorities can be described in detail as follows:

• **Improving access** through legal entitlements and meeting the needs of different target groups–Guidance has to be seen as a service of general interest–Easily accessible according needs and interest of users–lifewide and lifelong provision for any age–Guidance for validation of non-formal and informal learning and acquired competences. Improving services and resources (information, media)–multi-channelled services from personal counselling to diverse internet provision–comprehensive and integrated services.

• **Development of Career Management Skills CMS:** "Career management skills refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions." (Sultana) CMS can be acquired through career education in schools in different ways and also in measures of the employment services. Cooperation and coordination of Guidance through National Guidance Fora; nearly all ELGPN members created National Guidance Fora for strategic leadership (most of them top-down, a few bottom-up as the German model (www.forum-beratung.de). Progressive working process communication–cooperation–coordination.

• **Quality assurance and evidence base**–developing a framework with indicators (Citizen/user involvement–practitioner competences–coherence of systems (with common principles)–quality as a transversal issue.

In Germany the National Guidance Forum initiated and organised together with the University of Heidelberg an "Open coordination process" to develop guidance quality criteria and standards and a competence framework for practitioners with the financial support of the Federal Education Minister involving stakeholders, service providers, practitioners and researchers (www.beratungsqualitaet.net).

The work programme of ELGPN 2013-2014 focuses on the adaptation and implementation of the Resource Kit in building Policy Review Clusters. In such clusters various member states work together to set up a process of a national policy review. In Germany we started this process with a national conference last month on 11th June 2013 to explore the willingness of all stakeholders for a collaborative initiative. As a positive outcome of the conference in general such a policy review was seen as helpful to further develop the guidance system under consideration of the current social and economic challenges. Now the National

Forum will prepare a design for the process and apply for financial resources. A cross national seminar to exchange the experiences together with the neighbouring ELGPN partners will be organised in autumn between Germany, France, Austria, Luxembourg, Switzerland, Denmark and the Netherlands. Besides the adaptation of the Resource Kit through policy reviews ELGPN is currently working on two major projects: (1). The development of **European Guidelines for Lifelong Guidance Policies and Systems** with the intention to be endorsed by both the Education and Employment Ministers of the EU. (2). Development of an **International Handbook: Evidence on the impact of career development services** in cooperation with ELGPN, a Canadian and US American evidence base network and possible other international collaborators.

8. Conclusions on Current Trends in Career Development

Looking on the contents and details of the respective policy documents you can easily identify some common trends which continue still in the current policy and systems development. I try to demonstrate these trends below in the overview based on a modified model of Sultana which he used in his synthesis report of the EU/EFTA country surveys for CEDEFOP (Sultana, Ronald, 2004). You can identify the following **main trends with regard to policies and contents** that can be observed in the development of guidance services:

From guidance		**To more/or complementary**
• At transition points	→	• Life long and life wide services
• Out of school offers	→	• Integrated into the curriculum/or both
• Information giving	→	• Learning/ competences (CMS)
• To focus on risk/target groups	→	• Service for all citizens (mainstream)
• Reactive-curative interventions	→	• Pro-active and preventive services
• Without quality assurance	→	• Quality standards/evidence-based
• Segmented and sector related	→	• Comprehensive/integrated all-age services.

A similar format and model I am using to describe the current trends in guidance delivery and used methods:

From guidance		**To more/or complimentary to**
• Standardized offers	→	• User oriented diversification
• Psychological oriented	→	• Multi disciplinary approaches
• Single life areas	→	• Comprehensive, holistic, life wide offers
• Information/decision making	→	• Constructivistic, learner oriented, life designing
• Explorative/diagnostic	→	• Narrative, sozio-dynamic methods
• Face-to-face and group	→	• Multi channelled services/self-assessment/counselling personal service and use of ICT.

Knowing that career development and guidance is a vital instrument to support policy goals in the education, employment and social sector we need a more solid evidence base to legitimate public or private investments in guidance and to increase its accountability. Some providers developed cost-benefits models, among them in Hungary and Scotland. Related to a Sheltered Employment programme Hungary found out for career guidance a positive ratio of 1:4.77 using the Social Return on Investment Model (SRI), Careers Scotland all age service legitimated its service investment by a ratio of 1:5. This international conference deals with trends in a new era. I hope that I could contribute some ideas on guidance policy development from the other part of the world. I personally am convinced that guidance pays off and that in all parts of the globe my last sentence can find general acceptance as career guidance is not only an individual but also a high public good it needs strong attention and support by public policy.

References

Bezanson, L. (2013). The International Symposia for Career Development and Public Policy–Catalysts for Action, in: Karen Schober (ed. 2013), *Shaping Career Guidance–Four Decades of Leadership for Guidance Services, Bernhard Jenschke 75th Birthday.*

CEDEFOP. (2005). *Improving Lifelong Guidance Policies and Systems using common European Reference Tools.* Edited by Jennifer Wannan and John McCarthy, Luxembourg.

Council of the European Union. (2004). *Strengthening Policies, Systems and Practices on Guidance throughout Life.* Document 9286/04. EDUC 109 SOC 234.

Council of the Europaen Union. (2008). *Better Integrating Lifelong Guidance into Lifelong Learning Strategies.* Document 15030/08. EDUC 257 SOC 653.

ELGPN. (2012). *European Lifelong Guidance Policies: Progress Report 2011-12: A report on the European Lifelong Guidance Policy Network 2011-12.* Saarijärvi (Finland).

ELGPN. (2012). *Lifelong Guidance Policy Development: A European Resource Kit.* Saarijärvi (Finland)

Gravina, D. & Lovsin, M. (2012). *Career Management Skills, Factors in Implementing Policy Successfully.* ELGPN Concept Note 3, Jyväskylä (Finland).

Hiebert, B. & Beznason, L. ed. (2000). *Making Waves: Career Development and Public Policy.* Ottawa 2000.

Hughes, D. & Borbebeli-Pecze, T. (2012). *Youth Unemployment: A Crisis in our midst, The Role of lifelong guidance policies in addrerssing labour supply and demand.* ELGPN Concept Note 2, Jyväskylä (Findland).

Jenschke, B. (2007).*The Development of the National Guidance Forum in Germany, in: Härtel, P., Freibergova, S., Schiersmannn, Ch. & Noworol C., Lifelong Guidance for Lifelong Learning-Comments, Concepts, Conclusions of the Joint Action Project European Guidance Forum.* Graz, Krakau.

Jenschke, B. (2012). *History of IAEVG 1951-2011- Chronicle, Policies and Achievements of the Global Guidance Community.* Bielefeld, Bertelmsann, also for download: www.wbv-open-access.de

Karen Schober (ed). (2013). *Shaping Career Guidance-Four Decades of Leadership for Guidance Services, Bernhard Jenschke 75th Birthday*, Berlin.

OECD ed. (2004). *Career Guidance and Public Policy-Bridging the Gap.* OECD, Paris.

OECD/EU Commission ed. (2004*). Career Guidance-a Handbook for Policy Makers*, Paris.

Sultana, Ronald G. (2004). *Guidance Policies in the Knowledge Society. Trends, Challenges and Responses across Europe. A Cedefop Synthesis Report.* Cedefop Panorama Series 85. Luxembourg.

Sultana, G. (2012). *Flexicurity: Implications for Lifelong Career Guidance, ELGPN Concept Note 1*. Jyväskylä (Finland).

Watts, A. G. (2013). Career Guidance in the European Union: Promoting Policy Cooperation and Development, in: Karen Schober (ed.). (2013). *Shaping Career Guidance-Four Decades of Leadership for Guidance Services, Bernhard Jenschke 75th Birthday*, Berlin.

Watts, A. G., Sultana, R.G. & McCarthy, J. (2010). The involvement of the European Union in career guidance: a brief history. *International Journal for Educational and Vocational Guidance,* 10, 2.

Career Guidance in the Globalization Era

Muhamad Surya
Email: hmsurya@bdg.centrin.net.id
Profesor of Career Guidance of Guidance and Counseling Departement,
Surabaya PGRI Adi Buana University

Abstract

Education is an important instrument in the preparation and development of human resources, which is necessary for nation building. This study elaborates on the importance of education in relation to career development and economic growth in an era of globalization and the need for career guidance services for high school students.

1. Introduction

The socio-political processes at work in the career development field contribute significantly to the well-being of the nation, and the world, as stated by John McCarty (2008) in his article: Interrelatedness of education, economy, and employment in the *Journal of Career Developments* (2008). He cited that in the globalization era, education, employment, and economy had a complex relatedness in determining the quality of certain nation welfare. Furthermore Craig Barrett, the leader of Intel a biggest chip electronic company in the world stated that nation is as strong as their educational system. The rest of the emerging world recognises this as the key to stay competitive. Every country recognises the important of education and strives to raise their level of educational capability. In Eastern Europe, China, Russia, India, and Latin America, there is an increasing focus on education. The government leaders have put emphasis on the education of their young people (McCarthy, 2008). This means that education is an infrastructure tool in human resources development particularly in producing the productive and skilled work force.

One of the educational elements which has a strong and strategic relatedness is career guidance and counseling services in the formal education as well as non-formal and informal education. Career Guidance Service in conceptional as well as systematic way will support practice of strong education system and is able to produce good quality human resources as a skillful and productive work force. Directly as well as indirectly this could contribute to the economic growth of the individual, society, and nation as a whole. John McCarthy (2008) stated that career development and guidance contributed significantly to national and public policy goal. He stated that career guidance contributed to increase workforce quality and economic growth, in the following way:

(1) Career development activities contribute to the efficient investment of taxpayer' money (and all individuals and their families) in education and training by increasing the rates of program completion and attainment.

(2) Career development activities contribute to labour market efficiency, by increasing rates of placement and job retention and reducing time spent in job search and being unemployment.

(3) Career development activities contribute to lifelong learning. Workforce development, and continuing employability, by increasing rates of participation in education and training.

(4) Career development activities contribute to social inclusion goal, by increasing the rates of enggagement being unemployment of all sections, training and work.

(5) Career development activities contribute to social equity by assisting individuals and groups to overcome gender, ethnic, age, disability, social class and institutional barries to learning and work.

2. Change in Work and Career Guidance

The 21st century which is characterized by development of science and technology has changed in world of work. Currently people work in many forms like "short term contract, regular work, part time work, portfolio career, shared work, protean career etc". Change of work has some characteristics as follows: (1) World of work is always dynamic and changes, (2) Many shifting in occupation, (3) Arising new opportunity from combination of multidiciplines of science and technology, (4) Every individual has a responsibilities for their occupation and career, (5) Individual are expected to be able to develop and manage their career, (6) Change can contribute to individual stress, (7) Life long learning can assist individual in adaptation toward change and work stamina, and (8) Life long learning serves as an intrinsic part of career development process. Constellations of key words with key connotations can be highlighted to characterize some of the dramatic developments occurring in work and work place during the transition to the new millennium (Wickwire, 1997). They include the following:

(1) Quality and excellence, total quality management, value-added products and services, new and reformed management paradigms, customer expectations, customer satisfaction, change, immediacy, doing more with less, distributed work, mass customization, productivity, return in investment.

(2) Vision, mission, goals, objectives, delivery, results, outputs, and outcomes.

(3) Learning organization, knowledge-based culture, intellectual capital, workers as assets, high performance, standards, core competencies, skills, multi-skilling, multitasking, innovation, virtual organization.

(4) Lateral integration, teamwork, leadership, shared power and decision making, enabling, coordination, cooperation, repositioning of work, and service.

(5) Skills in adaptability, flexibility, resiliency, employability, transferability, understanding and applying systems and resources, active learning, futures thinking, innovation, and pro-activity.

(6) Oral communication, listening, reading, written communication, mathematics, interpersonal, and technical skills.

(7) Feedback, measurement, assessment, evaluation, accountability, continuous improvement, performance improvement, and performance improvement interventions.

(8) Self as employer, self-sufficiency, self-management, portable skills, continuous lifelong learning, serial employment, "dejobbing", transitions, strategic reskilling, contingency work, life-work balance, consolidation of work and family, leisure, and different forms of community and aloneness.

In this new era, career has a broader meaning, not limited as a form of paid work or job or to get money. Impact of the 21st century challenges, paradigm of work or occupation, not only as a tool to get money but also as other material rewards. Psychologically, occupation or work has developed in its meaning as: (1) a way to achieve sustainable and empowerment life; (2) a way to get social relationships; and (3) a self-determination. In the modern era, career has a meaning as a form of self-actualization in the whole life jouney. It is said that career as: *"a continuous process of learning and development".* Myries and Hall in Mary McMahon (2008) stated that *"it has been suggested that careers in the 21st century will require 'learning a living'* rather than simply earning a living; *continuing to learn is essential to career management and employability".* In this connection, career can be achieved not only by work or job, but also from any kind forms namely: (1) work experience, (2) community involvement, (3) employment, (4) life roles, (5) enterprise activities, (6) cultural activities, (7) training, (8) education, (9) interest, (10) sport, and (11) volunteer work. Through these activities an individual can achieve a meaningful self-actualization for him/her self or for others.

In facing these chalenges an individual has to able to high adaptation by mastering a set of *"meta competencies"* (McMahon, 2008) which is related to learning process, life management, and communication. As an example, Australian Blueprint for Career Development (McMahon, 2008) identified eleven career competencies in three areas namely: *Personal management, learning and work exploration, and career building.* In more details, those eleven competencies are as follows: a**. Personal Management Personal:** including (1) Building and maintaining a positive self-concept, (2) Interacting positively and effectively with others, and (3) Changing and growing throughout life. **b. Learning and work exploration,** including: (1) Participating in lifelong learning supportive career goal, (2) Locating and effectively using career information, (3) Understanding the relationship between work, society, and the economy. c**. Career development,** including: (1) Securing/creating and maintaining work, (2) Making career enhancing decisions, (3) Maintaining balance life and work roles, (4) Understanding the changing nature of life and work roles, and (5) Understanding and engaging in managing career building process.

Career Guidance has a rapid development since founded by Frank Parson in 1909. Paul J. Hartung (2010) has identified four traditions in career guidance since 1909. He stated that career counseling and development enjoys it distinct milestones in its 100 years' history*. First milestone* came in the early 20th-century vocational guidance movement with its emphases on individual differences and matching people to occupations. The *differential* tradition still serves today as the

keystone of career counseling and development for fitting worker to job. ***Second milestone*** occurred at mid-20th century with the advent of the developmental perspective on career that was added the notions of life-career stages, career pattern and trajectories, and worker as one of many life roles. The ***developmental traditions*** provides the archway to contextualized life-span perspectives on career counseling and development for fitting work into life. The last quarteer of the 20th-century witnessed ***a third milestone*** with the rise of social-cognitive behavioral perspective on career amphasizing learning, personal agency, and career thought and beliefs. The ***social-cognitive tradition*** offers a unifying perspective on career counseling and development in a framework of experiential, mental, motivational, and behavioral process for shaping work and career. The most recent *(four milestones)* has been the contemporary proliferation and advancement of constructivist and narrative approach to career to emphasize life themes, relationship, story, and meaning making. The ***constructivist-social constructivist tradition*** affords a comprehensive, holistic, contextualized perspective on career counseling and development for creating self in work and career (Hartung, 2010).

The tendency of change pattern of work and work place has influenced toward implementation of career guidanc in formal education (school). Career education and guidance includes the seven major goals: (1) to equip persons with general employability, adaptability, and promotability skills; (2) to help persons in career awareness, exploration, and decision making; (3) to relate education and work so that better choices of both can be made; (4) to make work a meaningful part of total lifestyle; (5) to reform education by infusing careers emphasis in classrooms; (6) to promote and implement private sector-education system partnerships; and (7) to reduce bias and stereotyping and thus protect freedom of choice (Hoyt, 2001). Based those goals, desired learner outcomes, identified in terms of general employability, adaptability, and promotability skills, include basic academics, productive work habits, personally meaningful work values, basic understanding and appreciation of private enterprise, understanding of self and available educational and occupational opportunities, career decision making, job seeking, finding, getting, and holding, productive use of leisure time; reduction of bias and stereotyping and respect for full freedom of career choice for all persons; and humanizing the workplace for oneself (Hoyt, 2001).

The tendency of education and career guidance pattern as mentioned above will influence toward counselor roles in implementing process of education and career guidance. The most basic thing is understanding and fulfilling student needs in career development when they leaving school. The emerging information society calls for increasingly close relationships between education and work (National Center on Education and Economy, 1990). If these relationships are to be effective, the four growing needs of all school leavers must be recognized. These include (a) the need to plan for post secondary career-oriented education; (b) the need to acquire general employability, adaptability, and promotability skills to enable occupational changes during adulthood; (c) the need to emphasize the importance of work values; and (d) the need to plan ways of engaging in both paid and unpaid work as part of total career development (Hoyt et.al., 2001).

3. Career Guidance in High School

In the aspect of career developmental goal, guidance service helps students to: (1) form a career identity, (2) plan for the future, (3) combat career stereotyping, and (4) analyze skills and interests. Career guidance is one type of guidance services provided to help students to become more reliable in facing career problems, particularly in understanding their selves and their environment, as well as in planning and actualizing their own future. By career guidance student in school will get assistance in: (1) getting better and more accurate self-understanding, (2) recognizing any kind of life resources, (3) mature preparation to enter the world of working and life in general, (4) choosing adequate placement in the certain life field, (5) solving specific problems relating to vocation and other life pattern, and (6) making objective and healthy value for career.

In a broader context, career means a significant self-existence in someone's life through a series of success. Career guidance as an educational service in the whole school system is to help student in their preparation to enter the more meaningful future in every aspect of life. Basically, career guidance is an educational effort through personal approach in helping individual to achieve competencies needed facing the career problems (how to get the meaningful self-actualization in the whole life journey). According to the concept of career and human nature, the career problems are basically centered in the lack of individual competencies related to career. Therefore, assistance provided by career guidance is directed toward the mastery of physical, intellectual, social, personal, and spiritual competencies. All of those competencies may be realized harmoniously within individual in his/her life journey.

According to the above concept, the main objective of career guidance is to help individual masteries some competencies needed to find the life journey and to develop career by his/her own choice optimally. Career guidance plays an important role in helping young generation solve vocational problems. It helps students as young generation to:
(1) possess intellectual capabilities needed for succeeding various aspects of life;
(2) possess skills for self-understanding, management, control, appreciation, and direction;
(3) possess knowledge or information regarding life environment;
(4) be able to interact with others effectively;
(5) be able to overcome problems of everyday life;
(6) understand, internalize, and apply principles of religion related to career.

In accordance with its purpose, the scopes of career guidance materials basically include:
(1) Various *career information*, including self-understanding, values, environment, education, jobs, planning and making decision for future, and religious life.
(2) Various *career skills*, including understanding and building self, communicating with others, educational planning and evaluation, job planning and evaluation, decision making, future plan, and religious life.

4. **Conclusion**

Based on the study above, the writer can draw several conclusions: (1) in the globalization era, education plays as an important aspect of preparing and developing qualified human resources, (2) availability of qualified human resources in life will be able to reduce the number of the unemployed and can simultaneously grow the economy, (3) this condition encourages the need for adequate career guidance services to students in high schools, so that they can discover their own potential, self-directing, choosing a career/career choice, reaching a career, and to develop a career in public life, and (4) adequate career guidance services to students will help them to discover the potential of themselves, to understand themselves, career exploration, understanding the world of work including career opportunities that can be achieved and strategies to achieve those careers, identify career issues as well as finding clever ways and to solve these problems by utilizing all its resources.

References

Collins, Andrey. (2009). Multidiciplinary, interdisciplinary, and transdiciplinar collaborationy: Implications for vocational psychology. *International Journal for Educational and Vocational Guidance,* 9, 2009.

Di Fabio, Annamaria; and Palazzeschi, Letizia. (2009). Emotional Intelligence, personality, traits and career decision difficulties. *International Journal for Educational and Vocational Guidance,* 2009.

Hanushek, Eric A. And WoBmann, Ludger. (2007). *Education Quality and Economic Growth.* Washington DC: The World bank.

Hartung, Fred J. (2010). Practice and research in Career Counseling and Development-2009*. The Career Development Quarterly,* 59, 2, 2010*.*

Hoyt, Keneth B. & Wickwire, Pat Nellor. (2001). Kowledge-Information-Service Era Change in Work and Education and the Changing Role of the School Counselor in Career Education. *The Career Development Quarterly*, 49, 3, 2001.

Kotler, Philip, Hermawan Kertajata, Iwan Setiawan. (2010). *Marketing 3.1.* New Jersey: John Wiley & Sons Inc.

Lo Presti, Alessandro. (2009). Snakes and ladders: stressing the role of meta-competencies for post-modern careers. *International Journal for Educational and Vocational Guidance,* 9, 2009.

McCarthy, John. (2008). The E's: The Interrelatedness of Education, Economy, and Employment. *Career developments*, 25, 1, 2008.

McMahon, Mary, and Tatham, Peter. (2008). *Career More than just a job.* Australian Government, Department of Education, Employment and Workplace Relations.

Mohamad Surya. (1997). *Bimbingan Untuk Mempersiapkan Generasi Muda Memasuki Abad 21 (Pendekatan Psiko-pedagogis).* Pidato pengukuhan Guru Besar IKIP Bandung, 17 Oktober 1997.

-------------------- (2008). *Dimensi-dimensi Bimbingan Karir di Era Milenium Ketiga.* Keynote speech dalam Seminar Bimbingan Karier, Sekolah Pasca Sarjana UPI Bandung, Juli 2008.

------------------- (2009). *Bimbingan Karier di Abad 21: Peluang dan Tantangan.* Keynote speech dalam Seminar Bimbingan Karir, Sekolah Pasca Sarjana UPI Bandung, April 2009.

Townsend, Anthony. (2007). *Engaging Students inthe Global Classroom: Teacher 'Leading the Learning.* Florida Atlantic University, USA.

Valach, Ladislav and Young, Richard A. (2009). Interdiciplinarity to vocational guidance: an action theory perspective. *International Journal for Educational and Vocational Guidance,* 9, 2009.

Vondracek, Fred W. Et. All. (2009). Vocational Behavior in times of social change: new perspectives for theory and practice. *International Journal for Educational and Vocational Guidance*, 9, 2009.

Teacher's Problems and Dificulties Related to Learning Resources in Classrooms

Iskandar Wiryokusumo

Email: nanang.adibuana@gmail.com
Profesor of Instructional Technology Departement of Graduate Program,
Surabaya PGRI Adi Buana University

Abstract

The development of technology has particularly strong influence on the process of learning in this era. Demands on teachers are increasing rapidly as more and more diverse sources of learning serve as the primary means of learning. Teachers are required to have higher competence in dealing with the learning process in the form of technological learning resources. Learning technology is becoming increasingly sophisticated as it employs learning resources such as instructional/TV, CAI, CD room, internet etc. Teachers are demanded to improve competence in this era. Difficulties faced by teachers in the face of these demands, among others, as said by Gilbert (1982) include remuneration issues, explanation, motivation, ability of personnel in the knowledge/skills of teachers. In practice, they should be complete, integrative and meet the standards. In addition, the schools also must accept changes in the learning resources "controlled" by the electronic elements. Besides, there are other difficulties, such as the difficulty of software and not much knowledge about the benefits of IT nationwide. In the next step to address such matters, the need for a national network of activity centers/local/ specially in electronic learning should also be addressed.

Keywords: teacher's problems and difficulties, learning resources.

1. Introduction

At new era this time, many teachers are required to have competence and be more professional. The teachers are source of learning and no longer center of the class. In this era of all students who attend class are entitled to receive treatment in accordance with their nature. Students have various diversity that needs to be appreciated. The teachers have thus to be professional with full of idealism.

One thing that has grown rapidly in the learning process is a kind of learning resources and the role of the ACAM Learning Resources. At this time the teacher may not be the sole source of learning, as they were in the past since learning could be done orally only and the scope of the knowledge was very limited, and at that time, consequently, the teacher had certain advantages in transferring of his knowledge. However, it is not possible to explain the increasingly complex knowledge orally as it has very limited language and is abstract, so the interpretations may vary depending on the background knowledge of the recipients.

At this era, there have been many new and innovative discoveries of equipment used by humans to meet their needs. This may change human behavior and require them to be continuously learning, anywhere, anytime, anyone, for any reason. It is expected that they will ultimately satisfy their needs regardless of time and place.

It is also supported by Miarso (2004) who stated that in this era there are five characteristics that support the use of technology: a) the rapid scientfic developments; b) education for change; c) increased automation of common information shared; d) new literacies; and e) borderless information This can be summed up by the fact shown by the advance of science, great expectations of education and information indefinitely.

This statement is in line with previous statements that the changing nature of learning/behavior characteristics range from problem solving to study the properties of the global world. This is also in line with many competencies that teachers are required to possess in this era since these changes are so rapid, and education is expected to play a role in the face of this era. In line with the insights by Surya Darma then Tooley (1999), there are pressures on educators as follows: a) efficiency considerations; b) innovation; c) brand name; and d) certification. All of this is a daunting challenge in teaching and learning. The problem is whether or not the teachers currently have sufficient capacity.

2. Learning Resources

Learning Resource is basically used to solve potential problems learning (AECT, 1986). It can be divided into two types, which are designed (by design) and are used (by the utility). Learning resource is designed specifically for the sake of learning, such as schools, teachers, instructional media, etc. Learning resources are utilized as Markets, Shops, Zoo, Port, etc. It can also be utilized in the process of learning. According to the Educational Technology (AECT, 1986) there are six kinds of learning sources, namely (1) humans, (2) message/ information, (3) tools, (4) media, (5) techniques, and (6) environment.

In the educational process one or various learning resources can be used. For example, in facing a lazy child, picture books or interesting/TV program (media) may be placed in a supportive environment and situation. According to this version, when the learning resources component plays a role in the process of learning, the learning resource can be turned into a learning component that must be present in every learning process. In each learning activity, there is always a (1). human (teacher/resource person), (2). instructional materials/contents/learning materials, (3). the necessary tools, such as whiteboards, projectors, computers, etc., (4). media such expressions/ expressions, voice teacher, drawings/plans/ photos, etc., (5). no technique/method possible, such as discussions, peroblem solving, brain storming, etc., and (6). students are put in a positive environment (zoo, space-filled images that are relevant, market, etc.). So all learning activities are integrated in the design of learning (lesson plan, etc.), which correspond to the real conditions of the class and students.

In the development of the learning resources in this era, since1990 until today (Seattler, 2004), the learning activities have been led to: a) Instructional

Television; b) Computer Assisted Instruction; c) CAI software; d) Interactive Multimedia System; and e) Intelligent Tutoring System.

Of the matters referred to by Saettler showed that learning resources to support are increasingly sophisticated, and complex, and all of which use electronic variation. Another opinion with different terminology, supported by Hefzallah (2004), is that the learning resources being utilized today include: a) Computers, b) CD ROM; c) Internet; d) Video Telecommunications; and e) Satellite Communication. The opinion above shows that teachers, as the main character, are required to have a higher level of competence, to face the demands of the community. Key capabilities include the ability to process is "virtual learning" in accordance with the demands of the times.

3. Difficulties Faced by Teachers

In the face of circumstances as described above, then the question arises whether the teachers could reach it? Moreover according to Dryden and Vos (1999) the tendency of the strong influence of the demands of the business, where the school should be changed: a) school as lifelong, year-round community resource centers; b) asking customers first; c) customer satisfaction guarantee; d) catering to all learning styles and traits inteligents; e) using the world's best teaching techniques; f) investing in key resources teachers; g) making everyone a teacher as well as a student; h) planning a four-part curriculum; i) changing the assessment system; j) using tomorrow's technology; k) using the entire community as a resource; and l) for everyone: the right to choose.

Will teachers posses this? With the existing background it needs to be asked whether these abilities can all be controlled by the teacher. In more details, the "learning strategy" according to Dharma Surya in response to these circumstances are: a) for everyone: the right to choose; b) mastering the language or knowing the world; c) virtual building technology; d) teachers should teach about specific topic; e) having ability to raise awareness of students; f) teaching system should be personal and requires patience; g) teachers need to address the limitations of the media outside and inside school; h) teaching and learning can happen outside the classroom; i) career teachers appreciate the quality of competence; j) the teacher should be in accordance with their expertise; and k) empowerment and giving rewards to teachers who have innovation and expertise. All of the above put pressure on teachers, especially mastery idealism concerning learning resources. Moreover, there are weaknesses, obstacles, difficulties faced by teachers.

There are several causes of these difficulties, according to Gilbert (1982) as follows:
a. Inadequate yield/compensation related to teachers' increasingly complex tasks;
b. Less/uneven explanation/information due to lack of guidance;
c. Low motivation of teachers with complex heavy tasks;
d. Less Support from both the internal and public;
e. Low personal capacity; and
f. Lacking of knowledge and skills due to lack of training.

There is a possibility of other difficulties faced by teachers in the following areas:

a. Difficulty to get software and hardware, particularly in remote areas.
b. Less required technology training.
c. Not recognizing the need for using electronic equipment in educational programs/learning.
d. No station/broadcasting center specifically for e-instruction activities
e. Incomplete facilities/infrastructure to support school/class.

Therefore, it is highly recommended, as for teachers in the U.S. since 1966 (Hefzallah, 2004), that teachers should be able to integrate practice, the use of technology nationally. By doing so, the class may provide a multimedia computer, which is connected to networks with enough information, as well as software and information that are provided "on-line" for learning.

4. Conclusion

From the description above, it can be summarized that:

a. Basically in this era humans must learn continuously facing the development of the world, anywhere, anytime, anyone and for any reason.
b. In this era, to cope with these demands, the facility/infrastructure/learning resources play an important role, especially the means of electronic technology.
c. Teachers need to improve their competence in learning activities, notably by having mastery in using devices/electronic learning resources.
d. It is not easy to increase competence for several reasons, according to Gilbert (1982) there are six causes.
e. Another problem that hinders the development of teachers' skills in the areas of Technology/IT, among others, the general public has not felt the need (entrenched) the benefits of IT, particularly regional areas.
f. There should be a national training for teachers on IT to meet standards.
g. Increased demands on the teachers should be supported by the availability of facilities/infrastructure/class learning resources, especially schools/classes in the regions.
h. Other support needs is the availability of instruction/guidance and facilitation in the curriculum associated with the use of electronic learning resources in the classroom.
i. Center/Network electronic learning program should start there locally and nationally.

References

Bitter, G. & Pierson, M. (2002). *Using Technology in The Classroom.* Boston: Allyn & Bacon A Pearson Education Company.

Dryden, G & Vos, J. (1999). *The Learning Revolution.* New Zealand: The Learning Web Torrance.

Gilbert, T.F. (1982). A question of performance part I: The PROBE model. *Training & Development Journal,* 36, 9, 20-30.

Hefzallah, I.M (2004). *The New Educational Technologies and Learning.* Charles C Thomas. South First Street Springfield, Illinois 62704. USA.

Kearsley, G. (1999). *Technology Based Learning. American Society Training & Development.* London: St. Lucie Pres.

Norton, P. & Sprague, D. (2001). *Technology for Teaching*. Boston: Allyn & Bacon.

Saettler, P. (2004). *The Evolution of American Educational Technology.* Grennwich: Information Age Publishing.

Setijadi. (1986). *Definisi Teknologi Pendidikan.* Pusat Antar Universitas Terbuka. Jakarta: C.V. Rajawali.

Tooley, J. (1999). *The Global Education Industry: Lessons from Private Education in Developing Countries*. The international finance corporation member of the world bank group. New York: Pennsylvania Avenue.

Walt Heineke, Jerry Wilis. (2001). *Methods of Evaluating Educational Technology.* Greenwich: Information Age Publishing.

Yusuf Hadi Miarso. (2004). *Menyemai Benih Teknologi Pendidikan.* Jakarta: Fajar Interpratama Offset.

The Perceptions of Islamic Career Prospects of Senior High School Students

Hartono
Email: hartono140@yahoo.com
Lecturer of Guidance and Counseling Departement,
Surabaya PGRI Adi Buana University

Abstract

Islamic senior high school students' career prospects are an important issue to be studied in the global society. The study was conducted through a descriptive survey study involving 188 senior high school students of the eleventh-grade of Islamic educational institutions in the region of Surabaya. The research data was collected by using questionnaire method and analyzed with descriptive statistical analysis techniques. The findings of this study show that 90.96% of respondents regard that Islamic career prospects are good based on the criteria of promotion, 87.77% of respondents regard that Islamic career prospects are good based on the criteria of aspirations, 83.51% of respondents regard that Islamic career prospects are good based on the criteria of career goals, 80.32% of respondents regard that Islamic career prospects are good based on the criteria of compensation, and 72.87% of respondents regard that Islamic career prospects are good based on criteria of sustainability.

Keywords: perception, prospects, and career of islamic.

1. Introduction

Islamic career prospects today received special attention in the wider community. This phenomenon is developing in line with the progress of Muslims in creating and developing the economy system based on Islam's religious values. The global community recognizes this influence, thus encourages the strengthening of the existence of Islamic career in public life. As an illustration, the widespread network of syariah banking proves that the building aspect of the economic system of Islami have received public trust, which fosters the development of Islamic education in Islamic educational institutions.

Findings of research of Calkins, Callahan, Houlemarde, Ikpa, Jones and King (2011) on 100 Muslim students from various countries in Indiana University, showed that they have a positive perception of the progress of the profession or work in the Islamic world. Islamic career is advancement of Muslims in the profession or various areas of work that are built based on the values of the religion of Islam. The results of research by Hartono to 193 the eleventh senior high school students in some Islamic educational institutions as his respondents in Surabaya found that 37.31% of respondents chose social career field that is related to the field of career services to humans *(human service)*, such as teachers, lecturers, psychologists, nurses, counselors, doctors, midwives,

social workers, dampening the conflict, and the leader, on the grounds that the field is believed to work as a source of work activities that can bring good deeds, the deeds which bring reward (Hartono, 2010b).

Career is a way of life and the purpose of life. As a way of life, a career directs Muslims to do business in the way of God by utilizing its potential, the facilities, and seize the opportunities that exist, to hope that a goal is believed to be good. As the process of life, Muslims believe that success in a career is determined by the interaction of internal factors and external factors from the environment. For the purpose of life, a career of teaching as a vehicle of worship is believed to run a command of God that comes from the teachings of al-Qur'an and al-Hadith.

According to Ann Roe whose theory is based on the needs of *(a needs approach)*, individual career fields are grouped into two categories: career-oriented fields of services to the people *(person-oriented)* and the category of career fields that are not oriented to human services *(nonperson-oriented)* (Zunker, 2002). Both of these career fields in Islamic studies of Islamic community are believed as a career field that brings virtue when built on the values of Islam, while the career fields that give rise to immoral acts will be avoided by Muslims. Immoral acts are reprehensible deeds because it violates God's command. In other words, one's perception of Islamic career prospects also help foster career development of Islamic society.

Lilik Hendrajaya (2012) at the workshop on the theme of self-sufficiency of college paradigm has stated that there are ten factors that affect the performance of one's work ethic: (1) a boon work, (2) work is the mandate, (3) work is worship, (4) work is a living, (5) work is passion and sweat, (6) work is productivity, (7) employment is sincerity honesty in working together to benefit, (8) the dignity of work is a discipline, (9) working to build the nation, and (10) working to build and strengthen. These factors are built on the values of Islam that are derived from the al-Qur'an and al-Hadith. As God says in surah of Al Baqarah of ayat 269, God gives wisdom to whom He pleases, and whoever given wisdom, it really has given a lot of virtues, and no one can take lessons but the people who have sense. In addition, ayat 278 of surah Al Baqarah cites that for those who believe, God does command and leave the remains of usury, if they are those who obediently to God (Hartono, 2010b).

The Islamic career prospects are Muslims' view of Islamic career advancement in the future that is an important aspect in life. It is indicated by a change in career which is better than the current conditions based on the perception of Muslims. There are five criteria used to determine the Islamic career prospects, namely: career goals, aspirations, compensation, promotion systems, and sustainability (Hartono, 2010a). Islamic career goal is to be geared towards the Muslims in a field of career or job. Islam is the hope of career aspirations or desire or will of the Muslims to achieve a career field. Career field in accordance with Islamic aspirations of Muslims is a career field that is expected or desired by Muslims. The Islamic career field forward is seen as a prospective career field. Compensation related to remuneration derived by Muslims for his dedication to a career field includes salary, benefits, insurance, pensions or severance pay, and

other legitimate income. Promotion system acts as a social rule that is used to increase the Islamic career path. A career field that has the rules accountable *(clear and transparent)* will be creating a conducive working environment so that Muslims are considered more prospective. Sustainability relates to the continuity of a career field of Islamic life. Career field that has seen long-term sustainability is more prospective than a career field that sustainability is uncertain (Hartono, 2010a).

Senior high school students in the Islamic educational institutions are at the end of the period of adolescent development at the age of 16-18 years (Lerner, 2006). In that period, adolescents have emotional sensitivity to a career field. They want someday to achieve a career field that has a good prospect based on his perception. According to Bekkering et. al in Prinz and Hommel (2002) the individual's perception on a career field will shape the attitudes and behaviors of both commitments and efforts to avoid or achieve the career field. When people have a positive perception in a career field of Islam, they have a strong commitment and try to grab the career field, whereas if they have a negative perception, they will avoid it.

Based on the above description, it can be concluded that the perception of students toward Islamic careers is an important aspect to be studied through research of which the results can be very useful as a reference to one's career coaching business among senior high school students in Islamic educational institutions as well as among the general public. If at the initial stage the students received adequate career guidance, their emergence will be obtained as follows. (1) Students avoid trouble of self-knowledge, (2) Students avoid trouble of doing career exploration, (3) Students avoid trouble of career-knowledge, and (4) Students avoid trouble of career decisions making.

