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The Influence of Group Guidance Services Using Problem Solving Techniques in Determining Career Choices for Class XI Students at SMA Negeri 15 Pekanbaru

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ABSTRACT

The problem of students who are still confused about choosing a career after graduating from school is very influential in students' career development. This research aims to determine the influence of group guidance services with problem solving techniques in determining students' career choices. This research is quantitative research with an experimental method in the form of a one group pretest-posttest design. The subjects of this research were 10 student of class XI students. The data analysis techniques used in this research are descriptive statistics, the Wilcoxon test and the normalized n-gain test. The research results obtained were that there was an increase in students' career choices before and after being given group guidance services using problem solving techniques. Furthermore, this research shows that there are differences in the level of student career choices before and after implementing group guidance services using problem solving techniques. Then it was found that the influence of group guidance services with problem solving techniques on students' career choices was in the medium category. These results indicate that group guidance services using problem solving techniques are influential in determining students' career choices.

1. Introduction

High school students are generally still confused about their career choices after graduating from school because they do not understand the information they obtain as a basis for determining their career choices. Students who want to continue their education or who want to go straight to work are expected to have maturity in choosing their career and be able to take responsibility for their choice, because that is what will determine the student's future according to the career they aspire to.

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According to Hurlock, EB (2009) high school students are starting to consider their future seriously and know how to differentiate between the jobs they want and those they like. Adolescents enter an exploration phase in their careers, where they consider various career options that suit their abilities and manage their career information better (Winkel & Hastuti, 2013). Yusuf (2011) states that the task of adolescent career development is the ability to choose and prepare for a career. The goal of this assignment is to choose a job that suits their abilities, prepare for the job, and gain knowledge about the job.

This is proven by research conducted by Satria, et al (2015) which showed that 63% of the total sample of class XI were still confused and unsure about planning their career and did not have clear goals, and at least 18% of class his career. Adolescents who experience career indecision may experience doubt due to anxiety, but may also experience anxiety due to disapproval from their family due to career indecision, and not being able to share their dreams with their family. Likewise, during high school, career indecision can give rise to feelings of anxiety regarding the job one will choose or one's dreams (Nalbantoglu & Cetin, 2018) . In line with data obtained by Liza, LO, & Rusandi, MA (2016) that as many as 43.8% of students are worried about becoming unemployed after completing education.

Choosing a career that fits a student's interests, values, knowledge, and skills will be more difficult if they feel unable to meet their potential. The cause could be unpreparedness for the world of work, lack of career information, uncertainty about their future, or various other factors in students' lives. According to the results of research conducted by Pramudi (2015), it shows that not all students are able to make career decisions according to their potential and career understanding. In the results of his research, student career problems occur through two factors, namely internal and external factors. Internal factors, namely students' personalities, tend to be closed, not yet focused on the skills they have. External factors, namely the family economy, cause students' career choices to be hampered, that is, most students cannot determine their career choices by entering higher education, but immediately enter the world of work because of the poor economic conditions of their parents. Apart from that, parents also tend to impose their will so that their children choose the job, level of education and field of education that the parents want.

Based on previous results through observations and interviews conducted at SMA Negeri 15 Pekanbaru, it shows that there are still many students who have not yet determined their goals after graduating from high school. Many of these dilators are behind this because students do not know the potential and talents they have and it is also caused by students not being familiar with the jobs that exist in society. Many of them are still confused and unsure about choosing a career after graduating from school, where they want to continue, because some students admit that they are still confused. want to continue their education at university or go straight to work. This statement was strengthened by interviews with several class which still greatly influences his understanding of his strengths, weaknesses, obstacles, and how to overcome a problem. These students also do not really

understand what their interests and talents are so they have not yet decided what career they will choose. In Vocational High Schools in the field of tourism expertise, chemistry subjects are not studied directly as subjects, but are integrated into applied science subjects (Afinda, 2023).

