

**DID UIN STUDENTS CHOOSE THE WRONG MAJOR?
EXAMINING THE EFFECTIVENESS OF GUIDANCE AND
COUNSELING SERVICES IN STUDENTS' DECISION-MAKING
WHEN CHOOSING UNIVERSITY STUDY PROGRAMS:
A Study of State Islamic Senior High Schools in Jambi Province**

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ABSTRACT

A preliminary survey of 25 prospective students at Universitas Islam Negeri Sulthan Thaha Saifuddin (UIN STS) Jambi revealed that 76% did not have a comprehensive understanding of the academic content or professional competencies associated with the study programs they selected during the admission process. This study aims to examine the effectiveness and efficiency of guidance and counseling (GC) services in State Islamic Senior High Schools (Madrasah Aliyah Negeri—MAN) across Jambi Province in identifying students' interests and talents and guiding them toward university study programs that align with their potential. This research employed a qualitative phenomenological approach. The evaluation of GC service effectiveness was based on the standards established by the Indonesian Minister of Education and Culture Regulation No. 111 of 2014 and the Indonesian Guidance and Counseling Association (ABKIN). Data were collected through observations, in-depth interviews, and document analysis of relevant records. The findings indicate that most MANs in Jambi Province do not employ guidance and counseling teachers with formal academic qualifications in guidance and counseling. Instead, many schools assign subject teachers—predominantly honorary teachers—to perform counseling duties. Although most counselors possess comprehensive Guidance and Counseling Service Implementation Plans (Rencana Pelaksanaan Layanan Bimbingan dan Konseling—RPL-BK), these documents are largely adapted from online sources and are rarely implemented in actual counseling practices. Consequently, guidance and counseling services have not been effective or efficient in assisting students with selecting appropriate university study programs. Students' decisions are generally not informed by assessments of their interests and abilities generated through counseling services. Instead, they tend to rely on heuristic judgment and intuitive decision-making when choosing their study programs.

Keywords: effectiveness, guidance and counseling, decision-making, study program.

1. INTRODUCTION

Entering higher education is a crucial period for students and parents, as many students feel confused when selecting a study program at the universities they aim for. This confusion is one of the effects of not receiving ideal guidance through counseling services (BK) during their time in Senior High School (SMA) or Madrasah Aliyah (MA). Ideally, BK services aim to identify the potential and talents possessed by students, which can subsequently serve as a basis for choosing a study program when applying to higher education institutions.

Nationally, data shows that 87% of Indonesian students make incorrect choices regarding their study programs upon entering higher education (Tempo.co.Media). A similar phenomenon also occurs among new student candidates at UIN Sulthan Thaha Saifuddina Jambi. During the oral tests (a type of placement test to assess religious knowledge and practical worship skills), it was found that 19 out of every 25 new student candidates (76%) did not have detailed knowledge about the study programs they chose, nor did they understand the competencies they would possess upon completing those programs (Interview: prospective students of UIN STS Jambi, 2024).

Indonesia's education, as mandated by UU No. 20 of 2003, aims to develop human potential to possess spiritual strength, personality, intelligence, noble character, and skills necessary for social, national, and state life. This means that education is intended to develop students' potential and talents to achieve success in their future careers and lives.

In the Indonesian dictionary, the term "talent" is defined as intelligence or inherent traits present since birth (Pena, 2015). Moreover, Poerbakawatja defines talent as a seed of a trait that will only become evident when given the opportunity or possibility to develop (Nasir B & Malli, 2022). Talent is an active genetic expression influenced by one's parents, grandparents, and ancestors.

Talent is often interpreted as an innate ability that is a potential yet to be developed or trained to become a reality. It is also described as the unique characteristics of an individual that enable them to perform certain activities easily and successfully (S. Widodo, 2013). This means that talent is an innate ability with the potential to be developed or trained. From birth, individuals have a connection between their abilities and the structure of their brains. Thus, as individuals develop, their talents will continue to evolve.

An effective avenue for developing the talents or potentials possessed by every child is through educational institutions or training. Teaching and training cannot be undertaken without the aspect of guidance, as many of the problems faced by students are effectively resolved through guidance. Conversely, guidance and teaching alone are insufficient without accompanying training, as students' skills will be well realized through training without neglecting aspects of guidance and teaching.

In connection with the development of potential, talent, and interests, Susanto explains that Guidance and Counseling (referred to as BK hereafter) functions in several ways: First, the function of understanding. Second, the function of facilitation. Third, the function of adjustment. Fourth, the function of channeling. Fifth, the function of adaptation. Sixth, the function of prevention. Seventh, the function of correction. Eighth, the function of healing. Ninth, the function of maintenance. Tenth, the function of guidance.

