

**Career guidance and the policy in preparing of
The future of the child development
(Research at Sukamiskin Institute Of Special Coaching In Bandung
West Java Indonesia)**

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Abstract: The purpose of this study are: First, to know the types of guidanceprants in Institutions Special Coaching Children Bandung. Second, to know the techniques of career guidance at the Institute of Special Education Children Bandung. Third, to find out the results of career guidance at the Institute of Child Development Special Bandung. This research uses descriptive method with qualitative approach, by collecting data and information through interview method, observation, documentation, which then analyzed by writer by way of describing all information received from informant with the required data. Then the authors conclude the information to answer the purpose of research. The career guidance at the Bandung Child Development Institution is in line with the career guidance goals set forth by Salahudin that the goals of career guidance are self-understanding, knowledge of the world of work, positive attitude toward the world of work, and the ability to plan for the future. The results show that career guidance held at LPKA helps students to plan and prepare for their future according to the goals of such career guidance through various types and techniques of career guidance.

Keywords: Career guidance, Planning, Future

1. INTRODUCTION

The future or the time to come is something anyone should be prepared for. Preparing for the future means doing activities which would be helpful for the future. Some things one needs to consider in getting prepared for the future involves preparing one's mental to be able to deal with any possibility to occur in the future, training and equipping oneself with many skills, and shaping a responsible and honest personality, and so forth. The same applied to the future of students at Child Special Guidance Institute. Their relatively young age with long future to

come makes it imperative for them to have something they can use to deal with what will they encounter when they set their feet out of the institute and return to the society. Therefore, career guidance is performed as an effort of assisting students in getting themselves prepared for their future to allow them to have worth-living and prosperous lives.

According to Winkel in Satriah (2015:2), guidance is defined as an effort of equipping individuals with knowledge, experience, and information on themselves; understanding and using efficiently and effectively everything they have for their personal

development; deciding on choices and setting goals accurately, and preparing realistic plan to adapt themselves with the environment they live in. Guidance does not necessarily need to be given at schools (has something to do with educational situation at school). When guidance is given beyond the educational situation at school, then this guidance constitutes an assistance in one of certain requirement or problem fields, such as marriage guidance, vocational guidance, or spiritual guidance.

According to Nurihsan (2009:16) career guidance is the one to help students in planning, developing, and solving career problems, such as understanding the job and its tasks, understanding their own condition and ability, understanding the environment condition, planning and developing career, adapting to job, and solving the career problems encountered.

In detail, the objective of this career guidance is to help students: Understand and rate themselves, particularly in relation to their interests, talents, attitudes, and ideals, realize and comprehend the values reside within themselves and their society, discover many kinds of job related to the potentials they have, find out the types of education and training needed for a certain field, understand the relation between what they do now and their future, figure out any possible obstacles caused by either themselves or their environment, find a way to deal with these obstacles, plan for their future, and find the right or appropriate career and life.

The same applies to the guidance given at the Child Special Guidance Institute (LPKA) Bandung to guide their students in having themselves prepared for the future. Students are what those children guided in LPKA are referred to. The number of students in LPKA

Bandung is indeed uncertain. This is because some children may be discharged at any time for their guidance time has expired and some others may just recently move to LPKA. The students in LPKA are mostly Muslim and 3 others are non-Muslim. They live in two houses, Wisma Bima and Wisma Sadewa.

One average, the age of students in LPKA ranges from 14 to 20 years old and all of them are male. In SPPA Law, it is stated that every child in a criminal judicial process has the right to receive education. In relation to this, LPKA Bandung assumes this obligation, i.e. to administer a career guidance activity by organizing such concepts as education, skill training, nurturing, and fulfillment of other rights in order to prepare these students' future.

Therefore, the guidances and nurturings organized in LPKA serve as the effort of providing these students with some assistance to make them useful for their society and capable of living their future well and prosperously. The career guidance given in LPKA includes religious guidance which is performed through Islamic boarding school-like program and personal guidance and various skill trainings are organized to explore the students' potentials, interests, talents, and skills. Every day these students have had a fixed schedule to do. Just like when they attend learning guidance every morning, i.e. in the school provided by LPKA.

