
OPTIMIZING CAREER SELF-EFFICACY THROUGH ACADEMIC ABILITY TEST- BASED GUIDANCE SERVICES FOR SENIOR HIGH SCHOOL

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Abstrak

Menentukan arah karier merupakan salah satu fase krusial bagi siswa kelas akhir. Pada fase ini, siswa dihadapkan pada berbagai pilihan yang akan memengaruhi masa depannya, tidak sedikit siswa yang mengalami kebingungan dalam menghadapi situasi tersebut. Penelitian ini bertujuan untuk menganalisis pelaksanaan layanan Bimbingan dan Konseling (BK) karier, pemanfaatan hasil Tes Kemampuan Akademik (TKA), kondisi self-efficacy karier siswa, serta upaya optimalisasi layanan BK karier berbasis hasil TKA di SMA Negeri 1 Prajekan Bondowoso. Penelitian menggunakan metode penelitian kualitatif deskriptif. Hasil penelitian menunjukkan bahwa layanan BK telah berjalan dengan baik dan memperoleh kepercayaan siswa, namun layanan BK karier masih bersifat umum dan belum berbasis data akademik secara sistematis. Pemanfaatan hasil TKA juga belum optimal karena lebih banyak digunakan untuk kepentingan administratif. Selain itu, self-efficacy karier siswa masih bervariasi akibat faktor internal dan eksternal. Hasil penelitian ini mengindikasikan bahwa integrasi TKA dalam layanan BK karier dapat berkontribusi terhadap peningkatan self-efficacy karier siswa

Kata Kunci: BK karier, Tes Kemampuan Akademik, self-efficacy karier.

Abstract

The career-determining path represents a critical developmental stage for high school seniors. At this stage, they are required to make important decisions that will influence their future educational and career trajectories. Nevertheless, many students experience uncertainty and confusion due to an insufficient understanding of their own potential, interests, and abilities. This study aims to analyze the implementation of career guidance and counseling (BK) services, the use of Academic Ability Test (TKA) results, students' levels of career self-efficacy, and efforts to optimize TKA-based career guidance and counseling services at State High School 1 Prajekan Bondowoso. The study employed a descriptive qualitative approach. The results indicate that the guidance and counseling services have been running well and have gained students' trust; however, these services remain general in nature and are not yet systematically based on academic data. The utilization of TKA results is also not yet optimal because they are used primarily for administrative purposes. In addition, students' career self-efficacy still varies due to internal and external factors. These findings suggest that integrating the TKA into career guidance and counseling services can help improve students' career self-efficacy.

Keywords: Career guidance and counseling, Academic Ability Test, career self-efficacy.

Introduction

Determining a career path is a crucial phase for graduating students. During this phase, students face various choices that will influence their future, such as continuing their education in college or entering the workforce. Many students experience confusion when facing this situation, especially when they lack a sufficient understanding of their own potential.

One factor that plays a role in the career decision-making process is career self-efficacy (Istiqailia & Sa'idah, 2010). Career self-efficacy in students is evident in the extent to which they dare to make educational choices and are able to explain the reasons behind those decisions, rather than simply following the guidance of others or their surroundings. Students with strong self-confidence tend to be more decisive, while those who lack confidence tend to experience doubt (Kinanti & Naqiyah, 2026).

In schools, guidance and counseling services play a crucial role in helping students plan their careers. However, in reality, career guidance and counseling services are often still general in nature and not yet fully targeted. This is also the case at Prajekan State High School 1, where guidance and counseling services are in place, but career services have not yet been specifically structured for seniors. On the other hand, the school has administered the Academic Ability Test (TKA), which can provide an overview of students' academic abilities. The results of this TKA can actually be utilized as a foundation for career guidance and counseling services to help students understand their potential. However, its use is still limited to administrative purposes.

The lack of structured career services means students tend to have limited access to information. Until now, information regarding options for further education and careers has been provided

through group counseling sessions in 12th grade and individual consultations in the guidance counseling office. The frequency of student visits to the guidance counseling office increases from December through January, indicating that the need for career services becomes particularly high as graduation approaches. This situation suggests that students' career planning has not yet been optimally addressed from an early stage.

