



Career Planning and Higher Education Orientation Program for YMIK Joglo Vocational School Students

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Abstrak

Pelatihan Perencanaan Karier dan Pengenalan Dunia Kampus bagi siswa SMK YMIK Joglo bertujuan untuk meningkatkan kesiapan siswa dalam menentukan langkah setelah lulus sekolah, baik melanjutkan pendidikan ke perguruan tinggi maupun memasuki dunia kerja. Kegiatan ini dilatarbelakangi oleh masih terbatasnya pemahaman siswa tentang potensi diri, pilihan program studi, jalur masuk perguruan tinggi, serta kompetensi yang dibutuhkan di masa depan. Pelatihan dilaksanakan secara partisipatif melalui penyampaian materi, simulasi, diskusi, konsultasi, serta penyusunan rencana tindak lanjut. Materi yang disampaikan mencakup pemetaan minat dan bakat, pengenalan kehidupan kampus, jalur penerimaan mahasiswa baru, peluang beasiswa, serta persiapan akademik dan nonakademik. Setiap siswa dibimbing untuk menyusun peta karier pribadi yang memuat tujuan, pilihan pendidikan atau pekerjaan, serta langkah-langkah konkret untuk mencapainya. Melalui pelatihan ini, siswa memperoleh wawasan yang lebih luas tentang dunia kampus, persiapan untuk menempuh pendidikan tinggi, serta strategi untuk menentukan pilihan karier yang sesuai dengan potensi diri. Hasil evaluasi menunjukkan rata-rata tingkat pemahaman peserta sebesar 88,24 persen. Program ini diharapkan dapat memperkuat literasi karier, meningkatkan kesiapan siswa dalam mengambil keputusan, serta membantu mereka merencanakan masa depan secara lebih terarah dan realistis.
Kata Kunci: Perencanaan Karier, Dunia Kampus, Literasi Pendidikan Tinggi, Bimbingan Karier, Studi Lanjut.

Abstract

The Career Planning and Campus Introduction Training at YMIK Joglo Vocational School is designed to help students prepare for their post-graduation paths, whether pursuing higher education or entering the workforce. The program addresses students' limited awareness of their strengths, study options, college admission processes, and required competencies. Training is interactive, featuring presentations, simulations, discussions, consultations, and follow-up planning. Topics include identifying interests and talents, understanding campus life, exploring admission pathways, scholarship opportunities, and both academic and non-academic preparation. Each student develops a personal career map outlining their goals, options, and actionable steps. As a result, students gain a clearer understanding of higher education and career planning. Evaluation shows an average participant understanding of 88.24 percent. The program aims to enhance



career literacy, support informed decision-making, and help students plan their futures more effectively.

Keywords: *Career Planning, Campus World, Higher Education Literacy, Career Guidance, Further Studies.*

Introduction

High school students' preparedness to select a study program is a critical component of the National Selection for New Student Admissions. The selection process should align with students' interests, talents, and career aspirations (Basri et al., 2021). Nevertheless, studies in Indonesia have identified challenges such as insufficient information about job prospects, difficulty distinguishing among similar study programs, and parental influence on higher education decisions (Putri et al., 2025). Supporting these findings, the Organization for Economic Co-operation and Development (OECD, 2025) has reported significant career uncertainty among adolescents and a misalignment between their occupational expectations and labor market demands. These issues underscore the necessity of implementing career guidance beginning at the secondary education level.

The transition to higher education is further illustrated by the number of students who passed the national selection but did not complete re-registration. For example, university officials reported that 35 out of 3,601 participants at IPB University did not re-register, representing approximately 0.97% (Media Indonesia, 2026). At Jenderal Soedirman University, 70 out of 3,176 participants, or about 2.20%, did not re-register (Detik Jateng, 2026). Although these figures do not specify the reasons for non-registration, they demonstrate that successful selection does not necessarily result in continued university enrollment. Consequently, academic and financial preparedness, as well as informed educational decision-making, should be prioritized in student mentoring.

Effective career decision-making requires access to comprehensive information and the capacity to evaluate the alignment between individual potential and the requirements of specific fields of study (Gati & Kulcsár, 2021). A key factor associated with career maturity is self-concept (Daniya & Kirana, 2023). Awareness of personal interests, abilities, and characteristics forms the basis for students to assess educational alternatives and pursue a more targeted career trajectory (Munawir et al., 2018). Beyond individual factors, family support, the broader social environment, and information regarding employment opportunities also significantly influence the process of selecting a study program (Putri et al., 2025). Ongoing technological advancements, digitalization, and evolving job structures increasingly necessitate that students comprehend the connection between educational pathways and the competencies demanded in the workforce. Career guidance is essential to ensure that educational choices are informed not only by the popularity of majors or the objective of passing selection tests, but also by an understanding of program characteristics and career development prospects. The OECD (2025) highlights the critical role of access to information and experiential learning in career exploration to support students in making well-informed decisions. For vocational high school students, such guidance is particularly pertinent for identifying pathways to further education, employment, or entrepreneurship that align with their individual skills and aspirations.

