

Monopoly Media In Group Mentoring To Improve Career Planning Participants

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Abstract: For high school students, determining advanced study is not an easy one. The difficulties, horrors and fears can be felt and burden when choosing and deciding majors in college. This study aims to improve the career planning of learners through group guidance by using career monopoly media. This research is a development research. The subjects that taken in this study is using a random technique that is as much as 54 students from three schools. The methods of data collection using questionnaires and observations. The analysis data that used is using the score scoring guide that guides into five categories to see the difference in pretest and posttest mean. The results showed that the career planning of XII grade students that can be improved through the guidance of career guidance group with the use of career monopoly media seen from the significant difference from the average before the group guidance through game 3.22 and after guidance of 4.44.

Keywords: monopoly media, group guidance, career planning

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I. Introduction

For high school students, after they graduated from the school, it means they are entering a period of transition to a vehicle to form the integrity of the desired profession, that is at college (Fahmi A Alfaraqi, 2015). According to Santrock (2003), determining the continuation of studies for high school graduates is not an easy matter. The difficulties, horrors and fears can be felt and burden when choosing and deciding majors in college.

According to Gati and Saka (2001) Lack of information about the majors and employment that teenagers will face when they graduate adds to teenage concerns in the decision-making. Furthermore, according to Gati and Saka (2001) explains how individual decision-making will affect her career in the future. Winkel (2005) explains that the fallacy in choosing courses in higher education and higher education can have fatal consequences for one's life. Some impact to the learners as an implication of the above behavior is the low motivation that leads to academic achievement and the low competitiveness of the nation in the midst of other nations in the world.

In essence, human beings are unique and have specialties and talents of each. Many other majors have bright prospects with varying capabilities required. However, the learner often follows the conventional considerations in determining the course (Liem and Budi, 2013).

According to Fahmi A Alfaraqi (2015) career development is the most important capital to pursue the desired life. If you do not have the confidence and exploration will be difficult in determining the decision to continue his studies. When a person decisively decides on his or her career plan in accordance with his or her talents and interests and also completes it with a consistent self-commitment and adequate information, then he or she has the potential to grow and develop along the path of life of his choice. Furthermore, according to Fahmi A Alfaraqi (2015) is expected with confidence and views about the future that will be addressed can be achieved to get a better career and quality in accordance with expectations and ideals.

Yusuf (2009) states that the program of guidance and counseling services can not be effective in serving the students with programmed if less or not supported by other factors, one of the supporting factors of the implementation of counseling guidance program is a group guidance service which is a means of assisting learners in solving a problem. One of the media that can be used by counselor teachers in group guidance service is game media.

Based on the presentation of the problems that have been described, the researcher wants to examine more deeply the extent to which the game media in the application of group guidance services can improve career planning of learners after high school graduation.

II. Literature Review

According to Smaldino et al (2011: 4) there are six basic categories of media form: (1) text, is the most commonly used medium consisting of alphanumeric characters that can be displayed in the format. (2) audio is another medium commonly used in learning, including those that can hear a person's voice, music, mechanical sound (car engine running), noise and so can be recorded. (3) visual is the medium used to promote learning and includes computer screen diagrams, drawings on the board, photos, pictures in a book, cartoons, and so on. (4) videos are visual and audio media that show movement and can be stored in DVD, stream, from the internet in the form of computer animation and so on. (5) media that are often not considered, real objects and three-dimensional man- derative models that can be touched and handled by

learners. (6) the sixth and final category of media are people. People are very important to learn. Remaining learning from teachers and adults.

According to Kemp and Dayton as quoted by Dina Indriana (2011: 47) the learning media has several benefits. First, the delivery of learning messages can be more standard. Second, learning can be more interesting. Third, learning becomes more interactive. Fourth, by applying the theory of learning, the timing of the execution of learning can be shortened. Fifth, the quality of learning can be improved. Sixth, the learning process can take place whenever and wherever necessary. Seventh, positive attitude of learners to learning materials and learning process can be improved. Eighth, teacher's role changed towards a more positive one.

Azhar Arsyad (2009: 25) suggests some practical benefits of using instructional media in the learning process, namely: (a) learning media can clarify the presentation of messages and information so as to facilitate and improve the process and learning outcomes. (b) learning media can improve and direct the attention of the child so that it can lead to learning motivation, more direct interaction between learners and their environment and the possibility of learners to learn individually according to their ability and interest. (c) learning media can overcome the limitations of the senses, space, and time.

Monopoly is one of the most famous board games, to master all plots on board through purchasing, leasing and exchanging property in a simplified economic system (wikipedia, 2012). The purpose of this monopoly media game is different from the monopoly in general, this monopoly aims to provide information and knowledge about the orientation of universities (Hanim M Iffa, 2013)

According to Hanim M Iffa (2013) the reason for the selection of monopoly game media because they still like the type of monopoly game or game in the form of other images. Monopoly game media is designed in such a way as to be able to direct students to add information and knowledge about higher education.

According to Wibowo (2005: 17) a group guidance is a group activity where group leaders provide information and direct the discussion so that group members become more social or to help group members to achieve common goals.

Group guidance is a guidance service provided in a group setting. Group guidance is the process of providing assistance provided to individuals in group situations. Group guidance is aimed at preventing problems in learners and developing potential learners (Prayitno and Emran Amti, 2015: 309).