After attending the career guidance program, these students begin to be aware of the fields they are interested in. It then motivates them to start planning and thinking the jobs they want to have when they return to their society. Some of them are interested in trading and even begin to look for some colleagues they can cooperate with in that matter. In addition, not a few of them wish to

continue their study once they set their feet free from the nurturing institute. Some other students want to be authors because they love to write.

Based on the background of problems elaborated above, this research will then be limited to the following problem formulations: What are the career guidances given in the Child Special Guidance Institute, what are the techniques used in the career guidances given at the Child Special Guidance Institute, and what are the outcomes of career guidances in the Child Special Guidance Institute

The research is conducted using descriptive method with qualitative approach, i.e. it describes the activities, conditions, and practices of career guidance there systematically and factually as what is observed in the career guidance process in preparing student's future. Information is gathered through interviews, observations, and documentations and this is then analyzed by the writers by describing the information relevant to the needed data received from the informants.

2. THEORETICAL BASIS

The Indonesian term "*bimbingan*" is an equivalent of the English "Guidance". Literally, the term "guidance" with its root word "guide" means: (1) to direct, to pilot, to manage, and to steer. According to Smith in Prayitno & Amti (2009: 94) guidance is defined as a service given to individuals in order to help them obtain the knowledge and skills they need in making the necessary choices, plans, and interpretations to adapt themselves well.

The term career guidance began with the term *vocational guidance*. This term was popularized for the first time by Frank Pearson in 1908 when he succeeded in establishing an institution

intended to help young people in obtaining jobs. At the beginning, the use of *vocational guidance* term refers more to the effort of helping individuals in choosing and preparing for a job, including the attempt to prepare the necessary ability to enter a job. In 1951, experts made some changes to the approach from *occupational* to *career* models. Both models have fairly fundamental difference, particularly in terms of the bases for an individual to choose an occupation. In the occupational model, it put more emphasis on the matching between talents and the job demands and requirements.

According to Salahudin (2010: 115-117) career or occupational guidance is one of guidances attempting to help students solve their career problems to get the best possible self-adjustment, either at that current time or in the future. Career guidance is not merely giving occupational guidance, rather it has wider sense, i.e. providing guidance for students to enter real life, lifestyle, and events in life, and preparing themselves from school to work.

Another definition is that career guidance and counseling is the service to help students, either personally or in group, to make them independent and help them develop optimally, in developing their personal lives, social lives, learning ability, career development, through various services and supporting activities, based on the applicable norms. Meanwhile, according to Winkel in (Tohirin, 2007: 133-134), career guidance is an assistance in preparing oneself in the face of work world, selecting certain job or occupation (profession) field and preparing oneself to get themselves prepared to assume the occupation and in adjusting with the demands of the

occupation field they have entered. Based on the definitions above, career guidance can mean an assistance from guide to the guided (students) in the face and solving career problems.

According to Salahudin (2010: 117) in general the objectives of career guidance and counseling are as follows: 1) Possessing knowledge about themselves (ability, interest, and personality) related to the job; 2) Having the knowledge on the work world and career information which support the work competence maturity; 3) Possessing positive attitude towards the work world, in that he/she is willing to work in any work field, without feeling inferior, provided that it is meaningful for him/her and accords with the religious norms; 4) Understanding the relevance of learning competence (ability to master the lesson) to the requirement of expertise or skill of the work field he/she is dreaming of for his/her future career; 5) Having the ability to form career identity by recognizing the job characteristics, ability (requirement) demanded, work socio-psychological environment, job prospect, and work welfare; 6) Having the ability to plan their future, i.e. planning their life rationally to obtain the roles which suit their interest, ability, and socio-economic life condition; 7) Recognizing their skill, interest, and talent.

