

THE EFFECTIVENESS OF CAREER GUIDANCE INFORMATION SERVICES TO IMPROVE CAREER PLANNING OF EARLY SEMESTER STUDENTS

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Abstract

This study discusses the Effectiveness of Career Guidance Information Services to Improve Career Planning for Early Semester Students. Aims to determine student career planning before and after being given career guidance services, and whether career guidance services are effective in improving student career planning. The research method is a quantitative approach, with the type of experimental research, the research design uses *quasi-experimental one-group pretest-posttest*, data collection techniques using questionnaires, and documentation. From a population of 82 people, researchers only drew a sample of 24 people who had met the criteria in the sampling. Data analysis techniques using normality tests, and t-tests. The results showed that the description of career planning in students before being given career guidance services was in the moderate category with an average pretest score of 55.63. In the description of career planning in students before and after being given career guidance information services, there were 21 students in the moderate category. Based on the test results of the effectiveness of career guidance information services to improve career planning for early semester students, Asymp. Sig (2-tailed) is 0.001. The value of 0.001 < 0.05, it can be concluded that H_a is accepted and H_0 is rejected, meaning that there is a difference between the pretest and posttest results. So it can be concluded that career guidance services are effective for improving the career planning of early semester students.

Keywords: Career Guidance, Career Planning, Early Semester Students

Abstrak

Penelitian ini membahas Efektivitas Layanan Informasi Bimbingan Karir Untuk Meningkatkan Perencanaan Karir Mahasiswa Semester Awal. Bertujuan untuk mengetahui perencanaan karir mahasiswa sebelum dan sesudah diberikan layanan bimbingan karir, apakah layanan bimbingan karir efektif meningkatkan perencanaan karir mahasiswa. Metode penelitian yang adalah pendekatan kuantitatif, dengan jenis penelitian eksperimen, desain penelitian menggunakan quasi experimental one group pretest-posttest, teknik pengumpulan data menggunakan kuesioner, dokumentasi. Dari jumlah populasi sebanyak 82 orang peneliti hanya menarik sampel sebanyak 24 orang yang telah memenuhi kriteria dalam pengambilan sampel tersebut. Teknik analisis data menggunakan uji normalitas, dan uji t. Hasil penelitian menunjukkan bahwa gambaran perencanaan karir pada mahasiswa sebelum diberikan layanan bimbingan karir berada dalam kategori sedang dengan skor rata-rata pretest yaitu 55,63.) Gambaran perencanaan karir pada mahasiswa sebelum dan setelah diberikan layanan informasi

bimbingan karir, terdapat 21 orang mahasiswa berada di kategori sedang. Berdasarkan hasil uji keefektifan layanan informasi bimbingan karir untuk meningkatkan perencanaan karir mahasiswa semester awal, diperoleh Asymp. Sig (2-tailed) yaitu 0,001. Nilai $0,001 < 0,05$, maka dapat disimpulkan bahwa H_a diterima dan H_0 ditolak, artinya terdapat perbedaan antara hasil pretest dan posttest. Sehingga dapat disimpulkan bahwa layanan bimbingan karir efektif untuk meningkatkan perencanaan karir mahasiswa semester awal.

Kata kunci: *Bimbingan Karir, Perencanaan Karir, Mahasiswa Semester Awal*

INTRODUCTION

A good future is everyone's hope, education is the most important spear in a person because, this education will help in determining individual career planning. Proficiency in making decisions is the goal of career planning that has been pursued by each individual. Students are students at the highest level of education after completing elementary, junior high, and high school education. Individuals should have made career planning preparations when they are still students (Akbari & Sahibzada, 2020). To be able to plan and choose the right career, good career guidance is needed. The impact of the wrong major phenomenon on students has another effect, namely the high unemployment rate of high school and university graduates in Indonesia.

However, when making direct observations, there are still many students who are still confused about how to make future career planning, especially in which part to start. Low knowledge and understanding of students, lack of knowledge of their talents and interests, not ready to work, not having a future, and lack of confidence in their own abilities. This phenomenon is in line with the results of Wibowo dkk., (2023) research, that there are still many students who have low career abilities, and lack knowledge of their talents and interests, after conducting a direct interview with one of the first-year students of the Islamic Guidance and Counseling Study Program, Faculty of Da'wah and Communication, UIN Raden Fatah Palembang. Career planning problems are often encountered in new students of the 2023 batch of the Islamic Guidance and Counseling Study Program, even in students who have almost graduated, when asked the reason for choosing the study program where they are currently studying, most students are confused to answer. This indicates that the level of insight and knowledge of students about the prospects of their study program is still low. The absence of career planning will make students become graduates who are confused about entering the world of work. This confusion can eventually lead to anxiety.

