

The role of multiple intelligence on career planning of students in public vocational high school 3 Klaten

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Abstract: The purpose of this study was to determine the role of multiple intelligence on the career planning of students of Vocational High School 3 Klaten. This research uses qualitative research, with the type of field research (Field Research). The sampling technique used purposive sampling technique. The research subjects were students and teachers of guidance and counseling at Vocational High School 3 Klaten. Data collection techniques in this study using interviews, observation and documentation. The data validity test used data triangulation which was carried out before entering the field, during the field, and after finishing in the field. The results of the study, among others, show that multiple intelligence has an important role in supporting the career planning process of students of Vocational High School 3 Klaten, the multiple intelligence learning model plays a role in career guidance services carried out by Guidance and Counseling teachers at Vocational High School 3 Klaten as well as career guidance and counseling services based on characteristics. Multiple intelligence is expected to be an alternative for students of Vocational High School 3 Klaten in determining the direction of career planning.

Keywords: Career Planning; Multiple Intelegency; Vocational High School

Introduction

According to Permendikbud Number 64 of 2014 concerning Specialization in Secondary Education, majors or what is now known as specialization in the 2013 curriculum is a curricular program that is provided to accommodate a choice of interests, talents and / or abilities. An understanding of the potential that students have can determine the advanced study selected for majors so that students can adjust themselves well. selection of jobs or careers of students often experience obstacles. This problem can also arise from within students and from outside the individual or the environment. There are several factors that influence career, namely age, education, social status, work experience, work salience and gender. Career achievement will be greatly influenced by the factors above. Thus, it can hinder the acceleration of the career of students.

Students can optimize their potential. Thus, students are able to actualize themselves and align their potential with multiple intelligence (Multiple Intelligence) that students have. Students must have an adequate amount of information relating to the world of their career. In addition, students also need guidance from counseling teachers to gain adequate knowledge and understanding of various conditions and self-characteristics. Providing information about the condition of themselves and information about job prospects at school will reduce the mistakes of students in planning future careers.

Career planning for students, especially vocational students, is very important. The reason is, Vocational High School as a vocational education institution is eager to produce individuals who are ready to work. However, the reality in the field is that there are many contradictory findings because the career choice of vocational students is still low. Edi (2020) reveals that it appears that high school graduates are the highest contributor to open unemployment in Indonesia.

In addition, Ismaya (2015) stated that Vocational High School graduates are more unemployed than Senior High Schools. This condition is somewhat absurd. This is because

Vocational High School graduates should be able to find jobs more easily because they are equipped with competent skills and competencies compared to Senior High School. However, the reality is inversely proportional to what is the aim of holding Vocational High School. This problem also increased when in the field, researchers interviewed BK teachers at Vocational High School 3 Klaten (January 2, 2020). The results of the interview stated that most of the teachers at Vocational High School 3 Klaten had not yet understood the potential and intelligence in individuals so that guidance and counseling teachers had difficulty serving multiple intelligence-focused career counseling to students. On the other hand, based on the results of the interview, it was found that students in class XII Management stated that they did not have a career outlook after graduating from school.

Career planning is not an easy thing for students to determine. Learners must have sufficient information about further studies selected according to their potential. In this case, the Guidance and Counseling teacher can provide information services related to further study planning for students in determining further study options for students.

Career planning is an important aspect of individual career development. Skills in decision making are the main goals of career planning that must be taken by every individual. Career planning is an important part of education process. Career planning can improve among high school learners when they make decisions about their profession and future (Kidd, 2006). In addition Bardick et al (2006) suggested that career planning is very important for students. They seek information and input from various sources about their career. This shows that the role of professional guidance and counseling in helping students' career planning is needed.

Bruce & Haywood (1993) states that the career planning process helps individuals understand the career competencies that exist in individuals, evaluate all the needs that support the development of personal skills, and support the development of potential talents that exist in individuals. It can be concluded that the career planning process is able to provide education and training for students in developing their potential to support their professional career abilities.