The success or convenience in a career is highly influenced by the interest and talent one owns. Hence, everyone needs to understand their ability and interest. In what work field he/she can perform and is he/she interested in the work; 8) Having the ability or maturity to make career decisions; 9) Having the ability to create a harmonious, dynamic, just, and dignified industrial relationship atmosphere.

According to Tohirin (2013: 130), there are some services of career guidance as follows: 1) Service of information on oneself; 2) Service of information on the environment relevant to their career planning; 3) Placement service; and 4) Orientation service.

According to H.M Umar and Sartono in Salahudin (2010:96-98) in general, there are two ways used in guidance and counseling, namely *group guidance* and *individual counseling*. Group Guidance, this technique is used in helping students solve problems through group activities or by individuals as members of the group. Individual Counseling, Counseling is a way of providing help personally and directly.

The help is given in a *face to face relationship* between the counselor and the child (case). In many cases, the problems solved through these ways or methods are those problems of personal nature. In a counseling, the counselor behave sympathetically and empathetically. Sympathy means showin the attitude of being able to relate what the client feels. Meanwhile, empathy means trying to be in client's shoes with all of the problems he/she is encountering. This way, all problems the client is facing could be mitigated. This is because with this attitude, the client will put his/her trust to the *counselor* entirely. This is highly helpful for a successful counseling.

Many ways can be taken to perform a career guidance. It is worth explaining that despite the packages for career guidance issued by the Department of Education and Culture of the Republic of Indonesia, it does not necessarily mean that what beyond that cannot be implemented. Therefore, for a career guidance to be successfully performed, creativity and agility of the

guidance officers are needed to develop the career guidance.

According to Sukardi (1994: 34-35) the career guidance principles are: 1) All students ought to have equal opportunity to develop themselves in achieving their career appropriately; 2) Every student ought to understand that career serves as a way of life, and education is a preparation for life; 3) Student ought to be helped in developing adequate understanding on themselves and in relation to the social personal development and career education planning; 4) Student needs to be equipped with understanding about where and why they are in their education path; 5) All students ought to be helped to obtain an understanding of the relations between their education and their careers; 6) Student at each of their education program should have career-oriented experience in a meaningful and realistic way; 7) Every student ought to choose the chance to test their concept, roles and skills in order to develop the values and norms which could be applied to their future career; 8) The career guidance program ought to have a goal of stimulating student's education; and 9) The career guidance program at school should be centered in the class, with coordination by the guide, along

with parent's participation and society's contribution.

3. RESULTS AND DISCUSSION

The Child Special Guidance Institute (LPKA) Bandung is located in between the Class I Special Corruption Crime Correctional Institution Sukamiskin, Class IIA Female Correctional Institution Bandung, and RUPBASAN Bandung. It began its operation on April 8, 2013 on a land of 18,200 m² wide. It can accommodate around 468 inhabitants. Firstly established under the name of Class III Children Correctional Institution Bandung, at the beginning of its operation it could only accommodate 48 children.

The officers in this Child Special Guidance Institute Bandung are tasked to not just monitor every activity of these students, rather they also frequently participate in the programs organized in LPKA such as the career programs. Quite frequently the officers there play the role of guides to help these students train. For example, in scouting activity, some officers also serve as the trainers for semaphore codes when the external guides cannot be present or need their helps. The career program, particularly the barbering and sewing trainings, is indeed given by LPKA officers.

Table 3.6 Students' Education

No	Education	Number
1	Not Graduated from Elementary School	17 children
2	Elementary School	26 children
3	Junior High School	68 children
4	Senior/Vocational High School	73 children
Total		184 children

Upon interview with some children with different cases, it is found that they have different habits and personalities. Even children with similar cases can have different personalities. Based on the interview with two children with similar case, i.e. murder case, they seem to be really different as seen from their personalities. From the observation the researchers done at the site, the students in LPKA show different attitudes. Some of them are very extrovert and some other are introvert. Not all students attend the career guidance program there. And not all students are frequently visited by their family or relatives. Some of them are longing to be visited by their parent and some others do not care whether or not their family visit and they are just fine with that.