2. Methods

This study is a descriptive survey research that aims to describe the perceptions of senior high school students of Islamic career prospects (Lodico, Spaulding, and Voegtle, 2006). The population covers the senior high school students of grade XI in islamic educational institutions in the Surabaya region constisting of approximately 942 students. The samples were assigned by using the technique of random sampling (Gall, Gall, and Borg, 2003). The procedure is done to take samples is as follows. *First,* it is to determine the four Islamic senior high schools in Surabaya of northern region, one in Surabaya of middle, and two in Surabaya of south region. *Second,* it is to determine the representative sample size that is 20% of the whole population. *Third,* it is to compile a list of members of the population consisting of 24 parallel classes. *Fourth,* do the random sampling of the population, in order to obtain 188 students as the study sample. In more detail, the study samples are described in table 1 as follows.

Table 1
Research sample on Students of Class XI
in Islamic Education Institutions at Surabaya

No.	Senior high school area	Sex		Total
		Male	Female	
1.	North Surabaya	42	63	105
2.	Central Surabaya	15	20	35
3.	South Surabaya	20	28	48
	Total	77	111	188

The research data were students' perceptions of Islamic career prospects collected using a questionnaire (Thomas, 2003). The questionnaire was developed by the authors using the procedure of content validity. Questionnaire items contain statements that are built based on the five criteria of Islamic career prospects, namely: (1) career goals, (2) aspiration, (3) compensation, (4) promotion system, and (5) sustainability. The questionnaire was tried out to 34 respondents of senior high school students in Surabaya at Islamic educational institutions outside the study sample (Sommer and Sommer, 1991). The try-out was intended to obtain feedback from respondents in order to tailor the use of language that can be understood by the respondents, and also aims to calculate the number of Cronbach's Alpha reliability coefficient (Singer, 2009). The test results are used to revise the questionnaire items especially in the use of the Indonesian spelling adjustments that can be understood by the respondents, as well as to calculate the reliability coefficient of Cronbach's Alpha. The data of questionnaire after the trial results were analyzed with the help of the application program of SPSS for Windows version 16.0, the obtained Cronbach's Alpha reliability coefficient was .915.

The data were analyzed using descriptive statistics with the formula P = f/N x 100, where P is the percentage, f is the frequency, and N is the number of members of the sample, to calculate the percentage of respondents' answers.

3. Results

The respondents' perceptions of senior high school students in Islamic educational institutions in the city of Surabaya concerning Islamic career prospects based on criteria of career goals, aspirations, compensation, promotion, and sustainability, are described in table 2 to table 7 as follows.

Table 2
Respondents' perception on Islamic Career Prospects
based on Job objective criteria
(N = 188)

Respondent' response	Frequency (f)	Percentage (%)
A. Good	157	83.51
B. Fair	24	12.77
C. Poor	7	3.72
Total	188	100

Based on table 2 above, 157 respondents or 83.51% answered good prospect, 24 respondents or 12.77% answered fair prospect, and only 7 respondents or 3.72% answered poor prospect. Most of the respondents (83.51%) stated that based on the criteria of career goals, prospects of Islamic career, is good.

Table 3
Respondents' perception on Islamic Career Prospects
based Aspirations Criteria
(N = 188)

Respondent' response	Frequency (f)	Percentage (%)
A. Good	165	87.77
B. Fair	13	6.91
C. Poor	10	5.32
Total	188	100

Based on table 3 above, 165 respondents or 87.77% answered good prospect, 13 respondents or 6.91% answered fair prospect, and only 10 respondents or 5.32% answered poor prospect. Most of the respondents (87.77%) stated that based on the criteria of aspirations, prospects of Islamic career is good.

Table 4
Respondents' perception on Islamic Career Prospects
based Compensation Criteria
(N = 188)

Respondent' response	Frequency (f)	Percentage (%)
A. Good	151	80.32
B. Fair	20	10.64
C. Poor	17	9.04
Total	188	100

Based on table 4 above, 151 respondents or 80.32% answered good prospect, 20 respondents or 10.64% answered fair prospect, and only 17 respondents or 9.04% answered poor prospect. Most of the respondents (80.32%) stated that based on the criteria of compensation, prospects of Islamic career is good.

Table 5
Respondents' perception on Islamic Career Prospects
based Promotion Criteria
(N = 188)

Respondent' response	Frequency (f)	Percentage (%)
A. Good	171	90.96
B. Fair	9	4.79
C. Poor	8	4.25
Total	188	100

Based on table 5 above, 171 respondents or 90.96% answered good prospect, 9 respondents or 4.79% answered fair prospect, and only 8 respondents or 4.25% answered poor prospect. Most of the respondents (90.96%) stated that based on the criteria of promotion, prospects of Islamic career, is good.

Table 6
Respondents perception on Islamic Career Prospects
based Sustainability Criteria
(N = 188)

Respondent' response	Frequency (f)	Percentage (%)
A. Good	137	72.87
B. Fair	31	16.49
C. Poor	20	10.64
Total	188	100

Based on table 6 above, 137 respondents or 72.87% answered good prospect, 31 respondents or 16.49% answered fair prospect, and only 20 respondents or 10.64% answered poor prospect. Most of the respondents (72.87%) stated that based on the criteria of sustainability, prospects of Islamic career is good.

Table 7
Ranking of Percentage of Respondents' Good Answer
on Islamic Career based on the Five Criteria
(N = 188)

No.	Criteria	Ranking	Percentage (%)
1.	Promotion	1	90.96
2.	Aspirations	2	87.77
3.	Objective	3	83.51
4.	Compensation	4	80.32
5.	Sustainability	5	72.87

According to the table 7 above, 188 respondents or senior high school students in Islamic educational institutions in Surabaya, as much as 90.96% Islamic career prospects looked good based on the promotion criteria, 87.77% Islamic career prospects looked good based on the aspirations criteria, 83.51%

Islamic career prospects looked good based on the objective criteria, 80.32% Islamic career prospects looked good based on the compensation criteria, and 72.87% islamic career prospects looked good based on the sustainability criteria.

4. Discussion

Islamic career prospects is the view of Muslims in the advancement of career in accordance with the teachings of the religion of islam. The Islamic career prospects of Islamic are considered important to study from the perception aspects of senior high school students in the educational institutions of Islam, because the results of this study are very useful especially for guidance and counseling teachers/counselors in schools to provide adequate career guidance service to students. The perceptions of students serve as an important aspect, because it determines the attitude and behavior of students in the form of efforts to avoid or achieve a career field. When a student has positive perception relating to prospect of a career field, the attitude and behavior will be directed to achieve the career field aspired. Conversely, if a student has negative perception concerning career fields, the attitude and behavior are directed to shy away from a career field that is not preferred. The results of research by Hartono on 193 respondents or senior high school students of class XI in Islamic educational institutions in Surabaya, it was found out that 37.31% of respondents chose social career field, with reason that the career field is believed to be the source of the work activities that can bring good deeds, the deeds that bring rewards (Hartono, 2010b). Social career field is the field of career-related services to the people *(human service),* such as teachers, lecturer, psychologists, nurses, counselors, doctors, midwives, social workers, dampening the conflict, and the leader of the people.

Islamic prospective career fields, as previously-mentioned, are indicated by the change in conditions which is better than current career. In this study the respondents' perceptions of Islamic career prospects is based on the five criteria: career goals, aspirations, compensation (Heslin, 2003), promotion system, and sustainability (Tyrer and Ahmad, 2006). Based on the criteria of career goals, out of 188 respondents who answered good prospects, 157 respondents or 83.51%, the answer fair prospect of 24 respondents or 12.77%, and only 7 respondents or 3.72% answered poor prospect. Most of the respondents (83.51%) stated that based on the criteria of career goals, prospects of Islamic career, is good, as Muslims believe, working in the field of work in accordance with the teachings of the religion of Islam, is a place of worship that brings the practice/reward. The findings of this study is supported the research by Tyrer and Ahmad on 20 respondents from Pakistani Islamic student he interviewed, they stated that the reason work on the kind of work in accordance with the teachings of the religion of Islam is to worship as Muslims liability (Tyrer and Ahmad, 2006). In other words, work is an important means to worship that God commanded his servants. As God (Allah) says in ayat 105 of surah At-Tawbah "Work for you. God (Allah) and His Messenger and the believers will see your work. And you will be returned to the Knower of the Unseen and the Visible: and He will disclose to you about what you do" (Adlany, Tamam, and Nasution, 2004).

Based on the aspirations criteria or expectations of the people of Islam, out 188 respondents, 165 respondents or 87.77% answered good Islamic career prospects, 13 respondents or 6.91% answered fair prospect for Islam, and only 10 respondents or 5.32% replied that Islamic career prospects are poor. Most of the respondents (87.77%) stated that the Islamic career prospects are good, because in principle the field of work/profession in accordance with the religious teachings of islam can be seen as a mandate. In view of the Qur'an, the goal is to create a trustful cooperation both among fellows. Mandate is the key to prosperity and glory of a nation, mandated as a social glue that is capable of forming a network of solidarity and networking among segments of society, in order to reach a state that has the social capital to implement democracy and peace (Pulungan, 2006). In view of the work as a mandate, then the work is important, the work of Muslims to build cooperation, both within the profession and between the profession to improve the welfare of the people.

Based on the compensation criteria, out of 188 respondents, 151 respondents or 80.32% answered good prospects, 20 respondents or 10.64% answered fair prospect, and only 17, or 9.04% of respondents who answered the Islamic career prospects is poor. Most of the respondents (80.32%) stated that the Islamic career prospects based the compensation criteria is good, because according to the Islamic religion, income/salary is the sustenance of God (Allah), and if the income/salary we earn kosher, then we will get a blessing. In al-Qur'an and al-Hadith, blessed is the perpetuation of the good, or the increase in goodness (Rafiq, 2011). It can be concluded that kosher income/salary of a profession, Muslims believe that it would bring blessing which causes happiness, prosperity, and peace in the life of mankind. It is also supported by the results of Walker and Pitts's research showing that people realize that moral character and believe in a higher power is the descriptor/sign of religious beings (Zinnbauer, and Pargament, 2005).

Based on the criteria of promotion, out of 188 respondents, 171 respondents or 90.96% answered good prospects, 9 or 4.79% of respondents answered fair prospects, and only 8 or 4.25% of respondents who answered the Islamic career prospects is poor. Most of the respondents (90.96%) stated that the Islamic career prospects of based on the promotion criteria is good. Promotion is the process of increasing one's career to a higher level based on certain rules or procedures. Islamic career field that has a good promotion system to encourage worker of career may improve work ethics, morale, and motivation to achieve maximum performance. In ayat 2 of surah Al-Mulk of Quran, work is the nature of life, spiritual life, intellectual, physical, biological, and social and individual life in a variety of fields (Al Fath, 2009). Every person has the right to obtain such a commendable predicate potential, active, creative, dynamic, and productive to deserve to be called a professional.

To achieve maximum performance in career development, what to be considered is a good work ethic, namely: Ash-Shalah (kind and helpful), Al-Itqan (steadiness or perfectness), Al-Ihsan (do your best), Al-Mujadah (work loud and maximum), Tanafus and Ta'awun (competing and helping others), and examining the value of time (Ayyub Al Fath, 2009). Good work ethic can encourage productive system of promotion and conducive work culture, so as to obtain

maximum quality work. Islam teaches Muslims that the work is a duty that must be carried out sincerely and correctly as a basic requirement that every work activity is worth worship. God (Allah) says in ayat 3 of surah Al-Qalam, "And verily for thee reward unfailing. And indeed you have a noble character" (Nazri Adlany, 2004).

Based on the criteria of sustainability, out of the 188 respondents, 137 respondents or 72.87% answered good prospects, 31 respondents or 16.49% answered fair prospects, the remaining 20 respondents or 10.64% answered poor prospects. Most of the respondents (72.87%) stated that the Islamic career prospects based on the sustainability criteria well. Sustainability relates to the continuity of work life of a career. Islamic career field that has long-term sustainability of the work, accompanied by an adequate system of promotion, as well as an attractive salary system (has a basic salary, family allowances, old age benefits/pensions and other lawful income), can be seen as more prospective than the area of career other Islamic system which does not have a fixed salary. In general, areas of Islamic career that have payroll system of remains is still being done by Islamic institutions and other entities such as hospitals, Syariah bank, educational institutions, and other forms of enterprise.

5. Conclusions

Based on the data analysis and discussion that has been described above, the writer concluded the results of this study as follows.
1. Most or 90.96% of respondents regard Islamic career prospects are good based on the criteria of promotion;
2. Most or 87.77% of respondents regard Islamic career prospects are good based on the criteria of aspirations;
3. Most or 83.51% of respondents regard Islamic career prospects are good based on the criteria of career goals;
4. Most or 80, 32% of respondents regard Islamic career prospects are good based on the criteria of compensation, and;
5. Most or 72.87% of respondents regard Islamic career prospects are good based on criteria of sustainability.

6. Recomendations

As a follow up of the results of this study, the writer recommend the following:
1. Perceptions of students are important aspects which contribute to form and develop attitudes and behavior in the career development of Islamic. Students who believe that Islamic career has good prospects, attitude and behavior which will be directed to achieve the career field.
2. Guidance and counseling teachers or counselors in senior high school is expected to develop guidance and counseling services in particular adequate career guidance services, to help students understand the potential business, career exploration, and career decision-making according to personal potential and career opportunities in the growing Islamic community.

3. To support career guidance services, senior high school students in institutions of islamic education, guidance and counseling teachers or counselors, need to build a networking/collaboration, internally with the subject teacher/classroom teacher, and externally with parents/guardians of students, and institutions or other professional services related to career counseling for students.

4. In line with the Islamic culture that worked/works as a means of worship that brings the practice is rewarding good deeds, then the guidance and counseling teachers/counselors in Islamic educational institutions needs to grow and develop a culture of improved work ethic.

References

Ayyub Al Fath. (2009). *Kewajiban Kerja Keras dalam Islam.* Tersedia di http://www.mta-online.com.

Calkins, A., Callahan, A., Houlemarde, M., Ikpa, E., Jones, C., & King, C. (2011). Muslim Student Experiences in the Residence Halls: A Qualitative Analysis. *Journal of the Indiana University Student Personnel Association,* 2011, 22-37.

Gall, M.D., Gall, J.P. & Borg, W.R. (2003). *Educational Research: An Introduction* (7th ed.). New York: Pearson Education, Inc.

Grant, C.A., and Sleeter, C. E. (2007). *Doing Multicultural Education for Achievement and Equity.* New York: Routledge.

Hartono. (2010a). *Bimbingan Karier Berbantuan Komputer untuk Siswa SMA.* Surabaya: University Press UNIPA.

Hartono. (2010b). Tumbuh Kembang Nilai-nilai Keislaman dalam Pilihan Karier di Kalangan Siswa SMA Surabaya. *Islamica,* 5, 1, 129-141.

Heslin, P.A. (2003). Self-and Other-Referent Criteria of Career Success. *Journal of Career Assessment*, 11, 262-286.

Lerner, R.M. (2006). *Handbook of Child Psychology* (6th ed.), *Volume 1: Theoretical Models of Human Development.* New Jersey: John Wiley & Sons.

Lilik Hendrajaya. (2012). *Paradigma Kemandirian Perguruan Tinggi.* Bandung: ITB.

Lodico, M.G., Spaulding, D.T., Voegtle, K.H. (2006). *Methods in Educational Research: From Theory to Practice.* San Francisco: Jossey-Bass.

Nazri Adlany, Hanafie Tamam dan Faruq Nasution. (2004). *"Al Quran Terjemahan".* Jakarta: P.T. Sari Agung.

Prinz, W., and Hommel, B. (Eds). (2002). *Common Mechanisms in Perception and Action: Attention and Performance XIX.* New York: Oxford University Press, Inc.

Rafiq Jauhary. (2011). *Makna Barokah.* Tersedia di http://www.rafiqjauhary. Word-press.com.

Sahmiar Pulungan. (2006). *Wawasan Tentang Amanah dalam Al-Qur'an. Disertasi Tidak Diterbitkan.* Jakarta: Program Pascasarjana Universitas Islam Negeri Syarif Hidayatullah.

Singer, J. (2009). *SPSS Paper: Using SAS Proc Mixed to Fit Multilevel Models, Hierarchical Models, and Individual Growth Models.* Tersedia di http://www.ats.ucla.edu/stat/spss/paperexamples/singer/default.htm.

Sommer, B. and Sommer B. (1991). *A Practical Guide To Behavioral Research: Tools and Techniques* (3rd ed.). New York: Oxford University Press.

Thomas, R.M. (2003). *Blending Qualitative & Quantitative Research Methods in Thesis and Dissertations.* California: Corwin Press, Inc.

Tyrer, D. And Ahmad, F. (2006). *Muslim Women and Higher Education: Identities, Experiences and Prospects: A Summary Report.* United Kingdom: Oxuniprint.

Zinnbauer, B.J. and Pargament, K.I. (2005). Religiousness and Spirituality. In. Paloutzian, R.F. and Park, C.R. (Eds.). *Handbook of The Psychology of Religion and Spirituality.* New York: The Guilford Press.

Zunker, V.G. (2002). *Career Counseling: Applied Concepts of Life Planning, (Sixth Edition).* United Kingdom: Brooks/Cole.

Online Cognitive Behavioral Counseling Model to Improve Junior High School Students' Self-regulated Learning

Nur Hidayah
E-mail: nurhidayahum@yahoo.com
Lecturer of Guidance and Counseling Departement, State University of Malang

Abstract

A new perspective of guidance and counseling services led to facilitating counselees learn to manage behavior effectively, improve the functioning in the environment, and improve regularity in studying and planning for the future–self-regulated learning (SRL). Junior high school students' lack of autonomy is very alarming that can be seen from the high procrastination–declining student motivation to learn, reluctantly completing school assignments, refusing to start to study/work, the behavior that is not purposeful, and therefore contributes to the low level of achievement of junior high school national examination in Great Malang. Low student independence is not merely caused by the inability of students to arrange them in learning (SRL), but the service system that is implemented is less suitable for the needs of junior high school students. Face to face counseling services in recent junior high school is less attractive to students (only 15% of students utilize counseling services, the remaining students untilize other services). In this regard, in order to keep counseling services effective and excellent in the school system, their models must be reconstructed–from face to face model of counseling towards an online counseling model. Development of an online counseling model for managing junior high school students' SRL has been done through research and development design. The final product of the first year research is a draft of an online cognitive behavioral counseling model and its implementation guide for improving junior high school students' SRL in Great Malang.

Keywords: self-regulated learning, cognitive behavioral counseling, online counseling model.

1. Introduction

Guidance and counseling services facilitate counselees manage behavior effectively, improve the functioning of the individual in the environment, and improve self regularity, self-regulated learning (Zimmerman, 1989:336). In the era of information and technology, counselors are required to be skilfull to use and manage guidance media and ICT-based counseling, including the use of blogs on the internet (ABKIN, 2007: Ministry of Education, 2008; Nur Hidayah, et al, 2007).

Junior high school students' lack of autonomy is very worrying that can be seen from the high procrastination–declining student motivation to learn,

reluctantly completing school assignments, refusing to start to study/work, the behavior that is not purposeful, and therefore contributes to the low level of achievement of junior high school national examination in Great Malang. Low student independence is not merely caused by the inability of students to arrange them in learning (SRL), but the service system that is implemented is less suitable with the needs of junior high school students. In this regard, the counseling service in junior high school is one of the service systems which must be reconstructed, especially with regard to models of counseling services.

Face to face counseling services in recent junior high school are less attractive to students (only 15% of students utilizing counseling services, the remaining students utilize other services) (Nur Hidayah, 2008). It is the time to study in depth why these curative services left by junior high school students. This reality also occurs at the level of senior high school even in college. Therefore, in order to keep counseling services are effective and superior in service in the school system, it is offered an online counseling service model where students are not bound by distance and time when to consult with a counselor, it can even be done outside of school hours.

Education in junior high school in Great Malang is facilitated by internet, Wi-Fi, and hotspot area, so it can be used by counselors in the guidance and counseling program. Because of the restrictiveness of counselors with the number of students who are served, so that it becomes an obstacle. That is what makes face to face counseling services done less effectively, even slowly becoming obsolete. In addition, the counselee need now is not classic/conventional counseling–rather than face to face, they are more comfortable if they do not come to face to face counseling directly. Therefore the development of an online counseling service model to enhance students' SRL is critical to be designed as a breakthrough to replace face-to-face counseling services (Nur Hidayah, et al, 2010:2011). Through online counseling services, the counselee should not come into the counseling room, because the interaction of the two parties presented on the computer screen, as if to meet in person. Thus, an online counseling service is a fundamental requirement of a modern society, because the interaction is not limited by distance and time (distance counseling). Further efforts to manage the counselee's low SRL very important, because it can help the counselee become self-directed learners--students become independent in their learning (Skager, 1984), because the counselees experience their learning (experiential learning) to solve the problem themselves (self-help) (Kolb, 1984).

ICT-assisted counseling services (commonly known as Cybercounseling) has been applied in school abroad (Ohmae, 1999; Osborn, et al., 2003; Pelling, 2002), whereas in Indonesia have not been there even if there are still very rare (limited to an assessment of counselee self-understanding, such as self-efficacy inventory application, resilience, emotional leteracy, social skills, etc. (Nur Hidayah, 2011), with the exception of the models ever developed computer-assisted career guidance services (Hartono, 2009). Development of online counseling models to manage junior high school students' SRL is designed in a multi-year study from 2013 to 2015 years. The final product of the research is a formulation of online cognitive behavioral counseling model and its

implementation guide for the improvement of junior high school students' Self-Regulated Learning that are acceptable in city of Malang both theoretically and practically. To produce the model, the necessary information about the needs of the counselors to the online cognitive behavioral counseling model and its implementation guide, the characteristics of improvement services for junior high school students' self-regulated learning, and Self-Regulated Learning profile of junior high school students in Great Malang.

The first year research objective was to (1) identifying the needs of junior high school counselor in Great Malang on online cognitive behavioral counseling model for improvement of junior high school students' Self-Regulated Learning and its implementation guide, (2) knowing characteristics of improvement services for junior high school students' self-regulated learning, (3) identifying the self-regulated learning profile of junior high school students in city of Malang, and (4) preparing draft of online cognitive behavioral counseling model for improvement of junior high school students' Self-Regulated Learning in Great Malang and its implementation guide.

Junior high school students' SRL that will be increased is based on the construct of Zimmerman (1990) including: (1) self assessment (self-evaluation), (2) goal setting and planning, (3) organizing and transforming, (4) seeking information, (5) record keeping and monitoring, (6) set environmental structuring, (7) self-consequence, (8) rehearsing and memorizing, (9) seeking social assistance from Ppers (10) seeking social assistance from teachers (11) seeking social assistance from adults, (12) reviewing records for note, (13) reviewing records from textbooks, and 14) Others.

Cognitive Behavioral Counseling Model is an integrative model of counseling between cognitive orientated counseling and behavioral counseling developed by Aaron Beck in 1976. Rational emotive counseling percieves cognition composing of irrational belief systems. Self-instructional training perceives that the behavior and emotions are controlled by outcomes of self-talk learning, which are internalized in childhood. Patterns of idiosyncratic mind may develop, which is thought as maladjusted. Cognition is seen as part of a series of responses that lead to behavior which then leaves consciousness as an automatic behavior. Cognitive therapy perceives cognition consistsing of irrational thoughts styles. The obscured thought causes selected concern and predictions of incorrect consequences. It leads to a consequence that the image is obscured. Philosophy of rational emotive counseling and cognitive therapy underlies the development of cognitive behavioral counseling (Corey, 2005, 2009; Dobson, 2009, Capuzzi, 2003).

Framework of cognitive behavioral counseling is a form of counseling that combines the principles and procedures of cognitive counseling and behavioral counseling in an effort to help the counselee achieve the expected behavior changes (Kalodner, 2003; NACBT, 2004; Corey, 2005, 2009; Fauzan, 2004; Ramli, 2005; Triyono, 2005). In general, the goal of cognitive behavioral counseling is to help the counselee identify and change specific cognitive processes associated with affective and behavior problems. More specifically, the goal of cognitive behavioral counseling is to help the counselee: (1) manage the

awareness of the patterns of maladjusted cognition-behavior- affection relations experienced by the counselee. This goal can be achieved by asking the counselee monitoring thoughts, feelings, and behavior that occur before, during, and after a certain problem situations, (2) manage a set of new cognition that can be used to change and affect the counselee. To achieve these objectives, counselor guides counselee find/arrange new alternative cognitions and behaviors that can replace the maladjusted cognition, behavior, and affection, (3) manage the competencies necessary to overcome the weaknesses of the counselee. Therefore, counselee is encouraged to practice new patterns of cognition in life in the form of overt or covert behavior, and (4) improve the effectiveness of counselee's competence in developing new cognition, behavior, affections as required. Furthermore, the counselee asked to monitor the behavior and cognition during the counseling meeting and outside of counseling sessions to interpret practices conducted for self-improvement to overcome the experienced problems.

There are three stages in cognitive behavioral counseling. Those are as follows:

Early Stage (First)

The first stage of cognitive behavioral counseling is the stage of data collection. This stage aims to help the counselee determine the problems encountered and formulate the goals of counseling. Therefore counselor trained counselee be a good observer to his own behavior. In this stage, the counselee keeps a diary to monitor his own target behavior to be modified, answer questionnaires, take the test, and so on. In addition to the main objective, as has been mentioned, so at this stage it is expected that (1) the counselee realizes the data relating to their problems that had not previously been considered, and (2) the counselee's self-exploration affects the process of reconceptualization of the problems encountered, so it can be solved effectively.

Middle Phase (Second)

The second phase of the cognitive behavioral counseling is a step for increasing change in cognitive, emotional, and behavioral. This stage aims to help the counselee manage adaptive thoughts and behaviors. After counselee began to redefine the problems experienced, counselee learned to implement new behaviors or generate complex behavior that fits with the new situation. At this second phase, the counselee is expected to achieve changes in the three domains, namely: (1) changes in overt behavior, (2) the activity of self-regulation (self-regulated), in this case, working with a counselor to help change the counselee's self statement, self-image, and feelings that interfere with adaptive functioning, and (3) changes in counselee's cognitive structure.

Final Stage (Third)

The third stage is the stage of consolidation, generalization, maintenance of behaviors, and avoidance of recurrence. This stage involves cognition and the role of counselee deal with the change. During the final stage, the counselor with the counselee consolidate changes that have been achieved, increase generalization and maintenance of counseling effects and reduce the likelihood that counselee relapses. At this stage the counselor is expected to help the counselee (1) be able

to associate the changes that have been accomplished with the his/her sef-efforts, and (2) increase the longevity of counseling benefits that happened with anticipation of relapse at any time.

Online counseling services or cybercounseling (Bloom & Wartz, 2004; Goss & Kate, 2003) is a counseling service to help the counselee through cyberspace (the internet). Counselees contacted counselors by opening bloggers on Citus for counseling services. Through remote transactions counselor and counselee establish counseling communication to find solutions to problems. Both parties contact each other and look at the computer screen, because this online counseling service set up to avoid empty technology, but still maintain emotional contact between counselor and counselee. Online counseling can be done in a blended way, in a meeting, the counselor and the counselee can discuss problems or deepen SRL contained in the counseling program and determine the follow-up (Hidayah, 2011). Thus, the utilization of counseling services are not limited by the proximity of the place, but the counselee as (consumers) are free to choose and use or take advantage of professional services according to the needs and beliefs. For example, the counselee from one school may choose to enlist the help of counseling from another school counselors that have the same application of online counseling program.

2. Methods

Online cognitive behavioral counseling model for increasing junior high school students' SRL developed by the steps suggested by Akker and Gravemeijer, et al., (2006) as follows: (1) needs assessment, (2) the prioritization of needs, (3) the formulation of a general purpose and special-purpose for developing an online cognitive behavioral counseling model, (5) the development of model prototype for online cognitive behavioral counseling, (6) the development of the outlines for an online cognitive behavioral counseling model, (7) the preparation of the implementation of the evaluation strategy for an online cognitive behavioral counseling model, (8) evaluation of the product of an online cognitive behavioral counseling model development, and (9) product revision of online cognitive behavioral counseling model.

Online cognitive behavioral counseling model to increase the SRL of students will include components: (1) Rationale for services of SRL improvement (2) the purpose of the services, (3) the assumptions and principles of services, (4) the target of audience services, (5) the role of and qualification of counselors who provide services, (5) the media used in the service of increasing SRL, (6) online cognitive behavioral counseling procedure which consists of the stages and steps of implementation of online cognitive behavioral counseling, and (7) evaluation of the success of the service for improving students' SRL.

The implementation guide for online cognitive behavioral counseling services to increase junior high school students' SRL consists of (1) introduction, (2) characteristics of online cognitive behavioral counseling model to increase junior high school students' SRL, and (3) activities of counselors consisting of: (a) the activities of counselors in precounseling, (b) counselor activities in the process of counseling, and (c) activities of counselors in postcounseling.

The first year of the study used a descriptive design to describe: (1) the need of junior high school counselors in city of Malang for the development of online cognitive behavioral counseling models and its implementation guide to improve students' SRL, (2) characteristics of online cognitive behavioral counseling services for managing SRL of junior high school students in Great Malang, and (3) SRL profile of junior high school students in Great Malang. The data were gathered by surveys and in-depth interviews. Surveys used to determine the needs of junior high school counselors in Great Malang for the development of online cognitive behavioral counseling model and its implementation guide to manage/ improve students' SRL, characteristics of online cognitive behavioral counseling services to manage/improve SRL of junior high school students in Great Malang, and the profiles of junior high school students' SRL in Great Malang.

The in-depth interviews were conducted to obtain more detailed and depth data of counselors about the important characteristics of students' SRL. Results of surveys and in-depth interviews were used as input in the construction of model of online cognitive behavioral counseling services and its implementation guide to manage/improve SRL of junior high school students in Great Malang.

The study population was counselors and students of junior high schools in Great Malang. Sampling techniques both for counselors and students used technique of multistages proportional area cluster random sampling. That is, in the first stage, Great Malang is divided into three regions by dividing Great Malang into (1) Malang city, (2) Batu city, and (3) Malang regency. Of each area is further divided into the central region of the city (urban) and suburban (rural) (multistages). Number of samples for each urban and rural areas (areas) following the large number of population (proportional) in the region. The unit was not sampled through individual counselors and students but schools (cluster) at the level of urban and rural areas. The counselors and students whose schools randomly selected (random), they automatically became the study sample. By that way, the counselor sample obtained was 18 people and the student sample was 240 students.

The instrument used was a questionnaire, inventory, and interview guides. The technique of quantitative analysis was descriptive analysis such as percentage, mean, and mode. The qualitative analysis technique was domain analysis and taxonomic analysis. Domain analysis was done to obtain a description or definition of a general nature and relatively thorough about the characteristics of online counseling services to manage/improve SRL of students. This was done by classifying their answers into categories on the basis of similarity of the response given to a question. The taxonomic analysis is a continuation of the analysis domain. This analysis is used to obtain a more detailed understanding and depth of a category (domain). In the taxonomic analysis, research focus was limited to a particular domain that was very useful to describe or explain phenomena of online cognitive behavioral counseling model to manage/improve SRL of junior high school students as the main target of the study.

3. Research Results and Discussion

Based on the analysis of the needs for an online cognitive behavioral counseling model and its implementation guide for improving SRL of junior high school students, it showed that all (100%) junior high school counselors in Great Malang require online counseling to ease their task in providing counseling services, in particular to improve their students' SRL. A total of 98% of counselors with an educational background in counseling has been using facebook as a medium for chetting, but they do not use it for counseling. The junior high school counselors in Great Malang realize the importance of solving students' difficulties with providing excellent counseling services. However, they are constrained by the density of their own time in school, so face to face meeting is very small (1:12 person/month of 240 students each group in the study). Therefore, a new breakthrough offered via online counseling was greeted enthusiastically by the counselors.

The junior high school counselors in Great Malang have been facilitated with information and communication technology (ICT) by their schools. 100% of schools have a website, but the counselors do not use it as maximal as possible. It can be said that the school counselors have been facilitated by the website, then they need to be assisted to maximize its use, especially for counseling to serve students who has low SRL with online counseling.

Based on their experience in providing counseling services in schools, the counselors use procedures other than cognitive behavioral counseling (eg., T & F and Reality Counseling), so that cognitive behavioral counseling is percieved as new insights to enrich their theoretical and practical counseling. Basically, the problem is often expressed by the students in the category of personal-social, learning, and career, but most of the students often complain of lazy learning, lack of the skills in learning, delaying to start studying and doing schoolwork. Therefore, all junior high school counselors in Great Malang (100%) become interested in helping low SRL students through online cognitive behavioral counseling services.

All junior high school counselors in Great Malang need to study theory of cognitive behavioral counseling model such as rationale, objective, procedures, techniques, media, and evaluation in the form of online counseling guide developed based on cognitive behavioral counseling model by Aeron Beck (Corey, 2009). Furthermore, all junior high school counselors in Great Malang need SRL materials consisting of: monitoring and self-evaluation of learning activities, learning strategies, goal setting, planning learning strategy, learning strategy implementation, and monitoring of results and implementation strategies based on SRL construct of Zimmerman (1990). In turn, they can learn and use online media to improve the students' SRL through cognitive behavioral counseling services.

All junior high school counselors in Great Malang need the development of cognitive behavioral counseling techniques to facilitate behavior change in awareness and learning (SRL) to a more positive direction such as: discussion, role play, assignment, leading questions, demonstrations, and value clarification.

A total of 90% of the junior high school counselors in Great Malang do not apply the mentioned counseling techniques.

According to all junior high school counselors in Great Malang, they need all online media to facilitate the implementation of cognitive behavioral counseling: facebook, twitter, websites, blogs, e-mail, google talk, yahoo messenger and skype. Although among the online media that has been used by the junior high school counselors (50%) is just facebook for chetting. To measure the level of success, they need counseling evaluation instruments such as guidelines/ observation manual, interview, inventory, and self evaluation. Thus, it can be interpreted that the junior high school counselors in Great Malang need online counseling model to increase students' SRL. They never use cognitive behavioral counseling model in their school. According to the counselors, cognitive behavioral counseling model is relatively new therefore they want to be involved in the development of online cognitive behavioral counseling model.

Based on interviews and questionnaires for the need assessment described above, the developer develops an implementation guide of online cognitive behavioral counseling model to improve junior high school students' SRL. It is true that cybercounseling (Bloom & Wartz, 2004; Goss & Kate, 2003) is a model of counseling services appealing and appropriating to be practiced by counselors. An online cognitive behavioral counseling guide developed include: (1) introduction, (2) online cognitive behavioral counseling model characteristics to increase SRL of junior high school students, and (3) counselors' activities consisting of: (a) activities on precounseling, (b) activities on process of counseling, and (c) activities on postcounseling counseling.

4. Conclusions and Recommendations

The findings of this study concluded that the junior high school counselors of Great Malang want to learn and practice online cognitive behavioral counseling model to improve students' SRL. Cybercounseling becomes an option for future counselors because the task demands at the junior high school to meet the implementation of curriculum 2013. In order to be able to implement cybercounseling, counselors are helped by its implementation guide.

The first year of this research is focused on identifying the need of junior high school counselors in Great Malang towards online cognitive behavioral counseling model, the characteristics of the model, as well as the profile of students' SRL. Therefore the product of this first year research is a draft of an online cognitive behavioral counseling model and its implementation guide.

Cybercounseling is a counseling model that has an added value for the future counselor. Therefore, the junior high school counselors in Great Malang need to set up internet facilities (WIFI, Hotspot), and they need to be trained with an online cognitive behavioral counseling model and its implementation guide.

References

Akker, J. Gravemeijer, K. Mckenney, S M. Nieven, N (editor). (2006). *Educational Design Research*. New York: Routledge

Bloom, J.W & Garry R. Waltz. (2004). *Cybercounseling and Cyberlearning: An Ancore*. Greensboro: CAPS Press.

Capuzzi, D. & D.R. Gross. (2003). *Counseling and Psychotherapy: Theories and Intervention*. 3rd ed. Columbus: Merrill Prentice Hall.

Chen, S.C. (2002). Self-Regulated Learning Strategies and Achievement in an Introduction to Information System Course. *Information Technology, Learning, and Performance Journal*, 20, 1, Spring 2002, 11-25.

Corey. Gerald. (2005). *Theory and Practice for Counseling and Psychotherapy*. 7th.ed. California: Brooks/Cole.

Corey, Gerald. (2009). *Theory and Practice for Counseling and Psychotherapy*. 8th.ed. California: Brooks/Cole.

Dobson, Deborah & Keith S. Dobson. (2009). *Evidence-Based Practice of Cognitive-Behavior Therapy*. NY: The Guilford Press.

Fauzan, Lutfi (ed). (2004). *Pendekatan-Pendekatan Konseling Individual*. Malang: Elang Mas.

Hartono. (2009). Efektifitas Bimbingan Karir Berbatuan Komputer Terhadap Kemandirian Pengambilan Keputusan Karir Siswa SMA. *Disertasi*. Tidak dipublikasikan. Malang: PPS Universitas Negeri Malang.

Kolb, D.A. (1984). *Experiential Learning: Experiences as the Source of Learning an Development*. Englewood Cliffs, N.J.: Prantice-Hall.

Meichenbaum, D. (1985). *Cognitive-Behavioral Theories*. Dalam Lynn, S.J. & Garske, J.P. (Eds). *Contemporary Psychotherapies: Models and Methods*. Columbus, Ohio: Charles E Merrill Publishing Compay.

NACBT. (2004). *What is Cognitive-Behavioral Therapy?* Akes 15 Pebruari 2004. Http://www.nacbt.org/whatiscbt.htm.

