Career Guidance Program for the Development of Career Planning among Islamic Senior High School Students

Fadhilah Nur Fauziyah[1*], Ananda Rachmaniar[2], Syari Fitrah Rayaginansih[3]

[1,2,3] Universitas Ma'soem, Bandung, Indonesia

ARICLE INFO	

ABSTRACT

This study aims to determine the effectiveness of career guidance programs in developing career planning for ninth-grade students at Madrasah Aaliyah Persis 1 in Bandung for the 2024/2025 academic year. This study uses a quantitative approach with a one-group pre-test post-test design, a pre-experimental method. The research subjects consisted of 31 students selected through simple random sampling. The instrument used was a career planning questionnaire that had been tested for validity and reliability (Cronbach's Alpha = 0.942). Data analysis using a paired sample t-test showed no significant difference between the pre-test and post-test scores ($p > 0.05$). This means this study's career guidance program did not develop students' career planning. The conclusion of this study shows that although the career guidance program was well designed, it did not significantly improve students' career planning. The implication of this study is the need to improve and develop a more targeted career guidance program, taking into account other aspects that can influence students' career planning, such as motivation and external support.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas program bimbingan karier dalam mengembangkan perencanaan karier siswa kelas sembilan di Madrasah Aliyah Persis 1 Kota Bandung Tahun Ajaran 2024/2025. Penelitian ini menggunakan pendekatan kuantitatif dengan metode pra-eksperimen one group pre-test post-test design. Subjek penelitian berjumlah 31 siswa yang dipilih melalui teknik simple random sampling. Instrumen yang digunakan berupa angket perencanaan karier yang telah diuji validitas dan reliabilitasnya (Cronbach's Alpha = 0,942). Analisis data menggunakan uji paired sample t-test menunjukkan tidak ada perbedaan yang signifikan antara skor pre-test dan post-test ($p > 0,05$), yang berarti program bimbingan karier dalam penelitian ini tidak efektif dalam mengembangkan perencanaan karier siswa. Kesimpulan dari penelitian ini menunjukkan bahwa meskipun program bimbingan karier dirancang dengan baik, namun belum memberikan dampak signifikan terhadap peningkatan perencanaan karier siswa. Implikasi dari penelitian ini adalah perlunya perbaikan dan pengembangan program bimbingan karier yang lebih tepat sasaran, dengan mempertimbangkan aspek-aspek lain yang dapat mempengaruhi perencanaan karier siswa, seperti motivasi dan dukungan eksternal.

1. INTRODUCTION

Education constitutes a systematic process aimed at facilitating the realization of individual aspirations, the fulfilment of essential needs, and the optimal development of personal potential to attain an ideal quality of life, both individually and socially (Samoilenko & Dubasenyuk, 2021). From a broader perspective, education serves as a strategic instrument for equipping individuals to confront future challenges and accelerate the process of personal maturation. According to Rahman (2022), education is a deliberate and structured endeavour to create a

conducive learning environment and an effective instructional process, thereby enabling learners to fully develop their potential across various dimensions, including spirituality, self-regulation, personality, intellectual capacity, morality, and relevant practical skills. Within the framework of the national education system, the levels of Senior High School (SMA) and Islamic Senior High School (MA) hold a pivotal role in preparing students for the transition to adulthood, encompassing both academic and social domains.

Senior High Schools (SMA) and Islamic Senior High Schools (MA) are forms of secondary education that are structurally equal, as stipulated in Law Number 20 of 2003 concerning the National Education System. However, the two differ in terms of curriculum characteristics and institutional management. SMA focuses more on general scientific knowledge, such as mathematics, languages, and sciences, and is managed by the Ministry of Education and Culture. In contrast, MA is administered by the Ministry of Religious Affairs, with a curriculum that integrates general education and Islamic religious education, including subjects such as the Qur'an, Hadith, Islamic Creed and Ethics (Aqidah Akhlak), and Islamic Jurisprudence (Fiqh) (Nurhadi, 2021). These differences create unique approaches to student development, particularly concerning career planning.

