

# The Role of Career Guidance and Counseling Services in Helping Learners Identify Their Interests and Talents

Wulan Rada<sup>1</sup>, Liza Azzahra Tawir<sup>2</sup>, S. Suci<sup>3</sup>, Nur Aqiqah Putri<sup>4</sup>, Nur Afiah Tawakkal<sup>5</sup>, Ramli Ely<sup>6</sup>

<sup>1,2,3,4,5,6</sup> Department of Guidance and Counseling, Faculty of Education, STKIP Andi Matappa, Pangkep. Indonesia.  
Email: [wulanrada00@gmail.com](mailto:wulanrada00@gmail.com)<sup>1</sup>, [lisaazzahrat@gmail.com](mailto:lisaazzahrat@gmail.com)<sup>2</sup>, [suciuciuci6@gmail.com](mailto:suciuciuci6@gmail.com)<sup>3</sup>, [nuraqiqahputri12@gmail.com](mailto:nuraqiqahputri12@gmail.com)<sup>4</sup>, [nurafiahtawakkal@gmail.com](mailto:nurafiahtawakkal@gmail.com)<sup>5</sup>, [rhamly.bk96@gmail.com](mailto:rhamly.bk96@gmail.com)<sup>6</sup>

## ARTICLE HISTORY

Received: January 14, 2026

Revised: March 06, 2026

Accepted: March 09, 2026

## DOI

<https://doi.org/10.52970/grdis.v6i2.2035>

## ABSTRACT

Students are expected to have a clear understanding of their interests and talents as a foundation for determining their career direction. However, many students still cannot fully recognize their potential, which makes it difficult for them to plan their future careers. This study aims to describe the role of career guidance and counseling services in helping students understand and develop their interests and talents. The research employed a descriptive qualitative approach, drawing on relevant national and international journal articles. The findings indicate that career guidance and counseling services play a significant role in helping students identify their potential through mentoring, interest and talent assessments, and the provision of educational and occupational information. These services contribute to deeper self-understanding, enabling students to plan and make career decisions more accurately and realistically. Therefore, the continuous implementation of career guidance and counseling services is essential to support students' optimal career development.

**Keywords:** Career Guidance, Career Counseling, Interest and Student Talents, Career Development, Career Planning.

## I. Introduction

Education plays a highly strategic role in providing equal opportunities for every student to access various career prospects while simultaneously supporting the long-term development of their vocational competencies. Through a well-structured education system, students not only acquire technical knowledge and skills but also gain a broader understanding of the world of work and plan for their future careers. In line with the findings of Assahrawiza et al. (2024), career guidance workshops have been shown to significantly improve high school students' career self-efficacy, outcome expectations, and clarity of career goals. These findings suggest that through workshop activities, students become more confident in their ability to plan for the future, develop a more positive outlook on the outcomes of their career choices, and set more focused career goals. Thus, career guidance workshops play a crucial role in helping students make more informed career decisions (Kurniawati et al., 2025). Systematic evidence also indicates that self-efficacy plays a crucial role in career decision-making, highlighting the importance of implementing career guidance interventions (Kurniawati et al., 2025). This implies that the higher the students' confidence in their abilities, the greater their readiness and courage to make career choices that align with their interests, talents, and future aspirations.

Furthermore, career guidance can be reconceptualized as an effort that not only assists individuals in career selection but also supports life design and sustainable development by emphasizing broader psychosocial processes and career construction (Guichard, 2022). In this context, career guidance helps individuals understand themselves, their values, and their social roles, enabling them to design a meaningful, adaptive, and evolving career path. Effective career intervention services, therefore, make a vital contribution to global youth workforce development by helping overcome barriers and enabling more equitable access to career opportunities (Nassar et al., 2019).

Education serves as a fundamental pillar in the development of a just and prosperous society. Continuous efforts are consistently implemented to enhance the quality of education, including improving the national education system, strengthening educational institutions, and advancing effective and innovative learning methodologies. These initiatives are intended not only to improve academic standards but also to cultivate critical thinking, character development, and lifelong learning skills. Ultimately, these efforts aim to elevate national intellectual capacity and uphold human dignity without altering the core mission of education itself (Eka et al., 2024). Through education, students can actualize their potential to the fullest. Schools, as formal educational institutions, have a significant responsibility to foster students' personal growth by nurturing and developing their interests and talents. Through structured programs, guidance activities, and supportive learning environments, schools help students recognize their potential and build confidence in their abilities. By facilitating opportunities for exploration and skill development, these institutions contribute not only to academic achievement but also to the formation of strong character and self-identity (Kusnadi, 2023). In the educational context, motivation can be understood as an intrinsic psychological force that stimulates individuals to engage in learning activities, maintain persistence throughout the learning process, and direct their efforts toward achieving predetermined goals. In this regard, motivation not only initiates learning behavior but also sustains students' commitment and directs their focus, ensuring that academic goals are achieved effectively and purposefully (Rambe, 2024). Talent, on the other hand, refers to an individual's innate capacity that requires continuous guidance and development to evolve into specific expertise and skills across fields such as language, music, visual arts, and other domains.

