

Student Career Readiness from an Industrial Guidance and Counseling Perspective in Higher Education

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ABSTRACT

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Background: The dynamic development of the industrial world requires higher education students to possess adaptive, sustainable career-readiness. **Aim:** This study aims to describe students' career readiness from the perspective of Industrial Guidance and Counseling and to examine its distribution across respondents' characteristics. **Method:** The study employed a quantitative, descriptive design. The research subjects consisted of 204 students from the Faculty of Teacher Training and Education. Data were collected using a structured instrument and analyzed using descriptive statistics, including frequencies and percentages. **Results and Discussion:** The results indicate that the majority of students fall into the moderate and high categories of career readiness, with a very small proportion in the low category. Distribution by gender shows a relatively balanced pattern, suggesting that differences in career readiness are not significantly influenced by gender. These findings suggest that students already possess basic readiness to enter the workforce; however, further strengthening is still needed in aspects of adaptability and career planning. **Conclusion:** The study concludes by emphasizing the important role of Industrial Guidance and Counseling in optimizing students' career readiness. Recommendations are directed toward developing structured career counseling services and to further research employing more comprehensive variables and research designs.

Keywords: Career Readiness, Industrial Guidance and Counseling, Career Adaptability, Higher Education, Students



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INTRODUCTION

The increasingly dynamic development of the industrial world demands that higher education graduates possess mature, adaptive, and sustainable career readiness. Social realities indicate that students are in a critical transitional phase from the academic environment to the highly competitive and uncertain world of work. Recent research findings suggest that most students demonstrate moderate to high levels of career readiness; however, this readiness has not yet been fully optimized to meet the demands of modern industry. This condition highlights a gap between students' potential and the labor market's actual needs. Career readiness is a developmental process that requires systematic facilitation. Therefore, strengthening students' career readiness has become a strategic issue in higher education and Industrial Guidance and Counseling.

Previous studies have shown that psychological, social, and educational environmental factors influence students' career readiness. Career readiness is closely related to self-efficacy, career goals, and contextual support. Earlier research emphasizes the importance of career competencies and career

adaptability as predictors of successful transitions into the workforce. Career guidance services contribute significantly to students' career maturity. Accordingly, research on students' career readiness is crucial to advancing Industrial Guidance and Counseling as a field of study.

Given research findings indicating the dominance of moderate and high categories across the variables examined, a more in-depth investigation is needed to better understand students' career readiness. This study seeks to address several fundamental questions, namely: what is the level of students' career readiness in facing the continuously evolving industrial world? The next question concerns whether there are differences in students' career readiness across demographic characteristics, particularly gender. In addition, this study examines the implications of these findings for the development of Industrial Guidance and Counseling services in higher education. These questions are formulated to provide empirical, relevant, and applicable insights. Thus, this study is not only descriptive in nature, but also analytical and contextual.

This study aims to make both theoretical and practical contributions to the development of Industrial Guidance and Counseling, particularly regarding students' career readiness. Theoretically, this research enriches the literature on career readiness and career adaptability among higher education students. Practically, the findings are expected to serve as a basis for designing guidance and counseling programs that are more responsive to students' needs and industry demands. Career interventions grounded in empirical data tend to be more effective. This study is also expected to serve as a reference for policymakers in higher education institutions. Therefore, this study has strong academic and practical relevance in supporting graduates' readiness to enter the workforce.

Literature Review

The Level of Students' Career Readiness in the Context of Industrial Guidance and Counseling

Various studies over the past decade indicate that students' career readiness generally falls within the moderate to high categories. Career readiness is part of a gradual process of career adaptability development. Students in the educational transition phase tend to remain at the career exploration stage. Previous research has also found that students' work-readiness has not yet reached optimal levels, despite possessing basic competencies. These findings suggest that career readiness is not a static condition, but rather the result of continuous learning and experiential processes. Within the context of Industrial Guidance and Counseling, this condition necessitates the provision of developmental and preventive services.

