

The Enhancement of Student Career Planning Ability Using Inspirational Class Program in SPANDA TV Virtual Learning Media

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Abstract: *This study aims to 1) improve students' career planning skills using inspirational class programs and 2) know the process of career guidance and counseling services using inspirational class programs on SPANDA TV virtual learning media. The type of research used was classroom action research with Kemmis and Mc. Taggart's model. The inspirational class program is a modeling method in guidance and counseling services by bringing in several resource persons to be used as role models in career planning, but it was implemented virtually through SPANDA TV virtual learning media. This program's use could improve students' career planning skills on several indicators, including self-assessment ability, ability to read career opportunities (exploring opportunities), ability to make decisions and determine goals, planning ability, and the ability to pursue career goals (pursuit of achievement). The improvement of students' career planning abilities could be seen from the aspects of interest in participating in the inspirational class program, aspects of the success of making career mind-mapping, and aspects of increasing the mean score of the career planning scale before action (101.8 in the moderate category) to 106.7 (high category) in cycle I, and increased significantly to 109.3 (high category) in cycle II.*

Keywords: *Inspirational Class Program, Virtual Learning Media, Career Planning*

Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan perencanaan karir siswa melalui pemanfaatan program kelas inspirasi dan pemanfaatan program kelas inspirasi pada media pembelajaran virtual SPANDA TV. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas. Pemanfaatan program ini mampu meningkatkan kemampuan perencanaan karir siswa pada beberapa indikator, meliputi: kemampuan penilaian diri (self-assessment), kemampuan dalam membaca peluang dan kesempatan karir (exploring opportunity), kemampuan membuat keputusan dan menentukan tujuan (making decisions and setting goals), kemampuan perencanaan (planning), dan kemampuan untuk mengejar tujuan karir (pursuit of achievement). Peningkatan kemampuan perencanaan karir siswa dapat dilihat dari aspek minat mengikuti program kelas inspirasi, aspek keberhasilan pembuatan career mind-mapping, dan aspek peningkatan skor rerata skala perencanaan karir sebelum Tindakan 101,8 (kategori sedang), menjadi 106,7 (kategori tinggi) pada siklus I, dan meningkat kembali secara signifikan menjadi 109,3 (kategori tinggi) pada siklus II.

Kata Kunci: Program Kelas Inspirasi, Media Pembelajaran Virtual, Perencanaan Karir

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INTRODUCTION

Career problems are problems that students, especially those among adolescents, often face. Concerns relate to the future, the further education needed to achieve it, the supporting-soft skills needed, and realistic steps to achieve it. Permadi (2016) states that several self-assessment indicators can influence students' conditions related to their abilities in career planning; among them, students tend to feel less confident about their abilities, lack broad career knowledge, difficulty in issuing ideas/thoughts for completion of problems, not having enough knowledge in career determination, and lack of self-confidence in facing the future. These conditions can cause anxiety, which can hinder the learning process, affecting students' achievement. Besides, the lack of supporting information related to careers, support from parents, and the surrounding community affect their career planning. Putra (2018) mentions that the career problems often faced by students are the condition of parents who do not support children's career planning, such as forcing children to choose specific careers, lack of parental involvement in career planning, and limited knowledge of various kinds of career choices.

Based on the development task, students at the junior high school level are in the teenager phase. According to Super (in Permadi, 2016), teenagers aged 14-18 years are at the crystallization stage for vocational development (career). The crystallization stage is a period of cognitive processes that formulate general career goals through sources of awareness, possibilities, interests, values and planning to choose a preferred job. If the achievement process experiences obstacles, then the actualization process through the formation of self-concepts will be hampered, and vice versa. Individual success in carrying out developmental tasks will provide feelings of success and happiness (Rita Eka Izzaty et al., 2008). These positive feelings will later become a motivation to achieve targets related to the self-actualization process.