In carrying out the mulya's mission, guidance and counseling as a profession that is legally formal should be able to help students in dealing with career problems. Through career guidance and counseling that is oriented towards multiple intelligence, students are expected to be able to analyze their strengths and weaknesses to become a foundation in career planning (Antoni, 2010). Intelligence, according to Gardner (Armstrong, 2013) can be defined as an ability that has three main components, namely: the ability to solve problems that occur in real life everyday, the ability to produce new problems faced to be solved and the ability to create something or offering a service that would create respect in one's culture.

This means that every human being has intelligence not only in the academic field but also there are still many intelligences outside academics. Intelligence is what will become the provisions of students in determining the career of choice. Howard Gardner (Armstrong, 2013) realizes that many people wonder about the concept of multiple intelligences. According to Gardner, intelligence in multiple intelligences includes verbal-linguistic intelligence (word smart), logical-mathematical intelligence (numerical intelligence), visual-spatial intelligence (color-image intelligence), musical intelligence (music-song intelligence), kinesthetic intelligence (movement intelligence), interpersonal intelligence (social intelligence), intrapersonal intelligence (self-intelligent), naturalist intelligence (natural intelligence), existential intelligence (essence intelligence). Every intelligence in multiple intelligences has certain indicators.

Some of these intelligences can be adopted by guidance and counseling teachers in providing maximum career guidance and counseling services to help students determine career planning. Career guidance and counseling services based on the characteristics of multiple

intelligences (multiple intelligence) are expected to be an alternative for students of Vocational High School 3 Klaten in determining future career planning.

Methods

This research was conducted using a qualitative approach, because it is based on the intention to describe the role of Multiple Intelligence in the career planning of students of Vocational High School 3 Klaten. According to its type, this research includes field research. This research process focuses on data collection through observation and interviews and documentation.

As for the subjects of this research are students at Vocational High School 3 Klaten and the Guidance and Counseling Teachers of Vocational High School 3 Klaten. This determination is based on the results of interviews and observations of students and teachers of Guidance and Counseling at Vocational High School Klaten. These results indicate the low ability of students' career planning skills at Vocational High School 3 Klaten. Besides that, the determination of the research subject is because the Guidance and Counseling teachers do not understand the concept of multiple intelligence towards the career planning of students of Vocational High School 3 Klaten. The research subjects were divided into 2, namely 2 students (AE, EB, CK) who represented class X, XI, XII, while the other subjects were 2 Guidance and Counseling Teachers (AS, AK).

This research was conducted at Vocational High School 3 Klaten which is located at Jl. Merbabu No.11, Gayamprit, Kec. Klaten Sel., Klaten Regency, Central Java 57423. While the research time was in March while in May 2020.

Data collection techniques in this study using purposive sampling technique. while the data collection instruments used interviews, and observation and documentation. The interview process was conducted with representatives of 3 students and 2 Guidance and Counseling Teachers Vocational High School 3 Klaten. The interview process was carried out 8 times for each subject. The details of the interview are three times before using the multiple intelligence model and five times after the subject experienced the multiple ntelegency learning model. While the observation process was carried out by the researcher when the researcher visited the subject (AE, EB, CK). In addition to collecting data through interviews and observations, the researcher also carried out the documentation process for the subject both during the interview and observation.

Data analysis in qualitative research was carried out before entering the field, during the field, and after finishing in the field. In this study, the researcher analyzed the data and chose the right data related to the role of Multiple Intelligence Against Career Planning in Vocational High School 3 Klaten students. In this study, the data obtained were data on career planning data and data on multiple intelligence-based learning models and the role of multiple intelligence models in improving career planning for students at Vocational High School 3 Klaten.

The validity of the data is carried out to prove whether the research carried out is really scientific research as well as to test the data obtained (Sugiyono, 2010). Test the validity of the data in this study using data triangulation techniques. Data triangulation is checking the validity of the data by using something other than the data for checking purposes or as a comparison to the data. Traingulation in this study is (1) comparing what students say and what is explained by the Guidance and Counseling teacher at Vocational High School 3 Klaten (2) comparing the results of interviews between subjects with theoretical explanations (3) holding discussions with student subjects and Guidance and Counseling teachers Vocational High School 3 Klaten in achieving an understanding of the role of multiple intelligence in student career planning.

