

Implementation of A Career Guidance Program

Mellynda¹, Besti Nora Dwi Putri², Yasrial Chandra³

Universitas PGRI Sumatera Barat¹

*E-mail: melinda29011999@gmail.com

Abstract

This study was prompted by the fact that many students still struggle to determine their interests and career paths in line with their personal potential, highlighting the need for effective career guidance programs in schools. The purpose of this research is to describe the implementation of the career guidance program at SMA N 2 Bukittinggi, covering aspects of planning, service delivery, and program evaluation. This study employed a qualitative descriptive approach. The main informants were two guidance and counseling teachers, supported by the counseling coordinator, the vice principal for curriculum affairs, and two homeroom teachers as additional sources. Data were collected through interviews and analyzed through data reduction, data display, and conclusion drawing. The findings indicate that the planning was based on student needs assessments and aligned with the school's vision, although limited by time constraints. Services were provided through classroom guidance, group counseling, and individual sessions, but not all students were equally reached. Evaluation was conducted using questionnaires, yet mostly done orally and in a simple manner. In conclusion, while the career guidance program is being implemented, it still faces several obstacles in achieving its full potential.

Keywords: Career Guidance, Program Implementation, Learners



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Introduction

Adolescence is a crucial stage of individual development, particularly in planning for the future in terms of further education and career choices. At the senior high school level, students are at the point where they begin to think seriously about their career direction. Therefore, proper preparation is essential to help them plan a career that aligns with their interests and potential. To support this process, career guidance services in schools are designed to be systematic and well-structured. According to Farida et al. (2020:167), there are several key aspects to consider in implementing a career guidance program: career guidance planning, implementation, and evaluation.

Research by Rifaedah (Basyarah et al., 2021:15) states that career guidance programs are designed to assist students in strengthening their career choices. Therefore, school counselors are expected to deliver these services by adapting to students' conditions and needs, whether through classroom-based, group, or individual approaches.

Based on observations conducted by the researcher from July to November 2024 at SMA N 2 Bukittinggi, it was found that many students still struggle to identify interests and career paths that align with their personal potential. This was evident from the large number of students who lacked a clear understanding of their future educational or occupational choices. The results of the Student Needs Assessment Questionnaire (AKPD) also indicated that students were not yet confident in deciding on their aspirations or career goals, whether in terms of psychological readiness, intellectual capacity, academic potential, or future prospects.

Based on preliminary interviews with school counselors, it was found that the career guidance program at SMA N 2 Bukittinggi had been designed in accordance with the current curriculum. However, several contextual factors affect its implementation. One of the main issues is the absence of guidance counseling sessions in the official class schedule, which requires information to be delivered individually. In addition, students' low level of concern regarding career planning and the strong influence of parents on their career decisions also contribute to the complexity of the program's implementation.

Based on the above explanation, it can be concluded that the implementation of career guidance programs in schools plays a vital role in helping students understand and plan for their future. However, since the implementation takes place in a dynamic context influenced by various factors, a deeper understanding is needed of how the program operates within the school setting. Therefore, this study focuses on describing the implementation of the career guidance program at SMA N 2 Bukittinggi, with the aim of providing a comprehensive overview of how the program is carried out.

Methods

This study employed a qualitative approach using a descriptive method. Qualitative research is descriptive in nature and follows an inductive approach, focusing on processes, meanings, and understanding of specific situations in the field. Theoretical frameworks are used as a reference to guide the direction of the research and to support both the background and the analysis of findings.

This approach is often referred to as interpretative research, naturalistic research, or phenomenological research, and it places greater emphasis on the dynamics of the research process rather than the final outcomes. The research activities are flexible, adapting to the conditions and findings that emerge in the field. The ultimate goal is to develop understanding and conceptual insights that may later evolve into theory an approach commonly known as grounded theory research (Rukin, 2021:10).

