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CAREER INFORMATION SERVICES AS AN EFFORT TO DEVELOP CAREER EXPLORATION FOR STUDENTS AT THE MANAHIJUSSADAT ISLAMIC BOARDING SCHOOL

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Abstract

High school students are in the career exploration development stage. The acquisition of career information in Islamic Boarding Schools needs to be optimized. Career information is usually delivered by Guidance and Counseling teachers. This Community Service Program aims to introduce career information guidance services to students at the Manahijussadat Lebak-Banten Islamic Boarding School, as well as provide information on the registration mechanism at state universities to teachers. This activity is part of the implementation of Tri Dharma through a workshop that uses a question and answer technique. The participants were grade XII students and their supervising teachers. The activity methodology follows the A.P.P.L.E (Assess, Plan, Prepare, Lead, Evaluate) facilitation model. The description of the activity results is described based on the A.P.P.L.E. stages. The technique for collecting data on workshop participant satisfaction with the workshop implementation used questionnaires and interviews. Data analysis used descriptive quantitative analysis. The results of the workshop implementation of the community service program were students gaining knowledge on how to identify interests and talents to achieve their desired careers. This allows teachers to gain an understanding of the use of career information services. Participants' responses to the workshop ranged from satisfied to very satisfied, suggesting a continued program.

Keywords: Career Information Services, Workshops, Students, Islamic Boarding Schools, PGPAUD

Abstrak

Peserta didik sekolah menengah atas berada pada tahap perkembangan eksplorasi karir. Perolehan informasi karier di Pondok Pesantren perlu dioptimalkan. Informasi karier biasanya disampaikan oleh guru Bimbingan dan Konseling. Program Pengabdian kepada Masyarakat ini bertujuan untuk memperkenalkan layanan bimbingan informasi karir kepada santri di Pondok Pesantren Manahijussadat Lebak-Banten, serta memberikan informasi tentang mekanisme pendaftaran di perguruan tinggi negeri kepada para guru. Kegiatan ini merupakan bagian dari implementasi Tri Dharma melalui lokakarya yang menggunakan teknik tanya jawab. Peserta kegiatan adalah santri kelas XII dan guru pembimbing. Metodologi kegiatan mengikuti model fasilitasi A.P.P.L.E (Assess, Plan, Prepare, Lead, Evaluate). Uraian hasil kegiatan dideskripsikan

berdasarkan tahapan A.P.P.L.E. Teknik pengumpulan data kepuasan peserta lokakarya terhadap pelaksanaan lokakarya menggunakan kuesioner dan wawancara. Analisis data menggunakan analisis kuantitatif deskriptif. Hasil pelaksanaan kegiatan lokakarnya dari program pengabdian masyarakat adalah peserta didik memperoleh pengetahuan tentang cara mengidentifikasi minat dan bakat untuk mencapai karier yang diinginkan. Untuk guru memperoleh pemahaman tentang penggunaan media layanan informasi karier. Tanggapan peserta terhadap pelaksanaan lokakarya ada pada katagori puas dan sangat puas sehingga diinginkan program yang berkelanjutan.

Kata kunci: Layanan informasi karier, Lokakarya, Santri Pesantren, PGPAUD

INTRODUCTION

High school students are aged between 15 and 18 years old. According to Super, this age group is categorized as being in the career exploration stage. Career exploration is the stage in which individuals search for, learn about, and begin to make decisions about the career they want to pursue. A career is a very important part of every individual's life. Therefore, career exploration needs to be introduced from an early age. The benefits of career exploration for students include: 1. Developing an understanding of themselves and the world of work, 2. Preparedness in facing the challenges of the world of work, 3. Developing better decision-making skills, 4. Increasing confidence in choosing a career. However, students still face obstacles in their career exploration.

These obstacles include a lack of information about career choices, a lack of media tools in career guidance services, suboptimal cooperation between teachers and counselors in providing information about careers, and a lack of information about the selection process in employment. These obstacles also occur in Islamic boarding schools. Islamic boarding schools are institutions for Islamic education and teaching, which are generally delivered using non-classical methods. Students usually live in dormitories or boarding houses within the pesantren environment. Initially, pesantren were established as institutions to educate and teach Islam with the aim of preparing cadres for da'wah (proselytizing). However, over time, pesantren have developed into alternative educational institutions that offer education in the form of madrasahs and schools, without abandoning their distinctive traditions.