Career planning is crucial to adolescent developmental tasks, especially at the secondary education level. Shertzer and Stone (as cited in Fitriani et al., 2023) explain that career planning involves identifying interests, talents, and personal values, and exploring various available career opportunities. In the context of MA, this process is often influenced by religious values internalized by the students. This approach encourages students to consider a profession's material and technical aspects and prioritise moral, ethical, and spiritual principles in career decisions (Abadi, 2021). Consequently, career education in MA encompasses a holistic dimension aimed at shaping individuals who are not only professionally competent but also possess integrity and an awareness of noble values.

However, empirical findings indicate that many MA students experience confusion and uncertainty when determining their career paths. Previous studies have revealed that many secondary-level students lack well-developed plans for their future careers. Data from Statistics Indonesia (BPS, 2023) show that the Gross Enrollment Rate (GER) for higher education in Indonesia remains at 31.45%, far below the target of 40% set by the Ministry of Research, Technology, and Higher Education. This is partly due to students' limited understanding of selecting appropriate fields of study or career paths. Another study by Febrianti and Sarajar (2024) reported that 92% of SMA students face difficulty choosing a career path. There are similar issues among MA students, who often struggle to identify their interests and talents and lack adequate access to career information (Sugiyarlin & Supriatna, 2020).

A preliminary study conducted through interviews with 11th-grade students at MA Persis 1 Kota Bandung in the 2024/2025 academic year revealed that while most students have a general idea of their desired careers, they still face difficulties aligning their interests, talents, and career goals. Furthermore, students lack concrete planning toward achieving their dream careers and have limited awareness regarding future career opportunities and challenges. This indicates an underdeveloped level of career planning among these 11th-grade MA students.

The inability of students to develop well-structured career plans potentially hinders their decision-making processes regarding further education or post-graduation employment (Yao et al., 2024). Therefore, strategic efforts are required through educational interventions, particularly in the form of systematic and well-designed career guidance programs. Such programs are expected to help students understand themselves, explore various career alternatives, and make informed decisions based on personal and spiritual values. Enhancing career decision-making skills becomes a crucial aspect of this process, as it contributes significantly to students' preparedness for entering the workforce or pursuing further education with greater confidence and clarity.

1.1 Career Planning

Dillard (1985) stated that career planning is a process individuals undertake to achieve their career goals. This process is characterized by having clear objectives after completing education, well-defined aspirations regarding desired occupations, and motivation to pursue growth in education and career development. Individuals are also expected to possess a realistic perception of themselves and their environment, categorize preferred occupations, and positively value work and societal norms. Furthermore, career planning involves independence in decision-making and maturity in making choices. Individuals should be able to demonstrate realistic strategies to achieve their career aspirations (Gati et al., 2020). Thus, career planning is not merely a short-term activity but a continuous, lifelong process supporting individuals in attaining their career objectives. According to Dillard (1985), there are three main aspects of career planning: (1) Self-knowledge includes a clear understanding of post-education goals and a realistic perception of oneself and the environment. This aspect is essential for helping individuals recognize their potential and limitations; (2) Attitudes in career planning encompass well-defined career aspirations, motivation to pursue education and career development, and a positive appreciation of work and values. Independent decision-making is also an important indicator of this aspect; (3) Skills, which focus on

individuals' ability to categorize preferred occupations and demonstrate realistic approaches to achieving career aspirations. This includes selecting an appropriate field of study aligned with personal interests and planning the necessary steps to achieve career goals.

These aspects emphasize the importance of self-understanding, knowledge of the world of work, and the ability to make realistic decisions in choosing an occupation or further education. Hence, career planning aims to help individuals achieve personal satisfaction and future success.

1.2 Career Guidance

According to Hartono (2018), career guidance is a comprehensive process in which counsellors support clients through various activities, individually and in groups. This process is designed to assist clients in recognizing and understanding themselves, including their interests, talents, and personal values. Through improved self-understanding, clients can explore various career options and gain insight into the dynamics of the ever-changing labour market. Furthermore, career guidance seeks to equip clients with the necessary skills to make independent career decisions. This includes the ability to analyze career information, evaluate opportunities, and consider the potential consequences of each choice. As a result, clients are better prepared to enter the workforce and more confident in addressing challenges that may arise throughout their career journey.

