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THE INFLUENCE OF EXPERIENTIAL LEARNING IN FIELD TRIP ON CAREER MATURITY OF STUDENTS

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Abstract : The objectives of this study were to (1) describe the career maturity profile of vocational high school students, (2) to determine the effect of the relationship of experiential learning through field trip techniques (industrial visits) on the career maturity of vocational high school students (3) to determine the of career maturity scale of vocational student. The research uses quantitative correlation method. The population of research are 10th students of SMK Teuku Umar Semarang consist of 197 students and the sample consist of 120 students with simple random sampling. Data collection method used is the psychological scale and questionnaire.Validity and reliability test use product moment formula and alpha formula. Data were analyzed using descriptive techniques percentage and product moment correlation. Based on the descriptive analysis of the percentage and the product moment correlation indicates that (1) experiential learning in the field trip the students in the high category (2) career maturity of students included in the high criteria, (3) there is correlation between experiential learning through field trip with career maturity of students of SMK Teuku Umar Semarang. Obtained correlation coefficient (rxy) > r table (0,517 > 0,176) with significance = 0,000 and coefficient of determination (R^2) or R Square 0,267 = 26,7%. In experiential learning it does not only emphasize thinking processes but also brings together affective and psychomotor experiences through active student learning events.

Keywords: experiential learning; field trip; career maturity.

INTRODUCTION

Career maturity is needed by adolescents to be able to choose and prepare themselves to enter the career world according to their talents and interests. According to Dillard (Srianturi, 2019) the achievement of one's career exploration maturity can be measured through five indicators, namely being involved in the career selection process, having a work orientation, having freedom in decision making, having the ability to consider a choice and having a concept in choosing a career. The maturity of an individual's attitude in making career choices depends on how consistent the individual's career choices are over a certain period. Factors that can be considered in career maturity are how realistic individual choices are in relation to the abilities, skills, interests, lifestyle and jobs available. Considering that a person's career occurs from the time of study, work and when a person retires. According to Super (Sharf,

2006) an indication of career planning maturity is the ability to make plans including taking responsibility and self-awareness from both external and internal factors.

Several innovative learning methods that can be applied in developing career maturity one of which is field trips (industry visits). Field trips are a way of teaching that is carried out by inviting students to a place outside of school to learn or investigate something, such as visiting shoe factories, car repair shops, department stores, and so on (Asmani, 2010). This means that reviewing field trip objects such as shoe factories, cars, department stores can assist students in planning careers and making career decisions in a professional and responsible manner.

Based on the data from the documentation in the field, there are still many students who do not have a thorough career plan. Students need provision of knowledge about careers in developing talents and interests to enter the workforce. The lack of openness of students in getting to know career information makes them confused about planning and deciding which career to pursue. One of the steps of the career guidance method carried out by the counseling teacher at Teuku Umar Vocational School, among others, is by applying a method that meets the learning principles, namely field trips. In field trips there is a learning based on experience and observation, namely experiential learning. The form of experiential learning activities during the field trip is observing the work management of certain objects and observing the company's production process in accordance with the company's production fields visited and knowing the functions, vision and mission of the organization on certain objects.

Experiential Learning model is based on the theory of John Dewey (2002: 212) namely the principle of learning by doing (learning by doing) In the concept of experiential learning theory it is explained that the experiential learning model is learning that pays attention to or focuses on the experiences that will be experienced by students (Abdul Majid, 2015). According to Mulyasa (2005: 112) the field trip or field trip method is a trip or excursion undertaken by students to gain learning experience, especially direct experience and is an integral part of the school curriculum. Although field trips have many things that are non-academic in nature, the general goals of education can be achieved immediately, especially with regard to developing experiential insights about the outside world. Students are directly involved in the learning process and construct their own experience gained into knowledge. Based on research conducted by Yosi Bayu Mutaqin (2012) entitled "Implementation of the "Experiential Learning" Model to Improve the Career Planning Ability of Students at Muhammadiyah Gamping Vocational School" states that experiential learning can improve the career planning abilities of class X students majoring in fashion so that students have clearer career direction. xperiential learning refers to Kolb in Siberman (2015: 43), defines experiential learning as "a process in which knowledge is created through the transformation of experience" with knowledge resulting from "a combination of efforts to capture and transform experience.

