

***Has The Pandemic Impacted Vocational Students' Career Planning? A
Longitudinal Research about Student Career Planning on Pandemic (Online),
New-Normal (Hybrid) and Endemic (offline)***

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Abstract:

The objective of this study is to analyse the career planning of students who have been taught using three different learning methods, in order to ascertain the impact of the learning process caused by the pandemic and the post-pandemic period. The three learning processes are as follows: the pandemic is conducted entirely online, the new normal is carried out online and offline, and the endemic is conducted fully offline. This study employs a comparative quantitative research method, comprising 315 respondents from Vocational students in Aceh. The respondents are grouped according to their participation in learning during the pandemic (full online), the new normal period (hybrid) and the endemic period (full offline). The Kruskal-Wallis test was employed to analyse the data, which revealed a statistically significant result (Asymp. The p-value is 0.000, which is less than 0.005). The findings indicate that there are notable differences between the three groups. The mean value of each group demonstrates that, in the context of the pandemic process, students are evidenced to exhibit the lowest average level of career planning. Additionally, followed by the learning process during the new normal (hybrid). On top of that the endemic group (offline) exhibited the highest mean value, indicating that the learning process during the endemic period with a full offline learning system had a positive impact on the career planning of vocational students, in comparison to the two other groups with learning experiences during the pandemic with online learning and the new normal period with online offline learning.

Keywords: *Career Planning, Pandemic, Endemic, New Normal, Learning Process, Learning Method, Online learning, Offline learning, Vocational school*

1. Introduction

The 21st Century Skills Partnership formulates that graduates of different levels of education in the world, especially higher education in Indonesia, should possess. One of the outcomes of the 21st century competencies that is expected to be present is career skills, which includes career planning. Especially, Vocational School students. This is because they are required to be able to construct a career plan following the completion of their current employment. The recent COVID-19 Pandemic has further institutionalised the applications of digital technologies in education (Haleem, et all, 2022). Poor network, which leads to poor communication between the teachers and students (Debbarma & Durai, 2020). Findings reveal challenges in interaction, practical session delivery, monitoring, assessment, and identity verification (Faza, et all 2024; Pokhrel & Chhetri, 2021). Technical-vocational students faced challenges with intermittent internet connectivity, limited financial resources, uncertainty about the future, lack of resources, lack of experiential learning, frequent power outages, lack of self-motivation, unable to manage time, ambient noise, poor response from instructors, unhealthy mental state, too much gadget exposure, being busy with household chores, lacking computer skills, neglectful instructors, technical issues, and lacking in-person interaction (Calago, 2023) and have a significant direct effect on self-efficacy and career decision-making (Sutiman, 2022). In light of the aforementioned evidence, it can be posited that the learning conditions experienced by students during the pandemic have had a significant impact on their academic performance. During this period, learning loss conditions have been identified, with one area of impact being students' abilities to plan their careers.

Iramadhani, Astuti and Muna (2023) found that vocational students were more likely to be in the low category than the high category when they was learning in the pandemic condition. They also found when the pandemic come almost all of the school could not doing their activity like necessary and found lacking experiential learning process. Anantasari, Iramadhani and Astuti (2023) also found that vocational students had lower career plans than high school students. In the process, if students do not mature in the career planning phase, it will certainly lead to several crucial conditions that eventually become problems. This condition was investigated by conducting FGDs as an initial preliminary and found including: The number of students who are confused about determining their direction and goals because limited interaction. Limited student information related

to careers due to the pandemic. Lack of training or practicum process. Limited counselling due to the pandemic.

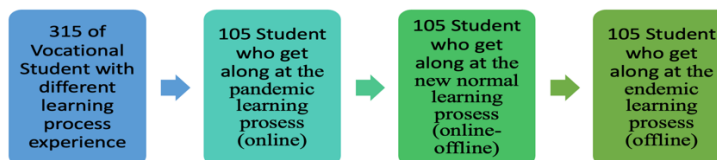
Career planning is crucial due to developmental points, such as growth and exploration, which cannot be missed during the 0-25 age range (Super, 1978; Patton & McMahon, 2021). Because they growth to their personal information or self knowledge, attitude and skill (Dillard, 1985). Schools, particularly at the high school and vocational school level, play a crucial role in assisting students in making post-graduation decisions (Gandal, 2016; Rosenbaum et al., 2015; Symonds et al., 2011). Additionally, schools are essential in fostering career development in students (Patton & McMahon, 2021). However, the three learning processes are as follows: the pandemic is conducted entirely online, the new normal is carried out online and offline, and the endemic is conducted fully offline has different impact for the career planning of the vocational school student. This research aims to analyse the career planning of students who have been taught using three different learning methods, in order to ascertain the impact of the learning process caused by the pandemic and the post-pandemic period

