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Overview of Interest in Career Choice of Students Using *the Rothwell Miller Interest Blank* (RMIB) Test Approach

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Abstract. This study aims to describe the career interests of students at SMAN Kapan using the Rothwell Miller Interest Blank (RMIB) Test approach. Interest is a stable tendency to focus and be attracted to certain activities without coercion. This research employed a descriptive quantitative approach with purposive sampling involving 62 twelfth-grade students. The data collection instrument was the RMIB Test, which includes 12 categories of interest. The results showed that the highest interest among male students was in the Mechanical category (26%), while female students were most interested in the Aesthetic category (20%). The lowest interest was found in the Social Service category (3.2%). These findings highlight the importance of psychological tools, such as the RMIB test, in identifying students' interests as a foundation for appropriate career decision-making. This research is expected to assist students, schools, and parents in developing more targeted and potential-based career planning.

Keywords: *interest, career choice, RMIB test, high school students, educational psychology*

Abstrak. Penelitian ini bertujuan untuk menggambarkan minat siswa SMA Negeri Kapan terhadap pemilihan karier menggunakan pendekatan Rothwell Miller Interest Blank (RMIB) Test. Minat merupakan kecenderungan yang menetap untuk memperhatikan dan tertarik terhadap suatu aktivitas tertentu tanpa paksaan. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan teknik purposive sampling terhadap 62 siswa kelas XII. Instrumen pengumpulan data berupa RMIB Test yang terdiri dari 12 kategori minat. Hasil penelitian menunjukkan bahwa minat tertinggi dimiliki oleh siswa laki-laki pada kategori Mechanical (26%) dan siswa perempuan pada kategori Aesthetic (20%). Sementara itu, minat terendah ditemukan pada kategori Social Service (3,2%). Hasil ini menunjukkan pentingnya pendekatan tes psikologi seperti RMIB, untuk mengenali kecenderungan minat siswa sebagai dasar pemilihan karier yang sesuai. Penelitian ini diharapkan dapat membantu siswa, sekolah, dan orang tua dalam merancang perencanaan karier yang lebih terarah dan sesuai dengan potensi individu.

Kata kunci: *minat, pemilihan karier, RMIB test, siswa SMA, psikologi pendidikan*

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Introduction

At the stage of individual development in their life, they are constantly faced with every choice that requires them to make decisions. Since childhood, individuals have always been faced with choices about simple things such as what clothes to wear today, who to befriend, whether to study or not, and even the decision to choose a career.

Understanding the diversity of interests in a person can help understand the potential for career and work that is owned. This potential can then be leveraged to choose a career and job that aligns with someone's interests. A person will be more enthusiastic about doing work according to their potential if the subject matter aligns with their talents and interests in solving problems. Psychologists view interest as a non-cognitive aspect that is entirely different from the cognitive aspect. In 2017, 87% of Indonesian students from various majors admitted that their chosen major not align with their interests. This data is based on research data from the Indonesia Career Center Network (ICCN) conducted in 2017 (republika.co.id). Education aims to create individuals who are qualified and possess good character in both academic and social spheres, enabling them to optimize their potential in adapting to real-life social and work situations, including making informed decisions about career choices.

Making career decisions often begins with selecting the right major. The selection is proper if students understand their own talents, interests, potential, and skills. In reality, students, especially high school students who plan to continue their studies at the college level, often make mistakes in choosing majors at the college they aspire to attend. This is because they are confused about their interests and potential that they actually have, but they have to be faced with the decision-making process in choosing a major (Dewi *et al.*, 2022) .

Interest is a feeling of preference and attachment to something or an activity without anyone telling. This suggests that interest can be a powerful motivator that drives someone to pursue their goals. A person's interests need to be known early, to be the key to a person's intelligence and success, this is often underestimated by parents and individuals themselves, which can affect the future of each individual. (Matematika et al., 2016).

Interest can be measured through interest tests. Interest tests can reveal a person's response to situations that collectively indicate their interests. Interests revealed through these interest tests often indicate more dominant interests than those that are simply stated, which usually do not mean true interests. (Tsana'uddin Farid, 2021.)

