

Data tentang layanan bimbingan karir di SMA (prasurevei 1991 dan prasurevei 1992) memberikan suatu gambaran bahwa BK berfungsi membantu siswa dalam menemukan kemampuan dan kelemahannya, serta membantu memecahkan masalah karir siswa, namun secara empirik nampak masih banyak permasalahan yang perlu diatasi. Selain itu mungkin ada perbedaan nilai-nilai (values) yang digunakan siswa dalam menafsirkan pilihan karir.

Tujuan penelitian ini adalah mendeskripsikan: Nilai-nilai yang digunakan siswa dalam memilih karir; pertimbangan-pertimbangan apa saja yang digunakan siswa dalam mengambil keputusan pemilihan karir dan cara-cara menemukan pertimbangan tersebut; nilai-nilai tertentu yang mempengaruhi/mendorong keberhasilan, maupun kegagalan karir; latar, proses (pelaksanaan) tentang program pengembangan nilai-nilai dan hasil, baik oleh konselor, maupun siswa, serta kaitannya antara latar, proses, dan hasil.

Penelitian ini menggunakan metode kualitatif. Peneliti melakukan pengamatan partisipatif dan wawancara mendalam terhadap siswa yang berhasil maupun yang gagal karirnya, konselor, dan orang tua siswa di beberapa sekolah (SMA): Kodya Malang, Kabupaten Sidoarjo dan Kodya Probolinggo, Propinsi Jawa Timur.

Kesimpulan-kesimpulan penelitian ini adalah:

Siswa yang berhasil karirnya menggunakan nilai-nilai kreativitas, kemandirian, dan bertanggung jawab atas apa yang diperbuatnya, tugas-tugas dan kewajibannya. Memiliki suatu motivasi yang tinggi untuk tumbuh dan berkembang demi harga dirinya, pengembangan pendidikan dan pengetahuannya.

Untuk memenuhi perkembangan itu, mereka bersikap bebas, terbuka dalam tindakan apapun, termasuk upaya dalam mengisi kegiatan waktu luang, dengan memperhatikan kepentingan sosial dan mendasarkan pada nilai-nilai agama yang berada dalam konteks kehidupan, dengan suasana yang harmonis, dan demokratis. Pertimbangan-pertimbangan yang digunakan siswa tersebut dalam mengambil keputusan pemilihan karir yakni pertimbangan nilai-nilai: Pribadi; Sosial; dan Moral/Akhlak. Pertimbangan nilai-nilai ini diwujudkan oleh para remaja (siswa yang berhasil karirnya) memiliki idealisme dalam kehidupannya, yakni menumbuhkembangkan kehidupan pribadi, sosial, dan moral secara baik; Cara-cara mereka untuk menemukan pertimbangan-pertimbangan: mempelajari pengalaman-pengalaman sendiri; membaca biografi para tokoh (idola); mengadakan diskusi dengan orang-orang yang lebih tua usianya, kakak, saudara, teman sebaya, dan para pemimpin/ketua organisasi; mendapat nasehat-nasehat atau informasi dari orang tua, guru, guru BP, media cetak, dan media elektronik; memahami hasil penilaian orang-orang di sekitarnya atau masyarakat; dan merenung (memahami) diri sendiri: identitas, kelebihan, dan kekurangannya. Nilai-nilai yang esensial mempengaruhi atau mendorong keberhasilan karir siswa adalah: nilai-nilai Agama yang mengandung semua nilai-nilai kebenaran yang mutlak dari Tuhan YME, terdorong dan teraktualisasi pula dengan baik adanya nilai-nilai Pribadi, Sosial, dan Moral.

Beberapa latar pengembangan nilai-nilai sangat penting dan strategis antara lain: membawa misi untuk merealisasi dan melaksanakan program dan kebijaksanaan pemerintah; menunjang sikap idealisme para remaja, yang perlu dipupuk dan dibina; kehidupan karir siswa yang berubah dan berkembang;