Determining a choice is not easy, there are many things that must be considered, including when choosing a career. Therefore it is very important to support students in deciding what job they want to choose. Therefore, guidance and counseling services in the career sector are needed for students to reduce student guidance in determining their future career choices. Group Guidance is one type of service that can help students solve the problems they face in their careers. Winkel (2005) stated that group guidance in schools is an information activity for a group of students to help them make the right plans and decisions. Students' critical thinking abilities are very necessary to shape students' cognitive strengths (Agustia, 2024).

Several studies use special techniques in group guidance to achieve service goals effectively and efficiently. One technique that can be used in group guidance is *problem solving techniques*. The problem solving method encourages students to understand and think critically, think analytically, and think reflexively before solving problems, so that they can focus, think, and analyze problems (Saftri et al., 2018). This problem-solving method also teaches students how to make informed decisions and make better decisions. Students are able to formulate goals and take responsibility for making decisions, so that students realize that in making choices or solving problems there are various factors that must be considered.

Problem solving techniques is that they train students to think and act creatively and solve problems that students face realistically. Therefore, *problem solving techniques* can help students solve problems that hinder their career maturity. Group guidance using *problem solving techniques* carries out a number of systematic activities, such as building cohesiveness, identifying problems, setting goals, exploring strategies, anticipating results, reviewing and learning, evaluating results, and following up. Based on the description above, the author is interested in conducting research on students at SMA Negeri 15 Pekanbaru with the aim of finding out "The Influence of Group Guidance Services Using *Problem Solving Techniques* in Determining Career Choices for Class XI Students at SMA Negeri 15 Pekanbaru".

2. Methodology

The research method used in this research is a quantitative method. Quantitative research in this study uses experimental research methods in the form of a *one group pretest-posttest design*, with a one group subject design. The research was carried out at SMA Negeri 15 Pekanbaru. During the research process, the researcher carried out three stages, namely: First, the researcher distributed a *pretest* to measure the subject's initial condition. The two researchers provided

group guidance services using *problem solving techniques*. The three researchers distributed *the posttest again* to find out how the results were influenced by the services the researchers had provided. The research subjects were 10 students from class XI who had poor career choice categories. This research data collection method uses an instrument in the form of a career choice scale. Researchers used descriptive analysis techniques, the *Wilcoxon test* to see differences in career choices among students before and after implementing group guidance services using *problem solving techniques*, and the normalized *n-gain test* to see the effect of group guidance services on students' career choices.

3. Results and Discussion

A. Research Result

Figure 1 below shows an overview of the implementation of group guidance services using *problem solving techniques* in determining students' career choices



Figure 1. Overview of Service Implementation

Figure 1 above shows group guidance service activities with problem solving techniques in determining students' career choices. Group guidance services are carried out as many as ten meetings. At the first meeting, the group leader (PK) presented the topic of the assignment on "What is a career choice". Then at the second meeting group leaders (PK) brought the topic of the task on "Understanding and knowing oneself". At the third meeting, the PK presented the topic "Interest and Talent". At the fourth meeting, the PK presented the topic "The Importance of Having Ideals". At the fifth meeting, the PK presented the topic "Types of Higher Education". At the sixth meeting, the PK presented the topic "University Entrance Path". At the seventh meeting, the PK presented the topic "Types of Work in the Community". At the eighth meeting, PK presented the topic "The relationship of interests and talents to future careers". At the ninth meeting, PK presented the topic "Career selection according to personality type".

And at the tenth meeting, PK presented the topic of "Tips for Choosing the Right Career".

Table 1 below shows the level of student career choice before and after implementing group guidance services using *problem solving techniques* can be seen in the total scores obtained before and after the service is provided.

