

Mental Readiness of University Students in Facing the Industrial World Viewed from Scholarship Status in Palangkaraya City

¹*Rafli Gustommy Pratama., ¹Nadila Juni Yantiy., ¹Arbayanti., ¹Valerianus Gabun., ¹Karyanti   ,

¹Asep Solikin  , ¹M. Fatchurahman  

¹Universitas Muhammadiyah Palangka Raya, Central Borneo, Indonesia.

Article Information	ABSTRACT
Received: April 2025	<p>Background: Mental readiness is a crucial aspect that determines students' success in facing the transition from the academic world to the industrial workforce. Differences in social and economic backgrounds, including scholarship status, have the potential to influence students' mental readiness in responding to the demands of the world of work. Aim: This study aims to analyze the level of students' mental readiness in facing the industrial world based on scholarship status. Method: The research employed a quantitative approach with a descriptive-comparative design. The research subjects consisted of active university students grouped into scholarship recipients and non-scholarship recipients. Data were collected using a mental readiness questionnaire and analyzed using descriptive statistics in the form of frequencies and percentages. Result and Discussions: The results show that the majority of students fall into the high mental readiness category; however, non-scholarship students demonstrate a higher proportion of high mental readiness compared to scholarship recipients. Conversely, scholarship recipients show a relatively higher proportion of low mental readiness. These findings indicate differences in mental readiness based on scholarship status. Conclusion: The study concludes that scholarship status is associated with variations in students' mental readiness to face the industrial world. Therefore, strengthening career guidance and counseling services is recommended to enhance students' mental readiness, particularly for scholarship recipients.</p> <p>Keywords: Career Development, Higher Education, Scholarship, University Students, Work Readiness</p> <p>© 2025 Rafli Gustommy Pratama, Nadila Juni Yantiy, Arbayanti, Valerianus Gabun, Karyanti, Asep Solikin, M. Fatchurahman. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (http://creativecommons.org/licenses/by-sa/4.0/).</p>
Accepted: May 2025	
Published: June 2025	



Corresponding Author:

Rafli Gustommy Pratama
Counseling Guidance

[Universitas Muhammadiyah Palangka Raya](http://www.umh.ac.id).

Road. RTA. Milono KM 1.5 Palangka Raya, zip Code 73111

Email: raflipratama2000@gmail.com

Citation Information: Pratama, R. G., Yantiy, N. J., Arbayanti, A., Gabun, V., Karyanti, K., Solikin, A., & Fatchurrahman, M. Mental Readiness of University Students in Facing the Industrial World Viewed from Scholarship Status in Palangkaraya City. *Suluh: Jurnal Bimbingan Dan Konseling*, 11(Spesial-I), 50–56. <https://doi.org/10.33084/suluh.v11i1Spesial-I.12349>

INTRODUCTION

The increasingly competitive industrial landscape requires university graduates to possess not only strong academic competence but also solid mental readiness. Mental readiness is a crucial factor in helping individuals cope with work pressure, career uncertainty, and the demands of adaptation in professional environments. Empirical evidence indicates that not all students demonstrate optimal levels of mental readiness, particularly when facing the transition from the academic world to the world of work. The findings of this study show that although the majority of students fall into the high mental readiness category, there remains a significant proportion of students with low mental readiness. This condition is a serious concern, as mental readiness directly affects successful adaptation and long-term career sustainability. Therefore, studies examining students' mental readiness in facing the industrial world are both relevant and urgently needed.

Various previous studies have examined students' mental readiness and work readiness from different

perspectives. Savickas (2015) emphasized that career readiness is closely related to individuals' psychological readiness in dealing with changes in roles and work environments. Research by Hirschi (2018) demonstrated that psychological factors such as mental resilience and self-confidence play a crucial role in determining readiness to enter the workforce. In addition, more recent research by Lent and Brown (2020) revealed that socio-economic conditions also influence students' mental readiness in career planning. Studies in Indonesia have similarly found that students from certain economic backgrounds tend to experience higher psychological pressure regarding their future careers (Widyastuti & Pratiwi, 2021). However, studies that specifically examine students' mental readiness based on scholarship status remain relatively limited. Thus, this research occupies a strategic position in addressing this gap in the literature.

