

CAREER COUNSELING SERVICES FOR STUDENTS OF SMAN 4 TEBING TINGGI TO BOOST DESIRE TO CONTINUE EDUCATION TO HIGHER EDUCATION

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Abstract

Career guidance is an effort to provide direction and coaching in determining the future that will be achieved by students. This study aims to describe and analyze career guidance services to increase motivation to continue their education to the tertiary level for students of SMAN 4 Tebing Tinggi. A qualitative approach is used in this study, with an analytical descriptive study method. As for data collection using the method of observation, interviews, and documentation studies. Furthermore, the data were analyzed using data reduction techniques, data presentation, to draw a conclusion. The results of this study found that the majority of class XII students at SMAN 4 Tebing Tinggi had high motivation to continue their studies at various tertiary institutions, although there were some of them who wanted to do business for reasons of family economic limitations. Through the provision of information services based on career guidance conducted by alumni of SMAN 4 Tebing Tinggi, students can get to know the campus world, choose study programs according to their talents and interests, and the positive impact of continuing their studies to a higher education level. Thus, students can consider making career decisions after graduating from high school with a sense of satisfaction, full awareness, and responsibility for career choices.

Keywords : Career Guidance Services; Motivation for Further Study

INTRODUCTION

Higher education is seen as the "biggest investment" for every individual in realizing future goals. The role of the campus is also seen as central in preparing a superior generation, with noble personality, and developing students' skills. This requires universities to be able to improve institutional quality in line with the progress of the times and the demands of the world of work (Kumara & Lutfiyani, 2017).

Continuing studies from the upper secondary level to the higher education level is an alternative for individual self-development in responding to change. Innovation desired by education requires individuals to think and act in a visionary and progressive manner to meet the needs of society. With a campus or college, students are given the opportunity to choose study programs that suit their talents and interests, starting from teaching, law, social and communication, economics, philosophy and politics, science and technology, health sciences, computer science, and other areas of specialization (Lestari, 2017).

The various career choices offered by tertiary institutions make students' interest even stronger to follow the lecture level. Remember, there is a separate motivation in developing self-potential and achieving the career that students aspire to. Likewise, the availability of various study programs is not absolute to make all students graduate from high school to continue their studies to tertiary institutions. This is certainly influenced by various factors, especially economic limitations (Korohama, *et.al.*, 2017).

In response to this, universities, both public and private, cooperate with the government in providing study scholarship facilities, starting from achievement scholarships, assistance to underprivileged students, scholarships from humanitarian agencies and amil zakat, as well as scholarships assisted by collaboration with banks or nongovernmental. In fact, it is not uncommon for higher education institutions to cooperate with the government in providing scholarship assistance for the completion of the final assignment (thesis, thesis, or dissertation). This shows the broad opportunities provided so that individuals are strongly motivated to study at the higher education level (Partino, 2006).

Likewise, not all children respond to scholarships as an alternative to continuing their studies. It is not uncommon for children to feel that economic limitations oblige themselves to meet family needs, so they have to work or be self-employed. This is one of the reasons for students not continuing their studies and choosing to become entrepreneurs. Although this is not against the rules, higher education providers should further promote the existence of campuses, as well as cooperate with schools in providing career guidance services. The main objective is to provide careful consideration for students before choosing a career that will be achieved after completing their studies (Wahyudi, *et.al.*, 2021).

Based on a preliminary study conducted by researchers at SMAN 4 Tebing Tinggi, specifically in class XII (Twelve) students, it was found that many students were still confused about whether to continue their studies or choose a job. In addition, students who wish to

continue their studies are also still confused about the study program to be chosen according to their field and interests, the advantages of the study program to be chosen, and have not prepared themselves to face the campus world. For some students, they even want a choice of study program chosen by their parents because they are confused about what major to take. In addition, students who have no plans to continue their studies are also still confused about what entrepreneurship they want to do, even spontaneously some of them answer as if they want to be unemployed for 1-2 years first.

