



Evaluation of Career Guidance Service Program Using the Kirkpatrick Model at SMK Negeri 3 Pariaman

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Abstrak

Program Layanan Bimbingan Karir merupakan solusi untuk membantu siswa dalam menentukan pilihan karir untuk menjadi seorang profesional di masa depan. Namun, ternyata kondisi saat ini dan kenyataan di lapangan tidak seperti yang seharusnya. Penelitian ini bertujuan untuk mengevaluasi bagaimana Reaksi, Pembelajaran, Perilaku, dan Hasil pada program layanan Bimbingan Karir di SMK Negeri 3 Pariaman. Jenis penelitian ini menggunakan penelitian evaluasi dengan model Kirkpatrick yang melibatkan empat komponen yaitu komponen Reaksi, Pembelajaran, Perilaku, dan Hasil. Penelitian ini menggunakan metode campuran. Data kuantitatif dikumpulkan terlebih dahulu dengan menggunakan kuesioner, kemudian dilengkapi dengan data kualitatif yang dikumpulkan melalui wawancara, observasi, dan dokumentasi. Secara keseluruhan hasil yang diperoleh dari penelitian evaluasi terhadap program layanan bimbingan karir di SMK Negeri 3 Pariaman adalah baik, secara keseluruhan semua program berjalan dengan baik tentunya dengan sedikit peningkatan pada komponen reaksi dan perilaku.

Kata Kunci: Program Evaluasi, Kirkpatrick, Layanan Bimbingan Karir, Sekolah Menengah Kejuruan

Abstract

Career Guidance Service Program is a solution to help students to make career choices to become a professional in the future. However, it turns out that the current conditions and the reality on the ground are not as they should be. This study aims to evaluate how Reaction, Learning, Behavior, and Results in the Career Guidance service program at SMK Negeri 3 Pariaman. This type of research uses evaluation research using the Kirkpatrick model which involves four components, namely the Reaction, Learning, Behavior, and Result components. This research used a mixed-method. Quantitative data were first collected using a questionnaire, then supplemented by qualitative data collected through interviews, observation, and documentation. The overall results obtained from the evaluation research on the career guidance service program at SMK Negeri 3 Pariaman are good, overall all programs are running well, of course with a slight increase in the reaction and behavior components.

Keywords: Program Evaluation, Kirkpatrick, Career Guidance Service, Vocational High School.

INTRODUCTION

Education in SMK is here to improve students' knowledge and skills to prepare them as middle-level workers who are skilled, educated, have a professional work ethic and can develop themselves according to the development of science and technology. (Rusmana, 2020). Vocational education in the national education system has a very strategic position (Ar, 2016; Y. Fiandra, n.d.), especially in terms of developing human resources in the vocational field, this is in accordance with Constitution Number 20 of 2003 which states that vocational education is education that prepares students especially to work in certain fields. (Turistiati & Ramadhan, 2019).

Starting from the goal of vocational education, the profile of SMK graduates is graduates who are competent, ready to work, smart, and competitive. (Rahmawati, 2021; Rahmi et al., 2021). Ready to work which implies that SMK graduates have the skills and abilities to work in their fields (Perdana, 2019) so that they are ready to work immediately without the need for further training and they are also equipped with the ability to open their own business. Smart as meant here is not only intelligent intellectually, but also must be intelligent spiritually, emotionally, and socially, as well as kinesthetically intelligent. (Robani, 2016). Competitive which implies being an agent of change and unyielding and independent which can trigger mental readiness to work or open a business field.

To realize the above, of course, schools are expected to optimize education and teaching, so that what is given to students has benefits for the development of students' lives. However, in reality, many students do not understand the educational goals they are pursuing (Fadli et al., 2017; Yasmiri et al., 2017). Guidance and counseling services are tangible forms that help students in the development of their lives. Career guidance services are one of the areas of guidance that assist students in planning and determining the career they will choose according to their talents, interests, abilities, and personality traits. (Firda & Atikah, 2020; Widodo et al., 2021).

