

The Role of Guidance and Counseling in Strengthening Students' Career Preparation

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ABSTRACT

The concern between choosing to work or pursuing higher education is a common dilemma that many students face. Counselling Teachers can provide support through individual counseling services, helping students understand their potential and desires. This research uses a systematic literature review method. The article search began by visiting Google scholar by entering the keywords counseling and career students. Based on the search using these two keywords, 78 articles were obtained. A systematic search of articles was conducted on Google Scholar using the keywords 'counseling' and 'career student', which yielded 78 articles. After applying certain inclusion criteria, 25 relevant articles were selected for review. Based on the research findings, it can be concluded that guidance and counseling teachers have the main responsibility in helping students understand the career world, recognize talents, and provide information about career choices. Through individual guidance services, skill development, and social support, Guidance and Counseling teachers play an important role in preventing and overcoming students' career problems. Based on the conclusions obtained, it is necessary to develop special programs for counseling services to support students' career stability tailored to school conditions and environmental conditions. The hope is that students can develop their potential both to work and continue to a higher education level. Schools can work with counselors and educators to develop comprehensive career development programs that integrate career exploration activities, skill-building workshops and real-world experiences into the curriculum. For example, schools can organize career fairs, internship opportunities and mentorship programs to introduce students to various career paths and industries.

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1. INTRODUCTION

The process of self-concept formation in adolescence towards adulthood is a period towards the real world of work or career. Work is one of the most important aspects of adult life, wherever and whenever they are. One's work has great consequences for oneself and is the core of one's basis and purpose in life; therefore, determining career choices becomes an important point in the journey of

human life. Career problems in late adolescence are usually related to choosing the type of education, which leads to choosing the type of work in the future, planning for future careers, making decisions about future careers, and finding information about existing work groups with requirements that must be possessed. This problem is important to pay attention to because many children in late adolescence are confused when determining future career directions, which consequently affects the achievement of adolescent career maturity (Leksana, 2015).

Problems related to employment are still a major problem for the community. In response, the government has implemented various handling efforts, including enacting policies and programs to reduce unemployment. However, in reality, many Indonesians still have difficulty finding jobs according to their qualifications and interests. Based on the Central Statistics Agency report, the number of unemployed people in Indonesia reached 7.86 million in August 2023. Until now, education is considered one factor determining a person's success in achieving success and employment. Society tends to value individuals who are pursuing higher education or those who have obtained a university degree (Atmanti, 2005). In the professional world, educational background is a very important prerequisite for being accepted to work in certain institutions or companies (Lestari, Zakso, & Hidayah, 2020). Refuting statements related to low education, college graduates with good grades are unemployed (Edwar, 2017). So, it can be concluded that low education or high education cannot be a guarantee for someone to get a decent job (Handayani, 2015). The existence of this stigma ultimately affects students' self-esteem and parents' motivation to send their children to a higher level.

Teenagers who are in high school have developmental tasks that should be able to achieve maturity as quoted from Havighurst (in Umam, 2015) namely individuals are expected to be able to prepare themselves for a career in the future. Reinforcing this statement, Seligman (1994) suggests that adolescents at the age of around 17 years should have a sense of responsibility and awareness regarding the direction of their career planning. Ideally, individuals aged 15-18 years are able to think abstractly and hypothetically according to their developmental stage, starting to pay great attention to life fields such as the education field in addition to the world of work (Miskiya, Suharso, & Nusantoro, 2014). According to Piaget (in Santrock, 2014), adolescents aged 11 years to adulthood are able to idealize and imagine possibilities about the solution to the problems they face. So they should be able to hypothesize (best guess) and plan their future, one of which is speculating by estimating what major they want to choose after graduating from high school.

Based on a simple survey conducted on 50 high school students and vocational high schools, it was found that 70% or around 35 students admitted that they did not know whether they would work or continue their education, 16% of students or around 8 people claimed to want to continue their careers by working and 14% of people or around 7 people claimed to want to continue their education. Career uncertainty can certainly be a trigger for the high unemployment rate in Indonesia, together with this reality. Based on Trading Economy data, Indonesia is the country with the second highest unemployment rate in Southeast Asia this year. It was recorded that the unemployment rate in the country reached 5.45% in February 2023.