The confusion experienced by students, according to the teacher's statement at the school, was caused by a lack of information about the introduction of the world of higher education, the world of entrepreneurship, and the impact to be achieved from the world of higher education. Even though the digital era has provided various information from YouTube channels, TikTok, Google, and other types of social media platforms, students still feel confused about choosing study programs and work targets in the future. For this reason, direct services from the campus or school alumni are needed in informing students about the campus world (Budisiwi, 2013).

Logical readiness in children after high school level adolescents in choosing a career, requires guidance from the adults around them. This is intended so that students obtain various information as material for consideration, so that any career choice desired by each student is a personal choice that is full of awareness and responsibility. Thus, students no longer feel confused or confused about choosing a career path, and are serious about achieving the maximum level of achievement in a career. Even so, the maturity level of adolescent students who are not yet stable in the search for identity often becomes an obstacle in choosing a career (Sitompul, 2018).

In general, concrete career problems that students feel include: students do not understand how to choose a study program that matches their abilities and interests, students are still confused about choosing a job that matches their interests and abilities, students do not yet have an overview of the characteristics or abilities and skills needed in a job and prospects for the future and career. Career urgency or career phenomenon, among others, the unemployment rate is still high, there are still prestigious jobs within the community, for example, there is still an assumption that farming jobs are lower than employees (Mirawati, 2018).

One of the efforts made in career guidance for students that must be considered in career guidance is a service process that aims to help students in the process of self-understanding and values and recognition of the environment and how to overcome and plan in the future the process of career choice throughout human life. In general, career development in high school is an effort to help students understand themselves, and encourage students to make decisions and lead to careers that give them a sense of satisfaction with themselves and their environment. Each student in secondary school will arrive at a different level of career maturity via a different route and encouraging career development provides treatment to assist placement for the student's transfer to the next level of education or work life (Rohmawati, 2019).

In fact, relevant research on career guidance for students has been examined from various scientific angles. Among them discusses the aspect of the use of media modules in improving student career planning (Atmaja, 2014), maturity of student career exploration (Khairun & Sulastri, 2016), efforts to increase the career maturity of teenage students (Wibowo & Tadjri, 2013), career guidance program from the school for students (Juwitaningrum, 2013), collaborative career guidance for students (Afdal, *et.al.*, 2014), career guidance planning (Fikriyani & Herdi, 2021), train students' career decision-making skills (Zamroni, *et.al.*, 2014), group guidance in assisting adolescent career planning (Adityawarman, 2021), and a student career orientation determination program (Trisnowati, 2016).

Observing the description of the literature review above, it is understood that so far studies on career guidance have focused on career guidance efforts from counseling teachers to students, increasing students' motivation to continue their studies at the tertiary level, and the concept of career guidance services. This shows that there is a "study vacuum", namely highlighting topics around career guidance through promotion of specialization in study programs from the campus, from school alumni, as well as efforts to increase career motivation for students. The main focus or purpose of this research is to describe and analyze career guidance services to increase motivation to continue their education to the tertiary level for students of SMAN 4 Tebing Tinggi.

METHODS

This study used a qualitative approach with an analytical descriptive study method. This research was carried out from December 2022-February 2023 (3 months). The background of this research is at SMAN 4 Tebing Tinggi, located at Jalan Gatot Subroto KM. 5, Pabatu, Kec. Padang Hulu, City of Tebing Tinggi, North Sumatra. The focus of the research is the implementation of career guidance services in increasing the motivation of class XII students at SMAN 4 Tebing Tinggi. Collecting data using interviews, observation, and documentation studies. As for the data that has been collected, analyzed using data reduction techniques, data presentation, to draw a conclusion. To test the validity of the research data, the researchers used data triangulation techniques and observation persistence (Assingkily, 2021).

RESULTS

Based on the research results, information was obtained that career development through group guidance services provided to students of SMAN 4 Tebing Tinggi showed high interest in class XII students who wanted to continue their studies to tertiary level with a large 85% compared to students who chose entrepreneurship or work with a large 15%. This is based on the basic reasons students consider the importance of lectures to support knowledge and improve self-skills in facing the world of work in the future.

As the results of interviews with teachers at SMAN 4 Tebing Tinggi are as follows:

“...Alhamdulillah deck, our school is increasing the interest of children to go to college. In fact, it is not uncommon for them to pass the invitation route (SPAN PTKIN or SNMPTN). We are also proud, now many of the graduates have spread to various regions and cities to serve as teachers, or other fields” (The results of the interview with Mrs. Cut Ainal Mardhiah, S.Si).

