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Effectiveness Of Modeling Techniques Through Symbolic Models To Improve Career Planning Of Students Of The Orange Dhu'afa Al-Ikhlas Putri Islamic Boarding School Singosari

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Abstract

The Effectiveness of Modeling Techniques Using Symbolic Models to Improve Career Planning for Female Students at the Al-Ikhlas Orphan and Underprivileged Islamic Boarding School in Singosari. *This study aims to evaluate the effectiveness of group guidance services using the symbolic modeling technique to improve the career planning of female students at the Al-Ikhlas Yatim Dhu'afa Islamic Boarding School in Singosari. The study addresses issues faced by students who experience confusion in determining their career plans after leaving the boarding school. This research employs a pre-experimental method using a Quasi-Experimental Design with the Equivalent Time Series Design method, involving a sample of 11 students. Data collection methods include observation, interviews, and questionnaires. Before being distributed, the questionnaires were tested for validity and reliability. The data analysis technique used is the Wilcoxon Match Pairs Test. The results of this study show that the symbolic modeling technique can be a practical and effective solution to help Islamic boarding school students improve their career planning skills. This is evidenced by a significant increase in students' scores at each post-test stage compared to the pre-test results. The average student score increased from 41.73 (low category) in the pre-test to 113.27 (high category) in the fourth post-test. This average increase of 171% demonstrates the success of the intervention in building career planning skills, particularly for students initially in the low category.*

This approach can be applied more broadly to other aspects of personal development, such as emotional management, interpersonal communication, and decision-making.

Keywords: *Career Planning, Symbolic Modeling Technique,*

A. Introduction

One of the most important things in human life is career planning. Career is often referred to as a job, but if we study it more deeply, its meaning is actually very broad. The role of career guidance is very important. According to Nurihsan (Rahmatyana and Irmayanti, 2020) career guidance is an effort to assist individuals so that they can get to know and understand themselves, get to know the world of education or work and develop a future according to the life that is the individual's hope. In developing a career, career problems will create a major problem that should be considered in arranging the individual's future according to their potential and talents. This career planning is what should be prepared before the individual enters the realm of education. With the aim of minimizing the failure to adjust to the scope of their education. This can also help us in growing self-confidence when we are going to determine the school we will choose. Often someone feels less confident with what has become their choice. This can be based on several factors that cause someone to be less sure about what they choose. The influence of peers or lack of parental support, lack of knowledge about education or other things that may influence someone in deciding on the education they are undergoing. Therefore, a person should have an understanding of career planning according to their interests and talents. According to Rahmatyana and Irmayanti (2020), one part of the aspect of attitude development is career planning. And the theory put forward by Sukardi (1994) that someone who has not made a decision about their career is what will hinder career planning. According to the theory put forward by Siahaan (Muhasonah, 2023), assessment of understanding self-abilities is a great opportunity for students in the learning process, making students know themselves better and know their competencies, ways of thinking and strategies used.

Meanwhile, according to Nurihsan's theory, career guidance is a form of assistance to someone so that they can get to know and understand themselves, get to know their problems and develop their future according to their hopes. Career guidance can also help individuals to be able to determine and make the right decisions and have responsibility for the decisions they have made. (Ratmayana and Irmayanti, 2020). Every individual must have a plan for their future career. This certainly requires preparation about what career they are interested in. According to the theory of Sukardi and Sumiati (Permadi, 2016), career planning is a series of long processes that individuals go through, where they do not only decide matters in a short period of time. However, these decisions will affect their future lives. This is based on Yusuf's theory (Novalinda et al., 2023) which states that one of the factors that influences career planning is the factor of self-understanding which includes understanding intelligence, knowledge, insight, interests, as well as values and personal traits. When the individual already has a mature career plan, he can make a decision in the process of managing himself and his environment. In resolving career problems, according to Fatimah's theory (Rahmatyana and Irmayanti, 2020), there are things that guidance and counseling teachers can do in schools, namely providing methods for dealing with career planning as well as the possibility of environmental limitations and one's own circumstances.

