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# Managing Student Grouping to Support Career Planning: A Qualitative Case Study in an Indonesian Senior High School

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**Abstract:**
Career planning is an important developmental task for senior high school students, particularly as they navigate decisions regarding higher education and future employment. This study explores how student management practices support students' career planning through systematic student grouping at senior high school in Indonesia. A qualitative case-study design was employed. Data were collected through semi-structured interviews with curriculum administrators and a school counselor, complemented by school documents related to student grouping, psychological assessment, academic records, career interests, and graduate destinations. Data were analyzed through data reduction, data display, and conclusion drawing, while credibility was strengthened through source and method triangulation. The findings indicate that career-oriented student management is implemented through four interrelated managerial functions. First, planning involves identifying students' interests, academic performance, psychological assessment results, career aspirations, and potential barriers. Second, organizing is characterized by a clear division of responsibilities among school leaders, curriculum administrators, counselors, homeroom teachers, and subject teachers. Third, implementation combines psychological assessment, academic monitoring, student preference surveys, consultation, and career guidance while actively involving students and parents in decision-making. Fourth, supervision is conducted before, during, and after student grouping, including monitoring placement suitability and reviewing graduates' further study and employment destinations. The findings suggest that career planning can be integrated into broader student management rather than treated solely as an isolated counseling activity. A collaborative and data-informed management approach may help schools provide more responsive academic pathways and career guidance aligned with students' interests, abilities, and future aspirations.

**Keywords: Student Management; Student Grouping; Career Planning; Career Guidance; Secondary Education; Qualitative Case Study**

## INTRODUCTION

Education isn't just a task, because nowadays it has become increasingly important. Education aims to develop and optimize the various potentials of all people and improve their quality of life in the future.(Yayuk Hariyasasti et al., 2025, p. 2) Education has various goals, which depend on everyone's perspective on education itself. Different people have different views on education. Some people see good education as something that can improve their job status, so by getting that education, they hope to land a comfortable job. Others think of education simply as a tool to achieve that goal. But aside from that, education is truly a noble endeavor and isn't just limited to formal institutions, it also includes informal settings. Basically, many people believe that by getting an education, they'll be able to have the career they want.(Husamah et al., 2019, p. 33) In education, it's important to have student management to take care of the students.

Management is the effort made together to achieve something. According to George R. Terry, management has functions that include planning, organizing, implementing, and supervising.(Yayat M. Harujito, 2004, p. 18) On the other hand, the terms "management" and "student" are the roots of the term "student management." Etymologically, management is an English term that has been translated. Students can use student management to improve their academic performance as well as their social and personal development. Basically, planning, organizing, implementing, and supervising are parts of student management.(Arifin, 2022, pp. 73–78) Management is basically done to address various problems, one of which is related to students' career issues when they graduate.

According to Greenhaus, understanding the word career itself means that a career is seen as a pattern of experiences related to work that occurs throughout a person's life journey.(Priyono & Marnis, 2008, pp. 179–180) Hartinah stated that in the process of adolescent career development, they often encounter various obstacles. This is due to their self-confidence, which will influence their outlook on careers. At this point, teenagers are still very unstable in deciding their careers.(Rahmi Nur Santi et al., 2024, p. 2809) In the research by Diajeng Monik Wulandari and Ika Ernawati, school counselors play an important role in career planning through classroom guidance, individual and group counseling, as well as information services supported by the school, parents, and student motivation.(Diajeng Monik Wulandari & Ika Ernawati, 2022) The counseling service still plays an important role in helping students recognize their potential, develop their interests and talents, and create a more focused career plan.(Sibarani et al., 2023) High school is a level where teenagers must start solidifying their career goals for the future. Unfortunately, their instability makes them confused about the career path they want to pursue. Unlike students who attend vocational schools like SMK, high school students are basically directed to continue to higher education. However, many also decide to work, so these students do not continue to higher education. With the lack of work skills they have, high school graduates can find it difficult to get a job.

Currently, high school graduates are among the education levels with the highest unemployment rates. According to open unemployment data posted by BPS, as of February 2024, 2.107.781 of the openly unemployed are high school graduates. This data was last updated on July 2, 2024.(Indonesia, n.d.) Therefore, to reduce career issues for students after graduating from high school, student management can be used, which will focus on grouping students.

Grouping students is one strategy to improve the quality of services provided to them. This grouping is done to divide students based on certain characteristics, with the aim of making it easier for teachers to provide appropriate support. This grouping is

important because it helps place students in the right positions, matching their character, interests, and talents.(Ibrahim et al., 2023, pp. 192–199) At SMA Negeri 1 Kandat, student grouping is implemented to address career-related issues when students graduate from the school.

