

## Innovation in Career Guidance Services For High School Students Through the Discovery Learning Model

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### **Abstract**

Career guidance is closely related to the career development of high school students in the educational environment. Career guidance services have obstacles, one of which is that the service approach has not been running optimally so that one approach model is needed, one of which is discovery learning. The purpose of this study is to examine insights into analyzing career guidance services for high school students through the Discovery Learning approach. The research method used in this study is a descriptive qualitative approach. This approach was chosen because it is to explore and analyze career guidance services for high school students through the Discovery Learning approach. Data sources used include accredited scientific journals and relevant research reports, especially those published in the last 5 years, to ensure the collected data is up-to-date and contextual. The analysis procedure was carried out by identifying the main themes that emerged in the literature related to career guidance services for high school students through the Discovery Learning approach. The results of the study show that the discovery learning approach in career guidance services can be developed through several steps or stages of service, which adapt the principles of discovery learning. The stages that are often used include: 1) Stimulus: 2) Problem identification, 3) Data / information collection 4) Processing and verification of information, 5) Generalization / reflection. In addition, the Discovery Learning approach increases students' active involvement in the career guidance service process, because students play an active role in finding information and constructing meaning for their own career understanding.

**Keywords:** Career guidance, Discovery Learning, Students

## A. Introduction

Career guidance is closely related to the career development of high school students within the educational context. Education plays a crucial role in developing human potential to become optimally developed subjects. This is reflected in Law No. 20 of 2003 concerning the National Education System, which explains that Indonesian education aims to prepare a better generation for the nation. Therefore, Indonesian education can make a clear contribution to the implementation and development of education in the future. The implementation of education certainly prioritizes not only the instilling of logic and character, but also the instilling of skills. An individual's skills are one of the most important indicators in determining life goals. Speaking of skills, one educational institution that contributes to the development of the potential of the Indonesian people is high school. (Mahir et al., 2019).

According to the Minister of Education, Culture, Research, and Technology Regulation Number 5 of 2022 concerning Graduate Competency Standards in Early Childhood, Elementary, and Secondary Education, Senior High Schools (SMA) are focused on knowledge to improve students' competencies so they can live independently and pursue further education. Furthermore, SMA is a secondary education level that prioritizes preparing students to continue their education to a higher level according to their competencies. Currently, SMA education applies theoretical and practical learning models so that students have perspectives, knowledge, and career readiness. In line with this, one of the goals of SMA education according to PP No. 17 of 2017 is to improve physical readiness, skills, and mentality to continue education to a higher level and/or to be able to live independently in society (Saripudin et al., 2022). From this, it can be concluded that SMA education is a learning process that aims to maximize personal and career potential.

In reality, many high school graduates experience career challenges related to future planning and are less able to face the challenges of a dynamic future that demands the development of career competencies from these students (Linda Sari et al., 2021). Data from the Central Statistics Agency (BPS) in 2023 shows the highest open unemployment rate (TPT) comes from Senior High Schools (SMA), which is 8.41% of the total TPT in February 2023. Furthermore, data from the Central Statistics Agency (BPS) in 2023 also shows the unemployment rate among high school graduates in Yogyakarta is quite high at 6,670 people. In addition, data from the Yogyakarta Education, Youth, and Sports Agency (Disdikpora) in 2022 states that as many as 20% of high school/vocational school graduates are still unemployed. This phenomenon indicates that high school graduates (SMA) do not meet the expectations of students, society, and the government.

Based on the results of a researcher survey using a questionnaire instrument on high school students in Bantul Regency on March 20, 2024, with a sample of 500 students which produced data that 30% of students already had a career vision according to their interests and hopes, 30% of students did not understand themselves and their further study/work environment and 50% of students could not think about their future careers. The survey results were supported by the results of interviews on March 17, 2024 involving 3 BK teachers (SMAN 1 Bantul, SMAN 1 Sedayu, and SMAN 1 Banguntapan) it was found that on average students did not have maximum abilities in supporting their careers, such as career planning skills, understanding themselves and their environment and not understanding information in determining career decisions.

