



**THE INFLUENCE OF GROUP GUIDANCE SERVICES SYMBOLIC MODELING
TECHNIQUE ON CAREER PLANNING OF STUDENTS IN CLASS VII JUNIOR
HIGH SCHOOL SABRANG AMBULU**

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Abstract

Experimental research was conducted to determine the effect of using symbolic modeling by providing Guidance Group services related to student career planning. This study used a quantitative approach as a pre-experiment using a one group pre-test post-test design model. The subjects investigated were 65 grade VII students of SMP Sabrang Ambulu, who were divided into two study groups. Purposive sampling is a sample preparation technique that uses questionnaire criteria based on class intervals. The data collection method uses questionnaires or questionnaires that are adjusted based on career planning indicators. The results of Wilcoxon's hypothesis analysis show that there is a difference between the pre- and post-test results with a significance level of 0.005 ($Asymp.Sig.(2-tailed) < 0.05$), meaning (H_a) true and (H_o) false. This shows that there is a significant change in career planning after being given symbolic modeling services.

Keywords: Group Guidance, Modelling Symbolic, Career Planning.

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INTRODUCTION

Planning is certainly not far from human life. Planning can be interpreted as the first step to prepare something that you want to aim for in the future (Ananda & Amiruddin, 2019). Especially regarding careers, each individual must have insight, views, and an overview of what must be prepared or planned to support a career according to their wishes. According to Gestalt (dalam Wibowo 2021) preparation in planning a career should start from early adolescence, where early adolescence is usually around 12-15 years old and usually in junior high school. During this junior high school period, students will be faced with career choices regarding further studies such as continuing to high school, or vocational schools with various existing majors. According to (Zaini et al., 2023) In the world of education, the role of the teacher council is very large to help prepare and plan students' careers, by providing services that are able to facilitate development, exploration, aspirations and decision making for students.

According to the Central Statistics Agency (BPS) in August 2023, unemployment data in Indonesia reached 5.62%. This figure is down from the TPT in August 2022 which was in the range of 6.49%. However, when viewed from the size of the Indonesian population, the number of unemployed people in Indonesia is still relatively high, reaching around 8.3 million people. One of the factors that can cause unemployment is career inequality. This

phenomenon may arise from several factors, including inadequate knowledge about oneself and the world of work. Some statistics that show the relationship between Indonesian unemployment and career planning according to a study conducted by the University of Indonesia in 2022, amounted to 57%. A survey conducted by the Ministry of Education in 2021 revealed that 72% of Indonesian high school students lacked career planning. From these data, it can be concluded that the lack of career planning is one of the factors that can cause unemployment in Indonesia...

According to Sukardi (dalam Ilfana & Hidayat, 2022), Career planning is a strategic process that is structured and involves identifying goals, having an understanding of potential, and gathering information to gain valuable insights for future employment. According to Sunyoto (2012: 164), Career Planning is also a process by which an individual can identify themselves and develop strategies to achieve their goals. According to (Gayo & others, 2020) Students' career planning can be related to their talents and interests. the role of parents, social environment, close people, or the school community, especially counseling guidance teachers (BK), and other staff. According to Simamora (Syahputri & others, 2020), According to Simamora, an individual can identify their goals, as well as the steps needed to reach their goals, and identify their career decisions by making career planning. Examples of career information that is in accordance with their abilities, ways for career success and making the most appropriate and appropriate decisions.

According to Muyani & Usman in (Resti et al., 2023) in early adolescence, career experience is characterized by several activities in everyday life, such as learning about career information, sharing career experiences with others, and participating in extracurricular activities or courses to enhance career experience. Hence the importance of career planning as early as possible. Dillar argues (in Thasfa et al., 2023) individuals who have career planning have clear goal setting after completing education, have insights related to work, a desire to develop themselves to support their desired work, as well as the ability to identify the type of work they want, the ability to make choices, and show willingness to reach their goals.