Moreover, career guidance is significant in helping clients attain and sustain their careers within society (Parola & Felaco, 2024). Counsellors can provide insights into industry trends, required competencies, and strategies for building professional networks. With such support, clients are expected to adapt to workplace changes and develop sustainable careers. Therefore, career guidance is not merely a counselling process but also a long-term investment in individual development, which contributes positively to society (Guichard, 2013).

Savickas (as cited in Hendriani, Herman, & Karyawan, 2024) defines career guidance as an effort to assist individuals in developing and managing their careers. This effort encompasses self-exploration, understanding of education and training, exploring diverse occupations and career opportunities, and effective decision-making.

Based on these perspectives, career guidance is a comprehensive process to support individuals in developing and managing their careers. This process involves self-exploration, understanding education and training pathways, exploring various career options, and developing practical decision-making skills. Career guidance not only assists individuals in selecting careers that align with their interests and abilities but also equips them with the knowledge and competencies necessary to succeed and adapt in the ever-changing world of work, while contributing positively to society (Okolie et al., 2020).

Although many studies have examined career planning among students, there is still a lack of effective career guidance programs at the Madrasah Aliyah level, especially in Indonesia. Previous studies have primarily focused on general career planning theories and interventions for students at the secondary education level. However, a few still directly assess the effectiveness of career guidance programs in religious-based educational institutions such as MA. Therefore, this study aims to fill this gap by evaluating the effectiveness of career guidance programs in developing the career planning of 11th-grade students at MA Persis 1 Kota Bandung in the 2024/2025 academic year, focusing on implementing programs tailored to student needs.

2. METHOD

2.1 Research Design

This study employed a one-group pre-test post-test design, a pre-experimental design in which a pre-test is administered to a single group of respondents, followed by an intervention (treatment), and then a post-test is conducted. The research was conducted at MA Persis 1 Kota Bandung from January 2025 to August 2025.

2.2 Research Subjects

The population comprised all 11th-grade students at MA Persis 1 Kota Bandung during the 2024/2025 academic year, totalling 104 students. A sample of 30 students was selected using simple random sampling.

2.3 Data Collection

Data were collected through interviews and questionnaire distribution. Interviews were conducted to gather initial qualitative data, while questionnaires were used to collect pre-test and post-test data to categorise students' levels of career planning.

2.4 Data Analysis

The data analysis involved descriptive statistics to portray the career planning profiles of 11th-grade students at MA Persis 1 Kota Bandung for the 2024/2025 academic year. A paired t-test was employed to test the hypothesis, preceded by prerequisite tests for homogeneity and normality.

The research procedure consisted of the following steps: (1) developing research instruments, (2) testing the instruments, (3) administering the pre-test, (4) developing the intervention program, (5) testing the intervention program, (6) implementing the intervention, (7) administering the post-test, and (8) conducting data analysis on the pre-test and post-test results.

