



Future career planning

Krislegawana Panggabean

Guru BK, SMK Brigjen Katamso-II, Medan

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ABSTRACT

Career planning is a process that starts from knowing and understanding oneself, realizing the opportunities within himself and various choices with all his abilities, classifying choices, making decisions, developing his future career in achieving goals and plans to make plans for a job. The three main aspects of career planning are knowledge and understanding of oneself, knowledge and understanding of work, and the right way of thinking between oneself and the world of work. which is the main key in planning a future career that is in accordance with its capabilities will also be able to know the interests, talents, strengths and weaknesses that we have. So that it can facilitate us in planning our future careers.

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Corresponding Author:

Krislegawana Panggabean,
Guru BK,
SMK Brigjen Katamso 2, Medan
Jl. Marelan Raya Psr. 3, No.19, Kec. Medan Marelan, Kota Medan, Indonesia.
Email: krislegawana@gmail.com

1. INTRODUCTION

In today's modern era, we as individuals are required to have skills or those that can support individuals to get a job(Council, 2012)(Casner-Lotto & Barrington, 2006). Although the unemployment rate in Indonesia has decreased, other problems in employment still exist, namely where many workers are not in accordance with the specifications needed by an organization or company(Sugiyarto et al., 2006)(Sugiyarto et al., 2006). Many employees work only because of demands and are less able to develop themselves in the job(Bakker & de Vries, 2021). From the number of the labor force who work in accordance with the education majors encountered, it shows that many Indonesians work not in accordance with their majors(Pambudi & Harjanto, 2020). This does not only happen to teenagers who are pursuing an undergraduate education, but many teenagers who are still in high school do not have future career planning.

The lack of mature career planning in high school students is also found from research based on the results of a preliminary survey of researchers at SMK Brigjend Katamso 2 Medan in 2023 of 20 alumni students of class XII RPL, it was seen that: 1) students experience confusion in determining the type of further education to be pursued (40%), 2) do not know the job prospects or positions if they complete their studies (50%), 3) inadequate career information (50%), 4) do not know the student's potential (40%), 5) depending on the economic situation of parents (60%) and 6) almost all students stated that the best career is Civil Servant (95%).

Based on the stage of adolescent career development, which is in the age range of 16-22 years, this is an exploring stage which begins when individuals have the awareness that work is an integral part of their lives(Vondracek et al., 2019)(Jiang et al., 2019)(Symonds et al., 2019). Everyone must work and to work must prepare themselves as well and as early as possible. One of them is with education and training(Scott, 2020)(Moschonas, 2019). When viewed from the stages of career development from

Super and Jordan (Jordan, 2018) adolescence includes the "exploration" stage at the tentative and transitional levels (ages 15-21 years). At the tentative stage (15-17), the factors taken into account are: needs, interests, capacities, values and opportunities. While in the transitional stage (18-21), adolescents already have objective considerations, can enter the labor market or professional training, and try to implement their self-concept.

Jordan (Jordan, 2018), suggests that one of the tasks of adolescent career development is planning and decision making. The profile of adolescents that must be achieved in this developmental task is 1) adolescents must be able to choose one alternative from a variety of jobs, 2) adolescents are able to consider how long it takes to finish school, 3) adolescents can make plans that will be done after graduating from school, 4) adolescents can choose a study program according to their interests / abilities, 5) adolescents can make decisions where they want to work.

This situation requires individuals to solve problems that are closely related to careers (London, 2014), so that individuals are able to actualize themselves with the jobs they choose without experiencing obstacles from mismatching job specifications. Career as something that is cultivated to advance his life and can fulfill these requirements, then a plan is needed (Greenhaus et al., 2018) (Ansley et al., 2019). Winkel (Rizqi, 2014) says that "good and mature planning requires thinking about all the goals that will be achieved in the long-range goals and in the short-range goals".

According to Super (Rahmaniah, 2013) that career planning can measure how much a person understands about the type of formation search and measure their level of understanding of various aspects of work. Career planning in adolescents can be characterized by many types of activities in life such as learning about career information, discussing career planning with adults, playing an active role in extracurricular activities or participating in training that he likes. Parsons (Rizqi, 2014) formulates career planning as a process that is passed before making career choices. This process contains three important aspects, namely knowledge and understanding of the personal self, knowledge and understanding of work, and the use of correct thinking between the personal self and the world of work.

This research tries to emphasize the importance of having and also understanding strategies to plan and prepare their careers in order to achieve optimal adolescent career development tasks.

2. RESEARCH METHOD

The method in writing this scientific paper uses literature study-based writing which is carried out by examining and exploring various sources/theories and praxis through various literatures (Kutlu-Abu & Arslan, 2022).

