

## **CAREER GUIDANCE SERVICES USING THE HOLLAND THEORY APPROACH TO STUDENT CAREER PLANNING**

Anita Nurlaeli Riyadi<sup>1</sup>, Feida Noorlaila Istiadah<sup>2</sup>, Anandha Putri Rahimsyah<sup>3</sup>

UNIVERSITAS MUHAMMADIYAH TASIKMALAYA<sup>123</sup>

Anitanurlaeliriyadi37@gmail.com<sup>1</sup>, feida@umtas.ac.id<sup>2</sup>,  
[anandha@umtas.ac.id](mailto:anandha@umtas.ac.id)<sup>3</sup>

Final Received: (28 March 2023)

Final Proof Received: (31 March 2023)

**Abstract:** Middle school students, especially grade IX, are generally not able to make good career plans. They don't have much information about careers, whether it is about high school or educational specialties and jobs. Many students experience confusion regarding career planning to be made. One reason is due to the low level of student understanding of career planning, and a lack of understanding of one's interests and talents, so students feel that there is no purpose for planning a career. One of the guidance and counseling services is a career guidance service. The purpose of this study was to determine the effectiveness of John L. Holland's theoretical approach to career guidance services for class IX students of SMPN 5 Tasikmalaya. This study uses a quantitative descriptive approach in uncovering the effectiveness of career guidance services. The data collection technique used was purposive sampling. In this study, the sample used was 62 students divided into control and experimental groups. The results of this study indicate that the career guidance service with the theoretical approach of career planning for students of John L. Holland has proven to be effective.

**Keywords:** Career Guidance Services, Holland Theory, Career Planning

**Psikoeduko: Journal of Guidance and Counseling**

Website: <https://ejournal.upi.edu/index.php/Psikoeduko/index>

Permalink: <https://ejournal.upi.edu/index.php/Psikoeduko>

How to cite (APA): Riyadi, A. dkk. (2023). Career Guidance Services Using The Holland Theory Approach To Student Career Planning *Psikoeduko: Journal of Guidance and Counseling*, Vol. 3(1), 1-16.



This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## **INTRODUCTION**

Junior high school students (SMP) are faced with many problems related to personal, social, study, and career life. They often experience difficulties in making decisions in determining which alternative to choose. One of them is the difficulty in understanding oneself related to career planning, career maturity and decision making. Difficulties in making career decisions can be

avoided when students have adequate information about matters related to their career world. So, they need to have an adequate understanding of the various conditions and characteristics of themselves, both about their talents, interests, aspirations, strengths and weaknesses and are not wrong in determining the career they choose.

One of the tasks of student career development is planning and decision making. According to Dillard (1985) career planning is an individual process for achieving career goals, which is characterized by clear goals after completing education, and clear aspirations for work. Students should be able to plan a career by utilizing existing career guidance services. The purpose of career planning according to Dillard (1985) is first, to gain self-awareness and understanding. Awareness and self-understanding in this case is an assessment of the strengths and weaknesses that exist in each individual. This is important to use to obtain an efficient direction in career planning. Second, achieve personal satisfaction. In this case, it is hoped that each individual will get personal satisfaction from the career he is pursuing through previous career planning. Third, prepare yourself to get the appropriate placement and income. And the fourth is the effectiveness of effort and use of time. It aims to choose systematically to prevent individuals from trial and error.

Most junior high school students are confused about the direction of their further studies. A Low understanding of careers can lead to mistakes in determining career decisions. The problem that is often faced by students is that students do not recognize their interests and talents, and experience a dilemma because of a discrepancy between the wishes of parents and students for their career planning. This problem requires students to solve problems that are closely related to careers so that students can actualize themselves with the work they choose without experiencing obstacles from incompatibility with job specifications. In addition, the low understanding of careers can be caused by several factors, according to Parson and Williamson (Suherman, 2007) factors that influence career planning are abilities, interests, and achievements.

Finally, students prefer to follow the opinion of friends or follow the wishes of their parents in planning their careers. Socializing with peers is good if it has a positive impact, this follows the opinion of Isti'adah & Permana (2017) there is a positive and significant relationship between peer groups at school and students' interpersonal communication. This means that if student involvement in peer groups at school increases in a positive direction, this will

result in student interpersonal communication also increasing in a positive direction.

