
THE INFLUENCE OF CAREER GUIDANCE AND COUNSELING ON STUDENTS' INTEREST IN PURSUING FURTHER STUDIES

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ABSTRACT

Background

Career guidance and counseling services play a crucial role in assisting students in determining their choices for further education. The low interest in continuing education at MA Daarul Qoori'in has become a primary concern.

Purpose

This study aims to examine the implementation of career guidance and counseling services and to analyze their influence on the interest of twelfth-grade students at MA Daarul Qoori'in in pursuing further studies.

Research Methodology

The research method employed was a quantitative experimental design with a random sample of 24 students. Data were collected through questionnaires and analyzed using simple linear regression to test the relationship between variables.

Result

The results indicate that career guidance and counseling services have a significant effect on the interest of twelfth-grade students at MA Daarul Qoori'in in continuing their studies. Based on the analysis, the calculated F-value was 10.177, which is greater than the critical F-value of 3.44, with a significance level of $0.004 < 0.05$. The null hypothesis (H_0) is rejected if $F_{\text{calculated}} > F_{\text{table}}$ at $\alpha = 0.05$ (5%), with the obtained value $10.177 > 3.44$. Therefore, H_0 is rejected, and H_1 is accepted, indicating that career guidance and counseling services (X) influence students' interest in further studies (Y), albeit with a low effect size of 31.6%. This implies that the proposed hypothesis is supported; namely, that better career guidance and counseling services can serve as a valuable foundation to enhance students' interest in pursuing further education. Meanwhile, 68.4% of the variance is explained by other variables.

Conclusion

Career guidance and counseling services have a proven significant effect on students' interest in continuing their studies, although the magnitude of this effect is considered low.

Keywords

guidance and counseling, career, students



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INTRODUCTION

Continuing education is an important step for students in their academic and professional development, but it is not without challenges. Many students are not adequately prepared to handle the high workload and mixed learning environments in higher education, making programs such as the Extended Curriculum Programme effective in enhancing their academic readiness (Swart & Delpont, 2022). For working professionals, such as teachers, balancing work and study often leads to role conflicts, necessitating institutional support and flexible policies (Dewi et al., 2025). Short-term overseas study programs have also been shown to improve students' global competencies, including cross-cultural understanding and interpersonal skills (Bretag & van der Veen, 2017). Advanced education, such as a Master's degree in Nursing, contributes to the enhancement of professional skills, although post-graduation career growth rates may vary (Massimi et al., 2017). While online learning offers flexibility, challenges such as isolation and additional workload remain significant obstacles (Varnava-Marouchou & Minott, 2018). Internships, both offline and online, also play a critical role, each with its own advantages (Gaikwad et al., 2024).

Students' decisions to pursue further studies are influenced by various interrelated factors. Career aspirations serve as the primary motivator, with further education perceived as a pathway to improved employment prospects and professional growth, particularly in fields such as nursing (Wang et al., 2024). However, academic pressure and study fatigue often give rise to self-doubt and fear of failure. The pressure to enter the workforce immediately after graduation also acts as a deterrent. Conversely, social support and the presence of role models from family, peers, and mentors encourage students to continue their education. Socioeconomic factors, including expectations of social mobility and economic stability, also influence students' decisions (Albanaes et al., 2020). Financial constraints remain a major barrier, especially for students from low-income backgrounds. Skill development through practical learning and adequate institutional support can enhance student motivation (Amar et al., 2025; Koshkin et al., 2018). Participation in global programs also strengthens students' interest in continuing their education (Bretag & van der Veen, 2017).

Guidance and counseling play a vital role in assisting students to plan their educational and career futures consciously and purposefully. These services have been shown to reduce dropout rates and facilitate smoother transitions from secondary to higher education (Psifidou et al., 2021). Effective career development also emphasizes the importance of strengthening students' socio-emotional aspects, including mental resilience, time management, and decision-making skills (Özdemir & Bacanlı, 2020). Furthermore, an inclusive approach to counseling is crucial, especially for students with special needs, such as the visually impaired and migrants, as it enhances their self-confidence and social integration (Yuwono et al., 2017). Continuous guidance during college, such as academic coaching, has been shown to improve student engagement, satisfaction, and retention, particularly during times of crisis (Gray & Shanmugam, 2025; Welsen, 2024).

