

Career Guidance for Students of Grade XI IPA SMAN 8 Tanjung Jabung Timur

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ABSTRACT

The school is required to assist students in determining choices according to their interests and talents and to assist them make plans to realize the decisions that have been taken. The activities carried out are career guidance that provides students. Guidance participants are class XI students at SMAN 8 Tanjung Jabung Timur. The activity begins with the preparation stage, followed by a report on the results of community service activities. The time needed is six months, starting from April to September 2023. The methods used in this guidance activity are lectures, discussion methods, and question-and-answer methods. The material provided is in the form of knowledge about work and continuing studies at university. The desired output of this activity is to increase students' understanding of SMA Negeri 8 Tanjung Jabung Timur in the field of work and continue their studies at university. The data were questionnaires distributed to 21 students at the beginning and end of the activity, an average increase in student understanding was obtained from 39.86 to 42.71. If calculated, the N Gain is 0.31, included in the moderate category. Thus, this activity has succeeded in increasing students' awareness of career choices in the future.

Keywords: Career Guidance, Interests and Talents, Learning

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INTRODUCTION

SMA Negeri 8 Tanjung Jabung Timur is located in Muara Sabak Barat District, Tanjung Jabung Timur Regency, Jambi Province. The distance from the city centre of Jambi to SMA Negeri 8 Tanjung Jabung Timur is approximately 60 KM to the north. Based on the results of interviews with SMA Negeri 8 Tanjung Jabung Timur School, information was obtained regarding the need for more insight from students about the various career choices they can pursue in the future. Career guidance is necessitate to assist students plan their future careers in order that the chosen carrer is in accordance with their talents and interests and

the values that are upheld (Bolu-Steve & Okesina, 2024; Chan & Hedden, 2023; Prihatiningtias et al., 2023; Turner, 2022). Career guidance responds to problems that arise and helps obtain the knowledge, attitudes, and skills needed for the job (Baird & Mollen, 2023; Canzittu, 2022; Goulart et al., 2022; Martin & Johnson, 2024; Tull et al., 2023).

Regarding career guidance, McArthur (2023) explains that the activities that can be carried out, namely (1) Introduction to the world of education and the world of work to earn income and meet the needs of life independently; (2) Strengthening self-understanding to suit the career to be developed; (3) Increasing understanding of the demands of education and work; and (4) Establishing a career according to talents, interests and abilities. Career guidance is essential in a student's educational journey (Blustein et al., 2022; Gamlath, 2022; Huerta et al., 2022; Quinlan & Renninger, 2022; Raiber & Teachout, 2022), as it ease them navigate the complexities of identifying their interests, skills and aspirations and aligning them with potential career paths. This activity is highly crucial for high school students, who are at a crucial point in their lives, making decisions that will shape their future (Brittan, 2024; Ibarra, 2023; Komlosy, 2024).

Research literature shows that practical career guidance should start in elementary school, as it can significantly impact students' career development and overall success (Felder & Brent, 2024; Howard & Ferrari, 2022; Hubers et al., 2022; Korthagen & Nuijten, 2022; Murphy, 2022; Padilla, 2023; Wormeli, 2023). In the context of SMAN 8 Tanjung Jabung Timur, Jambi, providing comprehensive career guidance to grade XI IPA students is necessitated since it can ease them to make the right decisions about their future. One approach to career guidance that has proven effective is through the provision of counselling services (Balkin & Kleist, 2022; Pordelan & Hosseinian, 2022; Sue et al., 2022), which can help students explore their interests, values, and personality traits and how they align themselves with various career options. This can involve individual or group sessions, where students are given information about the world of work, as well as guidance in decision-making and planning for their future (Ardoin, 2023; Boss & Krauss, 2022; Dodd et al., 2022; Pascariati & Ali, 2022).

