

# PROCEEDINGS of

## The International Joint Seminar on Improving Learning Strategy for Careers Achievement

September 21, 2014  
in Garut, Indonesia



Published by Adi Buana University Press  
In Cooperation with STKIP Garut and ARACD

© 2015

**PROCEEDINGS of**  
**The International Joint Seminar on Improving**  
**Learning Strategy for Careers Achievement**  
**September 21, 2014**  
**in Garut, Indonesia**

**Authors:**  
**Takao Mimura, et al.**

**Editors:**  
**Nizar Alam Hamdani**  
STKIP Garut, Indonesia

**Ridzwan Che Rus**  
Sultan Idris Education University, Malaysia

**Kiyomi Banda**  
Tokyo Gakugei University, Japan

**Published by Adi Buana University Press**  
**In Cooperation with the STKIP Garut and ARACD**  
**ISBN: 978-979-8559-41-9**

Copyright © March 17<sup>th</sup>, 2015 by Adi Buana University Press, Surabaya, Indonesia  
[www.unipasby.ac.id](http://www.unipasby.ac.id)

## **PREFACE**

The International Joint Seminar under the theme Improving Learning Strategy For Career Achievement held on 21 September 2014 is conducted by collaboration between Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Garut, Universitas PGRI Adi Buana Surabaya and ARACD (Asia Regional Association for Career Development).

The Aim of the program is become one of the most recent strategies that allow people to plan for their future direction from today. And also it gives the possibility of future options to assist policy makers and the curriculum or national institutions to plan the desired future. Make a deep study and to provide solutions to higher education on how to solve the strategic problem faced by education globally. Disseminate the findings to be implemented as they are intended to be best practiced relevant to future educations.

This proceedings document describes research and innovation in topic areas relevant to academicians, professionals, and researchers from various educational backgrounds such as: future learning experiences in primary and secondary school; methodology of future studies; new experiences for curriculum design; best practice contributions on education; future education in mathematics and sciences; future education in education psychology and counseling; future education for teachers; learning and teaching methodologies; lifelong education; evaluation and assessment of student learning.

Papers were submitted by researchers and others with expertise in the new areas of working in future studies are very important to be exposed to higher education institutions. Future studies will help produce a more robust planned and systematic education.

We hope that by the publication of these proceedings, all accepted papers can be collected in this publication and a benefit for us all.

**Dr. H. Nizar Alam Hamdani, S.E., M.M., M.T., M.Si.**  
Chairman of STKIP Garut

## **SPEECH BY RECTOR OF SURABAYA PGRI ADI BUANA UNIVERSITY**

Praise be to Allah/God Almighty, over abundance of His mercy, so that the Surabaya PGRI Adi Buana University may cooperate with STKIP Garut and ARACD for the International Seminar held in Kampung Sumber Alam Resort Guntur Mountain West Java Indonesia. Of course, this event is one of the important events in relation to the operations of University Tridharma.

The theme of the seminar is *"Improving Learning Strategy for Careers Achievement"*, very important given the problem of learning strategies at various universities in the world are the key issues that most affect the ongoing process of education and the quality of college graduates.

Through this seminar, the speakers and participants in the discussion can develop their thoughts that focus on the development of learning strategies that are relevant to the development of Science, Technology and Arts. None of the people in the world is professional without learning, even in our culture there is the suggestion that the behavior of learning without borders (learning continues up to the grave). This suggests that universities should develop their science and technology, therefore their academic community never stop learning.

As Rector of the University of PGRI Adi Buana Surabaya, I would like to thank the leadership and the president ARACD STKIP Garut and all participants involving either directly or indirectly, for the implementation of this international seminar. Hopefully, this activity can be useful in improving the quality of education in today's global era and the next.

