

Improving the Quality of Human Resources through Children Care School Program

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ABSTRACT

Work is one of the most critical aspects of human life, so it needs to be carefully planned. However, the reality on the ground shows that unemployment data is increasing from year to year. The problem is exacerbated by the phenomenon of the number of students who feel the wrong direction. Referring to the psychological consultation unit of the Faculty of Psychology UGM, many cases show the number of students who want to move majors because they feel unsuitable or choose the wrong majors for various reasons. These reasons include not understanding the world of career, follow-up friends, or coercion of parents. The impact of selecting a long-term department is a waste of costs, psychological and physical burden. Reality is one of them driven by globalization and technological development. It changes the map and how a person acquires and develops a career, such as a reduced need to work in an office, or should always be a civil servant. Therefore schools should have changed the orientation of vision and mission of education is not "just" just prepare for the exam of the UN, graduated with the highest ranking, and accepted in famous college. Schools must reform the vision and mission of equipping skills that can support the success of its graduates in the new economic waves.

Keyword : *Quality of Work, Human Resources, Child Care School*

1. INTRODUCTION.

A job-ready graduate improvement program is an ongoing effort. Not only because of the importance to improve the quality of human resources in Indonesia to be more competitive in the era of globalization which is full of competition, but also as an effort to further refine the mentoring chain for students to full.

The phenomenon of concern when at this time we find many graduates ready to work that was not able to show the expected performance. They have not yet gained a thorough understanding of the world of work, and most of them do not have a bright career design.

Not only limited to that, in the academic level, especially in the college level, but there also are many cases of college strikes or even drop out due to saturation, boredom, the average for reasons of misguided majors. It indicates the absence of a proper mentoring process in the determination of future goals or the decision of a career to be occupied.

Stakeholders in this case the government has set up step guidance regarding mentoring for students since at elementary school level, related to future career insight and direction. Nevertheless, the constraints of the readiness of the scene are one

of the reasons why these curriculum guidelines are poorly executed. Various obstacles such as lack of preparedness of policymakers such as teachers and schools to be a primary constraint that must be immediately examined and sought solutions to improve the readiness. In training for trainers (ToT) of BK teachers held by P4TK Penjas and BK of the Ministry of National Education in 2008 with the theme of developing the ability of BK Teachers and nonformal education instructors to facilitate students entering the labor market, ironic. A total of more than 60% of BK Teachers who are targeted for this project have no education regarding career guidance and said early manuals are difficult to use.

Lack of readiness includes the lack of knowledge and understanding and skills in the implementation of assistance.

Lack of preparedness is also evident from the provision of implementing infrastructure facilities such as SOPs, representative spaces, supportive schedules, as well as supporting training. Therefore, the school as one of the primary stakeholder of education should also improve itself to increase attention to the guidance services in the field of career.

2. CAREER SCHOOL

The implementation of the SKA program (Sekolah Karir Anak) is a positive and proactive step that should be observed and also followed up. This program is one of the embodiments of the career guidance program as one of the answers to the perceived concerns associated with the lack of knowledge, understanding, and also the skills of students related to the career stages they will undergo after graduating school. This proactive step is at least the first step that is expected to be a virus for schools to implement this program so that in the future the quality of human resources in this country can compete with outside human resources.

Talking about the Child Care School talks about the actual career counseling program and has also provided its curriculum guidance by related agencies. The problem is, the career guidance program has not been considered too urgent to be implemented at a lower level than high school (SMA). One of the paradoxes in the implementation of career guidance in Indonesia is that although its success has been tested in facilitating the transition from school to workplace, very few of the learners have access to meaningful and relevant career and education counseling. The Results of the Young Indonesian Worker Market Survey and the Impact of School Dropouts at Young Ages and Child Labor conducted by ILO-IPEC (2006) show that in eastern Indonesia 88 percent of respondents never received career guidance, while 80 percent of those who got it sensed advice is useful in finding work.

Speaking on the government's policy on the National Curriculum related to career guidance, in fact, there has been a Law of the Republic of Indonesia Number Year 2003 on National Education System that determines that guidance and counseling (BK) as an integral part of the education system. One form of counseling and counseling services are regarding career development, namely the field of services that help learners in understanding and assessing information, as well as choosing and making career decisions. It is already a job description for BK teachers or counselors to offer counseling services to assist learners in optimizing their individual development, including support for making work-related choices.

But unfortunately, the phenomenon that may occur is that schools pay more attention to efforts and efforts to improve academic achievement. This indirectly enables counselors to do the same. This phenomenon is believed to cause potential school

counselors (BK teachers) to connect schools to the workforce to be less than optimal. In addition to limited career insights, only a small proportion have received sufficient training, and even fewer have access to the minimum resources needed to carry out their responsibilities to provide students with insight, direction, and career guidance.

Nevertheless, good insight, direction, advice, and guidance alone will not be enough for Indonesian students to make sound and proper decisions. For they also have some limitations in their choice by (a) the ideas instilled by the family and the community on what is considered appropriate employment and educational decisions, (b) poor economic realities that hinder them in following their chosen education, c) lack of access to educational facilities. Therefore, it is essential for Counselor and school teachers to be aware of these limitations and recognize the limits of their involvement in the decision-making process.

Apart from the above problems, career guidance is still a fundamental thing that must be done by education stakeholders, especially schools. Efforts and efforts to implement the program as an integral part of the school education system should continue to be undertaken.

3. CAREER GUIDANCE AS AN INTEGRAL PART OF THE EDUCATION PROCESS

Career counseling emphasizes employment options, but besides career guidance also emphasizes guidance on the concept of development and further goals about personal values, self-concept, private plans and the like. In other words, career guidance not only responds to emerging problems, but also helps acquire the knowledge, attitude, and skills needed for the job.