This problem regarding career planning was also found in SMP Negeri 2 Bandar Lampung. Based on the interview results with ten randomly selected students and the counseling guidance teacher who taught classes VIII and IX, it was revealed that many students still experienced confusion in determining further study options and majors in accordance with the abilities. Besides, students still could not decide what kind of work they wanted to. Even though some students had determined the direction of their career goals, they were still not sure that they could realize these dreams. Many things are considered in the career development process, one of which is the ability to determine career goals and the proper education to achieve them. There are several effective actions to guide students in career planning. One appropriate method is to provide role models considered close to students, giving an overview of the proper career planning process. Maulidira et al. (2015) affirm that one factor greatly influences career choice: the influence of role models. The existence of a good role model can increase someone's interest in choosing a specific field as one of their career choices. Direct guidance from a figure's experiences deemed appropriate as a role model will have more impact than just one-way descriptive information.

On the other hand, guidance proses in career services can be carried out directly (face-to-face counseling) or indirectly (through the media). Bandura (in Lesilolo, 2018) explains that the learning process can be done directly and also be done indirectly by observing other people's behaviors and their consequences. In this case, modeling is an appropriate process by using examples and the behaviors of a person or persons who act as stimulants of thoughts, attitudes, and behaviors. Through modeling, students can listen directly to events experienced by the figure (role models) from the early stages of education to success. Through modeling, students are expected to have a real picture of the career processes that have been passed by the figures and help them compile the dream career overview. Gantina Komala Sari (2011) describes that the modeling technique is carried out in several

stages, 1) modeling carried out through a process of observing other people as interviewees, 2) imitation, namely the process of following the directions and paths that have been taken by the figures (role models) in career achievement, and 3) learning through observational learning; thus, through this modeling process, students are expected to have an overview of their careers and be able to make specific and realistic plans about their future careers.

Nevertheless, regarding the learning process during the COVID-19 pandemic, providing live guidance with this modeling technique could not be done. However, it can be through virtual media or what is commonly known as Distance Learning (DL). The Ministry of Education elucidates that DL is education implemented using various information and communication technologies. It is systematically described in the Minister of Education and Culture Circular No. 4 of 2020 strengthened by SE Secretary-General Number 15 of 2020 concerning guidelines for implementing learning from home (LFH) during COVID-19 emergency.

Fahmi (2020) asserts that many communication methods can be used in this distance learning process, either synchronous (such as zoom, classroom, WebEx, or other media), asynchronous (such as WA groups, classrooms, YouTube, etc.) or hybrid. This virtual learning method can be used by each teacher to explain various subjects. However, education activities with general content are usually less facilitated. Therefore, SMP Negeri 2 Bandar Lampung has developed asynchronous virtual learning media that can be used to cover all educational activities with general content and accessed by civitas, namely SPANDA TV by utilizing YouTube. Various things were displayed in this media, including daily *imtaq* activities (religious character development), morning parade every Monday (nationalism character development), school incidental activities relating to holidays, and inspirational classes (facilitating extensive class services of guidance and counseling) for the development of student's soft skills. This inspirational class program was then used by the researcher in the modeling process for student career planning.

In line with the description of the background previously described, it is necessary to have in-depth research on the effectiveness of using SPANDA TV, especially in inspirational class programs so that the research entitled "The Enhancement of Student Career Planning Ability Using Inspirational Class Program in SPANDA TV Virtual Learning Media" urges to done. In this study, the problems' formulations are 1) can the inspirational class program improve students' career planning abilities? 2) How the inspirational class program on SPANDA TV improve students' career planning skills? In accordance with these problem formulations, this study aimed to 1) improve students' career planning abilities using inspirational class programs on SPANDA TV and 2) know the process of career guidance and counseling services through inspirational class programs on SPANDA TV.

