



JOB READINESS TRAINING TO IMPROVE CAREER ORIENTATION FOR GENERATION Z

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Abstrak

Tujuan kegiatan pengabdian masyarakat ini adalah memberikan pelatihan kesiapan kerja untuk meningkatkan orientasi karir bagi Generasi Z. Pelaksanaan Kegiatan pengabdian melibatkan 60 orang siswa SMKN 1 (Sekolah Menengah Kejuruan Negeri 1) Bengkalis yang merupakan kategori generasi Z. Metode pelatihan yang digunakan adalah yang digunakan adalah diskusi kelompok, ceramah, diskusi, debrief, experiance learning, menonton video, film, games dan narasumber juga menyampaikan pengalamannya dan pengalaman dari orang lain yang mendukung dalam memperoleh pekerjaan. Waktu pelaksanaan kegiatan pengabdian kepada masyarakat dibagi menjadi 3 (tiga) periode, yaitu: (1). Periode persiapan; (2). Periode pelaksanaan pelatihan, (3). Evaluasi. Awal pelatihan peserta diberikan pre tes dan diakhir pelatihan diberikan post tes dan evaluasi terkait materi, narasumber atau trainer, proses belajar, fasilitas dan pelaksanaannya. Adapun materi yang diberikan antara lain (1). Materi orientasi karir, (2). Materi potensi diri, (3). Materi informasi terkait pekerjaan atau karir, (4). Materi menentukan goal atau tujuan dilanjutkan dengan materi (5) Materi action plan dalam merancang masa depan terkait karir, (6) Penutup. Berdasarkan hasil pengukuran yang telah dilakukan menunjukkan bahwa pelatihan kesiapan kerja dapat meningkatkan orientasi karir yang dimiliki oleh peserta dalam hal ini adalah generasi Z sehingga mampu mengarahkan generasi Z untuk meningkatkan peluang bagi generasi Z dalam memperoleh pekerjaan yang layak dan menjalani karir sesuai dengan potensi di masa depan.

Kata kunci: *Dunia Kerja; Generasi Z; Orientasi Karir; Pelatihan Kesiapan Kerja; Siswa SMK.*

Abstract

This community dedication aims to provide work readiness training to improve career orientation for Generation Z. The implementation of the service activity involved 60 students of SMKN 1 Bengalis who are in the Generation Z category. The training method used was discussion: groups, lectures, discussions, debriefs, experience learning, watching videos, films, games, and resource persons also convey their experiences and the experiences of other people who support them in getting a job. The time for implementing community service activities is divided into three periods: (1) the preparatory period; (2). Training implementation period (3). Evaluation. At the beginning of the training, participants are given a pre-test. At the end of the training, they are given a post-test and evaluation regarding the material, resource person or trainer, learning process, facilities and implementation. The material provided includes (1). Career orientation material, (2). Personal potential material, (3). Information material related to work or career (4). The material for determining goals or objectives is continued with material (5) Action plan material in designing the future regarding career, (6) Closing. Based on the results of measurements that have been carried out, it shows that work readiness training can improve the career orientation of participants, in this case Generation Z, so that they can

direct Generation Z to increase opportunities for Generation Z to obtain decent work and pursue a career according to their potential in the future.

Keywords: Working World; Generation Z; Career Orientation; Job Readiness Training; Vocational High School Student

INTRODUCTION

Generation Z, also known as Gen Z, is a group of people born after 1995 (Brown, 2020). Statistics report that this group includes around 74.93 million individuals, or 27.94 percent of the total population of Indonesia (Jayani, 2021). This will fill various sectors of the world of work later. Gen Z has various characteristics that are influenced by technology, culture and society, as well as in facing the world of work, Gen Z experiences discomfort if they are required to work for a long time, worried about their ability to succeed in the workplace. Considering workplace flexibility very important, Kronos Incorporated conducted a survey that about 33% of Gen Z out of 3400 people surveyed worldwide consider workplace flexibility very important. Generation Z considers itself the most diligent, flexible generation, but Generation Z will not be willing to work if they don't want to, which means they will be comfortable working if they can do it as they wish, not too confident about working (Rahayu et al., 2021). The results of the data show that 77% are prone to experiencing stress at work due to long working hours, narrow deadlines, and a very competitive work environment (Patel, 2017). This means that the various conditions that occur in the work environment are determined by the perception owned by Gen Z, even though perception is greatly influenced by various factors. Considering that Gen Z's characteristics are diverse, therefore efforts are needed to prepare Generation Z to face the world of work.

