

Hybrid Model of Student Career Development at SMK Negeri 2 Tulungagung

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Abstract

The Covid-19 pandemic as well as influential technological developments in the world of education, including changing career guidance classes. One learning model that is suitable for the needs of vocational students in the career guidance class is hybrid learning. Guidance and counseling teachers in vocational schools are required to be innovative and creative in career guidance learning. This research was conducted to find out the career guidance learning model for students at SMK Negeri 2 Tulungagung. This research is descriptive qualitative research, data from interviews and observations are presented and analyzed in the form of descriptive sentences that are easy to understand. The results show that counseling teachers can utilize technology and innovate in career guidance learning according to technological developments. BK teachers at SMK Negeri 2 Tulungagung carry out learning in career guidance classes through hybrid learning with online and offline combination models which are carried out in a scheduled, regular and effective manner to achieve learning objectives.

Keywords

hybrid learning; career guidance; Vocational School



I. Introduction

The Coronavirus disease 2019 (COVID-19) pandemic for almost 2 years has changed various things in life, including changing the world of education. The year 2020 was marked by dramatic changes in education due to the global COVID-19 pandemic (Lau et al., 2021). Teaching and learning activities in various educational institutions have changed, from a face-to-face learning system to online learning. Online learning or online learning is a learning model that utilizes computer-based technology, which allows students and teachers to meet via an internet connection (Kuntarto, 2017). Online learning is carried out via an internet network so that educators and students are required to adapt to communication technology. The learning process is no longer bound by time and space (Sadikin & Hamidah, 2020). This is by the circular letter of the Minister of Education and Culture Nadiem Makarim, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy during the emergency period of the spread of the Coronavirus (Pusdiklat.kemdikbud.go.id., 2020).

After the pandemic, world society entered a new normal era. Now educators are required to be able to apply technological innovation as a learning medium. The development of communication and information technology makes the learning process easier in the new normal era, with various choices of applications that can be used, Google Classroom, Edmodo, and Schoology (Iftakhar, 2020). One learning model that can be applied is a hybrid learning model. Hybrid Learning is a learning method that combines two or more methods and approaches in learning to achieve the goals of the learning process (Hediansah & Surjono, 2020). A Hybrid Learning System means learning using an

online system combined with face-to-face meetings, namely by implementing three examples of learning, including face-to-face, online-based, and also personal computer-based learning (Sumardiana et al., 2022)

Hybrid learning is a learning model in the form of a combination of face-to-face learning activities with computer and internet technology-based learning (Dewi & Windayani, 2022). Sutisna in Ikbali et al., (2022) defines hybrid learning as learning that combines two or more methods and approaches. Hybrid learning is a learning medium that provides a combined learning experience. The learning experiences provided are synchronous learning experiences and asynchronous learning experiences. Hybrid learning media can be applied to all subjects in schools, (Rohmah et al., 2022) including career guidance services in guidance and counseling.

Career guidance services at vocational schools must adapt to technological developments. In the previous era, guidance and counseling services were provided face-to-face. During the pandemic, many schools implemented career guidance through online services (Putra & Shofaria, 2020). This phenomenon is a new challenge for guidance and counseling teachers in vocational schools because they are required to innovate more actively and creatively in providing services to students through a hybrid method, a combination of online and face-to-face services. The use of technology in career guidance is a form of innovation carried out by counselors to facilitate the implementation of providing information or services for students (Kushendar et al., 2019).

In the current digital and new normal era, guidance and counseling teachers have more responsibilities, because the job market competition is getting tougher, so career development is more important than before (Autin et al., 2020). This condition makes BK teachers have to be more astute in seeing opportunities and opening students' horizons in planning careers. Teachers are faced with students who are enthusiastic about starting a career and provide career development guidance during widespread and long-term unemployment (Suwidagdho & Dewi, 2020). Guidance and counseling teachers and students are also faced with problems, including exploring career options in the world of work, looking for work that suits their interests and character, and carrying out career planning for all scenarios (Suwidagdho & Dewi, 2020) amidst increasingly fierce competition by utilizing advanced technology, carried out face-to-face with students and online.

