



Vocational Student Career Planning Reviewed from Bengkulu Subculture

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ABSTRACT

School Intermediate Vocational Schools (SMK) as one of the vocational education institutions are required to prepare graduates who are ready to work according to their field of expertise so that good career planning maturity is required. This survey was conducted to find out the extent to which career planning readiness of vocational school students is seen from the Bengkulu subculture. Respondents taken is student class X and XI State Vocational School through spread questionnaire. Data analysis uses quantitative descriptive analysis techniques, namely analysis of data that has been scored using a statistical measurement scale. The survey results show that vocational school students' career planning is still in the low category. The low level of career planning occurs in 6 tribes in Bengkulu, namely the Lembak Tribe, Rejang Tribe, Serawai Tribe, Muko-Muko Tribe, Kaur Tribe and Pekal Tribe. Career planning for students from each ethnic group in Bengkulu on the indicators of studying career information had a score of 72.11%, understanding one's potential with a score of 70.28%, participating in training activities that support career choices with a score of 69.59%, discussing with others 70.49 % and participate in extracurricular activities with score 69.62%. Pattern integration culture as strength and uniqueness in realm wisdom local. So that with thereby required planting in every activity student on achievement period front through approach culture.

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1. INTRODUCTION

Middle school age is a very important period in formulating career planning as the first step in career development. Through careful career planning, it is hoped that it will be able to help students make the right career decisions, so that they can achieve post-secondary career success. Thus, it means that high school, especially high school (SMK), is an ideal period for determining a career for future achievements (Sugiyarto, 2018). So career planning must be prepared from an early age, because high career interest can become tough competition in the job market (Indrasari et al., 2022a). At this time students are faced with several problems such as; anxiety about an uncertain future after graduating from school, not understanding the relationship between school activities and not having a strategy to seize opportunities in the future.

The question that arises for students after graduating is whether they want to continue their education to a higher level at university or do they want to enter the world of work according to their field of expertise? The career planning scene that has been built by students will emphasize students to work hard to achieve the desired career. Mistakes arise from aspects of youth culture that reinforce *stereotypes* by glorifying certain jobs easily. Even though in career development, career success cannot happen instantly, but a mature process is needed to achieve career success. Vocational Schools are educational institutions that produce work-ready personnel to fulfill the required competencies (Ismail & Siswanto, 2018).

Adolescents have certainly started to consider their goals and competencies to support career planning. Choosing a career wisely is the first and most important step towards adapting your future according to your potential and skills. Brown & Lent (2024) three steps in implementing career choices, namely; 1) preparing for a career/career planning, 2) looking for an initial position and 3) climbing the career ladder. However, in field conditions there are still many students who are still low in career planning. The results of research Pranowo et al., (2022) show that several problems arise, including; Understanding of career planning is low and there are still few students who carry out career planning. Career planning will depend on how much the student understands himself, such as talents, interests, ideals and relationship to the chosen career (Laoli & Lugu, 2023).

Self-assessment is the act of reviewing your priorities, interests, strengths and weaknesses, and corresponding skills. This is done to get ideas and a transparent picture of the skills and opportunities that will be decided on. Every existing career opportunity must be in accordance with the skills and expertise possessed, so that you are able to seize the existing opportunities to achieve career success. In this position, individuals are required to be human beings with the right skills to be at the right time and place. However, this phase requires several roles and parties that can help students, such as schools and families. The role of schools and families is to facilitate students in positioning themselves with diverse cultural backgrounds for every available career opportunity.

Career guidance can encourage teenagers to engage in career planning and lifelong learning, so they can respond to every opportunity that arises. By choosing a career that suits your interests and competencies, it will result in high productivity in what you choose. Career planning assignments are complex tasks for students that require a lot of information related to career development. Arthur & Nunes (2014) it is important in career planning and decision making to include exploration of the impact of decisions and roles and culture. Planning can be limited to knowledge of job orientation trends. The counselor's sensitivity in student career planning pays attention to several aspects; 1) religion, 2) socio-economic status, 3) culture, 4) family type, 5) beliefs.

