

Development Of Counseling Guidance Management For Career Exploration of Class IX Students at Madrasah Tsanawiyah

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Abstract: The low implementation of counselling services also affects the low interest of students who feel the presence of counselling guidance is important. Guidance and counselling should be an important part of education that aims to help students achieve independence in their lives and can carry out developmental tasks covering personal, career, learning and social aspects. This study aims to determine the effectiveness of developing a counselling management module for exploring the career potential of students in junior high school. The development research method used in this research uses the ADDIE approach (Analysis, Design, Development, implementation and Evaluation). The results of research on the development of counseling guidance modules on career exploration of class IX MTSN 1 Pesawaran Lampung students, can be implemented with a recapitulation of the results of product development validation with a result of 89.6% with a very feasible category, the effectiveness of module development with a score of 94.6% with a very feasible category, for the application of the module getting 95.5% high quality, 80.1% very high category, and 33 or 24.2% moderate category on the implementation of the development of counseling guidance management modules for students' career exploration.

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Introduction

The main resource in the process of guidance and counseling services is human or people, both people as managers, implementers and as targets of assistance services for exploration and problems of students (Suherman, 2013). The problems faced by students require guidance and counseling services that can accommodate the needs of students. As a model of guidance and counseling that is currently developing, namely the developmental guidance and counseling model. Mattewson, in Yusuf & Nurihsan (2018) said that: Developmental guidance and counseling is a sophisticated view that starts from positive assumptions about human potential. The main concern of this approach is the positive development of aspects of student development, which in its implementation involves joint work (teamwork) of all parties counselors, teachers, and administrators (Principal and Staff, 2023).

In accordance with Law No. 20/2003 on the National Education System and Permendiknas No. 39/2009 on Fulfilling the Workload of Teachers and Supervisors of Education Units, Article 1 paragraph 6. This is done so that guidance and counselling

services can be managed properly. Thus, in managing guidance and counselling, it should perform management functions. As stated by Terry (1977) in Suarjo said that: "there are four management functions: planning, organising, implementing, and supervising". But the reality on the ground is that many schools have not managed guidance and counselling services properly. As is often the case in the field, guidance and counselling programmes are not based on feasibility studies, analysis results, and do not involve school stakeholders to formulate guidance and counselling programme plans. This is possible due to the lack of support from school stakeholders. As a result, the guidance and counselling programme is not in accordance with the needs of students in general.

Another obstacle is the inadequate facilities and infrastructure. In addition, there are still many students who consider guidance and counseling teachers as school police who are less friendly so they are afraid to express their problems. There is still a wrong assumption that helping students in dealing with their problems is only the job of guidance and counseling teachers. In addition, schools still give counselors other tasks besides their main duties.

From the initial observations made at MTsN 1 Pesawaran, several counselling guidance management problems were still found, including a. the guidance and counselling program for the 2021/2022 school year and the 2022/2023 school year were almost the same. It is possible that no assessment was carried out in advance to plan the guidance and counselling program, b. There are still counseling teachers who have not made the RPLBK and RPLKI formats, and the format is made only if there is an assessment and supervision from the supervisor, c. There is still no good socialisation of the BK program to Madrasah stakeholders, and d. There is still a lack of supervision in the BK program in Madrasah. There is still a lack of supervision in the guidance and counselling programme in Madrasahs. In addition, guidance and counselling services in class or group were almost never carried out because they did not get face-to-face hours in class, ideally two lessons per class per week. In addition, the ratio between guidance and counselling teachers and students is not balanced. The 1049 students of MTsN 1 Pesawaran are only taught by 5 guidance and counselling teachers, which should be taught by 7 guidance and counselling teachers.

Guidance and counseling teachers are always considered to have no job, or even activities that take up a lot of time but are not the duties of counseling teachers. In addition, there are still some subject teachers / homeroom teachers who do not understand the nature and purpose of guidance and counseling so they assume that only guidance and counseling teachers are in charge of helping students. This is because the guidance and counseling teacher has a clear and well-run counseling guidance service program.

Nugroho (2022) suggests that the average understanding of Guidance and Counseling teachers about guidance services is in the low category with a percentage of 61.52% with low criteria, with the following details: 1) understanding of content mastery services by 62.12% with a low category, 2) understanding of content mastery services by 58.13% with a low category, 3) understanding of orientation services by 63.51% with a low category, and 4) understanding of information services by 62.33% with a low category. The results of this study indicate that the understanding of Guidance and Counseling teachers on counseling guidance services is still in the low category.

The low implementation of counseling guidance services also affects the low interest of students who feel the presence of counseling guidance is important. Where Guidance and Counseling should be an important part of education that has the aim of helping students

achieve independence in their lives and can carry out developmental tasks that cover personal, career, learning and social aspects.