3. RESULTS AND DISCUSSION
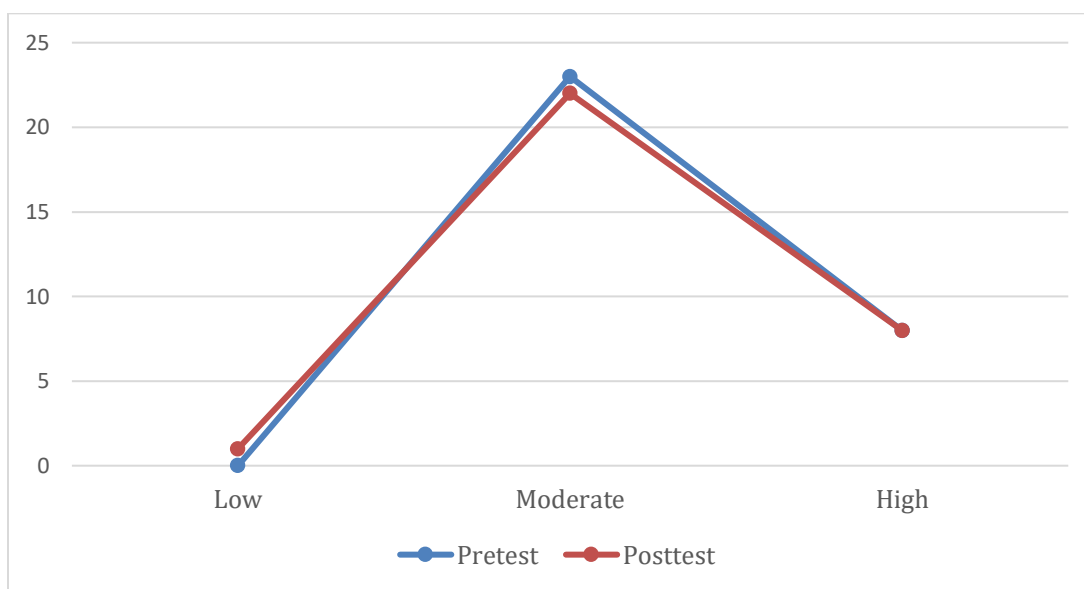
3.1 Results
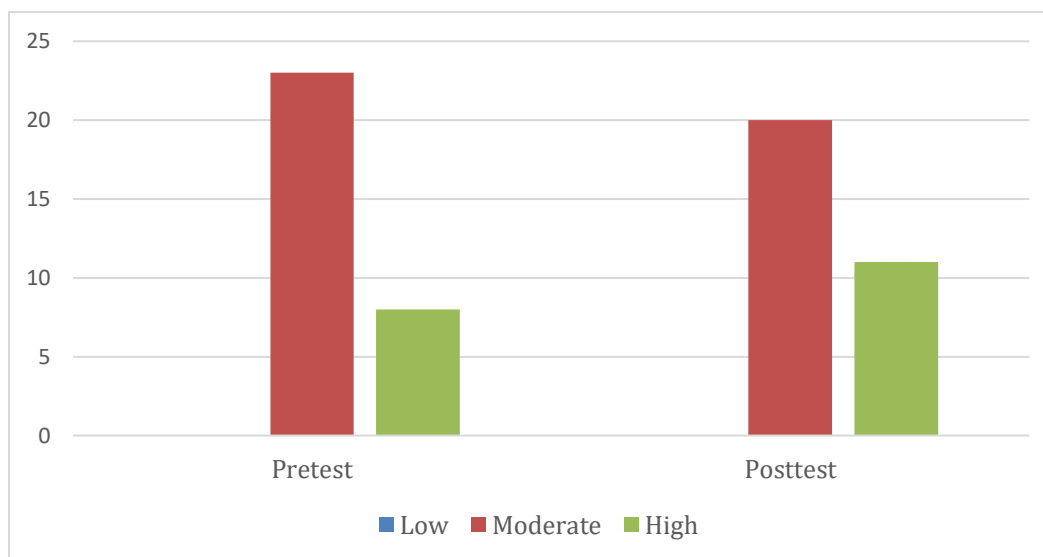
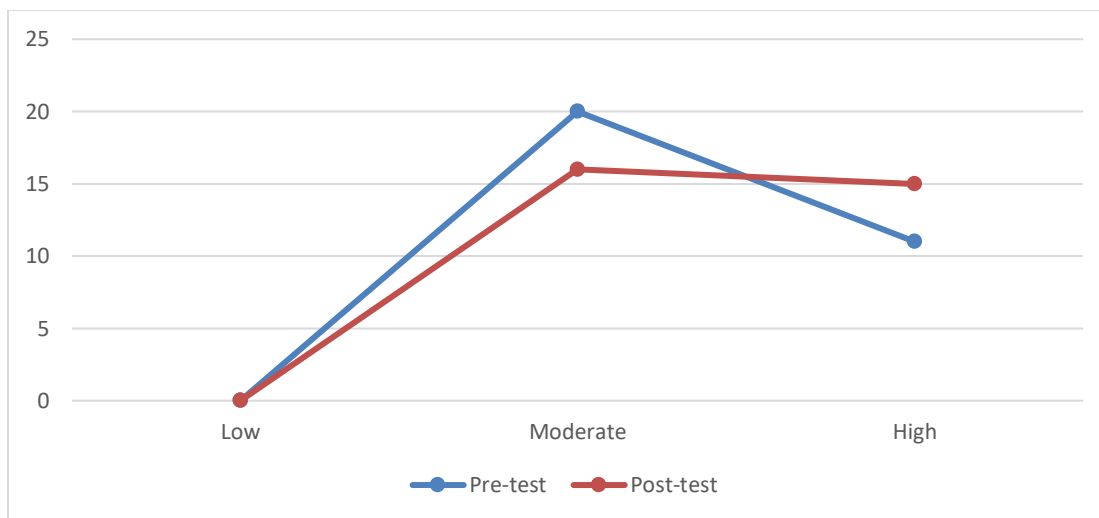**Graph 1** Comparison of Pre-test and Post-test Scores

