Learning Styles and Career Choice Among Gifted Students

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Abstract

The purpose of this study is to identify learning style and career choice among gifted students. Research design used was quantitative approach involving a survey method. Study was conducted at SMA N 1 Payakumbuh comprised 92 gifted students of 33 males and 59 females. The instrument used to collect data was a questionnaire using a scale 5-likert. Findings indicated that independent learning style was high, whereas collaborative learning style is low. The career of choice among gifted students fall in the domain of enterprising, conventional and social. MANOVA analysis shows that there is no significant difference of learning style and career choice based on student's gender. Kruskal Wallis test also shows that there is no significant difference of learning style and career choice based on age. In addition, the Pearson correlation analysis shows no relationship between learning styles and type career choice among gifted students. Theoretical implications and implications for practice and seven proposals were put forward to help teachers identify learning style and career choices among gifted students.

Keywords: Learning Style, Career Choice and Gifted Students

1. Introduction

The presence of gifted students in the community is a natural source (assets) that are endowed by the Creator. Thus, these sources should be developed and used wisely, because these students are the most valuable intellectual resources to the State. We must realize that the strength and prosperity of a country lies not only in the economic but also in intellectual resources Nik Aziz Pa [1]. Failure to assist gifted students to develop their potential and talent is a huge loss to the state and society as a whole. If this emphasis is not given attention, dikhuatirkan potential and talent of these gifted students will be slow to develop. Renzulli and Reis [2], Sen Fa [3], Noriah at al [4] also defines a gifted student is an individual who has the uncanny ability to understand and adapt to the challenges of the environment and their minds especially for complex assignments. According to Nik Aziz Nik Pa and Noor Aini Khalifah [5] gifted children are those with the interaction of three groups of human nature, namely general intellectual abilities above average (with an IQ of over 120 categorized as gifted children), has responsibilities high on the task and have.

The existence of these gifted students demanded that the teachers at school to understand the existence of gifted students, as teachers is one of the factors that influence the effectiveness of teaching and learning in schools. Teaching teachers who do not challenge their thinking will cause them to be quickly bored, so will eliminate the interest in learning. A teacher needs to understand the personality, especially the character, behavior and learning styles in order to plan their learning according to individual students because the teacher is the most direct interaction with students Amla et al [6]. It is important to note that the development of talent and gifted students stunted t not caused by the characteristics of the privileges that exist in themselves Noriah et al, because the impact left by one of the student teachers can affect student learning styles and career is in future Abu Bakar & Ikhsan [7].

Ruslin Amir [8] states that learning style or learning style is the way students learn in lecture halls, tutorial classes, or when they revise the examination. So it can be concluded that learning style is an act committed by a student based on the current trend of experiential learning However, at this time there are a number of gifted students who have studied conflict and dealing with learning problems because they do not have appropriate learning style and teaching activities. By implication, these students will feel tired, do not concentrate on what is learned, not interested and motivated to learn subjects not relevant Kamaruddin Ilias et al [9], Nurul and Halimah [10]. Another challenge gifted students are not only learning style conformity with the teaching style of the teacher, but should equip themselves to excel career Smith [11], which should begin in early studies again and not at the end of the study. Although the gifted students are seen as successful groups in academia, but in fact they do not always know what they need in life even they also need information to plan a career in the future Colangelo[12].

Make career choices at an early stage is important because when students have completed level three, they will be given the option to choose fields and subjects of interest. Nurul and Halimah [13] stated career is an

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important thing to be considered by every individual as a future life is closely related to their chosen career field. Career selection is the process of determining the future of the most important in the lives of students Amla et al. Generally clear to us that learning style is very important for a student. Apart from the impact on the level of student achievement, it also affects indirectly to the career and future of a person. Career and future is something important and worth of each individual. Through a good academic record, a student is always associated with a good chance to get a good job or career.

2. Objectives Study

This study aims to achieve the following objectives:
1. Identifying the level of gifted students' learning styles.
2. Identify career options gifted students
3. Identify the different learning styles of gifted students by gender and age.
4. Identify the different career choices gifted students by gender and age.
5. Identify the relationship between learning style and career choices among gifted students.