2. Methode

This research which it is started in 2022 until 2024. This research, we did separated, and step by step following the period pandemic until post pandemic. Research Location is Aceh, especially Lhokseumawe. This research technic sampling is purposive sampling technique, which means selecting only subjects who meet specific criteria. This sample will be grouping in to three group (Online Learning experience groups, Hybrid Learning Experience Group and Offline Learning experience group). Furthermore the research sampling criteria are :

1. Student who was learned in pandemic period and has been through online learning process all that's started from the 1st class
2. Student who was learned in new normal period and has been through online-offline learning process all that's started from the 1st class
3. Student who was learned in endemic period and has been through offline learning process all that's started from the 1st class

Picture 2.1. The Process is reducing sampling size



As illustrated in the figure 2.1 above, the total number of individuals who met the criteria for inclusion in this study was 315. These individuals were subsequently divided into three groups, with each group comprising 105 individuals. Each group was conducted in a different year. The online learning group was measured in 2021, for hybrid learning in 2022 and offline learning in 2024. Scale of this research was career planning and adoption form anandasari (2022) research. In his research, scale validation employs corrected item total, with a range of 0.317 to 0.6217. In Addition reliabilities of this scale is 0,917. This scale was made from Dillard (1985) Career planning aspect namely, knowledge, attitude and skill. Quantitative with study comparative design was this research method. As a consequence of that, the research analysis was using the Kruskal Walliss test to compare differences between the pandemic learning proses, new normal learning proses, and endemic learning process. Additionally, the hypothesis of the research are:

1. Ha : There is a different between three group learning process (Online or the pandemic learning proses, Hybrid of. new normal learning proses, and endemic learning process).
2. Ho :There is no different between three group learning process (the pandemic learning proses, new normal learning proses, and endemic learning process).

3. Result

The present study set out to compare three distinct groups of students, each with differing learning periods. The data was analysed using Kruskal-Wallis, and the results are described as follows:

Table 3.1 Mean Rank

	Metode	N	Mean Rank
Student's Career Planning	Pandemic (Online)	105	59.36

New Normal (Hybrid)	105	186.63
Endemi (offline)	105	228.01
Total	315	

As illustrated in the above table, the learning process in the endemic period with full offline learning demonstrates the highest mean value on student career planning in comparison to the other two periods. The results of the difference test are as follows:

Test statistic ^{1,b}	
Career Planning	
Chi-Square	195.730
df	2
Asymp. Sig.	.000

a. Kruskal Wallis Test
b. Grouping Variable: Metode

The Kruskal-Wallis test was employed to analyse the data, which revealed a statistically significant result (Asymp. The p-value is 0.000, which is less than 0.005). The findings indicate that there are notable differences between the three groups.

4. Discussion

The findings indicate that there are notable differences between the three groups. The mean value of each group demonstrates that, in the context of the pandemic process, students are evidenced to exhibit the lowest average level of career planning. Additionally, followed by the learning process during the new normal (offline-online). On top of that the endemic group (offline) exhibited the highest mean value, indicating that the learning process during the endemic period with a full offline learning system had a positive impact on the career planning of vocational students, in comparison to the two other groups with learning experiences during the pandemic with online learning and the new normal period with online offline learning. This condition can be concluded that offline learning conditions make vocational students able to form better career planning. This is because the online learning environment provides a unique problem in the vocational learning process where practical and theoretical learning cannot be done in line or directly. This condition makes students' readiness to carry out vocational training or practice activities limited. Because

laboratory courses requiring specialized equipment and software cannot be fully transitioned to a virtual setting without compromising the advantages of hands-on learning for engineering technology students (López Gutiérrez, Ponce, & Molina, 2021).