The Rothwell Miller Interest Blank (RMIB) is a test tool that can be used to express an individual's interest or tendency to feel a like or dislike for certain activities or careers. This test is an attempt to provide career guidance for various tasks obtained. RMIB presents a picture of something that is liked and aspire to a career and its activities (Gunatirin, 2020).

Method

This study employs a descriptive quantitative method to investigate the student's interest in career selection at Kapan Public High School. The population of this study consisted of 149 grade 12 students at Kapan Public High School. The sample was selected using a purposive sampling technique with a non-probability type, applying the Slovin formula with an e-value of 0.1 (10%), resulting in 62 students obtained. The criteria set for selecting the sample are as follows:

1. Active students in class XII (Science, Social Science, and Language) at Kapan State High School.
2. Willing to follow and complete the Rothwell Miller Interest Blank (RMIB) Test in full.
3. Representing the representation of the three existing departments (Science, Social Sciences, Language).
4. Representing two gender categories (male and female) in a balanced manner.

Interest in career selection was measured using the Rothwell Miller Interest Blank (RMIB) test. The research instrument used in this study was the *Rothwell Miller Interest Blank* (RMIB) test.

The RMIB test is a form containing a list of jobs arranged into eight groups, each with a letter code from A to H, and differentiated by gender.

The RMIB test is given to an individual, with instructions to rank the list of jobs available in the test form. The ranking starts with number 1, representing the most preferred job in the group, and ends with number 12, representing the least preferred job, based on the number of jobs in the group. Instructions are already included in the form, so respondents can be instructed to read it themselves. There is no time limit for completing the RMIB test; however, it is typically given within 20 minutes to adults. After the respondent has ranked the items, the ranking results are then transferred into a framework located at the end of this test form. The ranking from group A is entered into the framework according to the original. Group B ranking starts from column Me, Group C starts from column Comp, and so on so that in the final group there will be that the type of work that is carried over in the job list arrangement will be at the top of the tabulation group, A starts from the beginning, namely column 1, B starts from the asterisk in column 2, C starts from the asterisk in column 3, D starts from the asterisk in column 4, E starts from the asterisk in column 5, F starts from the asterisk in column 6, G starts from the asterisk in column 7, H starts from the asterisk in column 8. After reordering the answer ranking, the next step is to sum each row. Each specific job group can be classified into 12 types of categories, as many jobs can be categorized in this way.

Results

Data on the distribution of participants based on gender can be seen in the table below:

Table 1.

Frequency distribution of respondents by gender

Gender	Amount	Percentage
Man	31	50%
Woman	31	50%
Total	**62**	**100%**

Based on Table 1, it can be concluded that the number of respondents in this study who were male was 31 people (50%), and those who were female were also 31 people (50%).

Table 2.

Frequency distribution of respondents by age

Age	**Total**	**Percentage**
17 years	10 students	16.1%
18 years	52 students	83.9%
Total	**62 students**	**100%**

Based on Table 2, it can be concluded that most respondents were 18-years-olds (83.9%), while the least represented group was 17-year-olds, comprising 10 students (16.1%).

Table 3.

Frequency distribution of respondents based on major

No	**Major**	**Total**	**Percentage**
1.	Science	23 students	37.1%
2.	Social	22 students	35.5%
3.	Language	17 students	27.4%
	Total	**62 students**	**100%**

Based on Table 3, it can be concluded that most respondents came from the science department, with 23 students (37.1%), while the least came from the language department, with 17 students (27.4%).

Table 4.

Distribution of respondents' interests based on RMIB

Interest	**Respondents**	**Percentage**
Outdoor	3	5%
Mechanical	9	14.5%
Practical	5	8.1%
Scientific	6	9.7%
Medical	6	9.7%
Aesthetic	8	13%
Literature	5	8.1%

Musical	7	11.3%
Social	2	3.2%
Personal Contact	3	4.8%
Computational	3	4.8%
Clerical	5	8.1%
Total	**62**	**100%**

Based on Table 4, it can be concluded that students with the highest interest are in mechanical, with 9 respondents (14.5%), while students with the lowest interest are in Social, with 2 students (3.2%).

