

Exploring Career Guidance Program for Senior High School Students with Hearing Impairment: A Case Study in Special Needs School in Indonesia

Thesis

Submitted to the Master's Study Program of Education at the Faculty of Education in partial fulfillment of the requirements for the degree of

Master of Arts (M.A.)



by:

Rahayu Azkiya

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UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

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ABSTRACT

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More than one-tenth of Indonesia's population lives with disabilities. This fact is a challenge that is still faced by the Indonesian government and requires special attention to anticipate future challenges. This study will focus on special needs in hearing impairment, because the number of hearing-impaired individuals in Indonesia has increasingly concerning in the past two years, with the largest percentage being students. One of the programs that can assist them is effective career guidance. It is an essential part of education, aiming to help students understand their talents, interests, potential, and to provide direction in choosing an appropriate career path after graduating from school. This study aimed to explore how the career guidance program is planned and implemented in special needs schools and what are the challenges faced by teacher in implementing the career guidance. This study employs a qualitative case study in one of the senior high schools for special needs (SMLB) in Jakarta Barat, Indonesia. The data analysis was done through Quirkos Thematic Analysis. The data has been obtained through observation, interview, and documentation. The participants of this study were one principal, one vice principal of curriculum affairs, two teachers, three student's parents, and three senior high school students. The theoretical framework of Career Assessment initiated by Super is used to understand the implementation of career guidance program for individuals with special needs. The framework suggests 4 steps for maximum outcome: Preview, Depth-view, Assessment of all data, and counseling. The result of this study shown that (1) This school carries out several stages in planning student's career, initially, it collects students personal information, including previous report cards, IQ test results, interest aptitude tests, color blindness tests, and speech test. This data is then discussed with parents and students to determine suitable vocational options. Students will undergo a vocational assessment for three months, after which they are placed in fields aligning with their interests and talents. (2) In implementing careers, teachers focus on students' career maturity, supported by programs such as character education, scouting, leadership training, outing classes, study tours, fairs, and workshops. These programs aim to foster responsibility, discipline, and independence, preparing students for societal and professional life. (3) teachers face three main challenges: students' limited vocabulary comprehension, the extra effort required to mature students' careers, and maintaining students' consistency. This study highlights how students with hearing-impaired are vulnerable to feelings of weariness which can hinder their learning process. Therefore, it show an implication for teachers to be more creative and able to use varied methods to overcome this problem. Future research may explore deeper regarding career guidance programs for students with hearing impairment. Exploring career guidance program in varied levels of education may be more valuable contribution, since difference level of education might give difference challenges.

Keywords: *Career guidance program, student with hearing impairment, private senior high school, career maturity.*

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ABBREVIATION AND GLOSSARY PAGE

BPSI	Central Statistics Agency of the Republic of Indonesia (<i>Badan Pusat Statistik Indonesia</i>)
IQ	Intelligence Quotient
JP	Lesson Hours (<i>Jam Pelajaran</i>)
KBBI	Indonesia Dictionary (<i>Kamus Besar Bahasa Indonesia</i>)
MMR	Reflective Maternal Method (<i>Metode Maternal Reflektif</i>)
OSIS	Intra-school students organization (<i>Organisasi Siswa Intra Sekolah</i>)
PKL	Field Work Practice (<i>Praktek Kerja Lapangan</i>)
PPPDB	New Student Admissions Committee (<i>Panitia Penerimaan Peserta Didik Baru</i>)
SLB	Special Needs School (<i>Sekolah Luar Biasa</i>)
SLB-B	Special Needs School for Student with Hearing Impairment (<i>Sekolah Luar Biasa khusus untuk Siswa Tunarungu</i>)
SMLB	Special Needs for Senior High School (<i>Sekolah Menengah Luar Biasa</i>)
SUSENAS	National Economy Survey (<i>Survey Ekonomi Nasional</i>)
UAN-BN	National Standard School Final Examination (<i>Ujian Akhir Sekolah Berstandar Nasional</i>)
UKS	School Health Unit (<i>Unit Kesehatan Sekolah</i>)
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER I

INTRODUCTION

"The limitations do not hinder the dreamers"

This chapter explains four crucial components of research as follows. First, is the research background, that pertains to the underlying rationale for conducting the research and used to identify the problem. Second, research questions provide an overview of the particular inquiries or areas of study. Third, the research objectives provide explanations of the reason for conducting the research. Fourth is the significance of the research that, highlights the overall implications of the research as well as some benefits that can be derived from this research.

1.1 Research Background

An individual with special needs has different behavior compared to typical children in the mental aspect, sensory social, emotional behavior, physical, neuromuscular, and communication skills (Mangunsong, 2014). A person with special needs is also defined as those who have physical disabilities, intellectual disabilities, mental disabilities, and sensory disabilities (Kaul, 2018). They often get more challenges in living their daily lives, these challenges come from internal and external sides, ranging from taking care of themselves, socializing with friends, difficulty accessing education, and not being free to explore their talents and interests (Overchok, 2022).

In 2020, the National Economic Survey (Susenas) recorded that the number of people with disabilities in Indonesia reached 28,05 million, which is equivalent to 10,38 percent of the total national population (Rifaldo, November 27, 2023).

This means that more than one-tenth of Indonesia's population has special needs. This fact is a challenge still faced by Indonesian government and requires special attention to anticipate future challenges.

Furthermore, the data from the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) stated that Indonesia has the highest disability rate in Southeast Asia, with 1 out of 10 people being disabled (Rifaldo, November 27, 2023). This number indicates that there are still many accessibility challenges for the disabled in Indonesia. The number is expected to rise over time, affecting various factors, including economic challenges and social assistance.

Empowering people with disabilities in the Indonesian economy has become a concern of the government, practitioners, and academics. Furthermore, the United Nations International Children's Emergency Fund (UNICEF) found that only 3 out of 10 children with special needs can complete high school. This situation triggers high levels of unemployment among people with disabilities. As a National Labor Force Survey (Sakernas) 2020 was recorded only 9% of the 8 million workforce with disabilities were employed as workers (kai, November 27).

In Indonesia, there is a diverse range of disabilities affecting the population, including physical disabilities, intellectual disabilities, visual impairments, and hearing impairments (Rembis et al., 2020). Physical disabilities, such as mobility impairments, account for a significant portion, while intellectual disabilities also represent a notable demographic. Visual impairments and blindness affect millions worldwide, with an estimated 2.2 billion people experiencing vision

problem (Kaiti, 2020). Transitioning to hearing impairments, that 22 million people in Indonesia are affected by this type of disability (BPS, 2022), highlighting the need for specialized support and resources to ensure their inclusion and participation in all aspects of life. This focus on hearing impairment underscores the importance of tailored educational and career guidance programs to support these individuals effectively (Chomba et al., 2023).

One of the types of disability that requires attention is hearing-impaired people. Indonesia's 2022 national statistical data states that the number of hearing-impaired people in Indonesia has reached 22,163,528, consisting of 52% men and 48% women (BPS, 2022). This comparison shows that the number of men with hearing-impaired is slightly higher than women.

Figure 1.1
Number of hearing impairments in Indonesia (BPS, 2022)

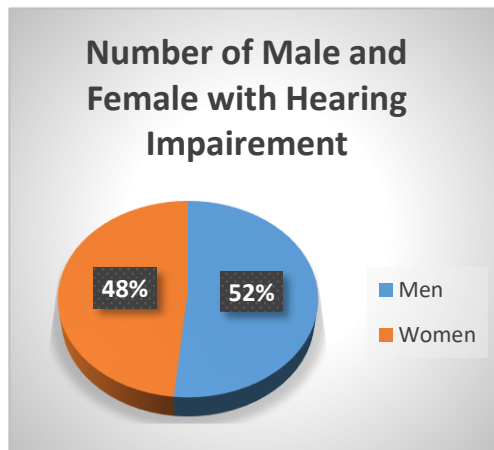
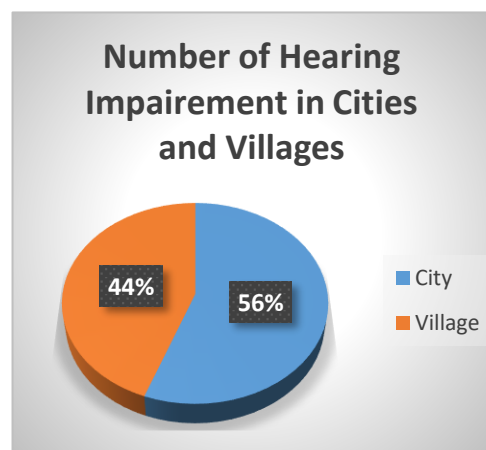


Figure 1.2
Number of hearing impairments in Indonesia (BPS, 2022)



The high level of urbanization in Indonesia is also reflected in this data. Around 56% of hearing-impaired people come from urban areas, and the remaining 44% come from rural areas (Central Statistics Agency of the Republic of Indonesia, 2022). The high percentage of hearing-impaired people living in cities causes low opportunities to get work, where conditions for finding work in urban areas tend to be more difficult for

hearing-impaired (Enoch, 2016). This underlines the importance of paying special attention and greater efforts to provide accessibility and adequate support for hearing-impaired people in large cities in Indonesia.

According to Law No 8 Article 53, Year 2016, private companies are required to employ at least 1% of persons with disabilities of their total workforce. Meanwhile, regional governments, State-Owned Enterprises (SOEs), and Regional-Owned Enterprises (ROEs) are mandated to employ 2% persons with disabilities (UU No. 8 About disabilities, 2016).

Law No. 8 of 2016 on Persons with Disabilities is a regulation designed to ensure the rights and welfare of persons with disabilities in Indonesia. Article 53 of this law mandates that employers, both in the private and public sectors, are obligated to hire individuals from the disabled community. Specifically, this law requires private companies to employ at least 1% of persons with disabilities from their total workforce (UU No. 8 About disabilities, 2016). This percentage is established to ensure that persons with disabilities receive equal opportunities in the workplace, in line with principles of non-discrimination and inclusivity.

On the other hand, a greater obligation is placed on regional governments, State-Owned Enterprises (SOEs), and Regional-Owned Enterprises (ROEs), which are required to employ at least 2% of persons with disabilities from their total workforce (UU No. 8 About disabilities, 2016). This provision not only aims to increase the participation of persons with disabilities in the labor market but also serves as an effort to promote equality, reduce stigma, and foster social integration. The implementation of this article is a key indicator in evaluating the commitment of companies and government institutions to inclusivity and social justice in Indonesia.

Despite government policies, data from the Central Statistics Agency (BPS, 2022) indicate that there are around 17 million people with disabilities of working age, but only 7.6 million are currently employed (Kustiani, 2022). This situation is exacerbated by the challenges faced by special needs such as discrimination, stigma, and prejudice are still common in workplaces, where non-disabled employees often perceive their colleagues with disabilities as incompetent or even a threat (Stergiou et al., 2017). Furthermore, only 2.8% of students with special needs successfully advance to the university level (Azzahra, August 23, 2023). Given these challenges, the role of schools and teachers is crucial in supporting students with disabilities. They are essential in helping these individuals experience equality in education and achieve well-being, which in turn benefits both themselves and their communities (Manjari, 2020).

All children have equal rights and deserve the same education, attention, support, and guidance (Waterston & Mann, 2005). It is as mentioned in Law Number 20 of 2003 Article 11, paragraph 1 concerning obligations of the central government and regional governments to provide services and conveniences and ensure adequate education quality for every citizen without discrimination (Indonesian Ministry of Education, 2003).

Generally, the function of career guidance in special needs schools or in Bahasa Indonesia called *Sekolah Luar Biasa* (SLB-B) is to provide all guidance services related to giving information and assistance to hearing-impaired students in formulating plans for further education and future career choices (Ihuoma, 2021). This career guidance program is certainly most needed by students entering the upper secondary level or in Bahasa Indonesia called *Sekolah Menengah Luar Biasa* (SMLB), where they must promptly decide on the career they will pursue after graduating from school. Therefore, school efforts are needed to help these hearing-impaired students be ready to face

challenges when entering the workforce, considering that they will return to society and continue to grow.

Career Guidance should be an ongoing part of lifelong learning, supporting individuals throughout their careers and promoting (Roy, 2020). Career guidance programs must be carried out at the high school level (Zahrebniuk, 2023; Yau & Yuen, 2020; Cheng, 2007). At this level, an individual must decide whether to continue to university or work. In other words, one of the most challenging times humans face is adolescence (Petersen et al., 1995; Neufeld, 2016); Casey et al., 2013; Eccles & Harold, 1993; Tiwari & Galundia, 2016; Greydanus & Merrick, 2013). According to Erikson, humans have eight stages of development (Papalia et al., 2001). One of them is the adolescence stage, which starts from age 10 to 20 years old, or known as *identity versus identity confusion*, it is unfortunate when adolescents do not healthily explore roles and fail to identify a positive path to follow in life, this can result in identity confusion. Conversely, when adolescents healthily explore roles and identify a positive path to follow, they achieve a positive identity (Santrock, 2016).

During adolescents time, humans often experience significant confusion about themselves, trying to find out who they are, what they are all about, and where they are going in life, in this part, humans also confused in making decisions for their careers and work (Santrock, 2016), and during this time students transition from high school to university level or work. They make tentative occupational selections and eventually find work. In this phase, many individuals, especially students of Senior High School, are still looking for their identity and do not have a clear picture of what they want to achieve in their careers. In this context, Senior high school for special needs (SMLB) certainly faces the same thing and is even more difficult because of its limitations. In this case, Setting

up good and structured school management will be highly prioritized for the achievement of the goals of career guidance itself.

To support special needs students in achieving equality in education, Salamanca (1994), as the administrator of the conference on special needs education, calls the countries to recognize the 'need and urgency' in providing access to inclusive education systems for students with special needs (UNESCO, 1994). Inclusive education is an innovative and strategic educational approach to expand access to education for all children with special needs (Saharan et al., 2009). The more inclusive schools, the more it will help children with special needs because one of the benefits of inclusive schools that they can build self-confidence and can socialize well (Senicar et al., 2012).

Sukomardojo (2023) stated that Indonesia still faces major challenges in implementing inclusive education, or the lack of adequate resources, including the availability of adequate classrooms, supporting facilities or learning aids, and limited human resources trained in inclusive fields. These barriers influence schools to become inclusive. Wagino (2016) stated that there is still a lack of school coordination in implementing career guidance for impaired students.

Sulistyorini (2020) stated that there is still a deficit in school facilities and infrastructure in terms of quality and quantity, such as a lack of special rooms and teaching aids to assist in the development of reading readiness. It is shown that the plan for the career guidance program still does not meet the needs of students. Therefore, it is essential for school stakeholders to be able to plan career guidance programs carefully (Jain, 2016) and must be based on the field of observation for a better understanding of the student's needs and student's career aspirations (Rutina et al., 2020). The career plan

program must be accompanied by instructions on how to implement it correctly to meet the standards of student needs appropriately.

Based on the background, more studies are needed on career guidance for students with hearing impairment because of several reasons. First, there are still limited studies discussing about school management especially for career guidance programs. Second, this study focused on a type of students with physical disabilities because they often receive more positive attitudes and accommodation compared to those with mental special needs (Brown et al., 2011). Third, physically, hearing impairment students appear as healthy as normal students, but mentally they require significant support to have a good understanding of career for their future live. So, it is essential to to raise awareness about career guidance for individuals with hearing impairment, as Indonesia still faces many challenges in terms of education, both in terms of the quality of educators and school management.

1.2 Research Questions

1. How does the Senior High School in Special Needs School plan the career guidance program for students with hearing impairment?
2. How does the Senior High School in Special Needs Schools implement career guidance for students with hearing impairment?
3. What are the challenges teachers face in implementing the careers guidance program for students of Senior High School with hearing impairment at Special Needs School?

1.3 Objective of the Research

1. To explore how Special Needs School on the Senior High School level plan the career guidance program for students with hearing impairment.

2. To uncover the implementation of career guidance for students with hearing impairment at Special Needs School on the Senior High School level.
3. To find out the challenges faced by teachers in implementing the career program for students with hearing impairment.

1.4 Significant of the Research

The significance of this study consists of theoretical and practical use; Based on information from available data, it shows that many students with special needs still experience discrepancies in entering the world of work and university.

1.4.1 Theoretical Contributions:

1. Theoretically, this study gives a better understanding of how good planning and implementation are made by stakeholders to help hearing-impaired students discover talents and interests and practice good skills for their future careers.
2. This research will also contribute to developing more inclusive and supportive career guidance programs for hearing-impaired students in special needs schools.
3. With this study, it is hoped that it can increase public awareness of the importance of assisting hearing-impaired students in developing their careers so they can live independently.

1.4.2 Practical Contributions:

1. Practically, the findings of this study will shed light on how special needs schools and principals can create planning programs that are suitable for students' needs.
2. This study provides information for the school regarding the management of special needs schools, especially in planning, implementing, and evaluating career guidance programs for students with special needs.

3. This study can be a guideline for teachers or counselors on how to implement career guidance programs that make it easier for students to recognize the skills they have and are interested in so students can develop maturely.
4. The results of this research can be used by parents to guide their special children in discovering their interests and talents by knowing how to give a special attention and support for their children.

CHAPTER II

THEORETICAL FOUNDATION

This chapter discusses the literature review and theoretical framework. I will begin by discussing the previous studies on the importance of career guidance in educational settings, it is supported by presenting many studies conducted on students with hearing impairment in Indonesian schools. As for the theoretical framework, I will elaborate on the definition of career guidance and students with hearing impairment.

2.1 Literature Review

2.1.1 The Importance of Career Guidance in Educational Setting

In this study, a literature review is needed to enrich information and demonstrate an understanding of previous research related to the research Career Guidance and Counselling in educational settings. A person's career is an important aspect of life. Individuals with a career can live a prosperous, productive, and satisfying life. Because of the importance of careers in human existence, Career development is a crucial aspect of human existence, with governments playing a significant role in shaping opportunities (Tuten & August, 2004). In another study, the data repeatedly showed that employing skill-building exercises in self-assessment, self-efficacy, and self-control for special needs students increased their chances of transitioning to college and/or a career effectually and practically (Glover, 2019). Here are the importance of career guidance in an educational setting especially in special education needs:

2.1.1.1 Career Guidance in Building Students' Self-Confident

According to several studies, career guidance programs have been able to help students with special needs in many aspects; career guidance is not only provided to find the skill and interest but also to improve the motivation to build students' self-confidence, which aims that students should be confident enough to decide for their future career. The study by Rohmah (2015) has shown that career guidance programs have been successfully building students' self-confidence to continue their next education, strengthen the choice of majors, have special guidance to face the National Standard School Final Examination (UAN-BN) entering universities, career for a job need, and to mentoring students to get public or private universities. On the other hand, career guidance can also be applied to help students with hearing impairment increase strong self-confidence even if they have any limitations but might not be insecure in their social life with others who are non-disabilities (Zidane, 2023). Those studies show that career guidance is really important in building students' self-confidence to face reality.

2.1.1.2 Career Guidance in Building Students' Self-Concept and Maturity

Khairun et al. (2016) proved that career advice services successfully improve the maturity of student career exploration in normal children overall, and career guidance services are effective in enhancing the maturity of student career exploration in research subjects. Besides, the study by Andyani and Soetjningsih (2021) showed that career maturation is also appropriate for teenagers with physical disabilities. In her study, she tries to associate career maturity with self-concept, and she found a substantial beneficial association between self-concept and career maturity in teenagers with physical limitations, this is proven by the

higher the self-concept of teenagers with disabilities, the higher the level of conservation maturity.

Furthermore, there are many ways to help students with special needs develop their skills. Lestari (2017) argues that students are increasing their career maturity through life-skill-based career guidance. Moreover, a life skill is an essential element in guiding a career, in this part, guidance is an effort to help individuals get to know and understand themselves, get to know the world of work, and develop their future by their expected life form; it is also hoped that with career guidance services, individuals can determine and make career decisions appropriately and be responsible for the decisions they make so that they can realize themselves as individuals. Their study proves that career guidance greatly influences the formation of self-concept and career maturity of normal and special needs students.

2.1.1.3 Career Guidance in Building Students' Career Development

Murugami (2012) argues that there was a linear relationship between the development of self-concept, decision-making, and self-efficacy in developing career guidance for blind students to help them choose the right career. From the elementary to university level. Additionally, Wati (2021) shows that career maturity can be improved using career guidance module media as teaching material; she has developed teaching materials in career guidance modules to increase career maturity for students with special needs. So, many ways and components can be used to help students with special needs in maturing their careers.

The study by Rosyada and Muslim (2021) on career guidance services for children with speech impairment is being implemented in one of the Special Educational Schools or Indonesia known as Sekolah Luar Biasa, abbreviated (SLB) in Indonesia. This study explained that Career guidance has succeeded in helping students with speech impairment understand their abilities, introduce them to various types of work, prepare themselves carefully to enter the world of work, and solve specific problems with abilities in certain fields. From the findings presented, it can be concluded that career guidance has been successful in helping students develop their career knowledge.

2.1.1.4 Career Guidance and Counseling

Guidance counseling teachers play an essential role in teaching students with special needs; teachers not only focus on implementing career guidance service activities but also on providing information about career guidance services that can be applied to students. The information consists of counseling blind students on career options; counselors should assess the strength of available resources, the interests of blind people, the intellectual capacity of students, the superiority of disability conditions, and the economy (Omede, 2013).

Research consistently emphasizes the importance of effective transition planning to increase the likelihood of better post-school outcomes (Patton & Kim, 2016). This is particularly crucial given these students' challenges in transitioning to employment and independent living, such as limited access to comprehensive transition services, fragmented support systems, employment, and community integration (Winn & Hay, 2009). However, the involvement of school counselors in postsecondary transition planning for these students is not always consistent

(Milsom, 2007). Therefore, a comprehensive school plan for career guidance, including the involvement of school counselors is essential to ensure that the unique needs of these students are met. This is further supported by the positive impact of a career and life planning program for students with special needs in junior secondary school (Chung, 2020).

2.2. Students with Hearing Impaired in Indonesian Schools

2.2.1 Career Guidance Program for Students with Hearing Impairments

Hearing-impaired students have a wide range of career-related skills. As vocational skills training leads to a specific skill, it is referred to as vocational skill. This skill can help hearing-impaired students explore their potential and provide an initial foundation for their careers (Fitriawan, 2016). Because fundamentally, hearing-impaired students rely on good visual and motor skills in a certain field. The research conducted by Fitriawan (2016) found that vocational skills have successfully improved the abilities of hearing-impaired students in screen printing techniques. Thus, Cartmet (1969) stated that hearing-impaired children have a very high level of physical labor capacity compared to the blind group, demonstrating their potential competitive position in the factory. Zuliansyah et al (2018) also stated that students with hearing impairments have good abilities in cutting hair.

