

# Portrait of Career Awareness Elementary School Children: A Preliminary Research

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**Abstract**-The purpose of this research is to describe the child's career awareness in elementary school that comprises aspects of self knowledge, education and career relationships, career planning, career assignments and benefits. The study used quantitative descriptive analysis using the Child Career Awareness Scale (CCAS), an open questionnaire and interviews. Respondents numbered 93 children in grade 4 in elementary schools in Kulonprogo Yogyakarta. CCAS results show 53 (56%) of that low-category. The low career awareness is shown per an aspect of self knowledge 33 (36%), educational and career relationships 34 (37%), career planning 44 (47%), 34 (37%) assignment career variety, benefits of career varieties 37 (40%). The results of the open questionnaire 47 (51%) of respondent can correctly refer to their career variations and assignment. While the results of interviews on children are deduced the majority of children mention work and ideas but do not know its ability, shortcomings, education plans, career planning, assignment from career variety and benefits. The results of interviews with elementary school teachers have not yet had a special guide on the career awareness of elementary school children. It can be concluded that the career awareness of elementary school children needs to be increased optimally at the beginning of its development so it is advised that the results of the study of the children's career awareness in elementary school.

**Keywords:** careers, career awareness, career development for elementary school children

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## I. Introduction

The career in its achievements is influenced by the process of human development that takes place in accordance with the task facing the individual in question requiring a long process along with individual development [1] [2] [3]. Super view the life span, life-space theory suggests that the confidence of success in one aspect of life[4]. Significant careers have been developed since childhood, and the foundation for each individual to study the future[5] [6] [7] [8]. In the first 6 years of school (elementary school) many children have been able to develop self-perception of a career[9]. Some studies of the career progression theory of Ginzberg, Super, and Tiedeman gave an overview of the foundation of career development in elementary school (Hasen & Stevie, 1969).

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Elementary school period is a "school period", where the child is ready to receive a variety of knowledge not only read writing counting but also intellectual, personal, and social competence. The child learns holistically involving the thoughts, feelings, perceptions, and behaviors of individuals associated with past experiences and further interacting in their lives throughout life[5]. Children as active agents who have always learned to make a career experience [10]. Childhood experiences include formal and informal features that bring forth talent, interest, value, and knowledge from the workforce, continuing to adulthood [10]. Childhood experiences include formal and informal features that bring forth talent, interest, value, and knowledge from the workforce, continuing to adulthood [11].

The elementary school period in the development of his career was at the stage of career awareness [12] (Hoppock, 1976) [1] (Pietrofesa etc, 1980). Career awareness experience allows children to accommodate and assimilate accurate information about themselves and others [6]. Career awareness in elementary school was developed through career education in the form of career guidance services. Career guidance is given by counselors/teachers on students who experience growth, development, exploration, aspiration and career advancement throughout his life span rationally and realistically based on the information of self-potential and opportunities available in his environment so as to achieve life success[13]. Career guidance aims to increase self knowledge such as beneficial and adverse potential [14], preparing the child through the selection process of potential and interest [15], involving developmental task transitions [16]. Through the help of the elementary school, children counselors are given detailed career information as well as introducing them to career opportunities so that children have a career choice and experience[17]. Super argues in elementary school students get a career maturity that is to understand themselves, get career information and be future-related through the curriculum of schools that provides an opportunity for students to know the relationship of activities in the school with future work[18]. So, at elementary school counselor/teacher in giving a career not only about career choices but also presenting the context of life in children through the curriculum and career activities [8].

Being an integral part of education, most schools in Indonesia do not have counselors so that career guidance services are conducted by the teachers (POP BK SD) including the place of data retrieval. Elementary school teachers are graduated of Primary Teacher Education and during their education 2 credits of tutoring and counseling at elementary school. The other problem in elementary school does not have a special hour of career guidance service. The importance of career awareness and the research network related to the child's career awareness of elementary school attracts researchers to find out more about "How about portrait of the foundation of career development that is stage of career awareness in elementary school children?" The way the author does is to do need assessment in elementary school children. The need assessment results on the child's career awareness conducted aims to provide elementary school children with information about the development of his career.