As educational institutions, pesantren provide career information, but not many pesantren have guidance and counseling teachers. One reason for this is the uneven distribution and fulfillment of the quota for guidance and counseling teachers. As a result, the career information obtained by santri does not come from guidance and counseling teachers but from parents, friends, subject teachers, homeroom teachers, and information provided by the pesantren. Based on the results of the study, the ability of final-year students to prepare for their careers is still low. This can be seen from various problems that arise, both in relation to choosing a type of further study, choosing a career plan, and in relation to readiness to enter further education. Not all adolescent students can easily make career decisions, and many of them experience doubts about choosing a career path. Not only that, study program choices that are not consulted and have not been optimally assisted

by guidance and counseling teachers are prone to incompatibility between the chosen study program and the student's interests. Meanwhile, the purpose of career information services through guidance and counseling is to optimize students' competence in career choices.

Based on these issues, there is a need for activities to increase knowledge about career information services in Islamic boarding schools for teachers and students. Increasing knowledge about career information is part of the effort to optimize students' career exploration. These efforts are carried out through community service programs as part of the implementation of the Tridharma Perguruan Tinggi (Three Pillars of Higher Education). This program is carried out in various forms, such as community education and training, community service, and action research from higher education science and technology (Sutrisno, 1996). The types of activities include courses, training, workshops, work training, counseling, and various other forms of out-of-school education. The type of community service program used is a workshop. Workshops are considered effective because they involve the presentation of information by experts, question and answer sessions, and discussions. The purpose of this community service is to introduce career information services in order to increase students' knowledge in identifying their interests, talents, and career information in higher education.

According to Super (2001), a career is a series of positions held by a person throughout their life. These positions are linked to the individual's desire to perform structured tasks, and similar positions are grouped together to form a job. Super's career development stages consist of five stages, namely: (1) Growth (ages 4-13): At this stage, individuals begin to recognize their interests and talents. This usually lasts from elementary school to junior high school. At this age, schools provide many activities such as extracurricular activities and competitions, both academic and non-academic, which aim to help individuals develop their abilities to recognize their interests and talents. (2) Exploration (ages 14-24): At this stage, individuals seek information about various career options. Career exploration usually begins in middle school and continues through college, when individuals are faced with choices regarding majors, study programs, work, or even marriage. These choices can be both opportunities and concerns for individuals. This exploration stage also involves decision-making practice, which begins in secondary education (ages 11-17) to help hone career decision-making skills. (3) Establishment (ages 25-44): At this age, individuals choose a career path and start working. At this stage, it is expected that each individual will establish a career that they will pursue throughout their life. (4) Maintenance (ages 45-64): At this stage, individuals maintain and develop their chosen careers. If someone successfully completes their career development tasks, they will enter a phase of maintaining an established career. However, these age limits may change according to trends and the needs of the times.

A career is a combination of all activities that occur in various roles that a person lives at a certain time. For teenagers, one of the roles in life is as a student who is going through the career exploration stage. At this stage, students are trained to make decisions related

to their interests. The ability to make career decisions can begin to be honed during the career exploration period, which is during secondary school to high school, between the ages of 11-17.

Career information services provide information about careers, ranging from choosing a study program that suits the interests and talents of students. The purpose of career information services is to provide students who are in the career exploration stage (aged 14-24 years) with information about various career options. A wide range of career option information is part of meeting the needs of adolescent students to find out the right career choice for themselves. The benefit of career information is to prevent students from choosing the wrong study program. This means that the study program chosen is in line with their desires, interests, and talents. Career information services are part of guidance and counseling services based on the Minister of National Education Regulation Number 111 of 2014 concerning guidance and counseling, which further elaborates on the components of guidance and counseling services in high schools, including: (1) basic services, (2) individual planning and specialization services for students/counselees (3) responsive services, and (4) system support

Basic services are the process of providing assistance to all counselees through structured classroom or group activities that are designed and implemented systematically in order to develop effective self-adjustment skills in accordance with the stages and tasks of development as outlined in the competency standards. Responsive services are the provision of assistance to students/counselees who have needs and problems that require immediate assistance. The purpose of this service is to provide: (a) intervention services for students/counselees experiencing a crisis. Students/counselees who have made unwise choices or students/counselees who need assistance in dealing with specific weaknesses and (b) preventive services for students/counselees who are on the verge of making unwise choices.

