

Implementation of Group Guidance Based on Holland's Career Theory to Improve Career Understanding in Students of SMA Negeri 18 Surabaya

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ABSTRACT

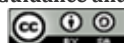
This study aims to improve career understanding among high school students, especially at SMAN 18 Surabaya, through group guidance based on Holland's career theory. However, many students are still confused in determining a career that suits their personality. Therefore, this study aims to improve students' career understanding through the implementation of group guidance based on Holland's career theory. This study uses a qualitative method, with the type of Guidance and Counseling Action Research, in this study consisting of three cycles. Each cycle involves the planning stage, implementation of actions, observation, and reflection. At the planning stage, researchers together with guidance and counseling teachers identify problems and design guidance materials that suit students' needs. The implementation of the action is carried out through group guidance sessions, where students take the RIASEC test and are involved in group discussions to identify their personality types and relate them to career choices. The results of the study showed a significant increase in students' career understanding after participating in group guidance based on Holland's career theory. Students were able to recognize their personality types and choose appropriate careers. Group guidance has also proven effective in enriching students' understanding and increasing their confidence in planning their careers. In conclusion, group guidance based on Holland's career theory is effective in improving students' career understanding and helping them make more informed career decisions.

Keywords: Group Guidance, Holland Career Theory, Career Understanding

ABSTRAK

Penelitian ini bertujuan untuk peningkatan pemahaman karier di kalangan siswa SMA, khususnya di SMAN 18 Surabaya, melalui bimbingan kelompok yang berbasis teori karier Holland. Namun, banyak siswa yang masih kebingungan dalam menentukan karier yang sesuai dengan kepribadian mereka. Oleh karena itu, penelitian ini bertujuan untuk meningkatkan pemahaman karier siswa melalui penerapan bimbingan kelompok berbasis teori karier Holland. Penelitian ini menggunakan metode kualitatif, dengan jenis Penelitian Tindakan Bimbingan dan Konseling, pada penelitian ini terdiri dari tiga siklus. Setiap siklus melibatkan tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Pada tahap perencanaan, peneliti bersama guru bimbingan konseling mengidentifikasi masalah dan merancang materi bimbingan yang sesuai dengan kebutuhan siswa. Pelaksanaan tindakan dilakukan melalui sesi bimbingan kelompok, dimana siswa mengikuti tes RIASEC dan terlibat dalam diskusi kelompok untuk mengenali tipe kepribadian mereka dan mengaitkannya dengan pilihan karier. Hasil penelitian menunjukkan peningkatan signifikan dalam pemahaman karier siswa setelah mengikuti bimbingan kelompok berbasis teori karier Holland. Siswa mampu mengenali tipe kepribadian mereka dan memilih karier yang sesuai. Bimbingan kelompok juga terbukti efektif dalam memperkaya pemahaman dan meningkatkan kepercayaan diri siswa dalam merencanakan karier. Kesimpulannya, bimbingan kelompok berbasis teori karier Holland efektif dalam meningkatkan pemahaman karier siswa dan membantu mereka dalam membuat keputusan karier yang lebih informed.

Kata Kunci: Bimbingan Kelompok, Teori Karier Holland, Pemahaman Karier



Introduction

Everyone generally wants success in their job or career. According to (DR Hidayat et al., 2019), individuals who have jobs and careers that match their abilities will feel comfortable and happy in their jobs. They will try their best to improve their achievements, explore their potential, develop their careers, and continue to actualize themselves. Therefore, it is important for individuals to plan their careers carefully, in addition to relying on their potential and abilities.

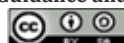
Career planning usually begins when individuals are in secondary education, namely in high school (Pratiwi et al., 2021). However, students often experience difficulties in planning their careers, such as difficulty in making the right decisions regarding the choice of education and future work, or confusion in determining the direction of their careers. A mature understanding of careers is essential so that students are able to make the right decisions regarding the majors they will take at college or the jobs they will pursue after graduating (Murisal et al., 2022). However, the reality is that many students are still confused in determining their career choices, as found in students at SMA Negeri 18 Surabaya.

This problem arises due to various factors, one of which is the lack of understanding of students regarding their career potential and interests. Many students have not been able to identify career choices that suit their personality and interests. In addition, students' inability to formulate a mature career plan is also a major obstacle. As a result, many students still do not have a clear picture of what career they will pursue after graduating from high school. This condition causes anxiety and uncertainty among students, which can ultimately affect their motivation and readiness to face the world of work (Harahap et al., 2023).

The above opinion is in line with the view of (Gati & Kulcsár, 2021), which states that high school graduates often face difficult choices. Students often find it difficult to make decisions about which alternatives to choose. For example, whether they will continue their studies at college, work, or take training to improve their skills. For students who want to continue their studies at college, the many choices of majors available can be confusing, especially if they do not have a clear career plan, making it difficult to make decisions.

To overcome this problem, an appropriate approach is needed in providing career guidance to students. One approach that can be used is group guidance based on Holland's career theory. Holland's career theory states that career choice is the result of the interaction between an individual's personality and the work environment (Zainudin et al., 2020). Holland identifies six main personality types, namely Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC), which can be used to help individuals understand their interests and career potential.

