



The Development of TITL Students at SMKN 8 Kota Serang from the Perspective of Psychology and Vocational Guidance

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Abstract: *The Development of TITL Students at SMKN 8 Kota Serang from the Perspective of Psychology and Vocational Guidance.* Developmental psychology of students studies changes from infancy to old age, important for education and guidance. Parents and teachers play a crucial role in maximizing students' potential, addressing internal and external factors affecting their development. Vocational guidance helps students discover interests and talents, enhance job readiness, and plan careers effectively. This enables them to adapt and succeed in their chosen careers. In vocational high schools, developmental psychology and vocational guidance are closely intertwined. Vocational guidance not only helps students identify their interests and talents but also supports their psychological development by boosting self-confidence, job readiness, and adaptability. This ensures that students are prepared not only technically but also emotionally and mentally to succeed in their chosen careers.

Keywords: vocational high school; developmental psychology; vocational guidance; social-emotional development; and career planning

Abstrak: *Perkembangan Siswa TITL SMKN 8 Kota Serang Ditinjau dari Psikologi dan Bimbingan Kejuruan.* Psikologi perkembangan siswa mempelajari perubahan dari bayi hingga usia tua, penting untuk pendidikan dan bimbingan. Orang tua dan guru berperan penting dalam memaksimalkan potensi siswa, mengatasi faktor internal dan eksternal yang mempengaruhi perkembangan mereka. Bimbingan kejuruan membantu siswa menemukan minat dan bakat, meningkatkan kesiapan kerja, dan merencanakan karir secara efektif. Hal ini memungkinkan mereka untuk beradaptasi dan sukses dalam karir pilihan mereka. Di sekolah menengah kejuruan, psikologi perkembangan dan bimbingan kejuruan saling terkait erat. Bimbingan kejuruan tidak hanya membantu siswa mengidentifikasi minat dan bakatnya tetapi juga mendukung perkembangan psikologisnya dengan meningkatkan rasa percaya diri, kesiapan kerja, dan kemampuan beradaptasi. Hal ini memastikan bahwa siswa dipersiapkan tidak hanya secara teknis tetapi juga secara emosional dan mental untuk berhasil dalam karir pilihan mereka.

Kata Kunci: sekolah menengah kejuruan; psikologi perkembangan; bimbingan kejuruan; perkembangan sosial-emosional; dan perencanaan karir

▪ INTRODUCTION

The psychology of learner development is a branch of psychology that studies the changes that occur in each learner over time in his or her life, starting from the age

of 0 years to old age. Understanding this material is very important in the context of education and guidance for each learner. In their development, each learner has different characteristics and needs (Samore & Fessler, 2022). In the psychological development of students, it should not be ignored and should be supervised by both parents at home and also by the teacher, by teachers at school. This supervision has the aim of helping students to achieve maximum potential in their development. However, psychological development in students cannot go that easily, because of several factors that hinder its development. Factors that can hinder psychological development in learners such as internal factors and external factors. Internal factors in the psychological development of learners in the form of biological factors that come from themselves. External factors in the development of learner psychology such as the social environment and the education it receives (Sitanggang, 2024).

In the process of psychological development in students, it cannot be separated from education. Education is a process where students gain skills, knowledge, and habits that are passed on from one generation to the next through various methods such as learning, teaching, research, and training (Nisa, 2024).

Cognitive is the ability of learners who are centered in the brain and have a function to receive and then process knowledge, and after that interpret the results of knowledge processed by the brain as well as some of the experiences that learners get through their interactions with the surrounding environment. These cognitive abilities include various mental processes such as attention, memory, understanding, problem solving, and decision making. Through interactions with the environment, children learn to recognize patterns, understand concepts, and develop critical thinking skills that are important for their further learning and development (Rohan, 2009).

Cognitive development in early childhood is very important, indeed, it is considered the most important developmental period during a person's life, and it affects adaptation skills and the prediction of academic performance and educational achievement (González, 2020). In addition, social-emotional development in the school environment is the process by which adolescents begin to understand and express their emotions in relation to others around them. It includes changes in their thinking about how they interact with others and how others affect them. Internal factors such as physical health, nerve structure, and muscular system, and external factors such as family and natural environment. In the vocational education system, this vocational development leads to vocational maturity which requires individual compatibility with work and psychodynamics in decision-making to choose a job. According to (Lestari, 2017), the level of vocational maturity influences the way individuals choose a job, including aspects such as the need for a job, the job selection process, career planning, attitude towards decision-making, and readiness for work. Associations with peers all contribute to the social-emotional development of adolescents in the school environment (Suryandari, 2019). In the school context, students will experience various situations that affect their social-emotional development. For example, interactions with peers in the school experience various social situations. In addition, the learning environment at school can also play an important role in developing social and emotional skills, as adolescents learn to cooperate, resolve conflicts and manage their emotions while in a regulated and structured environment such as a classroom or extracurricular activities.