Table 5.

Categorization of respondents' interests based on gender

Interest	**Man**	**Percentage**	**Woman**	**Percentage**
Outdoor	3	10%	0	0%
Mechanical	8	26%	1	3%
Practical	2	6%	3	10%
Scientific	4	13%	2	6%
Medical	1	3%	5	16%
Aesthetic	2	6%	6	20%
Literature	2	6%	3	10%
Musical	2	6%	5	16%
Social	1	3%	1	3%
Personal Contact	2	6%	1	3%
Computational	2	6%	1	3%
Clerical	2	6%	3	10%
Total	**31**	**100%**	**31**	**100%**

Based on Table 5, it can be concluded that male students have the highest percentage of interest in mechanical with 8 students (26%), and the lowest in medical and social interests, each as many as 1 person (3%). While female respondents have the highest percentage of

aesthetic interest, as many as 6 students (20%), and the lowest in outdoor interest with 0 students (0%).

Discussion

This study aims to describe the interests of students at Kapan Public High School using the RMIB test approach. To determine students' interests, data were collected by conducting an RMIB test with no time limit; however, it is typical for each student to complete it in approximately 20 minutes. Based on the test results, it shows that:

In terms of outdoor interest, it is more dominantly shown by male students, with a total of 3 people (5%), while there are no female students (0%) who show interest in this category. This indicates that interest in outdoor activities tends to be stronger among male students than among female students. outdoor interest is related to work or activities carried out outdoors or in the field, which requires mobility, physical skills, and readiness to work in dynamic environmental conditions. Examples of jobs relevant to this interest include farmers, ranchers, fishermen, miners, forest rangers, construction workers, and those in the tourism industry. Holland (1997) notes that outdoor interest is included in the realistic personality type in the RIASEC theory. Individuals with the realistic type tend to prefer jobs that involve physical activity, the use of tools or machines, and a real work environment (one that is physically real, not abstract or theoretical). They prefer jobs that require practical skills over those that require extensive social interaction or theoretical analysis. The low number of female students in this aspect can also be explained through Hurlock's theory (2010), which states that the influence of gender, social stereotypes, and past experiences play an essential role in the formation of interests.

The stereotype that outdoor work is more suitable for men remains quite strong, influencing the perception and interest of female students in considering career choices in this field. Interest in the outdoor aspect also reflects the affective and conative dimensions as explained by Abror and Lusiawati (Aria, 2011), namely the feeling of pleasure, emotional involvement, and willingness to undergo certain activities. These three elements encourage

male students interested in outdoor activities to actively choose careers or majors that support their interests.

The mechanical interest aspect is more dominantly shown by male students, as many as 8 people (28%), while female students are only 1 person (3%). Therefore, the total number of students who have an interest in this aspect is 9 people (14.5%). This result indicates that interest in the mechanical field tends to be higher among male students. Interest in the mechanical aspect reflects an interest in work that involves the use of machines, mechanical equipment, electronic devices, and the process of assembling or repairing equipment. Individuals with this interest typically enjoy activities related to the assembly, disassembly, maintenance, and exploration of mechanical technology. Examples of jobs relevant to this interest include machinist, machine operator, mechanic, welder, and electronic equipment technician.

Holland (1997) notes that interest in the mechanical field is included in the realistic personality category, referring to individuals who tend to like practical, technical, and manual activities that are directly related to real tools or objects. They tend to be less interested in intense social interactions or abstract tasks but prefer a clear, structured, and concrete action-based work environment. Holland stated that the higher the match between a person's personality type and their work environment, the higher the satisfaction, motivation, and productivity at work. Therefore, students with mechanical interests will tend to develop more if directed to fields such as automotive engineering, mechanical engineering, electronics, and machinery. In terms of interest formation, Hurlock (2010) explains that a person's interest is influenced by personal experience, cultural stereotypes, and gender factors. This is evident in research results show male dominance in the mechanical aspect, which can be explained by social and cultural norms that perceive mechanical work as masculine. While female students are relatively few, it may be because they are less exposed or less encouraged to explore the engineering field.