One of the counseling service areas is career guidance services. Students obtain information about careers from their supervising teachers through career guidance services. According to Gani (2012) career guidance can help students in the process of making decisions about a major career or job that affects their future life. According to Yusuf (Lestari, 2017) states that career guidance is guidance to assist individuals in planning, developing, and solving career problems such as: understanding job positions and tasks, understanding conditions and self-abilities, understanding environmental conditions, planning, and career development, job adjustment, and solving career problems encountered. These services are provided to equip students with knowledge and understanding of various things that are useful for self-identification, planning and developing patterns of life as students and members of the community, so that the understanding obtained through career guidance is used as reference material in improving learning activities and achievements, developing ideals in the implementation of everyday life in decision making.

Yusuf (2008) states that the development of thinking in students can think about the future by making plans and exploring various possibilities to achieve them so based on this opinion, students must be aware of immediately choosing and preparing for the right career with its potential and conditions. According to Rahimsyah & Hikmah (2022) students who have the skills to regulate themselves and understand the responsibilities of learning will achieve academic progress. To achieve academic progress, of course, students must consult with guidance and counseling teachers.

The role of career guidance services in schools is very important. This is following the purpose of career guidance services in schools according to, which is to help students have skills in making decisions about their future careers. To achieve this, students need to understand themselves and their environment and be able to make meaningful decisions for themselves. With the existence of career guidance services in schools, students can understand and assess themselves, especially regarding basic potentials such as: interests, attitudes, skills, and aspirations. In addition, students will be aware of and understand the values that exist in themselves and society, and students will know various types of work related to their potential and interests.

This is in line with the opinion of Walginto (2004), regarding the purpose

of career guidance for students. First, to be able to understand and assess himself, especially about the potential that exists within him, regarding his abilities, interests, talents, attitudes, and aspirations. Second, realize and understand the values that exist within themselves and those in society. Third, knowing the various types of work related to the potential that exists within him, knowing the types of education and training needed for a particular field, and understands the relationship between his present business and his future. Fourth, find the obstacles that may arise caused by himself and environmental factors, and find ways to overcome these obstacles. Fifth, students can plan for their future and find a suitable career and life that suits them. Likewise, with the opinion of Istiadah et al. (2018) career guidance aims to assist or facilitate individual development so that they can understand and assess themselves, especially basic potential (talents, interests, aspirations, skills, and attitudes) related to the world of work or further study which will be entered later.

According to Wahyudi (2021) Holland's theory is known as a method of recognizing student potential and personality through personality and environmental types. This theory can assist students in choosing a career through the dominant personality structure for students as well as interests and talents in the work environment. Important factors that are measured in determining the direction of a student's career are personality factors, interests, talents, and the potential of students in adapting to their environment. This following Holland's career theory. According to Putri et al. (2021) Holland's theory can assist students in making career choices according to their personality. Holland's theory explains that the use of the dutch personality type theory to help students make career plans is a strategy that combines theory and practice.

Holland is an expert who does a lot of research on career choices and career interests. He argues that if individual interests are known, then the type of job or position that is deemed appropriate can be predicted early on. Holland determines how individuals and their environment interact with each other through the development of six personality types, namely realistic, investigative, artistic, social, enterprising, and conventional which is often abbreviated as RIASEC (Niles & Bowlsbey, 2016). As concluded, the Holland type theory is usually referred to as the RIASEC model and in diagrams it usually uses hexagons which have provided a visual representation of the relationship between personalities or types of work.

Holland's career theory is a theory that is following the goals of career

guidance, namely students can assess and understand themselves, especially regarding the basic potentials of interests and talents. From the existing phenomena and problems, Holland's theory can be used as an approach to career guidance services in schools. This is consistent with research conducted by Wahyudi (2021) that Holland's career theory can assist students in choosing a career through the dominant personality structure for students as well as student's interests and talents in the work environment. This is supported by research conducted by Farhan & Biran (2022) that John Holland's theory pays attention to personality type as the main supporting factor in determining the choice of one's career direction. A person's personality based on John Holland's theory helps someone with more mature career planning and a person's personality type can help someone in making career decisions.

