

## **Portrait of Education and the Future of Ketapang Village: Revealing Career Resilience Teenager**

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**Abstract:** Career resiliencies an individual's ability to survive and thrive amidst the career challenges they face. This study aims to reveal the portrait of education and the future of Ketapang Village with a focus on adolescent career resilience. The design of the research is quantitative descriptive on 15 adolescents in Ketapang Village. Data were collected through a scale career resilience which has been adapted, which includes five aspects, including future-oriented, social skills, diversity, challenge, help-seeking preferences. Data analysis was carried out using descriptive statistical techniques to provide an overview of the level of career resilience among teenagers in Ketapang Village. The results of the study showed that the level of career resilience among adolescents in Ketapang Village in the moderate category. Aspects such as future orientation and social skills showed moderate results, while aspects of diversity, challenges, and help seeking preferences require more attention. The findings of this study indicate the need for guidance and counseling service interventions to help adolescents develop stronger career resilience.

**Keywords:** *Career Resilience, Teenagers, Future, Guidance and Counseling Program*

### **Introduction**

Currently, Human Resources have problems in career productivity where information regarding career selection or determination is still uneven. Career greatly influences the construction of future career planning, where career planning is an important aspect in the development of an individual's career. Career is all work that has the responsibility of each individual (Maulyan, 2019). According to Super & Jordaan: 1973 in (Wahyu, Afdal, & Rezki, 2023) career is a term used to describe every job related to a person's work during their life span. which has the goal of developing individual awareness of themselves and their surroundings and increasing the ability to use self-awareness of strength in dealing with their surroundings in any way, accepting internal guidance and accepting responsibility for each choice. (Herawati & Mamat, 2023) In the current era of globalization, many teenagers are still confused in determining career choices, don't have their own decisions. Their opinions still tend to be influenced by their peers. This can have a negative impact if it is allowed to continue, the impact of which will have consequences for oneself, such as choosing further studies carelessly and choosing work that does not match one's talents without considering the abilities within the individual will lead to career failure in adolescents. The need for career exploration skills in starting career planning. Career exploration includes self-exploration and the environment, including investigations of preferences, experiences and personal values that represent a person's career-related goals (Sawitri & Niken, 2021). According to (Nurmalasari & Rizki, 2020), the purpose of career exploration for adolescents is to sort and select various information about them selves and their environment so that children can make the right choices according to their characteristics, which in turn will achieve independence.

To achieve a mature career, resilience is needed according to Luthar: 2015 in (Pamungkas, Dimala, & Yulyanti, 2023) resilience is a phenomenon or process that reflects positive adaptation without being influenced by significant diversity or trauma. where if an individual has resilience then he will be able to return to pre-trauma conditions, will be resilient from various conditions so that he is able to adapt. Career resilience or can be called career resilience is a person's ability to bounce back, adapt and develop after experiencing significant challenges or changes in their professional life. In an increasingly competitive and dynamic era, career resilience or career resilience is important because an individual who has career resilience or career resilience will be better prepared to face challenges in building a career. The adapted career resilience scale, which includes five aspects, including future-oriented, social skills, diversity, challenge, help-seeking preferences.

The importance of an individual in having a plan or reference for the future, how the future will happen. The need for a future life plan for teenagers, a depiction of individuals related to self-views to facilitate the future. Future Oriented or can be called Future orientation is an important thing to support a person's life in the future and can bring up good support, the acquisition of what is well planned (Vani, Sukiatni, & Rahma, 2023). In future planning, social skills have an important role in interacting effectively between individuals and building good relationships, therefore, to realize good interactions, it is necessary social skills or what can be called social skills, good social skills will help in interacting with friends, managing anxiety and increasing self-confidence. Which of course in interacting between individuals in future orientation there will be Diversity or what can be called diversity in terms of opinion, culture and background, whether it comes from oneself or from people close to you such as peers, parents and teachers. From this diversity will become Challenge or what can be called a challenge that will measure how capable an individual is to face challenges and overcome failures that include the ability to remain optimistic, find solutions, and learn from experience. The ability to face a challenge is the key to career success. Career challenges in adolescents are generally related to educational choices that have an impact on future job selection, career planning, career decision making, and interactions with work groups that involve special requirements (Dinata, 2023)

