



MANAGEMENT OF CAREER GUIDANCE AND COUNSELING AT STATE ISLAMIC SENIOR HIGH SCHOOL 1 TEGAL, CENTRAL JAVA, INDONESIA

Sunhaji¹ⁱ,
Mukhroji¹,
Ade Eka Pradana¹,
Tol'ah Aeni Firdiasih²,
Hari Prasetio³

¹State Islamic University
Prof. K. H. Saifuddin Zuhri Purwokerto,
Indonesia

²State Islamic Senior High School 2 Brebes,
Central Java, Indonesia

³State Islamic Senior High School 2 Banyumas,
Central Java, Indonesia

Abstract:

Education has the meaning of guiding in addition to teaching science to students. Aliyah's students are in the teenage age range, which has the characteristics of starting to think about future careers. One form of guidance on career aspects for adolescents can be done through career guidance and counseling. Therefore, good management is needed to run effectively and efficiently. Management of career guidance and counseling covers aspects of planning, organizing, implementing and supervising. The type of research used is qualitative, with a case study approach. Data collection techniques in this study use interviews, observations, and documentation with the research subject of the head of the Islamic school, deputy head of the Islamic school, guidance and counseling teachers. The data analysis technique used consists of data reduction by eliminating data that is not related to the research, data display, namely presenting data in the form of narratives, tables or charts, as well as conclusion drawing/verification by making conclusions on research data. The technique for checking the validity of the data uses triangulation of sources and techniques. Career guidance and counseling planning at State Islamic Senior High School 1 Tegal has been going well, with the planning stages consisting of preparation, program preparation, the urgency of programming and planning steps for career guidance and counseling programs. The organization of career guidance and counseling is carried out through departmental steps (division of tasks or jobs) with job descriptions for each section in accordance with their competence and authority. In

ⁱ Correspondence: email a.sunhaji@uinsaizu.ac.id; a.sunhaji@gmail.com

addition, the implementation of career guidance and counseling at State Islamic Senior High School 1 Tegal has been running from class X to class XII students, with individual, group, classical, and special service formats. And supervision uses context, input, process, and product (CIPP).

Keywords: guidance, career, counseling, school, management

1. Introduction

Guidance and counseling are an integrated part of the general learning process that takes place in madrasas. Therefore, it cannot stand alone but involves many parties, both internal and external to the Islamic school. Communication and coordination are the keys to the successful implementation of guidance and counseling in Islamic schools. The presence of management in guidance and counseling activities is needed to facilitate the achievement of goals effectively and efficiently and is known as guidance and counseling management.

Management of guidance and counseling in madrasas consists of the stages of planning, organizing, implementing, and supervising or evaluating guidance and counseling. Planning includes activities to identify student needs by conducting needs analysis which is the basis for the preparation of guidance and counseling work programs. The organization of guidance and counseling programs includes grouping jobs and determining the personnel involved. The implementation of the guidance and counseling program consists of providing services and supporting activities for guidance and counseling known as pattern 17. Supervision and evaluation are also carried out to determine the effectiveness of achieving the goals of guidance and counseling in madrasas.

Based on the operational guidelines for the implementation of guidance and counseling, it is stated that one of the functions of guidance and counseling is the distribution of education, work, and career choices (Angelina, PR, Kasman, R. & Dewi, RS, 2020). In addition, one of the areas of guidance and counseling in educational institutions is the field of career guidance, which aims to help students plan for the future through education, work and career choices are known as career guidance and counseling.

Career counseling guidance is one of the services of guidance and counseling in schools that can help students to gain an overview and confidence in career selection (Intani & Surjaningrum, 2010). Career counseling guidance services are activities and assistance services organized by counseling guidance teachers in madrasas or schools to students with the aim of gaining self-adjustment, understanding of further education and understanding of the world of work so that students can be helped by the existence of career guidance services and can plan career choices better (Supriatna, 2009). In fact, the purpose of career guidance and counseling that seeks to help students gain an

understanding of self-adjustment, an understanding of further education and understanding of the world of work has not yet been fully implemented.

This is shown from data from the Ministry of National Development Planning/National Development Planning Agency (PPN/Bappenas) which revealed data on the number of children dropping out of school in Indonesia in 2019 about 4.3 million Indonesian students dropping out of school at various levels (Putra, 2020).