Research by Wulandari & Hambali (2023) found that 82% of the total 67 students were still not fully prepared to determine their careers based on their ability to make career planning, conduct career exploration, make decisions, and also their insights into the world of work information and preferred occupational groups. Based on the results of the National Socio-Economic survey conducted by Setiyowati (2015), 61% of high school students do not have an understanding of the direction of the next education level. Research by (Nuraqmarina & Risnawati, 2018) found that of 188 respondents there were 39 students majoring in science and 53 students majoring in social studies who had difficulty in making decisions in career selection. Research (Meitasari et al., 2021) states that low career understanding, lack of career planning, career anxiety, lack of knowledge about career decision making, are factors that influence career guidance.

The confusion that students often experience is when they begin to face the phase leading up to school graduation. Vocational High School students, for example, experience indecision when they face

the world of business and industry and confidence in the availability of job vacancies in accordance with their competencies. Career indecision can occur when adolescents are faced with the condition of determining their career, such as choosing a program at university (Patton & Creed, 2001). Research by Martincin & Stead (2015) also states that career indecision can stem from personality factors such as neuroticism and openness to experiences. Inability to understand oneself and lack of knowledge about professional paths are factors in career indecision, as expressed by Beheshtifar and Nasab (2012). These conditions can trigger feelings of worry and panic during the decision-making process, as identified by (Hijri & Akmal, 2017).

Concern about the sustainability of the career increases when students enter the phase leading up to graduation. The dilemma of choosing to work or pursue higher education is a common one that many students face. In overcoming this hesitation, it is crucial for students to reflect deeply on their career goals, personal interests, and future vision. Guidance and Counseling teachers can provide support through individualized guidance services, helping students understand their potential and desires. Student career stabilization is one of the important aspects that is the responsibility of Guidance in schools. Guidance has a crucial role in helping students explore, understand, and plan career paths. This task has also been included in the Minister of National Education Regulation No. 27 of 2007 concerning Academic Qualification Standards and counselor competencies, namely the professional competence section that guidance and counseling programs are expected to facilitate the academic, career, personal, and social development of counselors. In the Appendix to Permendikbud No. 111 of 2014, it is explained that the scope of career guidance consists of developing a positive attitude towards work, developing skills to make a positive transition from school to work, developing awareness of various career choices, job information, school provisions and job training, awareness of the relationship between various life goals and their respective values, talents, interests, skills, and personalities.

Guidance and counseling has an important role in providing support to individuals at various stages of their lives, especially when facing adolescence. Adolescence is a period of transition from childhood to adulthood, which can be characterized by the development of maturity in aspects such as physical, psychological, psychomotor, and cognitive. Ignorance followed by a lack of communication and parental support for students can have a lasting domino effect. If uncertainty related to career choices is not handled properly, it can result in long-term negative impacts on one's future (Trevor-Roberts & Sandberg, 2019). This statement is in line with the view Suharno & Akhyar (2023) who said that mistakes in choosing a major in higher education can cause discomfort in the chosen field of study, even difficulty in attending lectures, making a person unhappy, having difficulty interacting socially, and even risking dropping out of college. Therefore, it is important to take the issue of career uncertainty seriously. Based on this background and initial findings, the researcher is interested in conducting a deeper study related to the role of guidance and counseling teachers in student career preparation. The research objectives of this study could include investigating the effectiveness of guidance and counseling teachers in assisting students with career decision-making, exploring the impact of career indecision on students' future outcomes, and evaluating the role of parental support in students' career choices.

2. METHODS

This research is literature research with the Systematic Review method, commonly called Systematic Literature Review (SLR), which is a systematic technique for collecting, critically examining, integrating and collecting the results of various studies to find answers to specific research questions (Moher et al., 2016). The research began by searching for articles related to the next research topic to be studied. Synthesis study steps were conducted to identify literature and electronic databases through Google Scholar, Scopus, and Web of Science. Search terms were adjusted to keywords relevant to the research variables. The search for articles began by visiting Google Scholar by entering the keywords of counseling guidance and student career. Based on the search using these two keywords 'counseling' and 'career student'. 78 articles were obtained. The 78 articles were then re-selected based on the following inclusion criteria:

1. C1: Articles published in journals and conferences presented in full text
2. C2: Articles published within the last 10 years
3. C3: The article discusses the role of counseling teachers in handling career stabilization.

