Career Guidance and Job Placement Services in the Development of Career Orientation of Vocational High School Students

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Abstract:
The study was a quantitative study because it analyzed the samples using both inductive and descriptive statistics and the results were generalized to get conclusion that represented the population. The data were cross-section data obtained from the results of the questionnaire distributed to the respondents. The questionnaire consisted of some indicators of the variables in the study, namely career counseling, and job market service towards career orientation. 349 out of 990 students became the respondents. Basedon the findings, it was concluded that (a) there was direct correlation between career counseling and career orientation of the vocational school students; the evidence was p-value of 0.043, which indicated direct correlation; (b) there was direct correlation between job market service and career orientation of the vocational school students; the indicator was the p-value of 0.001 representing direct correlation.
Keywords: Career-Guidance, Job Placement, Career Orientation,Vocational High School Students

1. INTRODUCTION

Career-guidance process done by school has been considered not yet enough in enhancing students' knowledge about their future jobs. Moreover, the job placement service offered by schools has not yet been able to facilitate all of the students to have jobs after the graduation. Out of 15 vocational high schools that were surveyed in 2015, it was confirmed that there was not any school that conduct this program excellently and only some programs were considered good. There were 7 schools that have created the job placement program integrated to the students' online education system, yet none of them have been successful enough in helping students to get appropriate jobs or to open their own business. The job placement service in the school did not have any data related to the skills and employees' criteria wanted by industries in Indonesia. Prediction related to the future employment demand cannot yet made. There were various problems telated to the job placement service done in vocational high schools including: unavailability of online job placement service, lack on the data of current vacancies, lack of connection to the alumnis, the absence of guidance from schools during students' job enrollment test, lack of communication with students' parent that make the job information become undelivered to the students. The objectives of this study were to investigate the significance of: (a) direct correlation between career-gudance and vocational high school students' career orientation, (b) direct correlation between job placement services with students' career orientation.

2. METHOD

In order to achieve the objectives of this study, explanatory research method was employed in conducting this study. The data of this study were collected using survey technique. This study was also conducted under the umbrella of quantitative research approach for it employed inductive and descriptive statistic methods in analyzing the data which was then generalized to draw the conclusion for the whole population. Meanwhile, the data were in the form of cross-sectional data which were obtained from the respondents who answered all the indicators reflected in the questionnaires about the variables related to career guidance and job placement service toward students' career orientation.

This study attempted to prove the causal relationship among some variables. This study employed the correlational research design. In this study, the strength of the correlation among the variables was measured and determined by a value that is known as correlational coefficient. The data analysis used the *SEM* which was able to analyze three different ascpects at once which were: (a) test on instruments' validity and reliability, (b) test on the inter-variable correlation and its path, and (c) determine the model for the estimation (Singh, 2007: 221).

The populations of this study were all of the vocational high schools that offered technology and engineering study programs in East Java. There were 51 schools that offered technical engineering study program which were found in 38 districts/cities. Purpossive sampling technique was used as the preferred sampling technique to collect the data of this study that was grouped based on certain zones of the East Java province including the eastern zone, western zone, middle zone, northern zone and the southern zone. These zones were determined by concerning the similarities of the area and the similarity of students' characters and behaviors. This study was done to students of technical automotive engineering study program and involved 349 students out of 990 students of the population.

The correlations that were investigated in this study were the career-guidance, job placement service which was the exogenous variable and their correlations toward students' career orientation as the endogenous variable. Meanwhile, the variables of career-guidance were; understanding ourselves, awareness of job vacancies, decision to set up a business and carrier, job requirement, various types of career and being a entrepreneur. Variables of job placement service included the service given to the students, information related to job placement, online service, good connection with the alumnis, accompany to the job enrollment test, connection with investors to open up new business, relationship with the students and their parents. The variables of career orientation consisted of the orientation to be an employee, orientation to set up business and production or public service.

3.   RESULTS

The summary of the result of the descriptive analysis is presented in Table 1.

Table1.Descriptive Statistic Variable of Career Guidance

Variable/Sub Variable	N	Mini-mum	Maxi-mum	Average	Standard of Deviation
Career Guidance	348	2	4	3.10	0.414
3.1 Understanding ourselves	348	2	4	3.25	0.497
3.2 Awareness of job vacancies	348	2	4	3.27	0.511
3.3 Decision to set up business and career	348	1	4	3.10	0.539
3.4 Job requirement	348	1	3	2.53	0.505
3.5 Various career opportunities	348	1	4	2.89	0.657
3.6 Being a entrepreneur	348	1	4	3.03	0.595

From the result of the test done to all of the respondents, it can be seen that the career guidance was considered good. It can be explained by the descriptive statistic data shown by the empirical data which range of score was around 1 – 4.00. The average score was obtained at 3.10 and the standard deviation at 0.414. The minimum score of 1 showed that there were some respondents who gave score 1 (poor) for the career guidance variable. The average scre of 3.10 showed that the career guidance done for students of technical automotive engineering students in East Java has been considered good enough or even excellent. The data distribution also seemed to reach the normal distribution pattern. The result of the Kolmogorov-Smirnov test resulted a value of 8.491 which indicated that the data were normally distributed, Therefore, from the result of the data distribution test, it can be said that the data distribution of career guidance variable was normal. The average score of 3.10 explained that the career guidance variable has been good enough even when the proportion of respondents who gave low score was high.

