



Development of Career Path Planning and Learning Motivation in Vocational School Students

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Abstract	Article Info
<p>Islamic boarding schools are a form of education that combines formal education with religious education. Apart from being included in the religious education curriculum, extra activities are also provided, this can be done because students live or live in a dormitory in the same area. With busy activities, students often experience boredom, which students at the Darut Taqwa Dlanggu Mojokerto Islamic Boarding School also experience. The result of the boredom experienced is a decrease in students' learning motivation; some students even choose to run away from the boarding school. Apart from the problem of decreasing motivation to learn, another problem faced is the lack of extensive exploration by students regarding career planning after completing their education at the boarding school. After graduating, some of them continued their studies, with their chosen majors being religion and education, while others chose to work and get married. This service activity aims to increase learning motivation and provide career planning to Darut Taqwa Islamic Boarding School students; the activity is carried out in the form of mentoring, where students are given an understanding of motivation and career planning. A follow-up step to this activity was a Forum Group Discussion (FGD) as a forum for sharing and discussion to help resolve problems related to students' career paths. This is intended to help map goals and get to know the various career options and college majors that can be taken after graduating from Islamic boarding school.</p>	<p>Article History <i>Received :</i> <i>August 22, 2024</i> <i>Revised :</i> <i>November 03, 2024</i> <i>Accepted :</i> <i>November 22, 2024</i></p> <p>Keywords: <i>Career Path,</i> <i>Motivation,</i> <i>Vocational School</i></p>
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INTRODUCTION

Historically, Islamic boarding schools have been the "original" model of the Islamic education system in the archipelago (Sudarmo, 2021). Islamic boarding schools still exist today and can be used as a model for the education system in the Indonesian archipelago because they have contributed to humanity and building peace. Besides that, in responding to contemporary issues, Islamic boarding schools have contributed to building a democratic society, encouraging awareness of gender equality and encouraging paradigm changes in Islamic boarding schools to become

more integrative Islamic boarding schools (Ma'arif, 2018). In this modern era, traditional Islamic boarding schools in Indonesia have undergone changes. Islamic boarding schools not only carry out religious education but also carry out formal education processes (Arifin, 2022). The role of Islamic boarding school institutions is very necessary to face the demands of the 21st-century workforce (Tubagus et al., 2023). This formal education is also accompanied by religious education, which is formally included in the curriculum, as well as non-formal religious education through extra activities. This is more likely to be done because students live or reside in the same area. A recent study from America also shows that boarding schools are able to significantly increase student achievement (Curto & Fryer, 2014).

The demographic bonus phenomenon in Indonesia is facing a fairly high Open Unemployment Rate (TPT). Ironically, Vocational High School (SMK) graduates have become the largest contributors to TPT in Indonesia in the last 5 years (Wijaya & Utami, 2021). In fact, vocational schools are predicted to play an important role in preparing workers who are required always to be able to keep up with the needs of the ever-growing market. However, in reality, schools in Indonesia have not yet produced graduates who have two skills, namely hard skills And soft skills so that graduates find it difficult to compete in the world of work (Wibowo, 2016; Khumairo & Putri, 2023). From time to time, technological progress continues to develop, starting from the agricultural technology era, the information technology era, and the industrial technology era. This development has various impacts on the life of society, nation, and state; every individual is interested in using and exploiting each of these developments (Danuri, 2019). A recent study by Dell Technologies says that 85% of jobs in 2030 have yet to be invented, and over the next decade, more than 10% of today's jobs will be automated (*Realizing 2030*, n.d.).

Along with technological developments, society, especially teenagers, is experiencing the problem of being lazy about studying. This problem is not simple and must be understood thoroughly, especially by looking for the causal factors and finding a solution. Laziness in studying, especially among teenagers, cannot be tolerated because it has serious impacts. The most fatal impact is that our teenagers have no interest at all in learning and prefer an unhealthy life (Maulidia, 2009). In fact, studies state that students who are lazy and have negative behavior will also disturb other students (Kessels & Heyder, 2020). This requires intense motivation from educational practitioners to motivate their students so that this problem can be managed. Motivation has been defined as the process by which goal-directed activities are initiated and maintained (Cook & Artino Jr, 2016). Motivation is an influential factor in teaching and learning situations (Filgona et al., 2020).

