
DETERMINANT FACTORS OF CAREER READINESS IN URBAN STUDENTS: SYSTEMATIC LITERATURE REVIEW IN THE IMPLEMENTATION OF GUIDANCE AND COUNSELING SERVICES***¹Nur Faqih, ²Achmad Miftachul ‘Ilmi*****^{1,2}Universitas Negeri Semarang**Email: *¹fakyuu.29@students.unnes.ac.id, ²achmadilmi@unnes.ac.id**Abstractt**

Career readiness has become a critical issue in the global era; however, there is still a lack of research that specifically focuses on the context of urban students who face unique social, economic, and educational dynamics compared to students in other regions. This study aims to identify the determining factors of career readiness, evaluate the effectiveness of career guidance services, and examine the role of school counselors (BK teachers) in enhancing the career readiness of urban students. The method employed is a Systematic Literature Review (SLR), analyzing 20 relevant scientific publications using the PRISMA protocol. The results indicate that internal determinants of career readiness include interest, self-efficacy, motivation, discipline, career expectations, and future orientation. External factors encompass internship experiences, industrial work practices, career guidance services, the role of BK teachers, and access to labor market information. The effectiveness of career guidance services lies in preventive and responsive interventions, supported by the role of BK teachers as facilitators who provide access to real-world experiences and strategic networks with industry and educational institutions to strengthen career readiness. This study recommends that BK teachers implement digital media-based modeling techniques in group guidance services. Future research is encouraged to utilize qualitative and quantitative methods to further explore the determinants of career readiness and the effectiveness of career guidance services for urban students.

Keywords: Career Readiness, Urban Students, Guidance and Counseling Services**Abstrak**

Career readiness menjadi isu penting di era global, namun hingga kini belum banyak kajian yang secara khusus menyoroti konteks siswa urban yang menghadapi dinamika sosial, ekonomi, dan pendidikan yang berbeda dengan siswa di wilayah lain. Penelitian ini bertujuan untuk mengidentifikasi faktor determinan career readiness, efektivitas layanan bimbingan karier dan peran guru BK untuk meningkatkan career readiness siswa urban. Metode yang digunakan adalah Systematic Literature Review (SLR) dengan menelaah 20 publikasi ilmiah terkait menggunakan protokol PRISMA. Hasil penelitian menunjukkan bahwa faktor determinan internal meliputi minat, efikasi diri, motivasi, disiplin, ekspektasi karier, dan orientasi masa depan, sedangkan eksternal mencakup pengalaman magang, praktik kerja industri, bimbingan karier, peran guru BK, dan layanan informasi dunia kerja. Efektivitas layanan bimbingan karier terletak

pada layanan preventif dan represif yang didukung peran guru BK sebagai fasilitator pembuka akses pengalaman nyata dan jejaring strategis dengan dunia industri serta pendidikan guna memperkuat career readiness. Rekomendasi penelitian ini yaitu guru BK perlu menerapkan teknik modeling berbasis media digital dalam layanan bimbingan kelompok, serta peneliti selanjutnya dengan menggunakan penelitian kualitatif maupun kuantitatif untuk mengeksplorasi faktor determinan career readiness dan efektivitas layanan bimbingan karir pada siswa urban.

Kata Kunci: *Career Readiness, Siswa Urban, Layanan Bimbingan dan Konseling*

INTRODUCTION

The increasingly competitive nature of the workforce demands that students possess skills, motivation, a forward-looking mindset, and the ability to adapt to change (Archana & Archana, 2025). However, observations in the field indicate that many students are still unprepared for their careers, facing challenges such as difficulty selecting jobs that align with their abilities and interests, as well as emerging anxiety regarding employment after graduation (Muhazir et al., 2024). This situation is exacerbated by the limited services they receive, whether due to unequal access to education or a lack of interventions that could support the development of knowledge and experience related to the workplace (Gee et al., 2021). This phenomenon underscores the importance of career readiness as a capability encompassing students' planning, selection, and preparation for the workforce (Johnson et al., 2016). Career readiness involves technical skills, mastery of soft skills, motivation, self-efficacy, and a clear future orientation (Challenger et al., 2022). Students with a high level of career readiness are more confident in making career decisions, able to adapt to job demands, and better prepared to face global competition (Henny & Sa'adah, 2024). Thus, strengthening career readiness is a strategic step in supporting students to effectively navigate the ever-evolving dynamics of the workforce.