That figure is 6 percent of all school-age children, namely 53 million. Factors causing children to drop out of school in Indonesia apart from economic factors, the lack of support and guidance on the importance of education and the future is one of the causes. Based on these facts, efforts are needed to increase awareness and understanding of the importance of education and future plans, one of which is through career guidance and counseling services carried out by guidance and counseling teachers.

Judging from the stage of development, Islamic high school students are in the age range of 15-19 years which at this time belongs to the age range of adolescence (Djaali, 2006). Adolescents as individuals who are undergoing a transition process from childhood to adulthood have characteristics including experiencing rapid physical and psychological growth. In addition, adolescents also have developmental tasks that lead to their readiness to meet the demands and expectations of their role as adults (Santrock, 2003). One of the characteristics of adolescent development is starting to think about their future seriously (Desmita, 2010). According to Erikson in Ristianti, *"psychologically, it is caused by the transition phase in the age growth experienced by young people, making them more vulnerable to experiencing or commonly known as identity crisis"* (Ristianti, 2020). Psychologically, another feature of jealousy in adolescent development is the transition period marked by an identity crisis. At this stage, adolescents need guidance and reinforcement from more mature people in order to find a positive identity in accordance with the environment.

One form of guidance for adolescent developmental age is in aspects of future career life. Teenagers begin to pay great attention to various fields of life that they will live as adults in the future. It is at this stage that students begin to think seriously about the career plan that will be chosen after graduating from the madrasah aliyah or high school level. Career planning is the process of achieving individual career goals, which is characterized by clear goals after completing education, clear goals for work, encouragement to advance in the field of education and desired work, realistic perceptions of oneself and the environment, abilities grouping jobs of interest, giving positive appreciation to work and values, independence in the decision-making process, maturity in making decisions, and showing realistic ways to achieve work goals (Adiputra, 2015).

Career guidance and counseling as an activity program that helps direct students' careers must be designed effectively and efficiently so that their goals can be achieved (Hikmawati, 2012). Therefore, good management is needed in managing career guidance and counseling. Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal

(Hasibuan, 2009). Management as a process is an activity of planning, organizing, directing and controlling activities to achieve organizational goals by using organizational resources. The management process used in career guidance and counseling has the functions of *planning, organizing, actuating, and controlling*. Good management will facilitate the realization of organizational or institutional goals, so that the effectiveness and efficiency of the management elements can be increased effectively and efficiently.

In accordance with graduate standards, Islamic senior high school students are directed to choose further studies as the main choice in making career plans other than courses and work. Therefore, career guidance and counseling are needed as the main service in helping direct students' future through careful planning for further studies. In fact, career guidance and counseling activities are still carried out as is without careful planning, clear organization and intensive supervision. As a result, the main goal of career guidance and counseling is not optimally achieved. Therefore, good management is needed in the implementation of career guidance and counseling so that the results are also good (Saifuddin, Ruhaena, L., Pratisti, W. D., 2017).

Career guidance and counseling management covers aspects of planning, organizing, implementing, and supervising. Planning includes identifying the needs of students which are then used as the basis for the preparation of career guidance and counseling programs. Organizing includes the division of tasks and responsibilities of the parties involved in the implementation of career guidance and counseling in the madrasa, with the aim of working effectively and efficiently. The implementation includes how career guidance and counseling are given to students in the hope of achieving optimal goals. Meanwhile, supervision is carried out to see the effectiveness of achieving the goals of career guidance and counseling through evaluation and supervision.

2. Literature Review

2.1 Career Guidance and Counseling

Guidance is a psychological assistance effort from people who are considered to have the ability to guide individuals or groups to understand themselves and their environment in realizing an independent person who is able to develop according to his stage of development. Guidance is the process of providing assistance (directions, input) to someone (Syamsu & A. Juntika, 2010).

Counseling is assistance given to individuals in solving their life problems through interviews, which are in accordance with the individual circumstances they face (Prayitno & Erman, 2004). Counseling process review identifies the positive methods or strategies which was used to help participants in identifying new methods to increase the positive changes in their lives (Sitindaon & Rahma, 2020). Counseling is psychological assistance that is deep, intense and private from experts, namely counselors for counselees individually or in groups using counseling interview techniques. In

counseling because it is private and confidential, the principle of confidentiality is the main key to the success of the counseling process. The counselee will feel comfortable during the counseling process, if the counselor adheres to the principle of confidentiality. So that by itself will be more open and active in counseling interviews (Wibowo, 2005).

