GUIDENA
J O U R N A L

Research Article

Development of Guidance Self-Adaptation to Vocational Student

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Abstract: Self adaptation is individual skill to react effectively in social connection environment individual in a place. The training guidance self adaptation in prakerin is developed for make counselor easier in the school for give service optimally and prepares students well before prakerin. Research subject is 11 grade of SMK PGRI Pakisaji Malang. The purpose of the research is produce training project self adaptation vocational student in prakerin place. Test effectiveness is done with one group pre-test post test planning. The instrument which is used is self project scale in prakerin with grain validity ≥ 0,3 and reliability alpha Cronbach 0,882. The result of the research show that (1) the project that is developed has complete acceptability and, (2) it has improve of effectively self adaptation vocational student in prakerin place.

INTRODUCTION

The development of technology is so fast and it is orientate on national and international organization board, it demand the employ has high skill. Education system and vocation training also must give skill supply special for individual that possible for they find job or start for business by their self, train to work productive, and adaptation with the technology development (Raelin, 2008). Student of Vocational High School is the teenager student. According to Havighurst, suitable with development work stage, teenager 15-24 years old there is in 3 phase that are reach identity as worker or profession in job structure or certain profession. It means that, the teenager in that old should choose and prepare for a job (Havighurst, in Gibson & Mitchell, 2008). In detailed, Depdiknas Jakarta with empiric observation find data that most of the student graduation of Vocational High School in Indonesia is not only less in skill to self adaptation in knowledge and technology development, but also less in skill improvement and career in their job place (Kompasiana, 2012).

The teenager in their life will face on situation how face condition at this time, what kind of behavior to be shown in order to suitable with norm and receive in society, friends chosen, and etc. Each individual in fill of desire but at that time different with the real hope. The reality that is depart from desire, if it

receive patch up will help individu grow and develop well (Santrock, 2009). If individual can not complete the demand environment, that condition will become problem and able to disturb growing and developing individual, moreover it can cause development stagnation (Maslow in Calhoun & Acocella, 1995). The danger that is caused by teenager naughty in doing self adaptation in their society environment such as they are not responsible, aggressive, unsafe feeling, feel want to go home if far from the unknown environment, and give up feeling (Hurlock, 1995). The teenager who is not complete demand environment will suffer and unhappy (Mu'tadin, 2002). While according to Bransford, 2006; Hatano, 1990; Hatano & Oura, 2003 (in Santrock 2009) adaptive expert that good in approach new situations flexibility than always response routine behavior that is clumsy and permanent. That statement means that the people who able to suit their self is individual that able to react effectively on the different situation, can solve the problem and open on something new that they find. School is one of the definite factor for personality child in thinking ways, attitude and also behavior (Hurlock, 2004). So, school role is give skill self adaptation with give guide, lesson, and training guide in order that student can solve their problem in various interruption that appear in improvement process. Hoyt (in Gladding, 2009) state that one thing that must be done by counselor High School especially that apply volunteer to help student learn adaptive skill. It means that counselor vocational has challenge more heavy to help student do transition fluency from High School to job environment. According to Education National System Law number 20 year 2003 the role of counselor as professional employee not only give service in guidance and counseling, but also held activity training for student in order to reach optimal development student.

Structured Learning Approach (SLA) choose as method in self adaptation training student because commonly learning process have the quality in cognitive and psychomotor that focus on the teacher, so teacher as model who give big influence for the students. In other side student also need motivation and give example from educator behavior . Because of that, it needs a guidance that is structural use certainty standards in learning process that is

