



## Developing A Handbook of College Search for the Twelfth-Grade Students of SMAN 3 Sidoarjo

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### **Abstract**

The purpose of this study was to examine the feasibility of a handbook of college search based on four aspects, namely the appropriateness of material, media, language, presentation and seeing students' increased knowledge, especially information about college or higher education to help the students determine their future careers. The development model used was adapted from the development model of Fenrich which consisted of five phases, namely (1) the analysis phase, (2) the planning phase, (3) the design phase, (4) the development phase, and (5) the revision and evaluation phase. The results of the study showed that the handbook of college search after the high school level met the four feasibility criteria. In addition, there was an increase in the knowledge of career information experienced by the twelfth-grade students of SMAN 3 Sidoarjo. Therefore, it can be concluded that the overall expert validator gave the assessment criteria of "feasible with a good predicate" that was 80.25% and the counselor validator gave the assessment criteria of "feasible with a very good predicate" that was 92.31%. Based on the results of the assessments, the handbook of college search to increase career knowledge of twelfth-grade students met the feasibility criteria and could be used in schools.

**Keywords:** *Handbook of College Search; Career Information; Career Knowledge; High School*

### **Introduction**

Law number 20 of 2003 concerning the National Education System Article 4 paragraph (2) states that education is organized as a systemic unit with an open and multi-meaning system. It implies that Indonesia's education system takes place systematically from basic or primary education to higher education (Ali, 2009). It is reaffirmed in article 14 of Law No. 20 of 2003 that formal education consists of primary education, secondary education, and higher education. Based on the foregoing, high school (SMA) as one of the levels of formal education must also be held systematically.

Students at the high school level are usually between 15 to 18 years. Based on the Piaget's theory of development, this period is the period of individual entering adolescence with the highest level of cognitive development, namely the formal operational period. At this stage, individuals can integrate what they have learned with future challenges and make plans for the future (Papalia et al., 2008).

Robert Havighurst, cited in Yusuf (2011), argues that diverse periods in individual development demand to complete specific development tasks. These tasks are related to changes in maturity, schooling, work, religious experience, and other things as a prerequisite for fulfilling the needs and happiness of life.

*“A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later task, while failure leads to unhappiness in the individual, disapproval by society and difficulty with later task”.*

It means that the developmental task is a task that appears at a certain period in the life span of an individual, in which the successfully completed task will bring happiness and success in completing the next tasks; while if it fails, it will cause unhappiness to the individual concerned which can possibly lead to community rejection, and difficulties in completing subsequent tasks.

All developmental tasks in adolescence focus on preventing childish attitudes and behaviour patterns and making preparations for adulthood. These are a number of important youth development tasks:

1. Having a new and more mature relationship with peers with the same sex and opposite sex
2. Having masculine and feminine social roles
3. Accepting physical condition and can use it effectively
4. Having emotional independence from parents and other adults
5. Having certainty to be economically independent
6. Choosing a job and preparing to work
7. Preparing to enter marriage and family life
8. Developing intellectual abilities and concepts to achieve competence as citizens
9. Wanting and achieving socially responsible behaviour
10. Obtaining a set of values and ethical systems as a guide to behaviour.

The aforementioned developmental tasks signify that the development of knowledge and skills for continuing education and career preparation is an important part of the career development tasks of high school students. These developmental tasks are expected to be completed so as to bring happiness and can help the completion of further developmental tasks since each developmental phase is indicated by developmental tasks which should be done or completed.

Decision making is carried out by each individual every day; ranging from small and everyday decisions to decisions that determine the future. Daily decision making does not require a lot of time and consideration, but decisions concerning the future certainly require a lot of time and consideration (Ratnaningsih et al., 2016). One of the examples is the selection of further studies, including the junior high school level, high school level, or the corresponding level (Ardana et al., 2014). Decision making concerning students' future needs to be carefully considered to avoid any regrets in the future (Lestari & Supriyo, 2016).

