

Self-monitoring and career guidance services as predictors of student career planning

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Abstrak

Tingginya tingkat pengangguran terbuka lulusan SMK yang mencapai sekitar 8% pada data BPS tahun 2025 menunjukkan pentingnya perencanaan karir sejak di bangku sekolah. Penelitian ini bertujuan menganalisis pengaruh self-monitoring dan layanan bimbingan karir terhadap perencanaan karir siswa kelas X MPLB di SMK Negeri 3 Surakarta. Pendekatan yang digunakan yaitu kuantitatif dengan desain kausalitas. Sebanyak 108 siswa dijadikan sampel yang diambil dari populasi kelas X MPLB. Data dikumpulkan melalui kuesioner berskala Likert 1–4, kemudian dianalisis menggunakan teknik regresi linear berganda. Hasil analisis menunjukkan bahwa self-monitoring memberikan pengaruh positif dan signifikan terhadap perencanaan karir ($\text{sig. } 0,014 < 0,05$; $t_{\text{hitung}} 2,503 > t_{\text{tabel}} 1,982$). Layanan bimbingan karir juga terbukti berpengaruh positif dan signifikan ($\text{sig. } 0,000 < 0,05$; $t_{\text{hitung}} 6,916 > t_{\text{tabel}} 1,982$). Secara simultan, kedua variabel tersebut berkontribusi signifikan terhadap perencanaan karir ($\text{sig. } 0,000 < 0,05$; $F_{\text{hitung}} 74,575 > F_{\text{tabel}} 3,08$). Model regresi yang diperoleh yaitu $Y = 7,381 + 0,198X_1 + 0,800X_2$, dengan koefisien determinasi sebesar 0,579. Temuan ini menjadi dasar bagi guru bimbingan dan konseling untuk mengoptimalkan layanan bimbingan karir sekaligus mengembangkan kemampuan self-monitoring guna mendukung perencanaan karir siswa yang lebih matang.

Kata kunci: persiapan kerja; konseling sekolah; pendidikan kejuruan; perkembangan vokasional remaja; kesiapan kerja

Abstract

Vocational high school (VHS) graduates in Indonesia face an open unemployment rate of approximately 8% (BPS, 2025), highlighting the urgency of occupational preparation at the secondary level. This study analyzed the effects of self-monitoring and career guidance services on career planning among Grade X Business and Digital Marketing Management (MPLB) students at SMK Negeri 3 Surakarta. A quantitative causality design was employed with 108 students selected through saturated sampling. Data were collected via a four-point Likert-scale questionnaire and analyzed using multiple linear regression. Self-monitoring exerted a positive and significant effect on career planning ($t = 2.503, p = .014$). Career guidance services also showed a positive

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and significant effect ($t = 6.916$, $p = .000$). Simultaneously, both variables significantly predicted career planning ($F = 74.575$, $p = .000$), with a coefficient of determination of 0.579. Career guidance services contributed the larger share (effective contribution = 45%; relative contribution = 77%), while self-monitoring contributed 13.7% (relative = 23%). The regression equation was $\hat{Y} = 7.381 + 0.198X_1 + 0.800X_2$. These findings indicate that school counselors should optimize career guidance delivery and develop students' self-monitoring skills to support more mature occupational decision-making.

Keywords: occupational preparation; school counseling; vocational education; youth occupational development; work readiness

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Introduction

A primary objective of vocational education is to prepare students for entry into the labor market, continuation of tertiary study, or entrepreneurship. However, field realities suggest that this objective remains incompletely realized. Data from Statistics Indonesia (Badan Pusat Statistik [BPS], 2025) reveal that vocational high school (VHS) graduates carry a relatively high open unemployment rate of approximately 8%, surpassing that of graduates from other educational levels. This figure signals that the career readiness of VHS graduates warrants sustained attention; if left unaddressed, the consequences may ripple across economic and social domains.