The analysis of need assessment to becomes for elementary school teachers, practitioners, counselors, researchers to develop career guidance programs development in elementary school in the form of programs, materials, studies and research on career guidance in elementary school so that children's career awareness can develop optimally and ready to reach the future.

## II. Review Literatur

Careers attached to the lives of one's life. Career is the sequence and combination of roles related to the work of the whole human life [19]. A career is a series of occupational, it is a paid or unpaid occupational held by someone throughout his life [20]. Careers don't come suddenly but have a lengthy process called career development. Career is developed for life and prepares a person to continue their next career development after completing the previous career development [13]. Various discussions regarding career development include career development is a lifelong process that began in childhood at the ground level [7].

Career progression is a process of life span that began in childhood including formal and informal experiences that elicit the talents, interests, values, and knowledge of the workforce, continuing to adulthood [11]. Career development is a lifetime effort that started since childhood and ended in old age after retiring from employment paid [21]. Career development begins at the career awareness stage of the elementary school level. Career awareness is a child's aware of the relationship between the discipline of the subject matter, the choice and the working world, they will develop the understanding and self-utilization that leads to the purpose of future life [22]. Career awareness is a knowledge of the overall career scope and leads to a career identity or role that exists in the career world (Brown 2007).

Career awareness in elementary school focuses on introducing a good variety of jobs, the child can learn about the world of work as well as learning other science Hoppock (1976). Career awareness version of ASCA includes skills in interpreting career information, learning about traditional and non-traditional jobs, awareness of talent of interest, hobbies and motivation, planning of the future (Brown, 2007). Career Awareness focuses on the child's knowledge of work and various jobs [23][24]. Career awareness includes occupational knowledge, positive working attitudes, basic skills, social involvement, interests, career awareness relationships with education, role identification, decision making, attitudes towards experience, education, organization, self knowledge and human behavior [24] [23]. Career awareness includes a component of child awareness of itself and child awareness of various occupations (how the child knows the characteristics and job expectations and can use the school experience to prepare for his future) [1] (Brown, 2007). Referring to the theory of the child's career awareness of elementary school in this paper has the definition of child awareness about 1) self knowledge, 2) relationship between education and career, 3) career planning, 4) assignments from career variety, 5) benefits of career variety.

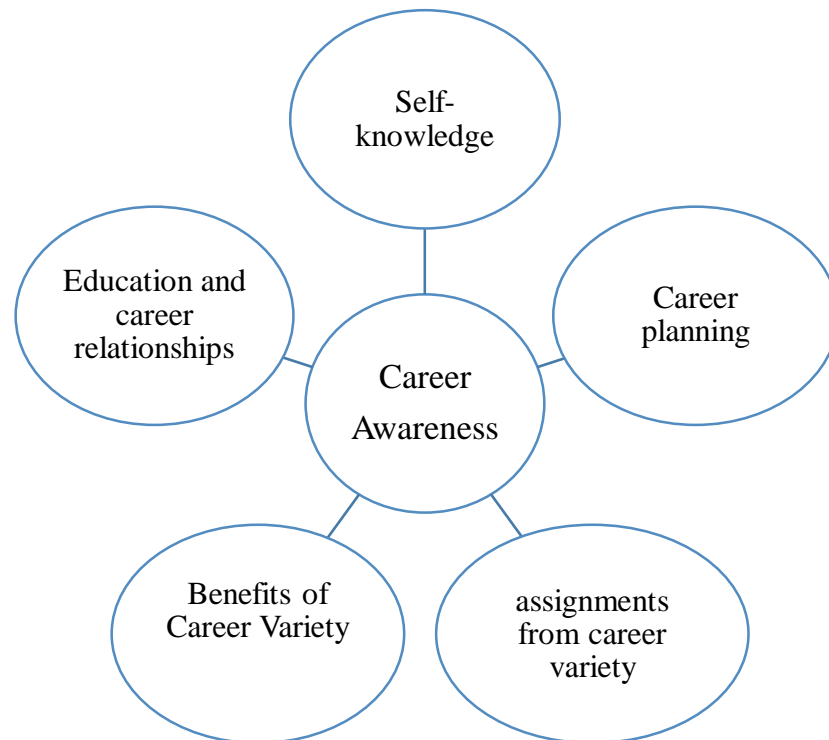


Figure 1. Aspects of career awareness of elementary school children [1] [24].