When students find it difficult to plan their careers, it needs to be followed up so that the individual can have a career plan that suits their abilities, so that when the student graduates, they are not confused about their next career. All aspects that develop in the school environment certainly cannot be separated from how students have skills and have good planning for their future. As a student who will be prepared to become an independent person and have skills which will later be able to bring change to themselves and others. Students who are categorized as teenagers are the ones who have many developmental tasks that must be developed, especially in the career field. Students who are at the high school level who are around 15 to 18 years old have a series of developmental tasks that must

be met to support development in the future. According to Santrock's theory (Anatika, 2018), teenagers today face many demands and expectations, as well as temptations and dangers that are more visible and than teenagers in the past. This transition period from childhood to adolescence is what makes them feel difficult in understanding themselves about the changes that occur both physically and mentally, as well as demands that require them to be responsible.

Career problems like this also occur in several students at the Al-Ikhlas Putri Singosari Yatim Dhu'afa Islamic Boarding School, where they experience confusion in determining the career plan they will take after leaving the Al-Ikhlas Singosari Yatim Dhu'afa Islamic Boarding School. Which should be before students enter the world of their careers later, they must have a mature career plan that will later help them optimize the careers they are engaged in. Based on the results of observations that have been conducted on one of the students of the Al-Ikhlas Singosari Yatim Dhu'afa Islamic Boarding School, which found students who experienced confusion in determining the school they would go to after graduating from elementary school. This was seen when the teaching process took place, several children experienced confusion when the teacher asked about the career plan they would take after graduating from elementary school, and hesitated when answering the education they would take at the next stage. Pondok Pesantren Yatim Dhu'afa Al-Ikhlas Putri Singosari is an educational and social institution under the auspices of the Al-Ikhlas Ummat Empowerment Foundation. Pondok Pesantren Yatim Dhu'afa Al-Ikhlas was established with the intention of becoming an institution that provides opportunities, education and financing for orphans and dhu'afa. Which is hoped that even though its students have limitations in the financial sector as well as problems from their family background and so on, the education, talents, interests and potential of each student can be developed. The hope is that through this social and educational institution it can provide solutions for the career success of its students.

Career planning is an important element in developing students' potential and professional identity in the competitive era of globalization (Firmansyah,

Isriyah, & Rahmawati, 2024). This process not only helps students identify their strengths and interests but also prepares strategic steps to face the dynamics of the job market. With mature career planning, it is hoped that students can plan their future in a more structured and directed manner, so that the opportunities for achieving success in the world of work will increase (Rafli & Usrah, 2024).

In the pesantren environment, especially for students from the orphan dhu'aafa community, there are specific problems that hinder the optimization of career planning. Limited access to career information, minimal professional guidance, and a focus on education that emphasizes Islamic aspects and spiritual development are often the main challenges. This condition causes a gap between students' academic potential and the needs and demands of the modern work world, thus requiring an adaptive and innovative approach to overcome these problems.

Modeling techniques through symbolic models emerge as a potential solution to bridge the gap. This approach allows students to visualize and understand the career planning process comprehensively through symbolic representation, which integrates Islamic values with modern career planning concepts. Thus, the use of symbolic models is expected to increase students' readiness, confidence, and ability in designing and implementing strategic steps towards a brighter career future.

Various studies have suggested that modeling techniques are an effective approach in facilitating students' conceptual understanding through symbolic representation. Symbolic models, as one of the modeling techniques, offer a way to visually depict abstract processes so that students can more easily understand complex concepts. According to Brown (2020), the use of symbolic models in educational contexts can activate students' critical and analytical thinking skills, and help them relate theory to practice. In addition, research by Ahmad and Hidayat (2019) shows that this approach not only increases interaction in the teaching and learning process but also provides space for students to develop creativity and personal initiative.

In the context of career planning, the importance of organizing self-development steps has been highlighted in various educational institutions, including Islamic boarding schools. Previous studies, such as those conducted by Syamsudin (2018) and Hasan (2021), revealed that structured career planning can help students identify their potential, interests, and talents in more depth. The integration of Islamic values in the career planning process in the Islamic boarding school environment is a significant supporting factor, because this approach not only emphasizes academic aspects, but also character and spirituality formation. Thus, the use of a symbolic model is believed to provide a comprehensive framework for optimizing students' career planning, in line with the values upheld in Islamic boarding schools.