To support the interview excerpt above, the following table shows the results of students passing to higher education through the SNMPTN route.

Table 1. List of Student Names at SMAN 4 Tebing Tinggi Passing the 2019/2020
SNMPTN Pathway

No.	Nama	Jurusan	Pilihan ke-	Universitas
1.	Aulia Hasanah	Management	1	UIN SU Medan
2.	Auliya Hazmi	Public Health Sciences	1	UIN SU Medan
3.	Baginda Mulia Pohan	Communication Studies	1	UIN SU Medan
4.	Putri Melati	Library Science	1	UIN SU Medan
5.	Silvia Herdinda	Public Health Sciences	1	UIN SU Medan
6.	Zalsafia Aura Wijaya	Information Systems	1	UIN SU Medan
7.	Abdur Razaq Al Fauzan	Agrotechnology	1	University of Northern Sumatra (USU)
8.	Dina Auliannia	Economic Education	1	Medan State University (Unimed)
9.	Juliandi	Civic Education	1	Medan State University (Unimed)
10.	Marsanda Triandini	Biology Education	1	Medan State University (Unimed)
11.	Nuri Khusnul Khotimah Khan	PG PAUD	1	Medan State University (Unimed)
12.	Shafira Awaliyah	Chemistry Education	1	Medan State University (Unimed)
13.	Wanda Rahmayani	Science Education	1	Medan State University (Unimed)
14.	Ade Bulan Muharrani Batubara	Mathematics education	1	Medan State University (Unimed)
15.	Yusmitasari	Out of School Education (PLS)	1	Medan State University (Unimed)

Table (1) above, informs that students' interest in continuing their studies is supported by the quality of schools in helping students reach their hopes of passing the invitation route (SNMPTN) to various state universities that students are targeting. Furthermore, the teacher at SMAN 4 Tebing Tinggi also mentioned that 20 students had

successfully passed the selection to enter polytechnics at various tertiary institutions, both on the islands of Sumatra, Java, and Kalimantan in 2020. Here's how it looks in figure (1) below:

**DAFTAR SISWA DINYATAKAN LULUS JALUR SNMPTN POLTEK TAHUN 2020
SMA NEGERI 4 TEBING TINGGI**

NO.	NAMA	JURUSAN	POLITEKNIK
1	AISYAH AMALIYAH	D4 - Teknologi Game	Politeknik Elektronika Negeri Surabaya
2	AISYAH NURJANAH	D3 - Teknik Informatika	Politeknik Negeri Banyuwangi
3	Zahrina Khairani Purba	D4 - Agribisnis	Politeknik Negeri Banyuwangi
4	GREGORY YONATAN TAMPUBOLON	D4 - Teknik Perancangan Jalan & Jembatan	Politeknik Negeri Bengkalis
5	Taqwin Hakim	D3 - Teknik Mesin	Politeknik Negeri Bengkalis
6	ADINDA YUSRI NAZHIFAH	D4 - Desain Grafis	Politeknik Negeri Jakarta
7	Igo Rahmadhan	D3 - Produksi Tanaman Hortikultura	Politeknik Negeri Jember
8	ADELIA DINI PRANA NASUTION	D3 - Teknologi Industri	Politeknik Negeri Lhokseumawe
9	Chairun Nisa Harahap	D3 - Teknologi Industri	Politeknik Negeri Lhokseumawe
10	FIQY BIMBY TRIYATMA	D3 - Teknologi Listrik	Politeknik Negeri Lhokseumawe
11	KHAIRUNNISA	D3 - Teknologi Industri	Politeknik Negeri Lhokseumawe
12	Nur Ain	D3 - Teknologi Mesin	Politeknik Negeri Lhokseumawe
13	Sri Dewi	D4 - Teknik Informatika	Politeknik Negeri Lhokseumawe
14	ADE BULAN MUHARRANI BATU BARA	D3 - Teknik Elektronika	Politeknik Negeri Medan
15	EGGY RAMAYADI SIMANJUNTAK	D3 - Manajemen Informatika	Politeknik Negeri Medan
16	CUT NYAK PUTRI PATRISIA	D3 - Fotografi	Politeknik Negeri Media Kreatif
17	Miftah Al Hafidz	D3 - Desain Grafis (Kampus Medan)	Politeknik Negeri Media Kreatif
18	WITRI ARISKA	D3 - TEKNIK TELEKOMUNIKASI	Politeknik Negeri Padang (CADANGAN)
19	HEINZ VALTIN SITINJAK	D3 - Teknik Elektronika	Politeknik Negeri Pontianak
20	GAFOR FALYUDI SINAGA	D3 - Budi Daya Tanaman Perkebunan	Politeknik Pertanian Negeri Payakumbuh