Based on these ten functions of BK, in the context of students in senior high school or its equivalent related directly to the selection of further study programs, the fourth function, which is the function of channeling, is particularly important. This channeling function aims to assist students in choosing extracurricular activities, majors, or study programs and determining career paths or positions that align with their interests, talents, skills, and personality traits. This channeling function is crucial in placing individuals along life paths that correspond with their talents, interests, abilities, and environmental demands (Susanto, 2018).

Further, according to the Minister of Education and Culture Regulation No. 111 of 2014, the functions of BK services include: optimizing the development of students' potential and talents, building adaptation between students and teachers regarding educational programs and activities in accordance with students' educational backgrounds, talents, interests, learning abilities, and needs, as well as channeling educational, job, and career choices.

In line with the functions of BK services, senior high school students who continue to higher education are expected to meet the goals of higher education itself, as outlined in UU No. 12 of 2012, which aims to: (a) develop potential to become individuals who are pious and devoted to God Almighty and possess noble character, health, knowledge, skills, creativity, independence, competence, and cultural awareness for the benefit of the nation; (b) master branches of knowledge and/or technology to meet national interests and enhance competitive strength; (c) produce knowledge and technology through research that considers and applies humanitarian values for the advancement of the nation, as well as the progress of civilization and the welfare of humanity; and (d) realize community service based on reasoning and research work that benefits the general welfare and enhances the intellectual life of the nation. (UU NO 12 TAHUN 2012)

The above description indicates that BK services in senior high schools, in efforts to uncover students' potentials and talents, are vital activities. The choice of study programs that align with students' potentials or talents will ultimately produce human resources who excel in their respective professions, which is a significant investment in enhancing the country's competitiveness on the international stage in the future. Hardjadinata states that students who make incorrect choices regarding their study programs upon entering higher education will face limitations in their jobs or professions. Consequently, these individuals may fail to achieve excellence in their future work or professions (Tempo.Co. Media).

Thus, it can be emphasized that the decision-making process for students choosing study programs in higher education is crucial for every student. Decision-making is the process of evaluating one or more options with the aim of achieving the best expected outcomes (Jonathan, 2009). Selecting study programs that correspond with interests, talents, and potentials not only positively impacts success in learning but is also critical for the projection of future careers and jobs.

2. LITERATURE REVIEW

Effective BK services for senior high school students are a legal requirement and the expectation of parents. The negative consequences of ineffective BK services in senior high schools make the moment of entering higher education critical for students and many parents. Ultimately, parents may impose their desires on their children to enroll in certain study programs, while on the other hand, confusion arises among senior high school graduates in choosing study programs in higher education.

Ideally, the decision-making process for students selecting study programs for higher education should be based on the results of the BK services process in senior high schools. These BK services are efforts made to prepare students to avoid incorrect choices of study programs when entering higher education. To achieve this goal, BK services in senior high schools must operate effectively in accordance with the Minister of Education and Culture Regulation No. 111 of 2014 and the Indonesian Counseling and Guidance Association (ABKIN).

The effectiveness of BK services is a measure indicating how far the targets (quantity, quality, and time) have been achieved by guidance teachers in implementing BK service programs in schools, in an effort to assist students in discovering their respective potentials or talents. With knowledge of their potentials or talents, students will be able to design their futures by initially selecting study programs that align with their talents, leading them to careers that correspond with their skills and knowledge acquired in their chosen higher education programs.

Sukardi mentions that to achieve effective BK service activities, the following aspects are necessary: planning aspect, organizational aspect, personnel (human resources) aspect, program aspect, facilities and infrastructure aspect, accountability aspect, and supervision aspect (Sukardi, 2008).