A significant component of students' potential development involves career planning. Career guidance services are designed to support adolescents in understanding, addressing, and resolving career-planning challenges and making informed decisions. Through systematic assistance and structured interventions, career guidance facilitates students' self-awareness, exploration of opportunities, and the development of realistic career goals aligned with their interests and abilities (Hidayati et al., 2025). Career planning is a deliberate, systematic process that motivates individuals to assume responsibility for their career development. This process involves implementing concrete, goal-oriented actions, including selecting appropriate employment opportunities or pursuing further education that align with one's interests, competencies, and long-term aspirations. Through thoughtful planning and informed decision-making, individuals are better equipped to align their personal potential with suitable academic and occupational pathways (Ibrahim et al., 2022). From a contextual perspective, interest constitutes a dimension of individual differences that illustrates the degree of alignment between a person and a specific environment. It reflects how strongly an individual is attracted to, engaged with, or suited to certain activities, fields, or settings. In this sense, interest serves as an important psychological indicator of person–environment fit, which may influence preferences, participation, and long-term developmental outcomes (Mufidah, 2023). Career interest and aptitude assessments are systematic tools that help individuals identify and understand their inherent potential when determining suitable career pathways. These assessments provide structured insights into personal preferences, abilities, and strengths, thereby facilitating more informed and rational decision-making processes. By aligning individual characteristics with relevant occupational fields, such assessments contribute to more appropriate and realistic career choices (Syafitri & Karneli, 2025).

A career can be regarded as a fundamental dimension of an individual's life that evolves continuously across the lifespan. It is not limited to a single occupation but instead represents a dynamic process of growth, adaptation, and development influenced by personal experiences, social contexts, and changing life roles

(Saputri, 2025). Career development occurs through a series of sequential stages: beginning with career awareness, followed by active exploration of available options, and culminating in preparation for specific educational or occupational pathways. Each stage reflects a gradual process in which individuals gain deeper self-understanding and become more ready to make informed career decisions (Mufidah, 2023). Career planning plays a strategic and essential role, particularly for students at the senior high school and vocational high school (SMA/SMK) levels, as they enter a developmental phase in which more specific decisions about their future pathways must be made. At this stage, students begin to clarify their academic and occupational goals, requiring careful consideration of their interests, abilities, and available opportunities to ensure well-directed future outcomes (Masyita et al., 2024). Guidance and Counseling services delivered by school counselors are intended to facilitate students' optimal development across personal, social, academic, and career domains. Through structured interventions and professional support, these services help learners enhance self-understanding, develop adaptive skills, and make informed decisions that contribute to their overall growth and well-being (Friska et al., 2019). The implementation of career guidance services within schools plays a significant role in broadening students' understanding of diverse educational and occupational alternatives while simultaneously strengthening their confidence in making well-informed career decisions. Through systematic guidance and access to relevant information, students become better prepared to evaluate available options and select pathways that align with their interests and competencies (Muslima, 2019).

Nevertheless, not all adolescents can make career decisions easily, as many experience doubt and uncertainty when deciding on their future. This indecisiveness may arise from limited self-understanding, insufficient access to career information, or external influences, all of which can hinder the process of selecting appropriate educational or occupational pathways (Fikriyani, 2021). Career guidance also contributes to the development of students' cognitive, emotional, and personal competencies, laying a foundation for a positive self-concept and enhancing their capacity for effective career decision-making. Through systematic support and reflective processes, students are encouraged to understand themselves better, manage their emotions, and think critically, thereby strengthening their readiness to determine appropriate career pathways (Khoirunnisa & Lestari, 2024). Career planning encompasses a comprehensive understanding of available opportunities, existing limitations, diverse alternatives, and the potential consequences of each choice. This process requires individuals to carefully evaluate both internal and external factors so that the decisions made are realistic, well considered, and aligned with their personal goals and circumstances (Yafi et al., 2025). According to Super (as cited in Sharf, 1992), such understanding constitutes a crucial element in the career decision-making process. He emphasized that structured career planning and training activities play a significant role in helping students make well-informed, appropriate career choices. Through systematic guidance, individuals are better equipped to evaluate alternatives and determine pathways that correspond with their developmental stage and personal characteristics (Vonna & Hasmalawati, 2024). Furthermore, career adaptability has been identified as a significant factor influencing students' preparedness in determining their future career trajectories (Hulukati et al., 2025). Students who demonstrate higher levels of adaptability tend to exhibit greater readiness and confidence in making career-related decisions. Conversely, limited career awareness at an early stage may contribute to hesitation and uncertainty when selecting educational pathways or occupational options.

Effective career planning requires a comprehensive understanding of individual interests and talents, as well as the ability to adapt to the evolving demands of the labor market. A clear recognition of these aspects enables individuals to align their personal potential with relevant educational and occupational opportunities. Empirical findings indicate that assessment-based guidance focused on identifying interests and talents helps students recognize their abilities in a more systematic and organized manner, thereby facilitating more informed and appropriate career decisions (Masyita et al., 2024). The implementation of Guidance and Counseling services likewise supports students in formulating systematic career planning steps that align with their developmental stages and individual needs. Through structured programs and professional support, students are guided to develop realistic plans that align with their level of maturity, readiness, and future

aspirations (Arianti et al., 2024). Moreover, the implementation of career adaptability-oriented services has been shown to strengthen students' preparedness to respond to the rapidly changing demands of the labor market. By fostering flexibility, resilience, and proactive career behaviors, such services enable students to adjust more effectively to evolving occupational trends and workplace challenges (Hulukati et al., 2025). Research findings also indicate that guidance and counseling teachers play a pivotal role in supporting students' career development by helping them identify careers that align with their interests and abilities. Through systematic guidance, counselors help students recognize their unique talents, provide comprehensive support, and direct them toward appropriate career pathways. Furthermore, collaboration between counseling teachers, industry partners, and higher education institutions strengthens students' readiness to enter the workforce, pursue further education, or engage in entrepreneurial activities (Audrey et al., 2023).

