
***An Overview of Career Planning (part of 21th Partnership Century skill) in
High School Students Who are Living in underdeveloped, frontier, outermost
(3T) areas on Simeulue Island Aceh***

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Abstract:

This study aims to determine the description of career planning (part of 21th Partnership Century skill) of high school students who live in underdeveloped, frontier, outermost (3T) areas on Simeulue Island Aceh. 21st Century Skills are a set of skills that are urgently needed in the 21st century to face increasingly complex global challenges and the ever-changing world of work. Trilling and Fadel divide these 21st century skills into three main categories, namely Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills. The method used in this research is descriptive quantitative method with univariate analysis (one variable), namely career planning. The data collection method uses a career planning scale adopted from research conducted by Hasibuan (2023). This study used simple random sampling technique in taking subjects. The results of this study indicate that career planning in high school students is classified in the high category with a percentage of 49.8%, meaning that most high school students have been able to plan their careers well so that they are ready to continue to college. Male and female students both have a greater number and percentage of career planning in the high category. In addition, students with female gender have a greater percentage of career planning than students with male gender and women also have a higher percentage of career planning. Most students have a low category in the skills aspect. While students in the high category are many in the aspect of self-knowledge.

Keywords: *career planning, high school students, underdeveloped, frontier, outermost (3T) areas*

1. Introduction

Senior High School (SMA), is one of the formal education units that organize general education at the secondary education level as a continuation of junior high school or other equivalent forms (Government Regulation of the Republic of Indonesia Number 17, 2010). Then according to Vestalia & Wibowo (2021) that someone who has completed high school education is expected to be able to have a job according to their interests to compete in the world of work or be able to create jobs.

However, in reality there are problems with unemployment in high school graduates caused by students who do not understand their potential, interests, and talents resulting in confusion in choosing majors during high school, (Vestalia & Wibowo, 2021). To be able to determine the right career choice an individual needs a long process, namely career planning which is influenced by the stages of development (Aminnurrohim et al., 2014).

Early career planning can help students become more responsible and allow them to maximize their abilities with developmental tasks (Adiputra, 2015). However, not all students have career planning due to internal and external factors, as for the inhibiting internal factors are psychological condition factors, and external factors, namely inhibiting career planning for students are family conditions, school conditions, peers and society (Aminnurrohim et al., 2014).

External factors inhibiting career planning for students are school conditions, in fact not all career field services have been carried out optimally due to the limitations experienced by schools (Insani et al., 2021). Meanwhile, career planning in schools is part of the duties of counseling teachers or school counselors to assist students in guiding students in the field of career planning (Permadi, 2016). Finally, problems in career planning that have not been good arise due to students' lack of understanding of their potential, interests, talents, and career choices (Rahmadani & Herdi, 2021).

The phenomenon of unemployment in high school graduates also occurs in Simeulue Regency, where open unemployment in Simeulue is dominated by high school graduates 60.15% and junior high school graduates 14.70%, elementary school graduates 11.36%, while vocational and university graduates are 2.54% and 11.26% respectively (Badan Pengelolaan Keuangan dan Pendapatan Daerah Simeulue., 2020). This cannot be separated from the influence of the status of Simelueu Regency which is still classified as a 3T area (LPDP, 2014).

This is due to the education system in the 3T areas which is quite alarming where some of the

problems that are often encountered in the 3T areas are the low quality of education, inadequate facilities and infrastructure, and even the low competence of educators, as a result it will have an impact on the quality of education itself (Rira, 2023). Then according to Rosmana et al (2022) this poor and inadequate infrastructure also occurs on the Western islands in Aceh where many teachers and principals are forced to work in huts that have no walls. Based on this, the researcher is interested in conducting an initial survey to see “Overview of Career Planning for High School Students living in Disadvantaged Villages on Simeulue Island”.

2. Method

This study uses a quantitative approach with a descriptive type. The population in this study were all high school students who lived in disadvantaged villages on the island of Simeulue.

According to Sugiyono (2021) the sample is part of the number and characteristics of the population. This study uses a simple random sampling technique, namely taking sample members from the population randomly without paying attention to the strata in the population.

The data collection method used in this study is to use a questionnaire where according to Sugiyono (2021) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The type of scale used in this study is a Likert scale. According to Sugiyono (2021) the Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena.

