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EFFORTS TO IMPROVE STUDENTS' CAREER PLANNING THROUGH GROUP GUIDANCE USING MIND MAPPING TECHNIQUES IN GRADE X AT STATE HIGH SCHOOL 10 PALEMBANG

Citra Annisa, Maulida Yulia Kartika, Yosef^{1,2,3} Universitas Sriwijaya, Palembang¹citrannsaa@gmail.com, ²maulidakartika96@guru.sma.belajar.id, ³josephbarus@unsri.ac.id

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Abstract

This classroom action research aims to improve students' career planning through group guidance services using the mind mapping technique. The research subjects were tenth-grade students at SMA Negeri 10 Palembang. The study was conducted in three cycles, each comprising the stages of planning, implementation, observation, and reflection. Data collection techniques included observation, interviews, and documentation. The results show that the gradual application of the mind mapping technique in group guidance was able to enhance students' abilities to plan their careers. This is evident from the increased active participation, self-understanding, and clarity of career goals among students in each cycle. Thus, the mind mapping technique has proven effective in improving career planning through group guidance services.

Keywords: *Career Planning, Group Guidance, Mind Mapping, Classroom Action Research*

Abstrak

Penelitian tindakan kelas ini bertujuan untuk meningkatkan perencanaan karir peserta didik melalui layanan bimbingan kelompok dengan menggunakan teknik *mind mapping*. Subjek penelitian adalah siswa kelas X di SMA Negeri 10 Palembang. Penelitian dilaksanakan dalam tiga siklus, yang masing-masing mencakup tahap perencanaan, pelaksanaan, observasi, dan refleksi. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan teknik *mind mapping* dalam bimbingan kelompok secara bertahap mampu meningkatkan kemampuan siswa dalam merencanakan karirnya. Hal ini terlihat dari peningkatan partisipasi aktif, pemahaman diri, serta kejelasan tujuan karir yang dimiliki siswa di setiap siklus. Dengan demikian, teknik *mind mapping* terbukti efektif dalam meningkatkan perencanaan karir melalui layanan bimbingan kelompok.

Kata Kunci: Perencanaan Karir, Bimbingan Kelompok, Mind Mapping, Penelitian Tindakan Kelas

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INTRODUCTION

Career planning is part of the life goals that individuals aspire to achieve. However, achieving a dream career is not easy because it requires a long process and various complex stages, along with one's personal growth (Karamoy, Afif & Mutakin, 2023). In this context, career planning reflects an individual's readiness to face the dynamics of the workplace and the ability to adapt to ongoing changes, making it a crucial aspect in facing professional challenges (Suryahadikusumah, Nadya, & Syaputra, 2022). This process encompasses an individual's ability to develop appropriate strategies and steps to achieve career goals, including choosing education and future employment (Yuhana, Muslihati & Fauzan, 2021). Career planning is a crucial step that must be taken before someone enters the workforce. Therefore, career planning must be undertaken seriously and as early as possible (Attika, 2020). Career planning is also a crucial element in students' self-development process. During adolescence, especially for tenth-grade students, guidance is essential in planning their future, both in choosing their educational level and career path after graduation. Unfortunately, many students still don't realize the importance of career planning, often feeling confused when choosing a career that aligns with their talents and potential.

According to Frank Parson (in Winkel & Hastuti, 2010: 408), career planning is a method to help students determine the field of work that suits their abilities and potential, so they can achieve success in the world of work. Therefore, it is important for students to prepare a career plan before entering the world of work. Meanwhile, Basori (in Pratama, 2014) states that career planning is the process of designing the future, where, after determining career choices, individuals need to implement the planned program that has been prepared to achieve the desired career goals.

Based on the previous description, it can be concluded that career planning is the process of developing a future plan that aligns with one's potential and realizing that plan in a structured manner to achieve desired career goals. However, the reality on the ground shows that many 10th-grade students at SMA Negeri 10 Palembang still experience confusion in determining career choices after graduation. This occurs because the majority of students have never made independent career plans. Typically, they determine career choices solely based on desires, without considering their abilities and potential.

The results of the Student Needs Assessment (AKPD) revealed that when responding to the statement "I don't know much about future careers," a number of students experienced difficulty understanding the various career options available. The assessment revealed that 21 students stated "Agree," while 6 students chose "Uncertain." This finding indicates a high level of limited knowledge about the career world among students.

This issue has the potential to have negative impacts, such as low motivation to learn, uncertainty in choosing a major or type of work, and obstacles in planning for the future. Therefore, group guidance services are implemented with the aim of helping students identify various career options, understand their interests and talents, and explore the various factors that influence career decision-making.

Observations at SMA Negeri 10 Palembang indicate that many tenth-grade students still face difficulties in developing their career plans. One of the main obstacles identified is the lack of information regarding relevant job opportunities for high school graduates, as well as a lack of understanding of majors that align with their interests and abilities (Rohma, 2023). To address

this issue, Guidance and Counseling (BK) teachers have undertaken various efforts, such as identifying students' interests and talents and providing information regarding majors and college options (Rasimin & Hamdi, 2021). However, these steps have not been entirely successful in helping students formulate optimal career plans.