Faturrahman (2023) argues that the main purpose of Guidance and Counselling services in schools is to provide support for the achievement of social, personal, learning skills maturity, and ends in the formation of an individual's career maturity which is expected to be useful in the future. The role of schools and Guidance and Counselling Teachers is very important, namely in preparing various service programs as preparation for students before entering the world of work in the future. Career maturity is obtained through Guidance and Counselling services in the career field. Tsiapis (2008) in Devi states that career guidance is: Based on differential psychology, these approaches assume that guidance is essentially about a process of rational decision making in which clients are assessed by the 'expert practitioner' and then matched to the 'best fit' opportunity. It follows that the provision of information about the client and the world of work will result in behaviour change (e.g. improved decision making skills).

The statement means that guidance is basically about a rational decision-making process where learners are assessed by expert practitioners and then matched with the most suitable opportunity. Therefore, providing information as a provision for students in the decision-making process, one of which can be done through classical guidance services to students, is expected to produce behavioural changes such as better decision-making skills. According to Gantina and Herdi (2015) in Komalasari Super explained that the career development of students in junior high school is in the capacity sub-stage and begins to enter the career exploration stage. At this stage, students have high curiosity and try to explore and consider various career information (self-potential, further schooling, and world of work information). Hou, Zhi-Jin, & Tracey (2014) suggest that the benefits of career exploration can predict learners' careers. Hermawan and Farozin (2018) in Adi, suggest that career exploration is important because it chooses goals and pathways to achieve future goals so that students can make career decisions appropriately according to their interests and talents. Research by Vignoli, E. (2015) in Agustin shows that the benefits of career exploration can overcome career anxiety.

According to Sciarra (2004) in Rahim at the age of junior high school career guidance provided, namely; Identification of career interests and connecting these interests in planning for the future, using the relationship between school performance and career plans, identifying and using sources for career information and exploration, determining career plans in making educational choices, describing the skills, abilities and interests they have. The provision of appropriate career guidance by Guidance and Counselling Teachers is expected to make students have a clear picture of the direction of their future work, because the introduction and understanding of the world of work is important as a provision for students in the future. Suherman (2009) suggests that individuals (adolescents) will experience problems in their careers if individuals are in one of the following conditions: (1) has extensive knowledge about himself but little knowledge of the world of work, (2) only a little knowledge of himself but has extensive knowledge of the world of work, and (3) only a little knowledge about himself and the world of work. One of the problems that learners often face in school regarding careers is the lack of understanding of learners about themselves, their potential, and the lack of information relating to learners in a particular occupation.

This is in line with what Santrock (2003) stated that many adolescents experience indecision, uncertainty, and stress in making decisions. Both of these indicate that there are still many students who experience problems, especially in terms of career planning.

Trisnowati (2016) suggests that the lack of information related to education, positions or jobs that are suitable for students' abilities is also one of the obstacles preventing students from making the right career decisions. Arjangga (2017) based on the results of research data analysis found that the level of difficulty in adolescent career decision making is still high. While the results of research by Suyoto, et al (2012) suggest that some class VIII junior high school students in Indonesia do not have good insight and preparation for their career information. Most students do not understand their potential, talents, and interests, and do not know their future goals, for this reason the role of career guidance and counseling is needed in schools to answer these problems, there are various service activities pursued by counselors to deal with student problems in the career field, one of which is by providing career guidance counseling services by improving counseling guidance management in schools is expected to explore the career interests of students at MTsN 1 Pesawaran. This study aims to determine the effectiveness of developing a counseling guidance management module for exploring the career potential of MTSN 1 Pesawaran Lampung students.

Methods

This study uses development research using the ADDIE approach which includes: Analysis, Design, Development, Implementation and Evaluation. The approach in this study uses a mixed approach that aims to develop a management of counseling guidance programs, especially in the career field. The research steps that developers take include:

1. Analysis Stage
 - a. At this stage the researcher conducted an initial instructional analysis, by conducting observations and interviews with teachers and students related to obstacles in the career development of grade 9 students:Identifikasi masalah
 - b. Overview of available resources
 - c. Identify student characteristics
 - d. Learning objectives.Design Stage
2. Design Stage
At this stage, researchers design a development product as a development instrument, which includes:
 - a. Design of curriculum and learning structure
 - b. Identification of suitable teaching methods
 - c. Planning of teaching materials and learning media

