

Guidance Program Career In Formation Vocational Identity On Student

Alfi Rahmi ¹, Neviyarni ², Marjohan ³, Afdal ⁴, Ifdil ⁵

¹ Universitas Islam Negeri Bukittinggi, Indonesia

^{2, 3, 4, 5} Universitas Negeri Padang, Indonesia

* alfirahmi@iainbukittinggi.ac.id

Abstract

Vocational identity is part of the most important self-identity in an individual's life as clarity of description of one's career goals, intentions, and abilities clearly and stably. To help final-year students have a Vocational Identity clear, it is necessary to assist. The process of career guidance in tertiary institutions is very necessary. Career guidance is a type of guidance in preparing oneself to face the world of work, choosing jobs, and preparing oneself to be ready to assume positions and adapt to the various demands of the job market. Career guidance also helps students understand career planning and the placement process after completing their studies at tertiary institutions. Students must have academic and non-academic competencies. Formation of self-identity through Career Guidance needs to be done to prepare students to enter the world of work. Purpose Study this is to reveal the Guidance Program career in help form Identity Vocational On Student. Jenos's study is a literature study with study Reference sources in the form of articles, books, and information from technology and communication media that are appropriate to the topics discussed. Based on the analysis of the results could conclude that a service guidance career tall could conduct through eye lectures, workshops, and seminars as well as implemented through service counseling form service information, counseling individual guidance _ and counseling groups as well as availability Counseling Service Unit Agency.

Keywords: *Vocational Identity, Career Guidance, Student*

Introduction

Identity vocational as part of identity-related self with choice future career come. Own identity clear vocational will help an individual for developing the ability actualization himself. The existence of commitment and also the process of exploration in the formation of identity will help a person to form the desired career picture. Marcia (Stoll et al, 2020) classifies five areas of individual self-identity that must be formed in the individual, namely: Vocational Identity, religious identity, political identity, ethnic identity, and sexual identity. There eight areas, namely: career/vocational identity, political identity, religious identity, relationship identity, achievement or intellectual identity, sexual identity, and ethnic identity (Baltes, 2019). Furthermore, Marcia said that identity refers to organizing or regulating encouragement, abilities, and beliefs into a consistent self-image which includes work and philosophy of life.

If adolescents fail to integrate aspects and choices or feel unable to choose, then they will experience confusion or cultural and physical identity. To help final-year students have a Vocational Identity clear, it is necessary to assist. Role college tall very determine success in realizing quality human and who face competition would work. However, not all graduates of Hunting tall could enter the world work corresponding with the field of his expertise. problem unpreparedness to enter world work could start from ignorance of students will various prospects or field careers to be practiced to appropriate front with capabilities (Rahmi, 2015). Responding to problems this need role as well as College tall in preparing graduates ready to enter work with their own identity and clear vocational.

Process of career guidance in tertiary institutions is very necessary. Career guidance is a service process to help individuals (students/adolescents) so that they can know themselves, understand themselves, and get to know the world of work simultaneously by planning for the future in life that is expected through the ability to make the most appropriate choice following their circumstances related to the requirements -requirements and demands of the job/career chosen at that time (Nadira et al., 2020). Career guidance is a type of guidance in preparing oneself to face the world of work, choosing jobs, and equipping oneself to be ready to assume positions and adapt to the various demands of the job market. Career guidance also helps students understand career planning and the placement process after completing their studies at tertiary institutions. Students must have academic and non-academic competencies. Formation of self-identity through Career Guidance needs to be done to prepare students to enter the world of work.

Career guidance is a means for Muslims to implement themselves as servants of the khalifatullah. The career guidance process is an integral part of the da'wah of a Muslim. The integration of Islamic values in career guidance is interpreted as an effort to guide individuals in determining the right career according to their interests and potential by inculcating normatively a religious calling (Saleh, 2017). All jobs and positions obtained are intended to serve and seek the pleasure of Allah SWT. To seek the pleasure of Allah SWT, in career guidance, it is necessary to be equipped with values that invite Allah's pleasure. Writing this to describe the Guidance Program Possible career _ carried out at the University Possible height _ help development Identity Vocational College students, in particular student level end.

Method

Literature review uses a qualitative approach with a descriptive analysis method. This literature review contains reviews, summaries, and thoughts on Problems in Group Guidance and Counseling. The reference sources are in the form of articles, books, and information from technology and communication media that are appropriate to the topics discussed. The literature review is a way to find and search for articles, books, research journals, and other sources on certain issues or certain theories that are the object of research by researchers.