Although various theories from experts expect high school students to have a clear vision of career planning, particularly regarding further education, the reality on the ground shows otherwise. Many students lack interest in developing their careers, partly because career guidance services in schools are not optimally implemented. Limited classroom time and the use of less engaging methods make it difficult for students to understand the material presented by teachers. As a result, information about the world of careers is limited, impacting the quality of students' career planning.

Facing various existing limitations, appropriate solutions are needed to enable students to develop career plans for their future. One alternative that can be implemented is to use an approach that is engaging, innovative, and easy for students to understand, such as the application of mind mapping techniques in group guidance services. Mind mapping is a method of visualizing thoughts that utilizes the brain's ability and memory to organize information. This technique helps individuals remember data, develop plans, and significantly enhances creative thinking (Windura, 2008).

This study aims to evaluate the effectiveness of group guidance services using mind mapping techniques in helping students design their career plans. Group guidance aims to equip students with the skills to address and solve problems in a focused and systematic manner, enabling them to make more informed career decisions (Wardana & Rosada, 2024). Furthermore, the use of mind mapping media can support students in understanding the relationship between their potential and career choices in a clearer, more visual, and more organized manner (Widiyono, 2021).

Mind mapping utilizes elements such as colors, lines, symbols, images, and words to organize information. The process of creating a mind map is very simple and relies on creativity. Information can be presented in a concise, clear, concise, structured, and memorable manner (Buzan, 2008). The mind mapping technique involves placing the main topic at the center and developing its elaboration, which can help students understand their career plans according to their creativity and personal preferences. Most importantly, students can more easily understand the career plans they create (Yulianti & Saraswati, 2015).

This research is based on a preliminary study conducted by the researcher, which found that 15 out of 30 students admitted to not having a career plan for the future. Many students still feel confused about planning their careers after graduation. Furthermore, 10 out of 30 students also expressed uncertainty about their abilities or talents. From these findings, it can be concluded that the level of understanding of career planning among eleventh-grade students at State Senior High School 1 Kubu Rokan Hilir is low.

Research conducted by Efrida Yulianti and Sinta Saraswati, published in the Indonesian Journal of Guidance and Counseling: Theory and Application (2015), entitled "The Effect of Content Mastery Services with Mind Mapping Techniques on Career Planning Skills," shows that content mastery services implemented with mind mapping techniques have a positive influence

on career planning skills. The main difference between this study and the researcher's research is the type of service used; the previous study used content mastery services, while this researcher's research applies group guidance services.

METHOD

This study used the Guidance and Counseling Action Research (CAR) approach. Because CAR and Classroom Action Research (CAR) share similar approaches, their implementation is not significantly different. Classroom action research is generally conducted by subject matter experts, while guidance and counseling action research is conducted by professionals in the field of guidance and counseling (Budiamin, 2019). Action research in guidance and counseling is a type of reflective research that applies new concepts to produce concrete and applicable results (Wibawa, 2003).

This research was conducted by a guidance and counseling teacher and collaborators in a collaborative and participatory manner over three cycles. The study subjects were seven tenth-grade students at SMA Negeri 10 Palembang, selected purposively due to their low level of understanding and readiness for career planning. This research was conducted in the even semester of the 2024/2025 academic year in the guidance and counseling room, with each cycle lasting one week and consisting of one 45-minute group guidance meeting.

This research design adopts the Classroom Action Research (CAR) model developed by Kemmis and McTaggart, which involves four stages in each cycle: (1) Planning, which involves developing action tools, materials, and instruments for data collection; (2) Acting, which involves conducting group guidance using mind mapping techniques according to the focus of each cycle; (3) Observing, which involves observing student activity levels, group interactions, and the results of the mind maps created; and (4) Reflecting, which involves analyzing the results of the actions to evaluate success and plan improvements for the next cycle. The focus of Cycle I was on recognizing self-potential and various types of work, Cycle II focused on the match between self-potential and career choices, while Cycle III aimed to help students develop a systematic career plan.

In this study, data was collected using an evaluation questionnaire to measure the effectiveness of the group guidance learning process and outcomes implemented using mind mapping techniques. This questionnaire consisted of two main parts: process evaluation and outcome evaluation. The process evaluation questionnaire was used to assess students' experiences during group guidance, including their understanding of mind mapping techniques, active participation in group discussions, satisfaction with the method used, and their experience in describing their potential and career choices. The outcome evaluation questionnaire was designed to measure changes in students after participating in guidance, including increased understanding of their potential and talents, their ability to connect potential with career choices, and their ability to develop a realistic and systematic career plan.