Other studies emphasize the importance of developing career competencies as preparation for students in facing the dynamics of the industrial world. Students with higher levels of career adaptability tend to demonstrate greater work readiness. Career readiness is influenced by psychological factors such as self-confidence and future orientation. Accordingly, the literature indicates that students require systematic facilitation to achieve optimal career readiness. This aligns with the strategic role of Industrial Guidance and Counseling in higher education.

Differences in Students' Career Readiness Based on Gender

The literature indicates that gender-based differences in career readiness have diminished in modern higher education. Several studies suggest that psychosocial factors exert a greater influence on career readiness than biological factors; both male and female students demonstrate relatively equal potential for work readiness when adequate environmental support is provided. Other research also shows that access to career guidance services significantly reduces gender-based gaps. These findings indicate that differences in career readiness are more contextual than structural. Therefore, counseling service approaches should be focused on individual needs.

Nevertheless, some studies continue to identify variations in career readiness influenced by social and cultural factors. Social expectations and gender roles still affect students' career choices and readiness. Social support plays a crucial role in enhancing the career readiness of female students. However, recent studies emphasize that strengthening career adaptability can reduce gender-based differences in work readiness. These findings add the perspective that Industrial Guidance and Counseling services must be inclusive and responsive to diversity. Thus, counseling services can serve as a means of empowerment for all students, free of gender bias.

Implications of Industrial Guidance and Counseling for the Development of Students' Career Readiness

The literature demonstrates that Industrial Guidance and Counseling plays a strategic role in bridging the gap between education and the world of work. Career counseling based on career adaptability can enhance individuals' readiness to face industrial changes. Previous studies indicate that structured career counseling interventions significantly improve students' work readiness and highlight the importance of counseling approaches oriented toward continuous competency development. These findings suggest that counseling functions not only as a support service but also as a strategy for human resource development. Therefore, Industrial Guidance and Counseling constitutes an essential need in higher education.

Recent research further suggests that effective career counseling should integrate psychological, social, and contextual aspects. Strengthening self-efficacy and career planning through counseling has been shown to enhance students' work-readiness. Interventions based on self-reflection and career planning have a positive impact on readiness for work transitions. These findings broaden the understanding that Industrial Guidance and Counseling must be adapted to the needs of a dynamic industrial era. Accordingly, this literature review affirms that developing students' career readiness requires counseling services that are adaptive, comprehensive, and sustainable.

METHOD

This study is grounded in the need to obtain an empirical overview of students' career readiness within the context of Industrial Guidance and Counseling. The approach employed is a quantitative, descriptive research design aimed at objectively and systematically mapping the actual conditions of the research variables. A descriptive design was selected because the study does not involve any specific intervention; rather, it describes phenomena as they naturally occur. Descriptive quantitative research is considered effective for portraying population characteristics based on numerical data. The research data are presented as frequency and percentage distributions to facilitate clarity and comprehension. This

method is appropriate for comprehensively examining students' career readiness.

The study was conducted within the Faculty of Teacher Training and Education (FKIP) at a higher education institution. The selection of this research setting was based on the consideration that FKIP students are in a critical transitional phase from the academic environment to the world of work. The period of higher education is a crucial stage in developing individuals' career readiness and adaptability. The academic environment provides opportunities for students to develop career planning and career orientation. In addition, the presence of guidance and counseling services within the FKIP strengthens the relevance of the research context. Therefore, the research location is considered representative and contextually appropriate.

The research subjects consisted of 204 FKIP students. The selection of participants was based on the characteristics of students who are at the stage of career decision-making and career preparation. Students at this phase require greater career-readiness to meet the demands of the labor market. The relatively large number of respondents allows for a more representative depiction of population conditions. The research subjects included both male and female students, enabling descriptive analysis based on demographic characteristics. Thus, the research subjects adequately support the study's objectives.

The research stages began with the development of the research instrument, which was aligned with the construct of career readiness and the Industrial Guidance and Counseling framework. Instrument development was carried out by reviewing relevant theories and previous research findings. After the instrument was finalized, the next stage involved systematic data collection from respondents. The data collection process was conducted in accordance with research ethics principles, including informed consent and data confidentiality. Adherence to research ethics is a critical aspect of social and educational research. This stage aimed to ensure the data's validity and reliability.

