

# EFFECTIVENESS OF GROUP COUNSELING USING THE MIND MAPPING TECHNIQUE TO IMPROVE CAREER PLANNING AMONG 12<sup>TH</sup> GRADE STUDENTS AT SMA TUNAS KELAPA SAMARINDA FOR THE 2024/2025 ACADEMIC YEAR

## EFEKTIVITAS BIMBINGAN KELOMPOK MELALUI TEKNIK MIND MAPPING UNTUK MENINGKATKAN PERENCANAAN KARIR PADA SISWA KELAS XII SMA TUNAS KELAPA SAMARINDA TAHUN AJARAN 2024/2025

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### Abstract

This research is based on issues related to students' career planning. According to the results of a need assessment using AUM, 37.5% of students face problems regarding careers and employment, a relatively high percentage at SMA Tunas Kelapa Samarinda, indicating that students have not yet been able to effectively plan their careers. The study was conducted from August 19 to 30, 2024, with the aim of determining the effectiveness of the mind mapping technique in improving the career planning of 12th-grade students at SMA Tunas Kelapa Samarinda for the 2024/2025 academic year. This is an experimental study using a pre-experimental design with a one-group pretest-posttest approach. The sample consisted of 6 students, selected using purposive sampling. Data collection was carried out using a questionnaire. The data analysis technique employed in this study was parametric statistics, specifically the paired t-test. The results of the study showed an improvement in students' career planning, with an average pretest score of 117.8 and an average posttest score of 134. The t-test analysis produced a sig. (2-tailed) value of 0.005, which is less than 0.05, indicating a significant difference between the pretest and posttest scores. In line with the research question, the results demonstrate that the mind mapping technique is effective in improving students' career planning. Thus, it can be concluded that this study aligns with the research question and the author's hypothesis. The conclusion of this study is that the career planning of 12th-grade students at SMA Tunas Kelapa Samarinda for the 2024/2025 academic year can be improved through group counseling services using the mind mapping technique.

### Introduction

High school students are psychologically entering the stage of adolescent development, which is a transitional period from childhood to adulthood. (Shidiq, 2018: 80) states that adolescence is highly relevant in determining one's future life.

Based on the results of the Problem Identification Tool (AUM) analysis conducted on 12th-grade students of SMA Tunas Kelapa Samarinda in June 2024, the highest problem area was in the field of career and employment (KDP) at 37.5%, as several students were found to have low career planning. This finding is further supported by interviews with the school counselor (BK teacher), who explained why addressing low career planning among 12th-grade students is crucial. The counselor of SMA Tunas Kelapa Samarinda stated, "The issue of low career planning among 12th-grade students is very important to address immediately because they will soon continue their studies at the university level or enter the workforce. They are faced with choices regarding schools and majors, or career fields and professions. They need to be given proper understanding to ensure they do not

make the wrong choices in selecting a career path or university, and to avoid simply following their friends' decisions".

The analysis of the AUM for 12th-grade students in the career domain revealed several statement items with high percentages, namely: (1) not yet knowing which field of work is suitable, (2) lacking broad knowledge about job opportunities, and (3) anxiety about the possibility of becoming unemployed. This is also evidenced by students who admitted to feeling confused and asking questions about career and further education after graduation. These issues reflect the low level of career planning among students at SMA Tunas Kelapa Samarinda, compounded by monotonous and unengaging career guidance.

(Masfiah et al., 2020), It is stated that career guidance services are activities provided by school counselors to students, offering information about continuing their education (Kartadinata, 2015). Therefore, professional guidance is necessary to assist students in making career choices. Career guidance is considered a highly important strategy for helping students in making informed career decisions.

A previous study correlating with this research was conducted by Julia Nazir in 2020, titled "The Effectiveness of the Mind Mapping Technique in Group Guidance Services to Improve Students' Career Planning Abilities." The findings of this study concluded that group guidance using the mind mapping technique is effective in enhancing students' career planning. This is evidenced by an average pretest score of 51, which increased to a high category with an average posttest score of 81 after applying the mind mapping technique in group guidance services. The hypothesis test results showed a significance value of  $0.005 < 0.05$ , thus accepting the alternative hypothesis.