Career guidance is guidance given to someone so that they can work well, be happy, and diligently adjust to the demands of the position or job with what is in the individual concerned. (Rohmah, 2018; Yulianti & Jayanthi, 2018). The thing to be achieved from the existence of career guidance is that someone gets a job as expected with his abilities.

A person will work happily, with joy if what he does is in accordance with his circumstances, his abilities, and his interests. (Kurniawati & Arief, 2016; Sari & Hidayat, 2022). But on the other hand, if someone works not in accordance with what is in him, then it is certain that he will be less enthusiastic about work, less happy, and less diligent. In guidance and counseling services, four areas of service must be provided to students, namely personal guidance, social guidance, study guidance, and career guidance (Angelina, 2018; Yudha Aditya Fiandra et al., 2022)

Career guidance is essentially an educational effort through a personal approach to helping individuals to achieve the necessary competition in dealing with career problems. (Lestari, 2017; Permadi, 2016). There are two important things in the process of helping individuals, first to understand and accept themselves, and secondly to understand and adjust to the world of work. Therefore, what is important in a career choice is understanding and adjustment to both himself and the industry.

Career guidance is provided for every educational unit, including vocational high schools (Ismail & Siswanto, 2018; Utari et al., 2021) A vocational high school student in his development will be faced with a number of alternatives related to his personal, social, study, and career life. In the development students sometimes have difficulty in making decisions and determining which alternative should be chosen, one of which is the difficulty in making decisions regarding the career plans that they will choose in the future. (Khairun & Sulastri, 2016).

Observation with several students at SMKN 3 Pariaman, it turns out that many students are confused about planning and determining a career after graduating from vocational high school, some do not know what career they will choose after graduation, and some are doubtful whether their career choice is suitable or not. not with their talents and interests, and some have determined their career choice because it is in accordance with their talents and interests. Psychologically, SMK students are entering the stage of adolescent development, namely the transition period from childhood to adulthood. This period is short and difficult in the development of human life. Vocational High School (SMK) students aged between 15-17 years are in an unstable phase.

This tentative phase is divided into four subphases, namely the interest stage where the child takes an attitude toward what he likes; the capacity stage where the child begins to realize his abilities to work aspirations; the values stage where the child begins to realize the values of life he wants to pursue, and the transition stage where the child begins to combine his interests, his constellation of abilities, and values to obtain a self-image and realize all the real consequences of taking provisions for his future life (Pambudi et al., 2019).

Based on the phenomena that exist in SMKN 3 Pariaman it was found that SMK graduates work not in accordance with their competencies/fields. As a result, in such conditions, many SMK graduates are not optimal in honing their abilities. From the data of 2020 graduates at SMKN 3 Pariaman, 60 graduates majoring in Computer and Network Engineering were recorded as 31 people working according to their fields, 24 people working not according to their fields, and the remaining 5 people could not be traced. One way to improve these conditions optimally is the provision of career guidance services in vocational schools.

Career guidance in education is one type of service from the guidance and counseling program (Yudha Aditya Fiandra et al., 2017; Putranti & Safitri, 2017) Institutionally, guidance and counseling are part of the overall educational program in schools, which are aimed at helping or facilitating students to achieve optimal self-development. Students are required to master various abilities or competencies, both related to subjects, as well as those related to personal, social, and career development of life. So that students can achieve optimal development, optimal services are also needed from every element of education in schools. The elements of education in schools include management and leadership, learning, and elements of student development (Y A Fiandra et al., 2021; Supiana et al., 2019).

In general, career problems that are often faced include: (1) Doubting in determining the choice of study major and/or field of work that will be used as a career in life because there is not enough information (lack of understanding), both about oneself and majors of study and/or field of work. who will be selected, (2) Confused in determining their career choice because they feel their abilities do not meet the requirements demanded by a department of study and/or the field of work offered, (3) Confused in choosing a career because their talents and interests are not in line, strong talent but interest lacking and vice versa strong interest but lack of talent, talent and interest not in accordance with the plan of choice of study major and/or field of work to be entered, and even (4) Unable to determine his career choice plan because he does not know what he will do after finishing his studies in the future (Permadi, 2016).

