

THE EFFECT OF CAREER GUIDANCE ON CAREER PLANNING MATURITY IN STUDENTS AT MAS TAHFIDZ ROKAN HULU: STUDENTS WHO WILL CONTINUE THEIR EDUCATION IN SAUDI ARABIA

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ABSTRACT

This study aims to analyze the effect of career guidance on students' career planning maturity at MAS Tahfidz Rokan Hulu, especially for those preparing to continue their studies in Saudi Arabia. The background of this research lies in the low level of students' readiness to plan their future careers, reflected in limited self-understanding, lack of career information, and difficulties in decision-making. This study used a quantitative correlational design involving 34 students from grades X, XI, and XII who participated in career guidance and preparation programs for studying in Saudi Arabia. Data were collected using two Likert-scale questionnaires (5-point scale) measuring career guidance and career planning maturity, and analyzed using Pearson's Product Moment correlation assisted by SPSS. The results showed a positive and significant correlation between career guidance and career planning maturity ($r = 0.66$; $p = 0.002 < 0.05$), with a coefficient of determination of 43.56%. This indicates that effective career guidance contributes substantially to students' maturity in planning their future careers. The study concludes that systematic and spiritually integrated career guidance enhances students' self-awareness, decision-making abilities, and preparedness for academic and career pathways, particularly for those pursuing further education in Saudi Arabia.

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INTRODUCTIONS

Career planning is one of the important aspects in the development of individual lives, including for students at MAS Tahfidz Rokan Hulu. Students are not only required to have academic intelligence, spiritual and moral skills, but also the ability to recognize their potential, understand career opportunities, and make

careful planning for students' future careers. Careful career planning from school age is an important part and needs to get attention from schools, especially from guidance and counseling teachers. Career guidance provided by BK teachers at school can help students in planning students' future careers. So that students have a clear career flow, have a clear career plan that suits the talents of students' interests.

The results of the pre-research in the field show that many students at MAS Tahfidz Rokan Hulu are still confused in determining the direction of further education, not having a mature career plan. The results of the initial interviews and observations at MAS Tahfidz Rokan Hulu which will be held at the end of March 2025, almost 75% of students do not have a clear picture of their future career planning in accordance with their talents. There are even some of them who don't know what their potential is, what talents they have. This is due to a lack of experience in self-exploration, limited career information, confusion of choices from parents, not getting support from parents, lack of interest in students to come to Guidance and Counseling teachers at school to conduct career guidance, and the implementation of career guidance services in schools is still not systematic. As a result, the maturity of students' career planning becomes low, which has an impact on the emergence of doubts in future career-related decision-making. So it is not uncommon for mistakes to occur in choosing a major when applying to study at a university.

Career guidance serves as a means of developing students' careers through the process of self-understanding, career and environmental exploration, and future planning. Super (1990) states that a career is a life journey that includes a series of roles that a person lives in continuously. Therefore, individuals need to have *career maturity* or mature career planning in order to be able to adapt to social changes and the needs of the world of work. Through career guidance services, students can be helped to recognize their potential, understand their talents and interests, recognize career opportunities, develop career insights, confidence, and the ability to make career decisions rationally and responsibly.

Effective career guidance services are able to direct learners to prepare for the future with clear and planned steps (Winkel, 2013; Yusuf & Nurihsan, 2014). The results of Rambe's research (2025) show that career guidance that is carried out in a structured manner can improve students' ability to recognize interests, assess their abilities, and develop more mature future plans. Miharja (2019) added that Islamic career guidance services have a significant effect on career maturity, even when controlled by gender factors and educational background.

Career guidance has a positive effect on the maturity of career planning of students at various levels of education. The results of the research of Sari (2022) and Putri (2023) show that value-based career guidance services and a participatory approach can increase the clarity of future direction and confidence of students. Lestari research (2021) found that students' non-involvement in the career exploration process is the main factor in low career maturity. Therefore, in order for students to have the maturity of career planning, guidance and counseling teachers need to carry out career guidance in a structured, mapped, and implemented as early as possible from the time the initial student enters MAS Tahfidz Rokan Hulu. Especially for students who will continue their studies in Saudi Arabia.

The implementation of career guidance services within MAS Tahfidz Rokan Hulu, especially for students who will continue their studies in Saudi Arabia is very important. Through career guidance services, students are expected to be able to identify their interests and talents/potentials, understand various alternative career options, and be able to develop the ability to make the right decisions. So that the choices taken can be in accordance with the student's personal circumstances.