In the educational context, schools play a crucial role in preparing students for their future careers. Education no longer serves merely as a means of transferring academic knowledge but also as a process of competency development that supports individuals' readiness to participate productively in society and the workforce. Therefore, the development of career readiness must become an integral part of the education system, particularly at the secondary school level, which is a critical phase in the process of career exploration and decision-making. At this stage, students begin to consider various future options, including pursuing higher education, enrolling in vocational training, or entering the workforce directly. However, the process of developing career readiness does not always proceed optimally. Many students experience confusion in determining their career direction due to a lack of understanding regarding their own potential and the opportunities available in the workforce. Additionally, rapid changes in the job market driven by technological advancements and globalization have increased the complexity of career planning. Professions once considered stable may undergo changes or even disappear, while new jobs continue to emerge with different skill requirements. These conditions demand that students possess strong adaptability and the readiness to continuously develop their competencies throughout their lives.

In recent years, the concept of career readiness has become a key focus in educational research and career counseling. This concept emphasizes not only technical readiness for work but also encompasses psychological and social aspects that support an individual's success in the workplace. Career readiness involves an individual's ability to understand their potential, set realistic career goals, and plan strategic steps to achieve them. Additionally, career readiness is linked to the ability to build professional networks, take advantage of learning opportunities, and adapt to changes in the work environment. Previous studies have identified several factors influencing students' career readiness. These factors include career self-efficacy, family support, educational quality, access to career information, and learning experiences relevant to the workplace. Career self-efficacy, for example, refers to an individual's belief in their ability to plan and achieve career goals. Students with high career self-efficacy tend to be more proactive in seeking career information, participating in self-development activities, and making bold decisions regarding their future. Furthermore, social support from family, teachers, and the school environment plays a crucial role in helping students build self-confidence and motivation in planning their careers.

Nevertheless, most research on career readiness remains general in nature and has not yet thoroughly examined the social and geographical context differences that influence students' career readiness. One aspect that has received relatively little attention is the difference between students living in urban and rural areas. These regional context differences are important to consider because social, economic, and educational conditions can affect students' access to various resources that support their career development. Students living in rural areas generally face various limitations in accessing educational resources and career development opportunities. These limitations may include a lack of adequate educational facilities, limited access to vocational training programs, and few opportunities to participate in internships or work experience. These conditions can result in students having limited exposure to various career options and restricted opportunities to develop skills relevant to the needs of the workforce. Knox (2023) states that rural students often experience information and opportunity gaps that can hinder their career readiness development process.

On the other hand, students living in urban areas have relatively broader access to various educational resources and career opportunities. Urban environments typically provide more comprehensive educational facilities, better access to information technology, and proximity to various industrial sectors and the business world. Theoretically, these conditions provide greater opportunities for urban students to obtain information about the workforce and develop the skills required in the modern job market. Martinez and Mendoza (2021) explain that the educational environment in urban areas tends to be more connected to industrial networks and training institutions, thereby offering students greater opportunities to gain learning experiences relevant to the workforce. Nevertheless, the presence of various resources in urban areas does not always guarantee that students possess a high level of career readiness. Urban students also face unique challenges, such

as fiercer competition in education and the job market, social pressure to achieve specific career success, and the complexity of career choices that can lead to confusion in decision-making. Furthermore, rapid advancements in technology and information can lead to information overload for students, requiring strong career literacy skills to effectively filter and utilize that information.

In this context, school guidance and counseling services play a crucial role in helping students develop career readiness. Guidance and counseling teachers are not only tasked with providing information about various career options but also with helping students understand their potential, identify their interests and talents, and develop strategies to achieve their desired career goals. Through systematic and ongoing career guidance services, students can gain a deeper understanding of the working world and the steps needed to prepare themselves optimally. Suryadi (2020) emphasizes that effective career guidance services must integrate various approaches that allow students to gain authentic learning experiences related to the working world. Such approaches may include internship programs, industry visits, career seminars, or mentoring activities with professional practitioners. Through these activities, students not only gain information about the working world but also have the opportunity to develop practical skills and build professional networks that can support their future career development.

Additionally, career guidance services must also emphasize the development of 21st-century skills relevant to the needs of the modern workforce. Skills such as critical thinking, problem-solving, communication, collaboration, and digital literacy are essential competencies that students must possess to compete in the global job market. Madani (2025) explains that the development of these adaptive skills is an integral part of career readiness because it enables individuals to cope with rapid changes in the workplace. Based on these various studies, it can be concluded that career readiness is a multidimensional concept influenced by various factors, both individual and environmental. In the context of urban students, the development of career readiness depends not only on the availability of educational resources but also on the effectiveness of guidance and counseling services in helping students utilize those resources optimally. Therefore, research on career readiness among urban students is crucial to understand the various factors influencing their career readiness and to identify effective intervention strategies to enhance it.

