

Universitas Negeri Padang & Ikatan Konselor Indonesia

Editorial Office: Jurusan Bimbingan dan Konseling I Faculty of Education I Universitas Negeri Padang

Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.

☎ +62 (0754) 41650; Website: <http://pps.fip.unp.ac.id/>; ✉ jk@konselor.org / info@konselor.org

Volume 12 Number 3 2023



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)

Editor: Afriyadi Sofyan

Publication details, including author guidelines

URL: <https://counselor.ppj.unp.ac.id/index.php/konselor/about/submissions>

Evaluating career planning preparedness in Bengkulu vocational high school students

Nandang Rusmana¹, Juntika Nurihsan¹, & J Juwanto²•

¹Universitas Pendidikan Indonesia, Bandung, Indonesia

²Universitas Prof Dr Hazairin SH, Bengkulu, Indonesia

Article History

Received: Wednesday, June 14, 2023

Revised: Thursday, September 07, 2023

Accepted: Friday, September 29, 2023

How to cite this article (APA)

Rusmana, et al., (2023). Evaluating career planning preparedness in Bengkulu vocational high school students. *KONSELOR*, 12(3), 126 - 140 <https://doi.org/10.24036/0202312325-0-86>

The readers can link to article via <https://doi.org/10.24036/0202312325-0-86>

Correspondence regarding this article should be addressed to:

J Juwanto, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudi No.229, Isola, Kecamatan Sukasari, Bandung, Jawa Barat 40154, Indonesia. Email: mrjuanto1510@gmail.com

SCROLL DOWN TO READ THIS ARTICLE



Universitas Negeri Padang (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Universitas Negeri Padang. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Universitas Negeri Padang shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

KONSELOR is published by Universitas Negeri Padang comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. KONSELOR also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Rumana, et, al (2023)

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.



Evaluating career planning preparedness in Bengkulu vocational high school students

Nandang Rusmana¹, Juntika Nurihsan¹, & J Juwanto^{1,2}♦

¹Universitas Pendidikan Indonesia, Bandung, Indonesia

²Universitas Prof Dr Hazairin SH, Bengkulu, Indonesia

Abstract: Career planning is an important aspect in the career development process because it will have an impact on the student's future. It is hoped that the existence of Vocational High Schools (SMK) will be a step for the government and schools in providing students who are ready to work. Vocational School is a vocational education institution that has an important role in developing the quality of graduates who are ready to work and respond to the needs and developments of the times. The high unemployment rate in the 15–19-year age group nationally emphasizes that junior high school and high school/vocational school levels are important age phases in formulating future careers. The aim of this research is to determine students' readiness in career planning at Bengkulu Vocational School. The method used is survey research. The instrument developed was an inventory which, using data collection techniques, was distributed to 124 vocational school students via *Google Form*, which was then analyzed using *Rasch* modeling. Based on the data obtained, overall self-readiness in career planning for vocational school students is in the high category at 19%, in the medium category at 67%, and in the low category at 14%. Thus, it can be concluded that vocational school students in Bengkulu have not prepared themselves optimally in good career planning. Based on the findings, appropriate management of student career development in schools is needed. So, it will have an impact on students' career maturity. A student's career is not only limited to a choice of job and work, but how students can manage and formulate career plans well so as to achieve career success in the future.

Keywords: Vocational students; Career; Planning; Rasch Model; Bengkulu

INTRODUCTION

Vocational High Schools (SMK) are one of the vocational education institutions that are required to have graduates who are ready to work and able to answer job market challenges according to their field of expertise. This is in line with SISDIKNAS Law Number 20 of 2003 article 15, that vocational education is secondary education that prepares students in particular to work in certain fields according to their skills. PERMENDKBUD RI No. 34 of 2018, states that vocational school graduates aim to produce skilled workers with abilities in accordance with the demands of the world of work and able to develop their potential in adopting and adapting to developments in science, technology and art. Regulation of the Coordinating Minister (PMK) for Human Development and Culture of the Republic of Indonesia No. 6 of 2022, SMK is an important unit because it is the spearhead in providing education on a competency basis according to the needs of the job market and skills. The Ministry of Industry No. 3 of 2017 has published Guidelines for the Development and Development of Competency-based Vocational High Schools that Link and Match with Industry as a reference for National Vocational Schools. This is to encourage the creation of a skilled workforce in accordance with the needs of the business and industrial world. In order to achieve this goal, the government is targeting the revitalization

♦**Corresponding author:** J Juwanto, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudi No.229, Isola, Kecamatan Sukasari, Bandung, Jawa Barat 40154, Indonesia. Email: mrjuanto1510@gmail.com

of vocational education with achievement targets for the implementation of the Link and Match education program between vocational secondary education and partner industries in the world of work.

The vocational school phase is the ideal age in determining the future so maximum career guidance is needed at school. The transition period that occurs in students can be seen at the beginning of adolescence, lasting from the age of 13 - 16 years and ending at the age of 17 years, so that the period of adolescence is very short. To be able to compete in the job market, highly competitive graduate competencies are needed. In developing competency standards for vocational school graduates, each student must have competencies that can compete with the global market. The American School Counselor Association (ASCA, 2019) in the domain of student career development requires the role of school counselors in helping students understand the relationship between school and the world of work. Careful career planning will help students achieve goals by assessing potential and needs, especially self-efficacy (Widiyanyo Rhamandani & Lusianah Meinawati, 2023). Vocational school education has different aspects from other schools. Vocational school education provides provisions that can be used for students who are ready to work. Therefore, vocational school education is not only about academic learning, but also post-school career development and preparation (Halida Indrasari, Margiun & Nia Hadianti, 2022). Students' weak understanding of careers will have an impact on career planning which cannot be formulated well by students (Wichy Phadilah Putri, 2023). The results of Kirbi Yelorda et al (2021) and Thomas A Birtch et al (2021) research on post-high school students' self-efficacy only reached 65%, social efficacy 56% and emotional efficacy 19%. This aspect is very supportive of the future, future failure, future planning. The research results of Theofanis Stavros Pappas & Kalliope Kounenou (2011) show that there is a significant correlation between student self-efficacy and career decision making.

Career is a form of achieving a need that cannot be separated from humans throughout life. This is in accordance with the concept of "lifelong career planning" that career planning will always be important throughout a person's life. So career success will be an indicator of success in life. However, it takes a long process for someone to reach maturity in choosing a career. This is influenced by many factors so time and caution is needed in making career decisions. Career counseling is needed to help students understand potential, interests, work values to independently design more effective career plans. Students who are involved in career planning will tend to excel at school and students with high academic achievements will strengthen their future orientation and high optimism. Therefore, there needs to be mutual support between career planning and academic potential. This form of career exploration is a very complex process in achieving career goals. Career decision making is an effort to determine choices from various options in the future (Amirudin, et al. 2023).

Guidance is described as a political process, because it will be a process between individuals and society, between oneself and opportunities and between aspirations and realism. So having a career in a country becomes a very important priority in maintaining the survival of that country. This condition will be proven by the existence of policies prepared based on the future. It is hoped that in the high school phase students will be able to recognize their talents, interests and potential and understand information related to career planning stages and the future they aspire to. This process must begin with a lot of information obtained so that students are able to measure their potential. The first step in the career planning process that students must take is to learn as much as possible about their interests, skills and personal potential because most students during the career planning period do not yet have an understanding of themselves. potential and interest.