Career planning constitutes one of the most critical competencies that VHS students should develop. Ideally, students should be capable of formulating a career plan while still enrolled in school one that serves as a navigational guide for their post-graduation trajectory (Zona & Zulfia, 2022). In practice, however, many students encounter substantial barriers to identifying career paths congruent with their areas of expertise. Such barriers are attributable to limited knowledge about the labor market, inadequate self-understanding, and insufficient guidance received during the educational process (Wahyuningsih et al., 2025). Observations conducted among Grade X MPLB students at SMK Negeri 3 Surakarta corroborated these patterns: students exhibited low career planning capacity, as evidenced by unclear career aspirations, limited initiative in future planning, and a tendency to rely on external parties when making career decisions.

Conceptually, career planning refers to an individual's capacity to design systematic steps toward the attainment of future career goals (Karamoy et al., 2023). This capacity does not develop spontaneously; rather, it is shaped by a confluence of internal and external factors. Internal factors include interests, talents, personality, and knowledge, while external factors encompass institutional career guidance services provided by schools (Kasan & Ibrahim, 2022). Both sets of factors interact in enabling individuals to recognize their own potential while simultaneously appraising the career opportunities available to them.

Within the context of this study, career planning was examined in relation to two predictor variables: self-monitoring and career guidance services. Self-monitoring pertains to an individual's ability to observe and regulate behavior in accordance with the demands of the social environment (Adawiyah et al., 2025). The indicators employed in this study were expressive self-control, social stage presence, and other-directed self-presentation (Alfisana, 2023). Career guidance services, in turn, refer to structured institutional efforts designed to assist students in understanding their own potential, identifying occupational opportunities, and making autonomous career decisions (Dislere & Vronska, 2020). These services were operationalized through three indicators: orientation services, career information services, and placement and channeling services (Yusrawati, 2018).

Prior empirical work supports the significance of both variables. Fitriah (2024) demonstrated that self-monitoring contributes to students' career planning. Similarly, Tolentino et al. (2019) found that self-monitoring capacity enhances an individual's readiness for the job search process, which in turn facilitates the formulation of career plans. With respect to the external variable, Dislere and Vronska (2020) established that career guidance programs in schools enable students to comprehend available occupational choices and to design career plans commensurate with their capabilities. When this guidance is delivered in a structured manner, students are better positioned to make career decisions aligned with their strengths and to develop their careers optimally (Agustina et al., 2024). Notwithstanding these contributions, previous studies have largely examined self-monitoring and career guidance services in isolation. Research that investigates both variables concurrently particularly among students in the MPLB vocational program remains limited. This study therefore sought to analyze the simultaneous effects of self-monitoring and career guidance services on student career planning, thereby offering a more complete picture of the internal and external determinants of career planning within VHS education.

Based on the theoretical review and prior research findings, the hypotheses for this study were formulated as follows: (H₁) self-monitoring significantly influences the career planning of Grade X MPLB students at SMK Negeri 3 Surakarta; (H₂) career guidance services significantly influence their career planning; and (H₃) self-monitoring and career guidance services jointly exert a significant simultaneous influence on career planning. Accordingly, the study addressed three research questions: (1) Does self-monitoring influence the career planning of Grade X MPLB students at SMK Negeri 3 Surakarta? (2) Do career guidance services influence their career planning? (3) Do both variables simultaneously influence their career planning?

Research Methods

This study employed a quantitative approach with a causality design, focused on analyzing cause-and-effect relationships among variables. Two independent variables were investigated self-monitoring (X₁) and career guidance services (X₂) alongside one dependent variable: career planning (Y). The study population comprised all Grade X MPLB students at SMK Negeri 3 Surakarta during the 2025/2026 academic year, totaling 108 students. Given the manageable population size, a saturated sampling technique was applied, incorporating all 108 students as research participants (Sugiyono, 2023, p. 133).