Figure 1. List of Students at SMAN 4 Tebing Tinggi

Passed the 2020 Polytechnic SNMPTN Pathway

Observing the tables and figures above, information is obtained that students at SMAN 4 Tebing Tinggi show high quality and are accepted at superior state universities in Sumatra and other regions in Indonesia. This is recognized by teachers and school leaders as a good achievement for students and also the school. As explained by the Head of SMAN 4 Tebing Tinggi as follows:

“...The basic reason, Dek, is because our students here are already instilled with motivation to continue their studies. Coupled with the interest of students to continue studying in college, this is considering the amount of attention students have with specialization in study programs that exist on state and private campuses today” (The results of the interview with Mr. Amansyah Saragih, S.Pd., M.Si).

In line with the interview excerpt above, the teacher at SMAN 4 Tebing Tinggi said that:

“...factors that cause high student interest in career development through further study to higher education because the majority of their peers and seniors 1-2 years above them continue their tertiary studies. Moreover, economic limitations are not an obstacle for most of them. There are those who save on food costs, there are those who live in mosques or prayer rooms, so there are a lot of variations to motivate students to continue their studies” (The results of the interview with Mrs. Rimmarita Purba, S.Pd., M.Si).

Based on the interview excerpt above, information is obtained that information services in the form of career guidance services are carried out directly by alumni from SMA Negeri 4 who are continuing their studies at tertiary institutions, so that they can immediately provide motivation and an introduction to the world of campus to class XII students, so that students can choose a career that suits what he wants and according to his talents. With the provision of these information services, we hope to have a positive impact on students to be motivated to enter higher education and to be able to make career decisions that can provide a sense of satisfaction for themselves and their environment.

DISCUSSION

The education service system for students requires education providers to provide quality-based excellent facilities and services. Developing the potential of students in the educational process, not just relying on services on the learning aspect. For this reason, other services are needed to foster and train students' potential, namely special services in the field of guidance and counseling (BK). Various services in BK will help students develop systematically in order to achieve the expected behavior patterns in the educational process (Putri, *et.al.*, 2021).

The role of providing counseling services to students is very important in influencing the formation of student character at school. In this context, it is hoped that students will be able to develop themselves interpersonally and intrapersonally, overcome problems in self-emotional control, and provide students with stages of problem solving and efforts to find

the best solutions or alternatives for students. This concept is in line with educational goals to help facilitate the development of student potential (Andriani, 2019).

Counseling guidance services, particularly career guidance, provide a bridge between students, their potential, and their future. In this context, students are not only introduced to exploring their own potential, but also to recognize the needs of the world of work, so that they can train or hone their own skills. Independently, students can also identify their talents and interests from the facilities provided by the school. Through this effort, students are expected to be able to survive and be sustainable in addressing all problems concerning their future careers (Sari, *et.al.*, 2021).

In order to develop the mindset and personality that students require, it is crucial that students have a solid understanding of careers. This is predicated on the difficulty of predicting the future given all the achievements and technological advancements. Every service must understand how students can resolve issues that young people experience because many of them lack knowledge of how to resolve the issues they face (Abubakar, 2011).

Career guidance is an activity and service to students in order to reach a point of purpose and understanding in the world of education and be able to determine the choice of student career paths and develop career plans that develop through guidance and make decisions in the field of student abilities in the form of decisions and achievements achieved by students in their lives. In a structure on career guidance, it is more precise to understand the systematic world, processes, techniques, services to help and facilitate services or the basis for self-knowledge on various occasions.