There have not been many studies that discuss future career planning strategies, this is because some figures who focus on literature references have different perceptions because careers are created, fostered and developed through and during life (Fadli et al., 2017). All of them are closely related to how capable a person is in managing himself and his personality, understanding others and the environment, and socializing with others and his environment (Fadli et al., 2017). This means that an individual's career is related to understanding themselves, others and their environment.

3. RESULTS AND DISCUSSIONS

One of the developmental tasks of adolescents that must be completed optimally is the task of choosing and preparing a career. Alizabeth B. Hurlock (Jordan, 2018) suggests that high school children begin to think about their future in earnest. This is no longer the time like in the past where boys are usually more painstaking in work when compared to girls. In addition, boys usually see work only as a time filler before marriage. Other motives such as encouragement from others, aggression, self-preservation, and sexual curiosity will influence future career planning.

The purpose of this career development task for adolescents is that adolescents can choose a job that suits their abilities, and prepare themselves to have the knowledge and skills to enter the job. Based on a biological perspective, at the age of 18, adolescents already have mature physical size and strength, making it easier for them to learn the skills or expertise demanded by a particular job. From

a psychological perspective, studies on adolescents' interests show that job planning and preparation are the main interests of both male and female adolescents aged 15-20 years.

Career Planning

Career is no longer defined as a job, Ifdil (Rizqi, 2014) expressed that a career is something that must be achieved / realized in the form of a job that has various requirements such as level of education, responsibility and other requirements: 2011). Based on this understanding, it can be concluded that a career is a job that is pursued by someone to advance their life which has various requirements such as the level of education, responsibility and other requirements.

Career planning according to Azizah (Azizah & Naqiyah, 2017) is a process for determining steps in achieving predetermined goals with abilities and requirements which include self-understanding of personality, talents, interests and family environment as well as understanding information on further studies and the world of work. Meanwhile, Santamaria (Nengsih, 2019) explains that "Career planning is a deliberate process of: knowing and understanding ourselves better, becoming aware of opportunities, choices and the consequences of our choices, identifying options, making decisions about options, developing goals, and action plans that will keep us roving in the direction we want to go, and programing work, education and related training and development experiences". From the above understanding, it can be concluded that career planning is a process that begins with knowing and understanding oneself, being aware of opportunities and various choices with all their consequences, identifying options, making decisions, developing goals and plans to make plans for work, education and training that will be needed in the world of work. The process accumulates into steps that individuals will take in order to prepare themselves to enter the world of work.

Based on the understanding of career planning described above, the key to mature planning and wise decisions lies in processing information about oneself and about one's environment (Lent & Brown, 2020)(Kulcsár et al., 2020)(Patton & McMahon, 2021). In other words, the level of understanding of adolescents about themselves affects how adolescents are able to plan their careers wisely and maturely in the future (Lim & You, 2019)(Batool & Ghayas, 2020).

Brehm & Kassin (Rahman, 2019) suggest that self-concept is a combination of beliefs about oneself and personal attributes (Swann Jr et al., 2007)(Pajares & Schunk, 2005). Meanwhile, according to Hurlock (Nur & Ekasari, 2008), self-concept is a person's description of his beliefs and achievements (Pajares & Schunk, 2005)(Lumintu, 2022).

To measure one's own ability, there are several aspects that are considered to represent an understanding of oneself (Surna and Pandeirot (Gupita & Veronica, 2020)(Purnamasari et al., 2023) as follows (Khan, 2018)(Harter, 2007)(Kenny & DePaulo, 1993)(Shamir & Eilam, 2005):

- a. Subjective self, refers to the privacy of the self that is only known by oneself, namely what and how views, thoughts, feelings, desires, and ideals about oneself.
- b. Objective self, refers to the opinions or views of others about ourselves, others who judge how we really are.
- c. Social self, usually used to describe how our perceptions and opinions of other people's existence including how our thoughts towards other people's existence and how other people judge our thoughts.
- d. Ideal self, is the concept of thinking about ourselves that leads to our ideals, what we want to be in the future, and this is the main goal in the process of life's journey.

4. CONCLUSION

The profile of adolescents that must be achieved in this developmental task is 1) adolescents must be able to choose one alternative job from a variety of diverse jobs, 2) adolescents are able to consider how long to finish school, 3) adolescents can plan what to do after school, 4) adolescents can choose a study program that suits their interests / abilities, 5) adolescents can make decisions on where to work. The purpose of career planning itself for adolescents is one of them so that adolescents are able to prepare themselves to obtain appropriate placement and income (preparing for adequate placement).

Understanding one's own abilities is the main key in planning a mature and wise career. This self-concept itself is the picture a person has of themselves, which is a combination of beliefs they have about themselves, such as physical, psychological, social, emotional, aspirational, and achievement characteristics. So if we are able to understand the self-concept that exists in us, we will also be able to know our interests, talents, strengths and weaknesses. So that it can facilitate us in planning a career.

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