

Mapping Career Options for Class XI MAN Blitar City Students

Nanda Istiqomah¹, Nur Yanah², Setyo Pranoto³, Arildalona Ilhamawan Tarnasta⁴
Universitas Islam Balitar Blitar

Email: nandaistpakis@gmail.com, nuryanah886@gmail.com, setyokarir29@gmail.com,
dalonailham@gmail.com

Abstract: *Career choice mapping is part of the assessment in identifying student career choice tendencies. Counselors can use the results of this career choice mapping as a basis for providing career guidance services so that they suit student needs. The research aims to map the career choices of class XI MAN Blitar City students. The method used is the Holland career test using the RIASEC model (Realistic, Investigative, Artistic, Social, Enterprising, Conventional). The number of respondents was 187 students. The research results showed that 17% of respondents had realistic characters, 14% had Investigative characters, 15% had Artistic characters, 21% had Social characters, 16% had Enterprising characters, and 17% had Conventional characters. Based on the results of this research, it can be concluded that social characters dominate and investigative characters have the lowest value. The results of this research are an initial stage which can then be used as a basis for preparing a career guidance service program, bearing in mind that the service delivery process is carried out in stages and continuously.*

Keyword: *RIASEC, carrier, MA*

INTRODUCTION

The age of Madrasah Aliyah (MA) students ranges from 14-18 years. According to Ginzberg, this age is in a tentative phase, namely a transition process marked by the gradual introduction of work requirements. Introduction to the perspectives of talent, interests, abilities, skills, job rewards, value, and time¹. In this phase, students are also able to understand their own needs and adapt to their interests and talents but are still not able to decide carefully about their further study options². Students' career choices are still changing, they are indecisive, and they tend to follow along and have a temporary interest in certain career choices such as choosing a major in college or choosing to work. Setyowati et al said that this age is still unstable age so there is quite a large variation between the level of their initial career and the level of change in decisions in determining their next career³. Determination or career choices change because at this stage students are still uncertain and quickly influenced by their environmental conditions⁴.

Indecision in making career decisions is experienced by class XI students at MAN Blitar City. Researchers randomly conducted interviews with students about career choices. The results of pre-research interviews found that there are still many students who feel confused when they graduate about whether they want to work or go to college, and the majority of students who choose to continue to higher education are still confused about what major and where to major⁵.

According to data from the Central Statistics Agency (BPS), in 2022 Indonesia's population will be 275.77 million people, this figure will increase to 278.69 or 1.05% in 2023⁶. Of the 278.69 million population in Indonesia in February 2023, it was recorded that there were still 7.99 million unemployed in Indonesia. In East Java Province, in particular, the unemployment rate at 4.33 percent in February 2023. This means that out of 10,000 people in the workforce in East Java, there are around 433 unemployed people.

¹ Megarizky Hotmauli. *Implementasi Teori Ginzberg dalam Bimbingan Konseling: Literatur Review*. Vol 3. Jurnal Cahaya Mandalika. 2022. Hal 98-104

² I Komang Agus Ugrasena, I Ketut Dharsana, Kadek Suranata. *Pengembangan dan Efektivitas Buku Panduan Konseling Karir Ginzberg dengan Teknik Modeling untuk Memilih Studi Lanjut Siswa*. Vol 8 No 2. Jurnal EDUCATIO (Jurnal Pendidikan Indonesia). 2022. Hal 206-214

³ Putri Setyowati, Arie Supriyatno, Sugiyadi. *Pengaruh Bimbingan Karir melalui Media Leaflet terhadap Peningkatan Pemahaman Pilihan Studi Lanjut*. Prosiding University Research Colloquium. 2021. Hal 237-242

⁴ Cit

⁵ Nanda Istiqomah dkk, Wawancara, Blitar 21 November 2023

⁶ Cindy Mutia Annur, *Penduduk Indonesia Tembus 278 Juta Jiwa Hingga Pertengahan 2023*, (2023), <https://databoks.katadata.co.id/datapublish/2023/07/13/penduduk-indonesia-tembus-278-juta-jiwa-hingga-pertengahan-2023/> 13 Juli 2023/ Diakses tanggal 09 Desember 2023

Mapping Career Options for Class XI MAN Blitar City Students

This figure is factual data in mapping unemployment rates in Indonesia, East Java Province in particular. Judging from the level of education completed in August 2023, the TPT for Senior High Schools (SMA)/Madrasah Aliyah (MA) is 7.93 percent. Apart from looking at the level of education, the characteristics of the area of residence are also one of the causes of urban TPT which tends to be higher than rural TPT. In August 2023, urban TPT (5.58 percent) was higher than TPT in rural areas (4.01 percent)⁷.