This study focuses on analyzing students' mental readiness in facing the industrial world by examining differences based on scholarship status. Based on the research findings, significant variations in mental readiness were

identified between scholarship recipients and non-scholarship students. Non-scholarship students tend to demonstrate higher mental readiness compared to scholarship recipients. These findings raise several research questions, including: how is students' mental readiness distributed in facing the industrial world based on scholarship status? Are there differences in the level of mental readiness between scholarship recipients and non-recipients? What factors are likely to contribute to lower mental readiness among scholarship recipients? These questions form the main basis for the formulation of the research objectives.

Conceptually, mental readiness is understood as an individual's ability to manage emotions, pressure, and environmental demands in an adaptive and productive manner. According to Super (2016), mental readiness is an integral part of career maturity that determines individuals' success in career transition processes. In the context of higher education, students' mental readiness is an important aspect that requires attention through career guidance and counseling services. This study is expected to provide empirical contributions to the development of mental readiness support programs for students, particularly scholarship recipients. Furthermore, the findings are expected to serve as a basis for institutional policy-making in preparing graduates who are ready to compete in the industrial world. Therefore, this study has strong academic and practical relevance in the context of human resource development.

Mental Readiness in Facing the Industrial World

Mental readiness is a psychological aspect that plays an important role in helping individuals cope with the demands and dynamics of the industrial world. According to Savickas (2015), mental readiness is closely related to an individual's ability to manage career transitions and adapt to changes in the work environment. This readiness includes dimensions of motivation, self-confidence, psychological resilience, and the ability to adapt to work-related pressures. Research by Hirschi (2018) shows that individuals with high mental readiness tend to have more mature career planning. In addition, mental readiness also contributes to more rational career decision-making. Thus, mental readiness becomes a fundamental foundation in the transition process from the educational world to the world of work.

Recent studies indicate that mental readiness is not formed instantly, but rather through a continuous developmental process. Akkermans et al. (2021) emphasize that mental readiness is related to the development of career competencies, including self-reflection, proactivity, and career control. Other research findings show that students with high mental readiness are better able to cope with uncertainty in the global labor market (De Vos et al., 2020). These findings reinforce the view that mental readiness is a multidimensional construct. In addition to individual factors, the educational environment also plays a role in shaping mental readiness.

Therefore, strengthening mental readiness should be a major concern in higher education.

Scholarships as a Supporting Factor for Academic and Non-Academic Development

Scholarships are generally understood as a form of financial support to increase access to and sustainability of education. However, in recent studies, scholarships are also viewed as instruments for human resource development. According to Perna et al. (2017), scholarships have the potential to increase students' learning motivation and sense of academic responsibility. Research by Johnson et al. (2020) shows that financial assistance can reduce economic pressure that affects students' psychological well-being. With reduced financial burden, students have greater opportunities to focus on self-development. Therefore, scholarships have broader implications beyond mere academic support.

Nevertheless, several studies indicate that scholarships do not always have a direct impact on career readiness and mental readiness. Castillo et al. (2021) emphasize that the effectiveness of scholarships will be more optimal when accompanied by career development programs, such as mentoring and soft skills training. Without non-academic support, scholarships tend to function only as short-term assistance. Other studies also show that scholarship recipients still face psychological challenges in preparing for the world of work (Kim & Sax, 2019). This indicates a gap between financial support and mental readiness. Thus, scholarships need to be integrated with systematic career development programs.

The Role of Industrial Guidance and Counseling in Developing Career Readiness

Industrial guidance and counseling play a strategic role in preparing individuals to face the demands of the modern world of work. According to Lent and Brown (2019), career counseling services function to help individuals understand their potential and available career opportunities. Industrial counseling also plays a role in enhancing mental readiness through strengthening self-confidence and work adaptability skills. Hooley et al. (2022) state that structured career counseling interventions can improve students' readiness for work transition. In addition, industrial counseling helps individuals manage career-related anxiety and uncertainty. Thus, this service becomes an essential component in the development of career readiness.

Recent research shows that the integration of career counseling with higher education programs has a positive impact on graduates' work readiness. According to Maree (2020), career counseling based on self-reflection can enhance career awareness and individuals' mental readiness. Other studies confirm that students who receive continuous career counseling services demonstrate higher work readiness compared to those who do not (Akkermans & Kubasch, 2017). These findings highlight the importance of the role of industrial counseling in building mental and career readiness. Moreover, industrial counseling also serves as a bridge between the

educational world and the industrial world. Therefore, strengthening industrial guidance and counseling services should become a strategic agenda for educational institutions

METHOD

This study is based on the need to obtain an empirical overview of students' mental readiness in facing the industrial world based on their scholarship status. The method employed is quantitative research with a descriptive comparative design, which aims to describe and compare levels of mental readiness across respondent groups. A quantitative approach was chosen because it allows data to be presented objectively and measurably through descriptive statistical analysis. The descriptive comparative design enables researchers to identify differences in mental readiness tendencies between scholarship recipients and non-recipients. According to Creswell (2018), this design is effective for explaining social phenomena based on structured numerical data. Therefore, this method is considered appropriate for the objectives and characteristics of the study.

