

Summative Evaluation Of School Based Career Guidance Programs To Improve Students' Career Understanding

Nandhita Putri Rahmahwati 1, Maghfirotul Lathifah 2*

¹ Counseling Program, PGRI Adi Buana University, Surabaya, Indonesia.

² Counseling Program, PGRI Adi Buana University, Surabaya, Indonesia..

Corresponding Author:

Maghfirotul Lathifah,
Counseling Program, PGRI Adi Buana University, Surabaya, Indonesia.
Email: maghfirotul@unipasby.ac.id

Article Info

Received: June 9, 2026

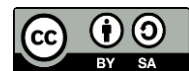
Revised: June 16, 2026

Accepted: June 30, 2026

Abstract

Providing effective career counseling services to students remains challenging. Although career counseling programs have been incorporated into student development services, they are not always implemented optimally or continuously, nor are they always aligned with students' needs. Limited time, human resources, family economic conditions, and students' low self-confidence can affect the achievement of the program and students' experience in obtaining career counseling services. These conditions demonstrate the need for an evaluation to determine the extent to which the career counseling program has achieved its goals. The purpose of this study is to evaluate the career counseling program at the school in terms of its effectiveness in improving students' career understanding. The evaluation focuses on the program's implementation, its achievements based on the counselors' and students' evaluations, the factors that support and hinder it, and the students' experiences and perceptions of career counseling services. The study used a qualitative approach with an evaluative method. The subjects of the study were guidance and counseling teachers and students. The program has an initial impact on students' career understanding, but its effectiveness is still affected by time constraints, human resources, family economic conditions, and students' low self-confidence.

Keywords: *Sumative Evaluation, Career Counseling, Career Understanding, Students, Counseling and Guidance*



© 2026 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://journal.minangdarussalam.or.id/index.php/djpe>

How to cite:

Rahmahwati, N. P., & Lathifah, M. (2026). *Summative Evaluation Of School Based Career Guidance Programs To Improve Students' Career Understanding*. *Darussalam: Journal of Psychology and Educational*, 5(1), 193-204.
<https://doi.org/10.70177/innovatsioon.v5i1.410>

Published by:

Yayasan Minang Darussalam

INTRODUCTION

Education is a fundamental right of every Indonesian citizen, regardless of social, economic, or geographical background. Quality education is the foundation for developing individual potential and determining national progress. Therefore, continuous improvement in the quality of education is necessary through strengthening the relevant curriculum, improving teacher competency, providing learning facilities and infrastructure, and ensuring equitable access to educational resources throughout Indonesia. (Kamsi, Safitri, dan Roybah 2021) . These efforts aim to create a generation of knowledgeable, skilled, and competitive individuals who are ready to face the challenges of the future.

One of the most important components of a school's education system is the Counseling and Guidance (BK) service. BK is responsible for developing students' personalities, social skills, and academic skills, as well as helping them plan their careers. However, in practice, school counseling services are often misunderstood. BK is often seen as a place to punish problematic students, while counselors are positioned as "school police" or simply substitute teachers when subject teachers are absent. This negative perception results in underutilization of BK services by students and underutilization of BK teachers in supporting student development, especially in career planning. (Gunawan 2018) .

High school is an important phase in a student's life, especially in determining their future education and career. During this stage, students experience significant psychological development, including the process of discovering and building their own identity. The school environment plays a strategic role not only as an academic learning space, but also as a social space that supports the development of social skills, self-confidence, and responsibility through interaction with peers, teachers, and extracurricular activities.. (Issa 2019).

In this context, career counseling services are an important part of guidance and counseling. Career counseling aims to help students understand their potential, understand the world of work, and align their interests and talents with available educational and career options. Through career counseling, students are guided to identify their abilities, explore career opportunities, and plan for their future in a more focused way. (Gunawan, 2018). However, various studies show that many high school students are still confused about their career choices due to a lack of self-awareness and adequate career information, reflecting the suboptimal implementation of career counseling programs in schools. (Lubuklinggau 2020).

The initial observation was conducted in February 2025 by researchers at SMA Al-Islam Krian in Sidoarjo. They observed the implementation of counseling services, particularly career counseling, as well as student behavior and responses while participating in these services. The observation involved students as recipients of services and guidance and counseling teachers as program implementers. The results of the observation show that most students still have difficulty understanding career paths that align with their interests and potential. In addition, some students are reluctant to consult with the guidance and counseling teacher due to negative perceptions of guidance and counseling services, embarrassment, and a lack of interest in the provided services. This situation indicates a gap between the implementation of career counseling programs and student needs, which can hinder the optimization of services in helping students explore their interests, recognize their potential, and plan their careers more effectively.