Based on Graph 1, there was a general increase in students' career planning levels following the implementation of the career guidance intervention. Before the intervention, eight students (26%) were in the *high* category. Students in this category demonstrated a strong level of career planning, as evidenced by their mastery of all key aspects: self-knowledge, attitudes toward career planning, and skills. Meanwhile, 23 students (74%) fell into the *moderate* category. These students exhibited a fair level of career planning, with a basic understanding of the relevant aspects, but still required further reinforcement. Notably, there were no students in the *low* category, indicating that all participants possessed at least an initial level of self-awareness.

Following the intervention, a positive shift in the distribution of categories was observed. The number of students in the *high* category increased to 11 (35%), while those in the *moderate* category decreased to 20 (65%). No students were in the *low* category, indicating consistent baseline self-knowledge among all participants.

The results also include categorising each aspect of career planning: self-knowledge, attitudes toward career planning, and career planning skills.

Based on the data analysis results for the self-knowledge aspect, it was found that during the pre-test, no students were categorised as *low* (0%), the majority of students were in the *moderate* category, totalling 23 students (74%), and eight students (26%) were in the *high* category. In the post-test, there was a slight shift in the distribution. The number of students in the *low* category increased to 1 student (3%), and the number in the *moderate* category slightly decreased to 22 (71%). In contrast, the number of students in the *high* category remained the same at eight students (26%).

Graph 3 Comparison of Pre-test and Post-test Scores Based on the Aspect of Attitude toward Career Planning

Based on the data presented in Graph 3, the pre-test results showed that most students were in the *moderate* category (65%), totalling 20 students. Meanwhile, 11 students (25%) were in the *high* category, and no students were classified in the *low* category (0%). Following the implementation of the career guidance intervention, the post-test results indicated an increase in the number of students in the *high* category, rising from 25% to 48%, or 15 students. At the same time, the number of students in the *moderate* category decreased from 65% to 52%, with a total of 16 students, while the *low* category remained unchanged at 0%.
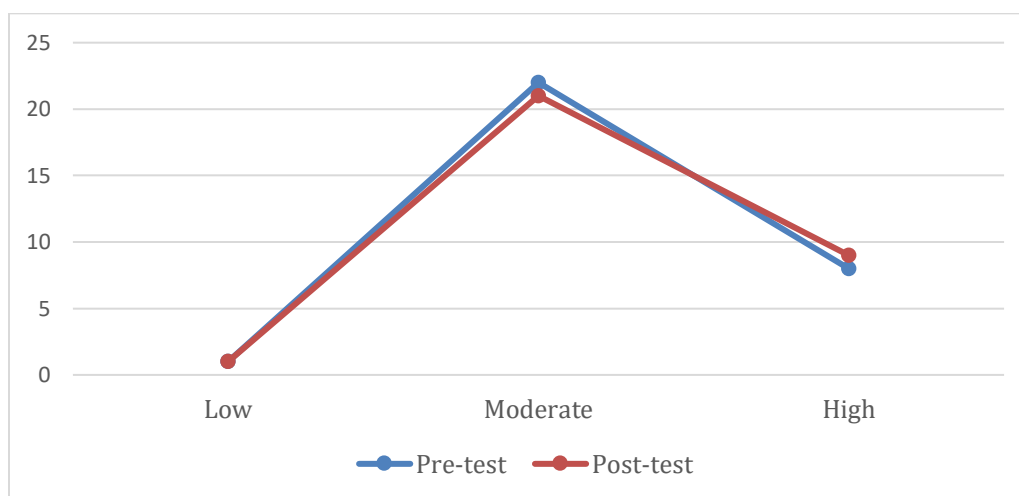
Graph 4 Comparison of Pre-test and Post-test Scores Based on the Aspect of Skills