Several prior studies have likewise demonstrated that interest constitutes a crucial factor in the career decision-making process. Yulindari emphasizes that individual interest exerts a substantial influence on the selection of future career pathways. Empirical evidence further reveals a positive, statistically significant relationship between the provision of career guidance services and students' interest in pursuing higher education. These findings underscore the importance of fostering students' interests through structured guidance to support more directed, well-informed career choices (Muslima, 2019). Although numerous studies have highlighted the importance of career guidance, students' interests, and talents in career planning, most focus primarily on the overall effectiveness of guidance services or treat career adaptability as a separate aspect. Research that specifically investigates the integration of understanding students' interests and talents as a foundation for selecting study programs to enhance career readiness in the industrial sector remains limited. Furthermore, studies emphasizing the direct impact of understanding students' interests and talents on the accuracy of study program selection, particularly at the junior high school level, are still scarce. Therefore, this study aims to examine how understanding students' interests and talents helps determine the most suitable study program as an initial step toward preparing them for future careers in industry. By fostering early awareness of their own interests and talents, students are expected to make more informed academic decisions, reduce the risk of selecting an inappropriate program, and improve their readiness to face challenges and opportunities in the industrial sector.

## II. Literature Review and Hypothesis Development

### 2.1. Career Guidance Services in Education

Career guidance services represent a fundamental element within the educational system, particularly at the secondary and vocational school levels, where students begin making important academic and career-related decisions. At this stage, learners are in the exploration phase of career development and therefore require structured support to identify their interests, abilities, and personal values, as well as to understand the educational and occupational opportunities available to them. Effective guidance not only provides information but also fosters self-awareness, confidence, and decision-making skills, enabling students to make informed choices that align with their strengths and future goals. By combining assessments, counseling, and exposure to various career options, these services help students plan strategically for sustainable and meaningful career paths. According to Hidayati et al. (2025), a systematically structured and strategically implemented career guidance program has been shown to enhance students' preparedness and self-efficacy in planning their future careers. Targeted guidance interventions enable students to accurately assess their strengths and potential, evaluate diverse educational and occupational pathways, and make informed decisions that align with their interests and competencies. By fostering this level of self-awareness and decision-making confidence, such programs provide a critical foundation for successful academic and professional trajectories, minimizing uncertainty and supporting smoother transitions into higher education or the labor market. From a theoretical perspective, Super (as cited in Sharf,

1992) emphasizes that career development is fundamentally linked to the growth and refinement of an individual's self-concept. During the exploration stage, students are encouraged to critically reflect on their interests, skills, values, and personal traits and to relate this self-understanding to realistic educational and occupational options. Developing a coherent self-concept enables students to recognize which career paths are compatible with their abilities and aspirations, thereby fostering more deliberate, confident, and goal-oriented decisions. In this way, career development becomes not merely a process of selecting jobs or study programs, but also one of aligning personal identity with meaningful and sustainable life choices, ultimately enhancing students' readiness to navigate future challenges and opportunities in the world of work.

Furthermore, Khoirunnisa and Lestari (2024) state that career guidance services play a crucial role in strengthening students' confidence when making educational and occupational decisions. Through participation in these services, students gain deeper insights into their abilities, explore various educational pathways, and evaluate potential career opportunities. This process equips them with the knowledge and self-assurance needed to make well-informed decisions that correspond with their personal strengths and future aspirations. Despite extensive research highlighting the positive impact of career guidance on students' career planning and decision-making, most studies primarily focus on the outcomes of career choices rather than the underlying processes. Comparatively little attention has been given to how guidance programs actively help students explore and understand their own interests and talents, which are essential foundations for selecting appropriate study programs, particularly in vocational education. This gap is significant because, without structured support in developing self-awareness, students may choose programs that do not align with their abilities and goals. Such mismatches can result in lower engagement, academic difficulties, and limited career adaptability. Therefore, it is necessary to examine not only the outcomes of career decisions but also the developmental processes through which students gain insight into their strengths and make informed educational and vocational choices.

## 2.2. Interest and Talent Identification

Interest and talent constitute fundamental determinants that significantly influence the direction of students' career trajectories. These two aspects serve as essential internal factors that shape individual preferences, competencies, and long-term career aspirations. A clear understanding of one's interests and talents provides a strong foundation for making appropriate educational and occupational choices. According to Mufidah (2023), implementing Holland's RIASEC theory provides educators with a systematic framework for identifying students' personality orientations and matching them to corresponding work environments. Through this classification, students can better understand the compatibility between their personal characteristics and specific occupational fields. Holland further asserts that strong congruence between individual traits and work environments contributes to higher career satisfaction, improved performance, and long-term vocational stability. Yafi et al. (2025) state that assessments of students' interests and talents positively influence self-awareness and facilitate greater clarity in career decision-making. Through these assessment processes, students can recognize their inherent abilities, preferences, and strengths, which, in turn, enable them to make more informed and strategic choices about their future educational programs and career pathways. By systematically understanding their own potential, students can align their academic and professional plans with their personal competencies and aspirations, thereby increasing the likelihood of achieving successful and fulfilling career outcomes. Similarly, Muslima (2019) found that career guidance services significantly influence students' motivation to continue their education to higher levels. However, in practice, assessments of interests and talents are often administered as isolated or one-time activities rather than integrated into a systematic, continuous career guidance framework. Such fragmentation may reduce students' ability to meaningfully interpret assessment results and apply them to concrete academic decisions, including the selection of vocational study programs aligned with labor-market and industry demands.

