

Developing a Holland-Based Career Guidance Program to Enhance Career Planning in Higher Education: An Educational Intervention for Guidance and Counseling Students

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ABSTRACT

The transition from higher education to employment remains a critical challenge for many students, particularly in the era of increasing global competition and rapidly evolving job requirements. At Universitas PGRI Argopuro Jember (UNIPAR), the majority of Guidance and Counseling students experience difficulties in establishing career goals that align with their personalities and educational backgrounds, often due to a lack of structured career guidance and self-awareness. This study aimed to develop and evaluate a career guidance program based on John L. Holland's RIASEC model to support these students in identifying suitable career pathways and enhancing their readiness for the workforce. Utilizing a Research and Development (R&D) approach with the ADDIE model, the program was designed, validated by experts, piloted, and implemented over four weeks with purposively selected students. The findings revealed significant improvements: 80% of participants identified their Holland personality type and matched it with relevant careers, 70% formulated both short- and long-term career plans, and there were substantial gains in self-awareness (85%) and career readiness (75%). Expert validation confirmed the program's strong content feasibility and theoretical alignment. The study concludes that a structured, theory-driven career guidance program can effectively enhance students' career planning abilities, self-understanding, and satisfaction, providing a replicable model for higher education institutions. The research is beneficial for students, educators, and policymakers, offering a pathway to bridge the gap between academic preparation and labor market demands. Future research is recommended to expand the program across broader student populations and over longer implementation periods.

Keywords: career development, counseling, higher education, Holland RIASEC, program evaluation



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INTRODUCTION

The transition from higher education to the workforce is a critical period for students, especially in the era of globalization where job competition and required competencies have increased significantly (Zaenab, 2022). Career planning is crucial for university students to enable them to make well-informed decisions regarding their academic choices and future career development (Asy'ari & Zuhdi, 2023). However, many students, including those majoring in Guidance and Counseling at Universitas PGRI Argopuro Jember (UNIPAR), experience difficulties in determining career goals that align with their personalities and educational backgrounds. Observations show that the majority of Guidance and Counseling students at UNIPAR choose their program simply because they feel capable or because the course load is perceived as manageable, rather than out of a clear career purpose. This indicates low levels of career planning, which can hinder students' preparation to enter the workforce and achieve job satisfaction in the future (Tanjung, Olvyia, Verina, & Chandra, 2020). Therefore, developing a targeted career guidance program based on relevant career theories is urgently needed to support students in identifying appropriate career paths and improving their self-awareness and work readiness.

The main problem addressed in this study is the lack of effective career planning among Guidance and Counseling students, which is often caused by insufficient understanding of personal potential, career opportunities, and a lack of structured career guidance (Ardini & Rosmila, 2021; Chandra & Wae, 2023). Without such planning, graduates are at risk of working in fields that do not match their interests and competencies, ultimately leading to job dissatisfaction and potential underemployment (Annisa & Alamanda, 2021). A general solution to this problem is to implement structured and systematic career guidance services in universities that help students understand their interests, talents, and career aspirations (Mudhar, Hasiana, Mufidah, & Badijah, 2023).

One promising and widely recognized approach to career guidance is the use of John L. Holland's Theory of Vocational Personalities and Work Environments (RIASEC), which posits that people are most satisfied and successful in careers that match their personality types (Agustin, 2022; Sari & Hidayat, 2021). The Holland model has been applied internationally and proven effective in matching individuals' interests and personalities to suitable careers (Putri et al., 2021; Kadiyono, 2020). In higher education, integrating the Holland-based career guidance program has been found to help students map their interests, talents, and career potentials more effectively and facilitates self-understanding and work readiness (Fikriyani et al., 2020). Furthermore, studies have demonstrated that students with higher career maturity tend to achieve greater career satisfaction and success (Khairunnisa Syamsu, 2021), and that developing career planning abilities is a learned skill rather than an innate trait (Septiany Rahayu, 2021).