In the current era, SMK Negeri 2 Tulungagung implements online and face-to-face career guidance services. Career guidance at SMK Negeri 2 Tulungagung plays a role in overcoming students' obstacles in the fields of learning, personal, social, and career in various conditions, including during the pandemic. Based on the description above, researchers conducted research on the Student Career Development Model at SMK Negeri 2 Tulungagung in a hybrid manner. This research aims to find a clear picture of the hybrid student career development model at SMK Negeri 2 Tulungagung

II. Review of Literature

2.1 Career Development and Planning

Career development is a change in values, attitudes, and motivation that occurs in a person because with increasing age they become more mature. Meanwhile, according to (Supardi, 2016) career development is a career improvement effort and personal improvement effort carried out by an employee to achieve his career targets through available career paths which are determined in advance during career planning. Career

planning and development is a planning process for employees to identify career goals and paths leading to these goals (Nurmasari, 2015). Achieving a successful career is influenced by the ability to plan careers and make mature decisions (Danti, 2020). Individuals can plan their careers well if they can understand themselves well. A good understanding of oneself will enable the individual to make the right choice about his future career according to his circumstances. The level of understanding teenagers have about themselves influences how teenagers can plan their careers wisely and maturely (Duntari, 2018).

Future or career planning is one of the cognitive development phenomena that occurs in middle school students. High school or vocational school students have started planning for a future or career that suits their expectations before they actually enter the world of work (Danti, 2020). High school or vocational school students under the guidance of guidance and counseling teachers must start thinking about or planning their careers realistically based on their interests, capacities, and potential.

Career choice is a combination of factors from within the individual such as needs, traits, personality, and intellectual abilities, and external factors such as the socioeconomic standard of living of the family, variations in the demands of the cultural environment, and opportunities/loans that arise. The main factor is internal factors, in planning a career it is very important to understand self-concept because the work that will be done in the future is part of the overall picture of oneself. Super Theory views that career development and career choices include many factors and the emphasis lies on the individual's factors regarding self-image regarding the work to be done (Jena & Nayak, 2020). Individuals who have a career plan will identify their personal skills, knowledge, and abilities and carry out steps to achieve career goals (Chetana & Mohapatra, 2017)

2.2 Hybrid Learning

Hybrid learning is a combination of learning models that combine teaching methods and the use of digital technology (Yunarti et al., 2022); learning methods that combine two or more methods and approaches in learning to achieve the goals of the learning process (Hediansah & Surjono, 2020); learning that combines online learning with face-to-face learning regularly and effectively (Gultom et al., 2022). Hybrid learning allows students to experience a combined learning experience. The learning experiences provided are synchronous learning experiences and asynchronous learning experiences. In the era of the independent curriculum, it is hoped that hybrid learning can be used as an alternative strategy in optimizing the teaching and learning system and implementing independent learning (Gultom et al., 2022)

The hybrid learning model can be applied to all subjects at school (Rohmah et al., 2022), including applied to career guidance classes so that learning objectives can be achieved. Hybrid learning is a combination of online and offline learning that allows students to learn independently at the conceptual and cognitive stages before performing work with the guidance and assistance of a teacher. Hybrid learning is an embodiment of technological progress which continues to develop and change all the time (Ikbal et al., 2022)

2.3 Hybrid Career Guidance for Vocational School Students

The role of counseling guidance in education is education a person can become intellectual and have skills if that person follows education by studying and continuing to learn, understand, and utilize nature for human progress which ultimately has an impact on science and technology in the world (Killian & Floren, 2020). In the new normal era as

well as the digital era like now, the question that often arises from guidance and counseling teachers in guiding students' career development is, how to provide effective career counseling services to people who are unemployed in an unstable and uncertain environment, while clients face many problems, related to other unemployment? (Drosos et al., 2021).

Professional guidance and counseling teachers, able to understand conditions in the field, able to understand students, and able to adapt to technological developments can be the right counselors in providing guidance and counseling services for students. Counselors are professionals who will always try to understand the reality of conditions in the field (Kushendar et al., 2019).

Hybrid Learning in career guidance classes is carried out online and face-to-face. Online career development guidance services are guidance provided to help students who are experiencing problems or have certain obstacles in planning and choosing a career and need help finding a way out. Online guidance and counseling services can use various social media applications such as WhatsApp, Instagram, Zoom, Google Meet, or other media. Guidance and counseling teachers are required to implement learning strategies by optimizing the application so that they are truly able to understand students' needs, provide solutions, and direct students' careers without clearly seeing the students' body gestures and facial expressions.

Online counseling or online counseling is nothing new. In the pre-pandemic era, there was online counseling using email or via Facebook inbox. Before the COVID-19 pandemic, cyber counseling was widely carried out by counselors using certain applications (Sari, 2021). Changes in teaching and learning methods during this pandemic have made the development of online mode very rapid, as well as the development of career guidance has also changed. Various applications on gadgets are becoming more sophisticated and making it easier for guidance and counseling teachers to provide counseling services to students who need services. Of course, guidance and counseling teachers are required to be more active and proactive in following technological developments, so as not to be left behind in providing guidance and counseling services in the digital era which is increasingly developing and constantly changing.