Most students in LPKA are there for murder and immoral cases. Therefore, it is easier to talk to or interview children with these two cases than students with other cases. Moreover, these students attend many activities. Nevertheless, the interview with students with other cases can be done, i.e. with a student named Farid. Farid is from Karawang, from Cibuaya District to be precise. He is a student transferred from a Correctional Institution in Karawang.

Based on the interview with him, he misses his parents and wants them to visit him badly. His parents have never visited him even once in LPKA. Farid is imprisoned in LPKA for drugs case and he acted as the seller and user. He is an extrovert and enthusiastic when he is talked to. Farid wishes he could find a legal job once he gets out of LPKA.

From the observation in the field, students in LPKA have different attitude. Some are extrovert and some others are introvert. Not all students attend the career guidance program there. And not all students are frequently visited by

their family or relatives. Some of them are longing to be visited by their parent and some others do not care whether or not their family visit and they are just fine with that.

Types of Career Guidance in LPKA Bandung

Every program organized in the Child Special Guidance Institute Bandung in general aims at helping students in preparing their future.

These Career Guidance programs in LPKA organized in the effort of preparing students' career include: 1) Mental Spiritual, Based on the explanation about the career guidance fields in the previous chapter, it is clear that religion is one of important aspects in career and future preparations. Likewise, it is also important for a career guidance given to nurture students' mental-spiritual sides with religious activities. The career guidance with mental nurturing for Muslim students is organized through preaching service on various religious topics such as *aqidah akhlak* (creed and manner), obligatory and voluntary salats (prayers), Islamic history, stories on the prophet and his companions, al-Qur'an reading, making subuh (dawn) prayer in congregation a habit and so forth. Meanwhile, for Christian students it is given in the form of church service.

According to Ustad Imam, one of the guides for the career guidance through preaching, the guidance activity in this religious and spiritual field is given to change students' bad behaviors and habits to make them better persons as their religion would want them to be. Meanwhile, Ustad Bobi says the same thing as Ustad Imam, however, in addition to change their behaviors this guidance program is also provided to grow the self-confidence in students to prevent them from being discouraged

and keep on thinking positively about what happens to them.

Upon the provision of this guidance service through preaching, these ustads guiding those children in LPKA expect that they could be even better and would not do the same mistake as they did, hence they have to know and set some targets regarding their career in the future; 2) Intellectual and Nationalism Insight, In preparing its students' future, LPKA certainly provides a career guidance program by fulfilling every aspect.

Intellectual and nationalism insight also become two parts of career guidance service organized through trainings, i.e. training on writing. These students are given the training on how to write articles, short stories, poetry, lyrics, and others. This program aims at increasing students' insights and knowledges. This is because learning how to write an article requires the writer to have wide range of insights in order for the articles they write to be more interesting and factual. That way they will frequently read books using the library facility in LPKA well. Based on the interview with Teh Irma and Kang Adew as their writing trainers, it is found that they give this training on writing to not just help these children kill their time doing something useful, rather it is also intended to explore these children's potential in writing.

In addition to writing, English course becomes another career preparation program organized beyond the school activities. This course is provided to equip and furnish them with skills in language. The English course is administered classically. So far, the English course instructor is not an Indonesian national, rather they are taught by an expatriate. Mr. Jeremy is the English course instructor. He is assisted by two persons from Bandung.

Meanwhile, the guidance intended to expand students' nationalism insight is given by providing some training services such as Scouting and Marching Drills. In fulfilling the nationalism insight aspect, the career guidance is given through the scouting guidance.

In this activity, children are not merely given the scouting techniques, rather they also train to marching drills. The scouting and marching drills trainings aim at, among other things, to implant discipline in the students, to allow them to implement it in their daily life; 3) Sports and Arts, the career nurturing in preparing students' future is also done through physical guidance the activities of which include sports such as futsal, aerobic, badminton, and table tennis. However, the only physical guidance activity organized so far is futsal. This is because of the limited sports equipment in LPKA Bandung. Meanwhile for arts, the guidance is given through such activities as drum band, *angklung*, music, nasheed, and marawis. *Angklung*, music, and drum band are the activities currently organized so far.