Self knowledge is an awareness that one can "accept oneself" include excess, deficiency and potency [25]. The child can positively explain his characteristics (Gibson & Mitchel, 2006). Self knowledge is aware of themselves i.e. knowledge of skills, modifying self-deprivation. The educational and career relationship in this paper has the meaning of child awareness understanding the importance of interaction between learning and work. Children can plan an alternative education from senior high school to college that will be pursued. Career planning is the child can plan his career later. Children can provide alternative career options along with the best 5 reasons. Aspects of assignment from career variety that the children can be aware of differences between careers (duties, obligations) and mentions 40 a career that is indoor or outdoor in the field of communication, manufacturing, distribution, transportation, professional, skill/semiskill/Unskill aspects of career variety benefits that children can realize the importance of cooperation, the effect between self and others [1] [24].

### III. Research Methods

#### 3.1. Research Subjects

The subject in this study was 93 grade 4 elementary school children based on curriculum 2013 in Kulonprogo Regency, Yogyakarta, Indonesia.

#### 3.2. Research Instruments

The study consisted of CCAS instruments, open questionnaire, and interview guidelines. CCAS instruments are used to determine the level of child career awareness. An open questionnaire is used to know the child's knowledge of careers and interviews used to complement the data.

**3.2.1. Child Career Awareness Scale (CCAS);** The CCAS scale consists of 5 aspects of the child's awareness of 1) self knowledge 2) the relationship between education and career 3) career planning 4) knowledge of the task of a career variety of 5) knowledge of the benefits of career variety. The number of CCAS items as much as 34 items are presented in the form of statements that have passed validation and reliability tests. CCAS uses the answer level option 1-4. Alternative choice of the answer using a modified Likert scale adapted to the development of grade 4 children and the assessment format found in the operational guidance of counseling service implementation in elementary school-based curriculum 2013 revised edition 2017. Answer options very precise has a score of 4, right score 3, less correct score 2 and not exactly score 1.

**3.2.2. Open questionnaire;** Open questionnaire is used to dig information through writing. An open-ended questionnaire was developed in reference to Fadale & Her theories which have been tested through expert judgment. The open questionnaire consists of 2 types namely: A. Mention the various jobs and tasks of the work (time 30 minutes) (focus on the knowledge aspect of students about the task and benefits of career variety), B. Answering questions according to the child's condition (30 minutes). Does the question consist of 10 items, among others mentioning what dreams? Since when do you have that goal? Why choose that goal? What is the greatest goal? Hobby/interest suitability with ideals? Skills that have to achieve goals? Disadvantages of achieving goals? School-level to achieve goals? What are the requirements required to achieve goals, which need to be prepared to achieve goals? (Focus on aspects of self knowledge, the relationship between education and career, career planning).

**3.2.3. Interview guidelines:** Students are used to strengthening data from CCAS and open questionnaire. The interview guidelines developed researchers based on 10 open questionnaire items performed directly on each individual with approximately 30 times each individual.

### **3.3. Data Analysis**

This research is an early study with a descriptive quantitative type that uses CCAS, an open questionnaire, and is supported by a live interview of each child. The results were analyzed aimed at describing self knowledge, educational and career relationships, career planning, knowledge of career-related assignments, and career benefits of elementary school children.