One of the educational institutions that plays a role in preparing Gen Z to enter the world of work is SMK. However, Widyasari et al., (2015) said that vocational school graduates must have special skills, so that 70 percent of the learning process is filled with practice and only 30 percent theory (Widyasari et al., 2015). Therefore, it is hoped that vocational school students are ready to enter the world of work and be able to compete in facing the world of work. However, in the last ten years, the majority of unemployment in Indonesia has come from vocational high school (SMK) graduates. The following is an explanation of the latest BPS acquisition data for February 2024, the unemployment rate for vocational schools is 8.62%, high school 6.73%, D4-S3 is 5.63%, D1-D3 is 4.87%, junior high school is 4.28%, and elementary school is 2.38%. In addition, 9.9 million Gen Z do not work, or do not continue their education (Asyha, 2024). Therefore, efforts are needed to improve the preparation of Gen Z, in this case vocational school students in facing the world of work.

This is in line with the results of discussions carried out between the community service team together with teachers, principals and students of SMK N

1 Bengkalis, it was found that there are vocational students who are included in the generation Z category who do not have a career description, aspirations, do not have an image and information about the work they are engaged in so that it becomes a career when after completing school later, Do not know about preparation in career decisions, job readiness, information related to career and work, what plans will be carried out to help in job and career selection. The service team sees this as a problem that must be solved immediately. Gen Z should have a clear career orientation in facing the world of work. The steps that can be taken are job readiness training to improve Gen Z's career orientation is very important.

Saputri et al., (2016) said that career orientation can be interpreted as an attitude towards work that is aimed at achieving satisfaction or just to work. So that it will affect their career orientation. Career orientation is a person's understanding of personal image that encourages them to choose a career choice, while oriented means directed, purposeful or focused. This means that career orientation can be interpreted as an attitude towards work that is shown with a clear aim to achieve satisfaction or just to work (Saputri et al., 2016).

SMK offers learning that is dominated by practical subjects. Students are also expected to acquire work competencies that meet the standards, set by the Indonesian National Work Competency Standards (SKKNI) or by institutions representing industries or companies. Based on GBPP (Ivonesti et al., 2020; Pratama & Sudarsono, 2024) As for the number of lesson hours, it is more dominated by practice, which is more theoretical than theoretical. This is not yet to support vocational school students in facing the world of work.

Various studies that have been carried out to improve career orientation, namely vacative training in the automotive field to improve career orientation in the automotive field for students of special coaching institutions (Wulandari et al., 2020). Another research is job readiness training to improve career adaptability in vocational school students in Temanggung Regency which has the purpose of finding out the improvement of the implementation of the job readiness training program with the participation of 10 vocational school students, the results were obtained that the implementation of the job readiness training program is able to increase career adaptability in vocational school students (Ferilya Lasut, L.G, Harjanti, E. P, Novita, 2024).

As for service that uses job readiness training to increase career orientation for Gen Z, no one has done anything related to job readiness training or to increase career orientation in Generation Z. Therefore, service providers are interested in doing service to improve career orientation for Gen Z by using job readiness training media. The purpose of community activities is to help generation Z to increase their knowledge of careers, related to work after graduating from school. In addition, to prepare generation Z to face the world of work.



MATERIALS AND METHODS

Work Readiness Training to Improve Career Orientation for Gen Z was carried out at SMK N 1 Bengakalis totaling 60 people. This community service activity is carried out in three stages, namely preparation, implementation and evaluation and reporting along with an explanation of each stage:

First, the preparation stage

At this stage, community service is carried out: (a) Identify training needs. This process begins with interviews with teachers, and students, and preliminary studies of statistical data literature to identify the problems experienced. The data is used to design training tailored to the needs (b) Program preparation. This is done so that activities are carried out in a structured and measurable manner. This program includes the implementation, scheduling, and smooth process of training events. (c) Preparation of training materials. This includes the theory used adjusted to the needs of the participants in each training session. (d). Preparation of career orientation questionnaires used as pre-test or pre-test and post-test or post-test as well as activity evaluation forms on materials, learning processes or training processes, facilities, and training implementation as an effort to ensure the quality and success of service activities. The assessment instrument, namely the career orientation questionnaire, is described in Table 1. (d) Preparation of facilities and infrastructure. The media games are prepared as task sheets, learning media equipment in service that are used in task activities that will be used in the training, including rooms, training equipment, and projectors to support training activities. (e) Field coordination. This is done by determining the implementation schedule, making permits for technical planning, and the implementation of activities after which preparing materials, resource person assignment letters, and equipment as a service learning medium.