**Drs. H. Sutijono, M.M.**

Rector of Surabaya PGRI Adi Buana  
University

## CONTENTS

Title page .....	i
Preface .....	iii
Speech by Rector of Surabaya PGRI Adi Buana University .....	iv
Contents .....	v
1 Development Process of Career Education in Japan By: Takao Mimura .....	1
2 To Be a 21 <sup>st</sup> Century Teachers (the Relevant Teachers Mindset for Globalization Era) By: Mohamad Surya .....	10
3 Membeda Novel Ayat-ayat Cinta Berdasarkan Perspektif Teori Formalisme Oleh: Agus Hamdani .....	14
4 The Controversial Issue of Using English as the Only Medium Instruc- tion in EFL Speaking Class By: Anne Ratna S .....	27
5 Communication Competence in Bahasa Indonesia Learning By: Asep Nurjain & Lucky R. Nurjain .....	34
6 Keberkesanaan Magic Maths terhadap Kemahiran Membina dan Menghafal Sifir Murid Tahun 2: Suatu Kajian Tindakan Oleh: Azlina Amat Yasin & Ramlee Mustapha .....	42
7 Aplikasi Proses Kognisi dalam Pengajaran dan Pembelajaran Guru Prasekolah Oleh: Hamidah Taib & Suppiah Nachiappan .....	68
8 Subjek Biologi Kimia sebagai Peramal Pencapaian Pelajar Program Diploma Teknologi Makmal Perubatan terhadap Subjek Biologi Manusia Oleh: Hishamuddin Ahmad & Siti Eshah Mokshein .....	77
9 The Use of Career Guidance to Improve Student's Career Adaptabi- lity By: Husni Abdillah .....	95
10 The Needs of Computer-Based Career Guidance for Senior High School Students By: Hartono, Widodo & Boy Soedarmadji .....	108
11 Public Perception to Credibility Career of an Accountant By: Untung Lasiyono & Siti Istikhoroh .....	116

12	Developing Learning Module on Constructivist Learning Strategies to Increase Students' Independence and Performance By: Ruffi'i .....	132
13	A Study of Educational Innovation and Strategy Found in Freedom Writers Movie By: Winarno .....	144
14	An Analysis of Difficulties in Writing Essay at Second Grade of Education College (STKIP) By: Irsyad Nugraha .....	154
15	Perbandingan Hasil Belajar dengan Menggunakan Model Pembelajaran Brain Based Learning dan Model Mind Maps pada Konsep Ekosistem Oleh: Lida Amalia & Sulastri Hidayatul Mardiyah .....	165
16	Pengaruh Nilai Kosmopolitan terhadap Nasionalisme Oleh: Lili Halimah .....	178
17	Pemberdayaan Perempuan melalui Pembelajaran Literasi Berorientasi Keaksaraan Usaha Mandiri Oleh: Lina Siti Nurwahidah .....	190
18	Corrective Feedback as Perceived by An EFL Teacher and Students in Speaking Classroom By: Lucky R. Nurjain & Yustika Nur Fajriah .....	202
19	The Philosophy of Sundanese Educational Model of Cageur, Bener, Pinter as An Ideal National Character-Based Education By: H. Maskur .....	212
20	Pembangunan Struktur Model pelajar Sains Berdasarkan Isi-isu Sosio Saintifik Oleh: Muhamad Ikhwan Mat Saad & Sadiyah Baharom .....	220
21	Pembentukan Kemampuan Bahasa Inggris pada Kegiatan Wirausaha Mahasiswa melalui Mata Kuliah English for Business and Economy Oleh: Tanto Setia Muljanto .....	236
22	Urgensi Pendidikan Kewarganegaraan sebagai Fondasi Memperkokoh Jati Diri bangsa Oleh: Endang Dimiyati .....	243
23	Menulis Artikel sebagai Alternatif Pembelajaran Menulis di Perguruan Tinggi Oleh: Abdul Hasim .....	258
24	Mengenal bahasa Lugas dalam Penulisan Artikel Oleh: Imam Jahrudin Priyanto .....	264
25	Persepsi Mahasiswa terhadap Perkuliahan Statistika Penelitian Pendidikan Oleh: Rostina Sundayana .....	280

26	Pemanfaatan Kajian KKBI dengan BBDdMP sebagai bahan Ajar Morfologi Bahasa Indonesia Oleh: Opi Masropi Adiwijaya .....	292
27	Pembentukan Karakter Sosial Siswa dalam Perspektif Global pada Pendidikan PKn dan IPS Oleh: Tetep .....	304
28	Analisis Sukatan Peperiksaan Muzik Bergred Ensemble Ghazal Oleh: Nurhanis Zahidah Binti Hashim .....	318
29	Effective Teaching: Pedagogical Content Knowledge By: Palanisamy Kathirveloo & Marzita Puteh .....	324
30	How to Speak Better: Communicative Approach in Secondary Schools in Malaysia By: Sathyabama Narayanan & Intan Safinas Mohd Ariff Albakri .....	329
31	A Survey on English Language teaching in Nagoya Elementary Schools By: Siti Salina Mustakim, Mina Hattori, Ramlee Mustapha & Othman Lebar .....	339