This study found that students experienced the lowest levels of career planning during the pandemic or online learning, a finding that is consistent with the research of Callago (2023). Callago (2023) describes the challenges faced by vocational students during the pandemic in their learning, particularly the difficulty of students maintaining their learning motivation during online learning. This is because the learning process is more focused on theory and requires students to listen more than practice directly. This, in turn, has led to students reporting feelings of sleepiness, confusion, and a lack of engagement with experiential learning activities. Furthermore, the findings of the study highlight that the pandemic has contributed to students feeling uncertain about their future prospects. This is due to students perceiving a decline in their knowledge and understanding during the online learning period, which has consequently engendered feelings of insecurity regarding their graduation under these circumstances. Conversely, students have also reported difficulties in planning their learning due to the challenges of managing their time amidst the distractions posed by the pandemic. This has led to a constrained development of career planning and skill development (Dillard, 1985). In addition, the career guidance provided to students during the pandemic was found to be severely constrained due to the limited career development curriculum, inadequate teacher competencies, and underdeveloped platforms (Yeap, Suhaim & Nasir 2021; Iramadhani, 2023).

Dillard (1985) posited that career opportunities and the opportunity for students to shape their performance during their learning period are factors. This finding aligns with the results of the present study, which revealed that students who engaged in full offline learning exhibited the most advanced career planning skills in comparison to the other two groups. This is attributable to the numerous opportunities afforded to students to gather career opportunities through mature hands-on learning and practical activities. This is because technical-vocational programs that depend heavily on hands-on learning are the most difficult to adapt to remote learning environments (Hoftijzer, Levin, Santos, & Weber, 2020).

During the offline learning period (endemic), teacher assessment becomes more mature during online learning because teachers can conduct non-cognitive diagnostic assessments regularly

(Iramadhani et al., 2023). Teachers can exercise effective class management, thereby ensuring optimal learning conditions (thereby enhancing the structure and directness of assessment and evaluation). Conversely, practical learning can be facilitated through strategic planning, enabling the cultivation of students' skills through career opportunities. Conversely, during offline learning, teachers assume responsibility for designing strategies and resources, fostering an effective learning environment, evaluating student progress, and addressing potential challenges. Effective communication and clear instructions are vital for maintaining active classroom management (Gujjar & Choudhry, 2009). Furthermore, timely responses to questions and prompt feedback on assignments are crucial for establishing a strong instructor presence, enhancing student engagement, and supporting deeper levels of learning (Hodges & Cowan, 2012). Consequently, these practices foster students' aptitudes, values, interests, career information, opportunities and abilities (Dillard, 1985). Consequently, these elements foster students' career planning. In addition, The provision of offline learning enables students to receive comprehensive support in the form of both emotional support from teaching staff and extracurricular activities and programmes administered by the educational establishment. This is in line with research conducted by Torre Gibney and Rauner (2021) who conducted a longitudinal survey of data sets on all students and teachers in west ed found students who received support from teachers or parents to develop their plan and for students who met with an adult at school to review the plan at least once a year, developing a plan was significantly associated with several college entry behavior

5. Summary

The findings indicate that there are notable differences between the three groups. The mean value of each group demonstrates that, in the context of the pandemic process, students are evidenced to exhibit the lowest average level of career planning. Additionally, followed by the learning process during the new normal (offline-online). On top of that the endemic group (offline) exhibited the highest mean value, indicating that the learning process during the endemic period with a full offline learning system had a positive impact on the career planning of vocational students, in comparison to the two other groups with learning experiences during the pandemic with online learning and the new normal period with online offline learning. The suggestion of this research are for the teachers, teachers should ensure that the learning process of training or practicum for students

is well implemented and perfect when implementing online activities. Teachers are advised to conduct more offline activities for vocational school students. Secondly for the stakeholder, stakeholders have to ensure that learning process in vocational school had been starting with career planning assessment. Furthermore, they have to ensure that students could get the program. And for the government have to make policy about online learning process and make sure that training process always in the curriculum context. In addition, the next researcher could make or build career planning digital assessment for student. That's things hopefully could use by the teacher in their classroom to identified their student career planning condition however their learning condition at the time is. In the other hand, limitation of this research are 1) this research is limited in scope, as it has only been conducted quantitatively and does not include any qualitative analysis. 2) The geographical scope of this study is confined to a single region in Indonesia. Consequently, future researchers may consider developing research utilising mixed methods and conducting testing on a more extensive sample. Additionally, further researchers may explore the development of intervention research on vocational students.

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