



THE I-ACT PROGRAM TO IMPROVE
**CAREERS AWARENESS OF HIGH
SCHOOL STUDENTS**

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OVERVIEW

- Backgroud
- Research Design
- Data Collection Process
- Results
- Discussions
- Conclusions & suggestions
- Appendices (short film & documentations)

B

BACKGROUND

- It needs to be prepared well human resources to be workforce in order to challenge demographic dividend in the span of 2010-2035 (*Gribble & Bremner, 2012; Fachri, 2014*)
- Graduates of SMU & SMK occupy the largest percentage of unemployment (*BPS, 2016*)
- The Unemployed → have already participated in Job Training and certified (*Employment and Development Research Center, 2013*)
- Courses and skills training to be prepared for work → it's necessary to be developed (*Indragara, 2015*)

B

BACKGROUND

- in eastern Indonesia, 88% respondents did not receive career counselling and 80% who got career counselling thought it was useless in seeking for a job (*ILO, 2011*)
- Career education at Higher Education level is overly overdue . The statement from the employee (Ishikawa, Mizuno, & Amundsen, 2009).
- Results of focus group discussion with HRD and User of the company.
- The importance of Career Awareness to the students (*Turner & Lapan, 2013; other researchers*)
- The low career awareness adolescents or young people (*Johnson, 2000; other researchers*)



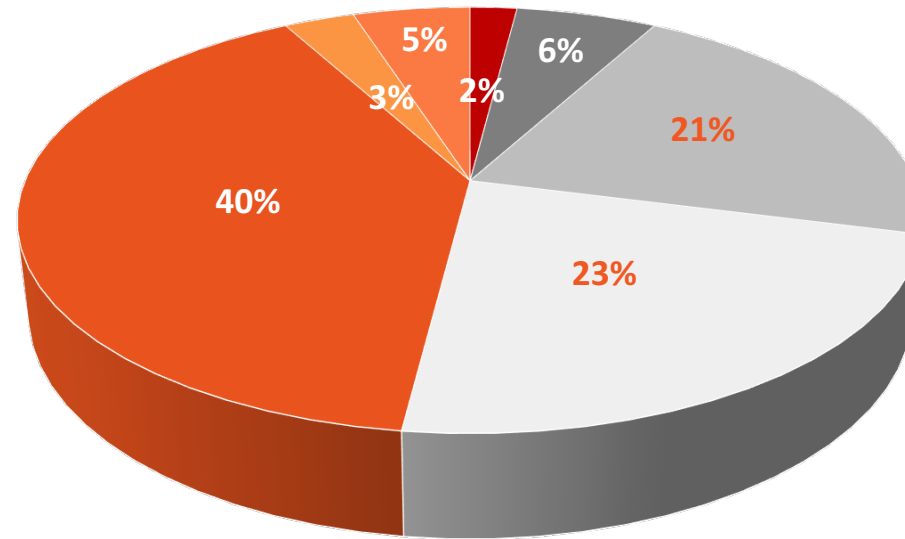
The Quality Improvement of Human Resources to be Workforce

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- The current school-aged children, by 2020 will reach into 25-35 years old and will contribute in the working life (productive age)

- Qualified Human resources is a requirement of a demographic dividend success
- Unhealthy lifestyle of the adolescents at the present → smoking, excessive alcohol consumption, drug consumption, lack of exercises (sedentary life style), and obesity → an increase of obstacles to health sector → 2020: productive age → unhealthy