This finding is consistent with previous research that has shown the success of career counseling is influenced by the quality of service delivery, the methods used, the availability of facilities, and the support of the environment. (Pujiastuti, Fitri, and Hidayat 2020) It shows that a structured career counseling program can improve students' job skills. Other studies have also confirmed that career information services based on media, Holland's theory, the STEM career model, and parental involvement and peer support significantly contribute to improving

students' career planning. (Cahyaningrum dan Herdi 2023 ; Putri 2023 ; Yustiana, Nurwahidin, dan Lampung 2024) .

In addition, factors that hinder students' career planning include internal factors such as physical and psychological conditions, as well as external factors such as family, school, peers, and community.. (Aminnurrohim, Saraswati, dan Kurniawan 2014) . The limited number of counselors and inadequate infrastructure, such as counseling rooms, also contribute to the low interest of students in accessing counseling services. (Noor Fatimah et al. 2024). Research shows that innovation in services, such as websites, career cards, advanced study information services, and group counseling, has been shown to significantly improve student career planning. (Tumanggor, Sunawan, dan Purwanto 2018 ; Liza dan Rusandi 2016 ; Purwaningrum 2019 ; Richma Hidayati 2015).

Based on the above, it can be concluded that career counseling programs play a strategic role in improving student s' understanding and career planning. However, the effectiveness of this program depends heavily on the delivery of services, the creativity and innovation of guidance and counseling teachers, and the involvement of various supporting parties. Therefore, evaluating the implementation of the career guidance program is very important. The purpose of this study is to evaluate the implementation of career counseling programs at SMA Al-Islam Krian in Sidoarjo to understand the services provided, the impact on students, and the factors that contribute to the program's success. The results of this study are expected to contribute to the development of counseling services and improve the quality of career planning for students at the school.

RESEARCH METHOD

This study uses a qualitative descriptive approach to gain an in-depth understanding of the implementation and effectiveness of career counseling programs at SMA Al-Islam Krian in Sidoarjo Regency. This study was conducted during the odd semester of the 2025/2026 academic year, with the research subjects being guidance counselors and 11th grade students as the population and sample. The research period ran from May 28, 2024, to December 5, 2025. The selection of the research location was based on the consideration of issues related to the implementation of career counseling services and the management of Counseling and Guidance programs that need to be studied in depth. The data used includes primary data obtained through interviews and observations, as well as secondary data in the form of program documents and supporting archives. Data was collected through observation to obtain direct and objective data on the participants' behavior, activities, and attitudes in the research location. In-depth interviews were conducted to obtain direct and objective data on the participants' views and experiences, as well as information on the implementation of career counseling programs in the research location. Documentation was used to obtain supporting written and visual data. Data analysis uses the stages of data reduction, data presentation, and conclusion and verification drawing. Furthermore, data validity is maintained through data, source, and technique triangulation, ensuring that the research results are highly credible and can be used to develop findings and recommendations for career counseling program development in schools. The following explains the interview instrument for counselors and students. The explanation is in Table 1 below.

Table 1. Interview Instrument for Guidance and Counseling Teachers (School Counselors)

Number	Aspect	Indicator	Question Interview	Objective
--------	--------	-----------	--------------------	-----------

1	Planning Career	Readiness career student	How do you rate ability student in planning for the future they after graduation?	For identify readiness career student .
2	Program Planning	Basis for program development	Factor What just what you consider moment develop guidance programs career ?	For research base program planning .
3	Program Implementation	Frequency discussion career	How much often student discuss planning career with counselor ?	For identify intensity service career .
4	Evaluation Need	Identification interests and needs student	How do you identify interests and needs education student ?	For exploring the assessment process need
5	Service Information Career	Access to information career	Do you facilitate access student to various source information career ?	For research service information career
6	Service Information Career	Validity information	How do you ensure that information careers accepted by students accurate and can reliable ?	For evaluate quality service information
7	Development Career	Difficulty in processing information	Whether student experience difficulty in processing information career when make choice career ?	For identify challenges faced student .
8	Counseling Career	Help For student	How do you help? students who experience difficulty in get information career ?	For explore strategy counseling
9	Understanding Self	Introduction strengths and weaknesses	How do you rate ability student in recognize strengths and weaknesses they related choice career ?	For test awareness self student
10	Counseling Career	Support For development self	Form support what you give For help student overcome weakness they in planning career ?	For identify strategy support counselor .
11	Factor Supporters and	Internal and external factors	Factor What only those that support and hinder	For identify factors that

