

Profile of Career Planning Ability of Madrasah Aliyah Students in Pesantren Environment

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Abstract

Preparation for a career is an essential form of responsibility during adolescence. The initial step that individuals can take for future career preparation is to carefully plan alternative career paths that align with their expected goals. This research is a survey study aimed at analyzing three aspects of career planning using percentage methods, so that counselors can identify which career aspects require more emphasis in providing guidance and counseling services. The study subjects consisted of 135 students in classes X-A to X-D at a Madrasah Aliyah in Madura. The results of this study showed that the aspect of self-knowledge obtained a percentage of 71.30%, which is considered sufficient, the aspect of attitude obtained a rate of 78.95%, which is regarded as good, and the element of skills obtained a rate of 69.72%, which is considered sufficient. This research can provide a reference for school counselors to offer guidance and counseling services with various methods, especially skills, which were the lowest among the three career planning aspects.

Keywords: Career planning; Guidance and counseling; Madrasah Aliyah

Introduction

Individual career choices are not only related to job choices; they will impact a healthier and more productive work environment, both directly and indirectly, which in turn will positively impact the social order.¹ Careers can no longer be narrowly defined simply as work activities, but rather reflect a long-term process in which individuals work towards goals aligned with their interests and talents.² Adolescence, especially during secondary education, is crucial in determining career direction. During this period, an individual's readiness to plan for the future has long-term consequences for life success and potential realization.³ However, reality shows that many students still plan their careers without adequately considering their potential and skills.⁴ This indicates a gap between career development needs and students' readiness to deal with them.

In the early stages, individuals should be able to design future careers by carefully compiling alternative career choices tailored to their long-term goals. In line with Adiputra's research findings,⁵ good career decision-making begins with self-awareness and a deep understanding of personal tendencies. Nurhikmah & Fitria Individuals suggest that, as much as they are directed to identify their interests early on, they will be better prepared to make strategic decisions to achieve their career goals.⁶ Furthermore, career planning activities can be found in various aspects of student life, such as attending training tailored to their interests, career counseling, and digging up information about the world of work.⁷ Irmayanti & Siliwangi assert that career planning is characterized by

¹ Surya Ihza Mahista, Dini Rakhamawati, and Desi Maulia, "Pengaruh Pola Asuh Orang Tua Terhadap Pemilihan Karir Pada Siswa SMAN 1 Sragi," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (November 2022): 1141–46, <https://doi.org/10.31004/JPDK.V4I6.8332>.

² Ana Fitriani, Sandi Pratama, and Rukiana Novianti, "Implementasi Pemberian Layanan Bimbingan Karir Dalam Meningkatkan Perencanaan Karir Pada Siswa MA Muallimin Muhammadiyah Makassar," *Didaktika: Jurnal Kependidikan* 12, no. 4 (November 2023): 1145–52, <https://doi.org/10.58230/27454312.964>.

³ Muslihati - Muslihati et al., "Prevensi Career Indecision Remaja Pasca Pandemi Melalui Perencanaan Karir Berlandaskan Nilai-Nilai Kearifan Nusantara: Sebuah Narrative Review," *JURNAL KONSELING GUSJIGANG* 9, no. 2 (December 2023): 275–83, <https://doi.org/10.24176/jkg.v9i2.8995>.

⁴ Trias Ristian, Nadya Rahmadani, and Dede Rahmat Hidayat, "Studi Literature: Pendekatan Teori Trait and Factor Dalam Pengambilan Keputusan Karir Siswa SMA," *Jurnal Ilmiah Bimbingan Konseling Undiksha* 11, no. 1 (September 2020), <https://doi.org/10.23887/JJBK.V11I1.27334>.

⁵ Sofwan Adiputra, "Penggunaan Teknik Modeling Terhadap Perencanaan Karir Siswa," *Jurnal Fokus Konseling* 1, no. 1 (January 2015): 45–56, <https://doi.org/10.52657/JFK.V1I1.70>.

⁶ Ayu Nurhikmah and Erlin Fitria, "Perancangan Instrumen Bakat Dan Minat Untuk Siswa Di Jenjang Sekolah Menengah Atas," *Prosiding Konseling Kearifan Nusantara (KKN)* 2 (December 2022): 303–16.