In addition, the exclusion criteria in the selection of this research article are as follows:

1. Publication before 2014.
2. Research originating from non-academic databases.
3. Publications that do not discuss the role of guidance and counseling teachers in handling career stabilization.

This research was conducted methodically following the principles of PRISMA 2020. 25 articles were produced that reviewed the role of counseling teachers for students' career stabilization. The 25 articles were then analyzed by reading the discussion of the articles to find the role of guidance and counseling teachers in student career development.

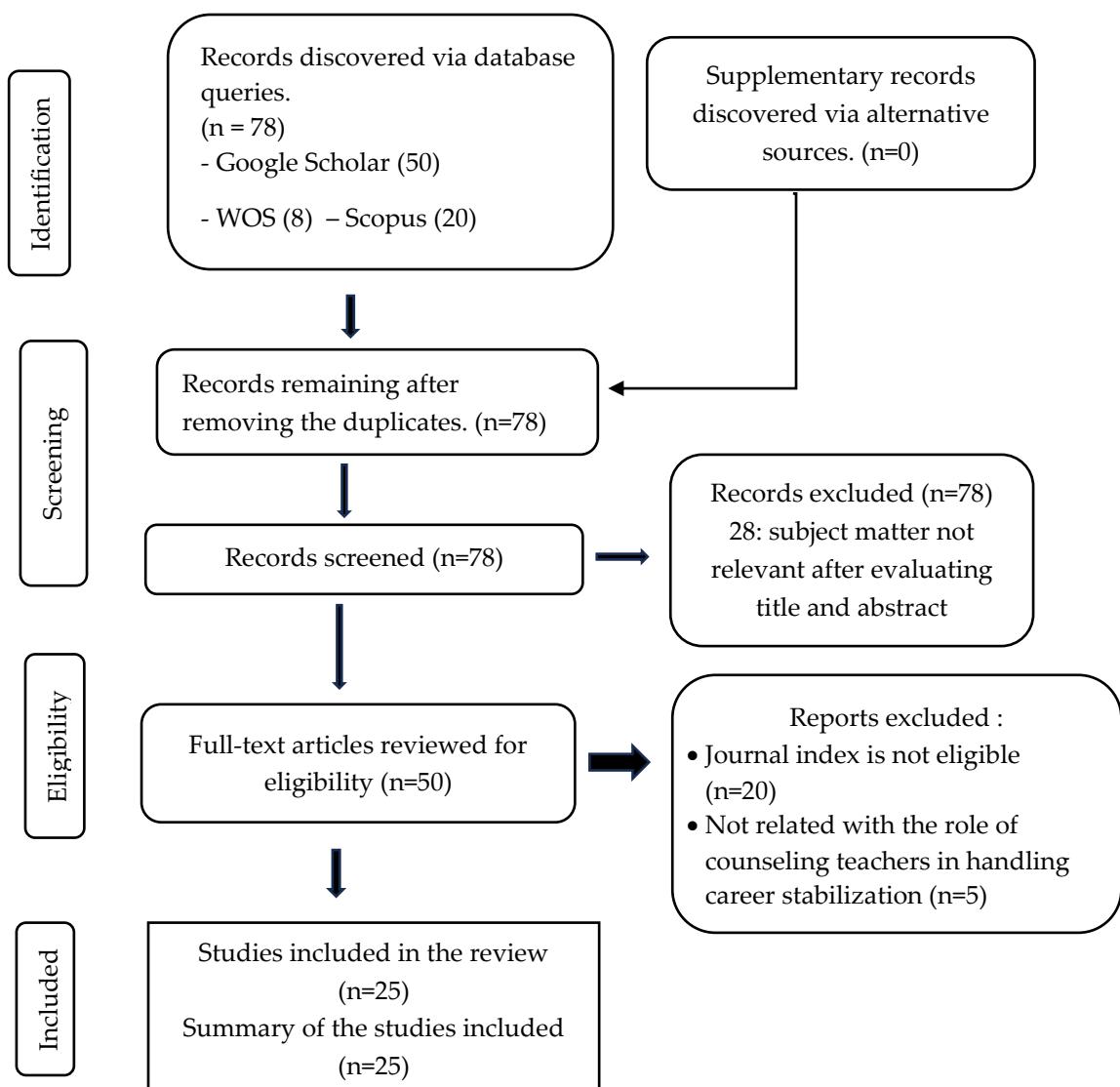


Figure 1. Systematic Literature Review Flow Diagram

3. FINDINGS AND DISCUSSION

Table 1. Articles obtained

| Author, Year | Title | Role of Counseling Guidance |
|----------------------------------|--|---|
| Maulani et al., (2022) | The Relationship between Parental Support and Stabilization of Students' Career Choice Direction and its Implication in Guidance and Counseling | The counseling teacher helps direct and provide services related to career material to students in accordance with the functions of counseling services. |
| Fitriana et al., (2021) | Family Strategies and Guidance Counseling Teachers in Improving Students' Career Aspirations Towards a Quality Generation | Guidance and Counseling Teachers Conduct guidance and counseling management ideally tailored to the needs of students, both personal, social, learning and career fields. |
| Caryono & Isnaeni (2014) | Efforts to Improve Students' Career Planning Skills Through Group Guidance for XII Science Class Students at SMAN 8 Purworejo | Counseling teacher conducting group guidance |
| Jannah et al., (2022) | Development of Career Planning Module Based on Holland's Career Theory as Guidance and Counseling Media for High School Students in Gorontalo City | Counseling Guidance teacher to develop a module to discuss career planning strategies as John Holland's Career Theory. |
