



The Influence of Career Information Service by Experiential Learning Technique on the Career Planning of XI Grade High School Students

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ABSTRACT

This study aimed to determine the influence of career information services using experiential learning techniques on the career planning of 11th-grade students at SMA Islam Samarinda. The research employed a one-group pretest-posttest experimental design. The population consisted of all 81 students in grade XI, with a sample of 28 students receiving the intervention. Career information services were delivered using experiential learning techniques over five sessions. The initial condition of students' career planning was assessed through a pretest, which yielded an average score of 45.37. Following the intervention, the posttest average score increased to 75.78, indicating a mean score improvement of 30.41 points. The intervention was structured in accordance with the classical guidance format, consisting of three phases: the initial phase, the core phase (including content delivery and experiential learning activities), and the closing phase, followed by post-intervention support. The findings demonstrate a significant improvement in students' career planning capabilities, as evidenced by the increased posttest scores. These results suggest that experiential learning-based career information services are effective in enhancing students' ability to formulate career plans based on personal considerations. The study highlights the potential of this approach to support career development among secondary school students.

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1. INTRODUCTION

Education serves as the foundational pillar for national development and continues to evolve in response to global transformations. In Indonesia, recent reforms have placed emphasis on enhancing the quality of education and instructional practices. These reforms recognize the heterogeneous nature of students in terms of capabilities, skills, and motivation. The introduction of the "Merdeka Curriculum" represents a significant paradigm shift, promoting learner autonomy and pedagogical flexibility to meet the dynamic demands of 21st-century education (Langoday et al., 2024; Pratama et al., 2023).

The Merdeka Curriculum encourages innovation in instructional delivery by fostering differentiated instruction tailored to the unique conditions of each school. This curriculum transformation underscores the necessity of equipping students with effective career planning skills. Career readiness has become increasingly essential due to the evolving complexity of occupational landscapes and individualized life trajectories (Hartung & Cadaret, 2017; Lent, 2018; Medici et al., 2023).

Career guidance in educational institutions serves as a critical mechanism to support students in navigating future decisions. Access to accurate, timely, and contextually relevant career information fosters student self-awareness and improves decision-making capabilities (Gimbert et al., 2023; Paolini, 2019). Despite this importance, structured and impactful career guidance remains insufficient in many Indonesian schools. This insufficiency results in students facing difficulties in identifying and aligning their potential with career aspirations.

Results from the AKPD (Career Planning Instrument) assessment at SMA Islam Samarinda indicated that approximately 37% of students demonstrated limited capability in articulating personal characteristics, setting career goals, and aligning interests with appropriate professional paths. Observations conducted in October 2023 highlighted the absence of comprehensive classical guidance services. These observations revealed that a significant number of students lacked the knowledge to define their aspirations, talents, and the variety of career opportunities available to them.

The broadening of career possibilities under the Merdeka Curriculum necessitates educational interventions that integrate experiential elements. Experiential Learning (EL) offers substantial advantages in making career education more meaningful. EL connects abstract concepts to real-world experiences, encouraging students to engage in reflective, action-oriented learning (Bloom & Gascoigne, 2017; Quesada-Pineda & Haviarova, 2014). This pedagogical technique has demonstrated success in increasing student agency and building self-efficacy essential for navigating career pathways (Kitchen, 2021; Martinez et al., 2017; Stipanovic et al., 2017).

Empirical studies underscore the positive influence of experiential career education on student engagement, critical reflection, and effective decision-making (Chukwuedo & Ementa, 2022; Oskar et al., 2020). Authentic learning environments fostered by EL allow students to explore their capabilities, personal interests, and career trajectories under realistic conditions (Beghetto & Kaufman, 2014; Fantinelli et al., 2024). These environments support the development of lifelong career competencies rather than transient knowledge acquisition. Group guidance using EL methods contributes significantly to students' career adaptability. Through structured reflection and contextual learning, students internalize knowledge, leading to increased ownership of their career development processes (Wang & Liu, 2022). EL diverges from traditional models that position students as passive recipients,

instead empowering them to personalize their career planning and decision-making journeys (Kolb & Kolb, 2017; Perrin, 2014).