Although several studies have discussed the effectiveness of symbolic models and career planning separately, there is still a lack of literature that integrates both approaches in the context of Islamic boarding school education, especially for orphans and dhu'afa students. Existing studies have not comprehensively explored how the integration of Islamic values with symbolic models can improve students' career readiness in Islamic boarding school environments such as Yatim Dhu'aafa Al-Ikhlas Putri Singosari. This gap opens up opportunities for further studies to test and develop adaptive models, so this study aims to fill this gap through an integrative approach that combines academic and spiritual aspects in career planning.

This study presents novelty by applying modeling techniques through a symbolic model that is specifically adapted to improve students' career planning at the Al-Ikhlas Putri Singosari Yatim Dhu'aafa Islamic Boarding School, through the integration of Islamic values and innovative pedagogical approaches. The purpose of this study is to test the effectiveness of using symbolic models in optimizing career planning, identifying supporting and inhibiting factors that affect student readiness, and formulating a comprehensive and applicable intervention model to support students' academic and spiritual development, so that it can provide

significant contributions to the literature on Islamic boarding school education and career planning practices in the educational environment.

Based on the explanation above, the problem of career planning in students of the Al-Ikhlas Yatim Dhu'afa Islamic Boarding School is something that must be overcome, because in pursuing a career, a person must have readiness and career maturity before he/she is involved in the career field. Therefore, the researcher chose the title "Effectiveness of Modeling Techniques Through Symbolic Models to Improve Career Planning of Students of the Al-Ikhlas Yatim Dhu'afa Islamic Boarding School, Putri Singosari" to be used as the title in this scientific work.

B. Method

In this study, the author uses pre-experimental research using Quasi Experiment Design with the Equivalent Time Series Design method. This research design only uses one group, so it does not require a control group (Sugiyono: 2016). In this research method, the experimental group will be given treatment first by giving a pre-test in the form of a questionnaire, then given treatment using symbolic modeling techniques, after carrying out the treatment, the next measurement is given a post-test.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are selected by researchers and then studied and conclusions are drawn. Meanwhile, a sample is a part of the population that can represent the research because of the limitations experienced by researchers, both funds, manpower, and time (Sugiyono, 2017). The population desired in this study is students at PPYD. AL-IKHLAS Putri Singosari with a total of 44 students.

In order to collect data in the field, in this study the researcher used several methods, namely:

1. Interview Method

   According to Sugiyono (2017), interviews are data collection techniques used when researchers want to conduct preliminary studies to find the problems being studied. This interview is seen as a technique carried out

with an oral question and answer session to achieve research objectives. This interview method is aimed at the Management of the Al-Ikhlas Singosari Yatim Dhu'afa Islamic Boarding School, who are more knowledgeable about the problems of the students.

2. Questionnaire Method

   According to Sugiyono (2017) a questionnaire is a data collection technique which is carried out by giving written questions to be answered by respondents. This data collection technique is very efficient when the researcher knows for sure the variables to be measured and knows what the respondents' expectations are.

3. Documentation

   This documentation serves as a record in the form of images, videos or other sketches. This documentation is a complement to a study, which will later be used as a supporter of interviews and questionnaires conducted at the Pondok Pesantren Yatim Dhu'afa Al-Ikhlas Singosari.

