

# Development Model Career Coaching for Graduates University

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**Abstract:** This study aims to examine and develop the model career coaching preparing university fresh graduates in establishing the first step selection career. The method used is research development. The study was conducted on 20 students graduated Unsyiah class of 82 to 86. Phases in research activities is the development of needs analysis, makes beginning of the program, conduct expert test, revising the program, and perform field tests, with the result that syntax career coaching model. As for knowing the effectiveness of the program, the researchers conducted observation (field tests), focus group discussion (FGD) and interview with informants. Based on interviews, observation and field testing of this program has a very feasible interpretation category. In the end, this study produced a learning model that is "coaching career".

## 1 INTRODUCTION

Nowadays the competition to get jobs for fresh graduate employees is getting tighter because of the limited job opportunities and the increasingly up-to-date technological influences that make back office work more and more limited. According to an analysis from Glassdoor, the job seeker's networking site, automation will increase dramatically by 2033. At that time, Glassdoor claimed as much as 47 percent of the current work would be taken over by engine power. "In the future, it seems that most of the current jobs, from cashier to teller, will be automated and the need for real people working on the role it will not be necessary again when technology is able and take responsibility (Wasserman, 2014).

This above phenomenon adds to the list of problems for college graduates in getting jobs. This problem adds to the never-ending homework, so the number of unemployed graduate fresh graduates is not reduced. According to Kasali (2014) 7.7 million Indonesians are unemployed with almost 500,000 of them undergraduates. If every year there are 200,000 scholars produced by this country, then this means three generations of scholars at the same time considered the world of work as not (or not) worth working. Emphasized by Kasali (2014) typical of those who have not got a job are those who have not been able to transfer their knowledge and skills in real action. To have a high employment readiness required Employability, i.e, make decisions about a

career or the ability to know what kind of work suits him.

Facts in the field show that after graduating from the world of lectures, many students are confused in entering the world of work. They have not had a chance to get a job even not yet have a clear goal. students who are at the final level have not been able to determine the areas they will be engaged in when entering the world of work (Widyatama and Aslamawati 2014), and it is confirmed Suhardono (2015), that the fact is not surprising because most individuals still lay with himself. It is ironic that increasing understanding of the environment, markets and others is not accompanied by an understanding of oneself. The answer above shows that there is a problem of unpreparedness of college graduates in preparing for their careers in a planned way.

One of the causal factors is internal factors of individual to career maturity. According to Coertse and Schepers (2004), career maturity is the success of a person in completing typical career development tasks at a certain stage of development, the student stage is in the second stage of exploration. At this stage the task of a person's career development is to observe or find information contained around it to get a picture of various jobs, and start trying certain jobs chosen in accordance with the interests and abilities possessed (Savickas, 2012).

On matters of career maturity, besides learners there are elements of involvement and responsibility of universities in answering the problems as well as

challenges to prepare learners. Higher education is the highest level in the education system in Indonesia, therefore universities are expected to be a place to prepare quality resources, achievement and oriented into the future. Higher Education can be a formal container in the process of preparing students' careers in realizing their ideals. High university is expected to produce graduates who can implement science with the maximum, so as to create relevance between the knowledge learned with the application in the community, reflected from the work occupied after graduation from college. Integration between science and work by college graduates should be prepared through the process of career choice by individuals since still a student.

This is because the student's important indicator is to develop personality according to his potential and able to plan the future according to his / her situation. They are expected to be able to reach their own potential early. One of the measurable successes of college graduates is the success of students in career preparation, which can enter the workforce in accordance with the field of expertise. Therefore, the mind-set of students is directed to be more mature in solving problems, including job problems. In addition, students are also expected to develop the attitude of fostering science for the betterment of the nation by developing personality according to their potential and able to plan the future in accordance with his condition (Komalasari, 2012).

In facilitating, directing and finding their careers is not easy, a set of media, systems and programs are needed to support the realization of student preparation in choosing their careers. Facts in the field are only a few universities that provide career guidance programs, including workshops and seminars preparing the world of work. Through career guidance students are expected to be able to make decisions about a career or a major job affecting their lives in the future. One of the efforts taken to meet the challenge and reduce the problem of unpreparedness of college graduates in determining the beginning of career selection is to innovate by improving the quality of teaching and learning process in Universities, such as improving the skills of lecturers and learning methodologies.

