## RESEARCH ARTICLE

## CAREER RECOGNITION OF ISLAMIC ELEMENTARY SCHOOL STUDENTS DURING THE COVID-19 PANDEMIC

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| *Manuscript Info* | *Abstract* |
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| | Now, the world is being tested by the COVID-19 pandemic. Many aspects of life are affected, one of which is the aspect of education especially in guidance and counseling services. One of the services that was also affected was career guidance services for elementary school students. This study aims to determine the level of career recognition for Islamic elementary school students during the covid-19 pandemic. This study uses a quantitative research design with a survey approach. The research population was all third-grade Islamic elementary school students in Kebumen. The sample consisted of 116 students. The results of this study indicate that the level of career recognition for Islamic elementary school students during the COVID-19 pandemic is in the low category (52%). The latest finding in this study is that the components of job names and work uniforms are the highest career recognition components, while the components of tasks and responsibilities as well as components of requirements and skills are the lowest career recognition components. This low level of student career recognition can actually be improved by providing guidance and counseling services in the career field, especially regarding the introduction of varieties of jobs using various informative techniques and media. |

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## Introduction:-
Since March 2020, the world's population is still being tested by the COVID-19 pandemic (Li, et al., 2020); (Wahidah et al., 2020). The COVID-19 pandemic is caused by the SARS-Cov-2 virus (Siahaan, 2020) which is a member of the Coronavirus family which also causes SARS and MERS (Liu, et al., 2020). However, compared to SARS and MERS, this SARS-Cov-2 virus tends to be faster in the development of transmission (Wahidah, et al., 2020). Therefore, in human history, this pandemic is one of the biggest pandemics when viewed from the impact it has (Morens, et al., 2020).

The COVID-19 pandemic has greatly impacted various aspects, both in terms of health, economy (Nasution, Erlina, Muda, 2020) and human social (Aeni, 2021); (Prawoto, Purnomo,& Zahra, 2020). In addition, the COVID-19 pandemic has also had an impact on the education process in Indonesia (Abidah, et al., 2020); (Amalia &Saadah, 2020). During this pandemic, many policies have been issued by the government, one of which is home learning

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activities carried out at the beginning of the pandemic (Nasruddin&Haq, 2020). This home learning activity is carried out in order to minimize the spread of the COVID-19 virus and so that the learning process does not just stop, but continues to run under the coordination of the teacher using the distance learning system (PJJ) (Baber, 2020 Sadikin&Hamidah, 2020).

The results of the literature review prove that distance learning activities (PJJ) during this pandemic have caused various responses and changes to the learning system that can affect the learning process and the level of student development in responding to the material being taught (Onde, et al., 2021). This is in line with the phenomenon found by Fadilla, Relawati,&Ratnaningsih (2021) where from the results of their research it can be seen that with this PJJ policy, students find it more difficult to understand the material presented, students are not motivated to learn, and students do not master the subject matter learning well. Therefore, in early July 2021, the government in Indonesia issued a new policy, namely the holding of limited face-to-face learning (TMT) with the condition that all educators have received the COVID-19 virus vaccination and learning is carried out by limiting the hours of teaching and learning activities, the number of students who enter, and implementation of strict health protocols (Onde, et al., 2021). So that in this case students are divided into two or more study groups (Pattanang, Limbong, and Tambunan 2021).

However, in implementing the TMT policy, it still has an impact on teachers and students. These impacts include thatteacher tend to have difficulty managing learning and tend to focus on completing the curriculum, while students complain about the lack of social interaction with their classmates, the severity of assignments from teachers, and teacher-dominated learning (Onde, et al., 2021). In addition, the impact is also felt by guidance and counseling teachers, where teachers cannot provide face-to-face guidance and counseling services and students who need services are hampered (Frida &Atikah, 2020).

Students feel that during this pandemic they still need guidance and counseling services, what else in the career field, specifically talents and interests (Hanifah&Fahyuni, 2021), but they feel they are not getting it. From this statement, it can be seen that it is not only the learning process that is disrupted, but there are also changes regarding the implementation of activities in other schools, where students, teachers, and student organizations are prohibited from carrying out activities that involve many people (Arifa, 2020).Therefore, it can be concluded that the implementation of guidance and counseling services in the career or which is often referred to as indispensable career guidance, has also been hampered in the last two years due to the COVID-19 pandemic.