The score distribution of the career guidance variable shows that there were 59 respondents who gave score lesser than 3 which can be interpreted that 16.9% of the respondedents considered that the career guidance was not yet good. The other 289 respondednts gave score 3 to 4 which means that 83.04% of them considered that the career guidance has been good enough or excellent.

Table2.The Frequency Score of the Career Guidance Variable

Score	Sub variables of career guidance						Total	Percentage
	MD	KK	KB	PK	KA	MW		
1	0	0	2	1	5	1	9	0.4%
2	10	11	29	160	81	54	345	16,5%
3	240	232	250	187	209	228	1346	64,46%
4	98	105	67	0	53	65	388	18,58%
Sum	348	348	348	348	348	348	2088	100%

Job Placement Service
Summary of the descriptive analysis of the variable is presented in Table3.

Tabel 3. Descriptive Statistics Analysis on the Job Placement Service

Variable/Sub Variable	N	Mini-mum	Maxi-mum	Average score	Standard of deviation
Job placement service	348	2	4	3.34	0.498
4.1 Service for students	348	2	4	3.30	0.531
4.2 Job placement information	348	1	4	3.44	0.552
4.3 Online service	348	1	4	3.33	0.596
4.4 Connection with alumni	348	2	4	3.48	0.517
4.5 Accompany to the job enrollment test	348	2	4	3.23	0.617
4.6 Connection with investors	348	1	4	3.34	0.612
4.7 Relationship with students and their parents	348	1	4	3.21	0.657

The result of the data analysis shows that the job placement service was considered good. It can be seen from the result of its descriptive statisctics analysis on the empirical data which score ranged from 1 – 4.00. The average score was obtained at 3.34 and the standard deviation at 0.498. The appearance of score 1 indicates that there were some respondents gave score low for the job placement service. Meanwhile, the average score of 3.34 shows that generally the job placement service offered by the technical automotive engineering study program in East Java has been considered good. The result of the data distribution test shows that the data were normally distributed. The result of the Kolmogorov-Smirnov test showed value of 7.934 which shows that the data were normaly distributed. Therefore, it is concluded that the data of the job placement service variable was normally distributed. The average score of 3.34 explains that the job placement service is categorized good, yet the proportion of the number of respondents who gave low score was high.

Table 4. The Frequency Score of the Job Placement Service Variable

Score	Sub Variable of Job Placement Service							Total	Percentage
	PS	II	PO	HA	PT	HM	HO		
1	0	1	1	0	0	3	7	12	0.49%
2	12	7	20	3	35	17	25	119	4,88%
3	218	178	189	176	197	187	204	1349	55,37%
4	118	162	138	169	116	141	112	956	39,24%
Sum	348	348	348	348	348	348	348	2436	100%

Career Orientation

Summary of the descriptive analysis of the variable is presented in Table5.

Table5.Descriptive Statistics of Career Orientation Variable

Variable/Sub Variable	N	Mini-mum	Maximum	Average score	Standard deviation
Career Orientation	348	1	4	3.01	0.576
6.1 Being an employee	348	1	4	2.99	0.655
6.2 Being a entrepreneur: production	348	1	4	3.10	0.666
6.3 Being a entrepreneur: service	348	1	4	3.05	0.591

From the result of the data analysis, it can be seen that the career orientation was categorized good. It is explained by the descriptive statistic data on the actual data which shows the range of score between 2 to 4.00. The acerage score was obtained at 3.01 and the standard deviation was 0.576. The minimum score of 1 shows that there were some respondents who gave low score for the career orientation variable. The average score obtained at 3.01 shows that the career orientation of the students majoring technical automotive engineering in East Java has been good. Meanwhile, the distribution of the data was close to the normal data distribution. The result of Kolmogorove-Smirnov test resulted a balue of 6.408 which means that the data were normally distributed. Therefore, the result of the analysis shows that the data of this variable were normally distributed. The average score of 3.01 shows that the career orientation was considered good, yet the proportion of the respondents who gave low score and those who gave score above the average score was high.

The score distribution of career orientation variable showed that 55% of the respondents gave score lower than 3 which means that 15.8% of the respondents considered that the career orientation was not yet good. The other 293 respondents gave score above 3 which means that 84.19% of the respondents stated that students of vocational high school already have good up to excellent career orientation.