This interest is a strong foundation for forming more focused and realistic career decisions. Students who are interested in mechanicals show a high level of awareness, pleasure, willingness, and attention to technical activities. They tend to develop skills through direct practice and exploration of tools. Students with a high interest in the

mechanical aspect are advised to seek career guidance that directs them to the technical and vocational fields, which align with their interests and future job prospects. Schools are also expected to provide space and facilities for students who are interested in this field through extracurricular activities, such as robotics, automotive, or basic engineering laboratories.

The practical aspect was more frequently found in female students, as many as 3 people (10%), while male students were 2 people (6%), with a total of 5 students (8.1%) out of 62 respondents. These results indicate that interest in the practical field tends to be slightly higher in female students than in male students. The practical aspect of RMIB describes an interest in work that is concrete, applicable, and requires manual or hand skills, such as sewing, hairdressing, make up, crafting or carpentry work. This interest reflects individuals who enjoy the activity of creating something tangible and tend to appreciate the work process that can be observed directly.

Interest in the practical aspect is also closely related to intrinsic motivation (Kogan, 1990), which is the drive from within students to be skilled, productive, and produce something real. This makes fields such as make-up, fashion design, culinary, or carpentry techniques the right career choices for students with this interest profile. Although only a small number of students show a high interest in the Practical aspect, it is essential for schools to accommodate and direct this potential through skills-based activities, such as culinary training, sewing training, and beauty courses, which can also open up opportunities for independent careers (entrepreneurship) in the future.

The scientific interest aspect is more often shown by male students, as many as 4 people (13%), while female students, as many as 2 people (6%) so that the total number of students who have an interest in this aspect is 6 people (9.7%). This shows that interest in the fields of science, research, and scientific exploration tends to be slightly higher in male students. The Scientific aspect refers to interest in jobs that involve analytical, investigative, and experimental activities, such as conducting scientific investigations, laboratory experiments, or observations of natural phenomena. Examples of jobs in this category are physicists, chemists, biologists, meteorologists, and astronomers. According to John L. Holland's theory (1997), interest in the scientific field is related to the Investigative personality type. Individuals with this type tend to have a high curiosity, like solving

complex problems, thinking logically and analytically, and are more interested in working independently in a scientific environment than in social or routine administrative work. They also enjoy activities related to research, proving theories, and collecting scientific data. This interest reflects a powerful cognitive dimension.

According to Ormrod (2008), a high interest in scientific field is usually accompanied by cognitive involvement and great curiosity and is marked by feelings of pleasure when exploring new knowledge. This can be seen in students who have a high interest in the scientific aspect because they show special pleasure and attention to subjects such as physics, chemistry, or biology. Hurlock (2010) suggests that family environment, personal experience, and teacher support play an important role in shaping interest. The fact that the number of female students is less than male students can be caused by the stereotype that the field of science and technology is more suitable for men. Thus, students who show interest in the scientific aspect need to be supported and directed to choose majors based on science and technology, such as science education, engineering, medicine, or pharmacy, and facilitated with laboratories, science clubs, and other scientific activities that can develop their interests and abilities in this field.

The medical interest aspect is more dominant among female students, with as many as 5 people (16%), while only 1 male student (3%) showed interest in this aspect. Overall, there are 6 students (9.7%) who have a high interest in the medical field. Interest in the medical aspect reflects an interest in work related to treatment, disease prevention, care, and health recovery, both physically and mentally. Examples of jobs in this category include doctors, nurses, midwives, pharmacists, dentists, clinical psychologists, nutritionists, therapists, and health educators.

According to John Holland (1997), medical interest falls into a combination of two personality types, namely Social and Investigative. The social type describes individuals who like to help and serve others, have high empathy, and enjoy working in a collaborative environment. The investigative type reflects analytical abilities and an interest in science, especially health and biological sciences. The high interest of female students in this aspect can be explained through Hurlock's theory (2010), which states that gender stereotypes, family influences, and social experiences since childhood greatly influence the formation of

interest. In many cultures, the role of caring and helping is often associated with women, so many female students feel more suited or attracted to the health and medical services sector. This interest is reinforced by positive effects, such as feelings of happiness when being able to help or assist others, as well as high cognitive involvement in subjects such as biology or chemistry.