Through career guidance, of course, vocational students can understand themselves, and their level of ability and know a complete picture of their career characteristics (Istia'dah et al., 2018). In addition, it is hoped that it can foster professionalism in dealing with the industry and students' independence in choosing a career that will be pursued later based on the field they have.

Initial observations were carried out, in addition to the graduate data obtained, observations were also carried out by interviewing the principal, counseling guidance (BK) teachers, curriculum representatives, and several students at SMKN 3 Pariaman, there were many problems faced, among others, 1) Difficulty for students to determine the direction their careers due to a lack of knowledge, direction and guidance which greatly influences their next choice, 2) SMK graduates do not work in accordance with their fields, 3) SMK

graduates are not confident in their abilities, and 4) a low level of student understanding regarding career orientation. 5) The low distribution of information about career orientation obtained by students, 6) Lack of activities in schools related to career orientation. 7) Evaluation of career guidance services at SMKN 3 Pariaman has never been done.

It is important to evaluate the career guidance service program to collect valid and reliable information about the implementation of career guidance services at SMKN 3 Pariaman and to find out the obstacles encountered during the implementation of career guidance. The evaluation of the career guidance service program is expected to improve the quality of the implementation of career guidance. In line with these goals, the evaluation can identify program components that have not been realized, and analyze any problems that arise during the implementation of career guidance so that they can be corrected and implemented in the next implementation, while for students the career guidance program service will serve as a guide for determining the next career choice.

METHOD

The method used in this evaluation research is quantitative and qualitative in a sequential explanatory manner. Sugiyono (2013:415) suggested that the research method combines quantitative and qualitative research methods sequentially, where the first stage of research is carried out with quantitative methods. The quantitative method in this study uses statistical processing numbers and qualitative methods to reveal phenomena that occur naturally, not from controlled or manipulated conditions.

To strengthen the description of quantitative data, qualitative data obtained through interviews, documentation, and direct observation were used. The location taken in this research is SMKN 3 Pariaman.

Table 1
Research Data Source

Research Data Source			
Quantitative		Qualitative	
Respondents	Amount	Respondents	Amount
TKJ XII Class	60	Headmaster	1
		Deputy Principal for Curriculum	1
		BK Teacher	2
		Classroom Teacher	2
		Total	6
Total	60	Total	6

The quantitative data collection technique used in this research is a questionnaire. The questionnaire was prepared based on Kirkpatrick's evaluation model, namely reaction, learning, behavior, and result using a Likert scale with five alternative answers. The answer has a minimum and maximum score. Instrument testing was conducted on respondents who were not in the research sample. The analysis of the instrument trial was carried out using the SPSS statistical program.



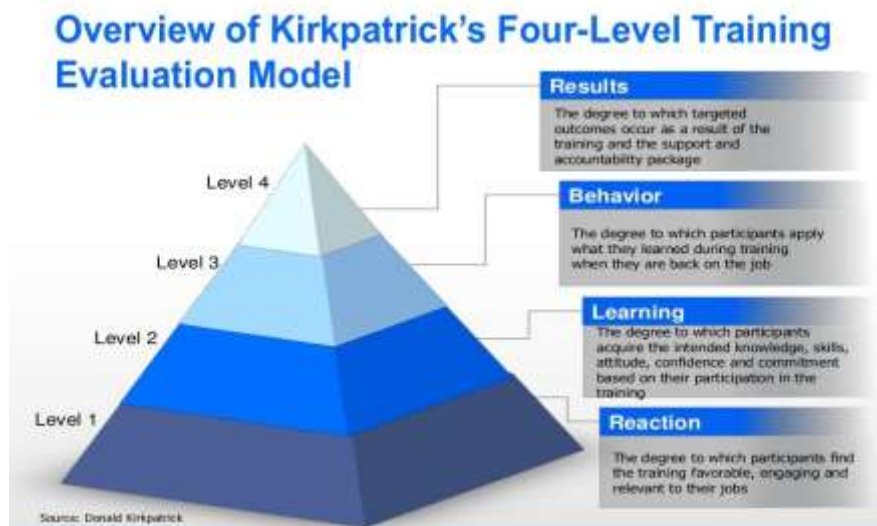
Picture 1. Kirkpatrick's Four Stages of Evaluation