Nur Hidayah, dkk. (2007). Pengembangan Model Konseling Kolaboratif Berbasis ICT. *Laporan Penelitian*. Tidak dipublikasikan. Malang: Lemlit Universitas Negeri Malang.

Nur Hidayah. (2008). Evaluasi Pelaksanaan Pelayanan Konseling di SMP se-Kota Malang. *Laporan Penelitian.* Tidak dipublikasikan. Malang: FIP Universitas Negeri Malang.

Nur Hidayah, dkk. (2010). Pengembangan Model Konseling REB untuk Mengelola SRL Konseli. *Laporan Penelitian.* Tidak dipublikasikan. PHKI Program Studi BK FIP UM. Malang: Universitas Negeri Malang.

Nur Hidayah. (2011). Studi tentang kebutuhan siswa terhadap layanan konseling berbantuan internet. *Laporan Penelitian.* Tidak dipublikasikan. Malang: FIP Universitas Negeri Malang.

Pelling. (2002). The Use of Technology in Career Counseling. *Journal of Technology in Counseling,* 2, 2.

Ramli, M. (2005). *Terapi Perilaku Kognitif. Artikel.* Dalam Mamat Supriatna (2005). *Pendidikan dan Konseling di Era Global.* Bandung: BK UPI.

Skager. R. (1984). *Organizing Schools to Encourage Self-Directed in Learners.* New York: Humburg & Pergamon Press.

UNESCO. (2003). *Using ICT for Quality Teaching, Learning and Effective Management.* Bangkok: UNESCO Asia & Pacivic Regional Bureau for Educatio

Zimmerman. B.J. (1990). Social Cognitive View of Self-regulated learning. *Journal* of *Educational Psychology,* 81, 329-339.

Applying Solution-Focused Counseling Model
to Career Counseling Services

M. Ramli

Email: m.ramli25@yahoo.com

Lecturer of Guidance and Counseling Departement, State University of Malang

Abstract

Career counseling service is aimed at helping counselees to become agents of solving career problems independently. The service calls for counselors to help the counselees effectively and efficiently. Therefore, it calls for effective and efficient counseling models. One of the models is a solution-focused counseling model. The model is a counseling that emphasizes a collaborative process of counselors and counselees in finding solutions to achieve the desired goals. Its process uses many questions to ask counselees' stories, strengths and resources, and career problem exceptions. This paper focuses on the nature of solution-focused counseling model and its application to career counseling services.

1. Introduction

Career counseling services are intended to help counselees solve their career problems so that they can develop themselves optimally in their life. In practice, career counseling services are facing complex challenges due to rapid changes in many aspects of life that affect the complexity of conselees' career problems. With the rapid changes of the labor market caused by various political, social, economic, cultural, demographic, and technological forces, career change has become such a common phenomenon that most workers have to solve it efficiently and Effectively (Burwell, 2006).

Recent concern that the dominant trait-factor paradigm used in career counseling is less relevant to clients who face dilemmas associated with their lives in a complex world of work, career, and family (Miller, 2005). Therefore, career counseling services to the counselee require a counseling model that is more relevant to current conditions. The model is efficient and effective counseling to help counselee deal with rapidly changing career problems immediately and develop themselves optimally. The model is a solution-focused counseling.

Solution-focused counseling model is derived from Solution-Focused Brief Counseling (SFBC) which is one of the models of the most important postmodern counseling (Corey, 2009). This model was established and developed primarily by Steve de Shazer and Insoo Kim Berg since the 1980s in Brief Family Therapy Center in Milwaukee, Wisconsin United States (Capuzzi & Gross, 2009; de Shazer & Dolan, 2007; Sharf, 2004). During its development, SFBC influenced by counseling approaches that have been developed at that time, including brief

therapy developed by Milton Erickson (Gladding, 2009), behavioral approach, cognitive-behavioral approach, and family systems therapy (Seligman, 2006).

The Counseling model is much needed in the era of the counselee and psychological helping agencies requiring brief and effective counseling services. Similarly, brief counseling skills needed by counselors who work in the setting providing more services with less time (Gladding, 2009). The counseling model is becoming increasingly popular in counseling services because of its practicality, efficiency, and effectiveness in helping counselees (Sciarra, 2004). Besides that, now, SFBC is the most widely used model of counseling by practitioners of helping profession (Sperry, 2010). SFBC is an effective helping model to families, couples, individuals, children, and adolescents with a variety of life problems (Prochaska & Norcross, 2007).

2. Foundations of Solution-Focused Counseling Model

Basically, SFBC is based on a positive and optimistic view of human nature (Corey, 2009; Gladding, 2009). Human beings are healthy and competent. SFBC is a nonpathological counseling model that emphasizes the importance of human competence rather than incapacity, and strength rather than weakness. In addition, Men and women are able to build solutions that can improve their lives. Humans have the ability to deal with the challenge in their lives. However the influence of the environment on human being, the counselor believes that through counseling, the counselees are able to construct solutions to their problems. Therefore, human beings are also able to construct solutions to their career problems.

In the implementation of counseling, SFBC does not use any theory of personality and psychopathology thriving today. SFBC believes that counselors can not understand exactly about the causes of individual problems. Counselors need to know what makes people into better future and a more healthy, which is the goal of better and more healthy. Individuals can not change the past, but they can change the goal. Goals can better cope with the problem and deliver to a more productive future. Counselors need to know the characteristics of productive and good counseling goals: the positive, the process, present, practical, specific, under control of counselees, and counselees' language. In place of a theory of personality and psychopathology, and past problems, SFBC focusses on the present time guided by specific and positive goals that based on counselees' language and under their control (Prochaska & Norcross, 2007).

SFBC services based on the assumptions and ground rules as follows. There are four basic assumptions that are important to counselors, namely (a) counseling should focus on solutions rather than problems for beneficial change, (b) an effective counseling strategy is to find and change the exception (moments free from career problem) to be the solution, (c) small changes lead to bigger changes, (d) the counselee has the necessary resources to resolve the problem, (e) the counselor should focus on developing meaningful purpose built by counselors and counselees with emphasis on what expected by counselee than counselor's ideas/ opinions (Charlesworth, JR & Jackson, 2004).

The basic rules as the basis of counseling service are as follows. Counselors should (a) avoid the exploration of problems, (b) be efficient in counseling

services, namely counselors should achieve goals optimally with the least intervention sessions, (c) recognize that insight/understanding of the problem and its cause does not provide a solution because the counselor should focus on action rather than discussion of the problems experienced by the counselee, and (d) focus on the present and future. If the counselee realizes that this time the solution was already there on him, it can improve self-confidence. If the counselee thinks about what will happen in the future and realize that the solution is available, it can build confidence that everything will be better (Charlesworth & Jackson, 2004).

In the process, solution-focused counseling model focuses on solution talk rather than problems talk. The counseling process intended to enhance awareness for exception to the pattern of experienced career issues and the selection of conscious change process. Increased awareness of the exception to the pattern of problems can create a solution. The selection of change process is able to determine the future of counselee's life. Some empowering hints options are as follows: (1) if it works, don't fix it. Choose to do more of it, (2) if it works as a little, choose to build on it, (3) if nothing seems to be working, choose to experiment, including imagining miracles, dan (4) choose to approach each session as if it were the last. Change starts now, not next week. (de Shazer & Dolan, 2007; Prochaska & Norcross, 2007).

Counseling relationship has an important role in the solution-focused counseling model. A counseling relationship is collaboration between counselors and counselees in developing joint solutions. Collaboration emphasizes solutions for counselee's problems and counseling techniques used by counselors. A counselor is an expert on counseling processes and structures that help counselee build toward the goal of successful solutions. Counselees are experts on themselves and the goals to be built. Counselors are active in moving as quickly as possible to focus on the solution from the problem. Counselors direct counselees explore their strengths and build solutions. Counselors encourage Counselees' initiatives and help them see and use their better responsibilities (Prochaska & Norcross, 2007).

3. Techniques of Solution-Focused Counseling Model
There are various techniques used by solution-focused counselors. Generally, some of the techniques used are as follows (Corey, 2009; Seligman, 2006).
a. Exception-finding questions: the questions of moments when counselee are free from career problems. exception discovery helps counselee clarify the conditions of change, have the power and ability to solve career issues, provide a real evidence of solution and help counselees discover forgotten strengths and recourses that they can use to achieve the expected career goals. For example, "When can you manage this career problem calmly? "When did you do differently from that now? "Let me point out times when you are free of this career problems?"
b. Miracle questions: questions leading counselee imagine what would happen if experienced career problems magically solved. This technique helps clarify goals and highlights exception of career problems by stimulating the counselee

to imagine a solution and remove the barriers to career problem solving and build hope for the expected changes. For example, counselees were asked, Imagine that one night, while you were asleep, a miracle happens and all career issues resolved. How do you know that your career problem solved? What do you do when it is showed that the career problem is resolved completely?

c. Scaling questions: questions that ask the counselee make the abstract become concrete, vague became clear with quntifying strengths, problems, circumstances, or changes in the counselee. For example, a counselor says, "On a scale with a range of 1 to 10, where 1 means you have no control at all on career issues and 10 means you have full control over your career problems, and in the range of numbers where you put yourself on the scale? and "What do you need so that you can go up one number in the scale?"

d. Compliments: a written message that is designed to reward and praise for the excellence, progress, and positive characteristics for the achievement of the counselee's goal. This technique is used before the counselee given the task by the end of counseling sessions.

e. Presession change question is the question which is intended to find exception or explore the solution which is strived by counselee. The goal is to create the expectation for changes, emphasize role of active and responsibility of counselee and showed that a change could occur outside of counseling session. For example, counselor inquired, "Since the last meeting, did you see any changes on yourself?" or "Since the last meeting, did you discover a new way in viewing your career problem?" or "Since the last phone call, what changes did you see so far?"

f. Formula first session task: Form of a task given by a counselor to the counselee to be done between the first meeting and the second meeting. For example, a counselor said, "Between now and the next meeting, I hope you can observe what happens to your relationship with your supervisor that you want to continue to maintain so that you can explain it to me at the next meeting." In the beginning of the second counseling session, the counselor asks what has been observed by his/her counselee as well as ask what he/she wants to maintain in the relationship with his/her supervisor.

4. Procedures of Solution-Focused Counseling Model

In general, solution-focused counseling takes place according to the following stages (Corey, 2009; Brown, 2007; Seligman, 2006).

a. Establishing relationships

Establishing relationships is necessary to establish good and collaborative relationships between counselor and counselee to achieving the desired change. In the good relationship establishment, counselors show concern, acceptance, appreciation, and understanding of the counselee as a unique individual. One way to immediately interact in early counseling session is performing neutral conversation topics that can build awareness of the counselee strenghts and resources for the development of problem solution. Change takes place in the interaction process. Therefore, a collaborative relationship between counselor and counselee is very important. Through such collaboration, a counselor can

understand the counselee's internal world so that they can jointly construct a problem that can be solved from the outset of counseling relationship.

b. Identifying a solvable complaint

Problem identification is one of essential steps in a counseling process because it can facilitate the development of goals and interventions as well as improve changes. Counselor and counselee construct the image of problem that puts the solution in control of counselee. For example, construction of a client's problem relates to "Making customers stop belittling." This construction is out of counselee's control and difficult to be changed by counselee immediately. However, construction of problem "I would be quiet and defend myself when customers insult me." is in control of the counselee.

Counselors use questions in such a way that communicate optimism and hope for change and empower the counselee. Counselee problems as something normal and can be changed. For example, the counselor asked the counselee "After we talk about your hobbies, what makes you meet me in this counseling room?" rather than "What career problems that bother you?" or counselor asked "What will you accomplish/change?" than the question "What can I do for you so that you can work in peace in you office?"

Counselors use techniques of acceptance, summarization, clarification, open questions, and other basic techniques of counseling communication to understand the conditions of counselee clearly and specifically. For example, the counselor asked, "How can you make yourself sad today?" And "How do you study so that you get the scores that are less satisfied for you? " SFBC Counselors often use scaling questions to establish a baseline condition of the counselee and facilitate the identification of counselees' possibilities and progresses in career counseling.

c. Establishing goals

Counselor and counselee collaborate to set goals that are specific, observable, measurable, and concrete. The purpose is basically to form one of the forms of the following purposes: (a) change what is done in a problematic situation, (b) change the outlook or frame of mind about the problem situation, and (c) assess the sources, solutions, and strengths of counselees. Question implies a very important success as in the establishment of counseling purposes. For example, "What will be the first indicator that you has made a career plan?" How do you know that counseling is beneficial for your career plan? "How can you tell that you have had a new job?"

Detailed discussion about the positive changes can be pushed to obtain a clear view of the exact solution for the counselee. SFBC counselors often use miracle questions to set counseling goals. The questions that accompany miracle questions allow counselees imagine that their career problems solved, raises expectations, in order to facilitate the discussion of how the magic happens in reality. Individual response to miracle questions typically provide input for counselors with the various solutions that can be used to help the counselee solve his career problem.

d. Designing and implementing intervention

Interventions designed to inhibit problematic behavior patterns with suggesting alternative ways of reacting the problem. Counselors integrate

understanding and creativity in the use of counseling strategies to foster change even slightly. Solution-focused counselors often use exception questions to design and implement counseling interventions. The question that is often used during this stage is "What changes have occurred? "What has been successful in the past when you solve career issues similar to this problem?" "How did you make it come true?" "What would you do to make the solution happen again?"

Alternative interventions that have been designed through the questions are implemented in daily life of counselees as a part of their lives. Counselees are given the opportunity to apply the alternative intervention in resolving the issues between counseling sessions. Adjustments made if necessary at the beginning of the counseling session to ensure that the counselees can effectively make progress toward expected positive changes.

e. Termination, Evaluation, and Follow-up

Counselors use compliments to give feedback on the progress of counseling in constructing solutions and give the task to improve the achievement of the counseling objectives. The counselor then use scaling questions to assess counselee's progress compared with the initial condition of counselee at the outset of counseling. Once the goal is achieved satisfyingly, the counselee then terminates counseling. Counselors encourage the counselee to become a counselor for him and apply the skills to construct solutions to the next problems. Counselors follow career counseling service by following the career development of counselee.

5. Conclusion

Career counseling service in a complex global world with fast-paced changes in its various aspects requires efficient and effective models. One such model is the solution-focused counseling. The counseling model based on a postmodern perspective that emphasizes collaboration of counselor and counselee in the construction process for solutions to career goals to be achieved by counselees. The counseling model empowers counselee as individuals who are experts on themselves and their desired goals, while the counselor as an expert on counseling procedure, but not know much about counselee's characteristics and goals.

Solution-focused counseling process facilitates counselees to find resources and strengths in finding exceptions for their career issues so that they are able to construct solutions for change of the expected future career. The learning experience can be applied to construct solutions to the other counselees' problems in their life.

References

Brown, D. (2007). *Career Information, Career Counseling, and Career Development*. Boston: Pearson Education.

Burwell, R. & Chen, C.P. (2006). Applying the principles and techniques of solution-focused therapy to career counseling. *Counselling Psychology Quarterly*, 19, 2, 189-203.

Capuzzi, D. & Gross, D.R. (2009). *Introduction to the Counseling Profession.* Columbus, Ohio: Pearson.

Charlesworth, J.R. & Jackson, C.M. (2004). Solution-Focused Brief Counseling: an Approach for Professional School Counselors. Dalam Erford, B.T. (ed.). *Professional School Counseling: A Handbook of Theories, Programs and Practices.* Austin, TX: Caps Press.

Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy.* Belmont, California: Brooks/Cole.

De Shazer, S. & Dolan, Y. (2007). *More Than Miracles: The State ofthe Art of Solution Focused Brief Therapy.* London: Routledge.

Gladding, S.L. (2009). *Counseling: A Comprehensive Profession.* New Jersey: Pearson Education, Inc.

Kelly, M.S., Kim, J.S., & Franklin, C. (2008). *Solution-Focused Brief Therapy in Schools.* New York: Oxford University Press.

Miller, J.H. (2005). *Building A Solution-Focused Strategy Into Career Counseling.* Christchurch, New Zealand: University of Centerbury.

Nystul, M.S. (2006). *Introduction to Counseling*: *An Art and Science Perspective.* Boston: Pearson.

Prochaska, J.O. & Norcross, J.C. (2007). *Systems of Psychotherapy.* Belmont, California: Brooks/Cole.

Sciarre, D. (2004). *School Counseling.* Belmont, CA: Brooks/Cole-Thomson Learning.

Seligman, L. (2006). *Theories of Counseling and Psychotherapy.* Columbus, Ohio: Pearson Merril Prentice Hall.

Sharf, R.S. (2004). *Theories of Psychotherapies and Counseling: Concepts and Cases.* Pacivic Grove, CA: Brooks/Cole.

Sperry, L. (2010). *Highly Effective Therapy.* New York: Roudledge.

Career Development, Career Orientation and Career Choice of Surabaya City Young Women

Mochamad Nursalim

Email: mochamad_nursalim@yahoo.com

Lecturer of Guidance and Counseling Departement, State University of Surabaya

Abstract

The purpose of this study is to probe and identify the factors that influence career development, career orientation and career choice of young women, as well as explain the pattern of career development, career orientation and career choice of young women. Based on the data analysis result is concluded, first, on career development, career orientation, and the career choices of young women, the most dominant factor is a factor influencing capabilities that include talent, interest and intelligence. Second, high career orientation of young women in the city of Surabaya is to career orientation related to family life and life assurance. Third, the type chosen career or career types considered for selection by the young women in the city of Surabaya include; employee personnel, consulting firms, teachers, tailors, food vendors, beauty expert, nurse, bank teller, singer, lawyers, and factory workers, members of the military, police, designer, chef, hotel manager/store/company, stewardess, social workers, secretaries, nurses, tailor, food vendors. Among the types of careers in the select, the most widely chosen is the manager of the hotel/store/company, and next followed a career as a teacher as well as food vendors.

Keywords: career development, career orientation, career choices, young women.

1. Introduction

Experts generally concluded that although men and women can share the communalists of career development, career process is more complex in women than in men (Betz & Fitzgerald, 1987; Fitzgerald & Crites, 1980). Further in Zunker (1986) states that: *'The general development pattern of women suggests that a women's life cycle does not follow stage model developed from the study of men".*

Career development, career orientation, and career choices are what women have generally received less attention in the developing views until now. According to Osipow (1978) this condition is caused due to the development of women's career contains many elements that are difficult to be studied in an integrated manner, such as people's views about the women social role; community perceptions about appropriate or inappropriate for a position held by the woman; society's view of women obligations in sharing attention between coaching position, child education and household arrangements, as well as women's own struggle to gain equal rights in taking office, promotion in rank, and fringe benefits.

Osipow (1983) conducted a review of the research conducted in the United States concerning the career development of women, showed that there are differences and similarities between the career development of women and men. Differences appear quite relevant, so it takes its own conception of the career development of women. One of those who took a special interest in women's career development is Ginzberg (1986) distinguished three lifestyle or three patterns of life that is traditional, transitional and new orientation. In the traditional pattern of pressure is applied to the task of fostering households, the transitional pattern more attention give to the management of the household of the career coaching; oriented in new patterns of household arrangements and coaching career in the same pressure. According to Ginzberg (1986), it would be difficult for women to choose a new orientation for fear of losing the traditional social roles expected by society, especially for women who went further by giving priority coaching career. Zytowski (1989) distinguished three patterns of career progression, that is a bit focused on a career, quite focused on building a career, and very focused on building a career. According Zytowski, basic lifestyle for women is domestic setting (homemaker). Women who work outside will make changes to the basic lifestyle.

According to Zunker (1986) shows the career orientation one's perspective on a career that will be developed which is closely related to lifestyle aspired. Festinger (1993) argued that career oreintation closely related to career aspirations. Furthermore, according to Kristi Purwandari (1995) is the integration of career aspirations dreams, hopes, desires, ambitions, goals regarding careers, especially life in the future.

Roe (in Sukardi, 1995) argued that past experience has a particularly important role in developing the basic attitudes, interests, potentials will be reflected in career orientation. According Fessinger (1993) women's career orientation is influenced by the capabilities, achievements oriented and feminism oriented. Holland (in Sukardi, 1995) states every person has a sequence of different orientations, and it is this which is why everyone has a life style different. On the other hand Poerwandari (1995) stated that career orientation can not be separated from two things: the desire to develop and the desire to fulfill responsibilities in accordance with what is environment need.

Zunker (1986) identified the orientation of a person's career that includes 11 dimensions: financial orientation, orientation to social services, orientation to family, leadership and orientation to the working environment, orientation to education, orientation towards regularity in the execution of the task, orientation to the use of leisure time, orientation on mobility, orientation to life assurance, orientation to outdoor activities

Stabilization of identity in women required more time than the process of strengthening self-image in men (Zunker, 1986). This was due to prejudices and rigid view of the role of women in society (gender-role streotyping). The difficulties experienced by women in defining and establishing career options outside the family environment was closely related to the blurring of the picture of their role in society

Career choices by Holland (1985) were part of the overall pattern of someone's life. Career choice is personality reflection and an effort to implement a personality into the working world. According Fesinger (1993) a person's career choice is a decision to the selected job. According to Holland career choices are influenced by personality type and environment. While Williamson (1965) stated that career choice was based primarily on the identification of individual ability through testing. Roe (1980) stated that career choices were influenced by the mode of interaction between the parents during childhood and education patterns that was implemented by parents of their children. Meanwhile, according to Super (1984) that career choice was a combination of factors to the individual's own needs, personality traits, as well as intellectual ability, and the individual outside factors, such as socio-economic level of the family, cultural environmental demands and opportunities-opportunities available. However, the emphasis lies on the individual factors alone.

In theory, Donald Super (1962) considered that career choice was an implementation of the self concept. Each job requires a characteristic pattern of skills and personal traits; although self-concept and social circumstances change, career selection process persists with career development. According to the socioeconomic approach, the characters are Miller and Form (in Manrihu, 1992), socioeconomic background greatly influenced the selection of a person's career. Factors influencing career choices such as type of work, the opinions of parents, parental education, gender, type of race, ethnic group, religion, place of residence, family stability, family size, birth order, the values of the peer group, the school environment and society. In addition to the above factors in occupational choice is also influenced by economic factors, namely supply and demand for labor, the knowledge about the various opportunities, job opportunities in the future, a person's ability to obtain the necessary training and education.

According to Ginzberg (1983) chosed positions not just happen once, but experienced a process of development that included a period of time between 6 to 15 years. In the process of child development distinguished three phases, namely the fantasy phase from birth to 11 years, tentative phase from ages 11 to 17, and realistic phases from approximately age 17 to age 25 years. Further Ginzberg (1972) added that the electoral process is a lifelong career and open. The main cause of changes in career choice was the feedback from the satisfactions associated with changes in responsibilities, and pressures or choices in the individual job now.

Winkel (2001) stated that society's view of social roles to be one of the decisive factors in the career development of a young woman. People's views can be very different between people in rural areas and communities in the big cities. Public views in big city may vary between groups of people who live in the villages and are living in an area that belonged to the upper middle socioeconomic. Further Winkel (2001) stated that for Indonesia at the present there are many things about career development, career orientation and career choice of young women who have not been clear. Therefore it is necessary to study the efforts of career development, career orientation and career choice of

young women, so the results of this study can be used as consideration and the treatment to the Indonesian women.

Based on the above description continue to the following issue, What factors that influence career development, career orientation and career choice of young women in the city of Surabaya? How do patterns and career development, career orientation and career choice of young women in the city of Surabaya?

2. Career development

Shertzer and Stone (1981) cited a definition of career development that had ever been formulated by the National Vocational Guidance Association: career development is a combination of psychological factors, sociological, physical education, economic, and opportunities, which to form one's position together.

Career development related to various psychological factor, social, cultural, economical, which passed range of time, build self career identity, ability of making career decision and career maturity (Herr and of Cramer, 1984). Meanwhile, Winkel (2001) explained that career development was process of someone position within in certain period.

According to the Super in Zunker (1981) that the developmental stage of one's career can last a lifetime and can be divided into five phases as follows: a. **growth stage** (from birth until the age of 14-15 years) was characterized by the development of skills, attitudes, interests, and needs related to self-concept, b. **exploration stage** (age 15-24 years), characterized by tentative phase, where individual choice was narrowed but not the final choice, c. **stabilization stage** (age 25-44 years), marked by trial and stabilization through work experience, d. **development stage** (age 45-64 years), characterized the process of continuous adjustment to increase job positions and job situation, and e. **stages of deterioration** (age 65 and above), marked consideration before stopped working.

In line with the above opinion, Ginzberg et al. (In Winkel, 2001), also shared the stage of career development is associated with the development of the individual. According to Ginzberg that the development of one's career can be divided into three phases, namely: a. **fantasy phase**, this phase lasts from birth to age 11 years, b. **tentative phase**, which takes place during early adolescence, from age 11 to 17 years, and c. **realistic phase**, which occured during late adolescence and young adulthood, from age 17 to 25 years.

According to Winkel (2001), the factors that influenced the career development include internal factors and external factors. Internal factors may include: the values of life, level of intelligence, special talents, interests, traits, knowledge, and physical state. Meanwhile, external factors included the social conditions of the community, the state of the country or regional socio-economic, socio-economic status of the family, the influence of family members and nuclear family, school, relationships with peers, the demands that attached in someone's position.

According to Winkel (2001) a person's career development process can not be separated from what happened, what was experienced, and what was done during the years prior to a person holding a particular office. This process is individualized and a combination of psychological factors, sociological, cultural,

geographical, educational, physical, economic, and open opportunities that form one's position simultanously.

This is characterized by a change of career development. There are two kinds of change, a change that occurs within the individual due to increased age, developments in the various aspects of personality and experience, as well as the changes that occur outside the individual, such as changes in opportunities due to economic conditions, social, and cultural change. All these changes influence the direction of development interests, attitudes, expectations, and abilities, as well as play a role in the decisions taken and choices made concerning the position. Career development process is very complex because it contains combination of many factors and characterized by change, as well as an important life planning.

3. Career Orientation

A lot of empirical evidence has supported the career orientation and career choice of women. Astin (1984) proposed to predict career choice and work behavior that was expected to women need of social psychology model of work motivation, socialization of gender roles and structures of opportunity. Meanwhile, Former (1985) developed a model of women's career development and the test based on the theory of Bandura's social learning. In testing this model with a sample of men and women in high school, the result i.e. background factors are more dominant than the environment factors and personal factors in predicting women's career aspirations. Women with high career commitment have low scores on measures of commitment to taking care of the household. In other hand women who are interested in having a family and having a baby is negatively related to career commitment.

Former (1985) also suggested that young women with a high commitment taking care of the household, there is a continous effect on the motivation of her career, but the young man with such a commitment that still has a high career motivation. Thereby obtaining a way to test career and family commitments simultanously in young women is for the purpose of understanding the balance between family and work responsibilities.

Based on the results of the study with a sample of female students in a College, Festinger (1985) found that women's career choice was influenced by the family orientation and career; career orientation can be predicted through capability, orientation of achievement and orientation of feminism. Further research by Festinger (1990) with a larger sample indicated that the variable capacity and agentic characteristics affect career choices. Agentic traits and sex role attitudes affect career orientation. Between career choice and career orientation of has reciprocal influence.

According Sanguilino (1978) for the establishment of a young woman "who I was and what I want relating with participation in the work?" Asking for more time because he had a conflict between the expected things, the things that one conflicts with others. Therefore, career orientation and career choice of young women showed greater variations among the women with other women. Spencer (1982) supported the Sanguilino idea and specifically refered to the period of transition during adolescence young adulthood when women search for identity,

while she was reviewing the traditions concerning the role of women. During the period young woman may experience ambiguity about the shape a reasonable balance between building family life and developing a career outside the home.

Chusmir (1983) showed a number of characteristics that appear in women entering non traditional occupations for them such as civil engineering, machinery engineering, physics, biology, and medicine. They prefer to act independently, active, dominant, individualistic, and full consideration of the women entering the fields of traditional positions such as social workers, nurses, educators, and administrators. Chusmir found indications that the motivational force that leads to a non-traditional positions were formed when they were teenagers as motivation for achievement, seek social status, and pride.

According to Zunker (1986) career orientation and career choice of young women took longer than men. This was caused by prejudice and rigid view of the role of women in society (gender-role stereotyping). Difficulties experienced by young women in defining and establishing her career choice in family environment is closely related to the escape of their descriptions of their role in society, the lack of female aspirations models.

Winkel (1999) stated that society's view of social roles be a decisive factor in the orientation and career choices a young woman. People's views can be very different between people in rural areas and communities in the big cities. In the big city public views may vary between groups of people who lived in the low socio economic and people lived in an area that belonged to the upper middle socioeconomic. Further Winkel (1999) stated that for Indonesia at the present there are many vague things about the orientation and career choice of young women.

4. Career Options

Career choice by Holland (1985) was part of the overall pattern of life. Career choice describes personality and an effort to implement a personality into the working world. Experts had attempted to identify factors that affect a person's career choice among Holland (1985), Williamson (1965), Roe (1980), Super (1984), Miller and From (in Manrihu, 1992). Each expert reviewed of factors influencing career choices from different reviews.

According to Holland (1985) career choices are influenced by personality type and environment. Holland personality types are; realistic, intellectual, social, conventional, enterprising and artistic. Each type has a definition of conceptual, empirical objective, empirical summary, activities desired and not desired, self-concept, special talents and abilities as well as personal development. Holland further stated in addition to the type of personality, a person's career choice was also determined by the one's environment, the realistic environment, intellectual environment, social environment, conventional environment, enterprising environment and artistic environment.

One of the experts of the trait and factor theory called Williamson (1965) stated that career choice is based primarily on the identification of individual ability through testing. According to Williamson, a career choice was an attempt to match the character of the individual with a specific position.

Roe (1980) stated that career choices were influenced by the first impression, the impression on feeling satisfied and not satisfied that was acquired in infancy and early childhood, the next will continue to develop into a power in the form of psychic energy.

Career choice was a combination of factors such as the individual's own needs, personality traits, as well as intellectual ability, and factors outside the individual, such as socio-economic level of the family, demands of culture, environment and the opportunities available. However, the emphasis lied on the individual factors alone (Super, 1984).

According to the socioeconomic approach, the experts were Miller and Form (in Manrihu, 1992), socioeconomic background greatly influenced the selection of a person's career. Influencing Factors career choices such as type of work, the opinions of parents, parental education, gender, type of race, ethnic group, religion, place of residence, family stability, family size, birth order, the values of the peer group, the school environment and society. In addition to the above factors in occupational choice was also influenced by economic factors, namely supply and demand for labor, the knowledge about the various opportunities, job opportunities in the future, a person's ability to obtain the necessary training and education.

5. Career development and the Young Women's Career Choices

Career development of young women by Zunker (1981) was at the exploration stage and consolidation stage. At the exploration stage of the young woman began to narrow the range of alternative careers that will be selected and practiced, but this effort was not the final choice. This phase will be continued in the consolidation phase that is characterized by experiment and observation through work experience. Meanwhile, according to Ginzberg (in Winkel, 2001) explained that the career development of young women were at realistic phase. At this phase was characterized by the desire of young people to consider two or three alternative positions, but does not take a decision, which followed a particular desire to take certain position, and made a decision about a particular position.

Young women's career development process was very complex because it contains combination of many factors and is characterized by change, as well as an important part of life planning. One's career development process cannot be separated from what happened, what was experienced, and what was done in years before person holding particular position. This process was individual and combination of psychological factors, sociological, cultural, geographical, educational, physical, economic, and open opportunities that form one's position together.

Career development of young women is characterized by change. There are two kinds of change, a change that occurs within the individual due to increased age, developments in the various aspects of personality and experience, as well as the changes that occur outside the individual, such as changes in opportunities due to economic conditions, social, and cultural change. All these changes influence the direction of development interests, attitudes, expectations, and abilities, as

well as play a role in the decisions taken and choices made concerning the position.

A lot of empirical evidence supports the development of women's careers and career choices. Astin (1984) proposed to predict career choice and work behavior that women expected concerning with social psychology model of work motivation, socialization of gender roles and structures of opportunity. Meanwhile, Former (1985) developed a model of women's career development and the test based on the theory of Bandura's social learning. In testing this model with a sample of men and women in high school, the result that background factors are more dominant than the environment factors and personal factors in predicting women's career aspirations. Women with high career commitment, showed low scores on measures of commitment to taking care of the household. On the other hand women who were interested in having a family and having a baby is negatively related to career commitment.

Former (1985) also suggested that young women with a high commitment to marriage, there is a continous effect on the motivation of his career, but the young man with such a commitment that still has a high career motivation. Thereby obtaining a way to test career and family commitments simultaneously at the young woman is for the purpose of understanding the balance between family and work responsibilities.

O'Brien and Fasinger (1993), stated that the variables that influence the career development of women include lack of jobs and opportunities, woman's low ability, focusing on the development of career and family responsibilities. Career decision-making process in women include outside components the consideration of women include: how to choose a career that will support their work and success in various roles as parents, spouse and as workers. Young women's career choice is a young woman decision to a job that is transmitting its personality.

Many factors affected career choices of young women. According to Holland (1985) Young women's career choice was influenced by the type of personality and environment. While Williamson (1965) stated that young women's career choice was mainly based on the identification of individual ability through testing. Roe (1980) stated that the career choices of young women affected by the mode of interaction between the parents during childhood and education patterns that were applied by parents to their children. Similarly, Super (1984) that the career choice for young women was more influenced by the concept itself. Based on the theory of Super (1984) to determine the pattern of women's career into seven categories; housewife career pattern, a conventional career path, stable career path, a pattern two career paths, not stable areer patterns, unstable career patterns, repeated experiments career patterns.

According to Miller and Form (in Manrihu, 1992), socioeconomic background greatly influences a person's career choice of young women. Factors influencing career choices such as type of work, the opinions of parents, parental education, gender, type of race, ethnic group, religion, place of residence, family stability, family size, birth order, the values of the peer group, the school environment and society. In addition to the above factors in occupational choice is

also influenced by economic factors, namely supply and demand for labor, the knowledge about the various opportunities, job opportunities in the future, a person's ability to obtain the necessary training and education.

Process of career options for young women not just happen once, but suffered a developmental process that includes a period of between 6 to 15 years (Ginzberg, 1983). Further Ginzberg, added that the electoral process throughout life and career is open. The main causes of changes in career choice are the feedback from the satisfactions associated with changes in responsibilities, and pressures or choices in the individual job now.

Based on the results of the study with a sample of female students in a College, Festinger (1985) found that women's career choice was influenced by the family orientation and career orientation; career progression can be predicted through capability, achievement and orientation of feminism. Further research by Festinger (1990) with a larger sample indicated that the variable capacity and agentic characteristics affect career choices. Agentic traits and sex role attitudes affect career orientation. Between career choice and career development influence reciprocally.

According Sanguilino (1978) for the establishment of a young woman "who I am and what I wish concerning participation in the workforce?" Asking for more time because she had a conflict btween the expected things, the things that one conflict with others. Therefore, career development and career choices of young women showed greater variations among the women. Spencer (1982) supported the idea Sanguilino and specifically refered to the transition period during young woman when searching for identity, while she was reviewing the traditions concerning the role of women. During the period that the young woman may experience ambiguity about the reasonable balance shape between nurturing family and developing outside home career.

Chusmir (1983) showed a number of characteristics that appear in women entering nontraditional occupations for them such as civil engineering, machinery engineering, physics, biology, and medicine. They prefer to act independently, active, dominant, individualistic, and full consideration of than women entering the fields of traditional positions such as social workers, nurses, educators, and administrators. Chusmir found indications that the motivational force that leads to a non-traditional positions were formed when they were teenagers as motivation for achievement, seek social status, and pride.

According to Zunker (1986) career development and career choices of young women took longer than men. This was caused by prejudice and rigid view of the role of women in society (gender-role stereotyping). Difficulties experienced by young women in defining and establishing her career choice in family was closely related to bad descriptions of their role in society, lack of female models on aspirations.

6. Methods

The research included in the survey category. The population study was all the young women in the city of Surabaya. The definition of a young woman is a woman aged between 18 to 30 years, either single or married. Sample was 250

people chosen by Multi Stage Area Sampling techniques. Variables to be examined in this study were the factors that influence the development, orientation, and career preferences, as well as development patterns, orientation, and career options. Data collection instrument used was a questionnaire career development and career choice adaptep from Festinger (1993) The analytical method used was a descriptive statistical analysis techniques, namely by use the percentage of central tendency (mean and standard deviation).

7. Results and Discussion

Based on the data analysis found that career development associated with the determination of career options for young women in the Surabaya city was low, which proved to be only 24% claimed to have set a career choice, the reason has not set a career choice for young women was mainly due to have no information about career options related with the her conditions.

Other findings indicated that the number of alternative career options like occupied most of the young women said two or more career choices. The findings supportes the Super finding in Zunker (1981) and Ginzberg in Winkel (2001) which stated that the young woman belonged to a tentative phase in career development, women 's alternative career choices were usually more than two, then will gradually become an one alternative choice.

Based on the analysis in the major study subjects stated that employment opportunities for women are very limited. Things that cause limited job opportunities for women to lack of knowledge and a readiness to have the position. Subjects of teh study found that wide opportunities employment, from the government needed to provide an opportunity for women to pursue the highest education, training and skills, as well as the provision of capital for entrepreneurship.

In addition the study subjects also argue that women have the same ability as men in completing tasks/jobs, and they assume that the family problems, marriage, and having children was a minor obstacle in developing a career.