Characteristics of Holland's career theory Holland's theory describes how individuals interact with their environment and how individual and environmental characteristics result in occupational choices and adjustments (Spokane & Cruza-Guet, 2005; Gottfredson, 1999). Holland divides six personality types that correlate with types of work environments, namely realistic, intellectual, artistic, social, enterprising, and conventional.



Realistic types prefer activities that require explicit, regular, or systematic manipulation of objects, tools, machines, and animals. Dislike educational support and activities. Preferences are toward developing skills in handling objects, animals, and technical tools and devices, but neglect social and educational skills. They consider themselves good at mechanical and motor skills and weak at social and interpersonal skills. Value tangible things such as money and power. Their distinguishing features are practicality, stability, and conformity. Individuals may prefer jobs that involve technical skills. Investigative types prefer activities that require observational, symbolic, systematic, and creative investigation to understand and control physical, biological, and cultural phenomena. Dislike repetitive activities. Examples of jobs that fit the needs of the investigative type are chemists and physicists. Artistic types prefer unstructured, ambiguous, and free activities to create works of art such as paintings, plays, and essays. Dislike systematic, regular, and routine activities. Abilities in artistic activities are developed and worldly and system skills are neglected. Individuals see themselves as expressive, pure, independent, and artistically capable.

Typical qualities include being emotional, imaginative, impulsive, and original. Typical artistic occupations include painting, composing, acting, and sculpting. Social types prefer activities that involve other people, with an emphasis on helping, teaching, or providing assistance. Aversion to routine, systematic activities with objects and materials. They tend to develop social skills and disregard manual and technical matters. Individuals consider themselves competent in helping and teaching others and value activities in social relationships. Some typical characteristics are supportive, friendly, persuasive, and tactful. Social occupations include such occupations as teaching, counseling, and social work. Enterprising types prefer activities that involve manipulating others for financial gain or organizational goals. Dislike systematic, abstract, and scientific activities. Leadership, persuasion, and supervisory skills are developed and scientific skills are neglected. Tend to be aggressive, popular, self-confident, and able to lead. Political and economic success is highly valued. Typical characteristics are ambition, dominance, optimism, and friendliness. Conventional types prefer activities that require explicit, orderly, and systematic manipulation of data to contribute to organizational goals. Dislike activities that are insecure, free, and unorganized. Competencies are developed in the field of office, computer, and business systems, organized and adaptable, with clerical and numerical skills. Suitable professions are bankers, appraisers, tax agents and accountants (Zahroh & Winingsih, nd). Through group guidance based on Holland's career theory, students are expected to better understand their personality and interests, so that they are able to make more appropriate and mature career decisions (Tasrif, 2022).

This study aims to explore the effectiveness of the implementation of group guidance based on Holland's career theory in improving students' career understanding at SMA Negeri 18 Surabaya. By using this approach, it is expected that students can more easily identify their interests and potentials, and formulate career planning that is in accordance with their personality and desired work environment. The results of this study are expected to contribute to the development of career guidance programs in schools, as well as assist students in achieving optimal career maturity.



Research Methods

The research method used is qualitative with the type of Guidance and Counseling Action Research (PTBK) which is an action research method with a repeated cycle approach. This study aims to improve students' understanding and skills through guidance and counseling interventions designed collaboratively between researchers and guidance teachers. The research was conducted in several cycles, each of which consists of the planning stage, action implementation, observation, and reflection. At the planning stage, researchers together with guidance teachers identify problems and formulate appropriate action plans. The implementation of the action is carried out through group guidance sessions, where students are involved in activities designed to improve their understanding of relevant issues, such as career choices or self-development. Observations are made to monitor student development during the guidance process, and reflection is used to evaluate the results of the action and determine steps for improvement for the next cycle. With this approach, PTBK research not only focuses on problem solving, but also on improving the quality of guidance continuously, based on feedback from the previous cycle. There are three cycles that include the stages above, for the first cycle itself it is focused on initial planning and implementation, then the second cycle focuses on material development and discussion, and the third cycle carries out evaluation and reinforcement.

Results and Discussion

The results of the study, in the first result regarding the running of the cycle, students can follow the activities focused on the planning stage and the initial implementation of group guidance. This stage begins by identifying student needs through a career understanding questionnaire. This questionnaire is designed to measure the extent to which students have knowledge about careers, personality types, and their relationship to future career choices. The results of the questionnaire are then used as a basis for compiling guidance materials that are in accordance with student needs. In this cycle, guidance materials are focused on introducing Holland's career theory, which emphasizes the importance of compatibility between personality types and career choices. Students are introduced to the basic concepts of this theory, as well as personality types included in the RIASEC classification (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) and students still know enough not to fully understand.

To support deeper understanding, group guidance is conducted in two sessions. In the first session, students are invited to recognize their personality type through the RIASEC test. This test is designed to help students identify their interests and personality tendencies that can then be linked to career choices. After completing the test, the results are then discussed in groups. This group discussion provides an opportunity for students to share and listen to their friends' perspectives on the test results they obtained. So that students get an overview of the type of career that suits each personality type, which will be the basis for the next steps in the guidance program.