Grouping students at SMA Negeri 1 Kandat is done by looking at whether students want to continue to college or start working. If this isn't done, students won't be able to focus on their future career prospects. As mentioned before, high school students tend to be a bit uncertain when choosing their next career path. That's why the program run by SMA Negeri 1 Kandat is expected to help students be more focused in preparing for their future careers. The student grouping at SMA Negeri 1 Kandat considers various aspects, from the results of psychology tests, students' academic grades in 10th grade, to distributing interest questionnaires for students to fill out. There's also a counseling program to help students plan their careers. This is a novel study that combines student management with student guidance services to determine students' future careers. Therefore, this study focuses on: (1) Describing the planning of student grouping to support career planning for student's at SMA Negeri 1 Kandat, (2) Describing the organization of student grouping to support career planning for student's at SMA Negeri 1 Kandat, (3) Describing the implementation of student grouping to support career planning for student's at SMA Negeri 1 Kandat, (4) Describing the supervision of student grouping to support career planning for student's at SMA Negeri 1 Kandat.

## METHODS

Researchers use a qualitative approach to understand, delve into, and penetrate a very deep phenomenon. (Nursapia Harahap, 2020, pp. 7–8) The type of research used by the author is a case study research.(Feny Rita Fiantika et al., 2022, pp. 114, 116) The presence of the researcher at the study location is very important. When the researcher is in the field, they will adjust to the environment to obtain the actual impression, which might even be a profound one.(Zuchri Abdussamad, 2021, p. 57) The research location is at SMA Negeri 1 Kandat, located at Jalan Raya Pule, No. 71, Pule, Kandat District, Kediri Regency, East Java Province. The data in this study comes from both primary and secondary sources.(Ahmad et al., 2024, p. 64) The data collection procedure used interview and documentation techniques. The interviews used by the author were semi-structured because the interviewer had prepared topics and a list of questions as a guide before conducting the interview.(Samiaji Sarosa, n.d., p. 23)

The researcher used triangulation techniques to confirm the accuracy of the data in this study. In this research, the triangulation used by the author was method and source triangulation. Method triangulation is checking data from the same source using different techniques.(Sapto Haryoko et al., 2020, p. 420) Source triangulation is a combination of three different data sources.(Feny Rita Fiantika et al., 2022, p. 62) In this study, the researcher took three different data sources: the deputy head of curriculum as a key informant, the guidance counseling (BK) teacher as the main informant as well as a supporting informant. The researcher used narrative data analysis techniques to analyze the collected data. This technique focuses more on the story structure, context, and the meaning contained in the narrative.(Nur Cahyadi et al., 2024, p. 7) The data analysis stage, according to Miles and Huberman's theory, involves analyzing data in an interactive and continuous way until it's complete, so the data obtained has reached saturation. This stage includes: (1) Data reduction, (2) Data presentation, (3) Drawing conclusions.(Zuchri Abdussamad, 2021, pp. 161–162)

## RESULTS AND DISCUSSION

### 1. Planning of Student Grouping to Support Career Planning for Student's At SMA Negeri 1 Kandat

Student management planning at SMA Negeri 1 Kandat is focused on grouping students as a strategy to support students' career planning. Based on the results of an interview with the Deputy Head of Curriculum for the 2026 period, Mr. A. Riyadhloh Nur Hidayatullah, S.Pd., the purpose of grouping students is to help students make early choices for further studies. He stated that:

> *"Tujuannya untuk ke perguruan tinggi baik negeri atau swasta itu sehingga perlu diadakan pengelompokan supaya ketika peserta didik di SMA Negeri 1 Kandat nanti mau kuliah mereka sudah memiliki angan-angan untuk nanti kira-kira melanjutkan di perguruan tinggi mana sehingga mulai dari kelas 2 anak-anak sudah kami kelompokkan supaya mudah nanti ketika anak-anak memilih jurusan di perguruan tinggi."*

A similar thing was also conveyed by the Guidance and Counseling teacher, Mrs. Mariatul Chiptiyah, S.Pd., who explained that:

> *"Pengelompokan dilakukan karena adanya perbedaan karakter, kemampuan, minat, dan kebutuhan peserta didik. Dengan adanya pengelompokan, layanan bimbingan dapat diberikan secara lebih terarah dan sesuai dengan kebutuhan dari masing-masing peserta didik".*

Based on the interviews that have been conducted, the grouping of students at SMA Negeri 1 Kandat has a clear background and purpose. The student grouping at SMA Negeri 1 Kandat is done as a strategy to help plan students' careers, both for those oriented toward continuing their studies at university and for those who choose to enter the workforce directly. Of course, this goal also aligns with the objectives of guidance counseling. The grouping is based on students' interests, abilities, and needs, making it easier for the guidance counselors to provide targeted and effective services, so that students receive optimal support according to their career choices.

Grouping is done starting in 11th grade by dividing students into science and social studies groups based on IQ test results, 10th-grade academic scores, and interest surveys filled out by students through Google Forms. According to interviews with the Vice Principal for Curriculum and the guidance counselor, the purpose of this grouping is to help students decide on further studies or career choices early on. Grouping isn't just for school administration purposes, but also to make sure students get education and guidance services that match their interests, abilities, and needs, so they can plan their future more effectively.

