CARE INDONESIA
CARE JOURNAL OF GUIDANCE AND COUNSELING
e-ISSN: xxxx-xxxx
Homepage: https://carejournals.id/index.php/jipc/index



Career Guidance Services for Secondary School Students: A Literature Review

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ARTICLE INFO

Article History:
Received:
30 May 2026
Accepted:
30 June 2026
Avaliable online:
30 June 2026

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ABSTRACT

This study aims to examine previous research on career guidance services that can be used as interventions to develop secondary school students' career planning skills, career maturity, and career decision-making abilities. This study employed a literature review method (*library research*), drawing on scientific articles retrieved from Google Scholar, Sinta, and Garuda databases, with a publication period ranging from 2020 to 2024. Data were analyzed through three stages: data reduction, data presentation, and conclusion drawing. The review of 36 relevant research articles identified various guidance and counseling services that can support students' career development. Regarding career planning, the commonly identified interventions included classroom guidance and group guidance using various techniques and methods. In terms of career maturity, the available interventions included group guidance, individual counseling, group counseling, and career counseling. Meanwhile, students' career decision-making abilities could be supported through information services, group guidance, group counseling, and online-based career guidance. These findings are expected to serve as a reference for guidance and counseling teachers in selecting career guidance services that align with students' developmental needs and provide a foundation for further research

Keywords: Career guidance; career planning; career maturity; career decision-making

ABSTRAK

Penelitian ini bertujuan untuk mengkaji berbagai hasil penelitian mengenai layanan bimbingan karir yang dapat digunakan sebagai intervensi untuk mengembangkan kemampuan perencanaan karir, kematangan karir, dan pengambilan keputusan karir siswa sekolah menengah. Penelitian ini menggunakan metode kajian pustaka (*library research*) dengan sumber data berupa artikel ilmiah yang diperoleh melalui penelusuran Google Scholar, Sinta, dan Garuda pada rentang publikasi tahun 2020–2024. Analisis data dilakukan melalui tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil kajian terhadap 36 artikel penelitian menunjukkan bahwa terdapat beragam bentuk layanan bimbingan dan konseling yang dapat dimanfaatkan untuk mendukung perkembangan karir siswa. Pada aspek perencanaan karir, layanan yang banyak ditemukan meliputi bimbingan klasikal dan bimbingan kelompok dengan berbagai teknik dan metode. Pada aspek kematangan karir, alternatif layanan mencakup bimbingan kelompok, konseling individu, konseling kelompok, dan konseling karir. Sementara itu, pengembangan kemampuan pengambilan keputusan karir dapat difasilitasi melalui layanan informasi, bimbingan kelompok, konseling kelompok, dan bimbingan karir berbasis online. Hasil penelitian ini diharapkan dapat menjadi referensi bagi guru Bimbingan dan Konseling dalam menentukan alternatif layanan karir sesuai dengan kebutuhan siswa serta menjadi landasan bagi penelitian selanjutnya.

Kata kunci: Bimbingan karir; perencanaan karir; kematangan karir; pengambilan keputusan karir.

How to cite: Setyawan, N. (2026). Career guidance services for secondary school students: A literature review. Journal of Guidance and Counseling (CJGC) 1(1), https://carejournals.id/index.php/cjgc/index

INTRODUCTION

The evolving landscape of education requires students not only to acquire academic competencies but also to develop the ability to prepare for and determine their future career paths. Education plays a vital role in developing individuals' potential to enable them to

respond effectively to the demands of life and the future labor market. In this context, career guidance constitutes an essential component of school-based guidance and counseling services. These services are designed to assist students in identifying their potential, exploring various career alternatives, and making career choices that align with their abilities and future aspirations.

Students' career development is a multidimensional process encompassing several developmental aspects, including career planning, career maturity, and career decision-making. Career planning refers to an individual's ability to identify and determine the steps necessary to achieve career goals (Malik et al., 2023). Meanwhile, career maturity reflects an individual's readiness to accomplish career developmental tasks and make appropriate career choices in accordance with their developmental stage (Saragih et al., 2023). Both aspects are closely associated with career decision-making skills, which are essential when students are confronted with various educational and occupational alternatives.

