
POLICY ANALYSIS OF CAREER GUIDELINES AT THE HIGH SCHOOL LEVEL FOR PHYSICS EDUCATION PROGRAM FOR WEST SUMATERA AND NORTH SUMATRA REGIONS

Zakirman^{1*}, Wienda Gusta², Chichi Rahayu³

¹Universitas Terbuka, Indonesia

²Universitas Putra Indonesia YPTK Padang, Indonesia

³Universitas Ekasakti, Indonesia

*Corresponding author : Zakirman.official@ecampus.ut.ac.id

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Abstract: The guidance of career counseling can lead, provide insight and knowledge about the world of work and current issues in facing competition in the world of work. The magnitude of the impact caused by the counseling career counseling program, making the educational policy stakeholders at a university institution consider the implementation of guidance services to prospective graduates who will compete in the world of work. This type of research is descriptive qualitative and aims to describe the results of the analysis of educational policies that have been taken by several universities regarding career counseling guidance services. The sample universities taken in the research activity were : IAIN Batusangkar, STKIP PGRI Sumatera Barat, Universitas Muhammadiyah Tapanuli Selatan, Institut Pendidikan Tapanuli Selatan, UIN Imam Bonjol Padang, Universitas Negeri Padang, dan Universitas Putra Indonesia YPTK Padang. The instrument for collecting research data is in the form of a questionnaire which is distributed to the leaders and officials of study programs, departments, faculties, and universities/colleges. The results of this study include: report on career counseling guidance policy at the host institution, obstacles faced by the organizer, service impact for graduates, and evaluation of career counseling guidance policy. Based on the analysis that has been done, the counseling guidance program is feasible to be applied by every university in order to create a successful alumni career in the future. Therefore, the leadership and all levels of higher education can work together to create a policy for career counseling guidance services at the university level.

Keywords: Policy, Career Counseling, Guidance, Higher Education

INTRODUCTION

Education is a person's conscious effort to add insight and knowledge so that they have abilities that can be utilized in meeting their future needs (Zakirman, Lufri, & Khairani, 2018). The level of ability possessed can be honed by deepening a skill at a certain level of education. The higher the level of education taken, the better the skills and expertise a person has. Skills and job opportunities can be said to be directly proportional, meaning that the better and better a person's skills are, the greater the job opportunities they have.

It is undeniable, one of the goals of a person in following the educational process is to get a decent job according to their field and abilities. All knowledge, insights and knowledge gained during the educational

process can be applied when a person is faced with the world of work. Of course this will be a benchmark for how a person's quality in his existence in the world of work (Juwitaningrum, 2013).

In response to this, the institution where a person is studying should be able to facilitate and provide an overview of the world of work, so that when they are in a real situation in the world of work, graduates will be able to compete and survive in the midst of strong competition (Kushendar, 2019). Before being released to face the increasingly selective competition in the world of work, graduates who will later become job seekers need to be equipped with insight and knowledge about how the situation and conditions of the real world of work are. In addition, these graduates also need to be directed to create jobs, not just

fixate on getting a job (Alfan, 2014). In the future, it is hoped that with a program like this, it can minimize the high unemployment rate after completing their education.

Table 1. Percentage of Unemployment Data in Indonesia Age 15 Years and Over 2014-2016 Period

Grade	2014		2015		2016	
	2	1	I	II	I	II
SD	3.1	3.6	2.7	3.4	2.9	
SMP	7.2	7.1	6.2	5.8	5.6	
SMA	9.6	8.2	10.3	6.7	8.7	
Uni- versity	5.7	5.3	6.4	6.2	4.9	

(sources: Kompasiana.com)

The facts on the ground show that there is still a large percentage of graduates, especially higher education institutions, who have not found work. Based on the results of interviews that have been conducted, it can be concluded that several factors triggering the high percentage of college graduates unemployment include:

1. lack of information on job vacancies,
2. low competence possessed,
3. lack of variety of existing skills,
4. do not know the tips to get a job,
5. lack of experience in identifying the needs of the world of work,
6. the existence of a mindset and mindset where working in one field only.