The confusion experienced by class XI students at MAN Blitar City is also caused by the lack of career guidance services provided to students. As of November 2023, there are only three counselors at MAN Blitar City, while the total number of students from class X to class XII is 1,161 students⁸. Ideally, the ratio between counselors and counselees based on Minister of Education and Culture Regulation No. 111 of 2014 is 1:150 and ideally, there is an allocation of two hours of class time to be able to assess service needs for students/counselees and provide services that are preventive, repair and healing, maintenance, and/or development⁹. However, facts on the ground show that the number of counselors or guidance counselors is still very low and there is no special allocation for class attendance, so this will affect the process of providing counseling services, including the provision of career guidance services.

Career guidance services are gradual and continuous service activities, so student needs analysis or assessment is required. An assessment that can be carried out about careers is identifying or mapping students' career choices to be able to search for students' interests that suit their personality from the start. Furthermore, the results of the assessment can be used as a guide in providing career guidance services that suit student needs. Through systemic assessments, counselors can identify greater student needs by reaching every subsystem in the school so that assessments and programs designed based on these assessments better ensure the needs of all groups are met¹⁰.

⁷ Bappeda Jatim, *Tingkat Pengangguran Terbuka (TPT) Jawa Timur Februari 2023 Sebesar 4,33%*, (2023), <https://bappeda.jatimprov.go.id/2023/05/08/tingkat-pengangguran-terbuka-tpt-jawa-timur-februari-2023-sebesar-4-koma-33-persen/> 08 Mei 2023/ Diakses 09 Desember 2023.

⁸ Cit

⁹ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 111 Tahun 2014 tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah dalam <https://jdih.kemdikbud.go.id/> Diakses 09 Desember 2023.

¹⁰ Suastini dkk dalam Asmadin & Silvianetri. *Need Asesmen Non Tes Bimbingan dan Konseling dalam Layanan Penempatan dan Penyaluran Siswa*. Vol 4 No 5. Jurnal Pendidikan dan Konseling. 2022. Hal 4654-4661

Based on this data, researchers are interested in mapping the career choices of class XI students at MAN Blitar City. Career mapping is carried out based on Holland's theory. This theory links career choices with personality. The research aims to map the career choices of class XI students at MAN Blitar City.

METHOD

The research uses a quantitative test-type approach. The respondents in this study were 187 students of class XI MAN Blitar City. The data collection technique used is a test. The test instrument is based on an adaptation of Holland's theory, the RIASEC model. RIASEC is an acronym for Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The test is carried out by filling in 42 statement items which randomly consist of RIASEC indicators, each of which consists of 7 statements. In more detail, the statement numbers are as follows.

Table 1.
Statement items for each RIASEC indicator

No	Indicator	Number Statement
1	<i>Realistic (R)</i>	1, 7, 14, 22, 30, 32, 37
2	<i>Investigative (I)</i>	2, 11, 18, 21, 26, 22, 39
3	<i>Artistic (A)</i>	3, 8, 17, 23, 27, 31, 41
4	<i>Social (S)</i>	4, 12, 13, 20, 28, 34, 40
5	<i>Enterprising (E)</i>	5, 10, 16, 19, 29, 36, 42
6	<i>Conventional (C)</i>	6, 9, 15, 24, 25, 35, 38

Next, the results of filling out the test are analyzed by adding up the indicators and percentages to get the results per character in RIASEC.

RESULT AND DISCUSSION

A career is a person's meaningful life journey, whether during the study period at formal or non-formal educational institutions, during work, or after work. Making career decisions is not an easy matter and results in many students still feeling uncertain about making career decisions. This is caused by various factors, according to W. S. Winkel & Sri Hastuti in Kasan & Ibrahim, career factors are divided into two, namely: internal factors and external factors. Internal factors are factors from within an individual, including, life values, talents, interests, traits, knowledge, and physical condition.