3. Methodology

Methodology This study used a survey method that involves a questionnaire to collect information from respondents. Tuchman [14] suggested an effective way to obtain information from respondents are using a questionnaire. In addition, the questionnaire seeks to collect detailed data, structured, standardized, easily administered, save energy, time, mind, and money researcher Khalid [15]. A High School (SMA N 1) in Padang Indonesia gifted students who have been selected as a case study. In total there are 92 gifted students who have an IQ over 120. With regard to the total population, the researchers used sampling methods to determine the total sample. Therefore, all subsequent population in this study will also be a sample M. Sudrajat and Tjuju S. Achyar [16].

4. Research Instruments

4.2 Learning Style

The instrument used in this study Grasha learning style [17], which consists of the six major domains, namely competitive, collaborative, dodge, participate, dependent, and independent. There are 60 items on the students' learning styles. Based on the six learning styles introduced by Grasha . A pilot test was conducted to test the reliability and validity of the instrument. It also aims to examine the appropriateness of time allocated to the respondents to answer the test questions. Reliability analysis to see the Cronbach Alpha was carried out on inventories involved and found the reliability of all item (part inventories and sub sections) learning style has the relatively high

reliability of 0.895. Learning styles test content validity was confirmed by an expert in the field of educational psychology.

4.2 Career Choice

While the instrument for career choice career choice using instruments Holland [18], which was adapted by a lecturer of University Kebangsaan Malaysia (UKM). There are 42 items in the questionnaire that covers six types of career choice that is realistic, investigative, artistic, social, enterprising and conventional career of each individual type of career choice has 7 items. A pilot test was also carried out to test the reliability and validity of the instrument. It also aims to examine the appropriateness of time allocated to the respondents to answer the test questions. Reliability analysis to see the Cronbach Alpha was carried out on inventories involved and found the reliability of all item (part inventories and sub sections) learning style has a high reliability value of 0.950.

5. Findings and Discussion

5.1 Phase Learning Style Gifted Students

Descriptive statistics were used to evaluate the students' learning styles which consists of six domains of learning styles; (I) competitive, (ii) collaborative, (iii) avoidance, (iv) participate, (v) subject and (vi) free. Researchers have collected data through questionnaires to measure variables studied. Based on the questionnaire, respondents had to provide an assessment of the relevant domain in the following Table 1.

Table 1.
Phase Learning Style Gifted Students

No	Learning Style	MIN	SP
1	Competitive	3.39	0.542
2	Collaborative	2.77	0.589
3	Independent	3.61	0.469
4	Participant	3.55	0.421
5	Dependent	3.58	0.514
6	Avoidant	3.77	0.449

Table 1 shows the highest mean there are on domain independent learning style (Mean 3.77, SD = 0.449). Followed by avoidance learning style (Mean 3.61, SD = 0.469). While this type of collaborative learning style (Mean = 2.77, SD = 0.449) were identified as the type of learning styles less favoured among gifted students.

Grasha have described the independent learning style refers to the attitudes of students who like to be independent, low level of suspension of a teacher or a friend and confident of their abilities. This finding is consistent with the opinion Holec [19] which states independent learning style as the ability to regulate their own learning by setting goals, identifying strategies to achieve goals, formulate a plan of study, reflection and learning to identify and select the source and evaluate their

own progress. two things that can cause high independent learning style among gifted students. First, the assessment applies in SMA N 1 Payakumbuh. Marks and grades students are evaluated based on the extent to which each student can master the learning material and can achieve the learning outcomes as optimal as possible. Second, the system for gifted students learning itself, where teachers provide learning materials only 20 percent while 80 percent were in search and studied by the students themselves. This form of assessment and learning that indirectly led to collaborative learning styles were at low levels and are less practiced by the students. In line with the opinion of Prosser which states that the student has a versatile learning strategies that they learned by content, teaching methods and forms of assessment. This finding is not consistent with a study conducted by Ruslin and Hasanuddin [20], who found that the dominant style of collaborative learning among students. The findings of this state, students learn to discuss with other colleagues to complete their assignments, they also frequently find discussion groups because these methods can save time, helpful and sharing ideas.

5.2 Career Choice Among Gifted Students

Descriptive statistics were used to look at career choices consisting of six domains, namely career choice; (I) realistic (R), (ii) Investigative (I), (iii) artistic (A), (iv) social (S), (v) enterprising (E), and (vi) Conventional (K).

Researchers have collected data through questionnaires to measure variables studied. Based on this questionnaire, the respondents have given an assessment of the domain such as Table 2 below.