	Inhibitors		student in reach objective career they ?	influence
12	Counseling Career	Overcome obstacle	How do you help? student overcome obstacle in planning career ?	For research strategy intervention
13	Program Evaluation	Program results	To what extent is the guidance program career help student determine choice career they ?	For evaluate program effectiveness .
14	Counseling Career	Confusion career	What are you doing when student Confused about choice career they ?	For identify intervention counselor
15	Career Decision Making	The process of taking decision career	How do you facilitate understanding student about the process of taking decision career ?	For inspect guide taking decision
16	Learning Career	Studies case career	Do you provide example change career as material learning ?	For identify method learning used
17	Program Evaluation	Understanding student	In your opinion , what is student understand stages taking decision career ?	For evaluate understanding student
18	Development Career	Study from other people's experiences	How do you push student For Study from experience other people's careers ?	For explore strategy learning reflective
19	Career Decision Making	Risks and opportunities	How do you help? student consider risks and opportunities moment make decision career ?	For identify strategy supporters taking decision .

Table 2. Interview Instrument for Students

Number	Aspect	Indicator	Question Interview	Objective
1	Experience Guidance Career	Participation in service	Have you ever accept service guidance career from counselor school ?	For identify experience student
2	Program Implementation	Type services received	Type service guidance career What have you ever received ?	For identify forms service
3	Instructional Media	Guidance media career	What type of media only used in service guidance career ?	For identify supporting media

4	Planning Career	Plan future career	Do you have clear plan about what do you want to do after graduation?	For evaluate readiness career
5	Planning Career	Preparation career	How do you prepare? necessary steps For reach objective your career ?	For explore effort planning career
6	Connection Counselor	Comfort in consultation	Do you feel comfortable discuss choice career with counselor school ?	For research connection between counselors and students .
7	Support Social	Influence of adults	How much often do you listen to advice from adults about your future career ?	For identify influence external career
8	Support Social	Benefit from advice	What is the advice from adults ? help you in take decision career ?	For evaluate role system supporters
9	Information Career	Use technology	How do you use social media ? or internet for get information career ?	For identify behavior search information
10	Information Career	Source information	Source what do you use For get information about what career are you interested in ?	For identify source information
11	Understanding Career	Knowledge about choice career	Do you understand? various choice available careers after graduating from college ?	For evaluate knowledge career
12	Information Career	Effort search information	What are you doing when feel No own Enough information about career certain ?	For identify strategy search information
13	Career Decision Making	Use information	How do you use the information you obtain For choose major or work ?	For research practice taking decision
14	Career Decision Making	Consideration information	Are you considering information with careful before make decision career ?	For evaluate ability taking decision
15	Understanding Self	Awareness self	Do you feel Enough know self Alone For determine choice your career ?	For evaluate understanding self
16	Understanding Self	Strength personal	What strength or the abilities you have that support choice your career ?	For identify potential student

17	Factor Supporters	Support career	Factor What only that helps you achieve objective your career ?	For identify factor supporters
18	Factor Inhibitor	Obstacle career	Constraint What just what you are facing moment plan your career ?	For identify factor inhibitor
19	Career Decision Making	Determination choice career	Have you determine work What specific areas do you want to pursue in the future ?	For evaluate commitment career
20	Career Decision Making	Reason choose career	What reason main choose work That ?	For explore basics choice career .
21	Learning Career	Study from other people	Have you ever studied from other people's experiences regarding election career ?	For identify learning based on experience
22	Learning Career	Influence other people's experiences	Whether other people's experiences influence decision your career ?	For research social influence
23	Understanding Career	Dynamics career	Do you understand why do people sometimes change work or career ?	For evaluate understanding about development career
24	Career Decision Making	Stages taking decision	Do you understand? steps involved in taking decision career ?	For evaluate knowledge about the process of taking decision .
25	Career Decision Making	Explanation stages	If yes , can you explain steps the ?	For explore depth understanding
26	Understanding Self	Importance information self	How much is it important knowledge self in take decision career ?	For evaluate awareness will draft self .
27	Support Social	Discussion career	Have you discuss choice your career with Friend or someone else?	For identify social interaction
28	Support Social	Experience discussion	If yes , can you explain discussions the ?	For explore experience student
29	Readiness Career	Knowledge about condition career	Do you feel Already know what is needed For career you have chosen ?	For evaluate readiness career