Decision making for high school students in terms of further study is to choose Schools or Colleges including State Universities or Private Universities, polytechnics, health polytechnics, government-affiliated college, Military Academy, Training or Courses, Indonesian National Army/Indonesian Police or immediately working. In addition, high school students also need to consider the choice of majors because it determines their career (Pujiati, 2009).

Inadequate information and students' lack of understanding of the study program, competence in a particular study program, and the output produced by the study program cause many of them to choose

‘wrong’ major (Rini & Setiawati, 2018). Decision making about education after high school is an investment in the future and involves long-term life (Tas’adi & Sisrazeni, 2017). This is important, so the students are encouraged to be able to make decisions carefully and wisely in order to avoid regret later on. Thus, information facilities for students are needed as an effort to make the right decision (Kamaruzzaman & Sukmawati, 2017).

Law number 111 of 2014 concerning Guidance and Counseling states that the management of information media in Guidance and Counseling is an information delivery activity that is shown to open students/counselee insights about various things that are useful in personal, social, learning, and career development. It can be given indirectly through printed or electronic media (such as websites, books, brochures, leaflets, and guidance boards).

One of the information tools that is important in education and specifically Guidance and Counseling is a book. The use of books as an intermediary for science, technology and cultural arts is a means for the improvement and development of science, technology, and cultural arts. Until now, the existence of books still has an important role that is effective and efficient as a means of developing information and education.

The book that is basically necessary and important for students at the high school level is a handbook of college search. This kind of handbook is a book that is rarely found, which is sometimes only in the form of brochures from State/Private Universities that only provides a glimpse of information and highlights the university with achievements and promotions. Most of the handbooks published are study guidebooks for higher educations. Furthermore, the development of information technology, especially the internet and television, is also growing rapidly. Until August 8, 2018 at 22:32, the results of the voting on the official website of the Directorate of High School Development, Ministry of Education and Culture (ditpsmk.net) showed that information about state/private universities was obtained by the public from television (14.8%), radio (1.3%), internet (74.6%), and newspapers (9.2%). The results were obtained from 16,674 respondents. Information related to sustainable schools after high school was only given briefly and limited, because there were also many students in areas that did not have access on the internet.

In East Java, although there are many state/private universities with a variety of expertise competencies spread across several regions, there is very little information about college or higher educations. Information obtained from the official website of the Directorate General of Institutional Science and Technology and the Directorate General of Higher Education, Ministry of Research, Technology and Higher Education mentioned that there are at least 60 more state/private universities in East Java spread in almost all cities.

Guidance and Counseling Teacher at SMAN 3 Sidoarjo pointed out that there was no adequate information related to colleges or universities after high schools at their school. Many students wanted to continue their education to state/private universities or government-affiliated colleges because they could immediately work after graduation. However, the main problem was limited information about the majors and the state/private universities or government-affiliated colleges so that they faced difficulty determining which school and department or study program should be taken.

Based on various backgrounds above, the purpose of guidance and counselling was to provide information services to students related to college or university after high school level. It was intended that students were able to develop themselves and could make choices towards further study after high school level. This information was packaged in the form of an information handbook of college search.

The reason for giving the handbook of college search to be carried out in the twelfth-grade students was because at that time the students were at the stage of exploration and career information search by adjusting to their situation. Moreover, at SMAN 3 Sidoarjo, the twelfth-grade students had been focused on exam preparation, both the National Examination and School Examination. The handbooks were focused on information about state/private universities, government-affiliated colleges, polytechnics, health polytechnics, Indonesian National Army / Indonesian Police which were limited to regions and campus categories.

The data above emphasized that a handbook of college search needed to be given early so that the students could plan long-term programs on their study options, especially for high school students. It also aimed that at the time of student acceptance and registration, they had already had their choices since they had fairly complete information related to higher educations after high school level.

## ***Methodology***

### ***Types of Research***

This research utilized the type of development study (research and development). The development model used was adapted from the development model of Fenrich which consisted of five phases, namely (1) the analysis phase, (2) the planning phase, (3) the design phase, (4) the development phase, and (5) the revision and evaluation phase.

