

# Analysis Of Holland Theory Career Guidance In Student Career Planning

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## Abstract

The problem of this research is based on the large number of students entering high school on the wishes of parents, students feel wrongly entering the department because it is not in accordance with their talents, interests potential. Furthermore, efforts have been made by the teacher for guidance and counseling in providing Holland theory career guidance services. The research method used is descriptive qualitative. The informants in this study were counseling teachers and students. Data analysis in this research uses steps of data reduction, data presentation, and verification. The results of this study indicate that the implementation of Holland's theory career guidance services has been going well. From the results of interviews, observations and documentation to research informants regarding the implementation of Holland theory career guidance services, it can be understood that at the planning, implementation, evaluation follow-up stages have been going well as they should, this is evident in the existence of service program plans, materials and instruments Holland, as well as the results of the Holland instrument analysis of students who already know the personality type and direction of their career choices.

**Keywords:** Career Guidance, Holland Theory, Career Planning

## Abstrak

Masalah penelitian ini didasari pada masih banyaknya siswa yang masuk sekolah lanjut atas kemauan orangtua, siswa merasa salah masuk jurusan karena tidak sesuai dengan bakat, minat serta potensinya. Selanjutnya, telah adanya upaya yang telah dilakukan Guru Bimbingan dan Konseling dalam memberikan layanan bimbingan karir teori Holland. Metode penelitian yang digunakan yaitu deskriptif kualitatif. Informan dalam penelitian ini yaitu Guru Bimbingan Konseling dan siswa. Analisis data dalam penelitian ini menggunakan langkah-langkah reduksi data, penyajian data, dan verifikasi. Hasil penelitian ini menunjukkan bahwa pelaksanaan layanan bimbingan karir teori Holland sudah berjalan baik. Dari hasil wawancara, observasi dan dokumentasi kepada informan penelitian berkenaan dengan pelaksanaan layanan bimbingan karir Teori Holland dapat dipahami bahwa pada tahap perencanaan, pelaksanaan, evaluasi dan tindak lanjut sudah berjalan dengan baik sebagaimana mestinya, hal ini terbukti ditemukan adanya rencana program pelayanan, materi dan instrumen Holland, serta hasil analisis instrumen Holland dan siswa yang telah mengetahui tipe kepribadian dan arah pilihan kariernya.

**Kata Kunci:** Bimbingan Karier, Teori Holland, Perencanaan Karier

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## INTRODUCTION

Vocational High School students have entered the stage of development of adolescence, namely as a transition period from childhood to adulthood, this development includes biological, cognitive, and social-emotional changes (Santrock, 2014). This period is a very short and difficult period because it determines future life. Adolescence as a phase in human life to fulfill their duties in choosing careers and determining future careers (Hurlock, 2009). In adolescence also needs a review of future career journey according to what Issacton said (1986: 12) "Carrer has been interpreted or defined in various ways by different authors. Some have favored a very broad definition essentially equating with the sum of all experiences". The statement revealed that career becomes very important because it is part of one's life experience. Vocational High School is known as a school where graduates are able to work well and independently because they have the skills and expertise that have been learned while at the Vocational High School. According to Sudira (2006: 23) Vocational education is education that aims to improve the intelligence, knowledge, personality, noble character, and skills of students to be able to live independently and follow further education in accordance with the vocational programs they follow. To work professionally and develop skills and expertise must have high stamina, master

the field of expertise, the basics of science and technology, work ethic, be able to communicate, and be able to develop themselves. This means that education in Vocational Schools can not only produce graduates who are ready to work but also improve morals, personality and can develop their knowledge to prepare for higher education in accordance with the department they are taking. Career preparation in the future needs careful preparation, especially to get a job that suits your circumstances or personality. Maturity in decision making requires good consideration in the form of beliefs, interests in work, personality, fondness for what is done and hobbies that are channeled in the work (Bonitz, Armstrong & Larson, 2010). Next, Yusuf (2002) reveals that a person who enters work in accordance with his circumstances that includes abilities, intelligence, interests, talents, attitudes, values and other personal traits will work well because it is in accordance with the state of self.

The above phenomena and assumptions are not in line with what is happening right now, the highest unemployment rate for graduates of Vocational High School compared to graduates from other levels of education.

Based on data from the Central Statistics Agency in table 1, the unemployment rate of graduates of the Vocational Middle School in August 2018 reached 11.25% but was higher than

February 2018 at 8.92%, but lower than the August 2017 position of 11.41%. That means that the unemployment rate at the Vocational School is likely to remain that way. This is because young workers in Indonesia tend not to use skills optimally and also students must understand what is of interest in work, the need to understand self-characteristics to reduce the anxiety experienced by students in preparing for their careers, both related to the choice of further study and selection work plan.

**Table 1.** Unemployment Rate

No	Month	Total
1	August 2018	11,25%
2	February 2018	8,92%
3	August 2017	11,41%

From the results of a preliminary study at Palembang State Vocational High School 5, researchers obtained information from students that they thought they were entering the wrong direction, it happened because when they took part in the lesson, most of them claimed not to understand, did not understand the contents of the material and some said entered this department on the wishes of parents who expect that after graduation their child will immediately work. Currently, the problems faced by students in Palembang State Vocational High School 5 basically enter the Vocational High School are not in accordance with their talents, interests and potential, for this problem will continue

that will make students unable to choose and think about work, not yet know the talent for the job, lack of extensive knowledge about the job, have not done a good career planning.