These types of career guidance are usually performed in certain events organized inside or outside LPKA. When the events are outside LPKA, these activities are prepared for the participation in contests; 4) Social, The social guidance is one of career guidance types intended to train students' bravery and self-confidence by attending several activities organized outside LPKA. This guidance is indeed done by attending contests such as futsal and music tournaments, and other socialization activities.

Thanks to this students can still enjoy life outside the bar even just for a while and of course accompanied by the penitentiary officers; 5) Independence, In training students' independence to

prepare their future, the career guidance is given through training on farming, fish cultivation, barbering, sewing, automotive, *handphone* service course, craftsmanship, and screen printing. However, some of these activities cannot be organized, because either the instructors are busy with other businesses or other issues which prevent them from coming.

These trainings are indeed intended to allow these students to do these stuff independently. It has been a common practice that the barbering and sewing trainings are given by the LPKA officers and the farming and fish cultivation trainers come from Walagri, a community working in social field; 6) Counseling.

Table 3.10 Types of Career Guidance in LPKA Bandung

No	Activity	Number of Children	Number of Instructors	
			Employee	Non-Employee
1	Farming	18	1	3
2	Computer	20	1	
3	Drum band	18		3
4	Music	8		4
5	English	16		1
6	Football	24		2
7	Barbering	10	1	
8	Writing	8		3
9	Fine Arts	27		2
10	Angklung	34		1
11	Percussion	12		1
12	Theater	12		1
13	Islamic Boarding School	179		6
14	Christian Worship	4		3
15	Scouting	49		1
16	Counseling	35		2

Career Guidance Techniques in LPKA Bandung

The career guidance techniques in the Child Special Guidance Institute Bandung

As explained earlier in Chapter II on career guidance techniques, it is generally given in groups or individually. In this Child Special Guidance Institute Bandung the career

guidance is mostly given in groups or personally or individually. The further details of each activity are as follows: 1) Mental Spiritual, the career guidance in religious field through preaching in LPKA is organized in groups and individually. The activity is organized in Miftahul Jannah Mosques which is built within LPKA. The preaching is conducted every Tuesday through Friday from 09.00 to 12.00 Indonesian Time.

The students are gathered in the mosque first, then they usually perform *dhuha* prayer while waiting for the preachers to come or prepare the goods needed during the guidance. Topics on *aqidah akhlak* (creed and manner), Islamic history, stories on the His Prophets and Messengers, types of salat both obligatory and voluntary ones and their procedures, are usually delivered classically. After the instructors deliver the topics, students are given some time to ask and begin the discussion to help answer the questions from other students.

In the career guidance activity through al-Qur'an reading, students are divided into three classes, i.e. Class A for students who can read al-Qur'an fluently, Class B for students who can read al-Qur'an but not so fluently, and Class C for students who cannot read al-Qur'an yet or merely know the letters. The al-Qur'an reading session is most frequently done individually and the students are tested one at a time to discover their reading ability, hence they can be placed to one of these three classes for further guidance by the instructors one by one.

This is done in order to see the progress made by each child in their al-Qur'an reading. (Interview with Ustad Mulyana, Ustad Imam, and Ustad Bobi on Tuesday, May 9, 2017 at 09:45 Indonesian Time); 2) Intellectual dan Nationalism Insight, Based on the interview with Mrs. Irma as one of the writing instructors, the activity begins with topics delivery which is then followed by detailed explanation by the instructors and discussion or question and answer section. In addition, the instructors always give students some assignments they have to work on beyond their activity such as reading a novel they like and ask them to analyze

the plot, characters, and other elements in the novel or story.