In practice, schools use various supporting data to determine student groupings, such as psychology test results, interest questionnaires, academic grades, and students' personal records. The interest questionnaire is used to find out students' tendencies in choosing between science and social studies as well as their career plans after graduation, while psychology test results provide information about IQ, learning styles, talents, and specialization recommendations. In addition, students' personal records are used to monitor the development of attitudes, interests, and goals. Based on research findings, this data helps schools and guidance counselors identify students' needs and potential, which can reduce placement errors in grouping. Schools also involve parents through parenting programs and parent-teacher meetings to create collaboration between the school, students, and parents in supporting students' career planning.

**Figure 1.** SMA Negeri 1 Kandat Campus Expo Activities 2025

Besides academic grouping, the school also integrates various career support programs like in Figure 1, related to campus expo activities to introduce students to different campus options. There are also career motivation sessions, work world introductions by LPK, tutoring services, and individual consultations with the school counselor. The school counselor acts as a consultation center for students in determining their focus, choosing a university, or planning their future careers. According to research findings, the school strives to build the image of the counselor as a place for consultation and sharing for students, not just as a place for handling problematic students. Therefore, student grouping at SMA Negeri 1 Kandat has been systematically planned, data-based, and integrated with guidance and counseling services to help students plan their further education and career paths more effectively.

**2. Organizing of Student Grouping to Support Career Planning for Student's at SMA Negeri 1 Kandat**

The management of students at SMA Negeri 1 Kandat is organized by grouping students into science (IPA) and social studies (IPS) streams to support systematic career planning. Grouping starts in grade XI, while grade X students are still in the general class. According to interviews with the Vice Principal of Curriculum and the Guidance Counselor, the grouping considers students' interests, psychology test results, and grade X report scores. If there's an imbalance in the number of students between the science and social streams, the school reanalyzes academic scores and consults with parents through the guidance counselor. This is done so students are placed according to their abilities and interests without feeling pressured when choosing a stream.

To support the organization of student groupings, the school also provides adequate resources in terms of both teaching staff and facilities. Teachers are assigned according to their areas of expertise, and professional development is encouraged through further studies. In addition, facilities such as chemistry, physics, and biology laboratories are provided to support science group learning, while other resources like projectors, counseling rooms, and the distribution of teachers' workloads are managed proportionally to ensure that learning and guidance services run smoothly. Based on

research results, the use of these resources shows that the school tries to match students' needs with the available teaching staff and facilities, so that the grouping process can be carried out effectively.

The chain of command structure in the student grouping team is arranged clearly and systematically. This is supported by the opinion of the Guidance and Counseling (BK) teacher; according to the interview results with Mrs. Mariatul Chiptiyah, S.Pd., a BK teacher at SMA Negeri 1 Kandat, she said:

> *"Untuk rantai perintahnya dimulai dari kepala sekolah sebagai penanggung jawab, dilanjutkan wakil kepala sekolah sebagai koordinator, BK sebagai pelaksana, wali kelas sebagai pendamping dan peserta didik sebagai sasaran layanan"*