The main problem that occurs among vocational school graduates is unemployment and unproductive youth. Apart from individual internal factors, the presence of parents will influence students' attitudes. Young people aged 17-19 years old are attending private vocational high schools as a career transition. The results of research in vocational schools throughout Pekalongan City conducted by Aminnurrohim, et al (2014) show that students have factors that hinder them in career planning, namely psychology and the students' own skills, talents and interests which are influenced by a lack of self-confidence with an average score of 74 % and external factors with an average score of 66% which include family, school, peer and community conditions. Silvi Ardillah & Rini Hayati's research results (2022) show that 55.3% of career decisions are influenced by peers, Mahmoud S Alhaddad (2018) 66.6% by family factors. Nurlia Santy Agustin (2022), the results of her research in the class of Azza Putri Oktaviani, et al (2023) the results of research in the class and were confused about choosing a

future career, 24 students (2.14%) did not know the college entrance selection process and 22 students (1.96%) have minimal information about their profession. This condition illustrates the importance of career planning that students must do from an early age so that it does not become a problem later in life. Students in high school have a big responsibility for their future and career, this period becomes the basis for developing their future after graduating from school (Annida Dahrul, et al. 2022). The future is a period that must definitely be passed and prepared from an early age, this is what causes many students to stress about choices and life. For example, students in Taiwan and Japan cause a lot of stress related to the education phase and career sustainability, which can give rise to career awareness (Shin Ru Liao, 2023).

This survey was conducted to find out how much preparation for career planning vocational school students in Bengkulu have. This is motivated by the still high unemployment rate, especially for vocational school students as educational institutions are prepared to have graduates who are ready to work. Data from the Central Statistics Agency (BPS) for 2022 released, the contributor to national unemployment at the high school education level was 26.80% while at vocational school it was 22.33%. More specifically, Bengkulu Province BPS data for 2021 recorded that the largest percentage of unemployed was in high school/vocational school degrees, namely 19.61% and junior high school was 14.25%. Meanwhile, for undergraduates it is only 5.21%, masters 0.37% and PhD 0.02%. This number indicates that many people are still weak in career development and therefore do not have jobs. The composition of unemployment data for the Bengkulu region in 2020, 2021 and 2022 is still very high and in 2022 the number of developments in unemployment according to gender as of February 2020 - February 2022 will experience ups and downs. The unemployment rate in 2020 was a total of 3.08% with details of 3.06% men and 3.11% women, in 2021 it will increase with the unemployment rate reaching 3.72% with details of 2.82% men and 5.04% of women, while in 2022 there will be a decline with the unemployment rate reaching 3.39% but with details of 3.30% for men (up from the previous year) and 3.52% for women. The research results of Taufik Agung Pranomo, Arip Febrianto & Anidhita (2022) also suggest students' low understanding of careers and career planning. This explanation emphasizes that career guidance in vocational schools has an important role and responsibility for developing students' career plans. So researchers look more deeply into indicators of problems that occur in students' career planning readiness. This is important, because career is not only about the aspect of choosing a job and working, but also how individuals can formulate appropriate career plans so that they can achieve a successful future until retirement.

METHOD

This research uses a survey type method. This research is to clearly describe the actual data obtained in the field related to the career planning readiness of vocational school students in Bengkulu. The research subjects were vocational school students in Bengkulu City who were in class XII. Before conducting the survey, an empirical test was first carried out. Empirical trials were carried out on students at several vocational schools in the city of Bengkulu.

Participant and Sampling

This research was conducted by selecting vocational school students as respondents. The students who were respondents were class XII students consisting of state and private vocational schools in Bengkulu. The population in this study was 870 students. From this population, researchers used a sample of 124 students by random sampling. Determination of sampling using the principle of suitability of the sample size that will be used as a data source so that representative data is obtained regarding the sample size. The sampling technique used is purposive sampling, this is based on considerations of suitability and usefulness in representing the population. This research determines the sample as respondents based on a *purposive sampling technique*. This aspect is used as a step to determine whether the sample is truly appropriate and can represent the population determined in this study. The samples involved in this research were 124 vocational school students spread across both state and private schools.

Instrumentation

The instrument used in this research is an inventory. The instrument is formulated with aspects and components developed based on the theory used. Next, a rational test was carried out by experts consisting of; career, academic, cultural and linguistic experts. Researchers also carried out readability tests carried out by guidance and counseling teachers from SMK as well as readability tests carried out by several students who had been appointed from SMK. This process is carried out to ensure that the instruments used are reliable and valid.

Empirical trials were carried out using the Rasch model using the Winstep application. Several empirical tests were carried out are Test the validity of the items. Through the Rasch model with the Winstep application, there are several conditions that must be met so that an item can be said to be valid. Some of these requirements are as follows: (1) Acceptable *Outfit Mean Square (MNSQ)* : $0.5 < MNSQ < 1.5$. (2) *Outfit Z-Standard (ZSTD)* accepted: $-2.0 < ZSTD < + 2.0$. (3) *Point Measure Correlation (Pt Measure Corr)* accepted: $0.4 < Pt Measure Corr < 0.85$.

An item can be said to be valid if it is able to fulfill at least 2 of the 3 specified conditions. Testing the validity of the question items has been carried out using the Rasch model by utilizing the Rasch model through the Winstep application. and obtained invalid (not used) items on the instrument with details of 37 items declared valid and 9 items declared valid.