The results of the pre-research on some alumni who want to continue their studies in Saudi Arabia experience various obstacles such as: confusion about the first steps that must be taken to prepare to study in Saudi Arabia, confusion in learning Arabic, not passing the selection exam, confusion in choosing a major, family economic challenges and differences of opinion with parents. So there are some students who end up not continuing their studies in Saudi Arabia because of these various obstacles.

With career guidance, students who will continue their studies in Saudi Arabia are assisted to plan their careers from the beginning of entering MAS Tahfidz Rokan Hulu. Students who will continue their studies in Saudi Arabia are given an alternative Arabic language learning room, then assisted by BK teachers to select majors that suit the talents and interests of students. So it is hoped that there will be no cases of wrong majors

or cases of students who want to study in Saudi Arabia but fail because they do not pass the selection. Career guidance has a big impact in helping students in planning their careers.

Career guidance that is systematically designed can be an important variable in increasing the maturity of students' career planning. Through a correlational quantitative approach, this study will analyze the extent to which career guidance affects the maturity of students' career planning at MAS Tahfidz Rokan Hulu.

The results of this research are expected to make a theoretical contribution to the development of guidance and counseling science, especially in the field of career development. Practically, the results of the research can be a reference for Guidance and Counseling teachers in designing career guidance services that suit the needs of students, including students who will continue their studies abroad.

METHOD

This study is a correlational quantitative research to examine the significant influence between career guidance and career planning maturity for MAS Tahfidz Rokan Hulu students who are going to continue their studies in Saudi Arabia. The population in this study is all students of MAS Tahfidz Rokan Hulu. The sample in this study is 34 students in grades X, XI, and XII who participated in the career guidance activities and followed the guidance of Saudi Arabia.

The instrument in this study uses a likert scale questionnaire that assesses two variables: (1) career guidance, including self-understanding, career information, decision-making, and future planning; (2) Career planning maturity, including self-awareness, career knowledge, and decision-making skills. The likert scale questionnaire uses 5 points, with the following score range.

Likert Scale Score on Research Instruments

Answer Options	Score
Strongly Agree (SS)	5
Agree (S)	4
Hesitation (RG)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Data analysis used *Pearson's product moment correlation* with the help of SPSS to determine the relationship between variable X (career guidance) and variable Y (career planning maturity). The significance test was carried out with the criterion $p < 0.05$.

RESULTS AND DISCUSSION

The results of the study show that the general overview of the implementation of career guidance and career planning maturity for students at MAS Tahfidz Rokan Hulu is in the medium category. The results of the descriptive data analysis of the research variables are presented in the following table.

Table 1. Descriptive Data Test Results of Research Variables- Career Guidance and Career Planning Maturity

Variable	N	Mean	Standard Deviation (SD)	Information
Guidance Careers (X)	34	114.05	10.16	Keep
Maturity Planning Careers (Y)		110.25	8.98	Keep

The results of the statistical calculation in table 1 above show that the mean in the career guidance variable is 114.05 with SD 10.16, while the mean in the career planning maturity variable is 110.25 with SD of 8.98. The test results are presented in the following table 1, both variables show in the medium category. This means that in general, students consider that the career guidance provided by BK teachers has an influence on their career maturity planning.

This means that students who take career guidance with BK teachers have more targeted career planning compared to students who have never participated in career guidance at all. This indicates that there is a need for adjustments between the approach to career guidance provided by BK teachers and the diverse needs and characteristics of students. As well as an appeal for all students who do not have a mature career plan to come to BK teachers to carry out career guidance.

Furthermore, to find out the influence of career guidance on career planning maturity, it can be seen from the results of the *product moment test*. The results of the product moment *correlation test* are also presented in the following table.

Table 2. Product Moment Correlation Test Results between Career Guidance and Career Planning Maturity

Variable	N	r (Pearson Correlation)	Sig. (p)	Information
Guidance Career (X) - Maturity Planning Careers (Y)	34	0.66	0.002 (< 0.05)	There was a significant positive correlation

The results of the analysis of the *Pearson moment product* correlation test in table 2 above show a correlation coefficient value of 0.66 with a significance value (p) = 0.002 < 0.05, which means that there is a positive and significant relationship between career guidance and the maturity of students' career planning.