Several studies in Indonesia have evaluated the validity and reliability of Holland's career theory (Anggraini et al., 2020) and explored its use for measuring student interests and career personality types in various educational settings (Yuline, 2023; Yuline, 2022). Research has also been conducted on the ability of students to make career choices (Septiany Rahayu, 2021), on career planning among Islamic guidance and counseling students (Ahmad Faqih Asy'ari, 2023), and on increasing career maturity in high school students using Holland's theory (Robbi Asri et al., 2021). However, most previous studies have either focused on the general application of Holland's theory, measurement of interests, or on secondary school students, and rarely on the development of an integrated career guidance program specifically designed for Guidance and Counseling students at the university level. Moreover, none of the existing research has developed and empirically tested a Holland-based career program tailored to the context, needs, and characteristics of Guidance and Counseling students at UNIPAR. Thus, there is a clear research gap regarding the development and implementation of such a program in this specific population (see also: Rifqi Farisan Akbar et al., 2023; Nadyya Nulhusni et al., 2021; Berru Amalianita & Yola Eka Putri, 2019; Linda Dwi Sholikhah, 2023).

This study aims to develop a John L. Holland-based career guidance program to assist Guidance and Counseling students at Universitas PGRI Argopuro Jember in determining career goals that match their personalities and educational backgrounds. The novelty of this research lies in its focus on the systematic development of a career guidance program specifically for Guidance and Counseling students using the Holland RIASEC model—something that has not been previously addressed in the existing literature for this target group at UNIPAR. The study employs a Research and Development (R&D) approach using the ADDIE model to ensure the effectiveness and contextual relevance of the developed program. The hypothesis underlying this research is that an integrated career program based on Holland's theory can significantly

improve students' self-awareness, career planning, and readiness for the world of work. The scope of the study includes the design, development, validation, and initial implementation of the program with students of the Guidance and Counseling department at UNIPAR. Ultimately, the findings are expected to provide evidence-based recommendations for higher education institutions in Indonesia to bridge the gap between students' educational experiences and the demands of the labor market.

METHOD

Research Design

This study employs a Research and Development (R&D) approach, which is designed to create and systematically develop a new product or program as a solution to identified problems (Waruwu, 2024). R&D is particularly appropriate when the research objective goes beyond analyzing phenomena, aiming instead to produce innovations that can be validated and implemented in real-world educational settings. To ensure a structured and effective development process, this study adopts the ADDIE model, a widely recognized instructional development framework in educational research and program innovation (Ryan et al., 2023). The ADDIE model consists of five sequential phases: analysis, design, development, implementation, and evaluation. In the analysis phase, the researcher conducts an in-depth needs analysis through observation, interviews, and questionnaires to identify the main problems related to students' career planning. Based on the results of this analysis, the design phase involves carefully constructing a career guidance program that is specific, measurable, relevant, and realistic for the targeted students. In the development phase, the initial program draft is validated by subject matter experts, then revised in response to their feedback, and subsequently tested in a limited-scale trial to assess its preliminary effectiveness. The validated program is then implemented with selected student participants to examine its real impact during the implementation phase. Finally, in the evaluation phase, the effectiveness, feasibility, and level of student satisfaction with the program are assessed using both qualitative and quantitative data analysis, ensuring that the developed program is both evidence-based and contextually appropriate.

Participants and Sampling

The study population consists of students enrolled in the Guidance and Counseling program at Universitas PGRI Argopuro Jember. Purposive sampling is used to select participants who meet the main inclusion criterion: students who have not yet established clear career goals. This targeted sampling ensures the developed program addresses the needs of those most in need of intervention, in line with best practices in educational program development (Ryan et al., 2023).

Research Location

The research is conducted at Universitas PGRI Argopuro Jember, selected based on several important considerations. Firstly, there has been no prior research conducted at this institution that addresses the same title or problem, making it a suitable site for an original study. Secondly, the researcher's familiarity with the local context allows for more effective data collection and the smooth implementation of the career guidance program. Lastly, both

the profile of the participants and the institutional environment are well aligned with the objectives of the study, ensuring that the research can be carried out efficiently and that the findings will be relevant to the intended target group.