Results and Discussions

1. Results

a. Preparation

Based on an interview with a key informant, a guidance counselor identified as YR, the objectives of the career guidance program were formulated based on students' needs assessments and aligned with the school's vision and mission. The program aims to help students recognize their potential and plan their future. The target recipients of the services are identified through data on students' interests, academic performance, and input from teachers, homeroom teachers, and parents. However, the program's implementation still faces several challenges, such as students lacking clear career direction, following peers' choices, and being less open during assessments. Additionally, differing views between parents and students, along with limited time in the school schedule, hinder the program's optimal execution.

Based on an interview with a key informant, guidance counselor RS stated that the planning of the career guidance program begins with an assessment of students' needs and is aligned with the school's goals, with a primary focus on helping students choose the right university and major. The objectives are set through discussions with the counseling coordinator and fellow counselors, while also taking into account input from alumni and trends in the job market. Students without clear future plans are prioritized in the delivery of services. However, the lack of student awareness regarding career planning and differing perspectives between students and their parents present significant challenges. Additionally, time constraints and a tightly packed school schedule make it difficult to deliver the program effectively.

Based on an interview with an additional informant, the counseling coordinator NW stated that the main goal of the career guidance program is to help students grow according to their

potential and continue their education to a higher level that aligns with their interests and abilities. This goal is developed through an annual analysis of students' conditions and refers to the direction of senior high school education. Target groups are identified through initial assessments and data from homeroom teachers, focusing on students who have not yet developed a clear future plan. However, many students, especially those in grade X, still lack understanding of their career direction and tend to be less honest during assessments, making it difficult to identify their needs. In addition, time constraints and the large number of school activities hinder the effectiveness of scheduling the services.

Based on an interview with an additional informant, the vice principal for curriculum, YDA, explained that the main goal of career guidance at SMA N 2 Bukittinggi is to assist students in planning their future in accordance with their interests and potential, while also supporting the educational direction of senior high schools in preparing students for higher education. The objectives of the services are formulated by school counselors based on students' needs assessments and aligned with the school curriculum, particularly the Merdeka Curriculum. However, in practice, many students still lack clear career plans. Additionally, the intensity of academic activities poses a challenge in integrating career guidance services optimally into the learning system.

Based on an interview with an additional informant, homeroom teacher YA stated that the goal of career guidance for students is to help them recognize their interests and talents early on, and to understand the importance of planning for their future. The objectives are set by the guidance counselors based on initial assessments, although homeroom teachers are not directly involved in the formulation process. YA believes that the established goals are appropriate for the condition of students in her class, who still require significant guidance. Some of the challenges faced include students who are not yet aware of their own interests and tend to follow their peers' choices. Although collaboration between homeroom teachers and counselors takes place through information sharing, identifying students who need guidance remains difficult, as some students appear to be doing well while in reality they lack clear direction.

Based on an interview with an additional informant, homeroom teacher M stated that the goal of career guidance in grade XII is to assist students in making informed decisions regarding further education or entering the workforce. The objectives are determined by the school counselors based on an analysis of students' needs, and although homeroom teachers are not formally involved, they do contribute through informal discussions to help align the services provided. The focus of the guidance is directed toward the students' future as they approach graduation. One of the main challenges is students' hesitation in making decisions, often due to conflicts between personal aspirations and parental expectations. Additionally, there are students who appear confident in their choices but, upon deeper inquiry, are still uncertain highlighting the need for more intensive identification and support from both counselors and homeroom teachers.

b. Service Implementation

Based on an interview with a key informant, guidance counselor YR explained that career guidance services are delivered through classroom guidance, group counseling, and individual sessions, all tailored to students' specific needs. The materials cover topics such as self-awareness, interests and talents, and future planning. However, in practice, individual sessions are more frequently used due to limited time and students' busy schedules, which makes it difficult to reach all students equally. Student responses to the services also vary some show enthusiasm, while others demonstrate little concern for their future planning. This lack of engagement presents a significant challenge in the implementation of career guidance services.