The content of this responsive service includes handling learning, personal, social, and career issues. In relation to the objectives of the guidance and counseling program above, the content of the responsive service is as follows. Issues related to learning: poor study habits and difficulty in planning lessons. Career-related issues include career planning anxiety, difficulty determining career support activities, and difficulty determining further studies. Issues related to social development include conflicts with peers, gang fights, and poor social interaction skills. Issues related to personal development include conflicts between desires and abilities, and a lack of understanding of one's own potential.

Specialized and individual planning services are a process of providing assistance to all students/counselees in creating and implementing personal, social, learning, and career plans. The main objective of this service is to help students/counselees learn to monitor and understand their own growth and development and take proactive action based on that information. Specialized services range from selecting and determining interests (subject groups, subjects, cross-interests), specialized assistance, interest development

and channeling, evaluation, and follow-up. Career guidance service strategies include classical guidance, group guidance, group counseling, and individual counseling as well as consultation services. Guidance and counseling teachers or counselors lead collaboration with educators in educational units and special job exchanges and play a role in coordinating career guidance services, providing broad and in-depth information about continuing education and the world of work, up to the determination and selection of the world of work and further study.

System support consists of all activities intended to support and improve: (a) guidance staff in implementing basic services, responsive services, and individual interest and planning services, and (b) other school personnel in implementing educational programs at the school. The system support component consists of management activities that establish, maintain, and improve the overall guidance and counseling program. Based on the above explanation, career information services are included in the individual interest and planning service component. Career information services are a form of service that provides information to students. The process of guidance and counselors assisting students to understand their growth, development, exploration, aspirations, and career decisions throughout their lives in a rational and realistic manner based on information about their potential and opportunities available in their environment to achieve success in their lives.

The aspects of development that are developed include: having self-understanding (abilities, interests, and personality) related to work (2) having knowledge about the world of work and career information that supports career competency maturity (3) having a positive attitude towards the world of work (4) understanding the relevance of mastering lessons to the requirements of expertise or skills in the field of work that is the career goal in the future (5) having the ability to form a career identity. This is done by recognizing job characteristics, required skills, the socio-psychological environment of the job, job prospects, job welfare, and having the ability to plan for the future, in the form of the ability to rationally design a life to obtain roles that are in line with one's interests, abilities, and socio-economic conditions, forming career patterns, recognizing skills, and having the ability or maturity to make career decisions. Media in career information services are tools, both software and hardware, that function as aids in guidance and counseling activities. Media can also be defined as anything used to convey messages or information from counselors to students that can stimulate thoughts, feelings, attention, and interest so that students experience changes in behavior, attitude, and actions for the better.

The principles in selecting media for career information services are: (1) the suitability of the media to the objectives of the career information service, (2) suitability to the characteristics of the students, (3) the ability to serve as a source of guidance, (4) the efficiency and effectiveness of media utilization, with efficiency related to time, energy, and cost. Good media can achieve objectives very efficiently, (5) safety for students, (6) the ability of the media to develop student activity and creativity, (7) the ability of the

media to develop a pleasant guidance atmosphere, (8) media quality. The preparation of media follows the principles of media creation so that the objectives of career information services are achieved effectively and efficiently.

METHOD

The method used in implementing this community service program is the A.P.P.L.E. Model, which stands for *Assess, Plan, Prepare, Lead, and Evaluate*. The A.P.P.L.E. Model is often used by facilitators in leadership and community programs. This model helps facilitators plan and carry out activities by assessing needs, planning a sequence of actions, preparing materials and logistics, leading interactive sessions, and evaluating the results. This approach emphasizes an organized but flexible structure, encouraging active participation, adaptation, and reflection to improve future sessions. The stages used are described as follows:

Assess: This stage involves assessing the needs and initial conditions of the participants or activity targets. The participants in this community service program were 100 final year or 12th grade students and 15 supervising teachers. The community service location was at the Manahijussadat Islamic Boarding School. **Plan:** Based on the assessment results, the next step is to plan activities with the theme “Workshop on Strengthening Teacher Competence in the Implementation of Guidance Services and Career Exploration Development for Santri.” The type of activity used is a workshop. The strategy used is lectures and question and answer sessions. **Prepare:** At this stage, the community service team prepared materials, tools, human resources consisting of three lecturers and five students, and logistics. **Lead:** This stage was the implementation of the workshop activities. **Evaluate:** The final stage is evaluation. The community service team conducted an evaluation of the implementation of the activities to follow up on the activities that had been carried out. The data collection techniques used in assessing the implementation of the workshop were questionnaires and interviews. The data analysis technique used quantitative descriptive analysis to describe the data statistically, such as the mean, median, and mode.

