

The Effectiveness of Group Guidance with Sociodrama and Group Discussion Techniques on Student Career Planning

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Abstract

This study aimed to determine the influence of group guidance services with socio-drama and group discussion techniques towards students' career planning in Eighth Grade level of Public Junior High School (SMP Negeri) 1 Mejobo Kudus. The study used Pre-post Control Group research design. Meanwhile, the subjects of this study were the Eighth Grade students of SMP Negeri 1 Mejobo Kudus which amounted to 24 students selected by purposive sampling. The results of the study showed that before the group guidance given to the students, their average percentage of career planning was 79.125% (low category). Then, after the group guidance with socio-drama technique was given, the percentage increased to 96.44% (high category). On the one hand, initially, the career planning level of students before receiving group discussion technique obtained the percentage of 65.13% (low category). Meanwhile, after they received given group guidance, the percentage increased to 78.73 (high category). At last, the discussion of the findings of this study was focused on the effectiveness of group guidance with socio-drama and group discussion techniques towards students' career planning in Eighth Grade level of Public Junior High School (SMP Negeri) 1 Mejobo Kudus.

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INTRODUCTION

Everyone needs employment to work. In society there are different types of work and each individual has the freedom to choose a career or occupation as well as a future outlook followed by responsibility for the consequences arising from his choice. A person's responsibility is not only centered on himself, but also with others in balance.

ILO (2011) states that choosing a job and career planning are not enough to be done by only having good advice as a consideration. It is not enough for learners too because they also have some limitations in their career planning such as (a) the ideas instilled by the family and communities (b) poor economic realities that hinder them from following their chosen education, (c) lack of access to educational facilities.

Careers are often equated with work. Career planning is likened to job selection. Actually, the meaning of a career is broader than just choosing a job. Careers relate to the development of a person and become an important part in the success of one's life, for that career needs to be well planned. The success of one's career achievement is influenced by career planning. Someone who has career planning is certainly able to understand himself. By having such ability, the individual can decide the most appropriate choice according to his circumstances.

Adolescence is a period of transition from child to adult. As individuals undergoing a transitional process, adolescents have developmental tasks that lead to their readiness to meet the demands and expectations of adult roles. According to Elizabeth B. Hurlock (in Desmita, 2008), future or career orientation is one of the phenomena of cognitive development that occurs in adolescence.

In that period, adolescences happen to create many plans for their future, ideals, and career. Therefore, it is very important for students to make it easier in their career planning.

Career planning is not simply a short-term activity that a person does when completing

education, but is a lifelong process. As expressed by Sukardi (2009: 56) "career planning is a process where an individual chooses and decides a career that will be pursued and live lifelong". This implies that students' career planning does not only take place at this junior high school, but lasts until students can achieve what they expect in accordance with the plans they have made before. To assist students in preparing themselves in career planning, firstly, students can understand themselves by understanding their skills, talents, interests, aspirations, and other aspects that support their self-understanding.

Difficulties to plan will be avoided when students have some information that matches things related to their career world. So, they need guidance from an existing school counselor in order to gain sufficient knowledge and understanding of the various conditions and characteristics of themselves. If this problem is not followed up, the condition will make the students lose the opportunity, choose wrong majors, wrong choice of work, and cannot seize opportunities well in accordance with the ideals, talents, interests, various advantages and disadvantages that exist within them.

In line with the aforementioned description, the research findings of Kurniawan and Pranowo show that there are differences in career planning in students between before and after they received treatment. According to their findings, the mean value of the data analysis showed that the average score on career planning after the students were treated was lower than the average score of career planning before the students got the treatment. It can be concluded that the model of group guidance they used, namely socio-drama and group discussion techniques are effective towards students' career planning.