Qualitative data collection techniques aim to complement and support the results of quantitative data conducted on respondents. Qualitative data collection was done by interview and observation. Testing the

validity of qualitative data is called credibility, which is a term used in qualitative research to replace the concept of validity in quantitative data. As for efforts to maintain credibility, namely by triangulation, extending the participation of researchers in the field, increasing the persistence of observations, and peer checking through discussion.

RESULTS AND DISCUSSION

The evaluation of the career guidance service program uses the Kirkpatrick model consisting of Reaction, Learning, Behavior, and Result components.



Picture 2. Kirkpatrick's Four Levels of Evaluation Model
(Kaufman & Keller, 1994)

Reaction Component

Evaluation of reactions to career guidance services at SMKN 3 Pariaman is divided based on several indicators in terms of student satisfaction with counselors, student satisfaction with facilities and infrastructure, student satisfaction with career guidance materials, and student satisfaction with time and schedule. Student satisfaction with counselors is 4.06 with an achievement rate of 81% and is included in the good category, meaning that students majoring in Computer and Network Engineering (TKJ) are satisfied with career guidance counselors.

From the results of interviews regarding student satisfaction with counselors, it can be concluded that BK teachers are very well versed in career guidance materials, are able to motivate students, and are able to create a comfortable atmosphere during the delivery of the material. The indicator of student satisfaction with facilities and infrastructure obtained a score of 3.80 with an achievement rate of 76% and is included in the sufficient category. This means that students majoring in Computer and Network Engineering (TKJ) are quite satisfied with the career guidance facilities and infrastructure.

Facilities and infrastructure in career guidance are school facilities such as classrooms, blackboards, benches and chairs, and LCD projectors for delivering material. Facilities and infrastructure at SMKN 3 Pariaman support the implementation of career guidance well, seen from the school environment and clean rooms, and completeness of classes that make students feel comfortable when learning career guidance takes place. The indicator of student satisfaction with career guidance material obtained a score of 3.90 with an achievement rate of 78% and is included in the good category. This means that the career guidance material delivered by the counselor at SMKN 3 Pariaman can be understood and accepted by students well.

Career guidance material at SMKN 3 Pariaman is very clearly given by the BK teacher who also acts as a counselor. Career guidance materials provided include an introduction to personality related to career, and

human relations as well as an introduction to various job fields. Students are very enthusiastic when learning career guidance takes place. The indicator of student satisfaction with the time and schedule of career guidance obtained a score of 4.05 with an achievement rate of 81% and is included in the good category. This means that students majoring in Computer and Network Engineering (TKJ) are satisfied with the time and schedule of career guidance. There is no fixed time and schedule for career guidance at SMKN 3 Pariaman. To provide career guidance services, BK teachers must look for vacant class hours or ask the class teacher for hours if absolutely necessary. However, the overall learning material is still delivered.

The average acquisition score of the four indicators related to the component of student reactions to career guidance was obtained at 3.95 with an achievement level of 79% and included in the sufficient category, so it can be concluded that the reaction component needs to get better attention from all school elements because still in the sufficient category.

Table 2
Reaction Component Acquisition Score Summary

Reaction Component	Value	Percentage	Grade
Student satisfaction with counselor	4,06	81%	Good
Student satisfaction with facilities and infrastructure	3,80	76%	Sufficient
Student satisfaction with career guidance materials	3,90	78%	Sufficient
Student satisfaction with the schedule of career guidance	4,05	81%	Good
Average	3,95	79%	Sufficient

Evaluation of the reaction aims to determine the level of student satisfaction with the implementation of career guidance. Guidance will be effective if students react well. Otherwise, they will not be motivated to learn or absorb information. Based on the explanation above, it can be concluded that career guidance services are basically beneficial for students. In order for the goals of career guidance to be achieved, the needs of students in this career guidance must be met. Students' curiosity about career guidance must be given properly and clearly so that students feel satisfied with career guidance services. For this reason, the reaction components that have been evaluated and obtained sufficient results still need to be improved and optimized for each reaction component element. The results of the evaluation of the reaction component in this career guidance service are needed to be improved and implemented further in the implementation of career guidance.

