



Developing Lahbako Dance Cultural Values to Improve Career Decision-Making in Final-Year Students

Astiti Putri^{1*}, Mudafiatun Isriyah², Nailul Fauziyah³

^{1,2,3}Universitas Islam Negeri Raden Mas Said Surakarta

*Email: astitiputri111@gmail.com

Abstract

This study aims to develop a career guidance module based on the cultural values of the *Lahbako* dance to improve the career decision-making ability of final-year students. The background of this research lies in the low ability of students to determine an appropriate career direction, which contributes to the high unemployment rate among university graduates. This research employs a research and development (R&D) approach using the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects were 5 final-year students from the Guidance and Counseling Study Program at PGRI Argopuro University, Jember, selected using purposive sampling. Quantitative data were analyzed using the paired sample t-test to examine differences in career decision-making scores before and after the intervention. The results show that the developed module is valid in terms of content and media, practical in implementation, and effective in enhancing students' career decision-making abilities ($t = 4.21$ and $\text{sig.} = 0.012$). This module is expected to be an innovative product in culturally relevant and contextualized career guidance services tailored to student needs.

Keywords: career decision-making, career guidance, *Lahbako* dance

INTRODUCTION

Higher education plays a strategic role in preparing high-quality human resources to navigate the increasingly complex dynamics of the professional world (Sedyati, 2022). A primary challenge faced by final-year students as they prepare for the transition from university to the workforce is making sound and well-considered career decisions (Azhenov et al., 2023). The career decision-making process is a critical stage, as it determines the future trajectory of a student's career (Ayu et al., 2022). Nevertheless, many final-year students continue to experience confusion and anxiety when determining their career paths

(Safitri & Rezza, 2025). This situation highlights the need for improved career guidance services to better prepare students for their transition into the professional world.

Data from the Central Statistics Agency (2026) indicates that, as of February 2025, the open unemployment rate among university graduates reached 9.70%. This figure raises questions regarding the extent to which higher education effectively prepares students for their future careers (Jackson & Li, 2022). Although graduate unemployment is influenced by various factors (International Labour Organization, 2024), the development of career readiness remains a crucial aspect to address (Dodd et al., 2022), for instance, by integrating contextual values into career guidance (Juwanto et al., 2024). This approach can help foster students' character, self-awareness, and work ethic, serving as preparation for the career challenges they may face in the future (Dari et al., 2021).

Career guidance approaches that focus primarily on cognitive aspects and the provision of information may not fully account for the affective and cultural factors involved in career decision-making (Keshf & Khanum, 2021). This limitation highlights the need to explore more contextual approaches, specifically those that link career development with cultural background (Ramdhani et al., 2025). Integrating local wisdom into career guidance offers a promising alternative, as cultural values can strengthen students' self-identity as they plan for their future (Nusantara & Saraswati, 2024). One cultural tradition with potential relevance to this approach is the *Lahbako* dance, a traditional dance originating from Jember Regency, East Java. This dance depicts the tobacco production process, reflecting the cultural practices and values of the local farming community (Wulandari et al., 2024).

The *Lahbako* dance embodies cultural messages related to hard work, courage, and perseverance (Isnaini, 2024). These values can be

linked to personal qualities that are relevant to career decision-making and commitment to career goals (Prasetyo et al., 2019). Consequently, integrating the values of the *Lahbako* dance into career guidance can serve as a meaningful approach to help students reflect on their personal strengths, consider career alternatives, and determine their career direction with greater confidence and deliberation. Against this backdrop, this study aims to incorporate the cultural values of the *Lahbako* dance into a career guidance module and to test the module's effectiveness in enhancing the career decision-making abilities of final-year students.

RESEARCH METHODS

Approaches and Types of Research

This study used a Research and Development (R&D) approach with the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation (Maxnun et al., 2024). This model was chosen for its systematic and flexible framework that is suitable for developing learning and counseling-based modules, particularly those that integrate local cultural values (Cahyadi, 2019).

Research Subject

The subjects in this research were five final-year students of the Guidance and Counseling Program at Universitas PGRI Argopuro Jember. The participants were selected using purposive sampling, with the criteria that they were in the final year of their studies and currently experiencing confusion or difficulty in making career decisions. The limited number of subjects corresponds to the trial stage of a development study, specifically the small-scale trial to evaluate module feasibility.