Understanding career guidance describes himself both in the school environment and outside. Guidance that seeks to help individuals to make it easier to find solutions to career problems and obtain the best possible adjustment. Which is in line with his environment and motivates success (Ana, *et.al.*, 2017). Career guidance service is a systematic program, processes, techniques or services intended to assist individuals and act on self-knowledge and recognition of opportunities in work, education and leisure and develop decision-making skills, so that those concerned can create and manage career development (Suwanto, 2016).

Based on some of the opinions above, it can be explained that career counseling is an activity in the form of guidance carried out by counselors to counselees with the aim of

helping solve student career problems and facilitating student career development through career/position education both now and in the future. Career guidance does not only provide job guidance, but has a broader meaning, namely a process of assistance, service, approach to individuals so they can know and understand themselves, get to know the world of work, plan a future according to the form of life they expect, be able to determine and take decisions. make the right decisions and be responsible for the decisions they take so that they are able to realize themselves meaningfully.

Motivation is one of the drives or forces within a person that encourages behavior and achieves a certain goal. Something that is used as motivation is a decision that has been determined by the individual according to the needs or goals to be achieved, that is, if an action has been carried out, a state of balance is achieved and a feeling of satisfaction arises in the individual (Herdi, 2021). So, it is clear that motivation is a means for a person to generate and grow desires in order to achieve his life goals. In this way, the desire arises in him to be better and achieve his goals which can be realized by pursuing the highest possible education by continuing his education to tertiary institutions.

The situation and classroom atmosphere at SMA Negeri 4 Tebing Tinggi is conducive and comfortable for the teaching and learning process so that it can generate motivation to study so as to generate interest in continuing their education to tertiary education. If inside the student has high motivation, then he will show his power and ability to get optimal results in his studies, and can continue his education to tertiary institutions and is of great interest to him (Istia'dah, *et.al.*, 2018).

The factors that can influence students' learning motivation to continue their studies at the higher education level include; the level of student intelligence, interests and interests, talents, family support, targets and aspirations, students' intrinsic motivation, and learning achievements so far. Another influential factor is the living environment, both the family environment and the community environment. Comfortable and supportive family environment conditions greatly influence children's motivation in their education. Likewise with the community environment, if the neighborhood is inhabited by people or friends who are highly educated it will also affect motivation in continuing education to a higher level (Wibowo, *et.al.*, 2021).

Career selection decision making is a step taken by each person to choose and determine the job he will take. Before a career choice decision is sure to be taken, a person

must know himself, understand himself and know the world of work. Everyone has their own way of being able to do these things before making career decisions according to their respective abilities. In making career decisions, high school students are at a critical stage (late adolescence) between two very decisive choices, namely: First, to choose to continue to higher education or be related to the world of work. The second is to reach maturity in choosing a career to deal with both of these choices (Astuti, 2015)

High school (SMA) students in determining their career choices require several considerations before making a decision. Career decision making which is marked by the determination of career choices is an important issue for high school students, determining the direction of their career path in the future. Efforts to improve students' ability to make career decisions need to look at several contributing factors, including interest in majors, quality of career information services, and understanding of careers (Tumanggor, *et.al.*, 2019).

Thus, career understanding describes students' knowledge of various career information and the world of work, so that a high understanding of careers will be used by students to demonstrate their ability to make career decisions. In addition, students can also choose specializations or study programs that suit their talents and interests, thus delivering students the specific skills needed for the future, especially the world of work in the modern era and the digital era.

CONCLUSION

The researcher draws the conclusion that the majority of class XII students at SMAN 4 Tebing Tinggi have high motivation to continue their studies at various tertiary institutions, although there are some of them who want to do business for reasons of family economic limitations. Through the provision of information services based on career guidance conducted by alumni of SMAN 4 Tebing Tinggi, students can get to know the campus world, choose study programs according to their talents and interests, and the positive impact of continuing their studies to a higher education level. Thus, students can consider making career decisions after graduating from high school with a sense of satisfaction, full awareness, and responsibility for career choices.

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