In the second cycle, further development of guidance materials, which are adjusted to the reflection of the results of the first cycle. At this stage, the previously prepared materials are evaluated and developed with a more specific focus on exploring career



types that are relevant to students' personality types. Based on the results of the RIASEC test in the first cycle, students are invited to explore career choices that best suit their personality types. This exploration process is carried out through more in-depth group discussions, where students are actively involved in discussions about realistic and relevant career choices.

In this group discussion, students are given the opportunity to ask questions, express doubts, and discuss their interests in a particular career. In addition, students are also encouraged to consider other factors such as personal values, aspirations, and job market realities in choosing a career. In this cycle, students are also given the task of conducting independent research on the career they are interested in. This research aims to provide a deeper understanding of the career options available and help students make more informed decisions. This assignment is also expected to increase students' awareness of the various aspects that need to be considered in planning their future careers.

In the last cycle, namely the third cycle, it focuses on evaluating students' career understanding after following the entire series of guidance. At this stage, students are asked to create a personal career plan based on their personality type and the career information they have learned during guidance. The preparation of this career plan is a concrete step that helps students formulate long-term goals and the steps they need to take to achieve those goals. This career plan includes identifying the necessary educational and training steps, as well as strategies for dealing with challenges that may arise in the future.

In addition, group discussions are used as a means to provide feedback on the career plans that have been prepared by students. In this discussion, students receive input from their friends and facilitators regarding their plans, which is expected to strengthen their confidence in making career decisions. This discussion is also an opportunity to improve and refine career plans if necessary. At the end of the cycle, interviews are conducted with students to evaluate the overall effectiveness of the guidance program. This interview aims to measure the extent to which the guidance program has helped students understand themselves and appropriate career choices, as well as to identify aspects that need to be improved in the future.

Discussion

The results of this study indicate a significant increase in students' career understanding after participating in group guidance based on Holland's career theory. In the first cycle, most students showed interest in the new career type they were introduced to, but many of them were still confused in choosing a career that suited their personality and interests. This confusion is understandable because in the early stages, students are just starting to get to know the basic concepts of Holland's career theory, especially regarding the RIASEC classification (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) and how these personality types relate to career choices (Tasrif, 2022)

After going through the second and third cycles, students showed a clearer and more focused understanding of careers that fit their personality types. The second cycle, which focused on developing materials and exploring careers in more depth, helped students



begin to refine their career choices based on more detailed information. They also learned to consider other factors such as interests, personal values, and job market realities in determining their career choices. This improvement is in line with findings from research (Safitri et al., 2020), which shows that a deeper understanding of the relationship between personality types and careers can increase students' confidence in making career decisions.

Group discussions play an important role in this learning process. In group discussions, students have the opportunity to share experiences and views on career choices. Through this sharing process, students not only gain new insights from their peers but also feel more supported in the decision-making process. Group discussions also help students overcome their confusion and give them confidence that they are not alone in facing these challenges. A study by (Suwanto et al., 2021), emphasized the importance of social interaction in career guidance, where peer support can strengthen students' confidence in planning their future.

The results of the final interview conducted after the third cycle showed that most students felt more confident in determining their career choices after participating in this guidance program. They reported that their understanding of themselves, especially in terms of personality type, had increased significantly. This understanding not only helps them in making career decisions, but also in formulating long-term career plans that are more realistic and in line with their potential. Nuraini, (2022), emphasizes that self-awareness, including understanding personality and interests, is a key component in developing vocational identity and career planning.

Students also realize the importance of knowing themselves through understanding their personality type in making career decisions. This awareness is reflected in the career plans they create, where they are better able to identify specific steps that need to be taken to achieve their career goals. The career plans created by students at the end of the program reflect an increase in their understanding of how their personality can influence career choices, and how they can use this understanding to plan a future that is more focused and in line with their aspirations. Hidayat et al., (2024), noted that effective career guidance programs not only provide information about career choices, but also help students integrate that information with self-understanding to create meaningful career plans.

Thus, this Holland career theory-based group guidance program has succeeded in improving students' career understanding, increasing their confidence in planning for the future, and helping them to develop clearer and more focused career plans. This program shows that a structured, theory-based approach, supported by group discussions, can have a positive impact on students' career readiness.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the implementation of group guidance based on Holland's career theory significantly improves students' career understanding at SMA 18 Surabaya. Students not only become more familiar with their personality types, but also more confident in determining appropriate career choices. Through the PTBK cycles, it is seen that this approach is able



to provide a positive impact, especially in helping students develop more focused and realistic career plans. Group discussions are also an effective tool in strengthening understanding and providing emotional support among students.

As a suggestion, to improve the effectiveness of this guidance program in the future, it is recommended that schools consider expanding the scope of the program by involving more students and integrating career guidance into the learning curriculum. In addition, the development of more interactive guidance materials and the use of technology such as digital-based career assessment applications can be innovative steps to further facilitate students' understanding and interest in planning their careers. Collaboration between guidance teachers, parents, and schools is also important to provide ongoing support in students' career development.

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