Apart from the importance of motivation for students, career path planning preparation is needed to support the career prospects they aspire to (Windika et al., 2022). The very low career maturity of students is a problem in the world of education seen from students who are still unsure about their career and determining a future that suits them (Mustika et al., 2022). So it can be concluded that there is a positive influence by providing further study information services on students' career planning, and the implementation of these further study information services means that students can plan their careers (Hidayati, 2014). Various resources must also support Self-understanding regarding career planning (Budiyono & Aji, 2021).

Another challenge that Islamic boarding school managers face is related to student career planning. In general, high school/vocational school age is the initial stage for

students to start training themselves in making career decisions. At this stage, students are required to be able to make career plans, examine potential and interest maps and choose the classes or stages of education that must be taken to support their careers. A study conducted at one of the Islamic boarding schools showed that 68% of female students did not have a good career plan, 61% of female students did not understand their talents and interests, 68% of female students felt they lacked career information, 57% did not have a career view after graduating from the cottage (Indahsari & Khusumadewi, 2021). This is also based on factors that influence vocational school student development patterns, including students' social background and students' habits when outside the boarding school environment (Widodo & Abbas, 2018). These students have internalized the ideology of meritocracy, starting to see themselves as inferior and inadequate compared to their academic peers (Wang, 2022). This is in line with what is happening at SMK Pesantren Terpadu under the auspices of the Darut Taqwa Mojokerto Islamic boarding school foundation; based on an initial survey conducted by the author, only 40% of students continued their education at the university. This problem is certainly a concern for teachers and Islamic boarding school administrators.

However, learning activities and extra activities at Islamic boarding schools that are planned and neatly arranged add challenges for Islamic boarding school managers. Managers must ensure that extra activities can have a positive impact and do not add pressure to students. Apart from that, managers must also ensure formal and informal education simultaneously. All of these things are challenges for managers. The behavioral tendencies of Islamic boarding school students are being lazy about doing assignments, feeling bored with lessons in class, not feeling comfortable with the surrounding environment, and quickly getting bored with the teacher's way of teaching (Fauzan & Yulianti, 2022; Fitriyah et al., 2023; Hasyim, et al., 2023). The problem of learning motivation is one of the challenges for Islamic boarding school managers. Planned and routine activities can have different impacts on each student. So it is necessary to design an activity to increase student motivation. Ongoing confusion and lack of information among students regarding further study plans, which has an impact on student uncertainty in making further study decisions (Sari & Khairuddin, 2024).

The Darut Taqwa Islamic Boarding School administrator said that the students were experiencing boredom, which was affecting their learning activities; apart from that, there were several students who left the boarding school without permission due to problems at home. This shows that the decline in motivation is not only triggered by boredom facing activities at the cottage but also comes from problems at home. Another problem faced by managers is the students' low knowledge regarding career planning. The choice of major for those who continue their studies is generally in the area of education and religion, this shows the limited career options that students can explore. The remaining students, after graduating, choose to work and even get married.

Career exploration is one of the important stages in career planning. A study shows that career exploration is a topic that is widely discussed in China, especially because of a new policy where students are directly asked to determine the courses they take when choosing their college major (Chen et al., 2021). Other research shows that students who have low knowledge and career planning skills tend to find it difficult to determine their interests and strengths regarding study and career choices (Shen, 2021).

Based on the problems described above, this community service aims to provide career planning assistance and learning motivation for students with the hope that students will later be able to make career plans and determine the steps to take after graduating from the boarding school, as well as understand the triggers of stress and decreased motivation and steps to overcome it.

METHOD

This service uses the participatory action research (PAR) method, which is carried out in a participatory manner to learn to overcome problems and meet the practical needs of the community. The use of the PAR method in this research is to increase the learning motivation of integrated Islamic boarding school students so that after graduating, they want to continue their education at university. The reason for choosing this PAR method is the need to obtain the desired desires (Afandi, 2016; Ariyati et al., 2023). This activity is a service carried out to overcome the problem of students' knowledge related to career path planning, which is increasingly decreasing amidst the development of the times and information technology.

The activity was carried out on November 25, 2024, at the hall of the Ngambéh Integrated Islamic Boarding School, Dlaggu District, Mojokerto Regency; the participants were all class career path planning, 3) Presentation of tips for obtaining scholarships 4) Presentation of entrepreneurship and the creative economy.

In the next stage, the service team forms an internal discussion, a Focus Group Discussion (FGD), as a follow-up step and a concrete form of mentoring. FGD here discusses a particular problem that is a challenge and obstacle for students. In this forum, the service team can also connect and present resource persons with other partners, such as scholarship-giving institutions.

