

The role of multiple intelligences: For career guidance and counselling services for vocational high school teachers

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Submitted : 19-04-2021, Revised : 02-05-2021, Accepted : 25-05-2021

Abstract: The purpose of this study was to determine the role of multiple Intelligence on Career Guidance and Counselling Services for Guidance and Counselling Teachers at Vocational High School 1 Klaten. This research uses qualitative research with the type of field research (Field Research). The subjects of this study were all Guidance and Counselling Teachers at Vocational High School 1 Klaten. Data collection techniques in this research are interviews and observations. The data used in this research is descriptive data analysis with the stages: data reduction, data presentation, and conclusion. The results showed that multiple Intelligence plays an essential role in career guidance and counselling services by guidance and counselling teachers at Vocational High School 1 Klaten.

Keywords: Career Guidance; Counselling; Multiple Intelligence

Introduction

Students' career decision-making often faces obstacles. This problem can also arise from within students and from outside the individual or the environment. Several factors influence career, namely age, education, social status, work experience, work salience, and gender. Career achievement will be significantly influenced by the factors above. Thus, it can hinder student career planning According to Permendikbud Number 64 of 2013 (Permendikbud No. 64 of 2013 Concerning Basic and Secondary Education Content Standards, 2013) concerning Specialization in Secondary Education, majors or what is now known as specialization in the 2013 curriculum is a curricular program that is provided to accommodate a choice of interests, talents, and abilities. Students in the school environment should obtain these interests and talents, one of which is a Vocational High School. Conditions in the field are inversely proportional to national education goals, as stated in this government regulation.

Bambang (2020) stated that Vocational High School graduates are more unemployed than Senior High Schools. This condition is somewhat absurd. This is because Vocational High School graduates should be able to find jobs more quickly. After all, they are equipped with competent skills and competencies compared to Senior High School. However, the reality is inversely proportional to what is the aim of holding Vocational High School. The potential and skills of Vocational High School students have not been fully seen. This has an impact on the low interest of students in making career decisions.

Career guidance can be defined as a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices (U.S. Department of Education, 2014). In simple words, it is a journey in which people thrive to make informed and informed decisions. It is the act of guiding or showing the way; it is the act of seeking advice. This definition views career as a range of work activities caused by the inner strength of a human being. The behavior appears because of the motivational strength, abilities, attitudes, needs, aspirations, and ideals as essential capital for individual careers. That is what Healy (1982) calls the power of career. Many people construct careers that match how they view the direction and meaning of life (Hamzah et al., 2021). Individual career capital can be honed through Vocational High Schools. Vocational High School plays an essential role in accommodating career potentials through career guidance and counselling services.

Career guidance and counselling is one type of guidance that seeks to help individuals solve career (work) problems to get the best possible adjustment to their future (Afandi, 2011). In career guidance and counselling, individuals will learn to do career exploration options in the world of work, looking for jobs that match their interests and character and do career planning (Suwidagdho & Dewi, 2020) face to not only face but also online intervention (Pordelan et al., 2018). This is in line with the objectives of Career Guidance and Counselling to help students gain self-understanding and direction in the process of preparing themselves for work and being useful later in society.

The above statement contains the conclusion that career information services are needed in career guidance and counselling services. However, there were various problems in the field, and researchers interviewed Guidance and Counselling teachers at Vocational High School 1 Klaten. The results of the interview stated that most of the guidance and counselling teachers at Vocational High School in Klaten district did not understand the concept of career counselling, most of them were confused about the method of career guidance and counselling services, students of Vocational High School 1 Klaten were bored with teacher career material because it did not match what they felt other than The majority of Guidance and Counselling teachers at Vocational High School 1 Klaten use the lecture method in providing career material to students. Students feel the teacher applies the same learning model to all students by transferring aspects of each student's abilities and intelligence. From these problems, the impact on career guidance and counselling services is not optimal.