Data processing was conducted after all data had been completely collected. Raw data were first examined to ensure the completeness and consistency of respondents' answers. Subsequently, the data were coded and entered into statistical data processing software. Systematic data processing is essential to produce accurate and trustworthy findings. The data were then classified into high, moderate, and low categories based on predetermined scoring criteria. This process resulted in quantitative data ready for analysis.

Data presentation and analysis were carried out using descriptive statistics, including frequency and percentage distribution tables. Descriptive statistics simplify data so they can be easily understood and interpreted. This analysis was used to describe the overall level of students' career readiness and differences by gender. The results of the analysis were then interpreted in relation to the concepts of Industrial Guidance

and Counseling. The interpretation process also took into account relevant findings from previous studies. Accordingly, the data analysis supports the systematic and scientific formulation of conclusions.

RESULTS AND DISCUSSION

Results

The results of the study indicate that, in general, the level of the variables examined among FKIP students falls within the moderate and high categories. Of the 204 respondents, 116 students (57%) were in the moderate category, 87 (43%) in the high category, and 1 (0%) in the low category. This distribution indicates that the majority of students already have relatively sound psychological conditions and readiness, as measured by the variables. These findings are consistent with the objectives of Industrial Guidance and Counseling, which emphasize the development of individuals' readiness to meet the demands of the world of work and the industrial environment. The dominance of the moderate category suggests that there remains room for further development of students' personal and professional competencies. Accordingly, guidance and counseling services play a strategic role in optimally facilitating students' progression toward the high category.

Based on the analysis by gender, both male and female students exhibit relatively balanced distribution patterns across the categories. Among male students, the moderate category predominates at 58%, followed by the high category at 42%, with no students classified in the low category. Similarly, among female students, the moderate category accounts for 57%, the high category for 43%, and the low category for only 1%. These findings indicate that gender differences do not have a significant influence on the level of the variables examined. Within the context of Industrial Guidance and Counseling, this suggests that career development and work-readiness services can be designed inclusively, without gender differentiation. Counseling approaches that focus on individual potential are therefore more relevant to be implemented uniformly.

The measurement results for the advanced aspects also demonstrate consistency with the overall findings, with the moderate category remaining dominant at 52%, followed by the high category at 48%, and no respondents in the low category (0%). This distribution pattern further reinforces the earlier findings that FKIP students generally exhibit an adequate level of readiness and development. When examined by gender, both male and female students again show similar tendencies, with dominance in the moderate and high categories. The consistency of these results underscores the importance of Industrial Guidance and Counseling in facilitating students' transition into the workforce. Overall, the findings indicate that students require counseling services focused on strengthening work-related skills, career planning, and mental

readiness to adapt effectively to the continuously evolving industrial landscape.

Table I presents the percentage distribution of respondents' self-confidence levels by gender, categorized as high, moderate, or low. The presentation of this data aims to provide a quantitative overview of the distribution of self-confidence between male and female respondents. This table allows identification of trends in respondents' self-confidence levels and gender-based proportional comparisons.

Table I. Percentage Distribution of Self-Confidence Categories by Gender

Category	Male		Female		Total	
	F	%	F	%	F	%
High	22	42%	65	43%	87	43%
Moderate	30	58%	86	57%	116	57%
Low	0	0%	1	1%	1	0%
Total	52	100%	152	100%	204	100%

Table II displays the percentage distribution of respondents' career development levels by gender, classified into high, moderate, and low categories. The data in this table show variations in career development levels between male and female respondents, expressed proportionally. This presentation is intended to facilitate understanding of respondents' career development patterns and to identify gender-based differences in tendencies.