The effectiveness of guidance and counseling is often hindered by gaps between policy and implementation. Therefore, critical institutional approaches and relevant local strategies are needed to bridge these gaps (Aldrovandi et al., 2024). Adequate resource allocation, such as counselor training and the development of systematic support systems,

is a determining factor in the success of these services (Lee et al., 2019; Choompunuch et al., 2022). Moreover, integrating mental health services into academic counseling is essential, especially for international students and those studying in high-pressure fields like nursing (Minutillo et al., 2020; Xie & Kang, 2025). The utilization of technology, including artificial intelligence-based chatbots, can also expand access to and the efficiency of counseling services (Zhang et al., 2025). Finally, intervention programs tailored to students' needs and vulnerabilities can improve their adaptation success in higher education (Sampaio et al., 2025).

Given the complexity of career decision-making among students, research on the influence of career guidance and counseling services on the interest of twelfth-grade students at Madrasah Aliyah Daarul Qoori'in in pursuing further studies is highly important. This study emerges from various issues such as limited information on advanced education, internal and external pressure factors, and the scarcity of career counseling services at the school. To maintain focus and effectiveness, the scope is limited to the implementation of career guidance and counseling services and students' interest in continuing their studies. The main objectives of this study are to examine the implementation of these services, assess the level of students' interest in further education, and determine the extent to which career counseling influences this interest. Theoretically, the findings are expected to enrich the literature in the field of educational counseling. Practically, the results can be utilized by schools, teachers, and parents to enhance their roles in supporting students' career planning and continuation of education more optimally.

RESEARCH METHODOLOGY

This study was conducted at Madrasah Aliyah Daarul Qoori'in, Lebak Regency, Banten, during the period from November 2023 to November 2024. The research employed a quantitative approach using a survey design and simple linear regression analysis to measure the effect of career guidance and counseling services on students' interest in pursuing further studies. The population consisted of all twelfth-grade students, totaling 24 individuals. Given the population size of fewer than 100, a saturated sampling technique was applied. Data were collected through closed-ended questionnaires using a Likert scale, structured observations, and documentation. The questionnaire measured students' perceptions of career guidance services and their interest in continuing education. Observations were conducted to assess students' behavior and learning context, while documentation was used to supplement administrative and supporting data. The research instruments were as follows:

Table 1. Career Guidance and Counseling Instrument Grid

Aspect	Indicator
Understanding of the workforce	Interest in working
Career or position planning	Career planning
Special talents for specific careers	Possessing special talents
Future aspirations	Desired future goals
Interest in specific careers	Having particular career interests
Family expectations	Family support
Future career prospects	Desired career

Table 2. Instrument Grid for Interest in Continuing Education

Aspect	Indicator
Emotional and intrinsic motivation	Having motivation and future aspirations
	Desire to continue learning
	Interest in pursuing higher education
Social and environmental support	Support from parents/family
	Support from peers
	Support from the school

The validity test results showed that most questionnaire items were valid, as the calculated r-values (r_{hitung}) exceeded the critical r-values (r_{tabel}), thus these items were used in the study. Reliability testing using Cronbach’s Alpha yielded values above 0.7, indicating that the instruments were reliable and suitable for use. The data analysis methodology involved several stages. First, descriptive analysis was performed to provide a general overview of the data through mean, median, mode, and standard deviation calculations. Second, prerequisite tests were conducted, including a normality test to verify whether the data were normally distributed, a requirement for regression analysis. Third, linearity testing using curve estimation was carried out to determine if the relationship between variables X and Y was linear; a significance level of $F \leq 0.05$ indicated linearity. Fourth, instrument reliability was confirmed with Cronbach’s Alpha, verifying the suitability of the instruments. Finally, hypothesis testing was conducted through simple linear regression analysis to examine the influence of variable X on Y, alongside an F-test to evaluate simultaneous influence. The F-test decision rule stated that if the calculated F-value (F_{hitung}) was greater than the critical F-value (F_{tabel}), the null hypothesis (H_0) would be rejected, and the alternative hypothesis (H_a) accepted, indicating a significant effect between the independent and dependent variables.