## **The Needs of Computer-Based Career Guidance for Senior High School Students**

**Hartono**

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

**Widodo**

Email: widodo.adibuana@gmail.com  
Lecturer of Electrical Engineering Departement,  
Surabaya PGRI Adi Buana University

**Boy Soedarmadji**

Email: boy\_soedarmaji@yahoo.com  
Lecturer of Guidance and Counseling Departement,  
Surabaya PGRI Adi Buana University

### **Abstract**

Needs of senior high school students on a computer-based career guidance are important aspects that need to be responded positively by creating a model of adequate career guidance using computer technology as a tool. This study involved 190 senior high school students as research respondents. The results of this study indicate that the majority of the 145 students or 75.92% stated requiring career guidance of computer-based as a tool to understand the interest in majors in college; most of the 154 students or 80.63% stated requiring of career guidance of computer-based as a tool to understand their talent; most of the 155 students or 81.16% stated requiring computer-based career guidance as a tool to understand the advantages and strengths of its potential; most of the 150 students or 78.53% stated requiring career guidance of computer-based as a tool to understand the weaknesses their possession; and most of the 150 students or 78.53% stated requiring career guidance of computer-based as a tool to select the department/program of study in college.

*Keywords: need, computer-based career guidance.*

### **Introduction**

Senior high school students are students who are studying in upper secondary education in formal education. Viewed from the aspect of development, senior high school students are at the end of the juvenile phase is a phase that is full of challenges and expectations, meaning that at this stage they have realistic expectations, in addition to the problems that must be overcome in realizing these



expectations. Realistic expectation is a senior high school student who is generally a desire ideals that fulfillment requires effort to learn. Ideals are focused on different areas of expertise/careers as doctors, educators (lecturer or teachers), psychologists, sociologists, anthropologists, nurses, lawyers, pharmacists, or areas of expertise/other desired career students.

Problems arising high school students in an effort to reach his goal on the choice of a career field are the lack of ability to understand themselves, understand the particular career education and the world of work, as well as the low independence in choosing a career (Hartono, Widodo, and Boy Soedarmadji, 2014). According to Parriss and Stoss in Hartono (2009) what is desired by the student, what they have, and what is done in an effort to choose a career, three things are interrelated. Research was conducted by Hartono (2012) on a sample of high school students in Surabaya found that aspects of self-knowledge aspect and career-knowledge aspect together are significantly and positively correlated with the intensity pattern of career choice.

Based on the opinion and the results of the above studies indicate that self-knowledge and career-knowledge for high school students in relation to career choice is an important aspect that needs to be responded by designing a model of computer-based career guidance needs of senior high school students. Computer-based career guidance is a career guidance services provided to senior high school students, to enable them to understand themselves, understand the career, and able to make decisions concerning career choice.

Self-knowledge is a deep recognition of the potential that includes interest, abilitas, personality, values and attitudes (Hartono, 2009), whereas the career-knowledge embodied in the form of the introduction of various types of education, courses/majors in college in relation to the field jobs, professions, world of work available in the midst of a global society. Self-knowledge and career-knowledge are two important aspects which required senior high school students so that he can choose a field of work or profession that suits her potential as pointed Stoss and Parriss above that what the student (self-knowledge and career-knowledge) with regard to what desired, and what is done, in the form of learning the business with the help of computer-based career guidance needed by senior high school students.

To meet these expectations is necessary to study the needs of senior high school students on a computer-based career guidance with the aim of: (1) to describe the concrete needs of senior high school students on a computer-based career guidance as a tool in the effort to understand their interests, talents, advantages, weaknesses, and choosing majors/courses available in colleges or other institutions of the course; and (2) as a basis or empirical reasons to develop a model of computer-based career guidance that contains three programs, namely the programs of self-knowledge, career-knowledge programs, and career decision-making program.

Development of a model of computer-based career guidance in an effort to meet the needs of senior high school students, guided by a condition that today's advances in computer technology with the global network has reached a very advanced stage, which can be utilized by almost all levels of society (Hansen in Pelling, quoted by Hartono and Boy Soedarmadji, 2014). Utilization of computer technology with a global network in the career guidance services can help high school students to identify potential weaknesses in depth in addition, so that they are able to develop their potential and reduce the weaknesses in an effort to achieve the desired career field. To answer these needs, this research is deemed necessary.

### **Methods**

In line with the problem and research objectives above, this study used a descriptive research approach (Lodico, Spaulding, and Voegtler in Hartono, 2013). A total of 190 students designated as research samples representing all students of SMA Negeri 1, SMA Negeri 2, SMA Negeri 5, and SMA Negeri 9 in the city of Surabaya as the study population.