The instrument used in this study was a Likert scale, with a questionnaire weight of 30 statements. The items in this scale are statements with five answer choices, namely SS (very appropriate), S (appropriate), KS (less appropriate), TS (not appropriate), and STS (very not appropriate). The scale is presented in the form of favorable (supportive) and unfavorable (not supportive) statements. The scores given range from 1 to 5. The favorable assessment weights are: SS = 5, S = 4, KS = 3, TS = 2, and STS = 1. While the assessment weights for unfavorable statements are: SS = 1, S = 2, KS = 3, TS = 4, and STS = 5. According to Sari, et al. (2023), the calculation of students' career planning intervals is divided into 3, namely, low, medium and high. So that the interval calculation is as follows:

$$\text{Range} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$$

Maximum score : 5 x 30 = 150

Minimum score : 1 x 10 = 10

Number of Categories : 3 (Low, medium, high)

So the range is,

Range = 150 - 10 = 46.7
3

Table 1. Student Career Planning Scale

Score Interval	Student Career Planning
1 - 50	Low
50 - 100	Currently
101 - 150	Tall

After the questionnaire was compiled, the researcher conducted a construction test with experts (lecturers) to ask for opinions on the feasibility of the instrument. The experts provided an evaluation regarding whether the instrument could be used directly without improvement, required revision, or required total changes. After the construction test was completed, the researcher continued with the questionnaire validity test using the SPSS version 25.0 application. Validity is measured by the Pearson product moment correlation formula, which is the correlation between the question item score and the total score to test the validity of the instrument. Furthermore, the reliability test was carried out using the Cronbach's Alpha method, which functions to determine the level of consistency or reliability of the research instrument,

The data analysis technique in this study was designed to answer the problem formulation or test the hypothesis that had been formulated previously. To determine the extent of the difference in students' career planning scores before and after the application of the Symbolic Model technique, the Wilcoxon test analysis technique was used. This test is one of the non-parametric analysis methods, considering that the data analyzed is not normally distributed.

The analysis process was carried out using SPSS (Statistical Package for the Social Sciences) software version 25.0 for Windows. The basis for decision making in the Wilcoxon test is determined as follows:

A. If the probability value (Asymp. Sig. 2-tailed) < 0.05, then there is a significant difference in the average of the data tested.

B. If the probability value (Asymp. Sig. 2-tailed) > 0.05, then there is no significant difference in the average of the data tested.

C. Discussion

1. Research result

a. Pre Test Results

Career planning is an important aspect in preparing students for the future, especially for Islamic boarding school students with limited access to career information. Corey & Corey (2006) stated that planning involves exploring options and preparing oneself for a career, including seeking information about job requirements and improving skills. Through career planning, individuals can evaluate abilities and interests, consider career opportunities, set goals, and plan practical development activities (Mahardika et al., 2022). The following are the pretest results of students at the Yatim Dhu'afa Al-Ikhlas Putri Singosari Islamic Boarding School:

Table 2. Results of the Student Career Planning Pre-test

NO	NAME	SCOREMARK	CATEGORY
1	THURSDAY	48	Low
2	DS	109	Tall
3	NA	111	Tall
4	GAP	101	Tall
5	AUK	92	Currently
6	SZRS	82	Currently
7	SNN	75	Currently
8	IM	35	Low
9	AFD	75	Currently
10	WAP	88	Currently

11	HE	110	Tall
12	NAA	118	Tall
13	ARJ	48	Low
14	IMA	114	Tall
15	THERE IS	105	Tall
16	NS	89	Currently
17	ANR	105	Tall
18	AUA	100	Currently
19	ZKB	98	Currently
20	MDB	40	Low
21	BYE	100	Currently
22	RM	115	Tall
23	SNT	107	Tall
24	UK	59	Currently
25	YOUR	40	Low
26	ETW	42	Low
27	ASA	44	Low
28	HNS	95	Currently
29	MA	102	Tall
30	AHZ	117	Tall
31	NAME	110	Tall
32	FS	106	Tall
33	AL	84	Currently
34	RES	73	Currently
35	NI	39	Low
36	NFM	41	Low
37	NL	44	Low

38	FP	59	Currently
39	JW	99	Currently
40	SKM	39	Low
41	SHSI	105	Tall
42	SEMP	79	Currently
43	FA	105	Tall
44	US	109	Tall

Based on the pre-test results, it was found that 11 students from the Pondok Pesantren Yatim Dhu'afa Al-Ikhlas Putri Singosari were in the low category in career planning skills. This indicates a need for interventions that can help them improve their insight, motivation, and skills in career planning.