⁷ Adiputra, "Penggunaan Teknik Modeling Terhadap Perencanaan Karir Siswa."

clear life goals, encouragement to think ahead, and strong aspirations.⁸ In this context, Nove divides career planning into three main aspects: (1) self-awareness, which includes awareness of personal potential and goals; (2) attitudes, which refer to development expectations and pursuits; and (3) skills, which are the ability to identify and categorize suitable jobs.⁹

Career planning among adolescents often experiences internal and external barriers. The characteristics of adolescents who are searching for themselves require professional support, especially from counselors, to broaden their horizons regarding careers aligned with their interests.¹⁰ Although career guidance services are available in schools, their effectiveness is not optimal. Sa'idah emphasizes the importance of adaptive and responsive career guidance services.¹¹ However, interviews with counselors at Madrasah Aliyah (Islamic High School) in Madura boarding schools revealed that many grade 12 students do not comprehensively understand career planning. The diversity of students' backgrounds also challenges counselors in providing guidance materials that all students can equally access. Therefore, mapping the three dimensions of career planning is essential to understanding the weaknesses that must be addressed in implementing guidance and counseling services.

Various studies have examined career planning from multiple approaches. Maharani emphasizes the importance of career contributions to forming a positive social environment, but has not discussed operational strategies for strengthening adolescents' careers.¹² Fitriani highlights the need for career orientation based on interests and talents, but does not explain the role of education. Naufal Rifqi Firdaus explains the importance of adolescent responsibility in career design, but has not elaborated on the forms of

⁸ Rima Irmayanti and Ikip Siliwangi, "Perencanaan Karier Pada Peserta Didik SMP," *Quanta : Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan* 3, no. 1 (September 2019): 1–6, <https://doi.org/10.22460/Q.V3I1P6-11.1356>.

⁹ Albertus Hengka Nove, Agus Basuki, and Sunaryo Al Idha Sunaryo, "Efektivitas Teknik Diskusi Dalam Bimbingan Kelompok Untuk Membantu Dalam Perencanaan Karir Siswa," *Jurnal Konseling Dan Pendidikan* 9, no. 4 (December 2021): 366–71, <https://doi.org/10.29210/143100>.

¹⁰ Fitriani, Pratama, and Novianti, "Implementasi Pemberian Layanan Bimbingan Karir Dalam Meningkatkan Perencanaan Karir Pada Siswa MA Muallimin Muhammadiyah Makassar."

¹¹ Ishlakhatu Sa'idah, Adi Atmoko, and Muslihah Muslihah, "Aspirasi Karier Generasi Milenial," *Edu Consilium : Jurnal Bimbingan Dan Konseling Pendidikan Islam* 2, no. 1 (March 2021): 62—89-62—89, <https://doi.org/10.19105/EC.V2I1.4429>.

¹² N Maharani, "Lingkungan Kerja Sosial Dan Pengembangan Karir Sebagai Pengaruh Kepuasan Kerja Karyawan," *Strategic: Jurnal Pendidikan Manajemen Bisnis* 17, no. 1 (2017): 15–21.

systemic support needed.¹³ Meanwhile, Ristian highlights the problem of a lack of consideration of self-potential in career decision making, but has not offered a solution based on guidance services.¹⁴ Masfiah said that career guidance aims to help students get to know the world of work and make choices, but has not examined the depth of specific aspects such as knowledge, attitudes, and skills.¹⁵ In general, previous studies tend to be conceptual or descriptive and have not offered a proportional map of career planning aspects that can be used as the basis for more targeted counseling policy making.

This study offers a quantitative descriptive approach that specifically examines the percentage of three key aspects of career planning-self-knowledge, attitudes, and skills in the context of Aliya students in Madrasah. This approach allows for a more objective analysis and identification of dominant aspects that require further intervention. In contrast to previous general or narrative studies, this study provides empirical data that can form the basis for developing more personalized, contextualized, and needs-based career guidance strategies.

The main objective of this study is to analyze the proportion of the three aspects of students' career planning to identify the areas that need the most attention in implementing career counseling services. The findings will help counselors develop more effective and adaptive counseling programs tailored to students' backgrounds and needs. Furthermore, this study provides theoretical insights to create a needs-based career counseling model and practical contributions for schools and educational institutions in creating transformative and inclusive counseling services.