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S. E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PT-MEASURE CORR.	EXP.	EXACT OBS%	MATCH EXP%	ITEM
16	415	124	-1.30	.12	1.55	3.7	1.61	4.0	A-.08	.18	33.1	40.3	E16
12	426	124	-1.47	.13	1.44	2.9	1.50	3.2	B-.04	.17	36.3	44.2	E12
41	168	124	1.87	.16	1.38	2.1	1.24	1.4	C-.37	.14	72.6	68.3	E41
10	420	124	-1.38	.13	1.24	1.7	1.33	2.3	D-.05	.17	37.9	42.6	E10
14	419	124	-1.36	.13	1.25	1.8	1.32	2.2	E-.11	.17	37.1	41.9	E14
8	426	124	-1.47	.13	1.27	1.9	1.30	2.0	F-.05	.17	46.0	44.2	E8
6	343	124	-.42	.10	1.30	2.7	1.29	2.7	G-.08	.21	33.9	39.8	E6
43	303	124	-.01	.10	1.25	2.3	1.25	2.3	H-.03	.21	34.7	39.2	E43
2	324	124	-.22	.10	1.20	1.9	1.21	2.0	I-.06	.21	28.2	38.9	E2
4	374	124	-.76	.11	1.15	1.4	1.16	1.4	J-.06	.20	37.1	40.9	E4
45	192	124	1.36	.13	1.16	1.1	1.10	.7	K-.32	.17	59.7	47.5	E45
24	337	124	-.36	.10	1.14	1.3	1.13	1.3	L-.47	.21	29.8	39.5	E24
18	396	124	-1.03	.11	1.10	.9	1.14	1.1	M-.09	.19	41.9	40.4	E18
21	231	124	.79	.11	1.10	.9	1.13	1.1	N-.25	.19	41.9	41.7	E21
35	212	124	1.05	.12	1.08	.7	1.06	.5	O-.39	.18	40.3	40.4	E35
13	393	124	-.99	.11	1.05	.4	1.07	.6	P-.12	.19	48.4	40.3	E13
33	239	124	.69	.11	1.04	.4	1.06	.5	Q-.13	.20	44.4	42.0	E33
36	273	124	.90	.10	1.02	.3	1.02	.2	R-.03	.21	44.4	41.3	E36
28	293	124	.09	.10	1.02	.2	1.01	.2	S-.49	.21	46.0	39.8	E28
30	265	124	.39	.10	1.00	.0	1.00	.1	T-.46	.21	41.1	41.7	E30
39	219	124	.95	.12	1.00	.1	.97	-.2	U-.40	.19	43.5	41.3	E39
19	332	124	-.31	.10	1.00	.0	1.00	.0	V-.27	.21	40.3	39.3	E19
40	187	124	1.46	.14	.99	.0	.97	-.2	W-.29	.16	56.5	50.7	E40
23	248	124	.58	.11	.98	-.1	.98	-.1	X-.36	.20	43.5	42.1	E23
5	306	124	-.91	.11	.97	-.2	.98	-.1	Y-.01	.19	46.0	40.7	E5
7	204	124	1.17	.12	.98	-.1	.94	-.4	z-.46	.18	46.0	41.5	E27
25	237	124	.71	.11	.97	-.2	.96	-.3	t-.40	.20	43.5	41.9	E25
31	207	124	1.12	.12	.97	-.2	.94	-.4	s-.45	.18	44.4	40.1	E31
26	281	124	.22	.10	.97	-.3	.96	-.4	r-.55	.21	47.6	40.7	E26
3	407	124	-1.18	.12	.94	-.5	.95	-.3	q-.03	.18	46.0	40.0	E3
17	350	124	-.50	.10	.90	-.9	.93	-.6	p-.23	.21	54.0	40.3	E17
15	400	124	-1.09	.12	.91	-.7	.91	-.7	o-.00	.19	50.8	40.5	E15
38	234	124	.75	.11	.90	-.8	.89	-1.0	n-.41	.20	44.4	41.7	E38
44	214	124	1.02	.12	.90	-.8	.89	-.9	m-.24	.18	46.0	40.7	E44
42	253	124	.53	.11	.89	-1.0	.89	-1.0	l-.24	.20	43.5	42.1	E42
22	298	124	.04	.10	.88	-1.2	.89	-1.1	k-.31	.21	45.2	39.5	E22
11	406	124	-1.17	.12	.88	-1.0	.86	-1.1	j-.08	.18	48.4	40.1	E11
20	285	124	.18	.10	.85	-1.5	.86	-1.4	i-.33	.21	46.0	40.4	E20
9	372	124	-.74	.11	.85	-1.4	.85	-1.4	h-.13	.20	55.6	40.9	E9
37	222	124	.91	.12	.85	-1.3	.85	-1.3	g-.30	.19	51.6	41.2	E37
32	282	124	.21	.10	.83	-1.7	.83	-1.7	f-.44	.21	47.6	40.6	E32
29	210	124	1.08	.12	.83	-1.4	.81	-1.6	e-.42	.18	44.4	40.1	E29
7	388	124	-.93	.11	.74	-2.5	.73	-2.5	d-.23	.19	66.1	40.6	E7
34	247	124	-.59	.11	.70	-2.9	.70	-2.9	c-.45	.20	53.2	42.1	E34
1	399	124	-1.07	.12	.70	-2.8	.69	-2.8	b-.07	.19	57.3	40.6	E1
46	245	124	.62	.11	.62	-3.9	.61	-4.0	a-.28	.20	59.7	42.1	E46
MEAN	303.5	124.0	.00	.11	1.02	.0	1.02	.0			45.8	41.9	
S.D.	79.7	.0	.93	.01	.19	1.6	.20	1.6			8.7	4.4	

After carrying out the validity test, the instrument is then tested for reliability. The reliability of the instrument was tested through the Rasch model using the Winstep application. Some of the data obtained from instrument item reliability tests include person reliability, Cronbach's Alpha and Item Reliability. The personal reliability results of the instrument are known to be 0.54, which is included in the weak category. while the Cronbach's Alpha value of 0.61 is in the sufficient category and the item reliability value of 0.98 is in the special category).

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	85.5	37.0	-.28	.21	1.01	-.3	1.01	-.3
S.D.	7.8	.0	.34	.00	.59	2.5	.60	2.4
MAX.	106.0	37.0	.60	.23	3.78	8.1	4.03	8.3
MIN.	65.0	37.0	-1.24	.20	.16	-6.3	.19	-5.7
REAL RMSE	.23	TRUE SD	.25	SEPARATION	1.09	PERSON RELIABILITY	.54	
MODEL RMSE	.21	TRUE SD	.27	SEPARATION	1.28	PERSON RELIABILITY	.62	
S.E. OF PERSON MEAN = .03								

PERSON RAW SCORE-TO-MEASURE CORRELATION = 1.00
 CRONBACH ALPHA (KR-20) PERSON RAW SCORE "TEST" RELIABILITY = .61

SUMMARY OF 37 MEASURED ITEM

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	286.6	124.0	.00	.12	1.01	.1	1.01	.1
S.D.	74.7	.0	.90	.01	.15	1.3	.18	1.4
MAX.	426.0	124.0	1.73	.16	1.43	3.0	1.63	3.9
MIN.	168.0	124.0	-1.72	.10	.71	-2.9	.70	-2.9
REAL RMSE	.12	TRUE SD	.89	SEPARATION	7.42	ITEM RELIABILITY	.98	
MODEL RMSE	.12	TRUE SD	.89	SEPARATION	7.67	ITEM RELIABILITY	.98	
S.E. OF ITEM MEAN = .15								

Unidimensional Test. The final empirical test carried out was the unidimensional test of the instrument. Unidimensional test results of the instrument using the Rasch model using the Winstep application. The results of the dimensional test above on the raw *variance explained by the measured part* are known to have a value of 39.3%. This condition explains that the instrument has met the minimum requirements for the unidimensional test, namely a minimum of 20%. Apart from that, the unexplained variance in the *1st contrast section* is known to have a value of 12.6%. This value also meets the minimum requirements, namely a value below 15% ($x < 15\%$). Based on these conditions, it can be concluded that the instrument has been able to measure the career planning of research vocational school students from respondents.

Table of STANDARDIZED RESIDUAL variance (in Eigenvalue units)

		-- Empirical --		Modeled
Total raw variance in observations	=	60.9	100.0%	100.0%
Raw variance explained by measures	=	23.9	39.3%	39.8%
Raw variance explained by persons	=	2.0	3.3%	3.3%
Raw Variance explained by items	=	21.9	36.0%	36.4%
Raw unexplained variance (total)	=	37.0	60.7%	100.0%
Unexplned variance in 1st contrast	=	7.7	12.6%	20.8%
Unexplned variance in 2nd contrast	=	7.2	11.7%	19.3%
Unexplned variance in 3rd contrast	=	1.8	3.0%	4.9%
Unexplned variance in 4th contrast	=	1.7	2.8%	4.6%
Unexplned variance in 5th contrast	=	1.6	2.6%	4.3%

Procedure

This data collection technique was carried out by distributing instruments in the form of inventories to vocational high school students in Bengkulu. In order to simplify the execution process, the researcher compiled an inventory using a Google form which was arranged with answer choices, namely; 1) very suitable, 2) suitable, 3) quite suitable and 4) not suitable. The inventory that has been compiled in Google form is then distributed via WhatsApp, Line and Instagram. In this process, researchers also collaborated with guidance and counseling teachers in schools in Bengkulu.

Data Analysis

This research was conducted using quantitative descriptive data processing. The data that has been obtained is then collected carefully. After processing the data according to field results, data analysis was carried out. The analysis process was carried out using Rasch modeling of percentage statistical data.