Table6.Score Frequency of the Career Orientation Variable

Score	Sub Variable Career Orientation			Total	Percentage
	MR	WW	WJ		
1	4	1	1	6	0.86%
2	65	39		104	14,94%
3	211	230		441	63.36%
4	68	77		145	20.83%
Sum	348	348		696	100%

Strength of the Inter-variable Correlation
1. Career Guidance

There were 3 sub variables that achieved high score of loading factor compard to the other sub variables which were; job awareness, decision to set up business and becoming a entrepreneur. On the other hand, the average score of respondents' answers showed the relative prediction on the position of the five sub variables presently. There were 3 sub variables which average score were higher compared to the other 4 sub variables which were; self awareness, job awareness, decision to set up a business and becoming a entrepreneur.

Table7.*Loading factor***and Average Score of Career Guidance**

Sub Variable	Label	Average score	*Loading factor*	Notes
MD	Self Awareness	3.25*	0.53	Excessive
KK	Job Awareness	3.27*	0.65*	Sustaineable
KB	Decision to set up business	3.10*	0.58*	Sustainable
PK	Job Requirement	2.53	0.40	Low priority
KA	Variety of Career	2.89	0.43	Low priority
MW	Becoming a entrepreneur	3.03*	0.70*	Sustainable
	Average score	3.01	0.55	

Notes: * = Score greater than the average score

There were three sub variables which had similar characteristics including the loading factor which score was relatively higher and other relatively higher average score for the sub variables of; job awareness, decision to set up a business, and becoming a entrepreneur. Through those three sub variables, it can be concluded that most of career guidance services offered by school have already implemented those sub variables in a good way since they were substantive variables that can be used to measure the teamwork of a school. The discussion section of this report explains the attempts done by schools in order to enhance the implementation of the three essential sub variables of the career guidance variable to achieve higher score.

There were two complementary sub variables that were used to measure the quality of the career guidance from diferent characteristics that were; (1) loading factor which was relatively lower and the was relatively low average score appeard in these sub variables; job requirement and variety of career, and (2) loading factor which was relatively low but having relatively high average value was found in sub variable of self awareness. From the analysis on the sub variable of job requirement and variety of career, it can be seen that those two aspects were not optimally implemented in the production unit of the schools and those variables were found to be nonsubstantive to measure the gap of the teamwork between the *DUDI* and the schools. In the discussion, explanation on the suggested actions that can be done by schools to improve the function of those sub variables.

Specifically, the sub variables of job awareness, decision to set up business, and becoming a entrepreneur showed that a good system has been optimally implemented to the production unit in the school and they were not substantive to be used to measure the different career guidance at schools. In the discussion part, there will be explanation on the attempts that were done by school related to the career guidance that received relatively high scores in most schools.

2. Job Placement Service
The average score obtained from the analysis of the job placement service gives a relative explanation on the present position of those seven sub variables. There were four sub variables which average scores were relatively higher than the average score of other sub varibales which were; information on the industry, online service, connection with the alumni and the connection with investors.

Table8. The Correlation *Loading factor* and Average Score of the Teaching and Learning Quality

Sub Variable	Label	Average score	Loading factor	Notes
PS	Service to students	3.30	0.53	Low priority
II	Information related to the industry	3.44*	0.57	Excessive
PO	Online service	3.33*	0.54	Excessive
HA	Connection with the alumni	3.48*	0.43	Excessive
PT	Accompany to the job enrollment test	3.23	0.50	Low priority
HM	Connection with the investors	3.34*	0.77*	Sustainable
HO	Relationship with students' parents	3.21	0.72*	Low priority
	Average	3.33	0.58	

Notes: * = Value greater than the average

Graphically, it is obvious that there is a main sub variable in each correlation between the loading factor and average score which have different characteristics such as; (1) high loading factor and relatively high average score existed in the sub variable; connection to investors and (2) relatively high loading factor yet the average score tended to be low such as in the variable of relationship with students' parents. From the sub variable of the implementation of teaching and learning activity, it can be seen that most of the production units in the schools have been optimally well implemented and this variable is a substantive variable used to measure the job placement service.

3. Career Orientation
Table 9 shows that there were 2 sub variables which loading factors were relatively higher than the other sub variables that were: becoming a entrepreneur and becoming public-service entrepreneur. Meanwhile, the average value of respondents' answer gives relative description on the present position of those three sub variables. There was a variable with relatively higher average value than the other two sub variables that was becoming public-service entrepreneur.