Career guidance is a delivery system that systematically helps students achieve career development outcomes from self-awareness and self-assessment, career awareness, career exploration, career decision making, career planning and career placement (Hogan, 2015). Given that primary school age is a significant period of career development (Carvalho, Mucinho, Fernandes, 2018); (Hartung, 2015); (Oliveira, Taveira, &Porfeli, 2015) then career guidance is important to be given since the child is in elementary school. Career guidance for elementary school students is intended so that students have career awareness or awareness about various kinds of work (Gysbers, 2005). This awareness includes understanding, respecting and being skilled in knowing himself and the various career worlds around him (Lidyasari, 2019). Career guidance in elementary schools aims to make students recognize the types and characteristics of various types of work (Rohmah, 2018). The provision of career guidance for elementary school students certainly needs to be adjusted to the career development tasks of elementary school students.

According to the Indonesian Ministry of National Education (2007), the career development tasks of elementary school students are listed in the SKKPD (Standard Competence for Student Self-Reliance), to be precise in the aspects of developing insight and career readiness including: (a) introduction: students are expected to be able to recognize a variety of jobs and recognize individual activities in life, (b) Accommodation: elementary school students are expected to appreciate the variety of work and understand individual activities as interrelated, (c) action: elementary school students are expected to be able to express a variety of occupations and patterns of individual activities and activities at school. Therefore, first of all, special attention needs to be paid to the task of developing a student's career in elementary school, especially on the important aspect of introducing a variety of jobs or the introduction of careers around them. One of the levels of recognition or understanding of students' careers can be seen from the way students understand the types of work and the appropriate requirements needed (Andriani, 2019).

Career recognition for elementary school students is important because by introducing careers to children, it can contribute to children in building the initial construction of career knowledge, which in turn can stimulate individual

career alternatives that may be explored at a later stage of life. So, the more career preferences an individual has, the better the individual will explore in the next life period to achieve career satisfaction. So that mistakes in future career preferences can be minimized and can be handled properly (Nastiti&Purwanta, 2019).

Career recognition for elementary school students can be done by providing career information about certain types of work found in the surrounding environment, which are related to job names (there are different types of work), uniforms and tools commonly used for work, workplace or outdoors), working hours, duties and responsibilities, requirements for getting the job and so on (Goldie R. Kaback, in Peters, et al, 1968). Providing information like this is very important to be given to students so that students can have a positive attitude towards careers, career awareness, and can achieve career maturity, one of which is having the skills to understand and use career information (Suherman, 2007).

But in reality, there are still many elementary school students who have a low level of career recognition. Based on the results of research conducted by Trianasari&Purwanta (2019), the results show that elementary school students do not know about career information around them with an average acquisition of 49%. This is evidence that the six elementary school students have a low level of career recognition. Furthermore, from the results of the study, it can also be seen that there is no difference in career knowledge between male and female students. (Trianasari and Purwanta 2019).

The results of the above research conducted by other researchers prior to the COVID-19 pandemic are in line with the results of a preliminary study conducted by researchers in November 2021 at an Islamic elementary school in Kebumen. From the results of a preliminary study conducted with an interview system with twelve students, it was found that these students could only mention a maximum of ten different types of work, without them knowing what tools are commonly used at work, the requirements needed to get the job, duties and responsibilities, and so on. As for the types of work they know, they include doctors, police, pilots, teachers, babysitters, firefighters, artists, waiters, and soldiers. While there are jobs such as anesthesiologists, machinists, advocates, lecturers, counselors, managers, sales, content creators, accountants, they still don't know him.

Based on the results of interviews with four teachers, it can be concluded that during this pandemic, teaching and learning activities in schools were greatly affected, one of which was the reduced time for teaching and learning activities in schools including reduced services provided and the elimination of extracurricular activities and field trips which are usually routinely carried out every semester. The elimination of these activities has an impact on the process of extracting talents, interests, and the process of identifying the types of work that exist in the field because indeed the way they introduce a variety of careers is by conducting field trips, and there are no other activities carried out such as providing guidance services groups using interesting strategies and media.

Departing from the overall description, through this research the researcher wants to identify how the level of career recognition for Islamic elementary school students in Kebumen is in the all-affected era of the COVID-19 pandemic. Whether with the guidance and counseling service system that is completely affected, the children still have a good level of career recognition or not. The career recognition that will be revealed in this case refers to the career information aspect of Peters, while for the type of work, the researcher adopts various jobs that are adapted to the components of Holland's personality theory. As for the variety of work, the researcher took 42 jobs from the table of types of work that suit me from ABKIN and the ILO (2011) which also refers to Holland's personality theory.