Based on an interview with a key informant, guidance counselor RS stated that the career guidance program is implemented through classroom guidance, group counseling, and individual counseling, all tailored to students' needs and grade levels. The materials vary by grade for example, self-exploration in grade X and university selection in grade XII. Although all students

participate in classroom guidance sessions, follow-up services such as group and individual counseling are often provided only to selected students due to time constraints and a tight academic schedule. RS also highlighted that many students still lack clear career direction, show little concern for their future, and tend to follow their peers' choices. Therefore, a more personalized approach is needed. Overall, the implementation of the program is considered uneven and has yet to reach its full potential.

Based on an interview with an additional informant, counseling coordinator NW stated that career guidance is carried out through classroom guidance, group counseling, and individual sessions, all adjusted to students' needs and grade levels. The materials are delivered progressively, starting with the introduction of interests and professions in grade X, strengthening career understanding in grade XI, and focusing on major selection in grade XII. Although all students participate in classroom sessions, their levels of engagement vary some are enthusiastic, while many show little interest or feel the material is not relevant to them. Time constraints due to the school's packed schedule, especially in grade XII, also pose a major challenge. Services are only provided once every two weeks and are often scheduled during the last lesson of the day, which reduces the overall effectiveness of the program.

Based on an interview with an additional informant, Vice Principal of Curriculum YDA explained that the implementation of the career guidance program is conducted through classroom, group, and individual services. The materials include interest and aptitude tests, information on universities and professions, and career decision-making strategies. The content is tailored to each grade level for instance, grade X focuses on self and career exploration, while grade XII emphasizes refining choices of majors and universities. Although all students are involved, their responses vary: some are active and enthusiastic, while others appear passive or inattentive. School counselors also face challenges in implementation, especially due to limited time and less conducive classroom conditions, particularly when the sessions are held during the last period of the school day.

Based on an interview with an additional informant, homeroom teacher YA revealed that the implementation of career guidance in grade X is generally conducted through classroom guidance, with some students also receiving individual services based on their needs. Although all students are involved, most remain passive due to a lack of understanding about the importance of early career planning. YA noted that the school counselor has made efforts to adapt their approach, including forming groups according to students' needs. However, limited time and low student engagement remain significant obstacles in achieving optimal outcomes from the guidance services.

Based on an interview with an additional informant, homeroom teacher M stated that the implementation of career guidance in grade XII is primarily focused on assisting students in choosing universities, study programs, and understanding job prospects. Due to scheduling constraints, the services are generally delivered in group sessions, with school counselors utilizing resources such as university brochures and official websites to support the material. Students who already have a plan are guided to refine their choices, while those who do not are encouraged to explore their interests and personal strengths. However, since classroom guidance sessions are often held during the final period of the day and only take place biweekly, many students appear unfocused or even absent. As a result, school counselors have adopted a more flexible approach to ensure that the services remain accessible and effective for all students.

c. Program Evaluation

Based on an interview with key informant YR, a school counselor, the evaluation of the career guidance program is conducted through observation of its implementation process and the collection of student feedback using a questionnaire based on UCA (Understanding, Commitment, Action) indicators. However, due to time constraints, the evaluation has not yet covered all students comprehensively. The results of the evaluation are typically reported to the guidance

coordinator but have not been formally discussed in staff meetings, which limits the extent of follow-up actions. This evaluation is considered essential, as many students still lack clear career direction and show low levels of concern regarding their future.

Based on an interview with key informant RS, a school counselor, the evaluation of the career guidance program is conducted in a relatively simple manner, primarily through informal interviews with a limited number of students. The main challenge lies in the lack of time, which hinders the ability to reach all students comprehensively. The evaluation results are used as a basis for self-reflection and improvement of services, yet they have not been formalized or discussed in school meetings. Moreover, the evaluation process is limited to student input and does not involve feedback from other stakeholders. Another issue highlighted is the difficulty in gaining a deep understanding of students' needs due to their limited active participation in the evaluation process, which reflects a general lack of awareness or concern regarding their career planning.