perbedaan pandangan tentang nilai-nilai antara siswa dan orang tua; kesulitan dan masalah-masalah siswa dalam penyesuaian diri dan pergaulan; dan meningkatnya "suhu" kenakalan remaja. Setiap awal tahun para konselor membuat program pengembangan nilai-nilai, yang merupakan salah satu bagian dari program BK, yang disebut: Program Satuan Layanan BK. Pelaksanaan (proses) pengembangan nilai-nilai: pelaksanaannya mengacu pada pola Paket II BK, tentang nilai-nilai. Kegiatan pengembangan nilai-nilai menunjukkan hasil yang bermanfaat bagi siswa. Para konselor dalam membantu siswa telah mengkaitkan antara latar, pelaksanaan (proses), dan hasil-hasil yang bisa diharapkan. Demikian juga mengkaitkan antara fasilitas yang tersedia, pelaksanaannya (proses), dan hasil-hasil yang diharapkan oleh siswa/lembaga pendidikan (SMA). Pendekatan-pendekatan yang digunakan konselor dalam memanfaatkan nilai-nilai bagi keberhasilan karir siswa, secara kelompok atau klasikal adalah: Pendekatan Keterampilan Proses, sedangkan metode-metode yang digunakan adalah metode: Ceramah, Informasi, Tanya Jawab, Diskusi, Klarifikasi, Pemberian tugas, Karya wisata, Bermain peran, Hari karir (Career day). Adapun prinsip-prinsip pendekatan yang digunakan konselor dalam membantu siswa secara individual adalah penerapan dan prinsip-prinsip pendekatan: Eclectic, Rational Emotive Therapy, Cognitive-Behavioral, Humanistic, Belajar Sosial (Social Learning), dan Trait and Factor yang digunakan secara bervariasi.

Para siswa yang gagal karirnya mengalami berbagai permasalahan. Nilai-nilai Agama yang masih lemah, dan menunjukkan perwujudannya ke dalam nilai-nilai pribadi, sosial, dan moral yang lemah pula. Mereka kurang ada motivasi belajar, belajar semauanya, tanpa pertimbangan atau enggan

bersusah payah dan berusaha, takut menghadapi rintangan, malas berpikir, lebih suka santai dari pada menghadapi kesulitan-kesulitan belajar, dan tugas-tugas sekolah. Kenyataan itu merupakan pengejawantahan kualitas nilai-nilai pribadinya.

Temuan-temuan yang diinterpretasikan dari hasil penelitian empirik ini adalah: hakekat pilihan karir merupakan proses kajian nilai-nilai dalam kehidupan karir; keberhasilan dan kegagalan karir siswa merupakan pengejawantahan dari kualitas nilai-nilai siswa; siswa akan berhasil karirnya, jika nilai-nilai yang digunakan dalam memilih karir didukung oleh seperangkat potensinya, sikap "demokratis" dari pihak orang tua atau keluarga dan keadaan ekonomi yang "menantang" menunjang keberhasilan karir siswa; dan layanan bimbingan karir di SMA bermakna bagi siswa, jika difokuskan pada pemanfaatan nilai-nilai untuk keberhasilan karir.

Beberapa rekomendasi yang relevan dengan implikasi hasil penelitian ini dikemukakan sebagai berikut: melaksanakan bimbingan karir hendaknya berfokus pada upaya memanfaatkan nilai-nilai bagi keberhasilan karir siswa; mengefektifkan pendidikan moral keagamaan; menciptakan iklim demokratis; menyelenggaraan bantuan karir di suatu lembaga di luar sekolah dan tempat kerja; melakukan kerja sama antara sekolah dan luar sekolah: merupakan bantuan dalam mengembangkan kematangan karir siswa; menggunakan berbagai metode BK dan strategi intervensi kognitif; dan perlu adanya penelitian lanjut dalam kaitannya dengan kajian nilai-nilai pemilihan karir.

## ABSTRACT

So far, activities on career guidance have been developed and there have been a lot of theories on career guidance on which rests the practice of career guidance or attempts given for career choice. As a matter of fact, data on career guidance in senior high school (SMA) (taken in the presurveys in 1991 and 1992) show that career guidance helps students find their own strengths and weaknesses and helps them solve their own career problem. However, there are still a lot of problems which need solution. Besides, there maybe different values that students apply when they interpret career choice.

The main research problem of this study is: "What values do students apply in choosing a career and how does the counselor helps students use their values for the success in their career? This study is aimed at describing: (1) values used by the students to interpret career choice, (2) considerations that students take in making a decision concerning career choice and how they come to those considerations, (3) values that lead to career success, (4) background and process of developing values and results of developing values both by the counselor and the students, as well as the relationship among background, process and result, values that lead to career success and failures, and 5) recommendation in making use of values for the sake of

career success.

