

The Effect of Implementing Mind Mapping in Group Guidance on Students' Career Planning

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Abstract: This study aims to (i) describe the career planning of the 8th grade students of SMPN 9 Bulukumba before and after being given the mind mapping method in group guidance; (ii) describe the mind mapping technique used in guidance group for career planning of the 8th grade students of SMPN 9 Bulukumba; and (iii) investigate the effect of mind mapping used in guidance group on the career planning of the students of SMPN 9 Bulukumba. This study employed a quantitative approach with a quasi-experimental design focusing on nonequivalent control group design. The data were collected using career planning scale and analyzed using the statistic independent samples t-test. The results of the study showed (i) career planning among the 8th grade students of SMPN 9 Bulukumba was low before mind mapping was given in group guidance, but after mind mapping was implemented in group guidance, the significance of the change was considered high and (ii) mind mapping in group guidance affects career planning among the 8th grade students of SMPN 9 Bulukumba.

Keywords: Mind Mapping, Guidance, Career Planning

Abstrak: Menelusuri tujuan dari penelitian ini, yaitu untuk mengungkapkan (i) gambaran perencanaan karir siswa SMP Negeri 9 Bulukumba sebelum dan sesudah diberikan (metode *mind mapping* dalam bimbingan kelompok)? (ii) gambaran metode *mind mapping* dalam bimbingan kelompok terhadap perencanaan karir siswa SMP Negeri 9 Bulukumba? (iii) ada pengaruh metode *mind mapping* dalam bimbingan kelompok terhadap perencanaan karir siswa SMPN 9 Bulukumba?. Dasar metode dalam penelitian yang digunakan ialah pendekatan kuantitatif dengan jenis eksperimen *Quasi Experimental Designs* dengan bentuk *Nonequivalent Control Group Design*. Teknik utama pengumpulan data skala perencanaan karir. Data dianalisis menggunakan analisis (*statistic independent samples t-test*). Berdasarkan keterangan yang telah dijabarkan, maka hasil dari penelitian memperlihatkan (i) Perencanaan karir siswa kelas VII SMP Negeri 9 Bulukumba sebelum diberi metode *mind mapping* dalam bimbingan kelompok berada pada kategori rendah, setelah diberi metode *mind mapping* dalam bimbingan kelompok mendapatkan signifikansi perubahan yang kategorisasikan klasifikasinya menjadi tinggi (ii) Metode *mind mapping* dalam bimbingan kelompok berpengaruh terhadap perencanaan karir siswa kelas VII SMP Negeri 9 Bulukumba.

Kata Kunci: *Mind Mapping*, Bimbingan, Perencanaan Karir

INTRODUCTION

Regarding the potential and career paths that students will choose later, in reality there are still many students at school who could not understand the best potential in each of them. Thus, when they finish their education in school, it is difficult to choose what to study further and to discover their talents and interests. A research published in Ginzberg (Batubara, 2016) revealed that student career development can be categorized into 3 main phases. Junior high school students at the ages of 11-16 years, precisely in seventh grade, are entering the tentative development phase. The tentative phase is further divided into 4 stages, namely the specialization stage, the exploration ability stage, the values stage and the transition stage.

A phenomenon commonly occurring among junior high school students is that they often find difficulties making plans and objectives for further studies. After graduating from junior high school, they feel doubtful and even confused when making decisions about career goals and directions, especially choosing further studies that can accommodate their interests and talents. This is in line with the research by Mulyadi et al., (2018) that found that the common problem of career planning faced by junior high school students is that they were not wise in choosing senior high schools that best fit them. In the long run, this will inhibit them from developing their potential to the fullest. Furthermore, this will also lead to new problems, which are related to their academics.

A research by Musfirah, (2015) showed that some junior high school students encountered obstacles when making decisions about their further studies. (Rivera & Schaefer, 2009) Rivera & Schaefer, (2018) in their research stated that there were around 80% students who were not equipped with knowledge or understanding about career planning for the future and hence they had poor career plans. This is later confirmed by ILO-BPS, (2010) who found that in 2010, 1.6 million junior high school students in Indonesia could not continue their studies and most of them decided to go straight to work.