Based on the interview with additional informant NW, the guidance and counseling coordinator, it was conveyed that the evaluation of the career guidance program is carried out by school counselors through both process and outcome evaluation approaches, using the UCA (Understanding, Commitment, Action) indicators. Instruments such as questionnaires and informal interviews are utilized during this process. However, due to time constraints, the evaluation is not conducted comprehensively and typically involves only two to three students as representatives. The evaluation results are not formally reported and are merely stored as internal records within the counseling unit. Consequently, the findings are rarely discussed in official forums such as teacher or school meetings, leading to limited follow-up actions.

Based on the interview with additional informant YDA, the vice principal for curriculum affairs, it was stated that the evaluation of the career guidance program has been carried out by school counselors after each service session, using instruments such as questionnaires. Although students have been involved in the evaluation process, time constraints have hindered its comprehensive implementation. The evaluation results have so far only been discussed informally between the counseling team and the vice principal for curriculum, without being presented in formal school forums. As a result, follow-up actions based on the evaluation findings remain suboptimal.

Based on the interview with additional informant YA, the homeroom teacher, it was conveyed that the success of the career guidance program is reflected in the growing awareness among students regarding their personal potential and interest in future planning. However, no formal evaluation report has been received directly by the homeroom teacher, as the results are typically conveyed verbally. YA also highlighted several challenges faced by the school counselors, such as limited time and the lack of seriousness from students in completing evaluation forms, which negatively impacts the overall effectiveness of the program's evaluation process.

Based on the interview with additional informant M, a homeroom teacher, it was stated that she was not fully aware of the detailed evaluation process conducted by the school counselors, especially since the services were not always delivered in a classical (whole-class) format. Nevertheless, she believed that the program's success could be observed through the students' ability to choose majors that align with their interests. The evaluation process was mostly informal and served as a basis for improving future services, but it has not yet become a formal topic of discussion within school forums.

2. Discussions

a. Preparation

1) Setting Career Guidance Goals

Based on the interview results, the main objective of the career guidance program formulated at SMA N 2 Bukittinggi is to assist students in recognizing their potential,

understanding their interests and talents, and being able to plan for their future whether by continuing their education at the university level or by entering the workforce.

Based on the interview results from the six informants, it can be concluded that in determining the objectives, the school counselors first conduct a needs assessment, followed by discussions with the guidance and counseling coordinator and fellow counselors. The career guidance program is also aligned with the school curriculum and functions as a bridge to help students transition to higher levels of education. This is in line with Rahmadani (2021:39), who states that the purpose of career guidance is to facilitate students' development, exploration, and career decision-making throughout their life span.

Ideally, students should have self-understanding that includes their abilities, interests, and personality traits relevant to career paths, as well as knowledge about the world of work. Based on the research findings, school counselors have developed the program objectives based on assessment results and input from various parties. However, the counselors also acknowledge ongoing challenges in implementation, such as students' low openness toward assessments and the strong external influence of parents in determining their children's career choices.

Based on the above explanation, it can be concluded that the formulation of career guidance program objectives has been carried out in a planned manner and based on the actual needs of the students. All informants emphasized that clearly defined objectives are essential to guide the implementation of guidance services. The main obstacles in setting these objectives arise when students lack a clear career direction and when there are differing expectations between students and their parents. This indicates the need for closer collaboration between school counselors and other stakeholders in the development and communication of the program objectives in a more comprehensive manner.

2) Identify Targets

The identification of target students for the career guidance program is carried out through an analysis of students' needs assessment results, academic performance, interest and aptitude data, as well as information from homeroom teachers, other subject teachers, and parents. The main focus of the service is on students who do not yet have a clear career plan or who show signs of confusion in determining their future paths.

Based on the interviews, the guidance counselors prioritize students who do not yet have a post-graduation plan. They rely on indicators such as students' attitudes when discussing their future, the results of interest and aptitude assessments, and academic performance. The guidance coordinator added that the data mapping is carried out systematically, and students are grouped according to their needs. The vice principal also acknowledged that many students, even in grade XII, still experience confusion. Homeroom teachers reported similar observations some students appear confident, but when explored further, they still feel uncertain and hesitant. The main challenge lies in the students' lack of openness and passive attitude, which hinders the identification process.