Based on the data presented in Graph 4, it can be observed that in the pre-test scores, the majority of students were in the moderate category, with a frequency of 22 students (71%), followed by eight students (26%) in the high category, and only one student (3%) in the low category. In the post-test scores, the proportion of students in the moderate category slightly decreased to 21 (68%). In comparison, the high category increased to 9 students (29%), and the low category remained at one student (3%). The increase in the number of students in the high category from 26% to 29% indicates a positive influence of the career guidance intervention on students' career planning skills, although the improvement was relatively small.

3.2. Discussion

This study was conducted through a six-session intervention involving career guidance delivered via classical guidance and group counselling for MA Persis 1 Bandung Grade XI students in the 2024/2025 academic year. The intervention consisted of six meetings using classical and group guidance methods. The first and second sessions addressed the dimension of self-knowledge with the themes "My Strengths and Weaknesses" and "Exploring Attitudes toward the World of Work and Career Planning." The third session focused on "Career Exploration Based on Holland's Theory," targeting the attitudinal dimension of career planning. The fourth session addressed "Preferred Occupations," followed by the fifth session "My Career Plan," and the sixth session "Reflection and Follow-Up Planning," which emphasised skill development (Ayriza et al., 2020).

Regarding the self-knowledge dimension, students in the medium category demonstrated a relatively consistent level of self-awareness in identifying their strengths and weaknesses. However, they had not yet optimally applied this awareness to career planning. These students possessed a basic understanding but required deeper reflection to establish more explicit career directions. Students in the high category displayed strong self-awareness, recognised their motivations, values, strengths, and weaknesses, and successfully mapped out career pathways aligned with their potential. This finding aligns with Zahra's (2024) correlational study, which revealed a positive and direct relationship between self-awareness and career planning, with a coefficient of 0.635 (p = 0.000). Conversely, the decline from the medium to the low category may have been influenced by factors affecting the effectiveness of the intervention, one of which was the limited duration of guidance following the pre-test.

About the attitudinal aspect of career planning, the increase in the proportion of students in the high category indicates a positive impact of the career guidance intervention on students' attitudes toward career planning. This finding is consistent with McKay, Bright, and Pryor (2005), who emphasised that structured career guidance services can assist students in finding direction, developing flexibility, and building adaptive strategies to cope with the dynamics of the labour market. Nevertheless, the relatively high proportion of students remaining in the medium category (52%) at the post-test stage highlights the need for follow-up interventions. One possible explanation is the limited duration of the program. Maree (2019) stressed that career guidance requires a continuous process, giving students sufficient time to reflect on their potential, explore career options, and internalise the values of career planning. Short intervention durations tend to constrain the depth of reflection, which may account for the uneven distribution of positive effects across participants.

Regarding the skills dimension, the proportion of students in the high category increased from 26% to 29%, indicating a positive though modest effect of career guidance intervention on students' career planning skills. This finding supports Yusuf and Nurihsan (2016), who noted that structured interventions can help students enhance career planning skills through improvements in knowledge, attitudes, and decision-making competencies. However, stagnation in the low category and the decrease in the medium category may reflect varying levels of initial career readiness among students. According to Super (1990), students in the early exploration stage require more time to internalise information and modify behaviour than those with clearer career visions. This may explain why some students remained in the low or medium categories despite the intervention.

Based on statistical analysis, the calculated t-value was -1.19 with a significance level of 0.240 (0.240 > 0.05), indicating no significant difference in career planning levels among Grade XI students of MA Persis 1 Bandung before and after the intervention. In other words, no statistically significant change in students' career planning was due to the guidance provided. This suggests that the intervention did not yield meaningful improvements. Supporting this, Strauser et al. (2014) found that one-hour workshops failed to generate positive effects and could even increase confusion in career decision-making.

Multiple factors may have influenced the decline in post-test scores for some students. In this study, non-technical issues also affected the outcomes, particularly at the post-test stage. Field observations indicated that the post-test was conducted when students were preoccupied with other scheduled activities, leading many to complete the instrument hastily and carelessly. This situation likely reduced the validity of responses, as they may not have accurately reflected students' actual conditions. Consequently, despite numerical improvements in post-intervention scores, factors such as program duration, insufficient depth of material, and unfavourable testing conditions likely contributed to the lack of significant differences in outcomes.

