



Career Guidance Media in Vocational High Schools: A Literature Review of Its Role in Enhancing Students' Career Readiness

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Abstract: This study is a narrative literature review aiming to identify and summarize various research findings related to media use in career guidance services at Vocational High Schools (SMK). By examining 41 scholarly articles published over the past ten years, this study presents key themes that have captured researchers' attention, including: the need for and development of career guidance media, the effectiveness of digital media in supporting career planning, the impact of guidance services on students' career readiness, student-centered guidance approaches, and the alignment of career programs with labor market demands. The findings reveal that career guidance media are not merely supplementary tools but essential strategies to bridge students with the ever-changing demands of the workforce. Technological advancements have stimulated innovation in career guidance services, such as digital applications, interactive media, e-modules, online counseling management systems, and approaches based on multiple intelligences and interest-talent profiling, proving effective in facilitating exploration and decision-making. Furthermore, collaboration among school counselors, students, and industry stakeholders is crucial for successful career services. This study recommends that career guidance in vocational schools be adaptive, technology-integrated, and aligned with 21st-century competencies to enhance graduates' employability.

Abstrak: Penelitian ini merupakan studi tinjauan pustaka naratif yang bertujuan untuk mengidentifikasi dan merangkum berbagai temuan penelitian terkait penggunaan media dalam layanan bimbingan karier di Sekolah Menengah Kejuruan (SMK). Dengan mengkaji 41 artikel ilmiah yang diterbitkan dalam 10 tahun terakhir, studi ini menyajikan tema-tema utama yang menjadi fokus perhatian para peneliti, di antaranya: kebutuhan dan pengembangan media bimbingan karier, efektivitas media digital dalam mendukung perencanaan karier, pengaruh layanan bimbingan karier terhadap kesiapan karier siswa, pendekatan bimbingan yang berbasis karakteristik peserta didik, serta hubungan antara program bimbingan karier dengan relevansi dunia kerja. Hasil kajian menunjukkan bahwa media bimbingan karier bukan hanya pelengkap, melainkan menjadi strategi utama dalam menjembatani siswa dengan tuntutan dunia kerja yang terus berubah. Perkembangan teknologi telah mendorong inovasi media layanan bimbingan karier, seperti aplikasi digital, media interaktif, e-modul, sistem manajemen bimbingan online, serta pendekatan berbasis kecerdasan ganda dan minat-bakat yang efektif dalam mendukung eksplorasi dan pengambilan keputusan karier. Kolaborasi antara guru BK, peserta didik, dan dunia industri juga menjadi faktor penting dalam keberhasilan layanan karier. Penelitian ini merekomendasikan agar layanan bimbingan karier di SMK bersifat adaptif, berbasis teknologi, serta selaras dengan kompetensi abad 21.

A. Introduction

Career readiness is a critical component of vocational education, as it prepares students to meet the demands of the modern workforce. Career readiness refers to the ability of individuals to transition into the workforce and perform job requirements effectively and successfully. It encompasses a combination of skills, knowledge, and attitudes that enable individuals to navigate the complexities of the modern work environment (Nong & Osman, 2024). According to research, career readiness includes hard skills, such as technical proficiency, and soft skills, such as communication and problem-solving abilities.

Vocational education enhances career readiness by providing students with the skills and knowledge needed to succeed in the workforce. Vocational education programs often focus on specific trades or professions, such as welding, hospitality, and information technology, and aim to equip students with the technical skills required for these fields (Sisinyize et al., 2024). In addition to technical skills, vocational education programs should emphasize developing soft skills, such as communication, teamwork, and problem-solving. These skills are essential for career readiness, enabling individuals to work effectively in diverse and dynamic work environments (Nong & Osman, 2024). In addition to technical skills, vocational education programs should emphasize developing soft skills, such as communication, teamwork, and problem-solving. These skills are essential for career readiness, enabling individuals to work effectively in diverse and dynamic work environments (Nong & Osman, 2024).

Global challenges such as digital transformation, intense job market competition, and the ever-evolving demands for soft and hard skills require students to be prepared from an early stage (Rahmawati et al., 2024). Unfortunately, the implementation of career guidance services in many schools still relies on conventional methods such as lectures or classical discussions, without interactive and contextual media. This makes career guidance services feel monotonous and less engaging for students. In practice, students tend to show low enthusiasm in participating in career guidance sessions, and there is little evidence of significant improvement in their ability to plan their future thoroughly and based on their potential.

Amid the dynamic developments of the modern era and the challenges posed by the Industrial Revolution 4.0 and Society 5.0, school-based career guidance services continue to face significant obstacles in terms of effectiveness, methodology, and media utilization. Career guidance is a component of school counseling services that focuses on developing students' career readiness and maturity, particularly in vocational schools, where the main orientation is toward the labor market. This type of guidance involves interest and aptitude assessments, career planning, and providing information about the job market and further education opportunities (Wistarini & Syarifah, 2023). Its goal is to help students recognize their potential, understand the world of work, and realistically plan their careers (Zunker, 2016; Chang et al., 2023; Lent et al., 2023).

Field data (from the Student Needs Assessment Questionnaire for Guidance and Counseling at one vocational school in Tulungagung Regency) found that most vocational

students have not systematically connected their potential, interests, and job opportunities. They tend to have limited knowledge about the labor market and often imitate peers or follow trends when making career choices. This lack of understanding reflects the students' low career literacy. These findings indicate that many vocational students experience confusion when choosing a career due to limited information and a lack of self-exploration opportunities facilitated by the school.