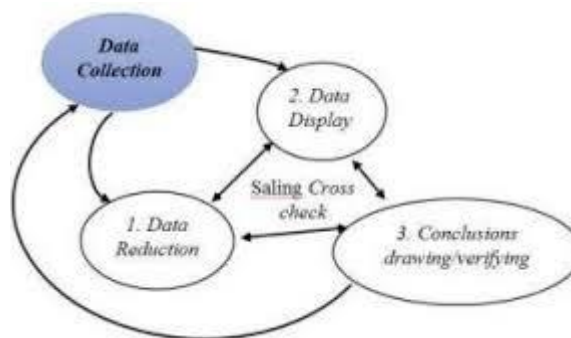


Figure 1 Literature Review and Descriptive Qualitative

Through this literature review, the process of analysis, synthesis, summarizing, and comparing literature can be carried out with one. The purpose of the literature review is as follows is (a) Describe the relationship between writing materials with each other by the topics discussed, (b) Identifying new ways of translating distances that existed in previous studies, (c) Resolve conflicts between previous studies that contradict each other, (d) Guiding steps for further research, and (e) Placing the original side in the context of existing literature studies (Utami, 2015).

Results and Discussion

Vocational Identity / Career Identity

Vocational identity is part of the most important self-identity in an individual's life. Individuals are expected to know their identity, especially regarding the career they will be involved in in the future. Career identity is related to occupational identity. Erikson views that occupational identity in individuals is how to know and live themselves in the form of respect for values, and beliefs and helps find the commitment to education, work, and career (Baltes, 2019). Woolfolk argues that identity is an organization of drives, abilities, beliefs, and individual experiences into a consistent self-image (Attika, 2020). A person's ability to make choices and make decisions, especially in terms of work and characterizing his philosophy of life, is part of the process of organizing self-identity. Failure to integrate this self-identity, or difficulty making choices, the individual will experience role confusion.

Identity refers to the organization or arrangement of impulses, abilities, and beliefs into self-image consistently which includes work and philosophy of life (Nadya et al, 2022). If adolescents fail to integrate aspects and choices or feel unable to choose, then they will experience confusion. Vocational Identity according to Holland (Hirschi et al, 2019) is the degree of clarity from a clear and stable description of one's career goals, intentions, and abilities. Vocational Identity is differentiation and crystallization in activities according to interests, competencies, and values that will be adapted to the world of work. Clarity regarding career and stability towards career goals to be achieved which will then become career directions in the future. This self-identity is also an idea related to personality patterns drawn through the structure of individual interests.

Vocational identity is an attitude or image that is owned by a person clearly regarding goals, interests, and talents. Failure to form a stable Vocational Identity often creates doubts about the future (Monika et al, 2019). So Vocational identity is a clear picture of talent, interests, and goals in determining the future. Vocational identity is the formation of a self-image related to a person's desired career path and a job which is divided into a crisis dimension and a commitment dimension, is a type of individual status based on whether or not the individual has experienced a crisis and is committed to a choice related to the desired career path and job. The four statuses in this variable are identity achievement status, foreclosure status, moratorium status, and identity diffusion status (Berk, 2022).

So Vocational identity is a self-image related to the desired job that goes through crisis and commitment. Vocational identity will develop along with career exploration activities and making commitments carried out by an individual. These activities are the activities that must be carried out by individuals with career development task specifications where individuals are expected to do as much exploration as possible to determine the desired job (Vondracek et al, 2019). The existence of commitment and also the process of exploration in the formation of identity will help a person to form the desired career picture. In areas of individual self-identity that must be formed in the individual, namely: vocational identity, religious identity, political identity, ethnic identity, and sexual identity (Rahmadani, 2021). Meanwhile, there are eight areas, namely: career/vocational identity, political identity, religious identity, relationship identity, achievement or intellectual identity, sexual identity, and ethnic identity, and Marcia (in Stoll et al 2020). Says that identity refers to organizing or regulating drives, abilities, and beliefs into a consistent self-image that includes work and philosophy of life. If adolescents fail to integrate aspects and choices or feel unable to choose, then they will experience confusion. or cultural and physical identity.

Based on the opinions of the two figures above, vocational is one of the areas/fields of identity that must be formed during adolescence. Marcia in (Hartung, 2013) says Vocational Identity is a picture or an assessment of one's ability to explore and make decisions in choosing a job. Based on the above understanding, it can be concluded that Vocational Identity is a picture of interest, talent, and setting encouragement, ability, and confidence in adolescents to make choices related to the field of work that will be occupied in the future which includes a process of exploration and also commitment. Identity development occurs gradually and continuously. When teenagers gradually realize that they are responsible for themselves and their own lives, teenagers will then look for what their life will be like later (Stoll et al, 2020). Many parents and other adults who are used to having children do as they say, will become astonished or angry at teens' comments and the teens' frequent mood swings.