Career guidance and counselling services carried out so far by Guidance and Counselling teachers at Vocational High School 1 Klaten do not consider aspects of ability, especially aspects of multiple Intelligence. Multiple Intelligence is an aspect that is very important for students in choosing a future career (Hadi et al., 2020; Sener & Çokçaliskan, 2018). The theory of multiple Intelligence was discovered and developed by Gardner, a developmental psychologist and education professor from the Graduate School of Education, Harvard University, United States, in 1983. There is seven intelligence, including logical-mathematical Intelligence, verbal-linguistic Intelligence, Spatial Intelligence, musical intelligence, kinesthetic Intelligence, interpersonal Intelligence, intrapersonal Intelligence, naturalist intelligence, and spiritual-existential intelligence Intelligence.

Meanwhile, according to Gardner (Chatib, 2015), a person's intelligence is not measured from standard psychological tests but can be seen from a person's habits towards two things. First, a person's habit of solving his problems (problem-solving). Second, a person's habit of creating new products that have cultural value (creativity). According to these two opinions, it can be concluded that multiple Intelligence is significant in determining human life, one of which is a career. It is hoped that students' careers can be honed through guidance and counselling services.

Guidance and Counselling as a legally formal profession should be able to help students deal with career problems. Through career guidance and counselling training that is oriented towards multiple Intelligence, students are expected to analyze their strengths and weaknesses to become a foundation in career selection (Lee et al., 2017).

Methods

This type of research uses descriptive qualitative research. In this study, the sampling technique was purposive sampling. Purposive sampling is a data source sampling technique with specific considerations. So the sample in this study was not taken randomly but was determined directly by the researcher. In this purposive sampling, the researcher will examine five teachers of class X, XI, XII at Vocational High School 1 Klaten.

Data collection techniques in this study used observation and interview methods. Observation is observing by recording the events carried out by the data source. The

observation process in research only uses participatory observation. Apart from observation, data collection techniques in this study used interview techniques. The interviews were conducted with 5 Guidance and Counselling teachers (AA, AB, AC, A.D., A.E).

Results and Discussion

The views of the guidance and counselling teacher at Vocational High School 1 Klaten on the multiple intelligence theory. The source of this research is the Guidance and Counselling teacher at Vocational High School 1 Klaten, which is located on Jl. Merbabu No.11, Gayampurit, Regency, Kec. Klaten Sel., Klaten Regency, Central Java 57423, totaling 5 people. This study aims to provide an overview of the focus of the research obtained through in-depth interviews. Interview data from 5 informants are:

Table 1. Subject Interview Data Table

(n)	Interview Data
A.A.	Multiple Intelligence is a method that can develop right brain and left brain intelligence in students so that students can identify their strengths and weaknesses to be able to make career decisions
A.B.	Multiple Intelligence is closely related to balancing the thinking and behavior of students, where students not only identify theoretical learning but also focus on implications. It can be categorized that the students' right and left brain abilities can walk optimally
A.C.	Career guidance and counselling service activities with activities (drawing, listening to songs, and showing careers directly in front of students) are beneficial for guidance and counselling teachers in mapping the visualization skills and career planning of vocational students.
A.D.	Kinesthetic, interpersonal, intrapersonal, linguistic, naturalist, musical, logical, spatial, and existential Intelligence helps counselling teachers develop Career Guidance and Counselling service programs for class X, XI, XII Vocational High School 1 Klaten students.
A.E.	Multiple Intelligence plays an essential role in career guidance and counselling services, especially if students need career counselling services at school.

From the data from the interview table, it can be concluded that the role of multiple Intelligence can positively affect learning in Vocational High Schools. The interview process with subjects A.A., AB, A.C., A.D., and A.E. shows that Multiple Intelligence identifies human career potential based on kinesthetic, interpersonal, intrapersonal, linguistic, naturalist, musical, logical, spatial, and existential abilities. This is following the opinion of Jasmine (2014), who states that multiple Intelligence not only recognizes individual differences (practical objectives, submissions, and assessments) but also considers and accepts all potential, including careers, to be very valuable.

In the presentation of the results of the interview, it can be said that the Guidance and Counselling Teacher of Vocational High School 1 Klaten realizes and understands that the multiple intelligence theory is part of an assessment source for understanding the behavior of students in the framework of preparing career guidance and counselling service program. This is supported by Sulistyohadi's (2015) opinion that an integrated learning and guidance program based on multiple Intelligence provides active, innovative, creative, practical, and fun learning services. The role of multiple Intelligence, which accommodates kinesthetic, interpersonal, intrapersonal, linguistic, naturalist, musical, logical, spatial, and existential Intelligence, has a significant impact on the balance of learning and the material being taught.