A similar study was conducted by Salistina Ayu in 2022, titled "The Effectiveness of the Mind Mapping Technique in Group Guidance Services to Improve Students' Career Planning Abilities." The findings concluded that group guidance using the mind mapping technique is effective in enhancing students' career planning, as evidenced by a significance value of  $0.005 < 0.05$ . Based on the analysis and discussion, there was an increase in the average score of the career planning questionnaire. The study concluded that group guidance with the mind mapping technique is effective in improving students' career planning.

This study is also aligned with research conducted by Tri Susilo Hesti Ningkrum in 2023, titled "The Effectiveness of Group Guidance Services Using the Talking Chips Technique to Improve Career Planning Skills of 9th-Grade Students at SMP PGRI 1 Semarang." The results showed that group guidance using the talking chips technique had a significant impact on the career planning of 9th-grade students at SMP PGRI 1 Semarang. The effect of group guidance in improving students' career planning through the talking chips technique was demonstrated through hypothesis testing. The study revealed a significance value (2-tailed) of  $0.007 < 0.05$ , indicating a significant difference between the pre-test and post-test variables, thus accepting the alternative hypothesis ( $H_a$ ) and rejecting the null hypothesis ( $H_0$ ).

Based on the explanation above, this study aims to examine the effectiveness of the mind mapping technique in enhancing students' career planning through group guidance. Therefore, the researcher is interested in conducting a study titled "The Effectiveness of Group Guidance Using the Mind Mapping Technique to Improve Career Planning among 12th-Grade Students at SMA Tunas Kelapa Samarinda in the 2024/2025 Academic Year."

## METODE

The type of research used is experimental research with a pre-experimental design, specifically a one-group pretest-posttest design, utilizing a quantitative approach. The subjects for this research were determined through non-probability sampling using purposive sampling, with a total of 6 subjects. The data instrument used in this study is a career planning scale. The data collection procedure is as follows: distributing the Problem Identification Tool (AUM) to students, developing a career planning scale for high school students, administering the career planning scale to the research subjects, and processing and analyzing the data from the scale.

In this study, two measurements were conducted. The first measurement was used to assess students' career planning before being provided with group guidance services using the mind mapping technique (O1), referred to as the pretest. The second measurement assessed career planning after the treatment, in the form of group guidance services using the mind mapping technique (O2), referred to as the posttest. The research design is explained in more detail through the following diagram:



Explanation:

- O1 : Pre-test score (before treatment)
- X : treatment (group guidance using the mind mapping technique)
- O2 : Post-test score (after treatment)

This study involved 15 students as the population. The sampling technique used was purposive sampling, meaning that the selection of sample members was based on specific criteria. These criteria included having low career planning, frequently asking about careers, difficulty in finding career information, inability to make career decisions, and concern about the future.

This study employed various data collection techniques, specifically the normality test. (Sugiyono, 2019) It explains that the purpose of the normality test is to determine whether the regression model for both the dependent and independent variables follows a normal distribution. The data analysis used is the T-test analysis. (Rosalina Linda et al., 2023: 93-94) It explains that the T-test is one of the tests used to determine whether there is a significant (meaningful) difference between two sample means (two variables being compared). The function of the T-test is to compare the means of two paired groups.

This study employs a Likert scale to measure the questionnaire. According to (Sugiyono, 2019: 146), It is used to measure the attitudes, opinions, and perceptions of individuals or groups regarding a phenomenon. The Likert scale utilized consists of 4 points: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD).

## Results and Discussion

### Result

This study was conducted at SMA Tunas Kelapa Samarinda from August 19 to August 30, 2024. Group guidance using the mind mapping technique was provided to 6 students who were the subjects of the research and exhibited low career planning.

The analysis of the effectiveness of group guidance using the mind mapping technique to improve career planning among 12th-grade students at SMA Tunas Kelapa Samarinda for the 2024/2025 academic year was initially calculated using the normality test and hypothesis test. The normality analysis was conducted to examine whether the research sample data were normally distributed. The normality test was performed using SPSS version 26, employing the Kolmogorov-Smirnov statistical test.