Students who choose a career in the health sector generally have life values based on caring, empathy, and a desire to have a direct impact on the welfare of others, so students who have a high interest in the Medical aspect need to be directed and facilitated to pursue education in the health sector, such as medicine, nursing, pharmacy, nutrition, clinical psychology, and physiotherapy. Providing career information, academic guidance, and extracurricular activities such as health clubs or visits to medical facilities can help strengthen their interests and build more focused career readiness.

The aesthetic interest aspect is more dominantly shown by female, students with 6 people (16%), while male students numbered 2 people (6%), totaling 8 students (13%) out of 62 respondents. These results indicate that interest in the world of art and creativity is more common among female students. Interest in the aesthetic aspect is related to work or activities related to art, design, and creative expression, either as an art creator, art lover, or a combination of the two. Examples of jobs that reflect this interest include painters, professional artists, authors, photographers, interior decorators, display organizers, textile motif designers, and graphic designers. Holland (1997) noted that aesthetic interest is included in the Artistic personality type, namely individuals who tend to be expressive, creative, imaginative, and do not like structures or rules that are too rigid. They feel comfortable in an environment that allows freedom of expression and tend to like work that involves original creation, innovation, or personal interpretation of the world around them. Interest in art also describes a person's affective and aesthetic involvement.

Aesthetic interest is also in line with Bloom's theory (Wicaksana, 2011), which states that interest is at the base of the affective hierarchy and serves as the gateway to appreciation, attitudes, and personal values. Interest in art is not only about technical ability but also about how a person feels and responds to the world in a unique and personal way. From a career perspective, students with an aesthetic interest should be encouraged to

develop their skills through pathways such as visual communication design, fine arts, interior design, photography, and creative writing. Extracurricular activities such as art clubs, design, theater, or creative workshops can also help them broaden their horizons and prepare themselves for the competitive creative work world.

The literary interest aspect was more indicated by 3 female students (10%) and 2 male students (6%), totaling 5 students (8.1%) out of 62 respondents. This indicates that interest in literacy activities such as reading, writing, and library-related pursuits tends to be slightly more dominant in female students. Literary interest is related to activities that involve the use of words, sentences, language, and written expressions, either in the form of reading, writing, composing, editing, or studying texts and documentation. Examples of jobs that match this interest include magazine writers, editors, journalists, book writers, librarians, playwrights, literary consultants, information specialists, and program coordinators.

Holland (1997) noted that literary interest is generally classified as the artistic type because it involves personal expression, originality, and creativity in the form of writing. Artistic individuals enjoy non-structural, imaginative, and original activities and like jobs that give freedom in processing language and ideas. They prefer independent activities that allow for intellectual and emotional exploration. Bloom (Wicaksana, 2011) and Ormrod (2008). Students with literary interests have a high curiosity about the content of reading, as well as feelings of joy and satisfaction when they can express themselves in writing or organizing written information. This also shows a strong affective involvement in the world of words and meaning.

Hurlock (2010) stated that childhood experiences, teacher support, and a home environment rich in literature (such as books, magazines, or reading activities) are very influential in developing this interest. The fact that there are more female students in this category can also be attributed to social stereotypes that associate literacy activities with women or the fact that they are more exposed to reading and writing activities since childhood. Students who have a high interest in the literary aspect need to be directed to majors and careers in journalism, communication, literature, libraries, publishing, and editing. Schools can support the development of this interest through journalism

extracurricular activities, school bulletin boards, writing competitions, debates, or creative writing training, which will provide space for students to explore and hone their abilities.

