



Analysis of Career Planning Level of High School Students: The Impact of Career Counseling in Schools

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ABSTRACT

Background: Career planning is a fundamental developmental task during adolescence, serving as a critical pathway toward achieving future economic independence and navigating post-secondary transitions. High school students often experience indecision regarding higher education and occupational pathways due to limited exposure to structured career information. Therefore, assessing student career readiness is crucial for establishing effective, responsive school counseling interventions. **Objective:** This study aims to analyze the profile and distribution of career planning levels across different grade cohorts at SMA Negeri 11 Bandung. **Method:** A quantitative descriptive design was utilized, involving 90 high school students selected through probability sampling techniques. Data collection was executed using structured questionnaires assessing multidimensional career planning indicators, corroborated by non-participant observation and administrative documentation. The collected data were analyzed using prerequisite normality tests and descriptive statistics. **Results:** The findings indicated a female-dominated sample (67%). Developmentally, twelfth-grade students demonstrated the highest career planning maturity, with 70% categorized as high, surpassing tenth-grade (40%) and eleventh-grade (50%) peers. Overall, the predominant proportion of students across all cohorts remained situated within the moderate career planning category. **Conclusion:** The majority of students exhibit moderate career planning readiness, emphasizing the imperative need for systematic, stage-specific career counseling programs to foster well-informed academic and vocational decisions. **Originality/Value:** This study contributes novel insights to the field of developmental guidance and counseling by uncovering differentiated profiles and progressive stages of student career planning across secondary grade cohorts regarding future career choices and higher education pathways within the high school context, which remains under-explored in integrated school settings. These findings enrich empirical evidence and serve as a strategic reference for designing targeted group guidance programs and developmental school-based career counseling interventions.

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1. INTRODUCTION

Guidance and counseling is an assistance service to students, both individually and in groups to be able to be independent and develop optimally (Alfaris et al., 2021). One of the tasks that must be passed by a student in his development period is to be able to plan his career for the future. A career is a job or position pursued and believed to be a life calling that permeates the entire realm of one's thoughts and feelings and colors one's lifestyle as a whole (Adiputra, 2015). High school students aged 15-19 years are in the crystallization period, a period where students

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begin to seek the provision of knowledge and skills through formal and non-formal education, to prepare for the future of their lives (Fakhrudin, 2019). Adolescents who are in high school have developmental tasks that should be achieved, namely economic independence that must be achieved in their lives. (Rahmatyana & Irmayanti, 2020). Economic independence cannot be achieved before adolescents choose a job and prepare themselves to work. This is indicated by the ability of adolescents to recognize their potential and the direction of their interests for a career field that adolescents want to pursue later and choose a major that is their career.

An individual's career development consists of aspects of the development of career attitudes, which include career planning decisions, and career exploration; development of knowledge and skills, which include knowledge of decision-making, and knowledge of the world of work information (Heriyanto et al., 2021).

High school students who have graduated will then continue their education to the next level, either in private/public universities or other options, namely work. The characteristics of students in choosing and planning careers are (1) having an understanding of the world of work; (2) having special interests and talents for certain careers; (3) having a career-related personality; (4) having career-related values (Pascual, 2014). However, sometimes students experience confusion about this because they do not have a plan for the future. Therefore, students need to get supplies related to this so that students can plan their careers in the future (Ahmed et al., 2019). Career planning is a person's process of choosing career goals, the path used to achieve these goals, and the steps to achieve their career goals (Gati & Kulcsar, 2021). So that it can achieve success in the future according to what it aspires to (Adityawarman et al., 2020).

The definition of a career that covers all aspects of a person's life, which in this case includes three aspects, namely (a) life role, for example as a worker, family member, or community member, (b) life environment (life setting), in the family, school, work environment, (c) life events, when entering a job, marriage, changing duties, losing a job, resigning from a job (Vondracek et al., 2019). Therefore, career planning needs to be instilled and developed as a support for students in achieving their goals. Guidance or mentoring that leads to career planning for Vocational High School students is the main thing. Career planning is one of the important aspects in the stages of career development (Wibowo, et al., 2021). Decisionmaking skills are the main goal in career planning that must be pursued by each individual (Atmaja, 2014).