Research on the use of the inspirational class program was carried out after reviewing several preliminary studies considered relatively relevant to this research topic. Previous research about the use of role models (in this case, done virtually through an inspirational class program) to improve student career planning was carried out by Trifosa Dyah Puspitaningrum (2019) entitled "*Effectiveness of Modeling Techniques to Improve Career Planning for Class XII Students at SMA Negeri Pilangkeceng in the 2018/2019 Academic Year*". This research applied a quasi-experimental design with a non-equivalent control group design model, and the research sample was determined using cluster-random sampling. The results showed that the modeling technique was effective for student career planning based on the analysis of variance test (ANOVA); the value of $f = 33,362$ with $p = 0$ was obtained. Then, based on the Tukey HSD test with a value of 7,098, a mean difference of $15,536 > 7,098$ pre-test and post-test experimental group 2 and a mean difference of $7,929 >$

7,098 (pre-test experimental group 2 and post-test control group two) were obtained. Because $sig \leq 0,05$, then H_0 was rejected and H_a was accepted.

Moreover, the modeling process cannot be carried out if learning is still indirect, so the material delivery media is needed. The reason for choosing visual media in delivering material, especially career planning services in guidance and counseling, refers to the previous research conducted by Ummiati (2015) entitled *"Improving Career Planning Through Information Services with Graphics Media for Class XI IPA 1 Students of MAN Kudus Academic Year 2014/2015"*. This study used classroom action research with two action cycles. The results revealed that the method used could improve students' career planning abilities, seen from the increase in the mean score of 17.6 with a percentage of 35% in the poor category in the pre-action to a mean score of 31 with a percentage of 62% in the sufficient category in the first cycle, then increased to a mean score of 43 with a percentage of 86% in the very good category in cycle II.

Regarding the use of the inspirational class program on the SPANDA TV by utilizing YouTube, a review was carried out on the preliminary research conducted by Haryadi Mujianto (2019) with the title *"Using YouTube as a Teaching Media in Increasing Learning Interest and Motivation"*. This research employed an explanatory research method with descriptive and verification approaches. To test the hypothesis, the researcher used the t-test. Meanwhile, statistical analyses in regression, correlation, and determination were performed utilizing SPSS for window 20 by first doing the classical assumption test. The results uncovered that the use of YouTube as a teaching medium had a significant positive role in student interest in learning. YouTube also had a significant positive role in increasing student learning motivation at alpha 5%.

The difference between this current research and the previous research that became the reference is that the delivery method was done virtually, referring to the Ministry of Education and Culture of the Republic of Indonesia's regulations regarding the education implementation during the COVID-19 emergency. Besides, the widespread use of audio-visual apps, such as YouTube or other interactive videos commonly used as alternative media for delivering material, needs to be studied more deeply regarding the effectiveness of material delivery and its impact felt by students as the main subject in the educational process.

RESEARCH METHODS

In this study, the type of research was classroom action research. Arikunto (2013) explains that there are two cycles carried out in this research type, with each cycle covering four stages: planning (planning research design), acting (implementing action), observing (observation through observation and evaluation carried out simultaneously with the action implementation), and reflecting (reflecting on the impact and actions' results). Through the action cycle, students would be directed and guided using the right method. However, if the first cycle's actions were still not in match with the assessment target, then proceed with the second cycle action. This study employed an action research design model by Kemmis and Mc. Taggart. For more details, it can be seen in Figure 1.

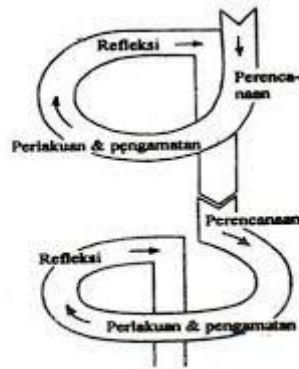


Figure 1. Classroom Action Research Design Model by Kemmis and Mc. Taggart

This research was conducted on September 11 - November 27, 2020, through virtual classes, both synchronous and asynchronous. The research subjects were all VIII class students at SMP Negeri 2 Bandar Lampung. The research sample was taken by purposive sampling method, namely selecting research samples based on specific criteria according to the characteristics determined by the researchers. The sample criteria in this study included participating in all inspirational class programs held in the virtual learning media SPANDA TV on September 11, 2020, October 16, 2020, and November 19, 2020, as evidenced by the attendance during the live streaming, having a low category on the pre-test score of planning career, and consistency in participating in all research activity series. Based on these criteria, 26 students were obtained as the research sample, with a distribution of eight male students and 18 female students.