In practice, students require systematic guidance to effectively develop these three aspects of career development. Guidance and counseling teachers play a strategic role in providing services that address students' career developmental needs. Previous studies have demonstrated that classroom guidance and group guidance can be employed to enhance students' career planning skills (Suhasni et al., 2023; Malik et al., 2023). Regarding career maturity, interventions can be implemented through group guidance, individual counseling, and career counseling (Nurhayati et al., 2021; Saragih et al., 2023). Furthermore, the development of career decision-making skills can be facilitated through information services, group guidance, and group counseling (Astuti & Kurniawan, 2021; Sonya et al., 2024).

The diversity of available services and approaches indicates that the implementation of career guidance requires a comprehensive understanding of intervention alternatives that can be selected according to students' developmental needs. Therefore, reviewing previous research findings is necessary to identify the various forms of career guidance services, approaches, and techniques that have been implemented to support students' career development. Accordingly, this study aims to examine previous research on career guidance services for secondary school students, particularly those addressing career planning, career maturity, and career decision-making. The findings are expected to provide a valuable reference for guidance and counseling teachers in selecting appropriate service alternatives that correspond to students' career developmental needs.

METHODS

The method contains the research design, research subjects, instruments, data collection procedures, This study employed a library research method, which involves examining various scholarly sources relevant to the research topic (Aprilyada et al., 2023). Data were collected by searching research articles across several academic databases, namely Google Scholar, Sinta, and Garuda. The literature search employed the keywords "Career Guidance Services," "Career Planning," "Career Maturity," "Career Decision-Making," and "Guidance and Counseling," focusing on articles published between 2020 and 2024. The retrieved literature was subsequently screened based on its relevance to the research focus.

The collected data were then analyzed through three stages: (1) data reduction, involving the selection and categorization of literature according to the research focus; (2) data presentation, involving the systematic organization of research findings based on the three aspects of career development: career planning, career maturity, and career decision-making; and (3) conclusion drawing, involving the synthesis of findings across studies to develop an overall understanding of alternative career guidance services for secondary school students (Rijali, 2018).

RESULTS AND DISCUSSION

A review of the identified literature yielded 36 relevant research articles addressing the topic of this study. A summary of the findings is presented in Table 1. The findings are discussed under three main subtopics: career planning services for students, career maturity services for students, and career decision-making services for students.

Tabel 1. Summary of the Reviewwd Articles

	Jenis Layanan	Jumlah
Career Planning	Classroom Guidance	5
	Group Guidance	15
Career Maturity	Group Guidance	5
	Modeling-Based Career Guidance	1
	Individual Counseling	1
	Holland Based Career Counseling	1
	Group Counseling	1
	Solution-Focused Career Counseling	1
	Reality Group Counseling	1
	Information Services	2

Career Decision-Making	Group Guidance	2
	Online-Based Career Guidance	1

Layanan Perencanaan Karir Siswa

Every student needs to develop the ability to plan their desired future career. Career planning refers to an individual's ability to identify and determine the steps necessary to achieve career goals (Malik et al., 2023). Based on the literature review, two types of services can be implemented by guidance and counseling teachers to help students improve their career planning skills: classroom guidance and group guidance.

Classroom guidance is a basic guidance service provided by guidance and counseling teachers to large groups of students, focusing on topics that support their development. It is a form of basic guidance service designed by guidance and counseling teachers and delivered through scheduled, direct interactions with students, involving discussions, question-and-answer sessions, and practical activities (Rohmah et al., 2021). In practice, classroom guidance provides information on topics relevant to individual development across personal, academic, social, and career domains (Benardy et al., 2024). Based on these descriptions, classroom guidance can be defined as a basic service designed by guidance and counseling teachers and delivered through scheduled interactions with students. The service addresses specific topics through discussions, question-and-answer sessions, or practical activities to support students' development in personal, social, academic, and career domains.