Table 1. Level of Student Career Choices Before and After Implementing Group Guidance Services using *Problem Solving Techniques*

Category	Score Range	Before		After	
		F	%	F	%
Very good	127-148	0	0	6	60
Good	105-126	0	0	4	40
Not good	83-104	10	100	0	0
Not good	61-82	0	0	0	0
Very Not Good	37-60	0	0	0	0
Total		10	100	10	100

Source: Researcher Processed Data (2024)

Table 1 shows that 10 students before being given group guidance services using *problem solving techniques* were in the poor category. This means that students still do not understand themselves well, including their talents, interests, personality, potential, academic achievements, ambitions, limitations and the resources they have. As well as a lack of information about the world of work which includes knowledge of the terms and conditions needed to be successful in a job, advantages and disadvantages, compensation , opportunities and job prospects in various fields in the world of work. Students are also less able to consider self-understanding with available knowledge of the world of work in choosing a field of work and further education. This results in students having a poor level of career choice in choosing their career .

However, after being provided with group guidance services using *problem solving techniques*, the level of student career choices has increased. There are no students who are in the very bad, not good, and not good categories. There are 6 students with a percentage of 60% in the very good category and 4 students with a percentage of 40% in the good category. This shows that students are starting to be able to understand themselves well, namely by trying to develop their interests and talents well, exploring their potential, understanding their strengths and weaknesses, trying to study well to achieve their goals,

And students begin to be able to find out information about the world of work which includes knowledge of the requirements for the desired career choice , knowing the path to entering college, looking for information about the types of jobs in society that suit them, knowing the type of college that suits the student's abilities, considering clear job prospects in the future. Students also have a tendency to choose a career that suits their interests and are confident that they can be successful with a career chosen according to their interests, choose a major in higher education according to their interests and aspirations, choose a job according to their dreams, choose a job that suits their personality, until finally

students can determine a realistic career choice for himself. Based on table 1, it can be concluded that the level of student career choice before implementing group guidance services using *problem solving techniques* overall it is in the poor category, whereas after being given group guidance services with *problem solving techniques* increased.

To find out the differences in students' career choices before and after being given group guidance services using *problem solving techniques*, the researcher tested the hypothesis using the Wilcoxon test with the help of *SPSS version 25 for windows*. Table 2 shows the Wilcoxon test to test the hypothesis regarding differences in students' career choices before and after being provided with services.

Table 2. Wilcoxon Test

<i>Test Statistics^a</i>	
	<i>Post test - Pre test</i>
Z	-2,825 ^b
<i>Asymp. Sig. (2-tailed)</i>	,005
<i>a. Wilcoxon Signed Ranks Test</i>	
<i>b. Based on negative ranks.</i>	

Source: Researcher Processed Data (2024)

Based on table 2, it is known that the results of the *Wilcoxon test* using *SPPSS 27* were obtained *asympt. Sig (2-tailed)* is 0.005. Based on decision making, it is stated that the *Sig (2-tailed) value* < 0.05 means that the hypothesis is accepted. In this study, the *Sig value (2-tailed)* = 0.005 < 0.05, so it can be concluded that the hypothesis is accepted. This means there are significant differences in career choices students before and after being given group guidance services using the *Problem Solving technique*. To determine the effect of group guidance with *problem solving techniques* in determining students' career choices, the *N-gain* test was used normalized with the help of *Microsoft Excel*. Table 3 shows the *Gain Score* results in the experimental group.

Table 3. Normalized *N-Gain Test* for Experimental Group

Experimental Group			
Name	Pretest	Posttest	N-Gain Score
RR	92	122	0.53
NA	95	126	0.58
MDM	92	129	0.66
RACK	92	123	0.55
ANF	95	128	0.62
NWS	99	130	0.63
DT	97	128	0.60
NRAP	98	130	0.64
RF	93	123	0.54
AW	97	129	0.62
Σ	950	1268	
Mean	95	126.8	0.60

Source: Researcher Processed Data (2024)

Based on table 3 above, it can be seen that the results of calculating the average *pretest* and *posttest* in the experimental group obtained a mean of (95<126.8). There was an increase because the *pretest results* were smaller than the *posttest results* obtained after being given group guidance treatment with *problem solving techniques*. So it can be concluded that by obtaining a *Gain Score* of 0.60, this means that the influence of group guidance with *problem solving techniques* on career choices is in the medium category.