Mapping Career Options for Class XI MAN Blitar City Students

Meanwhile, external factors are factors that come from outside the individual including, society, social level, other people living in the house, education, and relationships¹¹. In line with this, Fajar et.al also stated that factors in career decision-making include: family factors and environmental factors¹².

Furthermore, Mitchell and Krumboltz also mentioned aspects that influence career decision-making, namely:

- a. genetic contribution, including, physical appearance such as height, hair color, skin color, predisposition to certain physical diseases, talents, and interests;
- b. environmental conditions, including: social factors, educational conditions, and employment conditions;
- c. learning experience; and
- d. task-facing skills¹³.

Apart from that, it can also be caused by the provision of career guidance services that are less than optimal due to the lack of guidance and counseling teachers in schools. Chairman of the Executive Board of the Indonesian Guidance and Counseling Association (PB ABKIN) Muh Farozin said that the need for Guidance and Counseling (BK) Teachers in Indonesia currently reaches 242 thousands of people¹⁴.

Mapping career options is part of the career guidance services that guidance and counseling teachers must carry out, namely assessing student needs. Student needs assessment is a process of collecting data or information about students and the student's environment. The data obtained through the assessment is then used in preparing guidance and counseling service programs. This shows that assessment is not just a speculative process based on opinion, but is a fact-finding activity to meet students' real

¹¹ Irpan A.Kasan & Agustina Ibrahim, *Analisis Faktor-Faktor yang Mempengaruhi Perencanaan Karir di Kelas X SMA Negeri 1 Tilamuta*, Jurnal Pendas Mahakam, Vol 7, (2022), hal 83-89

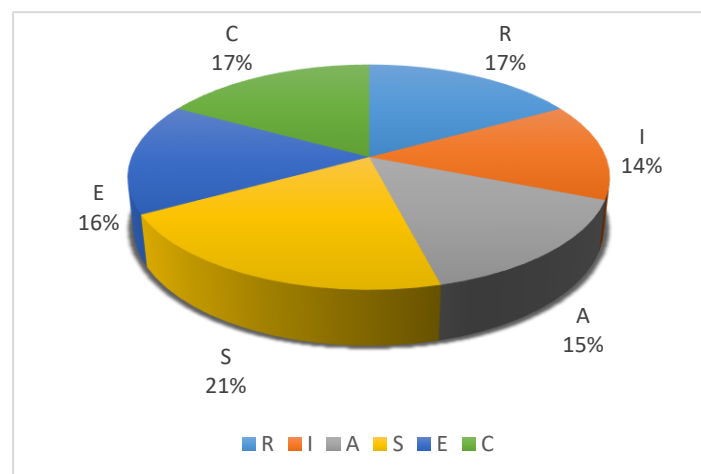
¹² Fajar Syahrizal Rahman, Sukoco, & Hanung Sudibyo, *Perencanaan Karir dan Kematangan Emosi terhadap Pengambilan Keputusan Karir Siswa*, Seminar Nasional Bimbingan dan Konseling di Universitas Pancasakti Tegal, (2022), hal 300-304

¹³ Daeri Rahmat, Eka Wahyuni, Herdi, *Faktor-Faktor yang Mempengaruhi Pengambilan Keputusan KARIR Mahasiswa Jurusan Bimbingan dan Konseling*, Jurnal Bimbingan dan Konseling, (2014), https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=FAKTOR-FAKTOR+YANG+MEMPENGARUHI++PENGAMBILAN+KEPUTUSAN+KARIR+MAHASISWA+JURUSAN+BI MBINGAN+DAN+KONSELING&btnG=/ Diakses 09 Desember 2023

¹⁴ Antara, Di DPR PB ABKIN Paparkan RI Kekurangan 242 ribu Guru BK, (2023), <https://www.antaranews.com/berita/3813627/di-dpr-pb-abkin-paparkan-ri-kekurangan-242-ribu-guru-bk/> diakses 10 Desember 2023

needs which is then developed through service delivery programs¹⁵. According to Brown, carrying out assessments is very important and must be carried out carefully by the rules because errors in identifying problems will fail in providing services or treatment; or it can even trigger consequences of treatment that are detrimental to the counselee¹⁶. This can be interpreted as meaning that the assessment is the first step that must be carried out in by procedures before carrying out the service process or developing a counseling guidance service program, including career services.