Career planning made using Holland's theory uses six personality types. The existence of Holland's theory is to understand individual differences in personality, interest, and behavior or models that are widely used by individuals following reality. Holland explains that individuals develop preferences for certain activities as a result of individual interactions with culture and personal strengths including friends, ancestry, parents, social class, culture and physical environment and that these preferences become in the interests of individuals to develop competence. Therefore, personality types are characterized by choices of school subjects, hobbies, leisure and work activities, and occupational interests and choices that are reflected in personality.

Holland (Niles & Bowsbey, 2016) reflects on the network of relationships between personality types and environmental models, which are described in a diagram called the "hexagonal model", which depicts various psychological distances between personality types and environmental models. Through the hexagon model, there are four assumptions that can show the relationship between the six personality types and the work environment, namely congruence, consistency, differentiation, and identity.

Research conducted by Jannah et al. (2022) regarding the development of a career planning module based on Holland's career theory as a guidance and counseling medium, produces career guidance and counseling media products. Based on the results of research conducted by Ramadhani & Jannah(2020) concerning the Holland Theory of Career Guidance Analysis in Student Career Planning, the implementation of Holland's theory of career guidance services can be understood by students as evidenced by the results of the Holland Student instrument analysis which shows that students already know personality types

and career direction.

Based on the explanation above, the researcher intends to test the effectiveness of career guidance services with John L. Holland's theoretical approach to career planning for class IX students of SMPN 5 Tasikmalaya. The study resulted in a new design for guidance and counseling teachers at SMPN 5 Tasikmalaya in conducting career guidance services.

## **METHOD**

This study used a quantitative approach with a quasi-experimental type and a non-equivalent pretest-posttest control group design. In this study, the sample used was 62 students divided into the control and experimental groups. This research was conducted at from the end of October 2022 to early December 2022 at SMPN 5 Tasikmalaya.

This research data collection method uses a questionnaire, students are given a set of questions according to the aspects of career planning that have been determined by adjusting the needs of students.

The research instrument used was compiled based on aspects of career planning, namely self-knowledge, attitudes and skills. Before being used to collect data, validity and reliability were first tested. The results of the validity test showed that a total of 38 statement items contained 36 valid items and 2 invalid items. The results of the reliability analysis showed a score of 0.869 which means that all items have a very high reliability value.

The research procedure was carried out, first carried out a pretest of the experimental and control classes. Both provide services four times. In the first meeting, students are given classical guidance services with material according to the first aspect, namely students can understand information about themselves including interests, talents, and aspirations. In the second meeting, students are given classical guidance services with material according to the third aspect, namely students can understand information about the types of secondary schools and be able to determine secondary schools. In the third meeting, students are given group guidance services with material according to the second aspect of the first and second indicators, namely students know the relationship with family members and know the economic situation of the family. In the fourth meeting, students were given group guidance services with material according to the second aspect of the third and fourth indicators, namely students knowing the family's educational background and knowing the family's expectations about the future. third, giving a final test (posttest) to the

experimental and control classes to measure changes after being given treatment (experiment).

The data analysis used was the normality test, homogeneity test, t-test, and Cohen's d (effect size). The normality test results for the experimental class pretest were  $0.200 > 0.05$  ( $\alpha=5\%$ ), the control class pretest data were  $0.200 > 0.55$  ( $\alpha=5\%$ ), the experimental class posttest data were  $0.104 > 0.05$  ( $\alpha=5\%$ ), and the control class posttest was  $0.182 > 0.05$  ( $\alpha = 5\%$ ). So it can be concluded from the four values  $> 0.05$ , which means that the data in this study are normally distributed. The results of the homogeneity test show the Sign value. 0.399. So it can be concluded that the data is homogeneous because of the Sign value.  $(0.399) > 0.05$ , therefore the data analysis will reveal parametric statistics. The results of the t-test show that  $t_{count}$  is 4.173, the table is 1.699 at a significance level of 5% (0.05), and db 122, Sig. of 0.000. Because  $t_{count} > t_{table}$  ( $4.173 > 1.699$ ) and the Sig.  $<$  level of significance ( $0.000 < 0.05$ ), it can be concluded that there is a significant difference between the posttest experimental class and the control class.

## **FINDINGS AND DISCUSSIONS**

### **General Description of Student Career Planning**

The general description of career planning for class IX students of SMPN 5 Tasikmalaya shows "moderate". The highest score was in the "medium" category with 160 students with a percentage of 64.3%, then in the "high" category there were 49 students with a percentage of 19.7%, and finally in the "low" category there were 40 students with a percentage of 16.1%.