RESULTS AND DISCUSSION

The results of the study show that P1, a guidance and counselling teacher, said that the career guidance programme at the school had been implemented through needs assessment and the provision of career information, but was not running optimally due to a lack of specific guidance and counselling sessions, as well as low levels of career discussions with students. P1 (Guidance and Counseling Teacher) also assessed that, although some students have an initial idea of their career paths, many do not understand the stages of career decision-making and still face obstacles such as low self-confidence. P2 (Student 1) stated that he has a plan for after graduation. However, he/she has not yet been able to make a clear career choice. P3 (Student 2) revealed that he/she had decided on a career as a teacher—influenced by his/her parents' profession—although he/she still faces obstacles due to a lack of self-confidence. P4 (Student 3) was able to identify a clear career path but experiences limited family support. P5 (Student 4) has a clear career vision but still faces obstacles due to a lack of family support.

1. Implementation of the Career Guidance Programme in Schools.

Based on the research objective of describing the implementation of the school career guidance program, the results indicate—according to Participant 1 (P1)—that the program has been implemented through needs assessment activities and the provision of career information. However, the implementation remains partial and unsystematic due to a lack of dedicated time for guidance and counseling services in the classroom. Consequently, career guidance activities tend to be incidental rather than continuous. Nevertheless, the majority of students already have post-graduation plans; Participants P2, P3, P4, and P5 stated that they possess a reasonably clear idea of their career plans.

These findings indicate that the program structure does not yet fully meet the principles of a comprehensive career guidance program. This aligns with research (Nora, Putri, and Chandra 2025) which states that the implementation of career guidance programs is often hampered by time management and service limitations. Furthermore, according to (G. & Henderson 2012) , An effective guidance and counseling program must be designed in a structured and sustainable manner and possess a clear implementation system. Therefore, the implementation of career guidance programs in schools still requires strengthening in terms of service planning and organization to ensure optimal results.

2. Achievements of the Career Guidance Program According to Guidance and Counseling Teachers.

In line with the research objective of assessing the outcomes of the career guidance program, P1 evaluated the program's results as suboptimal. Although some students possessed an initial career vision, many lacked a comprehensive understanding of the stages involved in making career decisions. Furthermore, students faced psychological barriers, specifically low self-confidence and a sense of insecurity regarding their career choices. P2 stated that they were unable to decide on a specific profession to pursue due to a lack of understanding regarding the various available career options. P3 indicated a choice to become a teacher, influenced by their parents' background in the teaching profession. P4 opted for a career as an entrepreneur, driven by a desire for independence and a wish to avoid being bound by others' rules. P5 had selected a career as either an office worker or a flight attendant, though these choices remained somewhat general.

This situation indicates that the services provided are still dominated by the delivery of information and have not yet addressed the development of students' decision-making skills and self-efficacy. These findings align with research (Fakhri dan Indraswari 2020) indicating that self-efficacy influences students' ability to make career choices. Gysbers and Henderson also emphasize that program outcomes depend heavily on the continuity of services and active

student engagement. Without continuous services, students' understanding of careers tends to be superficial.

3. Supporting Factors, Hindering Factors, and Recommendations for Program Improvement.

Based on the research objective to identify the factors facilitating and hindering program implementation, P1 stated that students' internal motivation and family support are the primary factors supporting career planning. Meanwhile, major obstacles include limited time for the program, a lack of resources, the absence of dedicated guidance and counseling sessions, and low student self-confidence in making career decisions. P2 stated that support from parents and friends, along with self-motivation, are crucial factors in achieving career goals, though they also face obstacles related to family economic constraints. P3 revealed receiving support from parents and friends and attempting self-motivation, yet still faces obstacles such as a lack of self-confidence and feelings of insecurity. P4 identified support from friends and self-motivation as facilitating factors but cited a lack of family support as an obstacle. P5 similarly stated that support from friends is a key facilitating factor, whereas a lack of family support acts as a barrier to career planning.

Based on these findings, it is recommended that career guidance programs strengthen the role of guidance counselors in providing support focused on boosting students' motivation and self-confidence, while also involving parents in the career guidance process through outreach activities or collaboration. Furthermore, schools are advised to provide information on educational and career pathways that align with students' economic circumstances, thereby enabling more realistic and inclusive career development.