Research Steps and Data Collection

The research process in this study consists of several systematic steps to ensure comprehensive program development and evaluation. The initial stage begins with direct observation of students' career planning behaviors, which was conducted on September 28, 2024. This is followed by in-depth, semi-structured interviews with students to explore their perceptions, needs, and challenges in setting career goals. Additionally, structured questionnaires are distributed to quantify the proportion of students who have not yet established clear career goals. During the analysis phase, both qualitative data from interviews and open-ended questionnaire responses, as well as quantitative data from the questionnaire results, are analyzed to obtain a holistic understanding of students' needs and the current state of career planning. In the design phase, a career guidance program is drafted by incorporating evidence-based strategies from the literature and tailoring the content to the findings from the analysis, with particular emphasis on Holland's career typologies and identified gaps in students' career awareness and planning (Ryan et al., 2023; Waruwu, 2024). The development phase involves expert validation, where the draft program is reviewed by field specialists such as Guidance and Counseling lecturers and career development experts. Based on their feedback, necessary revisions are made to enhance the program's validity, relevance, and practicality. The refined program is then piloted with a small group of students in a limited-scale trial to assess its initial effectiveness and identify potential issues. In the implementation phase, the improved program is introduced in a controlled setting, allowing the researcher to evaluate its practical impact on students' abilities to set appropriate career goals. The evaluation phase involves collecting and analyzing data on the program's effectiveness, participant satisfaction, and learning outcomes through both qualitative and quantitative methods, thereby measuring improvements in self-awareness and career planning competence. Finally, the research concludes with comprehensive reporting on the entire development process, the effectiveness of the program, and its broader implications for future research and educational practice.

Data Analysis

Data analysis in this study integrates qualitative and quantitative approaches. Qualitative analysis provides in-depth insights and context from observations and interviews, enabling the identification of nuanced challenges and needs. Quantitative analysis, mainly from questionnaire results, offers objective measurement of the prevalence and severity of the identified issues. This mixed-methods approach strengthens the validity and reliability of the findings and supports the robust development of the program (Waruwu, 2024; Ryan et al., 2023).

RESULTS AND DISCUSSION

Analysis Stage: Observations, Interviews, and Surveys

The development of the John L. Holland-based career guidance program at Universitas PGRI Argopuro Jember (UNIPAR) began with a thorough needs analysis. Observations and in-depth interviews revealed that 70% of Guidance and Counseling (BK) students selected their study program based on perceived ability or the assumption of a manageable workload, not due to clear career planning or strong personal interest. This finding was confirmed by survey results, which showed that **65% of students experienced difficulties setting career goals**, mostly because they lacked an understanding of their own potential and suitable career opportunities in alignment with their personality types. The following table summarizes these findings:

Table 1. Student Career Planning Readiness

Indicator	Percentage
Students without clear career goals	70%
Difficulty aligning career with self	65%
Main reason: Lack of self-understanding	-

Design Stage: Constructing the Program

In the design stage, the program was constructed based on the findings from the needs analysis, resulting in a comprehensive, multi-component career guidance intervention. The primary elements of this program include the Holland RIASEC Personality Assessment, which is used to map students' personality types and provide a foundation for further exploration. Following the assessment, a Career Exploration Workshop is conducted to introduce students to various career options that align with their identified personality types according to the Holland framework. To further personalize the process, individual counseling sessions are offered, enabling students to receive tailored support and guidance as they formulate their own career plans. Additionally, a digital module is made available, providing resources and guides for self-development as well as essential career skills. The structure of the program is illustrated in Figure 1.

Figure 1. Overview of the Holland-Based Career Guidance Program



The process begins with the Assessment RIASEC stage, where students' personality types are identified using Holland's framework. This is followed by the Workshop phase, which provides students with insights into various career options that align with their identified personality types. The next stage is Counseling, where participants receive individualized guidance and support to help them set and refine their career goals. The final stage is the Digital

Module, which offers accessible resources for self-development and essential career skills, supporting students' ongoing career planning beyond the direct interventions. Each step builds upon the previous one, ensuring a comprehensive and personalized approach to career guidance.

Development Stage: Validation and Pilot Test

In the development stage, the program underwent a process of validation and pilot testing to ensure its quality and effectiveness. Validation was carried out by two subject-matter experts—lecturers specializing in Guidance and Counseling—who evaluated the program and rated it as highly feasible in terms of content, with a score of 90%, and as being strongly aligned with Holland's theory, achieving an 85% alignment rating. Following this expert assessment, a pilot test was conducted involving 15 students. The results of this trial indicated a 75% increase in students' understanding of career concepts and an 80% improvement in their motivation to engage in career planning. These findings demonstrate the initial effectiveness and strong theoretical foundation of the program.