## Method:-
The data collection instrument used to explore the level of career recognition of elementary school students was developed with the type of multiple choices test. Before the researcher compiles the research instrument, the researcher first makes a grid and then it is arranged into a multiple choices test about the recognition of students' careers. After the questions are arranged, then the questions are consulted and tested by experts who are lecturers at Yogyakarta State University (expert judgement). In addition, the questions were also tested in the field.

Based on the results of the validity of the expert judgment and the results of field trials, of the 48 items developed, only 38 items were still valid. Then to measure the level of reliability, the researcher used the split-half technique with the Spearman Brown formula. Based on the calculation using the Spearman Brown formula, the resulting reliability level is 0.770 which means the reliability is very high. After the research instrument was declared valid and reliable, the instrument was distributed to all third-grade students of Islamic Elementary School in

Kebumenwho were the samples in the study. In its distribution, the researcher asked the students to work on a total of 38 items in one hour lesson. After all students have finished working on the results of the multiple choices test questions are inputted and data analysis is carried out.

The data analysis used in this research is descriptive statistical data analysis. Descriptive statistics are used to describe the condition of the data, namely the mean (mean), standard deviation, minimum value, maximum value, and percentage. This quantitative descriptive method will be used to identify and describe the data based on the existing percentage scores. Based on this percentage, the results are presented in the form of a diagram to describe the level of career recognition of Islamic elementary school students in Kebumen during the pandemic. In addition, the researcher also uses a grouping of criteria based on an assessment system adopted from the K13 assessment guidebook for Elementary Schools in Indonesia with KKM 65. The criteria are as follows.

**Table 1:-** Criteria for Career Recognition for Elementary School Students.

| Category | Range of Category |
|---|---|
| A (Very Good) | $88 < x \leq 100$ |
| B (Good) | $76 < x \leq 88$ |
| C (Less) | $65 \leq x \leq 76$ |
| D (Low) | $< 65$ |

## Result:-
The type of research used in this research is quantitative research with a survey method. In this survey research, the population is all third-grade Islamic elementary school students in Kebumen, totaling 164 students who are grouped into six classes. Not all populations are used as research subjects. However, the research subject was determined using random sampling technique and to determine the sample size, the researcher used the formula from Slovin. Based on calculations using the Slovin formula, from a population of 164 students and with an error rate of 5%, a sample of 116 students with an average age of 8-9 years (58 male students and 58 female students) was produced.

Data analysis carried out by the researcher is an analysis based on data that has been obtained from the distribution of multiple choices test instruments regarding the introduction of students' careers. Based on calculations with the help of Microsoft Excel program, the data can be described which includes the mean, the highest value, the lowest value, and the standard deviation. For more details can be seen in table 2.

**Table 2:-** Description of Elementary School Students' Career Recognition Level Data in the COVID-19 Pandemic Period.

| | |
|---|---|
| **Mean** | 60,299 |
| **Maximum score** | 84,211 |
| **Minimum score** | 21,052 |
| **Standard deviation** | 13,492 |

Based on the table 1, it can be seen that the average level of career recognition for Islamic elementary school students in Kebumen during the pandemic was 60,299 with a maximum score of 84,211 and a minimum score of 21,052 and a standard deviation of 13,492. Furthermore, based on the results of data analysis, it was found that none of the students who had a career recognition level were in the very good category, 8% (9 students) were in the good category, 41% (47 students) were in the less category and 52% (60 students) are in the low category. In general, the description of the level of career recognition of Islamic elementary school students in Kebumen during the pandemic can be seen in Figure 1.