Previously, the researcher conducted a preliminary research by conducting interviews on 18 January 2021 with the 8th grade students of SMPN 9 Bulukumba. When asked about the preparations or steps that would be taken to continue studies after graduating from school and the interests and competencies that they had to prepare for their goals, most students tended to say “don’t know yet”, “don’t know where to go after graduation”, “depends on parents” and “just follow friends”.

The interviews were continued with the guidance and counseling teachers. The results showed that their students were less enthusiastic in seeking information about further studies and had not optimally carried out activities that could support and channel their interests and talents. As a result, they had insufficient knowledge about further education that corresponds to their interests and potentials.

Besides interviews, the documentation of the planning program designed by the guidance and counseling teachers at the school supported the aforementioned assumption. The program, which was mainly offered to the students in grades 8 and 9, did not emphasize discussions about careers, more specifically further education. This seems to be one of the reasons why students were poorly informed about further education and career planning.

To solve problems related to career planning among students requires in-depth understanding about the accuracy of services and methods in formulating solutions. The researcher proposed mind mapping as it is considered to be able to help students remember materials better, increase students’ concentration, attract students to participate in various activities, improve the effectiveness of communication and interaction between students, and help students easily absorb and understand new knowledge.

In addition, mind mapping can be utilized in the guidance and counseling services to help students develop creativity, boost students’ critical thinking skills, concentrate during lessons, make plans, as well as be accustomed to brainstorm and communicate ideas using a diagram, which can help them answer questions.

Adityawarman et al., (2020) in their research explained that students who take part in activities to plan a career must be supported and it is also necessary to pay attention to the methods and services provided to help them. The recommended method is mind mapping as it can increase students' enthusiasm in retrieving and absorbing information accurately and effectively. The research concluded that group guidance and the techniques provided have a role in improving students' career planning.

A research by Wilda, (2016) found that after the mind mapping technique was implemented in 9 meetings, students experienced an improvement in career planning. The research also revealed that after the implementation of mind mapping, 1 student increased their score from the low range to the average range, while 11 students to the high range.

According to (Prayitno & Erman Amti, (2015), group guidance, which was used as a forum for the implementation of mind mapping, is defined as the activities carried out by a group of individuals by utilizing the group dynamics that have been formed. Furthermore, Wibowo et al., (2017) explained that group guidance is a series of activities or interactions between the group leader (counselor) and group members (counselee). The counselor provides data, coordinate information needed by the group and help group members achieve the common goal.

Romlah, (2018) revealed that group guidance is a procedure or strategy for orienting and guiding students within a group towards an ideal progress based on their capacity or quality. Group guidance is intended to discuss and solve issues faced by students and strive for the creation of optimal self-potential in students. It can also be interpreted that all members in group activities must be open to each other and free to express and respond to ideas and provide constructive feedback to each other.

According to Windura, (2019), mind mapping is a realistic technique that can combine the learning system with the normal operation of the brain. Mind mapping involves the right brain and the left brain, which is the reason why it is more fun and less boring. It is an attractive and not rigid service medium that

can make students feel more passionate and enthusiastic in participating in the entire series of information presentations. It can also be used for visualizing and note taking, which can help students understand and remember information more easily. Accordingly, mind mapping can help students with career planning.

Career planning is not a short-term plan, but it is as a long-lasting and sustainable plan. Zlate Antoniu, (2020) stated that career planning is a complex and comprehensive action involving assessing oneself, determining goals and aspirations, exploring every job opportunity, making major changes and accomplishments in the field of interest and willing to compete in the desired career. Schein (Damayanti & Widyowati, 2018) argued that career planning is a series of continuous self-potential development to explore skills or competencies and world of work, fulfill the job requirements, find inspiration and build a strong desire. Super, (2017) Adequate resources, competence and knowledge are required in the process of planning a career effectively and accurately.

Based on the aforementioned explanation, career planning is a process of considering further education and future career that match with students' potentials.

According to Zlate, (2018), career planning includes the following steps: (1) assessing oneself, (2) finding opportunities and gathering information, (3) making choices and setting goals, (4) planning and strategizing and (5) seizing opportunities.

Mind mapping facilitates children to process information by organizing it in a detailed and clear manner. This is in line with (Buzan, 2016) who defined mind mapping as an easy and efficient approach utilized to absorb information and organize it in the form of writing and pictures. Mind mapping is an innovative and feasible method to be used as an alternative learning service.