Furthermore, the study by Fatimah et al (2023) showed that PT. Protecda Kreasi Prima is a non-profit company with a social mission; this PT aims to bridge the hearing impairment to continue to work and be independent. This PT has implemented various manufacturing unit-based empowerment programs. This empowerment program impacts fulfilling the right to employment opportunities, especially the potential for opening employment opportunities for hearing-impaired people, such as beauty salons, mechanical workshops, and cafes, and

providing information on employment contracts at PT. Protecda Kreasi Prima, improving skills for hearing impaired people, and absorbing the workforce to prevent and reduce unemployment. Meaning that hearing impairment students have good potential so that PT. Protecda wants to recruit them to work for his company. This proves that students with hearing-impaired can have a successful career if they receive proper guidance.

Career guidance at the special school for students with hearing impairment (SLB-B) in Indonesia still needs to be evaluated to achieve its main goal (Baniaturrohmah, 2023), which is to help students with hearing impairment to be able to participate in society. The study conducted by Wagino (2016) found that there is still a lack of school coordination in the implementation of career guidance programs in Indonesian schools, that some supervisors/teachers feel confused about having to provide material that suits the needs of students in the implementation of career guidance to increase the independence of hearing-impaired students. In this case, it can be said that school management has not been structured for career guidance programs for hearing-impaired children.

Iswari (2017) discusses the career guidance model in forming the independence of hearing-impaired students after graduating from high school, the result of this study shows that the career guidance model is effective in improving the ability of students with hearing barriers to recognize various food ingredients and how to process them. So, students with hearing impairment have the potential to be independent if they get good career guidance well. Apart from that, Iswari also suggested that guidance teachers to be more creative so that children can open jobs that suit their skills.

In career guidance, many strategies are used by the teacher in developing students' creativity Including (1) The instructional strategy involves teachers using methods such as audio-visual media, homeroom, career day, unit teaching, field trips, lectures, bibliography, job training, interviews, and counseling packages, (2) The strategy of substantial, which includes interpersonal relationships such as counseling interviews, genogram techniques, and career counseling, aims to assist students in making decisions for their career paths. Lastly (3), this strategy is good for training hearing-impaired students to capture learning. Some of these strategies are said to be good enough to help hearing-impaired students participate in career guidance programs (Melisa, 2021).

Besides strategy, various career guidance models exist, including the comprehensive career guidance model. Gunawan's (2016) comprehensive career guidance model has been tested in one of the schools in Indonesia; the model was used for the career development of hearing-impaired students, and the research results indicate that the implementation of the comprehensive career guidance model is effective for hearing-impaired students, this effectiveness is marked by Self-awareness of students, education, career, economic decision-making, work skills, attitude, and appreciation, (2) a realistic view of the working world, a desire to develop oneself in a career, and (3) the ability to connect with one's work environment enables proficiency in work. However, there are several shortcomings in this career guidance program, specifically in terms of inadequate career assessment, material that does not align with career development, lack of systematic and theoretical implementation of career guidance, and incomplete evaluation.

Based on the literature, the idea of career guidance in children with special needs has shown the importance of career guidance programs in the school, many terms of career guidance have been implemented in the students to help them develop their interest, self-confidence, and build their self-concept and motivation. Moreover, achieving success in helping students discover their talents and develop cannot be separated from planning career guidance programs by structuring and following student needs. According to several studies, I found a gap between this research and those previous studies. This research focuses on the school management of career guidance, which consists of planning and implementing career guidance in senior high schools for students with hearing impairment based on Super's theory (1983). It explores teachers' difficulties in implementing career guidance programs for students with hearing impairment.

2.3 Theoretical Framework

In this theoretical framework, I will elaborate on the definition of career guidance, the purpose of career guidance, the development of career guidance, the definition of students with special needs, and the definition of students with hearing impairment; last but not least, I will also discuss the theory of management.

2.3.1 Definitions of Career Guidance

2.3.1.1 Career

Before getting a sufficient picture of career guidance, I will first examine the meaning of career itself. According to the dictionary, *Oxford Learner's Dictionaries* define a career as the series of jobs that the individual has in a certain field of work (Oxford Learner's Dictionaries, 2022). Meanwhile, in Bahasa Indonesia, career means *pekerjaan* and *jabatan* (KBBI Daring, 2023). The

definition of career can also be seen according to several expert opinions in the field of career guidance, career is defined as a series of development of a person's working life with all its varying components Brewer (2018). Meanwhile, according to Wilensky (1961), a career is defined as a regular job where every job undertaken is a preparation for the future. Gross (2018) stated that a career is a way for humans to fulfill their life needs by producing the material they have. Finally, an expert in the field of career development, Donal E. Super (1976), defines a career as a series of jobs that a person plays throughout his life.

Some other scholars also defined a career from their point of view, Gani (2012) stated that a career is to understand the career workforce, to determine the option, to plan a future with a satisfactory life form, and to take the right decision that suits his abilities. Thus, Natawidjaja (1988; as cited in Iswari, 2017) defined a career as an overview of the self-personal and an overview of the work of the world, which aims to be able to choose the field of the work, prepare oneself for work, enter it and foster careers in those fields. From several expert opinions, it can be concluded that a career is a series of jobs or positions played by a person in his life to earn a living to meet life's needs, generally including professional development, achievements, and experiences related to the world of work.

2.3.1.2 Career Guidance

The term "career guidance" began to be known after the emergence of the term vocational guidance popularized by Frank Pearson in 1908 (Savickas, 2009) where he revealed that career guidance not only responds to problems that arise, but also helps acquire the knowledge, attitudes, and skills needed in work. According to Donal E. Super (1957) career guidance is a process to help the

individual develop an acceptance of the unity and image of self and its role in the world of work. Super (1957) also explained some of the characteristics of career guidance, namely (1) career guidance is a process that aims to help individuals grow their self-image, (2) career guidance is service assistance to help individuals accept and cultivate the feelings they do in the world of work, (3) career guidance is an effort to help individuals get the opportunity to try and have a job that suits their potential, (4) Career guidance is a form of service that helps individuals understand their self-image in the world of work. Super claimed that career choice is seen as a form of development, and he believes that work is a manifestation of self-concept. Meanwhile, career searching or career decision-making is an increasing effort to match individual characteristics with certain areas of work (Vatmawati, 2019).

Moreover, Daniel and Clamer (1989) stated that career guidance as guidance provided by a counselor teacher to enable children to understand themselves and their environment regarding the field of work they are interested in. Career guidance is also as supplied to know the idea of self that is linked to interest, talent, and ability as well as to get to know the position of career (Schalfer, 2000).

According to Minister of Education and Culture Regulation Number 111, (2014) career guidance is part of the field of guidance and counseling services that seek assistance to students to prepare themselves to face the world of work. Furthermore, Indonesia Minister of National Education Regulation No. 27 of 2008 concerning Academic Qualification Standards and Counsellor Competencies states that the duties of guidance teachers and counselors are to support the personal development of students by their needs, talents, interests, and

personalities, significantly to help students understand and evaluate information about the world of work and make work-related choices (National Education Minister Regulation no 27, 2008). Services may include collecting information, orientation, sharing information, referral, placement in a special education program, home visits, specialized field of study support, group-based and personal counseling, and meditation.

Moreover, the position of guidance and counseling in the independent learning curriculum is one of the sub-fields of student coaching. Guidance and counseling are said to have a distinctive function because they refer to the style of service as psychic or psychological assistance (Winkel & Hastuti, 2013). In the context of guidance and counseling, the independent learning curriculum places guidance and counseling services as coordinators in realizing student well-being and facilitating the development of students to be able to actualize their potential to achieve optimal development and be part of the preparation of the Pancasila Student Profile Strengthening Project (ditsmp.kemdikbud 2022, August 18). Counseling guidance teachers open cases of counseling practice for students to help solve problems and heal, repair, and prevent problems related to personal life, learning, social life, and career (Hidayah, 2022).

Differentiated career guidance should be designed with the needs of learners in mind. There are at least three things that BK (Bimbingan Karir) teachers or counselors must pay attention to in order to understand differentiated career guidance. First, for learners' need for career guidance service information, BK teachers or counselors are expected to create services and information that are appropriate to students' needs. Second, the validity of the career information

presented must be by the development of each individual. Third, career guidance is not individualized learning but a service that refers to the needs and readiness of learners. Therefore, the needs assessment results obtained by BK teachers or counselors must include everything students need in the form of career guidance services.

As part of vocational guidance and counseling programs, career development allows counselors to help students identify and learn skills to help them plan, determine, and adapt to their chosen careers (Lazarus, 2011). Children with special needs might not be ignored in career guidance because they must also explore, work, and make money to survive with their skills. Reflecting on this, the school has to pay attention to this problem, and the teacher must try to understand their unique needs and challenges to help overcome their problems and ensure that all children receive the same information and services. The goal is to make the students with special needs become adjusted and successful in their lives.

In addition, Super (1980) explained that the exploration phase (ages 14-24) is when people try to understand themselves and find their position in labor. Through education, work experience, and hobbies, students seek to establish their interests and abilities and how they match different occupations. Based on Super's (1980) theory, they make preliminary occupational choices and eventually find work. During this level, three career development tasks are assigned. The first step is to define and plan an initial occupational goal. The second, professional preference specification, integrates broad preferences into particular decisions, resulting in a definite vocational goal. Last, a vocational job

is to pursue a career preference by completing the necessary training and securing a position in the desired occupation.

It can be concluded that Career guidance is an important aspect of personal and professional development, which has a significant impact on social mobility and individual well-being (P. et al., 2022). Career guidance is important for young people because it helps them understand themselves and the world of work and make the right career decisions (Musset & Kurekova, 2018). The process involves a series of activities, including professional education, counseling, and selection, to match individuals with suitable careers and increase their competitiveness in the job market (Nizhynska, 2016). Career guidance focuses on planning a person's life by considering his situation with his environment so that he can gain a broader view of the influence of positive roles that are worthy of being carried out in society.

2.3.2 The Purpose of Career Guidance

Generally, a career guidance program aims to help students understand themselves, know the world of work, and plan their future as expected (Musset, 2018). Indonesia Ministry of Education and Culture (2016) Mentions that the purpose of career guidance is to facilitate development, exploration, aspirations, and decision-making across the life span of students/counseling. In this way, students will: 1) have self-understanding (abilities, interests, and personality) related to work, 2) have knowledge regarding the world of work and career information that supports career competency maturity, 3) have a positive attitude towards the world of work, 4) understand the relevance of mastery skills lessons with requirements for expertise or skills in the field of work that is the fieldwork that is the goal of future maintenance, 5) have the ability to forming a career

identity, by recognizing job characteristics, ability requirements demands, sociopsychological environment of work, job prospects, and work welfare.

There are the basic of Guidance and counseling services according to Hidayah (2022)

2.3.2.1 Basic Principles of Guidance and Counseling Services

In the independent curriculum, several principles become a reference for implementing counseling services with the achievement of realizing the Pancasila student profile, there are:

1. Building Inclusivity

As a shared responsibility of the head of the education unit, guidance and counseling teachers, educators, and educators in the education unit, every student has the right to receive professional services. This service can be delivered through individual or group approaches, depending on the needs of the students with impairments.

2. Achieving Optimal Development

Every student has the right to receive guidance and counseling services to develop themselves optimally towards achieving the Pancasila student profile, every student has positive values that need to be optimized, students are encouraged to take and realize responsible decisions based on their circumstances, and every student has the right to have options focused on developing interests, talents, and careers in the future.

3. The Purpose of Career Guidance Service

In general, the goal of counseling guidance services is to assist students in achieving optimal and complete independence in areas like as personal, learning, social, and

career development. Wright (1997) described the function of career guidance as to help individuals apply essential knowledge and understand the skill to their particular circumstance when choices had to be made.

4. Counseling Guidance Practice

Several practices are the main tasks of counselors according to the ABKIN Academic-Text (2007), namely planning, implementing, assessing, and following up on counseling service activities.

5. Components of guidance and counseling services

components of guidance and counseling services consist of four components:

i. Basic Services

Preventive and developmental services are provided to all learners as basic services. The implementation can be done traditionally in big classes at least 1 JP (Jam pelajaran/ lesson hours), openly outside the classroom with certain tools/media, and/or in groups of 4-8 students by discussing genuine topics.

ii. Specialization Services and Individual Planning

Individual specialty and planning services can be provided in the traditional form of group guiding, group counseling, and/or one-on-one counseling and consulting services. In general, this service necessitates coordination with the curriculum team, homeroom teacher, maple teacher, or parents to explore the direction and choices of their children's interests.

iii. Responsive Service

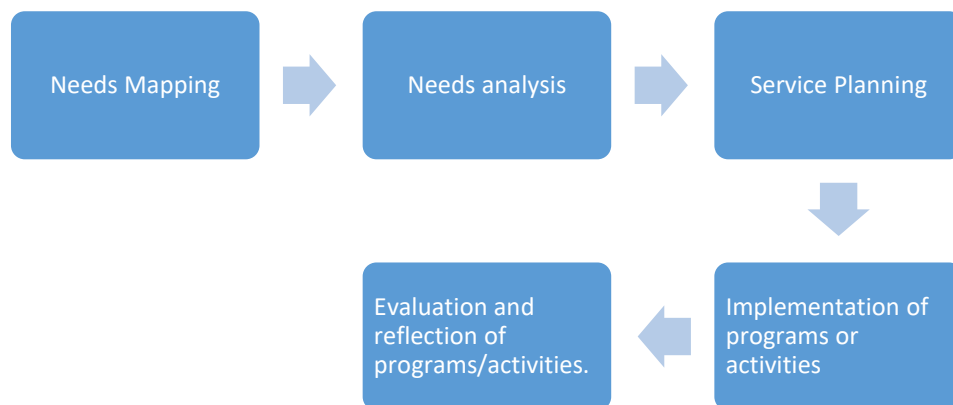
In contrast to basic and specialist services, responsive services are intended to satisfy the needs of students who require rapid and urgent care. Students' difficulties are solved through the provision of responsive services. Individual

counseling, group counseling, and crisis counseling are all options for this service, which can be supplemented at any moment by professional referral actions or mediation in partnership with parents.

iv. System Support Services

System support is a service associated with management activities, infrastructure work procedures, and continual professional development of BK teachers or counselors to support the process of assisting students.

Each service is performed through the following cycle:



a. Types of Counseling Guidance

The various types of services provided cover the following aspects: 1) 4 service areas, namely personal, social, learning, and career; 2) service functions involving prevention, understanding, maintenance, and advocacy; 3) 9 types of services, there are; orientation, information, content mastery, placement, individual counseling, group guidance, mediation groups, and consultation; 4) 6 supporting activities, including data instrumentation applications, data sets, case conferences, literature displays, home visits, and case transfers; 5) Implementation through classical group and individual formats; 6) Responsive

Service; 7) Individual Planning; and 8) System Support. With a comprehensive approach, this service covers a wide range of individual needs. It ensures effective implementation through group and individual strategies, responsive to change and supported by planning tailored to each individual's unique needs.

Those types of services form a comprehensive framework to support individual development and well-being. According to Hidayat (2019), career guidance takes the form of assistance or services aimed at individuals and discussing career and work problems (self-adjustment, self-knowledge, self-understanding, introduction to the world of work, planning for the future, the expected form of life, and choosing decisions taken by the individual concerned).

2.3.2.2 Career Guidance Services at Senior High School of Special Needs (SMLB)

Sunardi (2005) put forward seven points of career guidance for SMLB students to help students with special needs develop careers. 1) Assess the importance of setting realistic career goals and direct toward the goal, including choice of major. 2) Develop coping skills and the possibility of change occurring. 3) Discuss some possible conflicts experienced after adulthood. 4) Assess the need for legality to obtain job security and certainty. 5) Directs the use/maintenance of equipment skills and tools. 6) Directs in choosing the type of skill according to talents and abilities, and 7) directs the storage of work results and marketing methods.

2.3.3 Definition of Students with Special Needs

Indonesia law No. 8 of 2016 on people with Disabilities Article 1, paragraph 1 defines students with special needs, or disabled, as everyone who experiences limitations in physical, Intellectual, mental, and sensory interactions with the environment over a long period and may encounter challenges and difficulties in participating entirely and effectively with other citizens based on equality rights (UU No. 8 About disabilities, 2016). According to Santrock (2009), an individual/child with special needs has physical, cognitive, or emotional limitations that limit the individual's ability to develop normally. These limitations can be classified as learning difficulties, physical, sensory, attention deficit hyperactivity disorder (ADHD), speech and language disorders, mental retardation, autism, or emotional disorders, as well as conduct.

Based on Indonesian Government Regulation Number 17 of 2010, on kind of special needs, Article 129 Paragraph (3) regulates that students with special needs consist of students who: (a) visually impaired (unable to see/blind); (b) hearing-impaired (Unable to hear); (c) Speech Impaired (unable to speak); (d) mental retardation (mind defects, weak ability to comprehend, mental retardation); (e) physically disabled (disabled); (f) mental retardation (difficulty controlling emotions and social issues); (g) learning difficulties; and (h) autism (PP No. 17 About the management and organization of education, 2010).

It can be concluded that Students with special needs are those who experience physical, mental, or cognitive limitations either by birth or accident, which has an impact on their growth. Moreover, because of the limitations experienced, they face many challenges in their education journey.

2.3.4 Definition of Students with Hearing Impairment

Students with hearing-impairment are those who experience a lack of ability to hear, either partially or completely, which is caused by damage or non-functioning of part or all of their hearing devices so that they cannot use their hearing in everyday life, which has a complex impact on their lives, especially on language proficiency as a very important communication tool (Iswari, 2017).

Hearing-impaired children suffer a variety of developmental issues, including social isolation, restricted tutorial involvement, and difficulties with reading, writing, and communication (Shanmugapriya, 2017). Language acquisition is a big challenge for these youngsters, although delays are unavoidable, particularly for those with hearing-impaired parents (Schilling 1993). Hearing-impaired children with moderate hearing loss who attend public schools may face social inclusion challenges. These findings highlight the importance of customized support and interventions to meet the specific requirements of hearing-impaired children.

It can be concluded that students with hearing impairments experience developmental barriers because hearing-impaired students have difficulty interpreting or capturing information abstractly. That is why it is difficult to capture the information and for hearing-impaired children to produce words when speaking, which requires them to use sign language. This is certainly a big challenge for hearing-impaired children when entering society, especially at work, due to different ways of communicating.

2.3.5 Career Development

According to Callahan and Garner (1997), career development is a dynamic process that requires individuals to constantly assess, analyze, and synthesize

knowledge about the world of work and themselves. Professional development includes the characteristics and processes that impact an individual's professional behavior and career behavior treatments. The term career development, as used in the title of the National Career Development Association (NCDA), has increasingly come to describe the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape individual career behavior over the life span (Sears, 1982) and interventions or practices used "to enhance a person's career development or to enable that person to make more effective career decisions" (Sears, 1982). Thus, two sets of hypotheses, or conceptual categories, are contained in the present usage of the word career development: one that explains the evolution of career behavior throughout the life span and the other that describes how specific interventions influence career behavior.

2.3.6 Career Development Theories

Understanding career development theory will help teachers and schools guide counselors to understand the various approaches that can be used to meet student's needs, especially to commit to the choices students have made. Several experts from the West put forward their theories about career development. The diversity of career concepts is presented by each expert, such as Parson's theory of trait and factor (1909), Ginzberg's general theory of occupational choice (1951), Holland's personality theory of vocational choice (1973), Roe's early determinants of vocational choice (1957), Tiedeman's and O'hara's model of occupational decision making (1968), Krumbolt's social learning theory (1994), and the last is Super's theory of career assessment (1983). I will discuss all these theories one by one as follows:

1. Trait and Factor Theory

Frank Parson proposed the first career development theory in the early 1900s. Parson's concept of career guidance became known as trait and factor theory (Parson, 1909). "Trait" refers to an individual characteristic that can be measured through testing, and "factor" refers to a characteristic required for successful job performance. In simple terms, it can be interpreted that this trait and factor theory is the matching of an individual's character with the demands of a particular occupation, which in turn will solve the problem of career search. This theory has had a major influence on the study of job descriptions and job requirements in an effort to predict the success of a job in the future based on measuring job-related traits. The main characteristic of this theory is the assumption that individuals have unique patterns of abilities or traits that can be measured objectively and correlated with the demands of various types of work (Parson, 1909).

2. Ginzberg's General Theory of Occupational Choice

According to Ginzberg et al (1951), there are three stages of development in choosing a job: fantasy, tentative and realistic. The tentative period is estimated to be between 11 – 18 years old, and includes four stages, namely interest, capacity, values, and transition. While the realistic period is the age when children enter college or start working, this period also has several stages, namely exploration, crystallization, and specification.

The fantasy stage has the main characteristic: children choose jobs haphazardly, meaning they do not carefully consider the existing reality but

based on mere impressions or fantasies. Next, entering the tentative stage, children begin to experience development, they begin to consider careers based on interest or pleasure without considering other factors. However, at this stage, children begin to question whether they can do the job. Next is the realistic period; children begin to explore by assessing their work experience in terms of actual demands; they consider the requirements for entering work or continuing to college; this period is also called the exploration period. Then, children will be at the crystallization stage, where they will make basic decisions by linking internal and external factors. Finally, in the specification stage, someone chooses a particular job (Ginzberg et al., 1951).

3. Holland's Personality Theory of Vocational Choice

According to John Holland (1973), individuals are attracted to a career because of their personality and various background variables. Basically, career choice is an expression or extension of personality into the world of work which is followed by identifying a particular occupation.

Theory Holland emphasizes self-knowledge skills and career information needed for career decision-making. Holland proposed six types of preferred occupational environments and six personal pleasure orientations that are compatible with these environments. (1), Realistic, characterized by having an aggressive style, preferring concrete work to abstract work, not being able to socialize or interact well, a suitable work environment for them is like a machine operator. (2), Investigative, those who like something abstract, independent, analytical, and intellectual, a suitable job is to be scientific in a certain field. (3) Artistic are those who like art, are imaginative, independent, and extroverted,

and have a suitable work environment for them, such as scriptwriters, painters, and musicians. (4) Social, namely people who like social interaction and like to socialize, suitable professions such as being a teacher, nurse, etc. (5) Enterprising, people who like adventure, are persuasive, dominant, have a leadership spirit, and make good use of their skills, professions that are suitable for them, such as marketing managers and the like. Lastly, (6) Conventional, namely those who are sociable, somewhat conservative, prefer structured tasks, and are suitable for work in offices, as tellers, accountants, etc. (Holland, 1973).

4. Roe's Early Determinants of Vocational Choice

Anne Roe's (1957) theory is about a concept that links early experiences, attitudes, abilities, interests, and other personality factors with individual career choices. In his research, Roe found several factors that influence a person's career choice, namely; (1) early experiences experienced by individuals in childhood and adolescence can influence career preferences in adulthood. (2) Attitude, an individual's attitude towards work and the work environment will play an important role in career choice. (3) individual abilities in various fields. (4) individual interest in certain fields. (5) other personality factors, such as an orientation type that tends to like objects, will also influence an individual's career.