An initial assessment using a questionnaire administered to students at YMIK Joglo Vocational School revealed limited understanding of personal potential, available study program options, and career planning. These results highlight the necessity for mentoring that links self-awareness with the exploration of higher-

education pathways and professional opportunities. Additionally, introducing students to campus life is essential to ensuring understanding of the learning system and academic expectations before making educational decisions. In response, the Community Service Career Planning Training and Introduction to the Campus World for Vocational Students program was established. This initiative combines the development of self-awareness, the mapping of alternative study programs, an understanding of university academic life, and the formulation of individual education and career plans. The primary objective is to enhance students' capacity to consider their interests, academic abilities, economic circumstances, and career aspirations when selecting post-graduation pathways. Through this mentoring, students are expected to develop more focused plans and be better prepared for the transition to higher education and employment.

Partner Profile and Identified Issues: The partner institution for this Community Service initiative is YMIK Joglo Vocational School, a private vocational high school managed by the Foundation for Advancing Science and Culture. Established on January 20, 1997, under Establishment Decree No. 2139/A3.I.2/KP/97, the school is located on Jalan Raya Joglo, DPR RI Complex, Joglo Village, Kembangan District, West Jakarta. YMIK Joglo Vocational School is accredited and operates double-shift classes six days per week. The school emphasizes industry-based learning, character development, competency training and certification, and collaboration with business and industrial sectors to produce graduates who are work-ready and competitive. The institution offers six programs: Accounting and Institutional Finance, Office Management and Business Services, Computer Network and Telecommunication Engineering, Marketing, Hospitality, and Visual Communication Design.

The primary challenges faced by the target group include limited access to information about university study programs and insufficient understanding of their own interests, talents, and potential. Additionally, students' choices regarding study programs are often shaped by external influences such as family expectations, social environment, the popularity of certain majors, and perceived job prospects. These factors may lead students to select study programs that do not align with their abilities or career aspirations. Consequently, career mentoring is essential to help students recognize their potential, understand available educational pathways, and make informed decisions aligned with their long-term goals (OECD, 2021; UNESCO, 2023).

A suitable training program for this context is a career-planning and campus-introduction training program. This program encompasses an introduction to interests and talents, an overview of higher education pathways, career planning strategies, and a summary of both academic and non-academic campus life. A participatory approach, including interactive discussions and simulations, was selected to facilitate active and practical learning, with participants aligning with characteristics and the partner environment.

Implementation Method

The community service program was conducted over one day at YMIK Joglo Vocational School. Participants included the university's program implementation team, accompanying teachers, and 11th-grade students. The program was implemented through the following stages:

1. Planning and Preparation

The initial stage of the community service program involves planning and preparation. During this phase, the community service team identifies student needs in coordination with the school. Training materials are developed to address self-introduction, career planning, university information, and strategies for entering the workforce. Additionally, resource persons, learning media, and evaluation instruments are prepared.

2. Implementation of Career Planning Training

The subsequent stage consists of implementing training for vocational high school students. In this phase, students receive instruction on the significance of setting and achieving career goals, identifying their personal interests and talents, and formulating strategies to achieve these objectives. Participants are also provided with information on labor market developments, future competency requirements, and the need to enhance both academic and non-academic skills.

3. Introduction to Higher Education and Campus Life

During this stage, students receive information about university life, including the campus learning system, available study programs, scholarship opportunities, admission procedures, and the advantages of pursuing higher education. The objective is to enhance vocational high school students' motivation and provide them with alternative pathways following secondary education.

4. Mentoring and Development of Individual Career Plans.

Upon receipt of training materials, students are guided to formulate a career plan tailored to their interests, abilities, and long-term objectives. Mentoring is delivered through group discussions and individual consultations to clarify the specific actions required for post-graduation success.

5. Program Evaluation and Follow-Up

The final stage involves evaluating the program's effectiveness. This process includes measuring improvements in student understanding through pre- and post-activity questionnaires and assessing changes in student motivation regarding educational and career planning. Evaluation results inform the development of follow-up initiatives, such as career mentoring, higher education webinars, or continued collaboration between universities and schools. After the community service program, a questionnaire is administered to assess gains in knowledge and skills, entrepreneurial interest, and participants' satisfaction with the materials. The average post-activity questionnaire score was 88.24 percent.