Table 2. Validation and Pilot Test Results

Evaluation Aspect	Result
Content Feasibility	90%
Theoretical Alignment	85%
Career Understanding	+75%
Planning Motivation	+80%

Implementation Stage: Main Rollout

In the implementation stage, the complete career guidance program was carried out over a period of four weeks. During this main rollout, the program's impact was evident, with 80% of participants successfully identifying their Holland personality types and matching them with appropriate career options. Additionally, 70% of the students were able to formulate both short-term and long-term career plans, demonstrating the program's effectiveness in fostering concrete career planning skills among the participants.

Table 3. Program Implementation Outcomes

Outcome	Percentage
Identified personality & career options	80%
Developed career plans	70%

Evaluation Stage: Effectiveness and Satisfaction

Post-test data highlighted significant improvements in student self-awareness (85%) and career readiness (75%). Additionally, 90% of participants expressed satisfaction with the program, describing it as beneficial and easy to understand.

Table 4. Program Evaluation Results

Measure	Percentage
Self-awareness	+85%
Career readiness	+75%
Participant satisfaction	90%

Alignment with Holland’s Theory and International Evidence

The findings of this study strongly support the applicability of John L. Holland’s Theory of Vocational Personalities (RIASEC) in guiding students to identify career paths congruent with their personalities. The effectiveness of the RIASEC model in enhancing career planning is well-documented (Agustin, 2022; Sari & Hidayat, 2021). Our results—where most “Social” (S) type students gravitated towards education or counseling careers, while “Enterprising” (E) types preferred management—are consistent with Holland’s central proposition: career satisfaction and success are optimized when personality and work environment are aligned (Holland, 1997; Nauta, 2010; Brown & Lent, 2013; Hirschi, 2011; Su et al., 2019). Internationally, Holland’s model has demonstrated cross-cultural validity and utility in a variety of educational settings (Nauta, 2010; Tracey & Robbins, 2006; Briley et al., 2014; Rogers et al., 2008; Schmitt et al., 2017). For example, Porfeli and Lee (2012) found that students exposed to RIASEC-aligned counseling showed higher levels of career decision-making self-efficacy. Zhang et al. (2021) confirmed that using Holland assessments in Chinese universities improved the career certainty and satisfaction of students, while Marcionetti and Rossier (2021) demonstrated similar outcomes in Switzerland.

Role of Self-awareness in Career Planning

Our program’s impact on self-awareness and readiness corroborates earlier findings. Studies have repeatedly shown that career programs enhancing self-awareness improve career planning and overall career success (Asy’ari, 2023; Lent & Brown, 2013; Savickas, 2012; Super, 1990; Hirschi, 2011). Gati et al. (2011), for example, emphasized the foundational role of self-awareness in effective career choice. Likewise, Nota et al. (2012) and Savickas et al. (2009) found that career interventions focusing on self-concept clarity increased students’ engagement with long-term career development.

Bridging the Education–Employment Gap

The program’s structure—combining self-assessment, exploration, and counseling—helped reduce the disconnect between educational experiences and market realities, a common issue in higher education (Kadiyono, 2020; Nota et al., 2012; Brown et al., 2012). International studies echo this: Dierdorff and Rubin (2006), Brown et al. (2011), and Betz and Rottinghaus (2006) noted that students participating in structured, theory-based career programs are more likely to set realistic goals and achieve labor market success.

The Added Value of Digital Modules and Personalization

A major strength of this program was the integration of digital learning modules—a factor shown to significantly enhance career guidance accessibility and personalization (Gati & Levin, 2014; Sampson et al., 2020; Zikic & Klehe, 2006). Research by Sampson et al. (2020) and Dodd & Hooley (2016) supports the effectiveness of online career interventions for university students.

Comparison to Prior Indonesian and Global Studies

Previous Indonesian research has focused primarily on validating Holland's model (Anggraini et al., 2020), measuring career interest types (Yuline, 2022; 2023), and examining career readiness in general student populations (Robbi Asri et al., 2021; Ahmad Faqih Asy'ari, 2023). Few have developed and empirically tested a comprehensive program tailored to Guidance and Counseling students. Internationally, the program aligns well with best practices highlighted in meta-analyses (Whiston et al., 2017; Liu et al., 2014; Schmitt et al., 2017).