5. Tiedeman's and O'Hara's Model of Occupational Decision-Making

Tiedeman and O'Hara's (1968) model of occupational decision-making is a comprehensive theory that emphasizes individual uniqueness and the complex process of career decision-making. This model underlines the belief that careers

are capable of meeting personal needs, and vocational development is shaped by a series of decisions made along with individuals mature in various aspects of life, including education, work, and personal growth.

According to this model, the career decision-making process is complex and multifaceted. The stages consisted of exploration, crystallization, choice, and specification. In the exploration stage, individuals consider various activities and goals. While in the crystallization stage, patterned alternatives and their consequences begin to emerge. The choice stage involves adjusting the behavioral system to prepare for decision-making, and in the specification stage, doubts are resolved, and a final decision is made (O'Hara, 1968). Overall, Tiedeman and O'Hara's model of occupational decision-making provides a comprehensive framework for understanding the complexity of career decision-making, emphasizing the unique needs of individuals and the dynamic nature of vocational development.

6. Krumboltz's Social Learning Theory

Krumboltz's (1994) social learning theory is an approach that emphasizes the importance of learning experiences, task approach skills, and the interaction between genetic inheritance, environmental conditions, and learning experiences in career decision making. This theory distinguishes between genetic inheritance and environmental conditions in career decision-making and highlights that task approach skills such as goal setting, value clarification, generating alternatives, and obtaining job information are important in the career decision-making process.

Krumboltz emphasized that individuals make career decisions based on learning experiences, self-observation, environment, and innate abilities. This theory also highlights the importance of task approach skills such as goal setting, value clarification, and job information retrieval in helping individuals make informed career decisions. In addition, this theory emphasizes that the interaction between genetic inheritance, environmental conditions, and learning experiences shapes individual skills in carrying out various tasks required in career decision-making (Ireh, 1999).

7. Super's Theory of Career Assessment

Donald E. Super is a well-known American psychologist in career development and career assessment. Career assessment is often used in school-based career guidance for people with special needs and non-special needs (Biller, 1991). Super (1983) conceptualized four models of assessment for career guidance, as follows:

a. Phase I: Preview

This first phase involves collecting initial and biographical data. Students and parents were interviewed regarding the types of additional assessments that would be used for students. Parental involvement serves to generate support for students. At the preview stage, there are three steps in collecting information, namely: (1) Assembly of data on hand. In this step, the counselor is responsible for gathering existing relevant quantitative and qualitative data. (2) Intake interview: Intake interviews should include (a) establishment of rapport with the student. (b) Gather specific biographical

data pertaining to family, medical, social, psychological, educational, and economic factors. and (c) determining the student's current needs and goals. The last step (3) is Preliminary assessment. After this preliminary assessment phase, students, parents, and appropriate staff members will determine what additional types of career assessment are needed.

b. Phase II. Depth-View: Further Testing

Phase II emphasizes the assessment of career maturity and the importance of work, as opposed to a prominent emphasis on the assessment of interests and abilities. Depth-view is a long step process its consists of four main steps. The first step, is work salience, which is divided into 5 parts, namely: relative importance of diverse roles, having motivation in study, having motivation towards work and career, home and family (readiness to face roles in the family), community service (readiness to face roles in society), and leisure activities (having quiet time outside of working hours, learn to explore new things). Then, it is important to test the students' understanding of the values sought in each role.

The second step is assessing career maturity, it is important for teenagers to see themselves as individuals who face specific developmental tasks at the stage of life they are experiencing. This step has fifth small steps, namely: (1) Planfulness, determining good career planning must be based on interests and talents, as proven by test results and sufficient knowledge in a career field. (2) Exploratory attitudes. Exploratory attitudes in student career guidance refer to how students

explore and understand the various career options available. This involves the process of searching for information, identifying needs and talents, and considering various possible paths.

Next step is (3) decision-making skills, decision-making skills refer to the ability to make effective choices and actions based on careful consideration of relevant factors. (4) Obtaining information from the results of interest and aptitude tests, psychological tests, work samples, community or workplace situations, and trials represents the basic assessment format used in the evaluation of abilities and interests as well as the level of job functioning. This step consists of the world of work (readiness to face roles as colleagues, and other life-career roles (readiness to face all roles in life).

The next step is (5) assessing the student's level of ability as seen from their performance over time and in various environmental conditions. And the last step is assess field of interests and abilities, it is important to clarify values in the career decision-making process, because values indicate a person's quality.

c. Phase III. Assessment of All Data

Data from test results is reviewed and evaluated to show students which jobs are suitable for their talents. This stage is completed through five steps: (1) Review of all data, evaluating collected data towards a career path prediction. (2) Work salience, assessing the student's ability level in choosing the career he/she considers most suitable and how important this

career is to them. (3) Career maturity and readiness for career decision-making. (4) Discusses occupations that match the student's profile. (5) Planning communication with counselee, family, et al.

d. Phase IV. Counseling

Counseling is the last phase of career assessment; This stage aims to provide follow-up that focuses on the specific needs and problems experienced by students. It consists of joint review and discussion, revision or acceptance of assessment, and assimilation by the counselor (understanding the present stage and next stage of development, choice of preparation, training for job objectives, search for jobs, and other outlets for self-realization).

From all the theories that have been mentioned, I chose Super's (1983) theory to apply to this research. In my opinion, the career assessment theory by Super (1983) is the most structured and detailed theory. Apart from that, this theory is also designed to be very flexible, where it not only can be used for non-special needs students but also for those students who experience special needs. It's a line with this research regarding exploring career guidance programs for students with special needs at the high school level. So, this theory is very suitable to be used as an analytical tool for planning and implementing career guidance in special needs schools.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I discuss the methodology that was used in conducting this study. I begin with an elaborated research approach, then the research design, research participants selection technique, time and place selection technique, researcher's positionality, method of data collection, and method of data analyses.

3.1 Research Approach

The research strategy refers to the whole study plan, beginning with fundamental assumptions and progressing through various data-gathering techniques, analysis, and interpretation (Creswell & Creswell, 2018). This study uses a qualitative approach, which takes into account the nature of the research questions that explore how the school plans and implements the career guidance program for students with hearing impairment and the challenges teachers face in implementing the career guidance program. This methodology aligns with the qualitative approach to exploring and comprehending the significance that individuals or groups attribute to social or human problems as a goal of qualitative research (Creswell, 2019).

3.2 Research Design

The research design of this study was a case study, because it facilitates an in-depth understanding of how things work, why, and how from another perspective (Gay et al., 2012). In detail, a single case study design is taken to understand in-depth the case analysis of the career guidance program for students with special needs. According to Creswell (2018), a case study is a unit of study on many fields, such as an analysis of the case, often a program, process, or activity. Moreover, I observed the school programs through the documents and field observation. Furthermore, interviews were also conducted to obtain accurate data.

As a case study, providing research boundaries to strengthen related ideas is important. Here are the boundaries: involving a senior high school student with hearing impairment (SMLB-B), which is only focused on a case of school management of the career guidance program.

3.3 Ethical Considerations

Ethical considerations are a fundamental aspect of conducting research, and this study has carefully implemented several measures to ensure adherence to ethical standards. First, I asked the school's permission for the purpose of this research. Second, I obtained the agreement of all my participants before conducting observations, interviews, and documentation that I needed. Third, in writing the research results I used pseudonyms to protect the participants' identities.

One of the first steps taken was obtaining formal permission from the school where the research was conducted. This permission was essential not only for gaining access to the research environment but also for ensuring that the study aligned with the school's policies and ethical guidelines. By securing this permission, the researcher demonstrated respect for the institution's authority and built a foundation of trust and cooperation, which is crucial for the smooth execution of the research.

Another critical ethical consideration was obtaining informed consent from the participants. Before involving them in the study, the researcher made sure to explain the purpose, procedures, potential risks, and their rights as participants. This process ensured that the participants were fully aware of what the study entailed and voluntarily agreed to take part. Informed consent is a cornerstone of ethical research, as it protects the autonomy and rights of the participants, allowing them to make an informed decision about their involvement in the study.

In addition to obtaining consent, the researcher took steps to protect the privacy and confidentiality of the participants by using pseudonyms when writing up the research findings. This practice of using fake names helps to safeguard the participants' identities, particularly when dealing with sensitive data. By doing so, the researcher minimized the risk of harm to the participants, such as stigmatization or unwanted attention, and maintained the trust established with them. Overall, these ethical considerations were implemented to ensure that the study was conducted with the highest level of respect, transparency, and protection for the participants' rights.

3.4 Research Participants Selection Technique

To select the participants, I chose the purposive sampling technique because purposive sampling was chosen for a specific aim of the research (Cohen, 2002). In this study, I selected several participants who could meet the research criteria, including those who contributed to planning career guidance programs, such as school principals, teachers, student's parents, and students in one of senior high school for special needs.

The first participant for the interview was the principal of the SLB, as he is the highest authority in the school environment and is involved in the preparation of all the school programs. The aim of interviewing the principal was to find data about planning the career guidance program, how it was implemented, and the challenges in implementing these programs. I asked in detail about every single step used in planning a career for all students and how the school prepared students to be independent considering their limitations. Furthermore.

The second participant was the vice principal of curriculum affairs. The vice principal of curriculum affairs was one of the important people in the sustainability of the school programs. In this school, besides serving as a teacher, the vice principal

of curriculum affairs also had a special duty of selecting new students to place students based on their respective concentrations, known as PPPDB (Panitia Penerimaan Peserta Didik Baru). Therefore, I thought it was very important to gather information from the vice principal of curriculum affairs to understanding the process of grouped according to student's talent.

Then, I chose the teachers as the next participants because they are the main actors in implementing the career guidance program. Teachers are individuals who always supervise students in school so they can assess all student's abilities and limitations. Therefore, their role will be highly needed in grouping student with hearing impaired according to their talents and interest fields. Hence, teacher involvement is crucial. In this selection part, I have chosen two teachers consisting of 1 teacher who teaches in first and second grade and 1 teacher who teaches in third grade. The aim of collecting the data from the teachers is to understand how teachers implement career guidance for students and the challenges faced by them.

The fourth qualified participant in this study is the student's parent. A parent mostly spends a lot of time accompanying their children at home. Therefore, they have more potential to understand their children's hobbies, behavior, talents, and interests. Involving parents in career decision-making will help school authorities to place students in suitable positions of careers. For the student's parent, I selected three parents consisting of one parent from each grades (10, 11, and 12) of senior high school's student. The purpose of interviewed student's parent is to find the information regarding the involvement of students' parents in planning the right career for their children.

Finally, I chose students with hearing-impaired as the participants because they are the main characters in the program; who will go through every decision that has been decided, so their involvement is highly needed. In this part, I chose three students consisting of one student from each grade (10, 11, and 12) of senior high school students. The purpose of collecting data from students is to find out the extent to which they are involved in choosing a suitable career.

3.5 Research Subjects, Place, and Time of the Research

In this part, I would like to elaborate on the information regarding the selected school of my study site based on the field observation. Then, I briefly explained the background of all participants who were involved in this study. Finally, I came up with a timeline for conducting this research.

This study was conducted at one of the special needs schools for hearing-impaired (SLB-B) in West Jakarta. I chose this school because it is devoted to hearing-impaired students, and its curriculum and learning methods are tailored to the needs of hearing-impaired students. In addition, this school also has complete facilities consisting of therapy rooms, sound and voice communication development guidance rooms, psychologist rooms, laboratories, libraries, school health business rooms (UKS), and cafeterias, (Jannah, July 6, 2022).

To start with, I selected seven students in a rented house in Grogol area, specifically focusing on children with hearing impairments who had normal IQs. However, along the way, this school began to accept all types of hearing-impaired individuals, regardless of their IQ levels, due to a commitment to the principle of 'Humanity. Currently, this school has built a level of education starting from early childhood education programs (Indini), Elementary School (SD), Junior High School, and Senior High School.

This school was founded by *Brothers*, with the main mission "to help the poor". Apart from the main mission, there are also several other missions; (1) quality mentoring for students, (2) having faith, (3) being devout, and (4) having noble character, so that they are able to integrate into society. This mission has been proven to date by this school that they uphold human values; I saw this based on the data I obtained from the principal, that they accepted students with various IQ levels and various backgrounds, both from middle economic levels. upper to lower middle class by paying school fees according to their ability.

The vision is to accompany students through quality, planned, orderly, disciplined, and consistent education and learning so that they develop into quality individuals. This school is known as the best special needs school for hearing impairment in West Jakarta. This can be seen from its complete facilities, good career achievements, building businesses, continuing to the university level, and many alumni who are working. The school's alumni data (2021 - 2022) who are working and continuing to the university level, as follows: 13 alumni who are continuing to university level, such as in Esa Unggul University, Budi Luhur University, Brawijaya University, Pembangunan Jaya University, Universitas Negeri Jakarta, Universitas Sebelas Maret, and many of other universities in Indonesia. While, 30 alumni are working, such as in the cookies shop, staff Human Resource Development (HDR), PT Astra Honda Motor, cafes, manager assistant, shop's administration, and creative design. The rest, 6 alumni are unemployed.

This school is highly recommended for children with hearing impairment because of its extraordinary achievements in producing student's quality. This school is an inclusive Christian school that accepts students from various religions and

regions. It is not surprising to find students from different religions like Islam, Hinduism, among others, and also coming from various provinces.

Furthermore, in the senior school level, this SLB-B has three main majors of career, namely, culinary art, Fashion Design and Multimedia. Apart from that, there are also three other vocational programs that all students are required to take part in, namely; batik, fisheries and entrepreneurship.

The data collection was conducted from May 14th to May 21st 2024. The data collection process was in the form of observing the school programs in implementing career guidance for students, as well as other programs that support the students' career development. Then, I interviewed 10 people, including one principal, the vice principal of curriculum affairs, teachers, students' parents, and students.

I highly believe that all the participants who have been selected are the most appropriate to share the information needed for this study because they meet the standards of this research. In the following paragraph, I will briefly explain the profile of each participant I interviewed using a pseudonym.

1. Mr. Anwar as the school principal

Mr Anuwar has been the principal at this school since 2008 (16th year). Initially, he was the principal of the elementary school for 8 years and then became the high school's principal for 8 years until today. Apart from serving as principal, Mr. Anwar also teaches 6 hours a week in the field of Indonesian language studies. Joining a special needs environment is something that is familiar to him because his educational background is in Special Education (PLB), and he has a lot of experience in the field of special needs. Before becoming the principal at this school, he was also the principal at a special special school for mentally retarded children.

2. Mrs. Linda, as the vice principal of curriculum affairs

Mrs. Linda has been part of this school for 11 years and has served as the vice principal of curriculum affairs for approximately the past year. However, her expertise lies in Mathematics, and she currently teaches from the first grade of junior high school to the third grade of senior high school. Besides her main responsibilities, she is also involved in the PPPDB team (New Student Admission Committee), which plays a significant role in the school. This team is responsible for selecting students' talents and interests and placing them in specific career fields.

3. Mrs. Viori as a fashion design teacher

Mrs. Vira is both a teacher and a homeroom teacher. She has been teaching in the Fashion Design department since 2007, making it 17 years now, and is considered a senior teacher at this school. Although her educational background is in Primary School Teacher Education (PGSD), she has sewing expertise, so she was asked to teach at this school.

4. Mr. Heri as a multimedia teacher

Mr. Heri is a multimedia teacher. He joined this school in 2015 and is an alumnus who completed his education at a university. He was initially asked to return to the school as a staff member before eventually becoming a permanent teacher. Mr. Heri is a hearing-impaired individual who expresses pride in being at this school, as he shares the same experiences as other students. This allows him to motivate and serve as a role model for them.

The next three participants are parents of students representing each class: Mr. Han, Mrs. Yida, and Mrs. Vira. A brief biographies of each parent are below.

5. Mrs. Yida

Mrs. Yida is the parent of a tenth-grade student. She enrolled her child in this school in 2009 when her child was 4.5 years old, starting with early childhood education (INDINI). Currently, her child is focused on the Culinary Arts department. Initially, she chose this school because it was the closest to her home. Having a unique child made it difficult for her to accept the reality, but her acceptance grew after enrolling her child in this school. Every day, she brings her child to school and waits until school ends. She acknowledges that she never minds waiting all day because her fatigue is compensated by seeing her child's continuous improvement, especially in preparing for future career independence. That's why she never considers transferring her child to another school.

6. Mr. Han

Mr. Han is the parent of an eleventh-grade student. He enrolled his child in this school in 2009, starting with early childhood education (INDINI), and now his child is focused on the field of Multimedia. His initial goal in enrolling his child in this school was to help his child learn to speak. He had a strong belief that this school could help his child find their voice and become independent. Therefore, he has never considered transferring his child to another school, as he has seen incredible progress in his child. He is happy because he can now communicate easily with his child and fully supports his child's talents and interests.

7. Mrs. Vira

Mrs. Vira is the parent of a twelfth-grade student. She enrolled her child in Early Childhood Education (INDINI) at the age of 2.5. Having a child with a unique character made her quit her job as a bank employee to focus on accompanying her child all day. She has consistently brought her child to school and waited until the

school day ended for about 17 years; this year will be the last year she does so. In addition to her dedication to guiding her child's career development, she expressed that this school has been instrumental in helping her child grow into an independent individual, supporting her child's talents and interests, and positively valuing them. As a result, her child has achieved many accomplishments in the field of painting, both nationally and internationally.

Moreover, in this study, I focused on senior high school students because, at this stage of education, students must immediately decide what to do after graduating, whether they want to work or continue their education to the next level. Therefore, in this part, I also selected three students who represent each class as my participants. I want to know about students' career development experiences at this school.

8. Rafi, as a student in the first grade of senior high school

Rafi is a first-grade student at senior high school, originating from Medan. Currently, he resides in the school dormitory, which provides complete facilities. He chose this school because he really wants to be able to speak well. He is a new student at this school, having enrolled in 2023. Despite his speaking abilities being behind his peers, he remains enthusiastic about learning, especially in his chosen career field. He is interested in the Culinary Arts department as he aspires to become a chef.

9. Sinta, as a student in the second grade of senior high school

Sinta is a second-grade student at senior high school. She has been attending this school since Kindergarten and has never aspired to move elsewhere. Currently, she is focused on the Multimedia department. She is one of the students who can speak like normal people, her voice is clear and easy to understand. Besides being a student,

she is also the head of the student council at school. She is often paired to accompany guests visiting the school.

10. Rina, as a student of third grade of senior high school

Rina is a third-grade student at senior high school. She started attending this school when she was in junior high school, and currently, she is focused on culinary arts. Besides pursuing this career field, she also enjoys painting and promoting her work online. Her goal in enrolling in this school was to be able to speak fluently to facilitate her entry into the workforce in the future. Currently, her speaking ability is quite satisfactory.

3.6 Researcher's Positionality

Positionality is a researcher's perspective on the subject to be investigated, participant research the context to be studied, and how the process is carried out (Holmes, 2014). In this study, my positionality is as the outsider; outsider refers to those who rely on concepts and theories in understanding an event (Holmes, 2014). In other words, those who do not have the same background in a community (Elias, 1966).

As an outsider who is not part of the school, I can collect data based on the information I get from the participants who have been willing to provide information for me. The advantage of being an outsider is that I can provide the research results based on what I found in the field, avoiding bias and data manipulation in order to present real information.

3.7 Method of Data Collection

In this section, I would like to explain the data collection method used in this study. In this study, I used three methods of collecting data: Observation, interview, and documentation. Observation is needed to understand the school

environment and school culture. The interview is used to collect the data or information about the career guidance program, and documentation is needed to reinforcing these findings.

3.7.1 Observations

Observation is knowing the natural environment as lived by participants without affecting or modifying it (Gay et al., 2012). In this study, observation is required as the observation is the most effective data collection approach in qualitative (Gay et al., 2012). More specifically, after receiving permission to conduct the research at the school, I did the preliminary non-participant observation for about 2 to 3 days to get familiar with the research site. With this method, I focused on observing the physical features of the school, including the school's buildings, facilities, circumstances, human resources, and school documents. On the other hand, I also observed the suitability of the implementation of the career guidance program for students with hearing impairments.

3.7.2 Interview

The interview was a planned contact in which one person received information from another (Gay et al., 2012). The data were collected through interviews. Thus, the instrument in this research was a questionnaire. The questionnaire was a written collection of self-report questions that a selected set of research participants answered (Gay et al., 2012). It contained four open-ended questions for each theme (planning, organizing, actuating/implementing, and controlling) to explore the plan, implementation, and challenges teachers faced in implementing the careers of students with special needs. As a start, I also asked questions regarding the career guidance programs available at the school, what types of students with special needs were at this SMLB, and the completeness of

the facilities and infrastructure. The questionnaire was written in the participants' preferred language, Bahasa Indonesia.

The participants of the interview were one principal, two teachers special teaching in career guidance for students with hearing impairment, consisting of one teacher for the first grade of senior high school and one teacher for the second and third grades of SLB, and then, two of the student's parents with two students with hearing impairment.

3.7.3 Documentations

After collecting the data through observation and interviews, the final step was document analysis. As described by Gay et al. (2012), documents are one of the most significant sources of information in qualitative investigations since they record individuals who are ready for analysis without the need for transcription, as observed and interviewed. In this last method of data collection, I requested the school documents related to the school's profile, the school's vision and mission, the school's curriculum, and the school's programs for students with hearing impairments. These documents helped me answer the first research question regarding the school plan for the career guidance program. They provided additional information to answer the second research question regarding how the school implemented the career guidance program.

3.8 Method of Data Analysis

The data was collected through semi-structured interviews and will be analyzed using thematic analysis using the six-step procedure suggested by Braun and Clarke (2006). Getting familiar with the data, creating preliminary codes, looking for themes, analyzing themes, defining and labeling themes, and producing the final report were all steps in this process. The first question focused on how the school planned career guidance for students with hearing

impairments. The second question focused on how the program was implemented for students with hearing impairments. The third question focused on the challenges faced by the counselor in implementing the career guidance program; these questions were coded based on transcribed data by using Quirkos thematic analysis. Then, analyzed all data according to Super's (1983) career assessment theory. While, for the observation document is analysed the suitability or mismatch between the lesson plan and actual practice, based on interview results. Finally, I tested the validity of the data obtained through data triangulation and member checking. Validating findings entailed determining the accuracy or reliability of the findings using techniques such as member verification and triangulation (Creswell, 2013).