According to Veronika, (2023), career planning has constituent aspects, namely knowledge and understanding of oneself, knowledge and understanding of the world of work, and realistic reasoning about the relationship between knowledge and understanding of oneself and knowledge and understanding of the world of work. In contrast to Burke & Hennessy, (2021) opinion, the problem of career planning in Indonesia today is quite a complicated problem. This is due to the very large population and limited employment opportunities. *Career planning (career guidance)* can be given

to counselees through career guidance services. Career guidance is one of the special forms of guidance originally referred to as vocational *guidance* (Fidyawati dkk., 2024; Inayah dkk., 2022). To make education, training, and employment choices and to manage their careers. These services can be found in schools, universities, and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector, and the private sector. The activities can be carried out individually or in groups and can be face-to-face or remotely (including helplines and web-based services). As a Muslim, the Qur'an is a guide to human life, to regulate all matters relating to life in the world and in the hereafter. One of them is about how to manage and plan life. One of the issues that becomes the focal point in planning life is effective and efficient time management for the future planning process is very important because we will not know what will happen tomorrow. Thus, the Qur'an is very detailed in instructing humans to fill as much time as possible with good deeds (Che Noh dkk., 2019).

Good career planning brings an optimistic attitude, indicated by careful planning and preparation. Chang & Chen, (2020) said that good and mature career planning requires thinking about all the goals that will be achieved in a long period and a short period. This is evidenced by the results of research conducted by Dimas Dewabrata on UKSW Student Career Planning which states that students in college must have planned their careers to focus on the desired career plan. From this phenomenon, researchers are interested in further research on the effectiveness of career guidance services to improve the career planning of first-year students. Based on the background of the problem, the researcher conducted a study with the title "Effectiveness of Career Guidance Information Services to Improve Career Planning of Early Semester Students".

METHOD

This research is quantitative. With the type of experimental research, Barlian, (2018) said that experimental research is a category of research methods used to find out how certain treatments have an impact on others in a controlled environment. The reason researchers use this type of experimental research is because in this study the effect will be sought after the research sample gets treatment or treatment. The data analysis techniques used are the normality test and t-test. The data collection techniques used are questionnaires and documentation. The population in this study involved 82 students of the Islamic Guidance and Counseling Study Program, Faculty of Da'wah and Communication, UIN Raden Fatah Palembang class of 2023. In this study, researchers will take samples from the population of students of the Islamic Guidance and Counseling Study Program, Faculty of Da'wah and Communication, UIN Raden Fatah Palembang. The sampling is based on certain subject criteria, namely the first batch of students (Class of 2023), from Class of 2023 which consists of three classes only one class is willing to participate because the other two classes cannot adjust the time. So from a population of 82 people, the researcher only drew a sample of 24 people who met the criteria in the sampling.

RESULTS AND DISCUSSION

This research was conducted on students of the Islamic Guidance and Counseling study program, Faculty of Da'wah and Communication, Raden Fatah State Islamic University Palembang. This research uses a quantitative research approach. This type of research uses experiments. The type of experimental research is used to find the effect after the research sample gets treatment or treatment in controlled conditions. Experimental research is also called the trial method, in this case, the effectiveness of career guidance services to improve the career planning of early semester students.

1. Test Results of the Effectiveness of Career Guidance Services to Improve Career Planning for Early Semester Students

a. Normality Test

The following are the results of the normality test using the Shapiro-Wilk Test.

Table. One Sample Shapiro-Wilk Test

		PRETEST	POSTTEST
N		24	24
NORMAL PARAMETERS MOST EXTREME DIFFERENCES	Mean	55,63	72,13
	Std. Deviation	2,57	3,81
	Absolute	,11	0.174
	Positive	,11	0.174
	Negative	-,11	-0.156
SHAPIRO-WILK ASYMP. SIG. (2- TAILED)		,56 ,913	,73 ,657

Source: Results from data management of *SPSS* application

Berdasarkan tabel di atas, diketahui bahwa nilai signifikan untuk *pretest* 0,913 dan nilai signifikan untuk *posttest* 0,657. Jadi, dapat disimpulkan bahwa data *pretest* terdistribusi normal karena $0,913 > 0,05$, dan data *posttest* juga terdistribusi normal karena $0,657 > 0,05$.

b. Uji Homogenitas

Berikut ini adalah hasil uji T (Paired Samples Test) dengan menggunakan program *PSPP*.