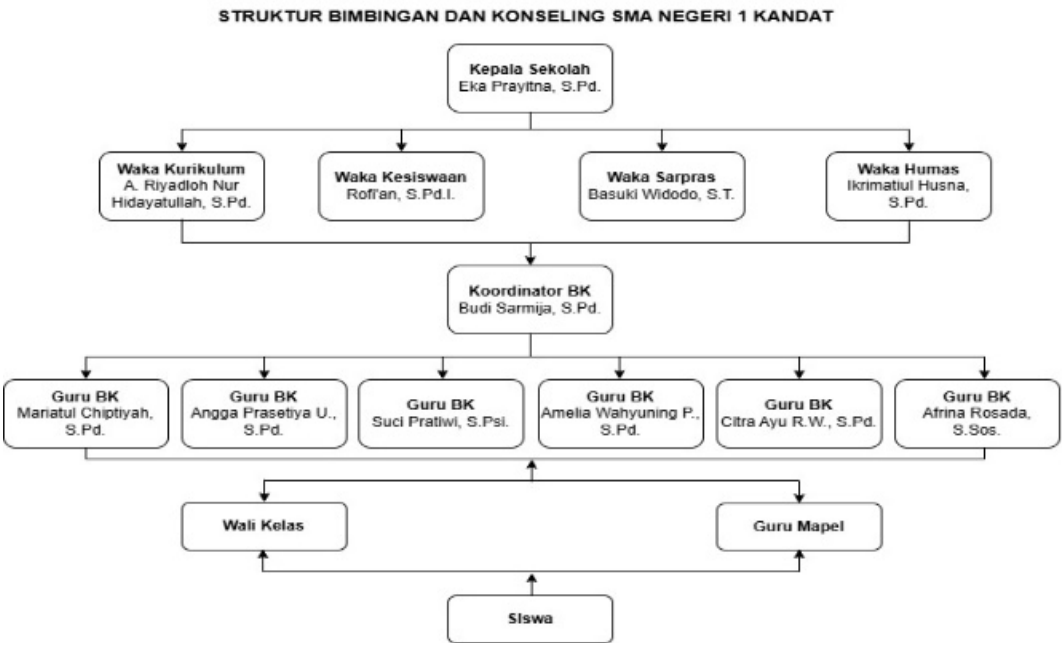



**Figure 2.** Guidance and Counseling Structure at SMA Negeri 1 Kandat

The organization of student grouping at SMA Negeri 1 Kandat is also supported by a clear chain of command structure. Based on interviews and the documentation in figure 2 of the BK organizational structure, the principal acts as the person in charge, the vice principal as the coordinator, the BK teacher as the executor, the class guardian as the companion, and the students as the service recipients. The BK team is responsible for grouping students based on survey results, report card grades, and psychological tests, and then the results are consulted with the vice principal to ensure the proper placement of students in either the science (IPA) or social studies (IPS) groups. With clear task division and coordination flow, the student grouping organization can run in a directed, effective way and support the counseling services in helping students with career planning.

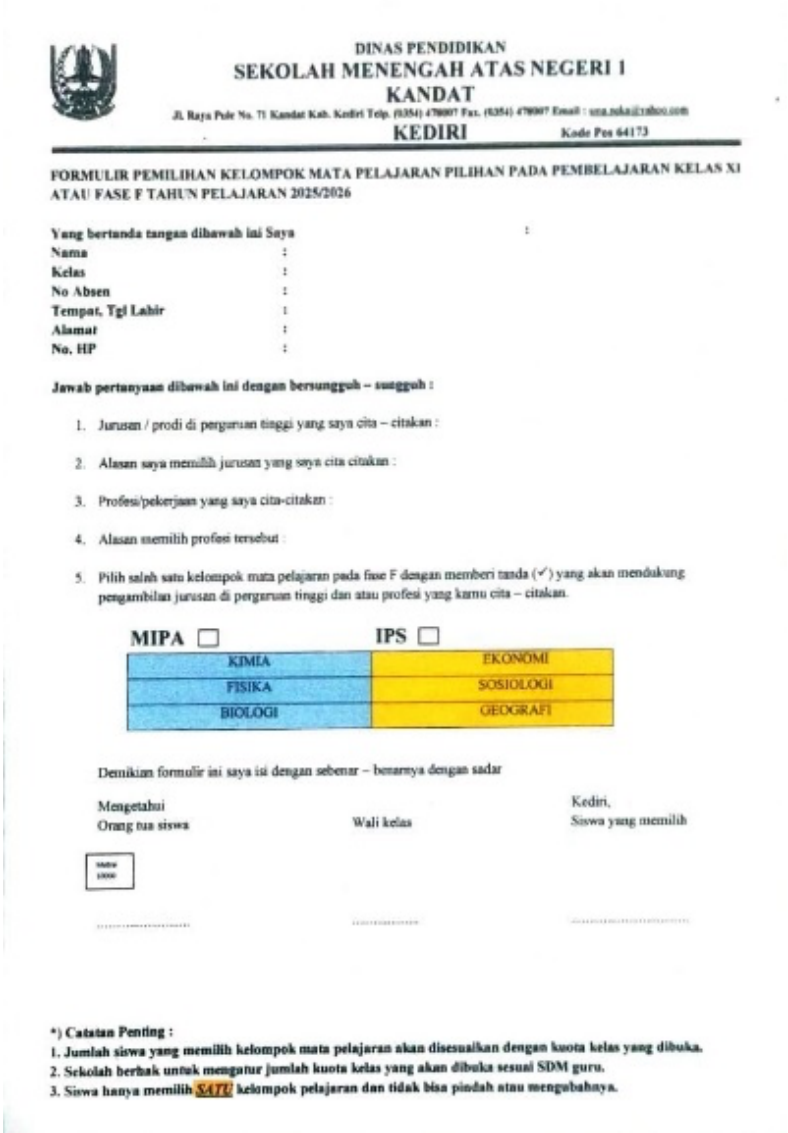
### 3. Actuating of Student Grouping to Support Career Planning for Student's At SMA Negeri 1 Kandat

The implementation of student management in grouping students at SMA Negeri 1 Kandat is carried out through several stages starting from when the students are in 10th grade. Mr. Hari Purwanto, S.Sos., M.Pd., serving as the Deputy Head of Curriculum at SMA Negeri 1 Kandat from July 2018 to Dec 2025, is as follows:

> *"Jadi, saat awal peserta didik diterima di SMA Negeri 1 Kandat ini akan diadakan psikotes untuk mengetahui minat dan motivasinya (diagnostik) di kelas 10, yang*

*mana hasil psikotes ini akan diolah untuk ditindaklanjuti dalam membantu menentukan kira-kira kelompok mana yang pantas dimasuki oleh peserta didik, IPA atau IPS"*