Pre-action. In the pre-action activities, discussions and preliminary observations were carried out related to the urgency of providing material in the inspirational class program to the Head of UPT SMP Negeri 2 Bandar Lampung for curriculum and student affairs and other stakeholders. Before starting cycle I activities, the researcher gave an apperception regarding the use of inspirational class programs on SPANDA TV and directions regarding follow-up actions.

Action. **Planning stage.** At this stage, the software engineering preparation (RPL) was carried out, compiling a technical plan for an inspirational class program, finding resource persons who would fill in the inspirational class program, making a list of questions asked during a talk show, and making research instruments. **Action stage.** At this stage, talk shows and activities were conducted in accordance with the RPL, both synchronous and asynchronous. **Observation and evaluation stage.** Observation activities were done during the talk show process, while evaluations were carried out during service delivery synchronously. All events in this activity were observed and documented as material for reflection. In the final cycle, evaluation activities were held. **Reflection stage.** The observation and evaluation results were analyzed through sharing and discussion to obtain conclusions about the activities' successes and weaknesses. These conclusions were used to improve the next action, followed by improvements to the next cycle's implementation plan. The second cycle of action, in principle, was the same as the first cycle of action. In this cycle, the actions taken were a form of refinement of the previous cycle.

The methods and instruments used in data collection were 1) Observation method used to observe everything that happened during the activity. The researcher employed this type of systematic observation through observation guidelines to make it easier to analyze the ongoing action process. 2) Interview method was employed to explore affective data related to the impact of giving actions on student development. The interview type was a guided interview with an interview guide so that the

interview process could run well and systematically. 3) Career planning scale instrument was made in the form of a career planning scale, consisting of 32 items with the answer categories: strongly agree, agree, disagree, and strongly disagree. This career planning scale developed by Veroniqa Desy Prihatiningsih (2013) had passed the validity test and was declared valid for use and had fulfilled the reliability test stage through the calculation of Alpha Cronbach with a score of 0,819 (with N=40 and significance= 5%). Thus, this instrument was declared good and reliable for use (very high with a very strong level of relationship). There were several career planning indicators used to develop this scale, including self-assessment ability, ability to read career opportunities (exploring opportunities), ability to make decisions and set goals, ability to plan (planning), and the ability to pursue career goals (pursuit of achievement).

The technique utilized to analyze data in this study was descriptive quantitative. Quantitative data analysis was a career planning scale to determine the increase in student career planning scores by looking at the mean score. The calculation was done by measuring the pre-test career planning score compared to the career planning score after the first cycle of action and the post-cycle II (post-test) career planning score. The quantitative analysis results were supported by qualitative analysis obtained from observation data and interviews to tell the process of action. Steps in analyzing qualitative data included data collection, data reduction, data presentation and verification, and drawing conclusions, carried out in stages starting from drawing temporary conclusions in cycle I and drawing final conclusions in cycle II.

RESULTS AND DISCUSSION

The inspirational class program was one of the large class services of guidance and counseling, manifested in the form of a talk show by bringing in several great speakers selected based on various parties' considerations. This program was a collaborative activity between the SPANDA TV production team with direct guidance and counseling services from the Head of UPT SMP Negeri 2 Bandar Lampung. The inspirational class program's technical implementation was coordinated directly by the SPANDA TV production team by utilizing the Zoom apps processed using the OBS apps to appear on SPANDA TV. Meanwhile, the talk show mechanism was managed directly by the guidance and counseling teacher by utilizing the alumni association coordinated in SMP Negeri 2 Bandar Lampung's student tracer. The following is a display of the inspirational class program on SPANDA TV in Figure 2.