## **IV. Research and discussion results**

### **4.1 Research results**

#### **4.1.1 Child Career Awareness Scale (CCAS) analysis results.**

Data obtained from children after filling the CCAS are analyzed in a quantitative descriptive. The purpose of descriptive research with a quantitative approach aims to describe events or events at present in the form of meaningful numbers (Sudjana, 2006). The results are described as follows:

**Self knowledge:** In this aspect, there are 7 statements that belong to the aspect of self knowledge. Self knowledge is knowledge of the component that make up self (Brown, 2007) [23]. Each has an answer with a gradation of 4 – 1. Based on this, the minimum score value obtained is  $7 \times 1 = 7$ . While the maximum score is  $7 \times 4 = 28$ . To determine the criteria of the respondent's answer, then 4 criteria are created in the following way: First, see the maximum score, i.e. 28. Secondly, see the minimum score of 7. The third calculates the maximum score with a

minimum score of  $28-7 = 21$ . Fourth specifies the interval to get the 4 criteria by dividing 4 different maximum scores with a minimum of  $21/4 = 5.25$  rounded up to 5. Data analysis results based on the following categories:

Table 1. Percentage on self knowledge aspects

Category	Score Range	Number of respondents	Percentage (%)
Very high	28-22	13	14%
High	21-15	19	20%
Low	14-8	33	36%
Very low	7-1	28	30%
Amount		93	100%

Of the 93 respondents, 13 respondents were in a very high category of very high self knowledge aspects. They are at a score of 28-22 and 14% of the total respondents. In high category there are 19 respondents or 20% with a score of 21-15. In low categories, There are 33 respondents or 36% with a score of 14-8. In very low category There are 28 respondents or 30% with a score of 7-1. The majority of respondents answers to low self knowledge aspects of item 2, 4, and 7 are in the 1-2 score range. Statement item 2) Realizing the talent that I have outside the lessons at school, item 4) Realize the attitude I have during this time, and item 7) How to correct my inability to achieve goals. Based on the findings of the data can be concluded that the majority of the respondents self knowledge is a low category. The self knowledge of elementary school children is still low in realizing the talent that is held outside the lesson in schools, low in realizing the attitudes that have been held during this time, and low on how to improve the inability to achieve goals.

**The relationship between education and career:** In this aspect, there are 6 statements that belong to the aspect of the relationship between education and career. Education and career relations are called Educational Awareness (Brown, 2007) [1] [24]. Each has an answer with a gradation of 4 – 1. Based on this, the minimum score value earned is  $6 \times 1 = 6$  (minimum). Maximum score is  $6 \times 4 = 24$  (maximum). The Interval for obtaining these 4 criteria by dividing 4 different maximum scores with a minimum of  $18/4 = 4.5$  rounded up to 5.

Table 2. Percentage on education and career aspects

Category	Score Range	Number of respondents	Percentage (%)
Very high	24-21	11	12%
High	20-16	21	22%
Low	15-11	34	37%
Very low	10-6	27	29%
Amount		93	100%

Of the 93 respondents, 11 respondents were in a very high category of educational and career-related aspects. They are at a score of 24-21 and 12% of the total respondents. In high category There are 21 respondents or 22% with a score of 20-16. In low categories, There are 34 respondents or 37% with a score of 15-11. In the very low category

there are 27 respondents or 29% with a score of 10-6. The majority of the response aspects of education and career awareness are low on points 10 and 13 in the 1-2 score range. Statement item 10) study diligently without being told to achieve goals, item 13) the important relationship of parental advice with ideals. Based on the findings of the data it can be concluded that the majority of aspects of awareness of education relations and career of respondents are in the low category of diligent learning awareness without being told to achieve goals and awareness of parents' advice relationship by achieving goals.

**Career planning:** In this aspect, there are 6 statements that are part of the career planning aspect. This aspect describes the importance of future planning [1] (Gibson & Mitchell). Each has an answer with a gradation of 4 – 1. Based on this, the minimum score value earned is  $6 \times 1 = 6$  (minimum). Maximum score is  $6 \times 4 = 24$  (maximum). The Interval for obtaining these 4 criteria by dividing 4 different maximum scores with a minimum of  $18/4 = 4.5$  rounded up to 5.