Second, is the implementation stage.

At this stage, the community service team carried out, namely: (a) Pre-test or pre-test which was carried out to measure the level of participants' initial knowledge related to career orientation by using multiple-choice questions distributed through the google form (b). Work readiness training is carried out interactively and uses the experience learning method. The activity is a job readiness training that aims to provide knowledge or debriefing for Generation Z in facing the world of work. The resource persons for this service activity are Syarifah Ivonesti, S.Psi, M.Psi., a psychologist who is experienced as a lecturer and in organizing a job entrance test for private companies in Riau together with the Mashuri M team, Pd as a team lecturer and is a member of the service.

The service activities, namely work readiness training, began with an opening by the MC or host and remarks from the school, filling in the attendance of participants, then continued with a break by providing snacks for the trainees. The

training event continued by inviting participants to take part in ice breaking which has the goal of diluting the training atmosphere, then the service team asked participants to write down their hopes and concerns and rules or agreements before participating in the training before conducting the training, then the initial activities participants were asked to fill out a pre-test with a career orientation questionnaire which is the material provided in the training. Then, career orientation material was given and involved in assignments, group games, by discussing the derivatives of the games given and then discussing, then by watching movies that provided insight for participants, resource persons also provided experience as learning material for students.

Table 1. Career orientation questionnaire instrument

No	Aspects	Indicator
1	Career Awareness	Have a clear understanding of the career path you want to pursue Know the skills needed to achieve your dream career Actively seeking information about job opportunities in the field of interest Be aware of the challenges and opportunities in today's world of work Understand the importance of having a long-term career plan Develop a self-development plan to achieve career goals
2	Readiness in Career Development	Be ready for job interviews and the selection process Actively participate in training or seminars to improve skills Have a clear strategy in developing professional networks Have high motivation to achieve success in a career Feeling confident in my abilities in the world of work
3	Attitude and Motivation for Career	Willing to work hard and keep learning to achieve career goals Stay optimistic about the challenges of building a career Strive to continuously improve interpersonal and professional skills Understand the importance of soft skills in the world of work
4	Understanding the World of Work	Know how to create a compelling cover letter and CV Understand the importance of adapting to changes in the world of work Have a good understanding of career opportunities in the digital and technological era



The following is a diagram of the flow of activities carried out in the Community Service program which is illustrated in Figure 1.

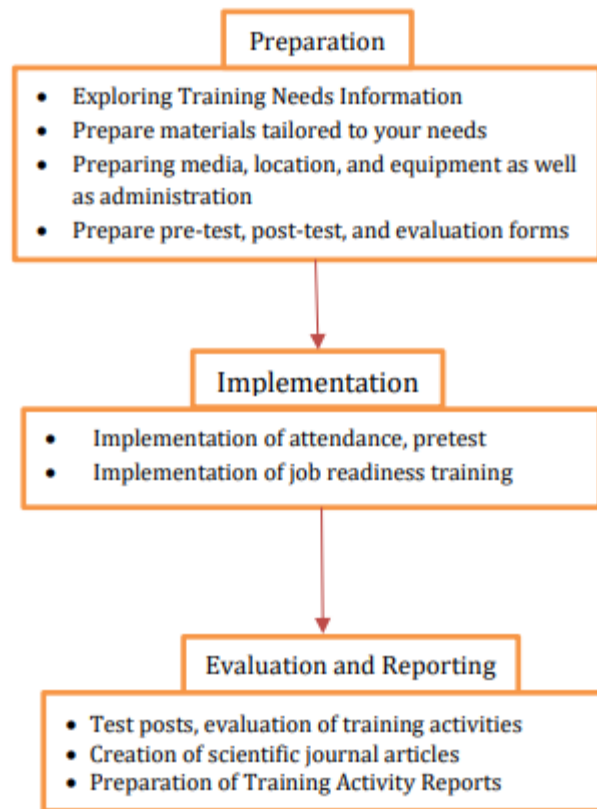


Figure 1. Diagram of the Flow of Service Activities

The following rundown of the implementation of job readiness training to improve career orientation for Generation Z is presented in Table 2.