Tabel 9.Relationship between Loading factorand Average Scoreon Career Orientation

Sub Variables	Labels	Average score	Loading factor	Notes
MR	Being employed	2.99	0.51	Low priority
WU	Being a entrepreneur	3.00	0.70*	Main priority
WJ	Being a public-service entrepreneur	3.04*	0.71*	Sustainable
	Average	3.01	0.64	

Notes: * = Score greater than the average score

The table also describes that there were main sub variables which had similar characteristics that were the relatively high loading factor and relatively high average value as found in the sub variable of being public-service entrepreneur. The result of analysis on this sub variable shows that most of the production units in schools were considered good and well-implmented and this sub variable is a substantive variable that can be used to measure students' career orientation. Attempts done by school that made this sub variable an important determinant to the career orientation which achieved relatively high results among schools are described in the discussion section.

In addition, it is also explained that threre were some complementary sub variables used to measure the career orientation which had different characteristics including; (1) relatively low loading factor and relatively low average value as found in sub variable; being employed and (2) relatively high loading factor yet relatively low average value as found in the sub variable; being a entrepreneur. In the sub variable of variety of career, it can be seen that the variables related to the production units in schools were not yet optimally implemented and the sub variables were not substantive to measure the career orientation variable. There will be explanation in the discussion section related to the suggested actions that can be taken by schools to improve the performance of those sub variables.

Specifically, the result of analysis on the the sub variables of becoming entrepreneur and public-service entrepreneur indicated that those variables have been optimally implemented in the production units in the schools and they were substantive variables to measure the difference of career-orientation. It is explained in the discussion section the attempts done by schools that made the sub variables important determinants to the career orientation which received relatively high score in the assessment done by schools.

4. DISCUSSION

Career Guidance

Based on the result of this study, the implementation of career guidance could be measured from other variables such as; job awareness, making decision to set up a business and career, and becoming a entrepreneur since these three sub variables had higher loading factor value at 0.65, 0.58 and 0.70 compared to the other three sub variables that were; self awareness, job requirement, and variety of career which loading factors were found at 0.53, 0.40, and 0.43. From the description, it can be seen that there were 4 out of 6 sub variables under the career orientation variable including; self awareness, job awareness, making decision to set up business and career, and becoming entrepreneur obtained relatively higher average vaue compared to the other two variables. This can be seen from the result of the average value obtained by sub variables of; self awareness at 3.25, job awareness at 3.27, making decision to set up business at 3.10 and becoming a entrepreneur at 3.03.

Career guidance for the sub variable of self awareness refers to the condition where by the time the students set their career orientation, they are able to seek for information related to important skills, academic achievement, suitability of particular skills for certain jobs, favorable workplace atmosphere, family supports, and the distinction of male and female jobs. Several descriptions of the sub variable of self awareness under the career guidance variable obtained relatively low loading factor at 0.53 and relatively high average value at 3.25. The low loading factor indicates that the self awareness did not significantly influence students' career orientation. Generally, students needed high self awareness to do extracurricular activities to enhance their self identities which did not relate to the career orientation. There were also some students have determined their career orientation yet did not receive permission from their parents. Some female students also stated that they were aware of themselves particularly related to the gender differentiation in some job opportunities. They understood that there are many job opportunities that are not suitable for women such as working as technician or heavy vehicle operator in mining industries. In addition, there were some other reasons that contributed to the high average value of the sub variables. For instance, students were actually aware that in their attempts to get job or career, it is important that students know and understand theirselves first (self awareness). By having adequate self awareness, students are able to measure their own capability either the physical capability or non-physcial capability in order to avoid getting stressed out due to excessive work load. Some students felt the pride when they successfully actualized themselves in accordance with their own potencies. In the process of building self awareness, there are some attempts that can be done by the schools to help speeding up the process by providing outbound training that will motivate students to find their real potencies. Schools are recommended to invite a motivator who is able to build students confidence up and give them some recommendations on job opportunities that match their potencies.

Job awareness obtained a relatively high loading factor value at 0.65 and relatively high average value at 3.27. It indicates that the awareness to get appropriate job needs to be sustained. The main contributive factor that made the job awareness obtained high loading factor and high average value was probably the fact that students' true intention of studying in vocational schools was to get appropriate job

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that match the competences learned in the school. Most of the respondents stated that they did not necessarily want to get similar job to their parents' jobs. Some of them also stated that they did not have any picture related to their future job and job orientation yet, and they would simply enroll to any job vacancies. Whilst, there are some aspects and actions that should be done by school in order to maintain students' job awareness by inviting some industries to open up chances or job vacancies for the students of certain schools. It is recommended that schools make as many cooperation with companies or certain business unit as possible to provide their students with various job options and bigger chance to get employed.

