



PROCEEDINGS

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“Managing and Developing School Guidance and Counseling Services
Through Continuing Teacher Counselor Professional Development”

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PROCEEDING OF THE 1ST INTERNATIONAL SEMINAR ON GUIDANCE AND COUNSELING

**Managing and Developing School Guidance and Counseling Services through
Continuing Teacher Counselors Professional Development**

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Thank God I pray to Allah the Almighty for the gifts given, so that the international seminar proceedings book of guidance and counseling can be resolved. No success of what has been cultivated by humans except for the help of Allah.

The Department of Educational Psychology and Guidance, Yogyakarta State University, a premier institution engaged in advanced level teaching, research, and capacity building of guidance and counseling profession, has organized the 1st International Seminar on Guidance and Counseling with the main topics, namely “Managing and Developing School Guidance and Counseling Services through Continuing Teacher Counselor Professional Development” on September 8-9, 2012 in Yogyakarta, Indonesia.

As a resulted of the conference, this book is a collection of papers presented at the International Seminar activities of guidance and counseling to the main theme, namely Managing and Developing School Guidance and Counseling Services through Continuing Teacher Counselor Professional Development. I hope that this book helps shed some light on the main topic above. The model of guidance and counseling services and continuing professional development would be discussed on the basis of the experiences of the different countries. Besides, this book also seek to identify useful and workable strategies through sharing of ideas and make recommendations leading to action-oriented programs.

Have a nice surfing of this book!

Fathur Rahman, M. Si

Head of Educational Psychology and Guidance Department
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The Correlation between Self-Knowledge Aspect and Career-Knowledge Aspect with the Patterns Intensity of Career Choice on Senior High School Students

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Abstract

The career choice is an important aspect in the range of individual student progress. This research aims to examine: (1) the significance of correlation between self-knowledge aspect with students' the patterns intensity of career choice, (2) the significance of correlation between career-knowledge aspect with students' the patterns intensity of career choice, and (3) significance of the correlation between self-knowledge aspect and career-knowledge aspect together with students' the patterns intensity of career choice. The findings of this research indicate (1) there is a significant positive correlation between self-knowledge aspect with students' the patterns intensity of career choice, (2) there is a significant positive correlation between career-knowledge aspect with students' the patterns intensity of career choice, (3) there is a significant positive correlation between self-knowledge aspect and career knowledge aspect together with students' the patterns intensity of career choice, (4) self-knowledge aspect and career-knowledge aspect of significantly as a good predictor of students' the patterns intensity of career choice, and (5) an effective contribution of self-knowledge aspect and career-knowledge aspect towards students' patterns intensity of career choice was 65.1%.

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Keywords: self-knowledge, career-knowledge, and patterns intensity of career choice.

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1. Introduction

In today's era of globalization, the selection of events is still a senior high schools career urgent problem that requires in-depth study. One aspect of this study is driving an increase in unemployment from year to year, which triggered social unrest and social upheavals such as criminal behavior, thuggery, violence, and social disparities (Sinuraya Daulat and Hendrizal SIP in Hartono, 2010). This condition should be taken seriously so as not to further disrupt the lives of the wider community.

According to Suyanto (Kompas, May 29, 2004) unemployment is influenced by three factors, namely education, demography, and economics. Quality education to produce human resources (HR) of quality and dignity, whereas increasing the number of people that are not offset by the jobs in the community, can be controlled by improving the quality of human resources. In other words, unemployment is a major factor in the inadequate quality of human resources, which can be overcome by improving the quality of education, especially the quality of education in the setting of schooling. Quality education will produce qualified human resources as well.

Education in senior high schools affects the students' career choice process, in addition to the factor of parental involvement. In senior high school, students usually get adequate career guidance services, to enable them to understand themselves and understand the career environment

or world of work, as an important aspect for career choice. In other words, the selection of careers students are influenced by self-knowledge and career-knowledge and the involvement of parents. According to Stoss and Parris in Hartono (2009) what they want, what you have, and what is done in their careers are, the three inter-related. Ideally, the selection of a career senior high school students must be in accordance with the potential, and career opportunities that exist in society. The more relevant the selected students with career potential, will be more likely to be able to achieve the desired career field.