RESULT AND DISCUSSION

Validity and Reliability of Career Guidance and Counseling Service Data

Table 3. Results of Validity Test for Career Guidance and Counseling Services

No.	Item	$r_{calculated}$	r_{table}	Validity
Item 1	0.4591	0.4044	Valid	Used
Item 2	0.4320	0.4044	Valid	Used
Item 3	0.7016	0.4044	Valid	Used
Item 4	0.3579	0.4044	Not Valid	Not Used
Item 5	0.6279	0.4044	Valid	Used
Item 6	0.4407	0.4044	Valid	Used
Item 7	0.5225	0.4044	Valid	Used
Item 8	0.7765	0.4044	Valid	Used
Item 9	0.6204	0.4044	Valid	Used
Item 10	0.4526	0.4044	Valid	Used
Item 11	0.4362	0.4044	Valid	Used
Item 12	0.4121	0.4044	Valid	Used
Item 13	0.5806	0.4044	Valid	Used
Item 14	0.7251	0.4044	Valid	Used
Item 15	0.5868	0.4044	Valid	Used
Item 16	0.4432	0.4044	Valid	Used
Item 17	0.5687	0.4044	Valid	Used
Item 18	0.5099	0.4044	Valid	Used

Item 19	0.5267	0.4044	Valid	Used
Item 20	0.5848	0.4044	Valid	Used
Item 21	0.4116	0.4044	Valid	Used
Item 22	0.7111	0.4044	Valid	Used
Item 23	0.7800	0.4044	Valid	Used
Item 24	0.6100	0.4044	Valid	Used
Item 25	0.5136	0.4044	Valid	Used
Item 26	0.3923	0.4044	Not Valid	Not Used
Item 27	0.5375	0.4044	Valid	Used
Item 28	0.5068	0.4044	Valid	Used

From the results of the validity test on Career Guidance and Counseling Services (X), 28 statement items were tested. There are 26 valid statements and 2 invalid statements in the validity test conducted.

Table 4. Reliability of Career Guidance and Counseling Services Variable (X)

Reliability Statistics	Cronbach's Alpha	Number of Items
		0.902

Validity and Reliability of Student Interest in Continuing Studies Data

Table 5. Results of Validity Test on Student Interest in Continuing Studies

No.	Item	r_calculated	r_table	Validity
Item 1	0.4139	0.4044	Valid	Used
Item 2	0.5003	0.4044	Valid	Used
Item 3	0.5649	0.4044	Valid	Used
Item 4	0.5751	0.4044	Valid	Used
Item 5	0.5222	0.4044	Valid	Used
Item 6	0.6999	0.4044	Valid	Used
Item 7	0.4288	0.4044	Valid	Used
Item 8	0.5079	0.4044	Valid	Used
Item 9	-0.1647	0.4044	Not Valid	Not Used
Item 10	0.7450	0.4044	Valid	Used
Item 11	0.4435	0.4044	Valid	Used
Item 12	0.5188	0.4044	Valid	Used
Item 13	0.4193	0.4044	Valid	Used
Item 14	0.5912	0.4044	Valid	Used
Item 15	0.4497	0.4044	Valid	Used
Item 16	0.6331	0.4044	Valid	Used
Item 17	0.4735	0.4044	Valid	Used
Item 18	0.7450	0.4044	Valid	Used
Item 19	0.6331	0.4044	Valid	Used
Item 20	0.7450	0.4044	Valid	Used
Item 21	0.4836	0.4044	Valid	Used
Item 22	-0.2440	0.4044	Not Valid	Not Used
Item 23	0.7450	0.4044	Valid	Used
Item 24	0.4050	0.4044	Valid	Used
Item 25	0.7450	0.4044	Valid	Used
Item 26	0.4236	0.4044	Valid	Used
Item 27	0.4971	0.4044	Valid	Used
Item 28	0.4585	0.4044	Valid	Used