Cyber counseling is a professional counseling service practice that occurs when the counselee and counselor are separated and utilize electronic media to communicate via the Internet (Prasetiawan, 2016). Before social media developed as it is now, the media used included the web, email, chat, and so on. With cyber counseling, communication between counselors and counsees becomes faster, more efficient, and more comfortable from an administrative perspective (Sari, 2021). The hybrid learning model is not only carried out online but is also carried out offline or face-to-face, regularly, planned, and effectively. Hybrid learning integrates normal offline and online learning through learning outside the classroom where you can use electronic facilities such as tutorials, study groups, or information from the library. Based on the explanation above, it can be seen that the learning patterns developed in hybrid learning are not limited to combining face-to-face meetings in class with online learning, but also try to eliminate the shortcomings of each of these methods.

The development of increasingly sophisticated information and communication technology makes counseling easier to do face-to-face and integrated online. Various social media applications make communication easier for both individuals and groups. The easiest application owned by almost all teachers and students is providing counseling services via the WhatsApp Video Call application. Applications for career development classes can be made using the Zoom application, Google Meet, or other applications.

Guidance and Guidance Teachers must actively provide information about the guidance and counseling program that has been conceptualized through online counseling service activities to related parties at the school in coordination with the deputy principal of the curriculum so that all programs can be implemented and run smoothly.

III. Research Method

The research is descriptive qualitative research, namely research that produces descriptive data in the form of written or spoken words from people or observed behavior. Researchers chose this method because the analysis cannot be in the form of numbers and researchers describe all phenomena that exist in society more clearly. Data collection was carried out using interview methods with guidance and counseling teachers and deputy principals and observation methods. The data that has been obtained from the interview and observation process will be presented in the form of descriptions using sentences that are easy to understand. The research location is at SMK Negeri 2 Tulungagung which is located in Jabalsari Sumbergempol, Loderesan, Kec. Kedungwaru, Tulungagung Regency, East Java, East Java.

IV. Results and Discussion

4.1 Result

The results of the interview with the guidance and counseling teacher at SMK Negeri 2 Tulungagung regarding the career development model at the school at this time obtained the following description of the results. SMK Negeri 2 Tulungagung has implemented career guidance using a hybrid learning model.

The learning model is carried out offline and online which is integrated. Offline career guidance is carried out in schools face to face and is carried out in class. The school arranges career guidance class schedules so that career guidance classes between different classes can be held regularly. Based on the results of interviews, it is known that face-to-face learning sessions allow students to socialize and discuss directly, and can get answers from the guidance and counseling teacher directly when there is something they don't understand. Face-to-face career guidance can provide students with direct learning opportunities through interactions with teachers and interactions with other students. Guidance and guidance teachers can directly monitor student progress in the classroom as well as observe and supervise student behavior during career guidance classes.

The implementation of offline career guidance at schools did not encounter any problems. Students come to school according to schedule. However, according to the results of interviews, face-to-face career guidance makes students more dependent on teachers, especially when learning in class. To get students actively involved, guidance and counseling teachers usually hold discussion sessions during career guidance so that students can actively ask questions, answer, and express opinions.

Online career guidance is provided for students who are carrying out Field Work Practices (PKL), for students who want individual guidance, as well as when the guidance and counseling teacher is on assignment outside of school when they have career guidance class hours. As is known, vocational school students have a PKL obligation, as one of the programs to provide opportunities and train skills for students by applying what they learn at school. When PKL students do not study face-to-face at school, some are even placed outside the city. Some guidance and counseling teachers at SMK Negeri 2 Tulungagung carry out career guidance classes online so that students who are doing PKL still receive career guidance services. Online career guidance classes

are carried out via the Google Classroom application, which was previously communicated to the class WA group. Meanwhile, for students who want to receive individual career guidance, this is done via the WhatsApp application

Carrying out online counseling often encounters problems because students often don't have an internet quota, so many students often can't join group counseling via the Google Classroom application. To overcome the problem of students who often run out of quota to open Google Classroom, teachers repeat career guidance information by sending it via the class WhatsApp Group.

The guidance and counseling teacher at SMK Negeri 2 Tulungagung is responsible for knowing students' needs regarding career development. To make it easier to find out what students need in academic guidance, guidance, and counseling teachers use a Google Form questionnaire. Almost all BK teachers can create questionnaires via the Google Form application.