Table 1. Results of the Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kategori	Statistic	Df	Sig.	Statistic	Df	Sig.
Data	Pretest	.179	6	.200 <sup>*</sup>	.977	6	.936
	Posttest	.276	6	.169 <sup>*</sup>	.855	6	.172

Based on the table above, the normality test values are 0.936 for the pretest and 0.172 for the posttest. Therefore, it can be concluded that the significance value is greater than 0.05, indicating

that the group guidance service using the mind mapping technique to improve students' career planning has data that is normally distributed.

Table 2. Results of the Statistical Hypothesis Test  
 Paired Samples Test

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Perencanaan Karir - Posttest Perencanaan Karir	16.166	.471	.458	25.056	7.276	4.674	.005	

Based on the table above, the significance value (2-tailed) is 0.005 < 0.05, indicating a significant difference between the pretest and posttest.

Table 3. Average Scores of Pretest and Posttest

Pretest	Posttest
117,8 %	134 %

The comparison of students' career planning results before and after using the mind mapping technique shows that the average pre-test score was 117.8, while the post-test score was 134. Based on Table 2, it can be concluded that the career planning of 12th-grade students at SMA Tunas Kelapa Samarinda improved before and after using the mind mapping technique.

**Discussion**

The use of mind mapping in the career planning process can have a significant impact on enhancing the career planning of 12th-grade students at SMA Tunas Kelapa Samarinda. The application of the mind mapping technique has proven effective in improving students' career planning. (Khayati & Lathifah, 2022: 133) It is stated that the stages of group guidance using the mind mapping technique are as follows: the introduction stage, the transition stage, and the activity stage. The material is delivered in each session, detailed as follows: administration of the pretest, delivery of the material, and administration of the posttest.

In the first meeting, the material covered was about career understanding, divided into two sessions. In the first session, the researcher provided an explanation of the material on career understanding. The topics covered included the definition of a career, essential preparations, aspects of career planning, and factors influencing career planning. The aim was for group members to comprehend the concept of career understanding. During this meeting, students were still adapting. This was followed by the second session, where students engaged in mind mapping. The results of the mapping indicated that students were able to effectively plan their careers, in accordance with the material on career understanding, which included the definition of a career, necessary preparations, aspects, and factors of career planning.

In the second meeting, the material covered was about seeking information on career options, divided into two sessions. In the first session, the researcher provided an explanation of the material on seeking information about career choices. The topics discussed included the definition of career information, options for pursuing higher education, various academic programs at universities, types of professions, career options after high school, entrepreneurial career options, and the advantages and disadvantages of these career choices. The objective was for group members to seek, select, and plan their career options for the future. The group guidance session began with greetings, inquiries about well-being, and expressions of gratitude to the group members

for taking the time to attend. In this first session, the group members were quite cohesive in responding to the group leader's questions regarding the material being discussed. Moving on to the next session, in addition to the researcher providing treatment through group guidance, the researcher observed the results of the mind mapping, where three students chose to attend college after high school, two students opted to work after high school, and one student selected entrepreneurship as a career option.

In the third meeting, the material focused on career planning decision-making. In the first session, the researcher provided an explanation of the material regarding decision-making in career planning. The topics covered included the definition of decision-making in career planning, factors influencing career decision-making, decision-making regarding college choices, decision-making about working after high school, and decision-making in entrepreneurship. The objective was for group members to understand decision-making in career planning. The medium used for this session was PowerPoint. The group guidance session began with greetings, inquiries about well-being, and expressions of gratitude to the group members for taking the time to attend.

### Conclusion

based on the results of the study conducted on the effectiveness of group guidance services using the mind mapping technique to enhance career planning among 12th-grade students at SMA Tunas Kelapa Samarinda for the 2024/2025 academic year, there was a significant difference in scores between the pretest and posttest, with posttest results indicating an improvement from the pretest. It was found that there were 2 students with career planning categorized as moderate and 4 students categorized as high. After receiving group guidance using the mind mapping technique, all 6 students in the sample increased to the high category, indicating that the students were able to effectively plan their careers.

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