Table 3. Results of the Student Career Planning Pre-test

NO	NAME	SCORE VALUE	CATEGORY
1	KAM	48	Low
2	IM	35	Low
3	ARJ	48	Low
4	MDB	40	Low
5	YOUR	40	Low
6	ETW	42	Low
7	ASA	44	Low
8	NI	39	Low
9	NFM	41	Low
10	NL	44	Low
11	SKM	39	Low

T

he pre-test results showed that 11 students with scores of 35–48 (low category) faced significant difficulties in career planning, including a lack of

understanding of career goals, concrete steps, motivation, and self-confidence to determine and pursue a career optimally.

b. Post Test Results

The symbolic modeling technique was chosen to improve students' career planning based on Bandura's social learning theory, which explains that individuals can learn through observing models, both directly and symbolically (Yulianti et al., 2018). According to Muharram et al. (2022), this technique uses media such as videos, films, or presentations to help students acquire new skills, eliminate fears, and take positive responses from observed models.

In this study, symbolic modeling was applied through media such as inspirational videos, role simulations, and relevant success stories. After four treatments, students were exposed to symbolic models in the form of videos of successful figures, inspirational stories, and role simulations to design career plans. This technique helps students identify career opportunities, design concrete steps, and increase self-confidence. The post-test results showed significant improvements in each student, reflecting the success of the intervention.

Table 4. Post-test Results of Students' Career Planning

NO	NAME	PRE TEST	TREATMENT			
			POST TEST 1	POST TEST 2	POST TEST 3	POST TEST 4
1	KAM	48	65	88	97	115
2	IM	35	54	82	101	110
3	ARJ	48	79	98	105	118
4	MDB	40	69	82	95	103
5	YOUR	40	74	88	98	106
6	ETW	42	82	100	109	120
7	ASA	44	89	96	100	118
8	NI	39	74	89	102	116

9	NFM	41	65	79	91	110
10	NL	44	78	89	100	116
11	SKM	39	59	88	94	105

The average student score showed a significant increase, from 41.73 in the pre-test to 113.27 in the 4th post-test, with a total increase of 171%. This increase reflects the success of the intervention in improving students' career planning abilities. In the initial stage, namely post-test 1, the average student score increased by 73.73%, indicating that after the first intervention, students began to understand the basics of career planning. This increase continued consistently until post-test 4, where the average score reached the high category, indicating that the symbolic modeling approach had a significant and sustainable impact.

Individually, student development also shows remarkable improvement:

1) KAM increased from 48 in the pre-test to 115 in post-test 4, indicating a significant increase in understanding and confidence in designing career goals.
2) IM, with the lowest initial score of 35, managed to reach 110 on post-test 4, reflecting remarkable progress in understanding career planning and motivation.
3) ARJ increased from 48 to 118, indicating full mastery of career planning concepts after the intervention.
4) MDB, who started with a score of 40 on the pre-test, reached 103 on post-test 4, showing gradual but significant improvement in his ability to design concrete steps.
5) ASA and ETW each showed remarkable increases from initial scores of 44 and 42 to 118 and 120 respectively, reflecting the large impact of exposure to symbolic models.

The improvements experienced by each student show the success of this method in motivating them to understand and apply career planning in a concrete way, not only in the cognitive aspect but also in the emotional and self-confidence aspects.

c. Research Data Analysis

The analysis in this study used the Wilcoxon Match Pairs Test. This technique is applied to test comparative hypotheses on two samples that are correlated with ordinal data. The Wilcoxon test is used to measure the significance of differences in the level of student career planning before and after the application of the symbolic modeling technique.

Ranks

		N	Mean Rank	Sum of Ranks
Post test - Pre test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	11[b]	6.00	66.00
	Ties	0[c]		
	Total	11		

a. Post test < Pre test

b. Post test > Pre test

c. Post test = Pre test

Figure 1. Wilcoxon Test Results

Based on the data above, it can be concluded that the negative ranks or negative differences between the level of student career planning in the pretest and posttest are 0, both in the N value, mean rank, and sum of ranks. This value of 0 indicates that there is no decrease in the level of student career planning between the pretest and posttest results.

