
Development of Guidance and Counseling Modules to Improve Students' Further Education Planning

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Abstract

This paper aims to explain the development of guidance and counseling modules to improve student continuing education planning. In 2021 there will still be 87% of Indonesian students making the wrong choice of major. This can have a negative impact on students during the lecture process and can even end in dropping out. And in the future can increase the number of unemployed. The method used in this paper is library research (Library Research). Through this research, it can be concluded that the development of guidance and counseling modules can be a source of information for students in improving students' further education plans so that there are no mistakes in choosing majors in tertiary institutions later.

Keywords – Students; Modules; Planning; Further Education



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1. Introduction

Every year, thousands of high school students who have completed their studies will continue their education at the tertiary level. Data from the Higher Education Entrance Test Institute (LTMPN), in 2018 the number of students who applied for SNMPTN was 586,155 students. In 2019 the number of students who registered for SNMPTN was 478,608 students. The number of students accepted is only around 18-19% of the total number of student applicants. The tight competition in selection to enter state universities with many study program choices makes the majority of students choose college majors because of passing grades and following trends in the social and family environment as well as hearing that some majors have more promising job prospects than other majors (Setiawan, 2013).

Choosing a major in higher education is the first step for high school students to prepare for the future. According to Agoes Dariyo (2004) studying at a tertiary institution is one of the stages of career development that has entered an exploration phase where individuals seek the experiences needed to face future jobs. In preparing to enter the world of work, high school students must choose a major that will be the focus of their knowledge.

For some children, choosing a college major is not an easy matter. Some may have prepared long ago, but others still don't know about the description of the major that will be chosen later. Often the decision to choose a major is influenced by various parties, such as friends, parents and the community. Not all students who are in the wrong major have bad achievements, sometimes they have a pretty good GPA, namely three point and above and have achievements, but they feel that their achievements are not worth getting because they feel they do not have that ability.

There are various things that must be considered seriously and maturely. Choosing in a hurry without thinking about certain things will have a bad impact on students, such as choosing a major that does not match their talents which sometimes causes a student to be expelled from college because he cannot carry

out the lecture process, it can even lead to dropping out (DO). If the decision to choose a major is made on the basis of individual self, then that decision is the best decision. So that he can achieve success in studying. Vice versa, if choosing a major is due to external factors, namely peers and parents, then the student cannot be responsible for his future. In fact, making a decision that involves the future must be based on an understanding of the decision to be taken, as well as choosing a major.

The role of schools is very important, in an effort to provide various programs as preparation for choosing further education at SMA, SMK, MA, or Islamic Boarding Schools as well as in providing various guidance activities related to the world of work. According to ABKIN (2013: 18) "Career development is a field of counseling services that assists students in receiving, understanding, assessing information and experience, as well as choosing and making clear, objective and wise career direction decisions." In line with the opinion above Prayitno and Amti (2004: 201) "Students also need to be given the opportunity to understand various useful information regarding the relationship between the education they are currently undergoing with further education, and with possible jobs that can be developed later, materials These are often referred to as educational information and job information. Next Wardati and Jauhar (2011:154)

According to Educational Psychologist from Integrity Development Flexibility (IDF) Irene Guntur, M.Psi., Psi., CGA, as many as 87% of students in Indonesia have the wrong major. Irene said that one major could lead to unemployment. So that the unemployment rate in Indonesia can be reduced, therefore students should not take the wrong major while studying (Fahri, 2021). Students who choose the wrong major in college have the possibility of failing to attend lectures so they cannot complete lectures and end up dropping out, and everything is wasted as well as a loss in costs and time spent during college.

On the other hand, parents sometimes also advise their children to enter this department because of the good prospects. However, what is unfortunate is

that many of them choose this major and decide in a hurry without being based on in-depth knowledge and information or just following existing trends. This hasty selection of majors can be fatal for new students. When they enter college, many of them realize that they are learning something that does not match their interests, talents and abilities.

Choosing a college major that suits your interests is very important. This is because interest is a feeling of preference and a sense of interest in something or activity without being told. (Slameto, 2015). By choosing a major that suits their interests, they will be able to live it with love and enthusiasm. Conversely, determining the wrong major can be an academic stressor for students (Rahmawati, 2017). This academic stressor can trigger reactions to students' thoughts, behaviors, body reactions and feelings. (Rahmadani, 2014). Reactions that arise in students' feelings that commonly occur are feelings of anxiety, depression and hopelessness.