Through self-identity, the individual will know and live himself as a person and will not be immersed in the role played, namely the role that is adapted to the demands of society. Self-esteem in the form of self-confidence will help the process of adjusting to the various demands of society. Occupational identity can be seen based on the abilities possessed and

their motivation in entering a job. Referring to the aspects of self-identity above, individual self-identities can be distinguished as follows: then Marcia (Hartung, 2013) distinguishes individual self-identity into 4 identity statuses, namely:

- a Identity Achievement: The identity is obtained after understanding realistic choices, then he must make choices and behave according to his choice, in other words in identity achievement status, adolescents carry out a process of exploring various choices of fields of work, then commit to choosing one type of work. So in exploration, it will contain commitments.
- b Identity Foreclosure: Condition identity by accepting parental choices without considering the options. In this identity foreclosure, adolescents do not explore but commit to choosing a type of work that they will pursue in the future. The choice comes from outside himself, it can be parents, friends, and so on.
- c Identity Diffusion: Confusion about who he is and what he wants in life. That is, individuals are not able to make choices about various vocational alternatives. In this diffusion identity status, adolescents do not explore seriously and do not have options to be considered seriously. So that the teenager does not commit. So, you can say you don't do exploration and commitment.
- d Moratorium: Conditions according to Erikson mean delays in adolescent commitment to personal or occupational choices (Susanti, 2016). In this moratorium status, adolescents have explored but do not have a strong desire to solve the crisis they are experiencing, and continuously do not want to face the problem, so they are only in that stage.

Career Guidance Program

Career Guidance is guidance in preparing oneself to face the world of work, in choosing a particular job field or position or profession and equipping one's self to be ready to assume that position, and in adapting oneself to the various demands of the job field one enters. Career guidance can also be used as a means of meeting individual development needs which must be seen as an integral part of an educational program that is integrated into every learning experience in the field of study. Griff put forward that the need development a general career _ owned by a student at college tall is covers activities that make they aware of will career and self, exploration of interests, values, goals, and decisions, and reality up to date about market work and trend failed, group Theory and source career, information practical about the career that has refurbished, and typical workshops, such as Skills study build risk, writing resumes/curriculum vitae, interviews and kind (Zuhri, 2019).

A. Muri Yusuf said the guidance program and counseling college career _ are high, over many packed for: (1) push development career, (2) provide treatment, and (3) help in placement (Djajalaksana et al, 2021). Career guidance is a device, more precisely a systematic program, process, technique, or service intended to help individuals understand and act based on self-knowledge and opportunities in work, education, and leisure, and develop skills. make

decisions so that the person concerned can create and manage his career development (Ade et al, 2021). Based on the expert opinion above, it can be concluded that career guidance is a process of assistance provided so that individuals know themselves, understand themselves, can plan for the future with the expected form of life, and make the right decisions in the future. The career guidance program is again from the guidance and counseling program (Firdaus, 2018). The program is an organized framework that is planned based on needs. According to Muh Surya, career guidance is a type of guidance in preparing oneself for the world of work, choosing employment opportunities, and equipping oneself to be ready to assume positions and adapt to the various demands of the job market.

Referring to the purpose of career guidance, which starts from the need to share information related to the career to be pursued, universities participate in preparing their students to enter the world of work and can make the right decisions. Entering the career stage, there are three stages, namely Pre Occupational (the learning process at the level of education from Elementary School to Higher Education), Occupational (entering the world of work), and Post Occupational (entering retirement) (Rahma et al, 2021). Looking at the career stages, students entering their final year are in the pre-occupational stage, or a transitional period ahead of the occupation period. The transition period from the world of education to the world of work requires a lot of preparation that starts with understanding yourself, your abilities, and the world of work you will enter. But often during this period there are gaps and experience various problems starting from entering the wrong major so that there is no interest in participating in learning, and joining in and there are demands from parents.

Career guidance also helps students understand career planning and the placement process after completing their studies at tertiary institutions. Students must have academic and non-academic competencies. The main functions of career guidance for final-year students are as follows (Pasmawati, 2018).

- a. Career guidance assists in selecting major service areas (need to obtain information about career seminars involving employment agencies). The counselor informs the various types and requirements of various types of jobs that students might apply for after graduating from college. With various information related to this career, students will be better prepared to adapt and add skills needed by job demands or skills needed by certain fields of work, which are sometimes very far from the fields of education that have been passed, even for the initial stages of recruitment, usually companies or agencies. Certain skills require basic skills, such as communication skills, appearance, or performance, while field skills that are appropriate to the field of study in tertiary institutions are the second skill that must be mastered after successfully passing the first stage.
- b. Career guidance can assist in self-assessment and self-analysis (results of basic ability tests or academic potential tests, the need to get assessments as feedback in self-understanding).
- c. Career guidance can assist in understanding the world of careers (the need to have insight, knowledge about prospects or possible job markets that can accept according to

the competencies possessed, job vacancies, writing cover letters and Curriculum Vitae that are following the competencies needed by work agencies or institutions, test materials (basic tests and interview tests), the need to obtain information regarding job fairs and career meetings which are mostly conducted by employers).