Preparing for the future, especially teenagers' careers, is one of the tasks of developing the younger generation, in the Operational Guidelines for the Implementation of Guidance and Counseling for Vocational High Schools (SMK) (POPBK) 2016 p. 17, the tasks of student development in Vocational Schools include; 1) achieve development as a young person who has faith and is devoted to God Almighty, 2) recognizes ethics and values as a guide to life as an individual, member of society and the interests of humanity, 3) recognizes the image and develops attitudes about living independently emotionally, socially and economically, 4) develop knowledge and skills in accordance with the needs to attend and continue studies and/or prepare for a career and role in life, 5) establish values and ways of behaving that are acceptable in wider social life, 6) achieve good relationship patterns with peers in their roles as men or women, 7) prepare, accept and have a positive and dynamic attitude towards physical and psychological changes that occur in oneself to live a healthy life, 8) have independent economic behavior, 9) recognize abilities, talents, interests, as well as the direction of career tendencies and appreciation of art, 10) achieving maturity in relationships with peers, and 11) achieving maturity in one's readiness for marriage and family life.

School Education Institutions have full responsibility for the future sustainability of students, especially in gaining an understanding of the attitudes, knowledge and skills that are experienced as a whole in the transition from class to class and the world of work. Career development activities that students need at school include strategies for achieving future career success and job satisfaction, developing personal qualities, training and education as well as future career goals. Meanwhile, in PERMENDIKBUD Number 111 of 2014, the scope of career guidance carried out includes developing positive attitudes towards work, developing positive transition skills from school to the world of work, developing awareness of various career options, job information, school provisions and job training, awareness of the relationship of various life goals to values, talents, interests, skills, and personality traits. The development of career guidance encourages teachers as educators to carry out facilitation both in groups and individually, such as career coaching, career planning, assessment, work information, work experience and higher education information.

Vocational High Schools (SMK) are schools that exist as a form of participation in preparing students who are ready to enter the world of work according to their field of expertise. As educational institutions, schools also play a role in equipping students with the ability to develop careers (Handayani et al., 2023). This is in line with the main challenge, namely the quality of resources at vocational schools. On average, students who enter are from families from disadvantaged economic backgrounds who want to get a job as soon as possible because they are aware of the opportunity to enter a school. This small college is mainly due to financial factors. Vocational Schools are the most important units as the spearhead of the implementation of vocational secondary education. The strategy developed will lead to the realization of a competency-based vocational secondary education system that is in line with the needs of the job market. In accordance with PERMEN Coordinator for Human Development and Culture Number 6 of 2022. p. 6, the existence of vocational education institutions is expected to be able to answer society's expectations in preparing the next generation to get decent work. This is due to the condition of Indonesia which is entering the demographic bonus phase with a population structure dominated by people of productive age.

A career is an artifact that appears within the broader framework of human activity called work and work has existed since humans existed. The forces of enculturation and acculturation work together to create a quality of readiness in a culture where people in it

are prepared to live life in a certain way in terms of work and career orientation. Kinship is influential in shaping work behavior and plays an important role in individual orientation. In short, individualistic and collectivistic cultural environments can shape a person's conception of work and career differently. Mindsets arising from social and moral frames of reference can play a role in the meaning and purpose of work. Therefore positive and/or negative values can be associated with work processes and career development (Zelloth, 2014). Individual career development orientation is also influenced by values and background so that counselors must be sensitive to the client's culture.

Zelloth (2014) emphasizes career development as a lifelong process that involves psychological, sociological, educational, economic, physical and cultural factors in influencing a person's career development. There is a need for career counseling services carried out by school counselors as a good form of service provided. individually or in groups in assisting in finalizing career choices and career adjustments. Identifying and understanding the structure and function of families, subcultures and cultures related to students to facilitate the development of student career plans. There are three components in the cultural aspect; 1) universal dimension which refers to group similarities, 2) general cultural dimension which refers to the characteristics of a particular group which refers to ethnicity, history, values, language, customs and politics, 3) personal dimension which is reflected in views individual world and is based on common values.

Parental factors have an important role in influencing career development, this is based on the existence of schools which have limitations but are still significant and the role of culture which contributes to students' career choices. Parents as part of the family have an understanding of the qualities, personality, skills and potential of children. This understanding is also in the context of culture, religion and the values that exist in the culture they own. So that family ideas, ideas and encouragement can influence children in the scope of their career development by giving rise to children's prejudices and stereotypes.

Bengkulu is an area with an area of 19,919.33 KM² and is the smallest province in the Sumatra archipelago. totaling 9 districts consisting of 1) South Bengkulu Regency, 2) Kaur, 3) Seluma, 4) Kepahiang, 5) North Bengkulu, 6) Lebong, 7) Rejang Lebong, 8) Muko-muko, 9) Central Bengkulu and 1 The city district, namely Bengkulu City, is the provincial capital. Of the 9 districts and 1 city, Bengkulu has several tribes that inhabit it, namely; Rejang Tribe (Rejang Lebong/South Bengkulu), Serawai/Pasemah Tribe (South Bengkulu), Kaur (Bintuhan), Lembak (Lebong, Bengkulu City), Ketahun (Muko-muko), Pekal Tribe, Enggano Tribe. Of the many tribes in Bengkulu, there are two largest tribes that inhabit the Bengkulu area, namely the Rejang and Serawai tribes.