Furthermore, observational data from a 2024 career readiness training conducted by the Special Job Exchange and the Guidance and Counseling unit at a vocational school in Tulungagung Regency revealed that, although some students already possess technical skills, they are still unprepared in psychological aspects such as motivation, self-confidence, and career decision-making abilities. This highlights the urgent need for more creative, communicative, and contextual career guidance to enhance students' career readiness.

In response to these issues, one strategic approach is to utilize more innovative, interactive, and student-centered media in career guidance services. Such media are not limited to traditional visual aids like leaflets or posters but also include digital tools such as interactive videos, technology-based modules, career simulation applications, and educational games (edugames). Career guidance media is essential for vocational high school students as it helps them navigate the complexities of career planning and preparation. Research indicates that SMK graduates often face high unemployment rates, highlighting the need for effective career guidance (Yolanda et al., 2024). The primary goal of career guidance media is to provide students with the information and tools they need to make informed decisions about their future careers.

One key benefit of career guidance media is its ability to bridge the gap between education and the labor market. By providing information about job requirements, industry trends, and career pathways, these media help students align their skills and interests with the demands of the workforce (Mahir et al., 2021). Career guidance media can also help students develop essential skills such as decision-making, problem-solving, and critical thinking, which are vital for success in the modern workplace.

Dale's Cone of Experience theory supports media use in career guidance services. This theory emphasizes that learning becomes more meaningful through direct experience and visualization. The more senses engaged in the learning process, the higher the level of information retention by students. Therefore, the use of appropriate media has a positive impact on students' understanding and internalization during career guidance sessions.

Most previous studies have discussed the importance of career guidance services in vocational high schools (SMKs). However, few have explicitly explored using media as a primary approach in delivering career guidance to enhance students' career readiness. Many of these studies have focused more on individual or group counseling approaches and psychological factors such as self-efficacy, interest, and career values. There is still a lack of comprehensive and systematic studies examining media use within the context of career guidance in SMKs, especially media that is interactive and aligned with the characteristics of today's digital-native students.

This article specifically investigates media as a central intervention in career guidance services. The approach to examining career guidance media is grounded in the specific needs of vocational school students. Moreover, the article integrates recent theories on educational media, career literacy, and student development within the context of guidance services.

With this background, the article aims to critically review various studies that have examined the use of media in career guidance services at vocational schools in order to gain a comprehensive understanding of the types of media used, their effectiveness, key considerations in media development, and their role in enhancing students' career readiness. Specifically, the findings of this review are expected to serve as a reference for developing more innovative and impactful media in vocational school career guidance services to prepare students for their future careers better.

B. Method

This study adopts a narrative literature review approach to collect, analyze, and synthesize various research findings and scholarly publications relevant to media in career guidance services in Vocational High Schools (SMKs). The narrative approach was chosen for its flexibility in accommodating a wide range of literature types and sources and its ability to explore conceptual and practical in-depth understandings (Bryce et al., 2023; Adriani et al., 2020). This review presents previous research findings and examines common patterns, key issues, and existing research gaps.

The data sources for this review include scholarly journal articles, national and international seminar proceedings, and research reports published within the last ten years, specifically between 2015 and 2025. These sources were retrieved from various academic databases such as Google Scholar, ScienceDirect, SpringerLink, ERIC, and nationally accredited journal repositories. Literature searches were conducted using keywords such as "media bimbingan karier", "career guidance media", "career readiness in vocational education", and "career counseling", in both Indonesian and English.

In the literature selection process, several inclusion and exclusion criteria were applied to ensure the relevance and quality of the reviewed sources. The inclusion criteria were as follows: (1) publications focusing on media or tools used in career guidance services; (2) literature specifically examining the vocational education context, particularly at the SMK or upper-secondary vocational level; (3) articles based on empirical research or theoretical studies using qualitative, quantitative, or mixed-methods approaches; and (4) full-text accessible publications in either Indonesian or English. On the other hand, sources that did not contain in-depth analysis or discussion related to media in career guidance, or were irrelevant to the SMK context, were excluded from this review. The literature selection process is illustrated in Figure 1.

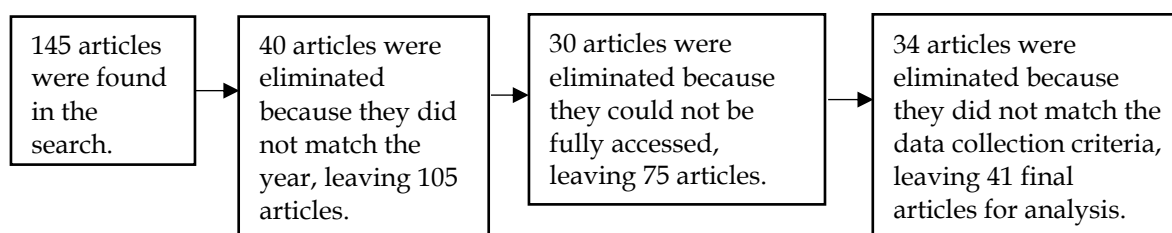


Figure 1. Literature Selection Flow

All literature that met the inclusion criteria was then analyzed thematically to identify the types of media used, approaches to media development, the benefits generated about students' career readiness, and the challenges faced in implementing them within career guidance practices at vocational high schools (SMKs). The analysis was conducted narratively to synthesize the findings in a descriptive, critical, and reflective manner, aiming to construct a comprehensive understanding of the role of media in vocational career guidance services.