The initial stage is carried out by conducting psychological tests after the MPLS activities to find out the students' interests, talents, academic abilities, and motivation. The results of these psychological tests are used as one of the bases for determining the appropriate subject groups, whether in science (IPA) or social studies (IPS). In addition, in the first semester of grade X, the school monitors students' academic grades more closely, especially in certain subjects that serve as supporting requirements for choosing a group. Then, in the second semester of grade X, students are asked to fill out an interest questionnaire. This questionnaire, as shown in Figure 3, relates to subject group choices and career plans after graduation. If there is a mismatch between the psychotest results, academic grades, and student choices, the school, along with the counseling teacher, conducts consultations and guidance so that students get placements that match their abilities and interests.



DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1
KANDAT
KEDIRI
Kode Pos 64173

FORMULIR PEMILIHAN KELOMPOK MATA PELAJARAN PILIHAN PADA PEMBELAJARAN KELAS XI ATAU FASE F TAHUN PELAJARAN 2025/2026

Yang bertanda tangan dibawah ini Saya :
Nama :
Kelas :
No Absen :
Tempat, Tgl Lahir :
Alamat :
No. HP :

Jawab pertanyaan dibawah ini dengan bersungguh – sungguh :

1. Jurusan / prodi di perguruan tinggi yang saya cita – citakan :
2. Alasan saya memilih jurusan yang saya cita citakan :
3. Profesi/pekerjaan yang saya cita-citakan :
4. Alasan memilih profesi tersebut :
5. Pilih salah satu kelompok mata pelajaran pada fase F dengan memberi tanda (✓) yang akan mendukung pengambilan jurusan di perguruan tinggi dan atau profesi yang kamu cita – citakan.

MIPA ☐ IPS ☐

| | |
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| KIMIA | EKONOMI |
| FISIKA | SOSIOLOGI |
| BIOLOGI | GEOGRAFI |

Demikian formulir ini saya isi dengan sebenar – benarnya dengan sadar

Mengetahui
Orang tua siswa

Wali kelas

Kediri,
Siswa yang memilih

*) Catatan Penting :
1. Jumlah siswa yang memilih kelompok mata pelajaran akan disesuaikan dengan kuota kelas yang dibuka.
2. Sekolah berhak untuk mengatur jumlah kuota kelas yang akan dibuka sesuai SDM guru.
3. Siswa hanya memilih SATU kelompok pelajaran dan tidak bisa pindah atau mengubahnya.

**Figure 3.** Subject Group Selection Form

Based on interviews with the Vice Principal of Curriculum and the guidance counselor, the stages of grouping students include conducting IQ tests, distributing interest questionnaires, classifying students based on their abilities and interests, getting approval from the principal, coordinating with homeroom teachers, and finally announcing the grouping results. During this process, the school also tries to create an even class distribution so there's no discrimination among students. The grouping results are then accompanied by the assignment of homeroom teachers and guidance counselors who are responsible for providing support to students in each class. In addition, students are actively involved in the grouping process by being given the chance to share their interests, aspirations, and career plans. The school opens a consultation space with the guidance counselor and parents if there are students who feel uncomfortable with the group they were assigned to, so the decisions made still consider the students' comfort and development.

In practice, grouping students at SMA Negeri 1 Kandat also faces several challenges, such as some students still not understanding their own abilities and tending to choose groups based on friends' influence. To address this, the school and guidance counselors provide consultation, evaluation, and mentoring services after the grouping results are announced. In addition, communication between the principal, vice principal, guidance counselors, homeroom teachers, students, and parents is continuously maintained through official meetings, school program presentations, and open coordination. According to the research, good communication among all parties is an important factor to ensure student grouping runs smoothly, reduces miscommunication, and supports more directed student career planning.

**4. Controlling of Student Grouping to Support Career Planning for Student's At SMA Negeri 1 Kandat**

The management supervision of students in grouping them at SMA Negeri 1 Kandat is carried out in several stages, namely supervision before, during, and after the grouping. In the initial stage, the school monitors students' development starting from grade 10 through analyzing report card grades, discipline, as well as daily notes of students managed by the guidance counselor and homeroom teacher. Based on interviews with the Vice Principal of Curriculum and the guidance counselor, this initial supervision aims to obtain objective data about students' interests, talents, and academic abilities so that grouping decisions can be made accurately and fairly. Through the cooperation between the homeroom teacher and the guidance counselor, the school can monitor students' development more comprehensively as a basis for determining the groups that match the students' potential.

During the grouping process, the school also carries out continuous monitoring to ensure the program runs according to plan. Based on the research results, students are given the opportunity to request a group change during the monitoring period. If there are students who want to switch groups, the grouping team along with the guidance counselor will conduct interviews and review the reasons provided by the students. This step is taken so that the decision to change groups still considers the students' interests, talents, and academic abilities, preventing misplacement. With monitoring throughout the grouping process, the school can make sure that students are in groups that match their abilities and career plans.