One of the career guidance services provided by BK SMK Negeri 2 Tulungagung is job vacancy information. This is very useful for class XII students and alumni. Information about job vacancies from various companies is shared through the WA groups of each class, so that students, especially class XII, can get information regarding job vacancies. For students who want to continue to higher education and are experiencing confusion regarding registration and so on, they are guided and assisted through the Zoom Meeting application.

4.2 Discussion

Based on the results of interviews with BK teachers regarding the career guidance learning model by BK teachers at SMK Negeri 2 Tulungagung, carried out in an integrated offline and online manner. Offline career guidance is carried out in schools face to face and is carried out in the classroom. Face-to-face career guidance is carried out according to the schedule set by the school. Career guidance has advantages because students have the opportunity to socialize, can discuss directly, and can get answers from the guidance and counseling teacher directly when there is something they don't understand, there is interaction with the teacher or interaction with other students. These results are to the opinion of Fahrudina, Nova, (2022) that in face-to-face classroom learning there is real interaction between teachers and students. Face-to-face career guidance also allows guidance and counseling teachers to directly monitor student development in the classroom as well as observe and monitor student behavior during career guidance classes.

The implementation of career guidance in face-to-face classes held at schools usually runs smoothly without any obstacles, because this is the usual learning model. Students come to school according to schedule. The weakness of face-to-face career guidance makes students more dependent on teachers, especially when learning in class. To get students actively involved, guidance and counseling teachers usually hold discussion sessions during career guidance so that students can actively ask questions, answer, and express opinions.

Online career guidance learning is provided. Online career guidance is provided for students who are carrying out Field Work Practices (PKL), for students who want individual guidance, as well as when the guidance and counseling teacher is on assignment outside of school when they have career guidance class hours. Online career guidance classes are carried out via the Google Classroom application, WA, and Zoom meetings as needed. Students who wish to undertake individual career guidance can do so via the WhatsApp application. This online career guidance strengthens research by

Fauzi et al., (2020) that guidance and counseling services can be provided through online learning. Online learning is the application of distance education online.

Hybrid learning aims to increase students' access to better and better quality learning, both face-to-face and online. Hybrid learning can save time in the classroom learning process and increase student learning activities. Students become more independent and not completely dependent on the guidance and counseling teacher. However, online career guidance often faces problems because many students don't have an internet quota, so not all students can take part in classical counseling via the Google Classroom application. This confirms the findings of Lisman et al., (2021) that the quota and network aspects of online learning have more disadvantages than face-to-face. According to Lisman et al., (2021) online learning gets a percentage of advantages of 40% and disadvantages get a percentage of 78%, so there are more disadvantages. To overcome the problem of students who often run out of quota to open Google Classroom, teachers repeat career guidance information by sending it via the class WhatsApp Group. This WhatsApp application is used by almost all students and teachers so it can reach all students.

To find out students' needs regarding career development, guidance, and counseling teachers use a Google Form questionnaire. BK teachers do not experience difficulties when creating questionnaires via the Google Form application. SMK Negeri 2 Tulungagung collaborates with several industrial companies and the world of work, so the school receives information regarding job vacancies from various companies. This information is then shared via the WA group for each class, so that students, especially class XII, can get information regarding job vacancies. For students who want to continue to higher education and experience confusion regarding registration and so on, they are guided and assisted through the Google Meet application, so that students do not have problems when registering online for higher education.

V. Conclusion

Based on the description above, it can be concluded that SMK Negeri 2 Tulungagung continues to provide career development counseling guidance services using a combination of online and offline models which are carried out on a scheduled basis following health protocols.

Technological developments have also changed the educational paradigm, including career guidance classes. Guidance and counseling teachers can design a hybrid learning model during career guidance so that students who are doing PKL, cannot come to school due to illness and so on can still carry out career development guidance. To overcome various problems resulting from a lack of understanding by guidance and counseling teachers regarding students, several suggestions can be used. (1) Conduct effective communication with students and parents either through WAG or personal communication. With effective communication, teachers will know and understand students' conditions better, so they can better understand what they need to plan their careers. (2) Looking for solutions together with the school to overcome the problem of students who do not have gadgets. Funds for purchasing gadgets can be obtained from generous assistance, from parents of other students who are more capable or in other agreed ways. (3) The ever-growing development of information and communication technology must be followed by BK teachers, so that they must continuously upgrade themselves so that they are able to provide services in accordance with current developments.

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