## 2.3. Theoretical Foundation



This study is grounded in two major theoretical frameworks: Super's Career Development Theory and Holland's RIASEC typology. According to Super (as cited in Sharf, 1992), career development is a lifelong process that is closely associated with the development of self-concept. Career maturity emerges as individuals gain a clearer awareness of their abilities, interests, and values in relation to occupational roles. During adolescence, particularly in vocational education settings, structured guidance becomes essential in helping students connect their self-understanding with realistic educational and career pathways. In contrast, Holland's theory emphasizes person–environment fit, proposing that individuals experience greater satisfaction and stability when their dominant personality type aligns with a compatible occupational environment. As explained by Mufidah (2023), the RIASEC framework provides practical guidance for categorizing students' interests and aligning them with appropriate educational and career options. By integrating Super's career development perspective with Holland's person–environment fit model, career guidance services can be conceptualized as systematic and developmental interventions. Such integration not only facilitates the formation and refinement of students' self-concept but also promotes a more precise alignment between their academic and career choices and their individual interests and personal characteristics. Consequently, students are better positioned to make realistic, goal-oriented, and consistent educational and occupational decisions that align with their potential. This theoretical synthesis provides a stronger conceptual foundation for analyzing how students select study programs that correspond with their talents and long-term career aspirations.

#### 2.4. Research Gap and Study Positioning

Although a substantial number of studies have examined career planning, career decision-making, and career readiness, most have focused primarily on observable outcomes, such as decision-making competence or career adaptability, rather than on the developmental processes that lead to these outcomes. In particular, limited attention has been given to how career guidance interventions systematically support students in understanding themselves and making informed study program selections. Existing research rarely examines how guidance services integrate the identification of students' interests, the development of their talents, and their alignment with appropriate study programs within a structured, continuous framework. This gap is particularly evident in vocational secondary education, where students are required to make critical, specific academic choices for their future careers. Furthermore, assessments of interests and talents are often implemented as isolated, ad hoc activities rather than integrated into a systematic, well-designed career guidance program. Such fragmented approaches may weaken the connection between students' self-awareness and their educational decisions, including choices that align with industry needs and labor market opportunities. This condition highlights the need for research examining career guidance as a holistic, systematic process to ensure that students' personal potential is effectively aligned with appropriate educational pathways. Positioned within this context, the present study aims to examine how career guidance services can systematically facilitate students' identification and understanding of their interests and talents as a foundation for selecting suitable study programs. Through structured, targeted, and integrative guidance, students are expected to achieve greater coherence between their abilities, aspirations, and educational decisions, thereby improving their readiness for higher education and future workforce participation. This study conceptualizes career guidance not merely as a supportive service but as a strategic intervention that actively aligns students' educational trajectories with their long-term career objectives. In doing so, the study provides insights into effective practices for fostering comprehensive career development among vocational students.

#### 2.5. Conceptual Framework



This study conceptualizes career guidance and counseling services as a systematic and developmental process designed to enhance students' career maturity by helping them identify and understand their interests and talents in a structured manner. In recent career development literature, guidance services are no longer viewed solely as tools for assisting decision-making. Instead, they are recognized as ongoing and comprehensive interventions that cultivate self-awareness, strengthen adaptability, and facilitate alignment between students' personal characteristics and suitable educational or occupational pathways (Guichard, 2022). Adolescence is widely recognized as a pivotal phase in career development, characterized by active exploration and the gradual formation of a vocational identity. During this period, students begin to define their future aspirations and develop clearer perceptions of their potential roles in the world of work. At this developmental stage, career guidance services assume an essential role in helping students recognize their interests, abilities, competencies, and long-term career objectives. Empirical studies consistently demonstrate that well-structured and continuous guidance programs contribute to increased self-confidence, stronger decision-making skills, and greater preparedness in designing appropriate educational plans (Hidayati et al., 2025). Identifying students' interests and talents is a fundamental element of the broader career development process. By using structured assessment tools in career guidance programs, students can gain a clearer understanding of their primary strengths, abilities, and personal preferences, thereby enhancing their capacity to make well-informed academic and vocational decisions (Masyita et al., 2024). Moreover, when these identification efforts are embedded in ongoing, systematic counseling services, students tend to develop higher levels of self-efficacy and greater adaptability in navigating educational pathways and evolving labor market requirements (Khoirunnisa & Lestari, 2024).

The selection of an appropriate study program can be viewed as an outcome of effective self-understanding developed through career guidance services. When students gain clearer insight into their abilities and interests, they are more likely to choose academic pathways that align with their personal potential. Such alignment minimizes the likelihood of career mismatch and contributes to long-term vocational sustainability. In addition, evidence suggests that well-designed career interventions strengthen students' career adaptability and decision-making competence, both of which are essential components of career readiness in an increasingly dynamic and competitive labor market (Hulukati et al., 2025). Therefore, this study positions career guidance and counseling services as integrative and systematic processes that connect students' self-understanding with realistic educational pathways. Rather than functioning as isolated or short-term interventions, these services are conceptualized as continuous developmental supports that help students translate personal insights into concrete academic and career plans. By strengthening interest and talent identification within a sustainable counseling framework, schools can provide structured guidance that helps students evaluate their strengths, clarify their aspirations, and consider relevant educational and occupational opportunities. Through this integrative approach, students are better equipped to make informed and rational study program choices that align with both their personal potential and labor market demands. Ultimately, such alignment contributes to the development of long-term career readiness, characterized by stronger decision-making competence, adaptability, and confidence in navigating future educational and professional transitions.