Instrument validity was assessed prior to data collection through Pearson correlation analysis. The initial instrument pool consisted of 18 items per variable (career planning, self-monitoring, and career guidance services). An r-critical value of 0.320 (N = 38, $\alpha = .05$) was adopted as the validity threshold. Items with computed r-values exceeding r-critical were retained; items that failed to meet this criterion were removed. Specifically, two items from the career planning scale (Items 9 and 18), five items from the self-monitoring scale (Items 1, 4, 5, 8, and 16), and two items from the career guidance services scale (Items 9 and 13) were eliminated. The final validated instrument comprised 16 career planning items, 13 self-monitoring items, and 16 career guidance services items. Reliability was subsequently assessed using Cronbach's alpha, yielding coefficients of .765 for self-monitoring, .869 for career guidance services, and .803 for career planning. All values exceeded the acceptable threshold of .60, confirming that the instruments demonstrated satisfactory internal consistency.

Data were collected by distributing a closed-ended questionnaire via Google Forms. Responses were recorded on a four-point Likert scale ranging from strongly disagree (1) to strongly agree (4). Career planning indicators were drawn from Oktafiani et al. (2023) and encompassed four dimensions: career understanding, career decision responsibility, ability to design career plans, and alignment of personal potential with areas of interest (16 valid items total). Self-monitoring indicators were adopted from Alfisana (2023) and consisted of three dimensions: expressive self-control, social stage presence, and other-directed self-presentation (13 valid items). Career guidance services indicators were based on Yusrawati (2018) and included orientation services, information services, and placement and channeling services (16 valid items). The detailed instrument blueprint is presented in Table 1.

Table 1
Research Instrument Blueprint

Variable	Indicator	Item Numbers	Total
Career Planning	Career Understanding	1, 2, 3, 4, 5	5
	Career Decision Responsibility	6, 7, 8, 9	4
	Ability to Design Career Plans	10, 11, 12, 13	4
	Alignment of Potential with Preferred Field	14, 15, 16	3
Self-Monitoring	Expressive Self-Control	1, 2, 3	3
	Social Stage Presence	4, 5, 6, 7	4
	Other-Directed Self-Presentation	8, 9, 10, 11, 12, 13	6
Career Guidance Services	Orientation Services	1, 2, 3, 4, 5, 6	6
	Information Services	7, 8, 9, 10, 11	5
	Placement and Channeling Services	12, 13, 14, 15, 16	5

The data analysis sequence began with four prerequisite tests: normality, linearity, multicollinearity, and heteroscedasticity. Hypothesis testing was then carried out through independent t-tests and an F-test. The analysis was further supplemented by multiple linear regression, computation of the coefficient of determination (R^2), calculation of effective contributions (EC), and calculation of relative contributions (RC).

Results and Discussion

Research Results

All three study variables clustered within the moderate category. For career planning (Y), scores across the 108 respondents ranged from a minimum of 38 to a maximum of 63 (range = 25), with a mean of 49.92, a median of 48.00, a mode of 48, and a standard deviation of 5.24. For self-monitoring (X_1), scores ranged from 36 to 62 (range = 26), with a mean of 48.82, a median of 47.50, a mode of 46, and a standard deviation of 5.76. For career guidance services (X_2), scores ranged from 35 to 52 (range = 17), with a mean of 41.13, a median of 40.00, a mode of 39, and a standard deviation of 3.08.