The need for Counseling Guidance services as an aspect in measuring how open someone is in asking for help when facing difficulties. In determining a career is not easy for teenagers, many factors need to be considered such as talent, interests, abilities, personal values and great job opportunities. Therefore, teenagers need guidance in making decisions in the form of career guidance, Guidance Career is a service that helps students to understand themselves, recognize their talents and interests and explore the various career options available (Syahiti, Sri, & Sendri, 2024)

Education is one of the important aspects of life that needs to be fulfilled by the community as an effort to improve the quality of life. The determining factor in improving the human resources (HR) of a nation. Quality HR is certainly based on the educational values instilled in oneself which can also shape the character and abilities of individuals so that they can compete in the global world market (Sanga & Yvonne, 2023). The importance of awareness of higher education in adolescents, Previously, researchers had conducted observations in Ketapang Village, Susukan District, Semarang Regency. Researchers strive to be able to improve and provide an understanding of the importance of higher education so that they can optimize competence and potential to be able to contribute to various aspects of society and

determine the direction of a sustainable career, especially for adolescents, as the next generation, adolescents will take over an important role in various aspects of life. Adolescence is an important time to form character and important skills, by providing adolescents with good education, positive values and relevant skills, it can be ensured that adolescents are ready to face challenges in the future. Researchers coordinate with various parties in supporting the success of adolescent careers in Ketapang Village, Susukan District, Semarang Regency such as Karang Taruna and the School.

## Research Methods

This study uses a descriptive quantitative design. This design aims to provide an overview of the level of career resilience among adolescents in Ketapang Village. Descriptive quantitative design is suitable for describing social phenomena quantitatively without trying to establish a cause-and-effect relationship between variables (Gravetter & Forzano, 2018).

In this study, the jigsaw method was used. The jigsaw learning model is a learning method based on the form of a multifunctional learning group structure, which can be used on all topics and all levels, to develop the expertise and skills of each group (Salaman, 2024). The explanation related to the jigsaw method in the study is as follows:

1. The speaker organizes the class into core groups, then the speaker gives the class a theme, which is related to "Career Resilience".
2. Participants are regrouped to form focus groups. Group members can focus on working together to learn the given theme.
3. Participants return to their core groups to take turns explaining the ideas generated in the focus group. At the reporting stage, members groups are encouraged to ask questions and discuss the ideas in depth.
4. The presenter can design individual, small group or whole class activities in which all participants can actively combine their learning outcomes. The presenter then asks questions to help students rethink how group members work together and whether they can work in the same or different ways.

The population in this study were all teenagers living in Ketapang Village. The sample taken was 15 teenagers selected using purposive sampling technique based on the following criteria: (a) aged between 15-19 years, (b) domiciled in Ketapang Village, and (c) in the career development phase. Purposive sampling was chosen to ensure that the sample was relevant to the research objectives (Etikan, Musa, & Alkassim, 2016). Data were collected using a career resilience scale adapted from previous literature, measuring five main aspects:

- a) Future orientation (future-oriented)
  - b) Social skills
  - c) Diversity
  - d) Ability to face challenges
  - e) Help-seeking preferences
- Each aspect is measured using a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," which is used to measure the extent to which respondents feel they have career resilience in the face of challenges.

## Data Collection Procedure

Data collection was conducted through direct distribution of questionnaires to adolescents in Ketapang Village with the assistance of researchers to ensure proper understanding of the instrument. Each respondent was given time to fill out the questionnaire at a predetermined location. This process lasted for one week.

## Data Analysis Techniques

The collected data were analyzed using descriptive statistics, including the calculation of the mean, standard deviation, and frequency distribution to provide an overview of the level of career resilience among adolescents in Ketapang Village. This statistical technique was chosen to provide a general view without making causal inferences (Field, 2018).

## Research Ethics

This study was conducted by maintaining the confidentiality of participant information and obtaining consent from each sampled adolescent. Participants were informed about the purpose of the study and were given the right not to participate if they did not wish to.