As an area with a diversity of ethnicities that inhabit it, Bengkulu is also known for its various forms of language, arts, customs and rituals. In terms of art, Bengkulu is one of the regions included in the 2021 intangible cultural heritage (WBTH) for arts such as; Kajing place, Marhaban child's cradle, Bengkulu song and Dol. There are many meanings and values contained in various cultures that have been inherited and preserved to this day. As stated in the warrant; *Besurek batik* is a manifestation of God's majesty and a medium for preaching, *tabot* as a message in upholding the truth requires a process and struggle that is not easy. Bengkulu children are given education from an early age in the family with a family attachment approach from a child to his parents. Fulfilling attachment is a psychological need that can influence a child's age and the surrounding environment. The results of the research emphasize the importance of the role of parents in meeting children's needs through attachment which is implemented in Bengkulu culture.

Currently Bengkulu has a total of 46 State Vocational High Schools (SMK) spread across Regency and City areas. Of this number, it consists of various students with different backgrounds and cultures as well as various ethnicities. With many students coming from different cultural backgrounds, this shapes students' mindsets and perspectives about themselves and their future. Based on data from the Central Statistics Agency (BPS) of Bengkulu Province, updated in August 2022, the open unemployment category for those aged 15-19 years reached 2,500 people, those aged 20-24 years reached 3,880 people and those aged 25-29 years reached 5,527 people. man and woman . This data provides an illustration that there needs to be a pattern of developing a mature career plan and a strategy that is right on target so that students can determine the right career choice.

2. METHODS

Specified respondent _ in this survey are students class X, class X, and XI already start compile career plans for vocational school students. Meanwhile, the instrument used is a questionnaire as a data collection tool in schools. Before being used as a data collection tool, the questionnaire that has been prepared is first tested for validity and reliability. The questionnaire was formulated later given to students totaling 243 as respondents .

Respondents are given the opportunity to choose alternative answers that have been provided with answer choices in the form of a Likert scale. The answers to the items provided are; always (S), often (SR), rarely (JR), sometimes (KD), and never (TP). The criteria used in the career planning questionnaire are as follows in **Table 1**.

Table 1. Career planning criteria.

Score	Category
127-160	Very Tall
111-126	Tall
85-110	Currently
59-84	Low
32-58	Very low

The research procedure used is descriptive quantitative with a survey system which aims to describe situations or events in the field based on survey results. Data analysis uses quantitative descriptive analysis techniques, namely analysis of data that has been given a score using a statistical measurement scale through SPSS version 26 processing.

3. RESULTS AND DISCUSSION

Data obtained through a questionnaire was distributed to class X students of State Vocational Schools in the Bengkulu area and then processed and analyzed. Of the number of respondents, namely vocational school students who filled in the instrument data totaling 243 respondents with details of the 6 tribes that consist from ethnic group lembak 30.5%, tribal Serawai 23.5%, Rejang tribe 10.3%, tribe Pekal 14.0%, tribal muko - level muko 12.8% and level Kaur 9.1% .

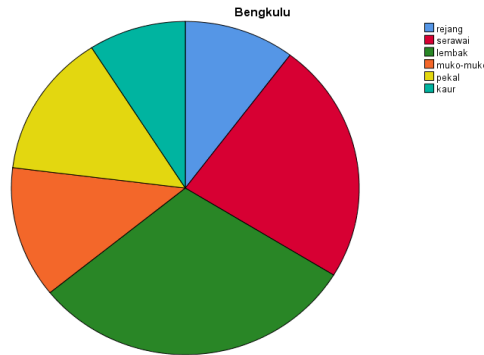


Figure 1. Distribution of respondents' distribution in Bengkulu.