CHAPTER IV

RESEARCH RESULTS AND DISCUSSIONS

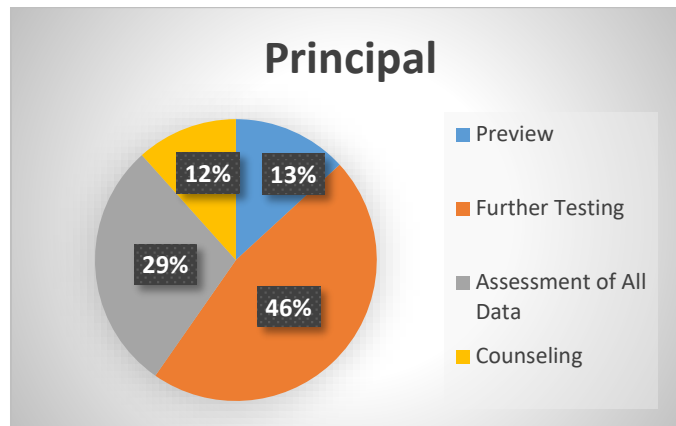
This chapter elaborates on the research findings to answer the research questions. The analysis result was obtained from the observation of school activities, participants' interviews, and the school's documents related to the career guidance program in special needs schools for hearing-impaired students. The data analysis process produced several themes that answered the research questions of this study. The results section is an explanation of the answers to each research question through themes identified using Quirkos Thematic Analysis. Meanwhile, the discussion section is an interpretation of the findings found in the research.

4. Research Results and Discussion

Before answering research questions, I would like to elaborate on the Quirkos result of this study. Quirkos results come from all the participants: the principal, teachers and vice principal of curriculum affairs, student's parents, and senior high school students in grades X, XI, and XII. Then, I would like to show and describe each figure based on the grouping of participants' positions. The Quirkos result is classified based on the theoretical framework from Super (1983), who conceptualized four assessment models for career guidance: (1) Preview: this phase involves collecting initial and biographical data. (Depth-view: further testing) The second phase emphasizes the assessment of career maturity and the importance of work. (3) Assessment of all data, at this step all data collected is reviewed and evaluated to show students the jobs/vocational that match their talents. (4) Counseling, this stage aims to provide follow-up that focuses on the specific needs and problems experienced by students.

Figure 4.1:

The result of Quirkos Analysis for principal.



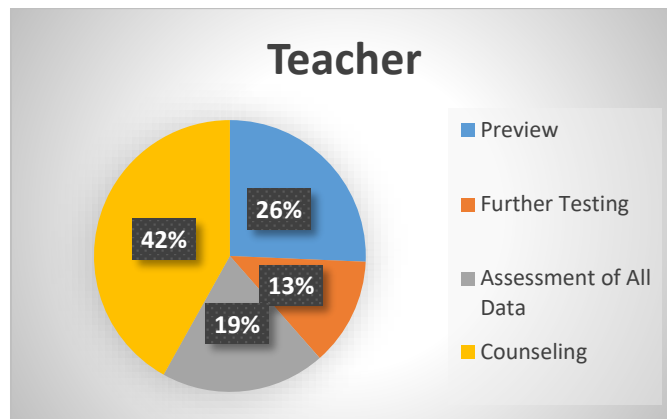
Based on the result of Quirkos analysis for the principal. Based on Quirkos analysis, the career guidance process aligns with Donald Super's four assessment models: Preview (13%) involves collecting initial and biographical data, Depth-view or Further testing (46%) focuses on assessing career maturity and the importance of work, Assessment of all data (29%) entails reviewing and evaluating collected data to match students' talents with suitable jobs or vocations, and Counseling (12%) provides follow-up addressing specific needs and problems of students. The distribution of these percentages reflects a systematic approach to supporting students in their career maturity and development journey.

The analysis reveals varying emphases across different stages of career assessment. Initially, only 13% of the data pertains to the preview stage, as presented by school administrators. This suggests a limited emphasis on initial data gathering and student biographies, because most students here are also alumni of the junior high school at this institution, so their data has already been stored.

In contrast, the Further Testing stage constitutes the largest portion at 46%, indicating a robust focus on assessing career maturity and the significance of career choices, consistent with Super's theoretical framework. This emphasis likely helps students better understand their career readiness and interests. Additionally, the assessment of all data stages, comprising 29%, underscores significant evaluation efforts post-data collection to match students' talents with suitable career paths. However, the lower percentage compared to Further Testing suggests for improvement in comprehensive data assessment. Lastly, counseling, representing 12% of the Quirkos data, receives the least attention, highlighting a need for increased focus on addressing individual student needs and facilitating informed career decisions.

In conclusion, Quirko's analysis indicates a strong emphasis in career assessment by school principals on further testing to evaluate career maturity and the importance of work. However, initial data collection, biographical information, and follow-up counseling for specific student needs appear to receive insufficient attention. Increasing emphasis on the Preview and Counseling phases could support a more holistic approach and effectively meet individual student needs.

Figure 4.2:
The result of Quirkos Analysis for Teacher.



Based on figure 4.2, the results of Quirkos analysis for the teacher indicated that 26% of the emphasis was on the Preview phase (initial data collection). Following this, the Depth-view/Further Testing phase comprised 13%, indicating a focus on assessing career maturity and the significance of work, differing from the predominant emphasis on evaluating interests and capabilities. Next, the Assessment of All Data phase, which reviewed and evaluated data to indicate to students which jobs suited their talents, accounted for 19%. Lastly, at 24%, the Counseling phase aimed to provide follow-up, focusing on specific student needs and issues. Overall, the teachers demonstrated high concern for addressing student problems.

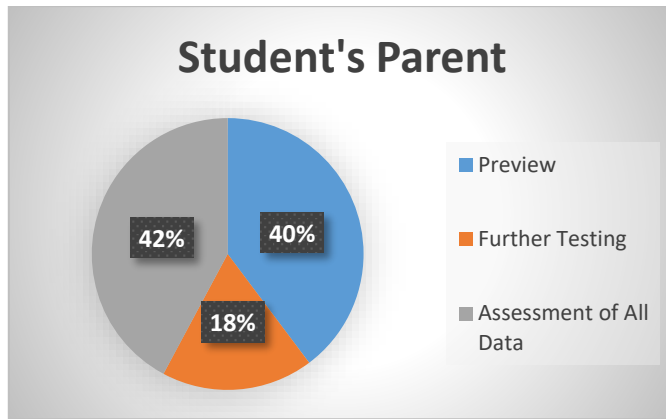
According to Figure 4.2, it can be analyzed that during the preview phase, teachers obtained a coding result of 26%. This indicates a significant proportion in the analysis, highlighting adequate attention to initial data collection and biographical information. This is crucial for establishing a strong foundation in understanding students' backgrounds and characteristics before proceeding to the next stage. In contrast, teachers obtained 13% from the coding results during the further testing phase. This smaller proportion suggests a lesser emphasis on assessing career maturity and the importance of work. In fact, this section is very

important for teachers to understand, because it relates to preparing students' careers and the role of work in their lives.

Moving forward, teachers obtained 19% while assessing all data phases. This proportion indicates considerable effort in reviewing and evaluating all collected data aimed at helping students identify careers aligned with their talents and abilities. Lastly, teachers obtained 42% in the counseling phase, representing the largest proportion. This underscores a strong emphasis on follow-up through counseling. This phase is crucial as it focuses on addressing specific needs and issues faced by students, providing personalized support to help them make informed career decisions.

In conclusion, Quirkos's analysis indicates teachers' strong emphasis on career assessment in the counseling phase, aimed to providing support and follow-up focused on individual student needs. Initial data collection and biographical information also receive significant attention, while the assessment of career maturity and the importance of work appear less emphasized. To achieve a more balanced and comprehensive approach, there may be a need to enhance focus on the Further Testing phase to ensure a deeper assessment of students' career readiness and the significance of career choices.

Figure 4.3:
The result of Quirkos Analysis for student's parent.



Based on Figure 4.2, the results of Quirkos analysis for the student's parent revealed that 40% of the emphasis was on the Preview phase (initial data collection). Second phase, Depth-view/Further Testing, there was a significant 18%, indicating a focus on assessing career maturity and the importance of work, differing from the predominant emphasis on assessing interests and capabilities. Lastly, in the Assessment of All Data phase, 42% of the analysis was dedicated to reviewing and evaluating all collected data to determine which jobs fit their child's talents and abilities.

The Quirkos data analysis above can be analyzed according to Super's theory (1983) that in the first phase, Preview, parents revealed 40%. This indicates a significant proportion focused on the Preview phase, emphasizing the importance of initial data collection and biographical information. This is crucial for understanding students' backgrounds and characteristics before proceeding to deeper career evaluations.

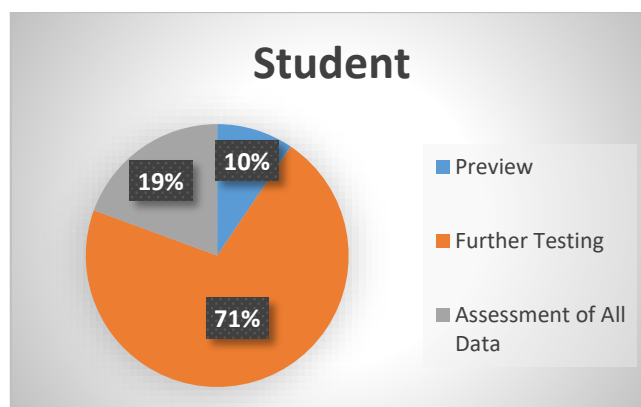
In the second phase, Further Testing, there was 18%. This shows that the Further Testing phase as the lowest percentage, which emphasizes the assessment of career maturity and the importance of work, receives relatively less attention than the Preview phase. As parents, they play an important role in supporting their

children's career maturity, they should pay more attention to their children's career development at this stage.

Third, to the Assessment of All Data phase, 42% of the analysis was dedicated. This phase received the highest proportion in the analysis, indicating a very good effort in reviewing and evaluating all the data collected. Parents' involvement is very important at this stage, where parents help provide an overview of each type of career so that children have a clear picture of the career to be chosen according to their children's talents and abilities.

In conclusion, the Quirkos analysis shows that career assessment by students' parents strongly emphasizes the initial data collection phase (Preview) and comprehensive assessment of all collected data. However, the Further Testing phase, which assesses career maturity and the importance of work, appears to receive less attention. To achieve a more balanced and thorough approach, there may be a need to increase focus on the Further Testing phase to ensure a comprehensive assessment of students' career readiness and the significant role of work in their lives.

Figure 4.4:
The result of Quirkos Analysis for students.



Based on Figure 4.4, the results of Quirkos analysis for the student indicated that 10% of the focus was on the Preview phase. In the second phase, Depth-view/Further Testing, a significant 71% was allocated, highlighting a strong emphasis on assessing career maturity and the importance of work, contrasting with the predominant focus on assessing interests and abilities. Lastly, in the Assessment of All Data phase, 19% of the analysis was dedicated to reviewing and evaluating all collected data to determine suitable career paths aligned with the student's talents and capabilities.

The Quirkos data analysis above can be analyzed according to Super's theory (1983) that in the first phase, the student indicated 10% for preview. This explains that a relatively small proportion of the analysis focused on the Preview phase, suggesting that students either did not recall all the data requested by the teacher upon entering high school or were less engaged by the school because their average data had been stored since entering junior high school.

Furthermore, in the second phase (Further Testing), students obtained 71% of the coding results. This indicates a very significant proportion allocated to the Further Testing phase, highlighting a strong emphasis on assessing career maturity and the importance of work. This focus aligns with Super's (1983) theory, which emphasizes understanding students' career readiness and the crucial role of work in their lives. Lastly, students received 19% from the Assessment of All Data phase coding results. Although smaller compared to the Further Testing phase, this proportion indicates significant effort in reviewing and evaluating all collected data. This is crucial to help students find careers that match their talents and abilities.

In conclusion, the Quirkos analysis shows that there is a strong emphasis on the Further Testing phase to assess career maturity and the importance of work in student career assessments. However, the initial review phase (Preview) shows less intense attention, while the Assessment of All Data phase contributes significantly to helping students find suitable career paths. For a more balanced and comprehensive approach, it is important to ensure that all phases of career assessment, including initial data collection and counseling, receive adequate attention according to students' needs.

From the Quirkos results, it can be concluded that:

- a. The principal shows significant emphasis on the Further Testing phase, with a strong focus on assessing career maturity and the importance of occupations, which is aligned with Super's theory highlighting these aspects. Initial review (Preview) and assessment of all data (Assessment of All Data) also receive considerable attention, albeit lower than the Further Testing phase.
- b. Teachers demonstrate a high emphasis on the counseling phase, highlighting specific student needs and the issues they experience. The Preview and Further Testing phases receive less attention compared to the counseling phase, possibly indicating a greater focus on supporting students' emotional and personal needs.
- c. Parents of students emphasize the initial review and assessment of all data phases, indicating a desire to understand and support their child's career. The Further Testing phase receives less attention than other phases.
- e. Students strongly emphasize the Further Testing phase, highlighting a strong focus on assessing career maturity and the importance of

occupations. The Preview phase receives less attention, possibly indicating a need to enhance the initial understanding of students' talents and interests before entering more comprehensive evaluation phases.

Overall, the principal and teachers emphasize the Further testing and counseling phase more than others, indicating a focus on personal support and student problem-solving. Meanwhile, students strongly emphasize Advanced Testing, and parents emphasize initial review and assessment of all data. Overall, the emphasis on different phases in the Quirkos analysis reflects each participant's varied needs and approaches in viewing career guidance based on Super's (1983) theory.

4.1 The School's Role In Career Planning for Students

This section presents four themes to address the first research question: How does the school plan the career guidance program for students with hearing impairments? The three themes reflect the participants' understanding of career guidance planning for senior high school students. Before determining which vocational track is suitable for students, the first step done by the school is gathering all the relevant information about the student's background. This process helps teachers in considering the most appropriate vocational for every student. As the vice principal of curriculum stated:

"In collecting data, we request the student's and parents' biodata, such as family cards, identification cards, family photos, birth certificates, previous study results (report), graduation scores, and IQ test results" (Mrs. Linda, the vice principal curriculum affairs, May 16th, 2024).

This was supported by the student's parents:

"The school requests birth certificates, IQ test results, speech test results, hearing test results, junior high school report cards, and disability tests. Meanwhile, the interest and aptitude tests are conducted at the school" (Mrs. Vira, student's parent, May 20th, 2024).

Based on the two statements above, this school gathers all basic information about the student's and parents' biodata. According to the vice principal of curriculum affair, the school requests general information such as family cards, identification cards, family photos, birth certificates, previous study results (report cards), and graduation scores.

The school needs this basic information to understand the student's background, which will then be matched with the results of other tests. Then, after collecting basic data, the parents must gather several additional pieces of information, such as junior high school report cards, IQ test results, speech test results, and disability tests. This extra information is essential for every student because the selection team will assess the student's academic performance as shown in their report cards and junior high school diplomas. The previous report cards (junior high school) are used to determine the most suitable vocational track for the students. At the junior high school level, all students are required to follow all subjects, allowing teachers to assess the student's interests in each field.

According to the observations and interviews, almost all senior high school students at this school graduated from the junior high school here. Most students have been attending this school since early childhood education, making it easier for teachers to know their talents and interests. However, the school does not place students based solely on this information. The school will conduct further tests to meet the requirements for vocational grouping (Super, 1983), including interest and aptitude tests and color blindness tests. Based on the information regarding collecting the initial and biographical data, this school has run the procedure as the first phase of Super's (1983) career development phase.

4.1.1 School Procedures for Gathering Student's Information

Next stage, the school will conduct the test of interest and aptitude test, color blindness tests, and practical tests. Mr. Anwar explained that:

"We also invite a psychologist to conduct psycho tests to determine each student's talents and interests" (Mr. Anwar, principal, May 14th, 2024).

Supported by the vice principal of curriculum, who said:

"Then, after conducting the interest and aptitude tests, we also conduct interviews with the students and their parents" (Mrs. Linda, the vice principal of curriculum affairs, May 16th, 2024).

Supported by Rafi, a student:

"Yes, I was interviewed by a teacher, who asked me about what I want to become after graduating from school" (Rafi, student class X, May 21st, 2024).

Based on the three statements above, it is highlighted that, after the school gathers the information from parents, the school will conduct interest and aptitude tests as well as interviews. The school invites a psychologist to conduct the interest and aptitude tests, in written form.

According to information from teachers I interviewed, this school has not had a permanent psychologist on staff in recent years, so they have to invite psychologists from outside who are willing to collaborate with the school. At this stage, the school also gathers information through interviews with students and parents. This school has a special team assigned to assess students' suitability for their talents, this team is called *Panitia Penerimaan Peserta Didik Baru (PPPDB)* or New Student Admission Team. During the interview process, teachers will ask about the student's reasons for choosing their preferred vocational track. Similarly, parents will be asked about their reasons for enrolling their child in this school. However, based on the information I obtained after interviewing three students, only one student acknowledged being asked about their reasons for choosing their career track, while the other two students did not receive similar

questions, this is because they are alumni of this school's junior high, so teachers no longer need to conduct interviews since their career interests have been monitored since junior high and evaluated through their report book.

Additionally, I asked them about students' reasons for choosing their vocational career, whether it was due to parental pressure, peer influence, or personal preference. One student stated:

"I chose this vocational career myself" (Sinta, student class XI, May 20th, 2024).

This statement is supported by a student's parent:

"There's no pressure; I give my child the freedom to choose. I only support and provide guidance on what their chosen vocational track will entail" (Mr. Hance, student's parent, May 21st, 2024).

Based on these two explanations, it is clear that there is no coercion in choosing a vocational track. Parents give their children the opportunity to choose a track they like because they believe their child will be the one who pursuing the career in the future, not the parents. Therefore, what parents can do is support their child and provide guidance on each career option so that their child has a clear understanding before making their choice.

Furthermore, there is a specific program that requires additional tests, namely the multimedia program. Students are required to undergo a color blindness test and practical skills test. As explained by Mr. Heri, a multimedia teacher:

"For the multimedia program, students are required to undergo computer skills tests, practical skills tests, and a color blindness test. The color blindness test is crucial because the multimedia program focuses on three areas: graphic design, photography, and screen printing. Therefore, if a student is color blind, it will affect their practical skills and they may not be able to continue studying in this program" (Mr. Heri, the multimedia teacher, May 15th, 2024).

Mr. Heri, a multimedia teacher stated that the color blindness test is extremely critical in the multimedia program. He elaborated on several reasons why this test is so important. First, because the program includes three focuses: graphic design, photography, and screen printing. These areas require a high level of color sensitivity for editing various designs. Second, based on his experience as a multimedia teacher, there was once a student who did not pass the color blindness test to enter this program. As a result, the student failed to enter university to pursue their interests because they did not pass the color blindness test. Learning from that experience, he never accepts students who do not pass the color blindness test, for the safety of his students.

It can be concluded that the school's procedure for gathering the additional information is by giving the aptitude and interest test (psycho test), color blindness test for multimedia majors and also the school conducts interviews with parents and students in gathering information related to students' talents and interests (Super 1983). After doing all these procedures, then the selection team (PPPDB) will decide on the vocations that suit each student.

The assessment of students with hearing impairments requires specialized approaches and considerations. According to Vavikina & Shishkina (2019), color tests can be used to analyze the psychological state of hearing-impaired students before they go to their vocational track. Furthermore, interest and aptitude tests are highly important before deciding on a career track, its support by Prasihara (2020) states that implementing aptitude and interest tests in school can lead to more stable learning processes and higher achievement. These assessments can help students make informed decisions on their future educations and careers, potentially reducing stress and dissatisfaction later in life (Latuheru et al., 2024).

4.1.2 Parties Involved in Student Information Collection

In collecting primary data, involving specific individuals is crucial to obtain valid and authentic information directly from its sources. As stated by Mrs. Linda, the vice principal of curriculum affairs:

"In collecting these primary data, the school involves parents, students, and teachers" (Mrs. Linda, the vice principal of curriculum affairs, May 16, 2024).

As previously mentioned in the data collection stage, the school engages students and parents to gather information. First, student involvement is paramount because students are the key players in career or vocational track selection (Super, 1983). Therefore, understanding students' interests and talents will greatly assist in determining their careers. Secondly, involving parents is necessary to gather insights into their opinions on suitable career choices for their children based on observations made at home (Super, 1983). Thirdly, involving junior high school career guidance teachers is essential to provide input and opinions on students' tendencies during their junior high school years.

In conclusion, the involvement of parents and teachers is highly needed in collecting students' information to get a valid data. according to Schmid et al (2021) parental support, including emotional, esteem, instrumental, and informational support, is positively associated with students' career choice. While, teachers' competency and involvement also contribute significantly to students' achievement and career guidance (Charles & Ngussa, 2019).

4.1.3 School Steps in Ensuring the Correctness of Vocational for Every Student

The third theme is about how the school ensures that each vocational track chosen by students is accurate and appropriate. The correctness of vocational tracks is a crucial factor in determining students' academic and career futures. The school bears a significant

responsibility in assisting students in selecting tracks that align with their interests, talents, and potential.

Teacher strategies are also crucial in assisting students find solutions and garnering their opinions. Therefore, I also asked what strategies teachers use to help students choose the right career. According to Mr. Heri, there are several things he does to assess suitable career tracks for his students. Firstly, he observes his students, while also approaching each student to discover their hobbies. Secondly, he reviews practical exam results. These two actions are strategies he employs to match students with careers that align with their talents and interests.

Moreover, Mrs. Linda added that, according to her, in ensuring the correctness of the chosen vocational tracks, she reviews students' progress gradually; if there is significant progress, it means the vocational is suitable for the student, and vice versa. I believe all strategies used by teachers are valid because each teacher has their approach.

The final step after gathering initial information is assessment. As supported by Mrs. Linda, the vice principal of curriculum affairs, stated:

"After collecting the basic data, we have a deliberation involving the assessment team, parents, and the child. Once they have gone through all the procedures and found where the child's interests, then we assign the appropriate vocational track for the child. However, we still conduct an assessment for that track for 3 months. During these 3 months, students are allowed to change their track if they are not satisfied with it. After these 3 months, no more changes in the track are allowed" (Mrs. Linda, the vice principal of curriculum affairs, May 16th, 2024).

Based on this statement, the school will conduct an assessment to strengthen the basic career guidance evaluation. This assessment phase serves as a trial period to explore and find compatibility with one of the three vocational tracks (culinary arts, fashion design, and multimedia). During this phase, the New Student Admission Team (PPPDB) will meet and discuss with parents and students to decide which career/track is suitable

for the student. After careful consideration and making a decision, the next step is for the student to pursue that vocational track for three months. This assessment period will review the alignment of the student's talents and interests with the chosen track. During these three months, students are allowed to switch tracks if they feel it's not suitable. However, after this period, no further changes in tracks will be permitted.

If the test results do not indicate a suitable career, it is returned to the student's interest. This is supported by Mrs. Linda:

"If the interest and aptitude tests do not show suitability for any particular field, we return to the student's interests" (Mrs. Linda, the vice principal of curriculum affairs, May 16th, 2024).

Here, teachers will assess the progress of students in their chosen field. If the teacher believes that the student is not capable in this field, the student will be moved to another field for assessment. Assessments are conducted to help find the right field for the student to pursue.