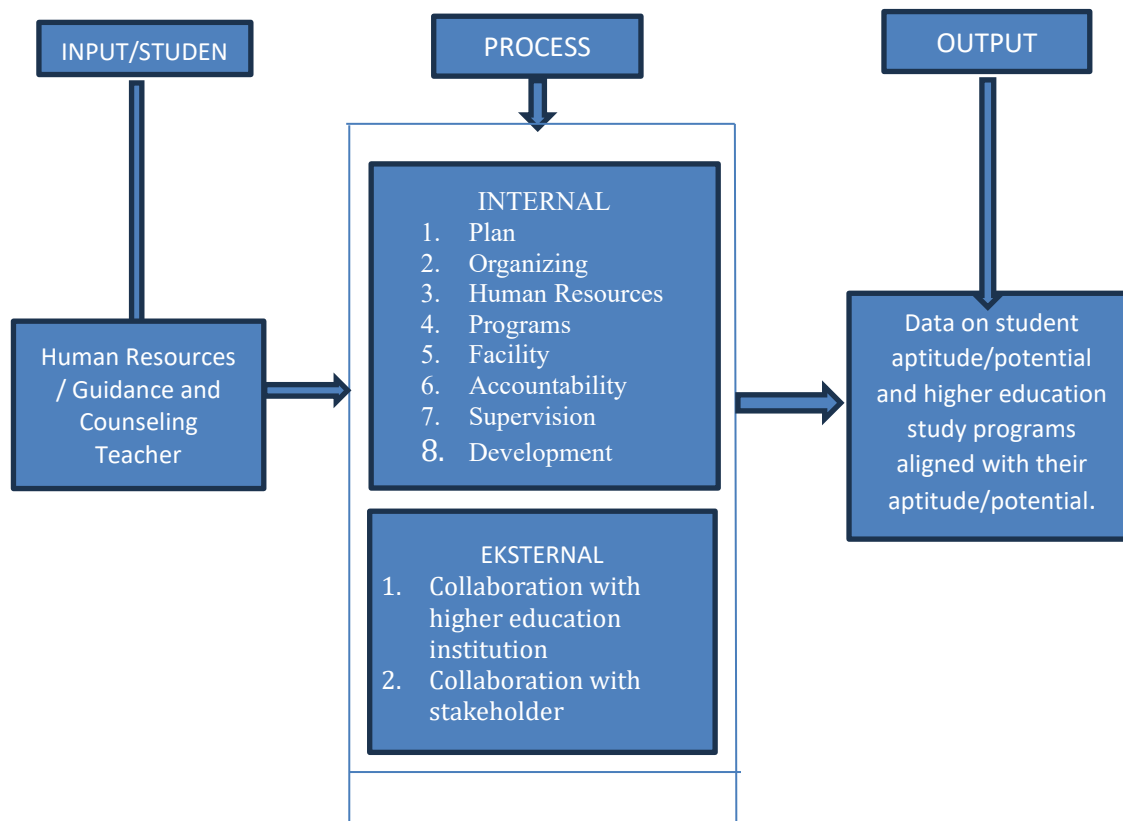
According to the Minister of Education and Culture Regulation No. 111 of 2014, BK services in schools/madrasahs are conducted under the following provisions: (1) one counselor or BK teacher serves 150 students or participants; (2) BK teachers must possess an academic qualification of a Bachelor of Education (S-1) in the field of BK; (3) BK services are provided equivalent to two hours of lessons per week, conducted both inside and outside the classroom.

Furthermore, the Indonesian Counseling and Guidance Association (ABKIN) has recommended a BK room in schools that meets standard criteria as follows: (1) the location of the BK room is easily accessible (strategic for students) but not too open to maintain

confidentiality principles; (2) the number of BK rooms is adjusted to the needs of the types of services provided; (3) rooms should not be transparent between each other; (4) types of rooms include: workroom, administrative room, individual counseling room, group guidance room, therapy room, relaxation room, and guest room.

The benchmarks for the effectiveness and efficiency of BK service implementation in schools/madrasahs can be described as follows:

Diagram of Guidance and Counseling Service Effectiveness and Efficiency



Considering the importance of selecting a study program at higher education institutions that aligns with the latent abilities possessed by students, it is no wonder that this subject has garnered significant interest and discussion among researchers. Widodo et al. in their study found that the strategies employed by guidance counselors (BK) in assisting students to explore and make career decisions include:

- Individual solution-focused counseling
- Interest and talent assessment
- Self-reflection training
- Utilization of digital media
- Involvement of alumni in career activities
- Implementation of project-based modules

(W. Widodo et al., 2026).

Subsequently, Thasfa and Daulay in their exploration of the role of Guidance and Counseling teachers (BK) in students' career maturity found that BK teachers play a crucial role in enhancing students' career maturity through effective guidance programs. The application of Donald E. Super's theory in career guidance aids students in self-understanding and obtaining relevant career information. Furthermore, a systematic and continuous career guidance program in schools is essential to support adolescents' career maturity. (Saida Amini Thasfa & Nurussakinah Daulay, 2024).

Fakhriyani and Sa'idah discovered a significant improvement in the career planning of students after receiving career guidance services, where the average score increased from 777 points to 873 points, reflecting a 12.35% increase from pretest to posttest results. Career guidance services have proven to assist students in understanding the importance of planning their future careers, enabling them to choose the right career paths later on. (Fakhriyani & Sa'idah, 2023).