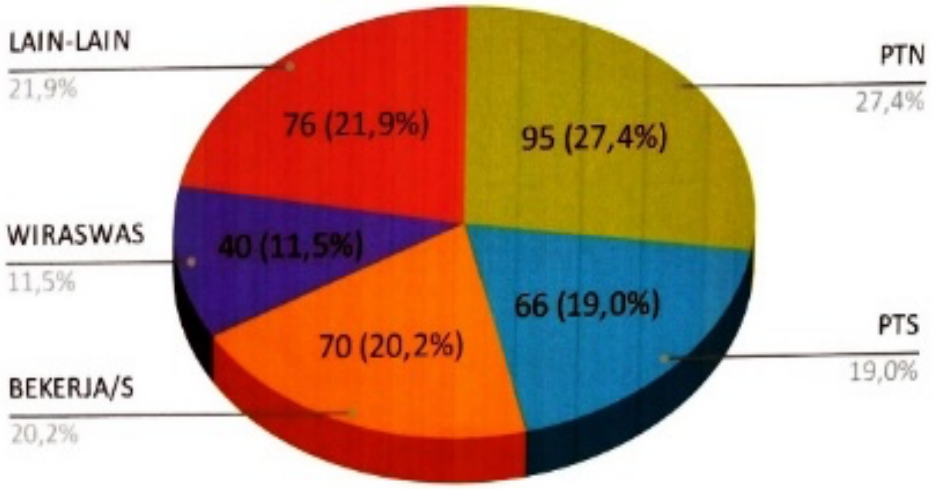


**Figure 4.** Graduate Data of SMA Negeri 1 Kandat Students for the 2024/2025 School Year

Supervision is also carried out after the grouping implementation through evaluating the graduates' outcomes when they are in 12th grade. The school collects data on students who continue to college or who go straight to work, then organizes it in the form of a graduate data chart like in Figure 4 as material for evaluating the grouping program.

According to Mr. Hari Purwanto, S. Sos., M.Pd., the Deputy Head of Curriculum at SMA Negeri 1 Kandat for the period of July 2018 to December 2025:

> *"Dari semua laporan yang ada kita evaluasi, biasanya di akhir tahun itu kita evaluasi perkembangan kekurangannya apa dan rumuskan untuk perbaikan bagaimana."*

Based on interviews with the Deputy Head of Curriculum and supported by the opinions of the Guidance Counselor, evaluations are conducted regularly with the school team to identify shortcomings and plan program improvements for the following year. These evaluations are also reported to the principal as a form of accountability for program implementation. In this way, monitoring the grouping of students at SMA Negeri 1 Kandat is carried out continuously and serves as a basis for developing student grouping programs and career guidance services to make them more effective and optimal.

## Analysis

### 1. Planning of Student Grouping to Support Career Planning for Student's At SMA Negeri 1 Kandat

Planning is a basic function in management used to set goals and determine strategies to achieve those goals effectively and efficiently. According to George R. Terry, management consists of 4 functions, one of which is the planning function. Planning is the process of determining goals and the steps that will be used to achieve them.(T. Hani Handoko, 2015, p. 79) Based on research findings, the management planning of students at SMA Negeri 1 Kandat is carried out by considering differences in characteristics, abilities, interests, and needs of the students. The main goal of grouping students is to help them prepare for further education and career planning from an early age, so that

guidance services can be provided more specifically. This finding aligns with the research by Nila Zaimatus Septiana, which states that guidance services play an important role in students' self-development and career planning.(Septiana, 2020, p. 169) Setting goals is also one of the stages in counseling planning.(Restiany et al., 2022, pp. 1856–1857) Setting these goals shows that grouping students is not just done for administrative purposes, but also becomes part of a consciously and systematically designed guidance and counseling service plan.

In the planning process, it is important to establish the current conditions,(T. Hani Handoko, 2015, p. 79) The school also analyzes the students' conditions through the academic grades of 10th grade, results of psychological tests, and student interest questionnaires. This step aligns with student management theory in the guidance and counseling field, which emphasizes the importance of needs analysis before determining the right services.(T. Hani Handoko, 2015, p. 79) dditionally, the school identifies both ease and obstacles,(T. Hani Handoko, 2015, p. 79) in achieving goals by considering a balance between students' interests and abilities so that mistakes in placing students in science or social studies tracks do not occur. This is in line with the principle of student management, which treats students as active subjects with different needs.(Muhammad Rifa'i, 2018, pp. 6–7) In planning the development of strategies or a series of actions is used to achieve goals.(T. Hani Handoko, 2015, p. 79) The planning strategy is then realized through the implementation of grouping starting in grade XI as well as the development of supporting programs such as counseling services, tutoring, campus expos, and introduction to the work world through collaboration with external institutions. This planning is also reinforced by using career interest questionnaires and students' personal books as the basis for decision-making. This step aligns with Gunawan's theory, which explains that student management is a process carried out consciously, systematically, and continuously from the time students enter until they graduate.(Muhammad Rifa'i, 2018, pp. 6–7)