4. RESEARCH IMPLICATIONS

The findings of this study carry several important implications for the field of guidance and counselling. Theoretically, the results highlight the need for refinement and further development of career planning theories to better align with the contexts and needs of contemporary students. Practically, the limited effectiveness of the career guidance program underscores the importance of improvements in program duration, delivery methods, and student engagement in the guidance process. From a managerial perspective, schools must provide more substantial support, including time allocation, resources, and professional training for counsellors, to enhance the quality of career guidance services. Methodologically, these findings emphasise the importance of adopting more comprehensive research designs and evaluation instruments capable of capturing more profound changes. This includes the integration of qualitative approaches to account for dimensions not fully reflected in quantitative data.

5. CONCLUSION

The findings of this study indicate that the career planning profile of Grade XI students at MA Persis 1 Bandung in the 2024/2025 academic year was initially at a moderate level prior to the intervention through the career guidance program. Following the implementation of the program over several sessions, there was an increase in the number of students categorised at the high level of career planning. This improvement was reflected in the post-test results, which were generally higher than the pre-test scores. Nevertheless, the increase was insufficient to be considered statistically significant, suggesting that the intervention did not strongly influence enhancing students' overall career planning abilities.

The career guidance program in this study was developed based on a solid theoretical foundation of career planning, encompassing key components such as self-understanding, career information exploration, and career decision-making. However, the results revealed that the program's implementation did not significantly impact the development of these components among students. This may be attributed to several factors, including the limited duration of the program, the intensity of student engagement, and the suboptimal methods employed in delivering the career guidance material.

In conclusion, the career guidance program in this study has not yet been proven to be significantly effective in fostering the career planning skills of Grade XI students at MA Persis 1 Bandung. Although there was a tendency for post-test scores to improve, the changes were not statistically meaningful, preventing the conclusion that the intervention yielded substantial outcomes. Therefore, this program cannot yet be considered a primary intervention for enhancing students' career planning abilities and requires further refinement in terms of program content, delivery methods, and implementation duration.

ACKNOWLEDGMENTS

AUTHOR CONTRIBUTION STATEMENT

All authors discussed the results and contributed to the final manuscript. FNF contributed to data collection and manuscript writing. AR and SFR provided guidance, feedback, and supervision throughout the research and writing process.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

REFERENCES

Abadi, C. (2021). Peran guru BK dalam perencanaan arah karir siswa (Studi pada Madrasah Aliyah Negeri 2 Padang). *Al-Azhaar Islamic Education Journal, 2*(1), 27-36. https://doi.org/10.53888/muhafadzah.v1i1.338

Ayriza, Y., Triyanto, A., Setiawati, F. A., & Gunawan, N. E. (2020). Exploring Children's Career Interests and Knowledge Based on Holland's Theory. *International Journal of Instruction*, *13*(4), 643-662. https://eric.ed.gov/?id=EJ1270671

Dillard, J. M. (1985). Life Long Career Planning. Ohio: A Bell & Howell Company. https://archive.org/details/lifelongcareerpl0000dill

Febrianti, F., & Sarajar, D. K. (2024). Konsep Diri Dan Perencanaan Karier Siswa Kelas XII SMA Di Kabupaten Semarang. G-COUNS: Jurnal Bimbingan dan Konseling, 9(1), 628-634. https://doi.org/10.31316/gcouns.v9i1.6463

Fitriani, A., Pratama, S., & Novianti, R. (2023). Implementasi pemberian layanan bimbingan karir dalam meningkatkan perencanaan karir pada siswa MA Muallimin Muhammadiyah Makassar. *Didaktika: Jurnal Kependidikan, 12*(4), 1145–1149. https://doi.org/10.58230/27454312.964

Gati, I., Levin, N., & Landman-Tal, S. (2020). Decision-making models and career guidance. In *International handbook of career guidance* (pp. 115-145). Cham: Springer International Publishing.