The Academic Competency Test (TKA) is a form of assessment that requires students to demonstrate several skills or abilities, including reasoning, conceptual mastery, and higher-order thinking skills. Students' readiness to take the TKA depends not only on their understanding of the material but is also significantly influenced by their motivation to learn and their psychological state (Himmah et al., 2026). The Academic Competency Test (TKA) serves as an innovative educational assessment tool to achieve objective, fair, and standardized evaluations in Indonesia (Sukanto et al., 2026). This is closely related to the guidance and support provided by guidance counselors, particularly in ensuring that the TKA is effectively administered.

TKA results, within the context of career guidance, can serve as a crucial reference for identifying students' academic strengths and weaknesses, thereby providing a foundation for delivering more personalized and targeted career services. In evaluating the quality of education in Indonesia, prioritizing indicators such as teacher competence, the quality of learning, and social participation—as outlined in educational reports—can be integrated to achieve more accurate and sustainable measurements (Sukanto et al., 2026). Academic aptitude and general knowledge tests are well-known among students, college students, and job seekers because these tests are one of the assessment tools used to determine an individual's abilities

and potential success when pursuing further academic studies or seeking a position in a scientific field (Santi & Rosalina, 2017). Through an analysis of TKA results, counselors can help students identify their interests and potential abilities, compare them with the profiles of specific majors or professions, and design relevant personal development plans. These findings indicate that career counseling services still need to be oriented toward being more data-driven and integrated with schools' academic evaluations.

However, the reality on the ground shows that the use of test results for career guidance services remains limited, both in program design and implementation. These limitations are caused, among other things, by the lack of a clear collaborative framework between the academic team, guidance counselors, and school administration, as well as a lack of outreach to students regarding the importance of linking test results to career planning (Rahmiati Aulia Sukma et al., 2024). As a result, the positive potential of the TKA as a tool for self-development and career decision-making has not been fully maximized.

This situation highlights the urgency of developing a more structured and data-driven career guidance service model, particularly by utilizing TKA results as the foundation for interventions. The development of this model must take into account students' psychological aspects—such as learning motivation, career self-efficacy, and emotional well-being—to ensure that the career decision-making process is more mature and sustainable. This study, which examines the integration of the TKA with career guidance and counseling services at Prajekan State High School No. 1, is expected to serve as a reference for other schools in designing better, more well-planned, data-driven career services that align with students' academic development.

Several previous studies have examined career guidance and counseling services in helping students plan for further education and career choices. These studies generally focus on the effectiveness of career guidance and counseling services, the influence of self-efficacy on career maturity, and counselors' strategies in supporting students' career decision-making (Istiqlailia & Sa'idah, 2010); (Kinanti & Naqiyah, 2026)). Meanwhile, research on the Academic Ability Test (TKA) has primarily focused on evaluating learning outcomes and measuring students' academic competencies (Sukanto et al., 2026). To date, there has been limited research integrating TKA results as the basis for developing career guidance services aimed at enhancing students' career self-efficacy. Therefore, this study offers a novel contribution by examining the optimization of career guidance services based on TKA results as a data-driven approach to support career decision-making among seniors at SMA Negeri 1 Prajekan.

Given these circumstances, this study aims to describe how the optimization of career guidance services based on TKA results can contribute to enhancing the career self-efficacy of graduating students at SMA Negeri 1 Prajekan.

Research Methodology

This study employs a qualitative approach using a descriptive research design. According to Hunowu (2019), as cited in Hadi (2023), qualitative research is research intended to understand phenomena related to what research subjects experience—such as behavior, perceptions, motivations, actions, and so on—in a holistic manner, through descriptions using words and language, within a specific natural context and by utilizing various natural methods. This approach was chosen because the study aims to gain an in-depth understanding of the phenomenon of

optimizing career guidance and counseling (BK) services based on Academic Ability Test (TKA) results to enhance the career self-efficacy of graduating students. The qualitative approach allows researchers to explore the experiences, perceptions, and needs of research subjects in a contextual and holistic manner, particularly regarding the dynamics of career guidance and counseling services in schools.

The research subjects were selected using purposive sampling; the sample consisted of 1 guidance counselor and 5 senior high school students at SMA Negeri 1 Prajekan. The guidance counselor, who served as the primary informant, is a practitioner with experience providing career guidance services since 2017. Meanwhile, the students who served as supporting informants were 12th-grade students in the science track who had participated in career guidance services and the Academic Aptitude Test (TKA).

