



## Student Career Management Model at Vocational Health Education Level for the Work Industry

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### ABSTRACT

**Objective:** This study aims to develop a career management model for students of Health vocational high schools in the workforce. **Method:** This study uses a descriptive method with a case study approach. The research objects are Nusantara Health Vocational High School and Surabaya Health Vocational High School. The research instruments are in-depth interview guides, observation guides, and documentation guides. The analysis uses multi-site analysis. **Results:** The results of the study found that the career management model for students of Health vocational high schools consists of 4 stages, namely 1) career management planning consisting of annual work meetings, involving the work industry in learning planning, and curriculum modification planning according to the needs of the work industry; 2) organizing career management consisting of dividing tasks and responsibilities based on areas of expertise, determining and confirming those responsible for each program, and determining coordination and integration paths between sections; 3) implementation of career management; and 4) career management supervision consisting of comprehensive supervision in all aspects, use of monitoring and evaluation instruments, involvement of alumni and the world of work in the monitoring and evaluation process. **Novelty:** This model uniquely incorporates active industry participation in curriculum design, field practice implementation, and alumni-involved evaluation while introducing a holistic structural coordination framework and integrated monitoring tools rarely applied in health vocational education contexts.

## INTRODUCTION

Vocational high schools are increasingly gaining public interest. This is supported by a survey conducted by the Indonesian Ministry of Education and Culture, which found that the level of public interest in vocational high schools was 82% (Rajagukguk et al., 2023). The public believes that vocational education is an education that prepares students' attitudes and mentality to easily enter the workforce and develop professional attitudes as middle-level workers in industry and the workplace (Sherly et al., 2022). This is in accordance with Government Regulation No. 17 of 2010, which states that vocational education aims to produce graduates who are ready to work. However, the high number of open unemployment in Indonesia is still dominated by vocational high school graduates. The Indonesian Central Statistics Agency stated that 9.31% of vocational high school graduates are unemployed (BPS, 2023). Based on data from the Policy Research Center (2020), graduates of vocational high schools in the health sector have the second lowest unemployment rate and the field with the highest absorption rate in the world of work out of the nine fields of vocational high schools in Indonesia (Puslitjak, 2021).

This phenomenon indicates that vocational schools, which are believed to be able to bridge the link and match programs, are still far from their target. The high and large

number of unemployed graduates from health vocational schools confirms that the relevance or correlation between vocational education and the world of work or real life is relatively small. Several factors contribute to high unemployment among vocational high school graduates, including limited job vacancies, a lack of cooperation between schools and the industry, and the inability of graduates to meet industry needs in terms of both soft and hard skills (Krisphianti & Nurwulansari, 2022). On the other hand, the satisfaction of users of vocational high school graduates is still less than satisfactory. Among other things, it is caused by the commitment and performance of vocational high school alumni, which are not yet satisfactory. In addition, factors from the school side, such as the provision of practical facilities that are not yet by the work industry, teachers' abilities that are not yet adequate because they do not have work experience in the industry, supervision that is still lacking and limited to the curriculum and exams are the causes of the less than optimal quality of vocational school graduates in Indonesia.

To achieve the goals of vocational education, it is essential to effectively manage student career development, enabling them to easily apply the knowledge gained in school to the workplace (Ilvi et al., 2024). Education providers are required to be more proactive in introducing students to life-skill-based education, which should help shape the character of students and develop their potential, enabling them to be brave and overcome future life challenges (Suriswo, 2023). In the context of education, efforts to help students plan their careers appropriately are an essential aspect because they indirectly address the aspect of career planning, which is an integral part of the educational process in schools. Career planning is a very crucial aspect in determining the type of work that someone will pursue. One factor that significantly contributes to career direction is individual perception, specifically the perception of the students themselves. The majority of them have not considered their career direction, so they have been unable to develop a career plan. Students often appear passive in searching for job vacancies, and their interest and confidence in working are relatively low. Studies show that schools are one of the key factors influencing students' career planning. School conditions are one of the external factors that hinder students' career planning (Saripah et al., 2023).

To produce qualified graduates who are creative, innovative, sporty, and entrepreneurial, as outlined in the National Education Office's strategic plan, practical and structured school governance or management is necessary. School management has a significant influence on improving the quality of learning, supporting the achievement of educational quality, and producing graduates who are independent and professional in their fields. Based on the description above, the researcher aims to explain how career preparation for Health Vocational High School students aligns with industry needs. This study aims to develop a career management model for vocational high school students in the healthcare industry.

## RESEARCH METHOD

This study employs a qualitative research method with a multi-site case study design, focusing on the career management of Health vocational high school students in Surabaya. This method enables researchers to investigate the career management of Health vocational high school students in the workforce. The objects of this study are the Nusantara Health Vocational High School (site 1) and Surabaya Health Vocational

High School (site 2). The characteristics of the sites in this study are described in Table 1.