The phenomenon that occurs in the field is that there are several career problems for high school students, including research Septiani et al., (2021) that reveals that high school education, in addition to emphasizing the theoretical aspects of science, is also expected to be equipped with skills to increase career maturity. However, the study revealed that 50% of students have low career maturity, 30% have good career maturity and 20% have moderate career maturity. Research by Aminah et al., (2021) The most common career problems encountered by high school students are grade XII students, including anxiety about the pressure of choosing a study and a lack of knowledge of further study, both themselves and the type of work to be chosen. In line with these problems, research Nurhayati et al., (2021) reveals that high school students are students who are projected to be able to place ideal positions in their positions and careers, but what is found is confusion and fear in choosing a job. Another problem found is that high school students have not been able to plan study projects according to their interests (Meitasari et al., 2021). The study Faturrahmansyah & Ary Susilawati, (2022) explains that high school students' career problems will experience a significant increase when the student is in grade XII and have not been handled properly, so more intensive attention is needed.

The effectiveness of group guidance services in addressing career problems is felt by Guidance and Counseling teachers, especially BK teachers in high schools in Bantul Regency. Researchers conducted a survey related to guidance and counseling service strategies in improving understanding of career maturity in 20 high schools in Bantul Regency through a questionnaire, the number of respondents was 20 BK teachers. The results were 30% of BK teachers used classical guidance service strategies, 20% used individual counseling services, 35% used group guidance service strategies, 10% used consultation services and 5% used other service strategies (group counseling, home visits and others). The results of the survey revealed that group guidance service strategies are one of the guidance and counseling service strategies most often used in improving understanding and resolving career maturity problems. However, based on interviews with 20 BK teachers in high schools in Bantul Regency, group guidance services need innovation in addressing and improving understanding of career maturity through methods that are able to independently explore information with reflective experiences, so that students can determine and plan their future career directions independently.

According to Thao et al., (2020) one strategy that can provide students with experience in seeking information and reflecting on themselves so that the problem can be found and students are able to find a solution is Discovery learning. The *Discovery learning model* was initiated by Jerome Bruner (1961). This model is one model that can develop students' reasoning abilities. *Discovery learning* is a learning process that emphasizes the intellectual mental of students in solving various problems faced, so that they find a concept or generalization that can be applied in the field. *Discovery learning* is also a learning model that focuses on exploring knowledge that students have not previously been informed about, and some or all of which are discovered independently (Ilhan & Ekber Gülersoy, 2019).

In the *Discovery learning model*, students can explore ideas or concepts in drawing conclusions related to the given problem. Before drawing conclusions, students are given the opportunity to collect data so that students can think logically based on facts. In this process, students are given the opportunity to develop reasoning skills in analyzing a problem gradually (Gunawan et al., 2020). The stages in *Discovery learning* according to Bruner (Danaher, 2000) are (1) providing stimulation, (2) identifying problems (problem statement), (3) collecting data (data collection), (4) processing data (data processing), (5) proof (verification), (6) conclusions and generalization.

Research related to *Discovery Learning* in guidance and counseling services includes Ramadhani & Sari (2018) with the title of the study "The Effectiveness of Group Guidance Services Using the *Discovery Learning Approach* in Reducing Academic Procrastination." The study revealed that the strategy of independently exploring students' understanding, strengths, and information can have a positive impact on reducing procrastination. Furthermore, Siti's (2023) study entitled "The *Discovery Learning Model* in Improving Student Learning Outcomes Post-COVID-19 Pandemic" explains that students' awareness of their weaknesses and strengths in facing learning obstacles can be revealed and students provide reflection so that students discover learning styles to improve academic achievement. This is in line with the opinion of (Ramadhan et al., 2020) who explained that *Discovery Learning-based methods* train students with awareness, critical thinking, responsibility, and are encouraged to solve their own problems in both personal, academic, and career areas.

## **B. Methodology**

The research method used in this study is a descriptive qualitative approach. This approach was chosen to explore and analyze career guidance services for high school students through the Discovery Learning approach. This study aims to provide deeper insights into the benefits and challenges of the impact of the discovery learning model applied in career guidance services for high school students. Data sources used include scientific journals, books, relevant research reports, especially those published within the last 5 years, to ensure the data collected is up-to-date and contextual. The analysis procedure was carried out by identifying the main themes that emerged in the literature related to career guidance services for high school students through the Discovery Learning approach. This analysis aims to provide a comprehensive overview of the development of career guidance services through the Discovery Learning approach.