The subjects of this study are the implementation of career guidance services, the use of Career Aptitude Test (CAT) results in these services, and the level of career self-efficacy among seniors. The study focuses on the current state of career guidance services, the need for career service development, and the factors that influence students' confidence in making career choices. The data collection techniques used in this study include in-depth interviews, observation, and documentation.

The primary instrument in this study was the researcher (human instrument), who was responsible for collecting, processing, and analyzing the data. In addition, a supporting instrument was used in the form of a semi-structured interview guide developed based on the research focus, covering aspects of guidance and counseling services, the use of TKA, career service needs, and students' career self-efficacy. An observation instrument in the form of an observation sheet was used to record the situations and conditions of guidance and counseling

services at the school. Meanwhile, a documentation instrument in the form of a data recording format was used to identify documents relevant to the study.

The research procedure was carried out in several stages. First, the preparation stage, which included drafting the research proposal, determining the research location, and developing the research instruments. Second, the implementation stage, which involved data collection through interviews, observations, and documentation. Third, the data processing stage involved transcribing the interview results, organizing the data by category, and reducing the data to focus on aspects relevant to the research objectives. Fourth, the conclusion-drawing stage involved interpreting the analyzed data to gain insights into how TKA-based career counseling services can be optimized to enhance students' career self-efficacy.

Data analysis in this study used an interactive analysis model consisting of three stages: data reduction, data presentation, and drawing conclusions (Zulfirman, 2022). Data reduction was conducted by selecting, simplifying, and focusing on data relevant to the study. In this stage, the researcher grouped the data by theme, such as the condition of guidance and counseling services, the use of TKA, career service needs, and students' self-efficacy.

Data presentation is done in the form of descriptive narratives to ensure ease of understanding. The organized data is then analyzed to identify patterns, relationships, and the meaning of the phenomena under study.

This research method was designed systematically and can be replicated to examine similar phenomena in different contexts, particularly in the development of career guidance services based on academic assessment results, such as the TKA.

Research Findings and Discussion

1. Implementation of Career Guidance and Counseling

Services at SMA Negeri 1 Prajekan

The research results indicate that the implementation of Guidance and Counseling (BK) services at Prajekan State High School 1 has been successful and has earned high trust from students. This is evident from the high level of enthusiasm among students to visit the Guidance and Counseling office on their own initiative for consultations, whether regarding personal issues, academic matters, or future planning. The guidance counselor noted that students not only come when summoned but also take the initiative to seek help and guidance regarding career choices after graduation.

However, on the other hand, career guidance services at the school have not yet been implemented in a specific and structured manner for seniors. The services provided are still general in nature, consisting of group guidance sessions in 12th-grade classes and individual counseling based on students' needs. The guidance counselor explained that teachers typically request class time to provide information on further education, program choices, and an overview of the job market after high school graduation. If there are still unresolved questions, students are encouraged to visit the guidance office on their own for further consultation.

Observations show that the frequency of career services increases significantly as graduation approaches, particularly from December through January. During this period, many students visit the guidance office to consult on choosing college majors, college admission pathways, and decisions regarding employment after graduation. This situation indicates that seniors have a significant need for career guidance services, especially as they begin to face important decisions about their future. This suggests that the school's guidance and counseling services have played a positive

role in assisting students; however, continuous service development is still needed so that students receive guidance from the beginning of their school years, not just as graduation approaches.

2. Utilization of Academic Ability Test (TKA) Results in Career Guidance Services

Research findings show that Prajekan State High School 1 has administered the Academic Ability Test (TKA) to all twelfth-grade students. The test was administered comprehensively, and the results were provided to students in the form of certificates. The guidance counselor explained that TKA results can provide an overview of students' academic abilities, particularly if students take the test seriously and diligently. According to the guidance counselor, TKA results differ from report card grades because the TKA better reflects students' actual academic abilities in specific fields.

In other side, the use of TKA results in career guidance services has not yet been optimized. TKA results are primarily used for administrative purposes, such as meeting the requirements for college admission through the merit-based track or the National Selection for University Admission (SNBP). In actual career guidance practice, TKA results are only used when students come for consultation regarding choosing a college major that aligns with their academic abilities.

Guidance counselors also explained that students often experience confusion because their TKA results do not align with their interests or the major they wish to pursue. For example, some students achieve high scores in certain subjects but have interests in different fields. This situation indicates that TKA results have not yet been fully utilized as the primary basis for students' career planning but are merely one of several factors considered.