pressure in need on accustom of responding and limitation. This is suitable with learning social theory from Bandura that see human behavior not only for reflect for stimulus but also for reaction which caused happen between environment and human cognitive their self. Behavior self adaptation in work environment as section of skill social interpersonal basically it is get with learning by observation, seeing model, repeat training from character roles, give feed back and then optimize with transfer behavior in order to consolidate that learning itself. Based on that opinion, in this research student is facilitated to study and train to adaptive behavior with applying SLA method. Self adaptation according Corsini (2002) is modification from behavior and attitude in face demand environment effectively. Hurlock (2004) views that self adaptation is response demand from social environment that is reflected in behavior interaction or good connection in around environment. While work environment according Mangkunegara (2007) is all work physic aspect, work psychology, and work role that influence job satisfaction and reach productivities. Work environment that is intention in this unit is no physical work environment. According Sedarmayanti (2001) no physical environment is all condition that happens and connects with work, not only with the leader or colleague. While Siagian (2001) state that no physical environment is work environment that enjoy in make harmony in work relation between colleague and leader, because the truth is human in their jobs not only for find money but also more to activity that have purpose to get satisfaction. More than, Social adaptation in work environment is interaction process happen in social relation individual life, where they do interaction with other people in work environment (Mu'tadin, 2002). Social adaptation aspects in individual live according to Schneiders (1964) are: (1) admit and respect other human right in their environment, (2) build companion relation with other people in their environment, (3) stand to empathy to other people, (4) have altruism, (5) respect to the law, tradition, and habit in social environment. The purpose of the research is produce guidance book in training of self adaptation in work environment with SLA technique for vocational student that develop to

complete usage criteria, feasibility, accuracy, and deservedly with experiment expert.

METHOD

Procedure that is used in this research development is adapted from Borg & Gall model and Dick & Carey (1990). The researcher observes both of procedure based on the similarities on their steps. The result of that combination and merger from those procedures consist of 5 steps that are: (1) necessity analysis, (2) planning, (3) development of first product, (4) planning and doing on field test, (5) last product revision. While, affectivity tests is done with one group pre test post test plan. Subject of this research is 11 students of PGRI Pakisaji Malang vocational school. The instrument use self adaptation scale in work environment with grain validity ≥ 0,3 and reliability alpha Cronbach 0,882. Quantitative data expert test is analyzed use inter-rate Gregory scale (2011). While qualitative act continued with consultation to the advisor and doing revision.

RESULT AND DISCUSSION

Test Expert Result
Expert of Guidance and Counseling

The result of quantitative test show that score from the expert as contain and planning expert and counselor give value in each aspect. Usage aspect is 24 and 27 (useful), feasibility aspect value 29 and 32 (feasible), appropriate aspect value 43 & 47 (appropriate), and deservedly aspect value 13 & 16 (proper). While scoring for language test from 3 Indonesian language experts get value 52 (very good). Based on those test, it is concluded that each aspect has value good enough and complete standard from Joint Committee on Standards for Educational Evaluations (1981), Where a guidance which will develop must complete 4 aspect acceptances that are usage, feasibility, appropriate, and deservedly. While suggestion from test expert qualitative is need done effectively test method in order to the product not formed prototype, page in the middle, use consistent font type, Indonesian terminology and foreign is overlapping, use pronoun in the first sentence use capitalize word, amount meeting allocation on guiding need manage

well, synopsis page given title fragment, observation see role play is better made rating scale not yes or no, and still there are mistakes in using connector words, suffix, affix in fragment synopsis. Based on the recommendation and suggestion from them the researcher then do consultation with advisor and already do kindness on training guidance book that is developed suitable with the advice from the experts test.

Indonesian language Expert

Expert subject in this research consist of 1 Indonesian Language expert. Expert scoring is done with questioner and direct discussion. Based on expert scoring about language structure which is formulated become 14 item is get score 52 (very good).

Test result small group (counselor)

Test expert result in qualitative and quantitative on the product shown that training guidance self adaptation in work environment complete four aspect thanking and can be developed more. The score result from counselor test is 1,2, and 3 on usage aspect and each aspect is 24, 24, and 24 (useful), feasibility aspect their score is 29, 32,and 32 (feasible), accuracy aspect their score is 49, 50, and 55 (very accurate), while deservedly aspect their score is 10, 16, and 15 (deserved). On this counselor test, they give some recommendation and advice. The first counselor give advice and comment that it's better for synopsis is written in detailed, give item positive explanation and negative item in self compatibility in work environment. The second counselor give advice and comment that are: it's good for seeing from the cover, content, and usage for student, ten meeting is too long because student must prepare everything for internship, counselor also do coordination with curriculum deputy head and teacher when do internship. While the third counselor give advice and comment such as: picture is very good, colour combination is beautiful, and there are mistakes in writing name on fragment synopsis. Based on those advice and recommendation, the writer then do consultation with advisor and has done reparation on guiding training book that is developed.