Table II. Percentage Distribution of Career Development Categories by Gender

Category	Male		Female		Total	
	F	%	F	%	F	%
High	24	46%	73	48%	97	48%
Moderate	28	54%	78	51%	106	52%
Low	0	0%	1	1%	1	0%
Total	52	100%	152	100%	204	100%

Figure I illustrates the percentage distribution of respondents' self-confidence levels by gender, grouped into high, moderate, and low. The diagram is presented to facilitate the visualization of differences in self-confidence levels between male and female respondents.

Through this visual representation, variations in the proportions of each self-confidence category are more clearly and informatively evident.

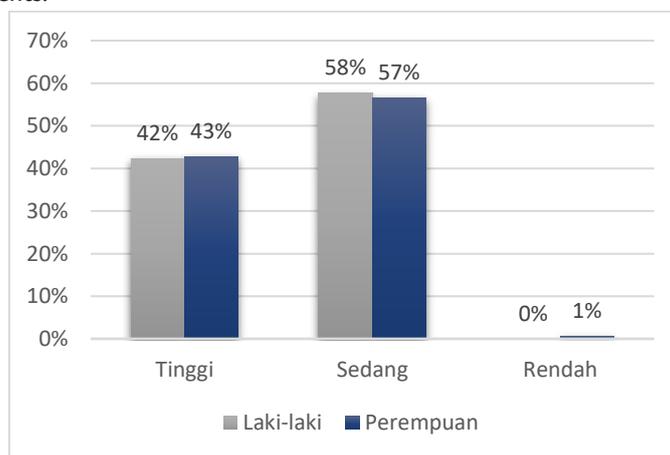


Figure I. Percentage Distribution of Self-Confidence Categories by Gender

Figure II presents the percentage distribution of respondents' career development categories by gender, grouped into high, moderate, and low. The use of a diagram aims to provide a visual overview of trends in career

development levels between male and female respondents. This diagram helps clarify the comparison of career development distributions by gender in a concise, easily understandable way.

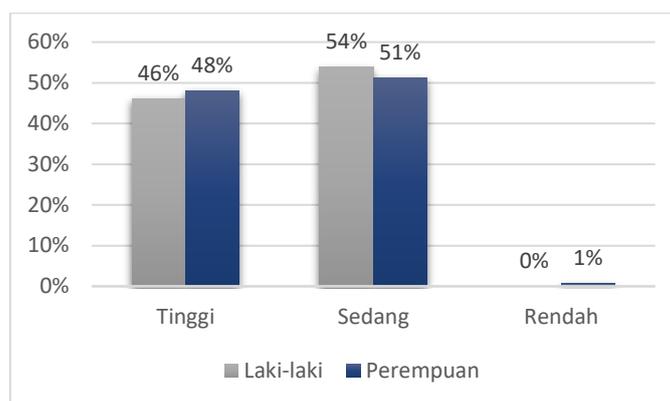


Figure II. Percentage Distribution of Career Development Categories by Gender

Discussion

The Level of Career Readiness among FKIP Students

The results of the study indicate that the majority of FKIP students fall within the moderate and high categories of career readiness, with a very minimal proportion in the low category. These findings suggest that students already possess basic readiness to face the world of work, although this readiness has not yet reached an optimal level. This condition is consistent with the view that career readiness is a developmental process that unfolds gradually throughout higher education. Previous studies indicate that students are generally in the stages of career exploration and career orientation strengthening before fully entering the workforce.

The findings of this study support earlier research showing that students' career readiness at the higher education level tends to be moderate to high but still requires continuous reinforcement. Within the context of Industrial Guidance and Counseling, this condition highlights the need for preventive and developmental career services. Although the proportion of students in the high category is relatively substantial, the dominance of the moderate category indicates a gap between students' actual readiness and the demands of the industrial world. These findings align with studies suggesting that students' work-readiness is often not fully aligned with the needs of the modern labor market.

In contrast to studies that emphasize low levels of graduates' work-readiness, this study's results reflect a relatively positive, though not yet optimal, condition. This adds the perspective that students possess considerable potential that can be further developed through appropriate interventions. Industrial Guidance and Counseling plays a strategic role in bridging this potential with industry needs. Therefore, structured and needs-based career counseling services are highly relevant.