From these data, it was obtained that the highest score was in the "moderate" category which showed that as many as 160 students were able to plan a career but were not optimal enough, meaning that there were still doubts about planning their career. This is because students still do not have self-understanding regarding their talents, and interests and lack information about careers so students are less prepared to prepare career plans in the future. This is supported by the opinion of Irsu & Winingsih (2022) that the knowledge or information obtained, students are reluctant to make decisions independently in terms of careers and even experience difficulties in planning career plans. If this is not resolved immediately, it will cause students problems in the field of career.

Likewise from the results of observations, students still experience doubts in planning a career, because students feel a lack of information obtained

and a lack of understanding of the information that has been obtained. In addition, students also do not know their interests and talents. Finally, students choose to follow friends or family in planning their careers. This is following the opinion of Erikson (Niles & Bowlsbey, 2016) junior high school students must clarify their identity, if it is not achieved then they will experience confusion when trying to complete their developmental tasks, one of which is planning a career. Likewise with Genshaft's opinion (Niles & Bowlsbey, 2016) early adolescence is a process of "struggling towards maturity". Based on Genshaft's exposure, middle school students are preoccupied with a sense of belonging and are significantly influenced by their same-sex friends.

According to Dillard (1985) career planning cannot be done immediately without going through the steps in career planning. These steps are identifying talents, and interests, and paying attention to personality, career opportunities, and lifestyle. Class IX students of SMPN 5 Tasikmalaya have not gone through these steps because some are still confused about their interests and talents.

According to Super (Niles & Bowlsbey, 2016) junior high school students in planning their careers will continue to stimulate curiosity about their emerging self-concepts such as interests, skills, and family support for their career planning. This is supported by the opinion of Ginzberg, et. al. (Sharf, 1992) state that during early adolescence students have more realistic thoughts in looking at themselves and their future, including in planning a career. Specifically, at this time students are in the tentative stage, namely, the stage when students begin to consider work based on their interests and preferences.

### **Career Guidance Services**

The implementation of career guidance services is divided into four services:

a. First service

The initial stage begins with greeting students with sentences that make students excited, followed by ice breaking so that students become more focused. Furthermore, it explains the specific goals to be achieved in classical guidance, namely students can know their interests and talents through the Holland personality type, students are able to know their goals clearly through the Holland personality type, and students can determine appropriate extracurriculars. After that students are explained of the activities to be carried out,



including the topics to be discussed later. When students are ready, the core activities will begin.

Core stage. Learning is carried out using small group discussions, where students are divided into four groups and then given the task of discussing with their group and then making a presentation. Students are given the task of first discussing the meaning of Holland's six personality types (realistic, investigative, artistic, social, enterprising, and conventional), after which they are presented and discussed together. Furthermore, students will choose a personality that suits them from what has been described. Then students are given the task of writing down their interests, talents, and aspirations that suit their personality.

Closing stage. Students are invited to make conclusions from the material that has been discussed, then ends with a prayer as the end of activity. Evaluation stage. Students are given reinforcement in making the steps they will take, then given a worksheet in the form of an assessment of the classical guidance services that have been carried out. From the results of the evaluation sheet, it can be concluded that students can identify interests, talents, clear goals, and extracurriculars through Holland's personality type. Like SRY's answer on the evaluation sheet, "I am able to find out my interests and talents through an explanation of personality types, interests and talents. My personality is artistic and I love to doodle."

b. Second Service

Early stage. Beginning with a sentence greeting students with sentences that make students excited, followed by ice breaking so that students become more focused. Furthermore, it explains the specific goals to be achieved in this classical guidance, namely students know the relationship with family members, students know the economic situation of the family, students know the educational background of the family, and students know the family's expectations about the future.

Core stage. This service uses a truth or dares-card. Truth cards contain questions about family support for career planning and dare cards contain challenges. Students will be divided into four groups and each group names its group members with numbers sequentially. The game starts with the numbers one group one.

Student number one in group one comes forward and chooses a card at random. If you get a truth card then other group members with the same number must answer, if you get a dare card then only the student who chooses the card must complete the challenge.