Figure 2. Inspirational Class Program Display on SPANDA TV

Cycle I Description

The treatment in cycle I was carried out for one month after implementing the pre-test. It was after inspirational class 1 was aired, starting from September 25 to October 23, 2020. Actions were

carried out during guidance and counseling lesson hours scheduled weekly, which lasted about 60 minutes each meeting. The first action of providing guidance was done synchronously with the Google Meet apps. Students were asked to conduct reviews and discussions on the broadcasted talk show's sources of the content. After that, the students evaluated the impact of video viewing on themselves and reflected on the screenings on their personal lives. Follow-up actions were performed asynchronously with the Padlet apps, namely creating a picture of future career dreams and long-term dream targets and assessing their talents, interests, strengths, and weaknesses. After the action, a career measurement test using a career planning scale was carried out one week before the next Inspirational class program was broadcast. Broadcasted class program display in cycle 1 is as in Figure 3.



Figure 3. Broadcasted Inspirational Class Program in Cycle I

The interview results with students indicated that students were interested in the inspirational class program activities because they could provide an overview of their careers and made them start thinking about their future career planning. They were more motivated to be serious in studying so that their career dreams could be realized. Besides, giving role models by bringing in alumni who had succeeded made students feel closer to the sources, and the motivation for their future careers' success was greater because the modeling process was carried out by people who were close to them. Corey (in Indrawati et al., 2016) states that three types of modeling can be done in the learning process: 1) live models (real characterizations), namely direct characterization of people who are admired as observed models, such as counselors, teachers, friends, and family, 2) symbolic models (symbolic characterizations), namely characterizations seen through films, videos, or audio-visual media provided through films or recorded screenings, and 3) multiple models (double characterizations), namely characterizations that occur in a group by way of observing the other group members' behavior. In this study, the type of modeling used was symbolic models by playing videos through role models selected from the alumni directly to foster a psychological effect on students.

Actions in cycle I resulted in improving several aspects of students' career planning abilities, namely 1) students could do self-assessment in the form of exploration of talents and interests, 2) students could self-evaluate by explaining the strengths and weaknesses within themselves, and 3) students began exploring opportunities by finding out about various professions and careers that suited their abilities. All the improvements in these aspects could be seen from student work results on the asynchronous process using Padlets apps.

Career planning improvement through inspirational classes in cycle I had several obstacles. There were several obstacles in implementing the action so that reflection and improvement were needed for action planning in cycle II. The obstacles faced in the first cycle were that 1) not all students

could participate in the inspirational class program directly due to technical constraints, such as quotas, networks, and devices that were not supportive, 2) some students did not get the broadcast link on time, so they were late in watching inspirational class impressions, 3) some students only watched part of the shows so that the results obtained were less than the maximum, visible from the survey results regarding the watching period.

Cycle II Description

The treatment in cycle II was carried out on October 26 - November 27, 2020. The activity began with synchronous service, namely a discussion about the second inspirational class and student expectations for the next inspirational class program. Many requests for resource persons with various professions showed that students' interest in the inspirational class program emerged. Broadcasted class program display in cycle II can be seen in Figure 4.



Figure 4. Broadcasted Inspirational Class Program in Cycle II

After the discussion process, the next step was to make a career plan outlined in the form of a career mind-mapping. DePorter and Hernacki (2007) elucidate that mind-mapping is a method of conveying ideas by utilizing visual and sensory reminders in patterns and related ideas for learning, organizing, and planning. Mind-mapping focuses not only on learning but also on other things related to individual planning in their careers, commonly known as career mind-mapping. Prahmawati (2018) explains that the use of the mind-mapping method in career planning is expected to help students understand a concept or develop an idea in a pattern that is easy for the brain to remember. Besides, career mind-mapping can help students map their careers, envision careers, identify desired goals, and identify career values and motivation so that students can describe future career plans and have a life direction so that they are not wrong in making decisions. The career mind-mapping that students made was then presented and discussed in synchronous learning to be evaluated by other students so that the planning was more mature and more explicit.