This study uses the qualitative method. The researcher conducted participatory observations and indepth interviews with the students who are successful and the students who fail in their career, the counselors as well as the parents of the students, in several senior high schools (SMA): Kodya Malang, Kabupaten Sidoarjo, and Kodya Probolinggo in East Java Province.

This study concludes that the students who are successful in their career think creatively to satisfy an urge of values in their career life, that is an urge to be independent and responsible for their own doing, tasks and obligations. They also have a motivation to grow for the sake of their self-esteem, education and knowledge. In order to achieve this, they act freely and openly in every act, including their act in spending their leisure time with regards to social needs and religious values in a harmonious and democratic context of life. Considerations that students take in making a decision concerning career choice comprise: personal, social, and moral. These considerations were manifested by students who are successful in their career have an idealism, that is keeping personal social and moral life grow well. They come to those considerations by: learning from their own experiences, reading the biographies of prominent figures/idols, having discussions with their elders-parents, brothers, relatives, friends and organization leaders, getting advices or information from

parents, teachers, counselor, (electronic) mass media, understanding the evaluation of the people in the surrounding or the society, and understanding themselves: identity, excess and shortcoming.

The background of developing values is very important and strategic due to: the mission of realization and implementation of the programs and policies of the government, the support given for the idealism of the student needing encouragement, the changing and growing life of students career, the different perceptions of values between students and their parents, problems and difficulties that students face in adapting themselves and in social interrelationship, and the increasing juvenile delinquency. At the beginning of every academic year the counselors establish a program of developing values as a part of career guidance programs, called Program Satuan Layanan Bimbingan Karir. The implementation of the process of developing values refers to the pattern of Paket II Bimbingan Karir about values and additional variations as done in certain schools (SMA) concerning the coordination of Career Day and assignment to observe and interview people/students who are successful in the surroundings. Activities on developing values have been found useful by the students. In helping the students, counselors have related background, process and prospective results. They have also related the available facilities, processes and prospective results as viewed by the students/the institutions (SMA). Values that influence

or motivate the success of students' career are: Students' believe in religion that contains all the absolute truth values from God. The values are internalized into personalized values that drive strongly the development of responsibility, independence, self esteem, social and moral values. The approach applied by the counselor in making use of values for the sake of the success of students' career, both in group or classically, is the Process Skill Approach and the methods used are lecturing, information, question and answer, discussion, clarification, giving assignment, study tour, role playing, career day. While the principles of approaches applied by the counselors for individual activities are: Eclectic, Rational Emotive Therapy, Cognitive-Behavioral, Humanistic, Social Learning, and Trait and Factor that are used in a variety of ways.

Students' failures in their career are due to problems. The weak believe in the absolute truth values doesn't result in the strong personal, social, and moral values, such as failure in their career, lack of motivation, disorganized way of studying, reluctance to make efforts and work hard, fear of facing hindrance, laziness to think, preference of relaxation to facing difficulties in studying and doing schools assignments. These facts reflect the quality of their personal values. Other facts include dependence to others; bad habits: playing around, drinking alcoholic drinks, being addicted to narcotics and drugs; and an unhealthy family life.



Theoretical findings interpreted from the results of this empirical research are: 1) career choice is essentially a process of testing values in career life; 2) the success and failure of the students' career is a reflection of the quality of the students' values; 3) student will be successful, a) if the values the students use in choosing their career are parallel with their potentials, b) the democratic attitude of the parents or family and c) the challenging economic condition of the family support the success of the students' career; 4) the career guidance in senior high schools will only be meaningful if it is focussed on the usefulness of the values for making the career successful.

Some recommendations relevant to the implications of the result of this research are as follows: career guidance focused on the attempt to use the values for the career success, the education/teaching of religious/moral values needs increasing, democratic atmosphere should be increased, the organization of career help should also be established outside schools and at work, cooperation between school and interrelated institutions and family should be increased, helping the development of the maturity of students' career need increasing, the use of the cognitive intervention method and strategy, and further researches should be conducted for testing the correctness in the making application of values in career choice.