The results of research on mapping student career choices based on RIASEC or personality show that 17% of respondents chose realistic characters, 14% chose investigative characters, 15% chose artistic characters, 21% chose social characters, 16% chose enterprising characters, and 16% chose the conventional character of 17%. A depiction of these percentages is presented as follows.



Gambar 1. Pilihan karir siswa berdasarkan teori Holland model RIASEC

Based on the RIASEC analysis above, it shows that social characters are in the first place, namely 21%, realistic and conventional characters have the same value 17%, while investigative characters are last at 14%.

In more detail, the description of each RIASEC character according to Holland¹⁷ is: first, realistic characters. Individuals who have realistic characters in dealing with the environment, namely in an objective, concrete, and physically manipulative way. They

¹⁵ Wahidah Fitriani, Yaumil Afiat, & Titania Fitri Aisyah. *Need Assesment sebagai Manifestasi Unjuk Kerja Konselor*. Vol 10 No 1. Al-Tazkiyah: Jurnal Bimbingan dan Konseling Islam. 2021. Hal 1-20

¹⁶ Cit

¹⁷ John Lewis Holland. *Making Vocational Choices (3rd ed)*. Englewood Cliffs. NJ: Prentice-Hall. 1997. Hal 19.

avoid goals and tasks that require subjectivity, intellectual artistic, or social abilities. They are described as masculine, less friendly, emotionally stable, and materialistic. Second, investigative character. Individuals who have an investigative character handle the environment by using intelligence that manipulates ideas, words, and symbols. They prefer scientific work, theoretical assignments, reading, collecting, algebra, foreign languages, and creative activities such as art, music, and sculpture. They avoid social situations and see themselves as less sociable, masculine, persistent, educated, and introverted. They excel mainly in academic and scientific fields and usually underachieve as leaders.

Third, artistic character. Individuals who have an artistic character show their connection to work related to art and the ability to enjoy and create something original. They dislike masculine activities and roles such as auto repair and athletics. The characteristics of individuals who have an artistic character are as follows:

- a. Likes to engage in creative activities such as art, drama, crafts, dance, music, or creative writing, generally avoiding highly organized or repetitive activities;
- b. Have good artistic abilities, especially in creative writing, drama, crafts, music, or art;
- c. Appreciate creative arts, such as drama, music, works of art, or the work of creative writers;
- d. Sees himself as expressive, original, and independent¹⁸.

Fourth, is social character. Individuals who have social characteristics are related to the environment and use skills to interact and relate to other people. They are characterized by social skills and a need for social interaction. They prefer educational, therapeutic, and religious work and activities such as government, community service, music, reading, and drama. They see themselves as friendly, cheerful, conservative, responsible, accomplished, and self-accepting.

Fifth, enterprising character. Individuals who have an enterprising character tend to be dominant, enthusiastic, and impulsive characterized as a person who is persuasive, verbal, extroverted, self-accepting, self-confident, aggressive, and exhibitionist. Preferred jobs are in the fields of sales, supervision, and leadership as well as activities that give

¹⁸ Fajar Rahman Hakim. *Pengaruh Tipe Kepribadian "Big Five Personality" terhadap Prokrastinasi Akademik pada Mahasiswa Psikologi Fakultas Pendidikan Psikologi Universitas Negeri Jakarta*. Thesis. Universitas Negeri Jakarta. 2020

them more dominance, verbal expression, recognition, and power. In line with Holland, Hakim describes the characteristics of individuals who have an enterprising character including:

- Likes to lead and persuade people, sell goods and ideas, generally avoids activities that require careful and scientific observation, and analytical thinking;
- Good at leading people and selling goods or ideas;
- Reward success in politics, leadership, or business;
- Sees himself as an energetic, ambitious, and sociable person¹⁹.