Guichard, J. (2013). Career guidance, education, and dialogues for a fair and sustainable human development. In *Inaugural conference of the UNESCO chair of Lifelong guidance and counselling*. https://cnam.hal.science/hal-03240556/

Hartono. (2018). Bimbingan Karier. Jakarta: Prenamedia Group.

Hendriani, R., Herman, & Karyawan. (2024). Pengembangan program bimbingan karir berbasis kompetensi untuk pemberdayaan siswa SMA dalam memilih jurusan perguruan tinggi di Lombok Tengah. *Dedikasi: Jurnal Pengabdian Kepada Masyarakat, 4*(1), 1-11. https://doi.org/10.70004/dedikasi.v4i01.84

Maree, J. G. (2019). Innovating career counseling: Applying concepts and principles to practice. Springer.

McKay, H., Bright, J. E. H., & Pryor, R. G. L. (2005). Finding order and direction from chaos: A comparison of chaos career counseling and trait matching counseling. *Journal of Employment Counseling, 42*(3), 98–112. https://doi.org/10.1002/j.2161-1920.2005.tb00904.x

Nurhadi, N. (2021). Madrasah Aliyah dan Sekolah Menengah Kejuruan dalam Persepktif Ekonomi Islam. *PALAPA. 9*(1). 31-54. https://doi.org/10.36088/palapa.v9i1.948

Okolie, U. C., Nwajiuba, C. A., Binuomote, M. O., Osuji, C. U., Onajite, G. O., & Igwe, P. A. (2020). How careers advice and guidance can facilitate career development in technical, vocational education, and training graduates: The case in Nigeria. *Australian Journal of Career Development*, *29*(2), 97-106. https://doi.org/10.1177/1038416220916814

Parola, A., & Felaco, C. (2024). Exploring the role of sustainable development goals in enhancing courage, proactive career behaviors, and life satisfaction. *Behavioral Sciences*, *14*(9), 843. https://doi.org/10.3390/bs14090843

Rahman, A., et. all. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul *Wutsqa:* *Kajian* *Pendidikan* *Islam. 2*(1). 1-8. https://journal.unismuh.ac.id/index.php/alurwatul/article/view/7757

Samoilenko, O., & Dubasenyuk, O. (2021). Ensuring quality of life by means of adult education. *Zhytomyr Ivan Franko state* *university* *journal.* *Pedagogical* *sciences*, (1 (104)), 50-58. http://pedagogy.visnyk.zu.edu.ua/article/view/235300

Savickas, L. (2001). A Developmental Perspective on Vocational Behavior: Career Pattern, Salience, and Themes. *International Journal for Educational and Vocational Guidance 1*(1):49-57. http://dx.doi.org/10.1023/A:1016916713523

Strauser, D. (2014). Career *Development, Employment and Disability in Rehabilitation: From Theory to Practice.* Springer Publishing Company.

Sugiyarlin, & Supriatna, M. (2020). Adolescent's Career Maturity. Proceedings of the International Conference on Educational Psychology and Pedagogy - "Diversity in Education" (ICEPP 2019). Proceedings of the International Conference on Educational Psychology and Pedagogy - "Diversity in Education" (ICEPP 2019). Bandung, Indonesia. https://doi.org/10.2991/assehr.k.20 0130.121

Super, D. E. (1990). *A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.)*, Career choice and development (2nd ed., pp. 197–261). Jossey-Bass.

Yao, X., Tuntinakhongul, A., & Sumettikoon, P. (2024). Enhancing Undergraduate Employability and Career Adaptability through Career Planning Education: The Mediating Role of Career Decision-Making Self-Efficacy. *Eurasian Journal of Educational Research (EJER)*, (113). https://doi.org/10.14689/ejer.2024.113.15

Yusuf, S., & Nurihsan, A. J. (2016). Teori dan praktik bimbingan dan konseling. PT Remaja Rosdakarya.

Zahra. A. (2024) Hubungan Self Awareness Dengan Perencanaan Karier Mahasiswa Dan Implikasinya Bagi Layanan Bimbingan Dan Konseling: Studi Korelasional terhadap Mahasiswa Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia Angkatan 2020. S1 thesis, Universitas Pendidikan Indonesia. https://repository.upi.edu/114921/