The sampling procedure of the study population using random sampling technique by way of lottery (Gall, Gall, and Borg, 2003), by performing the following steps: (1) defining the study population is all students of SMA Negeri 1, SMA Negeri 2, SMA Negeri 5, and SMA Negeri 9 in the city of Surabaya; (2) making a roll of paper that contains the name and registration number of students in each grade in each school who became the study population; (3) The paper roll is inserted into the raffle box has been provided and made repeated shaking at each senior high school group of the study population; and (4) taking a roll of paper at random in order to obtain 47 students of SMA Negeri 1 Surabaya, 47 students of SMA Negeri 2 Surabaya, 47 students of SMA Negeri 5 Surabaya, and 49 students of SMA Negeri 9 Surabaya.

Data were collected using a questionnaire Thurstone scale models developed by researchers using the procedure content validity through expert study. Thurstone scale model selected for this study data is discrete is yes and no. Yes indicates students need a computer-based career guidance, while by no means students do not need a computer-based career guidance. After the data collected were then analyzed using descriptive statistical techniques percentage (Miles and Banyard, 2007).

### **Results**

The findings of this study indicate that senior high school students were designated as the study sample, requires a computer-based career guidance services, which are detailed as follows: (1). A total of 145 students, or 75.92% of the 190 students states require computer-based career guidance as a tool to understand the interest in the department/program of study in college; (2) A total

of 154 students, or 80.63% of the 190 students states require computer-based career guidance as a tool to understand his talent; (3) A total of 155 students from 190 students or 81.16% states require computer-based career guidance as a tool to understand the advantages/strengths of its potential; (4) A total of 150 students from 190 students or 78.53% states require computer-based career guidance as a tool to understand the weaknesses they possess; and (5) A total of 150 students from 190 students or 78.53% states require computer-based career guidance as a tool to select the department/program of study in college.

As an illustration of the student needs a computer-based career guidance outlined in Figure 1 as follows.

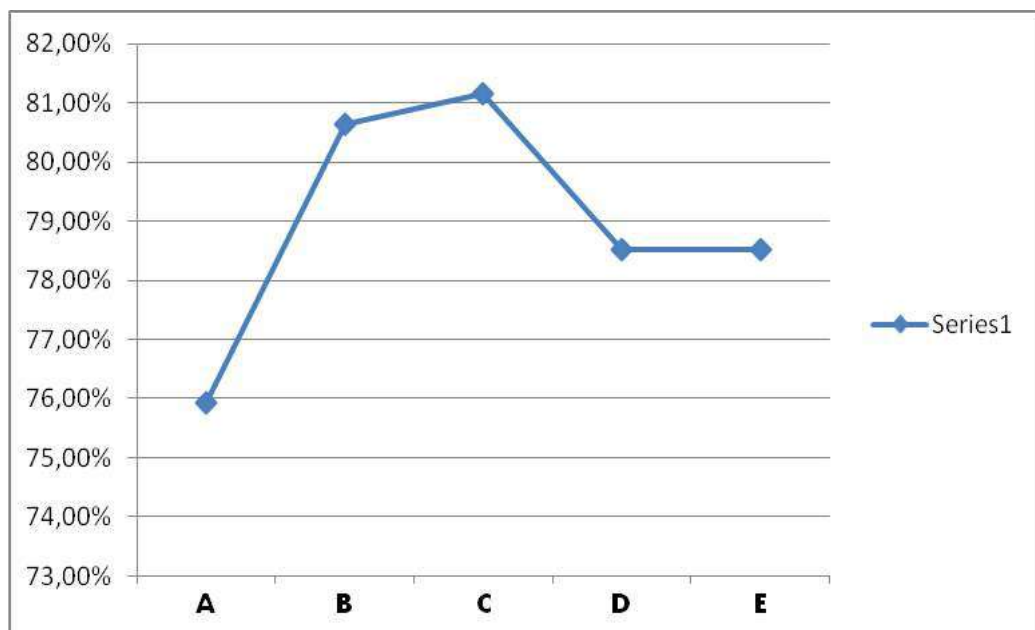


Figure 1. Percentage of Need of Senior High School Students  
of Computer-Based Career Guidance

**Specification:**

- A: The need for computer-based career guidance as a tool to understand the interest in the department/program of study in college.
- B: The need for computer-based career guidance as a tool to understand the talent.
- C: The need for computer-based career guidance as a tool to understand the advantages.
- D: The need for computer-based career guidance as a tool to understand the weaknesses.
- E: The need for computer-based career guidance as a tool to select the department /program of study in college.