Method

This type of research is a survey; the survey method was chosen to describe the three aspects of student career planning. The procedure carried out in this study is divided into three procedures, the first stage is to distribute instruments related to student career planning consisting of three aspects namely knowledge, attitudes, and skills using *google form*, the second stage collects the results of instruments that have been given to students,

¹³ Naufal Rifqi Firdaus, Muslihati Muslihati, and Rizka Apriani, "Hubungan Antara Religiusitas Dan Adversitas Dengan Adaptabilitas Karier Siswa SMK," *Buletin Konseling Inovatif* 3, no. 2 (2023): 103–13.

¹⁴ Ristian, Rahmadani, and Hidayat, "Studi Literature: Pendekatan Teori Trait and Factor Dalam Pengambilan Keputusan Karir Siswa SMA."

¹⁵ Sofi Masfiah, Heris Hendriana, and Maya Masyita Suherman, "Layanan Bimbingan Karier Untuk Siswa SMP Kelas Ix," *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)* 3, no. 4 (2020): 151, <https://doi.org/10.22460/fokus.v3i4.5426>.

the third stage analyzes with descriptive statistics to determine the percentage results of each aspect of career planning.

The research respondents were 135 students from classes XII-A to XII-D at one of the Madrasah Aliyah in the Madura Pesantren environment. The research instrument consisted of 15 questions adapted from research.¹⁶ The answer options consist of very suitable (SS), appropriate (S), not applicable (TS), and very not suitable (STS). The 5-scale theory by M Yusuf Agung Subekti and Moh Mansur Fauzi,¹⁷ It is used as the basis for decisions in this study.

Table 1
Conversion of Achievement Level with Scale 5

Achievement Level	Qualification
90% - 100%	Very good
75% - 89%	Good
65% - 74%	Fair
55% - 64%	Poor
0% - 54%	Very Poor

Table 2
Blue Print instrument of Pancasila learner profile

Variable	Aspect	Indicator
Career Planning	Self-knowledge	- Having a realistic perception of oneself and the environment
	Attitude	- Having a positive appreciation of work and work values
	Skills	- Having the drive to progress in the field of education - Have independence in decision making

The percentage analysis technique was used to analyze the data. The data obtained through the *Google form* on the aspects of career planning were then processed using the percentage formula:

¹⁶ Irmayanti and Siliwangi, "Perencanaan Karier Pada Peserta Didik SMP."

¹⁷ M Yusuf Agung Subekti and Moh Mansur Fauzi, "Peran Pondok Pesantren Dalam Pemberdayaan Masyarakat Sekitar," *Al-I'tibar: Jurnal Pendidikan Islam* 5, no. 2 (2018): 99–100. (2018)

$$P = \frac{F}{N} \times 100\%$$

Percentage Results of Career Planning Aspects

Knowing the percentage of the three aspects of career planning to help counselors in one of Madura's Madrasah Aliyah to understand which aspects need more attention in providing career planning services to students is the purpose of this study. The results of the instrument analysis of the three aspects of career planning are as follows:

Table 3
Table of percentages of career planning aspects

Aspect	Percentage Score	Qualification
Self-knowledge	71.30%	Enough
Attitude	78.95%	Good
Skills	69.72%	Fair

Results of Analysis of Self-Knowledge Aspects

The aspect of self-knowledge in one of the Madrasah Aliyah in the Madura Pesantren environment gets a percentage of 71.30% which is classified as sufficient, the attitude aspect receives a rate of 78.95% which is classified as good, and the skill aspect gets a percentage of 69.72% which is classified as sufficient. Based on the results of the analysis of the three elements of student career planning at one of the Madrasah Aliyah in the Madura Islamic Boarding School environment, two aspects, namely self-knowledge and skills, are categorized as sufficient, and one aspect, namely attitude, is classified as good based on a 5-scale theory.¹⁸

The aspect of self-knowledge at one of the Madrasah Aliyah in the Madura Islamic Boarding School environment received a 71.30% which was classified as sufficient. Aspects of self-knowledge consist of goals after graduating from the education level, as well as an understanding of the personal self and the environment.¹⁹ So far, services from counselors to students for self-knowledge are provided through classical guidance services using John Holland's RIASEC theory. Through classical guidance, counselors