Given the research gaps outlined, this study was conducted using the Systematic Literature Review (SLR) method. This method was chosen because it allows researchers to systematically review previous studies related to urban students' career readiness. Through this approach, researchers can identify patterns in research findings, analyze the determinants influencing career readiness, and evaluate the effectiveness of various interventions implemented to enhance students' career readiness. Specifically, this study aims to identify the determinants influencing career readiness among urban students, analyze the effectiveness of guidance and counseling services in enhancing urban students' career readiness, and examine the role of guidance and counseling teachers in

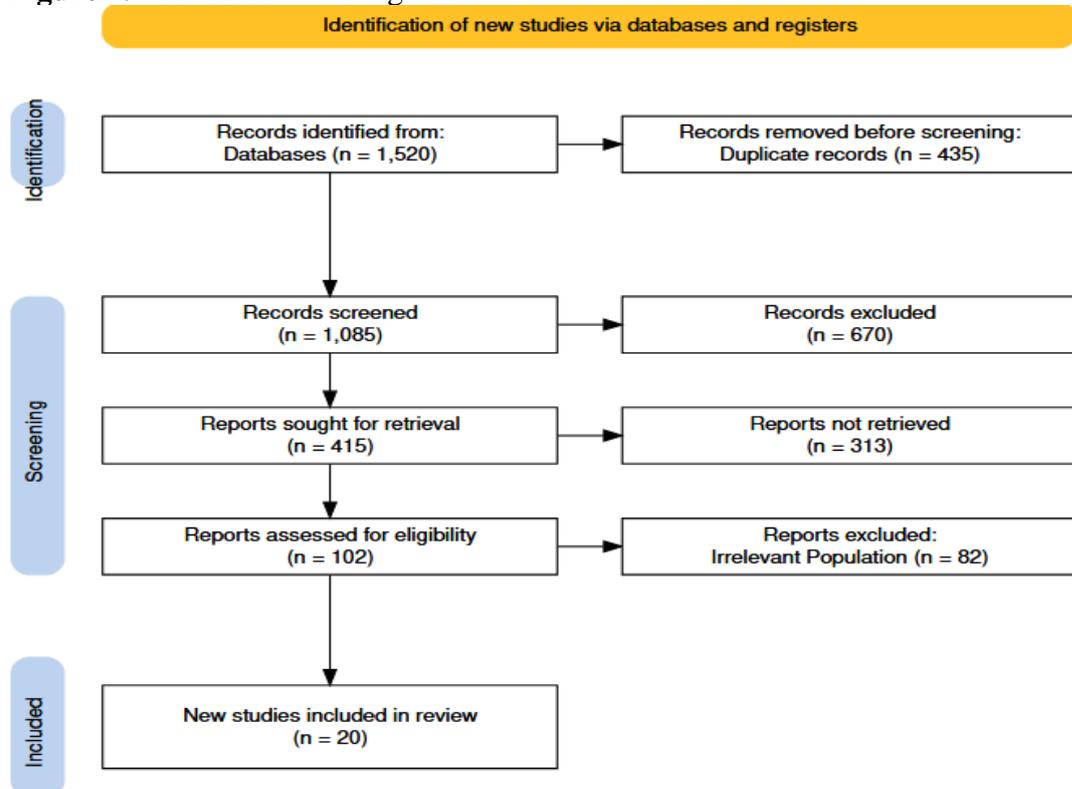
supporting the development of students' career readiness. The results of this study are expected to contribute theoretically to the development of research on career readiness, while also providing practical implications for the development of career guidance services in schools.

Furthermore, this study is also expected to serve as a foundation for education policymakers in designing programs that support the development of students' career readiness, particularly in urban areas. With a more comprehensive understanding of the factors influencing students' career readiness, it is hoped that schools can develop more effective educational strategies to prepare the younger generation to face the challenges of the future workforce. Ultimately, strengthening career readiness not only contributes to individual success in the workforce but also has a broader impact on the development of high-quality, globally competitive human resources.

METHOD

This study employed the *Systematic Literature Review* (SLR) method, which is an approach for systematically identifying, reviewing, evaluating, and interpreting various studies related to the research topic (Ramayanti et al., 2023). The steps for conducting the SLR, including search results and the study selection process, follow the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) 2020 guidelines, which are an update to PRISMA 2009 (Wibowo & Putri, 2021). The PRISMA flowchart is shown in the figure below.