Table 6. Reliability of Student Interest in Continuing Studies Variable (Y)

Reliability Statistics	Cronbach's Alpha	Number of Items
	0.906	26

Description of Career Guidance and Counseling Service Data (X)

Table 7. Frequency Distribution of Career Guidance and Counseling Services

No.	Score Interval	Frequency (F)	Percentage (%)
1	76–87	1	4.2%
2	88–99	4	16.7%
3	100–111	5	20.8%
4	112–123	12	50.0%
5	124–135	1	4.2%
6	136–147	1	4.2%
	Total	24	100%

The frequency distribution shows: score interval 76–87 with 1 person (4.2%) categorized as moderate; 88–99 with 4 persons (16.7%) categorized as high; 100–111 with 5 persons (20.8%) categorized as very high; 112–123 with 12 persons (50.0%) categorized as very high; 124–135 with 1 person (4.2%) categorized as moderate; and 136–147 with 1 person (4.2%) categorized as moderate.

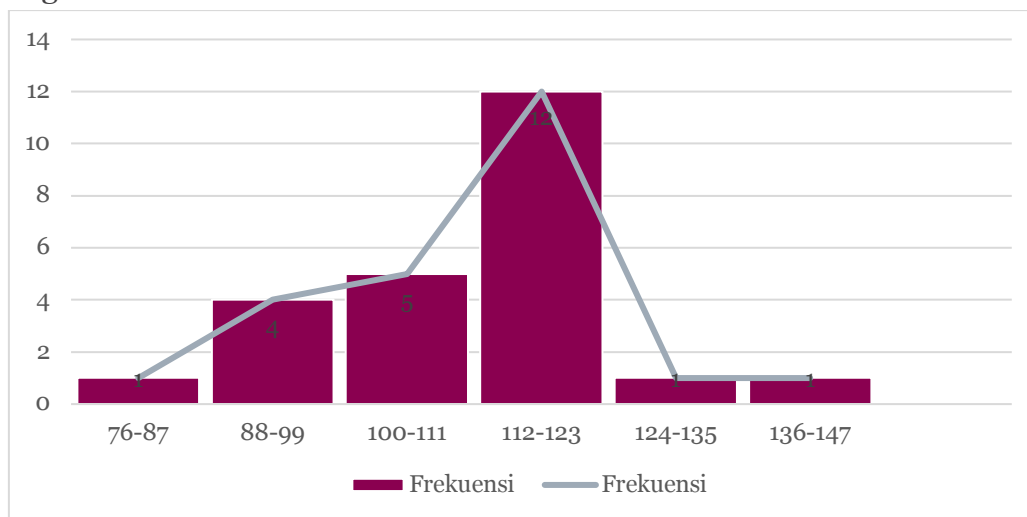


Figure 1. Bar Chart of Career Guidance and Counseling Service Frequency

The bar chart indicates the following frequencies: 76–87 with 1 person; 88–99 with 4 persons; 100–111 with 5 persons; 112–123 with 12 persons; 124–135 with 1 person; and 136–147 with 1 person.

Description of Student Interest in Continuing Studies Data (Y)

The score range for students' interest in continuing studies from 24 respondents is between 75 and 128, with a total score of 2,492. The mean score is 103.83; median and mode both at 104; variance is 181.101; and standard deviation is 13.45. The level of interest achievement reaches 74.16% of the maximum score of 140, which falls into the good category. The frequency distribution is presented in the following table and bar chart.