Vocational High Schools are institutions that have the responsibility to equip students with specific skills, expertise, and competencies that can be immediately

applied in the world of work (Bulut, 2022). In SMK, education does not only prioritize theoretical aspects, but also emphasizes practical learning that is important for students to master (Eliza, 2019).

Sugiyono stated in theory that only about 10% of students in SMK continue their education to higher education. They prefer to work rather than continue to higher education. This happens because there are several factors, such as willingness, learning achievement, and family socio-economic status. SMK students prefer the world of work because they want to apply the knowledge and skills that have been prepared during the school period to enter the world of work.

▪ METHOD

The research conducted by SMKN 8 Kota Serang uses the literature method and conducts quantitative sampling. Population is a collection of individuals who are in a place. This population can consist of groups that have members such as humans, events, animals, or objects that live together in the same place. Population is a generalization that usually consists of a collection of subjects or objects that have qualities and characteristics that can be determined to be understood and made a conclusion.

In this study, the population taken was all students majoring in Electrical Power Installation Engineering at SMKN 8 Serang City, totaling 176 students. Thus, the most suitable and appropriate research method for this research is using the Slovin formula. This formula is suitable for use because in drawing a sample, the number must be representative so that the research results can be generalized. In addition, the calculation does not require a sample size table, but can be done using simple formulas and calculations (Sugiyono, 2014). The following is the Slovin formula used to determine the sample:

$$n = \frac{N}{\{1 + N \cdot (e)^2\}}$$

$$n = \frac{176}{\{1 + 176 \cdot (0,1)^2\}}$$

$$n = \frac{176}{\{1 + 176(0,01)\}}$$

$$n = \frac{100}{(1,77)} = 99,5$$

From these results we rounded up to 100 samples that we needed to take from this study.

RESULT AND DISCUSSION



Picture 1 Vocational Guidance



Picture 2 Psychology Review

From the results of this study, we obtained an average of the answers we asked regarding the range of developmental values of students at SMKN 8 Kota Serang, the graph displayed is a conclusion regarding the developmental values we reviewed at the school.

KOGNITIVE

Table 1. Cognitive Development

LEVEL	FREQUENCY	PRESENTATION
1-20 (Less)	3	2.6%
21-40 (Fair)	29	25%
41-60 (Good)	69	60%
61-80 (Very Good)	14	12%

Based on the opinion of one expert, Piaget, said "Cognition is the way children adapt and define objects and events that occur in their environment". Cognitive development is one of the factors of development in humans, Piaget Theory or Genetic Epstimology is a theory that can monitor the development of an intellectual ability that

states genetic growth by referring to developmental growth and not referring to biological inheritance (heredity). Cognitive development is divided into several stages, the pre-operational stage which uses intuitive thinking in everyday life, and the concrete operational stage which uses logical thinking.

In Table. 1 In research conducted related to cognitive development produces data that cognitive development in students of this school on average is quite good it can be caused by various factors one of which is how the teaching is provided, but there are 20% of students who feel their cognitive development is lacking, it can be caused by various factors. But based on research conducted by Setiawan and Kurniawati in 2020 in the journal Vocational Education often shows that the increase in cognitive abilities of vocational students ranging from 50-70% is considered quite good. Based on the analysis of the data collected, the average cognitive growth at 60% shows that students of SMK 8 Kota Serang have a cognitive understanding that is at an intermediate level and is included in a fairly good vulnerability when compared to national standards which range from 55-60%.

SOCIAL-EMOTIONAL

Table 2. Social Emotional Development

LEVEL	FREQUENCY	PRESENTATION
1-20 (Less)	6	5.2%
21-40 (Fair)	14	12%
41-60 (Good)	46	40%
61-80 (Very Good)	49	42%

Social-emotional development at the early adolescent stage is a stage of change in thinking about everything around them as a form of emotional expression. This socio-emotional development is influenced by two factors, namely, internal factors that come from within the individual in the form of physical conditions and external factors that come from outside the individual such as family, friends and cultural environment. Associations with peers are very influential on social- emotional development because adolescents interact more often with their peers at school.

Table 2 explains the results of research on social emotional development in students. It can be seen in the table above regarding the social emotional development that occurs in students. It has been found that 6 students or 5.2% feel less in social emotional development.

Based on the data obtained on the psychological review chart (social- emotional aspects), students of SMKN 8 Kota Serang show 42.60% have a fairly good social-emotional understanding. About almost half of the students who understand their social and emotional self. Social understanding is how students of SMKN 8 Kota Serang often interact with their peers in learning activities. However, there are more students who do not understand and interact less with their peers. Meanwhile, from the emotional side, namely how students can overcome the pressures and challenges at school.

Meanwhile, in table 2. Research conducted related to socio-emotional development produced data that 42% or 49 students answered very well, which means that these students already really understand their emotional self and carry out social activities with their friends at school. However, there are still some students who do not understand social-emotional development in themselves due to internal and environmental factors.

