
The Effect of Career Guidance Services on the Career Planning of Tenth-Grade Students

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Abstract

This study examined whether career guidance services contribute to improving career planning among tenth-grade students enrolled in the Desain Komunikasi Visual (DKV) program at SMK Islam Bustanul Ulum. A quantitative pre-experimental method with a one-group pretest-posttest framework was employed. Ten students identified as having relatively limited career planning abilities were selected as participants through purposive sampling. Data were obtained using a 29-item Likert-scale questionnaire designed to assess students' career planning competencies. The collected data were processed through descriptive statistical analysis, normality testing, and a paired-samples t-test using SPSS version 25. The findings indicated a notable improvement in students' career planning scores, with the mean score increasing from 66.5 before the intervention to 87.8 after the intervention. Statistical testing revealed a significance value of 0.003 ($p < 0.05$), confirming that the intervention produced a significant positive effect. The results suggest that career guidance services enhanced students' awareness of their strengths and abilities, broadened their understanding of educational and occupational opportunities, and assisted them in setting achievable career goals while preparing more systematic plans for their future careers.

Keyword

Career Guidance; Career Planning; Vocational High School Students.

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1. INTRODUCTION

Rapid developments in technology, ongoing social transformation, and the growing demands of the labor market have increased the importance of career preparation among students from an early stage of secondary education. Beyond fostering academic achievement, schools are expected to support students in preparing for future educational and occupational pathways through well-structured career development programs. Career planning can be understood as a systematic process through which individuals identify their strengths and interests, examine available educational and occupational alternatives, and formulate strategies to achieve long-term career aspirations (Kursi et al., 2022). This ability is essential because career planning helps students establish a clear direction in making decisions regarding further education and future employment.

Tenth-grade students are in the early adolescent stage, which is characterized by the process of identity exploration, self-concept development, and future orientation. At this stage, students begin to



consider educational pathways, career options, and life goals they aspire to achieve. According to the career development theory proposed by Batool & Ghayas (2020), adolescence is a crucial phase in career development, as individuals start exploring career alternatives, understanding their abilities, and forming a career identity in preparation for entering the workforce. Therefore, students need adequate readiness to make appropriate and realistic career decisions.

However, in reality, many students still demonstrate a low level of career planning ability. Limited self-understanding, insufficient knowledge of the labor market, lack of information regarding further educational opportunities, and poor decision-making skills are among the factors that make it difficult for students to determine their future career direction. Vonna & Hasmalawati (2024) stated that inadequate career information is one of the main obstacles preventing students from effectively planning their future. This condition results in students having limited understanding of available career options, the competencies required in the workplace, and the steps that need to be prepared during their school years. Consequently, students are at risk of experiencing confusion when making decisions about further education and employment after graduation.

In the educational context, career guidance services serve as an important means of helping students develop career readiness. Career guidance is an assistance service provided to students to help them understand themselves, become familiar with the world of work, obtain career-related information, and make appropriate career decisions (Yenes et al., 2021). Through career guidance services, students can gain a better understanding of their interests, talents, and abilities, enabling them to develop more focused and well-structured career plans. In addition, career guidance services help students acquire information about further educational opportunities, employment prospects, and the skills required in the modern workforce.

Several previous studies have demonstrated that career guidance contributes positively to students' career readiness and career planning. A study conducted by Irmayanti et al (2022) found that career guidance services were effective in helping students understand their potential and develop career plans that align with their interests and abilities. Similarly, Afriana et al (2022) contributed significantly to the improvement of students' career planning. In addition, Hidayati & Maloti (2025) explained that career guidance plays an important role in helping adolescents prepare for career choices more effectively and maturely. These findings indicate that career guidance services are an essential factor in supporting students' readiness to face their future careers.

Despite the growing body of literature on career guidance, several important issues remain insufficiently explored. Most previous studies have focused on upper-grade students, particularly those in the eleventh and twelfth grades, as they are considered to be closer to entering higher education or the workforce. Research involving tenth-grade students remains relatively limited, even

though this stage represents an important period of early career exploration in students' development. Furthermore, previous studies have primarily examined the general effectiveness of career guidance services and have paid less attention to their influence on the career planning of vocational high school students based on actual school contexts. This is noteworthy because vocational high school students have more specific career needs due to their orientation toward workforce readiness and the development of vocational competencies.