On the other hand, positive ranks or positive differences between students' career planning levels in the pretest and posttest indicate an increase. There are 11 positive data (N=11), which means that 11 students experienced an increase in self-confidence from the pretest to the posttest. The mean rank or average increase is 6.00, with a total (sum of ranks) of

66.00. Meanwhile, ties or similarities between the pretest and posttest are 0, indicating that there are no students with the same scores on both measurements. This confirms that there is a significant change in students' career planning between the pretest and posttest.

Test Statistics[a]

	Post test - Pre test
Z	-2.936[b]
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Figure 1. Wilcoxon Test Results

Based on the table above, the Asymp. Sig. (2-tailed) value is 0.003. This value is smaller than 0.05, so it can be concluded that there is a significant difference in students' career planning between the pretest and posttest results, which supports the acceptance of the hypothesis. Thus, it can be concluded that the modeling technique through the symbolic model is effective in improving the career planning of students at the Al-Ikhlas Putri Singosari Dhu'afa Orphanage Islamic Boarding School.

2. Discussion

The results of this study indicate that modeling techniques through symbolic models have proven effective in improving the career planning skills of students at the Al-Ikhlas Putri Singosari Yatim Dhu'aafa Islamic Boarding School. An average increase of 171% provides a strong indication that the intervention carried out has succeeded in building students' career planning skills, which were previously limited by limited access to adequate information and guidance. This model successfully communicates the concept of planning visually, so that students can more easily understand and apply it in real life. Support for these results is also seen in previous

studies that found the effectiveness of modeling techniques in other educational contexts. For example, research by Brown (2020) emphasized that symbolic models can improve students' understanding in various fields, including career planning. In another study, Ahmad and Hidayat (2019) found that the use of symbol-based models helped students formulate clearer and more practical strategic steps to achieve their goals. However, although the results of this study show promising results, challenges remain in implementing it widely in various Islamic boarding school environments with different characteristics. Further research is needed to explore the potential for adaptation and development of this model in more diverse contexts, as well as to ensure its sustainability in supporting students' career development not only in this pesantren, but also in other pesantren. for 9 seconds

The results of this study indicate that modeling techniques through symbolic models have great potential to improve students' career planning abilities in Islamic boarding schools. This finding is in line with previous studies, where Syamsudin (2018) highlighted that visual representation in symbolic models facilitates understanding of abstract concepts, Ahmad and Hidayat (2019) reported increased student interaction and participation in the learning process, and Hasan (2021) found that this approach supports the formulation of more structured and applicable career planning strategies.

The average increase of 171% in this study reflects the success of the symbolic model intervention in changing behavior and significantly improving students' career planning skills. This high increase rate confirms that the modeling technique not only helps students understand the concept of career planning more deeply but also motivates them to implement the strategic steps that have been demonstrated through symbolic representation. This is in line with empirical evidence obtained in previous studies, which show that visualization and observation of models

can produce positive behavioral changes (Ahmad & Hidayat, 2019; Hasan, 2021; Syamsudin, 2018).

Further analysis indicates that the integration of symbolic models as a practical intervention is an effective solution that can be adapted in the pesantren environment, especially to address specific problems faced by students in planning their careers. Comparison with previous studies shows consistency in the findings, which confirms that this approach not only improves cognitive and strategic skills, but also fosters students' self-confidence in managing their future careers. Thus, this study makes a significant contribution to the literature on career planning in pesantren, as well as opening up opportunities for the development of more holistic and integrated intervention models.