UNEMPLOYMENT SURVEY

According To The Latest Educational Attainment In 2000-2015



■ No Educational Background

■ Elementary School

■ Senior High School/ Vocational High School

■ University

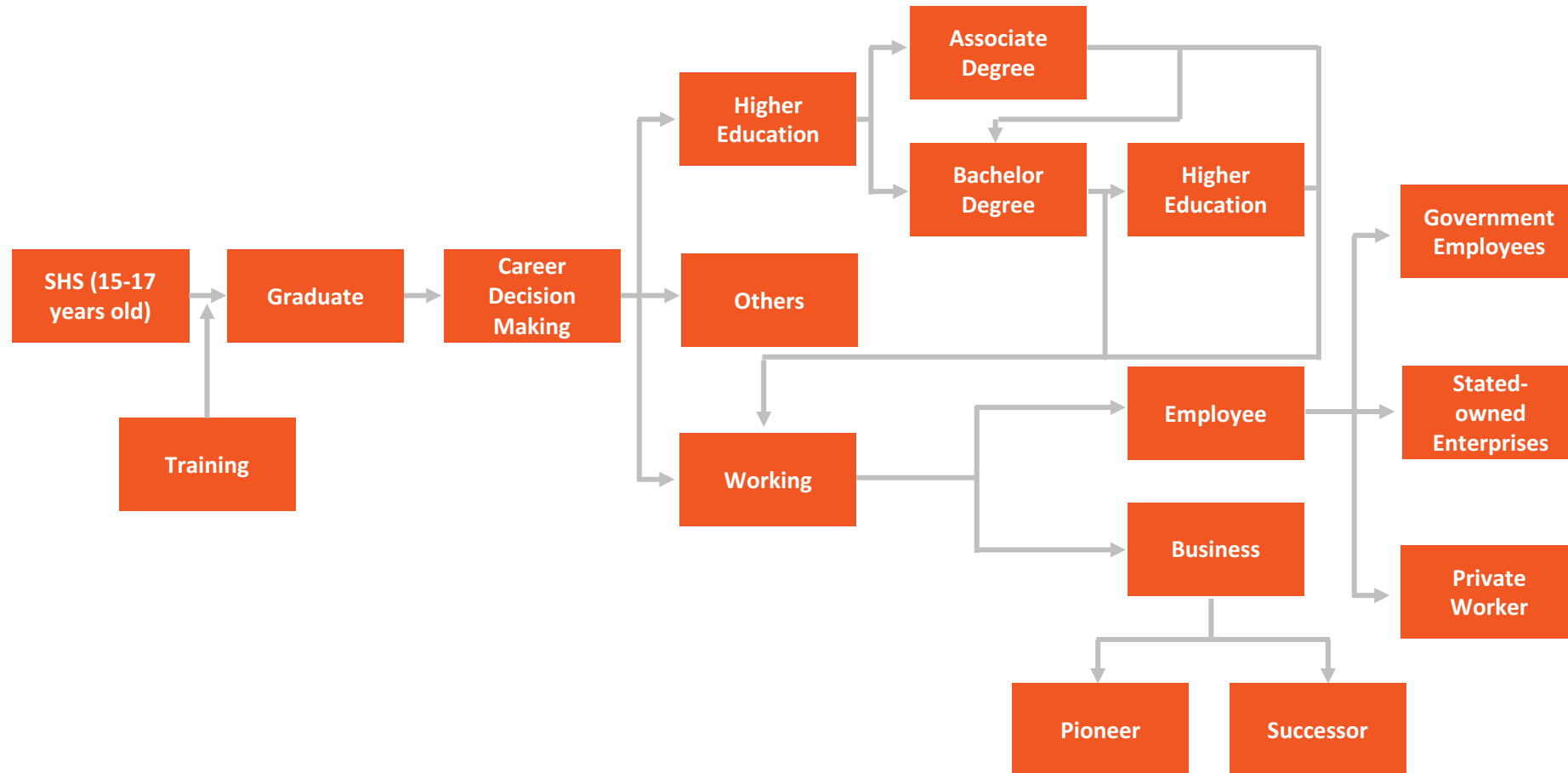
■ No/ Not an Elementary School/ Equivalent Graduate Yet

■ Junior High School

■ Diploma

FLOW CHART

Of Adolescence Career Process Start From Senior High School (Shs)





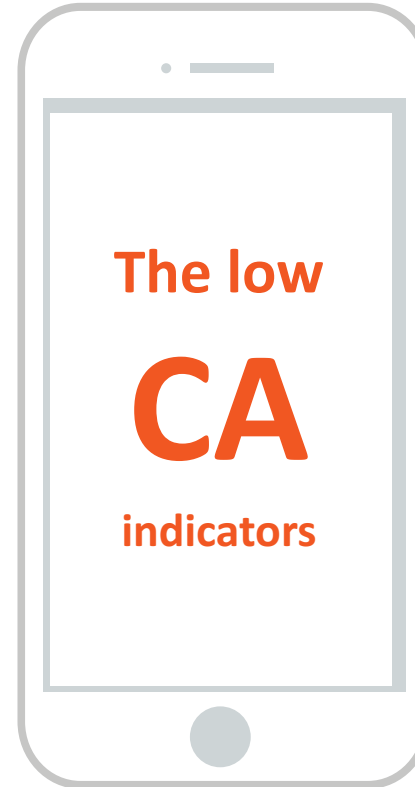
REVIEW OF HRD DAN COMPANY'S USER

- Low working interest
- Unable to develop or enhance the abilities
- Formal education only
- Low understanding on safety
- Less initiative and independent
- Low working motivation
- Low working encouragement
- Poor self-promoting and networking
- Poor organization activities
- Unable to think creatively or find other alternative
- Less effective and efficient on resources management
- Low self-understanding
- Inadequate attitude towards job and others
- Lack of understanding on compensation and benefits (the basic one)
- Low understanding of the organization and business of the company
- Unready to face roster and work- placement
- Unwilling to take career which different from background knowledge
- No vision about the actualization potential of interest and competence in career
- Having unhealthy lifestyle
- ineligible for medical check-up (MCU)

Being difficult to recognize academic benefits in working place and seeking for connection between academic learning and practices

Low knowledge about what should be included in job types in which could be an aspiration for their career

Unable to identify the required skills / competence they have been learned to be succeed



Few/none of them couldn't comprehend about specific fields, required trainings, or jobs/tasks

Few of them are capable to reflect awareness on how to improve skills, competence, and attitude for career success

**statements from some experts/researchers*

Knowledge about work,
confidence, effort to be
success, course selection in
SHS/course

Knowledge on
career opportunities

Effective career planning,
copying to career transition
& appreciation to career
transition & appreciation to
the needs of career