2. Purpose of Research

Senior high school students who have an self-knowledge and a good career-knowledge, tend to have a particular career pattern selection. This research aims to find the significance of the correlation between self-knowledge and career-knowledge of aspects with patterns intensity of students' career choice, the results are expected to provide recommendations for the development of career guidance program in senior high schools.

3. Methods

This research is categorized as multivariate correlational study, using the design as described in Figure 1 as follows.

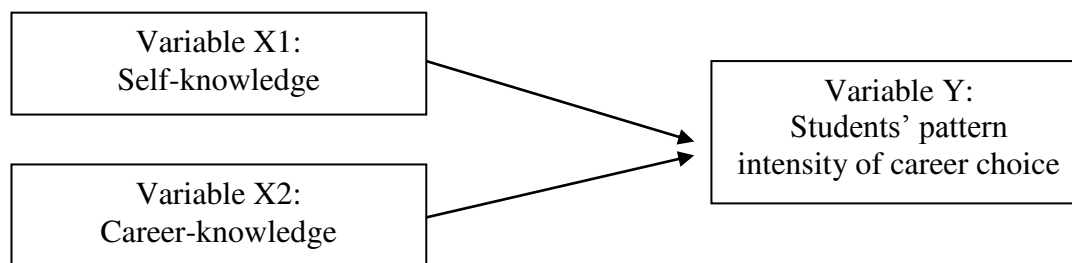


Figure 1: Multivariate Correlational Research Design

This research population is class XII students from five senior high schools in Surabaya area of central, northern, western, eastern, and southern, a number of 1.485 students. The samples were taken at random by the lottery technique as much as 10% or 148 students. The research data was collected by using the technique of measurement scale of adaptation of the Likert scale with four answer choices, namely: (1) The measuring scale of students' Self-knowledge (MS-1); (2) The measuring scale of students' career-knowledge (MS-2); and (3) The measuring scale of students' patterns intensity of career choice (MS-3). These three scale of author developed with using an approach of content validity, which conducted trials (try-out).

MS-1 to gauge interest, ability, personality, and values and attitudes of the student's career has validity of grains between 0.248 to 0.550. MS-2 to gauge 16 career field of indicators of the opportunities, prospects, and orientation of students' career interest has validity of grains between 0.253 to 0.630 (Hartono, 2010). MS-3 to gauge the patterns of democratic, authoritarian, and permissive in career decision-making, has a validity of grains between 0.261 to 0.623. Criterion of items validity test, namely, the correlation coefficient (r) any item with a total declared significant if the value of (r) is obtained at p (chance of error) is less than or equal to 0.05 ($p \leq 0.05$) or on a significant level of 95% (Norusis, 2000).

After the third measurement scale on the validity of the items tested, further research to test the reliability by using Cronbach Alpha technique, whose results are described in Table 1 below.

Table 1: Cronbach Alpha Reliability of Measurement Scale

No.	Measurement Scale	Coefficient of Reliability of Alpha Cronbach
1.	MS-1	0.724
2.	MS-2	0.706
3.	MS-3	0.812

The research data were analyzed using parametric statistical techniques of linear regression with SPSS for Windows version 16.00. Before the research data were analyzed, first tested the

relationships linearity and test for normality of distribution. Normality of the distribution of test results by using the Kolmogorov-Smirnov method, described in Table 2 below.

Table 2: Normality Test Results by Using the Method of Distribution Kolmogorov-Smirnov

No.	Data of research	Statistic	df	Sig. (p)	Status
1.	Students' self-knowledge	0.159	148	0.107	Normal
2.	Students' career-knowledge	0.137	148	0.210	Normal
3.	Students' patterns intensity of career choice	0.107	148	0.200	Normal

The results of linearity test of students' self-knowledge data, students' career-knowledge data, with the patterns intensity of career choice of students data obtained sum of squares = 103,882.132, degrees of freedom (df) = 1, mean square = 103,882.132, the value of F = 5.935 at significant level (p) = 0.031, which means a linear relationship.

4. Findings and Results

Result of research. Descriptive statistical of data analysis results of students' self-knowledge, students' career-knowledge, and the data intensity of patterns of students' career choice, described in Table 3 as follows.