Mind mapping can provide convenience for students and increase their creativity during the process of understanding the lessons and exploring knowledge through the given task sheet.

As discussed above, the researcher was confident in implementing mind mapping in

group guidance as it is considered to be able to help students plan a career, absorb information and communicate it so that they can take creative and effective notes according to the natural work of the brain to retain the information.

In planning a career, mind mapping is recommended for students as this strategy can make them feel positive and enthusiastic. Mind mapping is expected to make it easier for students to express what they are thinking about their future careers. It is hoped that students can make a career plan according to their way of thinking and then put it in writing and using various colors and symbols that are certainly interesting and easy to remember.

Based on the explanation above, a research hypothesis was formulated that mind mapping in group guidance can have positive effects on career planning among the 8th grade students of SMPN 9 Bulukumba.

METHOD

This study employed a quasi-experimental design that included the administration of a treatment and involved two variables: an independent variable (X) and a dependent variable (Y). The study focused on the nonequivalent control group. This means that there were pretest (before the treatment was given) and posttest (after the treatment was given) and there were two groups that were targeted in the use of the pretest and posttest, namely the experimental group and the control group.

The operational definitions of the variables in this research are: (1) Career

planning is a process of identifying career goals that match with a person's potentials and taking strategic steps to achieve them based on rational reasoning and considerations. (2) Group guidance using mind mapping can be enforced to increase students' knowledge about career planning and to facilitate students' ability to recognize their own skills and potentials and then develop them properly and appropriately.

The population of the research was 65 students from two classes in the 8th grade at SMPN 9 Bulukumba enrolled in the 2021-2022 academic year. The students were identified as having low levels of career planning. The sample, however, was 20 students, selected by a list of numbers from 1 to 20, as referred by (Bungin, 2017). The numbers were written in small pieces of paper and put in a box. Students were then asked to draw numbers from the box. Students with odd numbers were put into the experimental group, while students with even numbers were put into the control group. The data were collected using the career planning scale as the primary method and additionally observations and interviews as the complementary methods. The data were then analyzed using descriptive analysis technique in order to describe the career planning of the 8th grade students at SMPN 9 Bulukumba before and after guidance group using mind mapping was implemented. Another analysis technique called inferential analysis was adopted to determine the effects of mind mapping implemented in group guidance on students' career planning. As part of this technique, a t-test was performed and the results were processed and observed using SPSS 25.

Table 1. The description of the research design according to Sugiyono (2017)

Group	Pretest	Treatment		Posttest
Experimental	O1	X		O2
Control	O3			O4

RESULTS AND DISCUSSION

Below is the description of the career planning of the 8th grade students of SMPN 9 Bulukumba before and after the mind mapping

method was implemented in the experimental group.

Table 1.2 The Results of Pretest and Posttest of the Experimental Group

Measurement	Group	Average	Score Range	Categorization
<i>Pretest</i>	Experimental	60.20	38-75	Low
	Control	57.30	38-75	Low
<i>Posttest</i>	Experimental	98.39	76-113	High
	Control	73.30	38-75	Low

Data Source: The results of the analysis of the sample items from the pretest and posttest

The table above shows that before mind mapping was implemented in group guidance, students from the experimental group had low career planning scores. However, their career planning increased from low to high after the implementation of mind mapping in group guidance. For the control group, before being given information about career planning, students had low scores and after the treatment

was given, their scores were still relatively low. An increase was visible, but not that significant.

Based on the description above, students experienced a fairly substantial change in career planning after receiving treatment. Thus, it can be noted that mind mapping implemented in group guidance has a positive effect on students' career planning.

Table 1.3 The t-test results of pretest and posttest of students' career planning

Paired Samples Test									
Group	Paired Differences						T	Df	Sig. (2-tailed)
	Average Score	Standard Deviation	Std. E. Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pretest- <i>Posttest</i> Experimental	-3,100	20,691	6,543	-52,901	-23,299	-5,823	9	.000	
Pair 1 Pretest- <i>Posttest</i> Control	16,000	9,499	3,044	22,795	-9,205	-5,327	9	.000	

