

# The Urgency of the Role of Guidance and Counselling Services in Assisting Career Planning for Deaf Students

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Deaf children are exceptional children who experience physical disabilities of hearing, which affects a lack of confidence in career planning. This problem highlights the role of school counsellors in planning students' careers by providing self-understanding and the correct environment through guidance and counselling services. This study aims to describe the differences in career planning for deaf students with and without counsellors in schools. The samples of this study were 96 students from 13 high schools. The results showed that there is a significant difference between the career planning of deaf students in high schools with counsellors and those without counsellors at school. The profiles of career planning for deaf students, based on the presence or absence of school counsellors, was discussed further.

**Keywords:** *Deaf, guidance and counselling, career, schools*

## Introduction

Science and technology are developing very rapidly and require individuals to choose a career that is in accordance with their interests, talents, abilities and in accordance with expectations. So that all competing to get a career that is only oriented to meeting economic needs (Ball, 2017; Blair-Loy, 2009). The selection and determination of an individual's career is actually to fulfil satisfaction in his life and also as a way to obtain self-actualization (Hidayati, 2015). In this globalisation era, there are more opportunities and challenges for career selection and determination, students in making career selection decisions that are of interest according to their interests, talents and personality are difficult for students, this is due to the lack of student knowledge about careers that they are interested in, so there is a need career guidance consulting as a place to get information for career development according to the interests and talents of students. Guidance and counselling service system that aims to enable students to manifest themselves as independent, responsible, creative and productive students (Hadi et al.,



2013). Career guidance is the provision of assistance to students to prepare themselves for the world of work, gain adjustment, understanding of the world of work and ultimately be able to determine work options and prepare career plans for the future and equip themselves to be ready to assume the post they have entered (Rahman et al., 2018; Winkel & Hastuti, 2004).

Revealed that in general the principles of career guidance in schools, including: all students should get the same opportunity to develop themselves in achieving their career correctly (Gysbers & Henderson, 2014); each student should understand that career is a way of life, and education is as preparation for life; students should be assisted in developing adequate understandings of oneself and its relation to personal social development and career education planning; students are given an understanding of where and why they are in an education channel; students as a whole should be helped to gain an understanding of the relationship between their education and career; students at each stage of their education program should have meaningful and realistic career-oriented experiences. Another case with children who have special needs. Children with special needs is children who experience physical, mental/intellectual, social, and emotional disorders (dysfunction) both permanent and lifelong (for example: children who are mentally retarded, deaf, disabled, blind, autistic, hyperactive, cerebral palsy, and children with specific learning disorders) or who are temporary/children who experience post-disaster or disaster (Farisia, 2017). Children with special needs, especially deaf have inability to speak normally. Deafness is the naming of children with special needs who experience obstacles and limitations in their ability to hear so that difficulties in the communication process (Aprilia, 2010). The deafness is not because of damage to the speech mechanism but because it can not hear properly (Oye et al., 2012; Sun & Yuen, 2012), thus causing children with hearing impairment have overall problems in speaking. Children with hearing impairments will experience problems: damage in adjusting the volume, less pleasant sound quality, poor articulation of speech, and poor in sentences, speech rhythm. In the development of language they have difficulty learning the meaning of words, so they develop concepts through manipulation of lip movements (Savickas, 2015). Because of their curiosity, feelings of self-esteem appear less and are easily suspicious of others, consequently they cannot adjust or even withdraw from the social environment. so they cannot manifest themselves in their lives (Reid & West, 2011). Like normal people, a deaf person also has needs.

Limited ability and limited opportunities to get a job where the rights of persons with disabilities have not been fulfilled even though there are regulations that govern them such as Law No. 13 of 2003 concerning the rights of disabled people to get work, Law No. 4 of 1997 concerning the welfare of people with disabilities and Provincial Regulations West Java No.10 of 2006 concerning the implementation of the protection of persons with disabilities. Hearing-impaired students served were spent 80% of the time in the regular class assuming that the placement of in classrooms was the appropriate way to educate (Suwento, 2004). Based on the empirical data of alumni of the Extraordinary School B (SLB-B) in Bandung,