The objectives of this study were to (1) describe the career maturity profile of vocational high school students, (2) to determine the effect of the relationship of experiential learning through field trip techniques (industrial visits) on the career maturity of vocational high school students (3) to determine the level of career maturity further study of students after following experiential learning techniques in terms of aspects of Career Planning, Career

Exploration, Career Decisions, Information Knowledge of the Work, Working Group Knowledge, Career Opportunity Realism, Career Orientation

METHOD

This type of research is a correlational quantitative descriptive research. The research location is SMK Teuku Umar Semarang. The research subjects were 120 vocational students of SMK Teuku Umar Semarang. The sampling technique uses simple random sampling. Data collection techniques using psychological scales and questionnaires. The validity in this study uses the product moment formula. The reliability of this study uses the alpha formula. The data analysis technique used is simple linear regression analysis. In simple linear regression analysis, there are three conditions for the research to be carried out, namely using the data normality test, homogeneity test and linearity test. Whether there is a relationship can be seen through the results of the significance table, if it is less than 0.05 then it has a significant relationship. How big the relationship can be known through the calculation results of linear regression analysis with the equation $\hat{Y} = a + bX$. The instruments used are experiential learning questionnaires in field trips and career maturity scales.

RESULT AND DISCUSSION

In analyzing the scale and questionnaire using a likert scale so that the percentage of the average magnitude of experiential learning in field trips and career maturity is interpreted in the form of descriptive terms. Score interpretation categories are presented in table 1.

Table 1. Category of Student Career Maturity Level

No	Intervals	Category
1	85% - 100%	Very High
2	70% - 84%	High
3	55% - 69%	Medium
4	40 - 59%	Low

The results of research conducted at SMK Teuku Umar Semarang found that the percentage of experiential learning was included in the high category. This condition was obtained from the results of the calculation of the experiential learning questionnaire given to 120 class X student respondents at SMK Teuku Umar Semarang. There are four indicators of experiential learning in the field trip, namely concrete experience, reflection observation, abstract conceptualization and active experimentation. The table distribution of each experiential learning indicator in the field trip is described in table 2.

Table 2. Table Distribution Per Indicator

No	Indicator	Percentage	Category
1	*Concrete Experience*	79,7%	High
2	*Reflection Observation*	79,3%	High
3	*Abstract Conceptualization*	78,8%	High

No	Indicator	Percentage	Category
4	*Active Experimentation*	70,8%	Medium
	Average	77,15 %	High

In table 2 it is known that the average percentage of each indicator of the level of experiential learning in field trips is included in the high category. If one looks at the percentage gain, it can be interpreted that there is not too much difference in the percentage level for each experiential learning indicator in the field trip. The percentage results were obtained from tabulation analysis on the experiential learning questionnaire instrument in a field trip in class X at SMK Teuku Umar Semarang. If one looks at table 2, the concreate experience indicator achieves the highest percentage, this is because students are very motivated and happy to participate in field trips which are conducted once a year.

It was obtained that the average percentage results were included in the high category, meaning that students in class X at Teuku Umar Vocational School were able to fully involve themselves in new experiences that referred to concreate experience, reflection observation, abstract conceptualization and active experimentation through experiential learning models. This condition also describes students' understanding of how they learn through action (doing) and the extent to which students can complete their work actively as long as the field trip can be carried out properly in accordance with the principles of experiential learning. Hamalik (2010), revealed several things that must be considered in the experiential learning model as follows:

1. The teacher formulates carefully a plan of learning experiences that are
2. Open (open minded) which has certain results
3. The teacher must be able to provide stimulation and motivation.
4. Students can work individually or work in groups/whole groups in experiential learning.

It can be assumed that through experiential learning students can play an active role during field trip activities and are able to convey their experiences in oral and written form. The role of the guidance and counseling teacher in this condition is to be able to prepare students to be able to master theory and material well which will later be studied in observations during field trip activities. BK teachers are expected to establish cooperation with subject teachers. This collaboration is carried out in order to discuss and design observation tools or material studies needed by students when they will participate in field trip activities according to the objects to be visited. For example regarding observing the production process, work management and the vision and mission of a factory or company, social ethics when working, marketing strategies and other matters that need to be studied in depth. The results of research conducted at Teuku Umar Vocational School on 120 respondents aimed to measure students' career maturity. Based on the results of research data analysis, there are 7 indicators of career maturity that are classified as high, namely aspects of career planning, career exploration, career decisions, information knowledge of the world of work, occupational groups, career decision realism and career orientation. Table distribution of each student career maturity indicator can be seen in table 3.

Table 3. Distribution Per Indicator Career Maturity Indicator

No	Indicator	Percentage	Category
1	Career Planning	74,9%	High
2	Career Exploration	77,3%	High
3	Career Decisions	77,1%	High
4	Information Knowledge of the Work	70,4%	Medium
5	Working Group Knowledge	78,9%	High
6	Career Opportunity Realism	77,25%	High
7	Career Orientation	79,6%	High
Average		74,7%	High

Based on table 3 it is known that the average percentage per indicator of career maturity is categorized as high. There are not too many differences in each indicator in career maturity. If we look closely at the percentage results in table 3, it can be seen that the lowest score of the seven indicators is in the career planning indicator, this means that students still need a lot of guidance from guidance and counseling teachers to identify career abilities and interests, both individually and in groups.