Table 8. Frequency Distribution of Student Interest in Continuing Studies

No.	Score Interval	Frequency (F)	Percentage (%)	Cumulative Percent (%)
1	74–84	3	12.5%	12.5
2	85–95	2	8.3%	8.3
3	96–106	9	37.5%	37.5
4	107–117	7	29.2%	29.2
5	118–128	3	12.5%	12.5
	Total	24	100.0%	

The frequency distribution indicates: score interval 74–84 includes 3 persons (12.5%) categorized as high; 85–95 includes 2 persons (8.3%) categorized as moderate; 96–106 includes 9 persons (37.5%) categorized as very high; 107–117 includes 7 persons (29.2%) categorized as very high; and 118–128 includes 3 persons (12.5%) categorized as moderate.

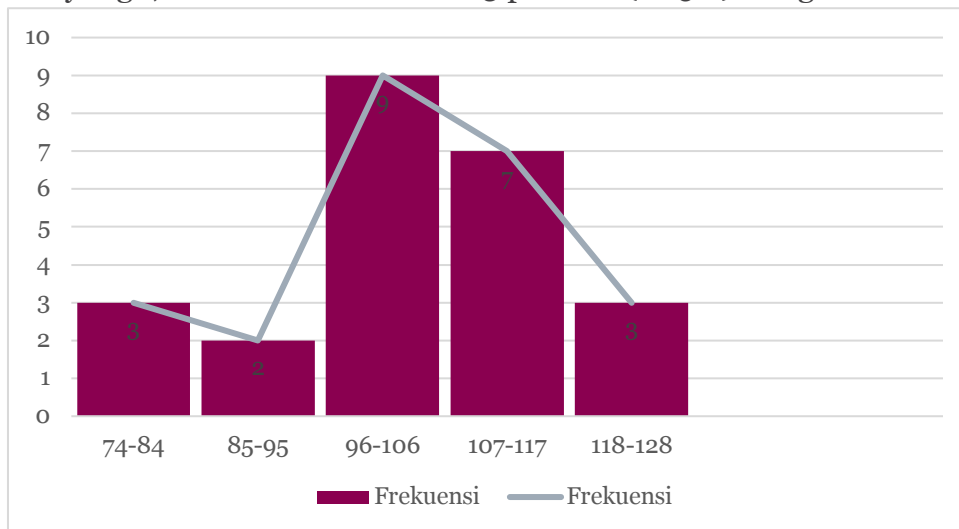


Figure 2. Bar Chart of Student Interest in Continuing Studies Frequency

The bar chart shows: the first frequency bar for the interval 74–84 represents 3 persons; the second frequency bar for the interval 85–95 represents 2 persons; the third frequency bar for the interval 96–106 represents 9 persons; the fourth frequency bar for the interval 107–117 represents 7 persons; and the fifth frequency bar for the interval 118–128 represents 3 persons.

Table 9. Mean, Median, Mode for Variables X & Y

Statistic	Career Guidance (X)	Interest in Continuing Studies (Y)
Valid N	24	24
Missing	15	15
Mean	110.29	103.83
Std. Error of Mean	2.620	2.747
Median	113.00	104.00
Mode	113	104
Standard Deviation	12.835	13.457
Variance	164.737	181.101
Range	61	53
Minimum	77	75
Maximum	138	128
Sum	2647	2492
Percentiles (25th)	101.75	97.25
Percentiles (50th)	113.00	104.00
Percentiles (75th)	118.75	112.50

The descriptive statistics for Career Guidance (X) and Student Interest in Continuing Studies (Y) reveal similar patterns. Both variables have 24 valid responses, with means of 110.29 (X) and 103.83 (Y), indicating generally high scores. The median and mode values are close to the means, suggesting symmetrical distributions. Standard deviations (12.84 for X and 13.46 for Y) and variances indicate moderate variability in responses. The score ranges (61 for X and 53 for Y) show a wide spread in individual scores. Overall, the data suggest consistent and reliable measurement of both career guidance effectiveness and students' study interest levels.

