

Analysis of Career Planning Level of High School Students: The Impact of Career Counseling in Schools

Sumiati Sapitri¹, Mohamad Syafiq^{2*}

SMA Negeri 11 Bandung, Indonesia

Universitas Islam Internasional Darullughah Wadda'wah Pasuruan, Indonesia

ABSTRACT

Background: Career planning is an important aspect of students' personal and professional development. Understanding the current level of students' career planning can help educators and counselors provide targeted guidance. **Objective:** The purpose of this study was to determine the profile of students' career planning levels at SMA Negeri 11 Bandung. **Method:** The research used a quantitative approach and was conducted at SMA Negeri 11 Bandung in 2022. The sample consisted of 90 students. Data collection techniques included questionnaires, observation, and documentation studies. **Result:** The findings indicate that (1) the majority of the sample were female students; (2) third-grade students demonstrated a higher level of career planning compared to first- and second-grade students; (3) the most common level of career planning among students was in the 'Moderate' category. **Conclusion:** The study concluded that the majority of students at SMA Negeri 11 Bandung have a 'Moderate' level of career planning. **Contribution:** These results can serve as a consideration and an alternative strategy for developing effective career planning programs for students.

KEYWORDS

Analysis; Career planning; High school students

ARTICLE HISTORY

Received: January 03, 2025

Revised: January 25, 2025

Accepted: February 23, 2025

Available online: February 27, 2025

CONTENT

[Introduction](#)

[Method](#)

[Result and Discussion](#)

[Implications and Contributions](#)

[Limitations & Future Research Directions](#)

[Conclusion](#)

[Acknowledgments](#)

[Author Contribution Statement](#)

[Conflict of Interest Statement](#)

[Ethical Approval Statement](#)

[References](#)

[Article Information](#)

1. INTRODUCTION

Guidance and counseling is an assistance service to students, both individually and in groups to be able to be independent and develop optimally (Alfaris et al., 2021). One of the tasks that must be passed by a student in his development period is to be able to plan his career for the future. A career is a job or position pursued and believed to be a life calling that permeates the entire realm of one's thoughts and feelings and colors one's lifestyle as a whole (Adiputra, 2015). High school students aged 15-19 years are in the crystallization period, a period where students begin to seek the provision of knowledge and skills through formal and non-formal education, to prepare for the future of their lives (Fakhruddin, 2019). Adolescents who are in high school have developmental tasks that should be achieved, namely economic independence that must be achieved in their lives. (Rahmatyana & Irmayanti, 2020). Economic independence cannot be achieved before adolescents choose a job and prepare themselves to work. This is indicated by the ability of adolescents to recognize their potential and the direction of their interests for a career field that adolescents want to pursue later and choose a major that is their career.

An individual's career development consists of aspects of the development of career attitudes, which include career planning decisions, and career exploration; development of knowledge and skills, which include knowledge of decision-making, and knowledge of the world of work information (Heriyanto et al., 2021).

* Corresponding Author: Mohamad Syafiq, syafiq.dalwa@gmail.com

Department of Islamic Guidance and Counseling, Universitas Islam Internasional Darullughah Wadda'wah Pasuruan, Indonesia

Address: Jl. Raya Raci No.51, RT.04/RW.03, Panumbuan, Raci, Kec. Bangil, Pasuruan, Jawa Timur 67153, Indonesia

How to Cite (APA Style 7th Edition):

Sapitri, S., & Syafiq, M. (2025). Analysis of Career Planning Level of High School Students: The Impact of Career Counseling in Schools. *Indonesian Journal of Guidance and Counseling Studies*, 2(1), 1-8. <https://ojs.aeducia.org/index.php/ijgcs/article/view/235>



Copyright © 2025 The Authors. Published by Academia Edu Cendekia Indonesia (AEDUCIA). All rights reserved. This is an open access article under the CC BY-SA 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>)

High school students who have graduated will then continue their education to the next level, either in private/public universities or other options, namely work. The characteristics of students in choosing and planning careers are (1) having an understanding of the world of work; (2) having special interests and talents for certain careers; (3) having a career-related personality; (4) having career-related values (Pascual, 2014). However, sometimes students experience confusion about this because they do not have a plan for the future. Therefore, students need to get supplies related to this so that students can plan their careers in the future (Ahmed et al., 2019). Career planning is a person's process of choosing career goals, the path used to achieve these goals, and the steps to achieve their career goals (Gati & Kulcsar, 2021). So that it can achieve success in the future according to what it aspires to (Adityawarman et al., 2020).