Furthermore, Murtadlo and Pratiwi, in their evaluation research on the effectiveness of career guidance and counseling programs in supporting student career development at SMA Negeri 1 Driyorejo using the CIPP model, concluded that regarding context, the career guidance program is relevant to students' needs, but support from parents and industry partners remains low. In terms of input, there are competent human resources, yet limitations exist in the utilization of digital technology. On the process side, the implementation of career guidance has not been maximized, and student participation in personal services is limited. In terms of outcomes, the program has positively impacted students' career readiness, enhancing self-efficacy, outcome expectations, and the establishment of career goals. (Murtadlo & Pratiwi, 2025)

Based on the aforementioned effectiveness and efficiency benchmarks, this research aims to understand the effectiveness of BK services in state Islamic senior high schools in Jambi province in assisting students in making decisions regarding the selection of study programs in higher education.

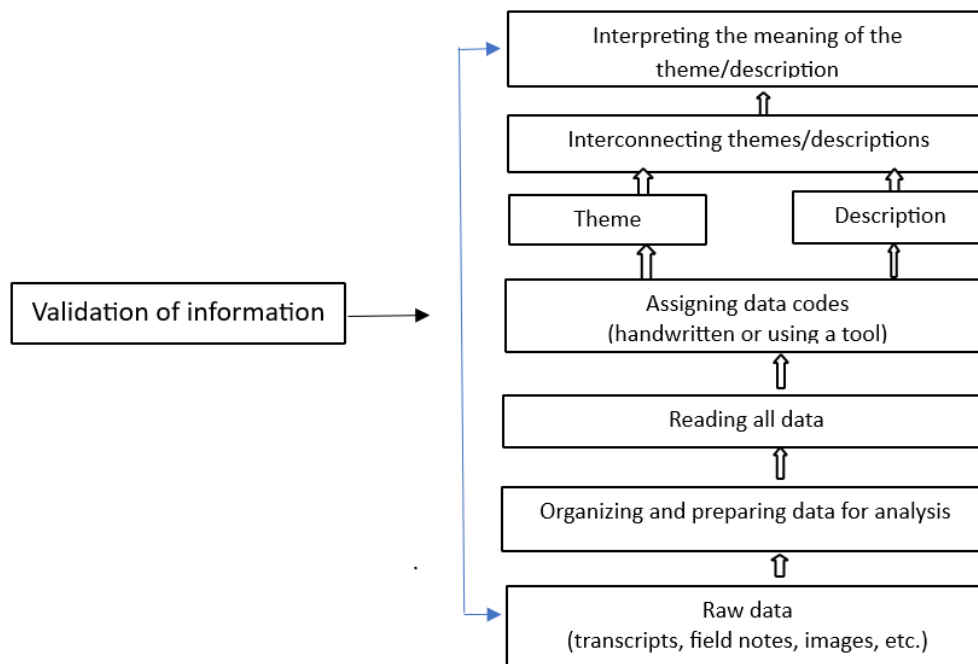
3. METHODS

This research employs a qualitative phenomenological approach. The study was conducted at three MAN (Madrasah Aliyah Negeri) institutions in Jambi province, namely MAN 1 Kota Jambi, MAN 1 Tanjab Barat, and MAN 1 Merangin. The techniques used for data collection included interviews, observations, investigations, and documentation.

Interviews were conducted with guidance counselors, school heads, curriculum deputy heads, subject teachers, and third-year students. Observational investigations were carried out to understand the conditions of the guidance counseling room, the activities of guidance counseling services, and the overall conditions of the madrasah. Meanwhile, documentation studies were conducted to assess the compliance of the guidance counseling service administration in the madrasah with the regulations

issued by the government, the theories developed by experts, and the standards established by ABKIN (Asosiasi Bimbingan Konseling Indonesia).

Data analysis was conducted in a linear and hierarchical manner, starting from the lowest level to the highest level. (Creswell, 2016) as follows:



4. RESULTS AND DISCUSSION

4.1. Guidance and Counseling Services Condition in MAN in Jambi Province

Based on the data collected through interviews, observations of guidance activities conducted by guidance and counseling teachers, and assessments of the environment as well as the facilities and infrastructure of guidance and counseling services in MAN in Jambi Province, the following can be outlined:

4.1.1. Background of Human Resource Education (Guidance and Counseling Teachers) Not Being a Priority

The availability of human resources, in this case, guidance and counseling teachers in high schools and MAN, is a critical element. The provision of guidance and counseling teachers is mandated by UU No. 12 of 2012 and the Regulation of the Minister of Education and Culture No. 111 of 2014. Both regulations stipulate that each school or madrasa must have one guidance and counseling teacher for every 150 students; if a school or madrasa has 300 students, there must be two guidance and counseling teachers, and so forth. Furthermore, the teacher appointed as a guidance and counseling teacher must have an educational background in guidance and counseling education. (Permendikbud No. 111, 2014)

In general, the three MANs that are the subjects of this research have guidance and counseling teachers; however, not all of them have an educational background in guidance and counseling education. Only MAN 1 Merangin has a guidance and counseling teacher with a

degree in guidance and counseling education. From the perspective of employment status, two MANs, namely MAN 1 in Jambi City and MAN 1 in Tanjung Jabung Barat, have non-permanent or honorary teachers. In their appointment as honorary teachers, they were not designated as guidance and counseling teachers but as teachers of certain subjects. For instance, the guidance and counseling teacher at MAN 1 Tanjung Jabung Barat is a Physics and Mathematics teacher, as the individual holds a degree in Physics education. However, due to insufficient teaching hours of less than 24 hours per week, this individual was assigned additional duties as a guidance and counseling teacher.

The same situation occurs at MAN 1 in Jambi City. The guidance and counseling teacher at this MAN was appointed as an honorary teacher in the subject of Islamic Culture History (SKI), and this individual holds a degree in Islamic Education (PAI). For the same reason as the guidance and counseling teacher at MAN 1 Tanjung Jabung Barat, to meet the deficiency of teaching hours in one week, this teacher was given additional responsibilities as a guidance and counseling teacher. Only MAN 1 Merangin has an ideal standard for guidance and counseling teachers, as the guidance and counseling teacher at this MAN comes from a background in guidance and counseling education and has been appointed as a civil servant. Administratively, all three MANs have provided guidance and counseling teachers; however, the availability of these teachers does not yet comply with the regulations (Permendikbud No. 111, 2014).

4.1.2. Absence of RPL-BK Implementation

In the learning activities of subjects, teachers must prepare a lesson plan (RPP). Similarly, in guidance and counseling services at schools or madrasahs, guidance and counseling teachers (BK teachers) must also prepare a set of guidance and counseling service plans (RPL-BK). The main function of this document is to serve as a guide and reference for the BK teacher's activities when providing services to students so that they are directed and aligned with the objectives. Furthermore, the main components of RPL-BK include service objectives, methods, steps of activities (introduction, core, and closing), media used, and evaluation methods. (Ma'rifat, I Made Suraharta, 2024).

The BK teachers at MAN 1 Tanjab Barat, as well as those at MAN 1 Jambi City and MAN 1 Merangin, have RPL-BK that is formulated based on the RPL-BK guidelines issued by ABKIN. However, there are differences in the sources and implementation in counseling activities for students. The RPL-BK held by the BK teacher at MAN 1 Merangin was self-constructed by the respective BK teacher. Meanwhile, the RPL-BK from the teachers at MAN 1 Tanjab Barat and MAN 1 Jambi City originated from copy-pasting from the internet.

In terms of implementation, the RPL-BK at MAN 1 Merangin is indeed fully implemented by its BK teacher. In contrast, the BK teachers at MAN 1 Tanjab Barat and MAN 1 Jambi City have not implemented it in their counseling activities for students. The two BK teachers at these two MANs only document their work for administrative reporting purposes to the Ministry of Religious Affairs at the district/city level and to the madrasah supervisor periodically.

4.1.3. Lack of BK Infrastructure

In the Ministerial Regulation of National Education (Permendiknas) No. 24 of 2007, it is explained regarding the facilities and infrastructure used in guidance and counseling services (BK) in schools or madrasahs, from elementary school (SD/MI) to senior high school (SMA/MA). Counseling rooms are utilized to assist students in obtaining BK services aimed at

developing their potential, personality, learning capabilities, social relationships, and careers. (Permendiknas No. 24, 2007)

Based on observations and interviews, it was found that MAN 1 Tanjab Barat, MAN 1 Kota Jambi, and MAN 1 Merangin do not have BK infrastructure as regulated in the Permendiknas, which consists of the following:

1. Data Collection Tools as a data bank related to student information. These tools are:
 - Observation, which involves direct observation or recording of student behavior during class activities or other actions. This observation is conducted both inside and outside of class hours.
 - Anecdotal Records, which are notes from daily observations. Anecdotal records are based on unplanned and unstructured observations.
 - Checklist, which is a list of questions regarding behaviors or issues frequently exhibited by students. This list is used to check whether a student displays behaviors or faces issues as mentioned in the checklist questions.
 - Interviews, which involve collecting data by asking direct questions to students or their parents.
 - Questionnaires, which are methods of data collection involving written questions.
 - Biographies and Autobiographies, where biographies are written by others, and autobiographies are written by the students themselves.
 - Sociometry, which is a method used to understand social relationships among students within a class or group.
 - Meetings between Parents and BK Teachers, which serve as a platform to identify and seek solutions to students' problems with their respective parents.
2. Data Storage Tools. These tools should be properly stored in the BK teacher's room to ensure that the data can be accessed quickly when needed. The tools include:
 - Student Personal Cards, which contain information about various aspects of student development and personality (intellectual, academic, health, social, etc.).
 - Personal Record File Folders. Each student has a file folder to store all records about themselves. These records originate from various types of technical and non-technical tests administered by BK teachers, class guardians, subject teachers, and others during the students' interactions at school.

Neither of the two types of infrastructure mentioned above is available in each of the MANs that are the subjects of this study, and even the BK teachers in these MANs are unaware of these two types of infrastructure.

Furthermore, regarding facilities, MAN 1 Tanjab Barat does not have a BK room that meets the standards of ABKIN or Permendikbud No. 111 of 2014. The BK room is located in the School Health Unit (UKS). In contrast, MAN 1 Kota Jambi has a BK area within the library corner of the madrasah. Meanwhile, MAN 1 Merangin has a separate room by utilizing a spare classroom; however, there is no separation between the BK teacher's workspace and the counseling room. Nevertheless, in terms of the positioning/location of the BK room, MAN 1 Merangin complies with the provisions of Permendikbud No. 111 of 2014 and ABKIN, being strategically located in the middle of other buildings.

4.1.4. Organization of Guidance and Counseling Activities

The organization of guidance and counseling (BK) activities involves the distribution of responsibilities, hierarchical relationships, and coordination among BK teachers and the various elements within the madrasa, such as the head of the madrasa, who serves as the coordinator

for all BK activities at the madrasa. In implementing BK services at the madrasa, the deputy head of the madrasa is responsible for executing the policies laid out by the head of the madrasa regarding BK services. Class teachers assist BK teachers in conducting service activities, inform BK teachers about the students' situations to help them receive the BK services they need, and participate in case conferences concerning students.

BK teachers are responsible for all BK activities at the madrasa, which should align with the needs of students, whether addressing the problems they face or supporting their personal development. Subject teachers collaborate with BK teachers, helping disseminate information about the role of BK activities in the madrasa and referring students who require further services.

The organization of BK activities in the madrasa is crucial, as counseling activities must involve all elements of the madrasa, including the madrasa's security units. The three MAN institutions that were the subject of this research lack, and even do not understand, the aspects of organizing BK activities within the madrasa. This phenomenon stems from the limited understanding of educational staff and educational personnel regarding the functions and working relationships of BK activities in the madrasa.

In reality, the head of the madrasa must possess adequate knowledge about BK activities in the madrasa, as the head serves as the coordinator of these activities. Likewise, all educational staff should ideally act as partners to BK teachers in guiding activities within the educational institution.

4.1.5. Lack of Accountability and Supervision

Supervision of Guidance and Counseling Teachers is regulated by a number of government regulations. The main regulations cover qualification guidelines, workloads, and the competency standards of educational unit supervisors. It is detailed that, "guidance and counseling supervisors are an essential position that must be provided in educational institutions. This regulation also establishes the supervisory ratio, where ideally one supervisor is responsible for at least 40 Guidance and Counseling Teachers." Furthermore, detailed regulations also outline the main competencies that a Guidance and Counseling supervisor must possess, namely "personal competence, managerial supervision, academic supervision, educational evaluation, research and development, and social skills" (Permendiknas No. 12 Tahun 2007).

The next regulation pertains to the workload of school supervisors, including Guidance and Counseling supervisors. It states that "a supervisor must fulfill obligations in both academic and managerial supervision aspects periodically" (Permendikburistek RI Nomor 25 Tahun 2024).

Educational institutions under the Ministry of Religious Affairs in Jambi province do not have specific supervisors in the field of Guidance and Counseling. The Ministry of Religious Affairs of Jambi province has never opened positions for the recruitment of civil servant candidates for the role of Guidance and Counseling supervisors. This means that Guidance and Counseling Teachers and the activities of Guidance and Counseling in madrasahs lack supervision and managerial development, supervision, evaluation, and fundamental and substantial accountability of Guidance and Counseling activities from Guidance and Counseling Teachers to Guidance and Counseling supervisors.