Results and Discussion

The research was carried out at Vocational High School 3 Klaten. The sample in this study, namely students of class X, XI, XII. The researcher concluded several interviews with the students of class X, XI, XII. Furthermore, the researcher displays one example of the results of student interviews in each class and disguises the names of the students, then there are three results of student interviews that represent the class. The students were named AE, EB and CK. Research with these student subjects began on April 20-27, 2020, starting with the introduction of determining the interview agreement without any coercion elements, previously the researchers had also made observations on the three subjects. The results of interviews with 3 subjects are as follows:

Table 1. Interview Results

Variabel	Indicator Dillard (1985: 131)	Question	Interview result		
			Subject AE	Subject EB	Subject CK
career planning	a. Self Knowledge	a. Describe the talents / interests that you have found in yourself so far?	a. My talent is writing short stories, but I'm not sure about my talent yet	a. I'm still confused b. do not understand	a. singing, but my voice is not that good b. confused, how to sing properly
		b. How did you discover your talent / interest?	b. I don't understand how to find it		
	b. Attitude	a. What factors encourage you to determine your employment? b. Explain what steps to reach your job or your dreams!	a. arental factor b. do not understand	a. Perception factor, parents b. still unclear	a. environme nt b. continue to explore personalit y, and weaknesses and improve writing skills
	c. Skills	a. Describe the skills of your supporters in determining the job b. how do you start the work of your choice c. describe alternatives if you have problems in determining the job	a. I haven't felt this skill in myself b. not understand yet c. confused	a. I haven't felt this skill in myself b. not understand yet c. confused	a. I haven't felt this skill in myself b. not understand yet c. confused

From the results of the interviews summarized in the table above, it can be concluded that on average the subjects do not understand career planning which includes attitudes, skills and knowledge. Talent and interest factors are largely not understood by students. This shows that students have not maximally explored their potential. In connection with this, a method is

needed that can improve the career planning of students of Vocational High School 3 Klaten. One of them is through the Multiple Intelligence learning method.

According to Gardner, in humans there is a broad spectrum of intelligence. The intelligence spectrum includes seven types of intelligence. Namely: (1) verbal intelligence, (2) visual intelligence, (3) logical-mathematical intelligence, (4) musical intelligence, (5) kinesthetic intelligence, (6) intrapersonal intelligence (intrapersonal), (7) interpersonal intelligence (interpersonal)), (8) naturalist intelligence, (9) existential intelligence, and (10) spiritual intelligence (Armstrong, 2013).

Apart from that, Suharsono explained that many parties have adapted this multiple intelligence because of its function as an early detection of both gifted and talented. This theory allows the screening and screening of gifted children, who are expected to contribute significantly to human excellence and motivation in the future (Suharsono, 2011).