## Discussion

Needs of Senior high school students on a computer-based career guidance need to respond positively by developing a model of adequate career guidance. Model of career guidance is designed using computer technology as a tool, in which senior high school students as a client can access a variety of information related to the career world through on-line networks. The use of computers as a tool for career guidance services for senior high school students are expected to meet the needs of students to understand their interests, talents, advantages or superiority, or weaknesses, and make decisions in choosing majors/programs of study in college according to her potential, opportunities, and the values and code of ethics of professional guidance and counseling (Corey, 2007).

Interests, talents, advantages and disadvantages/weaknesses of senior high school students is an important factor that is common to get attention, especially from a school counselor/guidance and counseling teachers, parents, and the observer of the world of education. Special attention was intended as a form of facilitation on the development of senior high school students who are in a realistic period (Ginzberg in Zunker, 2002), and the exploration period (Super in Sharf, 2002). In this period of senior high school students in need of assistance to enable them to integrate a variety of capacities/capabilities with a career interest in the field in the development process of career choice to find a career field that is right for them (Thomason, 1999).

Senior high school students' interests and talents are important aspects that need to be considered by the school counselor/teacher of guidance and counseling in the process of choosing majors/programs of study in college. A choice of senior high school students about careers that are relevant to their interests and talents which accompanied a strong effort in the form of learning and practice, will be a strong chance for success (Stoss and Parriss in Hartono, 2009).

The linkage between the interests, talents, and ability as potential students (what is owned) with ideals as a career choice (what you want), as well as learning and practicing as a business (what is done) is illustrated in Figure 2 below.

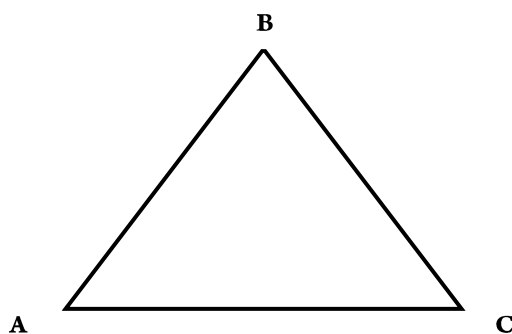


Figure 2. The relationship between what is owned by what is desired, and what is done of senior high school students according to Stoss and Parriss in Hartono (2009)

What does a senior high school student in the form of interests, talents, and ability as potential (A), to underlie a choice of majors/programs of study in college as a career choice (B), to be in accordance with what students can do in an effort to learn and practice (C), to achieve a career choice is to be captured, retained, and developed as a profession in the public life.

Based on the illustration and the description above, it can be concluded that the need for a computer-based career guidance for senior high school students is a necessity/obligation to assist them in understanding themselves (interests, talents, ability, strengths, weaknesses, and personality characteristics), and understand the world in a career (majors/programs of study/program courses/training programs) are available in the community in relation to a profession/job. Thus, the difficulty students in choosing a career field can be facilitated by the school counselor/teacher of guidance and counseling in the form of adequate career guidance services using computer technology that has many advantages as follows:

- a). Encouraging students more interested in using computer technology as a tool to understand yourself, understand the career environment, and learn choosing a career field that corresponds to his or her potential.
- b). Encouraging students to be creative and innovative in exploring the search for information, manage information, and use the information to support the development potential in relation to career choice.
- c). Avoiding boring pattern student learning, as triggered by the model guidance and counseling services are held in the conventional and monotonous.
- d). Making Easier for students to conduct self-reflection on deficiencies/weaknesses, in order to develop themselves through a variety of creative and innovative activities both in school and outside of school.
- e). Facilitating school counselor/teacher of guidance and counseling to update the materials of computer-based career guidance services.

Talent is a special ability of a person in a particular field (Hartono, 2014), whereas ability an individual student's ability in conducting various forms of activities that support the achievement of his career (Chaplin, 2000). The findings of this study indicate that senior high school students need a computer-based career guidance as a tool to understand their interests (as much as 75.92% of respondents) in the majors/programs of study in college, to understand his talent (as much as 80.63% of respondents), to understand advantages (as much as 81.16% of respondents), to understand the weaknesses (as much as 78.53% of respondents), and to select the department/program of study in college (as much as 78.53% of respondents). This underlies the research of Osborn, Peterson, Sampson Jr., and Reardon (2003) which states that as many as 83.6% of the students who use computer-based career guidance, find it easier to determine career choice.