Intani and Surjaningrum (2010) say that a student with the wrong major can be understood as: (1) a student who has understood his talents and interests before he chooses to enter college, (2) when he enters college the student realizes that the major he has chosen not in accordance with their interests, (3) choosing the wrong major is caused by several things such as lack of information about the major to be taken, considering a low passing grade, and the influence of significant persons such as parents, friends, or girlfriends.

Based on the explanation above, a special strategy is needed that can improve further education planning for students. One of the strategies in question is through modules. Modules are printed teaching materials. The preparation of modules has the advantage of increasing motivation because the material is well defined according to field conditions (Santayasa, 2009). The module is an effective step in growing requests and transmitting information through visual means (Moonagusta, 2013). Through the use of the module, students are expected to be able to improve their planning for further education appropriately and optimally.

This research provides alternative guidance and counseling modules to improve further education planning for students, and guidance and counseling modules can be in the form of textbooks and printed materials (Nursalim, 2005). In accordance with the purpose of guidance and counseling services, namely to help individuals become independent and successful in everyday life through directed services (Prayitno, 2009). The author hopes that the product to be developed can be used by counselors and students to improve their further education plans.

This article will describe the development of guidance and counseling modules to enhance further education planning. The aim is to review various literatures related to the development of guidance and counseling modules to improve further education planning.

2. Method

This research uses the type or approach of library research (Library Research). Literature study is a study that is used to collect information and data with the help of various materials in the library such as documents, books, magazines, historical stories, and so on. According to (Syaodih, 2009) this type of research is library research, namely a series of studies related to library data collection methods, or research whose research object is explored through various library information (books or scientific journals) that discuss domestic violence. Library research or literature review is a study that critically examines the knowledge, ideas, or findings contained in an academically oriented body of literature.

3. Result and Discussion

A. Planning for Further Education

1. Concept of Planning for Further Education

Choosing a major in higher education is the first step for high school students to prepare for the future. According to Agoes Dariyo (2004) studying at

a tertiary institution is one of the stages of career development that has entered an exploration phase where individuals seek the experiences needed to face future jobs. In preparing to enter the world of work, high school students must choose a major that will be the focus of their knowledge. Based on the theory put forward by Agoes Dariyo (2004) an individual who will or goes to college is an effort to develop a career in the future. Class XI high school students who will continue their education to tertiary institutions must choose a major that will be the focus of knowledge. Choosing a major must be based on interest, talent, motivation and ability because the success of a student's career in the future is the responsibility of the student himself. Therefore, class XI high school students choose the right major that suits their personality characteristics. Atmosudirdjo (2003) states that in choosing a further education major, a choice of a further education major based on interest will trigger students to excel while in college.

2. Factors planning further education

In making choices, individuals are influenced by several factors. High school students who are in early adulthood have developmental tasks, namely choosing and preparing for jobs (Duvall, 2011). In preparing for work, individuals tend to continue their education up to university, making it easier to get a decent job for their future. According to Berk (in Agoes Dariyo, 2004) career choices made by adolescents are influenced by personal factors, namely personality characteristics and external factors, namely peer groups and parental guidance.

Furthermore, external factors that influence students in selecting majors in this study are peer group factors and parental factors. According to Santrock (2007) peer groups are groups consisting of two or more adolescents who are relatively the same age and interact with each other. Santosa Slamet (2006) argues that peers have a major influence on adolescents, this is because within the peer group values have been formed that influence the behavior, interests, attitudes and thoughts of adolescents in addition to the strong influence of parents. Hurlock (2011) also argues that peer groups can influence adolescents, because in peer groups, adolescents will provide each other with information

about social roles so that they will influence each other to achieve the same goals. The magnitude of the influence of peer groups is caused by the intensity of time spent together between adolescents and their peers.

In addition to peer factors, parental factors also influence students in choosing majors. Gunawan (2010) stated that parents influence the child's educational process, so that the good or bad performance of children can be determined by the guidance given by parents. Parents guide children so that they can achieve success in the future according to parents' expectations. Carole Wade & Carol Tavris (2007) also argue that parental guidance has a significant influence on the process of selecting further education majors. The greater the influence of parents in guiding, the students will tend to choose majors directed by parents. Parental guidance will be a consideration for students when choosing a major in further education.