RESULTS AND DISCUSSION

The preparation of community service programs consists of five stages, namely: (1) problem identification; (2) literature review and empirical study; (3) proposal preparation; (4) proposal selection; and (5) announcement of proposals that have been approved and funded. The problems in the community service program were identified before the proposal was drafted, with a focus on the appropriate efforts to facilitate the improvement of teachers' knowledge regarding career guidance in the career exploration of final-year students. The second stage was to conduct a literature review and empirical study related to efforts to improve career information services, particularly career exploration for teachers at the Manahijussadat Islamic Boarding School. The literature study focused on research results related to career information services in Islamic boarding schools and Super's career exploration theory. Empirical studies were conducted through observation

and interviews with teachers at the Manahijussadat Islamic Boarding School, Lebak Regency. The results of this empirical study were used to complete the formulation of a series of workshops and outputs from community service activities.

The next stage is the preparation of a proposal as part of the community service program preparation. The proposal was uploaded to the website <http://litabmaslppm.upi.edu/> and submitted to the UPI Institute for Research and Community Service (LPPM) to obtain funding for the implementation of the activities. The proposal will then go through a selection process, with the announcement of the selection results scheduled for May 2024. The funds for the implementation of the activities will be received in June 2024 and used to meet the needs of running the community service program.

The implementation of the community service program includes several activities, namely: (1) permit processing; (2) coordination and consolidation; (3) formulation of workshop programs; (4) preparation of activity guidelines; (5) implementation of activities; and (6) evaluation of activities.

The implementation team prepared the activity plan and committee after signing the contract. The head of the implementation team held the first meeting with the committee to divide the job descriptions for each member. The first meeting on June 11, 2024, was attended by two students and two lecturers. The outcome of the first meeting was to plan the date, venue, and division of tasks for the implementation of the community service. The head researcher contacted the Islamic boarding school to arrange a visit, but due to the busy schedules of both parties related to Eid al-Adha and the graduation of the 2023-2024 class, coordination with the Islamic boarding school was postponed. To optimize time, a follow-up meeting was held with the committee to check the preparations for the implementation, including the theme, banners, guidebooks, letter correspondents, documentation, and field technicalities, which was held on June 27, 2024.

Figure 1. Second Meeting to Check Preparations for the Implementation of Community Service



The results of the second meeting agreed on the theme of the Workshop on Strengthening Teacher Competence in the implementation of guidance services and career exploration development for students at the Manahijussadat Islamic Boarding School. The date of the

service was set to be offered to the Islamic Boarding School, along with the preparation of stationery for the seminar and questionnaires to be filled out during the service. The head of the community service program conducted initial coordination with the Islamic boarding school to coordinate the location and the school's readiness to collaborate in improving teachers' knowledge related to career information services for final year students. The director of the madrasah, Ust. Hasan Asya'ari, S.Pdi, M.Pd, warmly welcomed the plan for cooperation and the provision of workshops at the Manahijussadat Islamic boarding school. The implementation team held a follow-up meeting as a rehearsal and readiness check before the workshop through Google Meet. At the last meeting before the implementation of the community service, 90% of the preparations had been completed, consisting of 1. Printing handouts and PPT materials for the community service, 2. Printing questionnaires, 3. Schedule and MC for the implementation, 4. Event banners, 5. MoU and IA, 6. Secretariat, 7. Accommodation and transportation, 8. Determination of participants. The workshop was held on Thursday, July 18, 2024. Before the event, the chief executive returned to the Islamic boarding school to ensure that everything was ready, including the venue, food, and facilities and infrastructure, on July 10, 2024.