RESULTS AND DISCUSSION

Results

The provision of group guidance services using mind mapping techniques to improve the career planning of 10th-grade students at SMA Negeri 10 Palembang in the 2024/2025 academic year was carried out in accordance with established service procedures. Based on the results of the

services provided, observations, and interviews, it can be concluded that the use of mind mapping techniques in group guidance services successfully improved the career planning of 10th-grade students at SMA Negeri 10 Palembang in the 2024/2025 academic year.

The steps for implementing mind mapping techniques in group guidance services include:

1. Provide paper and writing materials such as colored pens or pencils.
2. The group leader opens the session by explaining the purpose and steps in creating a mind map.
3. Determine the main topic, with key problem headings such as "This is Me," "Career Options," and "My Choice."
4. Start by writing in the center of the paper.
5. Create branches related to ideas related to future career planning.
6. Develop each main branch with other branches containing further ideas.
7. Write each idea using only keywords.
8. Use symbols, images, and colors to enrich the mind map.
9. Each group member explains the mind map they have created.
10. The group leader provides a conclusion and closes the group guidance session.

A. Cycle I

Table 1. Results of Cycle 1

No.	Rated aspect	Percentage	Information
1.	Students are able to recognize their own potential	71%	Still needs further investigation
2.	Students can link their potential with career choices	57%	The relationship is still general and unclear
3.	Mind mapping quality (structure and content)	71%	Still simple, not structured
4.	Active participation in group discussions	57%	Some students are still passive
5.	Students with questionnaire scores in the "good" category or an increase of $\geq 10\%$	57%	Initial improvement

B. Cycle II

Table 2. Results of Cycle 2

No.	Rated aspect	Percentage	Information
1.	Students are able to recognize their own potential	86%	It has started to become more focused and specific
2.	Students can link their potential with career choices	86%	It's starting to become logical and relevant
3.	Mind mapping quality (structure and content)	86%	More complete, with clear reasons and relationships

4.	Active participation in group discussions	86%	Interaction increases
5.	Students with questionnaire scores in the “good” category or an increase of $\geq 10\%$	86%	There was a spike from cycle I

C. Cycle III

Table 3. Results of Cycle 3

No.	Aspek yang Dinilai	Persentase	Keterangan
1.	Students are able to develop career plans systematically	86%	It includes goals, steps, time, solutions
2.	The quality of mind mapping becomes structured and mature.	86	It's logical, visually strong, and interconnected.
3.	Active participation in group discussions	100%	All students actively contribute
4.	Students with questionnaire scores in the “good” category or an increase of $\geq 10\%$	86%	High consistency from cycle II

Discus

In Cycle I, the focus of activities was helping students identify their potential and understand various types of jobs. Through group discussions and mind mapping exercises on interests, talents, personality, and familiar occupations, students were guided to explore personal aspects related to the world of work. Evaluation results showed that most students were able to identify their potential, but the link between potential and career choices remained unclear, and the mind maps they created were rather simple. Student participation in the discussions was also less active. Nevertheless, this cycle provided a good foundation for students to understand the importance of self-awareness before choosing a career, and served as a strong starting point for further development.

Entering Cycle II, guidance activities were directed at helping students connect their potential with more concrete and relevant career choices. Mind mapping techniques were used to map careers based on personal characteristics and the reasons for their choices. Results showed significant improvement, as students began to create more logical, structured mind maps that included clear rationales. Student participation in discussions also increased, indicating growing confidence in explaining their career choices.

In Cycle III, the focus shifted to students' ability to develop systematic and realistic career plans. Students were asked to create a concrete plan of steps to achieve their career goals, including education, skills, timeframe, and solutions to obstacles. Results showed that most students were able to develop a comprehensive and structured plan, with a visual and interconnected mind map. Student participation was highly active, and evaluation scores showed consistent improvement compared to the previous cycle.

Overall, all three cycles demonstrated positive and progressive development. The mind mapping technique proved effective in helping students organize information visually and systematically, facilitating career strategy development, and providing a supportive discussion

space. This approach is worthy of being considered as an alternative strategy for effective career guidance in schools.

CONCLUSION

Based on the results of the classroom action research conducted over three cycles and the discussion presented previously, it can be concluded that group guidance services using mind mapping techniques are effective in improving students' career planning skills. This is evident in the increase in career planning skill scores in each cycle.

At the beginning of the implementation (pre-test), most students demonstrated low career planning skills. However, after being provided with group guidance services using mind mapping techniques, significant improvements occurred. In Cycle I, of the six students who participated in the program, four students were in the medium category, and two students remained in the low category. In Cycle II, career planning skills further improved, with all six students now in the high category. These results persisted and remained consistent in Cycle III, indicating that all students successfully maintained their high career planning skills.

This improvement was not only evident in the quantitative data but was also reinforced by observations of participant engagement in group discussions and the improved, more structured, and logical quality of their mind maps. Thus, it can be concluded that the application of group guidance with mind mapping techniques has a positive influence on the development of students' career planning abilities and is suitable for implementation in career guidance services in schools.

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