

The Use of RIASEC for Career Planning Information for Junior High School Students

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ABSTRACT

Implementation of career guidance in SMEs requires supporting facilities so that the service objectives can be achieved effectively and efficiently. These facilities include not only physical infrastructure such as career guidance rooms and technology devices, but also resources such as reference materials and evaluation tools. Restricted facilities can hinder the process of optimum career planning for students. Availability of supporting facilities is essential in the implementation of career guidance in the middle school. The various stages in the implementation of the Pkm activities are: 1) Preparation, 2) Implementation, 3) Support, 4) Evaluation. As for the methods used to the goals of PKM are a) Lecture and class discussion; b) group discussion; c) questioning and answering. Results from the Pkm activities show that there are varying interests among the pupils in several professions. Polwan became the main choice with the number of fans reaching 13 (23.2%), followed by TNI as the second choice with 12 fans (21%). The doctor's profession ranks third with 8 fans (14.3%), while the police are in the fourth place with 7 fans (12.5%).

Keywords: facility management; learning environment; educational administration; school community engagement; sustainable education

INTRODUCTION

Education is essentially a conscious effort to develop an individual's personality and potential throughout his or her life, encompassing aspects of their interests, talents, and abilities. This educational process can be implemented through various techniques and methods that are tailored to the needs of students. Student-centered learning allows them to be active in the learning process with the teacher acting as a facilitator, thereby increasing student engagement and motivation (Mahaly & Rumahlewang, 2022). In this context, the Ministry of Education and Culture also explained that education and learning at the junior high school level emphasizes the formation of a strong foundation in preparing the generation to be able to face an increasingly complex era (Jeanete O Papilaya, 2023). In other words, the importance of a strong foundation in education and learning at the junior high school level is the key in preparing the generation to face the increasingly difficult challenges in this modern era. Through an in-depth and comprehensive learning process, it is hoped that students can acquire the knowledge, skills, and values that are essential to develop their potential to the fullest. Thus, the generation born from the junior high school education environment is expected to be able to overcome the changes and demands of the times, as well as become positive contributors to a dynamic global society. For this reason, the role of guidance and counseling teachers is very necessary in schools.

According to Prayitno, BK teachers or guidance teachers are teachers who are assigned to carry out guidance and counseling activities at school. BK teachers are responsible for planning and following up in guidance and counseling for students, which is their responsibility. From this statement, it can be interpreted that the BK teacher is an educator who is responsible for carrying out guidance and counseling activities for students (Mahaly, 2021). Fauziah also explained that BK teachers have an important role in schools in providing information related to careers. In addition, BK teachers also act as facilitators to

help students recognize their talents and interests, so that they do not choose the wrong major. However, the reality is that in the field, there are still many students who do not pay attention to the potential they have and tend to choose study programs that are considered easy. This issue falls under career guidance and counseling services or career guidance (Mudhar et al., 2023). In other words, career information services are very important to be provided by students before continuing to higher levels of education.

The implementation of career guidance services as part of guidance and counseling in schools includes school policies related to several aspects, namely: (a) service time, career guidance services are given a special time of 45 minutes each week to enter the classroom, (b) service implementing personnel, there are counseling guidance teachers who are in charge of providing career guidance, (c) infrastructure facilities that support career guidance service activities, Career guidance service activities are part of guidance and counseling service activities, for this reason the facilities and infrastructure of the activity use the facilities in the room, (d) the target of career guidance services, the target of career guidance services is all students, (e) the purpose of career guidance services, the purpose of providing career guidance services in junior high schools is as follows: a) The general purpose of career guidance is to provide opportunities for students to actively participate in a process that can reveal a wide variety of careers. Through this process, students are expected to realize themselves, their abilities, and the relationship between the two with various careers in society. b) Special purpose (1). Understand more accurately about the circumstances and abilities of the students, (2). Fostering awareness of the values that exist in students, (3). Getting to know various types of high school (SMA/MA, SMK, etc.), (4) Getting to know various types of jobs, (5). Providing objective and healthy rewards for the world of work, and f) as well as obstacles in its implementation, obstacles faced in the implementation of career guidance services in schools can include time constraints, lack of trained personnel, limited facilities and infrastructure, and difficulties in reaching all students effectively (Astuti, 2015)

It is also explained that the implementation of career guidance in junior high school requires supporting facilities so that service goals can be achieved effectively and efficiently. In accordance with Permendikbud number 111 of 2014 concerning guidance and counseling in primary and secondary education, the implementation of effective and efficient services requires several facilities, such as BK rooms, data collection tools, information books about advanced studies, guidance modules, and other facilities. By having adequate facilities, BK teachers can be more effective in guiding students to make the right career decisions according to their potential and interests (Aulia Rahmi, 2023).