Classroom guidance can be used as an intervention to help improve students' career planning skills. Studies by Suhasni et al. (2023), Afriana et al. (2022), and Widyanti et al. (2023) have demonstrated that classroom guidance services have a positive effect on students' career planning abilities. Other studies have shown that classroom guidance can also be combined with specific techniques to enhance students' career planning skills. For instance, Plisna and Asbi (2024) demonstrated that classroom guidance incorporating self-management techniques was effective in improving students' career planning abilities. In addition, classroom guidance can be integrated with specific methods. Utami et al. (2023) found that classroom guidance using the SMART method improved students' knowledge and awareness of career planning. The SMART method is an approach to formulating solutions and making long-term decisions based on five criteria: specific, measurable, achievable, relevant, and time-bound (Utami et al., 2023).

A summary of these research findings is presented in Table 2. Based on these studies, classroom guidance can be considered an appropriate service for helping students develop their career planning abilities. Furthermore, this service can be integrated with specific techniques and methods, such as self-management techniques and the SMART method, as well as other relevant approaches.

Tabel 2. Classroom Guidance Services for Career Planning

No	Authors and Years	Type of Service	Research Method	Findings
1.	Plisna & Asbi (2024)	Classroom Guidance Using Self-Management Techniques	Quantitative eksperimen *one group pretest and posttest design*	Effective in improving students' career planning skills
2.	Utami, dkk. (2023)	Classroom Guidance Using the SMART Method	Qualitative classroom action research	Improved students' knowledge of career readiness
3.	Suhasni, dkk. (2023)	Classroom Guidance Services	Quantitative *pre experimental design one-grub pretest-postest design*	Had a positive effect
4.	Afriana,dkk. (2022)	Classroom Guidance Services	Quantitative quasi-eksperimen, *one group pretestposttest*	Had a positive effect
5.	Widyanti, dkk. (2023)	Classroom Guidance Services	Quantitative *pre experimental design one-grub pretest-postest design*	Had a positive effect

Group guidance can also serve as an intervention to help students address their problems by utilizing the strengths and dynamics of the group. Telaumbanua (2023) explained that group guidance is a service designed to help students resolve their problems through group-based activities. Guidance and counseling teachers can therefore use group guidance to improve students' career planning abilities. Studies by Isliana (2020) and Nurasiah (2023) have demonstrated that group guidance services are effective in improving students' career planning skills.

Guidance and counseling teachers can also integrate group guidance with discussion techniques, which have been shown to be effective in improving students' career planning abilities. Studies by Amalia et al. (2020), Sariakin et al. (2024), Magfiroh et al. (2024),

Marom et al. (2022), Syafitri et al. (2023), Farida et al. (2024), and Nove et al. (2021) demonstrated that group guidance incorporating discussion techniques is effective in helping students plan their careers. Discussion is a problem-solving method that provides group members with opportunities to exchange opinions, formulate conclusions, and determine alternative solutions to problems (Amalia et al., 2020).

Another technique that can be employed is symbolic modeling. Azizah et al. (2020) demonstrated that group guidance using symbolic modeling techniques is effective in supporting students' career planning. Symbolic modeling involves the use of inspirational stories about individuals who have achieved success in the field of education. Through these stories, students can identify and adopt relevant strategies for career planning and further educational pursuits (Azizah et al., 2020). Similarly, Novanti et al. (2021) found that group guidance incorporating modeling techniques had a positive effect on students' career planning abilities. Modeling is a counseling technique used to modify behavior through observational learning (Novianti et al., 2021).

Furthermore, Arsya et al. (2023) demonstrated that group guidance incorporating the Socratic technique had a positive effect on students' career planning abilities. The Socratic technique involves dialogues between guidance and counseling teachers and students to develop critical thinking, encourage the discovery of new insights, broaden knowledge, deepen understanding, examine the validity of students' beliefs, and facilitate the formulation of sound conclusions through critical questioning (Reis, 2003; Arsya et al., 2023). Based on these findings, group guidance can be integrated with discussion, modeling, and Socratic techniques to help students improve their career planning abilities.