B. Discussion

Based on the description of the research results discussed previously, it was found that the level of student career choices before being given group guidance services using *problem solving techniques* was overall in the poor category. This is because students do not know their interests, talents and potential, students also do not know the majors in higher education and do not know the types of jobs that exist in society so that students have difficulty thinking realistically between understanding themselves and understanding the world. work in choosing their future career. However, after being given the service for ten meetings, the level of career choice for most of the students increased to the very clear category. This increase is due to the services provided, namely group guidance services with *problem solving techniques*. Thus, the services provided can improve students' career choices.

Students with poor career choices tend to be less aware of their abilities, have no interest in a particular field of work, do not seek information about the universities they are interested in, students still rely on their parents and friends in making decisions. This causes at the beginning of the meeting in the student group guidance service it is still difficult to determine alternative options that can be used in solving a problem. Students tend to be quiet and shy in expressing their opinions, students are also seen following their friends' previous answers.

Career choices can be seen from the results of the researcher's analysis process at each meeting, namely that at first the students remained silent and then began to freely express their answers and opinions regarding a problem topic, some of whom often added answers and provided interesting and varied opinions. Every now and then, they always exchange ideas to find the newest way to solve problems. This is in line with the research results of GY Krisnawan, TS Ismah (2021) which states that group guidance using *problem solving techniques* can improve students' ability to choose a career. Effective services are used for students who have not yet decided on their career choice. If they follow all the counseling guidance, the result is that students will find out about career opportunities that suit their abilities and motivation to achieve a successful future career.

Apart from that, students' career choices based on sub-indicators after being given group guidance also increased. So that students can experience an increase in self-knowledge through recognizing their interests, knowing their talents and potential. Students are also able to recognize the world of work after graduating from high

school through understanding the types of jobs that exist in society and the types of universities that exist in Indonesia. So that students can match their understanding of their potential with an understanding of the available jobs that suit them.

In this study, it was found that there were significant differences in students' career choices before and after being given group guidance services using *problem solving techniques*. This is due to the provision of group guidance services with *problem solving techniques* to students. Use of *problem solving techniques* in group guidance services helps students realize a problem when faced with doubt so that they can determine new choices and make decisions that are in accordance with their life values. In line with Pramono's research (2020) that by using *problem solving techniques* has an impact on students' mastery in carrying out the stages in solving problems within the group as a whole, students can build group dynamics, are able to listen empathetically and seriously, and are able to provide opportunities to express feelings and concerns to group members.

Furthermore, the research results revealed that the implementation of group guidance services using *problem solving techniques* had an influence in determining students' career choices. This is due to the use of *problem solving techniques* which can build group dynamics in choosing the right alternative answer in solving a problem faced by students. In line with research conducted by YM Pradewi, S. Fitriana, Ismah which shows that there is an influence of group guidance services with problem solving techniques on strengthening students' career decisions.

In determining career choices Basically, students will try to match their potential with the jobs available. so that BK teachers can provide various services so that students are motivated to develop their potential so that they can achieve the career they want. Group Guidance services alone are not enough to help students, there needs to be techniques that support the achievement of the service's goals effectively and efficiently. What BK teachers can do to improve students' abilities is by providing group guidance services using *problem solving techniques*. From the explanation above, it was found that there was an increase in student career choices through group guidance with *problem solving techniques* at SMA Negeri 15 Pekanbaru. Group guidance services can be carried out using *problem solving techniques* that can help students solve the problems they face so they can fulfill their developmental tasks.

4. Conclusion

The research results obtained showed an increase in students' career choices before and after being given group guidance services using problem solving techniques. Furthermore, this research shows that there are differences in the level of student career choices before and after implementing group guidance services using problem solving techniques. Then it was found that the influence of group guidance services with problem solving techniques on students' career

choices was in the medium category. These results indicate that group guidance services using problem solving techniques are influential in determining students' career choices.

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