C. Result

Data Analysis

Data analysis in this literature review was conducted systematically using a simplified approach. The data sources were obtained from scientific articles published between 2015 and 2025, sourced from various academic databases such as Google Scholar, ScienceDirect, SpringerLink, ERIC, and accredited national journals. The literature search was carried out using a combination of keywords in both Indonesian and English, such as "media bimbingan karier", "career guidance media", "career readiness in vocational education", and "career counseling". Boolean operators "AND" and "OR" were applied according to the information needs to narrow and refine the search results for relevance.

From the search results, several articles were selected and examined in depth based on their relevance to media in career guidance services at Vocational High Schools (SMK). The selected articles represent various approaches, ranging from using digital media and interactive multimedia to integrating social media in supporting students' career readiness.

Critical Appraisal

A critical appraisal of the selected articles was conducted using the JBI Critical Appraisal Tools, adapted to the type of study being reviewed. A total of 41 articles that met the inclusion criteria were analyzed regarding research objectives, methods, instruments, data analysis techniques, and findings and implications for career guidance practices in vocational education.

The appraisal process considered methodological quality, reliability of results, and relevance to the central theme of the review. The assessment results showed that most articles had good internal validity and contributed to developing effective media in career guidance services, particularly in media design, technological approaches, and active student engagement in the guidance process.

Result of Literature Review

A review of 41 scholarly sources, including national journals, conference proceedings, and international articles published over the past ten years, reveals a strong dynamic in developing career guidance services in Vocational High Schools (SMK). Each study contributes a unique perspective on the approaches, media, and effectiveness of career services within vocational education. Based on thematic analysis, several key issues consistently emerged across various studies, including: the need for and development of career guidance media, the effectiveness of digital-based media, the impact of career guidance on students' career readiness, student-centered service approaches, and the alignment of career guidance with labor market demands. The following findings are organized according to these themes to provide a comprehensive overview of research trends and focal points in this field.

The first theme identified is the need for and development of career guidance media in the digital era. [Yolanda et al \(2024\)](#) found that SMK students require career guidance media that are adaptive to the challenges and demands of the digital workforce, such as interactive and practical technology-based tools. This study emphasizes the importance of needs assessment as the foundation for designing such media. Furthermore, [Salam et al \(2023\)](#) demonstrated that using e-modules significantly enhances students' career planning abilities, proving the effectiveness of digital media that students can access independently at any time. [Mahir et al \(2021\)](#) added that online-based vocational guidance management systems (VGMS) facilitate better data management, assessments, and tracking of students' career development.

Other studies reveal a variety of digital media developments for career guidance, including mobile applications, web-based platforms, and interactive guidebooks tailored to student characteristics. [Widati et al \(2021\)](#) developed an Android-based career planning app that was proven effective in helping students choose and align their career paths. Similarly, [Putro & Japar \(2021\)](#) found that using Innovative Interactive Media (IIM) significantly improved students' ability to make career planning decisions.

Meanwhile, [Arfiana et al \(2024\)](#) utilized a website-based digital bulletin board (mading digital) as an engaging, interactive, and easily accessible career information service for high school/vocational school environments. This initiative responds to the need for fast and visually oriented information delivery that aligns with the preferences of the digital-native generation. [Muhammad \(2024\)](#) conducted a systematic review that reinforced the effectiveness of technology in enhancing the accessibility and quality of educational counseling services, including career guidance.

Innovation needs go beyond simple digital applications. [Bahari et al \(2024\)](#) explored the integration of artificial intelligence (AI), adaptive learning algorithms, and virtual reality (VR) in supporting students' learning and personal development. Their findings indicate that tools such as chatbots and immersive environments can significantly improve self-regulation skills and active engagement in learning processes, which are closely related to career readiness. On the other hand, [Hirschi et al \(2023\)](#) highlighted that digital tools for

career decision-making offer great potential but pose new challenges, such as the need for digital literacy, personal data protection, and equitable access to digital infrastructure. These studies affirm that digital career guidance media are not merely supplementary but have become essential to effective career services.

The second theme is the theoretical approaches and innovative techniques used in personalized career guidance services at Vocational High Schools (SMK). One technique that has been gaining increased attention is using the career genogram. A study by [Badafi \(2024\)](#) explains that the career genogram can help students explore family backgrounds related to job choices and intergenerational career patterns. This technique has been proven to strengthen students' self-understanding and assist them in making reflective career decisions. This finding is supported by [Hilman et al \(2025\)](#), whose research shows that using genograms in career guidance significantly enhances students' career decision-making abilities, especially in emotional engagement with family values.

Meanwhile, classical and modern theories are applied in developing career guidance tools. [Devis et al \(2023\)](#) developed a group guidance handbook based on Ginzberg's theory and simulation game techniques, successfully promoting enjoyable and participatory career exploration among students. Similarly, [Rochmawati \(2016\)](#) adopted the Trait and Factor theory in designing a career selection guidebook for high school students, which guided students toward career choices based on the alignment between personal characteristics and job traits.

In a broader context of career learning, [Di Fabio \(2016\)](#) introduced the life design counseling approach, emphasizing the importance of personal narratives and life design in career decision-making. This approach is particularly relevant for SMK students at a crucial stage of transitioning into the workforce. [Riyanto et al \(2023\)](#) also developed a career guidance manual based on life skills education, employing Super's theory, which helps students progressively understand the stages and roles in career development. In addition, the Holland RIASEC model was applied in a career booklet by [Rahman et al \(2023\)](#). It proved effective in helping students understand their interests and career choices aligned with their personality typologies.