Closing stage. Students are invited to make conclusions from the material that has been discussed, then ends with a prayer at the end of the activity. Evaluation stage. Students are given reinforcement in making the steps they will take, then given a worksheet in the form of an assessment of the classical guidance services that have been carried out. From the results of the evaluation sheet it can be concluded that students can know relationships, economic conditions, educational background and family expectations about the future. Like WNY's answer on the evaluation sheet, "I was able to understand my family's expectations about the future, before that I didn't understand why my family kept pressing me to continue my study to high school, maybe my parents wanted me to be better than them."

c. Third Service

Early stage. Beginning with building good relations with group members and starting an introduction to the game "I got a pen", while the playing technique first the group leader introduces himself using a pen, "My name is Anita, I want to be a counseling teacher, I will give this pen to ", the group leader gives a pen to the member (member 1) who is next to him. Second, member 1 must explain the origin of the pen, then introduce themselves like a group leader "I got this pen from Anita who wants to be a counseling teacher, introduce me to Rahma who wants to be a celebgram", then member 1 gives the pen to the member who is next to it (member 2), and so on until the 8th member. After the ice breaking, the group leader explained the meaning of group guidance, namely providing information about group activities to group members in a planned and organized manner to support the both personal and social development of each individual to enhance teamwork in a group. Then the group leader explained the purpose of doing group guidance, namely so that group members were able to understand the types of secondary schools. Then the group leader explains the topic to be presented, namely career planning skills.

Core stage. Group members carry out various activities following the directions given. From the results of the assessment in the second service, eight people were taken who were still confused about planning their careers. Then group guidance was carried out with the theme "Environment that fits personality" using monopoly media. The purpose of this game, each member of the group must save each card according to their personality. Each member is given the task of obtaining land in the form of a suitable personality type. Then after getting the card, members must collect cards for the type of environment, subjects, skills, and types of work that match the cards they have. The game takes place like playing monopoly in general.

Termination stage. Group members express their impressions and values of progress that have been achieved, draw conclusions, and end with a prayer. One of the impressions expressed by members was that students felt very helped by the guidance of this group, from those who originally did not understand the types of secondary schools, for example, what is the difference between SMK and SMA, and which school is suitable for what realistic personality.

Evaluation stage. The group leader pays attention to the activeness of group members while participating in group guidance services. From the activities carried out by enthusiastic group members in carrying out group guidance. Like MTH's answer on the evaluation sheet, "I can understand the type of environment that suits Holland's personality, for example I already understand what subjects I have to develop to plan a career".

d. Fourth service

Early stage. Beginning with building good relations with group members and starting an introduction to the game "I got a pen", while the playing technique first the group leader introduces himself using a pen, "My name is Anita, I want to be a counseling teacher, I will give this pen to", the group leader gives a pen to the member (member 1) who is next to him. Second, member 1 must explain the origin of the pen, then introduce themselves like a group leader "I got this pen from Anita who wants to be a counseling teacher, introduce me Rahma who wants to be a celebgram", then

member 1 gives the pen to the member who is next to it (member 2), and so on until the 8th member. After the ice breaking, the group leader explained the meaning of group guidance, namely providing information about group activities to group members in a planned and organized manner to support the both personal and social development of each individual to enhance teamwork in a group. Then the group leader explained the purpose of doing group counseling, namely so that students are able to understand information about the environment that is relevant for career planning. Then the group leader explains the topic to be conveyed, namely career planning skills.

Transitional stage. Recognizing the atmosphere when the members as a whole/part are not ready to enter the next stage and overcome the atmosphere, then the group leader asks again about the readiness of the group members before carrying out activities and starting the main stage.

In the core stage, group members carry out various activities according to the directions given. Group guidance with the theme "Types of secondary schools" uses snakes and ladders as media. The aim of this game is that each student must find a card that matches the high school he wants. Group members will face challenges and share information about types of secondary schools. If group members feel that the information fits, then the card can be kept for themselves or returned if they feel that it does not match.

Termination stage. Group members express their impressions and values of progress that have been achieved, draw conclusions, and end with a prayer. one of the impressions expressed by members is that students feel very helped by the guidance of this group, from those who originally did not understand about the type of environment that suits their personality to be more understanding.

Evaluation stage. The group leader pays attention to the activeness of group members while participating in group guidance services. From the activities carried out the students were enthusiastic about carrying out group guidance. Like MTH's answer on the evaluation sheet, "Previously I already knew about the types of secondary schools, namely SMA and SMK, after doing this group guidance I became much more knowledgeable about the majors in

these schools".