Additionally, the timing of the TKA administration—which takes place when students have already entered their final semester—also poses a challenge to optimizing its use. The guidance counselor argued that career planning should begin early on, so that students have sufficient time to understand their potential and carefully prepare their career choices.

Based on the observation results, it is evident that TKA results have great potential to help students understand their academic abilities. However, a more structured integration between TKA results and career guidance services is needed so that the test results are not merely used as an administrative requirement but also as a foundation for helping students make more realistic educational and career choices.

3. Career Self-Efficacy Among Senior High School Students

From interviews with students and guidance counselors, it was found that the level of career self-efficacy among graduating students at SMA Negeri 1 Prajekan still varies. Some students already have a fairly strong confidence in their educational and career choices, particularly those who have had clear goals from the start and have begun preparing to achieve their aspirations.

One student mentioned that he already has a career plan to become an entrepreneur and has begun learning about business little by little. This student has also chosen a college major that he believes aligns with his interests and the goals he wishes to achieve. Additionally, the student feels more confident because he has been preparing well in advance and has a strong determination to continue his education at a university.

However, there are still students who experience doubts and confusion when determining their future path. The guidance counselor explained that many students initially appear confident in their choices,

but when asked to explain in more detail the steps they will take, the major they have chosen, or their long-term plans, they begin to show confusion and doubt.

Factors influencing students' low career self-efficacy do not originate solely from within the students themselves but are also influenced by external factors. Family economic circumstances are one of the main obstacles causing students to hesitate about continuing their education. Additionally, a lack of parental support and discrepancies between students' interests and their families' expectations also influence students' confidence in making career choices. Research findings indicate that students' career self-efficacy still needs to be strengthened through more intensive counseling services. Students not only need information about educational and career options but also require psychological support to build confidence in their abilities and the courage to make career decisions.

4. The Need to Optimize TKA-Based Career Counseling Services

The research results indicate that both guidance counselors and students alike recognize the importance of developing more structured career guidance services in schools. Guidance counselors noted that career guidance services should ideally begin when students are in 10th grade, so they have sufficient time to identify their potential, explore their interests, and plan for the future more thoroughly.

Career guidance counselors also stated that TKA-based career guidance services can be implemented in schools, although their implementation must take students' psychological conditions into account. This is because some students feel overwhelmed and anxious when taking the TKA. Therefore, career guidance counselors need to provide support that focuses not only on academic results but also on students' mental readiness.

Meanwhile, students expressed that career guidance services are greatly needed because not all students receive educational support and understanding from their families. According to the students, guidance services can help reduce confusion in making decisions about their future. Students also hope for services that can explain the relationship between TKA results and the choice of academic majors or careers that align with their abilities.

In addition, students hope for career counseling services that are more comprehensive, targeted, and sustainable. They want more concrete guidance in making decisions about further education or employment so that they do not feel confused when facing the transition period after graduating from high school.

The results of this study indicate that career guidance services at Prajekan State High School 1 have not yet fully utilized TKA results optimally. This is evident from the fact that TKA is still predominantly used for administrative purposes rather than as a basis for students' career decision-making.

DISCUSSION

Based on the research findings above, it can be understood that the Guidance and Counseling (BK) services at Prajekan 1 Public High School have been functioning quite well and have gained positive acceptance within the school community. The high level of student trust in the guidance counselors indicates that the BK services have successfully built supportive interpersonal relationships, making students feel comfortable coming in to consult on their own initiative. This is evident from the students' habit of actively visiting the BK office to discuss academic and personal issues, as well as their confusion regarding educational and career choices after graduation. This situation indicates that, structurally, the BK services have been well- received by students and

play an important role in supporting their development at school.

However, upon deeper analysis, career guidance services remain suboptimal in terms of functionality because their implementation tends to be reactive and not data-driven. Career guidance is primarily provided when students come in for individual consultations or as graduation approaches. In other words, career guidance services have not been designed as a developmental and continuous program from the very beginning of students' high school years.

This situation indicates that career services in schools still focus on addressing immediate needs rather than fostering long-term career readiness. Theoretically, however, career guidance and counseling services serve preventive, developmental, and curative functions that should be provided progressively in accordance with students' developmental stages. According to Donald Super's career development theory, high school students are in the exploration stage—the stage when individuals begin to recognize their interests, talents, and self- worth, and explore career alternatives that align with their potential (Fitriyani et al., 2019). At this stage, students require proper guidance so that the career decision-making process is not rushed or fraught with confusion.