Other studies have demonstrated that guidance and counseling teachers can employ the mind mapping method to improve students' career planning skills. Julia and Afandi (2020) found that group guidance incorporating mind mapping techniques was effective in improving students' career planning abilities. Mind mapping is a technique that utilizes memory and cognitive processes to organize information through a structured framework of ideas. This technique can enhance understanding, make learning more engaging and memorable, and help individuals organize ideas in a flexible and clear manner (Julia & Afandi, 2020).

In addition, group guidance using the bibliotherapy method can serve as an alternative intervention to improve students' career planning abilities. Wibowo et al. (2023) found that group guidance incorporating bibliocounseling had a positive effect on students'

career planning skills. Bibliocounseling is an approach that utilizes information from books to guide students and assist them in addressing their problems. The materials used may include information from storybooks, comics, articles, or scientific publications (Wibowo et al., 2023). Based on these findings, guidance and counseling teachers can integrate group guidance with mind mapping and bibliocounseling methods to support students' career planning.

Group guidance services utilizing module-based media have also been found effective in helping students develop their career planning abilities. Malik et al. (2023) demonstrated that group guidance incorporating electronic modules (e-modules) improved students' career planning skills. Modules can serve as instructional media in the delivery of career guidance services. A module is a learning resource developed to support effective learning, either through independent study or guided learning (Malik et al., 2023).

A summary of group guidance interventions for career planning is presented in Table 3. Based on the preceding discussion, guidance and counseling teachers can improve students' career planning abilities through classroom guidance integrated with specific techniques and methods, such as self-management and SMART. They can also implement group guidance incorporating discussion, modeling, and Socratic techniques, as well as methods such as mind mapping and bibliocounseling, supported by electronic module-based media.

Tabel. 3 Group Guidance Service for Career Planning

No	Author(s) and Year	Type of Service	Research Method	Findings
1.	Nurasiah (2023)	Group Guidance Services	Quantitative *Quasi Eksperimental*	Effective in improving students' career planning abilities
2.	Isliana (2020)	Group Guidance Services	Quantitative *quasi experemntal design pre-test* dan *post-test*	Improved students' career planning abilities
3.	Arsya, dkk. (2023).	Group Guidance Using the Socratic Technique	Quantitative t*rue eksperimental pretest-posttest control group design*.	Had a positive effect
4.	Amalia, dkk. (2020).	Group Guidance Using Discussion Techniques	Quantitative *true eksperimental design* dengan bentuk *pretest-posttest control group design.*	Had a positive effect

5.	Sariakin, dkk. (2024).	Group Guidance Using Discussion Techniques	Quantitative *quasi experemntal design pre-test* dan *post-test*	Had a positive effect
6.	Magfiroh, dkk. (2024).	Group Guidance Using Discussion Techniques	quantitative *pre experimental design one-grub pretest-postest design*	Effective in improving career planning
7.	Marom,dkk. (2022).	Group Guidance Using Group Discussion Techniques	Quantitative *rue experimental design* dengan bentuk *pretestposttest control* grup *design*	Effective in improving students' career planning
8.	Syafitri, dkk. (2023).	Group Guidance Using Discussion Techniques	Quantitative *true-experimental design* metode *pretest-posttest control group design*	Had a positive effect
9.	Farida, dkk. (2024).	Group Guidance Using Discussion Techniques	*Mix Mtehods The Explanatory Sequential One Group Pretest-Posttest Design*	Helped students with career planning
10.	Nove, dkk. (2021).	Group Guidance Using Discussion Techniques	Quantitative *experimental* *one group pretest – posttest model*	Effective in supporting students' career planning
11.	Malik, dkk. (2023).	Group Guidance Using E-Modules	Quantitative *pre experimental one group pretestposttest design*	Improved students' career planning abilities
12.	Wibowo, dkk. (2023).	Group Guidance Using Bibliocounseling	Quantitative *quasi-experimental nonequivalent control group design*	Had a positive effect
13.	Julia & Afandi (2020)	Group Guidance Using Mind Mapping Techniques	Quantitative *pre eksperimen One Group Pre-Test Post-Tes Design*	Effective in improving career planning abilities
14.	Azizah, dkk. (2020).	Group Guidance Using Symbolic Modeling Techniques	Quantitative eksperimen *one group pretest-posttest design.*	Effective in supporting career planning
15.	Novanti, dkk. (2021).	Group Guidance Using Modeling Techniques	Quantitative *true eksperimental pretest-postest control group design*	Had a positive effect