This aligns with the opinion of Rahman et al. (2025:602), who state that the main goal of career guidance programs is to map students' career paths so they can receive learning experiences that align with their individual career interests and better understand their potential in relation to their career goals. By identifying students' conditions early on, guidance counselors can determine which students require more focused attention in career guidance services. This approach helps students become more aware of their interests and abilities, and how these can be directed toward appropriate educational and career choices.

Thus, it can be concluded that the process of identifying targets has been carried out gradually and systematically based on available data. However, in its implementation, challenges still arise, particularly the lack of openness from students during the assessment process. Therefore, it is necessary to strengthen students' awareness and encourage them to be more honest

during the assessment so that the results obtained are more accurate and can lead to more appropriate and effective guidance services tailored to their needs.

3) Determine the Schedule and Time of Implementation

The scheduling and timing of career guidance implementation at SMA N 2 Bukittinggi are determined by considering students' academic conditions and service needs. Classical (classroom-based) guidance sessions are routinely scheduled, especially for Grade X and XII students, with one session per week. Meanwhile, group and individual services are arranged based on students' available time, such as during breaks or outside of core class hours.

The guidance counselor explained that the schedule for classical (classroom-based) guidance services is set by the school, while other types of services are provided outside regular class hours or during students' free time. The guidance coordinator noted that implementing the schedule is often hindered by the school's busy agenda. The vice principal stated that guidance sessions are typically held during specific class periods, such as the last period or during P5 lessons. However, challenges arise due to students being tired, unfocused, or even leaving the class. Homeroom teachers expressed similar concerns, noting that classical services are frequently disrupted by other school activities, leading the guidance counselor to shift to smaller group or individual sessions to ensure greater effectiveness.

This aligns with the opinion of Rahman et al. (2025:603), who state that planning and scheduling activities is an essential step to ensure the smooth implementation of a program. The schedule should be arranged by taking into account the participants' availability, academic workload, and specific needs. Therefore, it is necessary to evaluate and adjust the schedule so that career guidance services can be carried out more optimally and evenly.

Based on the above explanation, it can be concluded that the scheduling of the career guidance program has generally been carried out with proper planning, especially for classical (class-based) services. However, its implementation in the field still faces many obstacles, such as the intensity of academic activities and the lack of student focus during late-hour sessions. This indicates that although the program has been allocated time, its implementation quality is not yet optimal. Information from various informants highlights the need for schedule revisions so that the career guidance program is not only well-scheduled but also effective in its execution.

b. Implementation of Service

Based on the interview results, the implementation of career guidance services at SMA N 2 Bukittinggi is carried out through three main forms: classical (classroom-based), group, and individual services, tailored to the needs of students at each grade level. Classical services are generally provided comprehensively for grade X and XII students according to a predetermined schedule, while group and individual services are more flexible and conducted based on students' specific needs.

This aligns with the theory of Pradipta et al. (2025:18), which states that career guidance utilizes various counseling services tailored to students' needs, including classical guidance, parent consultation activities, individual counseling, and group guidance. Based on the interview results, most of these forms of services have already been implemented.

The guidance counselors (YR and RS) stated that the materials delivered in career guidance services are adjusted to the developmental stages of the students. For grade X, the main focus is on self-awareness, interests and talents, as well as basic information about the world of work. Meanwhile, for grade XII, the materials are more directed toward planning for further study, choosing a major and university, and strategies for entering the workforce.

In practice, career guidance services are carried out in a structured yet flexible manner. The guidance counselors stated that classical guidance is conducted regularly every week, following the schedule set by the school. This service is provided to all students in grades X and XII. The guidance materials are delivered using supporting media such as projectors, smartboards, student

worksheets (LKPD), and instructional videos, which are expected to engage students and facilitate their understanding of the presented material.