The hypothesis about the influence of career guidance on the maturity of career planning of MAS Tahfidz Rokan Hulu students concluded that H_a was accepted. The career guidance provided to students significantly affects the maturity of students' career planning, especially students who will continue their studies to Saudi Arabia.

The value of the determination coefficient (r^2) of 0.4356 indicates that about 43.56% of the variation in career planning maturity can be explained by career guidance factors, while the remaining 56.44% is influenced by other factors such as family support, self-efficacy, social environment, and learning motivation. Other factors can be in the form of self-efficacy, social support, motivation to learn, and personal values. These findings are in line with the research results of Rambe & Syafitri (2025) and Miharja (2019) which show that career guidance has a significant influence on future planning and career maturity of students.

The findings of this study show that career guidance services play an important role in helping learners develop comprehensive career maturity. The services provided by Guidance and Counseling teachers through classical approaches, career information, and individual counseling have been proven to be able to increase self-understanding, broaden career horizons, and strengthen students' ability to make the right career decisions.

The results of this positive correlation also confirm that career guidance services at MAS Tahfidz Rokan Hulu have helped students recognize their potential, understand career opportunities, and form mental and spiritual readiness in determining the direction of the future. Students who actively participate in career guidance services have clearer career planning, have self-awareness, clarity of goals, and career decision-making skills.

The results of this study show that planned career guidance services can help students recognize themselves and potential, recognize their interests, and be able to make career decisions. Like students who will continue their studies in Saudi Arabia, become more confident in the career decisions taken, and find the right strategies to strengthen their preparation for going to Saudi Arabia after participating in guidance and counseling activities.

The findings in this study show that the better the career guidance services that students receive, the higher the level of maturity in planning their future careers. Students who receive career guidance services in a structured manner by Guidance and Counseling teachers show significant improvements in terms of self-awareness, understanding of career opportunities, and decision-making skills.

Students demonstrate the ability to plan concrete steps, such as improving Arabic language skills, following Saudi Arabian guidance provided by the school, seeking information about universities in Saudi Arabia and seeking information on majors at universities, as well as preparing the necessary administrative files to continue their studies abroad. The career guidance provided at MAS Tahfidz Rokan Hulu includes various activities, such as:

1. individual counseling,
2. take the Interest aptitude test provided by the Ministry of Education (ABM: Apt Assessment Request),
3. group guidance,

4. Saudi Arabia tutoring, and
5. providing career information directly through large classes (classical guidance).

The process helps learners understand themselves, recognize talents and interests, and connect their potential with realistic career choices. Based on the results of questionnaires and interviews, information was obtained that the aspects of career guidance that have the most influence on career planning maturity include self-understanding, career information, decision-making, and future planning.

1. Self-understanding helps students recognize their strengths and weaknesses, so that they are more confident in choosing the appropriate career path.
2. Career information provides insight into various professions, educational paths, and job opportunities that are relevant to their competencies.
3. Decision-making trains learners to think critically, consider the consequences of each choice, and make decisions with responsibility.
4. Future planning leads learners to devise strategic steps to achieve their expected career goals.

The increase in career planning maturity can be seen from the changes in students' behavior and mindset after participating in career guidance services. Students become more aware of their potential, have a clearer future orientation, and are able to make rational career decisions. In the aspect of self-awareness, students begin to be able to identify personal interests and talents and associate them with appropriate career opportunities. In terms of career knowledge, they better understand the career alternatives and educational paths available, including study abroad opportunities. Meanwhile, in the aspect of decision-making ability, students begin to show the courage to make career choices based on logical considerations and personal values that are believed. These changes show that career guidance has played an effective role in helping learners achieve the expected career maturity.

The role of Guidance and Counseling teachers who are able to be facilitators and motivators has been proven to have a positive impact on increasing students' career readiness. However, this study also found several shortcomings in the implementation of career guidance services, such as:

1. limited time for the implementation of career guidance services, due to limited hours of guidance and counseling,
2. counseling rooms that are not yet available (the BK room is still occupying the school studio room), and
3. The low awareness of some students on the importance of career planning.

These shortcomings require a strategy for the development of guidance and counseling programs, as well as cooperation between homeroom teachers, BK, students, curriculum, and school principals, so that guidance and counseling services can be provided in a continuous and adaptive manner to the needs of students.