The third theme identified is the effectiveness of media and approaches in enhancing career guidance outcomes. [Putro & Japar \(2021\)](#) demonstrated that using Innovative Interactive Media (IIM) in career information services can improve the quality of students' career planning decisions. This finding highlights the importance of aligning media content with students' needs while emphasizing interactivity to maintain engagement. In the context of technology-based applications, [Widati et al \(2021\)](#) developed an Android-based career planning application that helps match students' characteristics with career alternatives. Their study showed an increase in students' accuracy and confidence in choosing a career after using the application.

[Khotimah & Wiryosutomo \(2019\)](#) developed a career information guidebook for vocational high school students majoring in multimedia, and the trial results indicated improved student understanding of career opportunities and requirements relevant to their

field of expertise. Similar results were found by Rochmawati (2016), who showed that a guidebook based on the Trait and Factor theory enhanced clarity in career choices among 10th-grade students. Arsyad (2015) emphasized that classroom-based career information services can effectively increase students' educational aspirations, especially when the media is delivered consistently and remains relevant. Moreover, Devis et al (2023) demonstrated that structured group simulations significantly enhance career exploration. These findings suggest that while digital media is on the rise, traditional service formats remain effective when supported by systematic approaches and diversified media and methods.

The fourth theme focuses on the role of interests, talents, and career readiness in decision-making. Yonanda et al (2022) emphasized the importance of identifying students' interests and talents when selecting prospective study programs that align with industry needs. In career guidance, potential-based approaches are key in directing students toward appropriate educational and career pathways. Hadi et al (2021) reinforced this by showing that introducing multiple intelligences significantly enhances the effectiveness of guidance services, as it allows students to recognize their strengths. Similarly, Rahmi et al (2022) indicated that guidance programs that support the development of vocational identity are more successful in helping students understand their career goals.

The fifth theme is the evaluation and effectiveness of career guidance programs. Evaluating the implementation of career guidance programs at vocational schools is essential to ensure their success. Martaningsih (2018) found that career guidance programs in several vocational schools remain suboptimal due to limited media, human resources, and curricula that are not fully aligned with the needs of the labor market. A follow-up study by Martaningsih et al (2019) proposed an evaluation model for career guidance programs that can assess the input, process, and output of the services provided. Votava & Jirsakova (2021), through the evaluation of a pilot program in Europe, demonstrated that project-based career approaches and the involvement of external stakeholders can significantly improve the effectiveness of career services in vocational education.

The sixth emerging theme is career readiness and 21st-century competency needs. The issue of career readiness appears as a dominant theme in much of the literature. Sisinyize et al (2024) highlighted the importance of integrating career readiness competencies into vocational curricula to improve graduates' employability. Musa & Rashid (2020) emphasized that competency-based learning approaches can significantly enhance career readiness among graduates. Suarta et al (2021) developed the Work Readiness Inventory (WRI) model to assess vocational school graduates' career readiness quantitatively. Wahyudi et al (2023) noted that soft skills, teacher involvement, and the contribution of the business/industrial sector (DUDI) strongly influence students' readiness for the workforce. Meanwhile, Nong & Osman (2024) underscored the importance of 21st-century artistic skills as essential to career readiness, especially for students in creative fields.

The seventh theme is the perception and impact of career guidance on motivation and decision-making. Suliani & Laili (2023) revealed a positive relationship between

students' perceptions of career guidance and their motivation to enter the workforce. Pangkey & Mangantes (2020) proved that appropriate career guidance contributes to students' accuracy in choosing vocational majors, thereby reducing misalignment that could have long-term consequences. Franco & Pulido (2024), through the "Puzzle" method, demonstrated that active student participation in exploratory career guidance activities can enhance their understanding of the world of work while simultaneously building self-confidence.

The eighth theme concerns the relevance of vocational school graduates to the labor market and the industry's role. Hambali (2019) critically evaluated the link between vocational education outcomes and labor market demands, revealing a gap between graduate competencies and actual industry needs. Therefore, it is essential to design market-oriented career guidance programs. This was also emphasized by Amirullah (2017), who suggested that career guidance should aim to improve employability skills through practical training, internships, and project-based learning. Lasut et al (2024) provided evidence that career readiness training can enhance students' career adaptability, defined as their ability to respond to changes in the world of work.

The ninth theme is the integration of career guidance into the education system. Arhipova (2024) and Vetrycia et al (2024) agreed that career guidance services should become a continuous part of the school curriculum. This allows students to receive systematic and ongoing guidance, not just in the final stages of schooling. Halimah et al (2019) outlined a career guidance management strategy in schools, including system-based planning, implementation, and evaluation, as well as involving all parties, including homeroom teachers and subject teachers.

The tenth theme focuses on local studies and implementing programs in Indonesian vocational schools. Arrasyidin (2024) identified contextual career education practices integrating Islamic values and participatory approaches. Mahfud et al (2020) also examined factors influencing vocational students' career readiness, such as parental support, industrial work experience, and the quality of teaching and learning.

Table 1. Matrix of Literature Results

No.	Articles	Method	Result
1.	Badafi, M. I. (2024). Studi Literatur Penggunaan Genogram dalam Bimbingan Karier. <i>Jurnal BK UNESA</i> , 14(6), 53-59.	Literature Study	Genograms are effective in revealing family patterns that influence career choices.
2.	Bahari, A., Smith, M., & Scott, H. (2024). Examining the Impact of Chatbot-Based Language Learning Support, Adaptive Learning Algorithms, and Virtual Reality Language Immersion on EFL Learners' Language Learning Proficiency and Self-Regulated	Quantitative Experiment	Chatbots, adaptive AI, and VR enhance EFL learning independence and outcomes.