Figure 1. PRISMA Flow Diagram



Based on Figure 1, which shows the PRISMA diagram, the article identification and selection process was conducted in several stages. During the identification stage, a total of 1,520 articles were identified through a database search. Before the screening process began, 435 articles were excluded because they were duplicates. Consequently, 1,085 articles remained and proceeded to the initial *screening* stage. During the screening stage, the titles and abstracts were reviewed, resulting in the exclusion of 670 articles due to irrelevance. The remaining 415 articles proceeded to the *full text* retrieval stage (*reports sought for retrieval*). Of these, *full texts* for 313 articles could not be obtained, leaving only 102 articles eligible for assessment (*reports assessed for eligibility*). During the eligibility assessment, 82 articles were excluded because their study populations were not relevant to the research criteria. Ultimately, 20 studies met all inclusion criteria and were included in the *review*.

Research Questions

The initial stage of a *Systematic Literature Review* (SLR) is the development of research questions (RQs). Researchers use the PICOC approach (*Population, Intervention, Comparison, Outcome, Context*), which consists of five main elements. First, Population (P) refers to the target group of the study that is the focus of the research. Second, Intervention (I) covers the detailed aspects of the research or specific issues of interest to investigate. Third, Comparison (C) encompasses the aspects to be compared with the Intervention. Fourth, Outcome (O) indicates the expected impact or results of the Intervention. Finally, Context (C) refers to the background and environment in which the research is conducted (Mulawarman et al., 2024). Based on these elements, the research questions in this study are formulated as follows:

1. What are the determining factors influencing career readiness among urban students?
2. How effective are guidance counseling services in enhancing *career readiness* among urban students?
3. What is the role of guidance counselors in enhancing *career readiness* among urban students?

Literature Search Process

The literature search process in this study was conducted using the Google Scholar database. The keywords used to search for literature were (OR “career readiness*” OR “work readiness*”).

Screening Procedures and Inclusion/Exclusion Criteria The screening procedure is a crucial stage where the researcher reviews the collected articles to ensure they meet the established criteria. During this process, inclusion and exclusion criteria are applied to filter articles based on their relevance to the research questions. One approach used is setting a publication timeframe, considering that less mature research typically takes longer to complete. This is due to the smaller number of articles and the many unanswered

research questions during that period (Mulawarman et al., 2024). Thus, this screening aims to obtain the most relevant and up-to-date literature for analysis in the study.

Table 1. Inclusion and Exclusion Criteria

CRITERIA	INCLUSIONS	EXCLUSION
YEAR OF PUBLICATION	Year 2021-2025	Before 2021
POPULASI	The study focuses on urban students of high school/vocational school age	Rural students or other populations (college age or children)
DOCUMENT TYPE	Research articles	Not research articles such as books, book chapters, proceedings, papers, and so on.
LANGUAGE	English	In addition to Indonesian Discussion
ACCESS	Open Access	Paid access or limited access

Quality Assessment and Analysis

The most important aspect of quality assessment is determining the extent to which the research design is relevant to the topic of study and conducting a comprehensive review of the design's key characteristics. Quality evaluation is an approach used to assess the relevance and validity of research findings by evaluating the strengths and weaknesses of research publications (Munn et al., 2020). Therefore, in this study, the quality of the articles was assessed by analyzing several questions: (1) Is the formulated research question relevant to the *career readiness* of urban students?, (2) Is the research design capable of answering the research question?, (3) Does the article contain determinants of *career readiness*?, and (4) Does the article include research findings on the effectiveness of services and the role of guidance counselors in enhancing the *career readiness* of urban students?. The quality of the 20 articles in this study was assessed using *peer review*. Furthermore, the authors employed thematic analysis, a method that is accessible and flexible for analyzing qualitative data (Xu & Zammit, 2020). Thematic analysis is the most effective method for synthesizing data in integrative (mixed-methods) research designs (Mulawarman et al., 2024). The thematic analysis in this article is divided into two parts: the first part describes the characteristics of the articles, and the second part provides an overview of the determinants influencing *career readiness*, as well as the effectiveness of guidance services and the role of guidance counselors in strategies to enhance *career readiness* among urban students.

RESULTS AND DISCUSSION

Based on the results of the selection process, 20 articles were analyzed in detail; further details can be found in Tables 1 and 2. Table 1. Literature Review on *Career Readiness*.