Based on the results of the preliminary study of data collection through observation, and the questionnaire of career planning of the Eighth Grade students of SMP Negeri 1 Mejobo Kudus, it was known that career planning has become one of the goals to be achieved through group guidance services. However, it was acknowledged by the Guidance and Counselling

(BK) teacher that the result of the group guidance was not maximal. It was proven from the fact that 24 students were still confused in planning their careers in the future. The overall information of Eighth Grade classes showed that the students were in low level of career planning and apparently had good average scores to improve it. These results were proven by the fact that of all 32 students from the Eighth grade level, there were many students (95%) choosing the same item on the questionnaire, namely "I do not know what to do after graduation". Thus, it can be concluded that the Eighth Grade students need to be given special care to improve their career planning. This is because career is an integral part of life and career planning is something that should be done by students as early as possible. At least they should have a good illustration and plan for the desired future.

Thus, by considering that the implementation of socio-drama technique provided by the BK teacher in the Junior High School was scheduled, the socio-drama technique given to the students was chosen by the researchers as one of the treatment and performed in form of role play in group guidance. Moreover, since there still found some problems regarding the implementation of the socio-drama technique based on interviews with BK teacher at SMP 1 Mejobo Kudus, therefore, it was necessary to have another technique than socio-drama, namely group discussion technique. By doing so, the students were expected to be able to work together in reaching goal.

METHODS

The research design used in this study was Pre-post Control Group Design. This design consisted of two experimental groups with a comparison group beginning with the pretest given to all groups, followed by treatment. The study then ended with a final test (post-test) given to both groups.

Based on Figure 1, the first step of the experimental research started with the initial questionnaire (pre-test) given to the sampling group, two experimental groups and one control

group before the treatment started. This career planning questionnaire consisted of career planning items based on self-assessment in accordance with item items that have been prepared. The second step, the provision of treatments after the initial questionnaire has been conducted. Then, the experimental groups were given 8 treatment sessions. The treatment was in form of a group guidance service with socio-drama technique in accordance with the treatment procedures that have been prepared. The last was the provision of treatments after the initial questionnaire has been conducted. After that, the experimental groups were given 8 treatments sessions. Meanwhile, the control group did not get treatment. The treatment was in form of a group guidance service with group discussion technique in accordance with the treatment procedures that have been prepared.

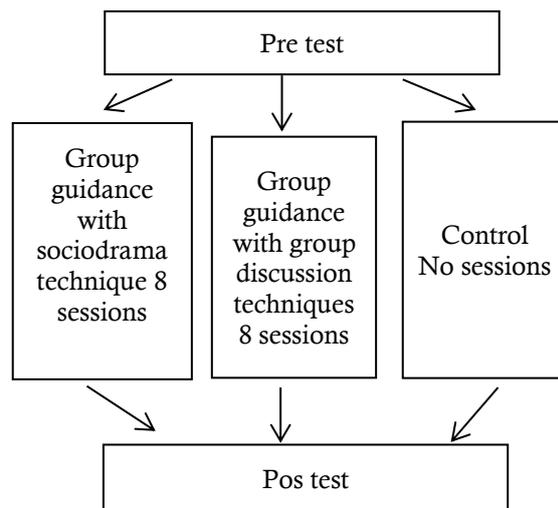


Figure 1. The Steps of Experimental Research

The fourth step, the control group consisting of 8 students was used as a comparison between the experimental group 1 and the experimental group 2. In the questionnaire (post-test) the three groups were given a questionnaire after the treatments were given and got their questionnaire data analyzed.

In this study, the samples used were 8 students for Socio-drama Technique in experimental group, 8 students for the experimental group with Group Discussion Techniques on career planning skills and 8

students as a control group. The total sample were 24 students.

Further, the instrument of data collection was the career planning scale. This instrument was used to determine the improvement of students who had low career planning capabilities and students who had high career planning capabilities as expected. Its items should be valid for data collection. Based on the analysis using SPSS 22 software, from 60 items tested to 60 students, there were 40 items considered as valid after being analyzed by the test validity scale of career planning using product moment correlation formula, while the items reliability were decided by using Alpha Cronbach formula. For more, the 40 valid items obtained alpha coefficient of 0.919.

RESULTS AND DISCUSSION

The result of the field guidance of group guidance service with sociodrama technique and group discussion technique showed that group guidance service with sociodrama technique and group discussion technique can be applied to the students of Public Junior High School 1 of Mejobo Kudus. The result of the application is that students look enthusiastic and happy when the application of group guidance with sociodrama techniques and group discussion techniques take place. There is a significant increase in the level of career planning of students after following group guidance with sociodrama techniques and group discussion techniques. In every meeting, the students achieve good progress in every group guidance activity.

This study uses a 95% confidence level with a real level of 5%. The results of data analysis obtained using Wilcoxon Signed Ranks Test technique in experimental group before and after given treatment are as follows.

Based on Table 1 it can be seen that in general, the interventions of group guidance with socio-drama and group discussion techniques were effective for improving career planning. The change in career planning level in each group was explained on the next description. Subjects who received group guidance with socio-drama and

group discussion techniques had significant career planning improvements ($z = -4.51, p < 0.01$; $z = -2.186$, respectively), while the two experimental groups using the mann-wheatney test obtained $z_2 = 2.15, p < 0.05$). However, there was no improvement in career planning in the control group ($z = -2.186, p > 0.05$).

Table 1. Results of Experimental Group Analysis with The Control Group

	Pre-test		Post-test		z^1	Scores	z^2
	M	SD	M	SD			
KE 1	79.12	3.53	96.44	10.17	-4.51*	17.32	
KE 2	65.13	2.75	78.73	18.51	-3.302**	13.60	2.15**
KK	55.10	1.85	66.75	16.11	-2.186***	11.65	

Description:

KE 1 = EG1 = Guidance of sociodrama technique group

EG2 = Group discussion group technical guidance

CG = Control group

z^1 = Wilcoxon test results

z^2 = Mann-wheatney test result

* $p < 0.01$, ** $p < 0.05$, *** $p > 0.05$

In accordance with the title of the study, research questions and theories used, the hypothesis used was the null hypothesis

H_0 : there is no difference between before and after being given group guidance treatment with socio-drama and group discussion techniques.

H_a : there is a difference between before and after the giving of group guidance treatment with socio-drama and group discussion techniques.

These findings confirmed that group guidance with socio-drama and group discussion techniques was effective for improving career planning. This result was consistent with previous research findings from a research related to career planning which has been done by Rizki (2013), explaining that students' career planning understanding has improved after being given action in the form of group discussion techniques. The study was conducted on a high school level subject, which was also at the transitional stage according to Ginzberg's theory. Meanwhile the subject of research was at the capacity stage of the junior high level. Further, the study findings was also related to a research related career planning

which has been done by Galuh Hartinah (2015), with the aim of developing life skills-based career information service model to improve understanding in career planning of high school students. Thus, this research successfully generalized the effects of group guidance with socio-drama and group discussion techniques towards the subject of SMP N 1 Mejobo Kudus.

Meanwhile, the effectiveness of group guidance using socio-drama and group discussion techniques to improve career planning of students have been found in the previous researches. As a result, the discussion of the effectiveness of group guidance using socio-drama and group discussion techniques to improve student career planning in this study was explained through the theoretical studies of both techniques.

Based on the findings of this study and previous researches, it can be concluded that improving career planning could be overcome with group guidance with socio-drama and group discussion techniques. It was said so because the setting of these techniques let students dare to speak out opinions, act politely, able to complete the task on time, and appreciate others. In addition, students were able to understand the family's economic situation in planning their careers. They were also actively inquiring about the types of secondary schools and jobs to provide an overview of career planning.

The researchers conducted a series of group guidance sessions to gain significant differences after the intervention of the three groups, namely the socio-drama technique group, the group discussion group and the control group.

CONCLUSION

There are differences in career planning before and after the provision of group guidance service with group discussion techniques in experimental group B. It means that the group guidance service with group discussion technique is effective to improve students' career planning. The results of the calculation of the average scores increase between pretest before treatment and posttest after treatment of each experimental group A with socio-drama technique, experiment

group B with group discussion technique shows that the group guidance with socio-drama technique is more effective than group discussion technique, although both significantly improved students' career planning.

Counselors should provide career information services more varied and increase the frequency of career information services to assist students in planning their careers by guiding and providing relevant information through career information.

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