According to Desminta, what is meant by a career is an important thing in determining the future. Planning for the future is part of the cognitive development of adolescents. Along with the gradual transition from children to adults, the need and expectation to act like adults becomes a developmental task for adolescents (Syafitri et al., 2021). Career talent and interest unite as the main factors that guide students in choosing their next study. In other words, career interests have a significant influence on the subsequent career decision-making process. Thus, an understanding of individual talents and interests is expected to be the basis or reason for choosing a major. Talent is a potential foundation that can be developed within the chosen major, while interest is a strong driver behind the choice. The compatibility between talents and interests is expected to help individuals achieve success in their chosen majors (Mudhar et al., 2023).

For this reason, specialization services and individual planning are expected to accommodate the needs of students in recognizing their interests, talents, and abilities from an early age. Students need to be encouraged to participate in extracurricular activities. This is one of the best methods for the introduction of interests and talents especially when the

type of activity is self-choice. Choosing a specialization is a decision made by students to choose classes according to their interests, talents, and abilities during their studies in high school (Mahaly Sawal, Papilaya O Jeanete, 2024)

Based on Permendiknas No. 22 of 2006 concerning Content Standards for primary and secondary education units, it is stated that the development and self-expression of students in accordance with their abilities, talents, and interests is provided through counseling services at school. However, the phenomenon that occurs in schools shows that even though the material has been delivered in the classroom, the results have not had the maximum impact on students. In line with this, research by Islamadina and Winingsih revealed that a phenomenon that often occurs in Indonesia in junior high school students is that they have not recognized their talents and interests and do not have a planned picture of their future. As a result, students are more likely to make the decision to pursue their studies based on the direction of their parents or the influence of their surrounding environment (Muh. Fatur Rahman, Akhmad Harum, 2023).

Using the RIASEC approach can help guidance and counseling teachers to identify the talents and interests of students. According to Tasrif, the RIASEC approach is commonly used in student group guidance services because it has more specific and in-depth indicators, while (Kurniawan et al., 2023). The RIASEC method or instrument is one of the options or options for counselors to explore the potential interests and talents of students as a basis for determining cross-subject interests. This method was developed based on personality theory by an American psychologist named John Holland. According to Holland, in this method, a person's personality will be divided into 6 categories. The six categories include Realistic, Investigative, Artistic, Social, Enterprise, and Conventiona. (Sons, 2024).

Meanwhile, in the Guidelines for the Implementation of Guidance and Counseling for Primary and Secondary Education, it is explained that talents and interests can be said to be appropriate when abilities and interests are united. Understand the types of skills that match your abilities, talents, and interests. By using the RIASEC method can help identify students' talents and interests, R is Realistic, intended Students who belong to the Realistic category are generally mechanically skilled and/or work that prioritizes physical skills, and muscle strength, I is Investigative, intended Students who belong to the Investigative category tend to have an interest/interest in observing, learning, analyzing and solving problems, A is Artistic means students who belong to the Artistic category have an interest in working in unstructured situations, where they can freely utilize their creativity, S (Social) is a student who belongs to the Social category has an interest in working with other individuals compared to equipment, E (Enterprising) is a student who belongs to the Enterprising category has an interest in working with other individuals, as well as persuading others and appearing in public, C (Conventional) is a student who belongs to the Conventional category has an interest in things that are detailed, organized, and related to data (Ministry of Education and Culture, 2022).

METHOD

The methods of implementing activities in this training include the following stages: 1) Preparation, 2) Implementation, 4) Mentoring, 3) Evaluation. The following is a description of the activities carried out:

a. Preparation

The preparatory activities for service activities are carried out as follows:

1. Needs Analysis

Carry out the identification of the student's career planning

2. Team Formation

Team formation is tailored to the expertise to solve the problem which can be seen in the following table:

Table 1. PKM Team and Material Description

No.	Name	Position	Material	Time Allocation
1	Rusnawati Ellis, S.Psi., M.Pd	Head	Student Career Planning	2
2	Sawal Mahaly, S.Pd., M.Pd	Member 1	Talents and Interests	2
3	Muhamad Fadli	Member 2	Identify Professions	2

b. Implementation

The steps taken in training activities include

1. Start from the beginning

In this activity, students are asked to fill in the instruments that have been provided in the form of identification of the profession or ideals they want to be interested in, the RIASEC instrument (Ministry of Education and Culture, 2022)

2. Concept Exploration

At this stage, participants are given an explanation of career planning information according to their talents and interests using the RIASEC method.