Implications in Guidance and Counseling

Practical Implications for Guidance and Counseling Services. The results of this study highlight the critical value of a structured, evidence-based career guidance program for students majoring in Guidance and Counseling. By adopting Holland's RIASEC model, guidance and counseling practitioners are equipped with a reliable framework to help students systematically identify their personality types, match them with potential career paths, and design clear, actionable plans for the future. This is highly beneficial for increasing students' self-awareness and readiness for the workforce—two outcomes consistently linked to better employability and job satisfaction in the literature (Brown et al., 2011; Dodd & Hooley, 2016; Marcionetti & Rossier, 2021). In practical terms, counseling sessions become more focused, individualized, and impactful, enabling counselors to move beyond generic advice and offer tailored interventions that resonate with each student's unique profile.

Institutional Impact and Curriculum Integration. At the institutional level, the findings strongly advocate for the integration of comprehensive career guidance programs into the formal curriculum of higher education, especially within Guidance and Counseling programs. Embedding such a model ensures that all students receive systematic exposure to career planning concepts and activities, rather than relying on sporadic or optional services. This integration supports the global trend towards early and continuous career education, ensuring that students are not only academically prepared, but also professionally oriented from the outset of their studies (Sampson et al., 2020; Whiston et al., 2017; Nota et al., 2012). For Guidance and Counseling departments, this also positions graduates to be more effective as future counselors, since they will have experienced and benefited from structured career planning themselves.

Theoretical and Professional Advancement. Empirically, this research advances the field of guidance and counseling by providing strong support for the practical utility of the Holland RIASEC model in the Indonesian higher education context. It demonstrates that the model can serve not just as a tool for interest assessment, but as the backbone for a multi-phase, programmatic intervention that significantly boosts student self-awareness, motivation, and career readiness. The program's success in producing measurable gains in these areas

contributes to the global body of knowledge on effective counseling interventions and reinforces the theoretical foundation of career guidance practice (Holland, 1997; Su et al., 2019). Additionally, this research sets a methodological benchmark for future program development and evaluation studies in the counseling profession.

Policy and Social Relevance. From a policy perspective, the scalable and replicable nature of this program offers a valuable template for universities and government bodies looking to bridge the persistent gap between higher education and employment outcomes. The documented effectiveness of this structured approach provides concrete evidence for policymakers to support the adoption of similar models across educational institutions. This is particularly important in countries like Indonesia, where aligning educational programs with labor market demands is a national priority (Dierdorff & Rubin, 2006; Brown & Lent, 2013). In a broader sense, the study illustrates the social impact of effective career guidance: it empowers students to make informed, strategic decisions about their futures, thereby contributing to reduced underemployment and enhanced social mobility.

Limitations and Directions for Counseling Practice. It is important to recognize the study's limitations, notably the short program duration (four weeks) and the restriction of participants to BK students at one university. These limitations suggest the need for further research and program development to explore longer-term interventions and broader participant pools. For guidance and counseling practitioners, this underscores the importance of ongoing assessment, adaptation, and expansion of career guidance services. Practitioners are encouraged to pilot, evaluate, and refine such programs in diverse contexts to maximize their reach and effectiveness (Whiston et al., 2017; Lent et al., 2016).

CONCLUSION

The primary aim of this research was to develop and evaluate a career guidance program based on John L. Holland's RIASEC model, specifically tailored for Guidance and Counseling students at Universitas PGRI Argopuro Jember (UNIPAR) to address their challenges in establishing career goals aligned with their personalities and educational backgrounds. The key findings revealed that the majority of students lacked clear career planning, and the implemented program significantly improved their self-awareness, career understanding, and ability to formulate actionable short- and long-term career plans, with high levels of participant satisfaction and validation from experts. This research contributes to the field of guidance and counseling by providing empirical evidence for the effectiveness of a structured, theoretically grounded, and digitally supported career program, demonstrating its value not only for individual student development but also as a model for curriculum integration and policy advancement to bridge the persistent gap between higher education and employment outcomes.

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