No.	Articles	Method	Result
	Learning Skills. <i>Journal of Research in Educational Sciences</i> , 15(1), 17-33.		
3.	Behera, D. K. (2023). Technological Interventions in Education: An Empirical Review of Their Impact on Learning Outcomes. <i>ALSYSTECH Journal of Education Technology</i> , 1(1), 62-77.	Empirical Review	Technology interventions have positive impacts on learning outcomes across contexts.
4.	Arfiana, S., Sinring, A., & Buchori, S. (2024). Development of Media Website Based Mading as an Information Service Career in High School. <i>Pinisi Journal of Education</i> , 4(3), 176-191.	R&D	The website's bulletin board media helps students interestingly obtain career information.
5.	Arsyad, A. (2015). Effectiveness of Career Guidance Information Service on the Educational Aspiration Level of the Students. <i>Jurnal Dakwah Risalah</i> , 26(4), 166-173.	Quasi Experiment	Career information services enhance students' educational aspirations.
6.	Devis, N. W. D. W., Dantes, N., & Lestari, L. P. S. (2023). Buku Panduan Bimbingan Kelompok Berlandaskan Teori Ginzberg dengan Teknik Permainan Simulasi untuk Meningkatkan Eksplorasi Karir Siswa. <i>Jurnal Bimbingan dan Konseling Indonesia</i> , 8(1).	R&D	Ginzberg's theory-based guidebook and simulation games enhance career exploration.
7.	Di Fabio, A. (2016). Life Design and Career Counseling Innovative Outcomes. <i>The Career Development Quarterly</i> , 64(1), 35-48.	Theoretical-Conceptual	The life design approach encourages more personal and flexible career interventions.
8.	Hilman, L., Benardy, D. C. S., Winingsih, E., & Qomariyah, N. (2025). Pemanfaatan Genogram Karir dalam Bimbingan Karir untuk Meningkatkan Kemampuan Pengambilan Keputusan Karir Peserta Didik. <i>Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia</i> , 10(3), 137-146.	Experimental Study	Career genograms are effective in improving students' career decision-making.
9.	Hirschi, A., Kunze, F., & Zimmermann, J. (2023). The Role of Digital Tools in Career Decision-Making: Opportunities and Challenges. <i>Journal of Vocational Behavior</i> , 144(1), 123-139.	Conceptual Study	Digital tools support the career decision-making, but privacy and digital divide challenges exist.
10.	Khotimah, K. & Wiryosutomo, H. W. (2019). Pengembangan Buku Panduan Informasi Karier untuk	R&D	Career information guidebooks help multimedia

No.	Articles	Method	Result
	Siswa Kelas XI Jurusan Multimedia SMKN 12 Surabaya. <i>Jurnal BK UNESA</i> , 10(1), 151-160.		students understand job prospects.
11.	Muhammad, R. (2024). Technology's Effectiveness in Improving Educational Counseling Services: A Systematic Literature Review. <i>Journal of Teaching and Learning</i> , 18(2), 111-127.	Systematic Literature Review	Educational counseling technology expands access and effectiveness of services.
12.	Putro, H. E. & Japar, M. (2021). Penerapan Layanan Informasi Karir Berbasis Media Interaktif Inovatif (MII) terhadap Keputusan Perencanaan Karir Siswa. <i>JBKI (Jurnal Bimbingan Konseling Indonesia)</i> , 6(2), 58-65.	Experiment	MII (Innovative Interactive Media) is effective in enhancing career planning.
13.	Rahman, M. F., Harum, A., & Sinring, A. (2023). Pengembangan Media Booklet Karier Model Orientasi RIASEC sebagai Layanan Informasi Karier Siswa. <i>Indonesian Journal of Educational Counseling</i> , 7(1), 61-71.	R&D	The RIASEC model career booklet enhances students' understanding and interest.
14.	Riyanto, J., Lestari, L. P. S., & Suranata, K. (2023). Pengembangan Panduan Bimbingan Karir Berbasis Pendidikan Kecakapan Hidup (Life Skill) dengan Pendekatan Teori Karir Super untuk Meningkatkan Perencanaan Karir Siswa di SMK Negeri 2 Singaraja. <i>Jurnal EDUCATIO: Jurnal Pendidikan Indonesia</i> , 9(1), 479-486.	R&D	Super's life skill and theory-based guide improves career readiness for vocational high school students.
15.	Rochmawati, K. (2016). <i>Pengembangan Buku Panduan Pemilihan Karir Berbasis Teori Trait dan Factor untuk Siswa Kelas 10 SMAN 1 Gresik</i> (Doctoral dissertation, State University of Surabaya).	R&D	The trait and factor theory guidebook helps students in choosing a career.
16.	Widati, W., Atmoko, A., & Ramli, R. (2021). Pengembangan Aplikasi Perencanaan Karier Berbasis Android untuk Membantu Kesesuaian Pilihan Karier Siswa SMA. <i>Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan</i> , 6(11), 1807-1812.	R&D	An effective Android application helps students to create and customize career plans.