Career Maturity Services for Students

Career maturity refers to an individual's success in completing career developmental tasks and their readiness to make career decisions in accordance with their developmental stage (Saragih et al., 2023). Students with low levels of career maturity can be provided with several intervention services, including group guidance, individual counseling, group counseling, career guidance, and career counseling.

Safitri et al. (2020) demonstrated that group guidance incorporating problem-solving techniques can improve students' career maturity. Similarly, Kamilah et al. (2020) found that group guidance based on Holland's career interest assessment can enhance students' career maturity. Group guidance services can also be integrated with other techniques. For example, Nurhayati et al. (2021) demonstrated that group guidance incorporating self-management techniques was effective in improving career maturity. Elvina (2021) also found that group guidance using discussion techniques was effective in enhancing career maturity. These findings are consistent with Riwanti (2024), who demonstrated that group guidance incorporating discussion techniques can improve students' career maturity.

Other alternatives that guidance and counseling teachers can employ to improve students' career maturity include individual counseling and group counseling services. Saragih et al. (2023) demonstrated that individual counseling incorporating the client-centered technique was effective in improving students' career maturity. In addition, group counseling can be used as an alternative intervention to support students' career development. Wijayanti and Saraswati (2020) found that group counseling incorporating problem-solving techniques was effective in improving students' career maturity.

Another intervention that guidance and counseling teachers can provide is career guidance using modeling techniques. Attika et al. (2020) demonstrated that career guidance incorporating modeling techniques could help students develop their career maturity. Furthermore, career counseling services can also be used to improve students' career maturity. Fitriyah et al. (2023) found that Holland-based career counseling was effective in enhancing students' career maturity.

A summary of the intervention services is presented in Table 4. Based on the preceding findings, guidance and counseling teachers can utilize various intervention alternatives to improve students' career maturity, including career guidance using modeling techniques, individual counseling using the client-centered approach, group guidance incorporating self-management and problem-solving techniques, and group guidance based on Holland's

career theory. These services may also be further integrated with other relevant techniques or methods to address students' career developmental needs.

Table. 4 Types of Services for Improving Career Maturity

No	Author (s) and Year	Type of Service	Research Method	Findings
1.	Attika, dkk. (2020)	Career Guidance Using Modeling Techniques	Quantitative quasi-experimental research, nonequivalent control group design	Effective in developing career maturity
2.	Saragih, dkk. (2023)	Individual Counseling Using the Client-Centered Technique	Qualitative descriptive analysis	Effective in improving career maturity
3.	Fitriyah, dkk. (2023)	Holland-Based Career Counseling	*experimental method design with Multiple Baseline across subject's design with Repeated Measures the use of the experimental group*	Effective in improving career maturity.
4.	Kamilah, dkk. (2020)	Group Guidance Based on John L. Holland's Career Interest Assessment	Quantitative *pre eksperimen one-group pre-test post-test design*.	Effective in improving students' career maturity
5.	Safitri, dkk. (2020)	Group Guidance Using Problem-Solving Techniques	Qualitative guidance and counseling action research	Improved career choice maturity
6.	Nurhayati, dkk. (2021)	Group Guidance Using Self-Management Techniques	Qualitative descriptive research	Fostered career maturity
7.	Elvina (2021)	Group Guidance Using Discussion Techniques	Quantitative *pre-eksperimen one group pretest-posttest design*	Effective in improving career maturity
8.	Riwanti, (2024)	Group Guidance Using Discussion Techniques	Kuantitatif pre-eksperimental, one group pre-test post-test *design*	Improved career maturity
9.	Wijayanti & Saraswati (2020)	Group Counseling Using Problem-Solving Techniques	Kuantitatif *pre experimental one group pre test post test design*	Effective in improving career maturity

Career Decision-Making Services for Students

Every student needs to develop the ability to make decisions about their future, as they will inevitably encounter situations that require them to determine their career paths. Guidance and counseling teachers play an important role in assisting students with career

decision-making. They can facilitate the development of students' career decision-making abilities through group counseling services.