In the learning methodology, there are two quite prominent aspects of learning media and learning model. Learning media has a role in helping lecturers achieve learning objectives. Media is anything that can be used to channel messages from the sender to the recipient so as to stimulate the thoughts, feelings and interests of students leading to the learning process. The learning model is the way, an example

or pattern that broadly deliver compelling messages to the informant students should know, understand, and be understood is by making a pattern or example with ingredients selected by educators in accordance with the material provided and the conditions in class.

In connection with the learning models are in college, as well as in organizational models of career coaching is an activity aimed at improving the performance of individuals. Coaching has proved able to increase employee productivity. In the transitional period of the millennium, coaching began to reach a wider audience, including from prominent figures such as Andre Agassi, Nelson Mandela, Mikhail Gorbachev, Margaret Thatcher, Francois and Bill Clinton have felt the benefits of coaching success (Wilson, 2011).

Coaching is a term often used within the organization. Wilson (2011) defines coaching as an activity that helps individuals or organizations to achieve optimum performance, overcome obstacles and barriers to growth to achieve specific goals and challenges as a means of fulfillment, personal development and professional, the balance of life and work (Hamalik 2008). Coaching becomes an important tool in the process of developing one's personality and professional. Many empirical studies agree on this point and consider coaching to be effective because it offers employees an intense way of learning that is suited to their individual needs and thus leads to greater career satisfaction (Colomo and Casado, 2006; Rowold and Schilling, 2006; Sherman and Freas, 2004; Zaleska and De Menezes, 2007).

The objectives of each coaching session are to increase self-awareness, build self-learning, improve self-efficacy, build influence and confidence, and build resilience and wisdom. Brockbank and Ian McGill (2006) posit that the one purpose of coaching is: "the learning and development of an individual, a process that involves change". Brockbank and Ian McGill (2006), says: "Coaching is a simple yet effective form of personal development where the Client and Coach create an alliance that promotes and sustains the Client's personal growth and competence. This powerful relationship enables the Client to give up who they are for who they want to become."

One thing that most definitions of coaching already have in common is that it recognizes the person as a whole, believing that the client is in possession of all the qualities and resources required for development. It is the coach's job to find and release that potential in the client (Brockbank, 2006). Coaching is considered as one of the key elements of success in all major competitive fields ranging from sports to business and personal life. That is why

coaching is a fast growing business today. The coaching process helps the client to establish effective personal and business relationships and it can lead the way to more effective decision making. Coaching is conducted by dialogue and inquiry, which improves the client's communication skills, creates awareness and competence.

In the process of coaching activities, one of the important roles is the expertise of a Coach. Coach is a facilitator who helps coachee to develop an understanding of them, and thus they can improve performance in your personal life and career. A coach in the compulsory have proficiency in coaching skills, there are five skills that must be mastered namely: building rapport, active listening, calibration, asking the question, giving feedback. He is present not to give advice but to facilitate self-learning effort for the coachee.

Coach is responsible to keep the conversation focused on a goal that has been described clearly, facilitating other people's thinking, assess progress and give feedback that is constructive; Coachee responsible for generating ideas and choices, take action to achieve the goals and report progress (Wiwoho, 2010). Harnessing the learning process model of career coaching is one of the efforts to prepare and minimize the problem of readiness of students and college graduates establish careers early election.

Career coaching models that have been developed are expected to help students and college graduates more easily make a choice early in their careers, both since I was a student or have graduated from college. Therefore, universities should be able to innovate and be creative in order to design a model of learning that is appropriate and effective for learners.

Various problems in the College on career preparation indicate that a student preparation program is still needed to determine the beginning of career selection. This is in line with what alumni of the Faculty of Engineering of Syiah Kuala University Banda Aceh force 82, 84 and 86 said that the problem of determining the beginning of a career for the graduates of the Faculty of Engineering is a complicated problem so that the graduates need different and varied career guidance to meet the needs. They are in preparation to set an early career election. With the existence of these problems, researchers are interested to test and develop a model of career coaching to prepare for college graduates in the electoral process early in their careers.

## 2 METHODS

### 2.1 Procedure

This study, research development using the method of research and development (R & D). This method is used to develop and validate a product of education according to Borg and Gall (1983). In this study, researchers tested and developed a coaching career models that are intended for the company. Educational research and development not only emphasizes the material, but also the procedures and processes. This study aims to make the final students have an effective career maturity so they can make a plan as well as know how the process executes in accordance with the potential interests and resources that exist in them.

### 2.2 Design

Model Research and Development, consisting (1) analysis of the potential and problems, (2) designing the program, (3) collecting the material, (4) makes the initial program, (5) to test the expert, (6) revising the program and (7) conducting a field test.