Tabel. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
<i>Results Based on Mean</i>	3,075	1	46	,086

Source: Results from data management of *SPSS* application

Based on the table above, it is known that the results of the *Test of Homogeneity of Variances test* seen based on mean are obtained results $0.086 > 0.05$, it can be concluded that the application of career guidance information services is homogeneous.

c. Test t

The following are the results of the T-test (Paired Samples Test) using the SPSS program.

Table. Paired Sample Test

	PAIRED DIFFERENCE					T	DF	SIG. (2-TAILED)
	Mean	Std. Deviation	S.E. Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PAIR 1 PRETEST - POSTTEST	-16,50	4,81	0,80	,98	-14,47	-16,81	23	,000

Source: Results from data management of SPSS application

Based on the t-test table (*Paired Samples Test*) above, shows that the t-test result (*Paired Samples Test*) is -16.81 with a significant value of 0.001. It can be seen that the significant value (2-tailed) of 0.000 is smaller than 0.05, meaning that H_a is accepted and H_0 is rejected, there is a significant difference between before and after being given classical career guidance services. Career planning in students after being given classical career guidance services is higher than career planning in students before being given classical career guidance services. So, it can be concluded that the application of classical guidance services is effective in improving career planning in early-semester students (Batch 2023).

Based on the results of the calculations that have been carried out, it shows that the description of career planning in students after being given career guidance services classically, is in the medium category. The results of direct observation in the field after being given classical career guidance services, showed that students who did not have career planning and became samples in this study experienced better changes. They become a more confident person and have a new picture and insight into the future, there is a motivation for career planning and students recognize the talents and interests that exist in themselves, students or counselees believe in the ability to improve achievement by minimizing various problems related to confusion and unpreparedness in entering the

world of work, after being given career guidance services students can also choose a field of work according to their graduate qualifications.

Effectiveness of Career Guidance Services to Improve Career Planning of Early Semester Students

Based on the research that has been done, it is obtained that the description of career planning in students before and after being given classical career guidance services is in the moderate category. The implementation of classical career guidance services was carried out 3 (three) times a meeting with the topic of discussion about career. In each meeting, classical career guidance services have different objectives, namely:

- a. Students are expected to be able to improve their self-understanding and knowledge about the world of work
- b. Students are expected to develop their attitudes and values in the choice of employment and prepare to enter the world.
- c. Students are expected to know ways to improve their thinking skills to be able to make decisions about positions that suit them in the world of work.

Based on the results of the calculations that have been carried out, it shows that the average value (mean) of the pretest which is 55.63 is smaller than the average value (mean) of the posttest which is 72.13 with the difference in the average value (mean) between the pretest and posttest is 16.5 so it can be seen that there is an increase in career planning in students after being given career guidance services classically. From the results of the study, it can be concluded that classical career guidance services are effective in improving the career planning of early semester students. This is in line with the results of research conducted by Farawowan dkk., (2023), which states that career guidance is effective in making career decisions in class XI students at SMK PGRI 4 Bandar Lampung. In addition, the research has been approved by the subject to be researched and also the researcher. Based on the table, the implementation of this Classical Career Guidance Service research was carried out 3 (three) times a meeting where at the first meeting a pretest was conducted on early semester students who met the criteria, namely 24 students who would be sampled to implement classical career guidance services.

In the first meeting, the service leader provides classical career guidance service material to counselees (students) provided by counselors or Islamic Guidance lecturers conducted in the form of career guidance seminars. Classical career guidance service activities are carried out for 45 minutes, with the service topic of improving career planning for early-semester students. The general purpose of the implementation of this career guidance is that students are expected to understand the true meaning of a career. Meanwhile, the specific objective of this first meeting is to help students or counselees understand themselves and their knowledge about the world of work. In this first stage, 3 stages will be carried out: In the initial stage, the counselor (lecturer) tries to build a good relationship with the counselee (student), by saying greetings and thanking the counselee for his

presence. The second stage is the transition stage, the researcher explains the activities that will be carried out at the next stage, observes the readiness of the counselee, maintains a conducive career guidance atmosphere, and directs the counselee to go to the next stage. The third stage is the core stage, this stage explains that each counselee is asked about what career planning problems have been prepared at this time, then agrees on the sequence of problems to be discussed and discusses the agreed problems broadly and deeply. Furthermore, in the closing stage, at this stage, the researcher tells the counselee that the activity will end and the researcher summarizes the results of career guidance services. Then, the counselee conveyed messages and impressions and agreed on the next career guidance activities.