Table 3: Descriptive statistics of data analysis the results of students' self-knowledge, students' career-knowledge, and students' pattern intensity of career choice

No.	Variable	N	Mean	Std. Deviation
1.	Students' self-knowledge	148	167.61	15.582
2.	Students' career-knowledge	148	171.13	20.638
3.	Students' patterns intensity of career choice	148	44.07	9.035

Table 3 above, shows that the variable of students' self-knowledge at N = 148, mean value = 167.61, standard division = 15.582. The variable of students' career-knowledge at N = 148, mean value = 171.13, standard division = 20.638, while the variable of students' intensity patterns of career choice N = 148, mean value = 44.07, standard division = 9.035.

To test the hypothesis that the research used the rule, the alternative hypothesis (Ha) is supported when the chance error (p) obtained ≤ 0.05 or significant at the 95% level. On the contrary hypothesis (Ho) is supported when opportunities error nil (p) obtained > 0.05 or significant at the level below 95%. Based on the principle of testing the hypothesis, the test of hypothesis the author describe as follows.

1. The first hypothesis test

Correlations between aspect of students' self-knowledge with aspect of students' the patterns intensity of career choice is $r = 0.152$, (p) = 0.033, which means significant. Thus, the hypothesis that there is a significant positive correlation between aspect of self-knowledge with aspect of students' the pattern intensity of career choice, is supported.

2. The second hypothesis test

Correlations between aspect of students' career-knowledge with aspect of students' the patterns intensity of career choice is $r = 0.797$, (p) = 0.000, which means significant. Thus, the hypothesis that there is a significant positive correlation between aspect of career-knowledge with students' the patterns intensity of career choice, is supported.

3. The third hypothesis test

Correlations between aspect of self-knowledge and career-knowledge aspect together with students' the pattern intensity of career choice is $R = 0.807$, F value count = 135,121, degrees of freedom (df) = 2, the chances of error (p) = 0.000, which means significant. Thus, the hypothesis that there is a significant positive correlation between aspect of self-knowledge and career-knowledge aspect together with students' the pattern intensity of career choice, is supported.

The amount of the effective contribution aspect of self-knowledge and career-knowledge aspect towards aspect of students' the patterns intensity of career choice, known from the value of

the coefficient of determination R Square = 0.651. Value means that the effective size of the contribution aspect of the student's self-knowledge and students' career-knowledge aspect towards aspect of students' the patterns intensity of career choice is 65.1%, the remaining 34.9% (derived from 100% - 65.1%) affected by other factors.

Predicted of students' patterns intensity of career choice from aspect of students' self-knowledge and aspect of students' career-knowledge, can be formulated in the following regression line equation.

$$Y = -27.660 + 0.074 X1 + 0.347 X2$$

Where Y is students' the patterns intensity of career choice, X1 is the aspect of students' self-knowledge of observation result, and X2 are the aspect of students' career-knowledge of observation result. Is the rate constant value of -27.660 from Unstandardized Coefficient. The value 0.074 is the number of aspect of students' self-knowledge from Unstandardized Coefficient, and the value 0.347 is the number of aspect of students' career-knowledge from the Unstandardized Coefficient.

Discussion. The intensity of the pattern of selection of students' career senior high schools is a career decision-making power to choose a career field by using a pattern of democratic, authoritarian, or permissive. Patterns of democratic is a pattern of decision making in selecting a career area senior high school students who carried out through a consultative process to both parents and through career guidance service. Authoritarian patterns is a pattern of decision making for choosing a career field that is determined by a parent or teacher, so students do not participate in decision-making career. Permissive pattern, characterized by the widest possible freedom on students to make decisions about his preferred career field choices (Baumrind in Wawan Junaidi, 2012).

Career decision-making process of the student requires an self-knowledge and career-knowledge. The results of this research indicate that aspect of self-knowledge and career-knowledge aspect is a significant positive correlation with the intensity pattern of career selection of senior high school students either individually or jointly. Aspects of students' self-knowledge as expressed significant predictor of the pattern intensity of career choice. So is the aspect of career-knowledge, significantly as a good predictor of the patterns intensity of senior high school students' career choice. The third aspect of the relationship of self-knowledge, career-knowledge with the patterns intensity of senior high school students' career choice is described in Figure 2 as follows.