Implementation of multiple Intelligence for career guidance and counselling services for teachers at Vocational High School 1 Klaten. Based on the results of interviews with Guidance and Counselling teachers at Vocational High School 1 Klaten (A.A., AB, A.C., A.D., and A.E.). The following is the multiple intelligence learning methods implemented in career guidance and counselling services for students of Vocational High School 1 Klaten; these methods include:

Table 2. Methods of multiple intelligence-based career guidance and counselling services

Method	Definiton
Mind mapping	Students can draw the concept of career choice so that students understand the direction of career choice
Discussion / sharing	Students can discuss with each other the Guidance and Counselling teacher or the environment in which they socialize. This will arise a variety of alternative career choices
Presentation	Students are required to be able to present their ideas and self-concepts in front of other audiences. It is intended that students are all sure about what they aspire to
Tadabur nature	Later, students can get to know the environment directly as a description of work
Roleplay	students can demonstrate some examples of work as well as the risks and benefits
Case study	practice critical thinking when students face challenges at work
Film analysis	This method serves to develop musical Intelligence, audiovisual, logical, and verbal Intelligence
Interview	develop interpersonal, verbal, kinesthetic, and logical Intelligence in determining career direction
Instrument analysis	This method can train students to recognize work instruments/tools from their preferred work
Field trip	This method is desirable to students because students can get to know various jobs according to their talents and interests but still feel relaxed.
Story of experience	Students can listen directly to the experiences of workers following their fields
Observation	This method can develop Intelligence, including logical and genetic Intelligence
Contemplation	This method can develop Intelligence, including logical and genetic Intelligence so that students can rethink what work is right for them.

Based on the table, it can be concluded that in optimizing career guidance and counselling services, the Guidance and Counselling teacher can identify students' internal and external ability factors. Muhibbin (2010) explains that internal factors include: physiological and psychological aspects, while external aspects include social and non-social environmental aspects. This explanation can be interpreted that the optimal ability of students can be measured based on mental and physical health and the environment that is adopted as long as students are in the development process.

Furthermore, if students' ability has been identified, implementing career guidance and counselling services using the multiple intelligence methods can run optimally. The multiple intelligence principle and whether such developments have had a positive influence on students' attitudes towards their learning (Amitha & Ahm, 2017; Aydin, 2019; Jeevitha & Vanitha, 2017). Everyone has eight potential bits of intelligence (linguistic/linguistic intelligence, logical-mathematical, visual, spatial, kinesthetic, interpersonal, intrapersonal, musical, and naturalist) because everyone has the same brain structure; it is just intelligence. It is not well-honed (Gardner, 2011). For this reason, as educators, it is necessary to develop learning strategies by implementing multiple intelligences (Solichin, 2015).

From this discussion, it can be interpreted that each component of Intelligence in students is a determining factor in the use of targeted career guidance services methods. The multiple intelligence-based career guidance and counselling service methods aim to improve career guidance and counselling services optimally.

Conclusions and Suggestions

Students' career decision-making often faces obstacles. This problem can also arise from within students and from outside the individual or the environment. A career can be said as a range of work activities that are interconnected. This should be addressed through career guidance and counselling services.

Optimal career guidance and counselling services can be done by considering intelligence aspects, especially aspects of multiple Intelligence. Integrated career guidance and counselling services based on multiple Intelligence provide active, innovative, creative, practical, and fun learning services. The role of multiple Intelligence, which accommodates kinesthetic, interpersonal, intrapersonal, linguistic, naturalist, musical, logical, spatial, and existential intelligence, has a significant impact on the balance of learning and the material being taught.

Based on the results of research conducted on Vocational High School 1 Klaten teachers, it can be concluded that the role of each component of Intelligence in students is a determining factor in the use of targeted career guidance and counselling service methods. This means that the multiple intelligence methods play an essential role in career guidance and counselling services carried out by guidance and counselling teachers at Vocational High School 1 Klaten.

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