3. Result

Table 1

Categorisation of Career Planning

Skor	Category	Frequency	Percentage
$X > M + 1.46$	High	103	49.8%
$X < M - 1.46$	Low	78	37.7%
$X > M$ $X < M$	Mean Score Fluctuation	26	12.6 %
Total		207	100 %

Source: data processed by SPSS (2024)

Based on the table above, it is known that the picture of career planning in high school

students living in disadvantaged villages on the island of Simeulue is mostly in the high category, which is (49.8%). This means that high school students who live in the disadvantaged village of Simeulue island already have a good career plan and have clear goals in achieving their career goals, where students already have good self-knowledge of their interests and talents, have an optimistic attitude in pursuing

what they want, and are able to group the fields of work according to their interests. This is in accordance with Dillard (1985) that a person with high career planning already has good self-knowledge, has a positive attitude towards his career goals and is able to group his field of work.

Table 2.
Categorization of Career Planning by Gender

Gender	Category	Subject	Presented
Male	High	40	44.0%
	Low	32	35.2%
	Fluctuations in Mean Score	19	20.9%
Total		91	100%
Female	High	57	49.1%
	Low	41	35.3%
	Fluctuations in Mean Score	18	15.5%
Total		116	100%

Based on the table above, it can be explained that female students and male students are both in the category of high career planning. Based on gender, women have a higher career planning compared to men, with a percentage of 49.1%, while male students have a percentage of 44%. This means that female students already have good self-knowledge, have a sincere attitude and are able to group types of work. The difference in career planning between male and female students was conveyed by Dillard (1985) that the difference is due to the different career approaches carried out by women and men, besides that gender stereotypes in work can also affect the difference in career planning between the two.

Table 3
Categorization of Career Planning by Age

Age	Category	Subject	Presented
15-17	High	83	52.2%
	Low	59	37.1%
	Fluctuations	17	10.7%
Total		159	100%
18-21	HIGH	20	41.7%
	Low	19	39.6%
	Fluctuations	9	18.8%
Total		48	100%

Based on the table above, it can be concluded that both age categories have high career planning. The age category that has career planning in the high category with the largest percentage is 15-17 years old (52.2%), while the age category in the low category with the largest percentage is 18-21 years old (39.6%). This means that high school students who live in disadvantaged villages on Simeulue Island aged 15-17 years have considered their needs, interests, capacities and values. This is in line with what Dillard (1985) said that in the career exploration phase, namely the age of 15-17 years is a tentative stage where students begin to make choices by fantasizing about the desired career, begin to discuss and take courses based on considerations of their needs, interests, and values.

Table 4
Categorization of Career Planning by Aspect

Aspects	Category	Subject	Presented
Self-Knowledge	High	103	49.8%
	Low	67	32.4%
	Fluctuations	37	17.9%
Total		207	100%
Attitude	High	88	42.5%
	Low	74	35.7%
	Fluctuations	45	21.7%
Total		207	100%
Skills	High	95	45.9%
	Low	89	43%
	Fluctuations	23	11.1%
Total		207	100%

Based on the table above, it can be concluded that student career planning based on the three aspects of career planning is in the high category. The aspect with career planning in the high category with the largest percentage is the aspect of self-knowledge (49.8%), while the aspect of career planning in the low category with the largest percentage is the skill aspect (43%). This means that high school students who live in a disadvantaged village on Simeulue Island already have good self-knowledge in planning their careers. This indicates that high school students already have the ability to assess their interests and talents and already have a clear goal of where to go after completing their education. This is in line with Dillard (1985) that self-knowledge is one aspect of career planning which means the ability to assess the shortcomings and strengths that exist in oneself and be able to know the steps to be taken in determining a career.

4. Discussion

This study aims to find out how the career planning of high school students living in disadvantaged villages on Simeulue Island is described. Based on data analysis, it was found that career planning owned by high school students living in the disadvantaged villages of Simeulue Island is in the high category. This means that high school students who live in the underdeveloped village of Simeulue island already have a good career plan and have clear goals in achieving their career goals. This is in line with the findings of Daharnis et al. (2022) who stated that career development does seem to progress rapidly in adolescence and is an important dynamic at the high school (SMA) education level. It can be concluded that at the level of high school education, career development is very advanced. Where according to Sumita et al. (2018) who stated that understanding career planning is very important for students so that students are more focused and directed in thinking about where their future will go after graduating from high school (SMA), whether they want to continue their higher education or want to directly enter the world of work in accordance with their talents and interests and skills.

