



Career Planning for Malay Culture Students through the Student Career Planning Application (APKAS)

Heni Sulusyawati

Universitas Prof. Dr. Hazairin, SH
henisulusyawati9@gmail.com

Anisya Sonita

Universitas Muhammadiyah Bengkulu
anisyasonita@umb.ac.id

Widya Kartika Sari

Universitas Prof. Dr. Hazairin, SH
kartikasariwidya56@gmail.com

Arifah Hidayati

Universitas Prof. Dr. Hazairin, SH

Rahma Fitriani

Universitas Prof. Dr. Hazairin, SH
rahmafitriani844@gmail.com

Selvi Febrianti

Universitas Prof. Dr. Hazairin, SH
selvipebrianti457@gmail.com

Abstract

Technological developments certainly have an impact on student career planning, based on the results of observations and interviews, it is still found that students have not prepared their career planning thoroughly; so far students' career planning has been using a manual system. With the Student Career Planning Application (APKAS), after being tested for validity and feasibility by experts in the field, it can be declared worthy of application. The purpose of this study is to describe the career planning of Malay culture students through APKAS. This study uses a quantitative method with a descriptive approach. The population of this study was grade XII students of SMA Negeri 9 Kota Bengkulu. Sampling used proportional random sampling, with the Slovin formula. The results of this study indicate that the career planning of Malay culture students through APKAS is in the high category. This is indicated by the results of the percentage of the total sample of 160 students, 90 students with a percentage of 56.3% are in the high category, and based on the Malay cultural ethnicity with a sample of 75 students, there are 35 students with a percentage of 47.00% are in the high category. This means that Malay culture students have mature career planning.

Keywords: *APKAS; Career Planning; Malay; Students.*

Introduction

Technological advances impact student activities and activities at school, one of which is their impact on career planning. Students tend to lack enthusiasm for thinking about career plans after graduation. Based on observations and interviews with guidance and counseling teachers at SMA Negeri 9 Bengkulu City, 50% of students are classified as less serious in preparing career plans. This

occurs because there are still many factors influencing career planning. The results of research by Mustika, Daharnis & Iswari (2022) explain that early career guidance is an integral part of educational tasks. The results of research by Saripah, Priliani, & Nadhirah (2023) explain that several problems that affect students' career maturity, namely low knowledge, social conditions, choosing schools without adjusting to talents, interests, and potential, lack of exploration, experiencing doubt in making decisions, a gap between school competencies and the industrial world, relatively low school quality, and limited productive teachers. Supported by the research results of Sulusyawati, Hardianti, Jannah & Solihin (2021), it shows that students' career planning in facing the ASEAN Economic Community (AEC) is generally high, but specifically in each measured indicator there is still variation. This means that these indicators still need to be improved. Furthermore, the findings of Sulusyawati & Sari (2019) explain that in general, students with a Rejang cultural background already have quite good career planning. Further findings by Sulusyawati & Syamsuddin (2020) suggest that Lembak culture influences students' career planning. This can be seen from the lack of parental involvement, Lembak students' lack of discipline in terms of time management, limited student social interactions, and a tendency to associate with fellow Lembak cultural groups. The results of the study by Sulusyawati & Juwanto (2022) explain that the quality of peers influences students' career planning, this is shown by the recognition of mutual care, mutual assistance, providing guidance, and conflict resolution.

Sulusyawati & Melati (2019) proposed several Rejang cultural factors that can influence students' career planning, such as parents' habit of frequently making decisions for their children, students' peer groups with a Rejang cultural background, and the habits of students with a Rejang cultural background, such as frequently procrastinating, having high morale, and a desire to progress and succeed. Furthermore, the research results of Sulusyawati & Juwanto (2021) explain that there is social support from peers for students' career planning, as indicated by emotional support, appreciation support, and information. Winkel & Hastuti (2013) explain that there are two factors that can influence students' career planning: external factors and internal factors. External factors are environmental factors, certainly from outside the individual, while internal factors are factors from within the individual. Furthermore, the results of research by Aminurrohm, Saraswati & Kurniawan (2014) explain that the most common inhibiting factor for career planning is external factors, namely school conditions. The results of research by Sulusyawati, et al. (2017) explain that there are no significant differences in student career planning in terms of socioeconomic status, gender, and major. In addition to the many factors that influence career planning, findings based on the results of interviews with Guidance and Counseling teachers at schools found that so far the student career planning system in schools still uses a manual system, so there is a need for changes to use applications. This is strengthened by the results of research by Widati, Atmoko & Ramli (2021) explaining that the development of an Android-based career planning application is effective for further use in real service delivery activities in schools to help students prepare their career plans.

Based on the previous explanation, it can be concluded that many factors can influence students' career planning. One of them is the career planning process which previously used a manual system. With the development of science and technology, career planning can be done using applications. Through this study, data was collected on the career planning of Malay cultural students through the Culture-Based Student Career Planning Application (APKAS). This APKAS has been tested for its feasibility for application. Furthermore, students are expected to be able to discuss career planning with guidance and counseling teachers at school from an early age (Herr, Cramer & Niles (2014). Through this study, data related to career planning of Malay cultural students will be explained through APKAS. The implications of the results of this study can assist the task of guidance and counseling teachers in schools in providing career guidance and facilitating students to prepare thorough plans.