The series of workshop activities was themed “Workshop on Strengthening Teacher Competence in the Implementation of Guidance Services and Career Exploration Development for Santri”. A workshop was chosen because it is an activity that involves a group of people to discuss, solve problems, or discuss a specific topic in depth. Usually, workshops are practical and participatory, where participants are expected to be actively involved, share ideas, and learn through direct activities or group discussions. Workshops are often used in educational settings, for example, in the development of learning media by experts, management training in schools, and strengthening teacher competencies.

The workshop began with preparations for departure from UPI Serang Campus at 6:00 a.m. and arrival at the Islamic boarding school at 7:30 a.m. The committee then conducted a rehearsal to check the readiness of the sound system and other equipment to ensure the smooth running of the event. The official activities began at 9:00 a.m., starting with a speech from the chief organizer, Pepi Nuroniah, M.Pd, a PGPAUD lecturer at UPI Serang Regional Campus with expertise in Educational Psychology, Career Guidance Services, and Social-Emotional Learning. In her speech, she emphasized the importance of career information services for students and strengthening guidance competencies for teachers in Islamic boarding schools.

The second speech was delivered by the Director of the Manahijussadat Modern Islamic Boarding School and the principal of Madrasa Aliyah, Ust Hasan Asy'ari, SPd.I, M.Pd. The speech provided an introduction to the Islamic boarding school and expressed appreciation and willingness to participate in the workshop. He also expressed his hope for continued cooperation in the future. The workshop was opened by the Deputy Director of Facilities and Infrastructure and Finance of the UPI Regional Campus, Dr. Yulianti Fitriani, S.Pd., M.Sn.

The first speaker, Pepi Nuroniah M.Pd, explained about career exploration for santri (Islamic boarding school students) with the title “The Beginning of the Story Towards a Dream Career.” The speaker described the challenges faced by Generation Z regarding careers, career development from Super, where santri are currently in the career

exploration phase, and the importance of teachers as mentors and facilitators to optimize the potential of santri in choosing their future careers.

The second material was explained by Dr. Yulianti Fitriani, S.Pd., M.Sn., about the introduction of study programs at UPI Serang Campus, which has four study programs consisting of PGSD, PGPAUD, Marine Logistics, PKP, and Marine Information Systems. Knowledge about the variety of study programs is part of career information services. The workshop, which was conducted using a seminar and question-and-answer method, ran smoothly and interactively. The use of the question and answer method aimed to create direct communication between the presenter and the participants, so that communication was not only one-way. In addition, the question and answer method can give students a deeper understanding of the facts they are learning.

In the question and answer session, there were two questions. The first question from the students or santri was about how to discover their interests and talents. The second question was from a teacher about how to deal with talented students who tend to be quiet in class. The answer given to the students was that the way to identify interests and talents is to follow Glasser's WDEP (Want, Do, Evaluation, and Planning) technique, which offers a systematic framework and plans more effective actions to achieve goals. The WDEP technique is applied by answering the question (Want) "What career do you most want to achieve?" or "What study program do you want to choose?" Then, describe what you have done so far to realize that desire (Do). After identifying the steps taken, it is necessary to evaluate (Evaluation) activities that are not related to the achievement of your desires. Then, the plan (*Planning*) is developed, starting with the easiest and most feasible steps to be implemented immediately. The reason for choosing the WDEP technique is that research shows it is effective in improving learning skills, responsibility, and discipline. The answer given to the teacher's question is that teachers can use books as media, such as those compiled by the presenter, "Early Career Towards Dreams." Teachers act as mentors and facilitators to help students achieve their career plans. Learning media helps teachers develop the potential of their students.

Question for the second presenter about the PGPAUD study program. What are the strategies of early childhood teachers in dealing with children? The second presenter described how prospective PAUD teachers are equipped with the basics of educational psychology, development, media, and competencies to become competent and professional PAUD teachers. The professional competence of teachers is very important in shaping the character of early childhood. Previous studies have clearly stated that professional competence in PAUD institutions must be improved and its quality must be maintained. The speaker also gave an example of singing as an example of a play-based learning approach for early childhood. Teachers asked questions about the possibility of continuing the collaboration. The collaboration was carried out with the signing of an MoU and Implementation Agreement between the PGPAUD Study Program and the Manahijussadat Modern Islamic Boarding School.