The definition of a career that covers all aspects of a person's life, which in this case includes three aspects, namely (a) life role, for example as a worker, family member, or community member, (b) life environment (life setting), in the family, school, work environment, (c) life events, when entering a job, marriage, changing duties, losing a job, resigning from a job (Vondracek et al., 2019). Therefore, career planning needs to be instilled and developed as a support for students in achieving their goals. Guidance or mentoring that leads to career planning for Vocational High School students is the main thing. Career planning is one of the important aspects in the stages of career development (Wibowo, et al., 2021). Decisionmaking skills are the main goal in career planning that must be pursued by each individual (Atmaja, 2014).

In adding and developing information about careers to students, one of the things that guidance and counseling teachers can do or provide is using career guidance. Career guidance is guidance in preparing for the world of work, in choosing a particular job or position/profession and equipping yourself to be ready to hold that position, and in adjusting to the various demands of the job field that has been entered (Lukman et al., 2020). Guidance and counseling teachers must provide facilities for achieving the career development tasks of their students (Nkechi et al., 2016).

This study addresses a gap in the existing literature where limited research has simultaneously examined both the level of career planning among high school students and the direct impact of school-based career counseling. While previous studies have often explored these aspects separately, few have provided a comprehensive analysis that connects students' career planning profiles with the effectiveness of the counseling services they receive. The novelty of this research lies in its integrated approach, offering empirical evidence on how career counseling in schools influences students' readiness and ability to plan for their future careers. This study contributes valuable insights for educators and school counselors aiming to design more targeted and impactful career guidance programs.

2. METHOD

2.1 Research Design

The research method uses a quantitative approach. A quantitative approach is when the data collected is quantitative data or other types of data that can be quantified and processed using statistical techniques (Yusuf, 2017).

2.2 Research Sample

This research was conducted at SMA Negeri 11 Bandung in 2022. The sample of this study was 90 students, consisting of first-grade, second grade and thirdgrade students. The research sample was randomly selected using probability sampling, which is a sampling technique that uses the rules of chance in the sampling process. In line with the characteristics of quantitative methods where the sample used is broad, random, accurate, and representative (Nurlan, 2019).

2.3 Research Instruments

The research instrument used by researchers in the data collection process uses three instruments, among others:

- a) Questionnaires. researchers spread questionnaires to students to know the level of career planning carried out by test actions and tests.
- b) Observation in this study was used as secondary data collection. This observation is of course carried out by the researcher. Researchers made observations of implementation activities and student activities. Observation of implementation activities starts from action planning to action implementation. Observation of student activities is carried out during the implementation of group guidance.

c) Documentation studies in this study are used as written supporting data such as student handbooks, group guidance service program designs, photos, and others.

2.4 Data Analysis

Data analysis was carried out through prerequisite analysis testing, namely the normality test to see whether the data was normally or abnormally distributed using the Kolmogrov Sminov formula.

3. RESULT AND DISCUSSION

3.1 Result

Based on the results of the data analysis that has been carried out, the following are the results of the descriptive analysis of student career planning

3.1.1 Percentage of Student Gender

The description of the research sample description is described in the table 1 below:

Table 1. Percentage of Student Gender

No	Gender			
	Frequency		Percentage	
	Male Students	Female Students	Male Students	Female Students
1	4	19	17%	83%
2	11	21	34%	55%
3	13	22	37%	63%
	Average		29%	67%

From the table above, it is known that the average (percentage) of male students is 29% and the average (percentage) of female students is 67%. This shows that the average sample in this study dominates female students.

3.1.1 Students' Career Planning Level

The description of the level of student career planning (profile) is described in the table below:

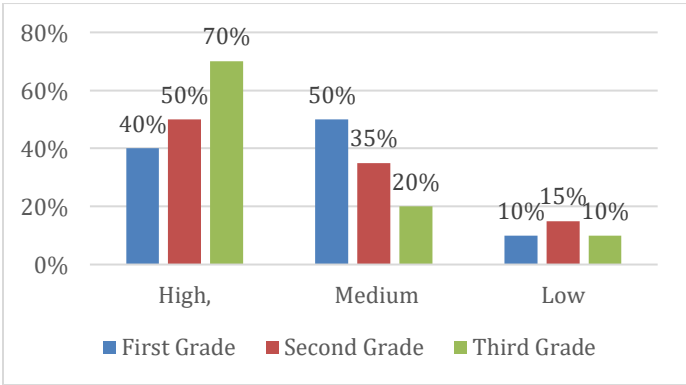


Figure 1. Chart of Students' Career Planning Level

Based on the table above, it can be seen that in firstgrade students the level of career planning in the high category is 40%, the medium is 50% and the low is 10%. In second-grade students the level of career planning in the high category is 50%%, medium is 35% and low is 15%. In third-grade students, the level of career planning in the high category is 70%, the medium is 20% and the low is 10%. These results indicate that third-grade students have a higher career planning profile than firstgrade and second-grade.