However, research findings indicate that career services at Prajekan State High School No. 1 actually increase in intensity when students enter the months of December through January leading up to graduation. This suggests that students only begin to seriously consider their future when they are in the final phase of their education. Consequently, students experience psychological pressure because they must make decisions regarding their education or career within a relatively short timeframe. This situation suggests that career guidance services have not yet fully functioned as long- term career

development services but remain primarily responsive to the needs of graduating seniors.

Furthermore, the research findings also indicate that the utilization of Academic Ability Test (TKA) results in career guidance services remains suboptimal. Field observations show that TKA results are primarily used for administrative purposes, such as meeting admission requirements for the SNBP college entrance pathway, while their use in the career counseling process remains very limited. Guidance counselors only utilize TKA results when students come for consultations regarding the selection of specific academic programs. In theory, however, TKA results have great potential as a diagnostic tool to help students understand their academic abilities.

From an evidence-based counseling perspective, the use of academic assessment data is a crucial component of a professional and objective career counseling process. The OECD explains that integrating assessment data into career services can enhance the effectiveness of interventions because services are provided based on students' actual conditions: ". Thus, academic data such as TKA results serve not only as administrative documents but can also be used to help students understand their academic profiles, ability tendencies, and potential fields that align with their strengths.

However, research findings indicate that the integration of TKA results with career guidance services at Prajekan State High School 1 has not been optimally implemented. This situation points to a gap between theory and practice in the implementation of career guidance services at the school. In fact, if TKA results were utilized optimally, career guidance counselors could help students engage in more realistic and focused career exploration. For example, students with high numerical abilities can be guided to

explore majors relevant to those abilities, while students with strong verbal skills can be guided toward educational and career choices that align with their potential.

On the other hand, this study also found that TKA results do not always align with students' interests. Some students score high in certain subjects but have career interests in different fields. This phenomenon indicates that career planning cannot be based solely on academic ability. Holland's theory explains that career choice is influenced by the alignment between an individual's personality type, interests, and desired work environment (Mudhar et al., 2023). Therefore, the use of TKA results in career counseling services needs to be integrated with aspects of students' interests, talents, self-worth, and environmental conditions so that the career decisions they make are not only realistic but also aligned with their personal aspirations.

Furthermore, the research findings indicate that the level of career self-efficacy among seniors still varies. Some students already have a fairly strong confidence in their educational and career choices, particularly those who have had clear goals from the start and have been preparing gradually. Students who have planned their career choices early on tend to have a clearer sense of their future and are more confident in making decisions about their further education. They are also more proactive in seeking information about colleges, majors, and career opportunities that align with their aspirations.

Conversely, some other students still experience confusion and uncertainty when determining their future. Interestingly, some students appear confident when expressing their aspirations but begin to show hesitation when asked to explain the concrete steps they will take to achieve those goals. This situation indicates that some students have not yet reached optimal career maturity. They are still in a

phase of career identity confusion and do not yet fully understand the relationship between their personal abilities, interests, and the educational and career choices they will make.

Findings from the field indicate that some students are still uncertain about their career choices. According to Social Cognitive Career Theory (SCCT), this situation is linked to low self-efficacy, which causes students to lack confidence in their ability to make educational decisions. This theory explains that self-efficacy is a key factor influencing an individual's career decision-making behavior (Januariadi, 2025). Career self-efficacy relates to a person's belief in their ability to make educational choices, plan for the future, and overcome obstacles in achieving career goals. Individuals with high self-efficacy tend to be more optimistic, have the courage to make decisions, and are able to persevere in the face of challenges. Conversely, individuals with low self-efficacy tend to be easily doubtful, confused, and dependent on external factors when making life choices (Lent & Brown, 2019).

In this study, students who had established career plans from the outset demonstrated higher levels of self-confidence compared to students who lacked clear goals. This finding aligns with research (Wu et al., 2022), which states that career self-efficacy contributes to career goal clarity as well as an individual's ability to cope with obstacles and future uncertainties. Students with a clear career orientation tend to be better prepared to navigate the selection process for higher education as well as the challenges involved in achieving their aspirations.