The Kolmogorov-Smirnov normality test yielded a significance value of .226 ($> .05$), confirming that the data satisfied the normality assumption. Linearity testing revealed that both predictor–outcome relationships were linear: for self-monitoring versus career planning, the linearity significance was .000 ($< .05$) and deviation from linearity was .264 ($> .05$); for career guidance services versus career planning, linearity significance was .000 ($< .05$) and deviation from linearity was .247 ($> .05$). Multicollinearity was assessed through tolerance and variance inflation factor (VIF) statistics; tolerance values of .523 ($> .10$) and VIF values of 1.912 (< 10.00) for both predictors confirmed the absence of multicollinearity. Heteroscedasticity was examined via Spearman rank-order correlation, producing significance values of .779 for self-monitoring and .773 for career guidance services (both $> .05$), indicating no heteroscedastic patterns. Autocorrelation was evaluated using the Durbin-Watson statistic. The obtained Durbin-Watson value of 1.969 fell within the bounds established by the d-upper ($dU = 1.7242$) and $4 - dU (= 2.2759)$ thresholds, confirming the absence of autocorrelation in the regression model (Sahir, 2022). Independent t-tests were conducted to assess the individual effects of each predictor on career planning. Table 2 presents the t-test results.

Table 2
t-Test Results for Self-Monitoring and Career Guidance Services

	t	Sig.
(Constant)	2.108	.037
X ₁	2.503	.014
X ₂	6.916	.000

As shown in Table 2, self-monitoring (X₁) returned a significance value of .014 (< .05) and a t-value of 2.503 exceeding the critical value of 1.982 at df = 105, leading to the rejection of H₀ and the acceptance of H₁. Career guidance services (X₂) demonstrated an even stronger effect, with sig. = .000 (< .05) and t = 6.916 > t-critical = 1.982 at df = 105, supporting the acceptance of H₂. Both predictors therefore exerted statistically significant individual effects on students' career planning. The simultaneous influence of self-monitoring and career guidance services on career planning was examined using an ANOVA F-test. The results are presented in Table 3.

Table 3
ANOVA F-Test Results for the Regression Model

	df	F	Sig.
Regression	2	74.575	.000 ^b
Residual	105		
Total	107		

Table 3 shows that the model yielded F = 74.575, which exceeds the critical F-value of 3.08, with a significance level of .000 (< .05). Accordingly, H₀ was rejected and H₃ was accepted, confirming that self-monitoring and career guidance services jointly produced a significant simultaneous effect on students' career planning. Multiple linear regression was performed to estimate the magnitude and direction of each predictor's contribution. The regression coefficients are presented in Table 4.

Table 4
Multiple Linear Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	7.381	3.501	
X ₁	.198	.079	.217
X ₂	.800	.116	.600

The regression results displayed in Table 4 indicate that both predictors exerted positive effects on career planning. The self-monitoring coefficient (B = 0.198) indicates that an increase in self-monitoring is accompanied by a corresponding increase in career planning. The coefficient for career guidance services (B = 0.800) indicates a stronger positive relationship, suggesting that improvements in the quality of career guidance delivery are associated with more pronounced gains in career planning. The resulting regression equation is:

$$\hat{Y} = 7.381 + 0.198X_1 + 0.800X_2$$

The proportion of variance in career planning explained by the two predictors was assessed through the coefficient of determination. These results are summarized in Table 5.

Table 5*Coefficient of Determination*

<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
.766 ^a	.587	.579	3.402

As reported in Table 5, the Adjusted R^2 value of .579 indicates that approximately 58.7% of the variance in students' career planning is jointly accounted for by self-monitoring and career guidance services. The remaining 41.3% is attributable to factors not captured within the present model. Table 6 presents the correlation coefficients and standardized regression coefficients (β) for each predictor variable.

Table 6*Hasil Koefisien Korelasi*

Variable	β (Regression Coefficient)	Correlation Coefficient	R Square
Self-Monitoring (X_1)	0.217	0.631	
Career Guidance Services (X_2)	0.600	0.750	0,587

As shown in Table 6, self-monitoring demonstrated a positive correlation of $r = .631$ with career planning, while career guidance services exhibited a stronger positive correlation of $r = .750$. The standardized regression coefficients (β) further confirm that career guidance services ($\beta = .600$) exerted a greater influence than self-monitoring ($\beta = .217$) on career planning outcomes. To quantify the individual contributions of each predictor to the total explained variance, effective contribution (EC) and relative contribution (RC) analyses were conducted. Table 7 summarizes the effective contributions.