Normality Test

The normality test was conducted using SPSS with the One-Sample Kolmogorov-Smirnov test. With 24 respondents, the critical value at a 0.05 significance level is 0.269. The significance value obtained for variable X (career guidance and counseling services) was 0.516, which is greater than 0.269, indicating that the data for variable X are normally distributed, as detailed below:

Table 10. Normality Test Results

Test	Career Guidance	Study Interest
N	24	24
Mean	110.29	103.83
Standard Deviation	12.835	13.457
Most Extreme Differences		
- Absolute	0.167	0.112
- Positive	0.141	0.078
- Negative	-0.167	-0.112
Kolmogorov-Smirnov Z	0.818	0.551
Asymptotic Significance (2-tailed)	0.516	0.922

a. Test distribution is Normal.

Linearity Test

Table 11. Linearity Test Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	3715.833	15	247.722	4.409	0.020
Linearity	1317.381	1	1317.381	23.446	0.001
Deviation from Linearity	2398.453	14	171.318	3.049	0.059
Within Groups	449.500	8	56.188		
Total	4165.333	23			

With the calculated F value for deviation from linearity (F = 3.049) less than the critical F value (F_{critical} = 3.44), and a significance value of 0.059 > 0.05, the null hypothesis is accepted. This means the sample data come from a population with a linear regression model pattern regarding the effect of career guidance and counseling services.

Research Hypothesis Testing

Correlation Test

The following are the results of the Pearson Product-Moment correlation calculation using SPSS for Windows 16.0:

Table 12. Correlation Hypothesis Test Results

Correlations	BK Career	Study Interest
BK Career	Pearson Correlation	1
	Sig. (2-tailed)	
	N	24
Study Interest	Pearson Correlation	.562**
	Sig. (2-tailed)	.004
	N	24

Based on the correlation table, the significant value of $0.004 < 0.05$ indicates a relationship between career guidance and counseling services and students' interest in continuing their studies. The Pearson correlation coefficient of $0.562 > r\text{-table } 0.3882$ further supports this relationship, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1).

Simple Linear Regression Test

This study utilized simple linear regression analysis with SPSS 16.0 to examine the influence of career guidance and counseling services on the interest of 12th-grade students at Madrasah Aliyah Daarul Qoori'in in continuing their education, aiming to determine whether these services affect students' study continuation interest. The following table shows the regression test results:

Table 13. Career Guidance Regression Test Results

ANOVA ^b	Sum of Squares	df	Mean Square	F	Sig.
Regression	1317.381	1	1317.381	10.177	.004a
Residual	2847.953	22	129.452		
Total	4165.333	23			

- a. Predictors: (Constant), BK Career
- b. Dependent Variable: Study Interest

From the results above, the calculated F value (F_h) = 10.177, while the critical F value (F_t) = 3.44. The criterion for rejecting H_0 is if $F_h > F_t$, which is satisfied here ($10.177 > 3.44$). Therefore, the simple linear regression test results indicate that the alternative hypothesis (H_1), stating that Career Guidance and Counseling Services for 12th-grade students at Madrasah Aliyah Daarul Qoori'in affect their interest in continuing their studies, is accepted, and H_0 is rejected.

Coefficients Test Results

Table 14. Coefficients Test Results

Coefficients ^a	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	38.800	20.518		1.891
BK Career	.590	.185	.562	3.190

- a. Dependent Variable: Study Interest

Based on the results above, the coefficient of X (career guidance) is 0.590, and the constant is 38.800. This relationship between the Career Guidance and Counseling Services variable and students' interest in continuing their studies can be expressed as the regression equation: $Y = 38.800 + 0.590X$. This indicates that Career Guidance and Counseling Services increase students' interest in continuing their education.

Coefficient of Determination

The coefficient of determination is a measure that expresses the strength of the relationship as a percentage (%). It also indicates the extent to which the variation in the dependent variable (Y) can be explained by the variation in the independent variable (X), or in other words, how much X contributes to Y.