The results of data in the field show that vocational school students of different ethnicities have differences from each other. Rejang Tribe Vocational School students showed that career planning on the indicators of studying career information had a score of 72.44%, understanding one's potential with a score of 71.70%, participating in training activities that support career choices with a score of 70.97%, discussing with other people 68, 00% and participated in extracurricular activities with a score of 71.40%. Ethnic vocational school students Serawai see indicator learn career information has a score of 72.09 %, understanding self-potential with a score of 70.31 %, participating in training activities that support career choices with a score of 69.17 %, discussing with other people 68.68 % and participating in extracurricular activities with a score of 68.16 %. Whereas student ethnic group Soft show indicator learn career information obtained a score of 72.19 %, understanding self-potential with a score of 69.39 %, participating in training activities that support career choices with a score of 69.15 %, discussing with other people 69.46 % and participating in extracurricular activities with a score of 68.16 %.

Table 1. Planning career vocational school students.

Student Career Planning					
Ethnic group	Career Planning Indicators				
	Learn career information	Understand your potential	Take training	Discuss	Take part in extracurriculars
Rejang	72.44	71.70	70.97	68.00	71.40
Serawai	72.09	70.31	69.17	68.68	68.16
Lembak	72.19	69.39	69.15	69.46	68.16
Muko muko	72.97	72.10	69.95	73.55	70.65
Pekal	70.52	68.38	68.66	70.29	69.12
Kaur	72.42	69.77	69.61	72.95	70.23

On the Muko-muko tribe is visible indicator learn information career have score as big as 72.97 %, understand potency self with score 72.10 %, follow activity supporting training _ choice career with score 69.95 %, discuss with others 73.55 % And follow activity extracurricular with score 70.65 %. Meanwhile on ethnic vocational school students Pekal seen indicator learn career information has a score of 70.52 %, understanding self-potential with a score of 68.38 %, taking part in training activities that support career choices with a

score of 68.66 %, discussing with other people 70.29 % and participating in extracurricular activities with a score of 69.12 %. Kaur ethnic vocational school students showed that the indicator of studying career information had a score of 72.42 %, understanding self-potential with a score of 69.77 %, taking part in training activities that support career choices with a score of 69.61 %, discussing with other people 72.95 % and participating in extracurricular activities with a score of 70.23 %.

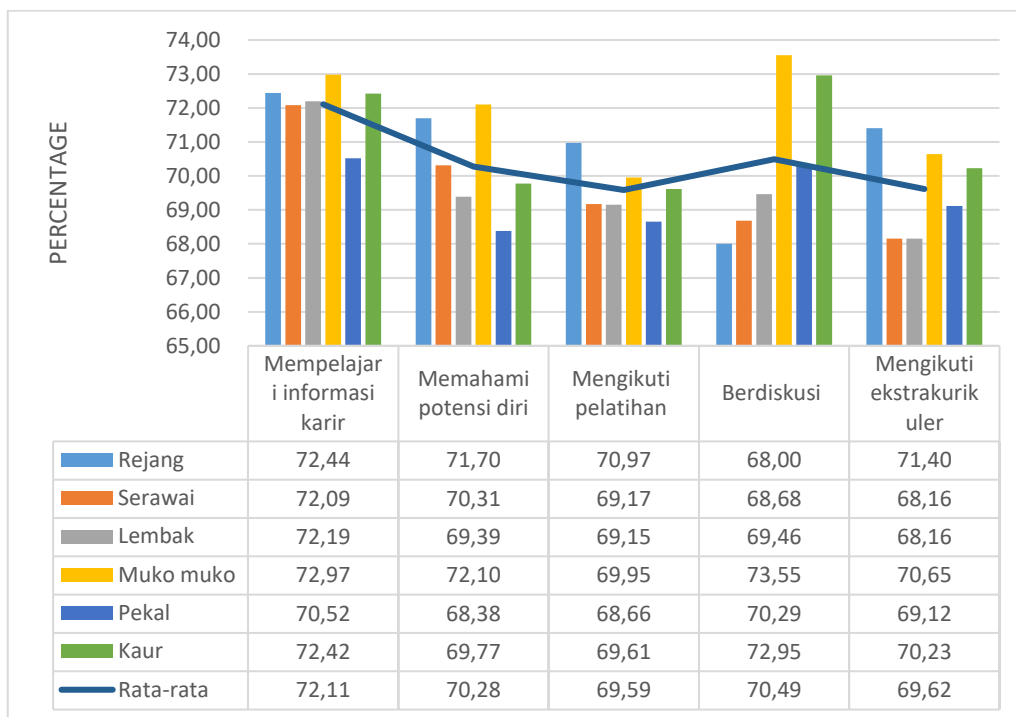


Figure 2. Career planning readiness level of vocational high school students.