Table 3. Percentage on career planning aspects

Category	Score Range	Number of respondents	Percentage (%)
Very high	24-21	10	11%
High	20-16	23	25%
Low	15-11	44	47%
Very low	10-6	16	17%
Amount		93	100%

Of the 93 respondents, 10 respondents were in a very high category of very high career planning aspects. They are at a score of 24-21 and 11% of the total respondents. In high category there are 23 respondents or 25% with a score of 20-16. In low categories, There are 44 respondents or 47% with a score of 15-11. In the very low category, there are 16 respondents or 17% with a score of 10-6. The majority of the career-planning aspects of low response in item 14, 16 and 19 are in the 1-2 score range. Item 14) realizes how to develop talent to achieve goals, item 16) understand what knowledge should be developed in achieving goals, and item 19) realize the continuation of education pursued after elementary school in achieving goals. Based on the findings of the data can be concluded that the majority of aspects of career planning of respondents are in the low category of awareness that develops talent, low knowledge to be developed and low awareness about the continuation of education pursued after elementary school in achieving goals.

**Assignment career variety:** In this aspect, there are 8 statements that are part of the knowledge aspect of career-assignments. Knowledge awareness of career duties/authorities, able to distinguish traditional and nontraditional careers [1] (Brown, 2007). Elementary school children can interpret the results of the career information that has been obtained (Brown, 2007). Each has an answer with a gradation of 4 – 1. Based on this, the minimum score value obtained is  $8 \times 1 = 8$  (minimum). While the maximum score is  $8 \times 4 = 32$  (maximum). The Interval for obtaining these 4 criteria by dividing 4 different maximum scores with a minimum of  $32/4 = 8$ .

Table 4. Percentages on aspects of career variety assignments

Category	Score Range	Number of respondents	Percentage (%)
Very high	32-26	13	14%
High	25-20	31	33%
Low	19-14	34	37%
Very low	13-8	15	16%
Amount		93	100%

Of the 93 respondents, 13 respondents were in a very high category of knowledge of career assignments very high. They are at a score of 32-26 and 14% of the total respondents. In high category there are 31 respondents or 33% with a score of 25-20. In low categories, There are 34 respondents or 37% with a score of 19-14. In the very low category, there are 15 respondents or 16% with a score of 13-8. The respondents are of high and low difference only 3 (4%). The majority of the knowledge aspects of career assignments are low on item 22, 25, 28. Statement item 22) I know of any task from a technology-related career, item 25) I can distinguish the duties of people working in government agencies and who do not, item 28) I know the duties of workers in the social field. Based on the findings of the data can be concluded that the majority of knowledge aspects of career assignments respondents are in the low category of low children on the knowledge of the task of technology-related careers, low in distinguishing the duties of people working in government agencies and not, low on the knowledge of the duties of workers in the field of social.

**Benefits of career variety:** In this aspect, there are 6 statements that are part of the knowledge aspects of career diversity benefits. In elementary school children can respond to the benefits of people working [1]. Each has an answer with a gradation of 4 – 1. Based on this, the minimum score value earned is  $6 \times 1 = 6$  (minimum). Maximum score is  $6 \times 4 = 24$  (maximum). The Interval for obtaining these 4 criteria by dividing 4 different maximum scores with a minimum of  $18/4 = 4.5$  rounded up to 5.

Table 5. Percentage on aspects of career variety benefits

Category	Score Range	Number of respondents	Percentage (%)
Very high	24-21	19	20%
High	20-16	26	28%
Low	15-11	37	40%
Very low	10-6	11	12%
Amount		93	100%

Of the 93 respondents, 19 respondents were in a very high category of knowledge aspects of very high career variety. They are at a score of 24-21 and 20% of the total respondents. In high category There are 26 respondents or 28% with a score of 20-16. In low categories, There are 37 respondents or 40% with a score of 15-11. In very low



categories there are 11 respondents or 12% with a score of 10-6. The majority of knowledge-aspect responses are low career benefits at points 30, 32, and 34. Statement Item 30) In addition to earning money, I know other satisfaction gained by a career, 32) I know the benefits of technology-related workers, 34) I can know the attitudes that can be exempted from people who work by utilizing nature. Based on the findings of the data can be concluded that the majority of aspects of knowledge benefit from the career of respondents are in low category i.e. low knowledge of the satisfaction gained from people with careers other than money, low know benefit work related to technology and lack of knowledge of attitudes that can be exempted from people who work utilizing nature.