### **Career Guidance Service Effectiveness**

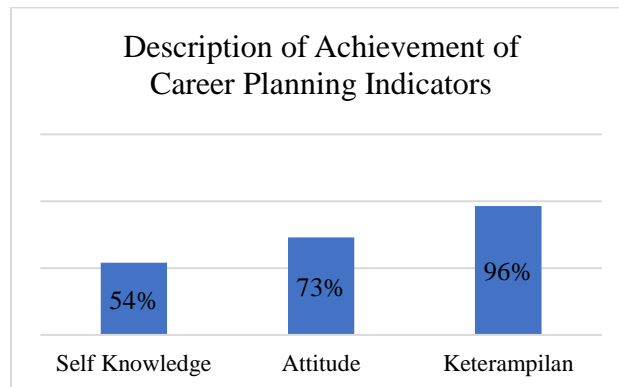
From the calculation results obtained  $t_{\text{count}}$  of 3.787,  $t_{\text{table}}$  of 1.699 at a significance level of 5% (0.05) and db 60, Sig. of 0.000. Because  $t_{\text{count}} > t_{\text{table}}$  ( $3.787 > 1.699$ ) and the Sig.  $<$  level of significance ( $0.000 < 0.05$ ), it can be concluded that there is a significant difference between the posttest experimental class and the control class. This evidence is supported by the results of research conducted by Putri & Purnamasari (2018) which stated that there were significant differences in the use of career guidance services using Holland's career theory as indicated by the results of the t-test with a significant probability of 0.05 ( $0.000 < 0.05$ ). Likewise, from the calculation of the effect size,  $d = 0.974$ , which means that the influence of career guidance services using John L. Holland's career theory has a high influence on career planning with a percentage of 82%.

Apart from the results of the t-test and the effect size of the changes, there are also student evaluation sheets. Previously, students did not know their interests and talents so they experienced confusion to develop and plan appropriate careers. After participating in the first career guidance service, students already know the interests and talents that must be developed from the type of personality that feels most suitable according to the attitudes shown daily. For example, as felt by SRY, wrote on the evaluation sheet that according to SRY, the material "Types of personality" really needs to be given because SRY does not yet know the personality that exists in him so he cannot plan a suitable career, after attending the first service SRY already knows the type of personality that is suitable, namely artistic, so SRY decided to develop his expertise, namely doodle (previously he was still confused because he liked many activities), and wanted to become a cool doodle maker.

**Table 1**  
**Description of the Effectiveness of Career Guidance Services**

<b>Aspect</b>	<b>Effect Size</b>	<b>Persentase</b>
Self knowledge	0.15	54%
Attitude	0.67	73%
Skills	1.8	96,4%

**Figure 1**



## CONCLUSION AND RECOMMENDATION

Based on the research that has been done, it can be concluded that career guidance services with Holland's theoretical approach to student career planning have proven to be effective. This can be proven from the results of the t test,  $t_{count} > t_{table}$  ( $3.787 > 1.699$ ) and the Sig.  $<$  level of significance ( $0.000 < 0.05$ ), as well as the changes experienced by students from each service that has been provided.

For further research, if you are interested in conducting similar research, you can develop techniques used in career guidance services so that students can more broadly understand the material provided.

## ACKNOWLEDGEMENTS

The author would like to thank Allah SWT who has given them health so that the author can complete the article on time, to parents who have provided emotional support during the process of making articles at home, to journal sources related to writing, and to all parties involved. Involved in the writing process.

## REFERENCES

- Dillard, J. M. (1985). *Life Long Career PLanning*. Charles E. Merril Publishing.
- Farhan, F., & Biran, M. (2022). Perspektif teori holland dalam pemilihan karir siswa SMA di era teknologi informasi. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 8(1), 9. <https://doi.org/10.29210/1202221148>
- Gani, R. A. (2012). *Bimbingan Karier Sebuah Panduan Pemilihan Karier yang Terarah*. CV. Angkasa. <https://doi.org/10.24176/jkg.v3i1.859>