Career guidance and counseling is a process of providing assistance provided by counselors or tutors to individuals or groups of individuals to know and understand themselves, get to know the world of work, plan for the future they hope for, and determine and make decisions appropriately and responsibly (Santoadi, 2007; 2010).

2.2 Goals of Career Guidance and Counseling

Career guidance and counseling services held in educational institutions certainly have goals to be achieved, including (Walgito, 2010):

- 1) Helping to understand and assess himself about his potential, interests, talents, attitudes and ideals.
- 2) Helping to realize and understand the values that exist in themselves and the community environment
- 3) Get information about various types of work and efforts to get them.
- 4) Help find obstacles that may arise and how to overcome these obstacles in the career planning process.
- 5) Helping students plan for the future by finding a career that suits them.

Based on the explanation of the purpose of career guidance and counseling, it can be concluded that the direction of career guidance and counseling is an effort to help direct and channel students' careers. These assistance efforts are expected to help students understand themselves and their environment, including recognizing their interests, talents and career opportunities. After that, the direction and distribution of students' career interests are carried out according to the potential and opportunities that exist as a provision for life in the future.

2.3 Career Guidance and Counseling Materials

The provision of material in career counseling guidance is given in stages and is planned according to the level of career planning. The first step is self-understanding of students consisting of interests, talents, and potential that supports future career planning. The next step is understanding the values prevailing in society, which influence a person's future decisions. After self-understanding and values, the next material that can be given in career guidance and counseling is an understanding of the environment (family, school, community) that influences students in planning careers. The next material is how students can identify the supporting and inhibiting factors that may appear in the career planning stage. The last material is tips for designing an effective future.

2.4 Career Guidance and Counseling Management

Management of career guidance and counseling is a management activity carried out by counselors to facilitate the function of guidance and counseling in the career field starting

from planning, organizing, implementing and evaluating to achieve the goals of effective and efficient career guidance and counseling by utilizing various available resources. Career guidance and counseling management is the process of managing the resources involved in career guidance and counseling programs (Sukardi, 2003), which consists of planning, organizing, implementing, and supervising with the aim of business effectiveness and efficiency in helping students develop optimally (Gibson & Marianne, 2011).

2.5 Principles of Career Guidance and Counseling Management

The principles of guidance and counseling management are the foundation or basis on which to act, in order to lead to the achievement of goals. The general principles of guidance and counseling management also apply to the management of career guidance and counseling. The principles that can be applied in the management of career guidance and counseling include:

- 1) Efficient and effective, meaning the suitability of service results with the goals to be achieved from career guidance and counseling services by optimally utilizing existing facilities,
- 2) Leadership effective, meaning that the principal needs to be wise in making decisions and able to coordinate with madrasa personnel well,
- 3) Cooperation, meaning that there is a good cooperative relationship between madrasa personnel,
- 4) Management takes place systematically starting from planning, organizing, directing, and evaluation.

2.6 Stages of Career Guidance and Counseling Management

Management can be successful if in managing the functions of management can be operationalized or can be carried out properly and systematically. The four functions are the stages that are applied in the management of career guidance and counseling, namely:

- 1) Planning (Planning),
- 2) Organizing,
- 3) Actuating (Implementation),
- 4) Controlling (Evaluation).

3. Methodology

This study is qualitative research, trying to illustrate the phenomenon in one place as a whole in society, both the nature, characteristics, character, and model of the phenomenon (Sanjaya, 2013). The object under study takes place in a natural or natural setting and aims to know, understand, and appreciate carefully and more deeply about the management of career guidance and counseling at State Islamic Senior High School 1 Tegal which consists of planning, organizing, implementing, and supervising it.

The research approach used by the researcher is a case study approach. This type of case study approach is a type of approach used to investigate and understand an event or problem that has occurred by collecting various kinds of information which are then processed to obtain a solution so that the problems revealed can be resolved.