Career development, both in work and continuing studies at college, is primarily determined by a person's interests (McDonald & Hite, 2023; Perna, 2023). From interviews with the school, it is known that many students still need to understand their true talents and interests. Likewise, students do not yet understand the insight into higher education, and the world of work still needs to be more active in demands. In order to help students of SMAN 8 Tanjung Jabung Timur identify interests and increase insight into career choices, both those who will continue their studies to college or directly into the world of work, career guidance activities are needed at school. The implementation of career guidance will be given in a classical and group manner. Students will also learn information about careers that can develop interest in activities related to future careers. The increase in student interest in careers will be seen from the establishment of discussions and interactions in groups after being given career guidance services.

METHODS

This activity carried out at SMA Negeri 8 Tanjung Jabung Timur, Muaro Jambi Regency, Jambi Province. The activities carried out consist of three activities, namely preparation, implementation, and evaluation of activities. This activity started from April to September 2023. The target of this activity is students in SMA Negeri 8 Tanjung Jabung Timur, Muara Jambi Regency, Jambi Province. This activity is expected to be attended by approximately 30 students. The activities conducted included guidance and counselling by explaining to students about "Career guidance for class XI students of SMAN 8 Tanjung Jabung Timur".

This study focused on the effectiveness of career guidance program in improving the understanding and career readiness of grade XI students at SMA Negeri 8 Tanjung Jabung Timur, Muaro Jambi Regency, Jambi Province. The purpose of this study is to measure the extent to which the career guidance program can influence students' knowledge, attitudes, and career planning, as well as to identify factors that contribute to the success of the program. The population in this study was all grade XI students at SMA Negeri 8 East Tanjung Jabung, Muaro Jambi Regency, with a sample of 30 students selected purposively. The selection of this sample was based on students who showed interest and need in career guidance and their readiness to actively participate in the program. This study is based on Donald Super's theory of career development, which states that career development is a process that takes place throughout life and is influenced by personal and environmental factors.

This theory emphasizes the importance of self-understanding, skill development, and matching individual interests and abilities with available career opportunities. In addition, career decision-making theory is also applied to understand how students make career choices that are influenced by their interests, values, and perceptions of the world of work. The research method used was a quasi-experimental method with a pretest-posttest design without a control group. Data were collected through questionnaires filled out by students before (pretest) and after (posttest) the implementation of the career guidance program. The questionnaire was designed to measure students' understanding of careers, readiness in making career decisions, and future planning. The collected data were then analyzed using descriptive and inferential statistical analysis techniques, including N-Gain analysis to measure the increase in students' understanding after attending the career guidance program. This research is supported by relevant literature, such as Jackson & Tomlinson (2022) work that highlights the purpose of career guidance to help students get to know themselves and the world of work, and Hassan et al. (2022) research that emphasizes the importance of career guidance in helping students understand themselves, the environment, and plan for the future. This literature provides a strong theoretical foundation for assessing the effectiveness of career guidance programs conducted in schools.

The methods used in this guidance were lectures, discussion methods and question-and-answer methods. The material provided is in the form of knowledge about work and continuing studies at university. The guidance materials delivered are presented in Table 1.

Table 1. Guidance Materials

Guidance Materials	Speakers
Future career planning	Drs. M. Hidayat, M.Pd.
Choosing and establishing a career	Rahma Dani, M.Pd.
Career according to talent and interests	Neneng Lestari, S.Pd., M.Pd.

Evaluation of the implementation of the activity is achieved by contributing a questionnaire at the end of the activity. Guidance activities are considered successful if some of the guidance participants assess this activity appropriately.

RESULTS AND DISCUSSION

Career guidance is the process of assisting an individual encourage and facilitate career development in their life. This assistance includes career planning, decision-making, and job adjustments. In the career guidance environment, there is a close relationship between study, personal, and social guidance. Furthermore, as Gerdes et al. (2022) explains, career guidance is a collaborative effort that involves educators and parents. Their role is to help students gain a deeper understanding of themselves and the world of work, and to guide them in planning their future. This involvement not only fosters a sense of responsibility but also strengthens the bond between educators, parents, and students.