However, this study also found that students' career self-efficacy is influenced not only by internal factors but also by external factors such as family economic conditions, a lack of parental support, and a gap between students' interests and their

families' expectations. Economic factors are one of the main barriers causing students to hesitate about pursuing higher education even though they possess sufficient academic ability. Some students fear being a financial burden on their parents and therefore choose to lower their expectations regarding the career goals they truly wish to achieve.

In addition, a lack of parental support is also a factor that contributes to students' low confidence in their career choices. Some students face situations where their preferred major is not approved by their families because it is considered unpromising or inconsistent with their parents' expectations. This situation causes students to experience internal conflict when deciding on their future path. This finding reinforces the research “ , which states that the social environment has a significant influence on students' career decision-making. Based on these findings, it is clear that career guidance services need to be designed more comprehensively, taking into account students' cognitive, affective, and social aspects. Guidance counseling services should not merely provide information about higher education institutions and the workforce but should also help students build self-confidence, understand their potential, and develop the ability to make independent career decisions. Guidance counselors need to act as facilitators who help students understand the relationship between academic abilities, interests, personal values, and the realities of the social environment they face. Scientifically, the results show that optimizing career guidance and counseling services based on TKA results has great potential to enhance students' career self-efficacy. The integration of academic data with guidance services enables career guidance and counseling teachers to provide interventions that are more personalized, objective, and relevant to students' needs. The findings of this study indicate that the optimization of career

guidance and counseling services has not yet been implemented systematically; therefore, strengthening is needed in the areas of program planning and implementation. This optimization can be achieved through several key strategies. First, rigorously and consistently integrating Academic Ability Test (TKA) results into the planning of career guidance services. This strategy is a fundamental step in transforming career counseling services—which were previously general in nature—into data-driven counseling. Until now, TKA results in schools have tended to be used solely as administrative documents for college admissions purposes, even though, substantively, TKA results have the potential to serve as a diagnostic tool capable of depicting students' academic ability profiles in a more objective and measurable way. In career counseling services, TKA results should not be viewed merely as numbers or certificates of completion, but as a vital source of information that can help guidance counselors understand students' academic tendencies. Guidance counselors need to conduct a more in-depth analysis of TKA results, for example, by identifying the subjects in which students excel, academic areas that still require development, and patterns of ability that indicate specific interests. Through such analysis, guidance counselors can gain a more comprehensive understanding of each student's academic potential, thereby making the career services provided more relevant, personalized, and tailored to individual needs.

Furthermore, integrating TKA results into career guidance services also enables guidance counselors to design more targeted interventions. For example, students who demonstrate high ability in numeracy and logical reasoning can be guided to explore majors or professions related to science, technology, engineering, or mathematics. Conversely, students with strong verbal and communication skills can

be guided toward fields in the social sciences, education, communication, or the humanities. Thus, TKA results can serve as a foundation for helping students understand the relationship between their academic abilities and future educational and career opportunities.

Furthermore, utilizing TKA results can also help guidance counselors identify students who experience a mismatch between their academic abilities and their planned career choices. This study found that some students expressed interest in specific majors, but their TKA results indicated stronger abilities in other fields. Situations like this require in-depth discussion through career counseling services so that students can make more realistic decisions without having to disregard their personal interests. In other words, TKA results are not used to limit students' choices but rather as a tool for reflection and consideration in the career decision-making process.

The implementation of career counseling services based on TKA results can also be carried out through the development of a student career profile database. Guidance counselors can create a mapping of students' academic data that includes TKA results, career interests, aspirations, major choices, and family socioeconomic status. This database can serve as a foundation for designing more effective service programs, such as career information services, individual counseling, group guidance, and recommendations for program selection. With integrated data, guidance and counseling services are no longer generic and uniform but are more adaptable to the needs of each individual student.

This approach aligns with the concept of evidence-based practice, although in practice, data-driven implementation in schools still faces limitations in resources and among guidance counselors' understanding of the

importance of using empirical data in the professional intervention process (Lent & Brown, 2019). A data-driven approach enables guidance counselors to make more objective service decisions because these are based on factual information about students' circumstances, rather than mere assumptions or subjective observations alone. Furthermore, the use of academic data in career services aligns with the perspective (OECD, 2021), which states that integrating academic assessments into career services can enhance the effectiveness of educational and career decision-making for students.