The data taken from this study include some data related to:

- 1) Four sub-topics, namely planning, organizing, implementing, supervising in career guidance and counseling management,
- 2) Supporting capacity and obstacles in the management of career guidance and counseling at State Islamic Senior High School 1 Tegal.

Research Subjects:

- 1) Head of State Islamic Senior High School 1 Tegal,
- 2) Students of State Islamic Senior High School 1 Tegal,
- 3) BK teachers of State Islamic Senior High School 1 Tegal,
- 4) Students of career guidance services.

The object of this research is the activity of career guidance and counseling management at State Islamic High School 1 Tegal, which includes planning, organizing, implementing, and supervising. For data collection, researchers used observation, interviews, and documentation techniques, where data collection techniques were used directly in the field to produce the desired information or data. The data analysis method applied for this study, the researcher used descriptive data analysis, namely the non-statistical method. The Miles and Huberman model is a technique used by researchers in the form of data reduction, data presentation, and data verification (data reduction, data display, and conclusion drawing).

4. Results and Discussion

Career guidance and counseling, which is the focus of this research, is carried out based on management functions in order to achieve effective and efficient goals. Therefore, the discussion in this study focuses on the management of career guidance and counseling which consists of planning, organizing, implementing, and supervising career guidance and counseling. This research uses qualitative research with a case study approach regarding the management of career guidance and counseling at State Islamic Senior High School 1 Tegal by using data collection techniques through interviews, observation, and documentation studies. The informants interviewed in this study were the head of madrasah, deputy head of madrasah, coordinator of guidance and counseling teachers, guidance and counseling teachers, representatives of subject teachers, representatives of class XII homeroom teachers, representatives of the administration section, and representatives of students who have and have not used career counseling guidance services at State Islamic Senior High School 1 Tegal.

Based on the data from the research carried out, it can be described the results of research and discussion on the management of career guidance and counseling at State Islamic Senior High School 1 Tegal with the following details:

Planning for career guidance and counseling at State Islamic Senior High School 1 Tegal, Planning is a very important element and a fundamental function in management because other management functions such as organizing, actuating and controlling must be planned beforehand. Planning is defined as the process of determining the goals or objectives to be achieved and determining the paths and sources to achieve these goals as effectively and efficiently as possible. Planning is also defined as determining the goals to be achieved in the future and what must be done in order to achieve these goals. Therefore, the planning includes:

A) preparatory activities, starting from:

- 1) Task distribution meetings for teachers and employees are held every semester,
- 2) Guidance and counseling teacher teamwork meetings,

B) the form of the program of activities that will be carried out and the reasons for choosing the program are guidance for future planning for students who want to continue their studies or who work and take courses after graduating Aliyah,

C) the steps to be taken, such as:

- 1) Conducting a student need assessment of career guidance and counseling,
- 2) Preparation of career guidance and counseling programs,
- 3) Determining personnel who will carry out career guidance and counseling programs,
- 4) Estimated costs and facilities provided used,
- 5) Analysis of career guidance and counseling planning.

The career guidance and counseling program at State Islamic Senior High School 1 Tegal is prioritized for class XII students to help plan for the future, even though they have actually been introduced to careers since students were in class X. In organizing career guidance and counseling programs, it is the main responsibility of the guidance and counseling teacher. class XII, while still involving other guidance and counseling teachers. In addition, the implementation of career guidance and counseling programs requires synergy and cooperation with vice principals, homeroom teachers, subject teachers, and administrative divisions, under the guidance of the madrasah principal as the highest leader in the madrasa. Planning for career counseling guidance at State Islamic Senior High School 1 Tegal in general has been going well. However, it does not necessarily run smoothly without any obstacles. One of the obstacles that arise when planning career counseling guidance at State Islamic Senior High School 1 Tegal is the limited personnel of guidance and counseling teachers who are the main person in charge of activities both in quantity and competence that guidance and counseling teachers should have.

Organizing career guidance and counseling at State Islamic Senior High School 1 Tegal, Organizing is the second management function after planning. Organizing is the activity of determining the organizational structure, duties and functions, as well as determining the position and nature of the relationship between each unit in the organization. Organizing includes the division of tasks and authorities as well as the relationship pattern of each unit or section in the organization or institution.