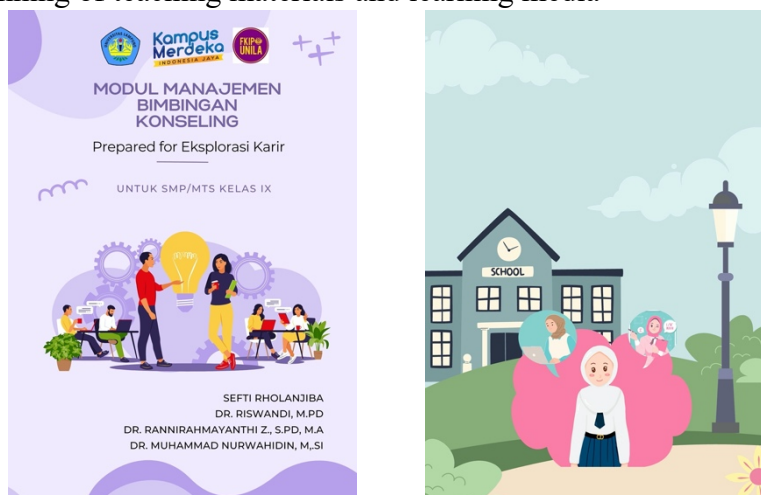


Figure 1. Media Cover

3. Stage Development

The development stage is carried out to determine the feasibility of developing instructional content which is then carried out product development trials involving six expert practitioners including two media expert validation experts, material experts, design experts. Furthermore, it was tested on a small group of ten students using a product development validation questionnaire totaling 20 question items with statements (Strongly Agree, Agree, Moderately Agree, Disagree, Strongly Disagree).

The development feasibility category.

Table 1 Media Feasibility Category

Feasibility Category	Value Interval
Very Feasible	81 -100
Worth	61 – 80
Decent Enough	40 – 60
Less Feasible	21 – 39
Very inappropriate	0 - 20

(Djemari Mardapi, 2012)

4. Stage Implementation

The implementation stage is carried out on the implementation of learning by distributing materials and resources, by conducting pretests and posttests during learning by using development products.

5. Evaluation Stage

In the evaluation stage, researchers conduct a series of evaluations of learning effectiveness, learning design, and feedback from learners and stakeholders.

Furthermore, in order to determine the level of effectiveness of product development, researchers conducted a questionnaire, using a questionnaire totaling 20 items of questions. The sample of this study amounted to 136 students of class IX MTSN 1 Pesawaran Lampung. Data analysis is used to limit field findings so that they become neatly arranged data so that conclusions can be drawn. The score range of counseling guidance management and career exploration uses a scale of 1-5 with alternative strongly agree, agree, quite agree, less agree, very less agree. The number of career exploration items is 20 items, with the classification of answers based on the variable categories of counseling guidance management and career exploration, with the following criteria intervals:

Table 2 Skor Guidance Counseling and Career Exploration Management

Classification	Scor
Very High	81 - 100
High	61 – 80
Medium	40 – 60
Low	21 – 39
Very Low	0 - 20

Research results and discussion

Research Results

The research results from the development of the product development, explain One of the career guidance services offered by guidance teachers and counselors is the provision of career information services to help students explore their careers and determine their

program of study expertise and continuation. Career information provides information about various education, training, and career options, as well as the development of opportunities with selected individuals. Career information services assist in the creation of a temporary job plan that will be held in addition to providing an understanding of students' career exploration to determine the program of study expertise and continuation of study.

The recapitulation of validation tests from three material experts, media experts, design experts and small group tests, showed the following results:

Table 3 product development test validation recapitulation.

Expert	Total	Categories
Material Expert	89,5	Very Feasible
Media Expert	88,0	Very Feasible
Design Expert	90,5	Very Feasible
Small Group Test	90,2	Very Feasible
Total	89,6	Very Feasible

Source: data processed (Excel 2024)

The results of expert and small group tests show, material expert validation gets an assessment score of 89.5% with the category "Very Feasible", media experts get a score of 88.0 with the category "Very Feasible", then design experts score 90.5% with the category "Very Feasible", and small group tests get a score of 90.2% with the category "Very Feasible", Based on the results of the questionnaire validation recapitulation getting a score of 89.6% with the category "Very Feasible", it can be concluded that the product development of Counseling Guidance Management for Career Exploration of Class IX Students at MTSN 1 Pesawaran can be implemented in the field.

Furthermore, the effectiveness of product development was implemented to 136 MTSN 1 Pesawaran students, testing the effectiveness of product development was carried out using a product development effectiveness questionnaire which amounted to 20 question items, as for the results of the development effectiveness test in large groups. Namely as follows:

Table 4 Large group product development effectiveness results

Expert	Total	Categories
Large Group Test	94,6	Very Feasible

Source: data processed (Excel 2024)

The results of the recapitulation of the effectiveness of product development are known to score 94.6% with the category "Very Feasible", meaning that the development of student career exploration management using modules can be categorized as very feasible to be implemented for further student career exploration.