Results and Discussion

Results

The Community Service implementation team conducted a Career Planning and Campus Introduction Training for vocational high school students. The primary objective was to provide students with comprehensive knowledge of career planning, study program selection, and the range of educational pathways available after graduation. This training was an initial step toward enabling students to make independent, well-informed career decisions that reflect their interests, talents, and potential. The program was implemented in five stages: planning and preparation; career planning training; introduction to university life; individual career planning assistance; and evaluations linking students' personal interests and abilities to information on further education and employment opportunities. Collaboration with the school during the preparation phase ensured that the material addressed the specific needs of the target audience.

The activity proceeded as planned and received a positive response from participants. This was demonstrated by a high level of student engagement and enthusiasm throughout the program, including during presentations on self-awareness, career planning, strategies for selecting study programs and universities, and introductions to academic life and campus activities. Students also demonstrated active involvement in discussion sessions, question-and-answer sessions, study program selection simulations, and career planning exercises for post-graduation.



Figure 1. Greetings are extended on behalf of Principal Dra. Fajar Rinawati and Committee Chair Dr. Feber Sormin, S.E., M.Ak., Ak., CA.



Figure 2. Group photo of the UMB Community Service Program team with community partners.

The Community Service Program generated several measurable outcomes, including the following:

1. Activity Video

The video documentation was published on YouTube to disseminate and promote the activity broadly to the public and relevant stakeholders.

2. Mass Media Publication

An article describing this activity was published in local media, highlighting both the implementation process and the students' enthusiasm for participating in the training.

3. Scientific Publication (Submitted)

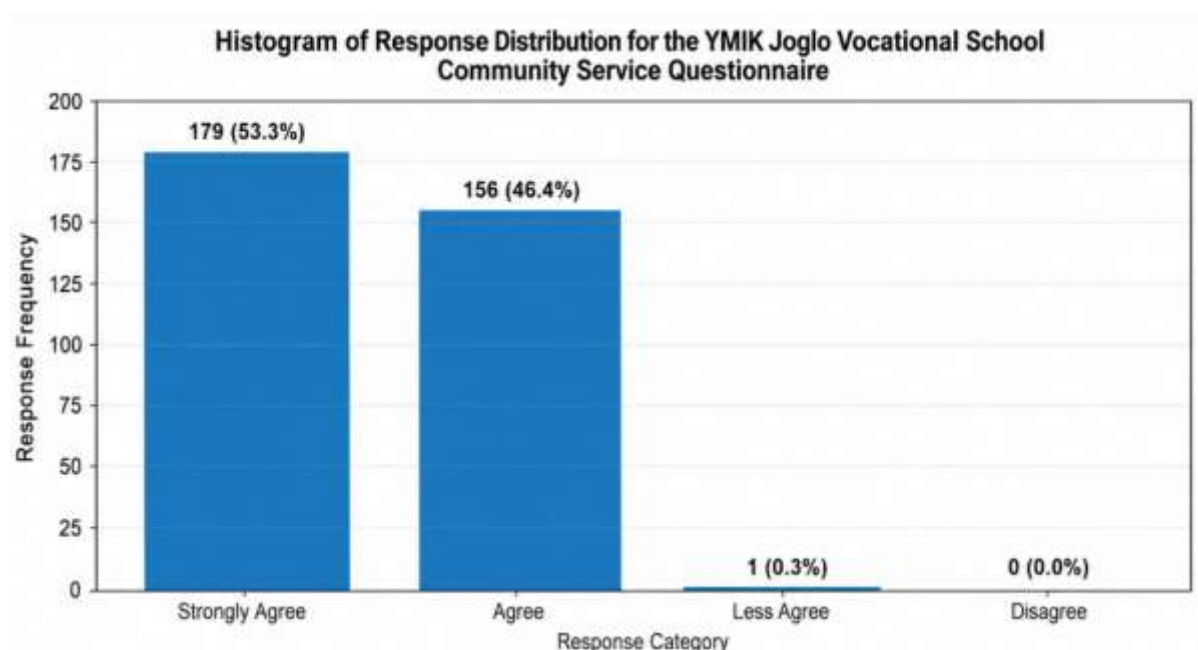
A scientific article analyzing the activity's results has been prepared and submitted to an accredited national journal.

4. Intellectual Property Rights Registration

The activity video produced by the Community Service Program was registered with the Directorate General of Intellectual Property to safeguard the creative work generated by this initiative.