Based on preliminary observations conducted at SMK Islam Bustanul Ulum, it was found that some tenth-grade students in the Desain Komunikasi Visual (DKV) program still demonstrated a limited understanding of their future career direction. Many students did not yet have a clear picture of suitable career options or further educational pathways that aligned with their individual potential. In addition, the limited availability of guidance and counseling services at the school has prevented students from receiving optimal career guidance. These conditions highlight the need for efforts to help students improve their career planning skills from an early stage.

Based on the foregoing discussion, this study offers a novel contribution by examining the effect of career guidance on the career planning of tenth-grade students at SMK Islam Bustanul Ulum within the context of actual school conditions, including students' limited career awareness, the restricted availability of career guidance services, and insufficient information about the world of work. This study seeks to examine the influence of career guidance services on the career planning of tenth-grade students. The findings are expected to demonstrate that career guidance services have a positive influence on students' ability to understand their potential, establish career goals, and develop more structured and purposeful plans for their future careers.

2. METHOD

A quantitative pre-experimental approach with a one-group pretest–posttest model was carried out to investigate how career guidance services affect students' career planning. This study applied a one-group pretest–posttest design to students' conditions before and after the intervention, thereby enabling the effect of the service to be assessed more objectively (Ningsih et al., 2022). A quantitative approach was chosen because the study focused on measuring changes in students' career planning abilities through numerical data that were analyzed statistically.

The participants of this study were tenth-grade students enrolled in the Desain Komunikasi Visual (DKV) program at SMK Islam Bustanul Ulum. The study population consisted of 200 students, while the sample comprised 10 students selected through purposive sampling. Purposive sampling was employed because the selection of participants was based on specific characteristics that aligned with the objectives of the study (Ningsih et al., 2022). The sample was selected on the basis that the

students demonstrated low levels of career planning ability and were in need of career guidance services.

The research procedure consisted of three stages: pretest, treatment, and posttest. In the initial stage, students were administered a pretest using a career planning questionnaire to assess their baseline level of career planning ability. Subsequently, the treatment was delivered through structured career guidance services covering self-understanding, career exploration, career decision-making, and career planning based on career development theory. Self-understanding plays an important role in helping students recognize their potential and self-concept in determining their career direction (Yang & Wong, 2020), while career exploration and career decision-making help students enhance their career engagement and career adaptability more effectively (Gerçek & Ozveren, 2026). After all career guidance sessions had been completed, the students were administered a posttest using the same instrument to determine changes in their career planning ability following the intervention.

Table 1. One-Group Pretest–Posttest Design

Pre-Test	Intervention	Post-Test
01	X	02

Description:

01 : Pretest before the implementation of career guidance services

X : Career guidance intervention

02 : Posttest after the implementation of career guidance services

A career planning questionnaire developed from indicators of students' career planning was employed as the primary research instrument in this study. The instrument used a Likert-scale format to assess participants' levels of agreement with each statement. To enrich and validate the findings, additional data were gathered through observation and documentation. The data were analyzed through descriptive statistical techniques by looking at the differences between pretest and posttest scores in order to identify shifts in students' career planning after the career guidance program was carried out.

3. FINDINGS AND DISCUSSION

This research took place at SMK Islam Bustanul Ulum and involved tenth-grade students enrolled in the Desain Komunikasi Visual (DKV) program. The study employed a quantitative method using a pre-experimental design in the form of a one-group pretest–posttest design. The sample consisted of 10 students selected through purposive sampling based on the results of preliminary observations and recommendations from the school guidance and counseling teacher.