RESULTS

Career planning for vocational school students in Bengkulu based on the results of a survey conducted on each indicator shows that work planning is carried out in the high category 26%, medium 60%, low 15%. Searching for information about the world of work is in the high category 48%, medium 49% , low 3%, Discussing with parents in the high category 29%, medium 62%, low 9%, Discussing with teachers in the high category 9%, medium 88%, low 4%, Participating in tutoring activities at school in the high category 21 % , medium 74%, low 5%, Participating in course guidance activities at out-of-school institutions in the high category 27%, medium 55%, 19%, Participating in student activities in the high category 23%, medium 69%, low 8%, Participating intra-school organizational activities in the high category 21%, medium 60%, low 19%, Improving skills through internship programs in the high category 15%, medium 72%, low 13% Personal development through training programs to enter the world of work in the high category 43% , medium 57%.

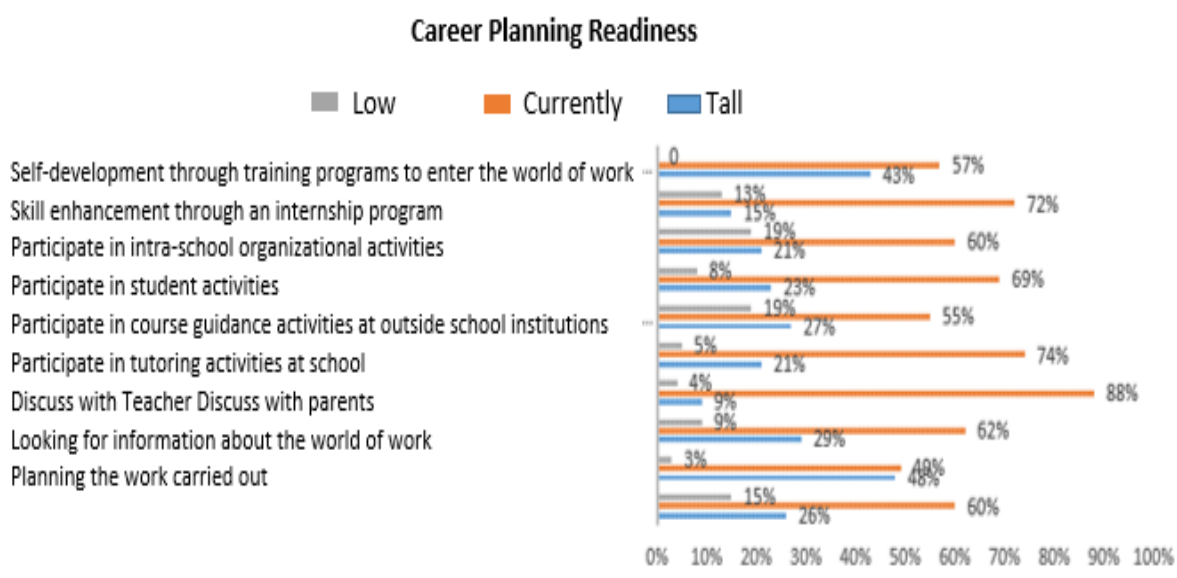


Figure 1. Career planning for vocational school students in Bengkulu

In accordance with the research results, for career planning for students in ethnic groups who live and are domiciled in Bengkulu, it can be seen that; Serawai Tribe students in the medium category 67%, low 33%, Rejang Tribe students in the high category 36%, medium 45%, low 18%, Kaur Tribe students in the medium category 100%, Lembak Tribe students in the medium category 80%, low 20%, Tribal students Minang is in the high category 24%, medium 76%, Javanese ethnic students are in the high category 17%, medium category 78%, low 6%, students from other ethnicities are in the high category 21%, medium 62% and low 16%. From this data, it can be seen that students in each tribe in Bengkulu are still not optimal in developing career plans. So it is clear that the content or values contained in culture as a force of local wisdom have not been used as a space and approach for self-development in a future career. This is a problem because existing cultural values actually have many broad meanings

and philosophies and can increase encouragement and motivation to become even better. If you look at the data from the survey that the researchers conducted, students' career planning readiness is dominated by the Rejang tribe. The Rejang tribe is the first largest tribe to inhabit the Bengkulu area. This tribe is spread across several areas of Bengkulu such as Rejang Lebong, Central Bengkulu, Kepahiang, North Bengkulu, Lebong and Bengkulu City. The Rejang tribe is also the oldest tribe compared to other tribes in Bengkulu.

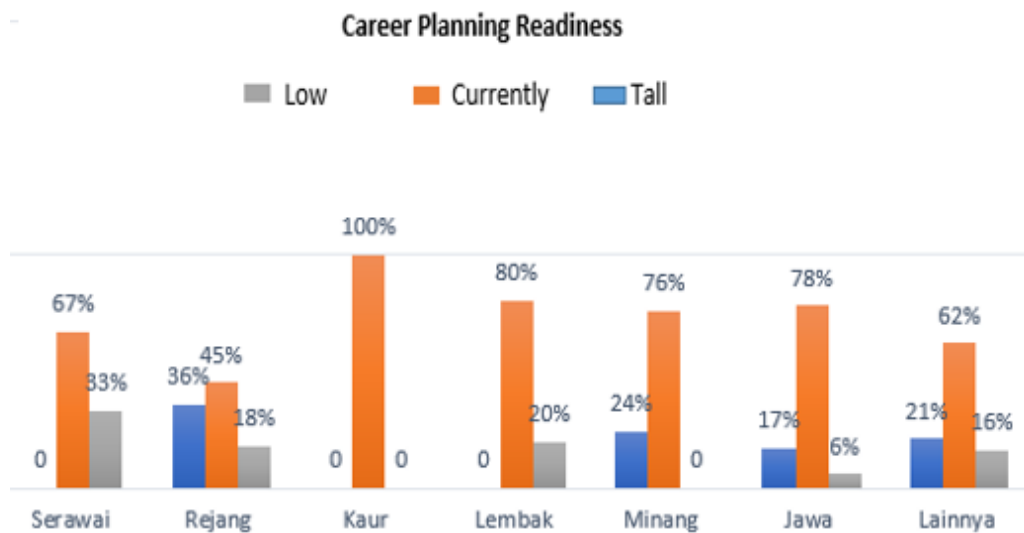


Figure 2. Career planning for vocational school students based on ethnicity in Bengkulu

Based on gender, there are differences in career planning for vocational school students in Bengkulu, namely: men are in the high category with a score of 32%, medium 59% and low 10%, while women are in the high category 13%, medium 71% and low 16%. If we look at the data, it can be seen that there are differences in the development of career planning between female and male students. Male students tend to be better prepared in career planning than female students. This condition gives rise to an understanding of the need for integration between male and female students. In the development pattern, students who are already in high school must have a well-organized life plan so as not to harm themselves and others. Even though there are differences in the tendencies of male and female students, the overall percentage of both is still relatively low. The need for developing career guidance processes in multicultural groups will continue to increase with the increasingly advanced world civilization and the diversity of cultures that exist in society, especially schools. This emphasizes that as more and more multicultural people gain access to education and high-status employment opportunities, the counseling profession must be able to facilitate and assist them in developing their career plans.

The emphasis on the counseling process with cultural diversity leads to counselor competence. The client must be treated with the stereotyped viewpoint that one has about each individual's culture. Counselors must understand that clients from different cultures will have different forms of attitudes, values, beliefs, norms and behavior. Thus, counselors should not assume that clients come from homogeneous groups and ethnicities. Individual culture is learned behavior, in life when there are two people who come from the same ethnicity but there can be more than one attitude, values and norms as well as different cultural structures too.