NO	AUTHOR	TITLE	YEAR	CITY/ SCHOO L LEVEL	METHOD	RESEARCH RESULTS
1.	Nova Pratiwi, Neta Dian Lestari & Januardi	The Influence of Industrial Work Practices, Career Guidance, Motivation to Enter the World of Work and <i>Soft Skills</i> on Job Readiness	2024	Palembang City (SMK N 5 Palembang)	Research design: quantitative survey Study respondents : 129 students Data collection tool: questionnaire Data analysis: multiple regression	<ul style="list-style-type: none"> Industrial Work Practices Have a Positive Effect on Job Readiness Industrial Career Guidance has a positive effect on job readiness There is no effect of motivation to enter the world of work on job readiness There is no effect of soft skills on job readiness
2	Raihan Shabbah, Ismiyati, Mar'atus Sholikah, Lesta Karolina Br. Sebayang	The Influence of Workplace Information, Career Guidance and Career Expectations on Job Readiness	2024	SMK Negeri 1 Bawang Banjarnegara.	Research design: quantitative Research respondents : 84 students Data collection tool: questionnaire Data analysis: SEM PLS	<ul style="list-style-type: none"> Information on the world of work has a positive effect on job readiness Career guidance has a positive effect on job readiness Career expectations have a positive effect on job readiness
3	Mutiara Wijaya Raharjo &	The Effect of Internship	2025	SMKS NU Gresik	Research design:	<ul style="list-style-type: none"> Internship experience

	Novi Marlana	Experience and Career Guidance on the Job Readiness of Grade XII Students at SMKS NU Gresik for the 2024/2025 Academic Year			quantitative . Study respondents : 129 students Data collection tool: questionnaire Data analysis: multiple regression	has a positive effect on students' job readiness <ul style="list-style-type: none"> • Career Guidance has a positive effect on students' job readiness
4	Ari Susilowati & Mohammad Fauzan	The Effect of Self-Efficacy, Career Planning on Job Readiness Moderated by Career Information Services	2022	SMK N 1 Kandeman Batang	Research design: <i>explanatory research</i> Study respondents : 155 students Data collection tool: questionnaire Data analysis: quasi-moderation regression	<ul style="list-style-type: none"> • Self-efficacy has a positive effect on students' work readiness • There is no effect of career planning on students' job readiness, • Career information services have a positive effect on students' job readiness • Career information services do not moderate the influence of self-efficacy on students' job readiness • Career Information Services do not moderate the influence

5	Ameylea Anggara Yudha Putri; C. Dyah S. Indrawati & Anton Subarno	The Influence of Industrial Work Practices and Career Guidance on Job Readiness at SMK Negeri 1 Surakarta for the 2019/2020 Academic Year	2020	SMK Negeri 1 Surakarta	Research design: quantitative descriptive Research respondents : 81 students Data collection tool: questionnaire Data analysis: multiple regression	of career planning on job readiness <ul style="list-style-type: none"> • Industrial Work Practices Have a Positive Effect on Students' Job Readiness • Career Guidance has a positive effect on students' job readiness
6	Linda Yuliani & Nanik Suryani	The Influence of Career Guidance, Motivation to Enter the World of Work and Learning Discipline on Job Readiness	2021	SMK Negeri 1 Karanganyar, Kebumen Regency	Research design: quantitative Study respondents : 107 students Data collection tool: questionnaire Data analysis: multiple regression	<ul style="list-style-type: none"> • Career Guidance has a positive effect on students' job readiness • Motivation to Enter the World of Work has a Positive Effect on Students' Job Readiness • Learning Discipline has a Positive Effect on Students' Work Readiness
7	Weni Kurnia Rahmawati & Abdurrahman Ahmad	The Influence of Self-Efficacy, Work Interest and Career	2021	SMK IBU Pakusari Jember	Research design: quantitative Research respondents : 64 students	<ul style="list-style-type: none"> • Self-efficacy has a positive effect on students' work readiness

		Guidance on the Job Readiness of Vocational School Students			Data collection tool: questionnaire Data analysis: multiple regression	<ul style="list-style-type: none"> • Work interest has a positive effect on students' job readiness • Career guidance has a positive effect on students' job readiness
8	Dyah Pranesti Shafira Fitri; Meini Sondang Sumbawati; & Lilik Anifah	The Effect of Self-Efficacy on the Job Readiness of the Electrical Power Installation Engineering Expertise Program in Vocational High Schools	2025	SMK Krian 1 Sidoarjo	Research design: quantitative with ex post facto method Research respondents : 62 students Data collection tool: questionnaire Data analysis: simple regression	<ul style="list-style-type: none"> • Self-Efficacy has a positive effect on students' work readiness
9	Anis Nur Jaya Santi; Stuart Scott; & Tutik Susilowati	The influence of industrial work practices and the role of counseling supervisors on the work readiness of students of SMK Negeri 1 Karanganyara	2023	SMKN 1 Karanganyara	Research design: quantitative descriptive Research respondents : 672 students Data collection tool: questionnaire Data analysis: multiple regression	<ul style="list-style-type: none"> • Industrial work practices have a positive effect on students' job readiness • The role of counseling supervisors has a positive effect on students' work readiness

10	Neneng Mutmainah; Grandson Arumsari; & Feida Noorlaila Isti'adah	The Influence of Career Planning and Employability Skills on the Job Readiness of Class XII Students of the Department Accounting and Finance of the Institution of Kasiman	2024	SMK Sukaraja	Research design: Quantitative with quasi-experimental method (<i>Quasi experimental design</i>). Study respondents: 129 students Data collection tools: tests and questionnaires Data analysis: Quantitative analysis (N gain)	<ul style="list-style-type: none"> • Career Planning has a positive effect on students' job readiness • Employability Skills have a positive effect on students' job readiness
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Table 2. Literature review findings regarding appropriate intervention strategies for enhancing career readiness.