The research was carried out in three main stages: the administration of a pretest, the implementation of career guidance services, and the administration of a posttest. The pretest was conducted to determine students' initial level of career planning before receiving career guidance services. Subsequently, the students participated in a career guidance intervention delivered through group guidance activities focusing on self-awareness, career exploration, career decision-making, and career planning. After all guidance sessions had been completed, the students were administered a posttest using the same instrument to assess changes in their level of career planning following the career guidance intervention. The research instrument was a Likert-scale questionnaire consisting of 29 statement items covering the aspects of career awareness, career information seeking, career planning, and career decision-making.

Validity Test Results

A validity test was carried out to assess whether the research instrument was suitable for measuring the variables being studied. The instrument's validity was evaluated using the Pearson Product-Moment Correlation method with the assistance of IBM SPSS Statistics software. A questionnaire item was considered valid when its correlation coefficient (r -count) was higher than the critical value (r -table) at a 5% significance level. On the other hand, items whose correlation coefficients fell below the critical value were deemed invalid. The outcomes of the validity analysis are displayed in the table below.

Tabel 2. Validity Test Results

No	Number of Items	Calculated r Value	Critical r Value	Interpretation
1	29 items	0,387 – 0,849	0,361	Valid

Based on the validity test results presented in Table 2, all questionnaire items had calculated r values greater than the critical r value of 0.361. The highest calculated r value was found for item P24, with a value of 0.849, while the lowest calculated r value was obtained for item P27, with a value of 0.387. Nevertheless, all items met the validity criterion because their calculated r values exceeded the critical r value. Therefore, it can be concluded that all items of the research instrument were valid and suitable for use as data collection instruments in this study.

Reliability Test Results

A reliability analysis was performed to assess the consistency of the research instrument in measuring students' career planning. The reliability of the instrument was assessed using the Cronbach's Alpha coefficient with the assistance of SPSS version 25. The research instrument was considered reliable if the Cronbach's Alpha value exceeded 0.60.

Table 3. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0.962	29

Based on the reliability test results presented in Table 3, the instrument obtained a Cronbach's Alpha coefficient of 0.962 across 29 questionnaire items. This value exceeds the minimum reliability criterion of 0.60, indicating that the research instrument is reliable and demonstrates a very high level of internal consistency. These findings suggest that the instrument is capable of producing stable and consistent measurements of students' career planning. Furthermore, the high Cronbach's Alpha coefficient indicates that the questionnaire items are well correlated and effectively measure the same construct, namely students' career planning. Therefore, the research instrument is considered appropriate for use as a data collection tool in examining the influence of career guidance services on students' career planning.

Students' Career Planning Results

The pretest results indicated that the level of career planning among tenth-grade students was relatively low. Prior to the intervention, many students demonstrated limited clarity regarding their future career aspirations. In addition, they had not fully identified their personal strengths and potential and encountered challenges in determining appropriate actions for developing effective career plans. The results of the career planning pretest administered to the students are presented in the table below.

Table 4. Pretest Results of Students' Career Planning

Statistic	Value
Sample Size	10
Minimum Score	42
Maximum Score	85
Mean	66,5
Standard Deviation	13,89

Based on the students' career planning pretest results presented in Table 4, the minimum score was 42 and the maximum score was 85, with a mean score of 66.5 and a standard deviation of 13.89. These results suggest that students demonstrated varying levels of career planning before the career guidance intervention was implemented. While some students demonstrated a sufficient understanding of their future career direction, others still experienced difficulties in recognizing their

potential, obtaining career-related information, and identifying appropriate steps for effective career planning. The relatively high standard deviation suggests substantial differences in career planning ability among students before receiving the career guidance intervention.

Implementation of Career Guidance Services

The career guidance services in this study were conducted through three structured sessions designed to support the development of students' career planning. Each session focused on specific aspects related to self-understanding, career exploration, career decision-making, and future career planning. The guidance activities were designed to help students recognize their potential, understand information regarding the world of work and further educational opportunities, and enhance their ability to make more informed and realistic career choices. The implementation of the career guidance services in each session is presented in the following table.