No.	Articles	Method	Result
17.	Yolanda, K. A., Buchori, S., & Saman, A. (2024). Analisis Kebutuhan Media Bimbingan Karier Kesiapan Kerja di Era Digital Bagi Siswa SMK. <i>Guidance: Jurnal Bimbingan dan Konseling</i> , 21(02), 382-389.	Quantitative descriptive case study. Data were collected from vocational students and a literature review.	Most students look for jobs after graduating from vocational high school. There is no career guidance media for job preparation.
18.	Salam, T. M., Supriatna, E., & Siddik, R. R. (2023). Bimbingan Karier dengan Menggunakan E-Modul dalam Meningkatkan Kemampuan Perencanaan Karier Siswa SMK kelas XI. <i>FOKUS: Kajian Bimbingan dan Konseling dalam Pendidikan</i> , 6(4), 321-328.	Pre-experimental method with One Group Pretest Posttest Design. Data collection using career planning instruments.	The e-module significantly improved career planning skills. The average score increased from 123 to 146.
19.	Mahir, I., Kohler, T., Soenarto, S., & Slamet, P. H. (2021). The Online Model of the Vocational Guidance Management System (VGMS) for Vocational High Schools. In <i>IOP Conference Series: Materials Science and Engineering</i> , 1098(5), 052094. IOP Publishing.	Developed using Borg and Gall's research methodology. Focuses on the architecture of an online vocational guidance management system.	A viable and reliable online model for vocational guidance in schools. Helping to manage career activities for students and industry access for graduates.
20.	Yonanda, N. R., Iswari, M., & Daharnis, D. (2022). Pentingnya Minat dan Bakat dalam Memilih Program Studi yang Prospektif di Industri Melalui Bimbingan dan Konseling Karir di Sekolah Menengah Kejuruan. <i>Al-Ihtiram</i> , 1(1), 23-32.	Literature study.	Career guidance helps students choose the right course of study. Talents and interests are very important in career planning.
21.	Martaningsih, S. T. (2018). Evaluation of Career Guidance Program in Vocational High School. In <i>SHS Web Conf.</i> , 42(2018), 00093.	Survey, interview, literature study. Qualitative evaluation of career guidance program.	Evaluation provides feedback for program improvement. Program evaluation is important to assess the effectiveness of the program.
22.	Suliani, L., & Laili, N. (2023). Hubungan Persepsi Bimbingan Karir dengan Motivasi Bekerja pada Siswa Kelas XI Sekolah Menengah Kejuruan (SMK) di Sidoarjo. <i>Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)</i> , 2(4), 1-11.	Quantitative research with a correlational approach. Data collection using psychological scales and Likert models.	Positive relationship between perception of career guidance and work motivation. Correlation coefficient 0.996, significance 0.000.
23.	Martaningsih, S. T., Soenarto, S., & Istiyono, E. (2019). Evaluation Model of Career Counseling Program in Vocational High School. <i>International Journal of</i>	Borg and Gall's research model for development research.	Developing a career guidance evaluation model in vocational high schools. Identifying six measurement

No.	Articles	Method	Result
	<i>Evaluation and Research in Education</i> , 8(2), 318-329.	Aiken's index for face validity analysis.	factors for counseling services.
24.	Hadi, A., Suwidagdho, D., & Ningsih, R. (2021). The Role of Multiple Intelligences: For Career Guidance and Counselling Services for Vocational High School Teachers. <i>Konseli: Jurnal Bimbingan dan Konseling</i> , 8(1), 23-28.	Descriptive qualitative research. Data collection was conducted by purposive sampling, observation, and interviews.	Multiple Intelligences play an important role in career guidance and counseling services. Vocational High School graduates face challenges in finding jobs.
25.	Franco, C. H., & Pulido, I. P. (2024). The Puzzle Method in Vocational Guidance During High School, Students' Experiences. <i>Educatconciencia</i> , 29(Esp), 29-48.	Active puzzle methodology for vocational guidance. Qualitative research based on phenomenology.	Students showed positive attitudes towards the workshop. Increased interaction increased understanding of desired careers.
26.	Hambali, I. (2019). Examining The Relevance of Indonesian Vocational High School Career Outcomes to the Labor Market. <i>Journal of Social Studies Education Research</i> , 10(1), 133-155.	Qualitative and quantitative mixed methods.	Vocational high school graduates in Pasuruan, East Java, have achieved success in the labor market regarding job diversity, competency standards, and income satisfaction. Most schools lack adequate preparation for the production market and industrial support.
27.	Pangkey, P., & Mangantes, M. L. (2020). The Influences of Career Guidance on the Accuracy of Choosing Vocational Schools. <i>Educouns Journal: Jurnal Pendidikan dan Bimbingan Konseling</i> , 1(2), 55-57.	Experimental research design. The population of the study was 80 Vocational High School students.	Career guidance influences the accuracy of vocational high school students' major selection. Students choose majors based on their talents and interests.
28.	Amirullah, M. (2017). Career Guidance Program to Raise the Employability Skills of Vocational High School (SMK) Students. In <i>9th International Conference for Science Educators and Teachers (ICSET 2017)</i> (pp. 184-194). Atlantis Press.	Teaching skills through a scientific approach. Inviting keynote speakers to provide an introduction to the world of work.	Job skills for vocational high school students need to be developed. Career guidance programs improve students' basic skills in order to be able to work.
29.	Rahmi, A., Neviyarni, N., Marjohan, M., Afdal, A., & Ifdil, I. (2022). Guidance Program Career in Formation Vocational Identity on Student. <i>Journal Social Society</i> , 2(2), 65-74.	Lectures, workshops, and seminars for guidance.	Career guidance can be provided through lectures, workshops, and seminars. Counseling services are very important for forming students' vocational identities.
30.	Halimah, A., Kusumah, B., & Latifah, Z. K. (2019). Manajemen Bimbingan Karir Peserta Didik	Observation, interview, documentation.	Explaining the function of student career management in public vocational schools.