## **C. Results and Discussion**

### **Discovery Learning Concept**

*Discovery learning* is a learning concept discovered by Psychologist Jerome Bruner in 1961. *Discovery learning* is a learning method that applies *inquiry-based instruction*. This method encourages students to investigate on their own, build on past experiences and knowledge, use intuition, imagination, creativity and seek new information to find facts, correlations and accuracy in truth Ozdem-Yilmaz & Bilican, (2014). The *Discovery learning model* is one model that can develop students' reasoning abilities Thao et al., (2020). *Discovery learning* is a learning process that emphasizes the intellectual mentality of students in solving various problems faced, so as to find a concept or generalization that can be applied in the field. *Discovery learning* is also a learning model that focuses on exploring knowledge that students have not previously been informed about, and some or all of which are discovered by themselves Ilhan & Ekber Gülersoy, (2019).

According to Wilcox et al., (2022) discovery learning, students are encouraged to learn largely through their own active involvement with concepts and principles, and teachers encourage students to have experiences and conduct experiments that allow them to discover principles for themselves. This understanding can be interpreted as meaning that the *Discovery learning method* is a learning model that hones students' abilities in exploring choices or interests, thereby fostering interest in pursuing them.

Characteristics of Discovery learning.

According to Ayende & Bleza, (2022), the characteristics of Discovery learning include: Individuals gain knowledge from direct experience (self and environment). Teachers or mentors stimulate students to think creatively so that students/individuals get material that they were not previously aware of, The learning process involves logical abilities and mental processes of students/individuals, Students are able to identify and draw conclusions from the material being studied. From this opinion, it can be concluded that the Discovery learning model has creative characteristics, comes from individual experience and individuals are able to draw conclusions about the material that has been studied.

### **Discovery Learning Stages**

The stages of Discovery learning were put forward by Jerome Bruner, which consist of 6 stages, including: Stimulation, Problem Statement, Data Collection, Data Processing, Verification and Generalization.

1) Stimulation, At this stage the students are faced with something that causes confusion. Furthermore, they are not recommended to provide generalizations. The goal is for students to have the desire to analyze and explore on their own. 2) Problem Statement, The teacher gives students the opportunity to identify as many problem agendas as possible that are relevant to the learning material, then one of them is selected and formulated in the form of a hypothesis. 3) Data Collection, At this stage, it functions to answer questions or prove whether the hypothesis is true or not, thus students are given the opportunity to collect various kinds of relevant information, read literature, observe objects, interview with sources, conduct their own trials and so on. 4) Data Processing, At this stage all information from reading, interviews, observations and so on are all processed, randomized, classified and tabulated. 5) Verification, The learning process will run well and creatively if educators give students the opportunity to discover a concept, theory, rule and understanding through examples they find in their lives. 6) Generalization, Students after drawing conclusions is the process of generalization. In conclusion, generalization emphasizes the importance of students' mastery of the meaning and rules of the broad principles that underlie one's experience.

### **Career Guidance Services**

Career guidance services at the senior high school (SMA) level are an essential component of the school's guidance and counseling program, aimed at assisting students in self-awareness, career exploration, career planning, and decision-making based on their individual potential and needs (Rafa Sakina, 2023). These services play a role in facilitating students in aligning their further education and career paths with their interests, talents, values, and abilities.

One of the primary functions of career guidance services is to assist students in recognizing and understanding available career options, as well as examining the relationship between individual student characteristics and the needs and demands of the workplace (Ash Shiddiqy et al., 2019). This aligns with the service's role in facilitating students' self-understanding and effective career decision-making skills. In this context, career information services are an integral part, providing high school students with a comprehensive understanding of further education and employment opportunities, as well as relevant labor market trends. Empirical studies have

shown that the implementation of career information services can improve students' understanding of their future and help prepare them to plan more realistic and targeted career choices.

Career guidance services also include activities that are designed to develop students' careers, such as administering interest and aptitude tests, career interviews, and group counseling on career planning (Putri et al., 2022). For example, research implementing the RIASEC interest assessment-based guidance service shows that this assessment can help students better understand their personal interest profiles, which then form the basis for selecting appropriate study programs or career paths. (Wahyudi et al., 2021)

Furthermore, career guidance services also contribute to improving students' psychological aspects, such as self-efficacy in career selection. Qualitative research shows that career guidance services implemented through group service stages can increase students' confidence in planning and choosing career paths that align with their potential (Mahir et al., 2019). These results reinforce the role of career guidance services in building students' personal confidence in their ability to make appropriate career decisions.

Furthermore, career guidance helps students develop systematic career planning skills. Several studies have shown that career guidance services in schools have helped students develop concrete steps in planning their future education and careers, such as formulating short- and long-term goals and developing strategies to achieve those goals. This demonstrates that career guidance services are not only informative but also preventive and developmental, strengthening students' readiness to face the transition from secondary education to the next level or the world of work.