The second meeting, this meeting was held on Tuesday, March 20, 2024, in the classroom of the faculty of da'wah and communication. Classical career guidance service activities are carried out for 45 minutes, with the service topic of improving career planning for early-semester students. The general objective of the implementation of this career guidance is that students are expected to understand the true meaning of a career. Meanwhile, the specific objective of this second meeting is to help students or counselees in developing their attitudes and values in field choices. At the second meeting, the lead counselor (lecturer) tried to build a good relationship with the group students (counselees), by saying greetings and expressing gratitude for the presence of students (counselees). At the second meeting, it has an initial stage, namely this stage the counselor leader (lecturer) tries to build a good relationship with the group students (counselees), by greeting and thanking the students (counselees) for their presence. Second, the transition stage, at this stage, the researcher explains the activities that will be carried out at the next stage, observes the readiness of the counselee, maintains a conducive career guidance atmosphere, and directs the counselee to go to the next stage. The third stage, the core stage, explains the topic that the resource person has prepared to discuss, the importance of *passion*, and the problems that are often experienced by *career seekers* in achieving their dream careers. The last stage, the closing stage, as for this stage the researcher tells the counselee that the activity will end and the researcher concludes the results of career guidance services.

The third meeting, this meeting was held on Thursday, January 21, 2024. At the third meeting or the last meeting, the researcher gave a posttest after the counselor or Islamic counseling guidance lecturer provided classical career guidance service material to the counselee (student) by the counselor or Islamic counseling guidance lecturer which was conducted for 45 minutes, with the topic of service, namely improving career planning for early semester students. The general purpose of implementing this career guidance service is that students are expected to understand the true meaning of a career. Meanwhile, the specific purpose of this fourth meeting is that students are expected to know ways to improve their thinking skills to be able to make decisions about positions that suit them in the world of work. This third meeting has several stages to be carried out, the initial stage explains the counselor (lecturer) trying to build a good relationship

with group members (counselees), by saying greetings and expressing gratitude for the presence of counselees (students). Furthermore, in the transition stage, at this stage, the researcher explains the activities to be carried out at the next stage, observes the readiness of the counselee, maintains the atmosphere of the counselee to remain conducive, and directs the counselee to go to the next stage. The third stage, this stage where stage explains the importance of early career planning and it is never too late to start something, the counselor also shows a short film or motivational video, and after watching the film the counselor continues to provide material on how to identify interests, form personal branding, and failure factors during interviews. Furthermore, the last stage is the closing stage, this stage tells the counselee that career guidance will end with prayer and farewell.

Based on the results of the calculations that have been carried out, it shows that the description of career planning in students before being given career guidance services is classically in the medium category. The results of observations in the field before being given classical career guidance services, show that students who have career planning in this sample have low knowledge and understanding, lack of knowing their own talents and interests, career uncertainty, are not ready to work, do not have a future and lack confidence in their own abilities. Therefore, students are expected to increase their self-understanding and knowledge about the world of work and can find ways to improve their thinking skills to be able to make decisions about positions that suit them.

CONCLUSION

Based on the explanation of the results of research that has been conducted with the title “The Effectiveness of Career Guidance Services to Improve Career Planning for Early Semester Students”, it can be concluded that: 1. The description of student career planning before being given career guidance information services, is included in the moderate category. In the *pretest* results obtained 21 students were included in the moderate category. 2. The description of student career planning after being given career guidance information services, including in the moderate category. This can be seen from the *post-test* results obtained by 21 students in the moderate category. The results of the test of the effectiveness of career guidance information services to improve the career planning of early semester students obtained Asymp. Sig (2-tailed) is 0.001. The value of $0.001 < 0.05$, it can be concluded that H_a is accepted and H_0 is rejected, meaning that there is a difference between the pretest and posttest results. So it can be concluded that career guidance services are effective for improving the career planning of early semester students with an average score difference of 16.5.

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