From the **Figure 2**, it can be concluded that the average career planning score for vocational school students from each ethnic group in Bengkulu is in the interval 59-84 and is in the low category. This data provides an illustration of the low career planning of vocational school students in Bengkulu which is a benchmark for career development and career decision making so that career success can be achieved. The low level of student career planning is found in each student with their respective ethnicity which occurs in each indicator. This shows the need for improvement and school management in career guidance in schools, especially in Vocational High Schools. The low level of career planning occurs in 6 tribes in Bengkulu, namely the Lembak Tribe, Rejang Tribe, Serawai Tribe, Muko-Muko Tribe, Kaur Tribe and Pekal Tribe. Career planning for students from each ethnic group in Bengkulu, the indicator of studying career information has a score of 72.11%, understanding one's potential with a score of 70.28%, participating in training activities that support career choices with a score of 69.59%, discussing with other people 70.49 % and participating in extracurricular activities with a score of 69.62%.

Students have the right to express themselves according to their talents and interests. Career planning is very important in future self-development. High school students are seen as a very appropriate period for formulating career plans. Bengkulu as an area that has various ethnicities that inhabit it greatly influences the character and habits that are instilled in each student according to their respective cultural backgrounds (Subhi, 2019). Culture merges in aspects of a person's life and provide a framework for behavior and action. In formulating a

career plan, students must understand well the indicators that influence the career plan they will carry out.

Studying career information is an aspect where students can obtain career information from various sources such as further study and employment information from various sources such as teachers, family, community and social media. In this way, students have a lot of ideas and information related to careers and can plan their careers well. Students' concern for career planning is the point where students begin to organize their lives in the future. Individuals who care about their career will show a wise attitude and are oriented towards future goals according to their career choice. Apart from that, self-control is needed which is based on responsibility in building and managing a career. Students tend not to have real experience, so the role of schools is needed in developing students with a high curiosity that requires them to explore the world of work, routines and other information. With high curiosity, students can explore their interests, talents and potential in the most appropriate positions For choice career . Development self And Adaptability is very important in seeing available career opportunities, seeing the future, making choices and managing influencing factors such as interpersonal and environment (Kusyadi, 2020) .

Career planning is also required to be able to understand your potential, this will have an impact on the size of making a career plan and then you can decide on a career according to your potential. Students must understand their personal potential, such as knowing their talents and interests, strengths and weaknesses, both internally, namely the students themselves, and external aspects, namely the circumstances and conditions of the family and environment. Understanding self-potential will form students with the development of good self-determination. Results study Suryana (2019) show that individual with highly identified regulations will behave optimally in their life goals.

Career planning developed by students at school certainly requires the participation of school counselors in facilitating students. Students with good career planning will bring themselves to achieve peace in facing post-school graduation. Students do not always have good career planning, this is because it is influenced by several factors, including the family's economic conditions. Students from low-income family backgrounds are less likely to grow up in homes with good learning environments, lack career guidance and information, and are less likely to have strong career expectations. This condition is a problem because students have low motivation and accept things as they are without any effort in good career planning so they can achieve career success. The importance of work in life requires individuals, especially students, to receive career guidance assistance at school, family and community. This is in line with the Ministerial Regulation of the Coordinator for Human Development and Culture Number 6 of 2022, that the big challenge in vocational education institutions is the quality of resources which are dominated by private vocational schools. On average, vocational school students are students from family backgrounds with low economic levels, so they are oriented towards entering vocational school to get easy work.

Career planning is needed by students to prepare for their future (Afriana, 2022) . Career planning is influenced by self-concept which is a self-image to know and understand oneself so that it is easier to achieve life goals. Students' inability (Anggraini et al., 2022) in career planning is influenced by internal factors which include talent, interests, knowledge, intelligence, personality and physicality, as well as external factors which include socio-economics, education, career opportunities and family environment. Joint contributions and collaboration between schools, families, students and colleagues are very necessary in finalizing the career development that will be formulated (Gulo & Laia, 2023) . Students' lack of understanding of careers and the future is the background for students making career

choices based on peer invitations. The results of research (Kasan & Agustina, 2022) conducted at SMA NI Tilamuta on class X students showed that the factors influencing students' career planning were internal factors with a score of 75.5% and external factors of 78.68% (Indrasari et al., 2022b). The tendency of students to only want positions and high salaries or just good degrees without understanding their own potential (Aminnurrohim et al., 2014). The results of a survey conducted at Pekalongan Vocational School showed factors that hinder students' career planning, namely; 1) internal factors 74% high category, 2) psychological factors 71% high category, 3) family condition factors 75% high category, 4) school factors 66% high category, peer factors 68% high category and community factors 67% high category tall . So students need to pay attention that career planning is not just work and study, but work and/or study that truly suits their potential and abilities so that they do not regret the decisions they make.