Drawing on the integrative perspective outlined above, this study seeks to enrich the current body of scholarship by emphasizing the importance of systematically incorporating interest and talent identification into a sustainable career guidance framework, particularly within vocational education contexts. Much of the existing research tends to examine career decision-making skills, adaptability, or the impact of guidance services as separate elements. In contrast, the present study conceptualizes career guidance as a comprehensive developmental process that links students' self-understanding with appropriate academic pathways and long-term career preparedness. From this broader perspective, the study offers a more coherent explanation of how consistent, well-structured guidance initiatives can effectively help vocational students make thoughtful, realistic educational decisions.

### III. Research Method



This study employs a systematic literature review design to examine and integrate both empirical and theoretical discussions concerning the role of career guidance and counseling services in helping students recognize their interests and talents as a foundation for effective career planning. Unlike studies that rely on primary data collection, this approach draws on existing scholarly literature, enabling a comprehensive, evidence-based understanding of the topic. The systematic review method ensures that prior studies are evaluated in an organized, transparent, and rigorous manner, thereby strengthening conceptual clarity, supporting analytical consistency, and enabling a critical assessment of methodological quality across studies (Snyder, 2019). During the review process, previous findings were carefully compared and interpreted to identify dominant themes, recurring patterns, and gaps within the literature on career guidance in educational contexts. This approach goes beyond merely summarizing individual studies, enabling thematic synthesis and the generation of broader conceptual insights grounded in accumulated evidence (Xiao & Watson, 2019). By examining how interest and talent identification are conceptualized and operationalized within career guidance programs, the study clarifies the mechanisms through which students' self-awareness is developed, their academic decisions are informed, and their long-term career choices are guided. This study adopts a systematic literature review to provide a comprehensive, analytically rigorous understanding of the role of career guidance services in supporting students' career development. The review is designed to synthesize existing scholarly discussions and empirical findings on structured career guidance, interest and talent identification, and vocational decision-making processes in formal educational contexts. By applying a systematic and transparent procedure, the study ensures that the conclusions drawn are grounded in credible academic sources and reflect current theoretical and practical developments in the field.

The data sources for this review consist exclusively of peer-reviewed journal articles published in national and international academic journals. The inclusion of peer-reviewed publications is intended to maintain academic quality and methodological reliability. Articles were retrieved primarily through academic search engines, with particular emphasis on Google Scholar as a comprehensive indexing platform. The search process was guided by a set of carefully selected keywords, including "career guidance," "career counseling," "interest and talent identification," "career development," and "career planning." These keywords were intentionally selected to capture literature addressing both theoretical foundations and applied practices in career guidance, particularly those focusing on students within formal educational settings. To enhance search precision, keywords were used in various combinations to identify studies that specifically examined the relationship between guidance services and students' preparation for future educational and occupational pathways. The search strategy prioritized studies discussing structured interventions, counseling models, assessment practices, and developmental frameworks relevant to student populations. To maintain conceptual clarity and analytical focus, only publications that explicitly addressed student career development in schools, vocational institutions, or other formal educational environments were considered eligible for inclusion. Articles focusing on unrelated domains, such as general workforce management without an educational component, were deliberately excluded to avoid conceptual drift. Following the identification stage, the review process proceeded with a systematic screening of the collected materials.

Each article underwent a preliminary evaluation based on its title and abstract to determine its relevance to the research objectives. This initial screening helped eliminate studies that, despite containing similar keywords, did not substantively address the review's focus. Subsequently, full-text examinations were conducted on the remaining articles to assess their conceptual alignment, research design, and contribution to the topic. This multi-step screening procedure ensured that only academically credible and substantively relevant sources were retained for further analysis. To strengthen methodological rigor, the review adhered to predefined inclusion and exclusion criteria. Studies were included if they (1) discussed career guidance or counseling practices in educational contexts, (2) examined aspects of student career development such as interest identification, talent recognition, decision-making processes, or career readiness, and (3) provided either empirical findings or substantial theoretical discussions. Conversely, studies were excluded if they lacked a clear connection to student populations, did not focus on guidance-related interventions, or failed

to present sufficient methodological transparency. This selective process contributed to the reliability and consistency of the analytical framework. After the screening phase, the selected studies were organized into thematic clusters.

The purpose of this thematic classification was to identify patterns, recurring concepts, and shared theoretical orientations across the literature. Articles were grouped into central themes, including the development of self-awareness, the role of interest and aptitude assessments, person–environment congruence, career decision-making competence, and the implementation of structured guidance programs in vocational education. By categorizing the literature in this way, the study was able to construct a coherent narrative that reflects the multidimensional nature of career guidance services. The analytical phase of the review employed a descriptive–analytical approach. Rather than merely summarizing individual studies, the analysis aimed to interpret the relationships among key concepts and to explore how various guidance practices contribute to students' educational and occupational decision-making. Particular attention was given to identifying conceptual linkages between theoretical models and practical interventions. For example, the literature was examined to understand how frameworks emphasizing self-concept development align with structured assessment tools and counseling strategies implemented in schools. This integrative analysis enabled the study to move beyond isolated findings and toward a more comprehensive conceptual synthesis. In the final stage, a conceptual integration was developed by synthesizing insights from the thematic clusters. This process involved comparing findings across studies, identifying areas of agreement and divergence, and highlighting significant gaps in existing research.