These structural barriers indicate that career guidance programs do not fully adhere to the principles of comprehensive and continuous service. Gysbers emphasizes that without adequate time allocation and a clear division of duties, guidance and counseling services struggle to operate optimally. Furthermore, the Independent Review of Career Guidance in Schools report also indicates that resource limitations and a lack of professional staff are common obstacles to the implementation of career services.

Based on these findings, program strengthening should focus on developing services that not only provide information but also bolster students' affective aspects—such as self-efficacy, self-confidence, and decision-making skills. Implementable strategies include the use of modeling, project-based learning within group guidance sessions, self-reflection, and enhancing the career counseling competencies of guidance and counseling teachers.

4. Students' experiences and perceptions of career guidance programmes.

In line with the research objective of examining students' experiences and perceptions regarding the career guidance program, interviews revealed a variety of student experiences. Some found the program beneficial for gaining insight into the professional world and planning for the future, while others required more specific and intensive services.

The diversity of students' experiences is also visible in their level of career readiness. Some students are still in the exploration stage, others have decided on a career based on family influences, and still others have career plans but face limited social support. These findings are in line with research (Mardiah dan Konseling 2025) which demonstrates that innovative media services can enhance student engagement, and research (Al-hinai 2018) which states that structured career programs can significantly enhance career awareness.

According to Gysbers, students' differing perceptions highlight the need for personalised, ongoing, experience-based career services. A combination of information services, individual counselling, group guidance and workplace simulations can help students understand their potential and make the right career decisions.

Based on the research findings, it is recommended that schools provide structural support by allocating dedicated time for guidance and counseling services and by developing planned, sustainable career guidance programs. Guidance and counseling teachers are expected to develop services that focus not only on career information but also on strengthening students' affective aspects through diverse methods, while enhancing collaboration with parents and external parties. Students are encouraged to be more proactive in utilizing these services, recognizing their own potential, and seeking career information from reliable sources. Future researchers are advised to involve a broader range of subjects, employ different approaches, and develop and test the effectiveness of integrated career guidance service models.

CONCLUSION

The career guidance program at SMA Al-Islam has been implemented through various activities, such as needs assessments, the provision of career information, and campus visits. However, the program has not reached its full potential due to a lack of dedicated guidance and counseling hours, resulting in services that are fragmented and lack continuity. Consequently, interaction between guidance counselors and students regarding career planning remains limited, and students' understanding of career decision-making is not yet fully developed. Although some students possess a career vision shaped by their environment, their plans remain general and lack focus. Therefore, strengthening the career guidance program through a structured and sustainable approach is essential to better support students' career development.

ACKNOWLEDGEMENTS

The author wishes to express sincere gratitude to all those who provided support and contributed to the completion of this article. Special appreciation is also extended to the author for the consistency, hard work, and sense of responsibility demonstrated throughout the writing process. Deep gratitude is directed to Ms. Maghfiratul Lathifah, S.Pd., M.Pd., the academic supervisor, for the guidance, direction, and valuable insights provided during the preparation of this article. Her support and scholarly insights significantly contributed to enhancing the quality of this work. The author hopes that this article will yield meaningful benefits and serve as a useful scholarly contribution to the advancement of knowledge.

AUTHOR CONTRIBUTIONS

Nandhita Putri Rahmahwati: Conceptualization, Methodology, Data Curation, Formal Analysis, Writing – Original Draft.

Maghfiratul Lathifah: Supervision, Validation, Writing – Review & Editing.

REFERENCES

- Al-hinai, Muna. 2018. "The Effectiveness of Career Guidance Program to Develop Career Awareness among Grade Nine Students in South Al Batinah." 12(2): 340–54. doi:<https://doi.org/10.53543/jeps.vol12iss2pp340-354>.
- Aminnurrohim, Ardiatna Wahyu, Sinta Saraswati, and Kusnarto Kurniawan. 2014. "Survei Faktor-Faktor Penghambat Perencanaan Karir Siswa." *Jurnal Bimbingan Dan Konseling* 3(2): 57–63.
- Cahyaningrum, Agsutina, and Herdi Herdi. 2023. "Program Bimbingan Dan Konseling Untuk Meningkatkan Kematangan Karir Siswa." *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6(8): 6230–33. doi:10.54371/jiip.v6i8.2602.
- Fakhri, Syaiful, and Candra Indraswari. 2020. "Efektivitas Bimbingan Karier." : 65–83. doi:<https://doi.org/10.30738/spirits.v1i1l.8534>.
- Gunawan, Ronny. 2018. "Peran Tata Kelola Layanan Bimbingan Dan Konseling Bagi Siswa Di Sekolah." *Jurnal Selaras : Kajian Bimbingan dan Konseling serta Psikologi*