The BK coordinator explained that in addition to classical guidance services, BK teachers also provide group or individual counseling for students who need more in-depth support. Students who do not yet have a clear career direction, feel uncertain about their choices, or experience conflict with their parents' expectations are given more personalized guidance. In this process, BK teachers form groups based on students' specific needs, allowing for a more targeted approach. This method is considered effective in distinguishing between students who already have a clear future plan and those who are still uncertain.

Based on the above discussion, it can be concluded that the implementation of career guidance services at SMA N 2 Bukittinggi has been carried out comprehensively, adaptively, and based on students' needs. The program includes regularly scheduled classical guidance services, as well as flexible group and individual counseling tailored to the students' conditions.

Although, in general, the implementation of the career guidance services has been running well, several main obstacles are still encountered, such as limited time, a packed academic schedule, and the low awareness of some students regarding the importance of career guidance. To address these challenges, the counseling teachers have made certain adjustments, one of which is shifting the form of service from classical sessions to small group or individual guidance. This approach is considered more effective, particularly for twelfth-grade students who require closer support as they approach graduation.

c. Program Evaluation

The career guidance program at SMA N 2 Bukittinggi is evaluated by the counseling teachers after each session is conducted. This evaluation involves two main approaches: process evaluation and outcome evaluation. The process evaluation emphasizes how the guidance activities are carried out, while the outcome evaluation aims to assess the service's impact on students' understanding, attitudes, and readiness in planning their future.

The counseling teachers (YR and RS) stated that the success of the program is measured using the UCA framework—Understanding, Commitment, and Action. This includes the extent to which students comprehend career-related information, demonstrate commitment in choosing their future path, and take concrete steps such as selecting a major or planning further education. Although evaluations are conducted regularly, the results are not yet formally documented and have not been specifically discussed in school meetings.

This aligns with the view of Farida et al. (2020:168), who argue that an ideal evaluation should encompass three key components: the program itself, the implementation process, and the outcomes achieved. However, at this school, the evaluation has primarily focused on student responses to the services, without a comprehensive review of all program elements. Moreover, the evaluation results have not yet been fully utilized as a basis for decision-making or structural improvements. This suggests that the evaluation process remains limited and is not yet formally integrated into the school's planning system.

One of the main challenges in conducting evaluations lies in time constraints, limited student engagement in completing questionnaires, and the absence of a structured reporting mechanism. In fact, guidance counselors stated that evaluation results are often used solely for personal reference and have not yet been formally discussed in staff meetings or interdepartmental coordination forums.

Based on the above discussion, it can be concluded that the evaluation of the career guidance program has been routinely carried out by the school counselors. However, the process remains internal, limited in scope, and lacks systematic coordination. The evaluation primarily focuses on students' understanding of the guidance content, their commitment to career planning, and the concrete actions taken in determining their post-graduation goals.

Evaluation is generally conducted in a simplified form, such as informal interviews. While this approach is effective for gathering immediate responses from students, limitations in time and lack of proper documentation hinder its potential as a comprehensive assessment tool. Furthermore, the absence of formal involvement from school management and homeroom teachers reduces the impact of the evaluation results on the long-term development of the program.

Conclusion

Based on the findings, the implementation of the career guidance program at SMA N 2 Bukittinggi has undergone a relatively systematic preparation stage, beginning with student needs assessment and aligned with the school's vision and mission. The identification of service targets takes into account academic data, student interests, and input from various stakeholders. However, several challenges still hinder optimal planning. These include time constraints within the curriculum structure, low participation in needs assessments, as well as external influences such as peer pressure and parental expectations that may not align with students' actual potential.

During the implementation phase, the program includes classical, group, and individual services. However, due to time limitations and low student awareness regarding the importance of career planning, these services have yet to reach all students equally. Evaluation efforts have been carried out using questionnaires based on the UCA (Understanding, Commitment, Action) indicators, but limited resources have restricted the process to only a small portion of students. Moreover, the evaluation results have not been formally discussed at the school level and remain an internal reflection among the guidance counselors. This indicates that while the program is in operation, it still faces challenges related to equity, intensity, and the integration of evaluation outcomes into the school's decision-making processes.

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