Based on the explanation regarding career guidance planning for hearing-impaired students, it can be concluded that there are several stages undertaken by the school to plan the right career for each student. These stages begin with gathering initial information through interviews and collecting data including student and parental information, comprehensive student information including IQ tests, hearing tests, speech tests, and disability tests. Then the school will conduct interest and aptitude tests for each student to discover their talents and interests. Lastly, the school will also conduct a color blindness test as one of the mandatory requirements to enter the multimedia field (Super, 1983). After all data is collected, in the final stage, the PPPDB team will determine the field for each student based on consultation with parents and students. The final step is assessment; during this phase, students will undergo a probationary period of three months in the field agreed upon in the final consultation. During this period, students are

allowed to change fields if they feel there is no suitability, but after three months, they cannot switch fields anymore because learning has already commenced. It is quite different from Super's theory because according to Super (1983), the final decision is in the third phase after completing all the student's data.

Schools can take several steps to evaluate students' suitability for selected vocational paths. These steps include utilizing decision support systems, such as the Simple Additive Weighting (SAW) method or the Analytical Hierarchy Process (AHP), to suggest suitable vocational options that align with students' abilities and interests (Juansen, 2021).

4.2 School's Role in Implementing Career Programs for Students

In this phase, ninth theme is presented to answer the second research question: How does senior high school in special needs schools implement career guidance for students with hearing impairment? In this phase, the role of career guidance is not only to teach vocational skills but also to include values of roles. Additionally, it aims to help students understand their roles in becoming independent in addressing all possibilities that may arise in the community environment.

4.2.1 Understanding Primary Roles in Students' Daily Life

Roles are distinctive characteristics that individuals have in society, for example, the role of parents in the family and the role of children towards their parents. One of the teacher's career guidance tasks is developing students' careers. Developing students' careers means maturing their careers, and career maturity is crucial to supporting students' independence for their future lives. This school has several ways to cultivate students' primary roles wherever they are. As explained by the vice principal of curriculum affairs:

"In our school, we have character education, scouting, and leadership training to help students understand the meaning of each role" (Mrs. Linda, the vice principal of curriculum affairs, May 16th, 2024).

Based on Mrs. Linda's statement as the vice principal of curriculum affairs, this school has various programs designed to help students understand their primary roles in daily life. One of these programs is character education, which provides moral and ethical foundations to students so they can recognize and fulfill their roles responsibly. She cited an example of character education, such as instilling respect for teachers; for instance, greeting the duty teacher politely when arriving at school in the morning. She builds students' character by making these behaviors habitual.

In addition, scouting activities are also integral parts of the curriculum. Through scouting, students learn about teamwork, leadership, and independence, which are crucial for fulfilling their societal roles. Leadership training, offered at the school as well, provides opportunities for students to develop their leadership skills and initiative. Mrs. Linda gave the example of the Student Council (OSIS), where students in leadership roles set a good example for their juniors. Thus, OSIS indirectly instills basic leadership training.

Through these combined programs, students are guided to understand and embody the meaning of each role they undertake in their daily lives, preparing them for the roles they will assume in the future. The programs allow students to explore various responsibilities, such as a diligent student, a helpful family member, and a responsible community member. By engaging in diverse activities and reflections, students develop a deeper appreciation of the importance of each role, learning essential skills and values that will aid them in their personal and professional growth.

Understanding roles within the family is essential before entering broader society. It involves recognizing and understanding the responsibilities of each role within the

family. The goal of understanding family roles is to give students a vision of their future when they start their own families, understanding the duties as a husband, wife, or parent.

Mr. Heri added that:

"Through motivation, I teach students not to depend on their parents."
(Mr. Heri, as a multimedia teacher, May 15th, 2024).

According to Mr. Heri, one way to provide understanding about roles within the family is by giving motivation. He teaches students not to depend on their parents, which is crucial in character formation and fostering independence in children. In the context of understanding family roles, each family member has responsibilities that support one another. Parents, for instance, play the role of educators and guides, while children are tasked with learning and developing into independent individuals.

The motivation given to children is not merely encouragement to achieve academic success or specific skills but also to cultivate self-confidence, initiative, and personal responsibility. By instilling values of independence, children learn to make their own decisions, face challenges with courage, and develop problem-solving skills without always relying on parental assistance. In the long run, this will help them better prepare to face adult life and contribute positively to family and society.

Furthermore, by understanding their respective roles within the family, children also learn to appreciate the efforts and sacrifices made by their parents, fostering a more harmonious and supportive family relationship. In my opinion, giving motivation is one of the good ways because it can be very beneficial for students in equipping them with essential life skills and helping them recognize their potential, thus enabling them to grow into independent, responsible, and empathetic individuals.

Then, after the students understand to the role of students within the family, next step is come to the broader context, namely the role of students in society.

According to the statement of fashion designs' teacher:

"Instilling independence is the role of the class teacher and subject teachers are trained to have a work mentality". (Mrs. Viori, Fashion Design Teacher, May 16th, 2024).

According to the statement by the fashion design teacher, in career guidance, there are values of roles taught so that students can understand every role in life, including when entering the workforce. Mrs. Viori said that instilling the students' mentality is the responsibility of the class teacher; students with hearing impairments have an easily forgetful character, so they must always be reminded, so Mrs. Viori always repeats in motivating students, she has her way of instilling role values in her students, namely by providing motivation and examples and directly presenting her role models.

In addition, students are also invited to dive directly into the community to train independence, interact directly with the community, and practice responsibility. As explained by Mrs. Linda:

"Students are trained to go out, for example, culinary students are taken by teachers to the market for shopping, fashion design students go to Blok M to choose and decide which materials are needed, and IT students also go to the field to learn photography" (Mrs. Linda, the vice principal of curriculum affairs, May 16th, 2024).

According to Mrs. Linda's explanations, culinary class go to the market directly to buy the materials needed for making cakes or specific dishes. Besides that, culinary students often visit factories, such as bread factories and others. For the multimedia class, the teacher takes them to visit places to get the new ideal for photography.

One of the ways this school cultivates students' awareness of their roles in society is by practicing directly in the community. This means that students learn hands-on. Such

as, the fashion design teacher will ask students to shop for the materials needed for making a dress or other items, so students learn how to interact with the seller and bargain. Through this method, students learn how to conduct transactions, negotiate prices, and understand how sellers promote their goods. Through this way, students learned how to be involved in the society context.

In Super's (1983) theory, the first step in the second phase of career assessment is giving understanding to the work silence by motivating work and career, students are able to understand the role in family and society and learn to explore new things. Everything mentioned in Super's theory has been done by this school, and it means that this school has a specific role in terms of understanding primary roles in students' daily lives.

It can be analisys that, this school has three programs implemented to build students' understanding of primary roles in their daily life. Meanwhile, as noted by Blozis et al. (2002), various programs can be implemented, including service learning, character development, and multicultural competency initiatives. These programs have been demonstrated to boost student engagement in community activities and improve their comprehension of citizenship responsibilities.

4.2.2 Organizing Extracurricular Activities to Support Students' Career Maturity

In this school, there is only one extracurricular activity, called scouting. *Scout* offers many benefits that can help train students' career maturity. Through scouting activities, students have the opportunity to develop important skills such as independence, teamwork, and problem-solving. As the principal explained:

"Scout instills enthusiasm, honesty, and responsibility" (Mr. Anwar, Principal, May 14th, 2024).

He elaborated that the activities in *scout* also emphasize discipline, responsibility, and leadership, all of which are crucial aspects of the professional world. Additionally, *scout* provides an inclusive environment where students with hearing impairments can interact and communicate with their peers, enhancing their social skills and adaptability. Thus, *scout* provides useful, practical experiences, builds confidence, and prepares students with hearing impairments to face future career challenges.

To further support career maturity, especially in understanding the functions of roles among students, the school also invites various external speakers. Mrs. Viori explained:

“For scouting, we invite external speakers such as police officers, doctors, psychologists, etc., to explain that every action they take has its risks” (Mrs. Viori, Fashion Design Teacher, May 16th, 2024).

Mrs. Viori mentioned that during scouting activities, they often invite speakers from various professions such as police officers, doctors, and psychologists. The aim is to provide students with a deep understanding of the responsibilities and risks associated with each profession. Through explanations from these experts, students can learn that every action they take in their careers will have certain consequences. This is important for the career maturity of students, as they are taught to consider the risks and responsibilities in every decision they make. It also helps them understand that career maturity is not just about choosing the right job but also about being prepared to face various situations that may arise throughout their career journey.

Extracurricular activities play a crucial role in students’ career development and maturity. Participation in school-based extracurricular activities is associated with improved self-concept, and enhanced career development skills (Shiah et al., 2013). This school also has a good extracurricular program, scout can help students understand that

every profession has its responsibilities. By providing such as police, doctors, or psychologists, can broaden students' understanding of the career fields they encounter in everyday life. On the other side, according to Super (1983), Depth-view is a long process. In this phase, students are guided to understand the various career options in society, and Each role has its own value that can be understood by seeing, hearing, or playing it yourself. Understanding the meaning of role values will make someone realize to appreciate every role in his life (Super, 1983).

4.2.3 Implementing Study Tour Programs to Support Students' Career Maturity

Career maturity among students can also be developed through study tour programs. One method employed by teachers to support career maturity is organizing study tours. In the interview with Mrs. Viori, she mentioned that two months ago, the school organized a study tour of Jogja. During this trip, students visited various places such as Bukit Breksi, the Peak, and Prambanan Temple and watched the Ramayana dance performance.

In addition, Mr. Heri, a multimedia teacher, mentioned that in his multimedia class, there is a program called "outing class." As part of this program, he takes his students outside of school to learn photography, visiting places like Kota Tua, city parks, and other locations. This initiative aims to bring the concept of photography closer to students and enhance their skills in this field.

Furthermore, I asked teachers, parents, and students about the benefits of the study tour program to gain diverse perspectives on its impact on learning and student development. Teachers reported that after the program was implemented, they asked students to reflect on the study tour. The reflections revealed that students felt happy and found a very interesting program. Teachers also analyzed the benefits gained from the program. Meanwhile, parents provided positive feedback, stating that the study tour

program is one of the good initiatives where students can broaden their knowledge. Similarly, students responded that seeing new and interesting things during the tour added to their knowledge and stimulated their imagination and thinking skills.

The role of the school is to provide support in various forms to ensure students' success. Based on the explanations above, the values of role understanding and career maturity are integrated into every subject. However, the school also has specific programs to enhance their readiness to face the broader society and the workforce, where students must be able to position themselves appropriately in any situation.

Besides scout activities and outing classes, the school has other programs to increase student independence, such as inviting guest speakers to provide special training to support students' career maturity. As Mr. Heri explained, in the multimedia class, he invited guest speakers to conduct workshops at the school, such as a photography workshop, a Canva design workshop, and a screen printing workshop. I think organizing workshops is one of the good ways to support students' careers. This program will give students a broader understanding of the career world.

The study tour program also has the same benefits, students may have a new idea and increase their understanding of each career by what they find in this program. Meanwhile, effective study tours require careful planning to link leisure experiences with intended learning outcomes (Lagos et al., 2018). However, this specific program mentioned in Super's (1983) theory as a maturing student's career is comes to the second phase of career assessment.

4.2.4 Learning Approaches Used by the Teachers in Career Guidance

Through interviews with the teachers, I found that the MMR (Maternal Reflective Method) is used in teaching impaired students at this school with an oral-aural approach, where students are taught and accustomed to speaking.

"we used MMR approach, because it's a method taken from a mother teaching language to her child. So, whatever the child expresses, we notice," (Mrs. Linda, the vice principal of curriculum affairs, May 16th, 2024).

From the statement above, it can be explained that the MMR (Maternal Reflective Method) method is where students watch and follow the teacher's lip movements to practice speaking, similar to how a mother teaches her child to speak. In this method, the teacher plays a crucial role by providing direct responses and feedback to the student's communication attempts, and how a mother responds to her child's utterances. This method aims to help students with hearing impairment develop their speaking and communication abilities more effectively.

Teachers also employ other approaches such as outing classes and browsing to maximize this learning. Outing classes are outdoor learning activities aimed at providing students with direct experiences of their surroundings. Through these activities, students can see, feel, and interact directly with objects or situations relevant to their lessons, helping them better understand the concepts being taught.

Additionally, browsing involves students searching for information on the internet. This approach aims to familiarize students with information and communication technology and allow them to explore topics of interest. Consequently, students can develop information-seeking skills, critical thinking, and independent learning skills.

These approaches are used to familiarize students with their surroundings by giving them the freedom to explore according to their interests and talents. By combining the MMR (Maternal Reflective Method) method, outing classes, and browsing, it is hoped that learning will become more effective and comprehensive, helping students with hearing impairment develop their speaking abilities and social skills, knowledge, and self-confidence. Furthermore, the programs within outing classes are tailored to the respective

majors of the students. This ensures that each student receives learning experiences relevant to their field of study, making the learning more meaningful and applicable.

In the implementation of career guidance, it is important to assess how motivated students are to follow the career guidance provided. This is because student motivation greatly influences their success in developing and achieving the career goals they have set. According to the interviews I conducted with three students, two of them acknowledged that they were very happy with the career fields they had chosen. This aligns with what the teachers stated, that most students are placed in the fields they choose, so they do not feel forced to pursue vocational.

However, a small number of students are less motivated by their chosen career fields for various reasons. One of the reasons is that the chosen field did not meet their initial expectations. For example, one student I interviewed admitted that he disliked the field he was studying. The student actually had an interest in culinary arts, but the aptitude and interest tests indicated that multimedia was better for him. Consequently, he followed the teacher's advice to enter the multimedia field, even though it did not align with his true interests.

There are also a few students with below-average abilities, making it difficult for them to reach and develop their talents and interests. This indicates that besides interest, the alignment between a student's abilities and the demands of the chosen field is also a crucial factor in determining their motivation and success in their career field.

Furthermore, I also asked how teachers can keep students consistently motivated in their careers. Mrs. Viori said that, as a teacher she has always to provide motivation, share experiences, and offer examples through successful alumni as role models. Mrs.

Linda added that the school often offers competitions for students, which is another way to keep them motivated to explore their careers actively.

In the context of the teaching-learning process, the learning approach is a crucial element that directly influences students' comprehension and long-term development. In the realm of career guidance, teachers often employ various strategies to support this growth, such as the Maternal Reflective Method (MMR) and the use of digital resources like browsing. Other than those methods, Srikantaswamy (2022) highlights two methods to build students' success in improving comprehension, namely by giving keyword vocabulary methods and experimental demonstrations. These methods facilitates students' in understanding of academic content but also plays a significant role in their career development and maturation (Super, 1983).

4.2.5 The Role of Schools in Preparing Students for the Workforce

Schools have a broad responsibility in preparing students to face the workforce. This role is not limited to providing formal education in the classroom but also involves repeated training that helps students develop various skills and character needed in the workplace. This preparation includes the development of students' abilities in their field of study, as well as mental aspects, a sense of responsibility, discipline, and social skills.

One concrete effort made by schools to prepare students for the workforce is through the Field Work Practice (PKL) program. This program is specifically designed for 11th-grade students, where they are required to participate in internships or fieldwork according to their respective majors at the beginning of the second semester. For instance, students majoring in culinary arts will intern at restaurants, cafes, or hotels, while students majoring in fashion design will intern at boutiques, and multimedia students will intern at companies such as Tokopedia, Alfamart, and Indomaret.

PKL provides students with practical experience of what the working world is really like. They learn directly from real work environments, face challenges, and apply the knowledge they have gained in school in a practical context. Fieldwork leads to significant effects in the affective domain, with students' responses becoming more positive after the experience (Boyle, 2007). So, it is crucial to give students an early insight into the workforce and reduce the gap between theory and practice.

Furthermore, before students enter PKL, teachers play an important role in preparing them. Teachers must ensure that students have sufficient independence and understand work ethics and responsibilities. For example, Mrs. Viori uses an effective approach by providing concrete examples. She explains to students that arriving late to work will result in a reprimand from their boss and can affect their salary. This approach helps students understand the consequences of their actions and the importance of discipline in the workplace. Additionally, teachers need to manage students' emotions, especially since hearing-impaired students can be easily sensitive and may experience sudden emotions, which can sometimes be dangerous if they occur in the workplace. Teachers handle tantrums and similar situations with a personal approach. Mrs. Linda stated:

“Preparation before PKL, more on character education (Mrs. Linda, The vice principal of curriculum affairs, May 16th, 2024)”

Moreover, I also ask about the approximate percentage of readiness that students have to participate in PKL. Mrs. Linda said that students' readiness to participate in PKL is 100 percent. However, based on statements from students I met, representatives from the 10th and 11th grades admit that they are not ready to enter the workforce. In contrast, representatives from the 12th grade say they are very ready to enter the workforce. It can be concluded that students who have participated in PKL or internships are more ready

to enter the workforce, compared to 10th and 11th-grade students who have not had internship experience and feel they do not yet have the skills and mental readiness to work.

Additionally, an interesting aspect is that this school is frequently visited by companies looking to recruit 12th-grade students for employment. Companies like PT. Astra Honda Motor and Hotel Malaka conduct selections to hire these students. This claim is validated by my observations during the data collection process. It can be stated that many companies are willing to collaborate with this school, which certainly boosts student motivation, especially in following career guidance and increasing their chances of securing jobs after graduation.

PKL (internship) is a highly beneficial program for students, offering them valuable practical experience that bridges the gap between academic learning and real-world application. Through PKL, students not only gain hands-on experience in their chosen fields but also develop essential soft skills such as communication, teamwork, and problem-solving, which are crucial for their professional success (Arthur, 2023). Moreover, internships provide students with opportunities to build professional networks, connecting them with industry professionals who can offer guidance, mentorship, and potential job prospects in the future.

Additionally, PKL programs are designed with the specific goal of preparing students to be workforce-ready upon graduation from senior high school. By exposing them to the demands and expectations of the professional environment, PKL equips students with the practical knowledge and skills necessary to transition smoothly into the workforce (Super, 1983). This early exposure to real-world challenges helps students to

better understand the dynamics of their chosen career paths, making them more confident and capable as they embark on their professional journeys.

4.2.6 The Role of Parents in Support Student's Talent

Other than schools and teachers, parents also play a very important role in preparing students to enter the workforce. Parents need to encourage and build their children's mental fortitude so they can face any situation in the workplace with confidence. Mr. Han, one of the parents, emphasizes the importance of mental support from parents:

"I feel that children need to be mentally encouraged so that they can appear more confident in facing any situation." (Mr. Han, student's parent, May 20th, 2024)

This support is crucial because strong self-confidence will help students overcome challenges and adapt to new work environments. Parents can contribute by providing motivation, guidance, and positive examples that their children can emulate.

Meanwhile, preparing students for the workforce is a shared responsibility between schools, teachers, and parents. Through programs like PKL, schools provide practical experience and hands-on learning in the field; teachers ensure that students are mentally and disciplinarily prepared; parents support and build their children's confidence. With good collaboration among all parties, students will be more ready and confident in facing challenges in the workforce.

Moreover, parents must take the lead in planning their child's future and provide maximum support. This is particularly essential for children with hearing impairments, who require additional guidance and direction. Parental involvement ensures that these children receive the tailored support they need to navigate their educational journey and achieve their full potential. By being actively engaged, parents can help their children

overcome challenges, foster their strengths, and set them on a path to success. As stated by Mrs. Vira as a student's parent:

"I always support whatever my child wants, because in my opinion, the job of parents is to support and guide, so that children are independent" (Mrs. Vira as a student's parent, May 21st, 2024)

Mrs. Vira statement, it's describes that parental support is the primary key to a student's success, this statement is supported by Fan & Chen (2001) stated that Parental participation has a slight to moderate link with kids' academic accomplishment, with parental aspirations for their children's educational success having the largest effect. On the other side, teachers strive to educate and equip students during their time at school, ultimately, students return to their parents who play a crucial role in their development. Teachers admit that they have tried their best at school, but some parents do not really pay attention and support their children when they are at home, so this also becomes an obstacle for teachers because teachers and parents do not support each other, making it difficult for students to develop in the career field.

Throughout this study, parents have been highlighted as heroes in their children's achievements. This is evidenced by my interviews with teachers and parents, where the teachers stated that all students who succeeded in developing their careers were those who were truly supported by their parents. Meanwhile, Mrs. Vira mentioned that she was willing to leave her job to support her child's talents and interests, which paid off. Her child is one of the highly accomplished students in painting, both nationally and internationally.

In the theory of career assessment by Super (1983), he does not discuss the role of parents in supporting children towards career decision-making, children's development in career guidance, and parents' efforts to help children fulfill their needs. However, the career decision itself is the student's decision and is supported by the test results. So it can

be conclude that the role of parents is not so favored by Super (1983) in this theory of career assessment. meanwhile, many research consistently shows that parental involvement in education is beneficial for students' academic success (Parveen & Reba, 2016). Other studies stated that the collaborative partnership between parent and teacher is essential for students learning and success in school (Lawson, 2003)

4.2.7 Assessment and Review

The assessment technique applied in this school is differential assessment, meaning that each student is evaluated based on different standards according to their abilities. This is done to ensure that the assessments are fair and reflect each student's individual potential and development.

According to the teachers, several key points are assessed:

1. Character: Evaluation of students' morals and ethics, including honesty, responsibility, and integrity.
2. Attitude: Evaluation of students' attitudes inside and outside the classroom, including their attitude towards teachers, classmates, and the school environment.
3. Creativity: Evaluation of students' ability to think creatively and innovatively, as well as their ability to generate new ideas.
4. Academic Ability: Evaluation of students' academic abilities in various subjects.
5. Daily Assignments: Evaluation of daily assignments given by teachers, including homework and small projects.
6. Practical Tasks: Evaluation of practical tasks involving specific skills, such as laboratory work, art, or technical skills.

7. Extracurricular Activities: Evaluation of students' participation and achievements in extracurricular activities.
8. Semester Exams: Evaluation based on the results of semester exams that measure students' understanding of the material taught.

All these assessments are included in the student's report cards. As explained by room teacher Mrs. Viori:

“Everything is evaluated in the report, including academic achievements, character assessments, practical assessments, daily grades, scouting, creativity, and so on” (Mrs. Viori, the room teacher and fashion design teacher, May 17th, 2024)

From the explanation above, the report card provides a comprehensive overview of the student's development, not only in terms of academics but also in terms of character and other skills. The report card distribution session is an important moment where teachers and parents meet to discuss the child's progress at school. In this session, teachers explain in detail the grades listed on the report card and provide feedback on the student's strengths and areas that need improvement.

In addition to discussing academic progress, this session is also used to identify and discuss any issues the student may be facing in their studies. Teachers and parents work together to find solutions and strategies that can help the student overcome their difficulties. Parents are expected to continue providing support and guidance at home based on the information and advice given by the teacher. Thus, the report card distribution session is not just about receiving the grade report but also a consultation and collaboration session between teachers and parents to support the student's holistic development.