## Discussion Results

The training activity was attended by 15 participants who were teenagers from Ketapang village, this training activity was carried out for two days. The first day was a Success Story and the second day was an Education Park and Scholarship Post. The method used in this study was jigsaw. On the first day, it started with being given questions. pre-test to participants to measure knowledge about Career Resilience. The pre-test instrument consists of 10 statement questions with wrong and right answers. The pre-test was conducted before the participants took the training with the aim of finding out the initial level of understanding before taking the training. After passing the statistical test, the results were obtained. Pre-test with a range of 50 to 90 with  $M=7.13$  ( $SD=1.45$ ).

**Table 1. Statistical Data *Pre-Test***

<b>Variabel</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>SD</b>
<b>Pre-Test</b>	15	50	90	7.13	1.45

The first day's activities focused on improving participants' self-quality through their potential and understanding the importance of continuing education. The presentation of the material was delivered by Rima Arssyaka Rima. S.Si who discussed "Academic Experience and Pursuing Dreams & Hopes for a Prosperous Family Future" in the material discussing opportunities in continuing a career and knowing the positive impact of education for future generations.

**Figure 1. First Day Activities**

The activities on the second day focused on career planning and exploring the potential of teenagers. The method used on the second day was the jigsaw method. This method is used so that participants can recognize their potential, develop their potential and participants can determine the direction of career planning. This activity was guided by Achmad Miftachul 'Ilmi, S. Pd., M. Pd, Lecturer, Semarang State University. The activity ended with the completion of the post-test and evaluation. Descriptive statistical analysis of the pre-test results showed that the range of post-test scores ranged from 50 to 80 with  $M = 6.60$  ( $SD = 0.98$ ).

**Table 2. Statistical Data *Post Test***

Variabel	N	Min	Max	M	SD
Pre-Test	15	50	30	6.60	0.98

To find out changes in participant behavior, statistical tests were carried out. paired sample T-test on the result data pre-test and post-test. However, before conducting the test paired sample T-test normality and homogeneity tests are required first. The normality test uses the values Shapiro-Wilk where the Sig value of the pre-test data = 0.102 ( $> 0.05$ ) and post-test = 0.82 ( $> 0.05$ ), so it can be concluded that the data is normally distributed. Then the homogeneity test use test of homogeneity of variances show value Sig. based on mean 0.134 ( $> 0.05$ ) which shows that the data is homogeneous. Thus, a test can be carried out paired sample T-test to prove that the activities provided can have a significant impact on improving Career Resilience among teenagers in Ketapang Village

**Table 3. Results Paired Samples T-Test related to Improvement Career Resilience in teenagers Ketapang Village**

Variabel	M	SD	t	df	$p < 0.001$
PreTest-Posttest	53.333	1.597	1.293	14	.000

Results paired samples t-test shows a significant difference between the average pre-test and post-test scores. The average difference between the pre-test and post-test scores is 53.333, indicating that overall, the pre-test score is lower than the post-test. The t value is 1.293 ( $df=14$ ) with a Sig. 2-tailed value = 0.000 ( $< 0.0001$ ), indicating that the difference between the

pre-test and post-test. It can be concluded that there is a significant difference between the pretest and post-test, with the pre-test score tending to be lower than the post-test score.



**Figure 2. Implementation of Second Day Activities**

Based on the test results paired samples t-test above, it can be concluded that providing supplies can increase career resilience adolescents of Ketapang Village. As explained by Jamilah (2019), this method can reveal a significant increase in participant skills after training, with an average post-test score higher than the pretest score. This finding is in line with Wulandari's research (2020), which shows that interventions in the form of briefing programs can increase career resilience teenagers, where the test paired samples t-test also showed a significant difference between the pre-test and post-test scores. In addition, Santoso and Putri (2021) also found that training in the context of non-formal education was effective in improving participants' skills, with test results showing a significant increase in the post-test. Based on these studies, it can be concluded that provision and training are effective in improving skills or abilities, including career resilience in adolescents, as evidenced by the significant differences between the pre-test and post-test

## **Conclusion**

Briefing activities care teenagers were conducted for 2 days with 15 teenagers from Ketapang Village. The first day's activities focused on improving participants' self-quality through their potential and understanding the importance of continuing education. The evaluation showed a significant difference between the pre-test and post-test conducted. This proves that there is an increase in understanding and resilience career in the youth of Ketapang Village, Susukan District, Semarang Regency. As a follow-up to this activity, the youth of Ketapang Village were directed to create a Mind Map of the plan career they.

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