4.2. Effectiveness of Guidance Counseling Services in MAN in Jambi Province

The concepts of effectiveness and efficiency are two main pillars in management. Effectiveness refers to doing the right job to achieve goals within the appropriate timeframe. On the other hand, efficiency means doing the job correctly while using resources as minimally as possible. According to Siagian, work effectiveness is the timely completion of tasks as scheduled. This means that whether the execution of a task is deemed good or not depends on when the task is completed, rather than how it is completed, what methods are used, and how much cost is incurred in the process (S.P. Siagian, 2009).

Meanwhile, efficiency (utility) is a process of saving money, materials, machinery, methods, marketing, time, and information, which is accomplished by doing the job correctly (doing things right) and producing accurate and optimal results (Usman, 2011). Therefore, it can be emphasized that effectiveness involves doing a job with greater consideration for outcomes while neglecting the methods or processes of completing the job. In simpler terms, it means “doing what is right,” while efficiency entails doing what is right in the right way, taking into account the aspects of time and costs incurred to achieve maximum correctness.

The guidance counselor at MAN 1 Merangin, who is a civil servant (ASN) and has also graduated from certification as a professional guidance counselor, conducts counseling services with periodic reporting to the madrasah authorities and supervisors. This report is acknowledged by the school and then submitted to the district office of the Ministry of Religious Affairs to fulfill the requirements for obtaining teacher certification allowances. This implies that the reports submitted are not fundamentally and substantively reviewed by the head of the madrasah or officials at the district office of the Ministry of Religious Affairs. Meanwhile, the guidance counselors at MAN 1 Tanjung Barat and MAN 1 Kota Jambi do not prepare any reports on their counseling activities.

Based on the yardstick of effectiveness of guidance counseling services in schools/madrasahs, including aspects of planning, organization, human resources, programs, facilities and infrastructure, accountability, and supervision, as well as data gathered through interviews, observations, and in-depth examinations, it can be concluded that the guidance counseling services for students at MAN in Jambi Province are neither effective nor efficient. Consequently, MAN students in Jambi Province continuing to higher education do not base their choice of study programs on their talents and potentials.

Generally, MAN students who continue to higher education choose study programs based on peer influences, whether from the same school/madrasah or peers who have previously attended universities in several cities within Jambi Province and outside the province. Additionally, some students choose study programs based on recommendations from their class teachers or specific subject teachers at their respective schools/madrasahs. Furthermore, there are also students who choose study programs based on their parents' wishes. Subsequently, there are groups of students who select study programs based on socialization and brochures from universities that are advertised or displayed at their schools/madrasahs. Lastly, there is a group of students who make their choices based on invitations through socialization carried out by university students from their respective schools/madrasahs.

The phenomenon of decision-making conducted by MAN students in Jambi Province when considering higher education is theoretically aligned with Amirullah's concept of the Heuristic Evaluation Model for decision-making. This model is where an individual is confronted with a complex situation, while information about the choices is limited, and cognitive limitations are

present while they are required to make a decision. This decision-making model tends to utilize simplified strategies, leading to frequent errors in the decision-making process. (Amirullah, 2014).

In the concept proposed by Syamsi, the decision-making carried out by MAN students in Jambi Province when selecting study programs in higher education is referred to as intuition-based decision-making. This model relies on individualistic feelings, easily tempted by external stimuli, and personality factors. A teenager typically wants to make decisions independently and wishes to manage their own lives, without considering their own abilities or potential (Ibnu Syamsi, 2000).

4.3 DISCUSSION

The Guidance and Counseling (BK) program is crucial in the educational world as it serves as a supporting pillar to optimize students' potential, not only academically but also psychologically, emotionally, and socially. This program ensures that every student receives appropriate guidance for their future. (Robiatur Rohmah, 2019).

Understanding students' talents and potential in depth has several key benefits, including:

- First, it allows teachers to apply teaching methods that align with the students' learning styles and strengths, making the material easier to understand and meaningful.
- Second, students are more enthusiastic and focused because they realize that what they learn is in line with their interests and natural abilities.
- Third, it helps to avoid choosing the wrong major in college or confusion in selecting a career path, as students have a clear career vision from an early age.
- Fourth, it builds students' self-esteem in forming a strong identity and reduces stress from academic pressure.