Table 5. Implementation of Career Guidance Service

Session	Topic	Activities
1	Self-Understanding and Career Exploration	Students identified their interests, talents, and abilities, and obtained information about career opportunities and further educational pathways.
2	Career Decision-Making	Discussion on selecting career options that align with students' potential and personal characteristics.
3	Career Planning	Development of career goals and formulation of action plans for future career development.

Based on Table 5, the career guidance services were implemented in a gradual and systematic manner in accordance with students' career development needs. During the first session, students were guided to develop a better understanding of their potential by identifying their interests, talents, and abilities, while also obtaining information about career opportunities and further educational pathways. The second session focused on career decision-making through discussions and the selection of career alternatives that matched students' potential and personal characteristics. In the third session, students developed career goals and formulated action plans for their future careers. Through this series of guidance activities, students were expected to gain a more mature, focused, and realistic understanding of their career development and future career choices. Evidence from international studies suggests that career guidance services play a crucial role in fostering students' career decision-making abilities. Beyond providing information on career opportunities, these services contribute to the development of students' career decision-making self-efficacy, enabling them to

make career choices with greater confidence, realism, and certainty (Rafiola et al., 2023).

Students' Career Planning Posttest Results

After the career guidance services were implemented, students demonstrated improved career planning. Students demonstrated a better understanding of their potential, gained greater awareness of career-related information and the world of work, and showed an increased ability to identify the steps necessary to achieve their career goals.

Table 6. Students' Career Planning Posttest Results

Statistic	Value
Sample Size	10
Minimum Score	72
Maximum Score	106
Mean	87,8
Standart Deviation	12,34

Based on the students' career planning posttest results, the minimum score was 72 while the maximum score reached 106, with an average score of 87.8 accompanied by a standard deviation of 12.34. These findings indicate that students' level of career planning improved after the implementation of the career guidance intervention compared to their level prior to the intervention. Most students demonstrated a better understanding of their potential, career-related information, and the ability to establish career goals and formulate appropriate steps for career planning in a more structured manner. The standard deviation indicates that variations in students' career planning abilities remained after the intervention; however, overall, a substantial improvement was observed compared to their initial condition before receiving the career guidance intervention. Similar results were reported by Khoirani & Alref (2025), which reported that the results of a paired-samples *t*-test revealed a significant increase in students' posttest scores following the systematic implementation of career guidance services. Furthermore, the study found that career guidance programs were effective in enhancing students' career readiness, particularly in terms of self-confidence, career decision-making, and preparedness for entering the workforce.

Comparison of Pretest and Posttest Results

The comparison of the pretest and posttest results revealed a significant improvement in students' career planning. The results demonstrate a consistent improvement across multiple dimensions of career planning following participation in the career guidance program.

Table 7. Comparison of Pretest and Posttest Results

Aspect	Pretest	Posttest	Improvement
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Minimum Score	42	72	30
Maximum Score	85	106	21

Based on Table 7, An improvement in students' career planning was evident after the career guidance intervention was implemented. The lowest pretest score rose from 42 to 72 in the posttest, while the maximum score increased from 85 to 106. These findings indicate that the career guidance intervention had a positive effect on students' ability to understand their potential, obtain career-related information, and identify appropriate steps for career planning in a more structured manner. The improvement in posttest scores suggests that students developed a better understanding of career-related issues, became more confident in making career choices, and were better able to formulate realistic and systematic plans for their future careers. Overall, the results demonstrate that career guidance services contributed positively to the enhancement of students' career planning abilities. Furthermore, career guidance services helped students obtain information about the world of work, job requirements, and further educational pathways that aligned with their interests. These results support the findings reported by Afriana et al. (2022), which demonstrated that classical guidance services had a significant influence on students' career planning. In addition, Noer et al. (2025) reported that career guidance services were significantly effective in enhancing career planning among secondary school students.

Normality Test Results

The normality of the research data was assessed to verify whether the data conformed to a normal distribution. The normality of the data was assessed using the Shapiro–Wilk test with the assistance of SPSS software.