From the analysis of the data and the career development career choice, it was found that the factors that influence the career development of young women was the treatment and care of parents, capabilities, performance development, the development of feminism, level of intelligence, self-assessment, the desire to develop themselves. These findings supported Roe (in Sukardi, 1995), Holland (in Sukardi, 1995); Poerwandari (1995). It was also found that among the factors in the most dominant influence on the career development of young women in the Surabaya city was factor that covered the ability of the talents, interests and intelligence. These findings supported the results of previous studies that was conducted by Festinger (1993), Holland (in Sukardi, 1995) which found that women's career development was strongly influenced by the capabilities.

Influential factor of young women's career options in the Surabaya city include the opinions of parents/parent motivation , parental education, occupation, gender, ethnic group/tribe, religion, home living, the values of the peer group, demand and labor supply , job opportunities in the future, capabilities, personality, and interests. The findings were in accordance with the Holland opinion i.e. career

choices were influenced by personality type and environment; Roe (1980) stated that career choices were influenced by the mode of interaction between the parents during childhood and education patterns that parents implemented to their children, Super (1984) stated career choice was a combination of factors needs, personality traits, as well as intellectual ability, socio-economic level of the family, cultural and environmental demands of the opportunities available; Miller and Form (in Manrihu, 1992), the factors influence career choices such as type of work, the opinions of parents, parental education, gender, type of race, ethnic group, religion, place of residence, family stability, family size, birth order, the values of the peer group, school and community environments.

Among most influential factor were the capabilities. The finding was consistent with previous studies that concluded that decisions about careers or jobs can be based on the awareness of personal characteristics, including strengths and limitations of self (Peorwandari, 1995). Similarly, these findings supported the results of Festinger research (1990) who found that the ability variable and agentic characteristics affect career choices.

The next results analysis showed First, the career development of young women in the Surabaya city was high i.e.: concerning family life and life assurance. Second, young women career development was classified moderate concerning with social services, career development, leadership and work environment, education. Third, young women career development was classified low concerning financial development, regularity in doing job, spending leisure time, mobility, outdoor activities.

Results of the analysis was rather different with Former research (1985) which found that in women with high career commitment, showed low scores on measures of commitment to take care of the household. In other hand women who were interested in having a family and having a baby has negative correlation to career commitment.

On the results of this study indicated that the career development of young women in Surabaya related to family life was high, but the career development classified as moderate. One of the reasons was the young woman in the city of Surabaya wanted balance between work and family at home (93.6%). This was consistent with the results of the study Poerwandari (1995) that women looked at other aspects of life, both domestic aspects and work aspects equally important, and therefore they wanted a balance. Although the term used was balance, but was a condition of 'balanced' seems relatively, depends on subjective appreciation of each individual.

Influential factor young women's career orientation was the treatment and care of parents, ability, achievement orientation, feminist orientation, level of intelligence, self-assessment, the desire to develop themselves. These findings support the Roe (in Sukardi, 1995), Holland (in Sukardi, 1995); Poerwandari (1995). It was also found that the the most dominant factors influenced the career orientation of young women in the city of Surabaya was ability of the talents, interests and intelligence. These findings supported the results of previous studies conducted by Festinger (1993), Holland (in Sukardi, 1995) which found that women's career orientation was strongly influenced by the capabilities.

Later results analysis showed that the type chosen career or career types considered to be selected by the young woman in the Surabaya city included; employee personnel, consulting firms, teachers, tailors, food vendors, beauty expert nurse, bank teller, singer, lawyers, and factory workers, military personnel, police, designer, chef, hotel manager/store/company, flight attendants, social workers, secretaries, nurses, seamstresses, food vendors. Among the types of careers, the most widely chosen was the manager of the hotel/store/company, and next followed a career as a teacher as well as food vendors.

Classification according to the American College Testing Program (1984), the career choices of young women in the Surabaya city more oriented on collaborating work with people. Meanwhile, analyzing his opinions Chusmir (1983), divided the option positions as traditional and non-traditional positions, indicating that the career choice of young women in the Surabaya city most dominant was the nontraditional position.

Last findings indicated that, most of the subjects have opinion that career choice was something that can be changed. This caused by the following matters, doubts about the ability, want to work there future prospects, do not know the the future condition, will have a lot of experience, adaptation, demands progress and opportunity, future employment, condition. While few arguments found career choice was something that constant, for the reason that career had been in accordance with the field study that was learned, has been established as a choice, according ideals, optimism, according to the wishes.

8. Conclusions and Suggestions

Based on the data analysis can be concluded, **First**, the factors that influence career development and career orientation of young women in the Surabaya city is the treatment and care of parents, ability, achievement orientation, feminist orientation, level of intelligence, self-assessment, the desire to develop themselves. Factor influenced young women career choices in the city of Surabaya included the parents opinion/direction from parent, parental education, occupation, gender, ethnic group/tribe, religion, place of residence, the values of the peer group, demand and labor supply, job opportunities in the future, capabilities, personality, and interests. **Second**, the career choices of young women in the Surabaya city most dominant influential factor were capabilities that included talent, enthusiasm and intelligence. **Third**, career orientation of young women in the city of Surabaya has relation to career orientation was family life and life assurance. While that was classified as moderate related to career orientation social services, career development, leadership and work environment, education, and career-oriented young woman which low categorized was a financial orientation, regularity in running works, leisure time, mobility, outdoor activities. On the results of this study indicating that young women's career orientation in Surabaya related to family life is high, but the career development classified as moderate. One reason is that the young woman in the Surabaya city calls for a balance between work and family at home (93.6%). **Fourth**, the type chosen career or career types considered to be selected by the young women in the Surabaya city included; employee personnel, firms consultant, teachers, tailors,

food vendors, beauty expert nurse, bank teller, singer, lawyers, and factory workers, members of the military, police, designer, chef, hotel manager/store/ company, flight attendants, social workers, secretaries, nurses, tailor, food vendors. Among the types of careers in the select, the most widely chosen is the manager of the hotel/store/company, and next followed a career as a teacher as well as food vendors. **Fifth**, most of the subjects have opinion that career choice was something that can be changed.

Based recommended conclusion **Firstly**, women's empowerment program organized by both government and LSM need to make priority on career development, career orientation and career choice of young women in order to good empowerment. **Secondly**, one of the influential factors tothe development, career orientation and career choice of young women is the ability, therefore the need for efforts to improve the ability of women. **Thirdly**, further research needs to be performed to reveal more about career development and career choices of young women in order to formulate a causal model of development, career orientation and career choice of young women.

References

Astin, H.S. (1984). The meaning of work in womwn's lives: A sosio-pshychological model of career choice and work behaviour. *Journal of Counseling Psychologi,* 12, 117-126.

Ary, D., Jacob, LC., and Razavieh, A. (1985). *Introduction to Reseach in Education.* New York: Holt, Rinehart and Winston.

Baber, KM, & Monaghan. (1988). College women's career and motherhood expectations, old dilemmas. *Sex Roles,* 19, 189-203.

Bandura, A. (1977). Self Efficacy: Toward a unifying theory of behavior change. *Psychological Review,* 84, 191-125.

Bentz, N. E., & Fitzgerald, L. F. (1987). *The Career Psychology of Women.* San Diego: Academic Press.

Bentz, N. E., & Hacket, G. (1983). The relationship of mathematics self eficacy expectatio to the selection of scince-based collage mayors. *Journal of Vocational Behavior,* 23, 329-345.

Bentz, N. E., & Suttlewort, C. (1990). Moderators of the congruence and realism of mayor and occupational plan in college student: A replication and extension. *Journal of Counseling Psychology,* 37, 269-276.

Blos, P. (1979). *The adolescenct passage: Development issues.* Madison: International University Press.

Bluestein, D. L, Walbridge, M. M, Friendlander, M. L & Palladino D. E. (1991). Contribution of psychology separation and parental attachment to the career development process. *Journal of Counseling Psychology,* 38, 39-50.

Borgen, F. H. (1991). Megatrend and milestones in vocational behavior: A 20-year Counseling psychology retrospective. *Journal of Vocational Behavior* 39, 263-290.

Fessinger, R. E. (1985). Causal model of college women's career choice. *Journal of Vocational Behavior,* 39, 263-290.

-----------. (1987). Use of structural equation modeling in counseling psychology research. *Journal of Counseling Psychology,* 34, 425-436.

-----------. (1990). Causal model of career choice in two samples of college women. *Journal of Vocational Behavior,* 39, 263-290.

Herr, E. L, & Cramer, S. H. (1984). *Career guidance and counseling through the life span: systematic approaches.* Boston: Little Brown.

Holland, J. L. (1995). *Making vocational choice: A theory of Career.* Englewood Cliffs, New York: Prentice Hall.

Kerlinger, F.N. (1999). *Asas Penelitian Behavioral.* Yogyakarta: Gadjah Mada University Press.

Manrihu, M. T. (1992). *Pengantar Bimbingan dan Konseling Karier.* Jakarta: Bumi Aksara.

O'Brien, K. M & Fassinger R. E. (1993). Causal model of career oreantation and career choice of adolesent women. *Journal of Counseling psychology,* 40, 456-469.

Osipow, S. (1983). *Theories of Career Development.* Englewood Cliffs: Prentice Hall.

Osipow, S. H. (1990). Convergen in theories of career choice and development: review and prospect. *Journal of Vocational Behavior,* 36, 122-131.

Poerwandari, K. E. (1995). *Aspirasi Perempuan Bekerja dan Aktualisasinya* (dalam kajian Wanita dalam Pembangunan, ed. Ihromi). Jakarta: Yayasan Obor.

Reinhart, B. (1979). *Career Education: From Concept to Reality.* New York: McGraw-Hill.

Roe, Anne. (1982). *The Psychology of Occupations.* Belmont: Wadsworth Inc.

Russo, N. F., & Denmark, F. (1984). Women, psychology and public policy: Select issues. *American Psychologist,* 39, 1161-1165.

Super, D. (1984). *Career and Life Development.* New York: McGraw-Hill.

Spencer. (1982). *Vocational Counseling.* New York: McGraw-Hill.

Sukardi, D. K. (1990). *Tes dalam Konseling Karir.* Surabaya: Usaha nasional.

Taylor, K. M., & Betz, N. E. (1983). Application of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behavior,* 22, 63-81.

Williamson. (1965). *Vocational Counseling.* New York: McGaw-Hill.

Winkel, W. S. (1999). *Bimbingan dan Konseling di Institusi Pendidikan.* Jakarta: Gramedia Widiasarana.

Zunker, V. (1986). *Career Counseling, Applied Concepts of Life Planing.* Belmont: Wadsworth Inc.

Creative Learning Mindset in Creative Industry Era

Moeljadi Pranata
Email: ympranata@gmail.com
Lecturer of Art and Design Departement, State University of Malang

Abstract

In creative industry era, creativepreneur education is urgently needed to be performed. Sharpening creativepreneurial mindset and skill is needed to increase economical growth and overcome unemployment. The skill will grow in advance if students are habituated to use their creativepreneurial mindset in learning in school. Creative thinking pattern in creativepreneurial development consist of five steps. The five steps are exploration, planning, doing, communicating, and reflection. By experiencing the learning cycle that consist of those five steps an exploring pattern and creative behavior will be built in learning process. In the context, learning will become a chance for students to search, find, create, and "sell" their work. The learning process does not only consist of receiving materials but also producing innovation. Teaching is no longer giving information but it is exclaiming the student's potential and conditioning the student's to optimize their potential in creating innovation.

Keywords: Creative learning, creative-preneurial, creative industry.

1. Introduction

Education has been widely recognized as one off the most way to overcame challenges in development, unemployment, poverty, and competitiveness of a nation. In fact, the educational quality in developing country cannot meet the need. Education in developing countries mainly focuses concern on memorizing the lesson only. Besides, the educational system does not stimulate students to think independently. The education system puts aside the importance of creative-innovative thinking. Of course this system does not synchronize the function of education as a personal way to develop individually.

The same thing has happened in Indonesia. According to human development index and the high number of unemployment in the country, it can be concluded that education does not meet the quality. Considering the threat and opportunity concerning the competitiveness of a nation, learning is not enough by understanding. The next thing after understanding is producing. Students must be trained in using their knowledge and skills to create valuable products. In other words, one who studies must challenge himself with the question "With the knowledge and skill that I have, what can I produce?" and "What kind of innovation that I can produce to be accepted by the community?" This kind of entrepreneurial thinking will become the concern and become habit in daily learning. So that students will have entrepreneurial skills.

Experience has given us a lesson that the change in education is on the hand of teachers. Teachers are the ones who create change. Any curriculum or new

program will be in vain if teachers do not change their own habit. In other words, teachers are the first one to change. By having all these, we only need the act of change.

In any school, the importance is the value of the educational system-completing students with competence needed to survive, succeeds and become living potential in high-technology global economy era which is filled by challenges without losing their values in humanity. For this reason, the main pillars of education develop learning competence of students to become a creative-productive learner.

2. Our World is Changing

Dependency and globalization (especially in trade and industry) has become the main characteristics of living in the 21st era. According to the globalization concept, free trade and exploitative competition grow and increase efficiency and effectiveness of economy. In order to increase competitiveness in trade and industry, improvement in human potential is a must. For the sake of this purpose, a person must have managerial skills, professionalism, and high working ability added to personal factors needed by industrial world: working motivation, self-discipline, and productivity.

The problem faced by developing countries in the 21st century, now called *the century of knowledge*, is only a few people able to find the way to survive to live successfully in this new world. Many tomes people do not succeed to adapt in this changing world. This can create a chance for instability in any aspect of life. A 21st century person will have conflicts in destining his life. Some of the conflicts are: (a) conflict between global and local; (b) conflict between the universal and individual; (c) conflict between tradition and modernity; (d) conflict between long-term consideration; (e) conflict between the need to compete and equality in chance; (f) conflict between explosive growth of knowledge the ability to understand it; and (g) conflict between spiritual matters (ideal values, morality) and material matters.

3. Citizens of the World

Our new world is dominated by major advance in information technology. Therefore, a world citizen has to be skillful in navigating the information: getting the source of information, processing the information, and constructing the information into a new knowledge. This competence includes the ability to present clearly the understanding of the information "verbally"; choose and use the method to present the information correctly; listen and pay attention to others point of view affectively to make decision independently.

Our changing world needs a competent world citizen who is able to adapt his learning style to different context. The knowledge has revealed human potential and intelligence more clearly. This does not only change the definition and old concept of our paradigm, but also gives us courage to enter the world of intelligence, talents, and new competence. Some new tendencies in the beginning of this century which was viewed to interfere curriculum are:

a. Howard Gardner's Multiple Intelligences (1993): linguistics, logic-mathematic, kinesthetic, visual-spatial, music, intrapersonal, interpersonal, naturalistic, existential intelligences;
b. Robert Sternberg's Triarchic Theory: analytic, creative, and practical;
c. Daniel Goleman's Emotional Intelligence (1995): self-aware, self-motivating, self-managing, empathy, social competence;
d. Holistic Competence including: spiritual skills, hard-skills, and soft-skills.

This new era stimulates people to learn continuously. As a world citizen who must learn, he has to be competent in using "learning strategies" and "learning skills"; internalize learning and internalize the lifelong philosophy of learning as a cycle–Kolb's Learning Cycle (1996) and Romiszowski's Expanded Learning Cycle (1993): Concrete Experience Observations and Reflections–Formation of Abstract Concepts and Generalization–Testing Implications of Concepts in New Situation–Concrete Experience.

4. The Impact of Change to Education

Education is a continuous process in effort to grow knowledge, skill, attitude, and a tool to develop character and a chance to build individual, group, and national relationship. The main mission of 21st century education is preparing citizen of the world to be able in building understanding, responsibility, and solidarity among cultural and spiritual difference. Every person has the same chance to gain knowledge. In other words, the purpose of education is to help everyone understand the world and understand others. For this reason, education as a learning activity must be built according to four main pillars:
a. Learning to know;
b. Learning to do;
c. Learning to live together;
d. Learning to be.

The first pillar, learn to know, includes unification between learning common knowledge and studying a subject deeply. It's emphasize on mastering science and technology is undoubtedly needed in developing industry and economy. This concept also includes "learning how to learn". The pillar of 'learning to be' reflects a shift from an *instrumental* view of education, as a process one submits to achieve specific aims (eg economic productivity), to a *humanistic* view of education that emphasizes the development of the complete person, in short, learning to be. They imply an educational aimed at all-rounded development and full flowering of the human potential of individual learners. Thus school curriculum should be more balanced, taking into account not only the cognitive-intellectual dimension of personality but its spiritual, moral, social skills and values aspects.

The second pillar, learn to do something, is not only meant to gain ability needed in getting employment, but also to learn gaining competence so that one becomes able to face any circumstances in life and able cooperate in group. The pillars of learning stresses an important educational goal in contributing to social cohesion, inter-cultural and inter-national understanding, peaceful interchange, and, indeed, harmony. These are the very things that are most lacking in our world

today . This goal therefore implies a radically new curriculum domain, in which relevant knowledge and a range of skills and values should be taught and caught to resolve and manage conflicts for peace in family, at school, in community and in the world.

The third pillar, learn to live together, is actualized trough developing an understanding with others and appreciating dependency, learning to perform a project together, learning to handle conflicts based on values of pluralism and peace. The pillars of learning imply an educational goal in developing a learning society in a new century. The concept of learning throughout life emerges 'as one of the keys to the twenty-first century' and 'the only way of satisfying it is for each individual to learn how to learn'. The shift from 'schooling' to learning throughout life implies that school education is only part or a phase of the learning continuum and curriculum should therefore not attempt to 'teach' or cram the young minds with discipline-based details, apart from the fundamental knowledge, basic skills and universal values which will prepare the pupils for further learning.

The fourth pillar, learn to become one self means learning in effort to develop personality, ability to act independently according to personal consideration and responsibility. Education should never sacrifice every aspect of individual potential such as creativity logical thinking, aesthetics, imagination, and communication skills. The pillars of learning points to a goal for much closer linkage between education and the world of work. This not only concerns 'learning to do' but other three pillars of learning as one central function of education is to prepare young learners to be successful workers and responsible citizens in their adulthood. School curriculum can no longer be purely academic and college-bound; it has to impart employable sills, and positive attitudes toward work, and to develop competency in adapting to change, which is 'the only thing which will not change'.

It is important to note that the four pillars of learning relate to all phases and areas of education. They support and interpenetrate one another and should therefore be applied as basic principles, cross-cutting themes and generic competences for integration in and across subject areas or learning domains.

This kind of education will in turn create a learning community who does not only survive but also continuously actualize itself amidst this changing world. Romiszowski (1996) mentioned some characteristics of a learning community as follows:

a. Self-directed-learning, self-regulated-learning;
b. Learning is a lifelong occupation; mostly happens outside formal institution;
c. A continuous need to learn using new appliances to access, process, and transform information into "a new knowledge";
d. A global class, unlimited by time or place;
e. Subject of learning is flexible and easier to access;
f. Learn in any needed time.

There has been a shift in learning paradigm from bureaucratic organization into group-based organization, from centered control into autonomy, from adversary into cooperation, from autocratic decision-making and sharing decision-making, from uniformity and diversity, from one-way communication into

networking, from sectional into wholeness, from component-oriented into process-oriented. Meanwhile, there has been a paradigm shift in economy and industry globally; natural resources industry gradually shifts into human resources industry. This new paradigm creates a new economy and industry system: creative economy and creative industry. In this new system, creativity is the core of a nation's industry and economy.

5. Career Based on Creativity

In the 21st century creative economy competition, creativity as a personal resource becomes the center of a nation's competitiveness. We all know that the conception of creativity-based economy is a crystalization of the effort. The idea of creative economy emphasizes the important role of creativity in innovation system. In other words, the competitiveness of a person destined by technology as a production factor, but also mainly by creativity as innovation factor.

As we all know, the creative economy that includes creative industry has contribute significantly to a nation's economy. USA for instance; this industry gives 3 trillion US $ to Groos Domestic Product (GDP). GDP itself is the sum of income collected by all economic subject in a country for a period of time. In Indonesia, creative industry produces 28.620 billion rupiah in 2006; Malaysia had 28.270 billion rupiah; Singapore had 21.754 billion or 1,9% of the GDP. Distributor Industry related to creative industry has increased for 14.746 billion rupiah, and the industry related to copyright produces 36.500 billion rupiah–3,2% of GDP. This number shows that creative industry has the potential to develop high income and promote the culture of a nation.

How is the creative industry sector? This creative industry has created a wide range of employment. According to the report, creative industry in UK confines 4,5% of workers, Hong Kong 5,3%, USA 5,9%, Taiwan 3,6%, Australia 3,8%, Singapore 3,8%, Malaysia 0,4% (source: Center for Cultural Policy Research HD Hong Kong University). This number will continuously increase in accordance to the country's policy in building their creative industry. Singapore, for instance, is giving chance to 47.000 workers or 2,2% of the total number of workers, and additional 32.000 workers in distributional industry. The number of workers under creative cluster is 79.000 or 3,8%. Sector who has plus value and open a new field of employment is information technology (IT) consisting 38% of creative industry sector or 31% of employment in 2000. Meanwhile, the predicted productivity of Singaporean workers in creative industry is S $ 63,543 each. This number is almost close to the productivity of workers in service sector; each produces S $ 68,850 in 2000.

How about Indonesia? The country has focused building creative economy in 14 subsectors including (a) advertising, (b) architecture, (c) art market, (d) art craft, (e) design, (f) fashion, (g) video, film, and photography, (h) interactive games, (i) music, (j) shows, (k) press and publishing, (l) computer and software service, (m) television and radio, (n) research and development (Departemen Perdagangan, 2008). In 2002-2006 this creative industry gave 104.637 trillion rupiah to national GDP. But in 2006 the contribution dropped into 189.4 trillion

rupiah or 5,67% of the total national GDP. This happened as a result of decrease in some subsectors such as art craft, design, fashion, film, video, and photography.

6. Learning Based on Creativity

Learning in this era is not accomplished by understanding and having knowledge. The next level of learning is producing. Students must be trained to use knowledge and skills to produce valuable innovation. In other words a person who learns will always challenge himself with a question "With the knowledge and ability that I have, what can I produce?" and "What kind of innovation will be accepted by the community?" Entrepreneurial approach curriculum has purpose to build the student's mindset so that they would have sensitivity and skill in functioning their knowledge and competence in producing meaningful innovative product.

Right now we are entering era of creativity. This is an era that appreciates your creativity; creativity opens a chance of everyone to get great success. In this context, Daniel L. Pink (2005) confirmed the completion of "high-tech" with "high-concept" and "high-touch" to succeed in the era. "High-concept" is an ability to create artistic and emotional aesthetics, defining patterns and possibilities, creating beautiful narration and producing invention which is not yet realized by others. "High-touch" is an ability to empathize, understanding the essence of human interaction, and finding meaning. Some principles that you must have in creative thinking are: *"not just function, but also… design; not just argument, but also… story; not just focus, but also… symphony; not just logic, but also… emphatic; not just seriousness, but also… play; not just accumulation, but also… meaning."*

According to this Howard Gardner mentioned that these are five major pattern of thinking in that kind of era. The pattern of thinking consists of (a) disciplinary, (b) synthesis, (c) creation, (d) appreciation, and (e) ethics. The disciplinary pattern of thinking is attained at school. In the past subjects which are truly considered are major such as science, mathematics, and history. Right now at least school must teach one art subject seriously just as those majors are taught. Ability to synthesize confines ideas from many kinds of subjects and unites everything into an idea. This ability is followed by aspiring the integration of idea to others. This synthetisation trains ability to think flexibly, willing to accept multidisciplinary point of view. The more people with this kind of ability in a community, the more productive and creative a community is.

Meanwhile, creation thinking pattern is related to willingness to express and find answer of a problem or phenomenon. In design context, creation process is started with collecting problems that must be solved. To maximize the result, creation process must be accompanied by enough talent. Appreciation thinking is needed to create harmony. Richard Florida (2001) said that an important factor that enables creativity to grow and flourish is high tolerance among community members who appreciate differences, including other's work. Ethical thinking is also related to integrity and moral integrity as a worker and as a citizen.

Those thinking pattern mentioned above are creative thinking pattern that we always need to grow and survive in the future. To become a person who works

creatively we do not only need talent and technical ability, but also ability to organize multidisciplinary ideas and ability to solve problems through extraordinary ways. Talent and technical ability are potentials, but things that move both are capabilities mentioned above. If I borrow an opinion of Thomas L. Friedmand (2005), then we will see seven must–prepared capabilities to compete in creative industry: (a) ability to collaborate and orchestrate, (b) ability to synthesize everything, (c) ability to expose a context, (d) ability to create extraordinary value, (e) ability to adapt in new environment, (f) awareness to save the nature, and (g) ability to include local values.

Creative thinking pattern in creativepreneurial development consist of five steps (Pranata, 2012). The five steps are exploration, planning, planning, communicating, and reflection. In exploration, students are trained to find information, facts, and problems to be able to find the core issue that becomes the focus of learning. The core issue will destine into possibilities that enables them to innovate. This process also gives chance to students in learning the pattern, system, or concept. In this step the teacher plays part to lead students with systematic learning design without bordering them to find a chance. Teachers give chance to students in making interpretation, finding correlations between concepts and taking conclusions.

In planning, students develop the focus and understand the provided model or system. This activity directs students to find inspiration in search of model of new system. Any new understanding is not always wholly new. Therefore it is possible that some factors can be replaced with things that has been found or created. Students can develop a different new model from a provided old one. This is one principles of creating innovation. The basic of steps in planning is a creative and courageous attitude to try. All these behaviors are shown in work plan. Planning will train students to consider time, purpose, target, procedure, and possible challenge that can be found. In planning, teachers play role as advisor who help students in making working plan according to the target. For this reason, teachers have to master techniques to inspire their students.
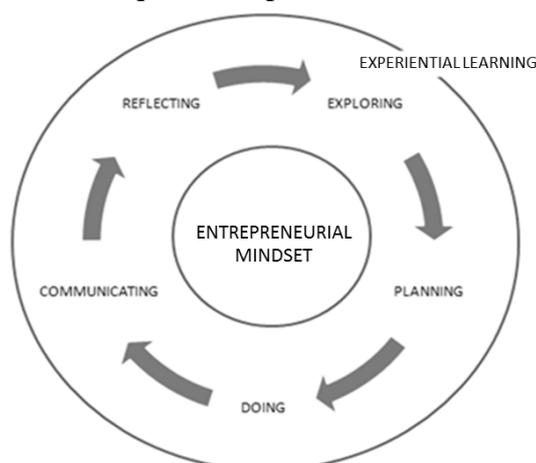

Figure 1 Creative Thinking in Learning Creativepreneurial

Activity in the third step focuses on performing the plan that has been made by the students earlier. The main point is the action to produce. The concern of this step is training students to work collaboratively according to plan. Students train to be consistent with time and procedure and pay concern to the proposed working attitudes. The result of this activity is an innovative product ready to be communicated, accepted, and appreciated. The next challenge for students is about how to communicate the result of their work to the community so that they would be appreciated. This communication is needed so that students may have meaningful experience in communicating and recognizing response of their audiences. Another aspect which will grow through this activity is confidence of students that will grow. Besides, students will master the subject matter. In this communication step, teachers play role as a sparring partner for their students. Teachers must stimulate their students so that they can focus on communicating and infirming their audiences.

The last step, reflection, has purpose to make students know and recognize their own learning ability or self-competence. In this step teachers play role as a critic who gives advise so that students may behave reflectively and recognize things which they must pay concern. The reflection is an important part in learning. Through reflective students, know their own strength and weakness. In turn reflection will stimulate students to identify things that they achieved and things that become their next target. This kind of learning pattern will help them to develop "Self directed learning". If students are able to learn things that they should learn, actually they will "learn how to learn".

By experiencing the learning cycle that consist of those five steps an exploring pattern and creative behavior will be built in learning process. In the context, learning will become a chance for students to search, find, create, and "sell" their work. The learning process does not only consist of receiving materials but also producing innovation. Teaching is no longer giving information but it is exclaiming the student's potential and conditioning the student's to optimize their potential in creating innovation.

7. Conclusion

In achieving the goals of quality education for all there is a great need to develop a broadened vision of educational goals, to facilitate holistic approaches to reorganizing educational contents, and to build national capacity in developing key competencies required of all learners through curriculum renewal in emerging knowledge-based societies of the 21st century.

In an information-intensive age, education is mandated to respond to demands in two directions: on the one hand, it has to transmit an increasing amount of constantly evolving knowledge and know-how adapted to a knowledge-driven civilization; on the other hand, it has to enable learners not to be overwhelmed by the flows of information, while keeping personal and social development as its end in view. Therefore education must simultaneously provide maps of a complex world in constant turmoil and the compass that will enable people to find their way in it.

Curriculum change has become increasingly important, inasmuch as it is essential that what students learn is relevant to them as individuals and members of society, in their present and future contexts. It lies at the center of educational processes in enabling learners to become not only successful learning achievers at school but also responsible citizens, effective workers, caring community members, and life-long learners, in an increasingly interdependent world.

In Indonesia's growing economy, creativepreneur education is urgently needed to be performed. Sharpening creativepreneurial mindset and skill is needed to increase economical growth and overcome unemployment. The skill will grow in advance if students are habituated to use their creativepreneurial mindset in learning in schools. According to this, curriculum with creativepreneur approach has to be developed in schools because most Indonesian young people are not raised in entrepreneurial culture. This is completely different from Singaporean youngsters are exposed with entrepreneurial culture. In Indonesian schools, creativepreneur mindset is not taught widely. Mostly young people choose to become employee. The high number of educated unemployment becomes an indicator for their weak creativepreneur mindset.

Preparing a young generation with creativepreneur mindset is our urgent need. In addition to preparing a group of people ready for work, we also prepare lives ready for creativepreneur field who survive and able to create field of work. Besides, the growth of creativepreneur will increase the well-being of people in turn. If education is to succeed in its tasks, curriculum as its core should be restructured or repacked around the four pillars of learning: learning to know, learning to do, learning to live together, and learning to be.

References

Centre for Cultural Policy Research HD Hong Kong University. (2008). *HK Arts & Cultural Indicators.* Hongkong: International Intelligence on Culture, Cultural Capital Ltd. and partners.

Daniel L. Pink. (2005). *A Whole New Mind: Why Right-Brainers Will Rule the Future.* Westminster, London: Penguin Group.

Departemen Perdagangan. (2009). *Rencana Pengembangan Ekonomi Kreatif Indonesia 2025.* Jakarta: Departemen Perdagangan Republik Indonesia.

Florida, R. (2007). *The Rise of the Creative Class: And How It's Transforming Work, Leisure, Community and Everyday Life.* Christchurch City, Canterbury: Hazard Press.

Friedman, T.L. (2005). *The World is Flat: a Brief History of the Twenty-First Century.* NY: Farrar, Straus and Giroux.

Gardner, H. (1993). *Intelligence Reframed: Multiple Intelligences for the 21st Century.* NY: Basic Books.

Goleman, D. (1996). *Emotional Intelligence: Why It Can Matter More Than IQ.* New York: Bantam Doubleday Dell Publishing Group.

Kolb, D.A. (1996). *Experiential Learning: Experience as the Source of Learning and Development.* NY: Prentice Hall.

Pranata, M. (2011). *Spektrum Kreativitas*. Malang: Universitas Negeri Malang & Bayumedia Press.

Pranata, M. (2012). *Internalisasi kreativitas dalam pembelajaran berparadigma industri kreatif.* Dalam *Prosiding* Seminar Nasional Kerjasama UM dan ISI Jogjakarta: Creativity, Culture Diversity, and Character Education, Malang 7 November 2012. Malang: Universitas Negeri Malang (UM).

Romiszowski, A.J. (1993). *Designing instructional systems: decision making in course planning and curriculum design.* London: Kogan Page.

Sternberg, R. (1998). *Handbook of Creativity.* Cambridge: Cambridge University Press.

The Use of Qualitative Assessment in Career Guidance and Counseling

Husni Abdillah
Email: abdillahhusni.ha@gmail.com
Lecturer of Guidance and Counseling Departement, Surabaya PGRI Adi Buana University

Abstract

This article describes the vital role of assessment in career counseling process, followed by the description of what qualitative career assessment are by present definition and theoretical overview of qualitative assessment in career counseling. However Guidelines of process for using qualitative assessment and its limitation are also presented in this article.

© 2013 Published by Adi Buana University Press
Key Words: Qualitative Assesment, Career Counseling, and Constructivism.

1. Introduction

Clients who come for career counseling present many problems concerning to career include such topics dealing with transition issues, career indecision, career maturity and many others. An important task in career counseling is gathering information about these and other presenting and subsequent concerns the clients may bring to career counseling. This assessment task becomes the first focus of counselor in the counseling session.

Because the vital role of assessment in counseling process, there are many instruments which have been developed since the counseling profession has existed since the early 1900s with the work of Parsons. Most of the career assessments have focused on using quantitative assessment (McMahon, Patton, & Watson, 2003).

More recently, the constructivist worldview with its emphasis on meaning-making, active agency and holism has been influential in advances in career theory and practice. Corresponding with this worldview shift there has been renewed interest in the use of qualitative career assessment (McMahon & Patton, 2006).

2. Discussion

Qualitative assessment is described as "informal forms of assessment" (Okocha in McMahon&Patton, 2002), methods that are flexible, open-ended, holistic, and nonstatistical" (Goldman in Mc Mahon&Patton, 2002). Qualitative assessment is bounded by less rigid parameters than quantitative assessment in the sense that it may not be guided by a standardised set of directions and there is little, if any scoring, it is generally subjective.

Qualitative career assessment has been variously described as "informal forms of assessment" (Okocha in Mc Mahon, 2008), and as "methods that are flexible, open-ended, holistic, and non statistical" (Goldman in McMahon, 2008).

Gysberg (2006), suggested that qualitative career assessments are the type of assessment that contain real-life stimuli that evoke responses from clients based on their experiences, on their real-life circumstances and situations. Qualitative assessment is not standardized like quantitative assessment, the structure of the qualitative assessment can be changed or modified as needed to adjust to client needs and issues.

Others explain that qualitative assessment "involves non-standardized and non-quantitatively based measurement that provides an informal means of gaining a more holistic and integrative understanding of personal meanings associated with life experiences" (Palladino Schultheiss, 2005).

Although professionals argue that qualitative career assessment is informal assessment, others suggest that qualitative career assessment is not simply informal assessment but a theoretically based intervention with strong philosophical foundation. McMahon, Patton, and Watson (2003) argued that qualitative career assessment is grounded in constructivism.

Young and Collin (2004) proposed that constructivism is a perspective that arose in developmental and cognitive psychology, and its central figures include Bruner (1990), Kelly (1955), Piaget (1969), von Glaserfeld (1993), and Vygotsky (1978). Constructivism proposes that each individual mentally constructs the world of experience through cognitive processes. Constructivism focuses on meaning-making and the constructing of the social and psychological worlds through individual, cognitive processes.

Constructivist worldview promotes the new perspective in counseling process that stresses on active agency, meaning-making, holism and collaborative relationships. In the terms of assessment and instrument some authors prefer to use the term qualitative assessment process rather than instrument or measure to reflect its dynamic, constructive and relational nature (McMahon, Patton, and Watson, 2003).

3. Purpose

The purpose of qualitative career assessment based on McMahon and Patton (2002) is to emphasize assessment that may provide information that may "be woven into the client's story to form a more holistic and integrative picture of the client". It also purpose to "open up avenues of movement, promote empowerment, support transitions, and assist the client to gain eligibility for more participation" in their preferred future.

Qualitative assessment process is a collaborative between client and counselor and facilitate of meaning-making, facilitating "client empowerment, and the awareness of contextual issues". Qualitative career assessment may also help facilitate attention to individual diversity (McMahon& Patton, 2002).

4. Common Form of Qualitative Career Assessment

There are some forms of qualitative career assessment include card sort, genogram, time line, life space mapping, pattern identification and early recollection. Qualitative career assessment can also be developed by the counselor in their own to suits the need of their clients.

Card sorts claimed as the most common form of qualitative assessment (Parker, 2006) and (McMahon, 2008). There are several models of card sort, including vocational sorts, skills sorts, interest sorts, values sorts, occupational choice sorts. In the beginning era, card sorts have been used to elicit information about for example, food and activity preferences, ecological knowledge of indigenous communities, educational needs of patients with heart failure, coping behavior in health and disease, rehabilitation and line managers' responsibility in HR (Parker, 2006).

The general rule in card sort process is that the client has to select particular items and talk with the career counselor about implications of item selected. Clients are ordered to phisically sorting the cards, thus client choices are meant to predict their suitability for certain kinds of work or activity.

Genogram is qualitative assessment tool that assess the pattern of the family influence on a client. Genogram provides a format and process for drawing pictures clients' families over three generations in family tree, or occupational tree (McMahon& Patton, 2002).

Time/lifeline: Constructing lifelines is useful for assisting clients to review their life histories. Through a well constructed timeline, the patterns and themes of the client's life career may become more visible (McMahon & Patton, 2002)

Life-space map is a drawing or diagram by which the client and counselor work together to represent the client's ideas and feelings in a visual form. Through this activity, patterns, conflicts, and contexts become more visible, and preferred life-spaces can be identified.

The pattern identification exercise is built on the premise that life patterns will be revealed by examining previous experiences, not necessarily work related (Amundson, 1998). Once an experience has been chosen, the counselor guides the client through a process of recalling positives and negatives about the experience. Following this, patterns and themes are examined and application to career choices or action planning is discussed.

The pattern identification exercise is built on the premise that life patterns will be revealed by examining previous experiences, not necessarily work related (Amundson, 1998). Once an experience has been chosen, the counselor guides the client through a process of recalling positives and negatives about the experience. Following this, patterns and themes are examined and application to career choices or action planning is discussed.

5. The Guideline to conduct qualitative assessment

The process of qualitative assessment is blending with the process of counseling. Thus, qualitative assessment processes narrow the gap between assessment and counseling, the process different from the classic counseling that use psychometric assessment, with qualitative assessment, it seems there are inclusion between qualitative assessment and counseling process.