The study was conducted among university students who are preparing to enter the industrial world. The selection of the research setting was based on the consideration that higher education institutions are strategic environments for the development of students' mental and career readiness. The research subjects consisted of active students with different scholarship backgrounds, namely scholarship recipients and non-recipients. This selection was intended to obtain a more comprehensive comparative picture of mental readiness. According to Lent and Brown (2020), students' social and economic backgrounds can influence psychological readiness in career planning. Therefore, the characteristics of the research subjects are an important aspect in supporting the validity of the research findings.

The determination of research subjects also considered representativeness to allow limited generalization of the results. The sampling technique used was purposive sampling, with criteria including active student status and willingness to participate as research respondents. This technique was chosen because it allows researchers to select respondents who meet the objectives of the study. According to Sugiyono (2019), purposive sampling is effective when researchers have specific considerations regarding subject characteristics. In addition, the number of respondents was adjusted to the needs of descriptive comparative analysis to ensure proportional data distribution. Thus, the selection of subjects and sampling technique supports the accuracy of the research findings.

The research stages began with the development of a research instrument designed to measure students' mental readiness in facing the industrial world. The instrument was developed based on indicators of mental readiness encompassing emotional, cognitive, and adaptive readiness aspects. Subsequently, the instrument underwent a conceptual

feasibility test before being used for data collection. Data were collected through the distribution of questionnaires to respondents, both directly and online. According to Azwar (2017), the use of standardized instruments is essential to ensure the accuracy of psychological variable measurement. This stage serves as the primary foundation for obtaining valid and reliable quantitative data.

Data processing was conducted after all questionnaires were collected and deemed suitable for analysis. The data obtained were then coded and entered into statistical software to facilitate the analysis process. Next, the data were classified into low, moderate, and high mental readiness categories based on predetermined score criteria. Data presentation was carried out in the form of frequency distribution tables and percentages to provide a clear depiction of data distribution. According to Field (2018), systematic presentation of descriptive data helps researchers interpret results accurately. Therefore, the data processing stages were conducted carefully and in a structured manner.

Data analysis in this study employed descriptive comparative statistical analysis. This analysis aimed to compare students' mental readiness levels based on scholarship status. The results were presented in the form of percentages and categorical tendencies to facilitate interpretation of the findings. This approach allows researchers to identify patterns of differences in mental readiness among respondent groups. According to Cohen et al. (2018), descriptive comparative analysis is effective for explaining group characteristic differences in social research. Thus, the data analysis method aligns with the research objectives and supports the accuracy of the conclusions drawn.

RESULTS AND DISCUSSION

Results

This study reveals a significant relationship between scholarship status and students' career development categories. Students who received scholarships demonstrated better outcomes in career development, with the majority classified in the "High" category (54%). In contrast, students who did not receive scholarships were predominantly in the "Moderate" category (55%), with a smaller proportion in the "High" category (44%). Interestingly, none of the non-scholarship students fell into the "Low" category, indicating that scholarships have a positive impact on enhancing the quality of students' career development.

These findings indicate that financial support through scholarships influences students' ability to focus on their personal development. Scholarship recipients have greater opportunities to participate in career-supporting activities, such as training programs and internships, without being burdened by financial constraints. Conversely, students without scholarships tend to have more limited access to such opportunities, which is reflected in their comparatively lower career development outcomes. This finding reinforces the

importance of scholarships as a supporting factor in students' career development by providing them with greater space to concentrate on academic pursuits and professional activities.

This table illustrates respondents' levels of mental readiness in facing the industrial world, viewed from scholarship status as one of the supporting factors for career development. Mental readiness is categorized into three score levels—low, moderate, and high—and presented in terms of frequency and percentage. This data presentation is particularly relevant in the context of industrial guidance and counseling, as it helps to understand individuals' psychological conditions when entering a competitive work environment.

