



How are the Cognitive, Affective, and Psychomotor Levels of Primary School Learners Living in Suburban Area of Yogyakarta based on Career Development?

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Abstract: Career development influences learners' life in the future and their career selections. The development career of learners at the primary level has an important role to facilitate individuals in planning, understanding, and having clear career identities. This research described the cognitive, affective, and psychomotor levels of Primary School learners living in suburban areas of Yogyakarta based on their career development. The research sample consisted of primary schools in suburban Yogyakarta with 268 learners. The applied sampling technique was convinced sampling. The researchers used the personally developed questionnaire on career development based on Bloom's taxonomy. The questionnaire consisted of cognitive, affective, and psychomotor aspects with expert judgment to validate the questionnaire. The applied technique of analyzing the data was a descriptive technique to explain the cognitive, affective, and psychomotor levels of the primary school learners based on their career development. The applied data type was the frequency to determine the learners' career development levels. The findings showed that 97% of learners had excellent career development. Then, the remaining percentage, 3%, had not developed excellent career development. The evidence was observable in the poor skill to improve achievement and achieve the expected objectives, lack of self-esteem and skills to struggling, and lack of effort to seek help from other friends.

Keywords: career development, primary school, survey

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Introduction

Preference or interest refers to the initial career embodiment by individuals to realize. The preference or interest significantly influences any individuals in the future. Lim & You (2019); Akos (2020); Jusoh et al. (2021) explain that career exploration is important for learners to obtain initial descriptions of the preferred career. Thus, learners can decide their future careers so that they are aware, of and have career objectives, and life expectations. Career preference of learners must be entailed with career development to direct themselves, arrange the objectives, and build excellent future expectations. Career development is also an influential aspect of career preference. Career development for primary school learners encourages individuals to have knowledge, personal competence, and hands-on skills (Daygar et al, 2020: Soobard et al., 2020). The awareness facilitates individuals to recognize, respect, and express various preferred career varieties.

Career development primary school learner develops based on their career character. In this case, the environment influences the career development of primary school learners because it reveals the insight of individuals to change. Career development of primary school learners also refers to the readiness and willingness of individuals to plan, understand, and carry out the achieved career (Verianto et al., 2014). Individual readiness to reach the expected future career indicates inner career development. Gunawan (2016) and Laksana (2020) explain that individuals with excellent career development will



have a clear career identity. They can also have an excellent understanding of the working world and find meaning for their future career development. It shows that career development for primary school learners is important for individuals to be a clear career identity and meaning to develop the career. Tarigan (2021) explains that career development for primary school learners is useful to make individuals aware and recognize career development. This awareness consists of three matters: education, job experience, understanding of the job feature, and the relevance of jobs and individual life. Thus, career development for primary school learners is important for every individual to understand and recognize the targeted future careers.

Rohman (2018) explains that career counseling for primary school learners emphasizes career development about the cognition and understanding of job types because learners are still in the fantasy phase. The fantasy phase inspires learners with ideals. The learners develop their ideas from the surrounding environment, such as from the parents' jobs, attitudes, and social statuses. Therefore, cognitive, affective, and psychomotor development must be based on Bloom's taxonomy. Magdalena et al. (2020) explain that Bloom's taxonomy becomes an important theoretical framework for primary school learners because the taxonomy identifies the lowest skill until the highest skill. This matter influences the learners' career development. The individual incapability to master those domains, cognition, affection, and psychomotor, leads to poor memorizing skills, morals, and capability to implement concepts in real life.

Anisa et al. (2016); Dagar et al. (2020); and Safira et al (2021) explain that career development in primary school learners is important for individuals to develop inner potencies; to facilitate, understand, plan; and make career decisions. This statement shows career development in primary school learners positively influences career decisions and development. Then, the lack of career development leads to poor career selections. Besides that, career development for primary school learners is important for individuals to plan their careers earlier. Thus, these individuals will easily get jobs, develop the required skills, and adapt to the working world (Dinç, 2020). Career development of primary school learners positively influences individual life because the awareness establishes the individual potency to plan the individual career. Thus, the individual could get the dream jobs, develop the required skills, and adapt.

Salomen et al. (2018) found lack of career development influences the future individual career. Thus, learners must recognize their preferred careers to improve their knowledge and working skills. Understanding the individual career development is useful to understand the individual understanding, interest, and skill to reach the targeted future career. Kotkas et al. (2021) explain the importance of career development at the primary school level to recognize career images and career preferences. Career development for primary school level learners is also useful to avoid irrelevant perceptions between self-evaluation and career preference.