Research Instruments

The instruments used in this study included a career decision-making scale, expert validation sheets, and student response questionnaires. The career decision-making scale was tested for reliability using Cronbach's Alpha and had previously undergone a content validation process by experts.

Research Procedure

This study was conducted on five final-year students of the Guidance and Counseling Study Program at Universitas PGRI Argopuro Jember, aiming to evaluate the effectiveness of a career decision-making module based on *Lahbako* dance cultural values. The module was implemented through small-group guidance activities, which consisted of three sessions designed to internalize the values which are embedded in the traditional dance of the local Jember community of courage, hard work, and perseverance (Isnaini, 2024). To measure the effect of the module, participants completed a career decision-making scale before and after the implementation.

Data Analysis

The data obtained from the career decision-making scale were analyzed quantitatively using a paired-samples t-test to compare the pretest and posttest results. This test was used to measure the effectiveness of the module in improving students' career decision-making abilities.

RESEARCH RESULT

Table 1

Average Pretest and Posttest Scores

Participant	Pretest	Posttest	Difference
P1	60	80	+20

Participant	Pretest	Posttest	Difference
P2	65	83	+18
P3	63	82	+19
P4	61	81	+20
P5	63	82	+19

Based on the test results above, it is evident that there is a difference between the pretest and posttest scores regarding career decision-making following the students' participation in career guidance based on the cultural values of the *Lahbako* dance. Each participant demonstrated a consistent improvement; for instance, one student's score rose from 60 to 80, while another's progressed from 65 to 83. This upward trend across all participants illustrates how structured guidance, reinforced by cultural values, helps sharpen students' clarity and commitment in career planning. Through small-group reflection, the students not only discussed career options but also explored how cultural narratives and identity shape persistence in achieving their goals. However, to determine whether these differences are statistically significant, it is necessary to conduct hypothesis testing, preceded by the required assumption tests (normality and homogeneity).

Table 2

Test of Normality

	Statistic	df	Sig.
Pretest	0.953	5	0.758
Posttest	0.961	5	0.814

The normality assumption test using the Shapiro-Wilk method yielded a significance value of 0.758 for the pretest and 0.814 for the posttest. Both results show a p-value > 0.05, indicating that the data in this study are normally distributed.

Table 3

Test of Homogeneity

	df1	df2	Sig.
Pretest-posttest	1	8	0.421

The homogeneity assumption test yielded a significance value of 0.421 ($p > 0.05$). This result indicates that the variances between the pretest and posttest scores are homogeneous, thereby justifying the use of a paired-sample t-test for hypothesis testing.

Table 4

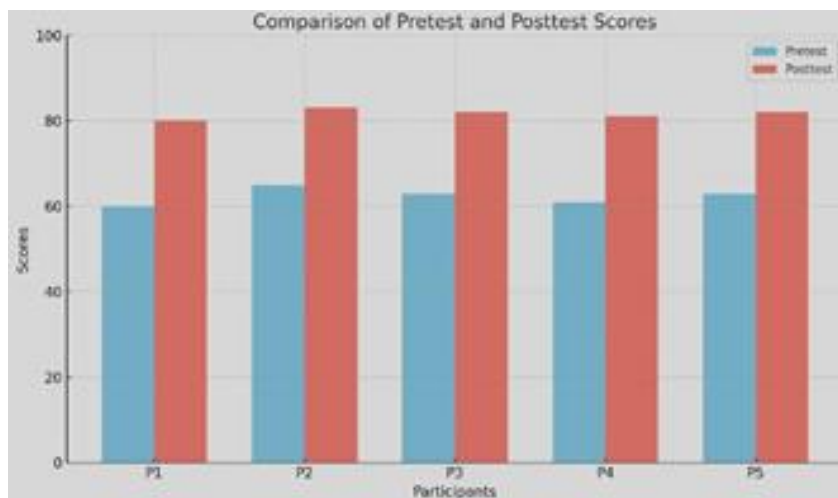
Paired Sample T-test Results

Mean Pretest	Mean Posttest	Mean Difference	t-value	Sig.
62.40	81.60	19.20	4.21	0.012

The paired-sample t-test analysis yielded a t-value of 4.21, with a significance level of 0.012 ($p < 0.05$). This indicates a significant difference in career decision-making ability before and after participating in career guidance based on the cultural values of the Lahbako dance. These results suggest that the module developed by the researcher contributes to enhancing career decision-making ability.