To anticipate this condition, universities can contribute and have a role in suppressing the high unemployment rate (Budisiwi, 2013). The solution that can be done is to adopt a policy of providing career counseling guidance for prospective graduates who will face the world of work. Career counseling guidance can be a forum for establishing relationships between the world of work and prospective job seekers (Aryani, Sinring, Rais, Nurul, & Kasim, 2021).

Career counseling guidance is one of the types of services that exist in the counseling guidance program. Guidance and counseling are assistance services for clients, either individually or in groups to be independent and develop optimally, in personal guidance, social guidance, study guidance, and career guidance, through various types of services and support activities, based on applicable norms (Fadli,

Ifdil, & Amalianita, 2019). Career guidance is a systematic and service-based program and is intended to help individuals understand their potential/self-knowledge and identify opportunities in work, so that clients can manage their career development.

The principles of career guidance include: Career selection is more of a process than an event. Career selection and adjustment begins with self-knowledge. Individuals must understand their potential, talents, interests and abilities Career guidance must be a self-understanding. (Fikriyani, 2021). Career guidance helps understanding the world of work and work in society Career guidance includes providing information, information about training or education needed to acquire knowledge, various skills and behavior patterns needed for a job. Career guidance is an activity carried out by counselors in providing stimulation and assistance in career planning, making decisions and career adjustments (Goncharenko & Semenкова, 2021).

Policy (policy) etymologically (origin of the word) is derived from the Greek, namely "Polis" which means city (city). In this case, the policy relates to the idea of organizational regulation and is a formal pattern that is equally accepted by the government/institution so that they try to pursue their goals (Stebleton, 2020). In another definition, policy is a government decision that is general in nature and applies to all members of society (Kuijpers, 2019). Policies can also be interpreted as written rules which are formal organizational decisions, which are binding, which regulate behavior with the aim of creating new values in society. The policy will be the main reference for members of the organization or community members in their behavior. Policies are generally problem solving and proactive. In contrast to Laws and Regulations, policies are more adaptive and interpretative, although policies also regulate "what is allowed and what is not". Policies are also expected to be general in nature but without losing specific local characteristics. Policies must provide opportunities to be interpreted according to the specific conditions that exist.

Education policy contains 3 (three) important interrelated components in the education policy formulation process, namely Policy Actors, Policy Content and Policy Environment.

1. Policy Actors, People or actors involved in policy formulation are also called policy actors. According to James Anderson, policy actors are divided into two roles, namely official actors and informal actors.
 - a. Official actors, which are included in the official actors are the government which consists of:
 - 1) Legislature, is an institution in charge of formulating and forming policies in the form of laws and becoming a policy. Where the law becomes the legal umbrella for public policy making at the next level such as presidential instructions, government regulations, decisions to local regulations below.
 - 2) Executive, After the policy is made by the legislature, the executive function is to implement the public policy or in other words implement to the public what are the contents of a policy that has been born.
 - 3) Judiciary, this government agency is in charge of supervising and giving consideration to sanctions if later there are errors or mistakes in the process of implementing a public policy.
 - b. Unofficial actors usually come from outside government institutions such as interest groups, political parties, mass organizations, citizens and individuals. These unofficial actors have no role in making policy decisions, but they play a role in providing advice, suggestions, input and even intervention to official policy makers so that they can pass or use the form of policies they want.

2. Policy Environment

Systems theory argues that public policy making cannot be separated from the influence of the environment itself. Demands for policies can be born due to environmental influences and transformed into a political system. However, the resulting public policy formulation process must also pay attention to environmental factors, including; natural resources, climate, topography, population, population distribution, spatial location, culture, social structure, economic and political system. In the case of certain policies, it is also necessary to pay attention to the international environment and international policies. The

environment is very influential on the content of the policy, because it is from the environment that policy actors can formulate a strategy for making a policy content for the public sphere. Education policy as the allocation of power values for the whole community whose existence is binding so that policy actors in making educational policies must really pay attention to the environment where the demands of a policy originate.

3. Contents of Policy

What is meant by policy content is the final result of a policy formulation that has been realized in the form of laws, government regulations and regional regulations. The form of the public policy is contained in the content of the policy which contains considerations, determinations and decisions which then consist of chapters and articles to additional rules. The content of the policy is of course adapted to the local environmental conditions where the policy originates, if the content of the policy is not directed at an appropriate environmental condition, there will be failure of the implementation of public policy itself. The contents of the policy must of course really accommodate the interests of education and not the interests of certain groups so that they can answer the demands of the community.