Table 2. Rundown of Work Readiness Training Implementation Activities

No	Time	Activities
1	07.15-07.30	Preparation of the Committee
2	07.30-08.00	Attendance and Pre-test
3	08.00-08.15	Opening
4	08.15-09.00	Ice-breaking and snack
5	08.15-09.15	Career Orientation
6	09.15-10.00	Introduction to Self-Potential
7	10.00-10.30	Career Information
8	10.30-11.00	Goal or purpose
9	11.00-11.45	Action Plan
10	11.45-12.00	Documentation and Closing
11	12.00-12.30	Evaluation and Post-test

Third, the evaluation and reporting stage

At this stage, the community service team conducts an evaluation. The evaluation is carried out by providing post-tests and evaluating the process of training activities and evaluating activities. The evaluation includes materials,

learning processes or training processes, facilities and training implementation as an effort to ensure quality assurance of the quality and success of service activities.

RESULTS AND DISCUSSION

Community Service Training to improve Gen Z career orientation for students of SMK N1 Bengkalis. The activity is carried out in three stages: preparation, implementation, evaluation and reporting.

Planning Stage

At the planning stage, the service team coordinates the implementation of activities with activity partners, namely SMKN1 Bengkalis. The aspects discussed include activity schedules, licensing or administration in terms of borrowing places, equipment, coordination with the school, namely the head of the school, students, and students who also involve the Student Council. Another thing is the preparation of materials, equipment and learning media used in the training

Implementation Stage

At the stage of implementing community service, it is carried out starting by filling out an attendance sheet while waiting for the event to start. Furthermore, a pre-test was carried out, where the service team used a goggle form to measure the pre-test as a test of initial knowledge before the activity took place. The results of the pre-test are explained in Figure 2.

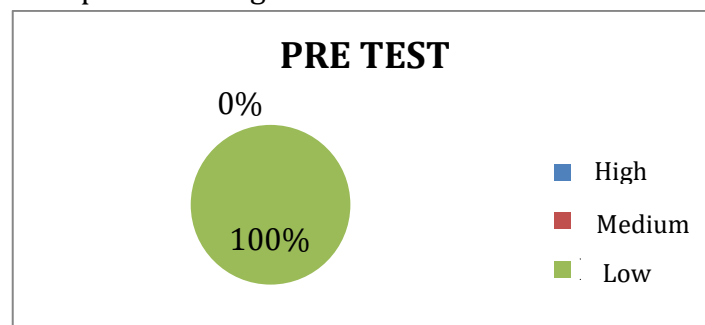


Figure 2. Pre-test Value Diagram

From the graph above, it is clear that the overall pre-test scores of participants are low, none of the participants got medium or high scores. After the provision of the career orientation questionnaire, it was followed by providing training materials. The following is documentation during work readiness training activities to improve career orientation for Gen Z (For Students of SMK Negeri 1 Bengkalis).



Figure 3. Documentation of work readiness training group activities

Furthermore, the implementation to support the success of the training is the material provided. The materials provided in the training are as follows (1). Career orientation. The resource person conveyed the material on what is a career, career is a span of work activities that are interconnected, in this case, a person advances his life by involving various behaviors, abilities, attitudes, needs, aspirations, and ideals as a span of his or her own life (Fitriyani & Susanti, 2022) the importance of career orientation or getting to know a career to help participants in designing the future. A career in English translation is "career" which means work (Yenes et al., 2021). Career is part of the growth task that must be achieved by students (Sulusyawati et al., 2017). Meanwhile, career orientation is a person's understanding of the personal image that encourages them to choose a career (Saputri et al., 2016).