Figure 1

Comparison of Pretest and Posttest Scores of Participants



The positive impact of the career guidance process, based on the cultural values of the Lahbako dance, is visualized through a graph comparing pretest and posttest scores. The graph shows an increase in scores for all participants following the intervention.

DISCUSSION

This study found that a career guidance module based on Tari Lahbako cultural values, delivered through small-group guidance, significantly improved final-year students' career decision-making ability. This finding supports the idea that culturally grounded interventions can powerfully facilitate psychological development, particularly in career readiness (Muslihati et al., 2023). The significant increase in students' posttest scores confirms that integrating cultural values such as *courage*, *hard work*, and *perseverance* inherent in *Lahbako* dance can foster more assertive, reflective career decision-making (Muchtar & Fitriyah, 2016). This aligns with Krumboltz's Social Learning Theory of Career Decision Making, which emphasises the importance of personal learning experiences and environmental conditions in shaping career behaviour (Yunus et al., 2024). Culturally contextual modules not only provide those learning experiences but also make them meaningful and emotionally resonant for students (Veles & Kim, 2024).

Unlike conventional modules that often rely on abstract decision-making models (Lent & Brown, 2020), this study incorporated cultural narratives as a form of therapeutic storytelling. Students were not only recipients of information but also became active participants in connecting their own life stories to cultural symbols, which enhanced their self-awareness and internal motivation. This reflects the principles of narrative counselling and experiential learning, where meaning-making becomes the central driver of change (Kaliris & Issari, 2022). The group guidance format also supported the therapeutic process by providing a safe space for participants to express doubts and receive peer affirmation (Norhidayanti et al., 2026). This dynamic is especially valuable for students who may feel isolated in their career uncertainty (Budi et al., 2021). The group became a microcosm of mutual support,

fostering both intrapersonal reflection and interpersonal growth (Seidman et al., 2022). These findings align with previous research, which showed that integrating local wisdom into career guidance enhances its relevance and impact on career maturity (Fajriani et al., 2024). Wiraningrat et al. (2025) who emphasised the importance of using indigenous values to address modern psychological challenges, particularly in educational settings.

The novelty of this research lies in the integration of cultural values from the *Lahbako* dance into career guidance to support students' career decision-making. This approach seeks to complement conventional psychological perspectives by incorporating cultural identity and affective dimensions into career guidance. The study draws upon Krumboltz's social learning theory of career decision-making (Sari et al., 2021), which highlights the influence of genetic factors and special abilities, environmental conditions and events, learning experiences, and task-approach skills on career decisions. In this research, the values embodied in the *Lahbako* Dance can be integrated into learning experiences and the social environment, thereby providing culturally relevant resources for reflecting on various career alternatives and making career-related decisions.

Because this study represents a limited trial phase in the ADDIE development model, its primary purpose was to test initial feasibility and impact. Future studies with a broader participant base and a longitudinal design would strengthen the evidence and could support institutional adoption of the module. This research highlights the potential of culturally infused educational interventions to bridge the gap between traditional values and contemporary student needs. The *Tari Lahbako* module has demonstrated not only pedagogical relevance but also therapeutic efficacy, making it a promising direction for further development in career counselling practices.

CONCLUSION

This study shows that developing and implementing a culturally based career guidance module inspired by *Lahbako* dance significantly improves final-year students' career decision-making ability. Through structured small-group guidance, students internalised the values of courage, hard work, and perseverance and reflected more deeply on their career goals, making decisions with greater confidence and commitment. Integrating local cultural wisdom into career guidance modules offers a meaningful alternative to conventional approaches by providing contextual relevance, fostering emotional engagement, and strengthening cultural identity. These findings inform the development of counselling services by highlighting the importance of culturally responsive guidance strategies that are adaptive and empowering. Furthermore, when carefully designed and validated, indigenous cultural narratives can enhance the effectiveness of guidance services in educational settings, encouraging counsellors and educators to incorporate local wisdom into future guidance modules that promote character development, identity formation, and future-oriented career planning.