The decision to set up business and career refers to students' plan after the graduation. Some students stated that they wanted to open up their own business, or they prefered to get themselves employed by other people, or they wanted to work for someone elses' first to gain some experience before they set up their own business, even some of them said that they were only interested in working for outstanding companies to gain prestige. The decision to set up the business and career obtain a relatively high loading factor at 0.58 and relatively high average value at 3.10. This result shows that the students already had the plan to set up their own business in order to become successful people. There were also some student who were not interested in becoming entrepreneur, instead they want to find certain careers that resulted to high average values for some items within this variable. The high loading factor value indicates that the early consideration and decision to choose whether to set up business or being employees should be highlighted in the career guidance program offered by schools. At this point, the success of the career guidance program can be assessed whether or not the program has been able to help the students decide their future career after the graduation. There were some attempts that have been done by school in implementing the career guidance program such as using certain modules, questionnaires, introducing some favorite jobs, and so on. There were also schools that used a book published by ILO (International Labour Office) in Jakarta.

Job requirement refers to the condition in which students have identified various kinds of job, various skills they have posesed, the ability to write job application letter, the readiness for interview, and the awareness to the work contract when they want to be employed by certain company. Job requirement obtained a relatively low loading factor at 0.40 and it also obtain a relatively low average value at 2.53. This description was made based on the quadrant graphic which was included in the "low priority" category, showing that the job requirement has not yet given the students insights or concrete picture related to their future jobs since they were still focusing on the national examination and competence test. There were also some students stated that they would simply focus on passing the examination to graduate because they believed that they would get the job after the graduation by trying out any vacancies without any special preparation. However, after the graduation, there were a lot of students did not get appropriate jobs that matched their specialization. The broad scope of automotive engineering program made the students interested in taking this program, making the program keeps developing itself until this present time. Basic knowledge such as mathematics, Indonesian language and religion are well developing in any job or workplace. Thefore, some respondents stated that they do not really rely on the job requirements which means that they prefer to adapt to any work situation or business situation, hence they gave low score for this sub variable. There were some actions that should have been done by schools to improve the sub variable of job requirement such as; giving clear explanation to the students that they need to really put attention on the criteria or requirements that are being asked by companies in order to be able to pass the test. For instance, job vacancies come from companies that demands certain physical or health criteria, some companies also demand applicants to have compentencies in certain field, some other require the applicants to have active English skill, and so on. Thus, it is important that schools improve students' skills in order to fulfill the criteria as demanded by companies. Teachers, especially the teachers of productive courses should give extra emphasis on the compentences that are demanded by employer in order to provide students with adequate competences that will help them passing the job test. This way, students will be likely to be accepted to work. The result of this study shows that students who attended production unit activities done by schools were directly accepted to work in industries or various business companies right after the graduation. This happended because students who attended the activities already prepared the job requirement such as improving competences on certain field as expected by the industries or companies.

Variety of career also appeared to be the sub variable which loading factor was relatively low at 0.43 and relatively low average score at 2.89. Within this sub variable of career variety, there were some groups; career guidance for students who wanted to be civil servant (*PNS*) or army (*ABRI*), career guidance for those

who want to work in big factories and career guidance for students who were interested in working in small service shop or small business companies. The result of this study shows that there were a number of respondents who did not have any intention to become civil servants of their field. For instance, students from technical engineering thought that it would be hard to get accepted as civil servants, thus they gave low score for this item. There were only few students stated that they wanted to become soldiers or policemen. Most of students from big cities such as Malang, Probolinggo, Jember, Madiun and Mojokerto stated that they would prefer to continue their study to university level. It was probably due to the high economic condition of students' family in which parent have enough fund to send them to continue their study to university level. To be able to improve the variable of career variety, schools are suggested to give students; extra physical training to those who want to be soldiers or policemen to help them pass the physical test. Schools should also give real prediction to them to prevent them from getting disappointed if they could not pass the test. For students who want to be civil servants, schools should actively motivate the students to continue their study to university level before enrolling for the position as civil servants such as becoming a teacher or work as employees in government's offices or state-owned department since it is hard for vocational high school graduates to get accepted as civil servants.

The sub variable of becoming entrepreneur obtained relatively high loading factor at 0.7 and relatively high average value of 3.03. The were some other categorization within this sub variables including becoming a entrepreneur in the field of; production, property, culinary, retailer, contractor and repair shop. The score obtained for this sub variable was relatively high and it needs to be maintained. The result indicates that students began to grow awareness that becoming a entrepreneur might also give them good life and high economic condition. Majority of the respondents gave high score for this variable because they believed that becoming a entrepreneur was likely a good solution to earn extra income besides working as employees in formal sectors. Respondents who participated in this study have also complete their industrial internship which have given them adequate knowledge to set up business that made them become motivated to achieve similar success. Students were also given some other business alternatives related to this field such as; setting up retail selling business, culinary business, and service shop business. Those jobs have high relevancy to students' competences learned in school. Teaching and learning activity in schools were done in such ways that it would improve students' business skills by enhancing the courses on business, adaptive and productive courses as well as industrial internship.