Through the development of career coaching program is expected models that have been used in the organization can be more effective, efficient, practical, and applicable and can be used to improve the quality of students in seeing the potential of finding early career.

The model used in the development of this product is a model adapted from the model Business Coaching (Wiwoho, 2010).

### 2.3 Participants

Subjects in this study were college graduates at Syiah Kuala University Banda Aceh. Department of Engineering. They are alumni 1 - 3 years old just graduated from college. They numbered 20 people. To maintain validity, the researcher appoints member checking 2 senior alumni as an observer and a professional coach as well as a psychologist in carrying out this research.

### 2.4 Analysis Technique

Data retrieval in research done with some technique as follows:

#### **2.4.1 Documentation Technique**

Documentation conducted during the research phase of the interview stage, observation, questionnaire, psycho test, and quote technique were given to students and alumni of Syiah Kuala University Banda Aceh to know their career maturity, this activity is done by psychology.

#### **2.4.2 Individual Interview Techniques and FGD's**

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### **3 RESULT AND DISCUSSION**

#### **3.1 Needs Analysis**

Needs analysis is done by giving questionnaires to 20 graduates from Syiah Kuala University colleges. In this stage, data collection is obtained from the graduates of the University of Syiah Kuala Banda Aceh. Data obtained in the form of survey results about career maturity.

Through a questionnaire distributed in the form of a questionnaire of career maturity shows that their concept level on him only reached a score of 40%. In addition, from the results of answers to essay submitted nearly 80% of the informants admit that they do not know enough about them self. This shows that they have not enough to know them well, even those not yet aware of its potential maximum first outlines the advantages and disadvantages of their soft skill competencies. These facts indicate that they are still looking for their identity in the world of work and show that their career maturity is still low.

#### **3.2 Program Design**

The program is adopted from coaching programs in companies tailored to the needs of college graduates. This study and college graduates in determining and preparing early career choices. In this stage, the

concept of career coaching program is determined. The program to be developed is a career coaching program designed as an activity that aims to facilitate and help college graduates set the beginning of a career.

At this stage, the steps of the coaching process that will be presented to the college graduates describe the number of meetings, coach activities, informant activities, the benefits of each meeting, and the success indicators of each of the coaching process steps.

Coaching is an individual development approach and an effective strategy for development for universities. Coach skills and the desire to change the behavior of coachee in this student activity, greatly determine the success of this program. The process of coaching program is a reflection process that can achieve individual development and coach. In making the coaching career program to be attractive, effective, and educative cooperation between coach and informant (college students / graduates) is required.

#### **3.2.1 Development Stage I**

At this meeting the activities carried out are sharing session. This activity aims to explain the importance of understanding about preparation in determining a career in the future. Benefits of informants will recognize the advantages and disadvantages, make effective career planning, trained flexibility attitude with creative thinking, Have a positive new habits. In this activity the researcher will convey the purpose of the program, inform the benefit of the program by opening the work-related insight. Researcher prepares and delivers the above material and open question and answer opportunities. After that researcher deploy questionnaires and evaluation forms for the program sharing session.

#### **3.2.2 Development Stage II**

At the second meeting, the activity carried out is self-assessment. This activity is an activity undertaken to determine the potential and personality of individuals through the test conducted. Stages in the self-assessment starts from the activities Test IQ / Intelligence and several tests consisting of Personality Test, Baum, DAM, Graphology and PAPI Kostik Test. This test is performed by a psychologist who aims to obtain personal data of informants and kept confidential. Test results will be submitted to each informant and become data that will assist in the coaching process. In the next activity, a researcher will be assisted by a psychologist and coach

### 3.2.3 Development Stage III

At the third meeting, is the activity of delivering and communicating the results of each informant's psycho test. Psychologists individually convey the advantages and limitations to each of the informants. Psychologists and coach discussed the results of each informant's test. The results of these discussions and self-assessment can facilitate a coach in charting a career that fits their interests, abilities and passion they have. The end of this activity the researcher gives the evaluation form to the informant which aims to get suggestion and improvement in this activity.

### 3.2.4 Development Stage IV

At the fourth meeting, the activities carried out are personal power is an activity to recognize the advantages of each informant. The first event will be asked to make the informant planning the next few months ahead related to their careers. This is done to train informants to make, select and plan according to the resources and competencies they currently have.

Both informants identified gaps in competence and resources, so that they were able to have detailed plans for realizing their goals. The researcher guides filling out the planning form while simultaneously observing and discussing with coach and psychologist.