Students' Career Readiness by Gender

The results show that the distribution of career readiness among male and female students is relatively balanced, with dominance in the moderate and high categories for both groups. These findings indicate that gender is not a primary factor differentiating students' career readiness. This is consistent with studies suggesting that career readiness is

more strongly influenced by psychological and environmental factors than by biological factors. Other research has also shown that equal access to career guidance services can minimize gender-based differences in career readiness. These findings reinforce the principles of inclusive and equitable Industrial Guidance and Counseling services. Accordingly, career counseling services can be designed without gender bias.

Nevertheless, the presence of a single female respondent in the low category indicates individual variation that warrants attention. This finding aligns with research indicating that social support and learning experiences influence students' career readiness.

In contrast to studies that identify gender-based gaps in career readiness, this study's results demonstrate a more egalitarian tendency. This provides additional empirical evidence that differences in career readiness are more contextual than structural. Within Industrial Guidance and Counseling, this condition underscores the importance of comprehensive individual assessment. Consequently, counseling interventions can be tailored to meet students' personal needs.

Consistency of Findings and Implications for Industrial Guidance and Counseling

The measurement results for the advanced aspects show a consistent dominance of the moderate and high categories, thereby strengthening the validity of the study's findings. This consistency supports the concept of career adaptability, which views career readiness as a continuous developmental process. Previous research has also demonstrated that students' career adaptability develops in line with academic experiences and support services. The findings of this study indicate that students are on a positive trajectory of career development. However, this readiness still requires reinforcement to respond effectively to the increasingly complex dynamics of the industrial world. Within the context of Industrial Guidance and Counseling, this condition necessitates services that are adaptive and responsive to change.

The findings further support the view that students' career readiness is not a static condition but rather the result

of interactions between individuals and their environments. Recent studies emphasize that integrating personal and professional competencies is a key factor in work readiness in the modern industrial era. Unlike approaches that focus solely on technical skills, this study's results highlight the importance of psychological readiness and career planning. This strengthens the position of Industrial Guidance and Counseling as a strategy for human resource development in higher education. Therefore, counseling services need to be developed systematically and sustainably. These findings have strong practical implications for the development of career counseling policies and practices.

CONCLUSION

Based on the results and discussion of the study, it can be concluded that the majority of FKIP students fall within the moderate and high categories of career readiness, with a very minimal proportion in the low category. These findings indicate that students generally possess basic readiness to face the world of work, although this readiness has not yet reached an optimal level. The consistency of results across various measurement aspects strengthens the validity of the findings and demonstrates the stability of students' career readiness conditions. When examined from demographic characteristics, particularly gender, no significant differences were found in students' levels of career readiness. This condition suggests that psychological and environmental factors more strongly influence career readiness than demographic factors do. From the perspective of Industrial Guidance and Counseling, these findings emphasize the importance of developmental, preventive career counseling services.

This study has several strengths, including a relatively large sample size, which allows for a representative depiction of the general condition of FKIP students. The use of a descriptive quantitative approach enables a systematic and objective mapping of students' career readiness. In addition, integrating the Industrial Guidance and Counseling perspective adds theoretical and practical value to the research findings. Nevertheless, this study also has limitations, particularly the use of a cross-sectional design that cannot yet capture the dynamic development of students' career readiness over time. The variables examined remain limited and do not fully capture the complexity of the factors influencing career readiness. Therefore, the results of this study should be interpreted with caution and in context.

As a follow-up, future research is recommended to employ a longitudinal design to examine changes in students' career readiness over time. The inclusion of variables such as career adaptability, career self-efficacy, and industrial environmental support should be considered to achieve a more comprehensive analysis. Future studies may also integrate mixed-methods approaches to enrich both quantitative and qualitative understanding. From a practical perspective, there is a need to develop models of Industrial

Guidance and Counseling services that are based on students' actual needs. The implementation of structured, sustainable career counseling interventions is expected to optimally enhance students' career readiness. Thus, further research can make a stronger contribution to the development of scholarship and counseling practice in higher education.

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