Regarding the management of guidance and counseling, according to Dewa Ketut Sukardi, it is stated that the organization of guidance and counseling includes the following aspects:

- a) all school personnel must be gathered in one forum, so that it is realized in a unit to provide guidance and counseling services;
- b) carry out a common perception in providing services including work mechanisms, work patterns, and work procedures; and
- c) the existence of clear details of the duties, responsibilities and authorities of each.

Thus, in general, the organization of career guidance and counseling includes two main activities, namely departmentalization and job descriptions. Departmentation is a grouping of work with the aim of dividing tasks to be more effective and efficient in achieving organizational goals. The job description is a description of the duties and responsibilities of each department or work group.

Coordination and cooperation are the keys to a successful implementation of the career counseling guidance program at State Islamic Senior High School 1 Tegal. Between the curriculum as the person in charge of academic assessment of students, the guidance and counseling teacher as the main guard in providing career services for students, the student body as the person in charge of various activities involving students and the homeroom teacher as parents of students in schools must always collaborate in guiding students. With good communication, coordination and collaboration, it is hoped that it will have a positive impact on the success of the implementation of guidance and counseling.

Regarding the organization of career guidance and counseling activities at State Islamic Senior High School 1 Tegal, it does not always run smoothly. Moreover, it concerns the division of duties and responsibilities of personnel who are directly involved in the implementation of these activities. The limited number of guidance and counseling teacher personnel with academic qualification standards are not all linear with the guidance and counseling department being one of the inhibiting factors. Nevertheless, the head of the madrasa always provides support by approaching personnel with guidance and counseling teachers at State Islamic Senior High School 1 Tegal, to always work professionally and improve their competence.

Implementation of career guidance and counseling at State Islamic Senior High School 1 Tegal, the implementation function cannot be separated from other management functions. The driving and implementing functions in other terms are motivating (generating motivation), directing (giving direction), influencing (influencing) and commanding (giving commands or orders). In carrying out the driving function, it is closely related to leadership. Leadership is the ability to influence the behavior of a person or group of people to achieve certain goals in certain situations. The objectives of the actuating function include:

- 1) Creating more efficient cooperation,
- 2) Developing staff abilities and skills,
- 3) Fostering a sense of belonging and liking for work,

- 4) Ensuring a work environment that increases staff motivation and work performance, and
- 5) Make the organization develop dynamically.

The implementation of the career guidance and counseling program includes aspects of the implementation time and the implementation process itself.

Career guidance and counseling at State Islamic Senior High School 1 Tegal is carried out in classical, group, individual, and special formats. Each activity format has its own guidance and counseling services. The classical format is carried out through orientation services and information on career fields which are held during face-to-face hours in class. Guidance and counseling teachers provide services for students in the class in the hope of understanding career planning. The group format is carried out through group guidance services for students who have the same identical problems to be discussed by utilizing the group dynamics in the group. The individual format is carried out through individual counseling services for students who have personal problems regarding their career plans and emphasize the principle of confidentiality in their discussions. The special format in the implementation of career guidance and counseling is carried out through activities outside of classical hours and individual or group activities. The special format used in providing career services is in the form of expo campus activities for class XII students, study tour activities for class XI students, and psychological test activities for class X.

The implementation of career guidance and counseling at State Islamic Senior High School 1 Tegal is not merely the main responsibility of the guidance and counseling teacher. However, it requires cooperation and support from all personnel in other madrasas such as homeroom teachers, subject teachers, and administrative staff. The form of career guidance services for students is prioritized for those who choose college as their future career choice. However, students who have not had the opportunity to go to college, are directed to work, take courses or continue at Islamic boarding schools. However, there are also students who plan to start a family after graduating from the madrasa, but the number is not large. The madrasah continues to socialize with parents so that they support their children to study or work first before choosing to have a family.

Career supervision and counseling at State Islamic Senior High School 1 Tegal, the supervisory function is often referred to as control, namely monitoring and evaluating. Supervision is a decisive step in what must be done, as well as assessing and improving so that its implementation is in accordance with effective and efficient planning. Supervision is a management function in controlling and regulating activities in accordance with the plans that have been set in order to achieve goals. Supervision involves three main activities, namely the determination of performance results standards, measurement of performance results, and correction or evaluation of deviations that may occur. Supervision is carried out through the process of planning, organizing, implementing, and supervising itself.