Researchers found facts in the field from the results of interviews with 7 seventh grade students, it was found that there were 5 students who did not have career planning, this was due to career information that was not provided by the school to seventh grade students. So that seventh grade students have difficulty in assessing themselves, regarding their talents, interests, and personal values. They do not have a goal regarding the further school that will be taken after graduating from junior high school. Students also do not have an understanding of the importance of career planning, for their future tomorrow.

Career planning that has not been owned by seventh grade students of SMP is caused by the lack of service provision regarding career information to students. The counseling teacher at SMP also said that career information is only given to students indirectly. The delivery of careers is only given when students enter the final IX grade, so this causes VII and VIII grade students to not have early readiness in planning their careers. Efforts to improve career planning, students need help with understanding about themselves and experience in determining their lives. Therefore, it is necessary to develop a counseling guidance service program to help students facilitate their career planning.

As stated by Winkel (in Astuti & Mustakim, 2022), Group guidance is a process of providing assistance by counselors to counselees with group dynamics. Where the counselor will provide information related to the problem being addressed. Group guidance, according to (Andriarti 2019), is a series of actions where counselors provide goals for individuals in the form of groups, ranging from young children, adolescents, to adults. The goal is to enable those receiving assistance to improve their personal abilities and become independent by utilizing their individual potential and available resources. According to (Nurihsan, 2006) group guidance is a service aimed at groups of eight to fifteen students. Group guidance will benefit from interacting with other groups and discussing current topics. Gazda (in Oktaviyani et al., 2021) stated that peers at school can assist students in obtaining information, assist them in developing appropriate responses, and assist them in making plans.

According to Winkel (in Astuti & Mustakim, 2022) Group guidance can train students or learners in interacting with many people, they are trained to be able to give opinions, have awareness to face challenges that will be faced, realize that it is not only he who has problems, his friends also have the same problems or difficulties, and they are also trained to be able to accept the opinions of their friends. Meanwhile, according to Hartinah (in Fadilah, 2019) The benefits of group guidance are that students can learn how to solve problems together in groups, they can be more cooperative in analyzing other people's work and gaining insight from them, and sharing information with other students in the group can help them become more aware of their abilities. In addition, students become more confident that they will receive understanding from other students and that through group guidance, a counselor will receive understanding from students.

By presenting a model to students, it is hoped that it will spark their desire to plan a career. According to Albert Bandura (in Ardiasfika, 2023) modeling techniques have an impact on students' career planning because this theory is carried out through observation so that students are able to imitate the model's behavior. According to Gerald Corey (in Yuniar & others, 2021) modeling techniques are divided into several types, namely, *live models*, *symbolic models*, *multiple models*, and modeling conditions. From several types of modeling techniques, later researchers will use symbolic modeling to help students plan their careers. According to Albert Bandura (in Sumarni, 2019), changes in human behavior are not only influenced by the surrounding environment, but also involve interactions between the environment and personality. In the late 50s, modeling techniques were applied using various methods, such as through the role of real models, characters in films, and imaginative figures. The various terms used in this context are "characterization," "imitation," and "learning through observation." "Modeling" refers to the process of learning through imitation, where individuals mimic the behavior of others they observe.

According to Bandura (in Dyah Puspitaningrum, 2019) Symbolic modeling is a learning technique through observation in the form of characterizations or models through pictures, video recordings, audio recordings, films/slides that can influence the mind (cognitive) and will bring up new (affective) behaviors from students. According to Bandura (in Abdullah, 2019) This symbolic modeling uses four types of information: (1) individual performance in carrying out the expected task, (2) observing others carrying out the appropriate task, (3) verbal persuasion (urging others to do something pleasant) and, (4) emotional reactions. Meanwhile, according to (Sumarni, 2019) symbolic modeling can have several advantages, such as eliciting new responses or feelings in unfamiliar situations and highlighting them in new experiences. It can also lead to a decrease in individual emotional responses after seeing the model, something that brings up subjective feelings and motivates the subject to do something related to their own personal development.