McMahon and Patton (2002) describe the guideline for the assessment into career counseling as mention in following.

• Individualize the process for the client. Respect the uniqueness of each client in the selection and use of assessment processes. The meaningful process can be

different for one client to another. Clients may need varying levels of assistance or guidance in qualitative assessment.

• Map the qualitative assessment onto the story previously told by the client
  Assessment that relates to or emanates out of the story told by the client is likely to be more meaningful.

• Make the qualitative assessment fit for the client not the client fit the assessment. Be flexible in the use of qualitative career assessment to ensure that it is meaningful for the client. There is no tool that fits to all students.

• Broach the subject of using a qualitative assessment device tentatively, respectfully and informatively. Invite the client to participate in assessment processes after careful explanation of their usefulness.

• Acknowledge that it is the client's prerogative to engage in the activity
  It is the client's right to participate or not participate, or to discontinue with an assessment process.

• Work with and support the client through the process of the assessment using counseling skills. The career counselor's role in the process is as a guide and supporter, or that of "nurturer" (Parker, 2002: 84).

• Debrief/process the activity. Debriefing at the end of the process encourages clients to elicit meaning and learning and to identify ways of applying it in the construction of the new chapter of their career story.

• Invite feedback on qualitative assessment processes. Counselors may learn from the process by inviting client feedback and in so doing valuing the client's contribution.

• Be creative. Career counselors' courage to be creative and to vary qualitative career assessment processes in collaboration with clients may foster a meaningful process.

6. Limitation

In way to describe about advantage versus limitations there are some arguments, Goldman (Mc. Mahon & Patton, 2006) suggests that qualitative assessments have many advantages include: (1) fosters an active role for the client who is actively involved in collecting information and elaborating meaning; (2) tends to be more holistic and integrative; (3) emphasizes learning about oneself within a developmental framework; (4) promotes a more collaborative relationship between client and counselor; (5) may be used effectively in groups because they foster learning and growth; and (6) is flexible and adaptable and therefore valuable for use with clients from diverse backgrounds.

Further Mc. Mahon & Patton (2006) claimed qualitative career assessment processes may be beneficial for those who are visual, kinesthetic learners, accommodate subjective and affective client processes as well as cognitive processes, and value client interpretation and meaning. But qualitative career assessment have some weakness suggested that it may be time-consuming and labor intensive, have questionable reliability and validity, be too informal and lack of scientific rigour (Okocha in Mc Mahon and Patton, 2006).

7. Conclusion

A review on literature about qualitative career assessment reflects that qualitative assessment would be useful assessment tool with its potential power and its flexibility to understand client. Qualitative career assessment within a constructivist paradigm can be integrated into career counseling process and possible to shape the collaborative relationship between counselor and client. Qualitative career assessment provides an alternative perspective to understand client not as a score, indeed understand client meaningfully.

References

Andersen,P & Vandehey, M. (2012). *Career counseling And Development In A Global Economy*. Belmont: Brooks/Cole Cengage learning.

McMahon, M., Patton, W., & Watson, M. (2002). Using Qualitative Assessment In Career Counselling. *International Journal for Educational and Vocational Guidance,* 2, 51-66.

McMahon, M., Patton, W., & Watson, M. (2003). Developing qualitative career assessment processes. *Career Development Quarterly*, 51, 194-202.

McMahon, M & Patton, W. (2006). *Qualitative Career Assessment*. In McMahon, M & Patton, W (Eds.), *Career Counselling Constructivist approach.* London And New york: Routledge.

McMahon, M (2008). *Qualitative Career Assessment: A Higher Profile in The 21st century?in* Van Esbroeck, J.A. Athanasou (Eds.), International handbook of career guidance, Springer, Dordrecht (2008), pp. 587-601

Palladino Schultheiss, D. E. (2005). Qualitative relational career assessment: A constructivist paradigm. *Journal of Career Assessment*, 13, 381-394.

Parker, P. (2006). Card Sorts Constructivists Assessment Tools. In McMahon, M., & Patton, W (Eds.), *Career Counselling Constructivist approach.* London And New york: Routledge.

Young, R. A. and Collin, A. (2004). Introduction: constructivism and social constructionism in the career field. *Journal of Vocational Behaviour,* 64, 373-88.

The Use of Client Center Approach to Career Counseling in The School Setting in Indonesia

Aniek Wirastania
Email: aniek.bk04@gmail.com
Lecturer of Guidance and Counseling Departement, Surabaya PGRI Adi Buana University

Abstract

Client-centered is an approach in counseling that has been widely used by counselors in the United States to address a wide range of career issues faced by the counselee. Client centered approach can also be used by counselors in the school setting in Indonesia. The use of the client centered career counseling in school settings in Indonesia has two reasons. The first reason is the match between the goal of client centered counseling with the guidance and counseling goal of helping learners in order to have an understanding of his or hers (potential) and environment. Second, the role of client centered counselor as educator has in common with the context in Indonesia as a counselor educator who brings the mission values of the Indonesian people in the life of students.

Key Words: Client centered, carrier counseling, school setting.

1. Introduction

Career counseling service is a unity that cannot be separated from the word guidance. Guidance and career counseling is a service seen as a response to the taxonomic problems that focus on difficulties in the selection of a job by applying specialized knowledge in the solution process.

Current career development and career counseling services performed with more emphasis on the individual by providing equal opportunity for awareness and occupational possibilities. A view can provide an opportunity for lifestyle choices and experiences related to individual career choices. Developments in the world's approach to career counseling when this happens so quickly and rapidly, in line with the needs and lifestyle changes that happen in people's lives. Career counseling can be considered effective in helping counselees to overcome the problem is career counseling self-centered counselee. (client-centered therapy career). This approach is client centered therapy which provides the opposition to the trait and factor approach. Client-centered approach to position "the self" is not only instrumental in the organizing concept, which is limited by personal characteristics as "I", but also as the primary motivating force for self-actualization of one's potential.

Career counseling client centered approach has been proven overseas career in addressing problems of students who have problems in self-directed career decision after they complete their education. Moon (2007) in his research has

shown that career counseling client centered approach is effective in tackling the problems of the learners career, which through the process of counseling the counselee can identify the skills and experience so that he can lead a person to the right career decisions.

Client-centered counseling services that have demonstrated effectiveness in overcoming career problems abroad can be an inspiration to career counseling organization in Indonesia. The use of client-centered therapy approach in a school setting in Indonesia cannot be directly considered successful, because according to Patterson (2010) cultural factors have very strong influence in the success of the counseling process, therefore, this article seeks to conduct a study on the use of client centered approach to therapy in the school setting in Indonesia, both advantages and disadvantages.

2. Disccusion
a. Understanding Client Centered Therapy

Approach-client centered therapy is an approach that aims to assist individuals in actualizing themselves. Client centered therapy is used in helping individuals to overcome problems surrounding a mismatch between self and information or experience possesses. Implementation of the counseling client centered therapy in counseling a career assist individuals very much which is problematic to overcome the problems in the process of actualizing itself. Counseling process career approach of client centered therapy is done by way of counselor and counselee together-equally to try to seek and overcome mismatch between self and experiences counselees with world of work. Counselee strives to develop the self-concept and his experiences against world of work that it faces at this time to form a congruency between the two sections. Counseling career approach is client centered therapy that has the final result the counselee has, that is, the maturity and suitability regarding the concept self and concept of career, so that they can decide the option career in accordance with their ability and experience.

b. Models

Carl Rogers is famous because of the application of psychological therapy methods, namely: do not drive (nondirective) or also called counselee-centered therapy (client-centered therapy). This technique is widespread among school counselors, guidance counselors and social workers. Rogers is the first one who involved the research into the therapy session (using a tape recorder), which in the 1940s opened the session and a counselee to observe other people, that was still taboo. The method making the use of people began to learn about the nature of psychotherapy and process operation. Client centered approach to therapy is done by using the following model.

Diagnosis. Career decision-making is done by making diagnosis of the two issues are as follows.
a) Immaturity as lack of information or work experience.
b) Maladjustment as the denial or distortion.

When there is a discrepancy occuring within counselee, there will be problems of lack of information or experience in the world of work, self-efficacy,

and concruency in the world of work and the individual, as well as distortion of information or information with the world of work or the individual.

Process. According to Patterson (Suherman, 2010) the process of career counseling approach is client centered therapy described as follows:

a) The first phase, there is a reluctant counselee's attitude in communicating himself or herself, communication only goes about the external environment alone.
b) The second stage, the flow of expression takes place in order to respond to, but not based on the self, but rather the coming issues that come into counselee. Experience is limited to the structure of the past.
c) The third stage, feeling relaxed but little attention to the conversation that took place and the relationship does not develop so deep.
d) The fourth stage, feeling of self is an individual bond. There are still difficulties in expressing it.
e) The fifth stage, feelings are expressed freely at this stage.
f) The sixth stage, the self as an object disappear, nonconformity between experience and awareness of the feelings of life as it is missing. At this stage there is a problem that comes from the inside or from the outside, the counselee sees itself subjectively.
g) The seventh stage, self counselee become more simple subject and reflect consciousness and experience.

c. Results

Career counseling approach is client centered therapy which provides the results of therapy appropriate restrictions made by the counselor and counselee. According to Patterson and Grummon (Suherman, 2010) stated that the original purpose of counseling or psychotherapy is client centered development process by weighing the counselee in the ultimate goal is to achieve self-actualization so that the counselee can decide which career option suiting the self and the world of work experience as well as its information.

3. Method

Rogers became a pioneer of scientific research in counseling and psychotherapy. The approach used, among others, content analysis, rating scale, and Q techniques.

a. Content Analysis

This therapy is a procedure to analyze verbalization counselee (recording, classifying, counting statement counselee) to test various hypotheses or propositions about the nature of personality, self-concept or to examine changes that occur in therapy.

b. Rating Scale

This method is used to examine the quality of the therapeutic relationship. Rating is done according to the free counselee what is perceived. Rogers group therapy techniques counselee-centered therapy. This therapy can be expressed in a simple exposure, but in practice it is very difficult to apply this technique. In short, the approach is centered on the idea that a person has a counselee vulnerable and anxious to develop his soul, they should make contact with a

counselor who is congruent and can create an atmosphere of unconditional acceptance and empathy which is accurate. But here is the difficulty, which is congruent counselor, receive unconditional positive, and empathic understanding are not easily found.

Counselee-centered counseling can be described in terms of when, if the conditions of counselor are congruent, receive unconditional positive and empathic can be created then the therapeutic process goes smoothly. The smooth implementation of the counseling process, the result is expected to develop the counselee in the desired direction. Each counseling has unique problems, Rogers found several characteristics of its therapeutic process. Personality improvement process can be put in a very defensive continuum from being highly integrative divided into six stages, namely:

c. Rejection of the relationship

The counselee does not want to communicate himself, in this case the counselee come to see a counselor but not to seek help, but for other reasons. They are very rigid, resistant to change, do not realize the problems they face and reject their own feelings and emotions.

d. Acceptance physical relationship

Attitudes began to decrease stiffness in the counselee, they discuss external events and other people, but still not aware of his own feelings. They discuss their own feelings as an objective phenomena feeling.

e. Acceptance of relations in certain areas

Free counselee starts talking about himself, still as an object. Counselee talks about feelings and emotions that have past or future, not the present feelings. They are still hesitant in making a personal choice and refused to take responsibility for its own decisions.

f. Receipt in full relationship

Counselee starts receiving more freedom and responsibility than in the previous stage and began to dabble involve himself in relation to the therapist.

g. The relationship became a part of the therapy

The counselee began to express his feelings at the time, although the symbol is not feeling right, and they began to evaluate in depth the feelings and discover fresh new things in him. The relationship can be fully functional; there is a dramatic growth in self counselees, where steadily approaching counselee functions intact or self-actualization. Consciousness to receive input prior experience is freely denied or obscured.

Method applied by Rogers therapist, using Q techniques of the assessment models to investigate the views of people about himself. Q or Q sort is self techniques rating, that may well arise defensiveness, businesses appear to be accepted, which is good, in the eyes of themselves and others. Q Sort can be implemented in various ways, depending on the specialization in question proposed by the examiner and adjusted to the things that are needed to be examined.

This method can reflect some important part in personality theory methods associated with this method include: analysis of variance, or analysis of the

factors that can be used in analyzing the data obtained from the Q Sort method or rating scale.

4. Employment Information

The use of occupational information in career counseling client has centered equation as the basis for the interpretation of the test. According to Patterson (Suherman, 2010), there are four principles of the use of information in career counseling client centered therapy, among others, described as follows.

1) Information included in the counseling process works if there is a need of something of the counselee. The underlying principle of this procedure is to receive counselee counselor as himself.

2) Information is not used to affect the job or manipulate the counselee. Counselors can provide advice about career options by providing job information, but from the perspective of client-centered counseling, counselors should not persuade the counselee to consider certain jobs, which must be held principle is not to use the information in work evaluatively.

3) The most objective way in providing employment information and a way that will maximize the initiative and responsibility by encouraging the counselee counselee is to obtain information from the original source, for example from a publisher, the work, the people involved in the work.

4) The principle is to encourage the counselee through lack of clinging to the assumption of personal responsibility, rather than counselors gather further information to give to the counselee.

5) Attitudes and feelings towards work counselee may be disclosed and dealt with therapeutic. Counselors not only provide objective aspect of the job information but also the subjective meaning of work for the counselee information.

5. The usage in School Setting in Indonesia

Career is a concept that runs throughout the life span. Career concept is a word that can reach prevocational activities such as school choice and schools, as well as post-vocational. The main thing to be considered in the implementation of career counseling is on continuity and discontinuity in the development of an individual's career, the interaction between educational choices and occupational every time, and sequence occupations, jobs, and positions to do.

Guidance services and vocational counseling would be more effective when implementing services as a counselor looked based on longitudinal and developmental terms. Perspective based on longitudinal and developmental aspects in preparation for an individual to be able to anticipate the behavior choices and build a career maturity, do not wait for the onset of a problem but directly take action for the sake of career development.

Client-centered counseling approach is essentially rooted in a set of attitudes and beliefs are addressed by counselors to counselees. Client centered approach is done in order to facilitate the development of the counselee, self-adjustment and self-actualization counselee, where each is expressed or showed her humanity and participate in the growth experience. This approach is client centered starting

point on the individual's current state (here and now) instead of past experience. The main focus in this counseling is the adjustment between the actual self and the ideal self.

The main target of client centered is on the emotional aspects and not in terms of its intellectual feelings. An active role held by counselee, whereas attitude which must be demonstrated by a counselor is passive reflective, where the counselor is not merely silent and passive, but actively trying to help the counselee overcome the problems he or she faces today.

Career counseling client centered approach has been proven overseas career in addressing problems of students who have problems in self-directed career decision after they complete their education. Moon (2007) in his research has shown that career counseling client centered approach effective in tackling the problems of the learners career, which through the process of counseling the counselee can identify the skills and experience, so that he can lead a person to the right career decisions.

In line with studies conducted by Carl Rogers as the inventor of this approach demonstrated the success in addressing the problems faced by the counselees. Career counseling client centered approach has advantages when compared with using a career counseling approach to other models. At a counseling process basically counselee alone determine the purpose of the implementation of a counseling process, and as for the counselor's task is only to help the counselee to be better in solving the problem, to achieve the goals to be achieved in the counseling process, and in order to return to the self-actualization tackle barriers that interfere in the activities of actualizing themselves.

It is more specifically can liberate trapped by the counselee of behavior (he learned) time, where it is that makes him an advanced counterfeit and an individual who experienced an interruption in actualizing his activities. Career counseling client centered approach has advantages when compared with other counseling approaches. Client centered approach that is non-directive. A nature counselor educators and learners develop the personality of the view that every human being has the same potential. This characteristic is in accordance with the guidance and counseling in Indonesia, which is in the area of education.

Another advantage of this approach is client centered goal that refers to the ability to be able to actualize his counselee. Client-centered counseling career goal is very much in line with the desired counseling process of counseling in order to make an Independent learner (ABKIN, 2007). Another advantage of the technique of career counseling is client-centered therapy technique that can be used in individual or group counseling.

Counseling processes and techniques appropriate to the implications of client-centered approach that is instigated by Carl Rogers is described as follows.
1) The counselee feels comfortable with the counselor, because counselors have never responded negatively.
2) The counselee as possible are encouraged to use the pronoun "I".
3) The counselee is encouraged to look at the experiences of a more realistic angle
4) The counselee to express feelings that he really feels.
5) The counselee is encouraged to come back to him.

6) Characteristics of counselors.

7) Congruent.

8) Receiving unconditional positive (unconditioning positive regard), and

9) Emphatic.

Implications of the use of client-centered approach in career counseling activities are as follows.

1) Determine the level of self-actualization as the beginning of understanding the behavior of the test could be used was made by Rogers.

2) Creating a counseling situation as a democratic situation and prioritize personal relationships in order to achieve a sense of security.

3) Counselors should develop empathy.

4) Counseling should be aimed at developing a personal as humans have the potential.

5) The technique could be developed non-directively.

6) Counselors must be sensitive to the values held by counselee.

7) Because a deviant behavior is influenced by the environment, the counselor must understand the environment of counselee.

Implications of the theory proposed by Carl Rogers give tremendous input in the field of guidance and counseling, in the implementation process of counseling. The counselee can make it easier to find the way of solving the problems, which would make it easier in the counselee actualization of himself. This counseling technique will make a counselee able to create the hierarchy of needs, so that the counselee may be necessary to prioritize the needs of the moment.

According to Rogers (1951), the conceptual career counseling client centered approach emphasizes only indirectly and provides additional system of psychotherapy that is more common. Additionally Rogers talked just a little career decision-making process, because he prefers the social and emotional adjustment of one's functioning.

The downside of a career counseling approach is client centered minimal explanation of the role of information in helping the counselee, or if we resist the terminology theory, the role of information in the self-actualization. The theory in question in this context is that the theory assumes that individuals interact continuously with their environment and distinguish new aspects of the environment in an effort to meet their needs.

6. Conclusion

The conclusions can be made based on the description of the use of client-centered approach to career counseling in school settings in Indonesia are as follows.

a. Role of client centered counselor has the same context with the counselor in Indonesia that has a mission of cultural values of the nation in the counselee life.

b. Centered approach to career counseling clients in accordance with the guidance and counseling goal is to create independent learners. This condition can be seen in the steps of counseling with emphasis on actualizing self-learners.

Reference

ABKIN. (2007). *Rambu-rambu Penyelenggaraan Bimbingan dan Konseling dalam Jalur Pendidikan Formal.* Jakarta: Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan.

American School Counseling Association. (1996). *Code Ethic and Standard of Practice*.

Feist, Jess. (2008). *Theories of Personality*. Yogyakarta: Pustaka Pelajar.

Hall, Calvin dan Gardner Lindzey. (1985). *Introduction to Theories of Personality*. New York: John Wiley & Sons, Inc.

Moon. A. Kathryn. (2007). A Client Centered Reviews of Rogers With Gloria. *Journal of Counseling & Development*, 85, 277-285.

Suherman A.S., Uman, dkk. (2007). *Pengembangan Karier Mahasiswa di Perguruan Tinggi*. Bandung: Program Unggulan Jurusan PPB FIP UPI.

Suherman AS., Uman. (2010). *Konseling Karier Sepanjang Rentang Kehidupan*. Bandung: Sekolah Pasca Sarjana UPI.

Suryabrata, S. (1998). *Psikologi Kepribadian*. Jakarta: Raja Grafindo Persada.

Yusuf, Syamsu dan A. Juntika Nurihsan. (2008). *Teori Kepribadian*. Bandung: Rosdakarya.

Yusuf, Syamsu. (2002). *Pengantar Teori Kepribadian*. Bandung: pada Jurusan PPB FIP UPI.

Human Resource Development through Competency-Based Training in Public Sector

Meirinawati and Indah Prabawati
Email: meirinawati91@yahoo.co.id
prabawatiindah@yahoo.co.id
Lecturer of Public Administration Department,
State University of Surabaya

Abstract

Human Resources (HR) is a very important factor in an organization, so that human resources are required to have the ability, skill or competence in order to be able to carry out the vision and mission of the organization. Competence includes a number of attributes attached to the individual which is a combination of knowledge, skills and behaviors that can be used as a mean to improve performance. Concerned to the demands of human resources that should have the knowledge, skills or abilities, it is necessary to the development of human resources in public organizations. One form of human resource development is Basic Competency Training (CBT). CBT focuses on three issues, namely skills, competencies, and competency standard. CBT program has its own characteristics which is different from the training program in general. CBT has its own characteristics as it integrates the interests of organizations and individuals. There are 5 (five) strategies in the implementation of CBT, namely: organizational scanning, strategic planning, competency profiling, competency gab analysis, and competency development. Thus an employee who will conduct a given task and work, is required to have not only knowledge, skill or ability, but also still need other characteristics called "competent" in context of the implementation of the work to be completed as well as possible. Finally, through CBT the employees within the organization can reduce or eliminate the differences between existing performance with potential performance that can improve the knowledge, expertise, and skills that are very supportive in achieving the vision and mission of the organization.

Keywords: competency based training (CBT), public sector.

1. Introduction

Success of an organization in carrying out the vision and mission is determined by the results of the performance of its human resources. So it can be said that Human Resources (HR) is a very important factor in the existence of an organization. Such Sulistyani's opinion (2004:116) "HR is a central factor in an organization. Whatever the form and purpose are made by various organizations for the benefit of human vision and the execution of its mission is managed and administered by humans". Realizing the importance of the role of HR in an organization, then HR is not only seen as a tool of management or instrument in

achieving the goals of an organization. HR is an asset for an organization, so that human resources are required to have the ability, skill or competence to be able to carry out the vision and mission of the organization.

Competence is the standard that must be owned by an employee in carrying out the work and function properly. Competence includes a number of attributes attached to the individual which is a combination of knowledge, skills, and behaviors that can be used as a means to improve performance. Thus an employee who was about to perform a given task and work, not only are required to have knowledge, skill or ability, but also still need other characteristics to be referred to as "competent" in context of the implementation of the work to be completed as well as possible (Masdar, et al, 2009:157).

Reality tells that low employee service performance due to the lack of motivation of employees to develop themselves customize to the developments taking place outside the organization (Sulistiyani, 2004:286). She further stated that demand for education and training for employees should be based on the demands of the requirements that must be met by civil servants to rise to the level of a certain echelon, not based on the demands of the development of knowledge and skills of an employee. Another reality is that the human resources development program is not done properly and brings about an impression that it just spends up the available budget. As a result, the enhancement of skills, knowledge, and abilities that have to be achieved become distorted (Irianto, 2001:10). Besides, an employee should fulfill the quality requirements demanded by a job so that job can be completed according to the desired size. The qualitative requirements such as ability, aptitude, skills, personality, attitude and orientation (Zainun, 2004:52).

Related to the demands that human resources should have the knowledge, skills or abilities, as a result, the development of human resources is needed in both public and private organizations. Some cases occur in the development of human resources who want to absorb the benefits of human resource development training provided. This ineffectiveness is characterized by education and training held without adequately analyzing the needs of the organization, there is no follow-up, and there is no impact measurement (Sulistiyani, 2004: 287). Based on these conditions, the organization carrying out the vision and mission needs repositioning the role of human resources through the development of its human resources. The alternative of human resources development which is meant is to put forward the concept and study of repositioning the role of human resources and the development of competency-based human resource (Sulistiyani, 2004:126). According to Schuller and Jackson (1987) repositioning the role of HR transformation oriented capabilities demand roles, ways of working, new ways of thinking and the role of HR (Sulistiyani, 2004:126). One form of human resource developments is Competency-Based Training (CBT).

Michael D. Tovey in Irianto (2001:75) defines CBT *a system of training which is geared towards specific outcomes*. Further is stated that CBT resulted in increased skill and performance in accordance with standard systems and work processes that are predetermined.

2. Discussion

Competence. According Purnamawati (2011) human resource development pursued through three channels, namely: education, training, and career development in the workplace. In order to generate competent human resources, the education, especially education for employees in the public sector should be developed in accordance with existing standards of competence. When education and training takes place, then there is the process of building and developing the cognitive, affective, and psychomotor, thus human resources become competent. Furthermore, they would simultaneously be the master of human resources knowledge, skills, attitudes as well as the demands of work in accordance with the required standard of competence agencies, in both public and private sectors. (http://www.ft_unm.net/jurnal_MEDTEK.vol 3_No.2_Oktober_2011).

In conducting its duties and functions of an employee, then competence is a requirement that must be met. According Boyatiz in Mitrani cited by Nasution (http://respository.usu.ac.id. Administrative and Policy Analysis Journal Vol. 3 No. 1 January-April 2006), competence or ability is the basic nature of a person which are themselves related to the implementation of a work effectively or very successful (an underlying characteristics of individual which is causally related to criterion referenced effective and or superior performance in a job or situation).

According to Tjakraatmadja and Lantu Spencer's opinion (2006:18), competence is defined as a character, attitude and behavior, or the ability of workers to be relatively stable when faced with a situation in place to work, which is formed from the synergy between self-concept, internal motivation and capacity of contextual knowledge. Meanwhile, according to Covey, Roger, and Merrill, competence includes some of the following: a) technical competence is the knowledge and expertise to achieve the results that have been agreed upon, the ability to think about problems, and seek new alternatives, b) conceptual competence is the ability to see the big picture, to test a variety of control and perspective changers, c) competence to live that is the ability to effectively interdependence with others, including the ability to listen, communicate, get the third alternative. Thus, competence is an essential factor of a person who has more skills, which makes it different from a person who, having the ability of an average or mediocre (Mangkunagara, 2005:113).

Furthermore, according to Spencer & Spencer (1993), competence can be divided into two categories, namely "threshold competencies" which are the main characteristics that must be possessed by a person in order to carry out the work and "differentiating competencies" which are the factors that distinguish high-performing individuals and low.

HR competencies can be fostered through a system that integrates the needs of the individual (in terms of organizational interests) with the training program. The system is called Competency-Based Training (CBT).

Competency-Based Training (CBT). Michael D. Tovey in Irianto (2001:75) defines CBT is a system of training which is geared towards specific outcomes. Further is stated that CBT resulted in increased skill and performance in accordance with standard systems and work processes that have been defined previously.

Discussion about CBT is focused on three issues, namely skills, competencies, and competency standards (Irianto, 2001:76). CBT program gives the meaning of skill is not only related to employee expertise to do the job tangible, but also skill leads to mental, manual, motor, perceptual, and even social abilities. Thus, the understanding of skill is a comprehensive understanding as a combination of several physical abilities and non-physical work in relation to the application of new knowledge acquisition.

Irianto further explained that one individual can be categorized as competent only if he has the ability to handle a job and work in accordance with established standards. Self competence must be demonstrated on an individual basis based on the criteria of achieving an ideal level of performance. Congruence between demonstration of competence with the ideal level of performance is the basis to determine a person can be said to have the competence or not.

The concept of competence according to Tovey includes three things, namely:

a. A reference basic framework which competency is constructed by involving measurement standards recognized by the relevant industry. This indicates the equivalence between the ability of individuals with competency standards set by the industry as users.

b. A competency can be demonstrated not only to the other party, but also it must also it can be proved in carrying out the functions of a given work, it is not enough for workers to master specific knowledge acquired through training without be proved in an applicative manner. They must realize that knowledge is a value added to strengthen the organization through real roles in a works.

c. Competence is a value that refers to the satisfactory performance of the individual. Therefore, the competence is not a 'body' which provides a certificate as a school giving diplomas to its graduates without knowing whether it can be used or not to support the work. In general, it can be concluded that the competence is closely linked with the ability to carry out tasks that reflect their specific requirements (Irianto, 2001: 77).

The third issue is the standard of competence in CBT. Irianto explained that this issue is so important, especially for Indonesia, the government is often concerned with the emergence of educational institutions which merely take advantages of training opportunities in the narrowness. It is time for the government to sets certain standards of competence to control the training institutions and activities program which does not have any substance to increase competence.

CBT program has its own characteristics which is different from the training program in general. Typically, managers setting up training programs just based on the duty to conducting training that may not acquire meaning at all. CBT has its own characteristics as it integrates the interests of organizations and individuals. There are at least eight characteristics of CBT according to Tovey, namely:

a. Focus on specific aspects, namely skill that can be applied. CBT focuses on what is conceptualized as what the learner can do. The purpose of CBT is to

facilitate the participants to achieve competence in accordance with the standards and focus on outputs.

b. Recognition of prior learning. One of the benefits of CBT is giving proportionate recognition of member's skills that are acquired through previous training. CBT ignores several issues such as how the training was conducted, by whom, where, when, and so on. CBT actually explores the results of such training to be a guide to train the participants in the next program. The problem is how individuals gain new knowledge and skills as a value-added to conduct their tasks and to perform the actual work.

c. Flexible in the content of the material (multiple entry points and exit). CBT emphasizes the importance of flexibility in any form of activity. There is no coercion in any design specific training scheme that will be applied to workers. Thus, CBT also implies the meaning that individuals only need the learning about what they do not know and can not be done.

d. Using the module system (modular training). To support flexibility, CBT module system is designed in a format that allows the separation of materials or training topics effectively. Modular system also allows individuals to learn specific material related to their needs and doing jumps (skipping) to a certain content that is not be a requirement. With CBT participants require a relatively shorter time than other conventional forms of training to follow.

e. Referring to the creation of standard criteria (criterion referenced). Emphasing the meaning that competencies focused on results or what is needed by individuals to growing the demand for a creation or standard criteria recognized by all interested parties, such as industry.

f. Individual orientation. CBT is oriented on individual needs within the framework of organizational interests. Training is not just a program expected that the results should be immediately applied. CBT wants a training program able to build a strong personality in order to anticipating any changes.

g. It can be applied immediately after the study is complete (immediate application). Immediately after completion of the training program, so that the desired knowledge and new skills can be immediately put into practice to support the continuity implementation of tasks and jobs. Its measurement is apparent, if there is no improvement of worker performance, it is the indication that the training has failed.

h. Flexibility in the delivery (flexible delivery). CBT is also flexible in the sense of how the topics or materials can be effectively communicated to the participants. CBT opens the possibility of any form of training (inside or outside the organization) to use internal and external instructors and so on (Irianto, 2001:79).

The CBT characteristics are the excellence that can be relied by public organization to develop a training program. Preparation of the CBT program includes several stages. According to Raymond J. Stone, CBT phase consists of four steps, namely:

a. Capability profiling. In this phase, the organization conducts several activities, namely:
  1) Identify the need for competence.

2) Make a priority on the needs of competence.

3) Evaluate the competency standards.

4) Identify the strengths and 'area' issues that require attention to be fixed.

b. Select training program. In this phase, the organization began to formulate appropriate forms of training options to support the achievement of goals.

c. Produce a personal training plan for each employee. In this stage, the important meaning of CBT is the individual needs to be top priority. In this phase, the organization preparing the basic framework oriented towards individual ratings.

d. Assess the competency. At this last stage, the organization are encouraged to continuously monitor the performance of any developments as soon as training is completed, continued by the application of the participants (Irianto, 2001: 80).

Strategic model has been created by Narkervis, Campton and Mc Carthy to implement CBT program for public organizations. The strategic model includes five stages, namely:

a. Organizational scanning. Main issues that must be assessed before the training program organized is how organizations can predict the direction of his future. Strategic analysis can use a variety of ways, such as SWOT analysis or other appropriate methods. Its substance is a situation where the organizations are perfectly capable to understand what will be done and how the direction of action is to be taken.

b. Strategic planning. The next problem is the organization's efforts to be able to answer the question about how all objectives can be achieved and what managerial strategies can be applied.

c. Competency profiling. After all the questions were answered, now is the time to analyze how the real situation of internal performance of the organization of existing human resources to carry out the idea of the achievement of organizational goals. What competencies are met and that yet? what is the urgent need for workers/analysist that will guide the organization on the core issues faced by the workers.

d. Competency gap analysis. Soon after passing the competency profiling, organizations will be able to understand what gap can be seen in between actual (current) competence and ideal competence (which is expected) to achieve organizational goals.

e. Competency development. Now it's time to close any loopholes of organizational competency gap and closes every gap between actual and ideal competence by attempting to answer the strategic questions, such as whether the organization need to recruit new workers who have ideal competence with all the consequences, or setting up training programs for existing workers. The last answer will guide the organization into the CBT's arena (Irianto, 2001: 82).

Narkervis and his colleagues state that the strategic phase should be related to the strategic direction of the organization as a whole. In the sense that HR managers will associate the preparation of training programs with a real contribution that can be given to the public organization.

Problems in Competency-Based Training (CBT). How well of a CBT program, it is still have a problem. Experts say that there are some problems in the implementation of CBT, among others:

a. Validity to equate competence and real performance as the main attention of CBT is questionable, while there are a number of other factors that are believed to have influence over the performance.

b. There are more than on a system (not just CBT) which can properly be used to improve performance.

c. CBT is also believed to cause 'addiction' for participants to read interesting modules, while the material is actually not directly related to the needs. Psychologically affected individuals to read the modules are not needed because they are attractive.

d. The groups who pro to CBT claim this system is very objective. However, other systems are also equally objective and even the validity is reliable, especially the method of assessment participants (Irianto, 2001:83).

Organizations can measure the effectiveness of CBT, if the CBT program is organized by the agency that has the authority to conduct the CBT program based on rules set by the government. Through that organization, it is expected that the training started on the delivery of training materials, the process of assessment of trainees and trainers as well as certification of the training results can be standardized so as to increase the competence of the employees as trainees.

At a public organization, Masdar et al (2009:164) states that employees' competence should be built based on several aspects, namely legislative support, a comprehensive policy formulation, and its implementation. Legislative support is necessary to obtain legal approval in the form of legislation, while a comprehensive policy have to be interpreted as the involvement of all components and aspects of the organization in an integrated manner, as well as a consistent implementation by the approach and the use of competency as a principle in managing employees. Thus, within the framework of public organizations, it can achieve optimal performance in serving the public.

3. Conclusion

The development of human resources in an organization that conducted a Competency-Based Training (CBT) is appropriate if in accordance with the needs of the organization itself. Although there are some existing problems in the implementation of CBT, but CBT is an ideal form for a human resource development program. Through CBT, the hopes are the weaknesses of employees in the public organizations, namely in the field of knowledge, attitudes, behaviors, skills, expertise, and skills can be met. Finally, through CBT the employees within the organization can reduce or eliminate the differences between the existing performance and the potential performance that can improve the knowledge, expertise, capabilities, and skills that support the achievement of the vision and mission of the organization.

References

Alwi, Syafaruddin. (2001). *Human Resource Management: the Strategy of Competitive Advantage.* Yogyakarta:BPFE.

Dessler, Gary. (1992). *Personnel Management.* Jakarta: Airlangga.

Irianto, Jusuf. (2001). *Strategic Issues of Human Resource Development.* Surabaya: Insan Cendekia.

Mangkunagara, Anwar Prabu. (2005). *Human Resources Management for Company.* Bandung: Remaja Rosda Karya.

Masdar, Sjahrazad, Sulikah Asmorowati and Jusuf Irianto. (2009). *Human Resources Management Competency-Based for Public Service.* Surabaya: Airlangga University Press.

Meirinawati. (2009). *Human Resources Management Competency-Based in Higher Education. Pelangi Ilmu Journal,* 3, 2, 80-86.

Nasution, Beti. (2006). Pelatihan Sumber Daya Manusia Berbasis Kompetensi. *Journal of Administrative Analysis and Policy*, 3, 8-14. Tersedia di http://respository.usu.ac.id.

Purnamawati. (2011). Peningkatan Kemampuan Melalui Pelatihan Berbasis Kompetensi (CBT) Sebagai Suatu Proses Pengembangan Pendidikan Vokasi. *Jurnal Medtek*, 3, 2. Tersedia di http://www.ft_unm.net.

Spencer, LM and Spencer Jr. SM. (1993). *Competence at Work: Models For Superior Performance.* New York: John Wiley & Sons, Inc.

Sulistyani, Ambar Teguh and Rosidah. (2009). *Human Resources Management Concepts, Theory, and Development in the Context of Public Organizations.* Yogyakarta: Graha Ilmu.

Sulistyani, Ambar Teguh. (2004). *Understanding Good Governance: In the Perspective of Human Resource.* Yogyakarta: Gava Media.

Thoha, Miftah. (2005). *Civil Servant Management in Indonesia.* Jakarta: Prenada Media Group.

Wasistiono, Sadu et al. (2002). *Resource Management Local Government Reform.* Bandung: Fokusmedia.

Zainun, Buchari. (2004). *Administration and Human Resource Management of the Government of Indonesia.* Jakarta: Ghalia Indonesia.

New Career in the New Era:
Implications toward the Profession and Education of Public Administration

Tauran
Farid Ma'ruf
Eva Hany Fanida
Email: tauran_unesa@yahoo.com
efanida@yahoo.com
paymoderat02@yahoo.co.id
Lecturer of Public Administration Department, State University of Surabaya

Abstract

Public administration is one of the areas of study that is offered in the undergraduate programs at universities. Since the beginning establishment of this knowledge during 1800, area studies and field career for the output of this program on, primarily, the government sector and public sector institutions that are non-profit. However, advances in technology and patterns of human life in the 21st century to have a significant impact in changing of the study and the practice of public administration in the world. The changes at the level of theory and concepts have important implications for educational change in particular in terms of the Public administration curriculum. The changes at the level of practice have important implications to change the function of public administration in society. However, the changes in the level of education and the profession never leave the typical values of public administration is the raison d'etre of public administration.

Keywords: public administration, education professionals.