| Fauziah et al., (2022) | The Role of Guidance and Counseling to Improve Students' Career Maturity in the Era of Society 5.0 | Counseling guidance teachers develop counseling guidance materials focused on (1) analytical thinking and innovation, (2) active learning and learning strategies, (3) complex problem solving, (4) critical thinking and analysis, (5) creativity, originality, and initiative, (6) leadership and understanding social impact, (7) using and utilizing information technology, (8) technology design and programming, (9) resistance, stress tolerance, and flexibility, and (10) reasoning, problem-solving, and ideation. |
| Defriyanto & Purnamasari, (2017) | Implementation of Career Counseling Guidance Services in Increasing Student Interest in Continuing Class XII Studies at Yadika Natar High School | The counseling teacher conducts career guidance services |
| Kumara & Lutfiyani, (2017) | Comprehensive Guidance and Counseling Strategies in Career Planning for Junior High School Students | Counseling Guidance Teachers conduct comprehensive guidance and counseling strategies in career planning through the implementation of four service components, basic services, specialization & individual planning services, responsive services and system support. |
| Intani & Sawitri (2023) | The Relationship Between Social Support of Counseling Guidance Teachers and Career Adaptability in Class XII Students at SMA Negeri 1 Cilacap | Counseling Guidance Teachers provide social support in the form of facilities that can be used by students in digging up information related to academics and careers, providing career-related information to students, and providing encouragement and motivation to students so that they can achieve their desired goals. |
| Putri (2019) | The Role of Guidance and Counseling Teachers in Career Planning of Class XI Students at SMA Negeri 1 Jarai Through Career Tree Media | There are four aspects that counseling teachers do, among others: 1) guidance on students' self-knowledge; 2) study, work, and career guidance; 3) the process of making career decisions; and 4) career planning. |