Furthermore, the second material provided was (2) Introduction to "self-potential", the resource person provided material in this session, namely self-potential material related to talents and interests "self-strength, self-shortcomings, introduction to the advantages of attending a vocational school (Vocational High School) in preparing generation Z to enter the world of work. Participants were given assignments by resource persons in the form of assignment sheets and asked to write down their potential and the potential of the school they had. Through this worksheet, participants begin to focus on assessing themselves regarding their strengths or potentials, interests and hobbies so that they begin to know their future direction and goals. This adds knowledge to one's potential and the

potential of the school that has been engaged in and the various skills that have been possessed so that it becomes a strength or ability that distinguishes from others. This is supported by the opinion (Mari Esterilita, Atika, Rianda Abdi, 2020), which is that knowing the self that students have is important to have in determining their careers after graduating from school. Another thing is that recognizing one's potential is the first step that must be taken in understanding one's potential, interests, and personality traits (Prasetyo, 2021). Another opinion Zunker (Ghassani et al., 2020) said that the difficulty of participants mentioning career goals after graduating from school or some participants choosing ideals that do not match their talents and interests. This is because participants think that ideals include the future that does not have to be seriously thought about today, a mindset that is too relaxed like this causes a tendency to make the wrong choice in the future due to lack of preparation. For this reason, this material session emphasizes the connection between the present and the future and how the school education is being undertaken to prepare for their careers.

Participants were given next, material (3) Information material related to work or career, resource persons provided material related to job information that could be used as the next career after graduating from a vocational school. Minimal information related to career affects choosing a future career, therefore this material is very important to be given to participants in this case Generation Z, where knowledge of information about the world of work helps in improving career orientation. Supported by the opinion of Munandir (Wulandari et al., 2020) that information about the world of work is everything related to the world of work. Gati, Krausz & Osipow said that the difficulty of choosing a career has 3 aspects, namely lack of readiness, lack of information, inconsistent information (Islamadina & Yulianti, 2016), not knowing about talents and interests, minimal information about career prospects, and little ability to choose (Izzawati & Lisnawati, 2015).

As for this job information material, the resource person provides various types of information on the types of jobs, how to enter the world of work, rules in the world of work, and how a person succeeds in his career. This is supported by Super's opinion (Wulandari et al., 2020) that information about the world of work has 3 concepts: (1). information about certain jobs in the form of types of jobs that are following the expected career, (2). information about other people in the world of work, for example how people succeed in their careers.

Furthermore, (4) The material is to determine the goal or goal. The resource person delivered material on how to determine goals or objectives, as well as the importance of goals in work readiness. The game given is a mystery game box that is asked to look at it in turn with the dies tafet and participants are asked to convey a debrief, then watch a movie which is then asked to make a derivative of the films watched in a large group. Goal setting can increase future



orientation (Zakariyya & Koentjoro, 2019). Participants who initially did not know the goals or goals after graduation, in this session participants were accompanied by resource persons to determine goals by adjusting their talents and interests as well as career information that had been obtained in the previous session material so that participants had an overview of the future after graduating from school. An overview of the future will help individuals have goals, what will be achieved, have motivation related to the future so that it is more clearly directed. In line with the opinion (Nugraheni & Rahayu, 2023) a clear future orientation will look at the future with high motivation.

Furthermore, session (5) action plan material in designing a career-related future. The resource person delivered material on how to design a career and was guided by the resource person to guide participants to determine their future career. The resource person, taught participants in determining goals by being involved in games in small groups in designing a sturdy building where participants were asked to do planning and cooperation. Career planning is a process where individuals can identify and take steps to achieve career goals (Prasetyo, 2021). So by providing career selection materials, participants can design a future related to Gen Z careers well, (6) Closing. After that, the community service activities ended with the handing over of mementos, the handing over of certificates, group photos, and closing prayers.

Evaluation Stage

After the entire training session has been completed, the service team asks participants to fill out a post-test and provide an evaluation of the material, learning process or training process, facilities and training implementation (Nastiti et al., 2021). The media used by the service team in this training is through a goggle form. However, after the work readiness training was carried out, the participants were again tested to take their scores, so overall the participants experienced a change in their scores as presented in the participant post-test score chart in figure 4.