Establishing the right study program (prodi) choices aligned with students' abilities, talents, and inclinations is crucial, as it forms the foundation for success in the study process, cost and time efficiency, as well as future career development. The suitability of study program choices with potential/talent will impact:

- First, preventing stress and encouraging students to be more motivated during their college years.
- Second, increasing learning motivation, where studying feels more enjoyable and not burdensome. Thus, students will be more enthusiastic about exploring complex material that aligns with what they love.
- Third, maximizing academic potential, where talent is an innate capability that facilitates knowledge absorption. Being in the right program allows students to develop their skills optimally and achieve outstanding results.

- Fourth, it will build a strong career foundation. As is known, professional competence is formed during college. Therefore, aligning the program with talent/potential and interests will guide students to a successful and productive career path in the future.

Conversely, choosing a study program that does not align with innate abilities can lead to various long-term negative impacts for students. This often results in decreased motivation to learn, difficulties in mastering academic material leading to low GPAs, and even risks of dropping out due to stress and frustration. In addition to issues faced during college, long-term impacts may also arise.

- First, difficulties in adapting to the workforce, lack of readiness for competition, and absence of enthusiasm for developing the skills needed in the job market.
- Second, stagnation in performance and careers, where working in an undesired field often triggers unhappiness, mental fatigue (burnout), and hinders potential career growth in the future.
- Third, the risk of starting over.

Many students ultimately have to pivot or pursue further education/certification in other fields that align with their passions, which certainly wastes time, energy, and resources as a result of poor study program choices during college. (Sa'uda Salama, 2021). Additionally, the factor of poor major choice also impacts feelings of despair. . (Primayasa et al., 2020)

Aside from affecting the individual students concerned, making the wrong choice of study program in Islamic higher education also impacts the kaderisasi (cadre development) of ulama (Islamic scholars). The kaderisasi of ulama in Islamic educational institutions is vital to ensure the regeneration and sustainability of Islamic intellectual traditions, to address the challenges of modernity through intellectual approaches, and to serve as a bulwark of religious moderation in a diverse society.

Structured cadre programs in campuses like UIN, IAIN, and STAIN play a strategic role with several main functions as follows:

- First, regeneration and continuity of knowledge.
- Second, producing intellectual ulama who can continue the leadership of the ummah (Muslim community) and maintain Islamic scholarship without interruption.
- Third, promoting moderate Islamic perspectives.
- Fourth, becoming a center for producing ulama who master religious knowledge deeply (faqih) while also being nationally-minded and tolerant.
- Fifth, being responsive to the times.

- Sixth, equipping future ulama with modern research methodologies and understanding of contemporary issues and innovations to ensure that fatwas and da'wah remain relevant.

Islamic higher education is believed to be able to combine mastery of classical literature (turats) with modern scientific methodologies. One of the cadre development platforms in Islamic higher education is through organizing special programs, such as Ma'had Aly or Ma'had al-Jamiah, to strengthen the spiritual and moral foundation of its students. (Firdaus et al., 2025).

Ineffective and inefficient implementation of BK in madrasah (Islamic schools) is a consequence of the low knowledge and understanding of the elements in madrasah regarding the functions and work relations of BK activities. One fundamental outcome of this lack of knowledge is that, in the scheduling of lessons, BK teachers do not receive the ideal allocation of time, which is 2 hours/week/class group. (Appendix of Minister of Education and Culture Regulation No. 111, 2014).

Furthermore, there is a misconception about the role and function of BK teachers in madrasah held by school principals and subject teachers. They consider the role of BK teachers to be solely about handling problematic students. Thus, any misbehaving student, violating school regulations, causing disturbances, smoking, or engaging in other misconduct is seen as the primary responsibility of the BK teacher, positioning the BK teacher as the "school police."

5. CONCLUSION AND LIMITATION

Based on the collected data, it can be concluded that the guidance and counseling services (BK) at MAN in Jambi province aimed at assisting students in selecting study programs at higher education institutions are not being implemented effectively and efficiently.

The process of selecting study programs at higher education institutions by MAN students who continue to tertiary education is carried out without being based on the information about their talents or potential obtained through career guidance services at their madrasah. The decision-making model adopted by students pursuing higher education is the Heuristic Evaluation model, with decision-making primarily based on intuition.

The ineffectiveness and inefficiency of BK services at MAN in Jambi province not only impact students' opportunities and career development in the future but also affect the aspects of expertise and the cultivation of scholars in the times to come.

This research has several limitations. Among them are the lack of data or information regarding whether students who choose study programs misaligned with their potential or talents experience difficulties or psychological pressure during their academic activities. Furthermore, the next limitation is the absence of data or information on whether the higher education institutions where they pursue their studies offer programs that can develop talents based on the competencies of the chosen study programs.

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