METHOD

This type of research is descriptive qualitative and aims to describe the results of the analysis of educational policies that have been taken by several universities regarding career counseling guidance services. The sample universities taken in the research activity were: IAIN Batusangkar, STKIP PGRI West Sumatra, Muhammadiyah University of South Tapanuli, South Tapanuli Education Institute, UIN Imam Bonjol Padang, Padang State University, and Putra Indonesia University YPTK Padang. The instrument for collecting research data is in the form of a questionnaire which is distributed to the leaders and officials of study programs, departments, faculties and universities/colleges. The research instrument contains question items which are outlined in Table 2 below.

Table 2. Overview of Research Instrument Contents

Questionnaire Items	Focus	
First	Whether or not there are activities, implementation procedures, relevant policymakers, programs that have been implemented	Managed by the counseling guidance implementation laboratory routine every time graduation coordinated by the faculty
Second	The background of the importance of career counseling guidance services at the college level	Relevant policy makers From the head of the study program to the highest leadership of the university/college
Third	Activity evaluation form	Programs that have been carried out the field of study, archive studies seminars, workshops entrepreneurial activity
Fourth	Benefits and impacts of holding career counseling guidance	presenting special speakers
Fifth	Obstacles in implementing career counseling guidance at the university level	

Based on the analysis of the results of the questionnaire conducted, conclusions can be drawn regarding whether or not the implementation of career counseling guidance services is necessary in supporting the existence of graduates in the world of work. The recommendations offered have been based on the facts encountered during research activities in the field.

RESULT AND DISCUSSION

1. Analysis of Educational Policies Related to The Firsts Questionnaire Item

The summary of the results of the questionnaire analysis that has been distributed can be presented in the following form.

Table 3. Questionnaire Analysis Results Related to the First Questionnaire Item

Focus	Description
Whether or not there are activities	86% of the sample has carried out career counseling service activities
Implementation procedure	Integrated in the course

From the results of the questionnaire analysis that has been distributed, career counseling guidance has not been fully implemented by every university. This is evidenced by the finding that in a higher education institution, career counseling guidance services have not been implemented. Judging from the available resources, it is fitting for a career counseling guidance service program to be successfully implemented.

Based on the results of the questionnaire analysis that has been carried out, 86% of the sample universities have provided career counseling guidance services. This career counseling guidance program is carried out based on the policies taken and is the result of collaboration between higher education officials, starting from the head of the department to the highest leader, namely the chancellor or director. For the implementation procedure, it was found that several universities that already have counseling and guidance service institutions and UPBK, the service program as a whole are submitted to these institutions. For universities that do not yet have UPBK, they do it with several tricks including: integrating career counseling guidance services into courses (especially entrepreneurship courses), regularly holding events managed by the faculty before releasing prospective graduates.

Various forms of programs can be carried out by universities to carry out career

counseling guidance services (Kuijpers, 2019). The simplest and routine thing to do is to provide briefing in the form of seminars and workshops to prospective graduates about the real conditions of the working world at this time (Wong, Yuen, & Chen, 2020). In addition, in the seminars/workshops, they also invited alumni who had successful careers as well as other resource persons who were still related to the field of prospective graduates. A direct visit to the workplace (field study) is also one of the steps in seeking the implementation of career counseling guidance services (Nam, 2015). With the field study, it is hoped that positive feedback can be generated for prospective graduates in facing the world of work later. Seeing the implementation of career counseling guidance services at the tertiary level, then the background of the need for these services to be carried out by each university will be explained.

2. Analysis of Educational Policies Related to The Second Questionnaire Item

The most basic thing behind the importance of career counseling guidance services at universities is that many alumni are not ready to enter the world of work, so they have doubts and confusion in dealing with the world of work (Mittendorff, Beijaard, Pj, & Koopman, 2012). The second questionnaire item is related to this problem. The following table presents the results of the analysis results related to the second questionnaire item.