## Conclusions

The results of this study can be concluded as follows.

1. A total of 145 students or 75.92% stated requiring computer-based career guidance as a tool to understand the interest in majors in college;
2. A total of 154 students or 80.63% stated requiring computer-based career guidance as a tool to understand his talent;
3. A total of 155 students or 81.16% stated requiring computer-based career guidance as a tool to understand the advantages/strengths of its potential;
4. A total of 150 students or 78.53% stated requiring computer-based career guidance as a tool to understand the flaws/weaknesses they possess; and
5. A total of 150 students or 78.53% stated requiring computer-based career guidance as a tool to select the department/program of study in college.

## 6. Recommendations

Based on these results, the authors suggest some of the following.

- a. Needs of high school students on a computer-based career guidance should get the attention of a school counselor/teacher of guidance and counseling which is responsible for providing guidance and counseling services to students at school.
- b. Needs to find smart solutions as a form of facilitation of senior high school students to support the implementation of their development tasks, especially in self-knowledge, career-knowledge, and learn to make decisions about career options in accordance with the potential.
- c. Model of computer-based career guidance that can typically be developed to meet the needs of senior high school students about these things, which need to be designed such that the zoom can draw attention and motivation of students to use.
- d. Development of a model of computer-based career guidance should be able to put the position and role of the computer as a tool, in addition to the position and role of the school counselor/teacher of guidance and counseling as a professional educator.
- e. Computer-based career guidance that is being developed normally meet the criteria of usability, feasibility, and accuracy, in addition to the material easily updated to follow the development of science and technology and art.

## References

- Brown, D. and Associates. (2002). *Career Choice and Development* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass, A Wiley Company.
- Chaplin, J.P. (2000). *Dictionary of Psychology*. New York: Dell Publishing Co., Inc.

- Corey, M.S. (2007). *Becoming a Helper* (6<sup>th</sup> ed.). United Kingdom: Thomson-Brooks/Cole.
- Gall, M.D., Gall, J.P. and Borg, W.R. (2003). *Educational Research: An Introduction* (7<sup>th</sup> ed.). New York: Pearson Education, Inc.
- Hartono dan Boy Soedarmadji. 2014. *Psikologi Konseling*. Edisi Revisi, Cetakan ke-3. Jakarta: Kencana Prenada Media Group.
- Hartono, Widodo, dan Boy Soedarmadji. (2014). *Pengembangan Model Bimbingan Karier Berbasis Komputer untuk Meningkatkan Kemandirian dalam Memilih Karier Siswa SMA*. Surabaya: LP2M Universitas PGRI Adi Buana Surabaya.
- Hartono. (2009). *Efektivitas Bimbingan Karier Berbantuan Komputer terhadap Kemandirian Pengambilan Keputusan Karier Siswa SMA*. Disertasi Tidak Diterbitkan. Malang: Program Doktor Program Studi Bimbingan dan Konseling PPS Universitas Negeri Malang.
- Hartono. 2012. *The Correlation between Self-Knowledge Aspect and Career-Knowledge Aspect with the Patterns Intensity of Career Choice on Senior High School Students*. Proceedings ISGC. Yogyakarta: Guidance and Counseling Departement, Yogyakarta State University.
- Hartono. 2013. *The Perceptions of Islamic Career Prospects of Senior High School Students*. Proceedings of The International Conference on New Careers in New Era July 5-6<sup>th</sup>, 2013. Surabaya: Adi Buana University Press.
- Miles, J. and Banyard. (2007). *Statistisc in Psychology: A Practical Introduction*. London: Sage Publication Ltd.
- Osborn, D.S., Peterson, G.W., Sampson, Jr.J.P. and Reardon, R.C. (2003). Client Anticipation about Computer-Assisted Career Guidance System Outcome. *The Career Development Quarterly*, 51(4), 356–367.
- Sharf, R.S. (2002). *Applying Career Development Theory to Counseling* (3<sup>rd</sup> ed.). Australia: Brooks/Cole.
- Thomason, T.C. (1999). *Basics of Career Development*. Arizona: Institute for Human Development, University Affiliated Program, Northern Arizona University.
- Zunker, V.G. (2002). *Career Counseling: Applied Concepts of Life Planning* (6<sup>th</sup> ed.). United Kingdom: Brooks/Cole.