REFERENCE

- Ayu, M. N. K., Widarnandana, I. G. D., & Retnoningtias, D. W. (2022). Pentingnya perencanaan karier terhadap pengambilan keputusan karier. *Psikostudia: Jurnal Psikologi*, 11(3), 341–350. <https://doi.org/10.30872/psikostudia.v11i3.7021>
- Azhenov, A., Kudysheva, A., Fominykh, N., & Tulekova, G. (2023). Career decision-making readiness among students' in the system of higher education: Career course intervention. *Frontiers in Education*, 8, 1–12. <https://doi.org/10.3389/feduc.2023.1097993>
- Budi, L. S., Sugiharto, D. Y. P., & Sunawan, S. (2021). The effectiveness of solution-focused brief career group counseling to reduce

- student career indecision. *Jurnal Bimbingan Konseling*, 10(3), 206–213. <https://doi.org/10.15294/jubk.v10i3.54724>
- Cahyadi, R. A. H. (2019). Pengembangan bahan ajar berbasis Addie Model. *Halaqa: Islamic Education Journal*, 3(1), 35–42. <https://doi.org/10.21070/halaqa.v3i1.2124>
- Central Statistics Agency. (2026). *Tingkat pengangguran terbuka berdasarkan tingkat pendidikan, 2025*. <https://www.bps.go.id/id/statistics-table/2/MTE3OSMy/tingkat-pengangguran-terbuka-berdasarkan-tingkat-pendidikan.html>
- Dari, T., Chan, C. D., & Del Re, J. (2021). Integrating culturally responsive group work in schools to foster the development of career aspirations among marginalized youth. *The Journal for Specialists in Group Work*, 46(1), 75–89. <https://doi.org/10.1080/01933922.2020.1856255>
- Dodd, V., Hanson, J., & Hooley, T. (2022). Increasing students' career readiness through career guidance: Measuring the impact with a validated measure. *British Journal of Guidance & Counselling*, 50(2), 260–272. <https://doi.org/10.1080/03069885.2021.1937515>
- Fajriani, F., Supriatna, M., Bakar, A., & Marsela, F. (2024). Students' career decision-making difficulties: A comparative study based on ethnic background in Indonesia. *AL-ISHLAH: Jurnal Pendidikan*, 16(4), 4462–4476. <https://doi.org/10.35445/alishlah.v16i4.5693>
- International Labour Organization. (2024). *World employment and social outlook: Trends 2024* (1st ed.). ILO. <https://doi.org/10.54394/HQAE1085>
- Isnaini, L. (2024). *Analisis nilai-nilai seni Tari Lahbako dalam pemanfaatannya sebagai sumber belajar ilmu pengetahuan sosial kelas VII di Sekolah Menengah Pertama Negeri 1 Ajung* [Skripsi, Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember]. https://digilib.uinkhas.ac.id/36555/1/Lailatul%20Isnaini_202101090040.pdf
- Jackson, D., & Li, I. (2022). Transition to work, mismatch and underemployment among graduates: An Australian longitudinal study. *International Journal of Manpower*, 43(7), 1516–1539. <https://doi.org/10.1108/IJM-03-2021-0195>

- Juwanto, J., Nurihsan, J., Rusmana, N., Maya, D. M., & Nalman, A. R. (2024). Assessing the career readiness of students in Bengkulu and understanding how the secondary cultural values of the serawai tribe provide a framework for career guidance in vocational schools. *KONSELOR*, 13(3), 250–263. <https://doi.org/10.24036/0202413266-0-86>
- Kaliris, A., & Issari, P. (2022). Exploring narrative ideas in career counseling. *Open Journal of Social Sciences*, 10(2), 365–380. <https://doi.org/10.4236/jss.2022.102026>
- Keshf, Z., & Khanum, S. (2021). Career guidance and counseling needs in a developing country's context: A qualitative study. *Sage Open*, 11(3), 1–18. <https://doi.org/10.1177/21582440211040119>
- Lent, R. W., & Brown, S. D. (2020). Career decision making, fast and slow: Toward an integrative model of intervention for sustainable career choice. *Journal of Vocational Behavior*, 120, 1–52. <https://doi.org/10.1016/j.jvb.2020.103448>
- Maxnun, L., Kristiani, K., & Sulistyaningrum, C. D. (2024). Development of hots-based cognitive assessment instruments: ADDIE model. *Journal of Education and Learning (EduLearn)*, 18(2), 489–498. <https://doi.org/10.11591/edulearn.v18i2.21079>
- Muchtar, I., & Fitriyah, C. Z. (2016). Implementasi pembelajaran berbasis nilai-nilai tarian Lahbako pada mata pelajaran IPS di Sekolah Dasar Nurul Hikmah Patrang Jember untuk melestarikan budaya lokal. *Pengembangan Pendidikan Karakter Bangsa Berbasis Kearifan Lokal*, 63–66. <https://garuda.kemdiktisaintek.go.id/documents/detail/1223828>
- Muslihati, M., Prihatiningsih, R., Multisari, W., Wulandari, A., Saputra, N. M. A., & Costa, A. D. (2023). Post pandemic career planning strategy for generation Z based on cultural and religion values. *KONSELOR*, 12(2), 86–94. <https://doi.org/10.24036/0202312247-0-86>
- Norhidayanti, N., Rahmawati, L., Mu'jizah, S., Sarpani, M., Sulistiyana, S., & Muchlisin, T. (2026). Penerapan layanan bimbingan kelompok untuk mengurangi career indecision (keraguan penentuan studi lanjut) pada siswa kelas XI SMA Negeri 7 Banjarmasin. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 11(3), 379–391. <https://doi.org/10.23969/jp.v11i03.60049>

