Advanced Study Classical Guidance with Flipped Learning Method to Improve Career Planning

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Abstract. Implementation of advanced study classical guidance must be more innovative and interesting. One of the strategies that can be used in classical guidance is through the flipped learning method. The purpose of this research is to produce a model of advanced study classical guidance with the flipped learning method to improve the career planning of students in senior high schools throughout Pekalongan City. This research method uses the Research and Development (R&D) model of the Borg & Gall development research. The results of the model validation test are: the average value of the expert validation results is 52.6% in the very feasible category, the average value of the practitioner validation is 54.25% in the very feasible category. The results of the final product trial on students were obtained from the pre-test results before the service used the final product, which was 55.56% in the low category, the post test level of student career planning was 80.56% or in the high category, meaning that this product was effective for improving planning. student careers through classical guidance services with the flipped learning method. Suggestions that can be given are that counseling teachers can carry out more innovative and creative classical guidance to improve student career planning.

Keywords: Classical Guidance, Advanced Studies, Flipped Learning, Career Planning

1. Introduction

The ability to make careful career planning is part of the ability to process information about oneself and about their environment, in other words that only young people have relevant information and interpret its meaning for themselves, so they can make informed choices. accountable [1]. The importance of students' abilities in making career plans is related to the existence of a new curriculum, namely the Independent Curriculum where students of class X or can be called phase E must be able to prepare for future career choices. Students must choose subject groups based on their interests and potential in preparing for majors in tertiary institutions later. The independent curriculum maximizes students' ability to choose subject groups that are in accordance with what will later become an interest in choosing study programs in tertiary institutions. Empirical data obtained by researchers regarding career planning for further study of class X students, totaling 180 students, obtained an average of 83.56% or as many as 150 students still have a low level of career planning, which is characterized by the discovery of various matters related to ability problems. student career planning, including: (1) students feel confused about determining majors in tertiary institutions; (2) want to continue their studies at university if many friends accompany them; (3) students see opportunities in higher education only on the aspect of the institution's popularity; (4) students do not understand and are not yet capable of planning their careers; (5)

students have not been able to make career decisions in accordance with the expected career planning. If this condition does not get the right solution, it has the potential to become a trigger for various further problems at the higher education level.

Advanced study classical guidance is a form of service provided to students to direct and prepare them to enter the world of work or further study to higher education and direct how students can develop their careers. According to [1] classical guidance is guidance given to a number of students who are members of a teaching activity unit. Guidance and counseling teachers in providing advanced study classical guidance services must be more innovative and interesting for students to follow. One strategy that can be used in classical guidance for high school students is through the flipped learning method. According to [2] states that flipped learning is a teacher's strategy by minimizing the number of instructions directly in the learning process. This strategy utilizes teaching materials that have been provided by the teacher which is given to students to study at home before participating in class learning on the next material. According to [3] states that the reverse class can be described where what was traditionally done in class is now done at home and what was traditionally done as homework is now completed in class. Meanwhile, according to [4] flipped learning is a form of mixed learning in which students learn new material at home and what used to be homework is now done in class with teacher guidance and interaction with students, instead of teaching. Student work results are discussed and presented.

Based on this background, the formulation of the problem in this study is how is the implementation of classical guidance for advanced studies and career planning for class X students in public high schools in Pekalongan City which is currently implemented, what is the hypothetical model for further study classical guidance with the flipped learning method to improve career planning skills class X students in public high schools in Pekalongan City, what is the final model of classical advanced study guidance with the flipped learning method to improve the career planning skills of class X students in public high schools in Pekalongan City, how is the effectiveness of the classical advanced study guidance model with the flipped learning method for improve the career planning skills of class X students at SMA Negeri 1 Pekalongan.

Researchers have an idea in developing a model of advanced study classical guidance services with the flipped learning method to improve student advanced study career planning as a guide for counseling guidance teachers in high schools in helping provide advanced study classical guidance services. Through this research, it is expected to be able to produce a module that can assist students in improving their further study career planning.