The synthesis aimed to clarify how systematic and continuous career guidance interventions influence students' ability to recognize their interests and talents, align their educational choices with their personal potential, and enhance overall career readiness. Through this integrative process, the study constructed a nuanced understanding of how guidance services function as developmental mechanisms within vocational and secondary education settings. Importantly, this systematic review approach was chosen not only to summarize existing knowledge but also to evaluate and refine it critically. By organizing and interpreting the literature in a structured manner, the study ensured transparency in its analytical procedures and strengthened the validity of its conclusions. The sequential stages of identification, screening, thematic organization, and conceptual synthesis collectively contributed to methodological reliability and minimized the risk of bias. Furthermore, the emphasis on peer-reviewed sources reinforced the academic integrity of the review. Through this rigorous and systematic process, the study provides a well-founded examination of how structured career guidance practices contribute to students' self-awareness, confidence, clarity of direction, and adaptability in preparing for future academic and professional challenges. The methodological framework employed in this review ensures that the findings are derived from a comprehensive evaluation of scholarly evidence, thereby offering credible insights and practical implications for improving the implementation of career guidance in vocational education contexts.

#### IV. Results And Discussion

The results of previous relevant studies on career guidance services that help students recognize their interests and talents are summarized in Table 1.

**Table 1. Relevant Results of Previous Research**

No.	Researcher and Year	Research Focus	Results
1.	(Hidayati et al., 2025)	Examine the impact of career guidance services on career planning among late adolescent students, and identify the factors that influence career decision-making.	Career guidance is effective in increasing late teens' understanding, confidence, and readiness to plan and make career decisions.
2.	(Mufidah, 2023)	This research focuses on the analysis of	Holland's theory (RIASEC) helps

No.	Researcher and Year	Research Focus	Results
		students' talents and career interests using the Holland theory approach (RIASEC).	teachers analyze students' interests and talents to support their career development.
3.	(Muslima, 2019)	Helping students increase their interest in career development and their readiness to continue their education aligned with their interests and talents.	Implementing career guidance services positively affects students' career interests.
4.	(Masyita et al., 2024)	This research emphasizes the importance of interest and talent assessment in helping vocational school students plan their careers appropriately and reduce stigma towards vocational education.	Students can recognize dominant interests through the KPR-V test, thereby increasing their self-understanding of potential and career direction.
5.	(Friska et al., 2019)	This study applies the Classroom Action Research (PTK) method, using observation, reflection, and questionnaires, to address students' limited understanding of their talents and career interests.	The study found that students' understanding of their talents and interests increased after implementing career guidance.
6.	(Khairun et al., 2025)	This study aims to examine the effectiveness of career guidance services in advancing students' career exploration maturity.	The results of this study show that career guidance services are effective in advancing students' career exploration maturity.
7.	(Khoirunnisa & Lestari, 2024)	This study discusses the role of career guidance services in helping students make career decisions.	Career guidance services help students make more confident career decisions.
8.	(Eka et al., 2024)	This study examines the implementation of the Independent Curriculum in supporting the development of students' interests and talents.	The Merdeka Curriculum increases students' interests, talents, and learning independence, but requires educators' readiness.
9.	(Kusnadi, 2023)	Examining the role of teachers in developing students' interests and talents through extracurricular activities.	Teachers play an effective role in developing students' interests and talents through providing motivation, cooperation with parents, and implementing extracurricular activities.
10.	(Yafi et al., 2025)	This study examines the role of BK teachers in assisting vocational school students with career planning through talent and interest assessments.	Talent and interest assessments effectively support understanding of self-potential and the determination of students' educational and career choices.

Career Guidance and Counseling Services play a strategic role in assisting students in the career planning process. This assistance helps students understand the stages of career development and guides them in making decisions about further education and job choices. Through a structured guidance process, students receive clear directions so they do not experience confusion about their career future. In addition to mentoring, the career BK service helps students recognize their potential, including their interests, talents, and abilities. Understanding of this self-potential is obtained through counseling and assessment services that encourage students to be aware of their strengths and limitations. In addition, the career BK service provides information on education and the world of work, helping students gain broader insight into various career alternatives. With this support, students can determine career directions that suit their characteristics and potential more maturely and realistically.

Thohiroh et al. (2024) emphasized that aptitude tests can help direct students toward fields of work that align with their abilities. This service is provided to potentially strengthen the ability to succeed in the future. (Febriana et al., 2025). This aligns with Suwanto's (2016) view that counseling services focused on career development can help students understand their potential, set realistic career goals, and choose a career that aligns with their competencies. (Lianti et al., 2024). Career guidance services can be provided through various models and are not limited to guidance and counseling. It can develop various services, one of which is classical career guidance using PowerPoint presentations based on the object superiority effect. (Mufidah, 2022). In practice, career assessment tools are very helpful for adolescents in the final year of primary education in exploring their interests, talents, and abilities, given the limited time they have to explore all available options. (Marhani et al., 2024).