- Nusantara, B. A., & Saraswati, S. (2024). Exploring local cultural values in career instrument development: Understanding Indonesian people's career choice. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 13(2), 196–205. <https://doi.org/10.15294/ijgc.v13i2.21428>
- Prasetyo, H., Rosa, D. V., Astuti, R. P., Satria, R. T., Ramadani, R. D., Permata, A. D., & Ambarwati, S. D. (2019). Two versions of Lah Bako Dance: Representing agricultural working class and identity creation. *KARSA: Journal of Social and Islamic Culture*, 27(2), 290–311. <https://doi.org/10.19105/karsa.v27i2.2133>
- Ramdhani, R. N., Nadhirah, N. A., Hamzah, R. M., & Gofur, R. (2025). Ethno-career guidance: An ethnographic study of career guidance based on indigenous baduy. *Bisma The Journal of Counseling*, 9(1), 256–266. <https://doi.org/10.23887/bisma.v9i1.92975>
- Safitri, R. D., & Rezza, M. (2025). Membedah tren tingginya angka pengangguran terbuka pada gen Z di Indonesia. *Jurnal Intelek Dan Cendekiawan Nusantara*, 2(1), 636–649. <https://jicnusanantara.com/index.php/jiic/article/view/2228>
- Sari, A. K., Yusuf, A. M., Iswari, M., & Afdal, A. (2021). Analisis teori karir Krumboltz: Literature review. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 12(1), 116–121. <https://doi.org/10.23887/jjbk.v12i1.33429>
- Sedyati, R. N. (2022). Perguruan tinggi sebagai agen pendidikan dan agen pertumbuhan ekonomi. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 16(1), 155–160. <https://doi.org/10.19184/jpe.v16i1.27957>
- Seidman, A. J., Wade, N. G., & Geller, J. (2022). The effects of group counseling and self-affirmation on stigma and group relationship development: A replication and extension. *Journal of Counseling Psychology*, 69(5), 701–710. <https://doi.org/10.1037/cou0000614>
- Veles, N., & Kim, S. (2024). Integrating the disciplines: Applying sociology of third space to contemporary, constructivist career development. *Journal of the National Institute for Career Education and Counselling*, 52(1), 40–51. <https://doi.org/10.20856/jniecec.5204>
- Wiraningrat, A., Mugiharso, H., & Formen, A. (2025). Indigenization of sasak cultural values in guidance and counseling. *Jurnal*

Bimbingan Konseling, 14(1), 71–78.
<https://doi.org/10.15294/ctabpk74>

Wulandari, D. A., Rizqi, N. Z. E., & Siregar, N. M. (2024). Budaya tradisional Tarian Lahbako Jember sebagai upaya pelestarian sekaligus pengenalan kepada generasi muda. *Imajinasi: Jurnal Ilmu Pengetahuan, Seni, Dan Teknologi*, 1(2), 63–74.
<https://doi.org/10.62383/imajinasi.v1i2.149>

Yunus, N. M., Zainudin, Z. N., Yusop, Y. M., Othman, W. N. W., Kamarudin, E. M. E., & Anuar, M. (2024). Understanding career decision-making: Influencing factors and application of Krumboltz's social learning theory. *International Journal of Academic Research in Business and Social Sciences*, 14(7), 36–51.
<https://doi.org/10.6007/IJARBS/v14-i7/21562>