The results of this study also support the theory of career development put forward by Donald Super, who explains that career maturity is the result of a person's self-development process in understanding their potential, interests, and life values. The stages of exploration and career determination as explained by Super can be achieved through systematic and continuous career guidance activities.

In this study, career guidance services at MAS Tahfidz Rokan Hulu helped students go through the exploration process effectively. This result is in line with the research of Rambe and Syafitri (2025) which also found a positive relationship between career guidance and future planning of students with an equally strong correlation value ($r = 0.66$). The similarity of these findings strengthens the empirical evidence that career guidance services implemented with counseling, discussion, and self-exploration methods have been proven to be able to significantly increase students' career readiness.

The results of the research of Miharja (2019), Fakhriyani and Sa'idah (2022) which confirm that the effectiveness of career guidance will be more optimal if it is integrated with Islamic spiritual and moral values. In line with the research at MAS Tahfidz, the spiritual approach provides additional meaning for students in designing careers. Students not only view careers as an economic means, but also as a form of devotion and worship to Allah SWT. The integration of religious values in the guidance process helps students understand that career success is not only measured by material achievements, but also by the extent to which the career brings benefits to themselves and society.

The findings of this study have important implications for the development of career guidance programs at MAS Tahfidz Rokan Hulu. The implications are as follows.

1. Career guidance services should be carried out continuously from the time students enter MAS Tahfidz Rokan Hulu, not just before graduation.
2. Career guidance needs to be integrated with the educational curriculum and Islamic values so that students have a complete view of the meaning of career.
3. Cooperation between the school and external institutions such as universities, scholarship institutions, and alumni is needed so that students get real insight into the world of work and further education.
4. Guidance and Counseling Teachers need to continue to improve their competence in providing services that are adaptive to the development of the times and the needs of students.
5. Guidance and Counseling teachers need to establish continuous communication with parents/guardians of students about the development of students at school, especially regarding career planning.

Overall, the results of this study confirm that career guidance has a significant influence on the maturity of career planning of students at MA Tahfidz Rokan Hulu. A strong positive relationship between the two variables ($r = 0.66$; $p = 0.002$) showed that the implementation of planned and Islamic career guidance services plays an important role in helping students recognize their potential, understand career opportunities, and make rational and responsible decisions. About 43.56% of career planning maturity can be explained by the effectiveness of career guidance services, which means that almost half of learners' career readiness is determined by the quality of educational interventions they receive. Thus, it can be concluded that career guidance that is carried out professionally, systematically, and based on Islamic values not only increases students' career readiness, but also forms an independent, confident, and spiritually conscious character in determining the direction of the future, especially for students who aspire to continue their education in Saudi Arabia.

CONCLUSION

This study empirically proves that career guidance has a positive and significant influence on the maturity of students' career planning at MAS Tahfidz Rokan Hulu, with a correlation value of $r = 0.66$ and a significance of $p = 0.002$ ($p < 0.05$). These findings show that the better the career guidance services provided by Guidance and Counseling teachers, the higher the level of career planning maturity of students. As much as 43.56% of the variation in career planning maturity was explained by the effectiveness of career guidance, while the rest was influenced by other factors such as family support, self-efficacy, learning motivation, and social environment.

The results of this study affirm Donald Super's career development theory, that career maturity is the result of an individual's development process in understanding self-potential, values, and meaningful life direction. Career guidance that is carried out systematically helps students go through the exploration stage to career determination in a more targeted manner. At MAS Tahfidz Rokan Hulu, services that are integrated with an Islamic approach have been proven to be able to foster a clearer self-awareness, independence, responsibility, and future orientation, especially for students who will continue their studies in Saudi Arabia.

Practically, the results of this study confirm that career guidance services need to be provided on a continuous and adaptive basis to the needs of students. Guidance and Counseling teachers are expected to be able to play a role as facilitators and motivators in helping students recognize their potential, understand career opportunities, and make wise decisions based on spiritual values and rationality. Strengthening cooperation between schools, parents, and continuing education institutions is a strategic step to foster complete career readiness.

It can be concluded that professional, systematic, and Islamic values career guidance not only increases the maturity of students' career planning, but also forms an independent, visionary, and worship-oriented personal character. This kind of career guidance service is an important foundation in producing a generation of students who are ready to face global challenges without losing their spiritual direction and Islamic identity.

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