



CAREER GUIDANCE SERVICES TO TAKE STUDENT CAREER CHOICE DECISION

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Abstract:

Career guidance for career choices is very important because it affects career choice decisions. This study aims to examine and determine the effect of career guidance services to make career decisions. The data collection method is using observation, questionnaire and interview techniques. The sample in this study was class X SMA Negeri 2 Rantau Selatan with 8 students. In data analysis using SPSS version 20 using one group Pretest-Posttest Design, the probability value sig.(2-tailed) is 0.000 <0.05, so H₀ is rejected and H_a is accepted. So, it can be ascertained that there is an influence of career guidance services to make career decisions for students of class X SMA Negeri 2 Rantau Selatan.

Keywords: career guidance, decision making, career choice

1. Introduction

A person's ability to make the right choice in a given situation is not innate, but something that must be developed. The ability of adolescents (individuals) to make decisions in the context of education and work will have a significant impact. Career guidance cannot be used to address the issue of car ownership in any other context. Career choices can also be used as a basis for career guidance practice. Therefore, to be able to make the right career choice, students need to develop self-understanding, career exploration, and career selection through strategies in career guidance as an effort to help them (Abivian et al., 2016).

Someone who experiences career guidance will have difficulty understanding the meaning of the career choice. For this reason, it is necessary to have professional

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assistance from a student in determining the choice of a vehicle. One important strategy for helping students design their own careers is to use career guidance. As far as tutoring-based skills are concerned, the ones that stand out the most are those that generate choices. People who use career guidance get the support they need to develop their skill-choice skills.

In order to assist students in developing choices so that they can plan their future careers, because career guidance is guidance that includes all guidance activities for students from choosing, preparing, seeking and adjusting to a career. Students are expected to be able to understand and master themselves in the context of values, learning, and personality as well as identify areas of work that are more suitable for them. in the future.

Career selection is one of the most important things to determine, develop, and maximize a person's opportunities to get further education to jobs that are suitable for each individual. Therefore, it is possible for students to express themselves in order to take full advantage of their potential to start a career. In addition, in choosing a career, students are influenced by two factors. These factors are internal and external factors. Internal factors include the value of life, level of intelligence, special talents, interests, traits, knowledge, and physical condition. External factors include the ability of parents or family in terms of economy, promotion from universities, and the world of work. In choosing a career, it is necessary to have a clear understanding of oneself, knowledge of the requirements in various job paths and proper reasoning about the relationship between the two groups of facts (Nathan R. & Hill L., 2012).

In assisting students in developing decisions for further education to career choices, guidance and counseling teachers provide knowledge or information about the world of further education to work so that students can add more advanced insights. To help students improve their career decision skills, guidance and counseling teachers can provide services in guidance and counseling, one of which is career guidance. On the occasion of the activity, the guidance and counseling teacher will use discussion techniques with reciprocity with each other and give each other opinions so that they are able to provide conclusions at the end of the activity.

With the discussion technique, it is hoped that this activity will bring joy during the course of the activity, and be able to solve problems together by expressing the problems experienced, and providing creative ideas so that they are able to respond to each other. In this case, the researcher wants to make a study that aims to test how effective career guidance services are for developing career decisions for students at the high school level.

2. Literature Review

Career guidance is a component of comprehensive guidance which was originally called job guidance. Job guidance has turned into career guidance which is not only focused on the alignment of individual characteristics, but also on the process of buying and distributing careers in the student's life journey. As a means to assist students in the

search and preparation for future careers, the use of the term "career guidance" is interpreted as a means to assist students in the search and preparation for future careers, in accordance with their potential for a better quality of life in the future, as a result of technological advances (Bahridah et al., 2021).

According to Lestari (2017), the goals of career guidance include a). having the intellectual abilities needed to succeed in various aspects of life, b). having the ability to think critically, as well as the ability to communicate effectively with others, c). having the ability to learn and understand, and the ability to communicate effectively with others, d). having the ability to learn and understand, and the ability to communicate effectively with others, e). having the ability to interact effectively with others, and f). having the ability to face the challenges of everyday life.