Test result limited group (student)

Analysis in group is done to know the differentiate score student before and after training. Subject research is consisting of 11 vocational student accounting department and office administrations. Base on statistic test Wilcoxon is known that data amount (N) positive rank is 11, it means that 11 participant more high the level self adaptation in work environment after given training. While negative ranks show 0, it means there is no score training that higher than after training. Next, it looked for average score before training, self adaptation level student has value 42 (middle), then after doing training the average student is better become 73 (very high). This is show that self adaptation training in work environment with SLA technique improves self adaptation in work environment.

Interpretation

The result of this research show that self adaptation training in work environment use SLA for vocational student is proof in able to improve skill in self adaptation, and that training has complete acceptability criteria from test expert. This is describing of each procedure:

Description Development Product Briefly

The product from this research is training guidance self adaptation in work environment for counselor and vocational student. Guidance for counselor the content is special direction for training, steps, and general direction use guidance. While book from student the content is general direction do training. Application learning strategy in the guidance book use SLA method that divided into 5 steps that are: instruction given, example, role, feed back, and ginning assignment. The first step in this book is simple instruction, clear, and specific so it enough for help student understand correctly about self adaptation in work environment. This is shown by student who seriously and full of attention when counselor give instruction. In the seen steps in SLA method is giving example. Giving example in training is presentation with audio visual media this is done with shown two fragment story entitled "Merry Riana: Mimpi Sejuta Dolar" and the second entitled "The Billionaire". Both of fragment are chosen because explained attitude in work environment. In the last showing fragment there are reflection about the content in order to student can take the meaning that include in the story and take positive attitude from the character, then self reflection is given in order to student do introspection to what has been done until this time.

When showing fragment student look so serious and focus observe the character. This is shown by student able to answer the question. Concerned this, Frosh (in Handarini, 2000) state that given example step is the influence procedure on the training skill social result. Attitude in self adaptation occurs in social and interpersonal relation, because of that if student given appropriate model and done correctly so it can improve self adaptation skill. The third step student given role to train self adaptation in work environment based on the scenario that include in guidance book. In this training each student is facilitated to train attitude with 5 title scenario that are: first interview, the second family, trust me, you are potential, and work 24 hours 7 days. When student play the character the other do observation concerned with attitude indicator that has been played. Thompson (2003), said that give student a certain training skill and discuss and identify effective and uneffective attitude. The fourth SLA is give feed back in order to consolidate attitude aspect and instruction correctly about how correct attitude. Feed back given by observer then it is understood by student who train character. The result research about personal quality (Prihartanti, 2003) is get the result that the person who do self adaptation with introspection their self more find on the person who has high personal quality (personal who has success on feeling) than personal fair quality. With score comparison 66,6% : 33,3%.

Those are shown that evaluation result of observer to improve skill quality in work environment and also improve sensitivity quality when they get advice. The fifth step of SLA is student given group assignment where student is ordered to identify situation in out of training section and explain what is has been done as explanation about self adaptation in work environment. Alberti and Emmons (Owen, 2004) state that there are many advantages if training is given in group situation because will focus on a certain

situation and give real chance to face and challenge the difficulties in structural environment.