The CCAS result of children based on these 5 aspects s if overall shows the majority 53 (56%) in the lower category in all five aspects of career awareness.

Table 6. CCAS results from distribution to 5 aspects of Career Awareness

CCAS/C ategory aspects	T	S	%	T	S	%	R	S	%
1. Self- knowledge	3	1	4%	9	1	10%	3	8	3%
2. Education and career relationships	1	1	2%	1	2	2%	4	7	9%
3. Career Planning Process	0	1	1%	3	2	5%	4	6	7%
4. Assignments career varieties	3	1	4%	1	3	3%	4	5	6%
5. Benefits of career varieties	9	1	10%	6	2	8%	7	1	2%
CCAS		2	2%	7	3	9%	3	3	6%

#### 4.1.2 Career awareness of elementary school children based on Open questionnaire

The open questionnaire used in data retrieval consists of two types of a) mentions various jobs and tasks of the work (time 30 minutes), B) Answer the question according to the child's condition (30 minutes). The respondent's response to an open questionnaire type (focus on the task aspect and benefits of career varieties) within 30 minutes is calculated if it is correct between the type and the task. Answer 93 respondents can mention the average career variety

and its task 20-16 correctly there are 10 (11%) respondents, 15-11 is correctly 31 (33%) respondents, 10-6 were correctly 47 (51%) respondents, 5-0 is actually 5 (5%) respondents.

Table 7. The results of career-wide responses and their duties

Career and job Variety	Number of respondents	Percentage %
20-16	10	11%
15-11	31	33%
10-6	47	51%
5-0	5	5%
Total	93	100%

The majority of respondents 51% mention 10-6 career varieties and their duties correctly. The majority of careers and tasks mentioned are almost the same as teachers, doctors, police officers, pilots, soldiers, captains, farmers, ranchers. The rest answered singers, architects, drivers, astronauts, breeders, library guards and tire builders. Regarding the assignment of each child's work understanding limited/simple as the police duty in order traffic, soldier secures the country, doctors heal the sick.

#### 4.1.3 Career Awareness Elementary School child based on open questionnaire B and interview

Open questionnaire B (focus on the aspect of self knowledge, education, and career relations, career planning) which filled the respondents analyzed and then used as an interview material. The conclusion of the results of the B poll and the majority of children's career awareness is not optimal.

Table 8. Results of poll analysis and interview

Questions	Conclusion of a poll and interview answers
1. What are your goals?	All respondents can define dreams and only one goal. The majority of them answered doctors, police officers, soldiers, teachers, architects, pilots, and several answering Pencak silat teachers, singers, YouTubers, painters, machinists, contractors, designers, entrepreneurs, chefs, makeup makers, civil servants.
2. Since when has the ideals?	All respondents were able to determine when the ideals emerged, the majority of them answered since elementary school (Class 1, 2, 3, and 4), some answered there since then, since early childhood.
3. Why choose those ideals?	All respondents can mention even some embarrassment in answering them. The majority of the children answered because they like the job, some answer