Parola & Marcionetti (2022) also explained that the purpose of career guidance in schools is to help students understand themselves and their environment in making decisions, making plans and directing activities towards careers and lifestyles in order that they can create satisfaction in themselves because they are appropriate and in harmony with themselves and their environment. The objectives of career guidance in high school are as follows (1) Increase students' knowledge about themselves; (2) Increase students' knowledge about the world of work; (3) Developing attitudes in facing job choices and their obstacles; (4) Improving thinking skills so that decisions can be made about appropriate and available positions in the world of work; and (5) Mastering some basic skills in the world of work, such as the ability to communicate, work together and have initiative.

The results of the guidance activities are expected to improve students' competence at SMA Negeri 8 Tanjung Jabung Timur in the field of work and continuing their studies at college. Through this activity, students can at least learn about work and continue their studies at college and the steps to do so. Community service activities were carried out at SMAN 8 Tanjung Jabung Barat. The activity was carried out on Monday, August 7, 2023. This service activity was attended by 21 students of SMAN 8 Tanjung Jabung Timur. The activity began with a briefing by the Principal and continued with a presentation of material from the Community Service Team. During the presentation of the material, a question and answer session was also carried out, and the teachers enthusiastically responded to the question, participating in the scientific paper writing guidance. The series of community service activities can be seen in the following picture.



Figure 1. Student Questionnaire Filling Activity

In Figure 1, the students of SMAN 8 Tanjung Jabung Timur were seen filling in the questionnaire before the career guidance activity begins. Filling out this questionnaire is significant step in the implementation of the activity as it aims to collect information about students' initial understanding, interests, and expectations regarding their careers and future. This questionnaire can also ease the facilitators in adjusting the material to be delivered, so that it is more relevant and targeted. Students seemed focused and enthusiastic in filling out the questionnaire, which indicates their seriousness in participating in this career guidance activity.



Figure 2. Delivery of Material on Career Guidance

The second image shows the delivery session by the community service team tasked with providing career guidance to the students. This team may consist of education experts, counsellors, or practitioners who have a deep understanding of the world of work and further education. In this session, the material presented covers various crucial aspects, such as self-recognition, understanding of the world of work, career planning, and basic skills needed in the world of work. The material was delivered using interactive methods, allowing students to actively participate in discussions and question and answer sessions. The purpose of this material delivery is to provide students with a deeper insight into the various career options available and the steps they need to take to achieve their career goals. At the end

of the community service activity, a questionnaire was contributed to determine the satisfaction and increase in participants' knowledge about career selection, producing the following data.

Table 2. Student Satisfaction and Knowledge Enhancement

Numbers	Statements	Pretest	Posttest
1	I already have a clear picture of the career I want to pursue	3,7	4,1
2	I chose a career because it suits my interests, talents and abilities	4,0	4,2
3	I chose my career because it suits the needs of society and the many job opportunities available	4,1	4,3
4	I have studied about the career I want from various sources of information	3,9	4,1
5	I enjoy discussing careers with others, such as parents, teachers, friends and others	4,2	4,5
6	I plan to achieve my career by choosing a college, taking courses, internships, etc	4,2	4,5
7	My parents are supportive of pursuing my chosen career. I have a backup plan if the main plan in achieving a career does not materialize.	4,4	4,7
8	I have a backup plan if the main plan in achieving a career does not materialize	4,4	4,5
9	I already understand the world of work and future career opportunities	3,7	4,1
10	I have an inspiring figure in my chosen career field	4,0	4,2

In general, the post-test score showed an increase in student understanding of all items compared to the pretest. The N-Gain increase can be seen in the following table. The following pie chart shows the distribution of Pretest scores based on the data given in table 2. Each segment on this chart represents a different category of statements related to students' understanding and career readiness before attending the career guidance program.