Despite the established benefits of EL, many Indonesian secondary schools have not fully integrated these methods into their guidance services. The limited adoption creates a disconnect between theory and practice in career education. Research suggests that bridging this gap requires strategic incorporation of experiential strategies into school curricula to enhance career maturity and readiness (Hernandez-Gantes et al., 2018; Spanjaard et al., 2018). Integrating EL into career guidance not only benefits individual learners but also strengthens institutional reputations. Schools that produce graduates with robust career planning skills are perceived positively by communities, parents, and industry stakeholders. Such institutions are more likely to establish productive partnerships with external agencies, enhancing their role within the broader educational ecosystem (Bischoff et al., 2018).

This study aims to investigate the impact of experiential learning-based career information services on career planning among eleventh-grade students at SMA Islam Samarinda. By assessing changes in student understanding and readiness, this research contributes to educational practice by demonstrating the applicability and effectiveness of EL techniques. These findings are expected to provide empirical support for the integration of experiential strategies in formal guidance programs, thus reinforcing student-centered and future-oriented learning environments.

2. METHODOLOGY

2.1 Research Design

This study employed a pre-experimental quantitative approach utilizing a one-group pretest-posttest design to evaluate the effectiveness of career information services delivered through the experiential learning technique. The research was conducted in July 2024 at SMA Islam Samarinda. The participants consisted of 28 students from class XI C, comprising 15 male and 13 female students. The focus of the study was to determine the impact of experiential learning-based career information services on students' career planning competencies. The intervention consisted of five structured sessions conducted within a classical guidance framework. These sessions were designed to guide students through experiential learning stages, including concrete experience, reflective observation, abstract conceptualization, and active experimentation.

2.2 Data Collection

Data were collected through a standardized instrument designed to assess various aspects of students' career planning, such as their ability to identify personal characteristics, formulate career goals, and align personal interests with occupational aspirations. The instrument was administered prior to and following the intervention. The data collection process emphasized the reflective and participatory nature of experiential learning by engaging students actively in the guidance sessions. Each session was structured to encourage personal insight, career awareness, and informed decision-making through active involvement and guided reflection.

2.3 Data Analysis

To analyze the collected data, several statistical procedures were applied using SPSS version 23.0 for Windows. The Wilcoxon matched-pairs signed-rank test was used to assess

whether there were statistically significant differences between the pretest and posttest scores of the students. This non-parametric test was selected due to the assumption that the data may not follow a normal distribution. The significance level was set at 0.05. A p-value lower than 0.05 was interpreted as a statistically significant difference, indicating the effectiveness of the intervention in enhancing students' career planning abilities.

A normality test was also conducted to determine the distribution of the data using the Kolmogorov-Smirnov method. This procedure assessed whether the dataset could be reasonably assumed to originate from a normally distributed population. The criterion for normality was a significance value greater than 0.05, which would suggest that the data did not deviate significantly from a normal distribution. This test served as a basis for validating the appropriateness of further statistical analysis.

Reliability testing of the instrument was carried out using Cronbach's Alpha coefficient to examine internal consistency. A reliable instrument should yield consistent results across items and measurement occasions. In this study, the computed Cronbach's Alpha value was 0.612, indicating moderate reliability. However, the standardized alpha coefficient reached 0.966, suggesting high internal consistency when the data were normalized. These results confirm that the measurement tool used was sufficiently reliable to assess the intended constructs related to students' career planning capabilities.

Table 2. Reliability Test Results

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.612	.966	2

3. RESULT AND DISCUSSION

3.1 Result

Based on the implementation of the intervention conducted over five sessions, data were obtained from pretest and posttest assessments administered at the beginning and end of the program. The results indicate an improvement in students' career planning outcomes. This enhancement in student performance can be observed in the table below.