**Table 1.** Characteristics of the research site.

<b>Nusantara Health Vocational High School Surabaya</b>	<b>Surabaya Health Vocational High School</b>
Vocational High School in Health	Vocational High School in Health
Under the auspices of the Ministry of Education and Culture	Under the auspices of the Ministry of Education and Culture
Location in Surabaya	Location in Surabaya
Accreditation A	Accreditation A

The subjects in this study were career management (output) of graduates of the Nusantara Health Vocational High School and Surabaya Health Vocational High School. The primary informants were the principal, vice-principal, teachers, and education personnel. The data collection techniques and Procedures in this study included in-depth interviews, Observation, and documentation studies. The research instruments used were interview guides, observation checklists, and documentation study checklists. The data analysis of this study employed cross-site data analysis techniques, utilizing the Yin model, which involved describing and analyzing the results of interviews and documentation studies obtained from Nusantara Health Vocational High School and Surabaya Health Vocational High School.

## RESULTS AND DISCUSSION

### *Results*

The career management of students referred to in this study involves the career management process carried out by schools or educational institutions for students, including career planning, organizing, implementing, and supervising activities at two research sites. The findings of this study were derived from the results of in-depth interviews, observations, and documentary studies. The research findings at each research site are explained below.

#### **1. Career Management of Students at Nusantara Health Vocational High School**

Career management planning for students at Nusantara Vocational Schools is carried out through several activities, namely:

##### **a) Conduct annual work meetings**

Career management planning for students at Nusantara Health Vocational High School is carried out through work meetings. The work meeting is led directly and coordinated by the principal. In this activity, work program plans developed by each part of the school are discussed.

*"...For this planning.... in it (the working meeting), we discussed everything about where we want to take the students at Nusantara Health Vocational School. All teachers were present and asked to contribute their ideas to the meeting. There, we designed the planning starting from the curriculum, student affairs, public relations, infrastructure, and so on..."*

##### **b) Adjustment of learning programs with the competencies of each department**

Nusantara Health Vocational High School Surabaya prepares students for career planning through learning programs and activities aligned with their respective

departments, enabling them to secure qualified job opportunities or prospects upon graduation. In terms of curriculum, for example, the school modifies the curriculum provided by the education office by incorporating additional health materials, both theoretical and practical, that are tailored to the needs of students now and in the future. Together with the Head of the Expertise Program, the Deputy Head of Curriculum prepares and designs the additional materials every year to be given to students. The additional materials or skills provided are integrated with other subjects.

*"For example, wound care ... this is an additional skill that we provide for nursing students. For pharmacy, we provide instructions on how to make herbal drink products, which are integrated into the PKK subject. So it does not stand alone."*

c) Involving the world of the work industry in learning planning

In career management planning, Nusantara Health vocational high school has so far succeeded in collaborating with several hospitals, pharmacies, clinics, and health centers throughout Surabaya, including Wiyung Sejahtera Hospital, PHC Hospital, Dr. Soetomo Hospital, Soemitro Air Force Hospital, Ewa Pangalila Marine Hospital, K-24 Pharmacy, Unair PLK Clinic, ITS Medical Center Clinic, Usada Buana Clinic, Paradise Clinic, Optima Clinic, Sahabat Medika Clinic, and several large clinics in Surabaya. This collaboration is designed to provide students with a study environment that suits their majors, from which they will later secure job opportunities. In addition, it is hoped that the work industry can become a partner for the School, in general, and especially for students in teaching and learning activities, as well as in the process of absorbing health workers.

*"The Memo of Understanding (MoU) is not only for PKL (Field Work Practice) but also for the BKK (Special Job Fair) program with the aim that students can be absorbed in IDUKA."*

d) Designing a curriculum by adding additional skills to students

Curriculum modifications are made by incorporating additional materials provided to students that can support their skills and entrepreneurial spirit in the future, such as cupping materials, holistic therapy, baby spa services, and home care.

*"...For the past three years, we have set up additional learning for our students. We design learning so that these children can be quickly absorbed into the world of work, and with that learning, the children will not only work but also be able to become entrepreneurs by opening health services..."*

### **Organizing student career management**

The organization of student career management in Nusantara vocational schools is carried out through several activities, namely:

a) Division of tasks and responsibilities based on areas of expertise

In general, the organization of students' careers at the school begins with the assignment of activity concepts that have been agreed upon in a work meeting

by the principal to the vice principals in each field, namely curriculum, public relations, student affairs, and facilities and infrastructure. The vice-principals implement it by working together with related parties, such as the head of the expertise program, homeroom teacher, staff, counseling teacher, general subject teachers, and productive subject teachers, and then finally implement and apply it to students.