The results show that respondents' mental readiness in facing the industrial world is predominantly in the high category. Overall, 115 respondents (57.5%) were classified as having high mental readiness, while the low and moderate categories accounted for 30.0% and 12.5%, respectively. These findings indicate that the majority of respondents possess relatively good psychological readiness to enter the workforce. This condition reflects a sufficiently strong initial mental capital in dealing with industrial demands. Nevertheless, variations in mental readiness levels remain evident among respondents, indicating individual differences that require further attention.

Based on scholarship status, the results demonstrate differences in the distribution of mental readiness between scholarship recipients and non-recipients. Among scholarship recipients, the low mental readiness category still predominates, accounting for 42%. Meanwhile, the high mental readiness category among this group reached 44%, indicating that nearly half of scholarship recipients already possess good mental readiness. This finding suggests that receiving a scholarship does not automatically guarantee optimal mental readiness. Therefore, there remains a group of scholarship recipients who require strengthening of their mental readiness. This condition represents an important consideration in the context of student career development.

In contrast, non-scholarship recipients show a different pattern. The high mental readiness category dominates this group, with a percentage of 62%, which is significantly higher than the low category at 26%. These findings indicate that non-scholarship students tend to have more mature mental readiness in facing the industrial world. The dominance of the high category reflects more stable psychological readiness within this group. Nevertheless, the presence of respondents with low mental readiness still warrants attention. This confirms that mental readiness is not determined solely by scholarship status.

When viewed from the overall data distribution, the moderate mental readiness category represents the smallest proportion, accounting for only 12.5% of respondents across both scholarship and non-scholarship groups. This finding suggests that respondents tend to cluster at two extremes of mental readiness—low and high. Such a pattern indicates a relatively sharp contrast in readiness levels among respondents. The minimal proportion in the moderate category suggests that most respondents have a clearly defined level of mental readiness. This provides a more explicit picture of respondents' overall mental readiness conditions.

In general, the results of this study emphasize that mental readiness to face the industrial world is a variable condition influenced by respondents' backgrounds. Scholarship status shows an association with the distribution of mental readiness, although it is not the sole determining factor. These findings provide empirical insights into the importance of addressing students' mental readiness comprehensively. The data serve as a foundation for understanding the need to strengthen mental readiness in career preparation contexts. Thus, the results of this study may serve as an initial reference for the development of career assistance programs and support the formulation of more targeted student development policies

Table 1. Scholarship Status Data

Category	Scholarship				Total	
	Yes		No		Frequency	Percentage
	Frequency	Percentage	Frequency	Percentage		
High	21	42%	39	26%	60	30,0%
Moderate	7	14%	18	12%	25	12,5%
Low	22	44%	93	62%	115	57,5%
Total	50	100%	150%	86%	200	100%

The results of the analysis indicate that the high mental readiness category dominates the respondents at 57.5%, with a higher proportion observed among non-scholarship recipients (62%). However, the low mental readiness category remains relatively prominent among scholarship recipients, accounting for 42%, which indicates the presence of psychological challenges in preparing to face the industrial world. These findings emphasize the importance of industrial

guidance and counseling interventions to strengthen mental readiness, particularly for individuals with limited financial support.

This figure presents a visualization of the comparison of respondents' mental readiness levels based on score categories and scholarship status. The visualization aims to clarify the distribution patterns of mental readiness as an integral component of career readiness within the industrial context.

The figure serves as a supporting analytical tool to identify groups that require strengthened career counseling services.