- d. Career guidance can assist in making decisions (the need to be directed in choosing the right career or field of work for potential development). The accuracy of a person in deciding on choosing the field of work that will be undertaken is very important because the accuracy in determining the choice will greatly affect a person's success in living and developing himself in the world of work he occupies.
- e. Career guidance can assist students in entering the world of work (needs regarding work ethics and culture, opportunities for self-development, support, and suitability between the work position occupied and the competencies possessed). Good self-preparedness to enter the world of work is very important, starting from the stages of following recruitment to the stages of placement in certain fields of work, preparations are made not only to prepare administrative documents such as application files, as well as readiness in terms of education but, work culture and ethics work from the field of work entered is very important to prepare.

Guidance Program Services Career For Student

Herr, et al disclose must things noticed college tall in framework develop service guidance career to students, namely (Heslin et al, 2020)

- a. Commitment Institution: Order student own good planning to career and his life at the time will come, needed commitment/constancy earnest heart from institution education tall that alone. A survey conducted by Reardon, et al guidance program found that required career students among them regarding information work, information moderate education taken, information disclosure self student, training taking decisions, counseling group regarding career, and so on. this _ naturally need commitment strong from the whole component in college height, incl leader, lecturer, and employee, for developing the career of his student.
- b. Consideration Planning: Related to immediacy guidance career which is given to the student, don't until the information/service provided is no longer needed by the inner student development framework himself.
- c. Service which Complex: Covers Thing Thing as follows: (1) Career Advising: The thing this related to role advisor academics in achieving educational goals being pursued as well as the relationship between curricula program of study pursued by chance later career, (2) Counseling Career: Counseling career is the help provided by the counselor to help students for evaluation self and alleviation the problem in question with their career, and (3) Planning Career Is instruction that will wear students in know world work and lead to him.

Third component the each other related and can be implemented with the formation of five components in the university that is (a) University/college programs in education career in a manner structured and comprehensive, (b) Certain agencies/units that cater to students and inside academic adviser framework information career and placement career, (c) Advisor academic with various knowledge, (e) Center administration service academic which in a manner truly own time and will which tall for help students, (f) Entities/units counseling and advisor academic.

To be able to conduct career counseling for students, universities should use several approaches, such as those carried out during lectures, workshops, and seminars which can provide a structured group experience in the process of career planning. Counseling activities in groups that emphasize more effective aspects of human and career development, individual counseling opportunities that focus on various theoretical orientations towards careers, and placement programs which are the culmination of the career planning and decision-making process (Zulfa et al, 2020). The next type of help which could be used in guidance and career counseling in college tall is:

1. Service Orientation: In service, this student can introduce to environmental work with the method do visits to the business world and industry world.
2. Service Information: Counselors work closely with study programs as needed to give and provide service information career, This information is done so that students can recognize the direction of coaching that will be undertaken by students and at a time look to front about what they want to be achieved and applied after Graduated later.
3. Counseling Individual: The majority of problem students are a possibility- the possibility of working while studying, the parents' economy is weak, and difficulty cost life preparing self to follow competition for come to work.
4. Guidance and Counseling Group: Problems that may appear from students among them afraid Becomes unemployment, wrong select program studies, choosing an alternative profession, and effort to get a profession half time (part-time).
5. Institution Special: To accommodate and give service guidance to careers which good for the student so that capable development with optimal, each university needs to establish special institutions that accommodate that. Prayitno revealed the college need to form a Guidance Service Unit and Counseling (UPBK) which give service guidance and counseling to student and client- the client, good from in or from outside campus.

The next program that can be applied is collaborative career guidance. Collaborative career guidance as a joint effort carried out between the counseling teacher/counselor and parents should be able to be implemented by implementing the management functions of a collaborative career guidance program (Afdal, 2014). This was stated by Gysbers & Henderson which states the need for planning, designing, implementing, and evaluating together with parents in preparing programs with guidance. collaborative career so that the goals that have been formulated together can be achieved successfully and precisely.

Conclusion

Students undergo a period of transition from world education enter world work. Need the readiness to enter world work with own identity clear vocational. To equip students in their own identity vocational this, then need effort from college tall through gift service Guidance career. There is many consideration in giving help guidance career for student among them that is commitment institutions, planning with form body service career. Then approach guidance career could be held through Courses, Workshops work and seminars that can add outlook development career so that identity career dapat formed.

Acknowledgment

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