Supervision is a vital aspect in the implementation of guidance and counseling management, including in this case for the career field. With supervision, it can be

assessed the success of achieving the goals of career guidance and counseling based on predetermined standards. In general, the main activities of supervision include determining the supervision model used as well as feedback or follow-up on the supervision itself.

Supervision of the career counseling guidance program at State Islamic Senior High School 1 Tegal which is carried out on a scheduled basis can be through observations during classical service delivery, group guidance and individual counseling according to a predetermined schedule. As a technical implementation, when observing classical services, it is necessary to prepare an RPL (service delivery plan), service materials, and classical service delivery media. As for observing group guidance services, it can be done by first preparing the group along with the service material to be discussed. As for the implementation of individual counseling, supervision is carried out incidentally. This means that students have personal problems that they want to discuss in individual counseling and cannot be arranged when they have to have problems. Therefore, for individual counseling services, the supervision process can be carried out by reviewing program implementation report documents and individual counseling data recordings.

In the supervision phase of this research using the CIPP approach, the CIPP evaluation model is an evaluation model consisting of four evaluation components, namely context, input, process, and product (CIPP). Context evaluation means evaluation of the context, input evaluation means evaluation of input, process evaluation means evaluation of the process, and product evaluation means evaluation of results. The four aspects of the CIPP Evaluation Model (context, input, process, and output) help decision-making to answer four basic questions, namely:

- 1) What should we do (What should we do?)
- 2) How should we do it?
- 3) Are we doing it as planned?
- 4) Did it work (Did it work?)

The four questions will make evaluations in the supervision of career counseling guidance management. Of the four questions, the following will be followed up on how the program that has been implemented has at least four options, namely:

- 1) stopping the program,
- 2) revising the program,
- 3) continuing the program, and
- 4) disseminating the program.

Referring to various alternative follow-up results from the supervision of career guidance and counseling, the head of the madrasah made a decision as a follow-up, namely to continue the program by making improvements through regular coaching every month for teachers and employees to always be eager to provide services to students and be able to deliver them. passing SNMPTN and SPAN PTKIN is increasing. In addition, the Head of Madrasah provides an opportunity for the guidance and counseling teacher team to improve their professionalism by comparative studies to

madrasas that are already good at fostering the careers of their students and attending training in the field of guidance and counseling in order to improve their knowledge and skills as professional guidance and counseling teachers.

As the final supervisory activity, the Head of Madrasah makes a report on supervision activities as material for improving the implementation of career guidance and counseling at State Islamic Senior High School 1 Tegal for the following year.

The management of career counseling guidance at State Islamic Senior High School 1 Tegal with 4 stages, namely planning, organizing, implementing and supervising using the CIPP approach (context, input, process, product) analyzes based on research carried out making career counseling guidance at State Islamic Senior High School 1 Tegal more effective and has an impact which is good in the progress of student career counseling guidance after graduating from school. This can be seen in the following table:

Table 1: Track Record of Alumni of State Islamic Senior High School 1 Tegal Continuing Study as a Career Choice

No.	Year Lesson	Participant			Continue			
		L	P	JML	SIU	SU	Private	IBS
1	2018 – 2019	218	232	450	66	43	75	65
2	2019 – 2020	162	387	469	85	65	72	55

From the alumni track record, 80% of the 552 class XII students of State Islamic Senior High School 1 Tegal who have graduated choose to continue their education to higher education or continue studying at Islamic boarding schools, and the other 20% choose to take training or work courses in their desired field. This shows that career counseling guidance has had an impact on State Islamic Senior High School 1 Tegal students with schools that aim to continue their further education. The existence of good management in the management of student career counseling guidance will improve the quality of graduates of State Islamic Senior High School 1 Tegal.

5. Conclusion

Based on the results of research and discussion on the management of career guidance and counseling that the researchers carried out at State Islamic Senior High School 1 Tegal, it can be concluded as follows:

- 1) Planning for career counseling guidance at State Islamic Senior High School 1 Tegal has been going well, with the planning stages consisting of preparation, programming, urgency programming, and planning steps for career counseling guidance programs.
- 2) The organization of career counseling guidance at State Islamic Senior High School 1 Tegal has been carried out well both through the departmentation step (division of tasks or jobs) with job descriptions in each section according to their abilities and authorities.