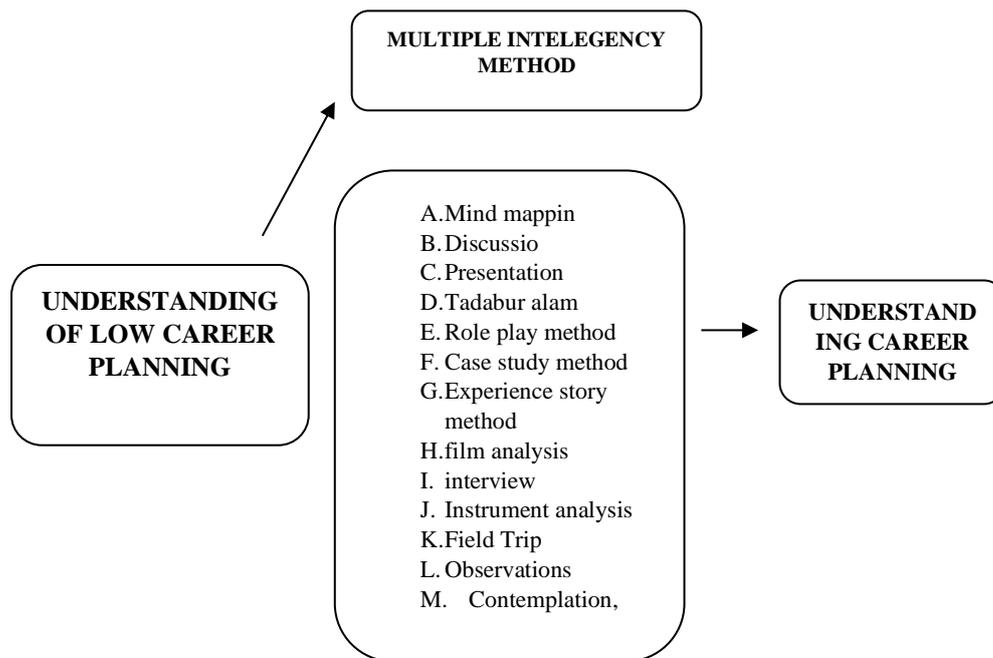


Figure 1. Career Planning

Based on the chart above, several methods of multiple intelligence can help students' career planning services, among others: (a) Mind mapping method (mind map), this method serves to develop logical intelligence and verbal intelligence. This relates to students being able to draw the concept of career choice, so that students understand the direction of career choice. (b) Discussion / Sharing, this method serves to develop logical, interpersonal, and verbal intelligence. Students can discuss with each other the BK teacher or the environment in which they socialize. This will result in a variety of alternative career options. (c) Presentation method. This method serves to develop intelligence, logical, interpersonal, spatial and verbal intelligence. Students are required to be able to present their ideals and self-concepts in front of other audiences. It is intended that students are all sure about what they aspire to. (d) Tadabur alam. This method serves to develop logical intelligence, naturalist intelligence and verbal intelligence. This is related to students being able to get to know the environment directly as a job description. (e) Role play method, this method serves to develop logical intelligence, kinesthetic intelligence, spatial intelligence and verbal intelligence. This method can be useful for students to demonstrate some examples of work and also the risks and benefits. (f) Case study method, this method serves to develop, interpersonal intelligence, logical intelligence

and verbal intelligence. This is useful to train critical thinking when students face challenges at work. (g) Experience story method. This method functions to develop kinesthetic intelligence, intrapersonal intelligence, logical intelligence and verbal intelligence. This is useful for students to be able to directly listen to the experiences of workers in accordance with their fields. (h) Film analysis method. This method serves to develop musical intelligence, audio visual, logical and verbal intelligence.

(i) Interview method. This method can develop interpersonal, verbal, kinesthetic and logical intelligence. (j) Instrument analysis. This method can develop intelligence, among others, logical and genetic intelligence. This method can train students to analyze instruments / work tools from their preferred work. (k) Field Trip (field trip). This method can develop intelligence, including logical, verbal, naturalist, musical, interpersonal and genetic intelligence. This method is very attractive to students, because students can get to know various jobs according to their talents and interests but still feel relaxed. (l) Observation, this method can develop intelligence, including logical and genetic intelligence. (m) Contemplation, this method can develop intelligence, including logical and genetic intelligence.

Based on the method above, it can be concluded that the multiple intelligence learning model plays an important role in helping students plan future careers. This should be an alternative program for guidance and counseling teacher solutions to further improve career guidance and counseling services, especially regarding student career planning.

Conclusions and Suggestions

Guidance and counseling as a profession that is legally formal should be able to assist students in dealing with career problems. Through multiple intelligence-oriented career guidance and counseling, students are expected to be able to analyze their strengths and weaknesses to become a foundation in career selection. Some of these intelligences can be adopted by guidance and counseling teachers in providing maximum guidance and counseling services to help students in determining careers. Career guidance and counseling services based on the characteristics of multiple intelligences (multiple intelligence) are expected to be an alternative for students of Vocational High School 3 Klaten in determining the direction of career planning. From the research process that has been done, it is concluded that multiple intelligence has a role in supporting the student career planning process.

Guidance and counseling teachers are expected to implement multiple intelligence learning models in planning student careers. This model is expected to be a means of improving students' understanding of career planning, especially at Vocational High School 3 Klaten. In addition, the school is expected to be able to provide Multiple Intelligence learning model facilities to improve understanding of career planning for students of Vocational High School 3 Klaten.

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