- Pendidikan* 1(1): 1–16. doi:10.33541/sel.v1i1.766.
- Henderson, Gysbers &. 2012. *Developing & Managing, Your School Guidance & Counseling Program*. III. ed. Norman C. Gysbers Patricia Henderson. American: Carolyn C. Baker.
- Issa, Jamila. 2019. “Strategi Guru Bimbingan Dan Konseling Dalam Meningkatkan Perencanaan Karir Siswa Kelas XII SMA NDWI SUKARARA.” *Ayan* 8(5): 55.
- Kamsi, Nurlila, Mita Safitri, and Roybah Roybah. 2021. “Pendidikan Dan Masa Depan: Tingkat Kesadaran Masyarakat Tentang Pendidikan Di Kelurahan Rahma.” *Ej* 4(1): 75–91. doi:10.37092/ej.v4i1.297.
- Liza, Ledy Oktavia, and M Arli Rusandi. 2016. “Terhadap Perencanaan Karir Siswa Kelas Xi Ipa Sma.” *Jurnal Bimbingan Konseling Indonesia* 1: 14–17. doi:<https://doi.org/10.26737/jbki.v1i1.100>.
- Lubuklinggau, Al-azhaar. 2020. “Peran Guru BK Dalam Perencanaan Arah Karir Siswa.” : 27–50.
- Mardiah, Suci Amelia, and Pascasarjana Bimbingan Konseling. 2025. “Pengembangan Media Bimbingan Karir Berbasis Google Sites Untuk Meningkatkan Kemampuan Perencanaan Studi Lanjut Peserta Didik Kelas X SMA.” 4(1): 1–5.
- Noor Fatimah, Yasmine, Maulana Stifani Simamora, Syahidah Maghfirah, and Frisca Monalisa Purba. 2024. “Permasalahan Layanan Bimbingan Karier Di Sekolah.” *Cendikia: Jurnal Pendidikan dan Pengajaran* 2(5): 161–80.
- Nora, Besti, Dwi Putri, and Yasrial Chandra. 2025. “Implementation of A Career Guidance Program.” 5(4): 1324–32. doi:10.58737/jpled.v5i4.707.
- Pujiastuti, Endah Susanti, Susi Fitri, and Dede Rahmat Hidayat. 2020. “Pengembangan Program Bimbingan Dan Konseling Karir Sekolah Menengah Kejuruan Model Employability Skill.” *INSIGHT: Jurnal Bimbingan Konseling* 9(1): 8–17. doi:10.21009/insight.091.02.
- Purwaningrum, E S. 2019. “Efektivitas Layanan Bimbingan Kelompok Media Kartu Karier Untuk Meningkatkan Kematangan Karier.” *Prosiding SNBK* 3(1): 124–29.
- Putri, Wichy Phadilah. 2023. “Meningkatkan Pemahaman Perencanaan Karir Melalui Layanan Informasi Pada Siswa Kelas XI SMAN 2 Torgamba.” *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat* 3(1): 826–31. doi:10.56832/edu.v3i1.282.
- Richma Hidayati. 2015. “Layanan Informasi Karir Membantu Peserta Didik Dalam Meningkatkan Pemahaman Karir.” *Jurnal Konseling GUSJIGANG* 1(1): 6. doi:<https://doi.org/10.24176/jkg.v1i1.257>.
- Tumanggor, Hotma Rosalin, Sunawan Sunawan, and Edy Purwanto. 2018. “Keefektifan Layanan Informasi Karir Berbantuan Website Untuk Meningkatkan Perencanaan Karir Siswa Sma Di Kota Tarakan.” *Jurnal Bimbingan Dan Konseling Ar-Rahman* 4(1): 11. doi:10.31602/jbkr.v4i1.1348.
- Yustiana, Irma, Muhammad Nurwahidin, and Universitas Lampung. 2024. “Hubungan Dukungan Sosial Teman Sebaya Terhadap Perencanaan Karir Pada Siswa Di Sma Negeri 2 Kotaagung Tahun Ajaran 2023 / 2024 Relationship Between Sosial Support Friends and Student Career Planning At Sma Negeri 2 Kotaagung in Academic Year 2023 / 2024.” : 8–23.

Copyright Holder :

© Rahmawati et.al (2026).

First Publication Right :

© Darussalam: Journal of Psychology and Educational

This article is under:

