

Program Bimbingan Karir Di Perguruan Tinggi Untuk Membantu Adaptabilitas Karir

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Abstrak

Program Bimbingan karir di Perguruan Tinggi bertujuan untuk mempersiapkan diri menghadapi dunia kerja, memilih profesi yang sesuai serta siap memangku jabatan dan menyesuaikan diri dengan berbagai tuntutan pekerjaan tersebut. Jenis penelitian ini kualitatif dengan melakukan wawancara kepada mahasiswa dan program studi Bimbingan dan Konseling. Hasil penelitian menunjukkan bahwa Program bimbingan karir yang telah diterima oleh mahasiswa berupa Kegiatan Orientasi di Fakultas dan Program Studi, Layanan Informasi untuk mahasiswa tingkat akhir mengenai dunia kerja, Bimbingan Kelompok dengan topic persiapan memasuki dunia kerja, Kemudian secara akademik Program studi Bimbingan dan Konseling juga mendukung mahasiswa memiliki kesiapan memasuki dunia kerja dengan menyediakan Mata Kuliah Konseling Karir dan kewirausahaan. Untuk memperoleh kemampuan adaptabilitas karir yang baik, maka perlu didukung dengan Program Pelatihan agar mahasiswa memiliki keterampilan professional dalam dunia kerja.

Kata Kunci: Program Bimbingan Karir, Perguruan Tinggi, Adaptabilitas Karir

CAREER GUIDANCE PROGRAM IN HIGHER EDUCATION TO HELP CAREER ADAPTABILITY

Abstract

The Career Guidance Program in Higher Education aims to prepare oneself to face the world of work, choose an appropriate professional, and be ready to assume a position and adapt to the various demands of the job. This type of research is qualitative by conducting interviews with students and the Guidance and Counseling study program. The results of the study show that the career guidance program that has been received by students is in the form of Orientation Activities in Faculties and Study Programs, Information Services for final year students regarding the world of work, Group Guidance with the topic of preparation for entering the world of work, Then academically the Guidance and Counseling Study Program also supports students have

the readiness to enter the world of work by providing Career Counseling and Entrepreneurship Courses. To obtain good career adaptability skills, it is necessary to be supported by a training program so that students have professional skills in the world of work.

Keywords: Career Guidance Program, Higher Education, Career Adaptability

INTRODUCTION

It is an important factor for students to prepare the skills and insights needed for their careers in preparation for the transition from university to the world of work (Wang & Fu, 2015). The source of student readiness to face various obstacles in the transition period to enter the world of work is career adaptability (Savickas & Porfeli, 2012; Koen et al., 2012). Career Adaptability is an individual's ability to prepare and complete a variety of predictable tasks and be involved in various roles at work and have the ability to overcome unexpected problems that will occur in the work and working conditions undertaken (Savickas & Porfeli, 2012). Career adaptability will direct individuals to determine the right actions and strategies to achieve the goals they want to achieve (Savickas & Porfeli, 2012) and help them go through a career transition period (Savickas, 2005).

Career adaptability contains four dimensions as the basis for individuals preparing for their careers. These dimensions include concern, control, curiosity, and confidence (Savickas & Porfeli, 2012). Concern refers to the extent to which individuals are aware of the need for future career planning; control (control) includes individual responsibility in forming themselves from their environment to make firm decisions and achieve goals through self-discipline, effort, and perseverance; curiosity (curiosity) refers to the exploration of various possibilities of self-formation based on various situations and roles in the environment; Confidence is a feeling of confidence in choices and confidence that the individual can actualize his choices.

Based on the preliminary study, a survey was conducted to reveal the level of career adaptability in final-year students who are participating in PPL in 2022. The data obtained is that 90.4% are in a moderate position and 9.6% are at a low level. This

means that in general students have career adaptability abilities in a moderate position with the four dimensions above, but there are still 9.6% who are in a low position with career adaptability abilities (Rahmi, 2022). This low career adaptability causes problems with career indifference, career confusion, unrealistic attitudes toward careers, career barriers, academic adjustment difficulties to studies, low commitment to study choices, and constraints in self-actualization. This shows readiness in facing changes from college to the world of work is still not optimal.

Based on the results of the preliminary study, it can be identified that students of the Guidance and Counseling Study Program have not reflected on the dimensions of career adaptability so it is feared that graduates will experience a long waiting period to get a job which can have an impact on unemployment. Low mastery of the career adaptability dimension can make individuals experience certain problems in developing careers in the future such as delays in pursuing a career, unrealistic attitudes toward career choices (Brown, Steven D. and Lent, 2013), low commitment to career choices, and various obstacles in actualizing their career choices (Germeijs & Verschueren, 2007).

Career adaptability has a positive impact on preparing graduates for future career development (Hirschi, 2009) and career adaptability skills will be able to help graduates respond to career demands in the world of work with a variety of unstable work environments (Coetzee & Harry, 2014) so that they can have maturity. enter the world of work. Previous research mentions career adaptability and academic self-efficacy as potential mediators between expectations, future jobs, and life satisfaction (Zeng et al., 2022). Adaptability promotes work and will be able to improve work outcomes (Ocampo et al., 2022). Individuals who can adapt to their careers will find better job opportunities and are ready to face the transition period to get a quality job (Koen et al., 2012) and individuals who have high career adaptability will be successful in facing the transition period and have a small risk of becoming unemployed and able to choose a better career (Creed & Hughes, 2013). Career adaptability will help students plan career choices and help find suitable jobs (Zikic & Klehe, 2006) and even help new graduates get suitable jobs in the current economic era (Koen et al., 2012) .

Reviewing career development in college students is at the trial transition stage (Anderson & Niles, 2000). During this transition period, problems are often experienced, including a lack of career information regarding job opportunities after graduation and expectations about the future that is not by career planning and do not have a way of dealing with various obstacles in the career decision-making process.

The problems faced by students become the basis for providing counseling services using a comprehensive approach. The counseling process provided will assist students in making decisions and being responsible for decisions taken actively (Watts & Sultana, 2004). Therefore it is necessary to design a Career Guidance Program to help students plan a career, be ready to enter the world of work, and be able to adjust to entering the world of work.

RESEARCH METHODOLOGY

Judging from the type of data the research approach used in this study is a qualitative approach. As for what is meant by qualitative research, namely, research that intends to understand the phenomenon of what is experienced by research subjects holistically, and using descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Lexy J. Moleong, 1990). The main respondents in this study were final-year students at the Guidance and Counseling Study Program at UIN Bukittinggi with supporting respondents namely the Head of the Guidance and Counseling Study Program. The technique of taking respondents with snowball sampling. The instrument used was a structured interview regarding the career guidance program he had obtained.

RESULTS AND DISCUSSION

Based on the results of interviews with final-year students in the Guidance and Counseling Study Program and the Head of the Guidance and Counseling Study Program, there are several career guidance programs implemented in tertiary institutions, namely Orientation Services in Faculties and Study Programs, Group Guidance, Soft Skill Materials for PPL Preparation and Integration of Career Concepts

and the World of Work through Courses. Each of these programs is described and analyzed as follows:

Orientation Service

Orientation activities are carried out to introduce students to the study program they are taking including the curriculum, the lecture process that takes place, and the academic guidance that can be followed. Orientation activities in study programs are also strengthened by graduate profiles (Curriculum for the BK FTIK UIN Bukittinggi Study Program). Orientation activities are carried out at the beginning of the lecture process under the name Academic Introduction Orientation Activities (OPAK).

Orientation services are guidance and counseling services that enable the counselee to understand the new environment the counselee has entered, to facilitate and expedite the role of the counselee in the new environment (Sukardi dan Kusumawati, 2008) (Hallen, 2005) by introducing new environments and existing programs (Tohirin, 2017).

Introduction Main and supporting graduate profiles are important. Main Profile as Guidance and Counseling teacher at school, Supporter Profile as counseling staff outside school, and researcher. To support this main profile and supporting profile, are included in the supporting course curriculum, both theoretically and practically. Through mastery of this course, it is hoped that students will be able to adapt later in the work environment they enter and be ready to enter the world of work and face competition in the world of work and be able to respond to career demands such as an unstable (turbulent) work environment that is uncertain and various events that always occur. changes in the work environment (Coetzee & Harry, 2014). This ability is a reflection that students are ready to have adaptability in the world of work. Career adaptability is a form of behavior that views the capacity to be able to plan and adapt by preparing oneself to face unexpected career changes (Rottinghaus et al., 2005)

Information Services

Services need to be provided to students to provide understanding and insight into the world of work. Especially for final year students, are given information about the world of work through online webinars. Webinar activities by inviting speakers from various agencies, both government and private. This activity is specifically for final-year students who have already taken their final exams. It is hoped that through this activity students will gain insight into the world of work and have concern for their future and prepare for the future as part of the concern dimension in career adaptability (Savickas & Porfeli, 2012).

Group Guidance Services

Group guidance activities are carried out as an effort to provide understanding and insight to group members. The updated theme is given to group members. The theme needed for final-year students in preparation for entering the world of work with the theme *Where are you going after graduating from college?* Students are enthusiastic about discussing this material because it relates to themselves. There are activities to explore various situations and roles needed in their career in the future. Curiosity encourages individuals to describe themselves in various situations and roles. (Savickas, 2013).

Activities carried out in the Counseling Labor. Group guidance activities are still very limited and have not touched all final-year students. Group guidance is an activity carried out by a group of people by utilizing group dynamics (Prayitno, 1995) to achieve optimal development according to their talents and values (Romlah, 2001) . Through group guidance activities, group members have an understanding and insight regarding the world of work and have alternative job options. Making choices of work and education based on self-understanding and the environment that has been understood and based on goals that have been formulated (Afdal, A. Sua, M., Syamsu,S., & Uman, 2014)

Soft Skills Training Materials

Professional competency development programs are needed to support readiness to enter the world of work so that students can obtain career adaptability skills. Soft skill training activities are obtained by students through Field Guidance Practice Coaching and Outside School Counseling. The study program collaborates with the Bukittinggi City Women and Children Empowerment Protection Service. Mrs. Heny gave material regarding the Soft Skills needed by students in the world of work. The material includes personal and interpersonal communication skills, empathy, problem-solving skills, leadership, adaptability, and work ethics.

The ability to master soft skills is a factor in readiness to enter the world of work (A, 2010) hard skills and soft skills have a positive or significant effect on work readiness (Ni'mah, 2017). In job advertisements, various companies often require soft skills such as teamwork, communication skills, and interpersonal relationships in selecting their employees. The need for soft skills is also reinforced by the results of a 2011 National Association of Colleges and Employers (NACE) survey, there are 19 skills needed in the job market, and 16 skills needed are soft skills (Widarto, 2011).

CONCLUSION

Career Adaptability is an individual's ability to prepare and complete a variety of predictable tasks and be involved in various roles in work and have the ability to overcome unexpected problems that will occur in the work and working conditions undertaken. There are several career guidance programs conducted in tertiary institutions as part of the preparation for entering the world of work. The career guidance program includes Orientation Services regarding Study Programs and Graduate Profiles, Information Services regarding the World of Work with Webinars, Group Guidance Services with the Theme of Where to Go After College, Providing Soft Skill Materials for students who take part in the Outside School Guidance and Counseling Practice Program.

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