PERSONALITY

Table 3. Personality Development

LEVEL	FREQUENCY	PRESENTATION
1-20 (Less)	8	7%
21-40 (Fair)	35	30%
41-60 (Good)	64	55%
61-80 (Very Good)	10	8.6%

It can be seen in table 3 which discusses the development of personality that occurs to students. Personality development can determine the level of consistency possessed by students. Personality development that occurs at SMKN 8 Kota Serang is obtained as many as 8 students or 7% of the total students feel less in personality development. A total of 35 students or 30% of the total students feel sufficient in personality development. The students who felt good in personality development amounted to 64 students or 55% of the total number of students. A total of 10 students or 8.6% of the total number of students analyzed felt very good in personality development. Based on the data obtained on the psychology review chart, the personality aspects of students at SMKN 8 Serang City show some important characteristics. The graph includes various personality characteristics such as extroversion, neuroticism, and openness to experience. The results show that most students have a fairly high level of extroversion, indicating that they tend to be social, active, and seek stimulation from the outside environment.

Then, low levels of neuroticism indicate that students tend to have good emotional stability, not easily feeling anxious or depressed. As for openness to experience, students show a wider variation, with some students being very open to new ideas and experiences, while others are more likely to follow other individuals. Based on vocational guidance. Students with high levels of extroversion and openness will be better suited for careers that require social interaction and creativity, while those with high emotional stability will be better able to cope with the pressures and challenges of the work environment.

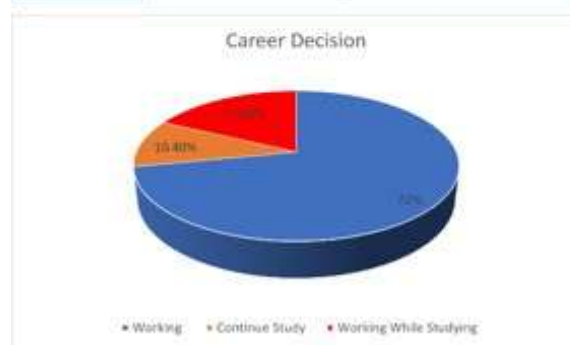
VOCATIONAL GUIDANCE

Table 4. Career Readiness

LEVEL	FREQUENCY	PRESENTATION
1-20 (Less)	8	7%
21-40 (Fair)	35	30%
41-60 (Good)	58	50%
61-80 (Very Good)	14	12%

Table 5. Career Decision

LEVEL	FREQUENCY	PRESENTATION
1-20 (Less)	8	7%
21-40 (Fair)	20	17%
41-60 (Good)	60	52%
61-80 (Very Good)	27	23%



Picture 3 Career Decision

Vocational guidance can be interpreted as a means to help learners to make wise career or work choices. This vocational guidance is carried out on an ongoing basis so that learners better understand themselves to determine employment decisions. Based on the data obtained on the vocational guidance chart, namely the career readiness aspect which shows 48.40% of students of SMKN Kota Serang have prepared their careers for the future, namely by mastering skills in the electrical field and seeing opportunities and requirements to enter the world of work. While the data obtained on the aspect of career decisions shows 54.30% of students of SMKN Kota Serang have decided on their careers after graduating from school by attending various career training programs. The career decisions of students of SMKN 8 Kota Serang are shown through a pie chart, namely 72% of students majoring in TITL choose to work after graduating from school, which means that SMKN 8 Kota Serang has succeeded in preparing its graduates to

become workers who are in accordance with the main objectives of SMK. And some other students choose to continue their education and entrepreneurship.

However, based on the results of research conducted by Prahesti in the Journal of Psychological Research in 2013, vocational students are still hesitant to choose the career they have chosen. Various problems that make vocational students hesitate with their careers due to career immaturity. So that vocational guidance in SMK is needed to ensure that students can decide their careers properly according to their interests and talents. The psychology of development that occurs in students starts from being born in the world until old age. In its development, there are several factors that influence it, one of which is the education received. Factors that affect students at the Vocational High School education level can be viewed from a psychological perspective and a vocational perspective. In the psychological perspective, there are several developments experienced by students such as cognitive development, social emotional development, and personality development. Meanwhile, from a vocational perspective, students must be able to prepare and make decisions about the careers they will carry out in the future. In this study, it was found that more than 70% of the learners had prepared a career to enter the world of work and did not continue their education to a higher level.

Based on the research that has been conducted on the psychological and vocational development of students at Vocational High Schools, the author can provide suggestions to future researchers who are expected to conduct further research on the development that occurs in students. In this journal only discusses brief and limited material about the psychological development that occurs in students. However, in this study there are interesting things to be discussed further to develop what has been in this report.

▪ CONCLUSION

The psychology of development that occurs in students starts from being born in the world until old age. In its development, there are several factors that influence it, one of which is the education received. Factors that affect students at the Vocational High School education level can be viewed from a psychological perspective and a vocational perspective. In the psychological perspective, there are several developments experienced by students such as cognitive development, social emotional development, and personality development. Meanwhile, from a vocational perspective, students must be able to prepare and make decisions about the careers they will carry out in the future. In this study, it was found that more than 70% of the learners had prepared a career to enter the world of work and did not continue their education to a higher level.

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