## V. Conclusion

This study demonstrates that career guidance and counseling services play an essential, integrative role in helping students recognize and understand their interests and talents, which form the foundation for effective career planning and informed decision-making. The findings indicate that when students participate in well-structured guidance programs, they are better able to develop self-awareness, clarify their academic and vocational objectives, and make decisions that more closely align with their personal strengths and career aspirations. By incorporating systematic assessments of interests and aptitudes, providing comprehensive career information, and offering individualized counseling support, these interventions enable students to connect their personal characteristics with realistic educational and professional opportunities. This process strengthens the alignment between students' potential and the educational pathways or career trajectories that best suit them. The synthesis of the reviewed literature underscores the importance of self-awareness as a critical first step in cultivating career maturity and informed decision-making. Recognizing one's strengths, preferences, and competencies provides a basis for selecting study programs and career paths that align with individual potential and long-term aspirations. Importantly, the findings emphasize that career guidance should not be treated as a series of isolated or one-time activities. Instead, it must be designed as a continuous, systematic, and well-coordinated process that integrates the identification of interests, the development of talents, and the formulation of career plans. Through such a structured process, students gradually deepen their self-understanding and translate it into practical educational and vocational decisions that are sustainable and aligned with both personal goals and industry requirements.

This integrated framework is particularly important in vocational education contexts, where students are required to make career-oriented academic choices that correspond closely with industry demands and changing labor market conditions. Implementing a coherent and ongoing career guidance model enables schools not only to improve students' readiness for further education and professional opportunities but also to cultivate long-term adaptability, resilience, and alignment between personal potential and professional goals. In this way, career guidance serves as a strategic intervention that connects self-knowledge, educational planning, and workforce preparation, enabling students to navigate the transition from school to sustainable career pathways. From a theoretical perspective, this study reinforces established career development frameworks by emphasizing the central roles of self-concept development and person-environment congruence in shaping career decisions. It demonstrates that individuals are more likely to make informed, appropriate, and sustainable career choices when their personal characteristics, interests, and competencies correspond with suitable educational and occupational contexts. By integrating Super's career development theory with Holland's person-environment fit model, this study provides a deeper understanding of how structured career guidance services support students' self-concept development and facilitate alignment between educational choices and personal interests. This theoretical integration highlights the importance of congruence between individuals and their environments as a basis for meaningful, adaptive, and sustainable career decisions. Furthermore, this study views career guidance not only as support for immediate decision

making but also as a continuous developmental process that enables students to plan, construct, and refine their long-term career trajectories.

From a practical perspective, the findings suggest that schools and counselors should strengthen career guidance services by regularly administering valid and reliable assessments of interests and aptitudes, supported by continuous counseling and the provision of current, comprehensive career information aligned with labor market and industry needs. These measures ensure that students develop an accurate understanding of their abilities, interests, and potential, allowing them to make informed academic and vocational decisions. Aligning students' choices with their strengths and opportunities promotes more adaptive, resilient, and sustainable career development over time. In addition, strengthening these components can enhance students' readiness to pursue higher education, enter the workforce, or engage in entrepreneurial activities, while reducing mismatches between study program selection and long-term career goals. Structured and integrated guidance services, therefore, help bridge the gap between self-awareness and the ability to navigate complex educational and professional environments. The study also highlights the importance of delivering career guidance as a holistic, coordinated process rather than fragmented interventions. Integrating assessment, counseling, career information, and planning allows students to gradually build self-awareness, translate this understanding into educational decisions, and gain the confidence needed to pursue long-term career objectives. In vocational education settings, where academic choices have direct implications for future employment prospects, this integrative approach becomes especially important. Effective career guidance in this context equips students with the knowledge and self-awareness to select study programs that align with both personal strengths and industry expectations. Such alignment not only supports immediate academic performance but also prepares students to remain adaptable and responsive to changes in labor market conditions.

Furthermore, systematic career guidance contributes to the development of transferable skills, including critical thinking, self-reflection, goal-setting, and decision-making. By strengthening these skills alongside the identification of interests and talents, intervention guidance enhances students' overall ability to plan strategically for their educational and professional futures. Career guidance, therefore, functions as a proactive developmental tool that supports personal growth, resilience, and lifelong learning, all of which are essential components of sustainable career development in increasingly dynamic labor markets. This study also addresses an important gap in the literature. While previous research has frequently focused on the outcomes of career guidance, such as decision-making competence, career adaptability, or academic achievement, limited attention has been given to the processes through which these outcomes emerge. By emphasizing the integrative nature of career guidance interventions, this study provides a more comprehensive understanding of how systematic guidance supports both self-awareness and career readiness, particularly in vocational education contexts. The findings also carry important implications for policymakers and educational planners. By demonstrating the benefits of structured, continuous, and integrative career guidance, the study supports the development of policies and programs that ensure guidance interventions are implemented regularly, monitored consistently, and aligned with labor market developments. Such initiatives can expand access to career opportunities and help students make informed decisions that reflect both their potential and the demands of future professional environments.

Despite its contributions, this study acknowledges certain limitations associated with the systematic literature review design. Because the study relies on secondary data from existing scholarly works, it may not fully capture the diversity of career guidance practices across different educational contexts. In addition, the findings remain influenced by the educational and cultural settings represented in the reviewed literature. Future research should therefore include empirical investigations that evaluate the effectiveness of integrated career guidance frameworks and examine their applicability across diverse educational and cultural environments. Longitudinal studies are also recommended to assess the long-term impact of structured guidance programs on students' academic decisions, career preparedness, and professional outcomes. In conclusion, this study demonstrates that systematic, continuous, and integrative career guidance and counseling services are fundamental for developing students' self-awareness, aligning their interests and

talents with appropriate educational and occupational pathways, and strengthening overall career readiness. The theoretical contribution of this study lies in reinforcing the importance of self-concept development and person-environment congruence in career decision-making. Its practical contribution highlights strategies for schools and counselors to implement structured and effective guidance interventions. By bridging self-knowledge, academic planning, and workforce demands, career guidance emerges as a strategic developmental tool that equips students to transition successfully from education to sustainable career pathways. Investing in well-designed career guidance programs is therefore essential for fostering adaptive, resilient, and meaningful career development, enabling students to make informed, confident, and sustainable decisions that shape their long-term professional trajectories.