Table 2. Pre-Test and Post-Test Score Data Results

No	Respondent	Pre-Test Score			Post-Test			Score Increase		
		Skor	%	Category	Skor	%	Category	Skor	%	Category
1	AL	46	29%	Moderate	76	48%	High	30	19%	Low
2	ZE	45	28%	Moderate	76	48%	High	31	19%	Low
3	MA	45	28%	Moderate	73	46%	High	28	18%	Low
4	AL	47	29%	Moderate	77	48%	High	30	19%	Low
5	CH	42	26%	Low	76	48%	High	34	21%	Low
6	RE	47	29%	Moderate	78	49%	High	31	19%	Low
7	YU	42	26%	Low	78	49%	High	30	19%	Low
8	AL	40	25%	Low	81	51%	High	46	26%	Moderate
9	AC	49	31%	Moderate	73	46%	High	24	15%	Low

No	Respondent	Pre-Test Score			Post-Test			Score		Category
		Category		Score		Increase				
		Skor	%	Skor	%	Skor	%			
10	FA	39	24%	Low	71	44%	High	32	20%	Low
11	SO	50	31%	Moderate	73	46%	High	23	14%	Low
12	NA	43	27%	Low	74	46%	High	31	19%	Low
13	ZA	47	29%	Moderate	78	49%	High	31	19%	Low
14	DA	50	31%	Moderate	75	47%	High	30	19%	Low
15	OL	39	24%	Low	75	47%	High	36	23%	Low
16	AY	46	29%	Moderate	77	48%	High	31	19%	Low
17	RA	49	31%	Moderate	73	46%	High	24	15%	Low
18	SH	47	29%	Moderate	79	49%	High	32	20%	Low
19	MK	40	25%	Low	76	48%	High	36	23%	Low
20	AR	49	31%	Moderate	72	45%	High	23	14%	Low
21	RD	46	29%	Moderate	77	48%	High	31	20%	Low
22	AF	49	31%	Moderate	78	49%	High	29	18%	Low
23	FT	42	26%	Low	74	46%	High	32	20%	Low
24	MF	47	29%	Moderate	78	49%	High	31	19%	Low
25	EL	50	31%	Moderate	73	46%	High	23	14%	Low
26	NU	44	28%	Low	77	48%	High	33	21%	Low
27	AB	45	28%	Moderate	78	49%	High	33	21%	Low
28	RM	45	28%	Moderate	76	48%	High	30	19%	Low
	Average	45,37	28%	Low	75,78	47%	High	High	19%	Low

Based on Table 3.1, it can be concluded that the results of the pre-test on students' career planning, conducted prior to the implementation of classical guidance using the experiential learning technique, were categorized as low. The average pre-test score was 45.37, with a percentage of 28%. Following the implementation of career guidance services using the experiential learning technique across three sessions, the post-test scores showed a significant increase. The average post-test score rose to 75.78, with a percentage of 47%.

These results indicate that students who participated in career information services based on experiential learning became more confident and assured in their abilities. The classical guidance sessions employing the experiential learning technique contributed to notable changes, particularly in enhancing students' self-confidence. Moreover, students developed a more positive self-perception and demonstrated greater confidence in their abilities to plan for their future.

3.2 Discussion

The findings of this study reveal significant and constructive impacts of providing class-based career guidance using the experiential learning (EL) technique on the career planning prowess of eleventh-grade students at SMA Islam Samarinda. Initial assessments categorized students' career planning competency as low, with average pre-test scores indicating minimal readiness. Sustained by evidence in occupational psychology, low career planning skills at this stage can hinder long-term vocational goals, underscoring the need for timely intervention (Lent & Brown, 2020; Schweitzer et al., 2023).

Following intervention with three sessions of EL-based career guidance, student self-confidence and clarity in career decision-making showed marked enhancement. Preceding literature on experiential career education highlights similar outcomes, engagement in real-world experiences through reflective practices substantially strengthens self-efficacy in career contexts (Gaylor & Nicol, 2016; Kassean et al., 2015). These studies emphasize that active participation and reflection, core elements of EL, encourage ownership of career-related competencies.

