

Optimization of Student Career Planning through Self-Management Guidance Technique Based on Mindmapping Imindmap V4

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Abstract. This Research and Service Program was created and developed with the aim of achieving increased student learning outcomes that specifically finalize career planning through mapping preparation through the online i-mindmap v4 application. This is related to the implementation of career guidance which is an assistance given to individuals to choose, prepare themselves and admit to a position and get a position of advancement in the position they choose. The method used in this research is Quasi Experimental research with Non-equivalent Control Group Design. The sample in the study consisted of 40 students of class XII at SMA Muhammadiyah 07 Serbelawan (Simalunugun) who had career development in very low and low categories. Data collection techniques in this study used a career development instrument questionnaire, interviews, observation and documentation as supporting techniques. The research findings show that the correlation obtained from the output display of the SPSS model summary 20.00 shows the magnitude of the hypothesis test results obtained by $t\text{-count} = 3,869$ and $t\text{-table} = 1,684$ so that the results of $t\text{-count} > t\text{-table}$ ($3,869 > 1,684$) are obtained with a correlation coefficient. 0,931 which indicates a positive influence, resulting in the conclusion that the mind mapping method in career planning has a significant effect on the maturity of students' career planning.

Keywords: mind mapping, career planning, career planning maturity

INTRODUCTION

The Covid-19 Covid-19 pandemic that occurred in the world, especially Indonesia, gave birth to a Government policy that requires students to study from home online during the quarantine period. This has an impact on students' motivation to determine the direction of their career planning, which appears setbacks and unclear. This is clear evidence of the learning behavior that is not being carried out optimally due to the impact of this epidemic. One of the results is the lack of teacher attention in seeing student progress because of the distance and time limitations to maintain and anticipate the spread of the Covid 19 virus. clarity of direction of life to achieve the welfare of students after completing their education.

Students are less interested in developing careers because the provision of career guidance services in schools is not optimal, one of the factors that can be seen is the treatment of teachers who still use learning strategies which tend to be the same every time a class meeting takes place. For example, teachers only present existing college brochures, without providing career guidance material to make it easier for students to take the majors they will choose according to their respective potential. This results in a lack of interest and student response to the services provided because there is no variation in the teaching methods of teachers. So that information about careers is very limited and affects the lack of career development of students and can also affect the choice of the right career.

The problem that most students encounter when they are required to determine a career is career planning. Students who have no career planning tend to have a sense of concern about their future. This is in line with

Mercer's explanation. J et al, (2009: 43-55) stated that the high unemployment rate is one indicator of the weakness of career planning for high school graduates, diplomas and undergraduate degrees. Therefore, careful career planning is needed. Career planning must be tailored to your interests, talents and abilities, as well as choosing further education. Unsuitable career planning will plunge students into uncomfortable situations when they enter higher education, resulting in feelings of laziness, boredom, discomfort, disappointment, despair and can eventually lead to dropping out of education. In order to avoid problems related to career planning, counselors should be able to provide career guidance assistance that can improve students' abilities in planning future careers.

However, this condition is supported by a phenomenon that occurs in class XII IPS at SMA Muhammadiyah 07 Serbelawan having low career development. This is indicated by the presence of students who are still confused when choosing a career, one of these factors is that students tend to be focused on the wishes of their parents who want their children to choose a career path according to their family's profession. So it needs efforts to improve career development by using mind mapping technique career guidance.

Individuals who have unclear career plans will have an impact on career anxiety and worries. Individuals ideally always worry about the future if they do not have a plan whether it is about future careers, what goals to achieve, life plans, and others. If that happens it will cause confusion in carrying out daily activities because there are no clear achievements to strive for in life.

According to Swadarma, Mind mapping is a way of taking notes that is effective, efficient, creative, attractive, easy and efficient because it is done by mapping our thoughts. The use of mind mapping techniques in providing career guidance is expected that students will be able to plan and develop their careers. for a better future. This is reinforced by the opinion of Deporter and Hernacki stating that mind mapping is a mind map using these visual and sensory reminders in a pattern of related ideas, such as a road map used for learning, organizing, and developing a career. Mind maps are great for planning and organizing things.

Thus it can be explained that through career guidance in schools students will get information, knowledge, and self-understanding as well as insight into education, work, thus enabling students to make it easier to make decisions about choosing the right career for themselves in the future. Because career development has a very large role as motivation or strength to encourage students to develop their potential.

Making mind mapping is very easy as long as there is a desire from the students themselves. The key to making mind mapping is to pour out an idea that becomes the focus first in the form of a writing or image, after the focus idea is obtained, the idea can be developed into several other sets of ideas, which are then linked to the focus idea. According to Buzan, mind mapping is the easiest way to get information into the brain and take information out of the brain. Mind mapping is a creative, effective way of taking notes, and will literally "map" our thoughts, Purwoko (2008: 4).

METHOD

This research uses a quantitative approach with a correlational method. The population in this study were students of class XII, the sampling technique used was proportional random sampling. The instrument used was a questionnaire instrument with a Likert scale model. The results of the reliability test of the student career planning instrument were 0.903. The research data were analyzed using Product Moment Pearson Correlation. The study of this research was conducted on class XII students of SMA Muhammadiyah 07 Medan in 2021 as many as 40 students as a sample identified as having low career planning. The research procedure begins with the steps of explaining the concept of career maturity, both formulation and planning so as to produce benefits for clarity of future career directions. Then proceed with the distribution of student career planning instruments before using mind mapping to see the difference after using career planning with mind mapping. After the data is collected, the final step is to process the data to obtain research conclusions.

