

## The Effectiveness of Career Information to Improve The Entrepreneurial Attitudes of Students

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### Abstract

This study aimed to determine the effectiveness of career information to improve the entrepreneurial attitudes of the students of Muhammadiyah Vocational High School Bulakamba (SMK Muhammadiyah Bulakamba). The experimental research method by using Post-test – Only Control Design was employed and involved as many as 30 students in the experimental class and 30 students in the control class as the research subjects. For more, the calculation results of t-test showed that the entrepreneurial attitude of the group which received career aspiration-based career information was higher than the group which got no career information on the students of SMK Muhammadiyah Bulakamba ( $t_{\text{value}} = 3.847, p < 0.01$ ). In conclusion, this study asserts the role of Guidance and Counselling in developing school entrepreneurship.

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## INTRODUCTION

One of the most important aspects of the life of healthy adults is a job. It takes place wherever and whenever they are. We can see how people will have difficulties and worry about not having a job, especially when they are unemployed. Many of them get stressed and frustrated in this life because of the job problem.

According to Herr and Cramer in Isaacson (Febriyanidyah, 2008) job has a very significant role in fulfilling human's life needs, especially economic, social, and psychological needs. Economically, people who go to work will earn a salary or money to buy any goods and services to fulfill their daily life needs. For more, socially, people who have a job will get more respect from society than those who are unemployed.

Isaacson (1985) the term job or work refers to any activity which produces goods or services and is temporary. Winkel (1991) while the word career tends to refer to a job or position which is done and believed as a call of life which permeates the whole nature of one's thoughts and feelings as well as colors the entire lifestyle.

Therefore, career selection requires more preparation and planning rather than a temporary job. Streers and Layman (Anoraga, 2014) state that work motivation contains three main components, namely movements, attitudes, and goals as well as incentives.

Leksana, Wibowo & Tadjri (2013) argue that career problems occur in adolescence period are usually related to the selection of education types which further lead to the selection of works, career planning, and career decision making for the future, as well as the information of available jobs and the requirements needed. In relation to this, the study results of Glaize & Myrick (1984) conclude that students who received a lot of career information would see the world of work more realistic and keep on struggling to develop their career. Given the importance of career problems in human's life, children need to be prepared and guided to plan their bright future by giving continuous career education and guidance.

Yusuf (2009) explains that the program of guidance and counseling service cannot be

effectively implemented for students when it is not supported by other factors. One of which is information service that is realized in form of the process of giving help to students.

Career information is one of guidance and counseling programs in schools that is really important to help students to avoid any problems which may disturb their achievement in the development process, covering personal development, social development, learning or career developments. According to Glading (2012), credible and proper career information could support students in doing the career decision making.

Through classical career information, it is hoped that students can receive and understand various useful information to use as considerations for their business decision making. In addition, difficulties in doing career decision making can be avoided when students obtain several adequate information about things related to their career world.

O'Donogue (2014) clarifies that career information provides information about a variety of selection in education, training, job, as well as opportunity development with the business partner.

Education world starts to implement entrepreneurship-based education not only to school level but also university level. Entrepreneurship might be the best solution to reduce the increased number of unemployment which becomes a danger towards the economic level of a country. Therefore, the purpose of entrepreneurship in Vocational High School is to prepare students to master skills, knowledge, and departments to enter the world of work either as employees or entrepreneurs. Alternatively, entrepreneurship is a response to business opportunities revealed in a set of actions and results in an institutionalized, productive and innovative business organization. Entrepreneurship is an attitude, soul, and ability to create something new that is very valuable and useful for himself and others.

Krueger & Carsrud (1993) argue that entrepreneurial intentions as an individual commitment to start a new business. Bird &

Jellinek (1988) define entrepreneurial intentions as the level of cognitive awareness that directs to establish a new business. Krueger & Carsrud (1993) describe entrepreneurial intentions as an individual commitment to start a new business.

Someone who has an entrepreneurial character is always not satisfied with what he has achieved. Entrepreneurship education support has a significant relationship with student entrepreneurial intentions. The results of Akinbola, Ogunnaiké & Bosede study (2015) found that informal networks have a significant positive effect on students' entrepreneurial intentions to start the business they wanted. Based on some of these studies it is confirmed that Aspiration-based Career Information can assist students to improve entrepreneurial attitudes.

## METHODS

The type of research used in this study was experimental research with Post-test – Only Control Design. It was aimed at knowing how far the effectiveness of career information to improve the entrepreneurial attitude of the students of SMK Muhammadiyah Bulakamba.

Additionally, the sampling was done by using purposive sampling technique on three classes which were involved as the experimental classes, namely class XI TKR 1, 2 and 3. Each of this class contributed 10 students as the research subjects. Therefore, the total subjects amounted to 30 students (taken from 3 classes), while the researchers chose class XI-TKR 4 amounted to 30 students as the control class.