Improvements observed align with Social Cognitive Career Theory, which emphasizes the role of experience and self-efficacy in influencing career planning (Kleine et al., 2023; Lent et al., 2016). The EL format, encompassing experiential engagement and structured debriefing, allows students to consolidate their capabilities and strategies for future decision-making, mirroring findings from high school and vocational contexts. Notably, research involving large-scale high school samples reported even modest increases in career self-confidence following structured EL activities.

Furthermore, EL sessions equipped with reflective components have been proven to catalyze positive shifts in self-concept and academic buoyancy, attributes closely associated with career readiness (Kim & Shin, 2020; Lau et al., 2020). Similar research supports that reflection-focused EL programs produce significant improvements in self-efficacy and adaptive decision-making skills (Liu et al., 2023). Beyond confidence, students developed more accurate insight into their strengths and interests, supporting goal-setting and strategic planning. This self-knowledge function correlates with improved career decisiveness, as observed in programs combining EL with decision-making frameworks (Chatterjee et al., 2023; Di Fabio & Saklofske, 2018). EL's alignment with Kolb's cycle of concrete experience, reflective observation, and active experimentation fosters deeper, meaningful learning necessary for career construction (Morris, 2020).

Reflective, experiential activities also address contextual understanding and motivation, enabling students to establish career plans that align with personal interests, a finding echoed in interventions focused on STEM and vocational readiness (Murthi et al., 2024). The shift in career exploration behaviors seen in participants is consistent with studies that report improved career adaptability following EL-guided exploration activities (Jiang et al., 2019). In practical terms, incorporating EL into class-based guidance paves the way for more resilient career decision-making. A meta-analysis of career training programs underscores the strong effect of experiential components on career decision-making self-efficacy (Wang et al., 2023). These findings complement our results, demonstrating that structured EL sessions yield meaningful growth beyond basic informational strategies.

Finally, sustainability of impact may be bolstered by social and collaborative components inherent to EL, group reflection and peer discussion enrich self-awareness and support motivation (Flavian, 2016; Rodríguez-Triana et al., 2017). This mirrors research linking peer-supported EL to improvements in career understanding and social-emotional readiness. Overall, current findings affirm that experiential learning, when effectively embedded into classical guidance sessions, can substantially elevate students' confidence, self-awareness, and readiness in developing realistic and meaningful career plans. This intervention addresses existing gaps in career development programming and contributes to broadening both educational practice and empirical understanding of EL's transformative potential in nurturing future-ready graduates.

4. CONCLUSION

The present study investigated the effect of career guidance services employing the experiential learning (EL) technique on students' career planning competencies in Class XI at SMA Islam Samarinda for the academic year 2024/2025. The findings revealed that prior to the intervention, students' career planning levels were predominantly within the low to moderate categories. Following the administration of EL-based guidance sessions, there was a marked improvement in students' career planning abilities, with post-intervention levels predominantly categorized as high. This progression underscores the efficacy of EL as a pedagogical tool in enhancing students' career readiness, particularly in fostering self-awareness, confidence, and goal-oriented planning behaviors.

The use of experiential learning within classical guidance frameworks facilitated active student engagement and reflective processes, which are essential for internalizing career-related knowledge and skills. The results confirm that experiential techniques, when applied systematically within career guidance interventions, can significantly contribute to strengthening students' ability to make informed and autonomous career decisions. These findings align with contemporary theories in educational and career psychology that advocate for student-centered, experiential methodologies in preparing youth for the complexities of modern career landscapes.

Future studies should consider employing longitudinal research designs to assess the long-term effects of EL-based career guidance on students' career trajectories and decision-making stability. Expanding the research sample across diverse educational contexts and regions would also improve generalizability. Moreover, integrating mixed-method approaches, including qualitative interviews with students and counselors, would provide deeper insight into the experiential mechanisms that influence career development outcomes. Finally, comparative studies exploring the effectiveness of EL against other innovative career intervention models (e.g., digital simulations or problem-based learning) could yield valuable implications for curriculum design and policy in career education.

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