that deaf students who have graduated in SLB-B have not worked 75%, who have worked 20% and who continue a higher level of 5% data obtained from the Deaf Welfare Movement Indonesia (GERKATIN, 2010). For this reason, schools play an important role in meeting the needs and building the abilities of deaf students to plan for the future. But the problems faced by schools include how to seek further education guarantees and how after these students complete their education at SLB-B (Special School for Deaf Specialization). Are they able to competen and can have a decent career in a world that views ambiguity as a disorder, incapacity and other forms of discrimination. Until now only a few people with hearing impairment have the opportunity to compete and have a decent career, only 7% of children with hearing impairment have succeeded in developing their careers well . Some organizations also agree to monitor and maximize student progress for hard of hearing can improve their educational outcomes and be ready to enter the workforce or continue to be a productive society (Hartnett, 2013). The purpose of this study is to find career planning for deaf students whose outside schools usually have counsellors with schools extraordinary without a counselor.

## Method

This research is a quantitative descriptive study of students in West Sumatra (Nassaji, 2015; Sibona & Walczak, 2012), obtained through purposive random sampling. The sample of this study are 96 deaf students spread across 13 high schools in West Sumatra. Data was collected through a career planning inventory developed by Afdal (2015) with 4 indicators, namely: (1) self-understanding, (2) understanding of the environment, (3) formulation of choices, and (4) action plans. questionnaire was filled by 96 deaf students. Data in this study were political data collected using a career planning inventory in the form of a Likert model scale with five alternative answers (very appropriate, appropriate, quite appropriate, not appropriate, and very not appropriate). RASCH model analyst results show that the reliability score of the person is 0.97 (Mohamad et al., 2015), this means that the consistency of the person gives a very good answer (Chan et al., 2014). While the reliability score based on Cronbach's alpha value (KR-20) is 0.97, indicating that the interaction between person and item is very good. Besides that, the sensitivity value of the person answer pattern +1.02 logit (INFIT MNSQ) and the sensitivity value of the person answer pattern as a whole +1.00 logit (OUTFIT MNSQ) indicate that it is still in the ideal range with a middle square value of 1.0 or with an ideal range of  $0.5 > \text{MNSQ} < 1.5$  (Bond & Fox, 2015; Fischer & Molenaar, 2012; Meyer, 2010; Planinic et al., 2010). Further analysis of the RASCH modeling also found that it can be seen that the item reliability score is 0.90. This shows that the quality of the items used in the measurement is good. Besides that, the sensitivity value of the person answer pattern +1.00 logit (INFIT MNSQ) and the sensitivity value of the person answer pattern as a whole +1.01 logit (OUTFIT MNSQ). This indicates that the items have very good quality for the conditions of the measurements made. Furthermore, data regarding the career planning profile of deaf students in terms of the role of guidance and counselling services.

## Result and Discussion

Based on descriptive results, the condition of career planning for deaf students is reviewed from high schools that have guidance and counselling teachers. Further differences in career planning for students with hearing impairment who have counsellors in schools are presented in Table 1 below.

**Table 1: Results of Independent Sample T-test for Career Planning for Deaf Students in terms of school counsellors**

	Group Statistic		
	Konselor	N	Mean
<b>Career Planning for Deaf Students</b>	Available	34	220.35
	Not Available	62	151.11

  

	<i>Independent Sample T-test</i>		
	Lavene Test		T-test
	F	Sig.	Sig. (2-tailed)
<b>Career Planning for Deaf Students</b>	.197	.658	.000

In Table 1, the total number of counselor data available in the deaf school is 34 and there are no counsellors 62. While the mean results indicate the average value for each group, namely the average value of career planning for deaf students who have counsellors in school of 220.35 and the average value of career planning for deaf students who do not have a counselor of 151.11. Based on the average values can be seen too far difference, then clarified from the results of the Independent Sample T-test, the value of F is .197 with a significance of .658 which states that greater than 0.05 ( $0.658 > 0.05$ ) then this explains the population variance is homogeneous. So that homogeneity requirements are met to test differences in career planning for deaf students who have counsellors at school and who do not have counsellors. Furthermore, the hypothesis test shows the value of statistical anxiety ( $\text{sig} = 0.000$ ), this states the p-value  $< 0.05$ . So it can be concluded that the hypothesis is accepted. There are differences in career planning for deaf students between senior high schools with counsellors in schools and those without counsellors. Further conditions for career planning for deaf students are presented in Table 2 below.