The entire planning process is closely related to students' career planning. According to Dillard, the purpose of career planning is to help individuals understand themselves, obtain career information, and make career decisions effectively.(Habiburrahman, 2023, pp. 29–32) Through student grouping and support from career guidance services, students at SMA Negeri 1 Kandat have the opportunity to recognize their potential and plan their future according to their interests and talents. In addition, the guidance and counseling (BK) program is also developed into a friendly and comfortable place for students to discuss their further education and career plans. This condition aligns with Carl Rogers' humanistic approach, which emphasizes the importance of empathy, unconditional acceptance, and a supportive counseling relationship that fosters individual development optimally.(Ahmad Buchori et al., 2026, p. 12) Thus, student management planning at SMA Negeri 1 Kandat has been carried out systematically through setting goals, analyzing conditions, identifying obstacles, and preparing strategies that are integrated with guidance and counseling services to support students' career readiness continuously.

**2. Organizing of Student Grouping to Support Career Planning for Student's At SMA Negeri 1 Kandat**

Organizing is one of the main functions in management, as stated by George R. Terry, who mentioned that management consists of the functions of planning, organizing, implementing, and supervising. In the context of student management, organizing plays a role in dividing work, arranging students, and delegating tasks so that educational goals can be achieved effectively and efficiently.(T. Hani Handoko, 2015, pp. 23–24) Based on research results at SMA Negeri 1 Kandat, student management organizing is

implemented through grouping students into five science classes and five social studies classes. This grouping is done in a structured way, taking into account students' interests, grade 10 report cards, and the results of psychological tests. These findings indicate that the school has applied systematic organizing to support students' career planning. This aligns with organizational theory that emphasizes the importance of grouping activities and dividing tasks so that the organization's goals can be achieved optimally.(T. Hani Handoko, 2015, p. 172)

The process of organizing students at SMA Negeri 1 Kandat also shows good human resource management. This aligns with Hasibuan's view, which states that management is both a science and an art in utilizing human and other resources effectively and efficiently to achieve organizational goals.(Muhammad Rifa'i, 2018, p. 5) Grouping students based on interests, academic abilities, and psychological test results aims to provide learning and guidance services that match their potential. Moreover, parental involvement in decision-making shows good coordination between the school and families. This is in line with Gunawan's opinion, who explains that student management is a planned guidance process for students from entrance to graduation.(Muhammad Rifa'i, 2018, pp. 6–7) Thus, organizing students is not just about administrative arrangements, but also about providing continuous services and support for the students.

Based on the research results, the organization of student grouping at SMA Negeri 1 Kandat is carried out through a clear chain of command, with the principal as the person in charge, the vice principal as the coordinator, the guidance counselor as the implementer, the homeroom teachers as assistants, and the students as the service recipients. The clarity of this organizational structure aligns with the chain of command concept in organization, which emphasizes a clear division of authority and responsibility.(T. Hani Handoko, 2015, p. 172) The guidance counselor plays an important role in processing questionnaire data on interests, psychology test results, and academic scores as the basis for student grouping. This is in line with Hendayat Soetopo's opinion, which states that student grouping can be done based on achievement, talent, interest, and intelligence level.(Eka Prihatin, 2014, pp. 74–75) In addition, the school also provides supporting resources in the form of educators who are experts in their fields and adequate learning facilities. This aligns with Hasibuan's management concept, which emphasizes making the most of all resources to achieve organizational goals.(Muhammad Rifa'i, 2018, p. 5) Therefore, the management of students at SMA Negeri 1 Kandat has been carried out systematically and purposefully, allowing it to better support the learning process and students' career planning.

### 3. Actuating of Student Grouping to Support Career Planning for Student's At SMA Negeri 1 Kandat

The implementation of student management through grouping students at SMA Negeri 1 Kandat has reflected the execution function according to George R. Terry, namely the process of moving and directing human resources so that the organization's goals can be achieved effectively and efficiently.(Meylani Aljeinie Tijow et al., 2024, pp. 47–48) Based on the research results, the grouping implementation begins when students are in grade X through the administration of a psychological test after the admission of new students. This test is used to identify interests, talents, academic abilities, and student tendencies before grouping them into science (IPA) and social (IPS) tracks. This implementation shows that the school not only runs programs administratively but also strives to engage students in the process of mapping their potential as a basis for planning their careers.(Meylani Aljeinie Tijow et al., 2024, pp. 47–

48) The next stage is carried out by monitoring the academic achievements of students in the first semester of grade 10, involving subject teachers to provide objective assessments. The involvement of teachers in this process shows coordination and cooperation among the activity implementers so that the grouping objectives can run according to plan.(Meylani Aljeinie Tijow et al., 2024, pp. 47–48)