3. Collaboration Spaces

Activities at the stage, provide an opportunity for students to ask questions related to the field of profession/ideals written

4. Guided Reflection

In the guided reflection activity, the service team guided participants to reflect on the results of readings, video viewing and the results of discussions that had been carried out.

c. Assistance

To implement the results, students are accompanied to fill out the RIASEC instruments according to their talents and interests

d. Evaluation

The evaluation stage is carried out to measure the success of the activities that have been carried out. These evaluations include process evaluations, final evaluations, and follow-up evaluations. Program evaluation aims to find out the results and progress of the planned program implementation

In the implementation of the intended activities, various methods are used to achieve success, namely:

1) Lecture Method

The lecture method is an approach in which information or material is delivered to many people in a classical manner. This method was chosen because it was considered more effective in conveying a message to a large number of people through live presentations

2) Discussion Methods

The discussion method is used so that each teacher can more easily share problems with the speaker or group mates. If they feel reluctant to raise their problems with the presenters, they can talk to their friends in the group to find a common solution to the problem

3) Q&A Method

The question and answer method is applied in discussion groups to provide opportunities for participants, both individually and in groups, to ask questions if they

do not understand the material presented. The goal is for participants to be able to obtain accurate information that suits their needs.



Figure 1. RIASEC Usage Activities for Shiva Career Planning

e. Program Sustainability Plan

This activity is a very positive first step in providing understanding and career planning for students according to their talents and interests. With this activity, students can get to know and explore their potential and interests in depth. This process not only helps them to better understand themselves, but also provides a solid foundation in designing their career future.

RESULTS AND DISCUSSION

The results of community service also show a significant impact in this context. Through community service activities, students not only gain valuable practical experience but also broaden their horizons about various professions and needs in society. This experience provides them with the opportunity to apply their knowledge and skills in real-life situations, which in turn strengthens their understanding of career options that match their talents and interests. In addition, community service fosters a sense of empathy and social responsibility,

which is important in the world of work. Thus, this activity and community service complement each other in equipping students with a more holistic understanding and mature career planning. The results of the recap of the professional field of the student of interest can be explained in the following bold:

Table 2. Summary of the Professional Field of SMPN 21 Ambon Students

No	Profession/Ideal	Sum	%
1	Architecture	1	1,79
2	Cook	2	3,57
3	Doctor	8	14,3
4	Teacher	1	1,79
5	Kowat	1	1,79
6	Cruise	1	1,79
7	Ball Players	3	5,36
8	Businessman	2	3,57
9	Singer	1	1,79
10	Nurse	4	7,14
11	Police	7	12,5
12	Police Officer	13	23,2
13	TNI	12	21,4

Based on the table, there are several professions that are in demand by students with various levels of specialization. Police officers ranked first with 13 people (23.2%), followed by the TNI profession which was the second choice with 12 people (21%). The Doctor profession is ranked third with 8 people (14.3%) interested, while the Police profession ranks fourth with 7 people (12.5%). Meanwhile, professions such as nurses, football players, businessmen, cooks, architects, teachers, cruise workers, and singers have a number of enthusiasts under 5 people. The data highlights the importance of the role of BK teachers in schools in providing career guidance to students. With information regarding students' career preferences as listed in the table, BK teachers can direct students to explore further about areas of interest. BK teachers are responsible for providing accurate and in-depth information regarding the requirements, challenges, and career opportunities in the field of interest for students. They can also help students to evaluate the suitability of their interests, talents, and values to the requirements and demands of the profession in demand. In addition, BK teachers can also use this data to design a more targeted and effective career guidance program according to the needs of students.

CONCLUSION

Based on the results of community service activities with the title "The Use of RIASEC for Career Planning Information for Students of SMP Negeri 21 Ambon", it can be concluded that there is an increase in students' understanding in planning future careers. The results showed that there was a diverse interest among students in several professions. Police officers are the first choice with the number of interested people reaching 13 people (23.2%),

followed by the TNI as the second choice with 12 interested people (21%). The Doctor profession ranks third with 8 people (14.3%) interested, while the Police ranks fourth with 7 people (12.5%). Meanwhile, professions such as nurses, football players, businessmen, cooks, architects, teachers, shipping workers, and singers attracted less than 5 people.

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