Lastly, conventional character. Individuals who have this character choose goals and activities that bring social approval. Individuals create the impression of being neat, sociable, and conservative. They see themselves as masculine, intelligent, dominant, controlled, and stable and have more mathematical abilities than verbal abilities.

Furthermore, Aryanto et.al more specifically classified professional fields according to the RIASEC character analysis, namely as follows²⁰.

	Bidang profesi yang mendukung minat dan bakat antara lain:	Jalur bimbingan karir yang terkait:
R	- Pertanian - Asisten Kesehatan - Komputer - Konstruksi - Mekanik - Pariwisata	- Sumber daya alam - Layanan kesehatan - Teknik industri - Rekayasa teknologi - Seni pertunjukan
I	- Kelautan - Teknik - Kimia - Kedokteran hewan - Peternakan - Kedokteran - Ekonomi	- Psikologi - Fisika - Matematika - Biologi - Hukum
A	- Komunikasi - Kecantikan - Seni - Sastra - Fotografi - Penyiaran - Desain interior	- Arsitektur - Desain komunikasi visual - Pekerja sosial - Seni - Komunikasi
S	- Konseling - Keperawatan - Terapi fisik - Layanan wisata - Periklanan - Public Relation - Pendidikan	- Layanan kesehatan - Pekerja sosial
E	- Bisnis - Real Estate - Pemasaran - Hukum - Sosial Politik - Perdagangan internasional - Finansial/perbankan	- Bisnis - Pekerja sosial - Seni - Komunikasi
C	- Akuntansi - Asuransi - Administrasi - Banking - Data processing	- Layanan kesehatan - Bisnis - Teknik Industri - Teknologi Informasi

¹⁹ Ibid

²⁰ Ari Aryanto dkk. *Panduan Pemilihan Mata Pelajaran Pilihan di SMA/MA/Bentuk Lain yang sederajat*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. 2022. Hal 38

Figure 2. Professional fields according to RIASEC

The results of mapping students' career choices above can then be used as a basis for preparing counseling guidance service programs that appropriately suit students' needs. The BK program contains four service components as follows:

- a. Basic service. Basic service is the process of assisting all counselees through structured classical or group experience preparation activities
- b. Individual planning services are defined as assistance to clients to be able to formulate and carry out activities related to future planning based on an understanding of their strengths and weaknesses, as well as an understanding of the opportunities and opportunities available in their environment;
- c. Responsive service is the provision of assistance to counselees who face needs and problems that require immediate assistance because if they are not immediately assisted, it will disrupt the process of achieving developmental tasks. Individual counseling, crisis counseling, consultation with parents, and teachers, and handover to other experts are assistance that responsive service can provide;
- d. System support is a component of management services and activities, work procedures, infrastructure (for example information and communication technology), and ongoing professional development of counselors which indirectly provide assistance to counselees or facilitate the smooth development of counselees²¹.

Mapping career options as a basic service means that the results of career mapping can be used as data to provide information or knowledge to students regarding the direction of career tendencies based on their character or personality. The results of Tri Diah Lestari & Nurus Sa'adah's research show that students' career knowledge enables them to plan and make sound career decisions²². Furthermore, the results of

²¹ Tina Musyofah, Triani Eka Pitri, & Sumanto. Evaluasi Program BK sebagai Upaya untuk Meningkatkan Program Layanan BK. Vol 4 No 3. 2021. Hal 304-312

²² Tri Diah Lestari & Nurus Sa'adah. *Urgensi Bimbingan Karier dalam Meningkatkan Pengetahuan Karier Peserta Didik di MAN 1 Bandar Lampung*. Vol 7 No 2. Jurnal Bimbingan dan Konseling. 2021. Hal 119-133.

mapping career choices as an individual planning service are helping students plan their careers according to their personalities. Holland in his theory assumes that people project the world and job perspectives onto their positions and make career decisions that satisfy their personal orientation preferences²³. It is hoped that selecting and making career decisions that are in by character/personality can motivate students' career achievements. This of course will also correlate with their satisfaction and achievement.

