

## DAMPAK INTERVENSI KARIER KELOMPOK "MY CAREER STORY" SECARA DARING TERHADAP PENINGKATAN IDENTITAS VOKASIONAL SISWA SMA KELAS X

*Stefanus Suryono<sup>1</sup> & Edilburga Wulan Saptandari<sup>2</sup>*

<sup>1,2</sup>Fakultas Psikologi Universitas Gadjah Mada, Jl. Sosio, Humaniora, Bulaksumur, Yogyakarta

e-mail: [1stefanus.suryono@mail.ugm.ac.id](mailto:1stefanus.suryono@mail.ugm.ac.id), [2ewulans@mail.ugm.ac.id](mailto:2ewulans@mail.ugm.ac.id)

**Abstrak.** Sembilan puluh dua persen siswa-siswi SMA/SMK di Indonesia masih belum mengetahui pilihan karier apa yang akan mereka ambil di masa depan. Identitas vokasional, atau kesadaran siswa akan tujuan karier, minat, dan bakat, memiliki korelasi dengan keterlibatan mahasiswa dalam proses pendidikan tinggi serta kesiapan karier mereka. Penelitian eksperimental dengan *pretest-posttest control group design* ini bertujuan untuk menguji efektivitas intervensi karier *My Career Story* berbasis daring dalam meningkatkan identitas vokasional siswa SMA di Indonesia. Empat puluh delapan siswa SMA kelas X (31 siswa di kelompok eksperimen dan 17 siswa di kelompok kontrol) berpartisipasi dalam penelitian ini. Intervensi dilaksanakan sebanyak tiga sesi dengan durasi masing-masing sesi 90 menit yang difasilitasi oleh psikolog pendidikan. Hipotesis penelitian ini adalah siswa-siswi SMA yang mengikuti intervensi karier menunjukkan peningkatan identitas vokasional, sedangkan siswa-siswa yang tidak menerima intervensi tidak menunjukkan peningkatan identitas vokasional. Hasil uji ANOVA menemukan bahwa tidak ada efek interaksi antara skor identitas vokasional siswa dengan perlakuan intervensi. Uji *paired-sample t-test* terpisah pada kelompok eksperimen menunjukkan bahwa terdapat perubahan skor identitas vokasional siswa sebelum dan sesudah mengikuti intervensi, sedangkan pada kelompok kontrol tidak ada perubahan. Oleh karena itu, hipotesis penelitian ini dapat diterima. Penelitian ini menunjukkan bahwa intervensi karier *My Career Story* berpotensi untuk menjadi alternatif intervensi karier yang dapat digunakan psikolog pendidikan untuk membantu siswa menentukan pilihan karier mereka.

**Keywords:** *intervensi karier, My Career Story, identitas vokasional, SMA kelas X*

**Abstract.** Ninety-two percent of senior high school students in Indonesia are still unaware of their own career aspiration. Vocational identity, or understanding of one's own career goal, interest, and aptitude, has been found to be correlated with academic engagement in university and career readiness. This experimental research with pretest-posttest control group design was conducted to examine the effectiveness of online career intervention My Career Story in improving vocational identity of senior high school students grade X. Forty-eight high school students grade X (31 students in experimental group and 17 students in control group) participated in this study. The intervention consisted of three sessions with each session lasted for 90 minutes and facilitated by an educational psychologist. It was hypothesized that senior high school students who participated in the career intervention would show improvement in vocational identity whereas those who did not would not. Result of ANOVA test showed that there was no interaction effect between vocational identity scores and career intervention. However, separate paired-sample t-test showed that there was a significant difference between pre- and post-test score on vocational identity in experimental group, but not in control group. Therefore, the hypothesis was supported. This research shows that the career intervention My Career Story has the potential to be one of alternative that educational psychologist can use to help students be more aware of their career aspiration.

**Keywords:** *career intervention, My Career Story, vocational identity, senior high school students Grade X*