Table 2.
Career Choice Among Gifted Students

No	Career Choice	Min	SP
1	Realistic	3.19	0.506
2	Investigative	3.55	0.447
3	Artistic	3.51	0.574
4	Social	3.60	0.436
5	Enterprising	3.63	0.494
6	conventional	3.63	0.504

Table 2 shows that there are three domains of career choice that has the highest mean that conventional career choices (Mean = 3.63, SD = 0.504), enterprising career selection (Mean = 3.63, SD = 0.494) and social career selection (Mean = 3.60, SD = 0436), was followed by the domain of investigative career selection (Mean = 3.55, SD = 447), domain artistic career selection (Min = 3:51, SP = 574) and domain realistic career choice (Mean 3.19, SD = 0.506). The findings of this study clearly demonstrates, gifted students have a tendency to give an idea of their personality type, which in turn reflected through their career choices that are more focused on the field of enterprising, conventional and socially. Descriptive findings in this study indirectly strengthen the theory of career choice developed by Holland , Loker, Miller &

Miller, Sidek [21], Ahmad Rosli [22], the three types of tendencies is located near each other and have a fairly strong correlation between all three. Reliable students have been exposed to the environment in accordance with all three types tendency career selection is through the involvement of parents, role models who are successful in their environment either through reading in newspapers, magazines, journals, or books about choosing a career biography associated with these three career choices. In line with the study by Kelly, Amla and Ramlee , found that contextual aspects have influenced the students' career choice. The study found that the role model in the family and career information received at home was affecting students' career choice.

5.3 Different Learning Styles of Gifted Students by Gender and Age

MANOVA test analysis was used to examine differences in learning style quotient gifted students by gender and analysis Kurskal Wallis test was used to test differences in learning style quotient gifted students by age. For more detail can be seen in Table 3 and 4 below.

Table 3 shows, the six types of learning styles there is a learning style that had significant differences among gifted students according to gender, that his style of collaborative learning with F = 5.312 and Sig = 0.023 (p <0.05). In terms of the mean shows that girls (mean = 2876 and SP = 0.536) has a style of collaborative learning in higher than boys (Min = 2588 and SP = 0.641), the difference is significant. Grasha describes a collaborative learning among students who feel they can learn with others through the sharing of ideas. collaborative learning style that is dominated by girls because girls like to do work in groups, students also prefer to learn with others through sharing of ideas and abilities and believe that working as a team will benefit themselves than by working alone. Mean while the boys surveyed are more or less independent learner and demonstrate to share ideas with other students, according to the mean values for independent learning style and dodge shows male students cope with the girls. This learning style differences are related to differences in personality traits between the two groups of students. Student attitudes man who likes to explore and find materials / information for learning a topic on its own, do not rely solely on the information teachers but still refers to the teacher what if needed help. Along study with Ruslin Amir found that girls who noted min higher for collaborative learning style, competitive, dependent and participate while the boys recorded a high mean for independent learning style and evasive. Along with the study Amnah and Norzaini [23] studied the profile of thinking styles and learning styles of students in nursing in the College of Nursing Arts. The findings show that collaborative learning style is dominant among female students in which students are fond of doing work and assignments in groups and learn from others through sharing of ideas and abilities.

While KurskaWallis analysis was used to examine differences in learning style quotient gifted students by age.

Analysis Kurskal Wallis carried out due to the number of samples comparison between age groups were not balanced and there are a number of samples less than 30. According to Pallant [24] states that comparison the number of samples in each group is less than 1.5 to enable an analysis of parametric inference. As a comparison the number of samples by age greater than 1.5 and there is the age group that has a number of samples less than 30 Kurskal Wallis analysis was conducted. For more detail can be seen in Table 4.

Table 3
Different Learning Styles of Gifted Students by Gender

Learning Styles	Gender	n	Min	Standard deviation	Type III sum OF sguares	df	The sum of squares	f	sig
Competitive	man	33	3.427	0.619	0.063	1	0.063	0.211	0.647
	woman	59	3.373	0.498					
Collaborative	man	33	2.588	0.641	1.760	1	1.760	5.312	0.023
	woman	59	2.876	0.536					
Independent	man	33	3.658	0.450	0.079	1	0.079	0.354	0.550
	woman	59	3.597	0.483					
Participant	man	33	3.491	0.456	0.180	1	0.180	1.013	0.320
	woman	59	3.583	0.401					
Dependent	man	33	3.606	0.501	0.023	1	0.023	0.087	0.770
	woman	59	3.573	0.526					
Avoidant	man	33	3.842	0.477	0.257	1	0.257	1.279	0.260
	woman	59	3.732	0.432					