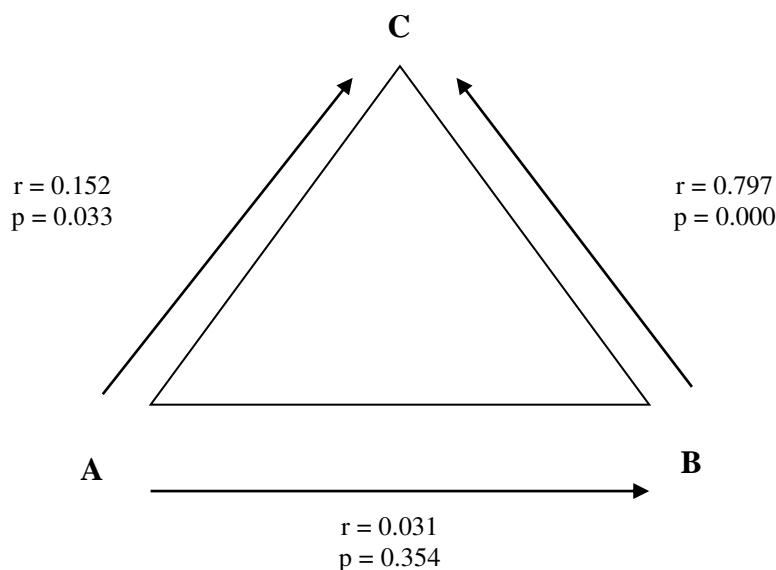


Figure 2: The correlation between self-knowledge variable (A), career-knowledge variable (B), with students' the patterns intensity of career choice variable (C)

The amount of the contribution effective aspect of the student's self-knowledge and career-knowledge aspects towards students' patterns intensity of career choice is 65.1%, indicating that the

aspect of self-knowledge and career-knowledge aspect of senior high school students in career decision-making process is an element that is very urgent (important). Self-knowledge is a deep recognition of the various potentials. In relation to career decision-making process, students' self-potential of senior high schools, include career interests, ability, personality, and career values and career attitudes of students. Ability is the potential ability of students whose development requires the involvement of the environment, such as the influence of formal education, nonformal, and informal adequate. Ability supported student interests, personality, and values and attitudes that will positively support the career selection process of the student's career. In addition, aspect of students' career-knowledge cannot be separated with aspects of self-knowledge. Both aspects are significant as a good predictor of the patterns intensity of senior high school students' career choice.

The findings of this research support the theory of CIP (cognitive Information Processing Theory), according to Peterson, Sampson, and Reardon was quoted Hartono (2010) which describes the four domains are involved in career selection and problem solving that is self-knowledge, knowledge about options (career-knowledge), decision making, and executive processing (high-level process). So it is clear that self-knowledge and career-knowledge is an important aspect in the process of career decision-making. Student will be able to choose the right career field, if he is able to understand himself as the potential that includes: career interest, ability, personality, values and career attitudes, and be able to make a career-knowledge about the various career fields available in the community.

5. Conclusions and Recommendations

The findings of this research concluded as follows. (1) There is a significant positive correlation between self-knowledge aspect with students' the patterns intensity of career choice; (2) There is a significant positive correlation between career-knowledge aspect with students' the patterns intensity of career choice; (3) There is a significant positive correlation between self-knowledge aspect and career knowledge aspect together with students' the patterns intensity of career choice; (4) Self-knowledge aspect and career-knowledge aspect of significantly as a good predictor of students' the patterns intensity of career choice; and (5) An effective contribution of self-knowledge aspect and career-knowledge aspect towards students' the patterns intensity of career choice was 65.1%.

In connection with the findings of this research, the authors submit the following suggestions. (1) Need to continue this research, which aims to describe of the patterns intensity of senior high school students' career choice; (2) The findings of this research imply the need for the development of career guidance program for senior high school students in particular class XII. The program was developed based on the needs assessment of the students and the culture of the school, which is supported by the development of materials and media of adequate career guidance services; (3) School counselors also need to improve their competence through a program of self-development; (4) School counselors needs to improve the quality of career guidance services, especially for the students of class XII, that they facilitated of the career choice programs which accordance with the students' self-potential and opportunities in the community; and (5) School counselors needs to improve of students' parents network to build patterns of cooperation that encourages improved quality career guidance services.

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