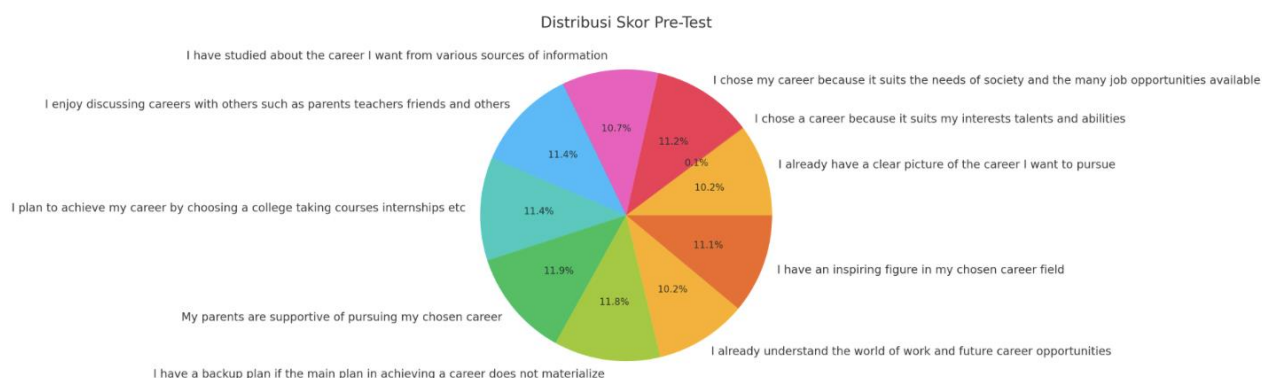


Figure 3. Pie Chart of the Pretest Score Distribution

The pie chart illustrates the distribution of Pre-Test scores related to career understanding and readiness of grade XI students at SMA Negeri 8 Tanjung Jabung Timur. The diagram shows each segment representing a category of statements in the Pre-Test questionnaire, such as how clearly students understand the career they want to pursue, how well the chosen career matches their interests and talents, and their understanding of the world of work. The score proportions in the diagram show the percentage of the total score that students gave for each category, giving an idea of the areas that students understood the most before the career guidance program. Based on this information, career educators or counsellors can adjust their guidance materials or approaches to be more effective in meeting students' needs. This pie chart serves as an effective visual tool to assess students' initial understanding of careers and their readiness to make career decisions prior to further guidance.

Table 3. N-Gain Score

Numbers	Pretest	Posttest	Post-Pre	Ideal-Pre	N Gain
1	34	40	6	16	0,37
2	38	38	0	12	0,00
3	41	41	0	9	0,00
4	38	42	4	12	0,33
5	39	40	1	11	0,09
6	42	40	-2	8	-0,25
7	37	41	4	13	0,31
8	35	41	6	15	0,40
9	41	43	2	9	0,22
10	42	44	2	8	0,25
11	38	47	9	12	0,75
12	38	47	9	12	0,75
13	33	33	0	17	0,00
14	41	43	2	9	0,22
15	42	46	4	8	0,50
16	42	45	3	8	0,37
17	38	34	-4	12	-0,33
18	44	45	1	6	0,17
19	46	47	1	4	0,25
20	44	50	6	6	1,00
21	44	50	6	6	1,00
Mean	39,86	42,71	2,86	10,14	0,31

The table above showed that the N gain is 0.31; when compared to the N gain category, it is included in the moderate category. This means that community

service activities in the form of career selection guidance can increase students' knowledge about careers at a moderate level.

CONCLUSION

Based on research conducted on community service activities at SMA Negeri 8 Tanjung Jabung Timur, it was found that one of the main obstacles for students in choosing a career is the lack of insight and motivation from outside parties. Consequently, this makes students tend to be passive and have not thought deeply about their future careers. This research revealed the significant of encouragement and guidance from various parties, including teachers and outside institutions such as universities, to assist students develop a better understanding of their career choices. The community service activities held aim to improve students' insights on career selection issues, which need to start early to prepare them for the world of work.

However, this research also faced various obstacles, including limited resources and the lack of active participation from some students in the activities. Several students showed apathy due to a lack of relevant information or ignorance of the significant career planning early on. In addition, the limited time and human resources in carrying out this activity was also a challenge. For future research, it is suggested that a more structured and sustainable approach be taken. The development of a career guidance program that involves active participation from the school and university should be considered, with regular sessions that provide continuous information and motivation. In addition, increasing student engagement through interactive and hands-on methods could ease them better understand and take an interest in career planning. Gathering feedback from students and periodic evaluation of the activities conducted are also significant to improve the effectiveness and relevance of the program in the future.

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