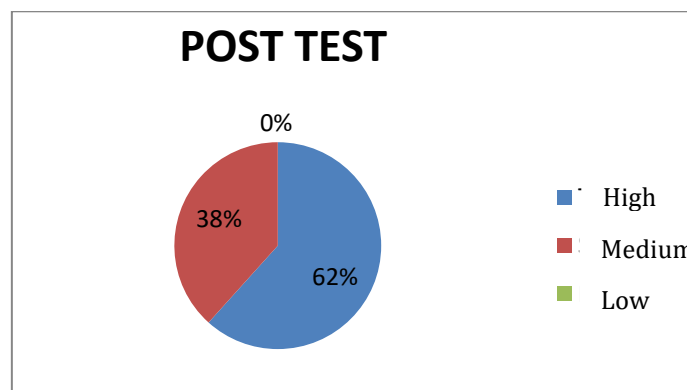


Figure 4. Diagram Score Pos-Test

From the diagram above, it is clear that the overall low scores of participants changed after the training was implemented, none of the post-test participants got low scores, 38 percent of participants got medium scores, and the remaining 62 percent of participants were able to achieve high score categories. To make it clearer, the comparison of post-test and pre-test scores is presented in table 3.

Table 3. Comparative Results of Pre-Test and Post Test

Level	Pre-Test	Post-test
High	0	37
Medium	0	23
Low	60	0

Based on table 3, an overview of the increase in the career orientation score of participants was obtained, namely at the beginning of the pre-test the high and medium category participant scores were 0, and the low category was 60 people. This means that none of the participants have knowledge related to career orientation. Meanwhile, after being given training from the post-test results, there were changes that could be seen from the results of the participant questionnaire, namely the high category participant scores of 37 people, the medium category 23 people, and the low category as many as 0 people. This means that the data on the sample taken shows that job readiness training can improve the career orientation of participants.

Table 4. Pre-test and Post-test

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 1	Pre test	1.5517	60	0.504219
	post test	8.033	60	2.008175

From the data above, there is a difference between the pre-test and the post-test through the average score of the sample, the average pre-test score obtained is 1.5517 and the average post-test score is 8.033 much higher than the average score. The increase in questionnaire results was influenced by the method used, namely training. Training is a series of individual activities in an effort to systematically improve skills and knowledge with a systematic goal with the aim of becoming a professional (Subyantoro et al., 2022). Similarly, he stated that training is the process of providing expertise and knowledge in a short period of time to increase individual potential in order to improve skills for the present and the future (Mahasin et al., 2023). This means that training is a series of activities in



an effort to improve knowledge, expertise, skills and potential that are carried out in a short period of time.

This is in line with research conducted by Nugraheni et al., (2023) that training can increase career orientation, namely "Me and the Future" training can increase the future orientation of high school teenagers (Nugraheni & Rahayu, 2023), in addition to being supported by research that can increase career orientation, namely reflective thinking training to increase awareness of the future orientation of SMA 11 Pangkajene South Sulawesi students (Saleh et al., 2024).

Another thing, in the training, namely the material is delivered through lectures, discussions, media games, films, videos, debriefs and resource persons also convey the experiences of resource persons and experiences from other people who support in obtaining jobs. Supported by research conducted by (Ivonesti et al., 2020) that simulations, discussions of games and derivatives can provide insight or understanding for training participants. The training activities were carried out effectively, supported by resource persons who also delivered material enthusiastically, as well as materials that were designed to be effective in improving the career orientation of trainees. In addition, it can be seen from the activeness of the participants, it can be seen from the questions asked by the participants, as well as the activeness in completing the tasks given by the resource persons, both individual and group tasks, all of which are carried out with enthusiasm in the training. This is in line with the opinion (Latifah & Wulansari, 2020) that the success of an activity can be observed through the level of seriousness of participants to listen to the material, participation in discussions, creativity in practicing hard skills and soft skills and many interactions in the form of questions during the activity.

CONCLUSIONS AND SUGGESTIONS

Job readiness training to improve career orientation for Gen Z has a positive impact on awareness of career orientation. As many as 100% of participants experienced an increase in readiness to face the world of work. The results of the participant questionnaire can be seen from the results of the participant questionnaire, namely the high category participant score of 37 people, the medium category of 23 people, and the low category of 0 people.

The suggestion that can be given is that job readiness training can be provided sustainably by involving more parties, including industry, the private sector, and the government, in terms of having the opportunity to get to know careers and jobs. In addition, it is necessary to expand the training provided to Generation Z, preferably provided at various levels of education, namely high school (high school), universities, MAN (State Aliyah Madrasah), orphanages, and teenagers who have dropped out of school, who urgently need related career orientation materials before entering the world of work. Likewise, for the age level

or level of early childhood education, elementary and junior high school training can be applied to improve career orientation where career material is adjusted to the level and tasks of student development.

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