The instrument used in this study was the scale of students' entrepreneurial attitude. This scales has 15 items with 4 categories of scaling. Based on the validity test, 14 items of this scale were considered valid, while 1 item was invalid. For more, the reliability test of the entrepreneurial attitude scale by using alpha technique gained coefficient of 0.908.

## RESULTS AND DISCUSSION

Based on Table 1, it is known that the research subjects on the treated groups (subjects who received career information treatment) obtained the average value of 52.07, while the subjects on the control group obtained the average value of 47.73. As a result, the post-test results in both classes showed the difference in entrepreneurial attitudes.

**Table 1.** The Changes of Mean on Entrepreneurial Attitudes

Groups	N	M	SD
Experimental	30	47.73	3.45
Control	30	52.07	5.11
t		3.847	
p		< 0.01	

The post-test result showed differences, it meant that the students' career aspiration-based career information service was effective to improve the entrepreneurial attitude of the students of SMK Muhammadiyah Bulakamba ( $t_{\text{value}} = 3.847, p < 0.01$ ).

This study aimed to examine the effectiveness of career information so as to achieve the description of how far the career aspiration-based career information influenced students' entrepreneurial attitude. Accordingly, based on the findings, it is known that career information was effective to improve the entrepreneurial attitude of the students of SMK Muhammadiyah Bulakamba Brebes.

The results are in line with what is argued by Sukardi (1987) that career information is facts regarding jobs, positions, or career and aimed at helping individuals to gain views, definitions, and understandings on the world of work as well as the world of work aspects. Also, Walgito (2010) clarifies that career information is an attempt of knowing and self-understanding, understanding well what is within, and understanding well what kinds of job are available and requirements needed for the jobs. That is why career information service is important in career guidance.

Furthermore, the term of career guidance according to Suherman (2009) is defined as activities and programs aimed at helping

individuals to assimilate, integrate knowledge, experiences, and aspirations related to self-recognition, understanding/recognition on societies' works and factors influencing their changes, awareness of leisure time, understanding of the need and many factors that must be considered in career planning, understanding of information and skills needed to achieve self-fulfillment at work.

The same idea was expressed by Sukardi (1987) that career information is facts about jobs, positions, or careers, and aimed at helping individuals gain views, definitions, and understandings of the world of work and aspects of the world of work. In addition, according to Walgito (2010) career information is an attempt of knowing and self-understanding, understanding what is within, and understanding well what kinds of job are available and requirements needed for the jobs.

In the explanation of theoretical studies on career information aspects, it is known that one aspect that influences career information is self-understanding. Self-understanding is a person's ability to understand what is within himself. This aspect of future planning is also one aspect that influences career information. In addition, understanding the world of work also affects career information. Whereas, one aspect that influences career information is how students can solve obstacles and overcome the obstacles they face.

In general, Mohd, Maat & Mat (2016) states that students have the intention to pursue careers in the field of entrepreneurship even though the findings show a moderate level of entrepreneurial intention among them. A different understanding of the aspects of entrepreneurship is provided by this study to identify characteristics to become good entrepreneurs. However, students were found to appreciate the rewards of having an entrepreneurial attitude. The concept of entrepreneurship can be clarified by defining the relationship between entrepreneurial behavior and individual personality. It aims to determine how entrepreneurship can be integrated into everyday life.

Based on the results of previous studies, one of the developmental tasks in adolescence is choosing and determining a career. Adolescents who are already in Vocational High Schools (SMK) have begun to think about their future. In addition, at this stage, SMK students prepare to enter the world of work which is full of challenges and competitions.

This is in line with the results of observations during the study that many students could understand and plan their future after getting career information. For more, when asked about future plans, many of them immediately responded with their stability. They began to understand that they have the capital skills for entrepreneurship after getting career information provided by the Guidance and Counselling teacher. This proved that students' career aspiration-based career Information greatly assisted students to improve their entrepreneurial attitudes as well as provide students with an understanding of existing career opportunities. In conclusion, the students' career aspiration-based career information service is effective to improve the entrepreneurial attitudes of students.

## CONCLUSION

This study attempted to improve the entrepreneurial attitudes of students through career information service. The results showed the influence of career information on improving students' entrepreneurial attitudes as evidenced by differences in students' entrepreneurial attitudes between the mean of the treatment group and the control group where the mean of the treatment group was higher than the control group.

The suggestions for counselors from the results of this study are: (1) Counselors should provide career information service in career guidance as attractive as possible, so students will enjoy or are interested in following the career guidance service process, (2) Counselors should be wiser in paying attention to the condition of students individually so that students can understand themselves positively in planning the future; (3) There is a need for support from the

school in terms of giving classical service hours to the counselor because the counselor is not supposed to be called as a teacher who will only enter classes whenever there is no lesson in the class. For future studies, it is necessary to develop a creative career information service model for vocational students in accordance with technological developments.

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