Based on research (Yulia et al., 2021) which aims to see the impact of modeling technique group guidance on student career planning at SMP Negeri 6 Palangka Raya, shows that the modeling technique is very effective in improving student career planning. From the results of other researchers conducted by (Novanti et al., 2021) aims to determine the improvement of career planning using group guidance modeling techniques for class XI students of SMAN 1 Moga. shows that there is a significant influence between group guidance modeling techniques on student career planning. (Rahmatyana et al., 2020) stated in research conducted at IKIP Siliwangi that the modeling technique in group guidance has an influence on student career planning. According to (Nove et al., 2021) Group guidance has the effectiveness to overcome career planning, this statement is based on the results of research conducted at SMA Negeri 2 Palangkaraya. Group guidance is able to invite students to discuss so that they are able to explore information that they do not know into career planning.

The provision of symbolic modeling services at school is expected to assist students in providing solutions to the problems they are facing and help students meet their personal social, learning, and career needs. So that later students will be able to make career planning for their future success. The existence of group guidance services symbolic modeling techniques by providing information, and observation is expected that students are able to have career planning in accordance with their abilities, talents, interests. So from the description of the problems above, the researcher will discuss "The effect of group guidance services symbolic modeling techniques on the career planning of seventh grade students at SMP ".

METHODS

The research conducted is a quantitative approach using *pretest posttest design*. The subjects in the study were all VII grade students of SMP Sabrang Ambulu, which is registered at Jl. Kyai Masduki, No. 1 in Sabrang, Ambulu. the total number of students is: 213; about 65 students in class VII, 97 students in class VIII, and 60 students in class IX. So that the population amounted to 65 students from both class VIIA and class VIIB. The sample technique used in this study is *purposive sampling*, which involves selecting samples based on interval criteria. The data collection method uses a questionnaire based on career planning indicators. The questionnaire has undergone validity and reliability assessments using validated and reliable assessments. The data analysis method is a process that can be applied to identify patterns that can be verified based on data collection, data processing, and data analysis to the point of gaining insight from the data collected. The hypothesis test used in this study is the *Wilcoxon Signed-Rank Test* which aims to test the difference between *pretest* and *posttest* results for one group of subjects and interval data.

RESULTS AND DISCUSSION

The *pretest* and *posttest* quantitative data obtained by each student is summarized using the number of scores. After receiving treatment through the Group Guidance modeling technique, the *pretest* and *posttest* results can be observed. The table below shows the subject's *pretest* and *posttest* scores after completing the task.

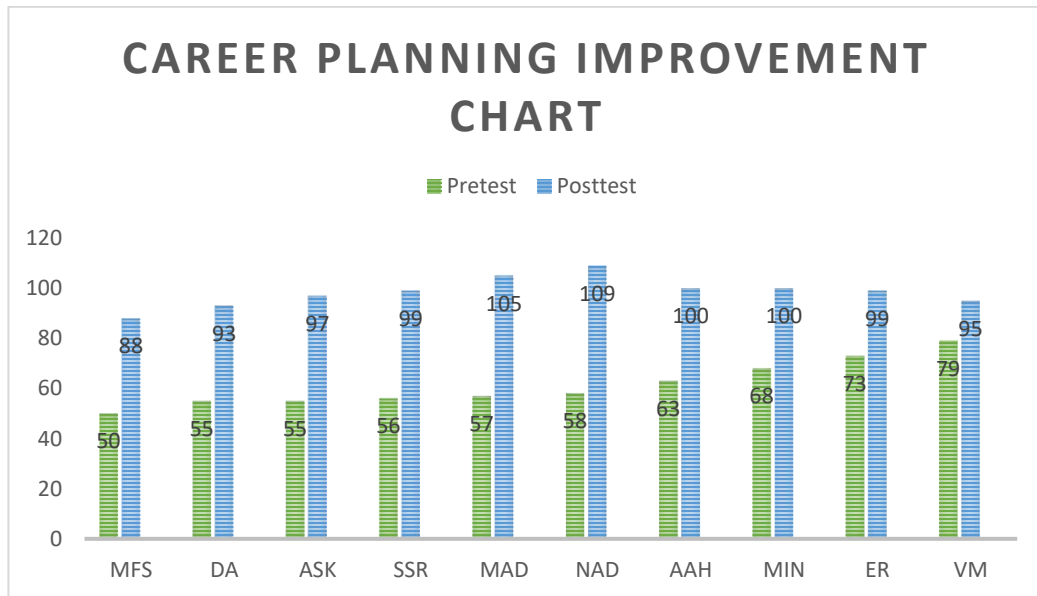
Table 1. *Pretest* and *posttest* scores.