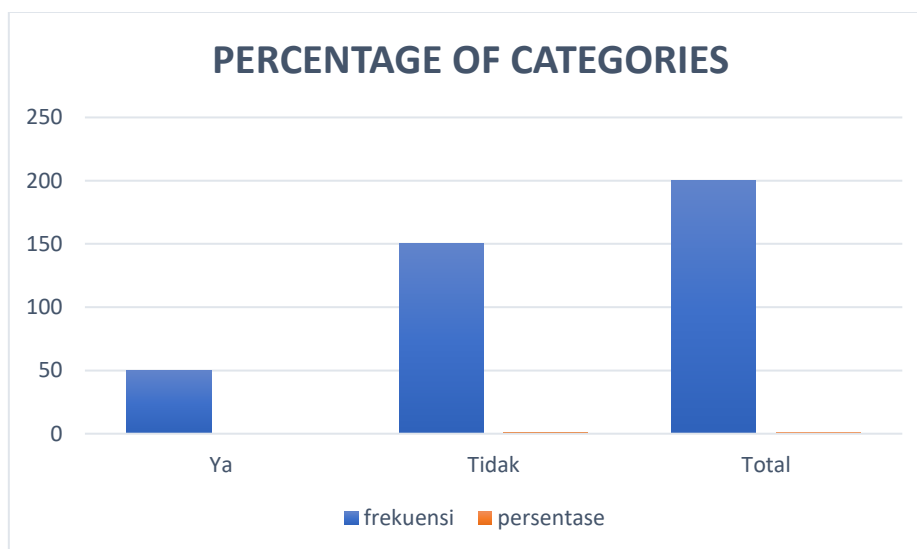


Figure 1. Scholarship-Based Mental Readiness Chart

The graph shows that **high mental readiness** is more dominant among **non-scholarship recipients**, while the **low mental readiness** category is relatively more prevalent among **scholarship recipients**. This difference indicates a disparity in psychological readiness in facing the demands of the world of work. From an applied perspective, these findings reinforce the urgency of the role of **industrial guidance and counseling** in developing mental resilience and sustainable career readiness among students.

Discussions

Dominance of High Mental Readiness in Facing the Industrial World

The results of the study indicate that the majority of respondents fall into the high mental readiness category in facing the industrial world. This finding suggests that most students already possess basic psychological readiness, such as self-confidence, work motivation, and the ability to adapt to workplace demands. These results are in line with Savickas (2015), who states that career readiness reflects individuals' psychosocial maturity in responding to work transitions. Hirschi (2018) also emphasizes that strong mental readiness is positively correlated with clarity of career goals and preparedness to face industrial uncertainty. Thus, the findings of this study support the view that mental readiness is a key factor in the transition from education to the world of work. Nevertheless, these results should be viewed critically, given that some respondents still demonstrate low levels of mental readiness.

On the other hand, these findings extend previous research by showing that high mental readiness is not solely influenced by academic factors. Several recent studies emphasize the importance of non-academic experiences, such

as organizational involvement and job-related skills training, in shaping mental readiness (Lent & Brown, 2019). The present study adds empirical evidence that mental readiness is a multidimensional construct influenced by various learning experiences. However, not all respondents demonstrate optimal mental readiness, indicating the need for more comprehensive developmental approaches. This suggests that mental readiness does not develop automatically. Therefore, structured interventions remain necessary to maintain and enhance this readiness.

Differences in Mental Readiness Based on Scholarship Status

Based on the research findings, differences were identified in the distribution of mental readiness between scholarship recipients and non-recipients. The non-scholarship group demonstrated a dominance of **high mental readiness**, while a relatively significant proportion of **low mental readiness** was still found among scholarship recipients. These findings indicate that scholarships do not fully function as a reinforcing factor for mental readiness. This result aligns with Johnson et al. (2020), who argue that financial assistance without psychosocial support does not necessarily lead to optimal career readiness. Accordingly, the findings support the view that scholarships need to be integrated with self-development programs, highlighting the importance of a **holistic approach** in scholarship management.

Nevertheless, these findings also provide an additional perspective to previous studies. Several studies have shown that scholarships can enhance self-confidence and learning motivation when accompanied by mentoring and career development programs (Castillo et al., 2021). The present study confirms that the absence of non-academic support may limit the positive impact of scholarships on mental readiness.

In other words, scholarships are **potential enablers**, rather than sole determinants, of mental readiness. These findings add a new dimension to the discourse on scholarships and work

readiness. Therefore, scholarship policies should be directed not only toward financial support but also toward strengthening students' mental and career readiness.

Table II. Distribution of Student Mental Readiness Categories Based on Scholarship Status

Scholarship Status	Low	Moderate	High
Recipients	Dominant	Low	Moderate
Non Recipients	Low	Low	Dominant

Implications of Mental Readiness for Students' Career Development

The research findings indicate that mental readiness has direct implications for students' career readiness in facing the industrial world. Respondents with high mental readiness tend to have clearer career orientations and greater preparedness to meet workplace demands. These findings support career construction theory, which emphasizes the importance of psychological readiness in building adaptive careers (Savickas, 2015). Recent research by Akkermans et al. (2021) also confirms that mental readiness plays a crucial role in coping with the dynamics of an unstable labor market. Thus, the results of this study reinforce the relationship between mental readiness and career readiness, indicating that mental readiness serves as an essential foundation for career development.

On the other hand, this study adds new insights by highlighting that mental readiness needs to be developed systematically through career guidance and counseling services. This finding is in line with Hooley et al. (2022), who emphasize the role of career counseling in enhancing students' readiness for work transitions. However, this study also shows that without targeted interventions, some students remain in the low mental readiness category. Therefore, strengthening industrial counseling services becomes a strategic necessity. These results provide practical implications for educational institutions in designing career development programs. Accordingly, mental readiness should be positioned as an important indicator in higher education policy.