(inner competence)
Development &
Improvement of
career choice

THE IMPORTANCE OF CA* | CAREER AWARENESS

Exploration,
Preparation, career decision
making, consistency of
career selection, career
selection (which further
influence on career
intention)

Familiarity
to workplace, required
education & career
opportunities, & working
life

Motivation,
self efficacy, & life
contentment

Career aspirations,
to recognize employee's
needs in the future work
demands, it is used in order
to achieve education &
experience

**statements from some experts/researchers*

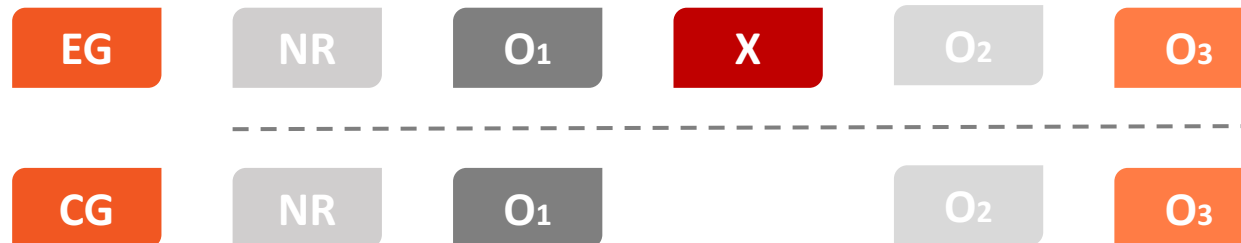
Hypothesis

- i-ACT Program is capable to improve *career awareness* (CA) to High School students.

Method

- Quasi experiment

Research Design



Annotation :