3.1.1 Percentage of Students' Career Planning Level

The description of the percentage of students' career planning level is described in the table 2 below:

Table 2. Percentage of Students Career Planning Level

No	Category			Total	
	High	Medium	Low	Frequency	Percentage

	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage		
1	3	13%	18	78%	2	9%	23	100%
2	17	53%	11	34%	4	13%	32	100%
3	5	14%	28	80%	2	6%	35	100%
Total	25	80%	57	192%	8	57%	90	300%

Based on the table above, shows that the percentage of students' career planning levels in the 'High' category is 80%, the percentage of students' career planning levels in the 'Medium' category is 192% and the percentage of students' career planning level in the 'Low' category is 57%. This shows that the percentage profile of the highest level of student career planning is in the 'Moderate' category.

3.2. Discussion

The results showed that the level of career planning of students at SMA Negeri 11 Bandung who were randomly selected fell into the moderate category. Proper career planning can direct students in choosing the right job or study program. Conversely, if students do not have enough information about the world of work, they will tend to be confused and less able to choose the appropriate job. Based on the results of the study career planning at SMAN 11 Bandung several categories show the ability of students to plan their careers. This is evidenced by the percentage results of students' career planning level in the moderate category. It can be concluded from the overall percentage results that students' career planning at SMAN 11 Bandung is in the moderate category.

The results of this study are in line with research conducted by [Wardani & Trisnani \(2019\)](#) which states that there is an increase to a moderate category with a total of 89. The results of research conducted by [Rangka & Prasetyaningtyas \(2022\)](#) state that female students have a higher career-planning tendency compared to male students. The results of this study differ from similar research conducted by [Rohma, 2023](#) which revealed that students' career planning had a low category based on a career planning measurement scale with 6 meetings.

Understanding career planning is students' knowledge in developing themselves and playing a role in choosing a college which is characterized by indicators limited by researchers, namely: students can conclude college choices and majors of interest, students can understand the kinds of colleges and majors of interest, and students can understand the requirements for entering college. Career planning according to [Rizanuddin \(2020\)](#) is an individual activity or process that can identify and take ways or steps to achieve career goals, understand and realize opportunities, opportunities, and obstacles. Career planning is also one of the aids to plan goals, compile a series of plans that have been prepared based on the interests talents, and potential of students to prepare for the future effectively because mature career planning will help students prepare for careers and is useful for selecting the type of further study or selecting an employment plan ([Sewang & Halik, 2020](#)).

Career planning is something that involves a longterm future that must be planned (Wang et al., 2023). Planning where someone wants to go and what they want to achieve ([Dickinson et al., 2013](#)). The following describes some definitions of career planning based on several experts, namely Parson formulated career planning, which is a way to help students choose a career field that suits their potential so that they can be successful enough in the field of work ([Pillay, 2020](#)). Career planning needs to be prepared before students are directly involved in the career world ([Mobley et al., 2017](#)). Career planning is based on the potential of students so that there is no conflict between the chosen career and their potential ([Quinlan & Renninger, 2022](#)).

Aspects of career planning include (1) career understanding, which helps students to develop unity and self-image and roles in the world of work; (2) seeking information, students who have career planning will utilize information obtained from various sources to learn so that each student has an understanding of careers; (3) planning and decision making, is a process to determine the steps to be taken in a career to achieve predetermined goals ([Reardon, 2017](#)). Career planning is a process of selecting career goals and ways or stages to achieve these career goals based on their potential ([Gati & Kulcsár, 2021](#)). The chosen career goal is the student's own choice ([Abdo et al., 2016](#)). The potential in question includes talent, interest, personality, and ability within the student himself ([Yusof, et al., 2020](#)). After students can determine career goals, they can then determine the ways they must go through to achieve their chosen career ([Kinash 2017](#)).