This condition is reinforced by the results of interviews with counseling teachers at Teuku Umar Vocational High School that there are still students who have not prepared themselves to plan their careers carefully due to various factors such as individual factors, experience factors, socioeconomic factors, and age factors. According to Gibson (2010) that the need for career guidance and counseling can be seen from students who experience difficulties in making career decisions due to lack of career planning resulting in dissatisfaction with the chosen career and resulting in unemployment.

To achieve optimal career maturity students in field trip activities should be able to pay attention to what elements need to be considered in making career plans such as career information, career needs, skills or talents that must be mastered so that in the future they can develop the career they already have according to the stage development. The role of the guidance and counseling teacher in this case is to provide students with an understanding of how to plan a career in more depth. The implementation is carried out through an individual approach or a group approach on an ongoing basis according to the stage of development, meaning that students starting from grade one to graduating from SMK are trained and guided for activities related to how to plan a career in accordance with learning principles.

John L. Holland (Andersen, 2012: 67) also formulates personality types (classes) in job selection based on a personality inventory compiled on the basis of interests. Each personality type is translated into a theoretical model called the orientation model. This orientation model is a family of typical adjustment behaviors. Everyone has a different order of orientation, and this is the reason why everyone has a different style of life. Holland in the Career Typology Theory of Vocational Behavior argues that it is important to build a relationship or compatibility between individual personality types and certain career choices. The point is career selection and adjustment is a picture of a person's personality. Individuals are said to reach maturity in their careers when they have the readiness to make decisions about their career choices appropriately and wisely.

The Correlation Between Experiential Learning in Field Trips and Career Maturity

Testing the working hypothesis in this study uses data analysis methods with simple linear regression techniques because the data obtained in this study is in the form of interval data. In simple linear regression there is a calculation of the coefficient of determination or a hypothesis test of the relationship between the two variables. According to Ghozali (2011: 97) the coefficient of determination essentially measures how far the model's ability to explain the variation of the dependent variable. The value of the correlation coefficient and the coefficient of determination in this study can be read in the R and R square values in table 4.

Table 4 : Correlation Coefficient and Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.517[a]	.267	.261	3.591

a. Predictors: (Constant), Ex.Learning

Based on table 4 it is known that the correlation coefficient produces r count = 0.517 when compared to r table with a significance level of 5% with N = 120, then r table = 0.176 is obtained. Thus the price of r count > r table, then the null hypothesis (Ho) which reads "there is no significant relationship between experiential learning and student career maturity is rejected, while the working hypothesis (Ha) which reads "there is a significant relationship between experiential learning and career maturity students are accepted. The correlation coefficient obtained is 0.517 if converted with an interpretation table for the value of "r" included in the medium category.

Table 5. Correlation Results between Experiential Learning and Career Maturity

Research Variable	**Regression Equation**
Experiential Learning dalam *Field Trip*	79%
Career Maturity	76,7%
Correlation between *Experiential Learning* in *Field Trip* and Career Maturity	Ŷ= 45,468+794X

From the results of table 5 it is known more clearly about the description of experiential learning with student career maturity. The percentage of experiential learning in field trips is greater than the percentage of student career maturity. By participating in training and observations that can be obtained through experiential learning during field trips, learning models like this will motivate students in preparing for future careers. The acquisition of a correlation value that is in the medium category indicates the strength of the relationship between experiential learning and the career maturity of class X students of SMK Teuku Umar Semarang. This is in accordance with the opinion according to (Hamid, 2015) that experiential learning is a teaching and learning process that activates learners to build knowledge and skills as well as values as well as attitudes through direct experience. Therefore, by participating in field trips, students will gain experiential learning by enriching their insights and experiences, especially in the career field. With experiential learning (Rosa, 2017), students are given the opportunity to explore various job opportunities and enrich the

experience gained through questions and answers or interviews with various relations while participating in field trip activities.

A person's desire needs to be accompanied by the ability and strong motivation to achieve it. If students have the ability and motivation that tends to be stronger to carry out their developmental tasks, one of which is in planning a career according to their abilities, this causes students to be more motivated to learn so that individual career maturity tends to increase if students have high learning motivation. Super and Crites (Gonzalez, 2008) state that career maturity lasts for an individual's life. Career maturity is a series of processes that are ongoing and allow for differences between one individual and another.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the level of experiential learning and career maturity of class X students at SMK Teuku Umar Semarang is included in the high category. There is a direct and significant relationship between experiential learning in field trips and the career maturity of class X students at Teuku Umar Vocational School Semarang in the 2016/2017 Academic Year. This is evidenced by the fact that after participating in experiential learning in field trips students become more motivated in determining career plans because they have the opportunity to explore various job opportunities and enrich the experience gained through field trips. Because in experiential learning not only emphasizes the process of thinking but brings together affective and psychomotor experiences through active student learning events.

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