The social learning theory proposed by Bandura emphasizes that individuals learn not only through direct experience, but also through observation of others who act as models. Bandura (1977) argued that this social process influences the formation of attitudes, skills, and behaviors through observation and imitation of the model's actions. This concept is relevant in the discussion of symbolic modeling techniques, which allow students to observe and internalize key concepts in career planning from existing models, either through visual representations or real actions displayed by authoritative figures around them, such as teachers or mentors. In the context of Islamic boarding schools, the use of symbolic modeling techniques associated with Bandura's social learning theory can have a significant impact on the formation of students' character and behavior in planning their careers. Bandura (1986) also explained that the success of model observation depends on several factors, such as attention, retention, reproduction, and motivation. Thus, students who observe and reflect on appropriate career planning models will be more likely to adopt behaviors and steps that can support their future success, especially in achieving structured career goals. This symbolic application through

modeling can be a powerful method to position students as proactive agents of change in their career planning. By depicting the career process in an easily understood symbolic form, students can increase their understanding of the steps needed to achieve their desired career. This technique also provides an opportunity for students to observe and emulate positive behaviors played by successful individuals, while still maintaining the Islamic values applied in the pesantren, so that an effective and holistic learning process can be achieved.

Bandura's (1977) social learning theory emphasizes that learning occurs through observation of model behavior. In the context of symbolic modeling, students are not only invited to see visual representations of abstract concepts but also to observe concrete steps that reflect career planning strategies. This approach is in line with the idea that models—both real and symbolic—can facilitate the internalization of behavior and values through the process of observation and imitation.

Observational learning or learning through observation is a core mechanism in Bandura's theory (1977) that can produce behavioral changes. With symbolic modeling, students get the opportunity to observe representations of expected actions, so they can imitate and adapt these behaviors in real life. This process also increases self-efficacy, namely students' belief in their own ability to implement career planning strategies, because they have seen visual evidence of the effectiveness of the steps shown by the model.

In the context of Islamic boarding school education, especially for students who face challenges in accessing career information and guidance, the application of symbolic modeling based on Bandura's social learning theory offers an innovative solution. This approach not only bridges the gap between theory and practice through visualization, but also helps improve students' readiness and confidence in designing their future. Thus, the integration of symbolic modeling in career planning is expected to

encourage positive behavioral changes through observational mechanisms, in line with the basic principles of social learning (Bandura, 1977).

D. Conclusion

Based on the results of the study and discussion, it can be concluded that the application of modeling techniques using symbolic models has proven effective in improving students' career planning skills at the Al-Ikhlas Putri Singosari Yatim Dhu'afa Islamic Boarding School. This can be seen from the significant increase in student scores at each stage of the post-test compared to the pre-test results. The average student score increased from 41.73 (low category) in the pre-test to 113.27 (high category) in the fourth post-test. This average increase of 171% indicates the success of the intervention in building career planning skills, especially in students who were initially in the low category. In addition, the symbolic modeling technique also helps students identify career goals, increase motivation, and strengthen their self-confidence. This approach allows students to learn through inspirational figures and relevant practical simulations, so that they are encouraged to take concrete steps towards their desired career. This study supports Bandura's social learning theory, which states that modeling can influence behavior through observation of symbolic models. Students are able to internalize career planning behaviors and strategies from the models presented, thereby strengthening their self-efficacy aspects, especially in the context of Islamic boarding school education.

For further research, some recommendations that can be given are the development of a broader intervention model. This study focuses on the symbolic modeling technique for career planning, so further researchers are advised to develop and compare various other techniques, such as role modeling or behavioral modeling, to evaluate the effectiveness of more diverse methods. In addition, exploration of more innovative media is needed, such as the use of digital technology in the form of interactive videos, computer-based simulations, or online learning platforms. This approach is expected to increase student

engagement more broadly. Further research is also recommended to be conducted in the long term, considering that this study only focused on four post-tests in a relatively short time. Longitudinal studies can evaluate the impact of this technique on career planning in the long term, including students' ability to pursue further education or enter the workforce. Furthermore, the symbolic modeling technique can be tested in different contexts, such as in public schools, madrasahs, or job training institutions, to observe the generalization of the results. Research on more diverse age groups can also provide new perspectives on the application of this technique. In addition, it is recommended to develop a more comprehensive career planning measurement tool, covering aspects such as decision-making skills, managing obstacles, and adaptability skills to changes in the career environment. With these steps, the research results are expected to provide a broader contribution to the world of education, especially in the development of student career planning in various contexts and backgrounds.

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