2. Method

This research uses Research and Development (R&D), which is a type of research used to produce certain products, and test the effectiveness of these products [5]. Borg & Gall's research and development approach includes 10 general steps, but in this study it was simplified into six stages. A series of steps that must be taken in this approach, namely 1) Preparatory stage of model development, at this stage the researcher conducts a preliminary study by conducting a needs analysis through literature studies and data collection studies in the field. This aims to determine the level of student career planning, the characteristics of teachers and students from public high schools in Pekalongan City which are needed so that they can develop classical guidance materials, and classical guidance evaluation tools; 2) The

hypothetical model development stage, at this stage the researcher begins to design the development of the classical guidance model, by compiling learning materials in the form of classical guidance service materials with the flipped learning method. 3) The hypothetical model feasibility test (rational) stage, the product being developed is in the form of a textbook, it is necessary to test it to determine the feasibility of a teaching module. Product testing is part of a series of validation and evaluation stages. The validation and evaluation stages include content validation (service material), service design validation, small group trials, and continued with field trials. Before validating, the researcher conducted a pre-validation in the form of consultation with the supervisor after the product was declared ready, then the researcher carried out the validation process; 4) The hypothetical model improvement stage, the product being developed is in the form of a textbook, it is necessary to test it to determine the feasibility of a teaching module; 5) The feasibility test (empirical) stage of the hypothetical model, carrying out field tests was carried out using the Focus Group Discussion (FGD) technique for guidance and counseling teachers consisting of 3 schools (6 people) public high school teachers in Pekalongan city; and 6) The final product model stage, evaluates and improves the results of the field test. After the improvements are made, a classical guidance model with the flipped learning method is compiled to improve student career planning in Public High Schools in Pekalongan City.

Data collection techniques at the preliminary study stage used interview and observation techniques, where researchers found problems to be studied and gathered information related to the implementation of career information services and students' ability to make career plans in public high schools in Pekalongan City.

Table 1. Criteria for Interpretation of Teaching Material Development Scores

Interval Score	Value	Criteria	Conclusion
46 – 56	A	Very Worth it	This model is ready for use with minor fixes as suggested.
36 – 45,5	B	Worthy	This model requires some repair before use
25 – 35	C	Decent Enough	This model required a lot of repair before being used
14 - 24,5	D	Not feasible	This model is not yet usable and needs a lot of repairs

3. Discussion

3.1. Model Development Preparation Stage

Preparation of model development is one way to analyze the needs in the development of classical guidance materials in each school. The results of the needs analysis through literature studies and field studies will obtain data regarding the classical guidance services that are implemented which are still very limited so that development is needed so that it can facilitate students' interest in participating in the implementation of classical guidance. Even though teachers in providing services can use information available on the internet, teaching materials in schools are very limited. Counseling teachers at Public Senior High Schools throughout Pekalongan City expect the development of teaching materials for advanced study classical guidance services that can be used to provide classical guidance to students. The process of carrying out classical guidance for advanced studies in public high schools in Pekalongan City

is to provide full material in class without involving students as learning resources, so that the implementation of classical guidance looks boring. In the final stage the counseling teacher does not reflect, so that the implementation of the service does not make improvements at subsequent meetings. While the output of implementing advanced study classical guidance to students is that new students have an initial understanding, have not been able to make proper career plans, so that the implementation of advanced study classical guidance carried out so far has not been able to improve students' ability to make career plans in the future.

3.2. Hypothetical Model Development Stage

In this second stage, the researcher developed a service material module, namely classical advanced study guidance with the flipped learning method. This service module is packaged in such a way that it is easily understood by teachers and students as users to produce outputs from the implementation of high advanced study classical guidance. The advanced study classical guidance service module is also attractively packaged with a colorful layout on a consistent header and footer on each page. Product development is prepared according to an analysis of needs in the field using a need assessment in the form of a career planning scale that has been filled in by students, besides that it is also based on an analysis of the results of guidance and counseling services. The classical guidance module contains about; 1) rational advanced study classical guidance, 2) vision and mission, 3) components of guidance field, 4) classical guidance components, 5) content/material of classical guidance, 6) Stages of Implementation of Classical Guidance, and 9) Evaluation and Follow-up. In addition to developing advanced study classical guidance modules, researchers also designed assessment instruments for subject matter (substance) experts, instructional design experts, and students as end users. In this process, user participation is a form of small group trials and field trials as material for validating the modules that have been compiled.