N O	Author	Title	Year	City/ School Level	Method	Research Results
1	Fuad Aminur Rahman	Efforts to Improve Student Career Readiness through Peer Guidance (BTS) Post-Covid-19 Pandemic	2023	SMA Negeri Cihara, Lebak, Banten	Research design: 1 : guidance and counseling action research subjects: 14	There was an increase in the career preparation score of grade XI students after participating in peer guidance services (BTS). The average activity score increased from 27 (cycle I, meeting 1) to 62 (cycle II, meeting 4), and the enthusiasm score from 28.25 to 58.75—both in

					<p>students the good category. The score of the career readiness test also increased from 49 (pre-action, sufficient category) to 60 (post-cycle I) and 71 (post-cycle II), & both of which were in the good category.</p> <p>Data analysis is: qualitative analysis</p>
2	Mudrikah	The Application of Information Services in Helping the Career Readiness of Grade XI Science Students of Private High School Ypk Medan T.A 2019/2020	2022	Private High School Ypk Medan	<p>Research design : qualitative with action research</p> <p>Research subjects: 20 people</p> <p>Data collection tools: observations, interviews & google forms, documentation</p> <p>The implementation of group guidance services for students has increased, from the first and second meetings it describes students that students who are not aware of their interests and talents, have begun to know where their career is headed, according to their abilities, as well as a mindset about their career and future goals after graduating from the school. The changes experienced by students can be</p>

					entatio n Data analys is: qualita tive analys is	seen in the first observation which gets a result of 25%. After carrying out the follow-up action or the second observation, the result was 80%.
3	Joko Wahyono; Anwar Sutoyo; & Muh. Djafar	The Effectiven ess of Group Guidance with Modeling Technique s and Assertive Training Technique s on the Job Readiness of SMK Muhamm adiyah Salatiga	2021	SMK Muhammad iyah Salatiga	Resear ch design : experi mentat ion with pure experi mental design or true experi mental design Resear ch subjec ts: 28 studen ts Data collect ion tool: job readin ess scale questi onnair e Analisis data: Paired Sampl	Interventions carried out with the guidance of the Modeling technique group are effective in increasing students' work readiness. There is a difference in the level of effectiveness of group guidance with Modeling techniques and Assertive Training techniques in increasing students' work readiness.

4	Ibn Muthi	Evaluation of Industrial Work Practice Programs to Improve the Quality of Education and Career Readiness of Students	2024	SMK Tridaya Bekasi	Research design : qualitative descriptive Research subject: students of grade XI. Data collection tools: interviews, observations & documentation Data analysis: qualitative analysis	Students' involvement in industrial practical activities significantly strengthens their career readiness by enhancing practical skills and relevant work competencies.
5	Veni Wahyuni & Iqlima Pratiwi	Career Planning Training For Job Readiness in Students SMK Islam Anharul	2025	SMK Islam Anharul Ulum Blitar	Research design : devotional research Study subject	The Career Planning Training is able to increase career knowledge and career problems as well as how to do career planning, students become more knowledgeable

		Ulum Blitar			ts: 65 people Data collect ion tools: tests & discus sions Data analys is: qualita tive analys is	and more skilled to plan the steps they will take after graduation and become better prepared to face the world of work.
6	Henny & Nurus Sa`adah	Empoweri ng Adolescen ts in the Global Era School Counselor' s Strategy in Career Developm ent	2024	High School in Indonesia	Resear ch design : qualita tive descri ptive. Resear ch subjec ts: school counse lors and studen ts at the high school level Data collect ion tools: intervi ews, docum entatio n &	School counselors use a variety of strategies, such as the use of technology, global soft skills development, and personal and group counseling approaches to improve students' career readiness