At the next meeting, the students will be asked to tell the novel they have read. From the interview with Kang Adew, the instructor of topics on how to write song lyrics and poetry, it is found that the career guidance activity through writing training is given classically yet the class remains relaxed. In the practice, students are even invited to sing and choose the songs they like and sing them.

In writing the song lyrics, students are asked to imagine or write the song lyrics based on what they are feeling. After finishing the song lyrics, they then try to find the right rhythm to sing the lyrics out. With the relaxed delivery style, students feel more comfortable and look happier when attending the writing training. They can also express their feeling in a writing, be it song lyrics or poetry.

English Course, This program is organized in the classroom or outdoor. This is because the course is organized by learning some topics yet it is not too formal and unlike learning in a classroom where theories are given. Rather it takes the form of simple conversations or chats as its way of delivering topics. What students learn here are some basic or frequently-used sentences in daily life.

Using this kind of method as the guidance, students find it more fun to learn because they can learn while exchanging experiences with their instructor. They also seem more relaxed when attending the program. The scouting guidance in the effort of nurturing students' career is given in groups and organized outdoor such as in the institution's yard, hall, or other open spaces within the LPKA Bandung. The scouting training is guided by Mister Gun and Mistress Kurniasih. Many

topics on scouting are delivered in the program. As suggested by one of the scouting guidance objectives, i.e. to train students' discipline, students are also trained marching drills. They also learn togetherness through one of the scouting topics, i.e. Semaphore code.

This is because this semaphore code is usually one of performance presented in certain events such LPKA's anniversary or other activities; 3) Sports and Arts, in organizing the guidance in physical and arts fields, the activities are frequently done in groups. Additionally, this activity is usually done in open spaces such as LPKA's yard or hall. Of course, such activities as futsal and aerobic should be done outdoor. This is because these activities do need spacious place. The aerobic is usually guided by LPKA officers, and the instructor of futsal is Mr. Korhe from Mexico. The students are trained on the basic techniques of football. They also receive physical training to obtain fit bodies. Children are divided into two teams and they train continuously. In turn, this leads to their frequent participations in futsal contest or tournament beyond LPKA .

According to Mistress Tati, the instructor of arts particularly for angklung musical instrument, the angklung activity is done in groups. Students are divided into some groups based on the note these students choose. They make a line according to the note, then they begin to learn how to hold and make some sound from the angklung. The songs these students play quite often are patriotic songs such as *Indonesia Pusaka* and *Bagimu Negeri*.

Meanwhile, songs other than patriotic ones are usually played according to the events or days; 4) Social, One of activities in social guidance in nurturing students' career is the giving of chances to students to

attend activities beyond LPKA. These activities include futsal, music and other contests or tournaments. Thus, this social guidance is surely done in groups. In these activities, students are still accompanied by the officers. Also, with these activities students can still experience how the world outside the bar is even if it is not for so long.

However, not all students have the chance to participate in those activities outside LPKA because only students participating in certain events can join this social guidance (interview with Mistress Nuurul on Monday, May 15, 2017 at 15:00 Indonesian Time); 5) Independence, this type of career guidance includes fish cultivation and farming. The career guidance technique used here is group guidance. This is because in giving this guidance activity, cooperation between individuals is needed, hence rather being done only by one particular person all jobs are distributed proportionally.

Some are tasked to cultivate the soil for farming, some other are tasked to prepare the equipment used for fish cultivation, and so forth; 6) Counseling, The career guidance activity through counseling is done in groups and individually. Either in groups or individually, the guidance is first matched with the topics to be delivered. For example, for religious or motivational topics, they are delivered in groups just like regular learning. After the topics are delivered, it is followed with evaluation in the form of question and answer to discover students' comprehension on the topics being delivered.

In addition, individual counseling is done when the counseling given is affection therapy and mental health. This is done in order to make the counselor and the students emotionally closer. The topics are delivered directly or explained

directly by the counselor and some topics are delivered through films or video to prevent the students from being bored when attending the counseling activity.