1. Introduction

The term of 21st Century is often used to mark the achievement of development that has been made. Important feature of this century is largely a condition of society which has been globalized. In this era, people live in the midst of the global atmosphere which the patterns of human life in various aspects begin to blend into one without being bound by the limits of the nation-state. Four factors that drive rapid globalization phenomenon called by Kenichi Ohmae (1996) as the four "I"s, namely Industrial, Investment, Individuals, and Information. The fourth "I" that can move across the boundaries of the nation state which then rise to new needs and opportunities that have to be responded by the state institution. Inability to respond the needs of society will bring the crisis over the legitimacy of state institutions.

Relationship between the development of global situation and the field of public administration is also described by Fukuyama (2004). In his view, it is time to the state institutions are strengthened by first understanding its role in society in

the 21st century. The idea of the need to strengthen state institutions backed the emergence of reality acts of terrorism, the spread of HIV disease, the survival rate of poverty, as well as the outbreak of civil war in some countries which their institutions are considered weak. In his view, the phenomenon is not something that happens by itself, but a symptom of politics in which the state as the most important institution in society failed to perform its role.

Both views at least provide an overview of the challenges faced by the profession of public administration. Public administration's profession has faced not only the increasingly complex demands of its citizens, but also the demands of a global society who are stakeholders of its services. Public affairs which are being the domain of the public administration's profession is spread across national borders, ranging from micro to macro scale, ranging from local to global levels. No matter what the description is, however, the phenomenon cannot be circumvented. The most appropriate response to the increasingly complex challenges faced by the profession of public administration, lies not in the attitude of refusing or accepting it, but rather to how the academics and practitioners of public administration prepare themselves to deal with it. In this context Kartasasmita (2007) considers essential to reorient to the profession and education of public administration.

In the view of Kartasasmita (2007), one of the important issues that must be answered is how ready the education of public administration prepares professionals who are capable of responding to the challenges of the times?

2. Discussion

As science is interdisciplinary, 21st century challenges to public administration will touch all aspects of organizational life that are economic, social, cultural, political, and ethical and moral. Orientation of public administration education must be able to respond to all aspects of the challenges. To be able to carry it out, Kartasasmita (2007) reveals several aspects that need to be reviewed by the education system of public administration, which are related to the philosophy, concept, system, curriculum, facilities, human resources, research, and budget. In this paper the writers want to focus on curriculum issues.

Rearrangement of public administration education curricula also needs to be considered by government policy on the curriculum of education. Directorate General of Higher Education has developed curriculum direction to align with the Indonesian National Qualifications Framework (INQM). INQM is the level of competence and qualifications framework that can reconciles, equalizes, and integrates the areas of education and vocational training as well as work experience in order to give recognition of working competence in accordance with the structure of employment in the various sectors. INQM qualification consists of nine levels, starting from the lowest qualification as a qualified one and nine as the highest qualification.

Besides the nine qualifications, there is basic qualification that should be owned by every person at every level of qualification. The basic qualification refers to the issue of values and ethics is a must-have reference to the value system adopted by the Indonesian nation. In accordance with the state ideology

and culture of Indonesian people, then the implementation of the national education and training system in Indonesia work done at each level of qualification should include a process to develop affection as follows:

a. Devout to God Almighty.
b. Has moral, ethical and good personality in doing his jobs.
c. Act as a proud citizen and citizen who love the country as well as support world peace.
d. Able to work together and have social sensitivity and a high concern for people and the environment.
e. Respect for cultural diversity, views, beliefs, and religions as well as opinions/original findings of others.
f. Uphold the rule of law and has a passion for advancing the interests of the nation and the wider community.

For undergraduate programs, besides the general qualifications mentioned above, it will be directed specifically to meet the qualifications to level-6. At this level, the degree program must be able to produce graduates who:

a. Ability to apply their expertise and utilize science, technology, and/or art in its field to resolve problems and be able to adapt to the situation at hand.
b. Mastering theoretical concept of certain knowledge in general and theoretical concepts in the field of special parts such knowledge in depth, as well as to formulate the solution of procedural problem.
c. Ability to make informed decisions based on analysis of information and data, and is able to provide guidance in choosing a variety of alternative solutions independently or in group.
d. Responsible for own work and be given responsibility for the achievement of the organization's work.

Of course it is worth to review how other countries organize their education system. Quoting Professor Derek Bok, Boediono (2012) says that the level of undergraduate education in the United States aims to give students the eight abilities. First, the ability to communicate. All undergraduate students need to have this capability effectively with various parties. They should be able to write with precision and also reveal interesting ideas verbally, clearly, and persuasively. Inability to communicate between citizens or between the government and the public is a failure of democracy.

Second, the ability to think clearly and critically. These capabilities include the ability to ask relevant questions, identify and define problems, recognize and consider the arguments from various sides of an issue, as well as finding and effectively using relevant data and information. Finally, take a stand and conclusions after considering everything carefully.

Third, ability to consider moral aspect of a problem. Almost every public issue has a moral side. Students need to be trained to analyze with clarity and take a stand on either good-bad, right-wrong aspects in terms of morale in the face of problems.

Fourth, the ability to be an effective citizen. Students have to be prepared to be active participants in the democratic process and able to take a rational stance on various political problem and issues.

Fifth, the ability to understand and tolerate different views. In the United States that consists of many ethnic groups and religious groups, teaching tolerance gained special attention and is considered as an important task of the university.

Sixth, the ability to live in a globalized society. Students are expected to have basic knowledge of international issues and appreciation of different cultures.

Seventh, have a broad interest about life. Students must be generated intellectual interest, such as the history, philosophy, and interests in other fields, such as music, art, and sports.

Eighth, has a readiness to work. This is actually not part of the general education curriculum, but part of the special education curriculum that is to be taught at the level of S-1 in accordance with the faculty.

In addition to referring to INQM and experience of others, public administration education also need to consider the competency profiles required by the profession in the field of public administration, or the competency profile of the graduates from the stakeholder's perspective. Profiles of competence expected by the public administration employment at least can be seen in the draft of Civil Apparatus of the State. In the draft of the law stated that the development of a professional career of civil apparatus will be done by considering aspects of integrity, morality and competence of personnel. Integrity measured from the honesty, compliance with laws and regulations, the ability to work together, and dedication to the community, state, and nation. Morality is measured from the application and practice of ethical values religious, cultural, and social. As for the aspect of competence include:

a. Technical competence is measured by the level of education and specialization, functional technical training, and technical work experience;

b. Managerial competencies are measured by the level of education, structural or management training, and leadership experience, and

c. Socio-cultural competence as measured by work experience related to the plural society in terms of religion, ethnicity, and culture that has a concept of nationalism.

In the meantime, experts and managers of public administration education have been attempting to establish a standard of competence for the output of degree programs through curriculum reform. Indonesian Association for Public Administration (IAPA) has done the hard work to set standards of competencies of public administration education through a series of seminars and workshops. Formulation of standards of competence that characterizes public administration education is considered important because the profession of public administration has special characteristics that distinguish it from the administration in general. The special characteristics such as have public domain in bureaucratic organizations with a focus on the science, management and policy.

Ranson and Stewart (1994) describe the public domain as an arena or organization to pursue or fulfill the collective values. Public domain is needed to overcome market imperfections, where various needs of the community service requirement or redistribution of resources cannot be provided by the market. Public domain is also required to meet the typical values that must exist in the attitudes of public sector management, namely equity and equality. With another

language is not just a public sector management aimed to achieve public sector objectives effectively and efficiently, but also fair and equitable.

Table 1
Model Differences in Private and Public Sector

No.	Aspect	Public Organization	Privat Organization
1.	Goal	Non Profit	Profit
2.	Output	Public goods	Privat goods
3.	Decision Making	Democratic	Business Strategy
4.	Performance Measurement	Social welfare	Efficiency
5.	Organizational Mission	"Doing goodness"	"Profit and Loss"

Based on the table above, it is clear that the preparation of the standard of competence in public administration education must include the specific values that become specific identity of public administration profession. The issue of values in public administration curriculum is important because the reality shows that the barriers to the development of public administration are the attitude and culture of apparatus. Bureaucratic reform that has done a lot of countries, was not just simplify the structure, but changing the mindset and cultural patterns of bureaucrats, in order to work more professional and able to share the role with the role of non-state actors in good governance (Osborn and Plastrik, 1997). During this time, the failure of public administration profession to meet the expectations of society is due to deviation in the various value dimensions that should be reference for behavior of individuals and institutions that play a role in the administration of the country. Inconsistencies of individual behavior and policy causing the values and principles of good governance, which is actually attached to or a part of the characteristics of public administration system, to be ignored, or did not fully get the attention, so the system of the state's institutions became fragile.

Therefore, in formulating the standards of competence, IAPA has held a series of seminars and workshops involving various universities and practitioners. Analysis of global challenges, local context, and the direction of government policy become important topics in the discussion. So that, the IAPA's workshop conducted at the University of Sriwijaya in 2011 resulted in several formulations to graduate's profile and core competencies that must be owned by the public administration scholar education. Graduate's profiles include:

a. Public Administrator or first-level managers in government agencies or other nonprofit organizations.
b. Bureaucrats at the operational level are able to use information and communication technology in the completion of tasks.
c. Policy analyst who is able to provide input into strategic decision-making.
d. Manager of field in the public sector that aware to public values.

The competencies required are:

a. Master the concepts and theories of designing and managing public sector organizations, to implement public policy, managing services and public participation.
b. Able to formulate the alternative of procedural problem solving related to the effectiveness and efficiency of the organization and management of public sector.
c. Able to formulate and communicate alternative solutions that are beyond their authority to the leader.
d. Master the methods and techniques of qualitative and quantitative analysis for public administration.
e. Master the concepts and theories of ethics and integrity of public administration.
f. Able to use information technology in: designing and managing public sector organizations, to implement public policy, managing services and public participation.
g. Able to develop staff review in the decision-making process.
h. Able to resolve the problem by taking discretion in accordance with its authority.
i. Able to carry out duties effectively and efficiently by using the information and its analysis capabilities.
j. Able to manage public sector to achieve public values: efficiency, effectiveness, fairness, and democracy both individual and team.

From the formulation of competence then it is arranged the indicator matrix and teaching and learning materials relevant to realize prospective professional public administrators. In this context, efforts to internalize public values in the material and learning in public administration education became a crucial issue. The issue of public values in public administration curriculum is important because the reality shows that the barriers to the development of good public administration described by Fukuyama and Ohmae are due to the loss of public values in the practice of public administration. Typical values of public administration is a fundamental principle of ethics is used to measure whether the behavior or actions of public administration can be said to be good or bad, praiseworthy or blameworthy. These values include efficiency, ability to distinguish private property and institution property, responsibility, accountability, responsiveness, impersonal, merit system.

Nevertheless, it has to be admitted, implantation of values in the education of public administration process is not easy. Planting of the public value can be done by embedded way into every subject that is taught. Thus, it is necessary to develop various methods which allow the realization of a conducive learning to the development of potential learners to be able to internalize typical values that becomes the mission of public administration. Some points to be considered, include: (1) public administration learning have to be oriented on daily experience of learners, (2) public administration learning have to be more emphasis on problem solving actively and not mastery of the facts, (3) transfer of knowledge will be more likely to occur if the learning context similar to the context in which the results will be applied, (4) learning should involve group discussion activities

to train reasoning, expression, tolerance, and ethics in a different opinion as well as the synthesis of ideas together.

The above facts show how the dynamics and developments of an increasingly globalized society have an effect on the education of public administration. Education of public administration has been trying to do the sharpening of the curriculum in order to produce graduates who are competent in dealing with the demands of an increasingly complex society.

In line with the changes in the educational curriculum of public administration, the influences of global dynamics have also changed the face of the Public administration profession. Meanwhile, recent developments of public administration studies emphasize the spirit of service that must be put forward by the behavior of public administration. In his book, The New Public Service, Denhardt and Denhardt (2011) mention several principles that must be understood by the practitioners of public administration, namely:

a. Serve citizens, not customers.
b. Seek the public interest.
c. Citizenship values over entrepreneurship.
d. Think strategically, act democratically.
e. Recognize that accountability is not simple.
f. Serve rather than steer.
g. Value people, not just productivity.

New Public Service (NPS) transforms the view of "administration of public" to "administration by public". This view has changed the face of professional public administration, namely that the current state is not only acting as a single agent in the implementation of services, but also as a facilitator is oriented to the interests and demands of the public. In this context, public administrators are reminded that there are professional public administrator is not intended to serve the government, but serving the community. Even more than that, public administrator is to be charged to be able to create conditions that allow every member of the community to develop skills and creativity in order to achieve a common goal (Rasyid in Masdar et al., 2009:87).

Fundamental changes in the profession of public administration are in the strengthening the orientation of typical value of public administration that has to be the reference. Principles contained in the approach of new public service asserted that efforts to reforming the system of public administration could not eliminate the basic functions of public administration institutions to serve its citizens. The issue of values in the practice of public administration is crucial. This standard of the value becomes ethical guidelines for the attitudes and behavior of public administrators. Ethical values of public administration have two functions:

1. As a guideline, a reference to public administration in carrying out the duties and authority within the organization so that the action can be considered good, praiseworthy and not blameworthy.
2. As the assessment standards of character, behavior, and actions of public administration to be considered good, praiseworthy and not blameworthy.

The importance of internalizing the values of new public service in the profession of public administration can be seen from the functions that are conducted. As we all know that the profession of public administration will cover two distinctive functions of government which are political and administrative functions. Political functions related to the making of public policy, while administrative functions related to the implementation of public policy. Authority creates public policy in the area of politics, besides policy authority in the administrative area. Hence, in implementing public policy, with the power to interpret the policy in the form of programs and projects, its implementation need to be guaranteed in a good way, correct, and destined to serve its citizens. This value can be used as guidelines and instructions on what to do by the bureaucracy in implementing policy. Besides, it can be used as a measure or standard of behavioral assessment, whether it was executed well.

One thing to keep in mind is that behavior of public administration is not only affected itself, but also the communities served. Public administration works on trust, because it works for the people. The assurance that the people expected is that bureaucrats to run the policy and public services financed by public funds always based on the values of ethics that is coincide with their status as a state apparatus.

3. Conclusion

The 21st century that is marked by globalization of human life in its various aspects has influenced the field of public administration. These effects occur in the educational aspects of public administration and the profession itself. Changes in education, pointed to the emergence of consensus among scholars and practitioners of public administration in Indonesia about the importance of the formulation of the competency-based curriculum in public administration education program. In the real practice, the profession of public administration has changed from previous. Public administrators are required to transform themselves into public service catalysts, which are able to serve and empower communities, so that the people could develop and independent. Public administrators must accept the fact that the issue is no longer the monopoly of the state, but it is a problem with which the public have to be encouraged to be actively involved in every process of finding solutions to public problems. However, the dynamics of changes in the education and profession of public administration never leave the typical values of the raison d'etre of public administration.

References

Boediono. (2012). *Education as the Key of Development (The Article is published in Kompas newspaper,* 27th *August 2012).*

Denhardt, Janet V., and Denhardt, Robert B. (2011). *The New Public Service: Serving, not Steering* (3rd ed.). New York: M.E. Sharpe, Inc.

Fukuyama, Francis. (2004). *State-Building: Governance and World Order in the 21st Century.* New York: Cornell University Press.

Kartasasmita, Ginandjar. (2007). *Challenges of Public Administration in the 21st Century.* The paper is presented in National Workshop and Seminar of "The Reform of Higher Education of Public Administration Entering the 21st Century", Malang, 14th May 2007.

Masdar, Sjahrazad, Asmorowati, Sulikha., and Irianto, Jusuf. (2009). *Human Resources Management Based on the Competence to Public Service.* Surabaya: Airlangga University Press.

Ministry of Education and Culture. (2011). *Document of the Policy of Directorate General of Higher Education about the Indonesian National Qualifications Framework (INQM) and the Curriculum Direction of Education Institution of Education Personnel.* Jakarta: Directorate General of Higher Education.

Ohmae, Kenichi. (1996). *The End of the Nation State: The Rise of Regional Economies (1st ed.).* New York: Free Pres.

Osborn, David., and Plastrik, Peter. (1997). *Banishing Bureaucracy: The Five Strategies for Reinventing Government* (1st ed.). New York: Basic Books.

Ranson, Stewart., and Stewart, John David. (1994). *Management for the Public Domain: Enabling the Learning Society.* New York: St. Martin's Press.

Performance Assessment through Balanced Scorecard (BSC) as an Effort to Improve Quality of Public Service: Theoretical Studies of BSC in the Perspective of Learning and Growth

Fitrotun Niswah and Eva Hany Fanida
Email: vita.unesa@yahoo.com
Lecturer of Public Administration Department, State University of Surabaya

Abstract

Public service is focused as an effort to fulfill public needs for basic rights and the organizer of public service is not merely held by the government but also by the private sector. Theoretically, there are at least three major functions to be performed by the government regardless of its level, it includes public service function, development function, and protection function. The most important thing, afterwards, is to what extent the government can manage these functions in order to produce goods and services that are economical, effective, efficient and accountable to all the people who need it. Balanced Scorecard is a framework for integrating various sizes of the company strategy used by the management sector as translator of the mission and strategy of the organization into the objectives and measures that can be viewed from four perspectives. That four perspectives are divided into two categories, namely category of financial and non-financial perspective. Financial perspective is to give clues as to whether the company's strategy, application, and implementation give reciprocal or not to increase profitability, return on assets and earnings. While non-financial perspective is divided into three perspectives: (1) customer perspective includes various mmeasurements such as customer satisfaction, customer retention, new customer acquisition, customer profitability for business segment and target customers, (2) internal business perspective identifies striking differences in the performance measurement between traditional performance measurement system and Balanced Scorecard, (3) learning and growth perspective provide infrastructure so as to achieve the objective of the three perspectives in creating learning and growth in the long-term financial performance (Kaplan and Norton, 2000:23).

Keywords: performance assessment, quality of public service, balanced scorecard.

1. Introduction

Public services are not only required to be effective and efficient, but also to be fair in providing service and paying attention in the quality of public service. The people always demand the state apparatus to be able to provide a qualified service because good service is a very important element in improving customer satisfaction. Based on the decision the Ministry of Administrative Reform No. 63 of 2003, the term of service is defined as follows: "Public service is all service

activities undertaken by public service providers as addressing the needs of service recipients and implementing the provisions of the legislation".

Theoretically, there are at least three major functions to be performed by the government regardless of its level, which is public service function, development function, and protection function The most important thing, afterwards, is to what extent the government can manage these functions in order to produce goods and services that are economical, effective, efficient and accountable to all the people who need it. In addition, the government is required to implement the principle of equity in carrying out the functions. It means that government services should not be administered in a discriminatory way. The services have to be provided regardless of status, rank, class of society, and all citizens have the same rights to accept the services in accordance with applicable regulations. Considering the urgency of improving the service quality, it needs a framework to integrate various measures of performance assessment strategy through the BSC concept in learning and growth perspective.

The main source of learning and growth is human or workers, systems, and corporate alignment. In reaching financial perspective, customer and internal business process require training so that the employee can innovate, able to use increasingly sophisticated technology, and align corporate goals with company procedures and operational activities. The perspective of learning and growth sourced of three categories: people, systems, and corporate alignment. These relates to the Kaplan and Norton (2000) that describe as follows:

1) The ability of the human or workers, with modern technological advances led to the company only has a few employees in accordance with the field. This led the company to provide training so that workers can innovate more. Companies are very careful and thorough in choosing workers for the company to achieve its objectives.

2) The ability of information systems, improvement in quality, and productivity of companies are affected by the availability and the accuracy of the information. This is because the accuracy of a company's information cannot be accepted if the information is not rational and up to date.

3) Motivation, empowerment and alignment. In measuring employee motivation can be done in three ways, namely:

   a. Measurement of suggestions for the companies that granted to all the employees in order to know how much the participation of the employees in improving corporate performance.

   b. Measurement of the improvement of corporate performance by measuring the ammount of suggestions can be followed up, thus the indication of employees who actively participate in the activities of the company improvement can be known.

   c. Measurement of the alignment of individual and corporate is focused on whether each department and its workers have aligned the departmental goals with corporate objectives which is stated by the Balanced Scorecard. It is done by measuring the percentage of business unit who have successfully completed the alignment process.

Balanced Scorecard has more advantages than the traditional management system because the Balanced Scorecard performance measurement not merely focuses on the financial aspects, but also the non-financial aspects. This is due to the rapid development of business demands the management sector to change the view that the non-financial aspects also play a role in the progress of an organization.

According to Mulyadi (2001:18), the excellence of Balanced Scorecard approach in strategic planning system is the ability to produce a strategic plan that has the following characteristics:

a. Comparative is that the Balanced Scorecard broaden perspectives covered in the strategic planning from a financial perspective extends into three different perspectives, namely: customer, internal business process, and learning and growth so as to produce benefits, as for promising multiplied financial performance and long-term revenue through acquisition sales from customers.

b. Coherence is that the Balanced Scorecard requires personnel to establish a causal relationship between the various strategic goals which resulted in the strategic planning and promises the improvement of the company's ability to produce financial performance. As a result, the company can compete in the competitive business environment.

c. Balance is that the Balanced Scorecard reflects a balance between the concentration of the internal focus and concentration of the external focus. The strategic objectives of internal focus is that internal business processes, learning, and growth, while the strategic objectives of external focus is that customer satisfaction and financial perspective.

d. Measured is that the strategic targets generated by the strategic planning system and promising achievement of various strategic objectives which have formulated and to measure the supporting factors in the achievement of targets.

Based on these characteristics, the Balanced Scorecard is a new method which its application concept is measurable and balanced than the conventional methods. That is to say, the performance measurement pays attention to the growth financial aspects merely. When the company's financial profitability increased continuously, the company's performance is considered good and increased regardless to the aspects of service and customer satisfaction of the company. Unlike the balanced scorecard method, the expanding of perspectives covered in the strategic planning of financial perspective extends to three other perspectives, so as facilitate improvement in the company's ability to generate financial performance. So the company can compete into the competitive business environment, reflects the balance between the centralization of internal focus and external focus as well as strategic targets generated by the strategic planning system that promises the achievement of various strategic objectives that have formulated.

2. Discussion

Performance appraisal is basically a key factor in developing an effective and efficient organization, because of the existence of better policies or programs about the human resources in the organization. Based on such understanding can

be concluded that the performance assessment is key to the success of a company determined from the employee activities which are part of the organization in doing something based on criteria and standards set by the company. Individual performance appraisal is very useful in the growth of an organization as a whole. This is because through the assessment will be known about the actual condition of the employee's performance. In line with that, Ulum (2008:184) argues some benefits of the performance measurement:

a. Provide an understanding of the measures used to assess the performance of management.
b. Provide direction to achieve performance targets set.
c. Monitor and evaluate the achievement of the performance and compare it with the performance targets and take corrective action to improve the performance.
d. As a basis for giving reward and punishment objectively upon the achievement performance measured in accordance with the performance measurement system agreed.
e. As a means of communication between subordinates and leaders in order to improve organizational performance.
f. Help identifying whether customer satisfactions are met.
g. Help understanding the activities of government agencies.
h. Ensure that decision-making is done objectively.

From the quote above it can be concluded that the performance measurement is useful for evaluating how well a company performs. The results of these evaluations help the managers make decisions in controlling the situation, the need to be repaired or improved for the company, such as motivating employees to optimalize their performance targets that will have an impact on the effectiveness of customer service.

In 1990, sponsored by Nolan Institute (part of the public accounting firm KPMG research in the USA) on "Measuring Performance in the Organization of the Future", the concept of Balanced Scorecard (BSC) started from a study. The beginning of this study was driven by the awareness that the measurement of the organizational performance was inadequate. All efforts were made by David Norton, CEO of Nolan Norton as leader of the research as well as Robert Kaplan as an academic consultant in combining operational and financial measures to determine an effective organizational performance.

Mulyadi (2001:1) said that the definition Balanced Scorecard is a contemporary management tool used to boost the organization's ability to double its financial performance. While Kaplan and Norton (2000:16) said that the definition of the Balanced Scorecard is a new framework to integrate various sizes derived from corporate strategy. Balanced Scorecard includes a variety of value-creating activities generated by the participant in a company that have high motivation skills. While taking into the short-term performance, namely through the financial perspective, the Balanced Scorecard clearly reveals all the things that drives the achievement of its performance and the long-term superior competition. It can be concluded that the Balanced Scorecard is a tool or a means of corporate strategy that aims to motivate the organization's ability to improve the

performance of both short term and long term in which there is a balance between financial and non-financial measures.

The Concept of Balanced Scorecard. According to Mulyadi (2001:1) the concept of Balanced Scorecard thrives in line with the development of the implementation of the concept. Balanced Scorecard consists of two words:

a. Scorecard

Scorecard (scorecard) card is used to record the results of the performance of one's score, in order to for the plan the score to be realized by personnel in the future. Through the score card, what to be realized in the future personnel compared with actual performance results. The performance comparison of the results can be used to evaluate personal performance is concerned.

b. Balanced

The word balanced (balanced) intended to achieve that personal performance is measured in a balanced of the two aspects, financial aspects and non-financial aspects, the short-term and long-term, internal or external.

Based on the above opinion, it can be concluded that the concept of the Balanced Scorecard has the purpose to measure the performance of an organization/company by a research methods that include four perspectives. Balanced Scorecard emphasizes that in the financial and non-financial measurements all the information required as part of all employees from all levels of the organization.

Basically Balanced Scorecard is used to improve the performance measurement system that focuses solely on the financial aspects of the course so that the implementation of the corporate strategy is highly dependent on the availability of budget. This leads to discontinuity with non-financial aspects such as customer satisfaction, employee commitment and productivity and cost-efficiency in the process of producing products and services. In the preparation of a strategy based on the Balanced Scorecard must begin by understanding the company's strategy and vision into specific goals. Balanced Scorecard uses four perspectives to each other so closely interconnected so it is not possible to be separated. The four perspectives, namely financial perspective, customer perspective, internal business perspective, and learning and growth perspective. The following will be presented mindset of Balanced Scorecard as a framework for strategic action:

Chart 2.1
The Framework of Balanced Scorecard

```
                    ┌─────────────────────────────┐
                    │  Clarify and Translate      │
                    │  Vision and Strategy        │
                    │  • Clarify vision           │
                    │  • Generate consensus       │
                    └─────────────────────────────┘

┌──────────────────────┐   ┌──────────────┐   ┌──────────────────────────────┐
│ Communicate and Link │   │              │   │ Plan and Determine Objectives│
│ • Communicate and    │   │  Balanced    │   │  • Determine targets         │
│   educate            │   │  Scorecard   │   │  • Combine strategy initiative│
│ • Determine goals    │   │              │   │  • Allocate resources        │
│ • Linking reward to  │   └──────────────┘   │  • Determine important stake  │
│   performance        │                      └──────────────────────────────┘
│   measurement        │
└──────────────────────┘   ┌─────────────────────────┐
                           │  Feed Back              │
                           │  and Strategic Learning │
                           │  • Articulate shared vision│
                           │  • Give strategic feed back│
                           │  • Facilitate review and │
                           │    strategic learning    │
                           └─────────────────────────┘
```

Source: Kaplan and Norton (2000:11)

The picture above explains that the focus of Scorecard measurements can be used to produce various important management processes in a company, such as:

1) Clarify and translate vision and strategy begun by forming a team of senior executive management and work jointly to translate business unit strategy into various specific strategic objectives regardless of work experience or excess functional.

2) Communicate and link objectives and strategic measures to all organizations through the telephone network, newsletters, video and bulletin boards on various important goals that have to be achieved in order to manage the organization's strategy.

3) Plan, determine targets, and combine strategic initiatives which the targets should reflect the change in the performance of the business unit that the financial goals will be the achieved.

4) Enhance strategic feedback and learning, this is the most innovative because it provides capabilities for learning the company at the executive level that allows managers to monitor and adjust the implementation of strategic and make fundamental changes to the strategy itself (Kaplan and Norton, 2000:9-13).

From the explanation of Kaplan and Norton above it can be translated that Balanced Scorecard helps companies in clarifying the vision and mission of a company to translate into a company's goals. From these objectives, strategic measures to determination the chosen company strategy for the short term and long term can be known. Thus, determination of selected strategic targets of the

companies easy to be done. Afterwards, the results can be used as a feedback for the results of performance evaluation and the better company's strategy.

The Measured Aspects in Balanced Scorecard. According to Kaplan and Norton (2000:38) in the Balanced Scorecard there are some aspects need to be measured. This is important because the size of these aspects can be used to communicate and assist the implementation of corporate strategy. These aspects are divided into four perspectives, namely:

a. Financial Perspectives

In the financial perspective, the Balanced Scorecard is applied to assist the performance measurement of an organization in achieving optimal financial goals. The measure of financial is an overview and economic consequences caused by economic decision making. The measure of financial performance indicates whether the strategies, strategic objectives, and the implementation is able to contribute in generating profits for the company, the three stages of the business life cycle, namely:

1) Growth

   This stage is the beginning stages of a business cycle in which products and services are owned by the company were developed and introduced to consumers. In developing businesses and increasing various new products and services require a lot of resources. At this growth stage most companies operate with a negative cash flow with a low rate of return on capital investment. Thus, the appropriate benchmark in this growth stage, namely: rate of revenue growth or the rate of sales growth in market share that has been targeted.

2) Sustain

   At this stage the companies still invest and reinvest by indicating the highest rate of return. If possible, the company will maintain and develop the existing market share. At this stage the company consistently to the long-term strategy is not used anymore. Target on profit/margin is directed at the level of return on investment with a benchmark such as ROCE, operational profit, and gross margin.

3) Harvest

   Harvest is the third stage in which companies reap the harvest or investment results from the previous phase because the company has reached a level of maturity of the business cycle. Investment is only done for the development and improvement of facilities because in this stage, the company is no longer investing. The main financial goal is to maximize cash flow and do saving of the need of work capital.

b. Customer Perspective

Customer perspective in the Balanced Scorecard identify the conditions of their customers and market segments that have been selected by the company to compete with their competitors amid the global competition. The key to success in developing goals and measures of customer perspective is the identification of the value proposition that will be given to the target segment.

In this current era of globalization, the company's strategy focuses on the customer merely, the company must comply any customer's needs as much as

possible. Every customer wants a product with best quality and reasonable price, if the company is unable to fulfill it, the customer will switch to another product. In order to maximize production costs, the companies have to be able to perceive the quality of the desired product with the selling price, so that the company will get benefit/profit.

At this perspective, there are measurements of primary customer, i.e.:

1) The market share that describe business proposition which is sold by a business unit in particular market in terms of number of customers, money spent, or unit volume sold.

2) Customer retention by maintaining and increasing market share in the segment of customers that is begun by maintaining existing customers in that segment.

3) Customer satisfaction by assessing the level of customer satisfaction for the specific performance in a value proposition. It is related to time, quality and price. To be more easily understood, the following concept of customer satisfaction are presented in a chart below:

Figure 2.2
Concepts of Customer's Satisfaction
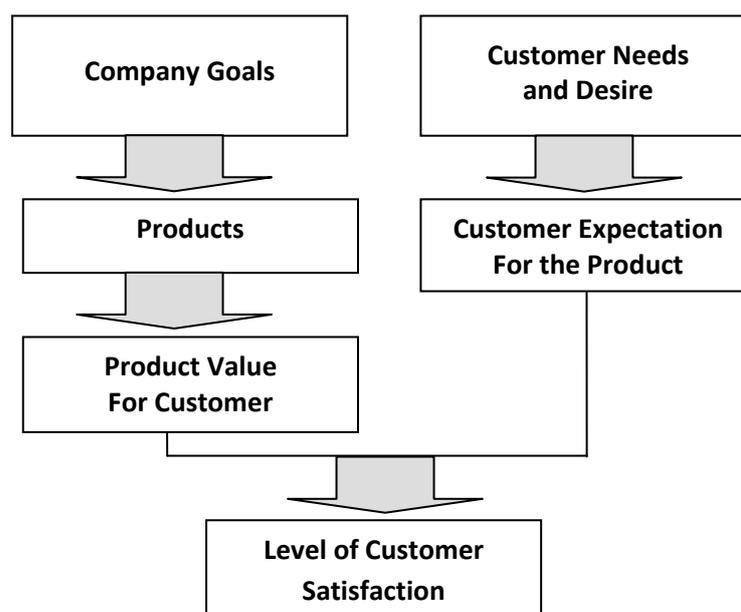
(Tjiptono, 2008:25)

The chart 2.2 above reveals that the level of customer satisfaction depends on two things. First, the products issued by the company that creates value for customers. This will influence customer satisfaction. Secondly, the needs and desires of customer trigger customer's expectations to the products produced by the company. If the expectation coincides with the needs and desires of customers, it will reach the level of customer satisfaction.

4) Acquisition of customers. Measure in the form of relative or absolute, the success of a business unit to draw or win new business customers.

5) Profitability customers. Measure the net benefits derived from a particular customer or segment after calculating the expenses used to meet the needs of the customer.

c. Internal Business Perspective

The third performance appraisal is an internal business perspective. Identification is very important in order to achieve customer's goals and shareholder in the company. Balanced Scorecard suggesting to the manager to be able to set the internal value that begins with the process of innovation, knowing customer's desires at the moment and future, and developing ways to find solutions so as the needs of customers can be fulfilled, followed by operation process by introducing products and services to customers and ending with after-sales service by offering after sales services that will add value to the products and services received by the customer.

Chart 2.3
Perspective of Internal Business Process-Chain Model of Generic Value
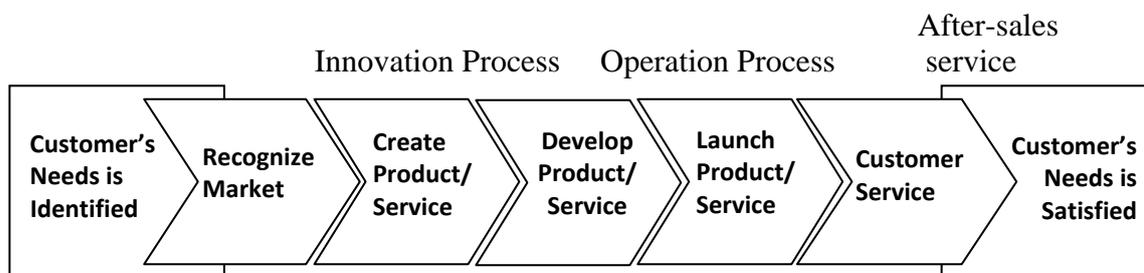
Source: Kaplan dan Norton (2000:84)

According to the chart 2.3 above, it reveals that the first stage is the innovation, at this stage the company identifies the desire about what is needed at the moment and the future as well. After that, the company will create the products/services required by the customer. According to Kaplan and Norton (2000:87) measure used in the innovation process include: the percentage of new product sales, the percentage of property product sales, introductions of new product of a company compared to new product of the competitors, and introductions of new product compared to the plan, manufacturing process capability, time needed to create the next generation of products.

The second stage is the operation. At this stage, the company identifies a number of characteristics such as cost, quality, time and performance in providing products and services to customers. At this stage, the measurement is very easy because every activity occurs routinely. The activities include order entry through production and delivery of services to the customers.

The third stage is after-service which includes customer services such as warranty, handling the damaged and returned goods, payment process in the purchase of the product.

d. Learning and Growth Perspective

Learning and growth sourced from three categories: people, systems, and corporate alignment. The third category relates to Kaplan and Norton (2000) that describe as follows:

1) The ability of human beings or workers, with modern technological advances led to the company only has a few employees who are in accordance with the field needed. This led the company to provide training, so that workers can innovate more. Companies are very careful and thorough in choosing workers for the company to achieve its objectives.

2) The ability of information systems, improvement in quality and productivity of companies affected by the availability of information and the accuracy of the information. This is because the accuracy of a company's information cannot be accepted if the information is not rational and up to date.

3) Motivation, empowerment, and alignment. Measuring employee's motivation can be done in three ways, namely:

   a. Measurements suggestions for companies that granted to all employees in order to know how much employee participation in improving corporate performance.

   b. Measurement of corporate performance by measuring the increase in the number of suggestions that is done, so it can be an indication of employees who actively participate in the improvement activities of the company.

   c. Measurement of individual and corporate alignment focused on whether each department and its workers have to align departmental goals with corporate objectives stated by the Balanced Scorecard. It is done by measuring the percentage of business unit who have successfully completed the alignment process.

   The main source of learning and growth is human or workers, systems, and corporate alignment. In reaching financial perspective, customer and internal business processes require a training so employees can innovate and able to use increasingly sophisticated technology and can align corporate goals with company procedures, and operational activities.

   Benefits of Balanced Scorecard (BSC). Kaplan and Norton (2000:17) points out some of the benefits of the Balanced Scorecard, such as:

a. Clarify and generate consensus on strategy.

b. Communicate the strategy to the entire company.

c. Align various personal and departmental goals with corporate strategy.

d. Link various strategic objectives to long term targets and annual budgets.

e. Identify and align strategic initiatives.

f. Carry out periodic and systematic review of strategy.

g. Get feedback needed to learn and improve strategies.

   Based on some of the benefits of Balanced Scorecard above, it can be concluded that the concept of Balanced Scorecard can facilitate a company to translate vision and strategy into a set of integrated performance measures. So as to facilitate aligning objective with the strategy that will get feedbeck needed to improve the quality of the company's strategy. So, it will in tune with the purpose of service in providing services which can meet and satisfy the customer and provide focused service to the customer.

   Public sector services performed by the government besides meeting the needs of the community, of course, also to "empower" not "overreach". The services would be beneficial for the improvement of the quality of government

services to the public as a customer and as a reference for the development of a service standard. Customer service in a service activity will has a reference as to why, when, with whom, where, and how it should be done.