Table 8. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.254	10	.067	.854	10	.065
POSTEST	.188	10	.200*	.901	10	.227

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality assessment was performed using the Kolmogorov–Smirnov and Shapiro–Wilk tests. The Shapiro–Wilk results showed significance values of 0.065 for the pretest scores and 0.227 for the posttest scores. Since both values exceeded the significance threshold of 0.05, the data were considered to be normally distributed. As a result, the assumption of normality was fulfilled for both datasets, making them suitable for further analysis using parametric statistical techniques.

Accordingly, a paired-samples t-test was employed to evaluate the impact of the career guidance intervention on students' career planning.

Hypothesis Testing Results

To provide a descriptive statistical overview of the research data before and after the implementation of the career guidance intervention, a paired-samples statistics analysis was conducted on the students' pretest and posttest scores. This analysis aimed to examine the differences in mean scores, standard deviations, and the distribution of data across the two research conditions. The results of the paired-samples statistics analysis are presented in the following table.

Table 9. Paired-Samples

Statistics Results Paired Samples

Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	66.50	10	13.890	4.393
	POSTEST	87.80	10	12.488	3.949

Based on the paired-samples statistics results, the pretest had a mean score of 66.50 with a standard deviation of 13.890, whereas the mean posttest score increased to 87.80 with a standard deviation of 12.488. An increase in students' career planning abilities was observed after the administration of the career guidance intervention. The increase in the mean posttest score suggests that students developed a better understanding of their potential, gained greater awareness of career-related information, and improved their ability to establish career goals and formulate appropriate steps for career planning in a more structured manner. Additionally, the lower posttest standard deviation relative to the pretest indicates increased consistency and a more homogeneous distribution of students' career planning abilities after participation in the career guidance intervention.

Although the increase in the mean score indicates an improvement in students' career planning, it cannot by itself be used as evidence of a significant influence of the career guidance intervention. Therefore, a paired-samples t-test was performed to examine whether significant differences existed between students' pretest and posttest scores after the career guidance intervention had been administered. The results of the paired-samples t-test are presented in the following table.

Table 10. Paired-Samples t-Test Results

Paired Samples Test

		Paired Differences					
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)

					Lower	Upper			
Pair 1	PRETEST - POSTEST	-21.300	16.627	5.258	-33.194	-9.406	-	9	.003
							4.051		

Based on the paired-samples t-test results, the average difference between pretest and posttest scores was -21.300, with a t value of -4.051 and a significance value (p-value, two-tailed) of 0.003. Given that the significance value was below 0.05 ($0.003 < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can therefore be concluded that there was a meaningful and statistically significant difference between the pretest and posttest scores after the implementation of the guidance intervention. The statistical evidence suggests that the intervention contributed meaningfully to the enhancement of students' career planning competencies. Participation in the guidance sessions enabled students to develop greater self-awareness, access relevant career information, make more informed career decisions, and establish clearer plans for their future professional development. Furthermore, the increase in posttest scores suggests that the intervention helped enhance students' confidence and readiness in planning their future careers. These findings are consistent with the study conducted by Jimmy et al. (2024), which found that career counseling services were effective in enhancing students' career readiness, enabling them to develop a clearer understanding of their future career paths. Similarly, Ginting et al. (2024) reported that career guidance based on Krumboltz's Social Learning Theory was effective in improving students' career decision-making abilities in a more rational manner. Comparable findings were also reported by Hasby & Suharso (2023), who concluded that career counseling helped students become more confident, focused, and realistic in making career choices.

CONCLUSIONS

The results of this study demonstrate that career guidance services play an important role in improving career planning among tenth-grade students in the Desain Komunikasi Visual (DKV) program at SMK Islam Bustanul Ulum. The effectiveness of this intervention was clearly reflected in the rise of students' average scores from 66.5 at the pretest stage to 87.8 at the posttest stage. Furthermore, the paired-samples t-test yielded a significance value of 0.003 ($p < 0.05$), which confirms that there was a statistically significant difference between the pretest and posttest results. These findings indicate that career guidance services supported students in recognizing their abilities and potential, obtaining information regarding employment and further education opportunities, and developing clearer career goals while making career-related decisions more effectively.

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