Based on the explanation above, it can be concluded that the career guidance activities organized in LPKA are performed in groups and individually. Everything is adjusted with the activities and their implementations are entrusted fully to the instructors of each activity.

Results of Career Guidance in LPKA Bandung

The results of career guidance in Child Special Guidance Institute Bandung, The objective of career guidance is to allow the guided to understand and know themselves, including their interests and talents, to have some skills, to plan their futures, and to make decisions on the career they will take.

From the interview with several students in LPKA, it can be seen that some of the guidance objectives start to get fulfilled. They begin to find the careers or skills they are interested in. As stated by Mistress Nuruul as an officer in LPKA Bandung, students can choose the career activity they want to participate in as they desire and are interested in.

From the interview with a student in LPKA named Sabik 17 years old, it is found that he is participating in several career activities, i.e. writing and drawing. He says that initially he attends the writing and drawing trainings just to kill time and conforms other students there. However, upon continuous attendances in those activities, Sabik finds them interesting and is interested in continuing to learn how to write poetry, short story, or song lyrics. This is because out of the two activities he

attends, it is writing that he is most interested in.

Until now, Sabik is always motivated when attending the writing activity. He also frequently writes poetries in his room. For him, writing allows him to express what he has in his heart and feels. Sabik thinks he has found what he likes when writing. Therefore, he really wants to be a writer.

Other than Sabik, Ari who is another student in LPKA says that he attends computer training and English course. He is interested more and more in, and hence want to, learning both fields. Ari even says he wants to have excellent English proficiency and constantly watches English TV programs to improve his proficiency and learns more about English vocabulary.

At the beginning, Ari was not too enthusiastic to participate in English course because he thought learning English would be boring. However, once he figured out that the way Mr. Jeremy taught English was really fun it made every English course session he attended enjoyable. This was because the learning session was relaxed and just like daily life conversations, making him less stressful or tense when attending the English course.

Students in LPKA initially attend the career guidance activities just to kill time and conform their friends. However, as the time passes they begin to find their own interests in the career field they attend, hence they can choose and focus themselves on one or some career fields they want to take.

Upon their participation in various kinds of career guidance organized in LPKA, students begin to be aware of the fields they can take for a reference of what job they will take later. Previously, students only thought that those fields of job were available for education persons. Currently, they begin to know that some

other work fields are available to them or they can even make ones themselves such as farming, fish cultivation, workshop, and many more. Knowledge on work fields in itself is important for these students as one thing they should have when they set their feet free from LPKA.

Students in LPKA kept on thinking that they would find it hard to get a job because they have once been inmates in LPKA. Later on, after finding out the many jobs they can take, they begin to understand and no longer think that only smart and educated people can get a job. Working had never even crossed their mind previously. They even quite frequently thought that once they got out of LPKA they would surely be unemployed and it would be extremely hard to find a job. However, they are more enthusiastic when talking about the job they would like to take later. This is because they start to think positively about finding a job and think they can also be successful and take whatever job they want provided that they are willing to work and study harder.

Being capable of planning future is one of career guidance objectives. The same applies to the career guidance in LPKA. The provision of many career development programs with many guidances and skill trainings is expected to enable students to plan their future from now on.

During an interview one of the students in LPKA named Agus, 19 years old, it is found that Agus has attended farming activity. During his attendance in the farming training, he received a lot of knowledge and fun experience. Hence, he admits he is inspired to make his own plantation once he gets out from LPKA. While his dream might be impossible to come true, Agus remains firm on wanting to work in farming field and using the certificate he received

from the farming program to be his reference for finding a job.

Once he sets his feet out of LPKA, Agus wants to be a better person and finds a legal job. He does not want to return to the penitentiary and will do only positive things by having himself occupied with useful activities such as working and others.