Furthermore, it can be analyzed that, teachers understand that maintaining effective communication with parents plays a crucial role in fostering a sense of security in students. This sense of security, in turn, enhances students' learning abilities and positively influences their behavior (Stamatis & Chatzinikola, n.d.). When parents engage in meaningful discussions with their children about school-related matters, it not only strengthens the child's academic performance but also builds their confidence. This increased confidence helps students attract positive attention from their teachers, further contributing to their academic success (Wang & Roksa, 2023).

The assessment and review in Super's (1983) theory called the third phase of career assessment. In this phase, all the data gained from the first and second phase will assess and the teacher will decide the best vocational choice for the students. However, in this school, the assessment of all data for career decision-making is done in the first phase of career assessment. While, the assessment means the school here is the student's report after the semester examination, and the result will be discussed with parents during the report retrieval by parents.

4.2.8 Student Challenges in Undergoing Career Guidance

According to teachers, hearing-impaired students face several challenges in the learning process, particularly in terms of language, stacking tasks, and feelings of boredom. It's mentioned by Rina, a student of class XII:

“The obstacle I face is when the teacher explains the lesson quickly, making it difficult for me to understand.” (Rina, a student of class XII, May 20th, 2024)

Other Challenges stated by Sinta, a student of class XI:

“I feel stressed when the teacher assigns multiple tasks, it confuses me about which one to do first.” (Sinta, a student of class XI, May 20th, 2024)

Based on the two explanations above, Rina finds it difficult to understand what the teacher conveys when the teacher explains quickly. On the other hand, Sinta, an eleventh-grade student, feels pressured when the teacher assigns many tasks; according to her explanation, she has even experienced a stress due to school demands.

According to Super (1983), discussion of the student's challenges is at the counseling phase, and in this phase, teachers are focused on solving the student's problem. Moreover, here are some challenges faced by hearing-impaired students in career guidance:

1. Language: Students often have difficulty understanding what the teacher is saying, especially if the teacher speaks quickly. This makes it difficult for them to follow the lessons and understand the material being taught.
2. Feelings of Boredom: The lack of variety in teaching methods and the material taught can cause students to become bored quickly. When they feel bored, their learning motivation decreases, and they tend to seek other activities outside the classroom.
3. Heavy Academic Demands: Students feel overwhelmed by the accumulation of tasks, making it difficult for them to complete each task one by one. The heavy workload makes them consider switching to another major that they perceive to be lighter and more enjoyable.

Additionally, when the academic demands from teachers are considered too heavy, some students think of switching to another major that they find more enjoyable. This aligns with my observations, where some students often leave the classroom and head to the cafeteria or play in their friends' classrooms. This indicates a lack of engagement in the classroom learning process, which may be caused by boredom or difficulty understanding the material (Kruk et al., 2020). Interestingly, no one of the

students admitted that they were feeling boredom, but this confession came from the teacher's side.

Another study has identified several academic challenges that students encounter, which include delays in grasping concepts, a lack of access to appropriate hearing devices, and the use of ineffective teaching methods (Robert et al., 2023). These academic difficulties are compounded by institutional barriers, such as insufficient resources and curricula that are not tailored to meet the specific needs of these students, further hindering their academic progress and overall development (Tetty et al., 2017).

4.2.9 The Role of Teachers in Enhancing Career Guidance Programs for Students.

As times progress, small or large changes naturally occur in various aspects. Similarly, in career guidance, new insights can always be applied to address gaps. The integration of vocational programs is essential, as teachers need to update their knowledge continually.

As Mrs. Viori explained the approach by encouraging her students:

I usually ask students to browse the new clothing models on the google. (Mrs. Viori, the fashion design teacher. May 14th, 2024)

It is supported by Mr. Heri:

In multimedia classes, I often ask students to search and watch on Youtube how to design images etc (Mrs. Heri, the multimedia teacher. May 14th, 2024)

In the fashion design major, Mrs. Viori often asks students to browse the internet for the latest clothing design models to hone their career skills continually. For the culinary arts major, teachers ask students to learn from YouTube about trending recipes. While, In the multimedia class, teachers instruct students on the latest design trends.

In the fashion design major, Mrs. Viori's method of having students explore the internet for the latest clothing designs serves as a continuous honing of their career skills.

Similarly, teachers in the culinary arts major encourage students to learn from YouTube about trending recipes, keeping them abreast of the latest culinary trends and techniques. This approach provides students with current industry knowledge and inspires creativity and innovation. Meanwhile, teachers like Mr. Heri instruct students on the latest design trends in multimedia classes by directing them to relevant online resources. This practice ensures that students are well-versed in contemporary design methodologies and tools, preparing them for a competitive job market.

Overall, the integration of vocational programs in career guidance is essential for bridging the gap between education and industry. Teachers play a pivotal role in preparing students for successful careers by continuously updating their knowledge and utilizing modern resources. The practices of Mrs. Viori and Mr. Heri highlight the importance of staying current with industry trends and leveraging technology to enhance vocational education (Romero, 2022).

In conclusion, this school is still weak administratively. Based on my observations, I did not see teachers carrying lesson plans (RPP), modules, or similar materials in the classroom, however, some of them save the lesson plan on their devices. In other words, all teaching materials are only in the teachers' memories, a fact confirmed by the principal. The teachers convey the material by stimulating students through everyday experiences (Silseth et al, 2022), gradually leading them to the intended lessons. Despite this, in practice, the school achieves excellent results. This is evidenced by the numerous student achievements and successful alumni working both domestically and internationally. Alumni have established careers in various fields, such as becoming fashion designers in Australia, chefs in renowned hotels, employees in prestigious boutiques, teachers (like some current teachers at this school), Alfamart and Indomaret, and cafe owners.

From the teacher's information, it can be analyzed that the role of teachers in enhancing career guidance programs for students is a line with Super's (1983) theory. Teachers implement career guidance to enhance student's career maturity, it's done all the way, such as teachers always update the model of clothes, the new recipes of food, and new model of photograph, teachers also ask students to explore by their own through internet.

4.3 Challenges in the Implementation of Career Guidance Programs

In this last part, three themes are presented to answer the third research question: What are the challenges faced by teachers in implementing the career guidance program for senior high school students with hearing impairments at special needs schools? These themes refer to the challenges faced by teachers in implementing career guidance for students with hearing impairments. In addition, Super (1983) is not focusing on teachers' challenges but emphasizes the student's challenges.

4.3.1 Teacher's Challenges in Developing Students' Career Maturation

Mr. Heri, as a multimedia teacher, stated that:

So far, there are no serious obstacles, only students who are bored and have difficulty understanding the language (Mr. Heri, a multimedia teacher, May 15th, 2024)

From the above statements, teachers admit that they do not face many difficulties in fostering students' career maturity, facing only two main challenges: language barriers and student boredom. Although the school has made efforts to help all hearing-impaired students produce speech through speech therapy, not all students can articulate clearly because each has a different level of disability, due to their hard-of-hearing backgrounds, they have language limitations making them more prone to boredom. therefore, requiring innovative teaching methods such as hands-on activities and technology integration to maintain interest and participation.

Furthermore, the findings indicate that it is not easy for students with hearing impairments to understand career maturity (Punch et al., 2004). This is because, in terms of ability, each student has different capabilities (Meyer, 2020). According to the teachers, the majority of students at this school have average IQs, a small number have high IQs, and some have below-average IQs. This diversity makes it challenging for teachers to deliver lessons, as they must cater to each student's unique needs. However, the school has made significant efforts to support these students, such as providing a specialized psychologist to help them understand the meaning and importance of a career in life.

4.3.2 Teacher's Challenges in Implementing Career Guidance

Before I did the interview, I was interested in observing the culinary arts class (tata boga). This class focuses on cooking, including preparing appetizers, main courses, and desserts. In this class, I found a dough mixer, oven, various types of plates, glasses, bowls, all sorts of baking ingredients, a refrigerator, a gas stove, recipe books, and several materials for cake decorating. I spent a full day observing this class in detail, from the initial dough preparation to the finished bread. I noticed that the students were very enthusiastic about baking.

Furthermore, I found the challenges faced by teachers in implementing career guidance for students with hearing impairments after did the observation and interview. During my observation of the 12th-grade culinary arts class, I watched how the teacher instructed students in making white bread. First, the teacher explained the necessary ingredients, then proceeded to demonstrate how to process the flour into bread dough and bake it. The teacher explained slowly to ensure students could understand, and students were able to follow the instructions easily. Procedurally, the results of my observations show conformity with the procedures that have been prepared in the subject's annual

program, where the point "assimilating the making of white bread is found in point no. 3.4, with indicators of competency achievement including explaining the meaning of white bread, the ingredients used for making it, describing the tools used, and practicing how to make it. However, I noticed that some 12th-grade students still needed to be instructed in every aspect of their practical tasks, indicating a lack of independence in understanding the sequence of tasks to be completed. This remains one of the challenges teachers face.

During my observation of the 11th-grade fashion design, First, in the fashion design class, there are sewing machines, overlock machines, sergers, overlock, and serger threads, a complete set of needles and sewing threads, sewing mats, scissors, rulers, chalk, basting tools, and steam irons. Additionally, there is an overhead projector and a whiteboard for the teacher's use in teaching and learning. From the observation of this class, I found that the materials were adequately provided. I was particularly enthusiastic about watching the students complete their sewing projects and how they followed the teacher's instructions.

I noticed that the class only had five people: one teacher, two students who sewing men's trousers, and two assistant teachers who sewing bags and ironing clothes. According to the teacher, Mrs. Viori, the smallest class size is in fashion design, with only two students. Based on the observations I made, I observed the way the teacher taught the fashion program, the teacher guided the students who were adjusting the cut of the trousers to be sewn. However, I asked for documents in the form of RPP (Learning Implementation Plan), Annual Program or similar. The teacher also gave me the semester program and syllabus. Based on the results of my document observations, the material taught by the teacher that day was not listed in the syllabus at all; according to the syllabus for the second-semester fashion project, it was making dresses and kebayas.

Furthermore, Mrs. Viori also mentioned that these students are lack of independency in sewing, always needing to ask the teacher for guidance despite having been given the theory. Additionally, she has two assistants, one of whom can help guide the students quite well, while the other is still not confident in teaching the students, making her feel unsupported.

On the other hand, I also observed the 10th-grade multimedia class taught by Mr. Heri. I found it very interesting because the teacher is an alumnus of the school and also has a hearing impairment. In this class, I found a lot of computers, and all students brought their laptops. I saw many glasses that had been screen-printed with various themes, and there was an overhead projector. There was no whiteboard in this class because the teacher used power point presentations.

During my observation, Mr. Heri was teaching Adobe Illustrator using Power Point. All the students listened attentively, but one student was sitting apart from the others. According to the teacher, this student is introverted and has difficulty socializing. In this class, I only observed the ways the teacher carried out the material; there is no RPP or any new document as a guide for teaching-learning, so there are no documents to observe in this class. Based on the class observation, there were no challenges in the teaching process, possibly because Mr. Heri is also hearing-impaired, it's easier for him to teach his hearing-impaired students. Furthermore, according to an interview with Mr. Heri, he said that one of the challenges is that hearing-impaired students have limited language skills. This means that in teaching multimedia, foreign language vocabulary terms are rarely expressed, making it somewhat difficult to explain them. Additionally, the weary of hearing-impaired students is also a challenge.

There are several studies discussed about teacher's challenges in implementing career guidance program for hearing impairment students. A study by Chibuike (2023) stated that teachers the challenges such as communication barriers, teacher difficulty in delivering lessons for students, and lack of resources for teaching sign language. Furthermore, it is limited access to career information and preconceived notions about the capabilities of hearing-impaired individuals hinder career choices (Chomba et al., 2013). It concluded that there are still several challenges faced by teachers in implementing career guidance programs.

4.3.3 Teacher's effort in overcoming the problem faced by students

The final theme discusses the teachers' efforts to overcome the problems faced by students. Here are some innovative strategies employed by teachers to address boredom and increase student engagement:

1. **Introducing New Material:** Teachers try to present new, more challenging, and interesting material for students. By introducing something new, students feel more challenged and avoid boredom.
2. **Practical Activities Outside the Classroom:** For example, in the multimedia class, Mr. Heri allows students to leave the classroom and take cameras to learn photography. The resulting photographs are then reviewed and discussed in class. This activity provides variety in teaching methods and allows students to learn through direct experience.
3. **Communication Limitations:** The limitations of Students' communication can affect their ability to understand instructions, interact with teachers and peers, and effectively absorb lessons. To address this, teachers use the MMR (Maternal Reflective Method), where they continue to communicate with students as if they were normal-hearing individuals, and students learn to read the teacher's lip movements. Additionally,

teachers explain words that students do not understand. According to the students, they also frequently look up unfamiliar words on the internet. Lastly, the school's speech therapy program continues daily, with each student scheduled to receive a 30-minute session once a week.

Teachers employ various strategies to address students' challenges. A study by Mporu & Chimhenga (2013) found that instructional aids like overhead projectors and computers with captions are beneficial. In this school's Multimedia class, the teacher uses a projector to display materials in PPT slides and writes comments and suggestions directly on the projector. This approach is one of the alternatives he employs as a multimedia teacher. However, addressing all issues requires teachers to adapt their methods to effectively engage learners (Kumar & Tripathi, 2022). Research indicates that using appropriate instructional strategies significantly impacts the academic performance of students with hearing impairments.

Overall, the result of this study follows the theory of career assessment by Super (1983). However, there are some differences; first, Super's (1983) theory focuses on students' career assessment, in which Super (1983) does not specifically mention the role of parents in supporting students during the career guidance process and in making career decisions. According to Super (1983), decisions are based on information obtained from students' biodata and interest and aptitude test results. Second, according to Super (1983), there are four phases of career assessment; preview, depth-view, assessment of all data, and counseling. Meanwhile, this school only covers three phases namely; preview, depth-view, and counseling, for the third phase (assessment of all data) is done by the school in the first phase (depth-view), so the school has made modifications without abandoning the theory to simplify.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion, implications, and limitations of the present study following suggestions for further studies. The conclusion consists of an elaboration of the study's findings and discussion, and the implication expounds the contribution that could be given from this study. In addition, suggestions reflect on the substances to be improved from the limitations of the present study for further research.

5.1 Conclusion

Most research on career development and career guidance in educational settings focuses on students in general. There is still a lack of research on career guidance in the special needs area, especially on hearing-impaired students, and it's a lack of understanding and knowledge about learning disabilities can lead to poorer care for those with learning disabilities (Barber, 2011). This study aims to know and describe the role of schools in planning and implementing career guidance programs for senior high school students with hearing impairment. This study explores the principal, teacher, parents, and students's point of view on the plan and implementation of career guidance. The results of this research were analyzed using Quirkos Thematic Analysis (QTM). From this analysis, several themes emerged which served as the basis for writing this study.

The description of these findings is based on the first, second, and third research questions. First, the way this school plans and implements career guidance aligns with Super's (1983) theory of career assessment. The school follows all procedures before placing students in their respective career fields, starting with collecting comprehensive information on each student, including IQ test results, speech tests, disability tests, and junior high school report cards.

The next step involves the school conducting aptitude and color blindness tests. After these tests, the school holds a meeting attended by the PPPDB (New Student Admission Committee) team, parents, teachers, and students. In this meeting, the PPPDB team discusses the students' aptitude test results with their parents and the students themselves, and then decides on an appropriate career field for each student.

The last step is a three-month assessment period conducted by the school. All students are periodically evaluated on their progress in the chosen field during this period. This step is to strengthen the initial assessment of the suitability of the chosen field with the student's talents and interests. If the assessment results align with the student's talents, they will continue studying in that career field until graduation (Grade XII). Conversely, if the assessment results indicate that the chosen field does not match the students' talents, they will be transferred to another field.

The implementation of career guidance at this school has been well executed. As teachers, they have the responsibility to provide the best education for all their students. Teachers do not only teach academic material but also instill career maturity in students by introducing them to various life roles, such as roles in the family, community, workplace, and more. This aims to prepare students to become independent individuals with good character, aligning with the school's vision and mission.

Furthermore, this school offers many additional programs to support students' career maturity. These include extracurricular activities like scouting to foster independence, outing class programs to introduce the surrounding environment and enhance students' skills, study tours to increase students' knowledge, and workshops featuring external speakers who provide insights into various professions and vocational

training. In conclusion, the school has made significant efforts to support students in becoming productive members of society.

Overall, there are three challenges faced by teachers. The primary challenge is the students' limitation in understanding vocabulary (language), which is particularly true for students with hearing impairments, who may struggle with acquiring and comprehending new words and concepts due to their limited auditory exposure. And it will affect their learning process.

Another challenge is the difficulty in instilling independence in all students. Each student has unique abilities and learning needs, making it a complex task to foster self-reliance uniformly across the classroom. Teachers must employ differentiated instruction strategies to cater to these varying needs, which can be time-consuming and demanding.

In addition, maintaining student consistency is a challenge. Hearing-impaired students are vulnerable to boredom and frustration, which can hinder their learning process. Lack of auditory stimulation requires teachers to be more creative and able to use varied methods to overcome this problem.

Despite these challenges, teachers remain dedicated to providing quality education and support to all their students, striving to create an inclusive and stimulating learning environment. Teachers can overcome these obstacles through ongoing professional development and collaboration with parents and specialists and help their students succeed.

5.2 Implications

The findings of this study will have significant implications for future practices in private senior high schools, particularly affecting teachers, parents, and principals. For teachers, the results of this study provide insight into effective strategies and areas for

improvement in providing career guidance, enabling them to support students' career development better. This could include using new teaching methods, integrating technology, and overcoming language barriers to ensure all students are engaged and understand the material.

For parents, the findings of this study highlight the importance of their involvement in their children's career-planning process. Parents can use this information to support their children at home, encouraging discussions about career aspirations and providing guidance aligned with school efforts.

School principals will benefit from understanding the broader impact of career guidance programs in schools. They can use the insights from this study to implement policies that can improve program effectiveness, allocate resources more efficiently, and provide professional development opportunities for teachers to address identified challenges.

Overall, the findings of this study will inform and enhance the collaborative efforts of teachers, parents, and principals in supporting students' career maturity, ultimately leading to more successful career outcomes for students with hearing impairment.

5.3 Limitations and Suggestions

This research was conducted at a special needs school in West Jakarta. I realize this study still has limitations. That, this study only focuses on school planning and implementation of career guidance programs, as well as exploring the difficulties faced by teachers in implementing career guidance in only one school in West Jakarta. Future research may explore deeper regarding career guidance programs for students with hearing impairment. Exploring career guidance program in varied levels of education may be more valuable contribution, since difference level of education might give difference challenges.

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APPENDICES

For non-participant observation, I will observe the implementation of career guidance in this school. The observation consisted of school facilities, classroom activities, teacher roles in implementing the career guidance for the student, and documentation. To make it clear, I will give a table as follows:

Part	Explanation
School Facilities	This observation aims to recognize the school environment and understand the culture related to career guidance in physical manifestations. I will observe the completeness of each room and other supporting equipment. These observations will help add the information to answer the first research question.
Classroom Activities	In this section, I will observe the classroom activities from the beginning to the end.
Documents	I will also observe documents related to the career guidance program, consisting of how the school plans and implements the career guidance program. This observation helps to answer research questions 1 & 2.
Teacher Roles	This observation is carried out to observe the teacher's roles in implementing the career guidance programs in the classroom (1,2,3 SMLB) from the beginning to the end. This observation helps to answer research questions 2 and 3.
Additional Notes	I will provide additional notes based on the answers I got from the teacher and students if there are important things that I feel need to be asked during the activity.

Reflective Point	Lastly, I will provide a reflective point to provide a deeper interpretation of the activities that have been observed.
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Appendix A: Protocol of Preliminary Observation
Protokol Preliminari Observasi (Hari-1)

Tanggal :

Tempat :

Observator : Rahayu Azkiya

Yang diamati : Sekolah

Waktu :

Durasi observasi :

Tujuan Observasi : Untuk mengenali lingkungan sekolah dan memahami budaya terkait fasilitas sekolah yang mendukung program bimbingan karir dalam manifestasi fisik. Observasi ini akan membantu menambah informasi untuk menjawab pertanyaan penelitian ke-1

No	Fitur Fisik	Catatan Deskriptif	Catatan Reflektif
1.	Bangunan & Tata Letak Sekolah		
2.	Ruangan kelas		
3.	Ruang Guru		
4.	Perpustakaan		
5.	Ruang Terapi		
6.	Ruang Bimbingan		
7.	Ruang Psikolog		

8.	Laboratorium		
9.	Ruang UKS		
10.	Lain-lain		

Preliminary Observation Protocol (Day-1)

Date :

Place :

Observer : Rahayu Azkiya

Observed : The School

Time :

Duration of observation :

The aim of observation : To recognize the school environment and understand the culture related to school facilities that support career guidance programs in physical manifestation. These observations will help add information to answer research question 1.

No	Physical Features	Descriptive Notes	Reflective Notes
1.	School Building & Layout		
2.	Classroom		
3.	Teacher Rooms		
4.	Library		
5.	Therapy Room		
6.	Counseling Room		
7.	Psychologist's room		
8.	Laboratory		

9.	UKS Room		
10.	Others		

Protokol Preliminari Onservasi (Hari-2)

Tanggal :

Tempat :

Observator : Rahayu Azkiya

Yang diamati : Classroom activities

Waktu :

Durasi observasi :

Tujuan observasi : Pada tahap ini, saya akan mengobservasi kegiatan kelas, mulai dari dimulainya kelas hingga selesai.

Waktu (jam)	Kegiatan	Kelas	Catatan Deskriptif	Catatan Reflektif

Preliminary Observation Protocol (Day-2)

Date :

Place :

Observer : Rahayu Azkiya

Observed : Classroom activities

Time :

Duration of observation :

The aim of observation : In this section, I will observe the classroom activities from the beginning to the end.

Protokol Preliminari Onservasi (Hari-3)

Tanggal :

Tempat :

Observator : Rahayu Azkiya

Yang diamati : Peran Guru dan dokumen sekolah

Waktu :

Durasi observasi :

Tujuan observasi : Mengamati kegiatan implementasi program bimbingan karir di kelas mulai dari dimulainya kegiatan hingga selesai. Selain itu, saya juga akan mengamati dokumen-dokumen terkait bimbingan karir. Observasi ini membantu menjawab pertanyaan penelitian ke-2 dan 3.

Waktu (jam)	Kegiatan	Kelas	Kesulitan yang dihadapi Guru	Catatan Deskriptif	Catatan Reflektif

Observasi Dokumen

Waktu (jam)	Kegiatan (Observasi Dokumen)	Kelas	Perencanaan Bimbingan Karir	Implementasi Bimbingan Karir

Preliminary Observation Protocol (Day-3)

Date :
 Place :
 Observer : Rahayu Azkiya
 Observed : Teacher roles and school's documents
 Time :
 Duration of observation :
 The aim of observation : Observing the implementation of career guidance programs in classroom from the beginning to the end. Apart from that, I will also observe documents related to career guidance. This observation helps to answer research questions 2 and 3.