On the other hand, the implementation of TKA-based career counseling services also has implications for enhancing students' career self-efficacy. When students have a clearer understanding of their academic abilities, they tend to have greater self-confidence in making educational and career choices. An understanding of their own potential will help students feel better prepared to face future challenges and reduce confusion in determining their career path. Conversely, students who lack an adequate understanding of their own abilities tend to experience doubt, anxiety, and a reliance on others' opinions when making career decisions.

Nevertheless, the use of TKA results in career guidance services must still be carried out wisely and humanely. Guidance counselors must not rely solely on TKA results to determine students' career choices, as career planning is also influenced by students' interests, talents, personal values, environmental conditions, and social support. Therefore, TKA results should be viewed as a tool to aid the process of self-exploration, not as the sole determinant of a student's future. With this approach, career guidance services based on TKA results will be better able to help students understand their potential realistically while still respecting their freedom and personal aspirations in

determining their future choices. Second, developing a career guidance program starting in 10th grade is a crucial step toward reducing career confusion among students in their final years of high school. Career guidance programs should be designed in a phased and developmental manner, aligned with students' developmental stages. In 10th grade, services can focus on self-exploration, identifying interests and talents, and gaining an initial understanding of the working world and higher education. In 11th grade, students begin to be guided toward strengthening their decision-making skills and understanding the relationship between academic abilities and career choices. Meanwhile, in 12th grade, services focus more on implementing career decisions, such as choosing a major, preparing for college admissions, and exploring alternative future options.

Third, enhancing collaboration among guidance counselors, subject teachers, and parents is a crucial aspect of creating a supportive ecosystem for students' career development. Subject teachers can provide information about students' academic potential based on direct observations during instruction, while parents play a vital role in offering emotional and social support for their children's educational choices. This collaboration is essential because one of the main barriers identified in the research is the gap between students' interests and their families' expectations.

Fourth, providing intensive guidance to students in the career decision-making process is a key strategy for strengthening students' career self-efficacy. Guidance can be provided through individual counseling, group counseling, or career decision-making workshops. In this process, guidance counselors need to help students understand their TKA results, relate them to their personal interests and values, and realistically explore various career options. Additionally, students need

assistance in developing coping skills to address the obstacles they face, such as financial constraints or social pressure from their surroundings.

This study found that the development and integration of TKA results into career guidance services help students understand their academic abilities more clearly, thereby boosting their confidence in choosing further studies. This study not only provides an empirical overview of the state of career guidance services at SMA Negeri 1 Prajekan but also offers a conceptual model highlighting the importance of integrating academic data into career guidance services. This can be summarized as shown in Table 1 below:

Stage	Service Focus	Role of the Career guidance Teacher	Output
Identification	Analysis of TKA Results	Mapping Students' Academic Abilities	Student Academic Profile
Self-Exploration	Interests and Aspirations	Counseling Services	Understanding One's Potential
Data Integration	Aligning Career Aptitude Test Results with Interests	Career Fit Analysis	Career Options
Decision Making	Choosing a Major/ Career	Career Counseling	Career Decisions
Evaluation	Monitoring Career Readiness	Service Follow-up	Self-Efficacy Enhancement

Table 1: Stages of the TKA-Based Career Counseling Service Model

Conclusion

Based on the research findings and discussion, it can be concluded that career guidance and counseling (BK) services at Prajekan State High School 1 have been running well and have earned the trust of students. However, the implementation of career guidance and counseling services is still not optimal because it tends to be general, reactive, and not yet systematically integrated with the results of the Academic Ability Test (TKA). The TKA results are still used more for administrative purposes

than as a basis for planning students' career services.

This study also shows that students' levels of career self-efficacy still vary. Some students already have strong confidence in their career choices, while others still experience confusion and doubt due to internal and external factors, such as a lack of self-exploration, economic constraints, and limited parental support. Therefore, optimizing career counseling services based on TKA results requires integrating academic data into career services, developing career guidance programs starting in 10th grade, enhancing collaboration between guidance counselors and parents, and providing more intensive support to students. Consequently, career guidance services at schools can help students plan their futures more thoughtfully, realistically, and in line with their potential, thereby enhancing students' career self-efficacy in making independent educational and career decisions.

This study has limitations because it was conducted only at SMA Negeri 1 Prajekan using a qualitative approach; therefore, the results cannot yet be generalized to all schools. Additionally, this study focused solely on the use of Academic Ability Test (TKA) results in career guidance services without quantitatively measuring their impact on improving students' career self-efficacy.

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