FINDINGS AND DISCUSSION

Career planning

Career planning carried out by school-age individuals is more about their career planning before making a decision in choosing a major in a university, this decision is one of the steps to achieve the desired career. High

school students who are in class XII will continue their education to a higher level, therefore they need to have a plan about their career before making a decision in choosing a major in a tertiary institution, this decision is one of the steps to achieve the desired career.

Simamora in Atmaja (2014: 63) suggests that career planning is a process where individuals can identify and take steps to achieve career goals. Career planning involves identifying career-related goals and developing plans to achieve those goals.

Suherman (2009: 116) states that the aspect of career planning consists of the following indicators: 1) studying career information; 2) discuss careers with adults; 3) attending additional education (courses); 4) participate with extracurricular activities; 5) attend training related to the desired job; 6) knowing the desired working conditions; 7) knowing the educational requirements for the desired career; 8) can plan what to do after graduating from school; 9) knowing how and opportunities to enter the desired career; 10) manage leisure time effectively. Factors that influence student career planning are the factors of talent / hobbies because majors that are not in accordance with them and factors can have high rewards that make students take the initiative to plan their careers.

Career Guidance with Mind Mapping

According to Tohirin (2007: 134) career guidance is an assistance from mentors to mentors (students) in facing and solving career problems. Career guidance using mind mapping in the implementation of career guidance is a good, unique and interesting way to be carried out by guidance and counseling teachers in increasing the ability to plan a career without students. According to Windura (2016: 16) Mind mapping is a graphic technique that allows students to explore all the abilities of the brain for thinking and learning, which actively involves both parts of the brain. Based on this, the use of proper mind mapping can help students plan a more focused career.

According to Walgito (2010: 205) the implementation of career guidance can be carried out in several forms, namely by being arranged in a certain package, namely the career guidance package, career guidance is carried out instructionally, career guidance is carried out in the form of teaching. In this case, career guidance will be carried out instructionally by utilizing mind mapping media. Mind mapping or what is commonly known as mind maps is a trademark of Tony Buzan, the author of a number of books related to mind maps. The way mind mapping works is done by noting, describing and developing these ideas into interesting pictures and writings to study. According to Purwaningsih & Priyasudiarja (2014: 135) the use of mind mapping is to help develop ideas because it starts from a main idea and then breaks it down into more detailed ideas. This main mapping can be aimed at developing ideas related to career planning from education, employment and retirement.

Career Guidance Services to Improve Student Career Planning

Mind mapping terms and concepts according to DePorter & Henarcki (2007) are a pattern of ideas such as root road maps, which are used to learn and plan, and generate original ideas and trigger easy memories. This mind map method is adapted to the operation of the two parts of the brain (where the left brain and right brain work simultaneously). Meanwhile, according to Buzan (2006) a mind map is a mind map that connects the concept of what students get with what has just been obtained, thus creating a result in the form of a mind map in the form of a concept from the material that is perceived or obtained. Mind maps are the results of creative work produced by students in learning activities. Mind mapping is an internationally popular technique for visualizing the relationships of various concepts. Slightly similar but very different from concept maps, this method is a teaching and learning method that emphasizes visual representation and the use of color. The benefit of making mind mapping is to stimulate the brain simultaneously both right and left brain, it can help someone in making a plan or story outline, allowing us to focus on the subject. Provides a clear picture of the whole and the details of grouping concepts and comparing them, making it easy for readers, and easy to remember (Vitulli & Giles, 2016).

Result

The research data were analyzed by looking at the correlation between each item and the total score using Pearson Product Moment Correlation. Item-total correlation is used to select items that best measure the construct or

content being measured, by selecting items that are found to be significant at the 0.05 level. On the career planning scale, from the initial 35 items that were constructed there were no drop items (insignificant item-total correlation) so that 35 items were in line with the measure function, with a range of item-total correlation coefficient values from 0.332 to 0.604. Whereas in mind mapping-based career guidance, all of the initial 25 items were significant, so that 25 items were retained with item-total correlation coefficient values ranging from 0.313 to 0.725.

Furthermore, the research findings show that the correlation obtained from the output display of the SPSS model summary 20.00 shows the magnitude of the hypothesis test results obtained by $t\text{-count} = 3,869$ and $t\text{-table} = 1,684$ so that the results of $t\text{-count} > t\text{-table}$ ($3,869 > 1,684$) with the coefficient correlation 0.931 which indicates a positive influence. Thus it can be concluded that the application of career guidance by utilizing mindmapping can have an influence on the maturity of student career planning in class XII SMP Muhammadiyah 07 Serbelawan.

CONCLUSION

The study has findings with the conclusion that mindmapping techniques in career guidance have an influence on the maturity of students' career planning as evidenced by the acquisition of r_{xy} significance of 3,869. The significance of this research means that the mindmapping technique career guidance is important to do for the sake of creating clarity in student career direction after completing high school education. The influence factor in planning a career in class XII students is the mismatch factor between the talents and hobbies of the student and the major he is taking at this time so that students take the initiative to plan a career that is in accordance with their talents and hobbies as well as a high reward factor. This is triggered by the diversity of professions in the environment where students live so that students take the initiative to plan careers with careers that have high income and are in accordance with students' talents. After knowing that the mindmapping technique career guidance service is important for student career maturity, counseling teachers and subject teachers should collaborate to evaluate the quality of previous guidance given to students as an aid to clarify the student's career direction. Furthermore, with these findings Guidance and Counseling teachers are expected to further improve the quality of service in providing the process of delivering career information which is needed by class XII to continue the advancement of their life career.

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