### 3.2.5 Documentation Technique

At the fifth meeting, the activities carried out are coaching activities provided in the form of face to face one to one. This activity is held three times a meeting with a gap of 2 weeks and each informant get 1 hour per person. The first meeting in the first week of this activity the researchers set up data every informant data of psychological and career planning data of each informant. Coaching activities begin with building relationships to make the atmosphere more conducive and comfortable. Coach saw the note and questioned the informant to pick and choose the plan that will be carried out. This activity is a question and answer activity to build the ideas of the informants. During the process the coach hears effectively and calibrates by repeating the informant's statement. It is done so that no statement is missed; there is no instruction in this activity. Coach closed the meeting and reminded of the commitment to be undertaken by the informant in the next meeting.

### 3.2.6 Development Stage VI

At the sixth meeting, this activity is not unlike the coaching process at the previous meeting, the coach started by questioning what has been done. How the implementation process, how the informant feelings in completing the process, whether to have a new idea in completing the goal. The questions explore ideas interspersed with giving feedback on what has been done by the informant. Ensure this activity does not occur instruction. Coach provides an active-constructive compliment that provides positive comments both verbal and nonverbal with attention to eye contact informants. Coach should also show genuine interest and enthusiasm. Coach recorded a coaching session. Researchers observe and record the behavior that appears in the coaching activity.

### 3.2.7 Development Stage VII

Activities at this stage are emphasized on the feedback and progress of each informant. The informant was asked to evaluate each stage and then write down the updated plan according to the time and the original purpose. At this stage the informant is expected to have a brief experience how to plan for career selection preparation.

### 3.2.8 Development Stage VIII

At the eighth meeting in the six development stage, in this stage, the researcher conducting structured and unstructured interviews from each informant. This interview was conducted to determine the extent of the benefits associated with the election preparations coaching career for the informant. The informants were asked to answer honestly, according to the state itself that the results of coaching can be analyzed by a researcher.

### 3.2.9 Development Stage IX

At the ninth meeting, the activities undertaken are evaluations. A researcher expressed appreciation of the seriousness of the informants in following the activities for 6 months. Researcher asked informants to create groups and discussions to provide suggestions and evaluations about these activities. Researcher also asked each informant fill out a questionnaire / form containing personal impressions and benefits of the implementation of coaching activities. Before closing the meeting, a whole series of coaching, two or three informants will be asked to reveal his experiences during follow these coaching activities.

### 3.2.10 Trial Program

Career coaching program is intended for students and college graduates in setting initial career choice. The first test was conducted for 20 final students. Trial run for 6 months.

### 3.2.11 Expert Discussion

Discussion of experts conducted by a psychologist and an expert coach. The material discussions in this program include two alumni as observers and coaches conducted three revisions. Some of the inputs provided by the expert coach are an affirmation for time coaching activities. This activity should be done careful so as not to confuse enter the realm of coaching at the preparatory activities of the informant, a coach should give a detailed explanation about the coaching activities which will be followed by the informant to informant understand and be able to adjust.

A coachee / informant is expected to prepare and make plans before conducting coaching or meet with coaches so that they can prioritize the things what would they discuss or ask for coaching activities take place. Researchers prepare media in the form of a stopwatch to be used as a reminder of a time when conducting coaching.

### 3.2.12 Small Group Test

The purpose of the college graduates' trials in this small group is to test the feasibility and gain student opinions about the career coaching program before being tested on college graduates in large groups. The results of this analysis are used as input for further program improvement. The group test was conducted on the engineering graduate students of Syiah Kuala University consisting of 20 graduates with the characteristics of the same university graduates with the college graduates who later became the target targets in the program.

### 3.2.13 Large Group Trial

A large group trial can be performed after a small group trial. Based on the results of small group trial analysis then large group trial can be done. However, due to time constraints, researchers will conduct large group trials on subsequent occasions.

## 4 CONCLUSIONS

Based on data exposure and discussion of research results in general can be concluded that the program model career coaching, can improve the maturity of college graduates career. This conclusion is based on the results of opinions, facts, and comparisons. Some of the results obtained from the career coaching program are:

- Provide many positive and useful things for college fresh graduates.
- Helping college graduates (fresh graduate) to know the potential of self is still hidden.
- Assist (fresh graduate) in career planning in accordance with ability, interests, and passion.
- College fresh looking for and finding ideas based on their respective abilities.
- Improve the negative things in themselves and can make life planning more focused in a certain period of time.

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