| | | |
|------------------------------|---|--|
| Azhari (2020) | Cultivating Students' Career Choice Motivation Through Guidance and Counseling Services at SMA Negeri 16 Samarinda | The counseling teacher conducts career guidance services by providing students with general information about further studies in college. |
| Nuroniah et al., (2018) | Career Guidance and Counseling for Students with Academic Procrastination Cases | Guidance and Counseling teachers apply the Operational Guidelines for Guidance and Counseling Organizers so that students can choose college majors according to their interests, talents, and abilities independently. |
| Nursalam & Herdi (2023) | Guidance and Counseling Program to Achieve Career Maturity of Kartika VIII-1 High School Students | Guidance teacher conducts career guidance program |
| Andriani (2023) | Implementation of Career Counseling Guidance Services in Increasing Student Interest in Continuing Class XII Studies at SMA NEGERI 1 Kapuas Murung in the 2021/2022 Academic Year | Guidance Counseling teachers conduct career guidance to help students prepare for decision making, develop confidence in themselves, help students find some meaning from student activities at school, provide peace for students to recognize good opportunities found at school and outside school, help students determine what should be done now in relation to what is desired next. |
| Edes et al., (2023) | Efforts of Guidance and Counseling Teachers in Implementing Career Guidance Services for Students in Grade 11 MIPA 2 SMA Angkasa 1 Jakarta | Guidance teachers practice career guidance in class, group guidance, cooperation with parents, cooperation with other educational institutions, guidance of advisory bodies, and empowerment of the career guidance environment. There are several services offered including orientation services, information services, placement and channeling services, content mastery services, individual counseling services, group counseling services to group guidance services. |
| Azwar et al., (2023) | Career Planning of Students with Counseling Guidance Services in Class X at SMA Negeri 2 Rejang Lebong | Guidance Counseling services still do not have special hours so that career-related counseling services are carried out using Whatsapp class groups in collaboration with homeroom teachers. In this case, the counseling teacher acts as an informator, motivator and evaluator in student career planning. |
| Wulandari & Ernawati, (2022) | The Role of Guidance and Counseling Teachers on Career Planning in Class XII Students of SMA Negeri 3 Bantul | Guidance and counseling teachers periodically observe students and record the continuation of alumni students' studies as a track record of students for career planning. The counseling guidance teacher is also an intermediary in coordination between schools, universities, alumni students, and parents or guardians of students. |
| Audrey et al., (2023) | The Role of Guidance and Counseling Teachers in Supporting the Careers of SMKN 3 Metro Students through the BMW Program | The guidance counselor conducts the BMW program which stands for work, continuing education and entrepreneurship. |
| Restiany et al., (2022) | School Guidance and Counseling Management to Determine Career Interests of Senior High School Students (Case Study at SMA Negeri 1 Majalaya | Guidance Counseling teachers have implemented three aspects of career development characteristics, namely: self- |

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|--------------------------------|---|--|
| | and SMA Negeri 2 Majalaya, Bandung Regency) | knowledge, vocational education development, and career planning and exploration. |
| Erwin & Kristanto (2016) | The Effect of Career Counseling Guidance on Increasing Knowledge of Career Paths and Student Work Ethic at SMK Negeri 1 Cikarang Barat, Bekasi Regency | Guidance Counseling teachers conduct career guidance by providing knowledge related to universities and employment. |
| Nur (2023) | Differentiated Career Guidance and Counseling in the Independent Learning Curriculum (Case Study of Class XII Students of SMAN 6 Sidrap) | Guidance Counseling teachers conduct differentiated career counseling services by paying attention to the needs, interests and also the readiness of students which are carried out in the form of (1) Classical Services, (2) Field studies, (3) the presence of resource persons and, (4) bibliocounseling. |
| Indriyani (2023) | The Role of Career Guidance and Counseling Services on the Interest in Continuing Studies of Class XII Students of Islamic High School Tuan Sokolangu Gabus, Pati | The Guidance Counseling teacher continued the career counseling guidance service by explaining the material that had been made on power point. The counseling teacher introduces students to the forms of higher education, such as universities, institutes, colleges, and so on. The counseling teacher also illustrated the various benefits of continuing their studies. |
| Wismasari & Setiyawati, (2017) | The Urgency of the Role of Guidance and Counseling Teachers to Prepare Junior High School Students' Careers | Guidance and counseling teachers conduct assessments, communicate ideas and information related to learners' careers to students, parents, school staff, plan and organize activities related to learners' careers, cooperate with school staff, and parents, conduct career guidance using technology, counseling teachers help solve learners' problems. |
| Miharja (2018) | Application of Group Counseling Methods in an Effort to Increase the Self-Confidence of Students of Class XII Ipa Sma Negeri 2 Sungai Raya in Career Guidance Service Activities | The counseling teacher conducts group guidance services |
| Azyzyfa (2023) | The Role of Guidance and Counseling Services in Career Selection for High School Students | Counseling Guidance Teachers conduct counseling services that focus on career selection, help students understand themselves and their environment in the context of career planning and future decisions, provide motivation and information to students, guide students, interact with students to exchange ideas, and jointly solve problems faced by students. |
| (Mardiati, 2020) | Increasing the Independence of Class XII Students in Determining Plan Decisions After High School Graduation Through the Combination Technique of Guidance and Counseling Services at SMA Negeri 8 Batanghari | The counseling guidance teacher conducts a combination of counseling guidance services consisting of Group Guidance Services, Information Services, and Content Mastery services. |