In addition to Agus, an interview is also made with Anggi, 16 years old. Anggi attends angkung and scouting programs in LPKA. He is always cheerful and has high curiosity when attending the programs. Asked about his plan in the future when he is no longer in LPKA, Anggi says that he is inspired by the fish cultivation program, hence he wants to have his own farmhouse. However, it is not a fish farmhouse, rather it is a chicken farmhouse. Anggi admits that he is highly interested in farming and dreaming of building his own chicken farmhouse. Starting from now, Anggi frequently tries to find out and read information related to farmhouse.

While he is absorbed in learning everything about farmhouse, he also wants to continue his study. Currently, he attends the school provided in LPKA. He is an eighth graders of Junior High School. Anggi wishes he could use the knowledge he receives in LPKA and when he gets out of LPKA he wish he will never hurt his parents' heart anymore by trying to be a good child of whom his parents could be proud. He will show his mother that he has changed and not like he used to.

Another student I could interview is Abi Fahmi, 19 years old. Currently, he does not attend any career program organized in LPKA because he spends more time in helping LPKA officers. Abi has planned his future after getting out of LPKA. He intends to start a business of distro (fashion distributor shop) and

cooperates with his big brother who has owned his own distro. This is because he is highly interested in entrepreneurship and wishes one day he could be a successful entrepreneur. Therefore, Abi wish he could start his own distro when he gets out.

The researchers also receive another story regarding students' plan and preparataion for their future after getting out of LPKA. This story comes from yet another student in LPKA named Ridwan, 18 years old. He attends some career programs such as angklung and automotive. Ridwan wishes to open a workshop. This is because he has been interested in automotive world, leading to him being inspired to open a workshop to earn a living as well as a way of expressing his hobby. Prior to being sent to LPKA, Ridwan had indeed frequently helped his friends repair their dysfunctional motorcycles.

Based on the research findings from the field, it can be seen that each type of career guidance organized in Child Special Guidance Institute can inspire and motivate students to remain confident that they can get a job despite having once been inmates in LPKA. The types of career guidance organized in LPKA are quite different from those usually organized in schools. However, these career guidances are indeed adjusted to the needs of students in LPKA.

4. CONCLUSION

Based on the research findings and the interviews made by the researchers on career guidance in Child Special Guidance Institute Bandung, it can be concluded as follows:

There are five career guidances in LPKA Bandung, namely Mental Spiritual, Intellectual and Nationalism Insight, Physical and Arts, Social,

Independence Development, and Counseling. The career guidances organized in LPKA are indeed different from those frequently held in schools and other institutions. Nevertheless, they still maintain the characteristics of career service in general. This is because the career guidances in LPKA share the career guidance objectives in general.

The career guidance objectives in LPKA Bandung involves understanding interests and talents, being capable of planning the futures, introducing many fields of job, and equipping students with various skills and knowledges so that they can use them when they get out of LPKA and start their life in their society like they used to be.

What techniques should be used in the career guidance in LPKA Bandung is entrusted fully to the instructors of each program. From the many career guidances organized there, the mostly-used guidance technique is group guidance. This is because most programs administered there require cooperation among students, hence many programs are held in groups. Nevertheless, some career guidances are given individually.

Every activity begins with division into groups or assignment distribution. Then it is followed with topics delivery by the instructors. The topics delivered are adjusted to the types of career guidance being administered. Upon topic delivery, it is followed with discussion and direct application of the topic delivered. Some activities are directly followed up with practice in order for students to get better understanding of the topic.

Through career guidance in LPKA Bandung students can have choices they can decide on and to prepare their future after being released from LPKA. As indicated by the objectives of career guidance organized in LPKA Bandung, it can be concluded that the career

guidances organized there have successfully allowed students to have the skills and expertises in certain fields.

Students who initially participate in the program merely to conform their friends or to kill time have now been geared up and interested in certain fields because they begin to understand their own interests and talents. Hence, they begin to try to understand better the career they are interested in and get more serious when attending the programs.

Additionally, students begin to prepare their future by starting to plan many things they will choose once they are released from LPKA. Most students are interested in entrepreneurship, some others focus on farming, and still some others intend to continue their study.

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