Career planning indicators that have been expressed by Dillard and developed by Krumboltz, the career planning aspect consist of the following indicators (1) studying career information; (2) discussing careers with adults; (3) taking additional education or courses; (4) participating in extracurricular activities; (5) attending training related to the desired job; (6) knowing the conditions of the desired job; (7) knowing the educational requirements for the desired career; (8) can plan what to do after graduating from school; (9) knowing the ways and opportunities to enter the desired career; (10) managing free time effectively ([Middleton 2017](#)).

The results revealed that career planning needs to be instilled in students so that later they can choose a job career according to their potential. Through career planning, students will find information on career opportunities that are right for them and train them to make career decisions that are right for them. Someone who has career planning will have a clear career direction and know the steps to be taken with confidence.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implication

The findings of this study have important implications for educational institutions, particularly in the design and implementation of school-based career counseling programs. By identifying that many students exhibit only moderate levels of career planning, the study highlights the need for more structured, consistent, and personalized career counseling interventions. Schools can use this evidence to allocate resources more effectively, train counselors in targeted guidance techniques, and integrate career planning more deeply into the academic curriculum. Additionally, policymakers can draw on these results to support the development of national strategies that enhance career readiness among high school students, ultimately improving their transition into higher education or the workforce.

4.2 Research Contribution

This study contributes to the existing body of knowledge by providing empirical data on the relationship between school-based career counseling and students' career planning levels. It offers a nuanced understanding of how different grade levels respond to career counseling interventions, revealing that third-grade students tend to have more developed career plans. The research also introduces a practical framework for assessing career planning profiles in the school setting, which can be utilized by educators and counselors to evaluate and improve their guidance programs. Furthermore, the study bridges a gap in the literature by linking the effectiveness of counseling services directly to measurable student outcomes, thereby serving as a valuable reference for future research and policy development in the field of career guidance and counseling.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Limitation

The limitations of this research are in the aspect of constraints, the obstacles experienced by researchers, namely during the implementation of group guidance services with modeling techniques, namely time constraints in the implementation of group guidance services, and students who cannot follow the series of group guidance due to dispensation.

5.2 Recommendation for Future Research Direction

For future researchers, this research can be a recommendation regarding the limitations of this research, namely research on career planning for college choices that are of interest, as well as the limitations of the techniques used in this study, namely only showing inspirational figures from videos. For this reason, it can examine or solve problems regarding career planning using group or individual counseling using live models to be more effective. In this study researchers identified group guidance services modeling techniques, it is hoped that future researchers can further explore other strategies related to career planning with more interesting techniques and materials based on technological developments so that future researchers can correct deficiencies and maintain the advantages contained in this study.

6. CONCLUSION

The results of the study obtained the conclusion that the career planning of students at SMA Negeri 11 Bandung is included in the moderate category whereas the percentage profile of the highest level of student career planning is in the 'Moderate' category. Proper career planning can direct students in choosing the right job or study program. Conversely, if students do not have enough information about the world of work, they will tend to be confused and less able to choose the appropriate job. Career planning needs to be instilled in students so that later they can choose a job career according to their potential. Through career planning, students will find information on career opportunities that are right for them and train them to make career decisions that are right for them. Someone who has career planning will have a clear career direction and know the steps to be taken with confidence.

The role of guidance and counseling teachers is expected to have a big share in providing services. It is clear that students need to get a briefing or guidance related to information about campuses and majors carried out as early as possible to develop their abilities as much as possible and not experience confusion in making career decisions after graduation. Understanding career planning is students' knowledge in developing themselves and playing a role in choosing a college which is characterized by indicators limited by researchers, namely: students can conclude the choice of colleges and majors of interest, students can understand the kinds of colleges and majors of interest, and students can understand the requirements for entering college.

Acknowledgments

The researcher would like to thank the school parties (principal, guidance, and counseling teacher) who have facilitated the author, as well as the students who have been willing to participate.

Author Contribution Statement

All authors were fully involved in the preparation of this article. They collectively discussed the results, contributed to the writing of the final manuscript, and approved the final version for publication.

Conflict of Interest Statement

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Ethical Approval Statement

The authors declare that this study was conducted with due regard for research ethics, including obtaining approval from the institution. This includes respecting the autonomy of participants, maintaining confidentiality of data, and ensuring their safety and well-being, in accordance with applicable research ethics guidelines.