Research Methodology

This research method uses a quantitative method with a descriptive approach. Quantitative descriptive is a study that aims to describe systematically, factually, and accurately related to the facts and criteria of a particular population. Yusuf (2014). Through this study, the researcher will describe the career planning of class XII students at SMA Negeri 9 Bengkulu City through APKAS, totaling 268 students. Sampling in this study uses proportional random sampling. Sampling uses the Slovin formula. Based on this formula, the sample size in this study is 160 students. The data collection technique in this study uses the student career planning instrument through APKAS. Data analysis uses the SPSS Program Version 20.00.

Findings and Discussion,

The results of this study indicate that, in general, students' career planning through culture-based APKAS is considered high. This is further explained in Table 1. The overall frequency distribution is as follows.

Table 1. Overall Frequency Distribution of Students' Career Planning Through Culture-Based APKAS

		Percentage	Categori	F
1	≥ 139%	34,4 %	Very High	55
2	113% - 138%	56,3 %	High	90
3	87% - 112%	8,8 %	Moderate	14
4	61% - 86%	0,6 %	Low	1
5	≤ 60%	0,0%	Very Low	0
		100%	total	160

Based on Table 1, it can be seen that the majority of students have a high level of career planning. This can be seen from the total sample size of 160 students. A total of 90 students, or 56.3%

of students, are classified as having a high level of career planning. Furthermore, 55 students, or 34.4% of students, are classified as having a very high level of career planning. Then, 14 students, or 8.8% of students, are classified as having a moderate level of career planning, and only 1 student, or 0.6%, has a low level of career planning. Furthermore, the distribution of career planning frequencies of Malay crocodile students through APKAS can be seen in Table 2.

Table 2. Frequency Distribution of Students' Career Planning Through APKAS Based on Malay Culture

No	Interval	Career Planning		
		Percentage	Categori	F
1	≥ 139%	44,00 %	Very High	33
2	113% - 138%	47,00 %	High	35
3	87% - 112%	9,00 %	Moderate	7
4	61% - 86%	0,00%	Low	0
5	≤ 60%	0,0%	Very Low	0
		100%	total	75

Table 2 shows that overall, career planning among Malay students is considered high. This can be seen from the sample size of 75 students, 33 of whom, with a percentage of 44.00%, have career planning in the very high category. Furthermore, 35 students, with a percentage of 47.00%, have career planning in the high category, and only 7 students, with a percentage of 9.00%, have career planning in the medium category.

Discussion

Based on the results distributed in Table 1, it can be seen that overall, student career planning based on culture through APKAS can be seen to be in the high category, likewise the results distributed in Table 2, student career planning based on culture through APKAS can be seen to be in the high category. Based on these results, it can be interpreted that student career planning through APKAS based on Malay culture has achieved career maturity. The findings that support the results of this study are the results of Maulana's (2024) research explaining that overall student career planning abilities are in the high category, furthermore the results of Apriyanti, Kartadinata & Supriatna's (2022) research suggest that how they develop their careers depends on the time perspective, namely the past, present, and future. This is adopted when they make career and job choices. Regarding these three time zones, individuals use their time differently, either excessively or negatively within one time zone. Supported by the research results of Ayu, Widarnandana & Retnoningias (2022), they stated that there is a positive correlation between career planning and career decision-making. This means that when students have a mature career plan, they will be able to make good career decisions. The results of this study support the findings of this study, which can be seen from the importance of career planning to be prepared early.

Ghassani & Anwar's (2020) research findings suggest that career planning training can improve students' career maturity. Furthermore, Adityawarman's (2020) research findings suggest that group guidance services play a role in improving students' career planning. This is supported by Ummah's (2013) research findings, which show that implementing effective career information services can improve students' career planning. Aminuddin & Mulyadi's (2020) research findings demonstrate that effective career information services can improve students' career planning. The findings of the previous studies support this finding, as evidenced by the various services provided and training activities aimed at improving students' career planning. This implies that career planning is an essential element for students.

Furthermore, supported by the research results of Tumanggor, Sunawan, & Purwanto (2019) who stated that website-assisted career information services are effective in improving students' career planning. The research results of Ramadani Ramadani, Anuar, & Fahmi (2023) explain that there is an influence of hypermedia-based career information services on career planning, and can be used as an alternative career information service media. The research results of Hariyani, Rukanda & Irmayanti (2023) explain that the development of website-based career media to improve students' career planning is declared feasible. The research results of Sulusyawati & Juwanto (2020) explain that there are habits of Serawai culture students that influence career planning, namely norms, customs, diligence, having high desires and thrifty habits. Based on the opinions of several experts, it can support the results of this study, student career planning can develop optimally in its application process, with technological developments, career planning can also be done through applications. Apart from that, it is not only technology that is developed, but also seen from a cultural perspective.

Conclusion and Suggestion

Based on the findings, it can be concluded that career planning for Malay cultural students through APKAS is in the high category, as evidenced by the percentage figures by category. This means that APKAS can provide data on career planning for Malay cultural students.

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