In adding and developing information about careers to students, one of the things that guidance and counseling teachers can do or provide is using career guidance. Career guidance is guidance in preparing for the world of work, in choosing a particular job or position/profession and equipping yourself to be ready to hold that position, and in adjusting to the various demands of the job field that has been entered (Lukman et al., 2020). Guidance and counseling teachers must provide facilities for achieving the career development tasks of their students (Nkechi et al., 2016).

This study addresses a gap in the existing literature where limited research has simultaneously examined both the level of career planning among high school students and the direct impact of school-based career counseling. While previous studies have often explored these aspects separately, few have provided a comprehensive analysis that connects students' career planning profiles with the effectiveness of the counseling services they receive. The novelty of this research lies in its integrated approach, offering empirical evidence on how career counseling in schools influences students' readiness and ability to plan for their future careers. This study contributes valuable insights for educators and school counselors aiming to design more targeted and impactful career guidance programs.

2. METHOD

2.1 Research Design

The research method uses a quantitative approach. A quantitative approach is when the data collected is quantitative data or other types of data that can be quantified and processed using statistical techniques (Yusuf, 2017).

2.2 Research Sample

This research was conducted at SMA Negeri 11 Bandung in 2022. The sample of this study was 90 students, consisting of first-grade, second grade and thirdgrade students. The research sample was randomly selected using probability sampling, which is a sampling technique that uses the rules of chance in the sampling process. In line with the characteristics of quantitative methods where the sample used is broad, random, accurate, and representative (Nurlan, 2019).

2.3 Research Instruments

The research instrument used by researchers in the data collection process uses three instruments, among others:

- a) Questionnaires. researchers spread questionnaires to students to know the level of career planning carried out by test actions and tests.
- b) Observation in this study was used as secondary data collection. This observation is of course carried out by the researcher. Researchers made observations of implementation activities and student activities. Obsevation of implementation activities starts from action planning to action implementation. Observation of student activities is carried out during the implementation of group guidance.
- c) Documentation studies in this study are used as written supporting data such as student handbooks, group guidance service program designs, photos, and others.

2.4 Data Analysis

Data analysis was carried out through prerequisite analysis testing, namely the normality test to see whether the data was normally or abnormally distributed using the Kolmogrov Sminov formula.

3. RESULTS AND DISCUSSION

3.1 Results

Based on the results of the data analysis that has been carried out, the following are the results of the descriptive analysis of student career planning

3.1.1 Percentage of Student Gender

The description of the research sample description is described in the table 1 below:

Table 1. Percentage of Student Gender

No	Gender			
	Frequency		Percentage	
	Male Students	Female Students	Male Students	Female Students
1	4	19	17%	83%
2	11	21	34%	55%
3	13	22	37%	63%
	Average		29%	67%

From the table above, it is known that the average (percentage) of male students is 29% and the average (percentage) of female students is 67%. This shows that the average sample in this study dominates female students.

3.1.1 Students' Career Planning Level

The description of the level of student career planning (profile) is described in the table below:

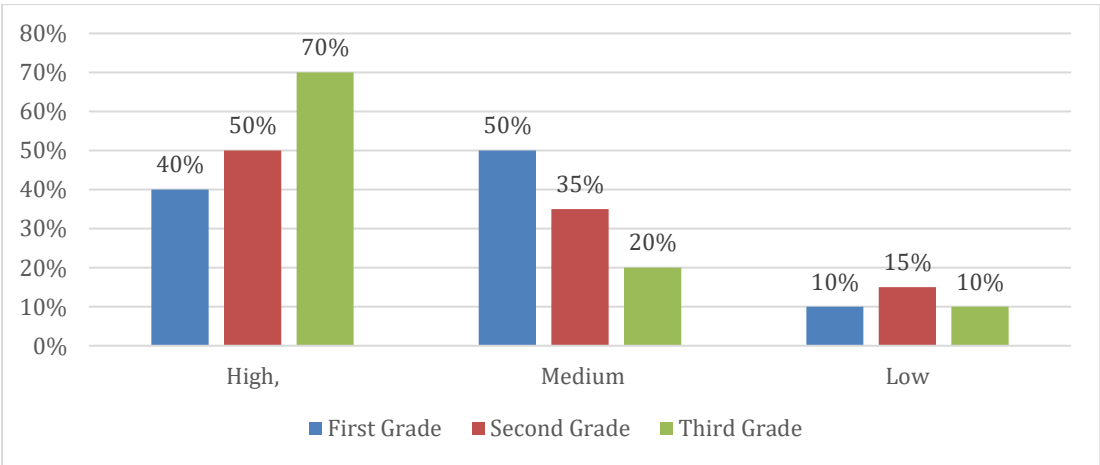


Figure 1. Chart of Students' Career Planning Level

Based on the table above, it can be seen that in firstgrade students the level of career planning in the high category is 40%, the medium is 50% and the low is 10%. In second-grade students the level of career planning in the high category is 50%%, medium is 35% and low is 15%. In third-grade students, the level of career planning in the high category is 70%, the medium is 20% and the low is 10%. These results indicate that third-grade students have a higher career planning profile than firstgrade and second-grade.

3.1.1 Percentage of Students' Career Planning Level

The description of the percentage of students' career planning level is described in the table 2 below:

Table 2. Percentage of Students Career Planning Level

No	Category						Total	
	High		Medium		Low		Frequency	Percentage
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage		
1	3	13%	18	78%	2	9%	23	100%
2	17	53%	11	34%	4	13%	32	100%
3	5	14%	28	80%	2	6%	35	100%
Total	25	80%	57	192%	8	57%	90	300%

Based on the table above, shows that the percentage of students' career planning levels in the 'High' category is 80%, the percentage of students' career planning levels in the 'Medium' category is 192% and the percentage of students' career planning level in the 'Low' category is 57%. This shows that the percentage profile of the highest level of student career planning is in the 'Moderate' category.

3.2. Discussion

The results showed that the level of career planning of students at SMA Negeri 11 Bandung who were randomly selected fell into the moderate category. Proper career planning can direct students in choosing the right job or study program. Conversely, if students do not have enough information about the world of work, they will tend to be confused and less able to choose the appropriate job. Based on the results of the study career planning at SMAN 11 Bandung several categories show the ability of students to plan their careers. This is evidenced by the percentage results of students' career planning level in the moderate category. It can be concluded from the overall percentage results that students' career planning at SMAN 11 Bandung is in the moderate cate-gory.

The results of this study are in line with research conducted by Wardani & Trisnani (2019) which states that there is an increase to a moderate category with a total of 89. The results of research conducted by Rangka & Prasetyaningtyas (2022) state that female students have a higher career-planning tendency compared to male students. The results of this study differ from similar research conducted by Rohma, 2023) which revealed that students' career planning had a low category based on a career planning measurement scale with 6 meetings.

Understanding career planning is students' knowledge in developing themselves and playing a role in choosing a college which is characterized by indicators limited by researchers, namely: students can conclude college choices and majors of interest, students can understand the kinds of colleges and majors of interest, and students can understand the requirements for entering college. Career planning according to Rizanuddin (2020) is an individual activity or process that can identify and take ways or steps to achieve career goals, understand and realize oppor-tunities, opportunities, and obstacles. Career planning is also one of the aids to plan goals, compile a series of plans that have been prepared based on the interests talents, and potential of students to prepare for the future effectively because mature career planning will help students prepare for careers and is useful for selecting the type of further study or selecting an employment plan (Sewang & Halik, 2020).

Career planning is something that involves a longterm future that must be planned (Wang et al., 2023). Planning where someone wants to go and what they want to achieve (Dickinson et al., 2013). The following describys some definitions of career planning based on several experts, namely Parson formulated career planning, which is a way to help students choose a career field that suits their potential so that they can be successful enough in the field of work (Pillay, 2020). Career planning needs to be prepared before students are directly involved in the career world (Moblely et al., 2017). Career planning is based on the potential of students so that there is no conflict between the chosen career and their potential (Quinlan & Renninger, 2022).

Aspects of career planning include (1) career understanding, which helps students to develop unity and self-image and roles in the world of work; (2) seeking information, students who have career planning will utilize infor-mation obtained from various sources to learn so that each student has an understanding of careers; (3) planning

and decision making, is a process to determine the steps to be taken in a career to achieve predetermined goals (Reardon, 2017). Career planning is a process of selecting career goals and ways or stages to achieve these career goals based on their potential (Gati & Kulcsár, 2021). The chosen career goal is the student's own choice (Abdo et al., 2016). The potential in question includes talent, interest, personality, and ability within the student himself (Yusof, et al., 2020). After students can determine career goals, they can then determine the ways they must go through to achieve their chosen career (Kinash 2017).