Figure 2. Cover Design for Advanced Studies Classical Guidance Module

3.3. Validation and Evaluation Stage

After the module has been developed, the next step is to validate and evaluate the module/product that has been developed. Validation was carried out by two sources, namely the validation of service content/material experts (sudge expert), namely the guidance and counseling lecturer at Pancasakti University of Tegal. The validation results can be seen in table 2 below:

Table 2. Expert Validation Results

Component	Total score	Max Score	Criteria
Material aspect	53	56	Very Worth it
Presentation	50	56	Very Worth it
Language and pictures	53,5	56	Very Worth it
Appearance	54	56	Very Worth it
Average Score	52,5	56	Very Worth it

Based on the results of content/substance expert validation on the three assessment components, the categories are very feasible to use. So from these results it can be concluded that the advanced study classical guidance module with the flipped learning method can already be used for classical guidance activities by guidance and counseling teachers in public high schools in Pekalongan City. The average value of the expert validation results is 52.6% in the very feasible category. The second validation, namely practitioner validation, was carried out for counseling teachers in Public Senior High Schools in Pekalongan City, totaling 6 teachers. The results of practitioner validation are shown in table 3 below:

Table 3. Practitioner Validation Results

Component	Total score	Max Score	Criteria
Material aspect	55	56	Very Worth it
Presentation	53	56	Very Worth it
Language and pictures	54	56	Very Worth it
Appearance	55	56	Very Worth it
Average Score	54,25		Very Worth it

The results of the small group trials showed that all components were in the very appropriate category, meaning that the advanced study classical guidance module with the flipped learning method was very feasible to be used in the process of classical guidance services in public high schools in Pekalongan City. The average value of practitioner validation results is 54.25% in the very feasible category. After this product has been tested on a small group of users, the next step is to conduct a field trial on a large group, namely students in class X-2 of SMA Negeri 1 Pekalongan, totaling 36 students with criteria of having a low level of career planning. Before taking class data, the researcher provided advanced study classical guidance services in that class using the advanced study classical guidance module that had been developed, carrying out 2 face-to-face classical guidance with a duration of 1 lesson hour (45 minutes). The material presented at the first meeting was the Form of Higher Education by Getting to Know the Study Program while the second meeting was the Right Strategy to Choose a Study Program. Before being given classical guidance material for advanced studies using the flipped learning method, the researcher conducted a pre-test first to determine the level of student advanced study career planning. The pre-test results are as shown in the following table:

Table 4. The results of the pre-test of students' self-confidence

No.	Interval Percentage	Frequency	Percentage	Criteria
1.	84% < % ≤ 100%	0	0%	Very high

No.	Interval Percentage	Frequency	Percentage	Criteria
2.	68% < % ≤ 84%	1	2,78%	High
3.	52% < % ≤ 68%	2	5,56%	Currently
4.	36% < % ≤ 52%	20	55,56%	Low
5.	20% < % ≤ 36%	13	36,11%	Very low

Based on the results of calculating the percentage of confidence level above, it can be seen that the confidence level of group members in the pre-cycle is still in low condition. It can be seen from the 10 group members who filled out the confidence scale, the average score was 55.56% in the low category with 8 members. The descriptive results of the percentage of students' career decision scale in the pre-cycle can be presented in graphical form below:

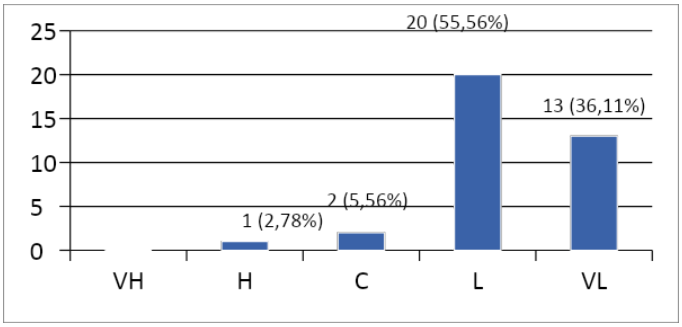

Figure 2 Graph of student career planning post test acquisition

After carrying out the provision of advanced study classical guidance with the flipped learning method for two meetings in the product trial class, the results are obtained as in table 4 below:

Table 5. Field Trial Results (Large Group)

Component	Total score	Max Score	Criteria
Material aspect	54	56	Very Worth it
Presentation	53	56	Very Worth it
Language and pictures	53	56	Very Worth it
Appearance	54	56	Very Worth it
Average Score	53,5		Very Worth it

The results of product trials in large groups, namely students of class X-2 of SMA Negeri 1 Pekalongan, totaling 36 students, show that the product developed is included in the very feasible category with an average yield value of 52.6% in the very feasible category for use. in the implementation of advanced study classical guidance so that the implementation of classical guidance services is more innovative and fosters students' interest in following advanced study classical guidance. Product trials on students who have low career planning criteria, after being given classical guidance services using the classical guidance module with the flipped learning method to improve student career planning, a post test is carried out on students using a career planning scale of advanced studies for 2 meetings. with the following results:

Table 6. Comparative distribution of the number of post test subjects

No.	Interval Percentage	Frequency	Percentage	Criteria
1.	84% < % ≤ 100%	2	5,56%	Very high
2.	68% < % ≤ 84%	29	80,56%	High
3.	52% < % ≤ 68%	2	5,56%	Currently
4.	36% < % ≤ 52%	3	8,33%	Low
5.	20% < % ≤ 36%	0	0%	Very low

The average score of students' career planning level in general after being given further study classical guidance services with the flipped learning method to improve student career planning has an average planning score of 80.56% or 29 students and subjects in the high category. From the results of the post test scores, when viewed from the indicators of career planning for further study of students, it can be said that students after being given classical guidance for further study with the flipped learning method students are able to recognize personal characteristics, students are able to set goals, students are able to assess their skills, and students able to make career plans.

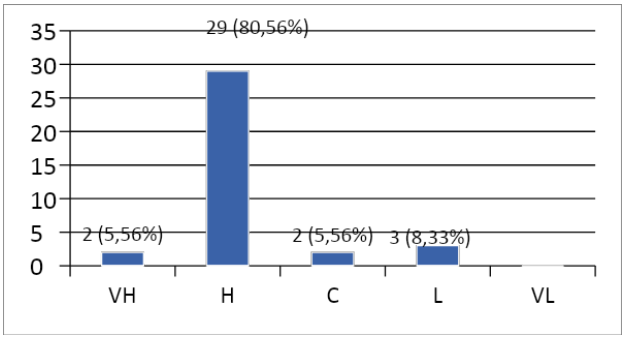

Figure 3 Graph of student career planning post test acquisition

Based on the data above, it can be said that classical guidance advanced study flipped services with the learning method are to improve student career planning..

Final Product Stage

After the product has gone through the stages of validation by experts and practitioners as well as field trials with large groups in class X students, the final product developed can be used as a classical guidance service module in class. This module consists of 9 parts, namely the classical guidance module which contains; 1) rationale for advanced study classical guidance, 2) vision and mission, 3) guidance field components, 4) classical guidance components, 5) classical guidance content/material, 6) Stages of Implementation of Classical Guidance, and 9) Evaluation and Follow-up. The material content section consists of 5 materials that will be presented, namely as follows:

Topic	Discussion material	Destination	Field	Time
Meeting 1	"Recognizing Your Talents and Interests"	Help students understand their potential.	Personal, Career	1 x 45 menit
Meeting 2	"Knowing Career Through Personality Type"	Students can find out careers according to their personality type through the RIASEC test (Holland Career Theory).	Career	1 x 45 menit

Meeting 3	"Form Higher Education by Analyzing Study Programs".	Students can know, mention and have an idea about the forms of higher education in Indonesia.	Career	1 x 45 menit
Meeting 4	"The Right Strategy for Choosing a Study Program"	Students are able to make concept maps in choosing study programs for college preparation.	Career	1 x 45 menit
Meeting 5	"My Dreams My Future"	Help students have a basic understanding of future careers	Career	1 x 45 menit

The advanced study classical guidance module with the flipped learning method is also equipped with classical guidance evaluation materials and tools using a web blog presented by the researcher. It is intended that the implementation of the flipped learning method can make it easier for users (students) to access the required service materials. According to [2] states that Flipped learning is a teacher's strategy by minimizing the number of instructions directly in the learning process. This strategy utilizes teaching materials that have been provided by the teacher which is given to students to study at home before participating in class learning on the next material. The development of an advanced study classical guidance service model with the flipped learning method is important because it is to review the power of advanced study information services by using more innovative and varied methods so as to provide convenience and have an impact on students. Students have independence in learning so they have the opportunity to obtain as much information as possible that will be brought in face-to-face services in class. A lot of information from students will provide benefits for other students to learn and exchange further study information.

4. Conclusion

The development of advanced study classical guidance modules using the flipped learning method to improve the career planning of class X students at public high schools in Pekalongan City was declared feasible for use in the process of providing classical guidance services. The average value of the expert validation results is 52.6% in the very feasible category, while the average value of the practitioner validation results is 54.25% in the very feasible category. The results of the final product trial on students by providing services using the final product with pre-test results of 55.56% in the low category and post-test students' career planning level of 80.56% or in the High category, meaning that this product is effective for improving planning student careers through classical guidance services with the flipped learning method.

The results of the development of this module can be used in SMA or MA education units to assist students in making career plans through classical guidance services using the flipped learning method, of course, after conducting a needs analysis first because each school has different student characteristics. For further research, a classical guidance module can be developed with broader material in accordance with the achievements of guidance and counseling services that have been formulated.

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