The high loading factor values and high average values should be sustained by vocational high schools in East Java. Programs that have been run nowadays should be well maintained. Enhancement on those programs can also be done by; inviting entrepreneur to give students motivation and get the students familiar with various business opportunities that will excite the students to set up their own business with high courage. Schools may also invite the parents and suggest them to support their sons/daughters by providing fund and motivation to set up their own business.

Work Placement Service

Based on the result of the test, work placement sercive was measured through the variables of connection with investors and relationship with students and parents for those two sub variables obtained high loading factor of 0.77 and 0.72 compared to the other five varriables which were the service to the students, work placement information, online service, connection with alumni and accompany to job enrollment tests which loading factor were found at 0.53, 0.57, 0.54, 0.43 and 0.50. Seen from the result of the description, there were for out of seven sub variables which obtained relatively higher average values including the sub variables; work placement information, online service, connection with the alumi, and connection with the investors. It can be seen from the average value of the work placement information at 3.44, online service at 3.33, connection with the alumni at 3.48 and connection with the investors at 3.34.

Within the sub variable of service for students, there were some items including the excellent work placement center in vocational schools, the use of online system (job information, enrollment, and alumni), supported with good management by everyone in the schools. This sub variable obtained relatively low loading factor values at 0.53 and 3.30. It indicates that some schools did not give optimal implementation of work place center service to the students. Only five schools have implemented the online system that provided job-related information which could be accessed by the students. Currently, most of the schools pass the job-related information to the students by inviting them to come and apply for the job vacancy.

Respondents gave low score probably because there were only few job-related information and they considered the role of job placement center unhelpful. Students considered the participation of school members in the job fair was not yet optimally implemented for only teachers were given responsibilities to run the program and the other school members did not attend or participate in this event. In order to create a good concept of job fair for students, there are some things that should be done by school such as giving instruction to create online website for the students related to the job fair, assigning certain teacher as the coordinator of the job fair while the other teachers should be actively involved in the event by passing the job vacancy information to the students, motivate them to apply and do the job enrollment test, and help them completing the job requirements. Students should also actively search job vacancy information provided by the school as well as outside the school to be published in the school job fair.

Industrial information for job seeker is the main job fair activity in vocational high schools that gives lots of information related to job vacancy in some industries and job information in the job fair. This sub variable obtained relatively low loading factor score at 0.57 and relatively high average value at 3.44. It indicates that the industrial information for job seekers was considered "excessive" based on the quadrant. Possible reasons or factors that made the industrial information for job seekers obtained low loading factor score was the gap between the exisiting job vacancy information and the available quota. There were many job vacancy information issued by some companies for vocational high school students, yet only one or two students were accepted for the job. Thus, respondents did not consider this sub variable relevant. Most students have gotten some job-related information during their industrial internship that helped them getting accepted after the graduation. This view goes in line with Aji et al. (2016) who stated that within schools' attempts to get their students employed, BKK have conducted some events such as collecting data of the graduates, giving career guidance, conducting job recruitment, occupying students to certain job and controlling students' performance in their work place. The majority of the respondents agreed that they needed job fair events to broaden up their knowledge on job-related information. A number of students also said that they got recruited for certain jobs through job fair events held by schools or districts/city. In job fair events, students met students from other schools with whom they share job-related information. There were also some students who got recruited and have worked for some time but they resigned from the job because they got better jobs. are some aspects that the schools need to be put into account related to the attempts to improve the industrial information for job seekers including; creating more job fair events or job placement events that facilitize students to get proper jobs, conducting more business seminar which informs students with certain business model that motivates the students to set up their own business, cooperating with more industries that need employees to open up bigger chance for students to be accepted, and schools may also implement the model in which schools create a group of local businessman who might provide students with job-related information or even giving students vacancies.

The sub variable of online job placement service obtained a relatively low loading factor at 0.54 and relatively high average value of 3.33. The online job placement service offered in vocational high schools required internet connection and was integrated with the schools' website or school job placement center website to accessible for all of the students, alumni or even other people who needed the information. The high average value shows that the traffic to the website was still low; users rarely checked the website to get some job-related information or to enroll themselves to certain job vacancies through the website. Nowadays, companies publish their information including the information on job vacancy via online platforms that made students become interested in applying for the job in the easiest way by filling up online application forms. Majority of students have been familiar with using phoe or smartphone with internet connection, making the online job placement service seemed interesting for the students. Usually, studentsin a school exchanged their information on job-related information that was beneficial for other students. Therelatively low laoding factor score indicates that even when the schools have implemented the online job placement service, they could not guarantee that students who applied for the vacancies online would be accepted by the companies. For students who chose to set up business, they needed business-related information, yet it was not provided in the existing website. In implementing the online servie for students, school principals need to consider these following suggestions; even when the schools already had the online job placement service, schools still need to publish printed version of the vacancies to make sure that everyone read the information whilst for schools that did not yet implemented online job placement service, it is suggested that they create one soon.