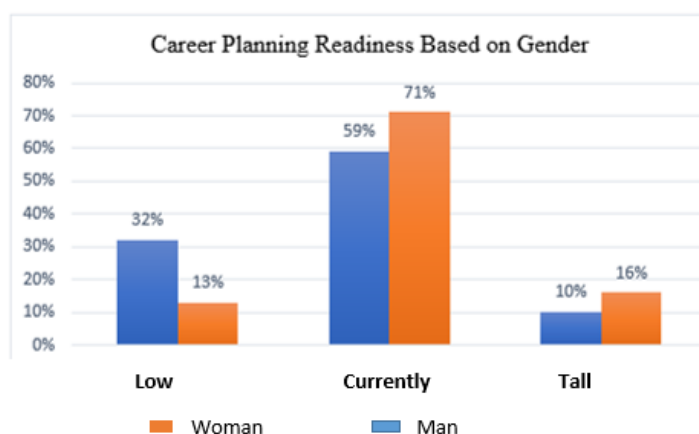


Figure 3. Career Planning Readiness of Vocational School Students Based on Gender

DISCUSSION

Career planning is an important part of development for both schools and parents, this is because career planning is a continuous process stage and is the core of career guidance services in schools. By conceptualizing life as a series of roles that must be carried out well, everyone has the same opportunities and opportunities to position the future according to the competencies possessed by both men and women and high school students who are at an ideal age do not exist. exception. Doubts arise in careers because they are caused by a lack of learning experience and career information so that they cannot think systematically in making decisions. Career decisions are not only driven by personal will, but are also related to career, economic and social level information that students must know (Dorris Zayzay, Lei Zhang & Peter Davis Sumo, 2023). All students at school will get a lot of information and learning from teachers, but not all students can do what they want to achieve in the future. This condition causes students to become confused after graduating from school and end up in unclear jobs with low education, resulting in unemployment. Students do not yet fully receive clear information regarding realistic career types, namely according to their field of expertise, apart from that, students also lack self-knowledge regarding career interests. A shared role is very necessary in encouraging students to be able to make good career plans and decisions. Career goals and career decision making are difficult aspects of life, especially for students, skills and mature evaluation are needed for each goal taken to achieve life goals (Deanna Gee et al, 2019)

The high level of unemployment that occurs in Indonesia is the main factor currently facing the government. Even when compared with lower middle-income countries such as Myanmar, the Philippines, Cameroon, Cambodia, India and Bolivia, the unemployment rate for young people aged 15-24 years is 12.2%, the highest in Indonesia which reaches 18% (Rezki Ashriyana Sulistiobudi & Anissa Lestari Kadiyono 2023). One of the main problems that arises is the high number of young people who are not productive, such as not working, not studying and not going to school. This productivity becomes a big problem when it cannot be resolved at the government or school level. Schools as a place for students to develop themselves to achieve future success become institutions that are very vital in the progress of students. This is because of the role of culture as an aspect that will influence student character. It is hoped that culture can shape good character and be able to help students achieve their potential and development tasks. The formation of culture in students' characters at school refers to the background of students who are born into cultural families and environments. The culture implemented in schools will have a big role in student achievement and success. Teachers in schools are educators who have a role in developing students' potential by providing an approach appropriate to the students' cultural background. With global changes and shifts, it also requires a shift in education so that it is able to answer challenges, especially in helping students' career choices for the future (XU Yan et al 2015).

Students with diverse cultures will gain personal experiences from school, family and the environment which will shape the student's character. Good mutual relationships between school, family and environment will encourage students to have more self-confidence in their careers. Culture with its values and tools is not static, but with various adaptations and symbols, cultural values play a role and follow changes and developments. With the importance of culture in human life, human development that grows in a region cannot be separated from the presence of social culture in every activity. Students will interact with friends from diverse cultures who can provide increased knowledge of themselves and the environment (Antonio Pantoja & Jryosukeose Marcos Resola 2014).

Integrating what students have learned related to the world of work and themselves is a process that will continue afterwards. Because in this position with an age range of 14-24 years, students will decide their future based on their interests and potential. Career is not only a matter of career decisions according to what is expected, but also leads to how students can achieve these decisions, thus the role of career planning is very necessary. Even though career is the individual's personal authority as a career actor, it requires resources that exist outside the individual such as school, parents, friends and the environment (Momoko Kitada & Junko Harada 2019). Career guidance is very important for both men and women where although they will be limited and follow traditional gender roles related to career, men and women will have equal and broad opportunities for career development in accordance with their potential. Career guidance will help individuals overcome especially the challenges of the competitive world of work. The accuracy of decisions regarding job choices is very important so that they are compatible with career interests. In career development, there needs to be a form of motivational characteristics, talents and interests as well as personality that play a role in supporting the achievement of success in a job.

Departing from the life span theory and adolescent career development requires an appropriate career planning process. This theory focuses on adolescent career development because this period is an important period in career choice. *Life – Span Theory* focuses on three things namely; 1) *content*, 2) *process*, 3) *results of career choices* and, 4) *development throughout human life*. According to Super (in Sharf, 2013) Career planning refers to how much a student feels he knows activity information, so it would be very helpful to see not only what the student will do but also what the student thinks he has done. The concept of career planning according to Super includes career exploration, decision making, *planning information about the world of work, knowledge about preferred jobs* and individual readiness (*focusing on individual readiness*) through components of individual involvement in job information, talking to adults, take courses, participate in extracurricular activities and obtain training.

In *life span theory*, it encourages individuals who go through age development to be able to learn career planning, self-confidence and decision-making competence to make appropriate and satisfying career choices and be able to manage them (Steven D. Brown & Robert W. Prapaskah, 2021). This is related to career development in each person's life journey at each stage in accordance with their development tasks. In the primary phase 14-24, in accordance with the Super career ladder model, at this time individuals enter the career exploration stage which focuses on vocation in work roles. Understanding career feasibility according to potential and making career planning is an important effective step in future achievements. Career planning is a strategic step as a career choice step and needs to be carried out in the educational process which can build and encourage awareness in career formulation (Li Zhen Wei, et al 2021).

Career guidance includes systematic efforts in providing career information, increasing self-awareness, career counseling, job placement and concepts related to work and academics. Individuals who are mature in their careers will automatically be active in career planning and fully involved in every stage. Career intervention is also an important aspect of career development, according to Dunae Brown (2014), several types of intervention that can be used include career guidance, career development, career education, career counseling, career information and career coaching. Students can receive career guidance at school formally and get career information from their families informally. Student career development will stagnate if students lack information and assistance. This is what will make it difficult for students to match and make career decisions when they graduate from school. Student career development will be supported by family, teachers, peers and close friends who can help students adapt more easily to career choices (Rara Anggita, Marsofiyati & Umi Widyastuti, 2023).

Apart from that, several internal factors such as knowledge, life values and external factors are also important in student career development (Amalina Zatil Aqmar & Dini Rakhmawati, 2022).