Mapping career options as a responsive service when students, after seeing their career tendencies based on their personality, then want further services, namely in the form of counseling services. In the process of implementing counseling services, students can ask more detailed questions regarding how to plan a career, identify career suitability, and make appropriate career decisions based on various considerations. Career counseling is seen as an alternative to facilitate students to achieve self-satisfaction, move towards their dream career, and avoid having to work²⁴.

Furthermore, the results of mapping students' career choices as system support. System support is a strength for counselors and supports to facilitate the implementation of the three programmed service components, namely basic services, responsive services, and individual specialization and planning services²⁵. System support in providing guidance and counseling consists of three aspects, including, providing consultation/collaboration services, management activities, and research and development²⁶. Career mapping is part of research and development to support other service components.

CONCLUSION

Based on the results of research and discussions that examine the mapping of career choices for class XI MAN students in the Blitar City RIASEC model, It can be concluded that 17% of respondents chose realistic characters, 14% chose investigative characters, 15% chose artistic characters, 21% chose social characters, 16% chose

²³ Indah Etika Putri, Muri Yusuf & Afdal. *Perspektif Teori Holland dalam Pemilihan Karir Siswa*. Vol 3 No 4. Edukatif: Jurnal Ilmu Pendidikan. 2021. Hal 1669-1675.

²⁴ Dina Nadira Amelia Siahaan, Mega Iswari, & Afdal. *Program Konseling Karir di MAN 1 Medan*. Vol 6 No 1 Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial dan Keislaman. 2020. Hal 2442-700.

²⁵ Yondris, Ardimen, & Dasril. *Konsep dan Aplikasi Layanan Dukungan Sistem sebagai Komponen Program Konseling Komprehensif: A Literature Review*. Vol 5 No 2. Biblio Couns: Jurnal Kajian Konseling dan Pendidikan. 2022. Hal 220-227.

²⁶ Khairiyah Khadijah dkk. *Dukungan Sistem dan Pengembangan Program Bimbingan dan Konseling*. Vol 2. Journal On Teacher Education. 2022. Hal 68-78.

enterprising characters, and 17% chose conventional characters. The results of this research show that the social character dominates compared to the other characters, while the investigation character gets the lowest score.

BIBLIOGRAPHY

- Antara, Di DPR PB ABKIN Paparkan RI Kekurangan 242 ribu Guru BK dalam <https://www.antaranews.com/berita/3813627/di-dpr-pb-abkin-paparkan-ri-kekurangan-242-ribu-guru-bk/> 08 November 2023/ diakses 10 Desember 2023
- Ari Aryanto dkk, "*Panduan Pemilihan Mata Pelajaran Pilihan di SMA/MA/Bentuk Lain yang sederajat*", Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). Hal 38.
- Bappeda Jatim, *Tingkat Pengangguran Terbuka (TPT) Jawa Timur Februari 2023 Sebesar 4,33%* dalam <https://bappeda.jatimprov.go.id/2023/05/08/tingkat-pengangguran-terbuka-tpt-jawa-timur-februari-2023-sebesar-4-koma-33-persen/> 08 Mei 2023/ Diakses 09 Desember 2023.
- Cindy Mutia Annur, *Penduduk Indonesia Tembus 278 Juta Jiwa Hingga Pertengahan 2023* dalam <https://databoks.katadata.co.id/datapublish/2023/07/13/penduduk-indonesia-tembus-278-juta-jiwa-hingga-pertengahan-2023/> 13 Juli 2023/ Diakses tanggal 09 Desember 2023
- Daeri Rahmat, Eka Wahyuni, Herdi, *Faktor-Faktor yang Mempengaruhi Pengambilan Keputusan Karir Mahasiswa Jurusan Bimbingan dan Konseling, Jurnal Bimbingan dan Konseling* dalam https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=FAKTOR-FAKTOR+YANG+MEMPENGARUHI++PENGAMBILAN+KEPUTUSAN+KARIR+MAHASISWA+JURUSAN+BIMBINGAN+DAN+KONSELING&btnG=/ Diakses 09 Desember 2023
- Dina Nadira Amelia Siahaan, Mega Iswari, & Afdal, "*Program Konseling Karir di MAN 1 Medan*", Vol 6 No 1, Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial dan Keislaman, (2020), Hal 2442-700.