As a result, the measurement of performance through the Balanced Scorecard has more advantages than the traditional management system, because the Balanced Scorecard performance measurement not only focuses on the financial aspects, but also the non-financial aspects. This is due to the rapid development of business management demands to change the view that the non-financial aspects also play a role in the progress of an organization.

According to Mulyadi (2001:18) the excellence of Balanced Scorecard approach in strategic planning system is able to produce a strategic plan that has the following characteristics:

(1) Comparative is that Balanced Scorecard broads perspectives covered in strategic planning from a financial perspective extends into three different perspectives, namely: customer, internal business process, and learning and growth, so as to produce the promised benefits, such as multiplied financial performance and long-term revenue through acquisition sales from customers.

(2) Coherence is that the Balanced Scorecard requires personnel to establish a causal relationship between the various strategic goals which resulted in strategic planning and promises to improve the company's ability to generate financial performance. So the company can compete into the competitive business environment.

(3) Balance is that the Balanced Scorecard to reflect a balance between the concentration of internal and external focuses. The strategic targets of internal focus include internal business processes, learning and growth, while external focus include customer satisfaction and financial perspective.

(4) Measured is that the strategic targets generated by the strategic planning system and promising achievement of various strategic objectives that have been formulated and to measure factors in the achievement of targets.

References

Kaplan and Norton. (2000). *Balanced Scorecard: Implementing Strategies to Become Action*. New York: McGraw.

Kaplan, R.S. and David P. Norton. (2000). *The Balanced Scorecard-Translating Strategy Into Action.* Massachusetts: Harvard Business School Press.

Kaplan, R.S. and David P. Norton. (2000). *The Strategy-Focused Organization.* Massachusetts: Harvard Business School Press,.

Kusumastuty, Diah. (2012). *Balanced Scorecarad as a Benchmark of the Company Performance Appraisal in PT. Bank Mandiri (Persero) Tbk. Kediri Branch*. Thesis. Muhammadiyah University of Malang (not published).

Laksmita, Venda Arsenia. (2011). *Analysis of the Company Performance Measurement with the Balanced Scorecard (Case Study at PT Bank Central Java Semarang Main Branch).* Thesis. Diponegoro University (published).

Miles, Matthew & Heberman, Michael. (1992). *Qualitative Data Analysis.* Jakarta: UI Press.

Mulyadi. (2001). *Balanced Scorecard: Contemporary Management Tool For Doubled Performance of Financial Report.* Jakarta: Salemba Empat.

Nawawi, Hadari. (2003). *Methods of Social Research.* Yogyakarta: Gadjah Mada University Press.

Putri, Dika Pratiwi. (2008). *Analysis of the Performance Measurement of the Company with the Concept of Balanced Scorecard (Case Study at PT Bank BTN (Persero) Branch Solo).* Thesis. Muhammadiyah University of Surakarta (Published).

Sekaran, Uma. (2009). Research Methodology for Business Edition 4. Jakarta: Salemba Four.

Sugiono. (2010). *Methods of Administrative Research.* Bandung: Alfabeta.

Tjiptono, Fandy. (2008). *Marketing Strategy.* Yogyakarta: CV Andi Offset.

Ulum, Ihyaul. M.D. (2008). *Public Sector Accounting (Revised Edition).* Malang: UMM Press.

Ulyani, Eni Zulpa. (2011). *Performance Measurement of Regional General Hospital Dr. Saiful Anwar Malang by Using the Balanced Scorecard Approach.* Thesis. Muhammadiyah University of Malang (not published).

Usman, Husaini and Purnomo, Setiady. (2009). *Methodology of Social Research.* Jakarta: Bumi Aksara.

Elaboration of Holland's Career Choice Typology with Trait and Factor Model: Career Guidance and Counseling for Senior High School Students

Ani Wardah

Email: aniwardah1412@gmail.com

Lecturer of Islamic University of Kalimantan (UNISKA) Banjarmasin

Abstract

Every individual wants a career that is ideal for achieving optimal performance. Career guidance and counseling is expected to support the achievement of senior high school students' career development tasks, which reach maturity in career choice. There are several career options theories that can be used, among which is the theory of career choice and trait and factor theory of career choice typology of Holland. Trait theory of career choice adheres to the idea of matching factor between personal characteristics and requirements of the job, in this case comparing the correct career choice (as appropriate) will result in productivity and satisfaction, while the wrong career choice (not appropriate) will bring job dissatisfaction, work performance not satisfactory, and switch jobs. Meanwhile, the theory of career choice typology of Holland combine certain personality types and the corresponding type of environment would produce harmony and occupational homogeneity, so that people can develop themselves in a certain position in a harmonious environment and can achieve a feeling of satisfaction and accomplishment can work optimally.

Keywords: elaboration, Holland 's career choice typology, trait and factor model, career guidance and counseling.

1. Introduction

Today work's world continues to increase in scope and complexity. Meanwhile, population growth and labor force has increased every year and not balanced with employment growth. This certainly adds the number of unemployment. Complexity of the work's world also influences science, technology, and art which is very rapid and has resulted in the world ADAP career. Now the career world is becoming increasingly widespread, more diverse choices, and more complex alternatives anyway.

Classification of positions in the book issued by the Department of Labor, there are 1688 kinds of positions. Each of these types of positions include a variety of specialized jobs, and have different characteristics to one another, and requires also specific requirements for the candidates. In such circumstances, the students are challenged to be learned, choose careers that match their abilities or potentials.

Career decision-making is a developmental task that is highly essensial for senior high school students, especially in the third grade because they face the choice situation, choose to continue their education into college or plunge into the work's world in the community. Meanwhile, the task of adolescent career development, in this case senior high school students as proposed by Ginzberg (in Crites, 1986) is a realistic career decisions. Decision-making is a realistic career, also influenced by the level of career maturity of students.

Decisions about the types of careers that are of interest or aspired by students, has close links with the kind of education that must be completed in preparing themselves to enter the workforce, as well as to meet the life and future life. Vice versa, the decision about the kind of education that shall be chosen or desirable to have important implications to choose a career direction.

Placement of students majoring in certain courses in senior high schools by the school can be seen as a starting point that can influence the choice of careers (job options) students. Therefore, major courses have important significance for each student related to career choice. In this case, specific major courses are related to: (1) the requirements for the selection of faculty (course of study) in a particular college that will prepare students in a particular occupation or position, for example: (a) the choice of a career as a doctor, then the program relevant studies in the senior high school for students because its requirement for natural science can register and be accepted to medical school is a science course.

But there are general, senior high school students are still having doubts or hesitations, and even wrong in choosing major courses or types of further education in college mainly because it does not suit their talents, interests, and personality characteristics it has. Thus, the need for career guidance and counseling is far greater than than ever before. In accordance with the function and purpose of education as well as the characteristics of senior high school students, the guidance has double functions, namely: prevention function, correcting function, distribution function and development, and repair functions.

2. Assessment Theory and Discussion

The concept of Career Guidance. Today, career guidance has been used to replace the term guidance office has used for years by experts. For example, Frank Parson, uses the term *"Vocational Guidance"* when he formed an organization that aims to help young people to gain employment. *National Vocational Guidance Association* (NVGA), also have used the term *'Vocational Guidance'* which is defined as the provision of information, experience, and advice in order to prepare for, enter and make progress in the work (Herr and Cramer, 1984).

The term career is considered a broader scope and more inclusive and more indicative of the nature of the development decision-making as an ongoing process in comparison with the term of office. Career guidance distinctiveness lies in terms of the time dimension which is used as insight. When the term of office that emphasizes the scope of work that is critical in certain jobs, then the career guidance focuses on a person planning to weigh yourself (all the potential and its weaknesses) and its environment. From the description, it can be argued that in essence the emergence of the concept of career maturity related to the replacement

of the background of the term of office to career guidance counseling. In general, the nature of career counseling is a process aid or service to individuals that connect to an individual who can understand him with the characteristics of available jobs, plan and determine career choice.

Approach to career guidance in schools. Based on career guidance above, then implementation of career guidance is based on the short-following approach.

a. The development approach

Development approach starts from the view that career guidance is a developmental process experienced by each individual according to the task, tempo, and rhythm development respectively. The process takes place continuously since childhood to adulthood. Every individual has the tempo and rhythm of their own development in accordance with the state itself and its environment. Therefore, education is expected to provide an opportunity as possible to the individual concerned in order to develop optimally.

Career counseling is a process of experiences through which students who enter and complete the achievement of a goal according to their interests, competence needs and aspirations. Thus career guidance are expected to have sustainable programs ranging from kindergarten, elementary school, senior high school, college, and even to life in the community.

b. Normative Approach

Normative approach used in career counseling for career guidance itself is not free from the prevailing value system in society. In a series of career information services is emphasized that the work here is the work in accordance with the norms prevailing in society. Therefore the job of making money but do not do good work or not in accordance with the prevailing norms such as: blackmail, stealing, and the like have not been classified as a job or career.

c. Holistic Approach

Holistic approach to the view that individual as an integrated whole and is an integral part of the environment, so that all individual actions cannot be separated from the state itself and its environment, including the election of a job or career planning.

Individual career development/Youth. According to Super (1984:157), Gibson and Mitchell (1981:230-235); Her and Mitchell (1981: 230-235); Herr and Cramer (1984: 25), the development of individual career includes five stages of the developmental tasks different. The fifth stage of development it is (1) stages of growth, ranging from birth to 14 years, (2) the exploration, ranging from age 15 to 24 years, (3) formation stage, ranging from age 25 to 44 years, (4) the stage of understanding, ranging from age 45 to 64 years, (5) stages of deterioration, starting at age 65 years and over.

Based on the stages of development, senior high school students in career development are at the exploration stage, especially sub stages tentative and partial sub stages of transition. The main task of career development at the exploration stage is the adjustment, the role of the trial, and career exploration. Career development tasks on the tentative sub stages (age 15-17 years) is crystallized career preferences. In this sub stages children have considered the

opportunities and tried to make a choice which is tentative and possible career options have been identified. While the sub stages of transition (18-21 years) development task is specialized to particular career choice. In this sub stages child puts more emphasis on realistic considerations, such as whether the entered employment or education professional.

On the other hand, Super (in Shertzer and Stone, 1981:357) confirms that the choice of a career is a process of fusion between the needs and the individual's personal resources and social economic and cultural demands. The fusion process is a learning process that takes place through the interaction of individuals with their environment. Learning is a function of the pattern of interests, values, attitudes and behaviors that are valued by adults who became the model for the individual concerned.

Meanwhile, Ginzberg (in Herr and Cramer, 1984) states that career choice is a developmental process. Career choice is not a single decision, but a series of decisions that last a lifetime. Career choices are limited by the developmental stages of human life, in which there are certain developmental tasks that must be passed by the individual.

Furthermore, Ginzberg (in Herr and Cramer, 1984) divides career option period consisting of four phases. These stages are (1) fantasy (6-11 years), (2) tentative (11-17 years), (3) realistic (17-20 years), (4) phases throughout life (20 years and over). Phase tentative interest is divided into sub stages (11-12 years), capacity (13-14 years), transition (13-14 years). Realistic stage includes sub stages of crystallization, and specifications.

Based on the distribution of developmental stages, the stages of development in accordance with the senior high school students are *tentative, and realistic* phases (with sub stages in it). The characteristics of the development at this stage include: (1) the widespread recognition of the problems of children in deciding what work is to be selected in the future, (2) the tendency to identify other people and describe what is very important to him.

Theory developed by the Ginzberg deals with the nature of the development and career choice. There are three propositions put forward, namely: (1) take on a whole career option where teens (ages 10-21 years), (2) the process is largely subject to change in the sense that people can not step twice in the same stream, (3) a compromise in career decision making process.

Understanding career choice. Career choice is a process that involves three steps, namely: (1) develop self-awareness, (2) analyze and understand the positions, and (3) using the "right thinking" in a position to choose something. In other words that career choice involves three stages, namely: (1) self-analysis, (2) an analysis of the work's world, and (3) personal characteristics matching the requirements of the job or position (as quoted by Brown & Parsons Srebalus, 1988:118) .

In line with Parsons, Holland (in Brown & Srebalus, 1988:118), believes that the essence of a career choice is a person with a personality matching office environment (work) as appropriate. In this case Holland argues that *"the most extreme degree of congruence is the situation in roomates a personality type is in a matching environment"* (Holland, 1973:37; 1985:48).

Meanwhile, according to Dillard (1985), career choice is the choice of the type of job or position, which is the result of the decision-making process by considering various aspects, including the training, commitment, personal well-being, and financial well-being.

Career Choice Theory. According to Stewart, that has historically been associated with career choice theoretical principles and discoveries aptitude tests and interest tests (in Pietrofesa, Leonard & Giroux, 1988:71), there are three basic approaches career choice theory, namely: (1) trait theory approach, (2 approach to personality theory, and (3) development approach (in Pietrofesa, Leonaard & Ginoux, 1988:73).

Meanwhile, according to Crites (1969:79-116) theory of career choice are divided into three groups, namely (1) non-psychology theory, (2) theories of psychology, and (3) the general theory. In psychology there are non theory group events theory, economic theory, cultural theory and sociology. Furthermore, in group psychology theory, there are four main types, namely: (a) the theory of *trait-and-factor,* (b) psychodynamic theory (include: Ginzberg theory, the theory of super, and Tieman theory), and (d) decision theory. Then in the general group career choice career options include inter-field conception, interpretation of the general development of career choice and career options tipology theory.

Career elections according to *Trait and Factor* Theory (Parson) and typology (Holland). Theory of career choice *trait and factor,* according parsons (in Brown & Brooks, 1984:13), embraced the idea of matching between personal characteristics and requirements of the job, in this case comparing the correct career choice (as appropriate) will result in productivity and satisfaction, while the career choice wrong (not appropriate) will bring job dissatisfaction, unsatisfactory job performance, and switch jobs, another factor which is a result of the shift is a change in the work environment and this job is not suitable for the individual.

Furthermore, Parsons (in Brown & Brooks, 1991:3), explains that the choice of a career is a process that involves three steps, namely (1) to develop self-awareness, (2) analyze and understand the positions, and (3) using "right thinking" in a position to choose something. In other words, Parsons (Brown & Srebalus, 1988:118) also suggests that career choice involves three stages: (1) self-analysis, (2) an analysis of the work's world, and (3) personal characteristics matching the requirements of the job or position. In short *trait and factor* theory of career choice emphasizing the relationship between the personal characteristics of individuals with option work (Crites, 1969:90).

According to Holland, the selection of the work is based on the assumption that the interest of the work is one aspect of your personality and what you described of interest in the job is also a picture of an individual's personality (Duane Brown et al, 1984:63). Individuals in an office or work has a similar personality to the similarity of the historical development of his personality. Holland is an interactive structural theory, because the theory provides a clear ties between variations in personality characteristics and the types of jobs, as it expresses:

a. The selection of work is an expression of personality is not random personality.

b. Members of a group have the same personality work with the historical development of the same personality.

c. Because the same personality, they will respond in the same way.

d. Work performance, stability and job satisfaction depends on the fit between a person's personality with the work environment.

Each individual resembles one of six basic personality types. The more someone like that type, more and more people to show the same traits and behavior associated with that type. The personality types are: (1) Realistically, (2) Intellectual, (3) Artistic, (4) Social, (5) Enterprising, (6) Conventional. Each person is looking for office environments and that will allow them to exercise their skills and abilities, express their attitudes and values, and take on the role of problem that can be approved and avoid the role and issues that they disagree.

A brief overview of six types of theories Holland (1973), are as follows:

a. Individuals with Type realistic, systematically manipulating activities: actors relate to machines, tools or animals: these individuals lack the skills or beast: that individual lacks social skills.

b. Individuals with type shows tend to analyze investigative, curious, metodes and precise in his words as a biologist.

c. Individuals with artistic types show: feelings tend to look, unable to adjust to, and like to correct myself innocent, less skilled in dealing with secretarial work.

d. Individuals with social type; please work related to helping others, avoid regularity, and systematic activities involving tools, tend to have less scientific and mechanical ability.

e. Individuals with type interpresing; enjoys activities associated with manipulating others, tend to avoid systematic and symbolic activity, tend to lack the scientific capability.

f. Individuals with conventional types: a bunch systematically manipulate data, manage or archive production materials of cool place. Tends to a red artistic activities (arts), requires precision as a financial expert.

Furthermore, the theory of career choice typology of Holland, Holland (Brown & Srebalus, 1988:118), presenting and elaborating the model *of trait and factor* in career choice, Holland believes that the essence of the model of *trait and factor* in career choice, Holland believes that the essence of a career choice is a person with a personality matching office environment (work) as appropriate. Further Holland (Brown & Srebalus, 1988:119), also believes that there is a match of the work environment with six personality types, that is realistic, investigatif, artistic, social, interprising, and convention. Thus the realistic work environment fit for the type of personality that realistic, investigatif work environment fit for people with type personality investigatif, artistic environment fit for people with type artistic personality, social work environment fit for people who social personality type, interprising work environment fit for people enterprising personality type, and convention environment fit for people who convention personality type.

In addition, Holland (1985:10) also states that career satisfaction, stability, and optimal achievement in the field of employment depends on the compatibility

(congruence) between personality type and the type of environment in which the person works. As for talents, interests, and attitudes are aspects of the human personality (Guilford, 1959:7). Personality is the dynamic organization within the individual that includes system-spiritual-physical systems (psychophysical) which determines a unique adaptation to its environment (Allport, 1954:48). Therefore the talent factor, interest factor, and that factor is the attitude of those aspects of the human personality is a factor components that need to be considered and the effect on an individual's career choice.

Holland in the theory puts forward the four basic hypotheses, namely (1) the majority of people can be categorized as one of six types: realistic, investigative, artistic, social, enterprising, convention and, (2) the six kinds of environments: realistic, investigative, artistic , social, enterprising, convention and, (3) a person looking for an environment that they want so that they are skilled and have the ability to express their attitudes and their values, and able to solve problems and roles, (4) every person's behavior contested, united by the interaction between personality and environmental characteristics (Holland, 1985:2-4; Zunker, 1990:41)

Basically in every individual there are six different types of personalities, but because of the influence of various factors among the six personality types there are prominent and there is also a less prominent, prominent personality types within the individual should be entitled sense that the type was very similar to her, and the type of personality that are less prominent in the individual means that it is less similar to the type of the individual self. Prominent personality type similar to the individual self is the personality type.

Holland cited Weinrach (in Brown & Brooks, 1984:65), also suggests that the characteristic-personal characteristics including likes and dislikes associated with each personality type. Each personality type contains elements of attitudes and skills that are typical in dealing with environmental problems and in performing certain tasks (Holland, 1985:3). In connection with this case Holland adds that causes a person to be in a position group (job) has a certain resemblance to his personality, they will respond to some situations and problems in similar ways, and they will create the specificity of the relationship between the personal and environment (Holland, 1985:10).

Thus, based on the theoretical concepts of Holland above, it can be argued that the combination of certain personality types and the corresponding type of environment would produce harmony and compatibility work (occupational homogenity), so that people can develop themselves in a certain position in a harmonious environment and can achieve a feeling of satisfaction and achievement can work optimally. For example, if the individual knows that his social type then he will be more likely to choose a job (position) in environments that are social services such as: teachers, counselors, doctors, nurses and so forth, because in his opinion the work (job) is predicted most according to the perceived personality and most satisfying for him and allow him to achieve optimal performance.

Clearly according to Holland, that behavior is the result of the interaction between a person's personality and environment. If we know about the pattern of a

person's personality or the environment, we can have a principle in using our knowledge of personality types and the types of environments to predict a due sense of the fit, such as the selection of work, shift work, work performance, personal competence, and education and social behavior. The interaction between the individual and the environment can be described as follows.
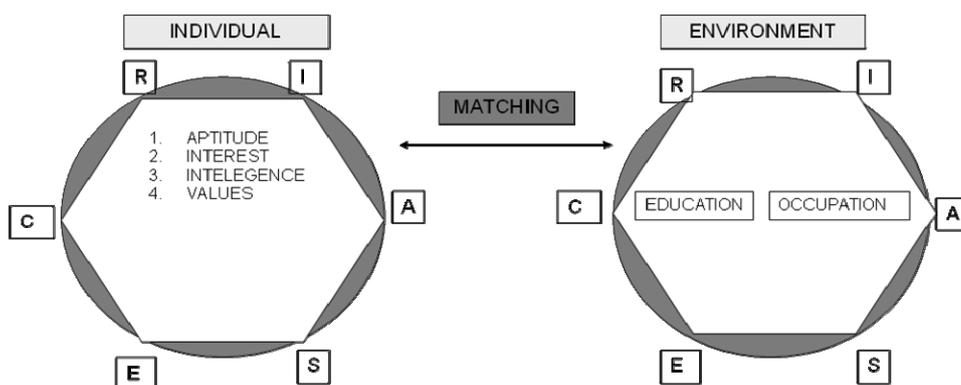
3. Conclusion

Each individuals desires an ideal career in life, that is a job or a job that really fits with his own potential and personality characteristics as well as its goals. If this is true, then he will be pleased at the work, and he will make every effort to develop all their potential through a variety of activities that are relevant, so as to achieve optimal performance. In accordance with the function and purpose of education as well as the characteristics of senior high school students, the guidance and career counseling have dual functions, namely: prevention function, correction function, distribution function and development, and repair functions. Information service designed to give students the personal data on social, employment, and proper education needed to understand themselves and their environment.

Provision of information (personal information and career information) appropriately by counselors is expected to support the achievement of senior high school students's career development tasks, which reached maturity in career choice. One of the indicator is that students can make the choice of appropriate and realistic career. Furthermore, to address the problems students are having problems in particular career career choice during the process of education in school (senior high school), needed relief efforts in the form of guidance and counseling in career selection. In the field of career counseling theory there are several career options that can be used as a reference counselors in guiding students, among them the theory of career choice trait and factor theory and career choice typology theory of Holland.

Career choice *trait and factor* theory embrace the idea of matching between personal characteristics and requirements of the job, in this case comparing the correct career choice (as appropriate) will result in productivity and satisfaction, while the wrong career choice (not appropriate) will bring job dissatisfaction, unsatisfactory job performance, and shift work, another factor which is a result of the shift is a change in the work environment and this job is not suitable for the

individual. Career choice is a process that involves three steps, namely (1) to develop self-awareness, (2) analyze and understand the positions, and (3) using the "right thinking" in a position to choose something. In other words, Parsons (Brown & Srebalus, 1988:118) also suggests that career choice involves three stages: (1) self-analysis, (2) an analysis of the work's world, and (3) personal characteristics matching the requirements of the job or individuals private position with employment options (Crites, 1969:90).

Meanwhile, the career choice typology theory of Holland argued that the combination of certain personality types and the corresponding type of environment would produce harmony and compatibility work *(occupational homogenity),* so that people can develop themselves in a certain position in a harmonious environment and can achieve a feeling of satisfaction and can achieve optimal performance. Clearly, the behavior is the result of the interaction between a person's personality and environment. If we know about the pattern of a person's personality or the environment, we can have a principle in using our knowledge of personality types and the types of environments to predict a due sense of the fit, such as the selection of work, shift work, work performance, personal competence, and education and social behavior.

References

Brown, D. & Brooks, L. (Eds.). (1984). *Career Choice and Development.* 1st edition. San Francisco: Jossey-Bass Publishers.

Brown, D. & Srebalus, David J. (1988). *An Introduction to the Counseling Profession.* Boston: Allyn and Bacon.

Brown. D. and Brooks, W. (2003). *Career Information, Career Counseling, and Career Development.* Eight edition. Boston: University of North Carolina at Chapel Hill.

Crites, J.O. (1986). *Career Counseling: Models, Methods and Materials.* New York: McGraw-Hill Book Company.

Crites, J.O., and Savickas, M. L. (1995). *Career Maturity Inventory:* Source Book. Clayton, New York: Careerware.

Drier, H.N. (1980). *Career Information for Youth in Transition The Need*: Systems and Models. Colombia: Ohio State University.

Hansen, James C. & Peters, Herman J. (1971). *Vocational Guidance and Career Development,* 2nd edition. New York: Mac Millan Company.

Herr, EL and Cramer, S.H. (1984). *Career Guidance and Counseling Through the Life Span.* (Second Edition). Boston: Little Brown & Company.

Isaacson, LE & Brown, D. (1993). *Career Information, Career Counseling and Career Development.* 5th edition. Boston: Allyn and Bacon.

Peter, J. , Hansen, J.C. (1987). *Vocational Guidance and Career Development. Third Edition.* New York: MacMillan Publishing Co.. Inc.

Piettrofefsa, John J.; Benstein, B., Minor, J.; & Stanford, S. (1980). *Guidance An Introduction.* Chicago: Rand McNally Publishing Company Colllege.

Robinson, C.R., Trusty, J., Plata, M. (2000). Gender Effects, Sosioeconomis Status, and Early Academic Performance on Post Secondary Educational Choice. *Journal of Counseling & Development,* 78, 4, 463-472.

Spencer, R.J. (2000). The Vocational Situation and Country of Orientation on International students. *Journal of Multicultural Counseling and Development.* 78, 1, 32-49.

Super, D. E. & Crites, J. O. (1984). *Appraising Vocational by Means of Psychological Test.* Tokyo: Harpert International Student Reprint.

The Development of Group Investigation Model in Masail Fiqhiyah Subject

Hadi Candra
Email: hdcandra@gmail.com
Lecturer of Sekolah Tinggi Agama Islam Negeri (STAIN) Kerinci

Abstract
Based on preliminary study on the Masail Fiqhiyah course at the Muamalat study program in STAIN Kerinci, it was found that the instructional process was not optimal. This condition was presumably caused by several factors such as lack of time for the students to be actively participated in instructional process. This research was aimed at developing a group investigation model which could improve the students' participation in the instructional process on Masail Fiqhiyah. This study utilized a Research and Development (R&D) approach with ADDIE model consisting of five steps. The planned model was then implemented at fifth semester students at STAIN Kerinci to determine the validity, the practicality, and the effectiveness. The conclusion of this research is that the Group Investigaion had been empirical tested as an effective strategy to improve the quality of instructional process in Masail Fiqhiyah. The implication of this study is that this Group Investigation Model can be widely utilized as an alternative to improve the quality of teaching of Masail Fiqhiyah. This research suggests for further researchers to find out whether this model can also be applied on other courses to improve the quality of teaching.

1. Introduction

An instruction constitutes a natural process of interaction determined by a balance between interaction of students and a teacher. Teaching and learning process take place when the students actively take a part and interact with various sources and learning environments which are controlled by a lecturer. The main job of a lecturer is teaching students; and managing the students in order to be active in learning together. So, their potentials (cognitive, affective and connative) are maximally developed. Involment and participation in teaching process trigger up their competence in doing a positive activity as a base of a life skill for their daily lives. This is as similar as Regulation of Ministry of National Education Affair (Permen Diknas) RI No. 41 year 2007 on Standard of Process, which constitutes:

Instruction is done interactively; with full of inspiration, joy, challenge; motivate the students to actively take a part and provide a wide opportunity for innovation, creativity, and autonomy based on students` talent, interest and

physical development and psychological condition (Permen Diknas No.41/2007:10).

Similar to the regulation, several researches done by Yuswan, Suwaryo, and Sulaeman (1993:93) conclude that "students have high political awareness, but they don`t have any enough freedom in order to speak or discuss". The researches imply that there is a need of instructional model which is able to give chances to the students in developing their thoughts through group discussions or tasks.

The research done by Karp & Yoel (1988) in Lie (2007:6), presented in a lecture, shows that, "in a class with less than 40 students, there are only four or five students who use 75% time for interacting with the others. In a class with more than 40 students, there are only two or three students take a part in class interaction".

A solution should be figured out of a small number of students` learning activities and innovation in a lecture, their ability in a group research, submission of an idea, and discussion in a class. This is important because instructional process must be meaningful for them and it finally triggers up lecture quality, especially in Masail Fiqhiyah lecture.

A reality shows that the lecture (Masail Fiqhiyah) is seemingly unable to run optimally, based on what is expected. Preliminary study shows that a lecture process in the subject is still dominated by the lecturer, since he gives to himself much time in lecturing the students. On the other hand, they feel that the explanation is absurd and true without any correction. So, their learning opportunity, participation, and learning activity become less optimal.

Such condition emerges because lecturer`s comprehension and understanding towards instructional model are low. They are not willing to change their teaching techniques. Otherwise, the students do not have enough chance to actively take a part in the process.

Based on the condition above, so Group Investigation Model becomes one of appropriate models in order to improve and develop cooperation, participation, and increase students` social competence, especially on involvement, for being active, on togetherness and on responsibility of the students. This model motivates and provide a chance for them either physically, mentally or emotionally to actively take a part in a instructional process.

This model is highly appropriate and similar to the subject 'Masail Fiqhiyah' which is much related to contemporer issues of human life and requires the students to be active to study and figure out any solution of the problems in Syari`a (Islamic Law). Through this model, they have more chances to find detailed information and share it each other. They also work in a group and use various sources in analyzing and discuss any topic.

Besides, the lecturer develops the subject in order to increase students` participation and involvement in finding new knowledge from many sources. Therefore, to develop an instructional model 'Group Investigation' which is applicable and appropriate for interests and characteristics of the subject 'Masail Fiqhiyah' in Syari`a Department of STAIN Kerinci, then a research must be done.

2. Method of Development

This study used *Research and Development (R & D)* with development model "ADDIE". This developed model was, then, implemented in the subject 'Masail Fiqhiyah' to the fifth semester students of Muamalah Study Program of STAIN Kerinci. The purpose of this was to figure out the validity, practicality, and effectiveness of the model. The data were collected through participant observation, interview, document analysis and study results. Then, they were analyzed by using the technique of SPSS program, version 11.5 and Rasch analysis with *Person Fit Statistics* index (Miles and Huberman, 1992:16).

3. Result of Development

The lecture of Masail Fiqhiyah subject in STAIN Kerinci. Result of the research shows that the lecturer in Masail Fiqhiyah subject in Muamalah Study Program of Syari`ah Department of STAIN Kerinci has not yet prepared and implemented the lecturing process which would be able to improve students` comprehension and actively involve them based on the expectation of Permen Diknas No. 41 tahun 2007 on Process Standard and Curriculum in Syari`ah Department of STAIN Kerinci.

The factors influencing the subjects are: 1) lecturer`s comprehension on syllabus preparation is low, 2) lecturer`s comprehension about teaching model and strategy that can activate the students either individually or in a group is still low, 3) the lecturer is not willing to change his teaching techniques, and 4) the students do not really take a part in the lecture.

Based on the results of the research, there is a need for designing a modified model of its procedure or steps in Masail Fiqhiyah subject. Group Investigation Model is developed as an improvement of introducing new, appropriate model that fits Masail Fiqhiyah subject and students` characteristics.

Designing Group Investigation Model. Based on the analysis of Masail Fiqhiyah lecture, then the design of Group Investigation model that fits subject is presented in the figure 4.1, as follows:
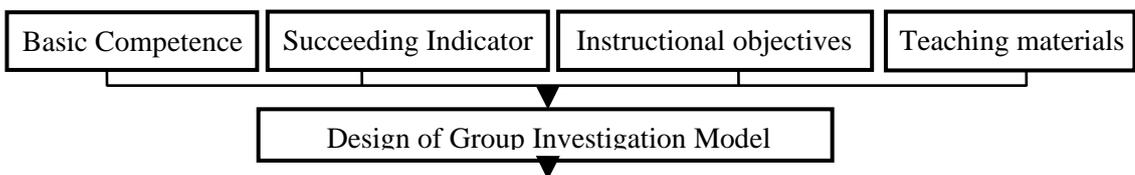
Steps of implementation:
1. Students are confronted with vague situation
   a. Lecturer mentions the topic
   b. Students are confronted with problems
   c. Students are asked to be in a group of five or six
   d. Students choose one topic they like
2. Students react towards the situation (problems)
   a. Students select a sub topic of investigation in their group
   b. Students share a duty based on the sub topic selected

3. Students formulate and organize the work to be investigated
    a. Each person in a group investigate and collect any information about the sub topic
    b. Lecturer guides and manages students` activities
4. Independent or in-group study
    c. Students analyze any information and the result of investigation
    d. Students prepare a final report as a presentation material
5. Group presentation
    a. Lecturer asks for a student as a moderator
    b. Each group present their final report based on the schedule
    c. Other groups give feedback towards the presentation
6. Evaluation
    Lecturer evaluates the final reports

Figure 4.1. The design of Group Investigation Model

Developing Group Investigation Model. The following table is a guide of the model before the development phase.

Table 4.1 The syntax of Group Investigation Model

Step 1	Step 2
Students are confronted with vague issues	Students react towards the situation
Step 3	**Step 4**
Students formulate and organize the work to be investigated	Independent or in-group study
Step 5	**Step 6**
Groups analyze the development and final report	Evaluate the investigated final reports

Source: Joyce, Weil and Calhoun (2000:50)

The development of this model is based on the following systemics: basic competence, succesful indicators, instructional objectives, teaching materials, steps of group investigation model, and evaluation of final reports. The development results of group investigation model are shown in the following figure 4.2.

Beginning activity

preparation
- A lecturer mentions instructional objectives
- A lecturer motivates students to be active
- A lecturer shares schedules
- Students learn the schedules

Confrontation to the problems
- Students are confronted with vague problems
- Students are asked to form a group of 5-6
- Students choose a topic they like
- Students study information sources

Main Activity

Reaction
- Students choose sub topics
- Students do tasks based on the sub topics

Task formulation
- Each member of a group investigate a sub topic
- A lecturer guides and manages the activity

Independent group study
- Students analyze information and investigation
- Students prepare for a final report

Presentation of group report
- A lecturer asks for a student as a moderator
- Each group makes a presentation based on the schedule
- Other groups give feedback

Final Activity

Evaluation
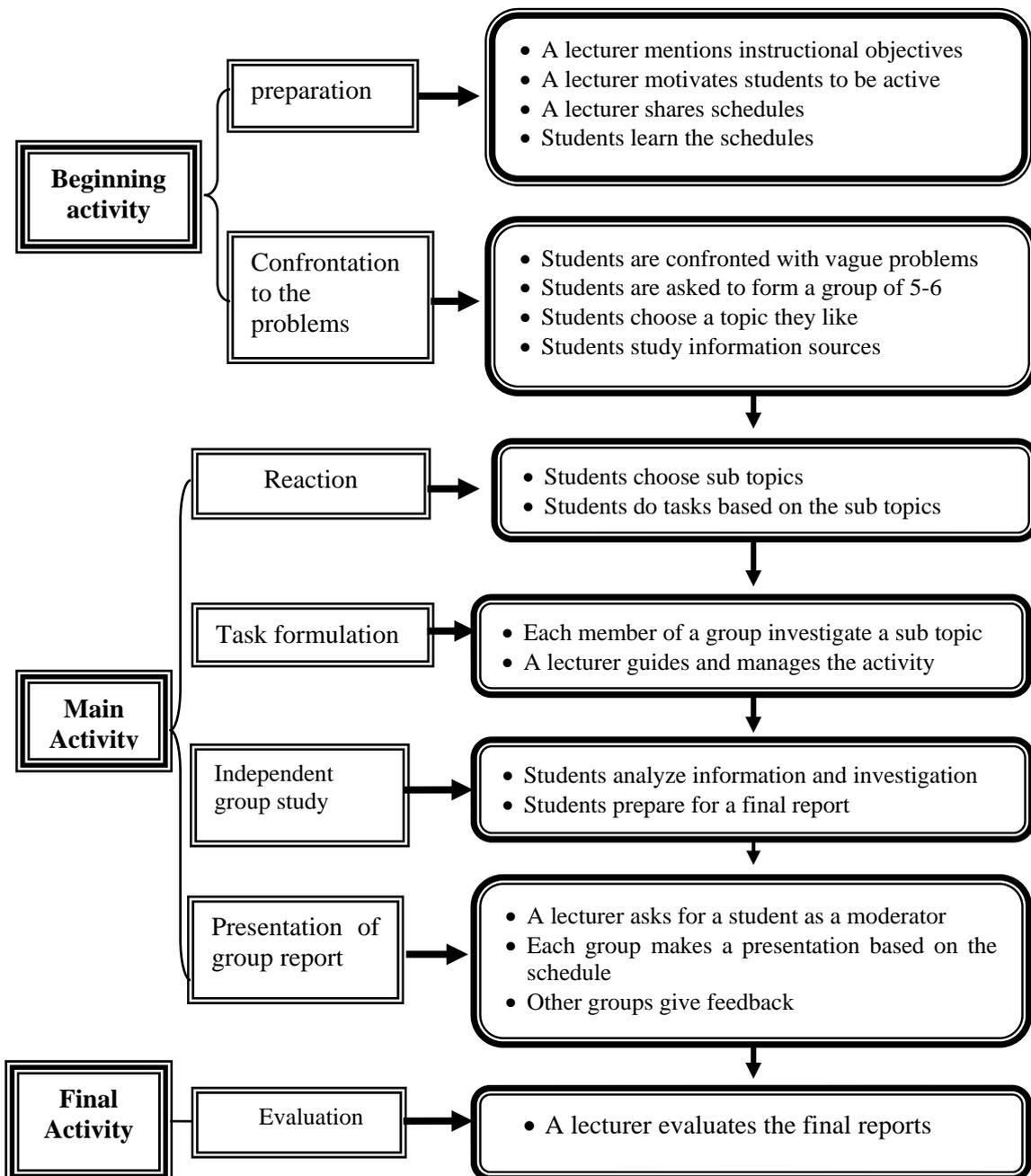- A lecturer evaluates the final reports

Figure 4.2. The Development Results of Group Investigation Model

Validation results of Group Investigation Model can be seen from the following table:

Table 4.2 Consitency Test Results of Group Investigation Model

No.	Tested Components	Average	Achievement
1.	Suitability between the designed model and instructional standard	4.8	96.00
2.	Systematics of the model component structure	4.6	92.00
3.	Suitability between the model and instructional objectives of Masail Fiqhiyah subject	4.8	96.00
4.	Suitability between teaching materials (Multi Level Marketing and Aqad through media) and the syllabus	4.8	96.00
5.	Expediency of the model on Masail Fiqhiyah subject	4.6	92.00
6.	Practicality of the model in Masail Fiqhiyah subject	4.8	96.00
7.	Effectiveness of the model implemented to the students	4.8	96.00
8.	Possibility of the model made as a guide for a lecturer in order to increase the quality of Masail Fiqhiyah subject	4.8	96.00
		4.76	**95.20**

Table 4.2 shows that the final score gained from internal consistency test of the model is really high (95.20). therefore, the Group Investigation Model developed is highly applicable (tried) in Masail Fiqhiyah subject in STAIN Kerinci.