					observ ation Data analys is: themat ic analys is	
7	Zurratul Muna; Dwi Iramadhani; Widi Astuti; & Rini Julistia	Building Self Determina tion (BSD) Training Program as an Effort to Increase Motivatio n in Career Planning and Work Readiness to Face the Industrial Revolutio n 4.0 for Vocationa l School Students	2022	SMK Negeri 2 in Lhokseuma we City	Resear ch design : devoti onal resear ch Resear ch subjec t: grade XII studen ts Data collect ion tools: tests & discus sions Data analys is: qualita tive analys is	Through the training programs provided, there has been a significant increase in students' knowledge and career readiness, both in terms of understanding career planning, self-evaluation, and internal motivation. Participants' positive responses, including increased confidence and the ability to design career paths forward, indicated that the training was effective in improving students' job readiness.
8	Astri Rachmahyani & Fitri Yulianti	The Role of BK Teachers in Helping High School Students Prepare for	2025	Lampung City	Resear ch design : literat ure review Resear ch	The role of BK teachers in helping to prepare and plan students' careers is through the provision of individual (career) planning services.

		Careers in the Independent Curriculum			subjects: BK teachers and high school students Data collection tools: Data analysis: qualitative analysis	
9	Neneng Mutmainah, Arumsari's Granddaughter, & Feida Noorlaila Isti'adah	The effectiveness of career information services using Donald's Super To Improve Students' Job Readiness	2020	SMK Sukaraja	Research design : experiment with Nonequivalent Control Group Design Research subjects: 129 students Data collection tool: questionnaire	Career information services are effective in improving students' work readiness at SMK Sukaraja, especially in the aspect of having motivation and having sufficient skills so that it is considered to help prepare for their careers in the future.

10	Ully Permata Sari; Caraka Putra Bhakti; & Mae Endang Iriastuti	Efforts to Improve the Work Readiness of SMK Negeri 2 Lubuklinggau Students Through the Guidance of the Modeling Engineering Group	2022	SMK Negeri 2 Lubuklinggau	Research design : Classroom Action Research (PTK). Research subject: students of class XI hospital accommodation on Data collection tools: observation, questionnaires, documentation	Group coaching services with effective modeling techniques in increasing student work. This increase can be seen from the results of research in the pre-cycle, cycle 1 and cycle 2. The percentage of student work readiness in the pre-cycle was 58.13% with the category of sufficiently ready, after the action of cycle 1 it became 75.6% with the category of ready. In cycle 2, it turned out that the percentage of students' job readiness level increased to 93.6% with the category of very ready
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DISCUSSION

Determinant Factors Affecting Career Readiness in Urban Students

Career readiness for students is an important aspect of vocational education, especially for vocational school students in urban areas because it is an indicator of their readiness in facing the competitive world of work. *Career readiness* This is generally influenced by two main categories which are internal and external factors. Various literature studies have found that the Influential internal factors include career expectations (Shabbah et al., 2024), self-efficacy (Fitri et al., 2025; Susilowati & Fauzan, 2022), motivation to enter the world of work and learning discipline (Yuliani & Suryani, 2021). In addition, work interests (Rahmawati & Ahmad, 2021), and the future orientation of students (Raharja & Budiani, 2025) Also strengthen the career readiness of students in urban areas.

External factors have an important role in shaping *career readiness* in urban students, especially through student interaction with the educational environment and the world of work. Some studies show that internship experience (Raharjo & Marlana, 2025), industrial work practices and industry career guidance contribute positively (Pratiwi et al., 2024; Putri et al., 2020), while career guidance has consistently been a significant supporting factor (Raharjo & Marlana, 2025; Rahmawati & Ahmad, 2021; Yuliani & Suryani, 2021). In addition, career information services (Susilowati & Fauzan, 2022), world of work information and career guidance (Shabbah et al., 2024). The role of counseling supervisors in accompanying industrial work practices (Santi et al., 2023) also strengthen students' readiness to face the demands of the job market.

Based on the previous description, internal factors that shape *the career readiness of* vocational school students in urban areas include cognitive aspects (career expectations, and learning discipline), affective aspects (work interest, self-efficacy), and motivational aspects (motivation to enter the world of work and future orientation). On the other hand, external factors include aspects of industry-based learning (industrial work practices), aspects of career guidance and counseling (career guidance and the role of counseling supervisors), and aspects of world of work information (world of work information and career information services). These two factors complement each other in shaping students' career readiness holistically, so as to be able to prepare them to face the demands and dynamics of the job market.