Thus, the career development of primary school learners is an important aspect of individual life, to deciding on a future career. Learners also need cognitive, affective, and psychomotor skills to support their career development and construct the expected behaviors by applying the studied theories and concepts. Therefore, it is important to understand individual career development seen from Bloom's theory. The researchers involved primary school learners in suburban Yogyakarta. The researchers selected the learners because they had differences from the urban learners. Thus, the researchers investigated how the suburban learners used the available opportunity (Asrori, 2019). Individuals that could see the opportunities could reach their expected future dreams. This research described the cognitive, affective, and psychomotor levels of Primary School learners living in a suburban area of Yogyakarta based on career development.

Methods

The quantitative research is a survey to obtain descriptions of the primary school learners' career development in suburban Yogyakarta. The applied procedure, based on Broomage (2006), included seven stages. They were (1) determining the objectives, (2) selecting and determining the research sample, (3) determining the data collection technique, (4) arranging the research questions, (5) testing the instrument, and (6) managing the results, and (7) collecting and analyzing the data. Here are the stages of the research.

This research described the cognitive, affective, and psychomotor levels of Primary School learners living in a suburban area of Yogyakarta based on career development. The applied sample consisted of 268 students taken by convenience sampling. The applied sampling technique, convenience sampling, take the sample based on the participant's willingness (Stratton, 2021; Andrade, 2021). Thus, the researchers only take individuals that were willing to be the samples since the researchers did it during the COVID-19 pandemic. The researchers collected the data with an inventory of learners' career development seen from cognitive, affective, and psychomotor aspects of Bloom's taxonomy.

The researchers tested the instrument to determine its validity and reliability with expert judgment. This validity test could mediate the gaps and uncertainties of the obtained data, variables, and relevant models. This test could also validate the content of the instrument (Benini et al., 2017; Fernández-Gómez et al., 2020). The researchers only used valid instruments to collect the data, on the primary school learners' career development levels. The applied data analysis was descriptive to determine and identify the correlation among variables in a sample or population briefly and organized (Loeb et al., 2007; Kaur et al., 2018; Kaliyadan & Kulkarni, 2019). The applied data type was the frequency to determine the learners' career development levels. The descriptive analysis provides brief portrays. One of them is in the form of a percentage of the investigated variable, career development primary school learners.

Results and Discussion

Results

This research described the cognitive, affective, and psychomotor levels of Primary School learners living in a suburban area of Yogyakarta based on career development. The results were the descriptive analysis of 268 learners' career development (see Table 1) and the descriptions of each career development.

Table 1. The Descriptive Analysis Results and the Descriptions of Each Career Development of the Primary School Learners

		Statistics				
		Cognition1	Cognition2	Affection	Psychomotor	Career Development
N	Valid	268	268	268	268	268
	Missing	0	0	0	0	0
Mean		20.2463	18.8358	19.5933	14.1157	72.7910
Median		21.0000	19.0000	20.5000	15.0000	75.5000
Mode		21.00	18,00a	25.00	18.00	83.00
Std. Deviation		2.85593	3.89409	5.52714	4.58520	16.61441
Minimum		4.00	4.00	,00	,00	8.00
Maximum		25.00	30.00	25.00	22.00	102.00

a. Multiple modes exist. The smallest value is shown

Table 2. The Results of Learners' Career Level Percentage Seen from Each Indicator of career development

Number	Remarks	Understand	Not understand
1	Career Development	97%	3%
	Career Development based on the Indicators		
a.	Cognitive 1	94%	6%
b.	Cognitive 2	82%	18%
c.	Affection	81%	19%
d.	Psychomotor	48%	52%

Table 2 shows the percentage of the learners' career development levels categorized as high, 97%. The table only shows less than 3% of learners that do not understand their future careers. The result indicates the suburban learners of Yogyakarta have higher career development to determine their future careers. On the other hand, the career development level, seen from a cognitive aspect by describing jobs based on the figures, shows that 94% of learners could apply to the various profession. The table only shows less than 6% of learners do not understand. The table shows that 82% of learners can analyze the figures of the profession and only 18% of learners cannot analyze the figures. In the affective aspect,

a percentage of 81% of learners are convinced of their future careers. Only a percentage of 19% of learners are not convinced of future careers. The psychomotor aspect shows less than 52% of learners do have not to understand writing down explains their future career clearly. Then, only 48% of learners have explained writing down their future careers. The results showed the career development of primary school learners is indicated by cognitive and affective aspects than psychomotor aspects.