It can be seen from the table that the value of sig-(2tailed) was 0.000, which means the value of probability was <0.05 or the t-count

value (5.823) was bigger than the t-table value (1.82). Since there was a statistical or significant

difference in the probability value (0.05), the

null hypothesis “there is no difference in students’ career planning before and after mind mapping hypothesis (H1) “there is a difference in student career planning before and after mind mapping was implemented in group guidance” was accepted. Thus, it can be noted that the implementation of mind mapping in group guidance has a positive influence on the career

mapping was implemented in group guidance” was rejected. On the other hand, the working planning of the 8th grade students at SMPN 9 Bulukumba. This happens because t-count is beyond the acceptance limit of H0 as shown in the following curve:

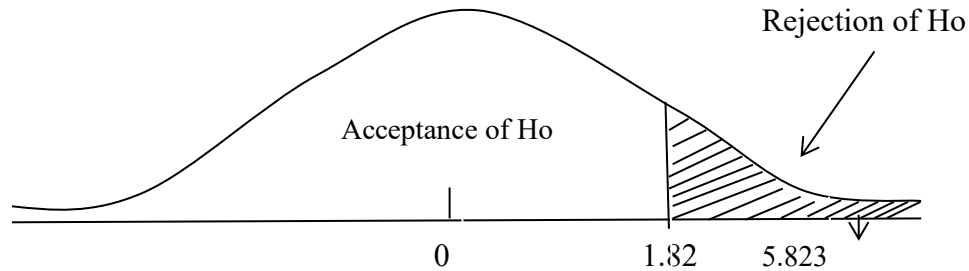


Figure 1. The t-test curve

The curve above shows that the t-count is beyond the acceptance limit of H0, which means there is a significant difference in students’ career planning before and after mind mapping was conducted in group guidance. Thus, it can be noted that there is an influence of the implementation of mind mapping in group guidance on students’ career planning.

Career information services for the control group were provided 2 times a week by conditioning students’ learning time at school, so as not to hinder students’ academic processes and the researcher could focus on providing career information services. The experimental group, however, was more active and enthusiastic in participating in group guidance activities in which mind mapping was implemented. Thus, the control group experienced a slight increase in career planning scores.

The results suggest that each student who had joined group guidance experienced an increase in career planning. This is indicated by the increase in students’ average score per item. These results signify that the utilization of mind mapping in group guidance, which was conducted in 6 meetings, has a positive impact on students’ career planning. Career planning, however, needs to be supported by students’ deep understanding of knowledge and development of their potentials.

The findings revealed that between the pretest and posttest, a significant increase in students’ scores from low to high could be seen. Mind mapping conducted in group guidance directs students to develop their potentials and make appropriate career plans. It is very important for students to be able to make plans and strategic decisions about career, which includes further study.

The findings of the current study are in line with the research by Afandi, (2020) who found that students’ career planning can be improved and effectively done if the methods and strategies used are interesting and creative, which are the characteristics of mind mapping, so students can find it easy to understand information. With the proper way to present materials, mind mapping can stimulate imagination, which is helpful during career planning. In line with the research by Rahayu, (2019) who found that that the application of mind mapping in group guidance contributes positively to the improvement of critical thinking skills, which are useful in solving problems and setting goals. Mind mapping can help students develop creativity by mapping information to focus on goals and to make career plans that are more measurable and effective.

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CONCLUSION AND SUGGESTIONS

Based on the results of analysis, it can be concluded that:

1. Before the implementation of mind mapping in group guidance, the 8th grade students of SMPN 9 Bulukumba had poor career planning.
2. However, after the implementation of mind mapping in group guidance, the 8th grade students of SMPN 9 Bulukumba had good career planning.
3. The implementation of mind mapping in group guidance has a positive influence on the career planning of the 8th grade students at SMPN 9 Bulukumba.

Some suggestions are offered for the contribution to the scientific development of guidance and counseling as follows:

- 1) First, principals and school counselors should provide guidance and counseling services in the area of career planning for students who are considering further education.
- 2) Second, school counselors should improve guidance and counseling services, especially during the pandemic, to increase students' understanding of the most ideal career planning by incorporating mind mapping into group guidance. This aims to encourage students to plan and prepare for careers more effectively.
- 3) Third, students with poor career planning should consult school counselors and/or principals.
- 4) Fourth, future researchers who are interested in conducting research on the same area should develop the mind mapping method in group guidance with different variables.

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