The design of this development was an element of feasibility. According to Muslich (2010), a quality book was required to fulfill four elements of feasibility including the feasibility of graphic/media, the feasibility of the material/content, the feasibility of language, and the feasibility of presentation. The research subjects were eight experts divided into two material experts, two media experts, two linguists, and two user experts (counselors).

### ***Data Collection Technique***

#### ***1. Observation***

The observation was conducted at SMAN 2 Sidoarjo, SMAN 3 Sidoarjo, and SMAN 1 Krembung to get a picture of student behaviour. Field practice experience at SMAN 2 Sidoarjo in October 2018 was the initial material of this research. There was a meeting of Guidance and Counseling teachers in Sidoarjo at SMAN 1 Krembung at the beginning of the 2019 school year which also supported this research and development. The last observation was done at SMAN 3 Sidoarjo. All three places of observation showed the same problem, that there were many students who chose the wrong majors in Higher Education. Students' misconceptions in interpreting information, the lack of information about higher educations, and the limited number of Guidance and Counseling teachers in high schools were the basis of developing a handbook of college search. Additionally, the researchers chose the three high schools in Sidoarjo since these schools were favorite high schools in the city as well as the district of Sidoarjo.

#### ***2. Interview***

Data were collected by asking questions verbally and answered directly by respondents. Data collection through interviews allowed the researchers to be able to ask more detailed questions and get clear answer by the respondents. The initial interview was conducted with the Guidance and Counseling teachers and students when the researchers conducted a field experience (*Praktek Pengalaman Lapangan/PPL*) at SMAN 2 Sidoarjo in 2018. Furthermore, the interview was conducted at SMAN 3

Sidoarjo which became the second favorite school in Sidoarjo. The last interview was conducted at SMAN 1 Krembung, one of the high schools in Krembung, Sidoarjo. The results of the interviews of the three SMAN schools in Sidoarjo showed the same results, that was that the average student experienced a wrong choice in a higher education. One of the factors was the lack of information about the higher educations.

### 3. Questionnaire

Questionnaire is a data collection technique done by giving a set of questions or written statements to respondents to answer (Sugiyono, 2012). Questionnaire in this development study was as a form of assessment sheet intended for several validation expert tests. Expert tests in this study included material expert test, media expert test, language expert test, practitioner and user trial.

#### *Data Analysis Technique*

Data analysis of the needs assessment results was carried out using the Microsoft Excel 2010 calculation application, while the analysis of expert test results used the frequency distribution formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage of score obtained

F : Frequency of alternative answers (number of respondents x score)

N : Highest score

(Sudijono, 2010: 43)

Based on this formula, the data collection technique used the following criteria

Very good	: 5
Good	: 4
Fair	: 3
Poor	: 2
Bad	: 1

The results of the questionnaire were then drawn to the following assessment criteria

**Table 1 Score interpretation table**

Achievement Level	Qualification
85% - 100%	Feasible with Very Good predicate
55% - 84%	Feasible with Good predicate
0% - 54%	Not Feasible

### **Results and Discussion** **Development Process**

Based on Fenrich's instructional development theory, the development process is divided into several phases namely, (a) Analysis Phase, (b) Planning Phase, (c) Design Phase, (d) Development Phase, (e) Implementation Phase, and (f) Revision and Evaluation Phase. However, in this development, the

phase was carried out only up to the stage or Development Phase, while the Revision and Evaluation Phase were carried out at the end of each phase.

### 1. *Analysis Phase*

Based on Fenrich's instructional development theory, there are five stages carried out in this analysis phase including identification of objectives, identification of students' characteristics or needs, formulation of the goals, and evaluation and revision. The following was detailed description of each stage in the analysis phase:

#### a. *Identification of Objectives*

Identification of objectives was to formulate the purpose of developing a handbook of college search. This stage also formulated what the students would later get from the developed handbook.

A handbook of college search developed was a guidebook for selecting college or university for the twelfth grade students of SMAN 3 Sidoarjo. In accordance with the explanation in the background, the purpose of developing a handbook of college search was to help students to plan further study plans, especially after high school level. This handbook was expected to be a supporting information as a reference for the students in choosing secondary school after high school for future student careers. This handbook could also be used by Guidance and Counseling teachers or school counselors as a medium to support further study services in order to help students be more focused in their careers.