EG : Experimental Group

CG : Control Group

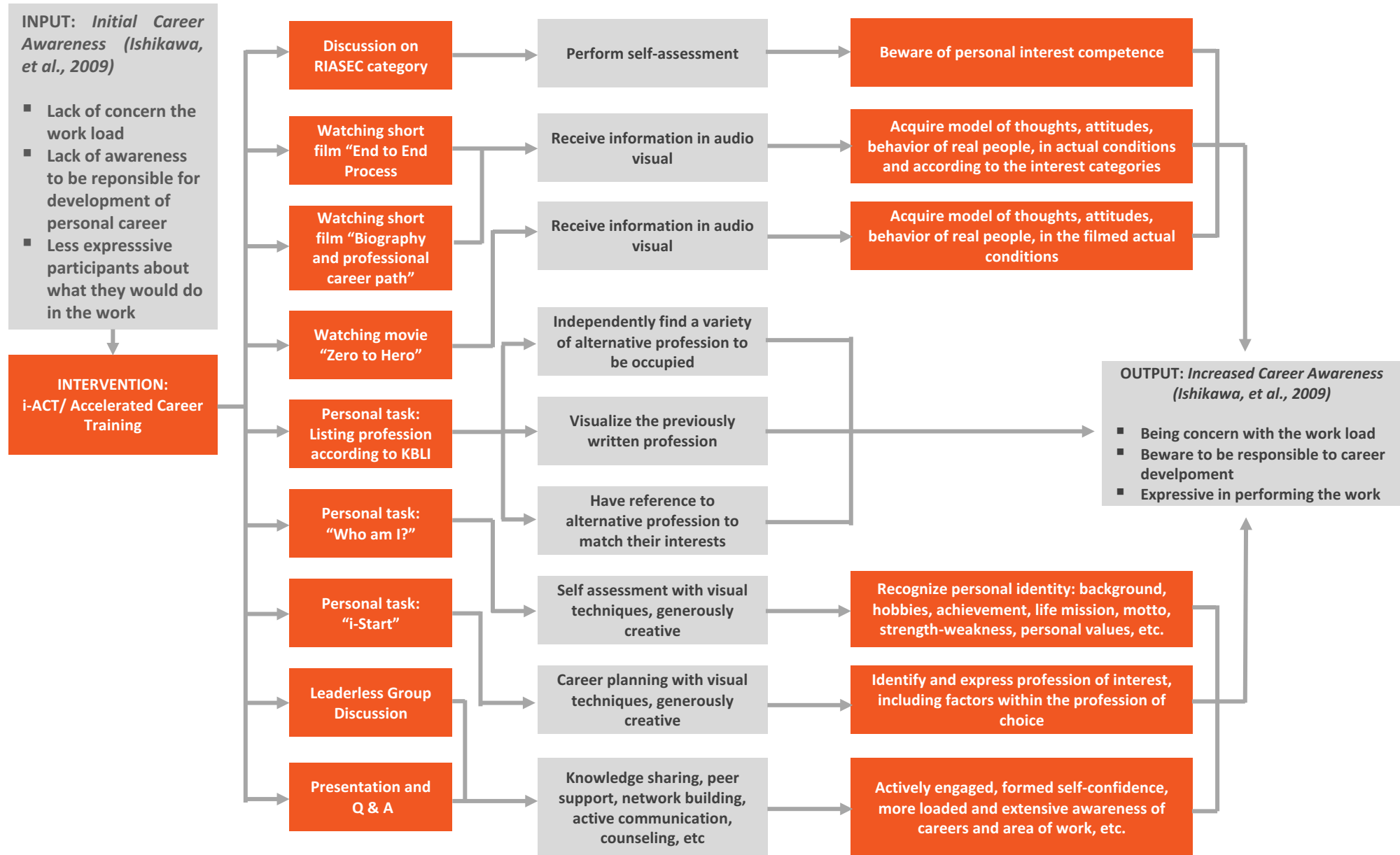
NR : Non-randomized group division

O1 : Providing CA Scale as Pre-Test

O2 : Providing CA Scale as Post-Test

O3 : Providing CA Scale as Follow-up

X : Implementation of i-ACT Program



Research Variable

- Independent : i-ACT Program
- Dependent : Career Awareness

Subject

- the students of high school (SMA) , composed of senior high school (SMU) and vocational schools (SMK) in the Province of Yogyakarta (DIY).

Research Instruments

- Scale of *Career Awareness* (CA) & Scale of insight test

Data Analysis

- Mixed Anava

DATA COLLECTION PROCESS

Treatment

- Date : 16 June-05 August 2015
- Subject : 69 people

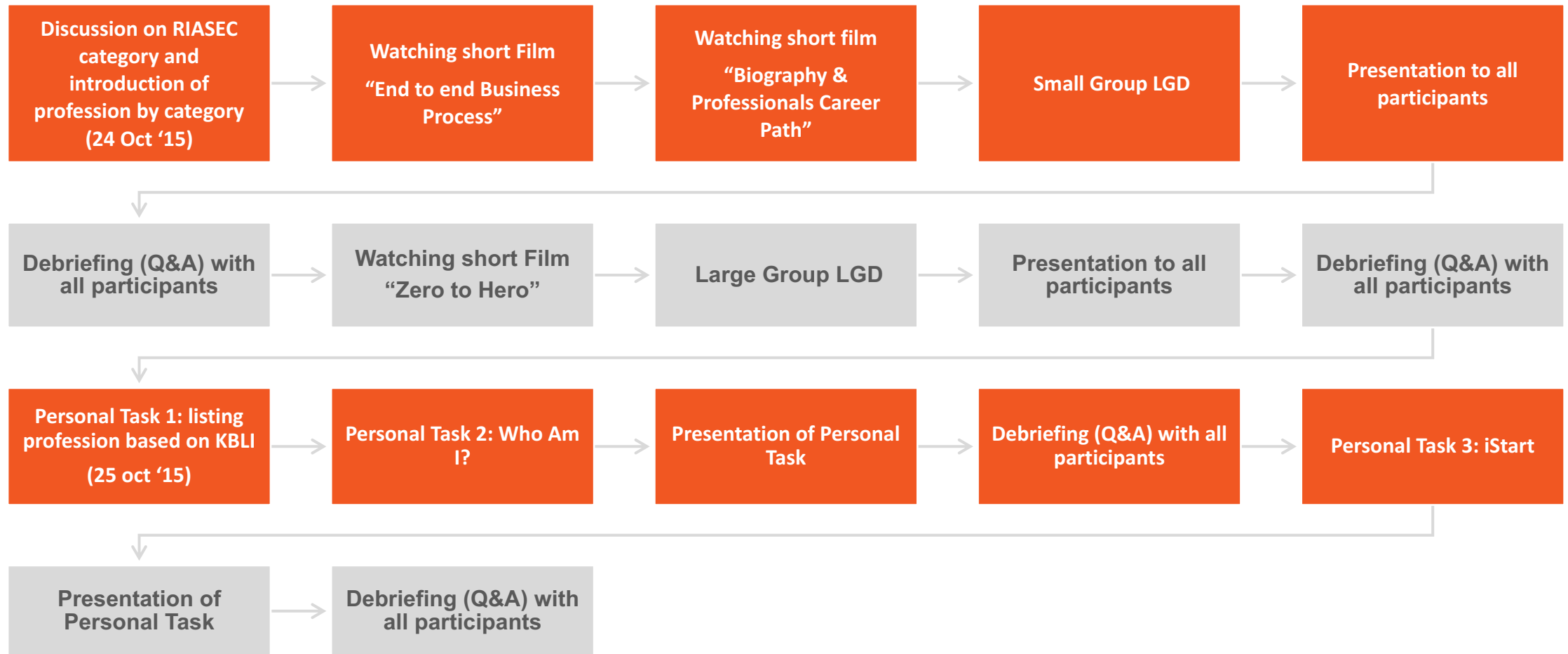
Program Implementation/ Intervention

- Pre : Tuesday, 20 October 2015
- During : Saturday & Sunday, 24 dan 25 October 2015 (13,5 hours)
- Post : Sunday, 25 October 2015
- Follow Up : 11, 13, 18, dan 21 November; 17 dan 18 December 2015
- Subject : 49 people

Demographic Data of Research Subjects

	Experimental			Control		
School	Male	Female	Grand Total	Male	Female	Grand Total
SMK	15	14	29	19	13	32
SMU	16	4	20	7	10	17
Grand Total	31	18	49	26	23	49