**Figure 1:-** The description of Categories.



The Level of Career Recognition of Islamic Elementary School Students in Kebumen During the Covid-19 Pandemic
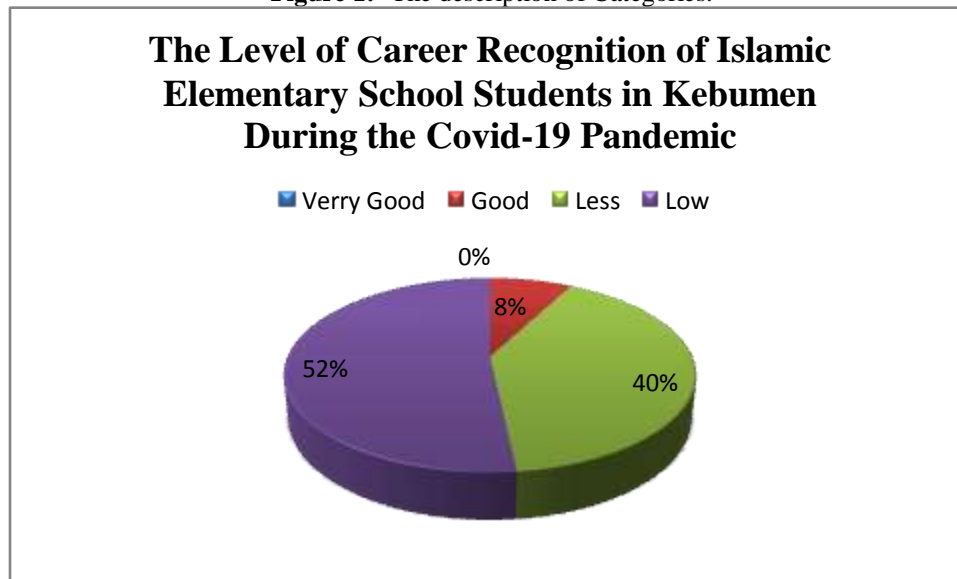
While the results of the analysis of each component which includes the name of the job, uniform, workplace, work tools, duties and responsibilities, health insurance and requirements and skills have different levels.

**Component of Job Name**
Based on the data analysis, it can be described that students who have a job name recognition level in the very good category is 35% (41 students), the good category is 36% (42 students), the less category is 22% (19 students), and the low category is 11% (9 students).

**Component of Work Uniform**
Based on data analysis, it can be explained that students who have an introduction to work uniforms in a very good category is 30% (35 students), good category is 42% (49 students), no student has a work uniform recognition level with a less category (0%), and the low category is 28% (32 students).

**Components of Workplace**
Based on the data analysis, it can be explained that students who have a workplace recognition level in the very good category is 3% (3 students), the good category is 9% (11 students), the less category is 21% (24 students), and the low category is 67% (78 students).

**Component of Working Tools**
Based on the data analysis, it can be explained that students who have an introduction to work equipment in the very good category is 26% (30 students), the good category is 32% (37 students), the less category is 21% (24 students), and the low category is 22% (25 students).

**Component of Duties and Responsibilities**
Based on data analysis, it can be explained that there are no students who have a very good level of recognition of the duties and responsibilities of a job (0%), students who have an introduction to the duties and responsibilities of a job with a good category is 4% (5 students), the less category is 17% (20 students), and the low category is 78% (91 students).

**Components of Health Insurance**
Based on the data analysis, it can be explained that students who have an introduction to health insurance in a job with a very good category is 9% (10 students), there are no students who have an introduction to health insurance in a job in a good category (0%), less category is 26% (30 students), and low category is 66% (76 students).

**Component of Requirements and Skills**
Based on the data analysis, it can be explained that there are no students who have an introduction to the requirements and skills of a job in the very good category (0%), students who have an introduction to the requirements and skills of a job with a good category is 10% (12 students), the less category is 21% (24 students), and the low category is 69% (80 students).

## Discussion:-
In accordance with the SKKPD, career recognition can be given since the child is at elementary school age, especially in the lower classes, namely grades I, II, and III, because it can be used as the basis and foundation for children to move forward at the next age (Praditya, 2016). Career recognition is important to be given to students so that students can have a positive attitude towards careers, career awareness, and can achieve career maturity, one of which is having the skills to understand and use career information (Suherman, 2007). Thus, after obtaining information in the context of career recognition, individuals can then proceed to the stages of career planning, career exploration, and career decision making to achieve the job or profession that best suits them (Anisa, Sugio, Anni, 2016). A low level of career recognition can make it difficult for students to make decisions at a later stage of career development (Dimakakou, Mylonas, Argyropoulou, &Drosos, 2013). Rivera & Schaefer (2009) explained that the introduction of a career in childhood will affect career preferences in the future. Therefore, if career recognition is low, teachers and parents will find it difficult to direct their children's careers in the future. Teachers and parents first need to introduce a variety of careers to the child. So that children have diverse and qualified career information to support children's accuracy in terms of career preferences in the future.