No.	Articles	Method	Result
	(Management of Student Career Guidance). <i>Tadbir Muwahhid</i> , 3(2), 167-182.	Qualitative approach, case study method.	The results include planning, organizing, implementing, and evaluating career guidance programs.
31.	Arhipova, O. (2024). Vocational Guidance and Career Counseling as an Integral Part of the Educational Process at School. <i>Научные Исследования и Разработки</i> , 13(1), 68-71.	Monitoring professional orientation using digital platforms. Conducting surveys and observations on students.	Students receive recommendations for choosing a profession and educational path. The monitoring results inform individual educational plans and professional development.
32.	Vetrycia, D. L. G., Sukardi, S., & Mukhaiyar, R. (2024). Study of the Concept of Vocational Guidance and Counseling in Vocational Schools. <i>Jurnal Teknologi Pendidikan</i> , 25(3), 539-551.	Qualitative descriptive approach with interviews and observations. Data triangulation for the validity and reliability of findings.	Inadequate guidance and counseling practices were identified at SMKS Teknologi YPL Lirik. Collaboration with parents is essential for positive character development.
33.	Arrasyidin, A. (2024). Pendidikan karir di SMK Muhammadiyah 7 Wonosegoro. <i>IHSANIKA: Jurnal Pendidikan Agama Islam</i> , 2(1), 164-171.	Qualitative	Career guidance increases self-awareness and decision-making skills. Encourage independent career decision-making for future success.
34.	Votava, J., & Jirsakova, J. (2021). Benefits of Career Guidance for Secondary Vocational School Students - Evaluation of a Pilot Program. In <i>Rural Environment, Education, Personality (REEP). Proceedings of the International Scientific Conference (Latvia)</i> (No. 14/2021).	Action research methodology. Working with guidance cards, photos, videos, role plays, and worksheets.	Implementation of a career guidance program in three vocational schools. Positive feedback from students and career counselors.
35.	Sisinyize, N., Tubaundule, G., Sihela, N., Katijere, M., & Hilarious, B. (2024). Integrating Career Readiness Competencies into Vocational Curriculum for Enhanced Graduate Employability: A Case Study of Selected Trade Areas in Namibia. <i>International Journal of Scientific Research and Management</i> , 12(01), 5783-5793.	Quantitative descriptive case study. Data were collected from vocational students and a literature review.	Identify career readiness competencies of value to vocational graduates. Assess the integration of these competencies by vocational institutions.
36.	Musa, F., & Rashid, A. M. (2020). Career Readiness Among Vocational Graduates: Implication of Competency Based Learning. <i>The Journal of Social Sciences Research</i> , 6(66), 633-638.	Descriptive Survey Design.	Graduates' career readiness is at a lower level. Competency-Based learning does not significantly affect career readiness.

No.	Articles	Method	Result
37.	Mahfud, T., Siswanto, I., Wijayanto, D. S., & Puspitasari, P. F. (2020). Antecedent Factors of Vocational High School Students' Readiness for Selecting Careers: A Case in Indonesia. <i>Cakrawala Pendidikan</i> , 39(3), 633-644.	Learning Quality Questionnaire and Social Capital Questionnaire. Structural Equation Modeling (SEM) with the support of Amos 18 software.	Teaching quality and psychological capital influence students' career readiness. Social capital indirectly influences career readiness through psychological quality and teaching.
38.	Nong, S. A., & Osman, S. Z. (2024). Needs of 21st Century Artistic Skills for Students' Career Readiness. <i>International Journal of Modern Education (IJMOE)</i> , 6(20), 271-282.	Quantitative	Students lack essential 21st century soft skills. Employers look for a variety of soft skills for career readiness.
39.	Suarta, I. M., Gede, I. K. K., & Suwintana, I. K. (2021). The Work Readiness Inventory: A Measurement Model to Assess Graduates' Work Readiness in Higher Vocational Educations. <i>Advances in Social Science, Education and Humanities Research</i> , 544, 305-310.	Non-experimental quantitative approach. Online survey method for data collection.	The proposed measurement model for graduate work readiness consists of 42 attributes divided into six constructs. The top five attributes with the highest mean scores are emotional control, good habits, work expectations, work attitudes, professionalism, and optimism.
40.	Lasut, L., Harjanti, E. P., & Novita, M. P. (2024). Pelatihan Kesiapan Kerja untuk Meningkatkan Career Adaptability pada Siswa SMK di Kabupaten Temanggung. <i>Wacana Psikokultural</i> , 1(2), 32-39.	Quantitative experiment with one group pretest-posttest design. A saturated sampling technique was used with 10 vocational high school students as participants.	Job readiness training programs improve career adaptability in vocational high school students. Wilcoxon Signed Rank test significantly increased ($Z = -2.859$, $\text{sig} = 0.004$).
41.	Wahyudi, W., Suharno, S., & Pambudi, N. A. (2023). Evaluate the Vocational School Graduate's Work-Readiness in Indonesia from the Perspectives of Soft Skills, Roles of Teacher, and Roles of Employer. <i>Journal of Curriculum and Teaching</i> , 12(1), 110-123.	Quantitative survey of nine soft skill indicators. Multiple linear regression analysis on online survey data.	Soft skills are important for the job readiness of vocational school graduates. Employer involvement in the learning process helps develop soft skills.