Time (clock)	Activities	Class	Challenges faced by Teacher	Descriptive Notes	Reflective Notes

Document Observation

Time (clock)	Activities (Document observation)	Class	Career Guidance Plan	Career Guidance Implementation

Appendix B: Protocol of Semi-structured Interview with Principal, Vice principal of curriculum Affairs, and Teachers

Protokol Wawancara

Waktu Wawancara :

Tanggal :

Tempat :

Pewawancara : Rahayu Azkiya

Individu yang diwawancara : Kepala sekolah, Wakil kurikulum Sekolah,
dan guru

Pertanyaan Wawancara Pengantar:

1. Assalamualaikum, selamat pagi/siang/sore.

2. Perkenalkan, nama saya Rahayu Azkiya, saya mahasiswi S2 di UIII yang saat ini sedang tahap menulis tugas akhir,
3. Saya bermaksud meminta kesediaan saudara untuk menjawab beberapa pertanyaan tentang perencanaan, implementasi dan hambatan dalam menyusun program bimbingan karir untuk anak tunarungu di sekolah ini. Tapi sebelumnya saya punya 3 pertanyaan:
- Apakah Bapak/Ibu merupakan kepala sekolah di sekolah ini?
 - Sudah berapa lama Bapak/Ibu menjadi kepala sekolah sekolah ini?
 - Saya ingin meminta persetujuan Bapak/Ibu. Apakah Bapak/Ibu bersedia secara sukarela tanpa paksaan untuk berpartisipasi dalam pengambilan data yang dilakukan oleh saya?.
4. Jika sesuai: Alhamdulillah saudara dapat menjadi narsumber kami. Wawancara ini bersifat rahasia, maksudnya kami tidak menyimpan nama maupun data lainnya dari saudara. Maka saudara dapat menjawab pertanyaan ini dengan jujur dan bebas. Durasi wawancara ini sekitar menit. Dan, sebagai tanda terimakasih kami akan memberikan souvenir sederhana.

5. Partisipan	
Jenis kelamin	: Pria/wanita
Bapak/Ibu berasal dari mana?	:
Berapa usia Bapak/Ibu saat ini?	:
Apakah Bapak/Ibu juga mengajar atau hanya sebagai kepala sekolah/ wakil kurikulum di sekolah ini?	:

Dapatkah Bapak/Ibu menjelaskan secara singkat mengenai latar belakang pendidikan Bapak/Ibu? Apakah membantu Bapak/Ibu dalam pekerjaan menjadi seorang kepala sekolah/ wakil kurikulum/guru di sekolah ini?	
Apa yang Bapak/Ibu rasakan menjadi kepala sekolah/ wakil kurikulum/guru di sekolah ini?	:
Bagaimana proses ibu/bapak bisa menjadi kepala sekolah/ wakil kurikulum/guru di sekolah ini?	:

Soal interview 1 untuk menjawab soal-soal pada tahap I, terkait penilaian kepala sekolah terhadap tahap awal pengumpulan informasi/data awal dan biografi siswa yang bertujuan untuk perencanaan program bimbingan karir bagi setiap siswa.

1. Sebelum melakukan penyusunan bimbingan karir, apakah sekolah mengumpulkan data informasi dari para siswa?
2. Bagaimana prosedur yang ditempuh sekolah dalam pengumpulan informasi dari para siswa?
3. Dalam pengumpulan informasi awal, data/informasi apa saja yang diminta sekolah kepada siswa?
4. Apakah penting untuk mengetahui tujuan para siswa mendaftar ke sekolah ini?
Jika iya, bagaimana cara sekolah mengetahuinya?

5. Setelah menyelesaikan tahap penilaian awal, apa langkah selanjutnya yang anda tempuh dalam penyusunan program bimbingan karir ini?
6. Siapa saja yang dilibatkan dalam proses penentuan jenis penilaian karir tambahan yang diperlukan siswa?

Soal interview 2 untuk menjawab soal-soal pada tahap II, terkait penilaian kepala sekolah terhadap penekanan pada tingkat kematangan karir siswa dan pentingnya sebuah pekerjaan.

1. Untuk meningkatkan kesadaran akan peran siswa dalam hidupnya, bagaimana anda merancang program bimbingan karir yang bertujuan untuk menumbuhkan kesadaran akan "peran utama" sebagai seseorang dalam kehidupan sehari-hari mereka?
2. Adakah kegiatan tambahan diluar bimbingan karir (seperti ekstrakurikuler) yang dapat meningkatkan kesadaran siswa terhadap perannya disekolah?
3. Apakah ada penilaian khusus yang dibuat untuk menilai motivasi siswa dalam mengikuti program bimbingan karir?
4. Bagaimana sekolah menilai seberapa efisien siswa dalam mengerjakan tugas-tugas yang diberikan kepada siswa?
5. Menurut anda, seberapa termotivasi siswa dalam mencapai tujuan karir atau pekerjaan yang mereka inginkan?
6. Apa saja usaha yang dilakukan sekolah dalam memberikan motivasi kepada siswa terhadap pentingnya sebuah karir?
7. Bagaimana program bimbingan karir ini di rancang untuk menumbuhkan kesadaran siswa terhadap peran dalam keluarganya?
8. Langkah apa saja yang ditempuh untuk menumbuhkan kesiapan seorang siswa untuk menghadapi peran dalam keluarga?

9. Bagaimana program bimbingan karir ini di rancang untuk menumbuhkan kesadaran siswa terhadap peran dalam masyarakat?
10. Langkah apa saja yang ditempuh untuk menumbuhkan kesiapan seorang siswa untuk menghadapi perannya dalam masyarakat?
11. Apakah sekolah memiliki program seperti rekreasi atau study tour dalam rangka mengenalkan alam sekitar?
12. Bagaimana sekolah dapat memastikan bahwa program tersebut bermanfaat bagi siswa?
13. Bagaimana sekolah menyampaikan nilai-nilai dari setiap peran melalui program bimbingan karir?
14. Apa kendala yang dihadapi dalam pengimplementasikan pembelajaran mengenal peran dan nilai-nilai peran dalam berbagai keadaan dan lingkungan bagi siswa?
15. Menurut Anda, bagaimana peran sekolah dalam membantu siswa mencapai kematangan karir dengan memahami tugas perkembangan secara lebih dalam pada tahap kehidupan mereka?
16. Pendekatan pembelajaran seperti apa yang sesuai diterapkan dalam upaya mematangkan karir siswa?
17. Apakah ada strategi khusus untuk mempermudah siswa dalam merencanakan karirnya?
18. Apakah ada program tambahan atau program pendukung lainnya dari sekolah untuk membantu siswa dalam perencanaan karier dengan baik, seperti workshop mengenai penyusunan rencana karier atau lainnya?
19. Bagaimana usaha sekolah untuk memotivasi siswa agar tetap aktif menjelajahi berbagai pilihan karir yang tersedia?

20. Bagaimana sekolah membekali mereka dengan menyediakan berbagai informasi terkini terkait karir, sesuai dengan kebutuhan siswa?
21. Apa strategi dalam implementasi yang dapat digunakan sekolah untuk membantu siswa memilih bidang karir yang tepat untuk mereka?
22. Bagaimana peran sekolah dalam memastikan bahwa pilihan karir setiap siswa sudah tepat bagi masing-masing siswa?
23. Bagaimana sekolah mendukung siswa dalam memperoleh informasi yang relevan dari berbagai tes dan uji coba yang dapat membantu mereka dalam merencanakan karir mereka?
24. Tes apa saja yang dibutuhkan sekolah untuk memperkuat penilaian dasar sebagai bahan evaluasi kemampuan dan minat siswa?
25. Bagaimana sekolah dapat mempersiapkan siswa untuk menghadapi dunia kerjanya?
26. Bagaimana strategi sekolah dalam mengelola emosi siswa agar berdampak baik pada dunia kerjanya di masa depan?
27. Apa saja langkah konkret yang dapat dilakukan sekolah untuk mempersiapkan siswa menghadapi berbagai peran dalam kehidupan mereka setelah lulus?
28. Apa saja tantangan yang dihadapi sekolah dalam mempersiapkan siswa untuk dapat menjalani berbagai peran dalam hidupnya?
29. Bagaimana sekolah menilai kemampuan siswa dari waktu ke waktu untuk melihat perkembangan mereka?
30. Bagaimana sekolah mengimplementasikan program bimbingan karir untuk melatih kesiapan siswa berkarir dalam berbagai kondisi lingkungan?

31. Apa strategi sekolah untuk memastikan bahwa kegiatan ekstrakurikuler dan kurikulum sekolah memadukan nilai-nilai yang diperlukan untuk kesuksesan dalam memilih karier?
32. Bagaimana cara sekolah menyampaikan makna dari nilai-nilai yang terkandung dari masing-masing karir?

Soal interview ke III untuk menjawab soal-soal pada tahap III, terkait bagaimana kepala sekolah menilai semua data yang telah dikumpulkan dari tahap I & II. Pada tahap ini, seluruh data tes ditinjau dan dievaluasi untuk menunjukkan kepada siswa pekerjaan mana yang konsisten sesuai dengan bakat.

1. Apa langkah-langkah yang diambil untuk meriview semua data yang telah didapatkan?
2. Bagaimana sekolah mengintegrasikan data prestasi akademik, minat karir, dan kegiatan ekstrakurikuler siswa dalam mengevaluasi potensi karir mereka?
3. Apa saja langkah-langkah yang ditempuh sekolah dalam menilai bidang karir yang sesuai untuk siswa?
4. Metode apa yang digunakan dalam proses evaluasi tersebut?
5. Bagaimana sekolah mengetahui kesiapa siswa terhadap pengambilan keputusan karir mereka?
6. Jika berdasarkan hasil evaluasi seorang siswa belum siap untuk mengambil keputusan karirnya, apa yang harus dilakukan?
7. Bagaimana sekolah mengukur kesesuaian antara bidang karir dan profil siswa?
8. Jika profil siswa tidak menunjukkan kesesuaian terhadap bidang karir manapun, apa yang akan dilakukan?

9. Bagaimana sekolah mengkomunikasikan hasil penilaian kepada orang tua atau wali siswa secara efektif?
10. Apa yang akan dilakukan jika ada orang tua atau wali yang tidak dapat menerima hasil penilaian sekolah?

Soal interview IV untuk menjawab soal-soal pada IV terkait konseling, bagaimana peran kepala sekolah memberikan tindak lanjut yang terfokus pada kebutuhan dan permasalahan tertentu yang dialami siswa.

1. Setelah memberikan penilaian terhadap seluruh data, apakah terdapat tahap evaluasi akhir yang hanya dihadiri oleh anggota sekolah?
2. Apakah sekolah juga melakukan tahap diskusi antar pemangku kebijakan untuk meninjau secara detail mengenai kinerja siswa, implementasi, perkembangan siswa selama fase tertentu?
3. Apa saja kendala yang dihadapi para siswa selama mengikuti program bimbingan karir?
4. Bagaimana sekolah mengatasi masalah-masalah yang muncul saat mengimplementasi program bimbingan karir?
5. Bagaimana peran sekolah dalam mengasimilasi program bimbingan karir terhadap siswa tertentu?
6. Seberapa sering konselor mengasimilasi program bimbingan karir terhadap siswa? Apakah hal tersebut dapat terjadi kapan saja?
7. Dengan cara apa sekolah mengetahui bahwa siswa telah memahami tingkatannya saat ini dan apa yang harus dilakukan pada tingkatan karir selanjutnya?
8. Menurut anda, apakah masih terdapat kendala bagi siswa dalam memahami tugasnya pada tingkatan berikutnya?

9. Pada level ini, sejauh mana siswa dapat memahami tentang persiapan mengikuti training dan sejenisnya?
10. Apakah terdapat hambatan dalam membekali siswa untuk kesiapan training karir?
11. Apa yang dilakukan sekolah jika terdapat anak yang tidak memiliki bakat atau minat di bidang manapun?
12. Apa sekolah mempersiapkan berbagai opsi karir lainnya diluar dari opsi pokok?

The Protocol of Interview

Time :
Date :
Place :
Interviewer : Rahayu Azkiya
Interviewed individual : The principal, Vice principal of curriculum affairs
and teachers

Interview Introduction Questions:

1. Assalamualaikum, good morning/afternoon/evening.
2. Allow me to introduce myself, my name is Rahayu Azkiya, and I am a Master student at UIII, and currently working on my thesis.
3. I would like to request your willingness to answer some questions regarding the planning, implementation, and obstacles in developing a career guidance program for students with hearing impairment at this school. But before we begin, I have three questions:
 - Are you the principal of this school?
 - How long have you been the principal at this school?
 - whit this, I would like to request your voluntary consent to participate in the data collection for my research.
4. If you are agree: I would like to thank for your willingness to be our source. This interview is confidential, meaning we will not store your name or any other data. Therefore, feel free to answer these questions honestly and openly. The

duration of this interview is approximately ... minutes. As a token of our appreciation, we will provide a small souvenir.

Pertisipan	
Gender	: Pria/wanita
Where are you from?	:
How old are you now?	:
Do you also teach or only as principal/vice principal of curriculum affairs at this school?	:
Can you briefly explain your educational background? Does it help you in your work as a principal/curriculum deputy/teacher at this school?	
How do you feel about being the principal/curriculum representative/teacher at this school?	:
What is the process for you becoming a principal/curriculum deputy/teacher at this school?	:

Interview question 1 is related to the principal's assessment of the initial stage of collecting information/data and student biographies aimed at planning a career guidance program for each student.

1. Before preparing career guidance, does the school collect information data from students?

2. What procedures does the school follow in collecting information from students?
3. In collecting initial information, what data/information does the school ask students for?
4. Is it important to know the purpose of students applying to this school? If so, how does the school know?
5. After completing the initial assessment stage, what are the next steps you will take in preparing this career guidance program?
6. Who is involved in the process of determining what type of additional career assessment a student needs?

Interview question 2 is designed to address questions in stage II, concerning the principal's evaluation of the emphasis on students' career maturity levels and the importance of employment.

1. To increase awareness of students' role in their lives, how would you design a career guidance program that aims to foster awareness of the "main role" as a person in their daily lives?
2. Are there additional activities outside of career guidance (such as extracurriculars) that can increase students' awareness of their role at school?
3. Are there special assessments made to assess student motivation in participating in the career guidance program?
4. How does the school assess how efficient students are in carrying out the tasks given to students?

5. In your opinion, how motivated are students to achieve their desired career or job goals?
6. What efforts does the school make to motivate students about the importance of a career?
7. How is this career guidance program designed to raise students' awareness of their role in their family?
8. What steps are taken to develop a student's readiness to face their role in the family?
9. How is this career guidance program designed to raise students' awareness of their roles in society?
10. What steps are taken to develop a student's readiness to face their role in society?
11. Does the school have programs such as recreation or study tours to introduce the natural surroundings?
12. How can schools ensure that the program benefits students?
13. How does the school convey the values of each role through career guidance programs?
14. What obstacles are faced in implementing learning to recognize roles and role values in various circumstances and environments for students?
15. In your opinion, what is the role of schools in helping students achieve career maturity by understanding developmental tasks more deeply at this stage of their lives?
16. What kind of learning approach is appropriate to apply in an effort to mature students' careers?

17. Are there any special strategies to make it easier for students to plan their careers?
18. Are there additional programs or other supporting programs from the school to help students plan their careers well, such as workshops on preparing career plans or others?
19. How does the school attempt to motivate students to remain active in exploring the various career options available?
20. How can schools equip them by providing the latest information regarding careers, according to students' needs?
21. What implementation strategies can schools use to help students choose the right career field for them?
22. What is the role of schools in ensuring that each student's career choice is the right one for each student?
23. How do schools support students in obtaining relevant information from various tests and trials that can help them in planning their careers? There is
24. What tests do schools need to strengthen basic assessments as material for evaluating students' abilities and interests?
25. How can schools prepare students to face the world of work?
26. What is the school's strategy for managing students' emotions so that it has a good impact on their world of work in the future?
27. What concrete steps can schools take to prepare students for various roles in their lives after graduation?

28. What are the challenges faced by schools in preparing students to be able to fulfill various roles in their lives?
29. How do schools assess students' abilities over time to see their progress?
30. How do schools implement career guidance programs to train students' career readiness in various environmental conditions?
31. What are the school's strategies for ensuring that extracurricular activities and the school curriculum incorporate the values necessary for success in career choice?
32. How does the school convey the meaning of the values contained in each career?

Interview question III is intended to answer questions in stage III, concerning how the principal assesses all the data collected from stages I & II. In this stage, all test data is reviewed and evaluated to indicate to students which jobs are consistently aligned with their talents.

1. What steps are taken to review all the data that has been obtained?
2. How do schools integrate data on students' academic achievement, career interests, and extracurricular activities in evaluating their career potential?
3. What steps do schools take to assess appropriate career fields for students?
4. What methods are used in the evaluation process?
5. How do schools know who students are in making their career decisions?
6. If based on the evaluation results a student is not ready to make a career decision, what should be done?
7. How does the school measure the match between career field and student profile?

8. If a student's profile does not indicate suitability for any career field, what will be done?
9. How does the school communicate assessment results to parents or guardians of students effectively?
10. What will be done if a parent or guardian cannot accept the results of the school assessment?

Interview question IV is about how school principals can provide focused follow-up regarding the specific needs and issues faced by students in counseling.

1. After assessing all the data, is there a final evaluation stage that is only attended by school members?
2. Does the school also carry out a discussion stage between policy stakeholders to review in detail student performance, implementation, and student development during certain phases?
3. What obstacles do students face while participating in the career guidance program?
4. How do schools overcome problems that arise when implementing career guidance programs?
5. What is the role of schools in assimilating career guidance programs to certain students?
6. How often do counselors assimilate career guidance programs to students? Can this happen at any time?
7. How does the school know that students have understood their current level and what to do at their next career level?

8. In your opinion, are there still obstacles for students in understanding their assignments at the next level?
9. At this level, to what extent can students understand preparation for training and the like?
10. Are there any obstacles in equipping students for career training readiness?
11. What does the school do if there are children who have no talent or interest in any area?
12. Does the school provide for various other career options outside of the main options?

Appendix C : Protocol of Semi-structured Interview with student's parent
Protokol Wawancara

Waktu Wawancara :
Tanggal :
Tempat :
Pewawancara : Rahayu Azkiya
Individu yang diwawancara : Orang Tua Siswa

Pertanyaan Wawancara Pengantar:

1. Assalamualaikum, selamat pagi/siang/sore.
2. Perkenalkan, nama saya Rahayu Azkiya, saya mahasiswi S2 di UIII yang saat ini sedang tahap menulis tugas akhir,
3. Saya bermaksud meminta kesediaan saudara untuk menjawab beberapa pertanyaan tentang perencanaan, implementasi dan hambatan dalam menyusun program bimbingan karir untuk anak Bapak/Ibu di sekolah ini. Tapi sebelumnya saya punya 3 pertanyaan:
 - Apakah Bapak/Ibu merupakan orang tua dari salah satu siswa di sekolah ini?
 - Pada tahun berapa anak Bapak/Ibu di daftarkan ke sekolah sekolah ini?
 - Saya ingin meminta persetujuan Bapak/Ibu. Apakah Bapak/Ibu bersedia secara sukarela tanpa paksaan untuk berpartisipasi dalam pengambilan data yang dilakukan oleh saya?.

4. Jika sesuai: Alhamdulillah saudara dapat menjadi narasumber kami. Wawancara ini bersifat rahasia, maksudnya kami tidak menyimpan nama maupun data lainnya dari saudara. Maka saudara dapat menjawab pertanyaan ini dengan jujur dan bebas. Durasi wawancara ini sekitar menit. Dan, sebagai tanda terimakasih kami akan memberikan souvenir sederhana.

Orang Tua Siswa	
Jenis kelamin orang tua	: Pria/Wanita
Jenis kelamin anak	:
Anak bapak/ibu kelas berapa?	:
Ada banyak SLB, apa alasan bapak/ibu memilih menyekolahkan anaknya disini?	:
Apakah Bapak/Ibu senang anaknya belajar di sekolah ini?	:

Soal interview 1 untuk menjawab soal-soal pada tahap I, terkait penilaian orang tua terhadap tahap awal pengumpulan informasi/data awal dan biografi siswa.

1. Apakah pihak sekolah melibatkan Bapak/Ibu dalam proses pencarian informasi terkait bakat dan minat anak Bapak/Ibu?
2. Bagaimana pandangan Bapak/ibu terhadap pengumpulan data anak, apakah Bapak/Ibu merasa keberatan, atau tidak? Mengapa?
3. Bisakah Bapak/Ibu jelaskan data/informasi apa saja yang dimintai sekolah dalam mengumpulkan informasi awal terhadap anak Bapak/Ibu?

4. Apakah pihak sekolah juga meminta informasi terkait tujuan Bapak/Ibu mendaftarkan anaknya ke sekolah ini?
5. Setelah tahap penilaian awal dilakukan oleh sekolah, apakah Bapak/Ibu dilibatkan untuk mengambil langkah selanjutnya dalam penyusunan program bimbingan karir ini untuk anak Bapak/Ibu?
6. Menurut Bapak/Ibu, kira-kira jenis penilaian seperti apa yang Bapak/Ibu harapkan untuk anak Bapak/Ibu?

Soal interview 2 untuk menjawab soal-soal pada tahap II, terkait penilaian orang tua terhadap penekanan pada penilaian kematangan karir siswa dan pentingnya sebuah pekerjaan.

1. Usaha apa saja yang Bapak/Ibu lakukan untuk menumbuhkan kesadaran anak akan "peran utama" di rumah?
2. Menurut Bapak/Ibu, apakah sejauh ini anak Bapak/Ibu sudah menyadari peran utamanya di rumah?
3. Bagaimana Bapak/Ibu menilai seberapa termotivasi anak Bapak/Ibu dalam mengikuti program bimbingan karir?
4. Menurut penilaian Bapak/Ibu saat anak berada di rumah, apakah anak anda suka mempraktekkan ulang materi yang diajarkan di sekolah?
5. Seberapa termotivasi anak Bapak/Ibu dalam mencapai tujuan karir atau pekerjaan yang mereka cita-citakan?
6. Apa saja usaha Bapak/Ibu lakukan dalam memberi motivasi kepada anak terhadap pentingnya sebuah karir?