REFERENCES

- Abdo, A. A., Majid, A., Auf, M., & Abdulrazak, A. (2016). Factors affecting career choice among undergraduate students in Univeritas Indonesia. *International Journal of Economic Perspectives*, 10(1), 630-644. https://etd.uum.edu.my/5942/1/s819120_01.pdf
- Adiputra, S. (2015). Penggunaan teknik modeling terhadap perencanaan karir siswa. *Jurnal Fokus Konseling*, 1(1). <https://doi.org/10.52657/jfk.v1i1.70>
- Adityawarman, L. P. (2020). Peran Bimbingan Kelompok Dalam Perencanaan Karir Siswa. *Advice: Jurnal Bimbingan Dan Konseling*, 2(2), 165-177. <https://doi.org/10.32585/advice.v2i2.786>
- Ahmed, A. O., Ahmed, M. E., Mekebbaty, M. M. E., Osman, A. M., Mohamed, A. S., Alhaj, G. M., & Shidwan, O. S. (2019). Impact of Change Characteristics in Planning for Future Professional Career. *International Journal of Applied Engineering Research*, 14(20), 3869-3878. https://www.ripublication.com/ijaer19/ijaerv14n20_08.pdf
- Alfaris, M. M., Sauri, S., & Gaffar, M. A. (2021). Guidance and Counseling Management on Personal, Social, Learning and Career Development of SMK 19 Bandung Students During Covid-19 Pandemics. *Journal of Social Work and Science Education*, 2(2), 169-176. <https://doi.org/10.52690/jswse.v2i2.244>
- Atmaja, T. T. (2014). Upaya Meningkatkan Perencanaan Karir Siswa Melalui Bimbingan Karir dengan Penggunaan Media Modul. *Psikopedagogia Jurnal Bimbingan Dan Konseling*, 3(2), 57. <http://dx.doi.org/10.12928/psikopedagogia.v3i2.4466>
- Dickinson, C., Bamford, C., Exley, C., Emmett, C., Hughes, J., & Robinson, L. (2013). Planning for tomorrow whilst living for today: the views of people with dementia and their families on advance care planning. *International psychogeriatrics*, 25(12), 2011-2021. <https://doi.org/10.1017/s1041610213001531>
- Fakhruddin, I. S. (2019). The impact of non-formal education in community development: a case study in pati, Indonesia. *International Journal of Innovation, Creativity and Change*, 5(5), 339-352. https://www.ijicc.net/images/vol5iss5/5525_Fakhruddin_2019_E_R.pdf
- Gati, I., & Kulcsár, V. (2021). Making better career decisions: From challenges to opportunities. *Journal of Vocational Behavior*, 126, 103545. <https://doi.org/10.1016/j.jvb.2021.103545>
- Heriyanto, B., Mustika, I., & Yuliani, W. (2021). Gambaran Keputusan Perencanaan Karier Siswa Smkn 9 Garut. *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, 4(3), 185-190. <https://doi.org/10.22460/fokus.v4i3.6842>