Efforts can be made to minimize these problems by providing sufficient information about the world of work. For this reason, students must obtain career guidance in order to gain an understanding of their condition and characteristics in order to know their talents, interests, aspirations and abilities and weaknesses. Information services in improving understanding of students' potentials need to be done well, this is in line with the results of research conducted by Putri (2017) regarding improving the direction of student career planning through information services. The results of this study indicate that information services can improve students' abilities in career planning. Implementation of information services can also be done by using various methods so as to make the service process more interesting. Like the research conducted by Ramadhani and Putri (2018) regarding the implementation of information services using the discovery learning approach, the results of his research show that information services using the discovery learning approach are effectively used in information services and also information services can overcome various problems. Counseling guidance teacher has the duty to facilitate students to determine their career based on the

interests of the talents and personalities of students. Counseling guidance teachers need to prepare matters relating to the provision of information services in the career field for students so that their career choices are suitable for themselves (Putri, 2018). Providers of career guidance services need to be developed, this aims so that the potential possessed by students can develop optimally.

In career guidance there are many theories that can be used, one of them is John Holland's career theory. Holland (in Santrock, 2002) states that it is important to establish links or compatibility between individual personality types and certain career choices. Holland's career theory guidance process in career planning needs to be analyzed to see how students process and outcomes in career planning. Career planning is very important, in addition to that a student must also have high career aspirations this is in accordance with the results of research conducted by Ramadhani (2017) career aspirations are initial thoughts about future life related to the work to be done later. The higher the career aspirations of students and the more stable their career planning, the closer students will be to success. Furthermore, Foutch, McHugh, Bertoch, and Reardon (2014) revealed that personality factors are very influential on a person's success, especially in making decisions in placing themselves in certain jobs.

## **METHOD**

The method used in this research is descriptive qualitative. Researchers use descriptive qualitative to explain in detail how the implementation of holland theory career guidance in accounting student career planning. The data source in this study is sourced from key informants namely counseling teachers of three people and some twelfth-grade students. Research data obtained using observation, interviews and documentation. The observation was carried out to see the extent of the process of service delivery, focused interviews to reveal the role of guidance and counseling in career planning while documentation studies were carried out to strengthen the research findings obtained from interviews and observation. Furthermore, the results of observation, interviews, and documentation will be analyzed by reducing data, presenting data, and drawing conclusions or verification (Trianto, 2011).

## **RESEARCH RESULT AND DISCUSSION**

The implementation of Holland's theory of career guidance services in accounting student career planning has been provided. It is intended that students can find out their personality types and make it easier for students to make career plans according to their personality types. In the process of providing career guidance services through various stages such as

planning, implementation, evaluation, and follow-up.

Planning is something that needs to be done to prepare the needs before service delivery. According to Luddin (2010), Planning is a systematic process of making plans to be carried out in the future. Based on the results of research through interview, observation and documentation techniques, it can be understood that at the planning stage the teacher guidance and counseling prepare tools in the form of Holland's career instruments, student data, results in students, Service Implementation Plans and material on implementing Holland theory career guidance services. For the effective implementation of service activities, the guidance and counseling teacher or counselor prepares the classical format daily program as well as possible in the design of service implementation, as the responsibility of the guidance and counseling teacher (Putri, 2016).

Implementation is carried out according to service delivery procedures. According to Purwoko (2008) what was done was to carry out services in accordance with a predetermined service plan. Based on the results of research through interviews, observation, and documentation, it can be understood that in the implementation phase the teacher guidance and counseling prepare student attendance, then the guidance and counseling teacher explains the topics listed in the service implementation plan, further explaining the objectives, material

interest in Holland's career theory. The guidance and counseling teacher distribute Holland instruments that will be filled out by students then explains how to fill in.

Evaluation is done so that the provision of Holland's theory career guidance services can be better. According to Yusuf (2005) Evaluation is to aim at the program as a written document and aim at the implementation as well as the results of the implementation aimed at obtaining reciprocity in the effectiveness of the service. Based on the results of the study through interviews, observations, and documentation, it can be understood that in the evaluation stage the planning assessment forms are seen from the results of the student instruments then explained, and the implementation assessment forms are seen from the student absence, enthusiasm and activeness of students in asking and answering questions so that they are made by the teacher guidance and counseling form of assessment.

Follow-up is done to see the results of student activities. Kemendikbud (2016) follow-up is an activity undertaken to follow up on the results of service delivery. Based on the results of research through interviews, observation, and documentation, it can be understood that at the follow-up stage the results of the activities are good. Form of reporting from the results of student instruments. While the follow-up is given direction for those who do not understand to meet with the

teacher for guidance and counseling and are immediately given individual services.

## CONCLUSION

Based on the results and discussion of the research, the following conclusions can be made: The implementation of Holland theory career guidance service activities in Accounting student career planning: Planning is done by preparing class goals, then making a service implementation plan, then providing material about information services in Holland theory career interests and preparing the instruments. The second is the media used in providing services using blackboards, markers, and Holland instruments that students will fill. Implementation is carried out according to service delivery procedures, namely explaining the purpose and benefits of service delivery, then explaining material about the interests of Holland's career theory, then distributing Holland instruments to be filled out by students. Evaluation is carried out on the planning assessment of the student's results, if the results are good it means that students are serious about filling it and the objectives and benefits delivered. Assessment of the implementation of the Question and Answer and the enthusiasm of students when following the service delivery process so students can know the type of personality and type of work according to the type of personality. Follow-up on the results of the activity is good, then the form

of a written report regarding the results of the student's instruments is then distributed to students to be discussed again. Furthermore, students who are still confused about personality types and types of work are directed to meet the teacher's guidance and counseling and are given individual services.

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