Learning Component

Evaluation of learning in career guidance services at SMKN 3 Pariaman is divided based on three indicators terms increasing knowledge, changing attitudes, and adding skills. The results of the study indicate that the indicator for increasing student knowledge is 4.17 with an achievement rate of 83% and is included in the good category. This means that students majoring in Computer and Network Engineering are satisfied with career guidance counselors. The results of interviews regarding student satisfaction with the addition of knowledge concluded that career guidance was given to increase students' knowledge about careers, find out students' talents, and find out interests and jobs that are in accordance with the student's field of expertise. With increased knowledge about careers, students will be more courageous in discussing with counselors to obtain information that will strengthen the achievement of their desired career.

The indicator of student attitude change obtained a score of 4.27 with an achievement level of 85% and was included in the good category. This means that the attitude of students majoring in Computer and Network Engineering about careers changes after receiving career guidance services. Something that is still unknown can encourage students to learn to find out, students also take an attitude along with their interest in an object. Students have beliefs and convictions about what they should do. That attitude underlies and encourages the act of learning. So, student attitudes can be influenced by motivation so that it can determine learning attitudes.

The indicator for improving student skills has obtained a score of 3.90 with an achievement level of 78% and was included in the sufficient category. This means that the skills of students majoring in Computer and Network Engineering career increase after receiving career guidance services. Changes due to learning can occur in various forms of behavior, from the cognitive, affective, or psychomotor domains. It's not limited to just changing knowledge. In career guidance students are given the motivation to have a desire to change. Students must know what to do and how to do it. So with career guidance, students can develop their career goals specifically according to their field.

Students must know the requirements for entering the field of work that they are interested in, and with that students will be motivated to improve their skills to support their career choices. The average score of the three indicators related to the student learning component of career guidance is 4.11 with an achievement rate of 82% and is included in the good category. Thus, it can be concluded that the learning component has received a good category value and needs to be maintained and improved in the future.

Table 3
Learning Component Acquisition Score Summary

Learning Component	Value	Percentage	Grade
Adding student knowledge	4,17	83%	Good
Student attitude change	4,27	85%	Good
Student skill improvement	3,90	78%	Sufficient
Average	4,11	82%	Good

Evaluation in learning is very important, without learning no change in behavior will occur. The purpose of learning is to increase knowledge. Students receiving career guidance services understand that they have experienced changes in attitudes, improved knowledge, and increased understanding of careers. Therefore, to measure the effectiveness of career guidance services, these three aspects need to be measured. Without a change in attitude, improving knowledge and increasing understanding, career guidance services are said to have failed. The objectives of vocational secondary education according to Constitution Number 20 of 2003 are (1) to prepare students to become productive human beings, able to work independently, to fill existing job vacancies as middle-level workers according to competence in skill programs; (2) prepare students to be able to choose a career, be tenacious and persistent in competence, adapt to the work environment and develop a professional attitude in the expertise of interest; (3) equip students with science, technology and art to be able to develop themselves independently and (4) equip students with competencies in accordance with the chosen skill program.

The implementation of career guidance services in vocational schools is an attempt to know and understand oneself, to understand what is in oneself well, and to know well what jobs exist and what requirements are required for the job. Furthermore, students can combine what is required by a job or career with the abilities or potentials that exist within them. If there are obstacles, then what obstacles if there are and how to overcome them. By overcoming the obstacles that may exist, it means that one of the problems has been overcome.

Based on the explanation above, it can be concluded that career guidance services are basically beneficial for vocational students. In order for the goals of career guidance to be achieved, the needs of students in this career guidance must be met. Students' curiosity about career guidance must be given properly and clearly so that students feel satisfied with career guidance services. The results of the evaluation of the learning components in this career guidance service have gone well. For that, it needs to be maintained because it is useful for students to plan their future.