## References

- Arianti, A. E., Hidayah, N., & Hotifah, Y. (2024). Analisis layanan bimbingan dan konseling dalam perencanaan karier: Harapan dan realitas Analysis of guidance and counseling services in career planning: Expectations and reality. 12(2), 119–127.
- Assahrawiza, A., & Hariko, R. (2024). Career Guidance Services in an Effort to Improve Self-Efficacy of Vocational High School Students. 7(2), 113–122.
- Audrey, A. W., Murfiyana, Y. A., Muzaki, A., & Anjarsari, R. (2023). Peran guru bimbingan dan konseling dalam mendukung karir siswa smk n 3 metro melalui program bmw. 1(4), 36–44. <https://doi.org/10.59966/pandu.v1i4.654>
- Eka, F., Saiful, P., Hasanah, M., Bandar, A., & Majid, A. (2024). Jser 1,2,3. 3(2), 1–6.
- Fikriyani, D. N. (2021). Perencanaan Program Bimbingan Karir Dalam Negeri Jakarta, Indonesia. 1–14.
- Friska, Di, S., Ma, S. M. P., Curah, A., Martha, F., Ambar, B., Budiono, A. N., & Azis, A. (2019). Penerapan Bimbingan Karir Untuk Meningkatkan Bakat. 7–13.
- Guichard, J. (2022). From career guidance to designing lives, acting for fair and sustainable development. International Journal for Educational and Vocational Guidance, 0123456789. <https://doi.org/10.1007/s10775-022-09530-6>
- Hidayati, N., Maloti, M., Kentingan, A., Ir, J., No, S., Jebres, K., & Surakarta, K. (2025). Bimbingan Karir dalam Perencanaan Karir Remaja Akhir pemahaman yang lebih baik tentang pilihan karir mereka dan lebih percaya diri dalam berbagai tahap dalam perencanaan karir. Pada tahap remaja akhir, mereka harus. 3.
- Hulukati, R. M., & Lakadjo, M. A. (2025). Jurnal Kependidikan: 11(1), 1–13.
- Ibrahim, A., Rahim, M., & Kasan, I. A. (2022). Analisis Faktor-Faktor Yang Mempengaruhi Perencanaan Karir Di Kelas X Sma Negeri 1 Tilamuta. 2(Oktober), 48–57.
- Khoirunnisa, H., & Lestari, M. (2024). Layanan bimbingan karir dalam pengambilan keputusan karir siswa. 10(1), 376–384.
- Kurniawati, E., Mulyani, P. K., & Wasono, A. (2025). Coution : Journal of Counseling and Education Self-Efficacy in Career Decision Making: A Systematic Review Literature Review (SLR). 6(2).
- Kusnadi, D. (2023). Peran Guru dalam Mengembangkan Minat dan Bakat Siswa di Sekolah Dasar Negeri 047 Tarakan. 3(2), 131–138.
- Masyita, M., Agustine, T., & Fauzia, A. N. (2024). Pendampingan Perencanaan Karier Berbasis Asesmen Minat dan Bakat. 2(1), 11–18.
- Mufidah, E. F. (2023a). Pemberian Layanan Tes Bakat dan Minat Karier Berdasarkan Teori Holland. 179–184.
- Mufidah, E. F. (2023b). Pemberian Tes Bakat Dan Minat Karier (Analisis Teori Holland). 2(6), 681–685.
- Muslima. (2019). Penerapan Bimbingan Karier Terhadap Minat Siswa Sekolah Lanjutan. 2(2), 72–80.
- Nassar, S., Qimlass, A. Al, Ozdemir, N. K., & Tovar, L. Z. (2019). Considerations for career intervention services in global youth workforce development: consensus across policy, research, and practice. Empirical Research in Vocational Education and Training. <https://doi.org/10.1186/s40461-019-0080-4>
- Rambe, H. (2024). Peran Kepala Sekolah Dan Guru Ekstrakurikuler Dalam Mengembangkan Minat Bakat. 9, 299–312.

- Saputri, M. A. (2025). Safari: Jurnal Pengabdian Masyarakat Indonesia Eektivitas Program Bimbingan Karir Berbasis Minat dan Bakat terhadap Perencanaan Masa Depan Siswa di SMP Negeri 4 Kediri Tabanan The Effectiveness of the Interest- and Talent-Based Career Guidance Program on.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104(March), 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Syafitri, I. V., & Karneli, Y. (2025). Pemberian Layanan Tes Bakat Minat Karir untuk Siswa. 11(3), 1322–1328.
- Vonna, R. D., & Hasmalawati, N. (2024). Rizka Dara Vonna 1, Nur Hasmalawati 2 University of Muhammadiyah Aceh 1, 2. 09, 154–162.
- Xiao, Y., & Watson, M. (2019). Guidance on Conducting a Systematic Literature Review. <https://doi.org/10.1177/0739456X17723971>
- Yafi, T. N., Maulida, N. B., Bimibingan, P., Konselling, D., Ilmu, F., & Negeri, U. (2025). Peran Guru BK dalam Perencanaan Karier Siswa SMK dengan Menggunakan Layanan Tes Bakat Minat.