The series of community service activities ended with a closing ceremony, documentation, interviews for workshop feedback, and the distribution of certificates to training participants. There were 116 workshop participants, consisting of 95 students, 14 teachers, 2 presenters, and 5 committee members. The entire activity ran smoothly and according to plan. Below are photos of the workshop activities that were carried out.

Figure 2. Group Photo After the Workshop Activity



Figure 3. Group photo with the teachers and male students in their final year



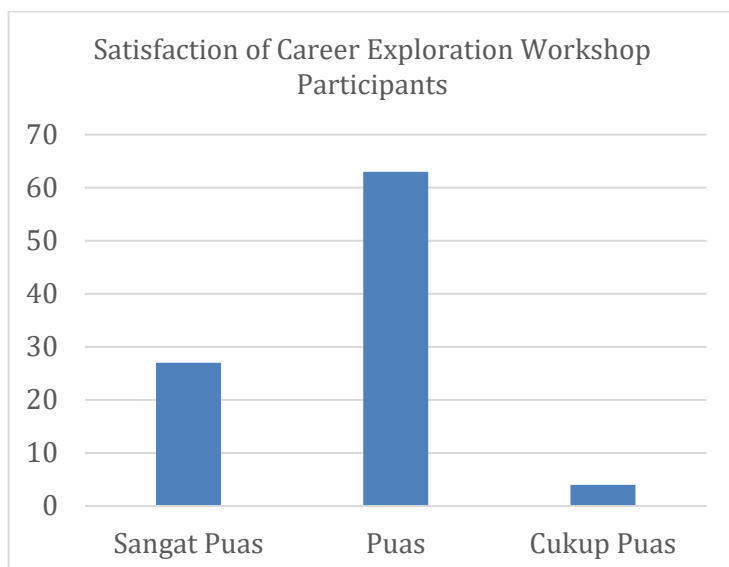
After the workshop, the committee held an evaluation meeting. The activity evaluation meeting was held one week after the closing of the community service activities. In addition, the activity evaluation meeting also discussed the completion of outputs in the form of videos, articles in the mass media, media used by partners, scientific articles for publication, and revisions to the guidebook for intellectual property rights. The overall success of community service activities needs to be evaluated in terms of the process and results of the activities. At this stage, it is necessary to assess the extent to which the implementation of community service and activity achievement indicators can have an impact on the community. The evaluation was carried out at the implementation and results stages. The implementation process was evaluated in accordance with the predetermined stages. Meanwhile, the evaluation of the results focuses on the achievement of the activity outputs that have been predetermined in the community service program proposal. The evaluation mechanism for the process is carried out by carefully observing and analyzing from the preparation stage, implementation stage, evaluation stage, to the follow-up stage. Therefore, at the end of the activity, training participants are asked to fill out a satisfaction questionnaire.

Table 1. Data on Participant Satisfaction with the Career Exploration Workshop

NO.	CATEGORY	SCORE	PERCENTAGE
LINE 1	Very Satisfied	27	28.72%
LINE 2	Satisfied	63	67.02%

Quite Satisfied	4	4.25%
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Figure 4. Workshop Participant Satisfaction Diagram



Based on the diagram, 28.72% of workshop participants were very satisfied with the workshop, 67.02% were satisfied, and 4.25% were somewhat satisfied with the workshop. The workshop was effectively conducted using a question and answer technique, where the presenter gave participants the opportunity to exchange ideas and convey information known to the presenter to the participants. This shows that the workshop was useful and interesting for the participants. This was also reinforced by the impressions and messages of the participants through interviews, who wanted the activity to be held again with a longer question and answer session.

Follow-up to the activity is very important. Follow-up consists of several important steps to ensure that the results of the community service can be implemented and provide maximum and sustainable benefits. Follow-up efforts from this activity are focused on strengthening cooperation with the Manahijusaadat Modern Islamic Boarding School in Lebak Regency. The cooperation activity is reinforced by a plan to provide career information services at the end of the year before the 12th grade graduates.

CONCLUSION

Community service in the form of workshops to provide information on career guidance services in the PGPAUD UPI Serang Campus study program has been carried out successfully. The implementation of the workshop received a very satisfactory rating. Students gained knowledge on how to identify their interests and talents, as well as information on various study programs at universities. The community service program also produced a guidebook and HKI modules that can be utilized by teachers and students.

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