Career planning indicators that have been expressed by Dillard and developed by Krumboltz, the career planning aspect consist of the following indicators (1) studying career information; (2) discussing careers with adults; (3) taking additional education or courses; (4) participating in extracurricular activities; (5) attending training related to the desired job; (6) knowing the conditions of the desired job; (7) knowing the educational requirements for the desired career; (8) can plan what to do after graduating from school; (9) knowing the ways and opportunities to enter the desired career; (10) managing free time effectively (Middleton 2017).

The results revealed that career planning needs to be instilled in students so that later they can choose a job career according to their potential. Through career planning, students will find information on career opportunities that are right for them and train them to make career decisions that are right for them. Someone who has career planning will have a clear career direction and know the steps to be taken with confidence.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implication

The findings of this study have important implications for educational institutions, particularly in the design and implementation of school-based career counseling programs. By identifying that many students exhibit only moderate levels of career planning, the study highlights the need for more structured, consistent, and personalized career counseling interventions. Schools can use this evidence to allocate resources more effectively, train counselors in targeted guidance techniques, and integrate career planning more deeply into the academic curriculum. Additionally, policymakers can draw on these results to support the development of national strategies that enhance career readiness among high school students, ultimately improving their transition into higher education or the workforce.

4.2 Research Contribution

This study contributes to the existing body of knowledge by providing empirical data on the relationship between school-based career counseling and students' career planning levels. It offers a nuanced understanding of how different grade levels respond to career counseling interventions, revealing that third-grade students tend to have more developed career plans. The research also introduces a practical framework for assessing career planning profiles in the school setting, which can be utilized by educators and counselors to evaluate and improve their guidance programs. Furthermore, the study bridges a gap in the literature by linking the effectiveness of counseling services directly to measurable student outcomes, thereby serving as a valuable reference for future research and policy development in the field of career guidance and counseling.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Limitation

The limitations of this research are in the aspect of constraints, the obstacles experienced by researchers, namely during the implementation of group guidance services with modeling techniques, namely time constraints in the implementation of group guidance services, and students who cannot follow the series of group guidance due to dispensation.

5.2 Recommendation for Future Research

For future researchers, this research can be a recommendation regarding the limitations of this research, namely research on career planning for college choices that are of interest, as well as the limitations of the techniques used in this study, namely only showing inspirational figures from videos. For this reason, it can examine or solve problems regarding career planning using group or individual counseling using live models to be more effective. In this study researchers identified group guidance services modeling techniques, it is hoped that future researchers can further explore other strategies related to career planning with more interesting techniques and materials based

on technological developments so that future researchers can correct deficiencies and maintain the advantages contained in this study.

6. CONCLUSION

The results of the study obtained the conclusion that the career planning of students at SMA Negeri 11 Bandung is included in the moderate category whereas the percentage profile of the highest level of student career planning is in the 'Moderate' category. Proper career planning can direct students in choosing the right job or study program. Conversely, if students do not have enough information about the world of work, they will tend to be confused and less able to choose the appropriate job. Career planning needs to be instilled in students so that later they can choose a job career according to their potential. Through career planning, students will find information on career opportunities that are right for them and train them to make career decisions that are right for them. Someone who has career planning will have a clear career direction and know the steps to be taken with confidence.

The role of guidance and counseling teachers is expected to have a big share in providing services. It is clear that students need to get a briefing or guidance related to information about campuses and majors carried out as early as possible to develop their abilities as much as possible and not experience confusion in making career decisions after graduation. Understanding career planning is students' knowledge in developing themselves and playing a role in choosing a college which is characterized by indicators limited by researchers, namely: students can conclude the choice of colleges and majors of interest, students can understand the kinds of colleges and majors of interest, and students can understand the requirements for entering college.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Sumiati Sapitri: Conceptualization, Methodology, Formal analysis, Writing - Original Draft, Data Curation. Mohamad Syafiq: Conceptualization, Writing - Review & Editing.

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The authors utilized [Google Gemini](#) to assist in paraphrasing complex sentences to improve academic clarity and flow. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [IJGCS GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

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