	because it is similar to the work of the parents, because the salary is great, because it can draw because it can make happy parents because it helps others.
4. What are the greatest ideals?	All respondents can mention enthusiastically but only one answer. The majority of them answer helping others in need i.e. doctors can treat the sick, the police can give a sense of security, the soldier can secure the country/island. Architects can create buildings. YouTubers can be rich.
5. What are your hobbies?	All respondents can mention though some are appropriate/supportive with dreams and some who do not support dreams options. That supports among others aspiring so the police of hobby sports, the architect of the hobby of drawing, the teacher of hobbies learn and play teacher-training, doctor of hobby play doctor, singer of hobby singing and participate in the competition, YouTuber hobbyist making content, makeup stylist dressing up dolls. While some are less supportive ie aspire to be a pilot of fishing, doctor of hobby cycling, YouTuber of hobby play games, contractor of hobby badminton.
6. Skills you already have to achieve your goals?	Some respondents can answer smoothly and some have confusion. Answer some of the respondents are fluent; Doctor's ideals than his skills already possessed know the names of the medicines, as a doctor of skill that has been possessed, the designer/architect/painter's skills that have been owned drawing. While some of the confused respondents answered his skill-style police shoot, the pilot of his brave skills flew. There are several students in the poll at this point and when the interview heads up.
7. What deficiencies you have in achieving goals?	Some respondents answered the majority of them answered the opposite of skill. The goals of being a doctor whose skills are caring but who become deficient also take care. Police skills are held to maintain security but Kekuranganya also lacks security, ability fitting fewer images, learning is deficient, basketball players drawback less clever, photographer shortcomings slightly less understanding of objects. The child is still confused in determining the deficiency owned.
8. What level of school is taken to achieve goals?	The majority of respondents answered elementary, junior, high school, and subsequently, the child has not understood even some child confusion answered and some did not answer the question.
9. What conditions are required to achieve the goals?	The majority of respondents answered one that is diligent in learning.

10. What needs to be prepared to achieve the goals?	The majority of respondents answered diligent learning, helping people.
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In addition to the CCAS results, open questionnaire, and interviews, researchers also conducted an unstructured viewer on a 4th-class (willing) guardian regarding the implementation of career guidance services in elementary school and career awareness as data additives. The interview results on 4 Grade 4 Guardians concluded that the implementation of counseling guidance services in the school is integrated with the lessons so that the counseling services especially careers do not exist. Teachers help to introduce a career to children in accordance with the lessons. The teacher realizes that the children's career awareness is important but the reality has not been implemented with this maximum due to limited knowledge and experience. This limitation of knowledge and experience is that primary school teachers are not counselors but are empowered to guide (Government law No. 111 on guidance and counseling). Knowledge and experience are only gained when the school is in the course of tutoring and counseling credit in 2. In addition, due to the weight of basic competencies that children must master so that teachers focus on the existing lessons. Not yet a specific guide for teachers to improve child career awareness is also one of the reasons teachers have not yet done career guidance with the others.

#### 4.2 Discussion

Career is a lifetime journey. Careers prepared since the career's primary school level will affect children in their future lives [26]. In the development of careers, elementary school children are on the stage of career awareness in elementary school. Career Awareness in some opinions Herr and Fadale covers aspects of self knowledge, educational and career aspects, career planning aspects, career assignment aspects, benefits of career varieties. Based on the results of the CCAS analysis obtained the career awareness score of elementary school children in Kulonprogo in the low category as well as the results of open questionnaire and interviews on children.

In the aspect of self knowledge is still low, the majority of children are not yet aware of talents, skills, shortcomings, ways of overcoming shortcomings but children can determine their interests. It is different from the opinion of Her & Cramer that the ideal elementary school child has self-awareness[1]. The opinion reinforced Worzbyt, O'rouke & Dandeneu that elementary school children are able to develop understanding and self-utilization that leads to the purpose of future life [22]. Elementary school children are able to describe a positive character about him (Gibson & Mitchell, 2006). Individuals who have different interests and motivations with specific areas interfere with their career choices in the future [27]

In the aspects of education and career, relations are also low, the majority of children have not been independently studied in achieving ideals, still simple in explaining the level of education and the requirements that must be pursued in achieving ideals. In the development of his career, elementary school students can find out what they learn and will help him someday when he is a career (Hoppock, 1976). The effects of education in schools are important to determine the future including health [18]. The involvement of elementary school children in various

learning provides experience in self-exploration and allows them to identify careers of interest[28]. Knowledge of science, career, life skills can spark learning motivation and student career awareness [29].

In the career planning aspect of children is still low, the majority of children can determine the ideals but not yet be able to explain in detail the knowledge, skills, attitudes that need to be prepared since elementary school in achieving goals. Self-directing is effective for improving skills and it is important for career success in the 21st century [30]. Career planning will be effective when it starts early in life [5] [6] [7] (Gibson dan Mitchell, 2006). During elementary school, the child is important to develop his career beliefs and aspirations [31] [32].