Table 7*Effective Contributions of Predictor Variables to Career Planning*

Effective Contribution	Calculation	Percentage
Self-Monitoring (X_1)	$0,217 \times 0,631 \times 100\% = 0,137$	13,7%
Career Guidance Services (X_2)	$0,600 \times 0,750 \times 100\% = 0,450$	45%
Total		58,7%

Table 7 reveals that self-monitoring accounted for an effective contribution of 13.7%, while career guidance services contributed 45.0%, for a combined total of 58.7% consistent with the R^2 value reported in Table 5. The relative contributions of each predictor within this explained variance are presented in Table 8.

Table 8*Relative Contributions of Predictor Variables to Career Planning*

Relative Contribution	Calculation	Percentage
Self-Monitoring (X_1)	$13,7\% \div 58,7\%$	23%
Career Guidance Services (X_2)	$45\% \div 58,7\%$	77%
Total		100%

As presented in Table 8, career guidance services accounted for a relative contribution of 77% of the total explained variance, compared with 23% for self-monitoring. Collectively, these findings indicate that while self-monitoring plays a statistically significant role in career planning, career guidance services constitute the more dominant predictor in this sample.

Discussion

Effect of Self-Monitoring on Career Planning

Hypothesis testing confirmed that self-monitoring exerts a positive and significant effect on the career planning of Grade X MPLB students at SMK Negeri 3 Surakarta ($t = 2.503$, $p = .014$). Accordingly, H_1 was accepted. Self-monitoring is understood as the capacity to observe and regulate one's own behavior to meet the expectations of the social environment (Pramono & Wibowo, 2020). This capacity enables individuals to evaluate their conduct and recalibrate behaviors that are misaligned with situational demands, thereby fostering improved self-management (Adawiyah et al., 2025). Within the context of career planning, self-monitoring equips students to recognize their own strengths, interpret the demands of the labor market, and identify career pathways that suit their profile. These findings are consistent with those of Fitriah (2024), who documented the contribution of self-monitoring to student career planning, and with Tolentino et al. (2019), who established that self-monitoring enhances individuals' readiness for the job search process a competency directly related to the ability to construct career plans.

Item-level analysis of the self-monitoring questionnaire revealed that the highest score was obtained for Item 6 (total score = 354), which falls under the expressive self-control indicator. In contrast, the lowest score was recorded for Item 9 (total score = 234), which pertains to social stage presence. The relatively low scores on social stage presence suggest that a subset of students lacked confidence when presenting themselves or expressing their views in social settings a finding consistent with the developmental stage of Grade X students, who are still adapting to the VHS environment and may not yet have fully developed their communication competencies. These observations underscore the need for learning activities and guidance services designed to enhance students' confidence and interpersonal communication skills (Edi, 2021).

Despite its significance, effective contribution analysis revealed that self-monitoring accounted for only 13.7% of the variance in career planning, with a relative contribution of 23%. This comparatively modest contribution suggests that self-regulatory capacity, though important, requires complementary external support to produce optimal outcomes for students' career planning.

Effect of Career Guidance Services on Career Planning

Hypothesis testing further established that career guidance services exert a positive and significant effect on the career planning of Grade X MPLB students at SMK Negeri 3 Surakarta ($t = 6.916$, $p = .000$). H_2 was therefore accepted. In the VHS context, career guidance services represent a structured institutional mechanism for supporting students in making autonomous career decisions (Dislere & Vronska, 2020). These services are particularly valuable for students who remain uncertain about their occupational futures. Through career guidance, students are assisted in identifying their interests, strengths, and personal needs in relation to the world of work. They also receive structured exposure to diverse career options, enabling them to align their choices with their personal circumstances and aspirations. These findings are consistent with those of Hasanah et al. (2019), who documented the contribution of career guidance services to student career planning, reaffirming that such services represent a key institutional lever for promoting mature and purposeful career planning.