Test Result Trying Product
Test Expert

Guiding training product that has been arranged then done evaluation by expert. Expert subject in this research consist of two planner expert and guidance and counseling content. The evaluation is done by questioner and directly discussion. On the result quantitative test expert guide consist of four aspect that has been evaluate that are usage, feasibility, accuracy, and deservedly and add with media score with certainty score 1 is the lower and 4 is the higher. Based on the usage aspect is got score average 25,5 (useful), feasibility aspect is got score average 30,5 (feasible), accuracy aspect is got score average 45 (accurate), deservedly aspect is got score average 14,5 (deserved), while media scoring is got score average 4 (interesting). It means that training guidance has complete 4 aspect thanking. While expert recommendation in qualitatively has consulted with advisors and has get agreement to do correcting on training guidance book that has been developed according to expert recommendation.

Small Group Test (Counselor)

Expert subject in this research is 3 person counselors that come from different school. Base on the four aspect that has been tested by them is known that in usage aspect is got average 32 (useful), feasibility aspect is got score average 31 (feasible), accuracy aspect is got score average 51,3 (accurate), deservedly aspect is got score average 13,6 (deserved), while media scoring is got score average 29,3 (interesting). It means that training guidance has complete 4 aspect thanking. On the counselor test the third counselor give some advise and recommendation. Based on their advice and recommendation, the writer then do consultation with some advisors and has done correcting on training guidance book that is developed based on counselor recommendation.

Limited Group Test (Student)

Test is done to limited group (student) use pre test-post test design. The research subject is student 11 grade of vocational student consist of male and female. Before given training the student is asked to do pre test question in order to know how the level of self adaptation in work environment before given training. Based on the pre test known that self adaptation student in work environment this average 42 (fair category) the result of pre test is 30% Is very high category) it means that there are improvement score average pre test and post-test is 40,78%.

Based on observation result during ten meeting is known that 6 from 11 student active enough during training, they are SM, YOG, WW, SA, WI, and SUL. Subject YOG inclined to humorous and active during training, subject SUL is known very active in writing and give opinion and judgment in content reflection sheet about fragment that answer orally. While subject SM, WW, SA, WI generally has interest good enough when give assignment from counselor. Based on accounting groups all of them has improve self adaptation in work environment as big as 27,3 point. While 5 students that are SU, SEL, ZAI, SR, and SEP are known have significant improvement average score 35,4 point than 6 others. Base on observation is known that SU, SEL, ZAI, SEP has characteristic to always attention advisor guiding before do activity, has skill for attention other people accurately, and also response counselor question well. While SR has improvement highest than others that is 50 point, based on analysis result is got fact that the SR answer is rational, his attitude is polite, friendly, has good communication skill, good writing in write reflection sheet, clean dress, and always ask when asking question section. The improvement pre test and post test able to be happen because student already trained of attitude self adaptation in work environment so they can control and manage their negative worried about profession world. Beside able to manage their worried on their self, student often ask to trainer about something does not understanding during training so can add knowledge and being active.

Bransford, and friends, 2006; Schwartz, Bransford & Sears, 2006 in Santrock 2009 said that individual can suit their self is individual who has balance characteristic that are efficient and innovative. Efficient is quick in getting information and competent apply information

to solve problem. While innovative is has way in doing something. This is can be concluded that during training process student has shown efficient and innovative characteristic. It means that training give positive effect for the student to competent apply information that get during training and continue develop personal character for prepare prakerin activity. Based on data got from Occupation Staff Official (Dinas Tenaga Kerja), Transmigration, and Demography East Java Province by online (2011) is known that National Association of Colleges and Employers USA 2002 has doing survey to 457 the manager of business in Amerika and the result is Index Cumulative Achievement is not important thing in profession world, the important thing is the employ has six soft skill one of them is able to self adaptation. In the same manner as explain that self adaptation attitude in work environment is not deliverance someone but is study result, because of that self adaptation in work environment maximalists just can reach by learning process and training. Learning process can be done by their social According to Bandura (in Woolfolk, 2009) social learning involve 4 important element that are: attention, retention, production, motivation and reinforcement. Self adaptation attitude in work environment as part of skill social interpersonal basically is got from learning with observe, see model, repeating training by characteristic role, give feedback, and then optimality with transfer attitude in order to reinforce its learning self.