**Table 2: Description of Career Planning for Deaf Students in West Sumatra  
n = 96**

Source: created by authors

No	Variable	Ideal	Max.	Min.	SD	Mean	
						Score	%
1.	Career Planning	315	282	89	47.93	175.63	55.7

Table 2 illustrates that the ideal score of career planning for deaf students is 315, the highest score obtained by 282, the lowest score obtained by 89, with a standard deviation of 47.93 and an average score of 175.63 with a percentage of 55.7% in the medium category. The career planning category of students with disabilities is based on schools that have counsellors and no counsellors at school. Schmidt (2012) states that through career planning students are helped to understand various aspects of themselves including their strengths and weaknesses as well as their talents and educational choices and career plans in accordance with these characteristics. If studied in depth, self-understanding can be said as students' thinking patterns related to their own destiny (Yusuf et al., 2018). Furthermore, the success of self-understanding is certainly not only the task of the counselor alone, but is influenced by various elements, especially parents. Schmidt (2012) revealed that parents are expected to participate in various functions such as career guidance and educational information. Mitchell cited by (Matthews, 2017) explains that there are four factors that influence individual career decision making namely genetic makeup (such as race, type gender, intelligence and special talents), environmental conditions and events (such as family experience and opportunities for training), learning experiences (such as instrumental and associative learning), and task approach skills (such as learning skills). Students with disabilities will encounter some difficulties in planning his career, for that, career planning for deaf students should get support from various parties given the limitations mentioned that the involvement of schools in providing supportive information through guidance and counselling services provided by counsellors at schools, as well as parental support in supporting student performance in terms of their hearing limitations (Iswari, 2018), can affect the career planning of deaf students (Iswari, 2018). Because mature career planning depends on the availability of sufficient information resources to support deaf students planning their careers. Thus, guidance and counselling services in helping career planning for deaf students can be provided through career guidance at SLB with the function of organizing all guidance services with an emphasis on providing information and assistance to deaf students in developing further education plans and work choice plans (Gunawan et al., 2019). Not only with guidance and counselling services to improve the career planning of deaf students, but with the help of guidance and counselling models to develop independence can also be provided to deaf students (Aprilia, 2010).

Gunawan proposed a career development guidance model for deaf students by emphasizing three career development competencies, namely: 1) Deaf students have needs, awareness of their potential career potential (with indicators: (a) Self-awareness of deaf students is very high in careers, career potentials, interests and needs are shown by an understanding of self-awareness to be independent, (b) educational awareness is demonstrated by having knowledge about mastering skills, having career goals through education, success in basic career education, career identity, (c) career awareness can be seen that deaf students have career identities, an understanding of the world of work they have is meaningful to life progress and career development, (d) economic awareness has realized life patterns, work patterns,



educational patterns, career guidance helps the economy, looking for income that can be independent, this can be seen shea needs the ri-day still relies on gifts from their parents); 2) Deaf students have a realistic perception of the world of work (with indicators: (a) decision making, Deaf students can already make choices that are considered good for themselves, everything that will be done for their future must consult with parents and supervisors considered trustworthiness, (b) competencies in planning skills are important factors in finding work); 3) deaf students can connect with the world of work (with indicators: (a) work skills skills each deaf student is able to develop abilities especially entrepreneurship in the field of industrial technology skills is very useful to help daily life in society according to interests, talents and proper placement/match the ability of students (b) attitudes and appreciation of deaf students very well proven to be able to get along, participate in a reciprocal relationship with the social environment, culture and natural surroundings, work environment, and can develop work knowledge and skills or follow further education).

## **Conclusion**

From the results of the study it was found that career planning for deaf students in high schools with counsellors was in the moderate category (58.82%) and those without counsellors in schools were in the low category (41.93%), this meant that the role of counsellors in high school was quite large in planning career of deaf students, when compared to deaf students who have no counselor in their school. Furthermore there is a significant difference between the career planning of deaf students in high schools with counsellors and those without counsellors at school. This study recommends the need for guidance and counselling services to help improve the career planning of deaf students. The task is not only the responsibility of the counselor, but the field study also plays a role in providing an understanding of himself and understanding of his environment, because deaf students always understand themselves and their environment, especially related to career planning.

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