Discussion

The Community Service activity was implemented to address the needs of partner schools to enhance students' capacity, particularly in career planning and readiness for higher education. Vocational High School students are at a pivotal stage in determining their future paths, including entering the workforce, pursuing entrepreneurship, or continuing to higher education. Providing information on career planning, alternative career options, and an introduction to higher education constitutes a strategic approach to support students in making informed decisions aligned with their interests, talents, competencies, and potential.



Data processed by researchers, 2026

Figure 3. Questionnaire Results Diagram

The outcomes of the Community Service Program indicate that students' career planning abilities are influenced by their self-concept, access to career information, and ability to evaluate future alternatives. Students who are aware of their potential and receive adequate career information tend to demonstrate greater career maturity,

as they can align their competencies with educational and employment opportunities (Yunani et al., 2021). Lindasari et al. (2021) corroborate these findings, observing that information services related to further study broaden students' perspectives and improve their readiness for post-secondary planning.

The evaluation reported a participant satisfaction rate of 88.24%, indicating that the materials, delivery methods, and implementation process effectively met student needs. This substantial satisfaction rate reflects the program's effectiveness in improving understanding of career planning, further education pathways, and the higher education environment. In addition to gaining information about academic life, participants developed a broader awareness of career opportunities aligned with their competencies and skills. The program materials presented higher education as a post-graduation option and described various career paths for vocational high school graduates, such as employment in industry, entrepreneurship, professional education or training, and competency certification. Presentations and interactive discussions helped students understand the characteristics, requirements, opportunities, and challenges of each alternative. This method supported an objective comparison of options, allowing students to identify self-development pathways that align with their individual circumstances and future goals.

A primary outcome of this activity is an improved student understanding of the relationship between personal potential, study program selection, and career prospects. This understanding is developed through activities such as identifying interests and talents, introducing diverse study programs, providing information on new student admissions pathways, and mapping career opportunities based on areas of expertise. Furthermore, students gain knowledge about campus life, student organizations, scholarship opportunities, and facilities that support both academic and non-academic competency development.

This increased insight contributes to higher student motivation to pursue competency development through higher education and professional pathways. Familiarity with university learning systems, academic culture, and self-development opportunities enables students to formulate more realistic, focused, and sustainable educational and career plans.

From a capacity-building perspective, the success of this activity is evidenced by several key indicators:

1. Improved student understanding of diverse career alternatives after graduating from vocational high school, including employment, entrepreneurship, participation in professional training or certification, and continuation of education at the university level.
2. Enhanced student ability to align existing competencies with appropriate educational and professional pathways.
3. Increased awareness of the importance of identifying interests, talents, abilities, and personal values as foundational elements for career decision-making.
4. Expanded insight into study programs, new student admission pathways, scholarship opportunities, and personal development programs at universities.
5. Greater student readiness to systematically develop educational and career plans aligned with self-development goals.

These findings indicate that educational interventions focused on career planning effectively enable vocational high school students to explore a broader range of future alternatives. This conclusion aligns with research by Agustina and Ahman (2024), which identifies career planning skills as a critical factor in preparing students for transitions to the workforce and higher education. Therefore, ongoing career guidance

services are essential to help students recognize their potential, understand workplace dynamics, and make informed, responsible decisions.

The successful implementation of these activities is further demonstrated by the active involvement of schools and teachers in facilitating learning. Collaboration between the implementation team and the school creates a supportive learning environment, enabling students to participate in discussions, ask questions, and explore future plans. Overall, this Community Service Program has enhanced students' career literacy, broadened their knowledge of higher education and the workforce, and strengthened their readiness to develop self-development plans that address current labor market needs.

Conclusion

The Community Service activity, titled "Career Planning and Higher Education Orientation Program for YMIK Joglo Vocational School Students," was successfully implemented and made a positive contribution to students' insight, motivation, and preparedness for future educational and career planning. The training emphasized that career success is determined not only by technical skills but also by the ability to recognize individual potential, access relevant information, and develop a systematic self-development plan.

The evaluation results indicated an average post-activity questionnaire score of 88.24%, demonstrating participants' positive responses and appreciation for the program's assessed components. This outcome confirms the effective implementation of the activity and provides a foundation for maintaining quality and enhancing future programs. The materials on higher education pathways, career opportunities, and self-development strategies provided students with essential resources to determine their post-graduation plans.

To enhance these benefits, it is recommended that similar activities be conducted regularly, with the involvement of universities, alumni, professionals, and industry partners. Such collaboration is anticipated to reinforce career mentoring in schools, enabling students to make informed educational and career decisions that align with their potential, interests, and current trends in the professional sector.

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