Actions in cycle II resulted in an increase in several aspects of students' career planning abilities, namely 1) students could make decisions and set their future career goals, 2) students could determine the advanced school plans and soft skills they had to own to support their class career planning, and 3) students could also determine follow-up actions related to achievement targets, soft skills improvement targets, and success targets that they should seek in the future.

An inspirational class program is a modeling method in guidance and counseling to help students find role models in giving direction related to their careers; however, it held virtually. The observation results of student activities during the action given in the first and second cycles are presented in the data in Table 1.

Table 1. Observation Results of Student Activities

No	Student Activities	Cycle I	Cycle II
1	Students fill in attendance using the comment column.	√	√
2	Students attend the show at least half of the total time.	-	√
3	Students are active in asking and comment.	√	√
4	Students do self-assessment.	√	√
5	Students can make a career plan.	√	√
6	Students can make career mind-mapping.	-	√
7	Students feel confident in presenting their career plans.	-	√

Follow-up action after broadcasting using a joint discussion about the talk show material created a special attraction for students. Motivation to ask questions about the talk show's content, an explanation of the inspirational class benefits, and the explicit impact of inspirational class programs on student career planning made students interested in immediately watching the talk show in the following inspirational class program. The number of requests from students who had not watched to be given a link of their own showed the students' interest and curiosity to know the overall content of the conversation in the inspirational class program.

While in Cycle II, the results of observations and interviews with students revealed an increase in student interest in the inspirational class program. Students also felt that they had a clearer picture of the steps that should be taken next to achieve the dream career by making career mind-mapping. The discussion method also helped students be more confident about their careers and planned more precisely according to teachers and other students' directions. It was shown by the students who were scrambling to present their career mind-mapping immediately. Besides, the demand for various interviewees indicated an interest in the next inspirational class program. The successful use of the inspirational class in attracting students to determine their career planning could be classified into three aspects, namely:

Interest Aspects in Following the Inspirational Class Program. The follow-up activity after introducing the inspirational class program carried out by the teacher aimed to foster students' curiosity about the actions given and trigger attractiveness so that students wanted to follow the follow-up program to provide giving maximum action goals. It is in accordance with the opinion expressed by Syaful Bahri Djamarah (2010), explaining that there are five things that teachers can do to increase student enthusiasm (including interest in learning): generating encouragement for students to take action, explaining concrete benefits from learning, giving an appreciation of student achievement so that stimulation appears to increase the achievement achieved, helping students' learning difficulties individually or in groups, and using various methods. The following is the data presentation of the results of observing student attendance on their interest in watching inspirational classes before and after the action in cycle I and cycle II based on the category of the number of viewers and comments obtained.

Table 2. Observation Results of Student Attendance in the Inspirational Class Program

No	Activities	Time	The Number of Viewers	The Number of Comment
1	Inspirational Classes 1 (Pre-action)	11 September 2020	81	28
2	Inspirational Classes 2 (Cycle I)	16 October 2020	109	50
3	Inspirational Classes 3 (Cycle II)	20 November 2020	126	77

Table 2 exhibits that there was an increase in student interest in joining inspirational classes. It could be seen from the number of pre-action viewers, which only about 81 people, increased every cycle until the end of the cycle, reaching 126 viewers. Assessment of increasing student interest not only came from the number of viewers in the inspirational class program but also came from the students' seriousness in participating in the activities, shown in the duration of watching time. The distribution of the time duration spent by students in watching inspirational classes is as shown in Figure 5.