INTERVENTION PROCESS



R RESULT

Test results of Reliability and Validity of Career Awareness scale

Number of items before treatment	Number of items after treatment	Number of Aborted Items	Reliability	Item Correlation Coefficient
95	62	3, 8, 10, 13, 14, 16, 21, 24, 25, 29, 37, 44, 46, 47, 48, 49, 51, 53, 55, 66, 67, 68, 70, 73, 74, 75, 76, 79, 80, 82, 91, 93, 94	0,947	0,319 – 0,695

Pre-requisites Test

Normality Test

	Control Group			Experimental Group		
	Pre-test	Post-test	Follow Up	Pre-test	Post-test	Follow Up
Nilai KS-Z	.816	.571	.563	.666	.635	.914
Sig	.519	.900	.910	.766	.814	.374

Homogeneity Test

Box's M	7.742
F	2.957
df1	3
df2	870.528
Sig.	.059

R RESULT

Hypothesis Test

Source		F	Sig.
Time*group	Greenhouse-Geisser	13,255	0,000

Group	Pengukuran	Mean Difference	Sig.
Experimental	Pre-test ke Post-test	-20,898	0,000
	Post-test ke Follow Up	4,122	0,086
Control	Pre-test ke Post-test	-0,327	0,923
	Post-test ke Follow Up	2,000	0,401

Group		Partial Eta Squared
Experimental	Wilks' lambda	0,286



R RESULT

Insights Test

	PRE TEST	POST TEST	FOLLOW UP
N	49	49	49
MEAN	16,10	16,82	16,12
MEDIAN	16	18	17
MIN	8	11	12
MAX	20	19	20
SD	2,30	1,63	1,88

Reaction Evaluation Results 1-5 scale

1: very poor

2: less

3: average/adequate

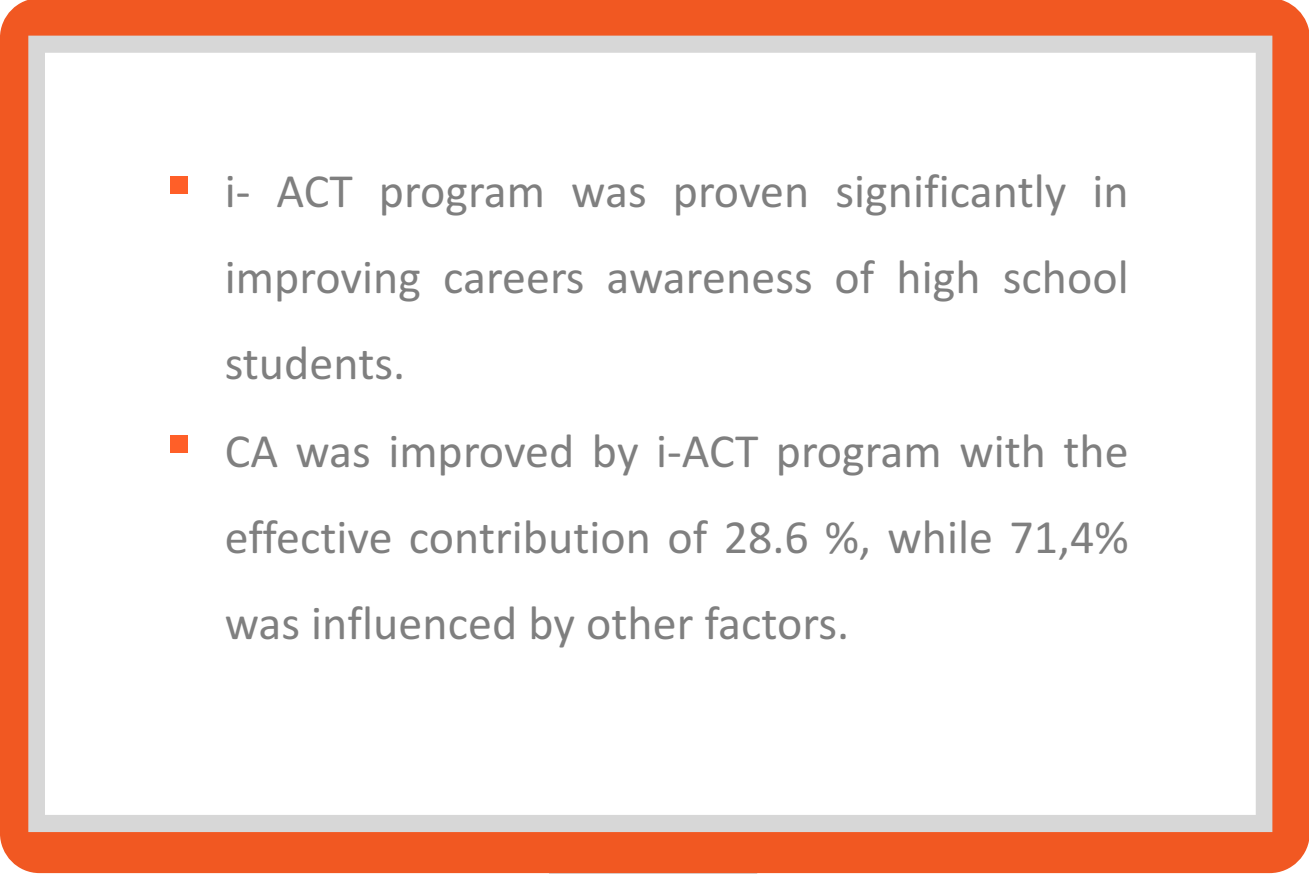
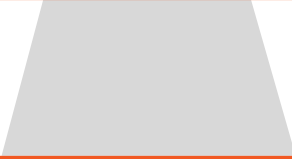
4: good