NO	NAME OF COUNSELEE	PRETEST SCORE	POSTEST SCORE
1	MFS	50	88
2	DA	55	93
3	ASK	55	97
4	SSR	56	99
5	MAD	57	105
6	NAD	58	109
7	AAH	63	90
8	MIN	68	100
9	ER	73	99
10	VM	79	95

Source : data processed

Based on the data table above, it shows that the *pretest* results of students are at scores 50,55,56,57,58,63,68,73,79 where with that score students are declared to have low career planning. The *posttest* results after getting the service are 88,90,93,95,97,99,100,105,109. Where the score changes after receiving *treatment*.

Figure 1: Career Planning Chart



Based on the graph above, it can be seen that there is an increase between the *pretest* and *posttest* on student career planning. There was an increase in scores after the *treatment* was given. This shows that there is an influence between symbolic modeling on career planning.

The main purpose of the Wilcoxon test is to determine whether there are differences regarding variables that are consistently connected. In this Wilcoxon test, researchers want to know the effect of group guidance modeling techniques on student career planning.

Table 2. Rank Test Results

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	5.50	55.00
	Ties	0 ^c		
	Total	10		

Interpretation of "Ranks" Output

1. Negative Rank or difference (negative) A value of 0 means there is no decrease in *pretest-posttest* scores...
2. The positive rank or difference between the career planning results for the *pretest* and *posttest* is about 5.50, while the sum of the positive ranks, or total ranks, is about 55.00.
3. Ties is the equality of *pretest* and *posttest* values, and the result is 0, so it can be explained that there are no equal values between pretest and posttest.

Table 3. Wilcoxon Test Results

	Posttest – Pretest
Z	-2.805 ^b
Asymp. Sig. (2- tailed)	.005

Basis for Decision Making

1. If the Asymp.Sig value <0.05, then "Hypothesis Accepted"
2. If the Asymp.Sig value > 0.05, then "Hypothesis Rejected"

Referring to the statistical output using SPSS 22, it can be observed that the 2-tailed Asymp. Sig is 0.005. With this result, the value of 0.005 is less than 0.05. Thus, indicating that the null hypothesis (H_0) is false. Instead, the alternative hypothesis (H_a) is accepted. There is a difference between before and after treatment. So it can be concluded that "there is an effect of using group guidance symbolic modeling techniques on career planning of seventh grade students of SMP Sabrang Ambulu.

Based on the results of the data analysis that has been presented, it shows that the career planning of seventh grade students of SMP Sabrang Ambulu is fairly low. This can be seen from the pretest results that have been done before the treatment is given. Of the 55 students who took the pretest, 28 students were categorized as medium and 6 students were classified as low. This shows that the seventh grade students of SMP Sabrang Ambulu still do not have career planning. Career planning is an important factor for students to prepare whatever is needed to succeed in their future goals and life goals. The inability of students to make career planning is caused by students' lack of understanding about assessing themselves in interest talents, setting goals, preparing plans, and implementing plans that have been made.