Sonya et al. (2024) demonstrated that reality group counseling can develop students' career decision-making abilities. Students' career decision-making processes are influenced by several factors, one of which is self-confidence. In addition, guidance and counseling teachers can provide interventions to improve students' career decision-making self-efficacy through solution-focused career counseling. Rafiola et al. (2023) demonstrated that solution-focused career counseling can improve students' self-efficacy in career decision-making.

Group guidance services can also be implemented as an intervention to develop students' career decision-making abilities. Suci et al. (2024) demonstrated that group guidance services had a positive effect on students' career decision-making abilities. Similarly, Santoso et al. (2024) found that group guidance incorporating role-playing techniques was relatively effective in helping students make career decisions.

Career-related information services also play an important role and are particularly necessary for students when making decisions about their future careers. Guidance and counseling teachers can provide information services as an intervention to help students develop their career decision-making abilities. Astuti and Kurniawan (2021) demonstrated that career information services had a positive effect on students' career decision-making abilities. Similarly, Klarisa and Dewi (2022) found that information services incorporating discussion techniques were effective in helping students develop their career decision-making abilities.

Furthermore, advances in current technology can also be utilized as a means of supporting students in developing their career decision-making abilities. Dewi et al. (2021) demonstrated that online-based career guidance incorporating group discussion techniques helped students in their career decision-making processes.

A summary of the intervention models used to help students develop their career decision-making abilities is presented in Table 5. Based on the preceding discussion, guidance and counseling teachers can support students' career decision-making development through several intervention services, including reality group counseling, solution-focused career counseling, information services, group guidance, and online-based career guidance. Other similar services can also be considered and integrated with relevant methods and techniques to address students' career decision-making needs.

Tabel. 5 Service Models for Developing Career Decision-Making Skills

No	Author(s) and Year	Type of Services	Research Method	Findings
1.	Rafiola, dkk. (2023)	Solution-Focused Career Counseling	Quantitative *experimental*	Improved career decision-making self-efficacy
2.	Sonya, dkk. (2024)	Reality Group Counseling	Quantitative *Quasi Experimental Nonequivalent Control Group Design*	Effective
3.	Astuti & Kurniawan (2021)	Career Information Services	Quantitative p*re-eksperimental design One Group Pretest-Posttes Design*	Had a positive effect
4.	Klarisa & Dewi (2022)	Information Services Using Discussion Techniques	Quantitative, *quasi experimen*t	Effective
5.	Suci, dkk. (2024)	Group Guidance Services	Quantitative, *eksperimental pretest posttest*	Had a positive effect
6.	Santoso, dkk. (2024)	Group Guidance Using Role-Playing Techniques	Quantitative quasi-experimental research, nonequivalent control group design.	Relatively effective
7.	Dewi, dkk. (2021)	Online-Based Career Guidance Using Group Discussion Techniques	Qualitative descriptive research	Students reported that the service helped them with career decision-making

CONCLUSION

Based on the review of 36 relevant research articles, it can be concluded that guidance and counseling services encompass various approaches that can be utilized to support the career development of secondary school students. In the area of career planning, the most frequently employed services include classroom guidance and group guidance, implemented through various techniques and methods. Regarding career maturity, the identified services include group guidance, individual counseling, group counseling, and career counseling. Meanwhile, services that can be employed to support career decision-making include information services, group guidance, group counseling, and online-based career guidance.

These findings indicate that students' career development can be facilitated through various forms of guidance and counseling services tailored to the specific career developmental aspects being addressed. Therefore, guidance and counseling teachers need to consider students' needs and characteristics when determining the most appropriate services to be provided. The findings of this review are expected to serve as a basis for consideration for guidance and counseling teachers in designing career guidance services in schools, while also providing a reference for future research to further develop and investigate various approaches to career guidance services for secondary school students.

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