5: very good

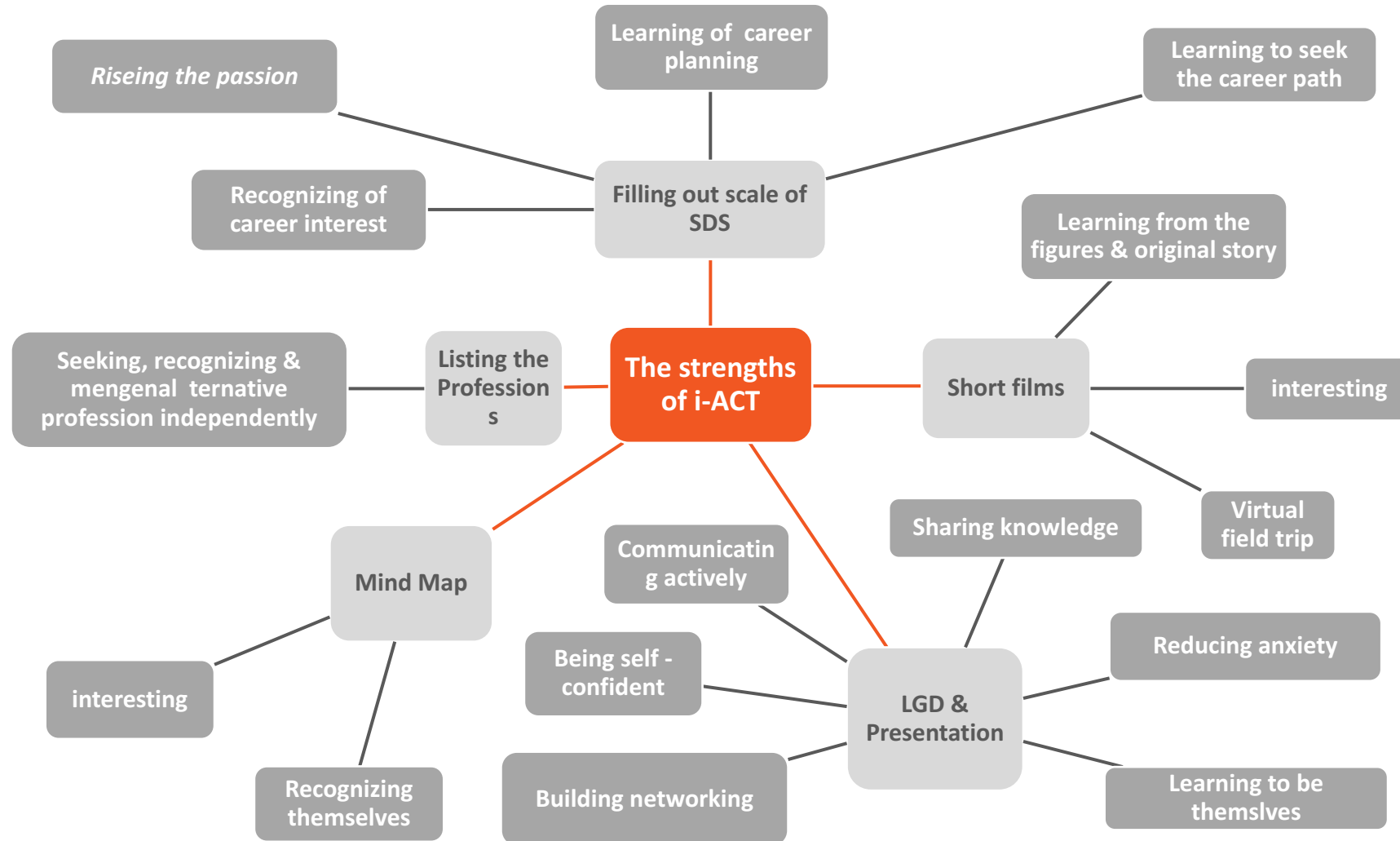
NO	RESULT		ITEMS
1.	4,04	Material	The relevance of the material to the objectives of the program
2.	4,59		Material benefits
3.	4,18		Material completeness
4.	4,00		Material organization
5.	4,47		Additional knowledge during the program
6.	4,39		Assessments on material of program
7.	4,24	facilitators	Ability to master the topics
8.	4,16		Communication skills (<i>verbal&non-verbal</i>)
9.	4,20		Ability to solve the problems/questions
10.	4,24		Ability to encourage participant to be active
11.	3,92	Learning process	Teaching duration
12.	4,02		Time duration to conduct simulation, performance/case study
13.	4,02		Training duration
14.	4,47		The achievement of Course objectives
15.	3,94		roles
16.	4,55	accomodation	Room& furniture (width, arrangement &condition, etc)
17.	4,49		material
18.	4,33		<i>Audiovisual equipment</i>
19.	4,61		Room lighting
20.	4,55		Ac
21.	4,61		Food&drink
22.	4,39		Training place