¹⁸ Agung (2018)

¹⁹ Nove, Basuki, and Sunaryo, "Efektivitas Teknik Diskusi Dalam Bimbingan Kelompok Untuk Membantu Dalam Perencanaan Karir Siswa."

can help students realize that with the potential that students currently have, they can find decent work.²⁰

The results of Suryahadikusumah's research,²¹ Found that using RIASEC / realistic, *investigative, artistic, social, enterprise, and conventional* typologies provides good benefits for providing information to individuals regarding career alternatives that will be designed and help understand their suitability for the work environment. In addition, group guidance methods can also be used in assisting students to plan their careers, which is supported by research from²² This says that applying group guidance methods with the Snakes and Ladders game media can improve the career planning of high school students. It cannot be denied that using auxiliary media in guidance and counseling services can add to the message the counselor wants to convey when providing services.²³

Results of Analysis of Attitude Aspects

The second aspect, attitude, in one of the Madrasah Aliyah in Madura, gets a percentage of 78.95%, which is classified as good. The attitude aspect in career planning is the real hope and encouragement to behave better in education and work.²⁴ The counselor explained that students at one of the Madrasah Aliyah in the Madura Pesantren environment had a good attitude toward education. This is supported by the curriculum at Madrasah Aliyah, which prioritizes religious culture. The results of research from Richayatul Husna,²⁵ It states that through a religious culture in Madrasah Aliyah, students will form a character that is polite, humble, honest, optimistic, and has a high sense of tolerance.

²⁰ Doddy Hendro Wibowo et al., "Meningkatkan Perencanaan Karir Siswa Kelas Ix Melalui Bimbingan Klasikal," *Magistrorum et Scholarium: Jurnal Pengabdian Masyarakat* 1, no. 3 (2021): 428–37, <https://doi.org/10.24246/jms.v1i32021p428-437>.

²¹ Suryahadikusumah et al. (2019)

²² Muhammad Irfan Wahid, "Dari Tradisional Menuju Digital: Adopsi Internet Oleh Nahdlatul Ulama Selama Pandemi Covid-19," *Jurnal Studi Agama Dan Masyarakat* 16, no. 1 (2020): 73–84, <https://doi.org/10.23971/jsam.v16i1.1745>. (2020)

²³ Ahmad Zaini, Mori Dianto, and Rila Rahma Mulyani, "Pentingnya Penggunaan Media Bimbingan Dan Konseling Dalam Layanan Informasi," *Prosiding Seminar Nasional Bimbingan Dan Konseling Universitas Negeri Malang* 0, no. 0 (August 2020): 126–31.

²⁴ Nove, Basuki, and Sunaryo, "Efektivitas Teknik Diskusi Dalam Bimbingan Kelompok Untuk Membantu Dalam Perencanaan Karir Siswa."

²⁵ Richayatul Husna, "Implementasi Pembelajaran Pendidikan Agama Islam Melalui Budaya Religius Di Madrasah Aliyah Sunan Ampel Pare," *Indonesian Proceedings and Annual Conference of Islamic Education (IPACIE)* 2 (2023): 287–94.

The program that the counselor provides in attitude is to use the group discussion method, both with classical and group guidance services. This is in line with the results of research from Nove.²⁶ This states that there is a significant difference in attitude between before and after attending group guidance services with group discussion techniques. Modeling techniques in group guidance can also be used to support students' career planning attitudes. The results showed that the modeling technique provided good service results and helped students plan their future careers.²⁷

However, achieving a good attitude is not necessarily thoroughly impactful if it is not accompanied by adequate self-knowledge and skills. Is this positive attitude rooted in religious values alone, or has it been internalized as a rational drive to design a career? It is worth considering whether the attitude is passive-resignative or active-reflective. This is important because a good attitude without substantial self-knowledge risks producing a tendency to 'submit to fate' rather than proactively planning for the future. Group discussion and modeling techniques are proven to improve attitudes, but how practical are they in driving cognitive (knowledge) and psychomotor (skills) aspects?