Discussion

Mohammed Mohammed et al. (2020) explains that childhood age is the best period to develop career knowledge and skill. This situation happens because the learners have the expected and imagined careers. Career development of childhood age refers to a period in which learners understand careers. They begin imagining the expected professions and involve themselves to play career roles with their peers. Nazli (2014) explains that individuals in this period learn reproductive attitudes and habits. They also experience improved confidence in making decisions. These situations happen because the children attempt to be excellent individuals based on their capabilities. They also begin to understand their future. Thus, their career development. Thus, career development becomes an important aspect for children to explore their careers. An understanding of a career at primary school is important to determine the individual willingness toward future careers.

The understanding is observable from Bloom's taxonomy. Magdalena et al. (2020) explain that Bloom's taxonomy facilitates primary school learners to be aware of excellent future careers and identify the required skills. The skills to identify are important for the three aspects because they can foster individual career development.

The results showed that 97% of learners had excellent career understanding. Then, the remaining percentage, 3%, had inadequate career understanding. This matter happened because the learners were understanding of school achievement importance, jobs, competent job attitudes, and preferred career decisions (Keumala et al., 2018; Lim & You, 2019; Akos, 2020; Jusoh et al., 2021). The primary school learners were aware of self-improvement, skill development to understand other people and the use of career information. They also knew the correlation between studies and jobs so they could realize the career plan process. The career development of primary school learners became an important part because they were growing. The learners could also plan their careers and develop the potential requirements. They learners could also make decisions (Bariyyah et al., 2021; Anisa et al., 2016; Safira et al., 2021; Dinç, 2020; Kotkas et al., 2021). Thus, career development for primary school learners is important and developed to facilitate the learners in planning, making decisions, and clarifying the required skills to realize the expected careers.

Parents also influenced the career development level of primary school learners. Romero-Rodríguez et al. (2021) found that parents with career exploratory learning provisions could improve the career development and future aspirations of children. Learners could accept the entailing situations and make the families the relevant and required models for them. Schools also had roles to improve the career development of the learners. Carvalho et al. (2018) found that school became the main context key to providing career education. Schools attempt to develop the participation and adaptive skills of learners in developing better future life. Thus, the career development of learners occurred due to tot the roles of parents and schools to aspire to the learners' careers.

This research reviewed the career development of primary school learners from three aspects. The aspects are (1) cognitive aspect with applicative stage, (2) cognitive aspect with analytical step, (3) effective aspect, and (4) psychomotor aspect. The results showed the career development of primary-level learners was in the cognitive-applicative category.

The table shows that 82% of learners can analyze the figures of the profession and only 18% of learners cannot analyze the figures. A percentage of 94% of learners could apply to various professions. However, 6% of learners had inadequate career understanding. In the cognitive-analytical step, the results showed that 82% of learners can analyze the figures of the profession and only 18% of learners cannot analyze the figures.

In the effective step, the results showed that 81% of learners are convinced of their future careers. Only a percentage of 19% of learners are not convinced of future careers. Then, the psychomotor aspect shows less than 52% of learners have no explanation to write down their future careers. The results

indicated the learners had excellent career development levels based on the cognitive and affective aspects than the psychomotor aspect.

The steps to investigate the learners' career development levels were in line with the guidance and counseling concept of career guidance. Verianto et al. (2014) explain that guidance and counseling consider career development from four aspects: cognitive, behavioral, existential, and humanistic aspects. Aqmarina et al. (2017); Yulianti (2021); Korucu & Kabak (2021) asset that individual career achievement is observable from cognition (the improved achievement), affection (belief), and psychomotor (other individual assistance). The cognitive aspect emphasizes academic achievement to reach the targeted objectives. This aspect demands educators to provide effective learning strategies so that learners can think concretely and logically. Effective strategies can also involve a cause-effect pattern to monitor and assess the actions (Asih, 2018; Hanin & Van Niewenhoven, 2020; Yusnita, 2020). Thus, academic achievement could be achieved by providing concrete, logical, and cause-consequence contextual learning strategies. Thus, learners can determine the correct future career plan. Besides that, counselors can also participate to continuously guide the academic fields of the learners' careers (Rozikan, 2018; Sapale et al., 2021). This participation facilitates the learners' needs. Thus, they can focus on the development, competence, and self-investigation to be unique individuals. Marisa & Fitriyanti (2019); Bakkle & Hooley (2022) explain that the cognitive factor is important to make individual decisions, act, and succeed in the future. Thus, counselors can also take action to improve individual cognition via career information services. This service facilitates individuals to meet their career information needs.

Cognitive factors also influenced emotional development and individual mentality (Bujuri, 2018). Thus, the cognitive factor becomes the main key for other factors, such as affection or individual emotions. Individual affection deals with belief, effort, prayer, competition, and motivation to reach the future (Aqmarina et al., 2017; Yulianti, 2021; Sui et al., 2021). This explanation indicates the correlation between affective factors with individual beliefs and efforts to reach a future career with excellent career development. Maesaroh & Saraswati (2020) explain that individuals with excellent career maturity have excellent affective and cognitive readiness to reach developmental tasks. This maturity occurs due to individual career development to devise a plan and understand the preferred careers. Saifuddin et al., (2017); Violina (2017) explain that individual self-awareness, job awareness, and motivation to learn new things develop career maturity. This matter indicates the cognitive from the explanation, the primary school learners had excellent career maturity based on the cognitive and affective aspects.

On the other hand, on the psychomotor aspect, the individual career plans were established via peer information. In this research, the researchers found the psychomotor aspect did not explain individual careers. This result indicated a lack of individual efforts to obtain career information and to train the related skills. Sitompul (2018) explains that the individual skill development to realize a positive self-concept and career is important to direct and guide the future career. Learners can obtain these matters via the surrounding environment, school, and behavioral control to focus on the targeted future. Unfortunately, school career education only emphasizes cognition, using the cognitive skill, to reach academic achievement, and remember. These steps belong to the symbolic and intuitive cognitive stage (Murni, 2017). Thus, the learners' career understanding levels were at the cognitive-applicative stage. This stage occurred because the learners only encountered various symbols about professions. Thus, they could mention the professions easily. The symbols of career variety positively influenced the learners to determine the career types. The symbols could also encourage learners to determine their targeted future careers and apply their skills. In this case, educators and school stakeholders must improve the individuals' skills to reach the targeted careers, focus on the goal, and get the required information about their future careers.

The implications of the research results are the importance of career understanding and awareness of cognitive, affective, and psychomotor aspects. The cognitive aspect is useful to facilitate learners in understanding the obtained knowledge and achieving academic achievement. Affective aspect develops excellent individual character and character maturity, starting from the belief, prayer, effort, and struggle to reach the targeted careers. This aspect deals with belief, prayer, effort, and struggle to achieve the dreamed careers. On the other hand, the psychomotor aspect is useful for individuals to apply the obtained knowledge in the real world. One of them is to obtain the required information to realize the preferred future careers. Asrori (2019) explains that individual willingness to use the opportunity is

influenced by the surrounding environment. Learners from the suburbs have different life demands to those living in urban areas with continuous demands. Even so, the three aspects, cognitive, affective, and psychomotor aspects must be developed by the counselors, teachers, and stakeholders to career development primary school learners', reach maturity, and decide their career choices.

Conclusion

Learners in suburban Yogyakarta had excellent career development. The evidence was observable from the improved skills to reach a future career, the belief in praying and struggling, and the psychomotor aspect. Secondly, the individuals have their beliefs while praying, putting some effort, and struggling to reach their dreamed career. Eventually, the psychomotor aspect should be considered to facilitate individuals to apply their obtained knowledge in the actual world. This application was observable from the obtained information and skills to reach a future career. One of the efforts to do is - to show various professions via symbols. Thus, learners will develop the psychomotor aspect easily by implementing their knowledge in a real context.

The findings apply to the school stakeholders. Thus, they can provide adequate career counseling services for the learners so that they can be ready and capable to encounter future career development. Career counseling service facilitates learners to plan their careers based on their skills. The service also helps learners to adapt to the encountered career situations. The researchers recommend future researchers use these results to determine the accurate career counseling service by empowering the cognitive, affective, and psychomotor aspects. Thus, learners can plan their careers earlier in their education, especially at the primary school level.

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