The musical interest aspect was more dominantly shown by 5 female students (16%), while 2 male students (6%), totaling 7 students (11.3%) out of 62 participants. These results indicate that interest in music tends to be stronger in female students in the context of this study. Musical interest is related to interest in everything related to music and sound, including playing musical instruments, singing, composing songs, arranging musical compositions, and selecting music for performances or productions. Examples of jobs that are suitable for this interest are musical instrument players, composers, music critics, music teachers, band players, singers, conductors, music therapists, and event organizers who focus on musical performances.

Holland (1997) stated that musical interest is included in the artistic personality category, namely individuals who enjoy expressive, creative, and non-conventional activities. People with artistic personalities tend to avoid overly structured or administrative work environments and prefer fields that allow freedom of expression and high aesthetic value, such as art and music. Holland's theory emphasizes that the match between an individual's personality type and their work environment (person-environment fit) has a significant influence on career satisfaction and success. In this case, students with musical interests will develop more if they are in an environment that supports creativity and artistic expression. According to Abror and Lusiawati (Aria, 2011), interest is also formed from elements of cognition (knowledge of music), affection (feelings of liking music), and conation (willingness to pursue the activity). Students who are interested in the musical field typically demonstrate perseverance in practicing musical instruments, enjoyment when performing, and a drive to continually improve their musical abilities. The dominance of female students in this interest can also be attributed to social and environmental factors. Women in many cultural contexts are more often encouraged to pursue the arts, including music, especially in activities such as choirs, singing competitions, or playing the piano and other musical instruments. From a motivational perspective, Kogan (1990) suggests that individuals with an intrinsic interest in music tend to exhibit a high commitment to musical learning and achievement. They not only enjoy

musical activities but also experience deep emotional satisfaction when involved in the world of music. To support the development of this interest, schools can provide facilities such as music extracurriculars, school bands, vocal training, musical instrument lessons, and opportunities to perform on school stages or art competitions. In addition, career guidance is also important to direct students to related educational levels, such as music majors, performance production, or music therapy.

In the social interest aspect, male and female students showed the same number, 2 students each (3.2%) from a total of 62 respondents. This indicates that interest in the social field, specifically activities that involve concern for the welfare of others, is equally shared by both sexes, although with a relatively small percentage. The Social aspect of the RMIB test identifies activities that focus on service, guidance, and support for others, particularly in helping individuals overcome problems or improve the quality of life within their communities. Examples of jobs that match this interest include psychologists, counselors, social workers, spiritual guides, social welfare officers, therapists, search and rescue teams, and other community service providers. According to Holland's theory (1997), this aspect is categorized under the social personality type, which encompasses individuals who tend to be empathetic, helpful, communicative, and enjoy interacting with others, particularly in the context of helping or providing services. They typically enjoy jobs that involve interpersonal relationships, education, guidance, or providing emotional support. Holland emphasizes the importance of fit-person-environment, specifically the match between an individual's personality and work environment.

Individuals with social interests will develop more if they are in an environment that supports social interaction, such as social institutions, educational institutions, or mental health services. Although the number of students who show an interest in Social is still small, they still need to get career guidance and clear information about educational and job options in the social field. Schools can support the development of this interest through community service activities, peer counseling, soft skills training, or involvement in health and wellness programs. Students who are interested in the social aspect have great potential to become agents of social change, whose role is crucial in shaping a more just, healthy, and prosperous society.

The personal contact interest aspect was more dominant in male students with 2 people (3.2%), compared to female students with 1 person (3%), totaling 3 students (4.8%) out of 62 participants. Although the percentage is still small, this aspect shows that some students are interested in jobs that involve active and persuasive social interaction. Personal Contact interest refers to an interest in activities that are directly related to humans, such as discussing, persuading, socializing, negotiating, and conveying ideas to the public. This interest also reflects a strong drive to establish interpersonal relationships and make social approaches. Examples of jobs that match this interest include radio announcers, insurance sales representatives, traveling salespeople, travel agents, lecturers, teachers, interviewers, motivational speakers, and auctioneers.