7. Menurut bapak/Ibu, apakah anak Bapak/Ibu menyadari arti peran dalam keluarga baik sebagai Ayah, Ibu atau anak?
8. Bagaimana cara Bapak/ibu memberi pemahaman tentang arti dan fungsi peran dalam keluarga?
9. Menurut bapak/Ibu, apakah child Bapak/Ibu menyadari arti peran dalam masyarakat sekitar?
10. Bagaimana cara Bapak/ibu memberi pemahaman tentang arti dan fungsi peran dalam masyarakat sekitar?
11. Menurut Bapak/Ibu, apakah sekolah memiliki program seperti rekreasi atau study tour dalam rangka mengenalkan alam sekitar?
12. Apakah menurut bapak/Ibu program tersebut bermanfaat bagi anak Bapak/Ibu?
13. Bagaimana Bapak/Ibu menyampaikan nilai-nilai dari setiap peran di sekolah, rumah, dan masyarakat kepada child?
14. Menurut bapak/Ibu, sejauh ini seberapa jauh child dapat memahami maksud dari nilai-nilai dari setiap peran di sekolah, rumah, dan masyarakat?
15. Apa saja usaha yang Bapak/Ibu selama ini untuk membantu child dalam mengembangkan kematangan karirnya di rumah?
16. Bagaimana perilaku ananda mengatasi masalah-masalah yang ada di rumah?
17. Bagaimana peran Bapak/Ibu dalam membantu child untuk dapat membuat perencanaan karier yang baik?
18. Apakah sekolah memberikan dukungan tambahan dalam perencanaan karir siswa?
19. Apakah Bapak/Ibu ikut mencari berbagai informasi karir yang sesuai dengan bakat dan minat Child?
20. Sesuai pengamatan Bapak/Ibu di rumah, bagaimana rasa ingin tau Child terkait karir yang menjadi minatnya?

21. Bagaimana Bapak/Ibu menilai bahwa bidang karir yang dipilih Child sudah tepat baginya?
22. Dalam hal menentukan pilihan karir untuk child, apakah Bapak/Ibu melakukan komunikasi atau musyawarah dengan guru di sekolah?
23. Sejauh mana Bapak/Ibu terlibat dalam memahami hasil tes minat dan bakat serta tes uji coba yang mereka lakukan dalam merencanakan karir?
24. Apakah menurut Bapak/Ibu hasil tes tersebut sesuai dengan kemampuan Child?
25. Bagaimana Bapak/Ibu membantu child untuk mempersiapkan diri menghadapi dunia kerja di masa depannya?
26. Bagaimana strategi Bapak/Ibu selaku orang tua mengelola emosi anak agar berdampak baik pada dunia kerjanya di masa depan?
27. Selaku orang tua, Apa yang bisa anda lakukan untuk membantu anak-anak mempersiapkan diri dalam menghadapi berbagai peran dalam hidupnya?
28. Apa saja tantangan yang Bapak/Ibu hadapi dalam mempersiapkan siswa untuk dapat menjalani setiap peran dalam hidupnya?
29. Sejauh ini, apakah Bapak/Ibu melihat adanya peningkatan pada Child dalam melakukan suatu pekerjaan di rumah?
30. Dan apakah terdapat peningkatan dalam bergaul di luar rumah?
31. Menurut Bapak/Ibu, apakah perlu mengetahui nilai-nilai yang terkandung dalam sebuah profesi/karir?
32. Bagaimana Bapak/Ibu dapat berperan aktif dalam membantu Child menemukan nilai-nilai dalam sebuah karir/pekerjaan?

Soal interview ke III untuk menjawab soal-soal pada tahap III, terkait bagaimana orang tua menilai semua data yang telah dikumpulkan oleh pihak sekolah pada tahap I & II.

1. Apakah Anda terlibat dalam proses peninjauan data yang meliputi prestasi akademik dan minat karir anak Anda? Jika iya, bagaimana tanggapan anda mengenai keterlibatan anda dalam proses peninjauan tersebut?
2. Apa yang anda lakukan setelah menerima hasil evaluasi Child?
3. Menurut hasil evaluasi sekolah, bidang karir apa yang paling sesuai untuk Child? Mengapa?
4. Apakah anda sependapat dengan hasil evaluasi sekolah?
5. Bagaimana anda melihat tingkat kematangan karir Child?
6. Jika suatu waktu Child tertarik pada bidang karir lainnya, apa yang akan anda lakukan?
7. Selaku orang tua, apakah anda yang menentukan bidang karir Child atau tidak? Mengapa?
8. Apa yang membuat anda percaya sepenuhnya terhadap keputusan guru di sekolah?
9. Bagaimana sekolah menyampaikan hasil penilaian Child kepada Bapak/Ibu?
10. Apa harapan Anda saat menerima hasil penilaian anak Anda selama ini di sekolah?

The Protocol of Interview

Time :
Date :
Place :
Interviewer : Rahayu Azkiya
Interviewed individual : Students' Parents

Interview Introduction Questions:

1. Assalamualaikum, good morning/afternoon/evening.
2. Allow me to introduce myself, my name is Rahayu Azkiya, and I am a Master student at UIII, and currently working on my thesis.
3. I would like to request your willingness to answer some questions regarding the planning, implementation, and obstacles in developing a career guidance program for students with hearing impairment at this school. But before we begin, I have three questions:
 - Are you a parent of a student at this school?
 - In what year was your child enrolled at this school?
 - I want to ask for your approval. Are you willing to volunteer without coercion to participate in the data collection carried out by me?
4. If you are agree: I would like to thank for your willingness to be our source. This interview is confidential, meaning we will not store your name or any other data.

Therefore, feel free to answer these questions honestly and openly. The duration of this interview is approximately ... minutes. As a token of our appreciation, we will provide a small souvenir.

Students' parents	
Gender of students' parents	: Male/Female
Gender of Child	:
What grade is your child in?	:
There are many special schools, what is the reason why you choose to send your child to school here?	:
Are you happy that your child is studying at this school?	:

Interview question 1 is about how parents assess the initial stage of collecting information/data and the student's biography.

1. Does the school involve you in the process of finding information regarding your child's talents and interests?
2. What are your views on collecting children's data, do you have any objections or not? Why?
3. Can you explain what data/information the school asks for when collecting initial information about your child?
4. Does the school also ask for information regarding your purpose for registering your child at this school?

5. After the initial assessment stage was carried out by the school, were you involved in taking the next steps in preparing this career guidance program for your child?

6. In your opinion, what type of assessment do you expect for your child?

Interview question 2 is about how parents assess the emphasis on assessing students' career maturity and the importance of a job.

1. What efforts do you make to raise children's awareness of their "main role" at home?

2. According to you, have your children realized their main role at home so far?

3. How do you assess how motivated your child is in taking part in the career guidance program?

4. According to your assessment when your child is at home, does your child like to re-practice the material taught at school?

5. How motivated are your children in achieving the career or job goals they aspire to?

6. What efforts have you made to motivate your children about the importance of a career?

7. According to you, do your children realize the meaning of their role in the family, whether as father, mother or child?

8. How do you provide an understanding of the meaning and function of roles in the family?

9. In your opinion, do you realize the meaning of your role in the surrounding community?

10. How do you provide an understanding of the meaning and function of roles in the surrounding community?

11. In your opinion, does the school have programs such as recreation or study tours to introduce the natural surroundings?
12. Do you think the program is beneficial for your child?
13. How do you convey the values of each role at school, home and society to your children?
14. According to you, to what extent do you understand the meaning of the values of each role at school, home and society?
15. What efforts have you made so far to help your child develop his career maturity at home?
16. How do you deal with problems at home?
17. What is your role in helping your child to make good career plans?
18. Does the school provide additional support in student career planning?
19. Are you looking for various career information that suits your talents and interests?
20. Based on your observations at home, what is Child's curiosity regarding the career that interests her?
21. How do you assess that the career field chosen by Child is right for him?
22. In terms of determining a career choice for your child, do you communicate or consult with teachers at school?
23. To what extent are you involved in understanding the results of interest and aptitude tests as well as trial tests that they take in planning their career?
24. Do you think the test results are in accordance with Child's abilities?

25. How do you help your child prepare to face the world of work in the future?
26. What is your strategy as a parent to manage your child's emotions so that they have a good impact on their world of work in the future?
27. As a parent, what can you do to help your children prepare to face various roles in their lives?
28. What challenges do you face in preparing students to be able to take on every role in their lives?
29. So far, have you seen any improvement in Child doing work at home?
30. And has there been an increase in socializing outside the home?
31. In your opinion, is it necessary to know the values contained in a profession/career?
32. How can you play an active role in helping you find value in a career/job?

Interview question III is about how parents evaluate all the data collected by the school in stages I & II.

1. Are you involved in the process of reviewing data covering your child's academic performance and career interests? If yes, what do you think about your involvement in the review process?
2. What do you do after receiving your child's evaluation results?
3. According to the school evaluation results, what career field is most suitable for your child? Why?
4. Do you agree with the results of the school evaluation?
5. How do you see your child's career maturity level?

6. If one day your child is interested in another career field, what will you do?
7. As a parent, do you determine your child's career field or not? Why?
8. What makes you completely trust the teacher's decisions at school?
9. How does the school convey the results of your child's assessment to you?
10. What are your hopes when you receive the results of your child's assessment so far at school?

Appendix D : Protocol of Semi-structured Interview with students
Protokol Wawancara

Waktu Wawancara :
Tanggal :
Tempat :
Pewawancara : Rahayu Azkiya
Individu yang diwawancara : Siswa

Pertanyaan Wawancara Pengantar:

1. Assalamualaikum, selamat pagi/siang/sore.
2. Perkenalkan, nama saya Rahayu Azkiya, saya mahasiswi S2 di UIII yang saat ini sedang tahap menulis tugas akhir,
3. Saya bermaksud meminta kesediaan anda untuk menjawab beberapa pertanyaan tentang perencanaan, implementasi dan hambatan dalam menyusun program bimbingan karir di sekolah ini. Tapi sebelumnya saya punya 3 pertanyaan:
 - Apakah kamu merupakan siswa di sekolah ini?
 - Tahun berapa kamu masuk ke sekolah sekolah ini?
 - Saya ingin meminta persetujuan kamu. Apakah kamu bersedia secara sukarela tanpa paksaan untuk berpartisipasi dalam pengambilan data yang dilakukan oleh saya?.
4. Jika sesuai: Alhamdulillah saudara dapat menjadi narsumber kami. Wawancara ini bersifat rahasia, maksudnya kami tidak menyimpan nama maupun data lainnya dari

saudara. Maka saudara dapat menjawab pertanyaan ini dengan jujur dan bebas.

Durasi wawancara ini sekitar menit. Dan, sebagai tanda terimakasih kami akan memberikan souvenir sederhana.

Siswa	
Jenis kelamin	: Pria/Wanita
Berapa umurmu?	
Kamu kelas berapa?	:
Ada banyak SLB, apa alasan kamu memilih sekolah ini?	:
Apakah kamu senang belajar di sekolah ini?	:

Soal interview 1 untuk menjawab soal-soal pada tahap I, terkait tanggapan siswa terhadap tahap awal pengumpulan informasi/data awal dan biografi siswa yang dilakukan oleh sekolah.

1. Sebelum program bimbingan karir disusun untukmu, apakah kamu dilibatkan oleh guru untuk membagikan informasi mengenai bakat dan minatmu?
2. Apakah kamu sendiri merasa keberatan untuk memberikan data dirimu kepada pihak sekolah? Mengapa?
3. Data atau informasi apa saja yang kamu berikan kepada pihak sekolah saat awal memasuki sekolah ini?
4. Saat awal kamu memasuki sekolah ini, adakah guru menanyakan tujuanmu ke sekolah ini?

5. Setelah sekolah meminta data dirimu, apakah kamu ikut dilibatkan untuk mengambil langkah selanjutnya dalam penyusunan program bimbingan karir untukmu kedepannya?
6. Saat awal memasuki sekolah, apakah kamu sudah memiliki keinginan ingin memilih bidang karir apa?

Soal interview 2 untuk menjawab soal-soal pada tahap II, terkait tanggapan siswa terhadap penekanan pada penilaian kematangan karir siswa dan pentingnya sebuah pekerjaan.

1. Sejauh ini, apakah kamu menyadari apa peran utamamu di sekolah ini?
2. Saat kamu sedang berada di rumah, maka kamu berperan sebagai apa?
3. Apakah program bimbingan karir memberimu semangat dan motivasi untuk belajar dengan sungguh-sungguh? Mengapa?
4. Apakah kamu merasa tertekan saat melakukan tugas-tugas yang diminta gurumu untuk mengerjakannya? Mengapa?
5. Seberapa termotivasi kamu dalam mencapai tujuan karir atau pekerjaan yang kamu cita-citakan?
6. Apakah sebuah pekerjaan itu penting bagimu? Mengapa?
7. Apakah kamu mengetahui peranmu dalam keluarga sebagai apa?
8. Apakah kamu mengetahui bagaimana peran seorang ayah dan ibu dalam keluarga?
9. Bagaimana sikapmu terhadap orang-orang yang tinggal di sekitarmu?
10. Bagaimana pandanganmu terhadap orang-orang yang tinggal disekelilingmu? Apakah mereka memperlakukanmu dengan baik atau tidak?
11. Pernahkan Ibu/Bapak guru membawamu mengunjungi tempat-tempat yang indah?

12. Apa hal menarik yang dapat kamu pelajari dan yang kamu ingat saat Ibu/Bapak guru mengajakmu mengunjungi tempat-tempat yang indah?
13. Apakah menurutmu, kamu harus menghormati ayah dan ibumu? Mengapa?
14. Apakah kamu harus patuh kepada guru di sekolah atau tidak? Mengapa?
15. Sejauh mana kamu memahami maksud dari perkembangan kematangan karir?
16. Bagaimana caramu menghadapi setiap masalah yang ada di sekolah? (misalnya kamu tidak dapat menyelesaikan tugas yang diberikan guru)
17. Apa pandanganmu tentang pentingnya memiliki rencana karir yang bagus?
18. Adakah langkah-langkah yang kamu lakukan diluar dari jadwal sekolah untuk menambah pengetahuan di bidang karir atau pekerjaan impianmu?
19. Apa bidang karir yang kamu minati? Berikan alasanmu Mengapa?
20. Seberapa sering kamu mencari informasi untuk memahami lebih dalam mengenai bidang karir tersebut?
21. Apakah kamu merasa bidang karir ini sudah tepat untukmu? Berikan alasanmu mengapa?
22. Berapa lama kah kamu membutuhkan waktu untuk memutuskan bahwa karir ini yang paling cocok untukmu?
23. Apakah sebelumnya kamu pernah mengikuti tes bakat dan minat?
24. Apa pendapatmu mengenai informasi yang kamu dapatkan dari hasil tes tersebut?
25. Bagaimana kamu melihat hubungan antara pendidikan yang kamu terima sekarang dengan kesiapanmu untuk menghadapi pekerjaan di masa depan?
26. Sejauh mana kesiapanmu untuk memasuki dunia kerja?

27. Bagaimana pengalaman belajar di sekolah dapat membantumu mengembangkan keterampilan yang diperlukan untuk sukses sebagai rekan kerja dan pasangan di masa depan?
28. Apa saja tantangan yang kamu hadapi saat belajar memahami berbagai peran dalam kehidupan?
29. Sejauh ini, bagaimana perasaanmu tentang kemampuanmu saat berada dalam berbagai situasi di sekolah?
30. Apakah kamu merasa saat ini kamu nyaman berada di mana saja? Jika iya atau tidak berikan alasanmu mengapa?
31. Sejauh ini, apakah kamu mengetahui nilai-nilai yang terkandung dalam bidang karir yang kamu pilih?
32. Seberapa penting bagi kamu untuk mengetahui nilai yang terdapat pada suatu bidang karir?

Soal interview ke III untuk menjawab soal-soal pada tahap III, terkait bagaimana tanggapan siswa terkait nilai dari semua data yang telah dikumpulkan guru pada tahap I & II.

1. Sejauh mana prestasi dan minat karirmu membantumu dalam membayangkan masa depan karirmu?
2. Apa yang kamu lakukan jika guru menyarankanmu bidang karir yang tidak kamu sukai, namun kamu mampu dibidang itu?
3. Menurut hasil evaluasi sekolah, bidang karir apa yang paling sesuai untukmu? Mengapa?
4. Apakah kamu sependapat dengan hasil evaluasi sekolah?
5. Apa hal yang paling membantu kamu dalam mengambil keputusan tentang karier?

6. Jika kamu memiliki dua bidang karir yang kamu minati, apa yang akan kamu lakukan?
7. Apakah ayah ibu mu pernah memaksamu untuk menjalani sebuah bidang karir?
8. Apakah kamu menerima dengan lapang dada apapun keputusan karir yang dianggap sesuai untukmu?
9. Bagaimana perasaan kamu tentang mendiskusikan hasil penilaianmu dengan orang tua atau walimu?
10. Apa harapanmu terhadap hasil penilaian yang dilakukan oleh gurumu?

The Protocol of Interview

Time :
Date :
Place :
Interviewer : Rahayu Azkiya
Interviewed individual : Students' Parents

Interview Introduction Questions:

1. Assalamualaikum, good morning/afternoon/evening.
2. Allow me to introduce myself, my name is Rahayu Azkiya, and I am a Master student at UIII, and currently working on my thesis.
3. I would like to request your willingness to answer some questions regarding the planning, implementation, and obstacles in developing a career guidance program for students with hearing impairment at this school. But before we begin, I have three questions:
 - Are you a student at this school?
 - What year did you enter this school?
 - I want to ask for your approval. Are you willing to volunteer without coercion to participate in data collection carried out by me?
4. If you are agree: I would like to thank for your willingness to be our source. This interview is confidential, meaning we will not store your name or any other data.

Therefore, feel free to answer these questions honestly and openly. The duration of this interview is approximately ... minutes. As a token of our appreciation, we will provide a small souvenir.

Student	
Gender	: Male/Female
How old are you?	
What class are you in?	:
There are many SLBs, what was your reason for choosing this school?	:
Do you enjoy studying at this school?	:

Interview question 1 is about how students respond to the initial stage of collecting information/data and the student's biography conducted by the school.

1. Before a career guidance program was arranged for you, were you involved by a teacher to share information about your talents and interests?
2. Do you have any objections to giving your data to the school? Why?
3. What data or information did you provide to the school when you first entered this school?
4. When you first entered this school, did any teacher ask you about your purpose in going to this school?
5. After the school asked for your data, were you involved in taking the next steps in preparing a career guidance program for you in the future?

6. When you first entered school, did you already have a desire to choose what career field?

Interview question 2 is about how students respond to the emphasis on assessing students' career maturity and the importance of a job.

1. So far, do you realize what your main role is at this school?

2. When you are at home, what role do you play?

3. Does the career guidance program give you enthusiasm and motivation to study seriously? Why?

4. Do you feel pressured when doing the assignments your teacher asks you to do? Why?

5. How motivated are you to achieve your career goals or the job you aspire to?

6. Is a job important to you? Why?

7. Do you know what your role in the family is?

8. Do you know the roles of a father and mother in the family?

9. What is your attitude towards the people who live around you?

10. How do you view the people who live around you? Do they treat you well or not?

11. Have your teachers ever taken you to visit beautiful places?

12. What interesting things can you learn and what do you remember when your teacher took you to visit beautiful places?

13. Do you think you should respect your father and mother? Why?

14. Do you have to obey teachers at school or not? Why?

15. To what extent do you understand the meaning of career maturity development?
16. How do you deal with every problem at school? (for example, if you cannot complete a task given by a teacher)
17. What is your view on the importance of having a good career plan?
18. Do you take any steps outside of school hours to increase your knowledge in your desired career field?
19. What career field are you interested in? Provide reasons why.
20. How often do you seek information to gain a deeper understanding of this career field?
21. Do you feel that this career field is right for you? Provide reasons why.
22. How long did it take you to decide that this career is the most suitable for you?
23. Have you ever taken a talent and interest test before?
24. What is your opinion about the information you obtained from the test results?
25. How do you see the relationship between the education you are receiving now and your readiness to face future work?
26. How prepared are you to enter the workforce?
27. How can the learning experience at school help you develop the skills needed to succeed as a colleague and partner in the future?
28. What challenges do you face when learning about various roles in life?
29. So far, how do you feel about your abilities in various situations at school?
30. Do you feel comfortable anywhere right now? If yes or no, please explain why.

31. So far, do you know the values contained in the career field you chose?

32. How important is it for you to know the values contained in a career field?

Interview question III is about how students respond to the value of all the data collected by teachers in stages I & II.

1. To what extent do your achievements and career interests help you in envisioning your future career?

2. What do you do if the teacher suggests you a career field that you don't like, but you are capable in that field?

3. According to the school evaluation results, what career field is most suitable for you? Why?

4. Do you agree with the results of the school evaluation?

5. What helped you most in making decisions about your career?

6. If you had two career fields that you were interested in, what would you do?

7. Have your parents ever forced you to pursue a career field?

8. Do you accept with grace whatever career decisions are deemed suitable for you?

9. How do you feel about discussing your assessment results with your parents or guardians?

10. What are your hopes for the results of the assessment carried out by your teacher?



Quirkos Report

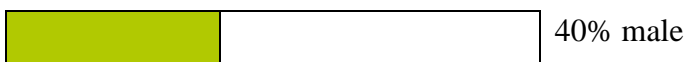
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Rafi's transkrip	Ayu	May 21 th , 2024	9583	63
Mrs. Viori's transkrip	Ayu	May 16 th , 2024	66450	126
Mr. Heri's transkrip	Ayu	May 15 th , 2024	15517	70
Mrs. Linda's transkrip	Ayu	May 16 th , 2024	56584	161
Mr. Anwar's transkrip	Ayu	May 14 th , 2024	48873	138
Mr. Han's transkrip	Ayu	May 21 th , 2024	28440	99
Mrs. Yida's transkrip	Ayu	May 21 th , 2024	32342	86
Mrs. Vira's transkrip	Ayu	May 20 th , 2024	50296	50

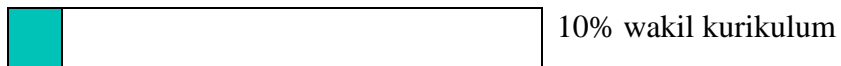
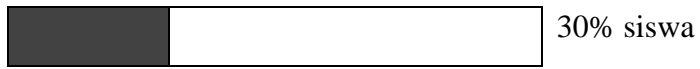
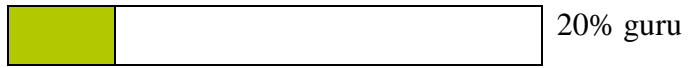
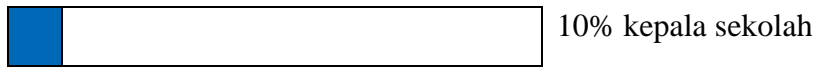
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Gender

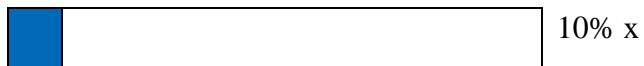


Type of Respondent





Grades



Quirks Canvas – Primary