On the aspect of children's career variety assignments are still low, all can mention the ideals with the majority of the reason elements of pleasure. The findings correspond to Howard & Walsh i.e. the child chooses a career because of their interests, values, goals, and needs [33]. On average they can answer 6-10 types of careers and in mentioning the task is very simple in addition to the determination of goals because of the delight, the child also chooses goals because of the work of the child's parents. The goals mentioned by the children were already owned since the kindergarten, or elementary school grade 1,2, and 3. In addition, the interview results are derived that parents have a big role in setting goals. It is in accordance with the opinion of Roe (Hasen & Steve, 1969:185) that past experiences became an important part of determining career choices. Children aged 5 to 12 years, the career of parents has a relationship in the child's expectation [34].

In the aspect of the benefit variety of careers, children are still low the majority of children can mention the benefits of a career variety but very simple. In the development of his career, elementary school students understand the community of careers, career functions in society (Gibson & Mitchell, 2006). The right career choice will determine the productivity they will have in the future (Garg&Bhatia, 2020).

Based on the quantitative analysis results it was concluded that children's career awareness needs to be optimized through career education. Career education contributes to career preparation[2]. Career education in elementary school is given through a career guidance service integrated with learning. Career guidance is becoming a crucial part of the ASEAN Economic Community Era [35]. The goal of career guidance is to optimize individual development from the perspective process that is self-knowledge (identification of potential and shortcomings, interests and personal values) and self-guidance (decision-making ability, problem-solving, making choices)[36].

Career guidance in guidance and counseling operational guidelines for primary and secondary education year 2016 can be performed by teachers/counselors integrated with learning in elementary school [37]. The awareness of teachers/counselors in developing career guidance services is a milestone in increasing child career awareness because the reality in Indonesia has largely no counselor. The caring attitude of the benefits can develop if human beings have rich knowledge and a deep understanding of the human condition (Triono, 2018).

Career guidance can be conducted through curriculum infusion, group activity, and community involvement [1]. In the implementation of counselors/teachers need to pay attention to the principles of learning in elementary school: motivation, background, concentration, alignment, problem-solving, find, learn while working, learn while playing, individual differences and social relations. Teachers or counselors in the creative and innovative digital era can utilize technology in providing guidance and counseling services especially careers so that elementary school children as a millennial generation can be optimal and ready to succeed in the future [37]. Technology becomes an

important part of counseling and counseling services, its utilization is expected to motivate teachers or counselors to be more creative, varied, innovative [37]

In addition to career guidance, counselors can undertake a career counseling service that helps a person to contract himself/make meaning to himself and the purpose of his career so that they can direct his career life[38]. Career guidance and counseling services influence both short-term and long-term career decisions[39]. Children in the 21st century learn to prepare the future through experience at school, making the child can think flexible, effective in problem-solving and lifelong learning[40].

## V. Conclusion

The results of the analysis concluded that the career awareness of elementary school children in Indonesia on average in a low category means not optimal. Children are still limited to his knowledge of self knowledge, educational and career relationships, career planning, duties and career benefits. The ability to understand a variety of careers is still limited to what it faced, lessons in school and some of the parents models. The knowledge of the tasks of each job is very simple. The child has had the ideals but has not been able to mention the skills to be had to achieve the ideals, and yet to understand the shortcomings that have attained the ideals. Children are also still confused about the school level to achieve the goals and requirements needed to achieve goals. Thus, the career awareness of elementary schools in Indonesia needs to be developed through innovative and creative career counseling services in accordance with the child's development and the development of science, in the end, the child understands themselves, understand the education and career relationship, can plan a career, understand the final Raham and succeed in the development of the next career.

Recommended outcomes of the need assessment of elementary school children to be a reflection and development for elementary school teachers, counselors, practitioners, and researchers to develop career guidance programs in elementary school in the form of programs, materials, studies, media and research on the guidance of career in elementary school so that the child can develop his career optimally.

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