The most important key in career development is oneself, because in this position the individual will manage information relating to oneself and the environment in a broad sense. So it is clear that individuals with relevant information and able to interpret it well can choose and decide on career options because they have career maturity. Information is an important aspect in career planning. Novi Wahyu (2014) found that many students only started to move when they were aware of choosing and planning a career so that they did it in a short time and at critical times. This results in inappropriate career choice decisions and will hinder students in their career development. Every choice that has been decided will have an impact on the next life (Sevda Aslan, 2012). Career development for students is not only about choosing a job or working, but how to formulate it carefully and precisely which will have an impact on their future. Most students only get minimal information related to broader careers, on the other hand, students also do not have a coherent career plan, which becomes a big obstacle to their career development. There is a position where the role of school counselors is important in developing career guidance that suits students' needs at school (Claudia Crisan, Anisoara Pavelea, & Oana Ghimbulut, 2014). Career maturity towards the future is a phase that not all individuals can achieve well, this condition becomes difficult for individuals to develop. Rose Mini Agoes Salim et al, (2023) Existence mature way of thinking and beliefs that will be able to build self-confidence and appropriate career adaptations so that career choices can be realized.

There are many factors that can accompany student career planning, both internal and external (Tya Lolita Manik, 2022), which support each other, each factor has its own role and shapes student character and student attitudes. The family has an important role in developing a student's career, this is because the family is a part of the student who will play a big role in determining his child's choices. In this composition students will understand how the family economy works; family support will help students to develop further. On the other hand, regarding career choices, many students discuss with their families in determining the student's career. Amin, et al (2014) career planning is a process carried out by individuals in thinking to deepen career information and self-understanding in broader aspects of work. Fathonah, (2019) career planning as part of systematic activities in career design to achieve realization in future life. Adolescence is an ideal period for career development and it is hoped that you will be able to plan your future career so that you can fulfill your developmental tasks in determining your future career. Vocational school students during their teenage years have a big influence in achieving career maturity. Aspects of career maturity will work well if students can make career decisions independently that cannot be separated from self-understanding (Dena Madisa, et al. 2022). Vocational school students will be faced with various possible life choices such as continuing their studies, the world of work and jobs according to their talents and interests. Job information is very important for students' career planning, so it provides a lot of relevant information. Relevant information will be a consideration for students in decisions and career choices (Ryosuke Mariyasu & Toru Kobayshi 2022; Mohammed A Hussein et al 2023).

Apart from the role of family, the influence of friends' invitations on careers also has a big influence on student development. Colleagues will discuss with each other and convey their respective wishes. In this position, it is not uncommon for students who are still confused and have difficulty making career decisions to follow their friends. The research results of Aminnurrohim, et al (2014) show that there are external factors that have a high influence and influence in determining career planning, namely peer factors which reach 68%. With the influence of peers, especially students in one school, this can have both good and bad impacts. It will have a good impact if it strengthens and motivates students to develop themselves, and students who still lack information and are unsure can also be helped by the presence of peers. However, it can have a negative impact if students are not yet mature in their careers so they only rely on joining in or inviting friends without understanding their talents, interests and potential as well as other factors such as family. The teenage phase is a crucial period in the development of career planning both from a cognitive and practical perspective. Adolescents during their school years will face important decisions regarding their future and career choices. The many challenges currently occurring globally in a world of rapid change have increased creativity and innovation. For this reason, skills and professional staff with existing competencies are needed (Abdellatif Sellami et al, 2023; Keith Duncan, 2023).

Peers who are oriented towards school or work will influence the decisions they will make regarding their future. If the friend is school-oriented, it is likely that the student will be inclined towards further study options, but if the friend is a worker, this will have a big influence on the student's decision to work after graduating from school. So students must also pay attention to their friendship patterns so that they can have a positive influence on their interactions. Insan Suwanto, et al (2021) Indicators of peer influence that arise due to social support and discussion processes for the future. Every individual has the right to determine the future according to his wishes. Students are given the freedom to have information and choose what information they obtain. In this position, students can still change their choices because they are in a career planning position. In career planning, students have sufficient time to gather career information and have aspirations. Every student must be able to make decisions when graduating from school based on self-understanding and conditions. These abilities must be given space from an early age so that students become more mature in planning their careers. Priyatno (2016) stated that career exploration is necessary so that students can formulate career plans correctly. Career exploration is an effort made to obtain information regarding a person's strengths and weaknesses. Meanwhile, Lim (2021) states that career exploration is a person's effort to collect career-related data and then make decisions regarding career choices. The success and maturity of students' careers cannot be separated from the role of guidance and counseling teachers at school. Through the assessment carried out by the counselor, the needs and problems that arise in students will be seen.

In developing career planning, there needs to be external factors that can help students to facilitate career realization. This condition will make students truly ready for the results of the career decisions they make. Students can develop their personal attributes outside of school hours, such as taking courses that support their careers, participating in extracurricular activities that make them more confident, and improving *their personal skills*. Basically, students are equipped with various kinds of potential, but due to limited space and a lack of teachers and schools, students independently conclude and develop their careers according to what they know. A person's experience will provide good provisions for students to be able to work and make it easier to adapt to the work environment. A pattern of high self-confidence will direct students to further develop themselves according to their potential and have good management. So having student experience in a particular field helps students to have the ability to choose a career in the future.

planning is a process that includes exploring options and preparing oneself for a career. Insufficient career planning readiness will have an impact on the quality aspects of the resources produced (Ambika Mathur 2023). Careful career planning will make it easier to adapt to a career which is part of career success. Thus, students must have a strong personal character that is not only able to predict the future but can also influence their ability to pursue a career (Zhengzheng Lin & Yanqin Jiang 2023).

Through career planning, individuals will understand their abilities, interests and potential. Apart from supporting factors that influence a person's career development, there are also factors inhibiting the development of students' career planning. This is of course a concern for schools and guidance and counseling teachers in identifying the career development of each student at school. This pattern is a concern in student career development so that these inhibiting factors become incentives as far as possible so as to help student career development. Orientation towards student career development as a young generation at a transitional age really requires the role of counselors in facilitating and helping students to achieve maturity in career planning. Counselors carry out career guidance patterns by exploring the potential cultural values possessed by students. School counselors provide career guidance to students so that students can carry themselves with good control regarding the future. Providing opportunities for students to explore themselves with future and career desires so they can achieve career goals (Anne Kathrin, Antje Schmitt & Barbara Wisse 2021).

Humans are creatures with cultural aspects that will accompany and influence life. So culture cannot be separated from humans as a whole, including a person's career development. The research results of Gulnaz Zahid & Tom Staunton (2022) show that educators are aware of the role of culture in individuals as an important aspect in the career practitioner training process. Culture has a domain that becomes an idea so that it can form a society and become a belief. Humans get their closest cultural values from the family component. This happens because the family is where a child lives. Culture will be able to provide space for someone to explore themselves according to their background and family.

In this way, students will be influenced by their point of view, mindset and personal development in positioning themselves for existing career opportunities. Vocational schools are an educational institution that is different from other upper secondary level educational institutions. Schools are also educational institutions that have large participation through teachers in preparing programs (Rian Aarts et al, 2023), through career guidance in schools they can help prepare students' career decisions (Cassandre R Krier, et al 2021). Vocational school graduates have the advantage of having human resources who are ready to work according to the skills they have. Because the learning process provided is different from other schools. Vocational Schools also provide skills competency training at both national and international levels, so that they are able to have superior competitiveness and be competitive in the world of work and entrepreneurship. As vocational education, SMK views students as individuals who are continuously in the process of developing themselves and their potential. This development process will make students become independent, more mature, more mature individuals as evidenced by mature skills that are ready to work. Students are expected to start designing a lifestyle according to their career interests, this is to support the skills they will have when they graduate from school. There needs to be encouragement for planning and personal development towards work potential and feasibility Chris Ribchester & Helen Mitchell (2014). Many things must be done to encourage students to be more productive. Students need involvement in extracurricular activities that are not only personally beneficial but also useful for career development. Teachers, families, schools and communities have an important role in student development (Linda Hogg, Quincy Elvira & Anne Yates 2023).