The results of classifying data on counseling guidance management variables and career exploration are as follows:

Table 5 counseling guidance management

Categories	Interval	Counseling Guidance Management (F)	Career Exploration (F)	Total	Percentage
Very High	81-100	78	31	109	80,1%
High	61-80	51	79	130	95,5%
Medium	40-60	7	26	33	24,2%
Low	21-39	0	0	0	0
Very Low	0-20	0	0	0	0

Source: data processed (Excel 2024)

The results of data table 5 show that counseling guidance management services and career exploration using development products are known to Class IX students at MTSN 1 Pesawaran, a very high category there are 109 (80.1%) in the very high category, 130 (95.5%) in the high category, and 33 (24.2%) in the medium category.

Discussion

Guidance and counseling management is all efforts or ways used to optimally utilize all components or resources (personnel, funds, infrastructure) and information systems in the form of guidance and counseling data sets to organize guidance and counseling services in order to achieve predetermined goals. Permendikbud Number 111 of 2014 was issued to become a new reference for the implementation of guidance and counseling governance starting from planning, organizing, staffing, leading and controlling. (Edris Zamroni, 2015).

Career exploration is a very important stage in career development, because: (1) career exploration is considered as one of the basic or main elements in career decision making; (2) career exploration is a time when individuals seek to have more understanding especially about job information, career alternatives, career choices and starting work; (3) through career exploration individuals can have a level of self-awareness and knowledge about work needed in forming a commitment to a career choice; (4) career exploration behavior as a form of self-assessment and external search activities that provide information to support the choice and adjustment in a job; and (5) career exploration is strongly believed to produce positive career development among students. (Fatimah, S. (2018).

The Guidance and Counseling Management Module for Learner Career Exploration is a program that aims to assist learners in conducting career exploration. By means of guidance and counseling, learners can find out more clearly about how to find a job that suits their interests and abilities. In this module, learners will learn how to do career exploration, starting from knowing themselves, knowing the job market, finding information about jobs, and doing work experience. In addition, learners will also learn strategies for contacting people related to the jobs they are interested in, such as job mentors and employers. The module also provides many practical activities for learners, such as creating CVs, conducting interview simulations, and role-playing. In addition, learners will also receive individual guidance and counseling from a counselor. The outcome of this module is learners who are more grounded in career exploration, and better prepared to find jobs that match their interests and abilities. In addition, learners will also be better prepared to face the job selection process professionally.

Module product development that researchers conducted at MTSN 1 Pesawaran Lampung, showed that module product development was categorized as very feasible with the results of 89.6% validation of media experts, material experts, design experts and small group tests indicating that product development products are very feasible for supporting counseling guidance management in career exploration of class IX MTSN 1 Pesawaran students, the results of the effectiveness of module development that was implemented received a total score of 94,6% with a very feasible category, meaning that the module development product has an impact on students' career exploration which is supported by the results of 95.5% of 130 students with high criteria from the development module, then the module development also provides very high benefits with a score of 80.1% or 109 students, 33 or 24.2% of students with moderate criteria after using the counseling guidance management development module for students' career exploration at MTSN 1 Pesawaran.

The development results are in accordance with research conducted by, Turike Kinanthy Karmoy, in 2023 the results showed that the results of the material expert assessment obtained a percentage of 85.00% with a very good category, the results of the media expert assessment obtained a percentage of 92.50% with a very good category, and the results of the BK service expert assessment obtained a percentage of 92.50% with a very good category. The average score is 88.75 so that it is included in the very good category and has been revised into the final product (draft 2). Thus, it can be concluded that the research product in the form of a career guidance module on career planning is declared content-worthy and can be used by counseling teachers to provide an understanding of student career planning at the high school level. (Yurike Kinanthy Karamoy, Haris Nur Afif, 2023)

This research is also reinforced by research conducted by Riska. et., al 2022. The results of this study are as follows, showing that the teaching materials that have been developed can be categorized as "Very Feasible". This is evidenced by the results of the average score obtained from experts which amounted to 97.6. The average score obtained from the media expert value of 106, from the material expert 96, and from the teaching expert (teacher as a user) of 92. The results of student responses to the implemented digital module amounted to 95.5. Based on this explanation, it can be concluded that the research on the development of digital modules on narrative story text material for grade VII junior high school students, it is hoped that this digital module can be used optimally in the process of teaching and learning activities and of course can improve the quality of the learning process and results on narrative story text. (Harahap et al., 2022).

Conclusion

The conclusion of the research on the development of counseling guidance modules on career exploration of class IX MTSN 1 Pesawaran Lampung students, can be implemented with a recapitulation of the results of product development validation with a result of 89.6% with a very feasible category, the effectiveness of module development with a score of 94.6% with a very feasible category, for the application of the module getting 95.5% high quality, 80.1% very high category, and 33 or 24.2% moderate category on the implementation of the development of counseling guidance management modules for students' career exploration.

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