Table 15. Model Summary Table

Model Summary ^b	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562 ^a	.316	.285	11.378

a. Predictors: (Constant), BK Career

b. Dependent Variable: Study Interest

From the simple regression analysis, the coefficient of determination (R^2) is 0.316, indicating that career guidance and counseling services explain 31.6% of the variance in the interest of 12th-grade students at Madrasah Aliyah Daarul Qoori'in to continue their studies. Out of 24 respondents, it is known that increased student interest can be effectively achieved through attention to these services. The significance test shows $F_h = 10.177 > F_t = 3.44$ with a significance of $0.004 < 0.05$, thus H_0 is rejected, and H_1 is accepted. This proves that career guidance and counseling services have a significant effect on the interest in continuing studies. The regression equation $Y = 38.800 + 0.590X$ confirms that every increase in the quality of services positively impacts student interest. Therefore, this service can be a crucial asset in enhancing students' self-concept maturity and their interest in pursuing higher education.

The influence of career guidance and counseling on students' interest in continuing education is highly significant. The role of guidance counselors in providing career direction has been proven to positively correlate with students' career orientation and their interest in further education (Suryadi et al., 2020). Career guidance also has long-term effects on students' self-efficacy and satisfaction with their chosen academic major, thereby improving stability in education (Cho, 2017). Skilled counselors using effective counseling techniques can enhance students' self-efficacy and satisfaction with career choices (Asrowi et al., 2020). The type of counseling provider also affects students' career plans; school-based counseling tends to encourage further education, while counseling from employment agencies tends to focus more on internships (Fitzenberger et al., 2020). This highlights the importance of appropriate approaches in career guidance to properly motivate students.

Moreover, educational institutions play a vital role in implementing career guidance programs to enhance students' career readiness (Abumady, 2025). Collaboration between schools and work organizations offers practical experience and guidance that help students form realistic career outlooks (Kuijpers, 2019). Integration of technologies such as artificial intelligence (AI) in career guidance increases efficiency and effectiveness in counseling, assisting students in making more accurate academic decisions (Monreal & Palaoag, 2024). However, challenges like the lack of active and engaging methods need to be addressed to boost student motivation (Tarasov & Spasskaya, 2023). Recommendations include enhancing school-organization collaboration, utilizing social media, and integrating AI tools to support counselors and students in career guidance processes (Tkachuk et al., 2025).

CONCLUSION

The career guidance and counseling services for 12th-grade students at Madrasah Aliyah Daarul Qoori'in fall into the good category, as indicated by a relatively high average score and normally distributed data, as well as a linear regression model. Reliability results show that the instrument used is very strong and consistent. Similarly, students' interest in continuing their studies is also categorized as good, supported by descriptive analysis indicating normally distributed data and a linear relationship pattern. The results of the simple regression test demonstrate a significant influence of career guidance and counseling services on students' interest in continuing their education. This proves that the better the career guidance and counseling services provided to students, the greater their interest in pursuing higher education. However, this influence is still considered low, as most students' interest is affected by other factors beyond the variables studied. Therefore, teachers, homeroom advisors, and school authorities need to optimize counseling services and explore other factors that can encourage students' learning interest. These findings are also expected to serve as a reference for further research and contribute to the field of education.

ACKNOWLEDGEMENT

We would like to express our sincere gratitude to all parties who have supported the completion of this research. The results indicate that career guidance and counseling services have a significant influence on students' interest in continuing their education, although this influence still requires support from other factors. These findings are expected to provide clearer insights for teachers, homeroom advisors, and school authorities to optimize counseling services and enhance students' learning motivation. Furthermore, this study aims to serve as a reference for future research and contribute to the advancement of better educational practices.

AUTHORS' CONTRIBUTION

- Author 1 : Developed a valid and reliable instrument for measuring career guidance and counseling services, which can be utilized in similar studies within secondary education contexts.
- Author 2 : Applied the Pearson Product Moment correlation technique accurately to test relationships between variables, providing a clear example of proper use of inferential statistics in educational research.
- Author 3 : Effectively employed simple linear regression analysis using SPSS to measure the influence of independent variables on dependent variables, thereby strengthening the validity of the research findings.

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