Based on the review of 25 articles, it was found that the role of Guidance and Counseling teachers in students' career preparation. First, Conducting Career Understanding. Guidance and Counseling teachers are tasked with helping students understand the career world, recognize their talents and interests, and provide information about various career options (R. Azhari & Supriyatn, 2020; Azyzyfa,

2023; Indriyani, 2023; Maulani et al., 2022). This service includes the function of understanding and introducing career concepts, helping students identify their interests, talents and potential. This introduction can be done by developing new media, methods, modules, operational procedure and learning strategies so that students can more easily recognize the direction of their career goals, understand their potential, recognize the world of work, plan for the future according to the expected form of life, and make it easier for students to determine and make decisions appropriately and can be responsible for the decisions they make themselves (Jannah et al., 2022; Nuroniah et al., 2018; Putri, 2019). The Counseling Guidance Teacher is tasked with helping direct and provide services related to career material to students in accordance with the formulation of the Counseling Guidance service function, namely: understanding function, prevention function, alleviation function and maintenance and development function according to (Maulani et al., 2022)

Second, counseling guidance teachers are tasked with preventing and alleviating career problems. Counseling guidance teachers involve themselves in preventing and alleviating student career problems through individual guidance services and (Azyzyfa, 2023; Hijri & Akmal, 2017; Wismasari & Setiyawati, 2017). Counseling guidance teachers provide individual guidance services to students which are carried out by assessment and analysis by collecting and analyzing data on students' needs to assist them in planning careers according to their interests, talents, and abilities. Counseling guidance teachers provide personal counseling to students to discuss their career problems in depth, help them understand themselves, and formulate appropriate career goals (Edes et al., 2023).

Third, counseling guidance teachers develop skills and strategies. Counseling Guidance Teachers play a role in developing students' skills and strategies to improve career aspirations, providing information services, improving supportive environmental conditions, and providing advice on effective learning strategies (Audrey et al., 2023; Fitriana et al., 2021; Nuroniah et al., 2018). According to Wismasari & Setiyawati (2017) guidance and counseling also has the task of conducting assessments by collecting data on the needs of participants. Guidance and counseling teachers provide personal counseling services to students to help them understand their strengths and weaknesses, overcome uncertainty or confusion regarding career choices, and develop realistic employment plans. This counseling may also include discussion of personal or environmental barriers that may affect the student's career development.

Fourth, counseling guidance teachers conduct counseling services. According to (2023), counseling guidance teachers should be creative in developing counseling services to help students overcome career planning problems. Mardiati (2020) states that counseling guidance teachers should provide some of the following services, namely group guidance services, information services, and content mastery services in order to increase independence in decision-making by students in determining their careers. Career stabilization can also be done in other counseling guidance services such as conducting group counseling guidance services (Caryono & Isnaeni, 2014; Miharja, 2018; Miharja, Rycka, & Marguin, 2022) or conducting individual counseling guidance services (Edes et al., 2023; Kumara & Lutfiyani, 2017).

Fifth, counseling guidance teachers provide social support. Social support provided by teachers to their students, especially related to matters related to career planning, will help students in their career adaptability process (Fadia & Andriani, 2023; Intani & Sawitri, 2023). Kracke (in Creed et al., 2009) mentioned that social support is a potential resource for career-specific information and advice. High school students who are at the exploration stage in career development theory will do a lot of searching about what career suits them and plan their future. Therefore, social support from teachers, especially counseling guidance teachers, will be able to help their students adapt to the career process. According to Intani & Sawitri (2023), counseling guidance teachers also need to provide social support with examples of behavior, enthusiasm, motivation, emotional support, and direct assistance through the interaction of counseling guidance teachers with students.

Sixth, conducting observation and evaluation and follow-up. Counseling Guidance teachers periodically observe students and record the continuation of alumni students' studies to provide a track

record that is useful in career planning (Nur, 2023; Wismasari & Setiyawati, 2017). Counseling teachers can compile a career track record for each student. This data can include study paths, achievements, and work experience after graduation. This can help students when planning their careers, as they can gain insights from the experiences and successes of previous alumni. By having information about the continuation of studies and careers of alumni, Guidance Counseling Teachers can provide more personalized advice to students. This can help in customizing students' career plans according to their interests, talents, and opportunities in the real world. Guidance counseling teachers can use alumni data to foster networking with the world of work. This can help schools establish closer ties with companies, higher education institutions, and professionals in various industries. These connections can provide great benefits for students seeking career opportunities

Seventh, the counseling guidance teacher develops career programs and designs. Counseling guidance teachers have a role in developing career programs and designs that suit the needs of students. This can be done by counseling teachers working together with education staff to integrate education and career aspects in the curriculum (Edes et al., 2023; Nur, 2023). This could include organizing career seminars, skills training, or providing career information integrated in other subjects. Counseling teachers help students develop a personal career plan, which includes concrete steps to achieve their career goals. These plans may include course selection, skills training, participation in extracurricular activities, or plans for higher education.