Pre test and post test data for all skill show that there is differentiate between pre test and post test score after give intervention training self adaptation in work environment use SLA method. So, at all development training guidance self adaptation in work environment for SMK student has tested their effectively. This is consolidated by research result from Darmiany (2009) who state that SLA is effective for used to train social skill vocational student especially for 4 kinds of social skill (express feeling, skill, sense of feeling, skill in giving opinion, skill self opening). Pre test and post test improvement happen because training participant is considered that they able to manage effective response to other people and environment. This is reinforce by Jacques, Connor, and Smith research (in Maksum, 2014) that effective

individual to reach advancement is (1) individual has self adaptation to changing, it means that individual has mental quality which is opened for idea and creative thinking include on non linier thinking that out of box. Because of that each people who want to get advancement must change concern to be better. (2) Individual who has adaptation for rule and discipline, that is use time and resources efficiently.

Molikavia and friends (2015) do research entitled "The Relation of Social Proficiency and Logical Skill for Prakerin Success." Based on the result of the research Molikavia and friends (2015) is got that state that there are relation between social proficiency that is student skill to self adaptation in work environment to prakerin success. That result means that skill in self adaptation in work environment contribute prakerin success. There are many ways to do from school to supply the student with various skill in order to graduation vocational student able to compete in profession world. But it is not little that institute vocational school involved counseling teacher in supply skill self adaptation of the student, because in self adaptation process is not rarely has obstacle in adaptation their attitude for accommodate necessity other people (Geldard and Geldard, 2008). More advanced Liou (in Prawitasari, 2012) states that communication become main media in internalization organization culture. Media that is used in internalization process such as giving training program. Training is done to teach one new attitude in everyday life. While rubric student result after get intervention SLA in cleaned more high, this is seen by attitude student which is shown when meet a new people become more active in interaction. Although not everyday student feel worried in new environment because can not adaptation well, but the result of wrap up indicated that the training participants has positive evaluation for training activity self adaptation in work environment that has been done by counselor.

CONCLUSION

Commonly training guidance that is developed has complete acceptability criteria from expert test that is seen by; (a) Usage

aspect; training guidance self adaptation in work environment is valued by expert very useful. This is based on the big advantages of guidance in help counselor to complete student necessity about self-social development service. (b) Feasibility aspect; the content of training guidance self adaptation in work environment include in feasibility category to be done. This category is based on practicability and affectivity in improving self adaptation vocational student in work environment, (c) Accuracy aspect; training guidance self adaptation in work environment has complete appropriate criteria. This scoring is based on accuracy project if apply in vocational student, accurate in each purpose, time and step doing training, and measurement tools. This accuracy also based on clear formula, common purpose, special, and also appropriate title with guidance theme. (d) Deservedly aspect; the content of training guidance self adaptation in work environment already proper to be done, not only from mastering skill that is connect with training but also on research permission request.

Based on the test statistic result that use wilcoxon, it get average score before training on middle category (score 42) become very high score (score 73) after training use SLA method. In other words, training guidance self adaptation in work environment for vocational student tested effective in improving skill self adaptation student.

Suggestions: (1) Counselor: able to give training guidance self adaptation in work environment as the effort to preventive or as responsive service for student problem. But evaluation and supervision always must be done. Besides that, counselor need give continuing training to improve student skill that has done prakerin. (2) School Comite: should support training guidance self adaptation in work environment for SMK student before prakerin with supply good facilities in order to training that is given by counselor can run maximalist. In order that, all planned programs from school can be run well so it need to considerate to add counselor fix with the role (1:50). Next, based on researcher finding, dependence level of student for giving example is still high. Because of that, school should add training self adaptation in work environment program in purchasing routine

vocational student before do internship. (3) The next researcher; In this research this training use SLA method. For the next researcher in order to wide researcher subject not only vocational high student but also senior high student because it possible directly get job. The next researcher is recommended to register their work to get Authority of Intellectual Wealthy, so have advantage in economy and grow up motive in create and produce work.

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