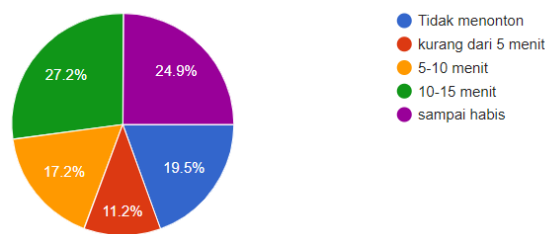


Figure 5. The distribution of the time duration to watch the Inspirational class

The inspirational class program was said to be successful if most viewers participated in the program at least half of the show's total duration. It was based on the technical considerations of the audience, such as the broadcast quota that was not related to the learning quota distributed by the government, problems with devices that made it impossible to watch shows for a long time, and other activities carried out by students in the middle of program broadcasting. Based on the distribution figure, it was found that almost a quarter of the students (24.9%) attended the show until the end, 27.2% of the students attended the inspirational class for about half of the total duration (the duration of the inspirational class was around 25-40 minutes), 17.2 % of students watched with a duration of about 5-10 minutes, 11.2% watched only as a prerequisite for attendance, as evidenced by the viewing duration of fewer than five minutes, and a small proportion (19.5%) of students did not watch. Based on this distribution, it could be concluded that 52.1% of students were interested in joining the inspirational class program.

The interview results with a few students stated that the main reason for students' interest in the inspirational class program was that the talk show was presented in an audio-visual to hear and see the resource person directly as role models in career planning. The use of audio-visual media is in line with the research conducted by Caswita (2019), which found that the use of audio-visual media in learning could provide meaningful and interesting experiences so that learning became more contextual according to real conditions, and students could watch concrete and interesting shows. Besides, they could also record things that they thought essential so that the focus of learning lay in the program's

Atmaja's (2014) research, which disclosed that providing creative and innovative services to students would minimize boredom, adding to students' enthusiasm in following and interpreting the guidance services provided. Apart from the increase in the career planning scale score, the success of the services provided was also seen from the change in the categorization of each student's score. Comparison of the categories of student career planning score in each cycle can be seen in Figure 7.



Figure 7. Comparison of Student Score Categories in Each Cycle

Based on the figure above, it was known that since the beginning, students' career planning skills were classified as good, seen from the students' attendance in the high category. At the beginning of data collection, it was known that 14 students were in the high category, and 12 students were in the moderate category on their career planning scores. After the action was given, there was a decrease in the number of students in the medium category, and there was an increase in the score of a few students. Thus, the number of students who had high categories also increased to 17 students in cycle I and 19 students in cycle II. The success in improving student career planning cannot be separated from selecting the right method and the use of innovative media services. In agreement with the data presented by Yusuf (2009), the guidance and counseling service program cannot work effectively in serving programmed students if it is lacking or not supported by other factors, such as information services to aid regarding life perspectives and media usage in its delivery.

CONCLUSIONS AND RECOMMENDATIONS

The inspirational class program is a modeling method in guidance and counseling services by inviting several resource persons as role models in career planning, but only in virtual. This method was chosen apart from being an alternative in the emergency learning process during the COVID-19 pandemic. It was also caused using audio-visual media that could attract students' interest in joining services. The delivery of the inspirational class program could improve students' career planning skills, seen from the mean score of the career planning scale before action at 101.8 (moderate category), to 106.7 (high category) in cycle I, and significantly increased to 109.3 (high category) in cycle II.

The implementation of this research was inseparable from several problems that resisted the process of giving action, such as weak cooperation between the SPANDA TV team and the homeroom teacher. It caused the distribution of the SPANDA TV link to be uneven so that not all students could participate program maximally. Besides, students' unequal awareness of career planning's importance made their motivation to join services low. Based on this situation, it is necessary to carry out further research so that the results obtained are more optimal. SPANDA TV virtual media will be more effective if there is a collaboration between the Head of UPT SPN Negeri 2 Bandar Lampung, the SPANDA TV production team, guidance and counseling teachers, and the homeroom teacher who is responsible for the distribution of links to students. Students' activeness in participating in services can be stimulated by appreciating the program's usefulness and its application in their future lives. Students do not

necessarily own the ability of career planning, but it needs careful planning regarding the implementation of appropriate services, the use of technology and interactive media, and methods that can attract students.

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