Table 4. Questionnaire Analysis Results Related to the Second Questionnaire Item

No	Background
1	Creating graduates who can compete in the global era
2	Most students are confused to determine their career
3	Make students more focused on their careers
4	The number of alumni who become unemployed/difficult to get a job
5	Equipping students to face the world of work
6	The importance of providing knowledge to students about tips at work

7	Responding to the needs of the dynamic world of work
8	The unpreparedness of students to enter the world of work

Another effect of doubts and confusion in dealing with the world of work is the high unemployment rate after the graduates graduate. Of course, this problem does not only belong to individuals, it also concerns universities. For this reason, universities must be responsive in dealing with problems related to the careers of prospective graduates in the future (Mary & Patton, 2000). With many graduates who are successful in the world of work, it will also increase the name and image of the campus in the eyes of the community.

3. Analysis of Educational Policies Related to The Third Questionnaire Item

In a policy taken (especially with regard to the field of education), evaluation activities need to be carried out (Lubawa, 2021). Evaluation activities can be a source of information on the effectiveness of the policies that have been taken. The results of the analysis regarding the evaluation of career counseling policies and activities are presented below.

Table 5. Results of Questionnaire Analysis Related to the Third Questionnaire Item

No	Evaluation
1	Judging from the outcomes and reports
2	Visit where alumni work
3	Distributing questionnaires regarding stakeholder satisfaction with alumni performance
4	Reports obtained from several relevant sources

Evaluation of activities can be done by looking at the outcome of graduates after taking part in the world of work. In addition to seeing how the outcomes are produced, it is also important to consider the incoming reports regarding the performance of graduates after participating in the career counseling guidance program. Reports can be used as evidence and authentic data regarding the success of career counseling guidance services that have been carried out (Walgito, 2010). If possible, the university can conduct visits to the institution

where the alumni work. This visit can be used as a field study for prospective graduates and at the same time as an activity monitoring the performance of alumni who have participated in career counseling guidance activities. Another action that can be taken to carry out evaluation activities for career counseling guidance is to distribute questionnaires regarding the performance of graduates. Based on the results of the questionnaire, an evaluation of career counseling guidance activities, program revisions or program improvements can be carried out.

4. Analysis of Educational Policies Related to The Fourth Questionnaire Item

There are several positive impacts of the implementation of career counseling guidance services. The fourth questionnaire item is related to this points. The positive impacts of the implementation of career counseling are:

1. Provide experience to students directly according to their field
2. Helping students apply their knowledge
3. Helping students recognize abilities that can be developed
4. Helping students overcome stress in choosing a career
5. Students become more focused on their learning goals
6. Alumni who become unemployed are decreasing
7. Assist in career/job planning
8. Helping students understand their potential
9. Have entrepreneurial knowledge and skills
10. Make students better prepared to face the world of work

Seeing the many impacts resulting from career counseling guidance services, it is appropriate for policy makers at each university to start carrying out career counseling guidance activities (Endriani, 2011). Career counseling guidance policies can be taken by all leadership circles at each university and in the process of implementing it, synergize with all relevant parties (lecturers and members of the teaching environment).

5. Analysis of Educational Policies Related to The Fifth Questionnaire Item

Based on the findings in the field, there are several obstacles in the implementation of career counseling guidance services. The fifth questionnaire item is related to this points. The obstacles of the implementation of career counseling can be presented as follows.

Table 6. Obstacles in the Implementation of Career Counseling Guidance Services at the Higher Education Level

No	Obstacles Encountered
1	There are too many tasks so that career counseling guidance services are not optimal
2	Lack of supporting facilities and infrastructure
3	Lack of funds and professionals
4	The results are still minimal
5	Student character differences
6	Some students have not been able to determine the direction of career development
7	There is no special institution that manages career coaching services
8	Student seriousness
9	Commitment between counselor and client is often neglected

With the presentation of the obstacles encountered in the implementation of career counseling guidance services, it is hoped that universities that will organize can pay attention to existing problems in order to make career counseling guidance services successful in the future (Hendra, 2013).

CONCLUSION

Based on the analysis that has been done, the counseling guidance program is feasible to be applied by every university in order to create a successful alumni career in the future. Therefore, the leadership and all levels of higher education can work together to create a policy for career counseling guidance services at the university level. Seeing the urgency of the existing problems, it is proper that every student who will graduate or be released into the world of work has provisions regarding the ins and outs of the field of work to be involved. The

success of alumni in a career in the world of work will also increase the level of public confidence in the college where the alumni come from.

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