This case makes career guidance not inseparable from the fundamental purpose of education. As is known, in the context of culture, especially in schools, has long been declared integration Life Skill Education materials into the school curriculum. Viewed from the background, the role of career guidance becomes very important, primarily to assist students in obtaining vocational skills. Vocational Skills or professional skills are known to be among the most critical skills in Life Skill Education.

4. CAREER GUIDANCE AND DEVELOPMENT STAGE

Speaking of the career school or in other terms career guidance will always be related to the stages

and tasks of individual development. Also, the process of career choice occurs throughout human life, meaning that someday people may change their mind (Ginzberg et al., 1972). This means that career choices do not happen just once in human life. Also, Ginsberg also realizes that the opportunity/opportunity factor plays a significant role. It is therefore essential to provide career orientation early so that students can gain broader career insights, allowing them to view and map opportunities more appropriately, and enable them to develop career designs with greater confidence.

Generic skills or soft skills in addition to skills and knowledge specific to the academic discipline and employment should be taught as a complement to necessary skills. Necessary skills such as reading, math calculations, and simple life skills (such as filling in blanks) are required to accomplish more complex tasks that require higher skills. Complex reasoning and problem-solving skills, including both formal and daily reasoning skills. Both skills must be jointly taught as necessary in the new flexible workplace (Barryman & Bailey in Stasz, 1994). Also, students must be able to work in teams, have communication skills and improve a positive attitude to the world of work. Complex thinking and work skills are fundamentally related to views. Both are critical for success in practice.

1. Instructional Goals

The teacher's instructional objectives are the foundation of instruction, as a basis for making instructional planning, instructional activities, and organizing classroom activities to realize competence. Teachers should integrate instructional objectives with skills, complex thinking skills, and problem-solving strategies, attitudes toward the world of work and cooperative skills. Examples of instructional goals are: complex thinking skills, attitudes toward the world of work, collaborative skills, skills to specific interests;

2. Classroom Design

Teachers from the beginning have designed the classroom so that the learning objectives integrated with the career orientation program can be achieved. Associated with career orientation, then in creating the class must have proper integration between all components so that the achievement of learning goals can be maximized;

3. Teaching Techniques

Techniques employed by the teacher should create opportunities for students to observe, engage directly, and discover the "expertise" of learning strategies. Giving an open chance

to students allows students to practice proactive and assertive. This will then allow students to classify as a mini working lab, where they will practice to work in a work environment full of partners or partners;

4. School Context

There are three aspects of the school context that contribute to the highest quality of teaching. Three aspects are:

- a. Assess to knowledge;
- b. Press for achievement;
- c. Professional teaching condition.

Associated with the implementation of career guidance in schools, there are several methods in practice. One method is the replicable model. Reproducible counseling procedures (which allow others to apply the same procedure) are designed as a way of evaluating the effectiveness of various counseling procedures, including career counseling programs. The evaluation of a replicable counseling procedure is carried out by measuring the results of counseling and counseling behavior when the same counseling procedure is used against different groups of individuals with the same objective. That is, the study was conducted on different individuals, using carefully designed step-by-step counseling procedures (with similar actions and speeches) in similar environments. Both the components of the counseling procedure as well as the results of each component (in the form of counselee behavior) should be determined specifically.

The method of replicable procedures in addition to being effective as a way to conduct internal evaluations of client behavior outcomes and counselor performance also has the added advantage of:

1. Provide an opportunity for counselors to enrich the number of procedures proven effective for specific problems;
2. Can be used as a formative evaluation when developing a procedure;
3. Can direct attention to certain variables (such as client actions, group interaction, and behavior, attitudes or actions of counselors) most influential on changes in the client self.

Ideally, the actual results of the procedure variables or treatment of counseling are measured against the specific objectives for each phase of counseling and counseling behavior. Replicable counseling does not require duplication of

counseling procedures exactly. Similarly, counseling for different groups of individuals should not be given in exactly the same way. Rather, the components of counseling can be identified as categories of action, not as specific actions. For example, a client's business should be reinforced, but how to provide reinforcement may vary according to the actions of each client. The specific content of the counselor's response can not be identified because it is determined by individual client actions and responses.

One form of the replicable model is the Translation Career-Counseling Procedure. This model is based on Super theoretical framework that career choice is an implementation of self-concept. This program is designed to develop career planning skills and problem solving in determining career goals and decisions. This counseling procedure is conducted in five sessions, each session lasting for about 100 minutes, against groups of three to seven clients, and can also be done individually.

5. CONCLUSION

From the stage of development, and also from an educational point of view, career counseling is fundamental to be given to students. The readiness of students to face the stages of career throughout the stages of its development, requires good, appropriate, and sustainable mentoring. Students who understand the career stages are expected to grow into a more capable generation to make new breakthroughs in the world of work. They will have a more focused career design. They will be able to have direction and more mature planning in work so that the results will also be much more optimal. They will grow into human resources that can compete in the world of work that is not only enlivened by human resources in the country but also foreign human resources.

Child Care School as a program that is in the process of refinement will certainly not be separated from the pros and cons, support and also doubts, from various parties. The openness of continuous evaluation will provide input, input, and build correction that can improve and improve the SKA program.

The School of Child Care is a real interpretation of the career guidance program that has been developed by the education department and is an integral part of counseling guidance in schools. The phenomenon of education shows the lack or the lack of implementation of career guidance programs in schools for various reasons,

mainly the reasons for the unpreparedness of the arena.

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