D. Discussion

The results of the literature review reveal several key aspects in the development of media for career guidance services in Vocational High Schools (SMK), which not only relate to students' career readiness but also include technology integration, the role of counselors, and learners' needs in the global era. Findings on the need for digital media in career

guidance indicate the importance of innovation in service delivery. The digital age demands the presence of interactive media such as e-modules, Android-based applications, websites, interactive tools, virtual reality (VR), and online career guidance management systems that can reach students personally and flexibly. Interactive media opens up vast opportunities to enhance the effectiveness of career guidance services, making them more engaging, accessible, and aligned with the learning styles of today's students. This is supported by [Behera \(2023\)](#), who noted that in modern educational contexts, digital media such as mobile apps, interactive videos, virtual reality, and career chatbots have proven effective in significantly increasing student engagement and understanding.

Integrating classical and modern career theories in media development, such as life design approaches and visual tools like genograms, has also been emphasized to help students understand their background and career direction more deeply. By embedding theory into media development, the resulting tools are better guided and more effective in improving students' career decision-making.

The effectiveness of various digital and print media forms in enhancing career understanding, exploration, and planning demonstrates that differentiated approaches tailored to student needs can strengthen service outcomes. Media is not merely an aid but a strategic foundation in career guidance services that respond to contemporary challenges ([Brett & Curtis, 2024](#)).

Furthermore, internal factors such as interests, talents, and multiple intelligences play a critical role in supporting students' career choices, underscoring that career guidance should not solely be market-driven. However, they must also consider students' potential. In this regard, the role of guidance counselors is crucial in helping students engage in self-discovery to make informed and directed career decisions.

On the other hand, evaluations of career guidance programs show that their effectiveness still depends on robust management and evaluation systems. The availability of evaluation models and teacher training significantly affects program continuity and success. This highlights the need to build counselor capacity and design systematic monitoring systems ([Cahyaningtyas & Suherman, 2025](#)).

Another highly relevant finding concerns career readiness, emphasizing that readiness is not solely determined by hard skills but also by 21st-century competencies such as communication, collaboration, critical thinking, and creativity. This reinforces the need for curriculum and career guidance to be integrated in preparing graduates who are competent and adaptable amid the labor market dynamics.

Moreover, students' perceptions of career guidance also influence service effectiveness. Research shows that services perceived as beneficial tend to increase students' motivation to plan for their future. This indicates that students' understanding of career guidance services is useful in preparing themselves and enhancing their knowledge potential in their chosen fields. However, such perceptions are often shaped by limited interaction between students and counselors or a lack of relevant engagement strategies.

Another critical factor is the link between vocational schools and the labor market. Career guidance must bridge the gap between graduates' competencies and industry demands. Therefore, cross-sector collaboration is necessary, including direct industry involvement in career guidance programs (Jayaun, 2025).

More broadly, integrating career guidance into the national education system calls for policies that support students' career development. Systems that foster cross-curricular collaboration and strengthen character education and career independence will greatly assist students in transitioning from school to work or further study (Damayanti & Najitama, 2023).

Finally, Indonesia's local context and policy implementation still reveal challenges in executing career guidance programs at the field level. Limited resources, policy support, and public perceptions of vocational schools remain obstacles that must be addressed through multi-stakeholder collaboration and improvements in human resource quality in career guidance.

Overall, the findings underscore that media in career guidance services cannot be separated from the contexts of digitalization, 21st-century competencies, student characteristics, and labor market relevance. Therefore, developing service models based on up-to-date literature and contextual practice is essential to improve the quality of career guidance services in vocational schools and ensure that students' career readiness is well-established.

E. Implication

The implications of this literature review indicate that the effectiveness of career guidance services is influenced by multiple factors, including students' perceptions, the professionalism of school counselors, program management and evaluation systems, and alignment with the world of work. The success of career guidance requires synergy among media innovation, service strategies, and systemic support from schools and national education policies. Furthermore, local contexts – such as cultural background and the state of vocational education in Indonesia – demand inclusive and adaptable services. The media must be designed according to the students' characteristics, and local and global dynamics must be considered to improve career readiness.

F. Limitation and Suggestion for Further Research

This literature review has several limitations. First, it adopts a narrative approach without incorporating statistical meta-analysis, limiting the ability to quantify the effectiveness of various career guidance media. Second, the review is restricted to studies published within the past ten years (2015–2025), which may exclude foundational or earlier influential research. Third, while some international literature is included, the analysis predominantly centers on the Indonesian vocational education context, thereby limiting its generalizability to other educational systems. Fourth, the review does not include primary data or direct perspectives from students, counselors, or practitioners, which could enrich

the practical relevance of the findings. Lastly, the reviewed studies vary in methodology and quality, and the review does not directly compare the effectiveness of specific media types, making it difficult to draw definitive conclusions about which interventions are most impactful.

For future research, systematic reviews or meta-analyses should be conducted to provide statistical insights into the effectiveness of various types of career guidance media. Cross-cultural or international comparative studies are also essential to broaden global perspectives. In addition, developing technology-based service models tailored to the characteristics of Generation Z and Alpha, along with trials in hybrid learning contexts and curriculum-integrated assessments, will be highly valuable in enriching future career guidance practices. Follow-up research is expected to contribute more comprehensively to developing contextual and sustainable theories and practices in career guidance services.

G. Conclusion

Career guidance media plays a vital role in bridging the needs of vocational high school (SMK) students with the ever-evolving demands of the labor market. Technological advancements have given rise to various innovative media such as digital applications, interactive platforms, and visual approaches like genograms, all of which have proven effective in enhancing students' understanding and career decision-making. Integrating classical and contemporary career theories in media development highlights the need for career guidance services to be adaptive, contextual, and aligned with learners' needs. Therefore, career guidance media is no longer just a supplementary tool—it has become a core strategy for delivering relevant, engaging, and meaningful services in the digital era.

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