Results of Skill Aspect Analysis

The third aspect, skills at one of the Madrasah Aliyah in the Madura Pesantren environment, received a percentage of 69.72%, which was classified as sufficient. The skill aspect in career planning is the individual's ability to classify jobs in the community.²⁸ The skill aspect gets the second-lowest percentage score from the career planning aspect. One of the influencing factors is environmental factors that will shape the point of view of a job, and how the surrounding environment views individual careers will significantly affect student career planning.²⁹

Counselors have conducted career guidance services to train aspects of career planning skills, using classical and group guidance services. Counselors explained that

²⁶ Nove, Basuki, and Sunaryo, "Efektivitas Teknik Diskusi Dalam Bimbingan Kelompok Untuk Membantu Dalam Perencanaan Karir Siswa."

²⁷ Nanin Rahmatyana and Rima Irmayanti, "Teknik Modeling Dalam Bimbingan Kelompok Untuk Perencanaan Karier Siswa Sma," *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)* 3, no. 2 (2020): 61, <https://doi.org/10.22460/fokus.v3i2.4916>.

²⁸ Nove, Basuki, and Sunaryo, "Efektivitas Teknik Diskusi Dalam Bimbingan Kelompok Untuk Membantu Dalam Perencanaan Karir Siswa."

²⁹ Meita Puspita Marta et al., "Permainan Congklak Sebagai Sarana Untuk Mengoptimalkan Keterampilan Perencanaan Karir Peserta Didik," *Prosiding Konseling Kearifan Nusantara (KKN)* 2 (December 2022): 490–96.

they often use expository techniques in conducting classical guidance. The expository technique or lecture method can indeed reach some of the counselees. Still, the flow of communication formed by the counselor is more in one direction; if done repeatedly, it will impact student activity, which will be uninteresting.³⁰

When implementing group guidance, various guidance and counseling methods can be applied to support career skills, including the mind mapping technique. The results of research by Aulia Fihatny Irsu,³¹ Found that using *mind mapping* techniques can improve aspects of skills in student career planning. In addition, counselors can help students train their self-efficacy. The results of research from Rois Nafi'ul Umam support this.³² This states that when students have a good level of self-efficacy, they will influence their career planning skills and become less worried about their future career plans.

Services in guidance and counseling have a variety of methods that can be used to improve student career planning. Classical guidance services and group guidance services have been proven to enhance students' career planning. What needs to be considered is what techniques will be used in the application of guidance services so as not to bore students.

Conclusion

Based on the analysis of the results of the three aspects of career planning at one of the Madrasah Aliyah in the Madura Pesantren environment, it was found that the self-knowledge aspect received a percentage of 71.30% which was classified as sufficient, the attitude aspect received a percentage of 78.95% which was classified as good, and the skill aspect received a percentage of 69.72% which was classified as sufficient. Based on the results of the analysis of the three elements of student career planning at one of the Madrasah Aliyah in the Madura Pesantren environment, two aspects, namely self-knowledge and skills, are categorized as sufficient, and one aspect, namely attitude, is

³⁰ Emi Yuliati, "Penerapan Metode Ekspositori Lisan Dan Tertulis Pada Layanan Bimbingan Klasikal Untuk Meningkatkan Pemahaman Siswa Di Bidang Layanan Pribadi Topik Layanan Kecerdasan Emosi Dan Pengendalian Diri Semester 1 SMA Negeri 4 Kota Bima Tahun Pelajaran 2021/2022," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 2, no. 2 (October 2022): 100–109, <https://doi.org/10.53299/jppi.v2i2.222>.

³¹ Aulia Fihatny Irsu and Evi Winingsih, "Peningkatan Kemampuan Perencanaan Karier Pada Siswa SMP Melalui Bimbingan Kelompok Teknik Mind Mapping.," *Jurnal Unesa* 12, no. 6 (2022): 1216–27.

³² Rois Nafi'ul Umam, "Pengembangan Efikasi Diri Siswa SMK Dalam Menentukan Keputusan Karir Melalui Layanan Bimbingan Kelompok," *Islamic Counseling : Jurnal Bimbingan Konseling Islam* 5, no. 1 (2021): 115, <https://doi.org/10.29240/jbk.v5i1.2701>.

classified as good. This research can provide a reference for school counselors to provide guidance and counseling services with variations of existing methods, especially in skills, which is the lowest among the three aspects of career planning.

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