Personal contact interest indicates interpersonal communication skills, as well as the ability to persuade and adapt socially which are crucial in the modern work environment that demands collaboration and the establishment of relationships with diverse parties. Based on Kogan's theory (1990), interest in social and communicative activities typically stems from an internal motivation to be part of a community, influence others, and convey ideas effectively. Individuals interested in this field feel confident when speaking in public, enjoy discussions, and enjoy the experience of meeting new people. Abror and Lusiawati (Aria, 2011) suggest that students interested in this field tend to enjoy emotional involvement in conversations and feel satisfied when they succeed in conveying ideas or influencing other's decisions. Students with relatively high interest in personal contact have significant potential, especially in fields such as communication, marketing, education, media, and public speaking. Therefore, schools should provide training venues such as debates, presentations, MCs, broadcasting, or leadership programs to hone their social and persuasive skills.

In the computational aspect, it is more dominant among male students with 2 people (3.2%), and female students with 1 person (3%), totaling 3 students (4.8%) out of 62 participants. This indicates that interest in fields related to numbers, calculations, and numerical analysis is still relatively low in students in general. The computational aspect is related to interest in activities involving numbers, data, calculation operations, and mathematical logic abilities. Jobs that match this interest include accountants, statisticians,

auditors, mathematics teachers, cashiers, bank employees, treasurers, tax officers, and financial analysts and payroll affairs. Students who are interested in the Computational aspect will be more optimal if they are in an environment that requires quantitative analysis, accuracy, and logical abilities. According to Kogan (1990), interest in numerical or logical activities arises from certain cognitive tendencies, namely high ability and interest in patterns, numbers, and regularities. Students who have this interest usually feel comfortable when solving math problems, making financial reports, or working with statistics. Hurlock (2010) states that interest in numbers is also influenced by positive learning experiences, such as success in mathematics or economics, as well as the influence of teachers, parents, or the surrounding environment. Although female students also show interest in this aspect, the number is still small, possibly due to the social stereotype that the field of mathematics is more identical to men.

The clerical interest aspect was shown more by female students, as many as 3 people (10%), compared to male students, with 2 people. (6%), totaling 5 students (8.1%) out of 62 participants. This suggests that interest in administrative work that requires accuracy is more prevalent among female students. The clerical aspect is related to interest in routine, orderly, and systematic tasks that require accuracy, precision, neatness, and consistency. Individuals with this interest usually like jobs related to archiving, documentation, data entry, scheduling, and document management or administration. Examples of suitable jobs include archivist, administrative staff, secretary, warehouse officer, legal clerk, postal officer, receptionist, to office director who handles operational management. They also tend to like jobs that require order and stability and avoid unorganized work situations. Students with clerical interests are suitable to be directed to majors and careers related to office administration, administration, office management, or administrative information systems. Abror and Lusiawati (Aria, 2011), noted that students who show a high interest in the Clerical aspect tend to enjoy carrying out repetitive activities that require precision, as well as high attention to detail and a desire to complete work systematically.

Conclusion

This study concludes that this study successfully identified various types of career interests held by students. The results indicate that students have diverse interests in 12 career categories, as measured by the RMIB Test.

1. The highest interest was found in the mechanical category with 9 students (14.5%), followed by aesthetic with 8 students (13%) and musical with 7 students (11.3%). Differences in interest were also seen based on gender, where male students tended to have an interest in the Mechanical field 8 students (26%) and Outdoor 3 students (3%) with a total of 32 male students, while female students showed more interest in the Aesthetic field, 6 students (20%), Medical 5 students (16%), and Musical 5 students (16%) with a total of 32 female students.
2. The use of the RMIB Test has proven effective in providing a clear and structured picture of each student's interest tendencies. This test makes it easier for students to identify the career field that best suits their personal preferences and can be the basis for making decisions about educational majors and future career planning. With systematic results, this test also provides valuable information for teachers, parents, and schools, enabling them to offer more targeted career guidance.

Suggestions

Students are expected to explore their existing interests so that they can serve as motivation for choosing a major in college and a career in the future. Teachers are expected to be able to guide and develop students' interests based on their academic results through extracurricular activities related to each student's interests. Further research can use other assessment instruments, such as the RMIB Test, in-depth interviews, or observations, to gain a deeper understanding of students' interests.

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