This study also categorizes career planning based on gender, it can be seen that male and female students are both in the high category. This means that both male and female high school students who live in the underdeveloped village of Simeulue island already have good career planning.

However, based on the percentage of women, women have a higher percentage of career planning in a high category than men, so based on this, it can be concluded that female students are better than male students in planning their careers. The results of the Wahyanti & Folastrri (2021) study also show that there are differences in career planning between male and female students where female students have better career planning than male students due to differences in the decision-making process and environmental influences. Safitri et al. (2024) also explained that the career planning of female students is relatively high compared to male students which is caused by the level of seriousness in planning careers, where women in career planning are more obvious than male students.

The results of the analysis of career planning based on age can be categorized into 2 age groups, namely 15-17 years old, and 18-21 years old. This is in accordance with the Dillard career exploration stage (1985) in the career exploration stage, the age of 15-17 years is a tentative stage, while the age of 18-21 years is the transition stage. Based on the results of data analysis, the age category that has high career planning is 15-17 years old. In line with the research of Adiputra et al. (2021) which stated that at the exploration stage (15-17 years), an individual begins to realize that work is part of human life. Duntari's research (2018) states that adolescents aged 15-17 years enter a tentative phase where they consider five main things, namely personal needs, things of interest, self-ability, life principles, and existing opportunities, while when entering the transition phase at the age of 18-21 years adolescents have developed with more objective thinking, starting to be ready to enter the world of work or take part in vocational training. and try to apply an understanding of themselves.

The researcher also conducted data analysis based on the aspects of career planning formulated by Dillard (1985), namely; 1) self-knowledge, 2) attitude, 3) skills where based on the analysis of the data, it was found that respondents in all three aspects were in a high categorization where the aspect of self-knowledge was the highest which meant that high school students in the disadvantaged villages of Sumeulue Island already had knowledge about their interests, talents, and life goals, but in the skill aspect it was an aspect with a high categorization with the lowest score compared to the three aspects where this means that high school students who live in the underdeveloped village of Simeulue island do not have good skills in planning their careers.

According to Marwa et al. (2023) who stated that a person who has knowledge of themselves and their potential tends to direct themselves to participate in activities that facilitate their potential, talents, and interests. Research conducted by Ismira (2019) also shows results on low-category skills with the statement that in today's era, the skills needed are productivity, toughness, and curiosity to understand self-worth in a career.

One of the effective career planning lies in skills, implementing steps to achieve goals and evaluating results (Dillard, 1985). Khairun et al. (2016) explained that a person should ideally choose a career or job based on self-knowledge, skills, attitudes and abilities towards work and creativity. The results obtained by the researcher are that career planning in all three aspects is in the high category. In this study, the aspect that is in the highest career planning category is the aspect of self-knowledge, meaning that high school students who live in the disadvantaged village of Simeulue island already have good self-knowledge in planning their careers, where students can assess their interests and talents and already have a clear goal of where to go after completing their education. Therefore, the importance of students' skills in evaluating themselves in order to be able to adjust the field of work to be undertaken and know which talents and interests will be honed through the course

5. Summary

The results of the study that have been conducted show that the majority of high school students who live in the underdeveloped villages of Simeulue island are at a high percentage, which shows that they have a career plan after graduating from high school. Then based on gender, both men and women are in the majority of high percentages, but based on the high ratio where women have a higher percentage than men. Then, based on age, it was found that the majority of high school students aged 15- 17 years have career planning at a high categorization as well as 15-17 years old are also at a high percentage but with lower scores than 15-17 years old.

Based on the career planning aspect, the majority of high school students living in disadvantaged villages on the island of Simeulue are at a high percentage with a higher aspect of self-knowledge which shows that high school students living in the disadvantaged villages of Simeulue island have been able to recognize their interests, talents, weaknesses, and strengths, but based on the three aspects of skills, the aspect has the lowest percentage compared to the three aspects.

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