The nature of group guidance starts from the informative to the therapeutic nature (ie guidance and counseling delivered at the level of problem solving). While the techniques that can be done in group guidance are: information sharing, group discussion, problem solving, game media, field trips, and sociodrama (Nandang Rusmana, 2009: 14).

Frank Parson in Winkel & Hastuti (2010) explains that career planning is a way to help learners in choosing a career field that suits their potential, so it can be quite successful in the field of work.

According to Supriatna (2009: 49) career planning is a learner activity that leads to future career decisions with the aim of learners have a positive attitude toward career in the future.

Simamora (2011) argues that career planning is a process by which individuals can identify and take steps to achieve career goals. Furthermore, Simamora (2011) suggests career planning is a process of choosing career goals and ways or stages to achieve career goals are based on their potential.

III. Research Methods

This research uses Research and Development (R & D) method or research and development method (Sugiyono, 2013: 297). The subjects taken in this study used a random technique that is as much as 54 students from three schools where the study took place which has a low career planning level. The methods of the data collection is using questionnaires and observations. The analysis of the data that used is the score of the evaluation guide scores into five categories to see the difference of pretest average and posttest average.

Table 1 Guidelines Conversion Score Assessment Results into Five Categories

Score	Formula	Score	Clarification
5	$X > 4.01$	A	Very High
4	$3.34 < X \leq 4.01$	B	Height
3	$2.26 < X \leq 3.34$	C	Self-explanatory
2	$1.99 < X \leq 2.26$	D	Low
1	$X \leq 1.99$	E	Very Low

IV. Research Results And Discussion

The Subjects in this study are students of XII grade in Public Senior High School that is known to have information and career planning low. The Provision of questionnaires were given to the students of class XII who became respondents that amounted to 54 respondents who are learners with low level of information on college and the level of career planning / low-level study is based on the observations of researchers and teacher counseling guidance. The pretest and posttest career planning questionnaire scores were analyzed using Likert scale as well as to see improvement in career planning of learners through career monopoly game media. Based on the results of the analysis obtained a description of the average career planning scores through the media game monopoly that can be seen in Table 2.

Table 2 Average score of Career Planning Before and After using monopoly game media.

	Indicator	Medium Score Before Using Media	Medium Score After Using Media
1	A	3,93	4,78
2	B	3,33	4,07
3	C	2,69	4,80
4	D	2,98	4,22

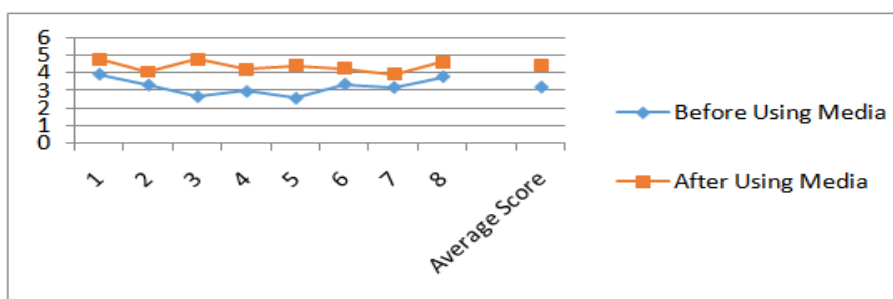
5	E	2,60	4,42
6	F	3,38	4,26
7	G	3,20	3,93
8	H	3,80	4,64
	Total Score Average	64,20	88,73
	Average Score	3,22	4,44

Source: Primer

Based on the description of the average data score Career Planning Before and After using the game media monopoly, it can be seen that after given the service changes. The increasing of career planning significantly by comparing between pre test and post test. The results of the career planning questionnaire assessment by learners on field trials determine the ability of the monopoly game media in enhancing career planning / further study. The media is said to improve career planning if the mean score of each indicator increases from before the game uses the media and increases after the game uses the media. Therefore, the results of the scoring should be converted into five categories using the career planning / advanced study conversion guidelines, improved from before using game media and increased after using game media.

The average score of career planning of learners increased from 3.22 to 4.44. Based on Table 1 on the average conversion score scoring guidelines in five categories, career planning of learners before and after using the career monopoly game media increased from the "Enough" to "Very High" category.

Comparison of data results of career planning of learners on each indicator before and after using game media if presented in the form of diagram it will show the result as follows:



The increasing of career planning can be known from the observation and pre-test questionnaires and post test that shows before being given all the services are in the category enough, and after being given services increased career planning students are in the high category.

According to Jordan (Yusuf, 2009: 27) the aspects in improving career planning include: (1) career understanding; (2) looking for information about a career, learners who have career planning will utilize information that has been obtained from various sources to be studied so that each learner has an understanding of career planning, (3) career planning is a process to determine the steps that will done in a career to achieve the goals set.

Monopoly media is a very effective, efficient and interesting tool to help learners improve career planners after high school graduation.

V. Conclusion

Based on the results obtained from the analysis of data and discussion, it can be concluded the implementation of group guidance by using monopoly media can improve career planning of learners. In other words, the higher the score in the observation, the higher the career planning of the learners. The information from the results of this study can be used as consideration in the development of monopoly media in guidance and counseling to improve career planning at high school level and equal.

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