The Effectiveness of BK Services to Increase *Career Readiness* in Urban Students

a. Types of services that effectively increase *Career Readiness*

Various forms of career guidance and counseling services in previous studies have been shown to be effective in improving *career readiness* students. Career guidance by BK teachers facilitates careful career planning (Rachmahyani & Yulianti, 2025), while peer mentoring encourages career readiness through peer support (Rahman, 2023). Group

guidance-based information services expand career direction insights according to students' abilities (Mudrikah, 2022), while an integrated service program that combines information services, group guidance, and vocational skills development is able to increase job readiness with a 65% absorption of graduates (Madani, 2025). The effectiveness of the service is also seen in the application of Donald E. Super's theory in career information services (Mutmainah et al., 2020). Career planning-based training (Wahyuni & Pratiwi, 2025) and *Building Self Determination* which significantly improves students' motivation, confidence, and skill designing career steps (Muna et al., 2022).

b. Service techniques to improve *Carrer Readiness*

Techniques in career guidance play an important role in improving *career readiness* students through behavioral and technology-based approaches. Group guidance with techniques *modeling* proven to be the most effective compared to the technique *asertif training*, although both are equally effective at improving *career readiness* (Wahyono et al., 2021). Even the technique *modeling* This is able to improve *career readiness* from 58.13% to 93.6%, where the effectiveness of *Modeling* It lies in the learning process through the observation of model behavior that is relevant to the world of work, thus forming applicable skills (Sari et al., 2022). In addition, technology integration is also an effective method, where the use of digital tools and development *soft skills* through personal and group counseling prepares students for the global job market (Henny & Sa`adah, 2024).

Based on the description above, it can be concluded that increasing *the career readiness* of urban students can be achieved through the application of various career guidance and counseling services and appropriate techniques. Services involving BK teachers, peers, group guidance, and integrated programs that combine career information, vocational training, and career development theory have been proven to be able to improve career planning, motivation, confidence, and the absorption of graduates in the world of work. The *modeling technique* emerged as the most effective method compared to other techniques, because it allows students to learn through observation of behaviors relevant to the world of work so that the skills acquired are applicable. In addition, the integration of technology in career guidance strengthens students' readiness to face the global job market through mastery of *soft skills* and digital literacy. Thus, the combination of comprehensive services and adaptive techniques is a key strategy in preparing urban students to enter the world of work optimally.

The Role of BK Teachers in Increasing *Career Readiness* in Urban Students

The role of BK teachers in improving *career readiness* Urban students are not only limited to career counseling services, but also include strategic functions as adapted from *The Texas Model for Comprehensive School Counseling* (2018) includes as a program manager, supervisor, assessor, counselor, consultation and coordination (Hidayah & Ramadhana, 2022). As facilitators, BK teachers help students recognize their potential,

set realistic career goals, and develop concrete steps to achieve them, as found by Rahmawati & Ahmad (2021) and Santi et al. (2023) who show that mentoring in industrial work practices can increase confidence, job skills, and clarity of career direction. BK teachers also have an important role in building partnership networks with industry, training institutions, and universities to open up learning and work opportunities for students. This collaboration provides real experience through internships, vocational training, and career seminars involving industry practitioners, so that students can understand the demands and dynamics of the world of work. In addition, the provision of vocational guidance services by BK teachers has been proven to play a role in shaping students' career orientation in a more targeted manner (Suryadi, 2020).

An important foundation in improvement *career readiness* urban students are the professional competence of BK teachers in implementing comprehensive guidance and counseling programs, including (a) the implementation of guidance and counseling programs, (b) the application of collaborative approaches in BK services, and (c) the facilitation of academic, career, personal, and social counseling development (Nasution & Abdillah, 2019). This is in line with Wahyuni & Pratiwi (2025) proving that a collaborative approach makes career services more adaptive to changing needs of the dynamic job market. Muna et al. (2022) also confirmed that structured tutoring interventions can improve students' motivation, confidence, and career planning skills. Thus, the professional competence of BK teachers that is optimally implemented will strengthen the career readiness of urban students both in terms of technical skills and mental readiness to compete in the global job market

CONCLUSION

The determinants of *career readiness* of urban students include internal factors such as interests, self-efficacy, motivation, discipline, career expectations, and future orientation, as well as external factors in the form of internship experience, industrial work practices, career guidance, the role of BK teachers, and information services in the world of work. The effectiveness of guidance services can be seen through preventive services that include guidance for BK teachers, peers, group services, and integrated programs, while repressive services through technology-based modeling techniques can help students overcome career barriers and strengthen *global soft skills*. BK teachers play the role of program managers, supervisors, assessors, counselors, consultants, and coordinators; However, in improving *the career readiness* of urban students, the central role lies in the function of facilitators who not only provide career direction individually and in groups, but also open access to real experience and build strategic networks with the world of industry and education. The recommendation for counselors is to provide group career guidance services with modeling techniques that are integrated with technology (digital media). For future researchers, it is recommended to conduct studies with qualitative or quantitative research to explore in depth the factors that affect *the career readiness* and effectiveness of career guidance services for urban students.

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