- b) Appoint the person responsible for each program in the work plan.

In the application of learning to students, encompassing both theory and practice, as well as learning in school and outside of school, the organization of student careers at Nusantara Health Vocational High School is carefully arranged and integrated from one part to another. The programs provided are also adjusted to these parts. For example, the fieldwork fieldwork practice program for students in industry is one of the career experiences that students can gain by engaging in direct practice in the field and community. They work according to their majors. The responsibility for this activity is given to the Deputy Head of Public Relations and the Special Job Fair.

- c) Establishing coordination and integration paths between sections in program implementation.

### **Implementation of student career management**

The implementation of the career program for students of Nusantara Health Vocational High School Surabaya is carried out according to the division of tasks. To strengthen students' abilities in their vocational fields and as a form of application of the material they obtain in class, Nusantara Health Vocational High School Surabaya schedules a practical agenda in the laboratory, which is carried out a maximum of twice a week. This is to assess the hard skills of students in the health sector, such as nursing, including wound care practices, health checks, cupping, compounding drugs for pharmaceuticals, and making herbal drinks, among others.

### **Supervision of student career management**

Supervision is carried out to monitor and evaluate whether the implementation of career management aligns with the planned approach. 1. Supervision is carried out in all aspects, including academic, administrative, disciplinary, curricular, non-curricular, and evaluative supervision.

## **2. Career Management of Students at Surabaya Health Vocational High School**

### **Student career management planning**

Student career planning implemented by Surabaya Health Vocational School, including the following: 1) Annual work meeting to prepare an education program plan for the next academic year; 2) Planning every academic aspect including curriculum, facilities and infrastructure, human resources, teaching materials (learning materials); 3) Planning student guidance and counseling programs

*"...By implementing comprehensive and structured career management planning, SMK Kesehatan Surabaya can ensure that all aspects of student education and development are well managed, providing a productive and supportive learning environment for all students..."*



### **Organizing student career management**

The organization of students' careers at Surabaya Health Vocational School is carried out through several important steps. One of the steps taken is through the division of tasks based on areas of expertise, which are approved in the form of assignment letters.

*"...We make assignment letters for each program implementer based on the work plan that has been made and approved by the school principal."*

### **Implementation of student career management**

The implementation of career management at Surabaya Health Vocational School is carried out by considering several important aspects as follows: 1) Mapping Potential and Interest; 2) Provision of Career Information; 3) Implementation of curriculum that is relevant to the needs of the world of work; 4) Implementation of Cooperation with the world of work through internship programs, industrial visits, or seminars from practitioners in the field; 5) Provision of ongoing career mentoring programs.

### **Supervision of student career management**

Career management supervision of students is conducted through the use of monitoring and evaluation instruments. Monitoring and evaluation are carried out by involving alums and the world of work so that it can serve as a material for improvement for the next program.

*"By conducting systematic career management supervision, SMK Kesehatan Surabaya can ensure that its students receive optimal preparation to enter and succeed in the health industry."*

## **Career Management Model for Vocational High School Health Students for the World of Work**

Based on cross-site analysis, the following career management model was obtained for vocational high school students in health for the world of work:

### **Career Management Planning**

- 1) Annual work meeting
- 2) Involving industry in learning planning
- 3) Planning curriculum modifications according to the needs of the work industry

### **Organizing career management**

- 1) Division of tasks and responsibilities based on areas of expertise
- 2) Determining and confirming those responsible for each program
- 3) Determining coordination and integration paths between sections

### **Implementation of career management**

- 1) Implementation of planned programs/activities
- 2) Introduction of the world of work industry to students through internship activities, fieldwork practices, and study visits to the work industry
- 3) Provision of career guidance services, including providing information, placement, and distribution of graduates

### **Career management supervision**

- 1) Comprehensive supervision in all aspects

- 2) Use of monitoring and evaluation instruments
- 3) Involvement of alums and the world of work in the monitoring and evaluation process

### ***Discussion***

Career management for Vocational High School students is a systematic effort to prepare students to enter the workforce or continue their education to a higher level. Career management skills are a crucial requirement in meeting industry needs (Amin & Khairul, 2020). This process includes structured planning, organizing, implementing, and monitoring (Saputra & Sudira, 2019). Effective student career management will have a significant impact on the maturity of the student's career. A student's career is not only limited to the choice of jobs and professions but also to how students can manage and formulate effective career plans, enabling them to achieve career success in the future (Rusmana et al., 2023).