Item-level analysis of the career guidance services questionnaire showed that the highest score was recorded for Item 6 (total score = 374), which falls within the orientation services indicator. The lowest score was obtained for Item 3 (total score = 296), also within the orientation services dimension, suggesting that although orientation services are provided, some students have not yet fully internalized specific aspects of career and educational orientation, particularly those related to knowledge of the labor market and pathways for continued education.

The effective contribution of career guidance services to career planning was 45.0%, with a relative contribution of 77% the most dominant contribution of the two predictors. This predominance is consistent with the developmental characteristics of Grade X students, who are at the exploratory stage of career development and consequently depend heavily on information, direction, and institutional support to recognize their potential and navigate available career options (Budiman et al., 2020).

Simultaneous Effect of Self-Monitoring and Career Guidance Services on Career Planning

The simultaneous hypothesis test confirmed that self-monitoring and career guidance services jointly exert a significant effect on the career planning of Grade X MPLB students at SMK Negeri 3 Surakarta ($F = 74.575$, $p = .000$). H_3 was therefore accepted. Students' career planning in this study was shaped by the interplay of internal and external influences. Tolentino et al. (2019) established that self-monitoring contributes to job-search readiness, which is directly linked to career planning capacity; Dislere and Vronska (2020) demonstrated that career guidance services equip students with the knowledge and direction needed to plan careers aligned with their potential. Career planning can thus be conceptualized as the product of an interaction between self-regulatory competence and environmental support through institutional guidance an interaction that renders students' career planning more purposeful, realistic, and congruent with their individual potential.

Combined effective contribution analysis confirmed that self-monitoring and career guidance services together account for 58.7% of the variance in career planning ($EC = 13.7\%$ and 45.0% , respectively), while relative contributions stood at 23% and 77%, respectively. The predominance of career guidance services reflects the reality that Grade X students, at an early stage of career exploration, are more reliant on external institutional inputs than on internal regulatory capacity alone. This finding aligns with Budiman et al. (2020), who affirmed that career guidance services enhance career planning by providing information, promoting self-knowledge, and facilitating self-understanding. Nonetheless, self-monitoring remains an important complementary factor, as it enables students to engage more purposefully and effectively with career guidance services in constructing their career plans.

Conclusion

This study produced three principal findings. First, self-monitoring (X_1) was found to exert a positive and significant effect on career planning (Y) among Grade X MPLB students at SMK Negeri 3 Surakarta. Second, career guidance services (X_2) also demonstrated a positive and significant effect on career planning. Third, both self-monitoring and career guidance services jointly produced a significant simultaneous effect on career planning, collectively explaining 58.7% of its variance. Theoretically, these findings reinforce the established view that career planning is shaped by both internal and external factors. The present results indicate, however, that career guidance services exert a more substantial influence than self-monitoring, suggesting that for Grade X students who are at the early stages of career exploration institutional school support through guidance services plays a more decisive role in helping students recognize their potential, understand available career options, and formulate career plans. Self-monitoring, nonetheless, functions as an essential complementary factor, enabling students to take greater advantage of career guidance services and manage their own career development process. Practically, the findings highlight the imperative of optimizing career guidance delivery in schools, supported by deliberate efforts to cultivate students' self-monitoring competencies, so that career planning becomes more mature and directional. This study was conducted systematically; however, several limitations warrant acknowledgment. First, the cross-sectional research design captures conditions at a single point in time and therefore cannot illuminate the longitudinal development of career planning. Second, the exclusive reliance on self-report questionnaires introduces the possibility of response bias. Third, the model is restricted to two predictor variables, leaving unexplored the potential influence of other factors. Finally, the single-school scope limits the generalizability of the findings. Future research is encouraged to adopt alternative methodological approaches such as qualitative or mixed-methods designs to gain deeper insight into student career planning processes. Future researchers are also encouraged to incorporate additional variables, such as family support or peer influence, that may further contribute to career planning outcomes.

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