Career Guidance Service Strategy

#### 1. *Career Information Services Strategy*

This strategy aims to provide students with an understanding of various alternatives for further education and the world of work. The information provided includes types of professions, educational paths, required qualifications, and future career opportunities and challenges. In its implementation, the career information service strategy is not only carried out through lectures, but also through digital media, leaflets, career videos, educational exhibitions, and interactive discussions so that students can process information actively. (1) *Self-Exploration and Career Strategy*. The exploration strategy is aimed at helping students recognize their potential, such as interests, talents, values, and personality, and linking them to available career options. This strategy can be carried out through the use of career assessment instruments, self-reflection, group discussions, and other exploratory activities. Through this strategy, students are encouraged to understand that career choices must be based on the match between personal characteristics and environmental demands. (2) *Career Group Guidance Strategy*. Group guidance is an effective strategy to facilitate the process of sharing experiences, discussions, and social learning among students regarding career issues. In this strategy, the counselor acts as a facilitator who directs group dynamics so that students are able to express their views, exchange information, and reflect on career choices together. This strategy also helps students develop communication, decision-making, and collaboration skills that are relevant to the world of work. (3) *Individual Career Counseling Strategy*. Individual counseling strategies are used to help students who experience confusion, conflict, or specific difficulties in career planning and decision-making (Bersan et al., 2024). Through individual counseling, counselors can provide more personalized and in-depth services, tailored to the needs, psychological conditions, and backgrounds of students. This strategy is important for students who need intensive assistance in determining their career direction.

Overall, a career guidance service strategy for high school students needs to be designed in a comprehensive, flexible, and student-centered manner. The combination of these various service strategies allows school counselors to optimally develop students' career readiness, including self-understanding, career exploration, planning, and responsible career decision-making (Wati et al., 2021). Discovery learning is an approach rooted in cognitive constructivism theory, particularly that proposed by Jerome Bruner. This approach positions students to discover knowledge for themselves through exploration, analysis, and reflection on experiences, rather than simply passively receiving information (Padmi, 2023). In the context of general education, discovery learning has been recognized as a process in which students seek solutions to given problems, construct new knowledge from those experiences, and connect it to existing knowledge.

Specifically in guidance and counseling services, research shows that the application of discovery learning can strengthen students' active involvement in understanding their personal

and social problems and improve their ability to develop ideas or strategies to solve the problems they experience. Descriptive studies in high schools also show that the application of discovery learning in guidance and counseling services makes students more active in solving problems, while counselors act as facilitators and motivators in the service process.

*The discovery learning* approach in career guidance services can be developed through several steps or stages of service, which adapt to the principles of *discovery learning*. The stages frequently used include: 1) Stimulus: The counselor introduces a career issue or problem that is relevant to the student's life, thus triggering curiosity and exploration. 2) Identification of career problems: Students determine for themselves the problem or question they want to explore, for example: "What major suits my interests and talents?". 3) Data/information collection: Students actively seek information about career options, educational paths, job profiles, and job market needs through various sources such as interviews, observations, and written materials. 4) Information processing and verification: Students process the information obtained to find the relationship between their characteristics and available career options, and verify the suitability of these findings. 5) Generalization/reflection: Students draw conclusions from the discovery process they have carried out, then formulate a realistic career plan that is in line with their values, interests, and abilities. This stage is conceptually aligned with the principles of *discovery learning*, which emphasizes meaningful learning through students' own active experiences (Ilhan & Ekber Gülersoy, 2019).

## 2. Benefits of Discovery Learning in Career Services

*The discovery learning* approach in career guidance services has several important benefits, including: Increasing active student involvement in the service process, because students play an active role in finding information and constructing meaning for their own career understanding. This is in line with the finding that group guidance services with *discovery learning techniques* can increase students' *career awareness*. In addition, it develops reflective and critical thinking skills, because students learn to process information from various sources and relate it to personal conditions. Increases readiness for career decision-making, because students understand the consequences and opportunities of their choices and can plan more mature career steps independently.

## D. Conclusion

Implementing *discovery learning*-based career guidance services requires school counselors to develop interactive, collaborative, and hands-on service strategies based on students' real-life experiences. Counselors need to act as learning facilitators, providing support, guiding the discovery process, and helping students critically interpret the information they encounter. This service model is relevant for high school students who are in the exploration phase and making important decisions regarding their future education and careers.

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