- Fajar Rahman Hakim, *"Pengaruh Tipe Kepribadian "Big Five Personality" terhadap Prokrastinasi Akademik pada Mahasiswa Psikologi Fakultas Pendidikan Psikologi Universitas Negeri Jakarta"*. Thesis. Universitas Negeri Jakarta. (2020).
- Fajar Syahrizal Rahman, Sukoco, & Hanung Sudibyo, *Perencanaan Karir dan Kematangan Emosi terhadap Pengambilan Keputusan Karir Siswa*, Seminar Nasional Bimbingan dan Konseling di Universitas Pancasakti Tegal, (2022), hal 300-304
- I Komang Agus Ugrasena, I Ketut Dharsana, & Kadek Suranata, *"Pengembangan dan Efektivitas Buku Panduan Konseling Karir Ginzberg dengan Teknik Modeling untuk Memilih Studi Lanjut Siswa"*, Vol 8 No 2. EDUCATIO: Jurnal Pendidikan Indonesia. (2022). Hal 206-214.
- Indah Etika Putri, Muri Yusuf & Afdal, *"Perspektif Teori Holland dalam Pemilihan Karir Siswa"*, Vol 3 No 4, Edukatif: Jurnal Ilmu Pendidikan, (2021), Hal 1669-1675.
- Irpan A.Kasan & Agustina Ibrahim, *Analisis Faktor-Faktor yang Mempengaruhi Perencanaan Karir di Kelas X SMA Negeri 1 Tilamuta*, Vol 7 No 2, Jurnal Pendas Mahakam, (2022), hal 83-89
- John Lewis Holland, *"Making Vocational Choices (3rd ed)"*, Englewood Cliffs. NJ: Prentice-Hall, (1997), Hal 19.
- Khairiyah Khadijah dkk, *"Dukungan Sistem dan Pengembangan Program Bimbingan dan Konseling"*, Vol 2, Journal On Teacher Education, (2022), Hal 68-78.
- Megarizky Hotmauli, *"Implementasi Teori Ginzberg dalam Bimbingan Konseling: Literatur Review"*. Vol 3, Jurnal Cahaya Mandalika, (2022), Hal 98-104.
- Nanda Istiqomah dkk, Wawancara, Blitar 21 November 2023.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 111 Tahun 2014 tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah, <https://jdih.kemdikbud.go.id/> diakses 10 Desember 2023.
- Putri Setyowati, Arie Supriyatno, & Sugiyadi, *"Pengaruh Bimbingan Karir melalui Media Leaflet terhadap Peningkatan Pemahaman Pilihan Studi Lanjut"*, Prosiding University Research Colloquium. (2021). Hal 237-242.
- Suastini dkk dalam Asmadin & Silvianetri, *"Need Asesmen Non Tes Bimbingan dan Konseling dalam Layanan Penempatan dan Penyaluran Siswa"*, Vol 4 No 5. Jurnal Pendidikan dan Konseling. 2022. Hal 4654-4661
- Tina Musyofah, Triani Eka Pitri, & Sumanto, *"Evaluasi Program BK sebagai Upaya untuk Meningkatkan Program Layanan BK"*, Vol 4 No 3, 2021, Hal 304-312.

Mapping Career Options for Class XI MAN Blitar City Students

Tri Diyah Lestari & Nurus Sa'adah, "*Urgensi Bimbingan Karier dalam Meningkatkan Pengetahuan Karier Peserta Didik di MAN 1 Bandar Lampung*", Vol 7 No 2, Jurnal Bimbingan dan Konseling. 2021. Hal 119-133.

Wahidah Fitriani, Yaumil Afiat, & Titania Fitri Aisyah, "*Need Assesment sebagai Manifestasi Unjuk Kerja Konselor*", Vol 10 No 1, Al-Tazkiyah: Jurnal Bimbingan dan Konseling Islam, (2021), Hal 1-20

Yondris, Ardimen, & Dasril, "*Konsep dan Aplikasi Layanan Dukungan Sistem sebagai Komponen Program Konseling Komprehensif: A Literature Review*", Vol 5 No 2, Biblio Couns: Jurnal Kajian Konseling dan Pendidikan, (2022), Hal 220-227.