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IMPROVING STUDENTS' FUTURE CAREER PLANNING MATURITY THROUGH GROUP GUIDANCE SERVICES USING PROBLEM SOLVING TECHNIQUES AT STATE SENIOR HIGH SCHOOL 10 PALEMBANG

Beta Aditya Yolanda, Maulida Yulia Kartika, Yosef^{1,2,3} Universitas Sriwijaya, Palembang¹ Betaadityayolanda@gmail.com, ² maulidakartika96@guru.sma.belajar.id, ³ josephbarus@unsri.ac.id

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Abstract

This study aims to enhance the maturity of students' career choices through group guidance services incorporating problem-solving techniques at SMA Negeri 10 Palembang. The background of this study is based on the low understanding of students in determining career choices that are in accordance with their potential and interests, which has an impact on confusion in making decisions after graduation. This study is a Classroom Action Research (PTK-BK) project, carried out in three cycles, each comprising the planning, implementation, observation, evaluation, and reflection stages. Problem-solving techniques are applied in the implementation of group guidance to help students explore themselves, understand the world of work, and build self-confidence and responsibility in making career decisions. The results of the study showed a significant increase in five aspects of career choice maturity, namely confidence in career choices, the ability to find and choose relevant activities, seriousness in carrying out these activities, responsibility for career decisions, and consistency of career interests. The percentage of researcher activities and student participation also increased from the sufficient category to very good in cycle III. Thus, group guidance services with problem solving techniques have proven effective in improving the maturity of students' career choices.

Keywords: *Career Selection Maturity, Group Guidance, Problem Solving, High School Students*

Abstrak

Penelitian ini bertujuan untuk meningkatkan kematangan pemilihan karir peserta didik melalui layanan bimbingan kelompok dengan teknik problem solving di SMA Negeri 10 Palembang. Latar belakang penelitian ini didasari oleh rendahnya pemahaman peserta didik dalam menentukan pilihan karir yang sesuai dengan potensi dan minatnya, yang berdampak pada kebingungan dalam mengambil keputusan pasca kelulusan. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK-BK) yang dilaksanakan dalam tiga siklus, masing-masing meliputi tahap perencanaan, pelaksanaan, observasi, evaluasi, dan refleksi. Teknik problem solving diterapkan dalam pelaksanaan bimbingan kelompok untuk membantu peserta didik mengeksplorasi diri, memahami dunia kerja, serta membangun kepercayaan diri dan tanggung jawab dalam pengambilan keputusan karir. Hasil penelitian menunjukkan adanya peningkatan signifikan pada lima aspek kematangan pemilihan karir, yaitu keyakinan terhadap pilihan karir, kemampuan mencari dan memilih aktivitas relevan, kesungguhan dalam menjalankan aktivitas

tersebut, tanggung jawab terhadap keputusan karir, dan konsistensi minat karir. Persentase aktivitas peneliti dan partisipasi peserta didik juga meningkat dari kategori cukup menjadi sangat baik pada siklus III. Dengan demikian, layanan bimbingan kelompok teknik problem solving terbukti efektif dalam meningkatkan kematangan pemilihan karir peserta didik.

Kata Kunci: Kematangan Pemilihan Karir, Bimbingan Kelompok, Problem Solving, Peserta Didik SMA

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INTRODUCTION

Education is a crucial factor in preparing quality human resources to meet the demands of an increasingly complex and competitive workforce. According to Hurlock (2009:207), adolescence is a crucial time for determining future life outcomes, as behavior and activities during adolescence are the starting point for building a better future. The importance of a nation's future career for students extends beyond economic and financial aspects to many aspects of their social and psychological lives.

Every student needs to be aware that the career they choose will impact how they live and contribute to society. Therefore, it is crucial for students to develop thorough career planning so they can maximize their potential and contribute effectively to society (Yanuarsari et al., 2021). Most students remain confused about career choices after graduating from school. This is due to a lack of understanding of the information they receive to inform their career decisions.

Choosing a career with good prospects and high growth potential can provide certainty and stability in the future, as well as open opportunities for career development and advancement (Sari & Abidin, 2022). Students who wish to continue their education or immediately enter the workforce face challenges. This requires students to be truly mature in their career choices and be able to take responsibility for their chosen careers. This is what ultimately determines their future, in line with their career aspirations.

A well-developed career choice will facilitate students' employment and understanding of their chosen career options. Therefore, researchers aim to assist students in improving their career maturity through group guidance services. This service is useful because it helps students participate in group discussions, gain experience and knowledge, and discuss in-depth topics that will foster the development of feelings, thoughts, perceptions, insights, and more effective activeness and attitudes. Students as group members interact, share their opinions, and actively participate in group guidance.

Based on the assessment results conducted during the internship program at SMA Negeri 10 Palembang, several issues emerged for students, one of which was career issues. One common issue students face in preparing to enter the workforce is feeling indecisive and unprepared. Therefore, students must recognize the importance of early career planning.