D

DISCUSSION

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- i- ACT program was proven significantly in improving careers awareness of high school students.
 - CA was improved by i-ACT program with the effective contribution of 28.6 %, while 71,4% was influenced by other factors.
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THE STRENGTHS OF I-ACT PROGRAM



Self exploration, post education & career planning, learning on working requirements with different working fields, learning on lifestyle related to different career, clarity of values in seeking meaningful career

Assisting to achieve knowledge in working field

It's supported by visual aids

actively involving students; using relevant information, easily accessible



assisting to develop an understanding of capabilities, talents, and interests; education & career choice; as well as courses in accordance with abilities, interests, and opportunity

Providing informations on educational requirements and work character in local labor market, and educational background as well as working experience background

Emphasizing on discovery of personal purpose and reflect an individual's personal values by community career choice

No monitoring and mentoring of researchers, school, or parents after the participants have completed **i-ACT program**

Lack of methods in order to maintain commitment of participants to attend a series of programs and **research thoroughly.**

Short films media were not equipped with other tools that facilitate participants with visual and auditory disabilities or **multiple disabilities.**

Q RESEARCH LIMITATION

The interaction
between experimental group and control group from the same school, in which this could lead to an increasing result on *post-test* in control group, although it is not significant.

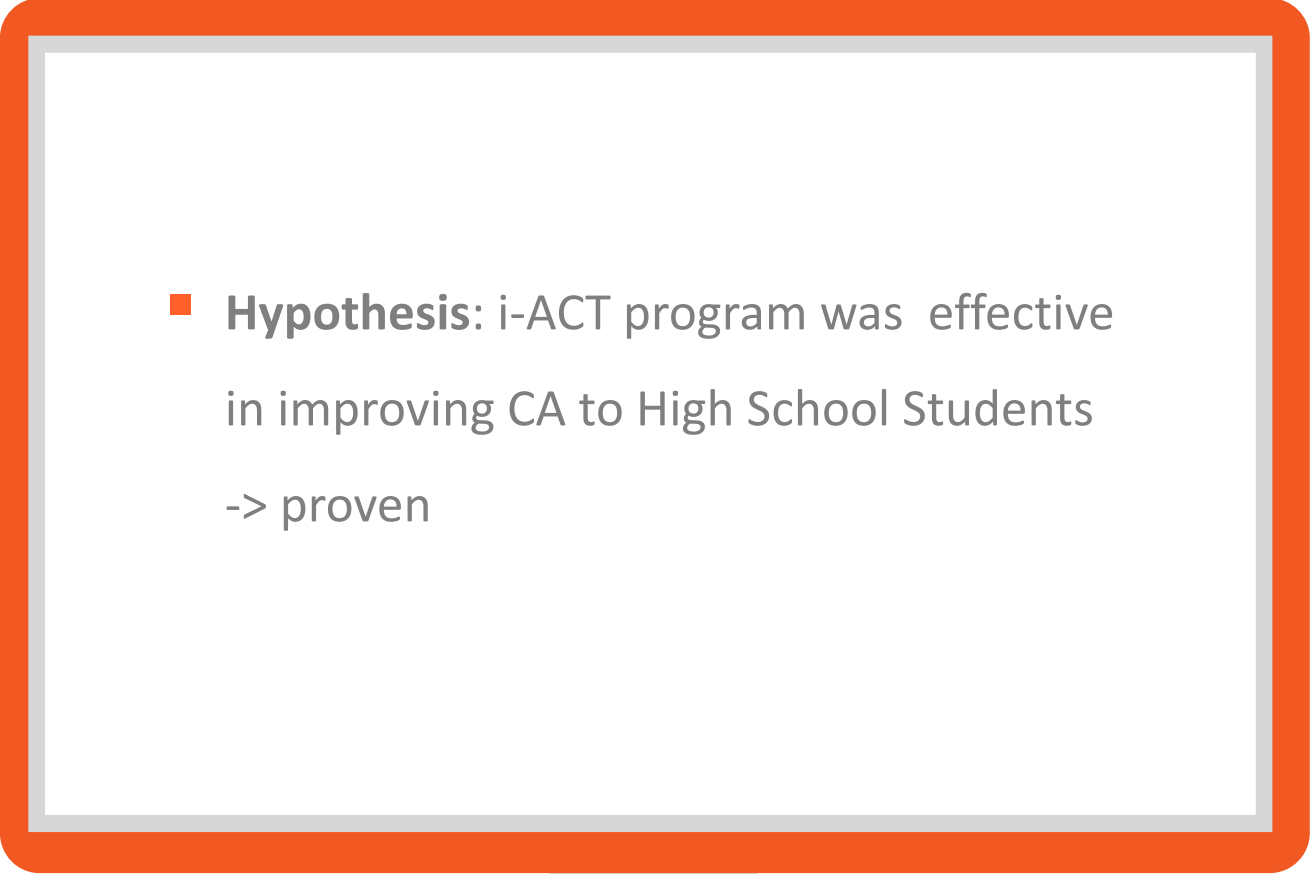
Facilities
which provided to participant could be a potential factor of *social desirability* in filling out scale.