- Hidayati, R. (2015). Layanan Informasi karir membantu siswa dalam meningkatkan pemahaman karir. *Jurnal konseling GUSJIGANG*, 1(1). <https://doi.org/10.24176/jkg.v1i1.258>
- Kinash, S., Crane, L., Capper, J., Young, M., & Stark, A. (2017). When do university students and graduates know what careers they want: A research derived framework. *Journal of teaching and learning for graduate employability*, 8(1), 3-21. <http://dx.doi.org/10.21153/jtlge2017vol8no1art584>
- Lukman, S. M., Afdal, A., & Yusuf, A. M. (2020). Career guidance and counseling in holland's theory perspective. *International Journal of Technology, Innovation and Humanities*, 1(2), 75-80. <https://doi.org/10.29210/08jces83700>
- Middleton, J. J. (2017). *The mediating influence of career aspirations and career decision making self efficacy on self differentiation, vocational identity, and career indecision*. Louisiana Tech University. <https://digitalcommons.latech.edu/dissertations/74/>
- Mobley, C., Sharp, J. L., Hammond, C., Withington, C., & Stipanovic, N. (2017). The influence of career-focused education on student career planning and development: A comparison of CTE and non CTE students. *Career and Technical Education Research*, 42(1), 57-75. <https://doi.org/10.5328/cter42.1.57>
- Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. *International Journal of Multidisciplinary Studies*, 1(2), 36-48. http://chakdahacollege.in.net/jrnl_archieve.php?jrnl_archv=27
- Nurlan, F. (2019). *Metodologi Penelitian Kuantitatif*. Pare-pare: CV. Pilar Nusantara. <https://books.google.co.id/books/>
- Pascual, N. T. (2014). Factors affecting high school students' career preference: A basis for career planning program. *International Journal of Sciences: Basic and Applied Research*, 16(1), 1-14. <https://core.ac.uk/download/pdf/249333889.pdf>
- Pillay, A. L. (2020). Prioritising career guidance and development services in post apartheid South Africa. *African Journal of Career Development*, 2(1), 1-5. <https://hdl.handle.net/10520/EJC-2092f9c9b3>
- Quinlan, K. M., & Renninger, K. A. (2022). Rethinking employability: how students build on interest in a subject to plan a career. *Higher Education*, 84(4), 863-883. <https://doi.org/10.1007/s10734-021-00804-6>
- Rahmatyana, N., & Irmayanti, R. (2020). Teknik Modeling dalam Bimbingan Kelompok untuk Perencanaan Karier Siswa SMA. *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, 3(2), 61-71.. <https://doi.org/10.22460/fokus.v3i2.4916>
- Rangka, I. B., Prasetyaningtyas, W. E., Satrianta, H., & Folastris, S. (2017). Profil Perencanaan Karir Siswa Sekolah Menengah Kejuruan dengan Pemodelan Rasch Berdasarkan Jenis Kelamin. *Konselor*, 6(2), 39-48. <https://doi.org/10.24036/02017627567-0-00>
- Reardon, R. C. (2017). Enhancing self-help career planning using theory-based tools. *Journal of Career Assessment*, 25(4), 650-669. <https://doi.org/10.1177/1069072716653376>
- Rizanuddin, H. (2020). Influences of Career Planning, Leadership and Organizational Culture towards Employee Work Effectiveness. *Budapest International Research and Critics Institute Journal (BIRCI Journal)*, 3(3), 1791-1799. <http://dx.doi.org/10.33258/birci.v3i3.1112>
- Rohma, R. N. (2023). Perencanaan Karir Siswa SMA: Tinjauan Literatur yang Sistematis. *Conseils: Jurnal Bimbingan dan Konseling Islam*, 3(1), 50-60. <https://doi.org/10.55352/bki.v3i1.185>
- Sewang, A., & Halik, A. (2020). Learning Management Model of Islamic Education based on Problem: A Case Study of the Tarbiyah and Adab Department of IAIN Parepare. *Talent Development & Excellence*, 12(1), 2731-2747. <https://repository.iainpare.ac.id/id/eprint/1336/>
- Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (2019). *Career development: A life-span developmental approach*. Routledge. <https://www.routledge.com/book/9780898598285>
- Wang, P., Li, T., Wu, Z., Wang, X., Jing, J., Xin, J., ... & Dai, B. (2023). The development of career planning scale for junior high school students based on cognitive information processing theory. *Frontiers in Psychology*, 14, 1106624. <https://doi.org/10.3389/fpsyg.2023.1106624>
- Wardani, S. Y., & Trisnani, R. P. (2020). Perencanaan Karier Siswa Sma Negeri 1 Nglames Kabupaten Madiun. *EDUSAINTEK*, 4. <https://prosiding.unimus.ac.id/index.php/edusaintek/article/view/560>
- Wibowo, D. H., Cintariani, N. N., Vestalia, D., Maulidina, Z. T., Wau, I. P. M., & Febrianingrum, D. W. (2021). Meningkatkan Perencanaan Karir Siswa Kelas IX Melalui Bimbingan Klasikal. *Magistrorum et Scholarium: Jurnal Pengabdian Masyarakat*, 1(3), 428-437. <https://doi.org/10.24246/jms.v1i32021p428-437>
- Yusof, R., Mokhtar, M., Sulaiman, S. N. A., & Mohtar, M. (2020). Consistency between personality career interest with sciences field among gifted and talented students. *Journal for the Education of Gifted Young Scientists*, 8(3), 1147-1161. <https://doi.org/10.17478/jegys.667323>

Yusuf, M. (2017). Metode Penelitian Uantitatif, Kualitatif & Penelitian Gabungan. Jakarta: Kencana.
<https://books.google.co.id/books/>

Article Information

Copyright holder:

© Sapitri, S., & Syafiq, M. (2024)

First Publication Right:

Indonesian Journal of Guidance and Counseling Studies

Article info:

<https://ojs.aeducia.org/index.php/ijgcs/article/view/235>

Word Count: 4280

Publisher's Note:

The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of AEDUCIA and/or the editor(s).

AEDUCIA stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Article is licensed under:

CC-BY-SA 4.0