By this handbook, the students were expected to be able to plan and obtain the college or university information after high school needed so that they could later have a career that was appropriate to the student's condition.

#### b. *Identification of Student Needs*

Identification of student needs was done by conducting a needs assessment of the twelfth grade students of SMAN 3 Sidoarjo. The identification of these needs was carried out to determine the need for higher educations information needed by the students.

The instrument guidelines for student needs for higher educations information can be seen in Table 2.

**Table 2 Instrument guidelines for student needs**

Variables	Indicators	Statement Items
ICollege Information	Self-knowledge	Information about self-awareness
		Information about personality types
		Information about intelligence
	Knowledge of Education and Employment	General Information about college or Higher Education (definition, purpose, & characteristics)
		Department information & description of majors in Higher Education
		Information about subjects studied
		Job prospect information after

		graduation
		Educational facilities information
		College Profile Information (name of College, address, accreditation & majors)
	Career Planning Strategies	Information on decision making strategies
		Additional information sources
		Information about the majors selection strategy
		Information on how to adapt to the culture of education in Higher Education

Based on the results of the needs assessment conducted, the following results were obtained.

**Table 3 Results of Calculation of Student Needs Assessment**

No.	Statements	Results	%	Note
1	Information about self-awareness	48	40%	
2	Information about personality types	90	75%	√
3	Information about intelligence	59	49%	
4	General Information about Higher Education (Definition, purpose & characteristics)	87	73%	√
5	Department information & description of majors in Higher Education	100	83%	√
6	Information about subjects studied at higher education	96	80%	√
7	Information on employment prospects after graduating from higher education	102	85%	√
8	Educational facilities information in Higher Education	59	49%	
9	College Profile Information (name of College, address, accreditation & majors)	107	89%	√
10	Information on decision making strategies	56	47%	
11	Additional information sources	58	48%	
12	Information about the majors selection strategy	80	67%	√
13	Information on how to adapt to the culture of education in Higher Education	57	48%	

Note:

0 – 25 %: Unnecessary information

25 – 50 %: Less needed information

51 – 75 %: Necessary information

76 – 100%: Most needed information

Based on the results above, statements containing a percentage above 50% are information needed by students. Thus, this information needs to be included as material in the handbook of college search. Materials which are needed and necessary to be included in the handbook include:

1. Information about personality types
2. General information about Higher Education
3. Department information and description of majors in Higher Education
4. Information about subjects studied at higher education
5. Job prospect information after Higher Education
6. College profile information
7. Information about selection of majors

### ***Conclusion***

Based on the results of the assessment in the process of developing a handbook of college search, the following conclusions can be drawn.

A handbook of College Search to Improve Career Knowledge of the Twelfth Grade Students of SMAN 3 Sidoarjo was developed using Fenrich's instructional development model theory.

The results of the assessment of the quality of the handbook from the material expert validator's evaluation showed the assessment criteria of "feasible with good predicate" (81.25%), the assessment of the validator of media experts showed the assessment criteria of "feasible with good predicate" (82.92%), and the results of the assessment of linguists validator showed the assessment criteria of "feasible with good predicate" (80.28%). In addition, the assessment results from user experts (counselors) showed the assessment criteria of "feasible with a very good predicate" (92.31%). Therefore, based on the results of this research, the handbook of college search developed met the feasibility criteria.

### ***Suggestion***

Based on the conclusions from the results of the development study above, there are a number of suggestions given for the following parties.

#### ***1. Guidance and Counseling Teacher (Counselor)***

A developed handbook of college search can be used in guidance and counseling services for students. It can also be collaborated with other services and media in helping students determine further study options so they can develop according to their desired careers.

#### ***2. Students***

Students are expected to be able to use the handbook maximally to help them determine higher education after high school.



### 3. Further Researcher

This handbook is only tested on material, media, language, and user experts, so it is hoped that it can be continued until a limited try-out on students.

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**Legislation**

Undang – Undang nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional.

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