- 3) The implementation of career counseling guidance at State Islamic Senior High School 1 Tegal has been going well. Career guidance and counseling at State Islamic Senior High School 1 Tegal is carried out gradually and continuously from class x to class xii with different service delivery intensities.
- 4) Career counseling guidance supervision at State Islamic Senior High School 1 Tegal has been going well, using the CIPP approach. The CIPP evaluation model is an abbreviation of the initial letters of four words, context, input, process, and product.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Authors

Prof. Dr. H. Sunhaji, M.Ag. worked as a lecturer and professor at the State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto, Indonesia a researcher in the field of education and management, is also the postgraduate director of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto, Indonesia.

Dr. Mukhroji, M.Si. worked as a lecturer at the State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto, Indonesia.

Ade Eka Pradana, M.Pd. worked at the State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto, Indonesia and researcher in the field of education.

Tol'ah Aeni Firdiasih, working as a teacher at State Islamic Senior High School 2 Brebes, Indonesia.

Hari Prasetyo, working as a teacher at State Islamic Senior High School 2 Banyumas, Indonesia.

References

- Adiputra, Sofwan (2015). The Use of Modeling Techniques on Student Career Planning, *Journal of Counseling Focus, Volume 1 No 1, January 2015*.
- Angelina, P. R., Kasman, R. & Dewi, R. S. (2020). Model of career guidance and counseling to overcome unemployment in Bogor City. *Ta'dibuna Journal, Vol. 9, No. 2, October 2020, p. 178-192 DOI: 10.32832/tadibuna.v9i2.3442*.
- Desmita. (2010). *Developmental Psychology*. Bandung: Rosda.
- Djaali. (2006). *Educational Psychology*. Jakarta: Earth Literacy.
- Gibson, Robert L. & Marianne H. Mitchell (2011). *Guidance and Counseling, Translation*. Yogyakarta: Student Library.
- Hasibuan, Malay S. P. (2009). *Human Resource Management*. Jakarta: Earth Literacy.
- Hikmawati, F. (2012). *Guidance and counseling*. Jakarta: Rajawali Press.
- Intani, F. S., & Surjaningrum, E. R. (2010). Coping strategy for students in the wrong major. *Journal of Psychology Media People, 12(2)*

- Prayitno and Erman Amti (2004). *Fundamentals of Guidance and Counseling*. Jakarta: Rineka Cipta.
- Son, Ilham Primary (2020). 4.3 Million Students Drop Out of School in 2019, *Medcom.id*, 15 July 2020 (accessed 3 September 2020).
- Ristianti, Dina Hajja (2020). Organizational Behavior Management Through Group Counseling Discussions as a Radicalism Preventive Effort, *Indonesian Counseling Journal*, Vol. 8, No. 1, 23-31.
- Saifuddin, Ahmad, Lisnawati Ruhaena, Wiwien Dinar Pratisti (2017). Improving Career Maturity of High School Students with Reach Your Dreams Training and Career Counseling. *Journal of Psychology Volume 44, Number 1: 39 - 49 DOI: 10.22146/jpsi.17378*.
- Santoadi, Dawn (2010). *Comprehensive Guidance and Counseling Management*. Yogyakarta: USD issuer.
- Santrock, J. W. (2003). *Adolescence, adolescent development: Sixth edition*. Jakarta: Erlangga.
- Sitindaon, Francis Rondang and Rahma Widyana (2020). Investigation of Solution Focused Brief Counseling's effect on Reducing the Stress Levels of College Students. *Journal of Counseling and Education*, Vol.8, No.3, 105-110.
- Sukardi, Dewa Ketut (2003). *Guidance and Counseling Management in Schools*. Bandung: Alfabeta.
- Supriatna, Mamat (2009). *Career Guidance Services in Middle Schools*. Bandung: Indonesian Education University & PT Youth Rosdakarya.
- Syamsu, Yusuf Syamsu and A. Juntika Nuhrisan (2010). *Guidance and Counseling Foundation*. Bandung: PT Pemuda Rosdakarya.
- Walgito, Bimo (2010). *Guidance and Counseling (Study & Career)*. Yogyakarta: Andi Offset.
- Maybe Eddy Wibowo (2005). *Developmental Group Counseling*. Semarang: UNNES Press.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).