The need for comprehensive career guidance in developing student career plans at school. So that students can reflect on the facts and realities that exist around their environment. Wati et al., (2021) in the current era, vocational school graduates must be able to prepare qualified and competent graduates. Hidayati (2015) with career planning, vocational school students know more about their abilities, conditions in the world of work and the competencies needed. There needs to be student awareness in forming a self-concept towards a career through investment in education by increasing better self-competence. Students as the younger generation have a difficult career concept and often face it. Some of the younger generation still have minimal experience in the world of work, so that their current concept of thinking is thinking that is abstract and in the form of images. This is because young people do not have experience so the question arises, how do I know if I will do something before I actually try it. Adolescents have patterns of thinking, feeling and behaving within the scope of self-identity development during the transition from childhood to adulthood.

School counselors have an important role in developing students' careers at the high school level. During this period, counselors accompany teenagers in managing anxiety and confusion about an uncertain future after leaving school, navigating the process of choosing a major, college and work environment. *The American School Counselor Association* (2014) emphasizes two main standards in career development; 1) understand the relationship between work and school, 2) plan and implement the transition from school to post-school and the world of work across the life span. Vocational School is one of the vocational institutions that is expected to be able to prepare competencies to answer DUDIKA's needs. Apart from that, Vocational Schools are also an important part and spearhead in the implementation of vocational secondary education. Entering the high school years, forms of intervention in career development will increasingly focus on understanding oneself and the world of work. Exploring students' careers in a variety of career options will help students encourage them to find a better understanding of careers. Career planning is very important and is the first step for students in career development.

In career counseling, counselors must be culturally responsive to all clients. It needs to be underlined that students as counselees have biological, social and developmental experiences that each individual has uniquely as a form of cultural product. So flexible guidance is needed for each client's cultural variables, as well as the development of multicultural competence according to their background. Culturally, school counselors should not treat different clients with the same treatment , but should approach each client as part of one culture or more . In the cultural concept of every society, the existence of the family plays an important role in

raising children and trying to pass on the stages of life development and in achieving future success within the family and cultural group. A child's development at each age will be visible and influenced by the cultural values of the family and also the environment, thus influencing the child's daily activities.

Bengkulu, with its diverse culture and culture, has aspects of values that continue to be instilled in its children according to the character of each tribe and the background of these values. The development of student career planning will be carried out optimally by students not only based on the role of the school but also various external parties outside the school. Aspects that play a very important role in the cultural environment include gender, age, status, family, work activities, games, family and society [Brown & Lent \(2024\)](#). This critical for school counselors to understand the cultural variables related to race and ethnicity that influence many aspects of careers.

- 1) It is important for school counselors to create a sense of security in their clients
- 2) Ask the client about family expectations in career choices and which positive and/or negative role models are considered important
- 3) Cultural background can influence perceptions in career choices, not just individual choices. Apart from family, there is culture that can influence.
- 4) Culture will lead individuals to shape their career and future adaptability.
- 5) Cultural values can influence clients on career planning variables.

Students are expected to be able to manage correct career management, what and how a career can be achieved while living comfortably. Thus, it means that career guidance is needed for students to make career decisions and how to prepare them. Career development is designed by students as part of a lifelong process that will last throughout life. Given the difficult stages that students will go through in career development, especially in the nature of career development, school counselors are required to help students in career planning.

4. CONCLUSION

Based on survey results, career planning for vocational school students in Bengkulu is still in the low average category. The low level of career planning occurs in 6 tribes in Bengkulu, namely the Lembak Tribe, Rejang Tribe, Serawai Tribe, Muko-Muko Tribe, Kaur Tribe, and Pekal Tribe. So it can be concluded that students who are still studying at Bengkulu Vocational School do not have good career planning. Career planning for students from each ethnic group in Bengkulu, the indicator of studying career information has a score of 72.11%, understanding one's potential with a score of 70.28%, participating in training activities that support career choices with a score of 69.59%, discussing with other people 70, 49% and participated in extracurricular activities with a score of 69.62%. This condition is a concern for schools to be able to systematically develop strategies to help students' career planning which must be carried out in class X so that students have begun to understand their own capacities and abilities and know career information.

5. AUTHOR'S NOTE

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