Table 4
Different Learning Styles Gifted Students by Age

Learning Styles	Age	N	Min	Standard deviation	Chi square	Df	Sig.
Competitive	15 year	15	3.293	0.308	0.937	2	0.626
	16 year	36	3.389	0.510			
	17 year	41	3.432	0.634			
	sum	92	3.392	0.542			
Collaborative	15 year	15	2.627	0.581	4.176	2	0.124
	16 year	36	2.647	0.500			
	17 year	41	2.937	0.635			
	sum	92	2.773	0.589			
Independent	15 year	15	3.547	0.394	0.932	2	0.628
	16 year	36	3.689	0.442			
	17 year	41	3.583	0.519			
	sum	92	3.619	0.470			
Participant	15 year	15	3.493	0.365	0.373	2	0.830
	16 year	36	3.553	0.369			
	17 year	41	3.568	0.486			
	sum	92	3.550	0.421			
Dependent	15 year	15	3.320	0.438	4.774	2	0.092
	16 year	36	3.628	0.469			
	17 year	41	3.644	0.558			
	sum	92	3.585	0.515			
Avoidant	15 year	15	3.613	0.470	3.223	2	0.200
	16 year	36	3.867	0.450			
	17 year	41	3.746	0.431			
	sum	92	3.772	0.449			

Based on an analysis conducted Kurskal Wallis, the study found that overall there was no significant difference in learning styles among gifted students based on age groups. However, if the mean value of learning styles seen the results show, more mature students, those who are 17 years recorded the highest mean for all learning styles (competitive, collaborative, participating and dependent). Except for independent learning style and dodge dominated by students aged 16 years. 17-year-old student has a learning experience that more and Méadar approval requirements for future excellence. As stated Ruslin Amir has matured a learning style be used then getting smarter. This can be seen in competitive learning style, collaborative, participation and learning depends on the type of style that is perfect for learning to master the material effectively.

5.4 Different Career Choices Gifted Students by Gender and Age

MANOVA test analysis was used to test part of career choice gifted students by gender and analysis Kurskal Wallis test was used to test part of career choice gifted students by age. For more detail can be seen in Table 5:

Table 5 shows that there was no significant difference in every domain of career choice among gifted students based on gender. However, if seen every aspect type of career choice suggests that female students (Mean = 3.702 and SP = 0.473) had conventional career choices higher than boys (Mean = 3.511 and SP = 0.542). While choosing a career enterprising types showed that male students (mean = 3732 and SP = 0.532) has a career choice enterprising higher compared to girls (mean = 3576 and SP = 0.469). conventional career choice by women for female students

to choose careers that are more feminine and not too challenging. Parallel to study Garcia [25] who conducted a study on the influence of gender on students' career choices, his study found that women in accordance pursue a career that featured more feminine. Added again according to Abdullah Seif Almiskry, Ab Rahim Bakar, and Othman Mohamed [26] girls cannot work with the work that needs hand efficiency. Instead of boys dominate enterprising career choice that all employment-oriented management and sales because male students prefer a challenging job.

While Kurskal Wallis analysis was used to examine differences in career choices divide gifted students by age. Wallis Kurskal analysis carried out due to the number of samples comparison between age groups were not balanced and there are a number of samples less than 30. According to Pallant states that comparison the number of samples in each group is less than 1.5 to enable an analysis of parametric inference. As a comparison the number of samples by age greater than 1.5 and there is the age group that has the number of samples is less than 30 then analyzes conducted Kurskal Wallis, Wallis Kurskal analysis results shown in Table 6.

Table 6 shows that there are no significant differences in career choices among gifted students by age. There was no difference in career selection gifted students by age, because no connection with the background of the subject. The whole subject is composed of adolescents. Most adolescents are still in the process of developing an awareness of their careers, and searching for information about careers that suit themselves and their careers around they can achieve. In line with the statement Super [27] in his theory of state students aged 15-24 years belong to the exploration stage.

Table 5.
Different Career Choices Gifted Students by Gender

Career Choices	Gender	N	Min	Standard Deviation	Type III sum of sguares	Df	The sum of squares	F	Sig
Realistic	man	33	3.217	0.566	0.022	1	0.022	0.086	0.770
	woman	59	3.184	0.475					
Investigative	man	33	3.602	0.527	0.123	1	0.123	0.612	0.436
	woman	59	3.525	0.399					
Artistic	man	33	3.377	0.405	0.949	1	0.949	2.935	0.090
	woman	59	3.588	0.641					
Social	man	33	3.602	0.509	0.000	1	0.000	0.001	0.970
	woman	59	3.605	0.395					
Enterprising	man	33	3.732	0.532	0.511	1	0.511	2.110	0.150
	woman	59	3.576	0.469					
Conventional	man	33	3.511	0.542	0.775	1	0.775	3.116	0.081
	woman	59	3.702	0.473					

Table 6.
Different Career Choices Gifted Students by Age

Career Choices	Age	N	Min	Standard deviation	Chi square	Df	Sig.
Realistic	15 year	15	3.124	0.569	0.255	2	0.880
	16 year	36	3.202	0.585			
	17 year	41	3.216	0.412			
	sum	92	3.196	0.507			
Investigative	15 year	15	3.562	0.440	0.798	2	0.671
	16 year	36	3.496	0.460			
	17 year	41	3.599	0.445			
	sum	92	3.553	0.448			
Artistic	15 year	15	3.305	0.674	4.321	2	0.115
	16 year	36	3.635	0.476			
	17 year	41	3.481	0.603			
	sum	92	3.513	0.575			
Social	15 year	15	3.543	0.419	1.150	2	0.563
	16 year	36	3.575	0.465			
	17 year	41	3.652	0.421			
	sum	92	3.604	0.436			
Enterprising	15 year	15	3.400	0.513	3.986	2	0.136
	16 year	36	3.679	0.493			
	17 year	41	3.676	0.478			
	sum	92	3.632	0.495			
Conventional	15 year	15	3.600	0.540	0.800	2	0.670
	16 year	36	3.587	0.571			
	17 year	41	3.686	0.431			
	sum	92	3.634	0.504			

In the exploratory stage career major activity is to explore opportunities to work and earn as much information related to personal and career, matched with students so that information can be used when making career decisions later. In line with the statement Gybers, Hepnner and Johnston [28] through the concept of Life-Career Rainbow states that individuals in a global age 15 - 24 years are in the exploration stage career. This finding is also consistent with the findings Mohamad Hashim and AbduL Amnah [29] most of the samples they are still vague in the selection of possible career includes students who are eligible to enter university. Rohany Nasir [30,31] also recognized among the common problems faced by school children, especially secondary school students often face problems in choosing a career. Among the issues involved is unable to make career choices, lack of information about yourself and career, there is no certainty about who will be chosen careers, less interest to plan or look ahead and not be able to solve this problem.

5.4 Relationship Between Learning Style and Career Choices Among Gifted Students

Pearson correlation analysis was used to examine the relationship divide between learning style and career choices among gifted students. Table 7 shows the results of Pearson correlation analysis, the correlation between choosing a career with the kind of learning styles among gifted students. The findings show that there is no relationship between learning style and career choices. The researcher believes that there is a relationship between learning styles and career choice due to the selection of students' career was much influenced by role models such

as families, teachers, peers, career information, mass media and others.

Table 7.
Relationship Between Learning Style and Career Choices Among Gifted Students.

Learning Style	Career Choices	
	r	Sig.
Competitive	0.140	0.185
Collaborative	-0.029	0.786
Independent	0.046	0.661
Participant	-0.025	0.813

At the significance level < 0.05

As disclosed by Holland [32,33] for each type of career choice is the result of interaction of various cultural characteristics and power of personal power, including peers, biological heritage, parents, social class, cultural and physical environment. Adnan Ahmad et al [34] which states, in order to identify the driving factors towards choosing a career in the construction of civil engineering students study the study found that the influence of parents, teachers, peers, the media, club activities and career counselling situation the work itself affect a student in choosing a career. Along with Kathleen study and Greta Cummings who conducted a study of gifted and talented students in Canada. The study found that students 'career choice was influenced by the family, especially mothers, have a great influence on students' career decisions. Mothers were more likely to express a career that has high prestige, high position and high salary. A study conducted by Mohamad Ismail et al [35] on graduate students aspiring to become entrepreneurs found the support provided by parents, family members and friends become generators to

undergraduate students to enter the field. Expectations barriers in education and career services also have relationships with students choosing a career. As a study conducted by Alexander [36] to see the motivation of career choice between job to find the highest choice is a good salary, job stability and less pressure while the work is at least an option to work abroad opportunities, challenges and leadership.

6. Implication

Implications for the students themselves, where as a student must have a positive attitude towards learning, self-concept and discipline in practicing their learning style. In addition, students must analyze learning styles that best fit the subjects studied and also in line with the teaching style of the teacher in the classroom in order to produce teaching and learning environment that is fun and not boring. Exposure and influence teachers' teaching styles on learning styles enable students to identify strengths and weaknesses in their learning process, thus improving on their weaknesses. Whereas for students who are facing problems such as uncertainty of career choice career, students can make meetings and discussions with teachers counseling so conflicted about career choices faced can be solved. Students should try to get as much information as possible about the nature of work, types of employment and any pertinent information about career information to avoid confusion occurs. Students also need to make discussions with parents so that they can understand the students' career interests and aptitudes.

Implications for teacher should have the skills to exploit the advantages inherent in each learning style. The findings indicated that independent learning style is a style of learning that has the highest level among the students. Researchers found that this independent learning style chosen by the students because they want to show that they can find materials / information for learning a topic on its own, do not rely solely on the information teachers but still supervised by teachers. On the implications of this study may help to all teachers in order to diversify their teaching styles according to their ability to attract student interest and motivation in students, to avoid boredom, negative attitude and not concentrate on learning. In addition, teachers need to give encouragement and support to teenagers since they began meginjakan legs in high school. Teachers are the ones who set an example and inspiration to youth in foster career choice. Exist some teachers who belittle students' career interests. What needs to be done is to encourage teachers to students directly or indirectly during the learning process in schools. With these students will feel the teacher is a man who can be trusted and they are expected to ask questions and get guidance about careers.

Theoretical implications, has supported the career theory put forward by Holland in which each individual is believed to have links to two more field orientation. In the hexagonal model Holland, gifted students have a tendency to give an idea of their personality type, which in turn

reflected through their career choices that are more focused on the field of enterprising, conventional and socially. the three types of tendencies is located near each other and have a fairly strong correlation between the three of them. Using an inventory of career choice tori built by Holland, students are able to identify the type of work that suits him. Counselors, teachers will be easier to help students who are having trouble deciding on a career choice that is in front of him.

7. Advanced Research Proposal

Sampel this study has focused on the students it is recommended that the study be expanded to identify educators 'teaching style because of the compatibility of gifted students' learning styles and teaching styles should be appropriate for students menghelakkan boredom. Therefore the teachers will have the knowledge and skills of existing learning style.

Reka form of this study was quantified involving the use of questionnaires as the main method. The information obtained from the questionnaires less profound and limited to gifted students alone. This causes the information obtained was limited and can not be used by the various parties. Accordingly, it is proposed to be expanded further research design using qualitative interview study as a second method. By involving teachers and school management (SMA). This will help provide disclosures about the aspects studied thoroughly and can be utilized by various parties.

Reasearch using learning style model of Grasha to identify students 'learning styles and career selection model of Holland to identify students' career choice. It is recommended that future studies using more than one learning style and career choices. This helps researchers to identify forms of learning styles and career choice overall for students.

This research does not take into account factors such as factor in choosing a career role models, family, socioeconomic status, place of residence and for career choices by students. These factors may also affect students' career choice factors. If these factors are taken into account, further study will be more comprehensive.

8. Conclusions

In summary, this study contributes in terms of research because it provides empirical data about learning style and career choices among gifted students in SMA N 1 Padang, Indonesia. The findings showed that students using a variety of learning styles. For the role of teachers in identifying learning styles is important because each student has their own learning style and perceived effective or convenient for them to be practiced during the process of teaching and learning styles may be an indicator of how a student learns in a way that favored Sutani [37]. Further, while all career choices introduced by Holland was selected by the student. However there are three career choices that favored among gifted students of his enterprise,

conventional and social. The role of guidance and counseling teachers to be more creative, proactive and innovative family of students in implementing activity guidance and career counseling programs to attract students. This is because there are still students who do not know the direction of their careers. Trip Activities place of work is a step that can help open the minds of students on the job and the opportunity to engage. This statement was also supported by Siti Suhaila and Yahya [38] who asserts teachers need to find alternatives to activity outside the classroom to provide students with real exposures and provide management skills they can apply in their lives. Hopefully, this study has its benefits and can help teachers in an effort to recognize and adapt learning styles with their teaching. In addition, teachers can help students determine career choice that fits their personality, so that students can learn with enthusiasm for a future career.

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