According to the Ministry of National Education (2007), the purpose of career guidance is to help those engaged in education develop the skills and confidence needed to create successful careers that meet their needs in terms of quality, quantity, and aesthetics. This is related to the goals of guidance and counseling related to career character, including: 1) having a clear understanding of one's own character (including strengths, weaknesses, and potential), 2) having knowledge of the environment and professional background. information that can help a person develop a career character, 3) have a positive attitude towards his professional environment, 4) understand the relevance of his own educational background, 5) develop himself.

According to Juwitaningrum (2013), the principles of career guidance include: a). all students must be given the opportunity to develop themselves in order to achieve their goals, b). improving student achievement is the goal of a career guidance program developed specifically for this purpose, c). every member of the community makes career and education the basic principles of daily life, d). the student is committed to sharing the knowledge he gains about his own personal growth and the educational progress of his children. Every day and at every level of education, students are required to learn about the relationship between education and practice, e). students need to know where and why they fit in a particular educational environment, f). every student at the stage of the education program must have relevant and applicable experience in the field of work, g). students have the ability to muster the courage, knowledge, and resources needed to transform themselves into the people they want to be in the future, h). a school-based career-guidance program is currently being implemented involving the participation of students and the general public. Based on the semester, the career guidance study program is coordinated with the participation of adults and the wider community, i). there must be an integrated approach to integrating school career guidance programs with general school education programs. Career guidance programs in schools are fully integrated with school guidance and education programs. Especially in making decisions regarding further studies, further studies, namely secondary schools that have higher education above middle school and are the highest schools today, and also prepare themselves to be able to work directly when they have finished their education period (Walgito, 2010).

This shows that the school's career guidance program has a strong focus on teaching students how to think critically and understand themselves, and how to plan for their future in a way that is consistent with their goals and values. In other words, the action that must be taken to meet these needs is research that can produce successful programs to develop a person's driving ability in order to improve his driving skills. This career guidance was born from a guidance program, especially a career guidance program.

According to the Ministry of National Education (2007), career guidance programs should be based on the need to expand the number of students needed. Students at the junior and senior high school education levels who are in concentrated higher education areas have a number of unique challenges that can be broken down into three different categories including, 1) introduction, which requires students to express their feelings about work, education, and extracurricular activities in terms of strengths, their personal skills, 2) accommodation, which requires students to present their findings on certain topics related to their own strengths, and 3) actions that require students to present their findings on certain topics related to research. This is to help teachers in SMA better understand the types of long-term learning, work, and productive activities that will be available to them both during and after their time in secondary school.

3. Materials and Methods

This study uses the experimental method of one Group Pretest-posttest Design. The use of this model is to carry out experimental activities that begin with giving a test (pretest) and then given (treatment) by providing career guidance services and ending with a test (posttest). Population (Sugiyono, 2013) is a generalization area consisting of subjects or objects that have certain qualities and characteristics determined by researchers to study.

The population in this study were 10 students of class X SMA Negeri 2 Rantau Selatan City of Rantau Prapat as many as 10 students with a low understanding of careers. The questionnaire instrument used in this study used a Likert scale. This study uses a statistical quantitative data analysis method using the SPSS program application through a t-test with a paired sample t-test.

4. Results and Discussion

The results in the analysis of this study indicate that there is an influence of career guidance services making students' career choice decisions. This is evidenced by the results of the difference between the *pretest-posttest* and the different test of the *paired sample t-test* as follows:

Table 1: Differences in the results of the *pretest* and *posttest*

No	Name	Score Pretest	Score Post Test	Difference
1	AT	61	81	20
2	RH	70	78	8
3	M N	69	78	9
4	AF	60	79	19
5	SM	62	75	13
6	SL	64	73	9
7	SW	71	80	9
8	RD	65	78	13
9	SB	65	74	9
10	AN	64	75	11

Based on Table 1 above, it can be seen that in increasing the highest score of 20 and the lowest of 8, it can be concluded that the average score of the career choice decision scale of students has increased. The following is the difference in scores in graphic form as follows:

Figure 1: The Result Of Increasing Pretest and Posttest

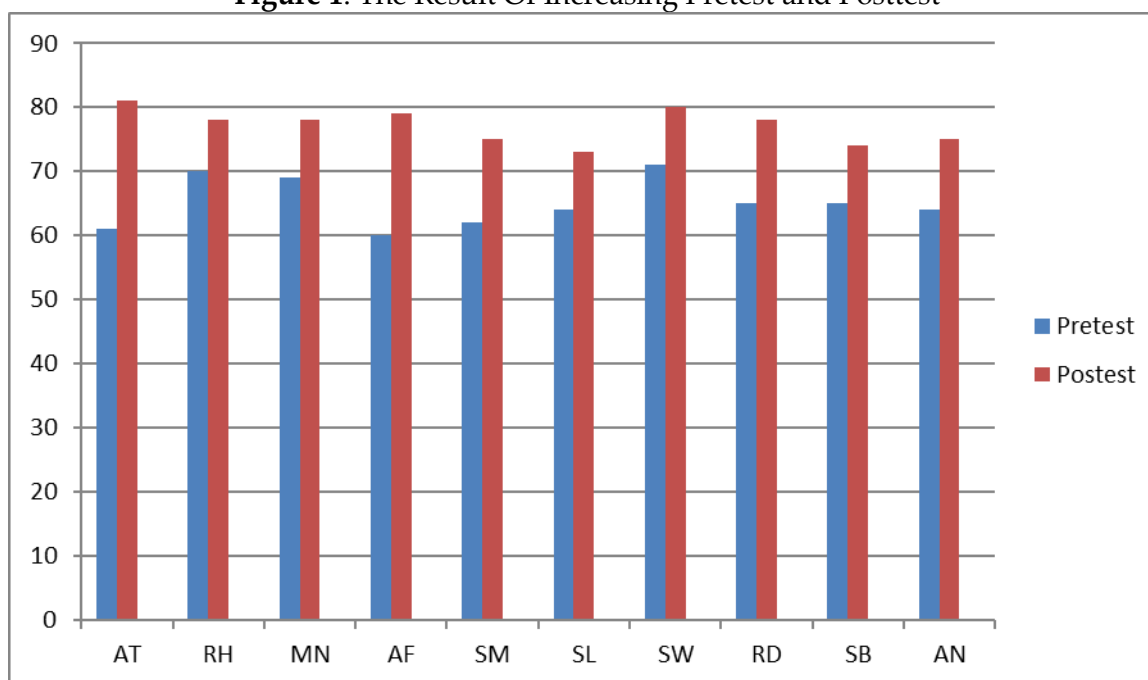


Table 2: The Results Of The Different Pretest and Posttest

Pair 1	pre-posttest	t count	df	Sig. (2-tailed)
		-8,783	9	.000

Based on the table above, it is known that the probability value of sig. (2-tailed) is 0.000 < 0.05, then H_0 is rejected and H_a is accepted, so it can be concluded that there is a difference between the pretest and posttest, which means that career guidance services have an effect on developing decisions. student career choices.

This is indicated by an increase in the *posttest score*. Students who initially did not understand and plan for further education and the world of work that after career guidance was carried out by providing understanding and related information, students understood more about matters related to further studies and could prepare plans for the future.

5. Limitations

From the results obtained in this study, it is hoped that in the future students will be able to develop better career choice decisions, so that insight into careers will increase even more. And for guidance and counseling teachers, the efforts that must be made are to make routine schedules which will later in these activities provide accurate information about further education in higher education to the world of work.

6. Conclusion

Based on the results of the research that has been done, it can be concluded that career guidance to develop career decisions has an effect on increasing students' understanding. this is evidenced by the *paired pretest-posttest test* with known H_0 is rejected and H_a is accepted, then career guidance is proven to increase students' career choice-making in the future.

With the results of research that has been carried out, it is hoped that guidance and counseling teachers will always be more enthusiastic in providing services to provide more brilliant insight to students in making career decisions. Monitoring developments and convincing students in their own career choices, in the future, so that this service will be more advanced, guidance and counseling teachers provide creative ideas during the activation process so that more knowledge is gained for guidance and counseling teachers and students.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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