Career planning at Nusantara Health Vocational High School and Surabaya Health Vocational High School involves an integrated strategy to prepare students to face the world of work. According to research, career guidance planning at the school involves preparing service programs that consider students' talents, interests, and abilities, as well as information on opportunities for further education and the world of work (Salihin, 2019). This aims to provide insight to students, especially grades XI and XII, regarding career choices that suit their potential. The results of a study conducted by Halimah (2019) indicated that career management planning was initiated at the beginning of the new school year through a service meeting. A study evaluating students' career management skills reveals that the career planning skills of high school students remain low. This affects students' ability to obtain job information (Angga, 2022). Technological developments provide a choice of forms of student career planning, namely through mind mapping, use of modules, flipped classroom techniques, classical guidance, padlet applications, Google Classroom, and the use of audiovisuals (Lisah et al., 2021; Miyana, 2024; Nugraheni, 2020; Sari & Istiqoma, 2019; Sugiyarto, 2019; Utami, 2021; Wibowo et al., 2021).

The organization of students' careers at Nusantara Health Vocational High School and Surabaya Health Vocational High School employs a systematic approach that involves dividing tasks, developing programs, and implementing various skills development strategies. Organization involves establishing a structure and division of tasks in the implementation of a career management program. In the health vocational school, the organization of career guidance usually involves the principal as the person in charge, the Guidance and Counseling teacher as the program implementer, the homeroom teacher, the teaching staff, and the administrative staff who support the administration. A clear organizational structure ensures that each party understands its role and responsibilities in supporting students' career development. A similar study was conducted by Defauzi (2024), which resulted in career organization being carried out through departmentation, with tasks divided according to abilities and authorities. In this case, Angga (2022) states that the results of his research indicate that counseling teachers play a crucial role in student career management.

The implementation of various career activities at Nusantara Health Vocational High School and Surabaya Health Vocational High School has shown a significant contribution to the work readiness of students. The implementation of the career management program encompasses various activities aimed at equipping students with

the necessary information and skills to plan their future (Karaca-Atik et al., 2023; Southworth et al., 2023). The implementation of career management is at least in the form of 1) Career Information Services, Providing information on various professions, college entrance requirements, and job opportunities relevant to students' majors; 2) Individual and Group Counseling, Helping students understand their interests, talents, and personal values that influence their career choices; 3) Industrial Visits and Field Work Practices: Providing direct experience in the world of work to understand the demands and work culture in related industries; 4) Soft Skills Development: Training skills such as communication, teamwork, and time management that are essential in the world of work. The implementation of career management through the Special Job Exchange has been proven to have a good impact on the absorption of graduates.

According to Anwar (2017), the activities carried out by the exchange include student orientation services, information services, and provision or preparation services for entering the workforce. Another study confirms Anwar's findings that the existence of BKK is crucial in the process of recruiting graduates and channeling them into the workforce. Effective student career supervision can ensure that students acquire not only academic knowledge but also the practical skills needed to succeed in the healthcare industry (Hashish & Bajbeir, 2022; Malau-Aduli et al., 2022; Opoku et al., 2021). Supervision aims to ensure that the career management program runs smoothly and achieves its set goals. Supervision is carried out by the principal and assisted by the head of the department and related staff. Forms of supervision include direct monitoring of program implementation, evaluation of activity effectiveness, and collection of feedback from students and other parties involved (Alkaabi, 2025; Eisman et al., 2021; Khotimah et al., 2024; Masnawati & Darmawan, 2022). The results of supervision are used to make improvements and adjustments to the program, making it more effective in helping students plan their careers. The results of other studies have found that improving the quality of supervision, providing appropriate authority, and developing teacher work skills directly can increase job satisfaction (Amir et al., 2024; Kurniawan et al., 2024; Yuliandari et al., 2024). By implementing the four stages of career management effectively, vocational schools can help students prepare optimally to enter the workforce or continue their education to a higher level, aligning with their interests and potential.

## CONCLUSION

**Fundamental Finding:** The results of the study found that the career management model of vocational high school students in health consists of 4 stages, namely 1) career management planning consisting of annual work meetings, involving the work industry in learning planning, and planning curriculum modifications according to the needs of the work industry; 2) organizing career management consisting of dividing tasks and responsibilities based on areas of expertise, determining and confirming those responsible for each program, and determining coordination and integration paths between sections; 3) implementing career management consisting of implementing planned programs/activities, introducing the world of work industry to students through internships, field work practices, and study visits to the work industry, and providing career guidance services including providing information, placement and distribution of graduates; and 4) career management supervision consisting of comprehensive supervision in all aspects, using monitoring and evaluation instruments, involving alumni and the world of work in the monitoring and evaluation



process. **Implication:** This career management model for students at vocational high schools in health can serve as a reference for other schools to achieve optimal graduate absorption. **Limitation:** This study employs a case study approach at two health vocational high school sites; therefore, it is necessary to conduct trials at other vocational high schools. **Future Research:** It is necessary to conduct model trials in other vocational high schools and general high schools (non-vocational).

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