- Irsu, A. F., & Winingsih, E. (2022). Peningkatan Kemampuan Perencanaan Karier Pada Siswa SMP Melalui Bimbingan Kelompok Teknik Mind Mapping. *Jurnal Unesa*, 12(6), 1216–1227. <https://ejournal.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/48485>
- Istiadah, F. N., Imaddudin, A., Arumsari, C., Nugraha, A., Sulistiana, D., & Sugara, G. S. (2018). JURNAL ABDIMAS UMTAS LPPM-Universitas Muhammadiyah Tasikmalaya PROGRAM BIMBINGAN KARIR PADA SISWA KELAS XII SMK ASSAABIQ SINGAPARNA. *JURNAL ABDIMAS UMTAS*, 1(1), 31–40. <http://journal.umtas.ac.id/index.php/ABDIMAS/article/view/237/137>
- Isti'adah, F. N., & Permana, R. (2017). Peranan Kelompok Teman Sebaya di Sekolah dalam Meningkatkan Komunikasi Interpersonal Siswa. *PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling*, 6(1), 8. <https://doi.org/10.12928/psikopedagogia.v6i1.7117>
- Jannah, D. H., Hulukati, W., & Smith, M. Bin. (2022). Student Journal of Guidance and Counseling PENGEMBANGAN MODUL PERENCANAAN KARIR BERBASIS TEORI KARIR HOLLAND SEBAGAI MEDIA BIMBINGAN DAN KONSELING PADA SISWA SMA/SEDERAJAT DI KOTA GORONTALO. *Student Journal of Guidance and Counseling*, 1(2), 48–60. <http://download.garuda.kemdikbud.go.id/article.php?article=2719048&val=24747&title=Harga%20Diri%20dan%20Hubungannya%20Dengan%20Perilaku%20Sosial%20Pada%20Siswa>
- Lestari, I. (2017). Meningkatkan Kematangan Karier Remaja Melalui Bimbingan Karier Berbasis Life Skill. *JURNAL KONSELING GUSJIGANG*, 3(1), 20–35. <https://doi.org/https://doi.org/10.24176/jkg.v3i1.859>
- Niles, S. G., & Bowlsbey, J. H. (2016). *Career Development Interventions* (5th ed.). PEARSON.
- Putri, I. E., Yusuf, A. M., & Afdal, A. (2021). Perspektif Teori Holland dalam Pemilihan Karir Siswa. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 3(4), 1669–1675. <https://doi.org/10.31004/edukatif.v3i4.591>
- Putri, R. D., & Purnamasari, S. (2018). PENGGUNAAN MATERI TEORI KARIER JOHN HOLLAND TERHADAP PENINGKATAN PERENCANAAN KARIER SISWA MELALUI LAYANAN INFORMASI BERMUATAN PEMBELAJARAN KONTEKSTUAL. *Wahana Didaktika : Jurnal Ilmu Kependidikan*, 16(2), 243–155. <https://doi.org/https://doi.org/10.31851/wahanadidaktika.v16i2.2053>
- Rahimsyah, A. P., & Hikmah, N. (2022). Self-Regulated Learning: Implication for School Counselor. *PSIKOEDUKO*, 2(1), 26–39. <https://ejournal.upi.edu/index.php/Psikoeduko/article/view/44946/pdf>

- Ramadhani, E., & Tul Jannah Program Studi Bimbingan dan Konseling, A. (2020). ANALISIS BIMBINGAN KARIR TEORI HOLLAND DALAM PERENCANAAN KARIR SISWA. *JURNAL KONSELING KOMPREHENSIF: Kajian Teori Dan Praktik Bimbingan Dan Konseling*, 7(2), 16–22. <https://garuda.kemdikbud.go.id/documents/detail/2017767>
- Sharf, R. (1992). *Applying Career Development Theory to Counseling*. Brooks Cole Publishing Comapny.
- Suherman, U. (2007). *Konseling Karier Sepanjang Rentan Kehidupan*. UPI.
- Wahyudi, IlhamYusuf. A Muri, & Afdal. (2021). Analisis Terhadap Holland Theory Dan Implikasinya Dalam Bimbingan Karir Pada Siswa . *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(5), 1880–1890. <https://doi.org/https://doi.org/10.31004/edukatif.v3i5.668>
- Walginto, B. (2004). *Bimbingan dan Konseling (Studi dan Karier)*. ANDI.
- Yusuf, S. (2008). *Psikologi Perkembangan Anak & Siswa*. Siswa Rosdakarya.