Eighth, counseling guidance teachers collaborate with industry and higher education. collaborate with industry and higher education institutions to facilitate students in choosing an appropriate career path. In this case, counseling teachers can arrange activities such as career seminars, industry visits, internships, or interviews with professionals in various fields. This gives students hands-on experience to explore the world of work and understand the requirements and challenges they may face. Counseling teachers play a crucial role in building networks and partnerships with industries and higher education institutions. Counseling teachers can establish positive relationships with stakeholders, such as company HRDs, to provide accurate information about industry needs. In addition, counseling teachers work closely with the industry to identify skill gaps, provide guidance to students on the skills needed, and help them make informed educational decisions. Counselling teachers also organize industry visits, internship opportunities, career events, and education fairs, providing students with hands-on experience and in-depth insights into the world of work (Audrey et al., 2023; Juwitaningrum, 2013). This collaboration also involves providing information on higher education programs, supporting the college selection process, and facilitating webinars and panel discussions with professionals and academics. Thus, counseling teachers play an important role in helping students plan their careers with a better understanding of industry needs and available higher education options.

Guidance and Counseling (BK) teachers play an important role in shaping students' career paths through their various functions and collaborations. They help students understand the career world, identify aptitudes and interests, and provide information on various career options. In addition, BK teachers also prevent and address career problems, develop skills and strategies, and provide social support to students. Schools can work with counselors and educators to develop comprehensive career development programs that integrate career exploration activities, skill-building workshops and real-world experiences into the curriculum. For example, schools can organize career fairs, internship opportunities and mentorship programs to introduce students to various career paths and industries.

Career orientation in schools is needed to help students recognize themselves, work and the work environment that they will face in the world of work, especially for vocational high school students (Ituga, 2023) that they will face in the world of work, especially for vocational high school students. The orientation is carried out through career guidance by counseling teachers. Based on the research findings, it was found that counseling teachers carry out tasks that are not easy. In addition to teaching, the counseling teacher also collaborates with industry and higher education, the counseling teacher carries out the assessment process by conducting observations, evaluations and follow-up. The

counseling teacher also conducts preventive and repressive services related to all through the provision of counseling services to students in order to understand, solve problems in terms of academic and personal students.

The success of students' career preparation is also influenced by several other factors. Research by (Mupa & Chinooneka, 2015) states that limited resources such as time, teaching staff, funds, and facilities can hinder the implementation of effective career development programs. A high counselor to student ratio is also a predictor that reduces the individualized support provided to students, because counselors have limited time and resources for each student. In general, each school only has 1 counseling teacher in each batch, thus the number of counseling teachers/school counselors in Indonesia is still minimal compared to the ideal ratio of needs. Rapid changes in the world of work, including technological developments and industry trends, can make it difficult for counseling teachers to provide up-to-date and relevant information to students. Not to mention that BK teachers are also faced with a variety of different student needs and interests which are also predictors of less than optimal career preparation efforts.

4. CONCLUSION

Guidance and Counseling teachers have the primary responsibility in helping students understand the career world, recognize talents, and provide information about career choices. Through individualized guidance services, skills development, and social support, counseling teachers play an important role in preventing and overcoming students' career problems. Regular observations and evaluations of students and alumni help to compile career records, providing valuable insights for students' career planning. Career guidance teachers are also actively involved in program development and career design, working closely with industry and universities. To improve career guidance services, comprehensive efforts need to be made by the school together with counseling teachers by involving technology in the detection and follow-up of career guidance services. Schools also need to expand career guidance development programs by involving counseling teachers in training activities and establishing cooperation with external parties, both universities and companies. Future research can consider including the views of students and parents to provide a more comprehensive understanding of career guidance in schools. Schools should implement structured digital platforms that facilitate real-time career tracking and more dynamic interactions between students, counselors, and external partners.

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