Schools are not only concerned with managing education which provides academics to students, but also play a role in personal, social and career development. Schools are considered an important aspect in the sustainability of students' futures. A clear and good management pattern can provide guidance and counseling programs that are right on target. The curriculum as a reference in school education can also provide programs that can increase talents and interests so that in career development students can make career decisions well. Li Zhen Wei (2021) students need to be given the widest possible access to self-development and career choices while at school as a long-term target through the school curriculum.

Human development and growth will continue by forming increasingly competitive forces. So it is necessary to build awareness of lifelong career development. Life career development is characterized by ; self-knowledge and interpersonal skills (understanding oneself and others) and career decisions . Vocational education is not stagnant, but will continue to move and change according to developments in society and the needs of the job market, this is to ensure that students who are prepared truly have the skills needed in the world of work. So it is clear that students are required to be productive with immediate economic value in society. A society with a high unemployment rate will result in low economic value which has an impact on welfare. However, if the unemployment rate is low, the community will automatically have high economic value and productivity. Career planning is an important aspect in student career development, this is a reference for students in future career development. Poor planning will result in inappropriate career decisions. This research provides an illustration for counselors in carrying out good career guidance management in schools.

CONCLUSION

The research findings indicate that vocational school students in Bengkulu exhibit a low level of self-readiness in terms of career planning. This suggests that these students are not adequately prepared for effective career planning, which is a critical aspect of their educational and professional development. Given that vocational schools are designed to produce graduates who are ready for the workforce, it is imperative that these institutions take proactive measures to facilitate and enhance the career planning process for their students.

To address this issue, vocational schools in Bengkulu must implement innovative strategies and breakthroughs. These strategies should aim to provide students with the necessary resources, guidance,

and opportunities to engage in meaningful career planning. This could include career counseling services, practical workshops, industry partnerships, and exposure to real-world work environments.

Moreover, the curriculum and teaching methods should be aligned with the demands of the current job market, focusing on skill competency and practical application. This alignment ensures that students acquire the relevant skills and knowledge that employers seek, thereby increasing their chances of career success post-graduation.

In summary, the research highlights a crucial need for vocational schools in Bengkulu to enhance their approach to career planning and preparation. By adopting targeted strategies and aligning their programs with market needs, these schools can better prepare their students for successful careers in an increasingly competitive job market.

REFERENCES

- Aarts, R., Kools, Q., Roosken, B., Schildwacht, R., Bouckaert, M., & Diephuis, E. (2023). Induction for early career teachers in secondary schools: Initiation, implementation and institutionalization. *International Journal of Educational Research Open* , 4 (February), 100258. <https://doi.org/10.1016/j.ijedro.2023.100258>
- Agoes Salim, RM, Istiasih, MR, Rumalutur, NA, & Biondi Situmorang, DD (2023). The role of career decision self-efficacy as a mediator of peer support on students' career adaptability. *Heliyon* , 9 (4), e14911. <https://doi.org/10.1016/j.heliyon.2023.e14911>
- Agustin, NS (2022). Analysis of Career Maturity of Class XII MA Negeri 2 Kutai Kartanegara Students with MBTI Assessment. *Tambusai Education Journal* , 6 (1), 4487–4491.
- Alhaddad, MS (2018). Undergraduate pharmacy students' motivations, satisfaction levels, and future career plans. *Journal of Taibah University Medical Sciences* , 13 (3), 247–253. <https://doi.org/10.1016/j.jtumed.2018.03.004>
- Amalina Zatil Aqmar, & , Dini Rakhmawati. (2022). Determinant Factors of Student Career Planning Maturity (Case Study of Class XII Accounting Students at SMK Negeri 1 Kersana). *G-Couns: Journal of Guidance And Counseling* , 7 (01), 01–11. <https://doi.org/10.31316/gcouns.v7i01.4406>
- Amin, ZN, Wibowo, ME, & Nusantoro, E. (2014). Comparison of Career Orientation of Students of Javanese Descent with Students of Chinese Descent. *Indonesian Journal of Guidance and Counseling* , 3 (3), 8–16.
- Aminnurrohm, AW, Saraswati, S., & Kurniawan, K. (2014). Survey of Factors Inhibiting Students' Career Planning. *Journal of Guidance and Counseling* , 3 (2), 57–63.
- Anggita, R., & Widyastuti, U. (2023). *Journal of Education: The Influence of Self-Efficacy and Peer Environment on Interest in Continuing Education at Higher Education in Students at State Vocational School 12 Jakarta, Student at the Faculty of Economics, State University of Jakarta, Lecturer at the Faculty of Economics, State University* . 2 (4), 139–162.
- Ardillah, S., & Hayati, R. (2020). The relationship between peer conformity and career decision making at the private vocational school Eria Medan in the 2020/2021 academic year. *All Fields of Science Journal Liaison Academia and Society* , 2 (1), 102–114.
- Aslan, S. (2012). Primary Education Class Guidance Program on Primary Education Career Development in 3rd Grade. *Procedia - Social and Behavioral Sciences* , 46 , 4798–4802. <https://doi.org/10.1016/j.sbspro.2012.06.337>
- Birtch, T. A., Chiang, F. F. T., Cai, Z., & Wang, J. (2021). Am I choosing the right career? The implications of COVID-19 on the occupational attitudes of hospitality management students. *International Journal of Hospitality Management* , 95 (March), 102931. <https://doi.org/10.1016/j.ijhm.2021.102931>
- Crișan, C., Pavelea, A., & Ghimbuluț, O. (2015). A Need Assessment on Students' Career Guidance. *Procedia - Social and Behavioral Sciences* , 180 (November 2014), 1022–1029. <https://doi.org/10.1016/j.sbspro.2015.02.196>
- Dahrul, A., Harlianty, RA, Sawitri, RA, Wilantika, R., Mukhlis, H., Karisma, D., & Setiyoningrum, S.