CONCLUSION

Based on the results and discussion, it can be concluded that students' mental readiness in facing the industrial world is generally at a high level. This finding indicates that most respondents already possess adequate psychological readiness, such as motivation, self-confidence, and the ability to adapt to workplace demands. However, the distribution of mental readiness shows considerable variation when viewed from the perspective of scholarship status. Non-scholarship recipients tend to have higher levels of mental readiness compared to scholarship recipients. This indicates that scholarships do not fully function as a reinforcing factor for mental readiness when not accompanied by non-academic support. Thus, students' mental readiness is influenced by a combination of financial, psychological, and career development factors.

This study has several strengths, including the use of empirical data that provides a realistic depiction of students' mental readiness in facing the industrial world. In addition, the study integrates scholarship status as an analytical perspective that has been relatively underexplored in similar research. Another strength lies in its relevance to the context of career development and work readiness among students. Nevertheless, this study also has limitations, particularly related to the limited scope of the sample within a specific context.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, for the academic support and facilities provided during the implementation of this research. Appreciation is also extended to the Head of the Study Program and the lecturers for their guidance, direction, and constructive feedback, which enabled this study to be completed systematically. The authors also gratefully acknowledge all students who willingly served as respondents and actively participated in completing the research instruments. Furthermore, sincere thanks are extended to the research team and group members who contributed to instrument development, data collection, data processing, and the preparation of the research report. All support and collaboration provided played an important role in ensuring the smooth implementation and success of this study.

REFERENCES

- Azwar, S. (2017). *Penyusunan skala psikologi* (2nd ed.). Yogyakarta: Pustaka Pelajar.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). London: Sage Publications.
- Hirschi, A. (2018). The fourth industrial revolution: Issues and implications for career research and practice. *Career Development Quarterly*, 66(3), 192–204. <https://doi.org/10.1002/cdq.12142>

- Lent, R. W., & Brown, S. D. (2020). *Career development and counseling: Putting theory and research to work* (3rd ed.). Hoboken, NJ: Wiley.
- Savickas, M. L. (2015). Career counseling paradigms: Guiding, developing, and designing. *APA Handbook of Career Intervention*, 1, 129–143. <https://doi.org/10.1037/14438-009>
- Super, D. E. (2016). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 94, 1–12. <https://doi.org/10.1016/j.jvb.2016.02.002>
- Widyastuti, S., & Pratiwi, T. I. (2021). Kesiapan kerja mahasiswa ditinjau dari kematangan karier dan kepercayaan diri. *Jurnal Bimbingan dan Konseling Indonesia*, 6(2), 45–54. <https://doi.org/10.26737/jbki.v6i2.XXXX>
- Putri, R. A., & Wahyuni, E. (2020). Hubungan status sosial ekonomi dengan kesiapan kerja mahasiswa. *Jurnal Psikologi Pendidikan dan Konseling*, 6(1), 12–20. <https://doi.org/10.26858/jppk.v6i1.XXXX>
- Lestari, D., & Nugroho, A. (2019). Kesiapan mental mahasiswa dalam menghadapi dunia kerja di era industri 4.0. *Jurnal Psikologi*, 18(2), 87–96. <https://doi.org/10.14710/jp.18.2.87-96>
- Sari, N. P., & Hidayat, D. R. (2022). Peran bimbingan dan konseling karier dalam meningkatkan kesiapan kerja mahasiswa. *Jurnal Konseling dan Pendidikan*, 10(1), 1–9. <https://doi.org/10.29210/146800>
- Rahmawati, F., & Kurniawan, K. (2018). Faktor psikologis yang memengaruhi kesiapan kerja mahasiswa tingkat akhir. *Jurnal Psikologi Teori dan Terapan*, 9(1), 34–43. <https://doi.org/10.26740/jptt.v9n1.p34-43>
- Hidayah, N., & Ramli, M. (2017). Kematangan karier mahasiswa dan implikasinya dalam layanan konseling karier. *Jurnal Bimbingan Konseling*, 6(1), 1–10. <https://doi.org/10.15294/jubk.v6i1.XXXXX>
- Sukardi, D. K., & Kusmawati, N. (2016). *Proses bimbingan dan konseling karier*. Jakarta: Rineka Cipta.