Implementing Group Investigation Model. The result of the observation towards the implementation of the model in Masail Fiqhiyah subject can be seen from the following table:

Table 4.3 Applicability of Group Investigation Model

No.	Observing aspects	TM3		TM4	
		Obs 1	Obs 2	Obs 1	Obs 2
	BEGINNING ACTIVITY:				
1.	Explaining instructional objectives	4	4	5	5
2.	Motivating students to be active	4	4	5	4
3.	Sharing a lecturing schedule	5	4	5	4
4.	Understanding the schedule	5	4	5	5
5.	Confronting problems towards students	4	5	4	5

No.	Observing aspects	TM3		TM4	
		Obs 1	Obs 2	Obs 1	Obs 2
6.	Students form a group	4	4	5	5
7.	Analyzing information sources, and choosing an interesting topic	5	4	4	5
8.	Each group determines sub topics to be investigated	4	5	5	4
9.	Determining a duty for each member of each group based on the subtopics choosen	5	4	5	5
	MAIN ACTIVITY:				
10.	Investigating or collecting information about the subtopics	4	4	5	5
11.	Analyzing the information and the result of investigations	5	4	5	4
12.	Preparing for a final report	4	5	4	5
13.	Inviting one of the students as a moderator	5	5	4	5
14.	Presenting the final report based on planned schedules	4	5	5	4
15.	Giving a feedback for the presentation	4	5	4	5
	FINAL ACTIVITY:				
16.	Evaluating the final report of investigations	5	5	4	5

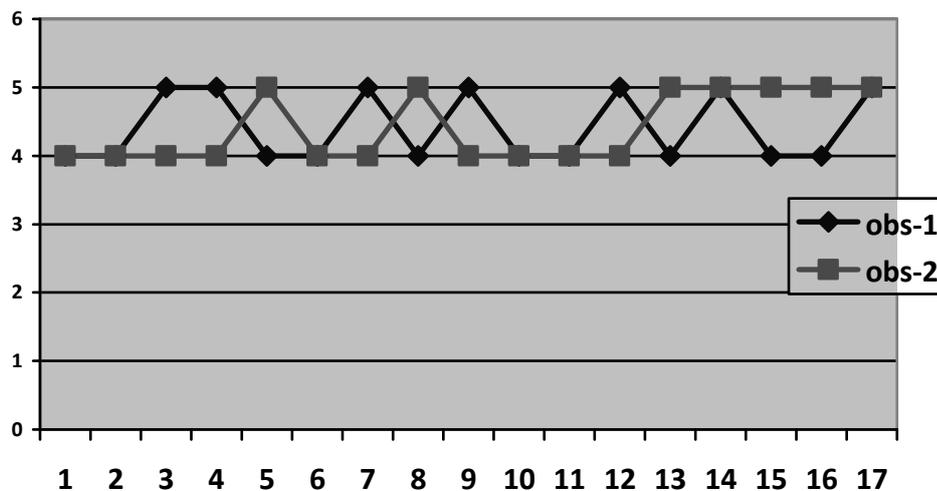The data of table 4.3 above can be presented in the following diagram:
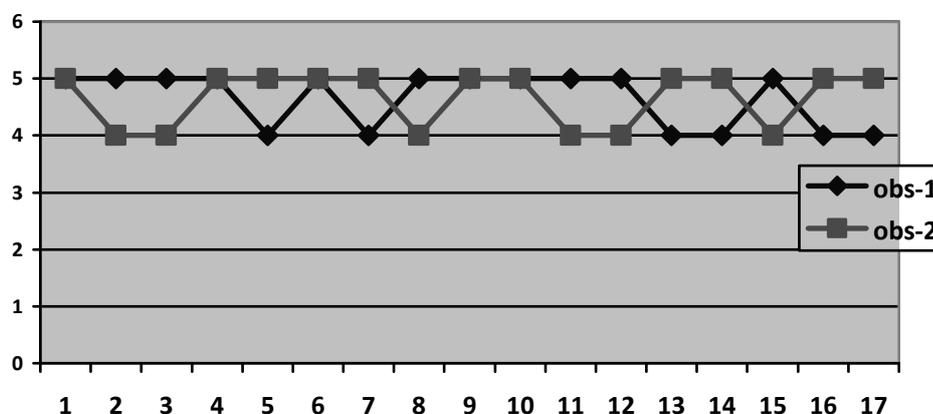Diagram 1

Diagram 2

Based on the diagrams above, it is seen that the applicability of Group Investigation Model increases. All components and steps are implemented appropriately. One fact of this is that students` understanding towards the materials, cooperation, involvment, active learning, and seriousness during the subject lectures are increasingly high. However, time alocated for the subject is short, so it needs an additional time to get a maximal results.

From the interview, it is seen that the implementation of the model can a) motivate students to be active during the lecture, b) develop students` knowledge and ability to reach maximal results, c) create students` social care and responsibilty.

Evaluating the Instructional Process of Group Investigation Model. The tryout results of both the real and tryout model shows that learning scores improved. It can be seen from the following table:

Table 4.4 The result of The Model tryout

No	Number of Testee	Score of real model (pre test)	Score of modified model (post test)
1.	P-01	65	85
2.	P-02	70	95
3.	P-03	70	90
4.	P-04	65	76
5.	P-05	65	75
6.	P-06	65	80
7.	P-07	65	83
8.	P-08	67	80
9.	P-09	78	95
10.	P-10	68	87
11.	P-11	70	90
12.	P-12	72	95
13.	P-13	60	80

The result of the test in table 4.4 was analyzed by using SPSS 11.5 program. It is known that there is a significant difference between the result of the real model implementation and that of the modified one. The result of the modified model is higher (M = 85.67) than the real one (M = 67.00), t (20) = 72.774, p = 000).

Advantages and Weaknesses of Group Investigation Model. The advantages of this model are that it increases students` understanding, involvement, and active participation in the subject. Besides, it can also 1) increase students` motivation, active behaviour, and responsibility to accomplish team works, 2) increase students` motivation and active behaviour to comprehend the subject, 3) train students` mental to speak in front of the class, 4) motivate students` preparation in the subject, and 5) motivate students to study themselves without any beginning instruction of the lecturer.

Beside the advantages, this model also has some weaknesses, as follows: 1) the discussion for each time wates much time. Therefore, the lecturer needs to arrange and determine a time allocation for each step of a lecture carefully in order that instructional objectives can be optimally achieved, 2) the effectiveness of the model implementation depends on students` motivation and learning achievement, and 3) formative evaluation of this model requires lecturer`s attention and time to review learning results and give feedbacks to all students. Lecturer`s job and responsibility are becoming laborious if there are more than 40 students are in the classroom. A good situation won`t run well if a lecturer has no dedication and discipline.

4. Discussion

An analysis of the subject "Masail Fiqhiyah" in STAIN Kerinci. The research shows that the lecturers of Masail Fiqhiyah subject of Muamalah Study Program at STAIN Kerinci have already implemented a model, but the activities are not running well. The reason is because they do not involve the students to actively take a part during a lecture, though they look motivated. Therefore, a new paradigm in teaching the subject has to be changed. The paradigm is stated in chapter IV section 19 verse (1) "The Regulation of Indonesian Government" Number 19 year 2005 on National Standards of Education. It is stated that an instructional process is seen as a process that embodies and seeks for learners` potentials. Therefore, the new education paradigm of teaching and learning process is not teacher-centered, but focused on student-centered approach.

There are several factors that cause the subject low in quality, as follows: 1) leacturer`s knowledge and understanding towards any teaching model or strategy that activates either personals or groups are still low, 2) a lecturer does not intend to change his strategies, and 3) students do not really use any chance to be active in a lecture.

A lecturer does not prepare any Instructional Agenda for instructional needs and process standards as has been stated by Permendiknas No 41 Tahun 2007. They only use a syllabus as an instructional guide. Sanjaya (2008:67) states that an instructional design is an intelectual process of determining instructional objectives, strategies and techniques to achieve a goal and design media. The

media are used for achieving objectives effectively and helping teachers to analyze learner needs systimatically and arranging structures that are likely to respond such needs. So, an instructional design is used to analyze learner needs in a lesson. This is helpful for figure out the needs.

The lecturer does not actively take a part in increasing the quality of the subject. He does not involve students to take a part in activities and groups as has been stated in PermenDiknas No. 22 tahun 2006 on active, creative and effective teaching; and Permen No 41 tahun 2007 on Standards of Instructional Process which states that an instructional process is seen as a process that embodies and seeks for learners` potentials. Therefore, the new education paradigm of teaching and learning process is not teacher-centered, but focused on student-centered approach.

According to Tsoi, Goh and Chia (2001:1), Group Investigation Model is philosophically based on social paradigm of constructivists, that is, students interact and communicate each other by using various information and work collaboratively to investigate a problem, to plan, to perform and to evaluate their activities. Therefore, an effective instructional model in constructivism theories is those that are democratic and dialogue-based" (Suparno et al, 2002:17). In this case, Group Investigation Model focuses on student-centered instruction.

Designing Group Investigation Model. The analysis shows that the running instructional model applied in Masail Fiqhiyah does not provide any opportunity for the students to be active in developing their knowledge and understanding (learning opportunities). To develop such capabilities, an instructional process must be based on constructivist approach which enables the students to be more active in constructing their abilities (student-centered approach). According to Vigotsky (1978:12), learners construct knowledge through social interaction in which their involvment and cooperation are dominant. According to constructivists,"the knowledge is built as a result of social interaction through cooperation and group work." (Suparno et al, 2002:16).

Therefore, a lecturer has to give an opportunity to students to experience and research either individually or in group on dinamic and dialogue-based atmosphere. Brandl (2003:15) states that cooperative method of Group Investigation Model is focused on a lecturer`s activity to design a group work for students as a way of replacing oral lectures with Group Investigation Model.

Therefore, Group Investigation Model should be designed as to replace the previous model in teaching Masail Fiqhiyah subject. On the other words, as an effort of creating new instructional model, Group Investigation Model has to be arranged based on its procedures, systematically and practically by using main instructional components. Finally, it can be made an instructional guide for teaching Masail Fiqhiyah subject.

The research shows that the designed model developed by researchers is related to the development of Group Investigation Model that will be implemented in Masail Fiqhiyah subject constitute: main components of lecture agenda (SAP) consisting of Basic Competence (KD), Suceeding Indicators, Instructional Objectives, teaching materials, and steps in implementing Group Investigation Model.

Developing Group Investigation Model. The research and development shows that Group Investigation Model designed should have main components of instructional process consisting of; Basic Competence (KD), suceeding indicators, instructional objectives, teaching materials consisting of investigated topics, instructional activities consisting of approaches/models, and steps of instructions and the evaluation of instructional results. All main components above can be further developed in developing Group Investigation Model to all materials of Masail Fiqhiyah subject. In this research, however, the development of Group Investigation Model is only applied to Multi Level Marketing (MLM) and Aqad materials through the media.

The development of this model consists of procedures and steps or phases that must be implemented by a lecturer and students during an instructional process. The procedures include beginning activities consisting of preparation, confronting problems to students. Then, the students give their reaction towards the problems. Main activities consist of formulating tasks, independent and group study, presentation of group reports. Final activity consists of evaluation. The steps of the model above are as similar as Joyce, Weil, and Calhoun (2000: 50). They explain six interrelated steps of group investigation model as follows: *first*, a lecturer confronts problems to students; *second*, students give reaction to the problems; *third*, students formulate tasks; *fourth*, students run independent or group studies; *fifth*,students perform group reports; *sixth*, a lecturer evaluates an instruction.

The steps above are systematically and based on the procedures. Sharan & Sharan (1992:72) state that several steps of the model begin as follows: first, form a group presenting, clarifying topics to investigate, and indentifying sub topics and form investigation groups; second, plan consists of tasks clarification and development of the plan; third, investigation consists of preparation of daily activities, studying selected topics, analyzing, evaluating and showing data; fourth, organization consists of selecting form of reports, planning and accomplishing reports; fifth, presentation consists of presenting and discussing reports; sixth, evaluation consists of determining criteria, clarifying evaluated components, and checking comprehensions.

Based on the development of this model, it can be concluded that this model, designed with main components and systematic steps, is generally easy to understand and implemented by a lecturer and students in increasing activities and students` involvement in a subject. Killen (1998:143) uses the term Group Investigation and small-group work and student research as an instructional strategies focusing on students` involvement in a group in accomplishing final tasks such as collecting and analzying data or issues either in or out of the class.

The development of this model in multi level marketing and Aqad materials by using media are done in order to figure out students` involvement and effectiveness of the model on quality of a lesson. Similarly, Atwi Suparman (2001:30) states that a model development is focused on the goal, that is, to solve learning problems, increase instructional activities, or create circumstances that are possible for learners to interact. So, the change of behaviours consists of design, production and evaluation.

Validation results of the model and instruments developed to teaching materials shows that the model and instruments used in the development of the model is decided valid by validators and can be used in Masail Fiqhiyah subject. This model is designed systematically and based on learning needs, characteristics of the students and the teaching materials. The materials used are prepared by the lecturer, but they are not fully presented, so the students can discuss them in a group and figure out information from various sources (other books and web). This is similar to group investigation concept in which 'process of academic inquiry' occurs (Sharan & Sharan, 1992:9).

Implementing Group Model Investigation. Based on the result of the research, it is found that the implementation of the model runs well. This can be seen from the observation during the lesson. Both observers gave 4 up to 5 point from the score range 1 up to 5 point to each step of the model.

Teaching materials were not not fully and directly presented by the lecturer, but students were asked to find out themselves. This enables them to be active and busy to find any related information on book sources or website. They worked together to find ideas and finish group work. *The Network Scientific Inquiry Resources and Connections* (2003:1) states that Group Investigation is a model that motivates and directs students to be active in a lesson. Students get experience in the classroom and communicate freely and work together to arrange plans and investigate topics. The success of a group depends on the contribution of every group member. The result is richer than that done individually.

The lecturer goes around and controls the running discussion while giving some instructions on the tasks. The lecturer, based on constructivism theory, acts as a facilitator. His responsibilty is to inspire, help students to study, evaluate whether or not the ideas are similar to those of experts (Suparno et al, 2002:17).

It is known that the model is generally running well. It can be seen from the improvement of students` comprehension to the lesson, group, involvement, activity and discipline during the lesson. This achievement is an advantage and comprehensibility of the model combining academic research, social integration, and social learning process (Joyce, Weil and Calhoun, 2000:53). This is also similar to the research by Samaha and Del; 2000:91, (Slavin:179) who say that cooperative strategy influences academic achievement and socialisation process for students.

Students give a positive response towards the model that increases quality of Masail Fiqhiyah lesson. This model also enables students to get more experience, knowledge, responsibility, and ability to give ideas. This model also motivates students through various investigation experiences that build new knowledge.

Vigotsky (1978:9) states that knowledge is built by learners through social interaction of group work. Similarly, constructivists think that "knowledge is built as an effect of social interaction through cooperation and group work" (Suparno et al, 2002:16). This is because through group investigation and discussion, cooperation among the groups and students emerges. Argumentations trigger up cognitive conflicts, then it motivates them to build new knowledge, give some

explanation, description and argumentation by using simple sentences, especially for the students who are defending their final report.

Based on researcher interview, it is known that the implementation of the model in Masail Fiqhiyah subject can a) increase knowledge, understanding in achiving maximal learning results, b) motivate students to be more active in a lesson, c) show cooperation and responsibility to the students.

Evaluating Group Investigation Model. Result shows that students` learning achievement by using this model developed in Masail Fiqhiyah subject of Multi Level Marketing and Aqad materials has significant differences compared with students` learning achievement by using the model before the development in Masail Fiqhiyah subject of Asurance and Bank Interest and Riba. This is seen either from students involvement or active learning.

The improvement of students` learning is a significant instructional effect that is seen from the implementation of the developed model. This is because of the improvement on instructional processes consisting of students` involvement, active learning, and cooperation as an additional effect emerges in every step of the lessons. Djahiri (2004:3) states that cooperative learning is simply formulated as a directed, combined, effective, efficient group work that seeks for investigation or inquiry towards something through a process of involvement, cooperation and sharing in achieving productive learning. Similarly, Sukmadinata (2004:21) states that a qualified lesson can be seen from the extent a lesson can involve students.

It can be concluded that the development of the model in Masail Fiqhiyah subject can increase effectiveness and quality of a lesson which is seen either from students` involvement or learning results.

5. Conclusion, Implication, and Suggestion

The result of the research shows that Group Investigation Model developed has been empirically tested as an effective model that increase the quality of Masail Fiqhiyah subject. Research implication is that the model can be widely used as an alternative model to increase the quality of the subject. This research can be further continued to wider subjects in order to increase a quality of a lesson.

References

Asmawi Zainul. (2001). *Alternative Assessment PAU-PPAI.* Jakarta: Dirjen Dikti Depdiknas.

Creswell, J. W. (2009). *Research Design Qualitative and Quantitative Approaches.* London: Sage Publications International Educational and Professional Publisher.

Depdiknas. (2011). *Selayang Pandang Penyelenggaraan Pendidikan Nasional.* Tersedia di http://www.depdiknas.go.id, diakses 3 Juli 2011.

Dewey, J. (1964). *Democracy and Education: An Introduction to the Philosophy of Education.* New York: The McMillan Company.

Djahiri. A.K. (2004). *Cooperative Group Learning-Inquiry dan Portofolio Learning Base.* Bandung: UPI.

Gall, M.D., Gall, J.P and Borg, W.R. (2003). *Educational Research An Introduction (Seventh Edition).* Boston: Library of Congress Catalog-in Publication Data.

Johnson, D.W**.,** Johnson, R.T., Holubec, E.J. (1994). *Cooperatif Learning in the Classroom.* USA: Association for Supervision and Curriculum.

Joyce B., Calhoun E., Hopkins D. (2009). *Models of Learning, Tool for Teaching.* New York: Mc Graw Hill.

Joyce B., Marshal W,. Calhoun, E. (2000). *Models of Teaching (Sixth Edition).* USA: Allyn and Bacon.

Kemp. Jerrold E. (1989). *Design Effective Instructional.* New York: Harper & Row Publisher, Inc.

Miles, M.B, dan Huberman, M.A. (1992). *Analisis Data Kualitatif.* Jakarta: Universitas Indonesia (UI-Press).

Molenda, Michael. (2003). *In Search of Elusive ADDIE Model.* Indiana: Indiana University.

Moore, Gary W. (1983). *Developing and Evaluating Educational Research.* Boston: Litle Brown Company.

Moore, Kenneth D. (2005). *Effective Instructional Strategies*, *from Teori and Practie.* London: SAGE Publications.

Prawiradilaga, Dewi Salma. (2008). *Prinsip Desain Pembelajaran*. Jakarta: Universitas Negeri Jakarta.

Sanjaya, W. (2008). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana.

Sharan,Y & Sharan, S. (1992). *Expanding Cooperative Learning Through Group Investigation* New York: Teacher College Press.

Sharan. (1980). *The Group Investigation Model (G-1,).* (Online). Tersedia di http://www.users.muohio, diakses 20 Oktober 2011.

Slavin, R. (1994). *Educational Pshicology: Teory Into Practice*. Prantice Hall: Englewood.

Slavin, R.E. (1995). *Cooperative Learning: Theory, Research and Practice* (2nd Edition). Boston: Allyn and Bacon.

STAIN Kerinci. (2010). *Kurikulum Sekolah Tinggi Agama Islam Negeri (STAIN) Kerinci* 2010. Kerinci: STAIN Kerinci Press.

Suparman, M. Atwi. (2001). *Desain Instruksional.* Jakarta: Pusat Antar Universitas untuk Peningkatan dan Pengembangan Aktivitas Instruksional, Direktorat Jenderal Pendidikan Tinggi Depdiknas.

Undang-Undang RI Nomor 14 Tahun 2005 Tentang Guru dan Dosen. Jakarta: Sinar Grafika.

Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta: BP.Cipta Jaya.

Vygotsky, L.S. (1978). *Mind in Society*, *The Development of Higher Psychological Processes.* USA: The President and Fellows of Harvard College All Rights Reserved.

Planning Election of Majors Based of Personality Types for Senior High School Students

Ika Damayanti
Artanti Indrasetianingsih
Email: ikadamayanti2012@gmail.com
artanti.indra@gmail.com
Lecturer of Statistics Departement, Surabaya PGRI Adi Buana University

Rudjiati
Teacher of Senior High School 19 Surabaya

Abstract

Lack of students' interest in heeding the lessons of the election materials majors in college caused a lot of students' difficulties in determining the choice. Based on a class action research (Rudjiati, 2008) learning mind map can improve career guidance services in selecting material for further studies after graduating senior high school career as well as the selection of majors in college in accordance with the student's personality types in class XI IPS 3 SMAN 19 Surabaya. The purpose of this paper was to investigate the relationship between personality types and options after senior high school graduation, also to investigate relationship between personality types and college majors that would be chosen by the students. Out of 40 students, about 65% had social type of personality and 62.5% would continue to college. Personality types and options after senior high school graduation (went to college, courses, or work) had no significant relationship. Whereas, personality types and majors election in college had strong correlation (r = .794).

1. Introduction

Career guidance services lessons for further study this time uses the method of lecture, discussion and giving the task. But usually the students easily forget the information given due to lack of attention and interest. In the Classroom Action Research conducted by Rudjiati (2008), carried out the lessons of further study after senior high school by methods of learning mind map. Based on these studies, the learning mind map material for further studies in the selection of majors at universities in accordance with the personality test students in class XI IPS 3 Senior High School 19 Surabaya can increase students' understanding. In that study, making a mind map through brochures on university admission and worked as a group, the students are better planned, goal-directed, fun, and motivated.

This paper is a continuation of the analysis based on research conducted by the Class Action Rudiati, 2008. Based on these studies, there are several options after graduating senior high school students that is work, take a course and go on to college. Students who go on to college also choose various departments of several universities. Research by Rosita (2010) leads to the conclusion that there is a positive relationship between the type of personality, academic achievement and career choice direction.

Another paper by Onoyase, and Onoyase (2009) showed that there were relationship between artistic, social, enterprising and investigative personality types on one hand and career choice. While there were no significant relationship found between realistic and conventional personality types and career choice.

The purpose of this paper is to investigate the relationship between personality types and options after senior high school graduation, also to investigate relationship between personality types and college majors that will be chosen and can give an overview to students.

2. Literature Review

This section discusses literature review used in this paper, which consists of Advanced Study, Measuring Personality Test and contingency correlation.

Advanced Study. According to specific guidelines of the 2004 Guidance and Counseling Curriculum, graduates of Senior High School/Vocational/ Madrasah Aliyah are equall expected to have the following competences, namely:
a. Have an understanding, a broad insight into the world of higher education/ further able to choose the type of desired majors and faculty according to ability, aptitude, iand nterest.
b. Higher education is education in upper secondary education (Various information about: How to Study in College Entrance Examination and Preparing for state-run universities and colleges (ZA Drafting, 1991).

There are two kinds of higher education:
a. Academic Education is education a higher priority to the achievement of skills and technology.
b. Professional education has a high priority to the educational attainment of a high level of ability in applying science and technology.

Academic education offering three levels of Bachelor degree:
a. Bachelor (S1), with a Bachelor of Technical, General Bachelor of Medicine, Bachelor of Law and so on.
b. Bachelor (S2) is a continuation of bachelor degree (S1) and generate a Master.
c. Bachelor Program (S3) is a continuation and an academic education program produced the highest degree is a Doctorate.

Professional program offers two kinds of each education program specialist and Diploma Program. This professional education program is called 'Amd' (Associate Expert).
a. Program Specialist can follow the account after a person finishes bachelor degree (S1), for examples, notary, accountants, pharmacist, specialists.

b. Diploma programs can be followed after senior high school, there are three levels: Diploma 1 (D1), Diploma 2 (D2), and Diploma 3 (D3). Equivalent with S1 there D4 program (Diploma 4).

Measuring Personality Test. Personality is the patterns of thought and behavior advice relatively sedentary (Abraham, 2005). Personality usually refers to what is unique to a person, the characteristics that distinguish one person to another. Classifications of personality type (Abraham, 2005) are:

a. Realistic Type

This type of person has a good motor coordination skills, but lacking in verbal and interpersonal skills, tend to be mechanical, more like concrete than abstract, has the objective of conventional political and economic. Suitable career: expert nature of life, equipment designers, mechanics, engineers, electrical operator, crane machines.

b. Investigative Type

The type of person who has a task orientation, introspective, understands the natural or physical world. Enjoying ambiguous task, prefer to work alone, confident in the science and intellectual abilities, values and attitudes. Suitable career: Astronomy, biologists, chemists, writers, engineering, zoologist, psychologist.

c. Artistic Type

This type of person is usually introspective, individual expression, tends to impulsive behavior, intuitive. Appropriate career is an artist, composer, writer, musician, director, stage and conductor.

d. Business type (enterprising)

This type of person who has good verbal skills suitable for sales activities, dominant, has a strong passion to achieve organizational goals and economic benefits. They sually tends to avoid the work situation, take a long time in intellectual pursuits, aggressive, cheerful and popular social confidence, has a high energy level. Suitable career: business executives, political campaign manager, real estate, sellers, brokers and bond separation, television producer.

e. Social type

This type of person is very social and responsible, humanist, religious. Happy to work in groups, have verbal skills and good interpersonal, problem solving avoid intellectual, physical and social activities using regular, self-understanding look, an idealist, a helper. Careers that match: social workers, missionaries, teachers, counselors, marriage, speech therapists.

f. Conventional type

This people like neat orderly environment, like the group did not like as a subordinate, efficient, defined, structured, obedient, calm organized and practical, has a tendency to power, status and value of material possessions. Careers that match: auditors, statisticians, analysts expenses, accountants, tax specialists, and bankers.

Contingency Coefficient. Correlation is a study of the relationship between the variables (Bhattacharya, 1977). One of measures which can be applied in

research situations where an individual wishes to determine the degree of association that exists between nominal variables is Contingency Coefficient Correlation.

A contingency table with b rows and k colums is called a b × k contingency table and it is tabulated in Table 2.1.

Table 2.1. b × k Contingency Table

Factor		Factor II				Count
		1	2	...	k	
Factor 1	1	n_{11}	n_{12}	⋯	n_{1k}	n_{1o}
	2	n_{21}	n_{22}	⋮	n_{2k}	n_{2o}
	⋮	⋮	⋮	⋮	⋮	⋮
	b	n_{b1}	n_{b2}	⋯	n_{bk}	n_{bo}
Count		n_{o1}	n_{o2}	⋯	n_{ok}	n_{bk}

The Contingency Coefficient can be defined as:

$$C = \sqrt{\frac{\chi^2}{n+\chi^2}} \tag{2.1}$$

and χ^2 is the *Pearson chi- squared Statistic*. Then χ^2 equals:

$$\chi^2 = \sum_{j=1}^{k}\sum_{i=1}^{b} \frac{(n_{ij}-E(n_{ij}))^2}{E(n_{ij})}. \tag{2.2}$$

Which is:

n_{ij} : frequency from i category factor I and j category factor II

$E(n_{ij})$: frequency expectation each cell

with:

$$E(n_{ij}) = \frac{n_{io}n_{oj}}{n_{oo}}. \tag{2.3}$$

3. Materials and Methods

The data used in this study is data of Classroom Action Research by Rudjiati (2008) in SMA 19 Surabaya. This research was implemented in class XI IPS 3 with the number of students by 40 people and implemented in three cycles, namely:

a. The first cycle of personality tests and performed in a conventional classroom,

b. The second cycle was given material and conducted further studies in the physical classroom alternative.

c. The third cycle was given the material and learning tasks through mind map.

There are four variables used in this study. The variables are:

a. Sex (Male, Female).

b. Personality types. Consists of six categories (investigative, artistic, business, social, conventional).

c. Options after senior high school. Consists of three categories: go to college, courses and work.

d. Choice of majors in college. Consists of eleven categories: psychology, management, accounting, Pancasila (State Philosophy) and citizenship education, law, international relations, economic development, product design, politics.

    Analysis steps in this study are:

a. Conducting descriptive analysis of the studied variables.
b. Calculating the value of the correlation between personality types and options after senior high school, between personality types and choice of majors in college using contingency coefficient and test the significance of the correlation.

4. Results

    There were 40 students in this study, 67.5% were female and 32.5% male. After senior high school graduation, the majority of students continue to pursue of Higher Education as much as 62.5%, students who choose to work after graduating from senior high school at 27.5% and students who choose to continue the course by 10%.

    Based on personality types, the majority of students about 65% had social type, students who has personality type artistic and business respectively about 12.5%, and students who has investigative type by 10%. The other two types of personality (realistic and investigative) do not fit personality of students. From 65% of students with social type, twenty of them were female and six were men.

    Analysis of association between personality type with options after senior high school (went to college, courses, and work) have no significant relationship (Approx. sig = .269, higher than α = .1) with a value of r = .4. The correlation between personality types and choice of majors in universities has a strong relationship with a correlation value of .794 and significance level of .086.

    The most appropriate personality types and majors selected if linked with future career planning is artistic type, which is appropriate career are artist, composer, writer, musician, director, stage and conductor. The students with this type of personality choose Graphic Design, Art, and Psychology. Whereas for the other personality types just have a few compatibility with the choice of majors.

5. Tables and Figures

Table 5 1. Personality Types and Options after Senior high school

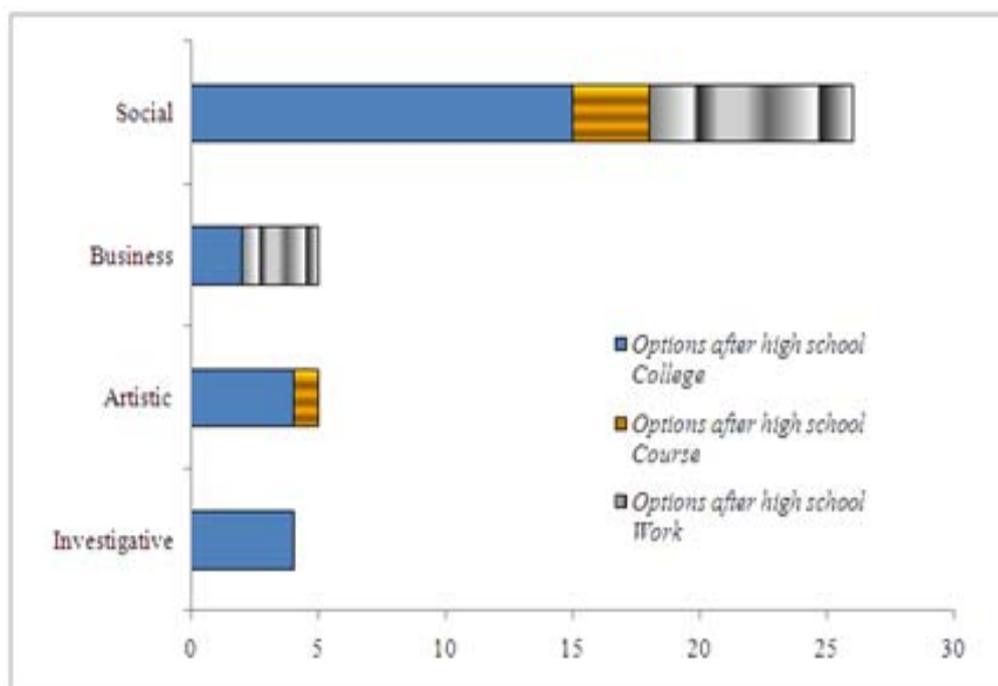| Personality Types	Options after senior high school			Total
	College	Course	Work	
Investigative	4	0	0	4
Artistic	4	1	0	5
Business	2	0	3	5
Social	15	3	8	26
Total	**25**	**4**	**11**	**40**

Figure 5.1 Personality Types and Options After Senior high school

Tabel 5. 2. Personality Types and Majors Choice

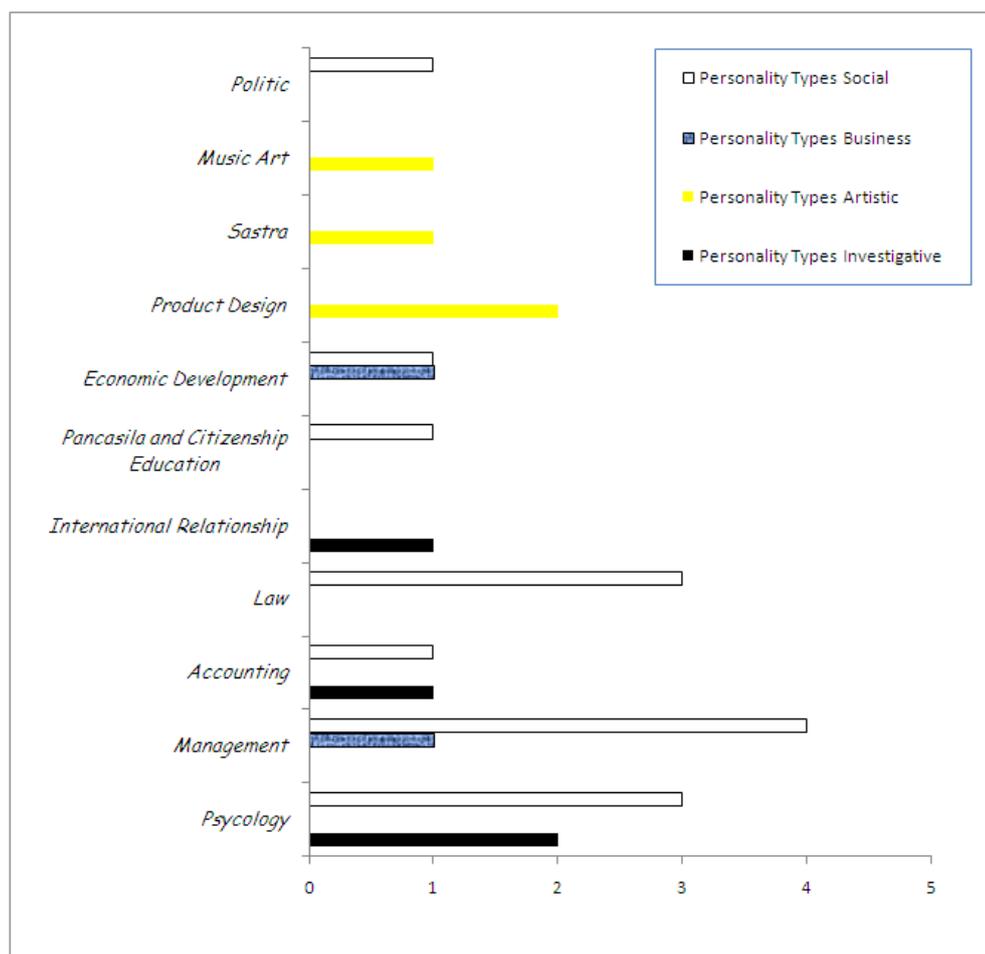| Majors Choice	Personality Types			
	Investigative	Artistic	Business	Social
Psycology	2	0	0	3
Management	0	0	1	4
Accounting	1	0	0	1
Law	0	0	0	3
International Relationship	1	0	0	0
Pancasila and Citizenship Education	0	0	0	1
Economic Development	0	0	1	1
Product Design	0	2	0	0
Sastra	0	1	0	0
Music Art	0	1	0	0
Politics	0	0	0	1

Figure 5. 2. Personality Types and Majors Choice

References

Abraham Widya Amit. (2007). *Mengupas Kepribadian Anda.* Jakarta: Gramedia.

Alan Agresti. (2002). *Categorical Data Analysis*, *Second Edition*. New Jersey: John Willey and Sons, Inc.

Bhattacharyya, G.K. & Richard A. Johnson. (1977). *Statistical Concepts and Methods.* Canada: John Wiley & Sons.

Hoesein Azis dkk. (1991). *Cara Belajar di Perguruan Tinggi dan Persiapan Menghadapi UMPTN.* Malang: Brawijaya University Press.

Onoyase, D. & Anna Onoyase. (2009). The Relationship between Personality Types and Career Choice of Secondary School Students in Federal Government Colleges in Nigeria. *Anthropologist,* 11, 2, 109-115.

Rudjiati. (2008). *Penelitian Tindakan Kelas: Layanan Bimbingan Karir Materi Studi Lanjut Melalui Pembuatan Mind Map Tentang Perencanaan Pemilihan Jurusan Di Perguruan Tinggi Sesuai dengan Tipe Kepribadian Untuk Siswa Kelas XI.IPS.3 SMA Negeri 19 Surabaya*, Surabaya.

Sari, Putri Rosita. (2010). *Hubungan antara Tipe Kepribadian, Prestasi Belajar dan arah Pilihan Karier Siswa SMA Negeri 2 Blitar.* Skripsi, Program Studi Bimbingan & Konseling, Jurusan Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Negeri Malang.