- (2022). Career Preparation Training for Entering Higher Education for KH Gholib Pringsewu Vocational School Students. *Empowered Indonesia*, 3 (3), 459–462. <https://doi.org/10.47679/ib.2022263>
- Duncan, K., Gepp, A., Craig, J., & O'Neill, H. (2023). Research ideas matter: Guidance for research students and early career researchers. *Pacific Basin Finance Journal*, 82 (August), 102153. <https://doi.org/10.1016/j.pacfin.2023.102153>
- Fathonah, N. (2019). Using the Genogram Method to Improve Career Planning Abilities. *Prophetic : Professional, Empathy and Islamic Counseling Journal*, 2 (2), 279. <https://doi.org/10.24235/prophetic.v2i2.5814>
- Gee, D., Schulte, M., & Matsumoto, R.R. (2019). An individual development plan for pharmacy students for career planning and tracking accreditation standards. *American Journal of Pharmaceutical Education*, 83 (6), 1282–1289. <https://doi.org/10.5688/ajpe6825>
- Hidayati, NW (2014). The Influence of Advanced Study Information Services on Student Career Planning. *Journal of Education*, 1 (1), 94–101.
- Hogg, L., Elvira, Q., & Yates, A. (2023). What can teacher educators learn from career-changing teachers' perceptions and experiences: A systematic literature review. *Teaching and Teacher Education*, 132, 104208. <https://doi.org/10.1016/j.tate.2023.104208>
- Hussein, M.A., AbdelMawgoud, S.E., Abd El Wahab, M.H., Nagy, M., & El-Shinawi, M. (2023). Assessing awareness and attitude of Egyptian medical students towards emergency medicine as a specialty and career choice: A single-institutional study. *African Journal of Emergency Medicine*, 13 (1), 20–24. <https://doi.org/10.1016/j.afjem.2022.12.003>
- Indrasari, H., Marguin, M., & Hadiani, N. (2022). Career Guidance and Counseling in Class XII Students' Career Planning at SMK Negeri 1 Nanga Pinoh. *Champion Journal of Insight and Literacy*, 2 (2), 124–135. <https://doi.org/10.58740/juwara.v2i2.54>
- Kitada, M., & Harada, J. (2019). Progress or regress on gender equality: The case study of selected transport STEM careers and their vocational education and training in Japan. *Transportation Research Interdisciplinary Perspectives*, 1, 100009. <https://doi.org/10.1016/j.trip.2019.100009>
- Kleine, A. K., Schmitt, A., & Wisse, B. (2021). Students' career exploration: A meta-analysis. *Journal of Vocational Behavior*, 131 (August), 103645. <https://doi.org/10.1016/j.jvb.2021.103645>
- Krier, C.R., Quinn, K., Kaljo, K., Farkas, A.H., & Ellinas, E.H. (2022). The Effect of COVID-19 on the Medical School Experience, Specialty Selection, and Career Choice: A Qualitative Study. *Journal of Surgical Education*, 79 (3), 661–667. <https://doi.org/10.1016/j.jsurg.2021.11.007>
- Liao, S.R., Seki, N., Akiyama, M., Shinada, K., & Morio, I. (2023). Perceived stress and career planning awareness of Japanese and Taiwanese undergraduate dental hygiene students. *Journal of Dental Sciences*, 18 (3), 1094–1102. <https://doi.org/10.1016/j.jds.2022.11.012>
- Lim, Y., & Lee, O. (2021). Social Cognitive Factors as Mediators Between Gender Role Personality and Career Exploration. *Journal of Career Development*, 48 (4), 325–337. <https://doi.org/10.1177/0894845319852754>
- Lin, Z., & Jiang, Y. (2023). Character strengths, meaning in life, personal goals, and career adaptability among impoverished college students: A chain-mediating model. *Heliyon*, 9 (2), e13232. <https://doi.org/10.1016/j.heliyon.2023.e13232>
- Madisa, D., Supriatna, M., & Saripah, I. (2022). Career Guidance Program in Developing Student Career Planning. *Psychocentrum Review*, 4 (3), 320–332. <https://doi.org/10.26539/pcr.431192>
- Manik, T.L. (2022). Information Services in Improving Career Planning Abilities in Class XII Students at SMK Multi Karya Medan. *Al-Mursyid: Journal of the Islamic Guidance and Counseling Alumni Association (IKABKI)*, 4 (2), 1–14. <https://doi.org/10.30829/mrs.v4i2.1451>
- Mathur, A., Hwalek, M., Straub, V., & Chow, C.S. (2023). Increasing faculty support, respect, and ability to help doctoral students explore non-academic research career opportunities. *Heliyon*, 9 (1), e13052. <https://doi.org/10.1016/j.heliyon.2023.e13052>
- Moriyasu, R., & Kobayashi, T. (2022). Impact of career education on high school students' occupational choice: Evidence from a cluster-randomized controlled trial. *Japan and the World Economy*, 63 (July), 101146. <https://doi.org/10.1016/j.japwor.2022.101146>
- Oktafiani, AP, & Widiharto, A. (2023). Career Planning for Students of Class Xi Ips Sma Negeri 1. *Journal of Guidance Counseling and Psychology*, 3, 55–61.

- Pantoja, A., & Resola, J. M. (2014). Discovery of One's Own and the Other's Work Environment Through an Intercultural Career Guidance Virtual System. *Procedia - Social and Behavioral Sciences* , 132 , 178–185. <https://doi.org/10.1016/j.sbspro.2014.04.296>
- Pappas, T. S., & Kounenou, K. (2011). Career decision making of Greek postsecondary vocational students: The impact of parents and career decision making self-efficacy. *Procedia - Social and Behavioral Sciences* , 15 , 3410–3414. <https://doi.org/10.1016/j.sbspro.2011.04.310>
- Pranowo, TA, Febrianto, A., & Basri, AI (2022). Increasing Understanding and Career Planning for Vocational School Students Through Information Services. *Indonesian Journal Of Community Service* , 2 (3), 323–328.
- Putri, WP (2023). Improving Understanding of Career Planning Through Information Services for Class XI Students of SMAN 2 Torgamba. *Edu Society: Journal of Education, Social Sciences and Community Service* , 3 (1), 826–831. <https://doi.org/10.56832/edu.v3i1.282>
- Rhamandani, W., & Meinawati, L. (2023). *The Influence of Self-efficacy on the Career Planning of Bakti Indonesia Medika Vocational School Students* . 6 , 133–140.
- Ribchester, C., & Mitchell, H. (2004). Level 1 Student Perceptions about Employability, Career Planning and Careers Guidance. *Planets* , 13 (1), 16–17. <https://doi.org/10.11120/plan.2004.00130016>
- Sellami, A., Santhosh, M., Bhadra, J., & Ahmad, Z. (2023). High school students' STEM interests and career aspirations in Qatar: An exploratory study. *Heliyon* , 9 (3), e13898. <https://doi.org/10.1016/j.heliyon.2023.e13898>
- Sulistiobudi, RA, & Kadiyono, AL (2023). Employability of students in vocational secondary school: Role of psychological capital and student-parent career congruences. *Heliyon* , 9 (2), e13214. <https://doi.org/10.1016/j.heliyon.2023.e13214>
- Sumo, D. Z., Zhang, L., & Sumo, P. D. (2023). Career choice for ICT among Liberian students: A multi-criteria decision-making study using analytical hierarchy process. *Heliyon* , 9 (5), e16445. <https://doi.org/10.1016/j.heliyon.2023.e16445>
- Suwanto, I., Mayasari, D., & Dhari, NW (2021). Analysis of the Role of Peers in Career Decision Making. *Counsellia: A Journal of Guidance And Counseling* , 11 (2), 168. <https://doi.org/10.25273/counsellia.v11i2.10101>
- Wei, L. zhen, Zhou, S. shuang, Hu, S., Zhou, Z., & Chen, J. (2021). Influences of Nursing students' Career Planning, Internship Experience, and Other Factors on Professional Identity. *Nurse Education Today* , 99 (January 2020), 104781. <https://doi.org/10.1016/j.nedt.2021.104781>
- Yan, X., Zhang, X., Shen, Y., Yi, Z., Wu, L., & Ai, H. (2015). Career choices and future plans of Chinese 8-year stomatology medical doctor program students. *Journal of the Chinese Medical Association* , 78 (9), 555–561. <https://doi.org/10.1016/j.jcma.2015.06.006>
- Yelorda, K., Bidwell, S., Fu, S., Miller, M. O., Merrell, S. B., Koshy, S., & Morris, A. M. (2021). Self-efficacy Toward a Healthcare Career Among Minority High School Students in a Surgical Pipeline Program: A Mixed Methods Study. *Journal of Surgical Education* , 78 (6), 1896–1904. <https://doi.org/10.1016/j.jsurg.2021.04.010>
- Zahid, G., & Staunton, T. (2022). The place of culture in the training of career guidance educators. *British Journal of Guidance and Counselling* , 1–12. <https://doi.org/10.1080/03069885.2022.2069676>