This effort involves providing group guidance services using problem-solving techniques, based on self-knowledge and understanding, knowledge of the world of work, and realistic reasoning about the relationship between self-knowledge and knowledge of the world of work. The use of group guidance services using problem-solving techniques is expected to provide students with a deeper understanding of the maturity of their future career choices. Through group guidance services using problem-solving techniques, students collectively share their opinions, discuss them, and develop these into behaviors that can be expressed within the group dynamics.

METHOD

This research is a type of Classroom Action Research for Guidance and Counseling (PTK-BK) designed in three cycles with systematic stages. The first stage is planning, where, after the techniques and services to be used are determined, the researcher develops an action plan. This plan includes the operational steps to be implemented along with data collection methods, known as the research scenario. The second stage is implementation and observation, where activities are carried out with the guidance teacher as a collaborator. The researcher acts as the group leader, while the guidance teacher acts as an observer.

Service implementation refers to the Service Implementation Plan (RPL) that has been prepared and follows the syntax of group guidance using problem-solving techniques. Next, the guidance teacher conducts observations to closely observe the activity, including the service process and student responses during the activity. The fourth stage is evaluation, which is the process of analyzing the data obtained, both in terms of process and outcomes. In this stage, the researcher asks the collaborator to observe the implementation of group guidance, observe student attitudes and behavior, and apply problem-solving techniques repeatedly. The final stage is reflection, which aims to review the relationship between the process and the achieved results in order to make improvements in the next cycle.

In this stage, researchers analyze observation and interview data and compare the obtained scores to identify deficiencies. Next, researchers design corrective steps to refine the actions. Based on the results of this reflection, researchers take repeated actions to address weaknesses identified in the previous cycle.

RESULT AND DISCUS

RESULT

The research results indicate that implementing group guidance using problem-solving techniques has a positive impact on students' maturity in career choice. In the first cycle, there was an increase in several aspects, namely: (1) self-confidence in pursuing a career of interest; (2) the ability to find and choose career-relevant activities; (3) commitment to pursuing career activities; (4) responsibility for the risks of career decisions; and (5) a tendency toward persistent career interests. Researcher activity in the first cycle was recorded at 61% (adequate category), while student activity was 55% (adequate category).

In the second cycle, there was a significant increase in these five aspects. Students demonstrated increased self-confidence, were more active in seeking career-supportive activities, were more committed to carrying out these activities, and began to demonstrate responsibility for the risks

of their career decisions. They also demonstrated consistency in their career interests. Researcher activity increased to 86% (very good category), and student activity also increased.

Entering the third cycle, researchers made improvements by emphasizing self-reflection and realistic future planning. Students demonstrated further improvements in self-confidence, initiative in seeking additional training, commitment to long-term career planning, and understanding of career risks and challenges. Some students began to utilize their career interests productively, for example by starting small businesses or becoming active in organizations. Research activity reached 94% (very good category), and student activity increased to 91% (very good category).

DISCUS

Career maturity is an indicator of an individual's success in completing career development tasks appropriate to their age and abilities. Through group guidance using problem-solving techniques, students begin to understand the importance of choosing a career that aligns with their personality and abilities. In Cycle I, increased self-confidence emerged after students were provided with an understanding of the world of work and the importance of recognizing their potential. This aligns with Suherman's (2009:112) opinion that career decisions are influenced by an individual's abilities, interests, personality, and values.

Furthermore, regarding the ability to find relevant activities, students were initially confused but became more open after receiving guidance on developing their potential through hobbies, social circles, and information from experienced individuals. This change reflects the positive influence of the social environment on the career maturation process. Regarding their commitment to activities, students began to recognize the importance of social support and talent development in achieving career goals. This supports Murro & Kottman's view that adolescents need to develop responsibility, work ethic, and career planning skills.

Regarding responsibility for risk, guidance helps students understand that risks in career choice are normal and can be overcome with proper preparation. As Munandir (1996:122) points out, sound career decisions must be based on self-understanding and objective considerations. Finally, increasingly persistent career interests indicate that students are beginning to develop a clearer future orientation. They realize that interests can be directed toward realistic and profitable opportunities. This aligns with Hurlock's view (in Suherman, 2009:59) that interest is a source of motivation when someone is free to choose.

Overall, the improvement observed from cycle I to cycle III demonstrates that problem-solving techniques in group guidance are effective in enhancing students' career maturity. This is further supported by the theories of Djahiri (1983) and Gazda (in Prayitno & Amti, 2004), which state that group guidance can develop critical thinking and the ability to make objective and independent decisions.

CONCLUSION

This study shows that group guidance services using problem-solving techniques have proven effective in improving the maturity of students' career planning at SMA Negeri 10 Palembang. Through this approach, students experienced improvements in self-confidence, career decision-making skills, commitment to relevant activities, and responsibility for their career choices. The process, implemented over three cycles, demonstrated significant improvements in both student

participation and service effectiveness. This demonstrates that problem-solving as a technique in group guidance can help students recognize their potential, understand the world of work, and plan their future careers more maturely and realistically.

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