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Connection with alumni also obtained a relatively low loading factor score of 0.43 yet it obtained the highest average value at 3.48. This sub variable refers to the good relationship that was maintained between schools and the alumni who were working for certain companies. This way, the alumi were expected to pass job-related information to the schools quickly and they would prioritized the graduates of the schools to get accepted Aji et al. (2016) explained that the role of the BKK (career guidance) were; making sure that the students have completed the letter from Departemen Tenaga Kerja dan Transmigrasi (The Department of Employment and Transmigration), making sure that the school have provided appropriate facilities for students, making sure that the school have recorded data of the graduates, creating MoU with industries or companies, distributing the students to work in appropriate companies, giving career guidance and conducting job fair. The high average value might be caused by some factors such as; the website provided information on alumni's indentity including their phone numbers which were accessible for students through social media. The website also showed the contact person of companies' Human Resources Development (HRD) allowing readers to personally maintain the connection with the companies. Schools are suggested to do some actions in order to improve the connection with alumni such as requiring students to fill in printed form as well as online form of graduation which later the data can be shown in the website, especially in the job placement section that gives students information in the form of links to the industries. It is also recommended that schools do not only provide vacancies information, but they should also provide online school marketplace, providing students with job-related information as well as mediating online shopping through the website.

Accompany to the job enrollment test obtained a relatively low loading factor score at 0.50 and also relatively low average value of 3.23. The sub variable of accompany to the job enrollment test included the schools' accompany to certain test location. Thus, the job placement service should also accompany the student to go to the job enrollment test together and if the students were accepted, the schools need to accompany the students to go to the work place together. Through this action, schools will be able to show their total responsibility in allocating time and money to take care of this matter. Students gave low score for this item since they had not yet experienced working for companies. Some students considered that being accompanied by school was not a really crucial matter since they wanted to focus on getting accepted for certain jobs. Students who own private transportation would not need to be accompanied to go to work. For this item, there were few students gave high score because they understood that this action would be able to maintain good relationship between schools and the companies. To implement this action, schools need to be committed that whenever students need to attend job enrollment test, schools would spare time and money to accompany them, schools my also arrange the job enrollment test to be conducted at schools to promote the schools to the companies.

Connection with inverstors obtained a relatively high loading factor score at 0.77 and relatively high average value at 3.34. Connection with investors refers to the relationship between the job placement center in vocational high schools with potential investors/businessman and banks that they are willing to give debts or loan to support the school and students' business. This sub variable obtained high score from the respondents because they expected that the investors would support them with loan to start setting up business since they believed that the fundamental problem of vocational high school graduates in setting up business was the financial problem. Good connection with the investors would later give students easiness in taking loan which later will be paid with low interest. There were also some school that joined the local business association in which students were given loan or tools to open up their own business. This association can be appointed as a school development committee that will help the school improve its job placement system. Some attempts were done by schoos in order to maintain the connection with investors by having MoU (memorandum of understanding) with related department such as Banks, Disperindag, Koperasi, UMKM, BKM within village level, and so on. By having good connection with investors, students' motivation were enhanced and they became highly motivated to open up their own business. Society may also be involved in this attempts by giving donation to help students setting up their business.

Relationship with students' parents obtained relatively high loading factor score at 0.72 and relatively low average value at 3.21. It indicates that the relationship with parents was considered the "high prority". Job placement centers in vocational high schools were found to have maintained good relationship with students as well as with students' parents. Usually, students and parents were contacted if there were some good vacancies for students. The low average value might be caused by the parents who did not give

permission for their sons/daughters to work far away from home or even in other islands. Most of the parents prefered their sons/daughter continuing their studies to university level, and there were some parents who let their sons/daughter work as long as the workplace was near from home. Aji et al. (2016) also highlighted that parents' permission appeared as an obstruction for the students in applying for jobs. Some factors made this sub variable to obtain high loading factor score such as respondents' enthusiasm when the questionnaires mentioned the phone numbers to be contacted later when there vacancies were available for students. In relation to the parents', the low average value might be caused by students' strong will to be financially independent from their parents. Students wanted to be independent and set up their own career based on their comptences with supports from their parents. There were some attempts that can be done by schools in maintaining the relationship with parents such as inviding them to come to school for consultation, reporting students' progresss to their pairents, and explaining students' interests after the graduation. Parents association should be given understanding to give permission for their sons/daughters to work outside the hometown. Unfortunately, schools were labelled inconsistent by companies if their students cancelled the job contracts after they were accepted because their parents did not permit them to go. By having the gathering, schools may distribute questionnaires and create a list of parents' phone number to let them know about certain vacancies for their sons/daughters before they apply for the jobs.