3. The role of BK in Improving student further education planning

Guidance and counseling are assistance services provided to counselees who have problems, both individually and in groups so that they can be independent and can develop optimally, which are carried out in personal, social, learning and career guidance through various types of services and support activities according to applicable norms (Prayitno, 2004). Guidance and counseling carry out a number of functions to be achieved through the implementation of guidance and counseling activities, these functions are understanding functions, prevention functions, alleviation functions, maintenance and development functions (Sukardi & Kusmawati, 2008).

Basically career information consists of facts about jobs, positions, or careers, and aims to help individuals gain views about the world of work (Salahudin, 2012: 166). The opinion states that "Competencies that students must achieve in achieving career maturity are having a positive attitude towards further studies and work, recognizing further studies and work, and having readiness, by developing knowledge and skills according to their needs (Supriatna, 2011: 71). Therefore, the counselor's ability to help students with

problems and the counselor's support skills can be expected to be able to help students plan their further education effectively.

4. Module Concept

a. Definition of Module

Modules are a comprehensive and systematic form of teaching materials that contain a set of learning experiences that are planned and designed to help individuals master the learning objectives set (Rahdiyanta, 2012). According to Dharma (2008) modules are learning tools and media that contain methods, materials, limitations and evaluations that are systematically designed in the most attractive way possible in achieving the expected competencies according to the usefulness of their complexity. The module is equipped with instructions in the form of print-based teaching materials and is designed to be self-learning by the learning participants (Arsyad, 2011). So, it can be concluded that the module is a learning aid in the form of a printed tool that is designed systematically and attractively to achieve the expected skills, contains components and clear instructions so that individuals can learn independently or with the help of a counselor in counseling activities.

b. Module Characteristics

Rahdiyanta (2012) states that a module can be said to be good and interesting if it has characteristics such as self-instructional, self-contained, stand-alone, adaptive and user-friendly. Here's a further explanation:

1) Self-instructional, through modules a person can teach himself and not depend on other parties.

2) Self contained, all learning material from one unit or sub-competence being studied is contained in one complete module which is packaged into one unified whole. The purpose of this concept is to provide individual opportunities to study complete learning material.

3) Stand alone, the developed module does not depend on other media or does not have to be used together with other learning media.

4) Adaptive, modules should have high adaptive power to the development of science and technology. It is said to be adaptive if the module can adjust to the development of science and technology and is flexible in use.

5) User friendly, the module should be friendly to the user. Every instruction and exposure to information that appears is helpful and friendly to the wearer. The use of language that is simple, easy to understand and uses commonly used terms is a form of user friendliness.

c. Purpose of Using the Module

The purpose of using this module is to enable individuals to learn according to their own abilities, without relying on others and to motivate career women to improve their work life balance. Sudjana (2004) explains that by using modules individuals can explore their own learning outcomes and emphasize the optimal use of learning materials.

d. Module Components

The resulting module requires some rules to be obeyed. This regulation covers the components of the module. The module components proposed by Santayasa (2009) include an introduction with a general explanation of the module and learning objectives, learning activities with a description of learning content, summaries, quizzes, answer keys, comments and ends with a bibliography.

From this explanation it can be concluded that the elements of the module are clear formulation of objectives, steps for using the module, materials, evaluation, and a list of references. For module development in this study, the researcher adjusted the module components according to the research objectives.

e. Module as Media in BK Services

Modules are one of a number of stone tools and learning resources that can help students improve their further education plans. The development of modules from teaching media and guidance and counseling services aims to help clients master certain topics independently. The use of media with guidance and

counseling services focuses on social guidance in the form of software or hardware with functions for tools in providing guidance and counseling services (Fikri, 2018).

The development of the guidance and counseling service media module is the application of guidance and counseling services using this module to improve further education planning on service materials provided to clients and apply the understanding gained in everyday life.

4. Conclusion

In closing this paper, it is necessary to conclude that the discussion regarding the development of guidance and counseling modules to improve further education planning is a source of information for students in planning further education efforts so that there are no mistakes in choosing majors at tertiary institutions in the future.

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