RESULT AND DISCUSSION

Service activities to assist career planning and learning motivation were attended by third-grade students Ngambéh Integrated Islamic Boarding School Vocational School, Dlaggu District, Mojokerto Regency, the total number of participants was 39 students, with details of 25 female students and 14 male students, as listed in the table below:

Table 1. Number of participants by gender

Gender	Number of participants
Man	14 People
Woman	25 People
Total	39 People

Activities are carried out in three stages, namely the presentation stage regarding the urgency of education and learning motivation, 2) the Sharing Session about career path planning, 3) the Presentation about Tips and tricks to get a scholarship, 4) exposure to entrepreneurship and the creative economy. In full, it will be explained as follows:

1. Explanation of the urgency of education and motivation to learn

The material about the urgency of education and motivation to learn is explained clearly, starting with an overview of the struggles of inspiring figures and understanding the importance of continuing to learn. Next is an explanation of motivation; in this material, students learn about what motivation is and how to grow

motivation within themselves. The final material in the explanation regarding motivation is material regarding goal setting. In this material, students understand the importance of setting goals and learning to set goals using the SMART method (Specific, Measurable, accurate, Realistic, and Time).

2. Sharing Session about career path planning

Career path planning is a form of mentoring activity provided by the team to help students understand the stages of career planning and deepen the stages that students are currently undergoing. In this stage, the service team tries to understand the obstacles and challenges experienced by each student while exploring their potential. Next, the service team helps map the direction of each participant's career path and describes alternative possibilities in determining their educational career path. The stages of exposure to this material are divided into 4 stages, including:

- A. Work or career is a stage of activity where students are invited to carry out an analysis of the differences between work and career. This stage aims to make students understand the difference between work and career as the basis for career planning. At this stage, students receive an explanation of the positive things that can be gained from using a career as a basis for career planning.
- B. A career is a stage of exposure to information regarding career concepts and several psychological aspects involved in career planning. Apart from that, students also get an explanation about the influence of a career on self-concept and vice versa. This presentation explains the advantages of focusing on a career.
- C. Career stages are a career explanation process from age 0 to old age. The planning process achieved at each age stage is explained at each stage. Students get information about the age range of each stage. The final part of this stage, students are given a quiz in the form of a game to determine the students' understanding of the career planning stages.
- D. In the final part of this process, students explore the career planning stages they are currently undergoing. At this stage, students carry out self-exploration regarding things they have experienced before to find out their areas of interest. Apart from conducting self-exploration, students are also provided with brief information about universities and majors. Information is provided in catalog form as material for information exploration.

3. Explanation of tips for getting scholarships

After the previous stage, participants recognized their respective potential and expressed their aspirations; in this session, participants were invited to identify various types of scholarships that were possible and could potentially be achieved by integrated Islamic Boarding School students. Next, the service team explained in detail the requirements and tips for becoming an awardee scholarship

4. Exposure to entrepreneurship and IQ creative economy

Realizing that the Integrated Islamic Boarding School students have different family backgrounds, not all of them have well-off families or have an Intelligence Quotient (IQ) above average. On that basis, of course they also have diverse potential and expertise. Therefore, in the final stage, the service team presented entrepreneurship and creative economy material that is appropriate to the market in the contemporary era. This is intended to encourage graduates of Integrated Islamic Boarding Schools to develop themselves and become entrepreneurs themselves. So that with capital, they can finance their education independently and become a stepping stone in achieving their dreams.

Figure 2. Implementation of Community Service



Based on the results of the evaluation given to the participants at the end of the training, the following results were obtained:

- 1) Students understand the importance of education in life
- 2) Students can recognize potential and chart the direction of their respective career paths.
- 3) A survey regarding plans after graduation found that 44 students chose to continue studying, six chose to work, and one student chose to get married.
- 4) A survey regarding the age at which they want to get married found that students' desire to get married is mostly in the age range of 23-30 years.

CONCLUSIONS

This community service program regarding assistance with career planning and student motivation aims to help resolve the problems faced by the Darut Taqwa Mojokerto Islamic boarding school administrators related to the decline in student motivation to learn and the lack of information regarding work and careers for students. It is hoped that by carrying out this activity, the students will be able to foster encouragement that can motivate them and help them gain an understanding of their future career planning.

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