Manipulation checking
were given to subject had not been able to uncover the subject's response in consistent with objectives of the program.

Profession selection
of the short films was not preceded by survey of popular professions among teenagers.



CONCLUSION

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- **Hypothesis:** i-ACT program was effective in improving CA to High School Students
-> proven

CHALLENGES & SOLUTIONS/ STRATEGIES

CHALLENGES	SOLUTIONS/ STRATEGIES
School institution: time & permissions	First action to do: asking for extended permissions
Participants: Time & commitment	In the beginning of the school time, no weekend: supporting & monitoring from co-facilitators, and consequences
Film-making material: talent & film crew recruitment, being director, script making, time, weather, equipments, location, cost	Appropriate budget planning, funding, consultation with a film maker/ specialists, learning about films & profession to be filmed, critical & active, networking
Program Implementation : location, media, facilitator	Availability of electricity & those who play films, it doesn't have to be a psychology graduate*

A

APPENDICES

Short films

- R-Realistic : Farmer
- I-Investigative : Tool Designer
- A-Artistic : Entertainer
- S-Social : Nursemaids
- E-Enterprising : Tour guide
- C-Conventional : Accountant
- The Pursuit of Happyness

i-ACT Material

i-ACT Program Documentations

- Group situation in watching short films, doing individual tasks, situation in LGD, & presentation
- making career mind map, making mind map: “Who Am I?”, & mind map creation of a group

Film-making Documentations

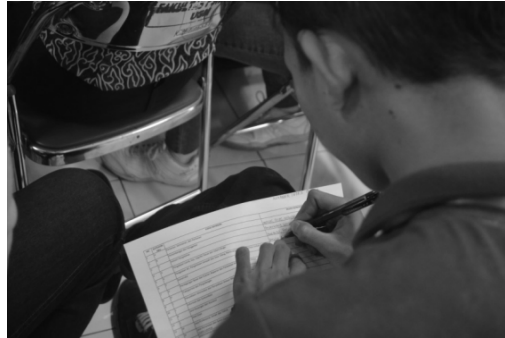
- Behind the scene of each profession: RIASEC

Credit

D DOCUMENTATIONS



Watching short film



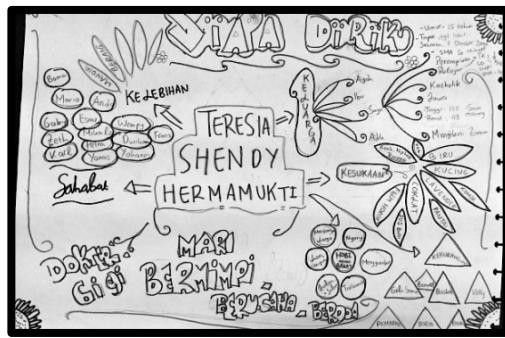
Idoing personal task



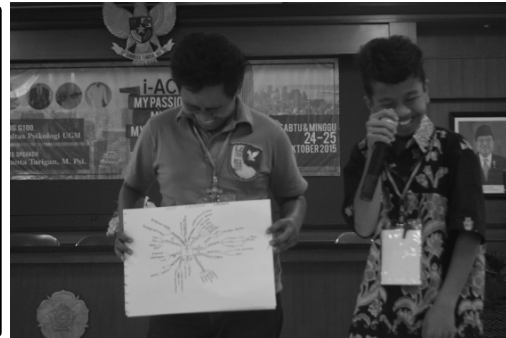
Discussion



Career Mind Mapping



"Who am I"



Presentation



Mind Map creation of a group

D DOCUMENTATIONS



R-Realistic Farmer



I-Investigative Tools Designer



A-Artistic Entertainer



S-Social nursemaid



E-Enterprising Tour guide



C-Conventional Accountant



The participants of i-ACT program, 24-25 October 2015

Credit: Supra Wimbarti, Bagus Riyono, Rahmat Hidayat, Adhy Prasetya, Bambang Sulisty, Iskarni, Medianta Tarigan, Nuhadi Irbath, Bima Ardhitya, Rita Pamilia, G. Yudi, Felix Krishandoko, Bhakti Taufikkurahman, Anggi Pardamean, Aditya Pamungkas, Sunday Januar, Fafan Putra, Tsis Sakti, Pandu Saputra, Hermityanta Prasetya, Ferri Iskandar, Doddy Djatmiko, Jumilah, Mugi Raharjo, Alkhawarizmi, Dewi Masruroh, Yogiswara Chandra, Annissa Miranty, Berliana Oktaria, Eka Soewandy, Diah Rini, Annisa Pratiwi, Subekti Rahayu, Udi Hijrianti, Walid Jumlad, Dea Novika, Zulfikri, Hakam Aji, Laila Ningtyas, Mapro Psi 6, Grup Go LULUS!