Behavior Component

The behavioral change component is a follow-up evaluation of the learning component that discusses changing work attitudes, improving knowledge, and or adding participants' skills that are applied in schools.

The behavioral change component also looks at whether students feel happy with the career guidance service. From the evaluation of the behavioral change component stage, the result is 3.9 with an achievement rate of 78% and is included in the sufficient category. Thus it can be said that the behavioral change component needs to get attention from the school, especially the teacher or counselor because it is still in the sufficient category.

Changes in the behavior of participants can be seen in how students can work together with fellow students and teachers, do not disturb other students, and are also able to work together with teachers. Evaluation of this behavior is focused on students' work behavior after they return to their learning environment. The behavior referred to here is work behavior that is directly related to the training material, and not behavior in the context of personal relationships with coworkers. So, what this evaluation wants to know is how far the change in mental attitude (attitude), improving knowledge, and or adding skills to participants has a direct influence on the performance of participants when they return to their work environment.

It can be concluded that the evaluation of changes in behavior after receiving career guidance services that career guidance services are enough to change student behavior even though it looks not too prominent. However, it can be said that the behavioral change component really needs attention at SMKN 3 Pariaman, especially for teachers or counselors because it is still in the sufficient category.

Result Component

Evaluation of outcomes in career guidance services at SMKN 3 Pariaman is divided based on two indicators that are viewed from increasing students' understanding of career orientation and increasing skills in determining further career choices. Indicators increasing students' understanding of career orientation is 4.17 with an achievement rate of 83% and is included in the good category. This means that the increased in the understanding of students majoring in Computer and Network Engineering about career orientation increases. This quantitative data is supported by qualitative data obtained from interview data which concluded that in career orientation services, students get a general picture of various things related to career choices so that students are able to identify their compatibility with aspects of various types of careers.

The indicator of increasing skills in determining career choices is then obtained a score of 3.90 with an achievement rate of 78% and is included in the good category. This means that the increase in the skills of students majoring in Computer and Network Engineering in determining career choices will then increase after participating in career guidance services. Based on the results of interviews with respondents, it was concluded that by participating in career guidance services, students were sure and steady with their decision after graduation to want to study or work in accordance with their fields.

To achieve this, students are able to plan educational/training programs that they will take to support their career choices. The average acquisition score of the two indicators related to the outcome component of career guidance services was obtained at 4.03 with an achievement rate of 81% and was included in the good category. Thus it can be said that career guidance learning is well implemented because it is able to increase knowledge, change attitudes and increase student skills. Kirkpatrick (2008:25) asserts that the outcome can be defined as the end result that occurs because the participant follows the program. Evaluation of results in level 4 is focused on the final results that occur because students have participated in a learning program.

Table 4
Result Component Acquisition Score Summary

Learning Component	Value	Percentage	Grade
Increased students' understanding of career orientation	4,17	83%	Good
Improvement of students' skills in making career choices	3,90	78%	Sufficient
Average	4,03	81%	Good

Included in the category of final results of a learning program include improving learning outcomes, increasing knowledge, and increasing skills. Based on the explanation above, it can be concluded that the evaluation of the results of career guidance services has a positive impact on students even though it does not appear too prominent. Evaluation of the results can be seen from the determination of students to determine the direction of career choices after graduation and also students are able to plan training/education to support their careers both in the long and short term.

CONCLUSION

Career guidance services at SMKN 3 Pariaman are in a fairly good category, but the components of reaction and behavior still need to be improved and receive more attention. Based on the findings obtained in this evaluation, several suggestions are put forward, namely that the principal needs to provide a fixed time and schedule for the BK program to enter class every week. Supervising teachers or counselors to be more familiar with the needs of their students, and monitor the progress of their students after being provided with services. Supervising teachers should have a closer emotional relationship with students so that students are not afraid and reluctant to come to see the supervising teacher or counselor.

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