In the second semester of grade 10, the grouping implementation was further strengthened through the distribution of subject group selection questionnaires to students. This activity shows that students are actively involved in making their academic and career choices. This principle aligns with the concept of student management that positions students as active subjects in the educational process.(Muhammad Rifa'i, 2018, pp. 10–11) When there is a discrepancy between the results of psychotests, academic achievements, and students' choices, the school, through the guidance counselor and the vice principal in charge of curriculum, engages in dialogue and consultation to provide guidance that matches the students' potential. This process is a form of implementation function that not only involves giving instructions but also includes mentoring, motivation, and guidance to help students make decisions properly. Besides that, career guidance services by the school counselor also play an important role in the grouping process because they help students understand their interests, abilities, and career choices that match their potential.(Habiburrahman, 2023, p. 27)

The implementation of student grouping at SMA Negeri 1 Kandat is also supported by intensive communication between the principal, vice principal, guidance counselor, homeroom teachers, students, and parents through parent meetings or direct consultations. This communication becomes an important element in the implementation process because the success of the program is highly influenced by clear directions and coordination among the parties involved.(Meylani Aljeinie Tijow et al., 2024, p. 46) Although there are still challenges in practice, such as students not fully understanding their own potential and tending to follow their friends' choices, the school addresses this through guidance and consultations with parents. This action shows that the implementation of grouping is flexible and oriented toward students' needs while still considering their interests, academic abilities, and psychological test results. Thus, the implementation of student management in grouping students has been carried out in a communicative, participative, and directed manner, so it can better support students' career planning.

**4. Controlling of Student Grouping to Support Career Planning for Student's At SMA Negeri 1 Kandat**

The next management function according to George R. Terry is supervision, which is the process of setting standards, measuring performance, comparing results with the standards, and taking corrective actions if deviations occur.(T. Hani Handoko, 2015, pp. 25–26) In student management, supervision functions to ensure that the entire management process runs according to objectives and serves as a means for evaluating and continuously improving programs.(T. Hani Handoko, 2015, pp. 359–360) Based on research conducted at SMA Negeri 1 Kandat, supervision of student grouping is carried out systematically through stages before, during, and after the grouping process. At the stage before grouping, the school monitors students' academic and non-academic development starting from grade 10 through report card analysis, discipline monitoring, and recording students' daily behavior by class teachers and guidance counselors. This activity reflects a form of preliminary supervision (feedforward control), which is supervision carried out before the main activity takes place to anticipate possible errors or deviations in grouping students.(T. Hani Handoko, 2015, pp. 359–360)

Supervision during the grouping process is carried out through direct monitoring of the implementation of student grouping. The school gives students the opportunity to request a transfer to another subject group if they feel it does not match their interests and abilities. However, every transfer request still goes through a clarification and guidance process by the guidance counselor, homeroom teacher, and the vice-principal in charge of the curriculum. This form of supervision aligns with the concept of concurrent control, which is supervision conducted while activities are ongoing to ensure implementation stays according to established standards.(T. Hani Handoko, 2015, pp. 359–360) This supervision also shows that student grouping at SMA Negeri 1 Kandat is flexible and adaptive to student development. This is in line with the theory of grouping students, which emphasizes that each student has different development, interests, and needs, so group placement needs to be adjusted according to each student's condition.(Eka Prihatin, 2014, pp. 69–70)

After the grouping stage, supervision continues until students graduate from school. The school monitors the results of the grouping by collecting data on graduates who continue their education to higher education or enter the workforce. That data is then compiled into tables and graduate diagrams as material to evaluate the student grouping program. This stage shows the existence of feedback control, which is supervision carried out after activities are completed to assess the results and serve as a basis for improving the program in the future.(T. Hani Handoko, 2015, pp. 359–360) This supervision is related to career planning theory, which explains that career planning is a continuous process that requires evaluation of the decisions that have been made.(Habiburrahman, 2023, p. 22) Thus, supervising the grouping of students at SMA Negeri 1 Kandat not only functions as an administrative control, but also serves as a means of evaluating and developing programs so that the grouping and career guidance services can run more effectively in supporting students' career readiness.

## CONCLUSION

The management planning for students at SMA Negeri 1 Kandat has been carried out systematically through setting goals, analyzing student conditions, identifying potential and obstacles, as well as preparing strategies for grouping and counseling services that support students' career planning. In addition, the organization of student grouping has also run smoothly through a clear division of tasks and chain of command between the principal, vice principal, school counselors, homeroom teachers, and subject teachers. Grouping students based on interests, academic abilities, and psychological test results shows a well-directed organization in supporting the development of students' potential and career readiness.

The grouping of students at SMA Negeri 1 Kandat is carried out in a participatory way through active involvement of the students, effective communication, and cooperation from all related parties so that students can determine their academic and career paths according to their potential. Meanwhile, supervision is conducted continuously before, during, and after the student grouping takes place. This supervision not only serves as administrative control but also as a means to evaluate and improve the grouping program and career guidance services to be more effective in supporting students' career planning.

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