Career Orientation

Based on the result of data analysis on career orientation could be measured from the variable of becoming businessman and public service businessman since those two sub variables obtained relatively high loading factor scores at 0.7 and 0.71 compared to other sub variables which were becoming employee which loading factor score was 0.51. In the descriptive way, out of the three sub variables within the measurement of career orientation, being public-service businessman appeared to have higher average value compared to the other two sub variables. It can be seen from the average value which was found at 3.04.

The variable of becoming employee obtained relatively low loading factor at 0.51 and relatively low average value at 2.99 which indicate that this variable was low-prioritized variable that needed to be improved. The reason for this low value was because students tended to compare the position of employees with other jobs such as becoming civil servants/soldiers/policeman, working in a big company, and becoming an employee of small service shop which appeared to be the most favorite jobs among students of technical engineering field. Becoming civil servant, soldiers, and policemen were considered difficult. This is due to the requirement for applicants to possess university certificate in certain fields before they are allowed to go through a long process before they are appointed to be official civil servants. Thus, only few students were interested in this field. Most of the students had great intention to work in small or big service shop yet they began to change their mind and chose to run business after receiving some business-related motivation instead of working in service shop with relatively low income even under the standard wages. In presenting career orientation events, schools need to py attention on the sbu variable of becoming employee by inviting alumni who work as employees to share their experience to make students motivated, inviting students to visit big industries that need big number of employee, motivating students to be patient and enjoy their work even when the salary is low because they still have the chance to set up their own business later.

For the sub variable becoming businessman (production) obtained relatively high loading factor score at 0.7 and relatively low average value at 3.0. It implies that becoming a businessman has the highest priority to be enhanced. Becoming businessman in this sense includes the business related to technical engineering field such as setting up small service shop, business on property, culinary business are also part of this variable. Knight (2009) stated that "Students from area/regional high schools and vocational/technical schools and programs have insufficient access to career exploration activities, especially at an early age.". Looking at the data of those items, the the average distribution of the items which obtained low scores came form the questionnaires of students who wanted to work in companies, service shop and home industries. In order to improve students' career orientation especially the orientation to become businessman, schools need to give students real example by showing the work place of small industries and big industries of food factory and property by conducting field visit or by showing the real video that give students insights or career orientation on that field which also motivate them to open up their own similar business.

The sub variable becoming businessman obtained high loading factor score at 0.71 and high average value of 3.04. This has made this variable is worth maintaining. Becoming a businessman includes running retail business, online selling, treatments and service business had high loading factor score as well as high average value. It might be due to the fact that respondents believed that those kinds of business do not require huge amount of fund or capital, nor do they require special skills, when they covers broad scope of society or types of job. The online selling system has been popular among young entrepreneur such as school gradates. They tend to like the online selling system for its practicality, efficiency and easiness in running the business. The improvement on this value has given insights to the students that there are many opportunities that can be developed for their living. Based on the data, students' career orientation has changed from the old view that they needed to be employed into the view in which students tend to be more interested in creating their own jobs. In order to maintain this high value, schools may to these following attempts; creating small business in schools in the form of cooperation, canteens that sold students' products, creating mini bank for students to make savings which later can be used to fund their business, administering workshops related to online trading including the training to create school website that facilitates online selling among the students.

5. CONCLUSIONS

1. Career guidance had a direct correlation with career orientation of vocational high school students. It has been proven by the p-value of 0.043 that indicated the existence of direct correlation between those two variables.
2. Job placement service had a direct correlation with career orientation of vocational high school students. It has been proven by the p-value of 0.001 that indicated the existence of direct correlation between those two variables.

6. SUGGESTIONS

For Vocational High Schools

Suggestions are directed to all vocational high schools in Indonesia particularly in East Java to (a) improve the career guidance for students by giving more emphasis on the business matters rather than just focising on employment which can be done by inviting successful figures of business field and conducting seminars on this field, (b) the implementation of job placement service should be developed in such ways that it gains trust from investors who will help students setting up their own business by facilitating bank loan or private loan, (c) career orientation should be improved since it gives positive insights for the betterment of students' career and provides knowledge, experience and efficient ways for students in doing certain tasks that will be helpful in doing their future jobs, or the schools may also use the book on career guidance published by ILO.

For the Department of Education

The position of the department of education in Indonesian education system relies within the birocracy structure beyond the schools, and the department of education holds the responsibility of vocational high school education practice in all over the nation. Thus, this department should be well supported by the nation by providing appropriate place and facility using the regional budget or other budget such as fund from industries to enhance its performance. Government should also facilitate the job placement service with fund to administer events which involve the participation of industries to open their vacancy for vocational high school graduates such as administering job fair events in a city that involve the participation of local up to national industries.

For Future Researchers

This study can be expanded to analyze similar issues appeared in different study programs offered by vocational high schools in Indonesia.

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