The causes of students' inability to plan their careers are also motivated by internal and external factors. Internal factors include interest aptitude, personality, life values and information. While external factors include family, academic achievement, school education, and the surrounding environment. In this case, the cause of students' inability to make career planning is information. The lack of information obtained or given to students results in students being unable to recognize their potential and realize their desired goals. For this reason, the right solution is needed to help students create career experiences that are in accordance with their personal abilities. The use of symbolic modeling in group guidance is one solution for students to explore and assist them in making plans.

Symbolic modeling is one of the techniques in counseling guidance. Symbolic modeling will invite counselees to think rationally, it is intended that counselees are able to explore the potential that exists in themselves. Observation, in this case the counselee will observe one of the models given by the counselor, so that later the counselee is able to imitate the model's behavior and make the model's behavior a reference in making his career planning. Homework, this aims at what the counselee must understand, how to achieve success like the model, and the preparations made to achieve success. Evaluation, aims to determine the development of counselees regarding the career planning they have made.

The provision of group guidance services using symbolic modeling techniques was carried out as much as 1 time pretest, 4 times treatment and 1 time posttest. Based on the results of hypothesis testing, it shows that there is a significant increase in student career planning from before treatment and after treatment using group guidance symbolic modeling techniques. The results showed that the factors that influence students' inability to plan their careers are caused by students' ignorance in understanding their potential or talent interests, so that students cannot determine what ideals are in accordance with their abilities. There are also students who do not have a figure to be used as a role model in developing their careers, so students feel confused to make career planning.

Based on the research that has been done, it is revealed that understanding the potential or talent of interest is an important part in determining the ideals and direction of life to be achieved. Using group guidance symbolic modeling techniques by observing a model, has an influence on students in planning their careers. The model observed by the counselee is a lighter for them, so that later the counselee can imitate the behavior of the model and be able to apply it in everyday life as the beginning of making career planning.

By using group guidance symbolic modeling techniques, the counselee can observe the behavior of the model which will later be applied in everyday life. The counselee will model what plans must be prepared to succeed in their goals. This is supported by previous research with discussion of topics relevant to this research, namely by Adhelia Yusi Novianti which states that group guidance modeling techniques have an influence on the career planning of class XI students at SMAN 1 Moga. Novianti stated that the modeling technique allows students to learn from various information and make it a reference or future steps in determining career planning.

Based on the discussion above and strengthened by previous research, the results show that the provision of group guidance services using symbolic modeling techniques has an influence on student career planning. This can also be seen from the pretest-posttest results which have increased. The inability of students to make career planning occurs due to several factors including the lack of students in understanding themselves regarding talents and interests, students' inability to set goals, students' lack of understanding in making plans, and students' willingness to carry out plans that have been made.

SUMMARY

Conclusion

The *Wilcoxon* test results show that the *Asymp.Sig* (2-tailed) is 0.005. With this result, the value of 0.005 is less than 0.05. In the sense that the null hypothesis (H_0) is rejected. While the alternative hypothesis (H_a) is accepted, it can be concluded that group guidance using symbolic modeling techniques has an influence on the career planning of seventh grade students of SMP Sabrang Ambulu.

Suggestion

The suggestions given based on the results of the research are that students are expected to be able to maintain the career planning they have made and be able to develop their career planning over time. Students are also expected to be more open to school counseling teachers to discuss their careers. For school teachers, especially for counseling teachers, to pay more attention to students' careers, and provide services regarding career guidance at least once a month.

In supporting counseling teachers, schools are expected to facilitate what is needed by counseling teachers, especially a special room for services. Other researchers are advised to use a different type of research. Because in this study using *pre-experiment pretest-posttest one group design*. Other researchers can use control classes or others. Other researchers who will apply group guidance modeling techniques are expected to use other types of modeling techniques such as *live models*, *multiple models*, and conditional modeling.

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