However, based on the results of data analysis, it can be seen that the level of career recognition of Islamic elementary school students in Kebumen during the COVID-19 pandemic was in the low category with a percentage of 52%. Where the job name component is in the very high category with a percentage of 35%, the work uniform and work equipment component are in the high category with a percentage of 42% and 32%, and the components of the workplace, duties and responsibilities, health insurance and terms and skills are in the low category with percentages of 67%, 78%, 66% and 69%. The questions that many students could not answer included the duties and responsibilities of an anesthesiologist, a machinist's workplace, and jobs that were provided with health insurance. Meanwhile, the questions that many students can answer are the names of the jobs listed in the pictures (pictures of pilots, police, and soldiers) and the tools used by restaurant waiters and chefs at work. If it is compared with a preliminary study conducted previously, it can be seen that the low level of student career recognition is one of the reasons for the delay in the provision of career guidance services, especially in terms of detailed career recognition given to students during the pandemic due to the implementation of large-scale social activity restrictions, physical distancing). Where this policy requires people to keep their distance and stay away from all activities that cause crowds and associations and avoid gatherings that involve many people (Siahaan, 2020). Therefore, the habit of teachers in introducing careers in a field trip strategy that allows students on a large scale to visit the field which is routinely carried out every semester is hampered. And there are no other activities that teachers do to introduce careers to their students. In other words, the low level of student career recognition is also influenced by the school's lack of support for the career recognition process due to government policies in order to narrow the spread of the SARS-Cov-2 virus during the pandemic.

These findings are in line with the findings obtained by Aulia, Millah and Musifuddin (2021), where they explained that learning activities carried out by schools during this pandemic had an impact on students' career planning processes. Where students complain of experiencing obstacles in career planning due to the lack of information obtained by students related to career planning and students' lack of understanding to know themselves. This means that during this pandemic, students have not been able to plan their careers, have not understood the steps and what needs to be considered in planning a career.

In fact, the findings of researchers conducted during the pandemic are not much different from the findings conducted by Wijaya (2017) on students of SDN Plakaran and SDN SingosarenBanguntapan Bantul. From the survey results, it can be seen that the level of career understanding of low-grade elementary school students is only 35.02%. This shows that there are still many careers that are not yet known by lower grade elementary school students, while some students only know several kinds of careers or several kinds of professions. Some other students only know the name of a career or profession, but they still don't understand what the attributes and duties of a career, position or profession are known to be. Wijaya also found that the obstacle in understanding a career was influenced by a less supportive environment. In fact, the ability of individuals to understand a career is very

possible if there is an environment that can stimulate them in that direction (Fadhli, 2018). In other words, teachers, counselors, parents, and the surrounding community are responsible for helping children to have an understanding of a career, develop a sense of industry, and to participate in life roles that will have a positive effect on the career development of their present and future lives. (Worzbyt, Rourke, &Dandeneau, 2003).

The provision of career guidance services to introduce careers to elementary school students can be provided by using various strategies and media that are creative and informative. One strategy that teachers can do in order to increase students' career recognition is to provide career guidance services in elementary schools using an interactive approach (Suherman, 2007). Furthermore, Suherman (2007) explains that this interactive approach is carried out through interactive activities carried out outside of teaching and learning activities, in various forms of activities such as games, consultations, group dynamics, group work, and others. This opinion is reinforced by Herr and Cramer (1979) where he mentions in his book that there are several packages of information in career guidance and counseling, one of which is to use simulation or gaming approaches. Based on this explanation, it can be seen that one suitable approach for elementary school-aged children during this pandemic is to apply group guidance services with game techniques or what is often called simulation game techniques because this approach does not involve many students. Nastiti and Purwanta (2019) also added that the development of service media such as picture cards and pop-up media can also be provided to introduce careers to students, and it would be even better if these media could be accessed via the internet.

## Conclusion:-
Based on the results of data analysis, it can be concluded that the condition of the career recognition level of Islamic elementary school students in Kebumen during the Covid-19 pandemic was in the Low category. The low level of student career recognition is due to the impact of career guidance and counseling services during this pandemic. The level of student career recognition can actually be improved by providing guidance and counseling services in the career field, especially regarding the introduction of a variety of jobs using various creative and informative strategies, techniques and media as well as conditions with large-scale social activity restrictions policies. Another finding in this study is that the components of job names and work uniforms are the highest career recognition components owned by students, while for the components of tasks and responsibilities as well as components of requirements and skills are the lowest career recognition components owned by students. The impact felt by students who have a good level of career recognition is that they have diverse career preferences which can later be used as the basis for exploring, planning, and making future career decisions. Thus, making wrong career decisions can be minimized with a good level of career recognition.

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