

Implementation of Prophetic Psychoeducation for the Work Readiness of Vocational High School Students

^{1*}Zikriyah, ¹Hardi Santosa , ¹Amien Wahyudi , ¹Wahyu Nanda Eka Saputra 

¹Universitas Ahmad Dahlan, Yogyakarta, Indonesia.

Article Information	ABSTRACT
Received: July 2026	Aim: This study aims to identify the psychological challenges regarding work readiness among Vocational High School (SMK) students and to formulate a theoretical reconstruction of career guidance by integrating the Prophetic Paradigm. Method: A Systematic Literature Review (SLR) methodology was employed, adhering to the PRISMA 2020 statement guidelines. Literature selection based on inclusion criteria yielded ten key documents published between 2021 and 2026, comprising nine empirical journal articles and one primary textbook establishing the theoretical foundation of the Prophetic paradigm. Result and discussions: The review results indicate that SMK student work readiness is a multidimensional construct frequently hindered by internal psychological issues, such as emotional instability, low self-awareness, anxiety regarding selection processes, and vulnerabilities in work resilience. Although various conventional psychoeducational interventions have proven effective as tactical solutions in the field, most remain secular in nature and pragmatic in aim, serving solely to meet industrial market demands. This study successfully deconstructs these conventional models by elevating career interventions into three integrative pillars: Humanization (Amar Ma'ruf) to humanize students, Liberation (Nahi Munkar) to free them from negative mental shackles, and Transcendence (Tu'minuna billah) to establish a spiritual anchor. The model offers a scholarly contribution in the form of a "transcendental work readiness" construct, which frames the process of preparing for work as an act of worship and a vertical responsibility toward God. Keywords: Prophetic Psychoeducation, Work Readiness, Vocational High School Students.
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Corresponding Author:

Zikriyah

Guidance and Counseling

[Universitas Ahmad Dahlan](#)

Pramuka Road No.42, Pandeyan, Kec. Umbulharjo, Kota Yogyakarta, Daerah Istimewa Yogyakarta 55161

Email: 2576056087@webmail.uad.ac.id

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INTRODUCTION

The preparation of vocational high school (*Sekolah Menengah Kejuruan / SMK*) human resources remains a critical priority in national workforce development strategies. However, vocational graduates frequently encounter significant structural and psychological hurdles during the school-to-work transition. While technical competence (*hard skills*) has historically served as the benchmark for vocational success, recent literature indicates that technical mastery alone is insufficient to guarantee smooth entry into the labor market. 12th-grade vocational students often face heightened career transition anxiety, emotional fluctuations, and diminished self-efficacy when confronting real-world recruitment procedures and workplace expectations (Fitriany et al., 2023; Jafri et al., 2024; Karlina et al., 2022).

Key systemic challenges in vocational high schools include students' limited understanding of industrial work dynamics, low career decision-making self-efficacy, and a scarcity of structured service models enabling school counselors to assist students in effective career planning (Dewi et al., 2026; Pratama & Sudarsono, 2024). Career planning is not an instantaneous event but a continuous developmental sequence requiring self-potential assessment, labor market opportunity evaluation, target setting, and strategic step formulation (Dewi et al., 2026).

To address these vulnerabilities, conventional interventions such as self-awareness workshops (Istiqamah et al., 2022), general career psychoeducation (Jalal et al., 2023; Satata et al., 2025), soft skills and ethics training (Metris et al., 2026), and interview simulations (Musslifah & Cahyani, 2025) have been implemented across schools. Furthermore, counseling strategies using modeling techniques (Safitri, 2025) and group exercises (Wahyudi et al., 2020) have been shown to enhance student resilience and self-efficacy. Digital and online counseling modalities have also expanded the accessibility of guidance services across diverse settings (Sutoyo et al., 2023).

However, a critical limitation in current empirical literature is that most reviewed interventions primarily emphasize employability, psychological readiness, and labor-market adaptation, with limited explicit integration of transcendental or spiritual dimensions. In response, Santosa (2022) established the Prophetic Paradigm for guidance and counseling, which anchors human

development in three integrative pillars: Humanization (*Amar Ma'ruf*), Liberation (*Nahi Munkar*), and Transcendence (*Tu'minuna billah*). Guided by the PRISMA 2020 reporting standards (Page et al., 2021), this systematic literature review aims to analyze current empirical findings on vocational work readiness and synthesize them into a proposed conceptual framework of "transcendental work readiness".

METHOD

This study employed a Systematic Literature Review (SLR) methodology adhering to the PRISMA 2020 statement guidelines (Page et al., 2021). The primary goal was to systematically identify, screen, and synthesize literature concerning vocational high school work readiness and psychological guidance models published between 2020 and 2026.

PRISMA Selection Procedure and Criteria

- 1. Identification: Database searches using keywords related to vocational work readiness (*kesiapan kerja SMK*), career psychoeducation (*psikoedukasi karir*), and prophetic counseling (*bimbingan profetik*) yielded $N = 45$ records.
- 2. Screening: Titles and abstracts were screened, removing duplicates and out-of-scope articles ($n = 7$), leaving $n = 38$ records.
- 3. Eligibility: $n = 21$ full-text articles were evaluated against inclusion criteria (peer-reviewed, published 2020–2026, focused on vocational high school contexts). $n = 11$ full-texts were excluded.
- 4. Inclusion: Exactly $N = 10$ primary sources were selected for data extraction, consisting of nine empirical studies (Dewi et al., 2026; Fitriany et al., 2023; Istiqamah et al., 2022; Jafri et al., 2024; Jalal et al., 2023; Karlina et al., 2022; Lubis et al., 2025; Metris et al., 2026; Musslifah & Cahyani, 2025; Pratama & Sudarsono, 2024; Safitri, 2025; Satata et al., 2025; Sutoyo et al., 2023; Wahyudi et al., 2020) and one foundational theoretical book (Santosa, 2022)

Data extraction covered six standardized dimensions: author/year, population/context, intervention type, work-readiness dimension, methodology, and key findings. Synthesis followed a two-stage qualitative coding procedure:

- Stage 1 (*Empirical Thematic Coding*): Grouping empirical findings into core psychological themes (e.g., self-awareness, anxiety reduction, resilience, self-efficacy).
- Stage 2 (*Conceptual Synthesis Matrix*): Mapping extracted empirical themes onto Santosa's (2022) prophetic framework (*Amar Ma'ruf, Nahi Munkar, Tu'minuna billah*).

RESULT AND DISCUSSION

Result

The review mapped nine empirical studies and one primary theoretical book. Findings demonstrate that work readiness is a multidimensional construct encompassing cognitive, emotional, behavioral, and ethical dimensions.

Table 1. Data Extraction Matrix of Reviewed Studies and Theoretical Framework

No	Author & Year	Population / Context	Intervention / Focus	Work-Readiness Dimension	Methodology	Key Findings
1	Istiqamah et al. (2022)	SMK SMTI Makassar	Workshop	Self-Awareness	Descriptive Qualitative	Workshop was associated with enhanced student understanding of personal potential and adaptability.
2	Karlina et al. (2022)	SMKN Cihampelas	Descriptive Assessment	Career Transition Anxiety	Quantitative Descriptive	Revealed high levels of career transition anxiety, highlighting the need for structured guidance.
3	Fitriany et al. (2023)	SMK Students, Padang	Self-Confidence Assessment	Self-Confidence & Readiness	Quantitative Correlational	Identified a positive relationship between individual self-confidence and overall work readiness.

4	Jalal et al. (2023)	Vocational Students	"Get Our Future" Psychoeducation	Mindset & Career Motivation	Pre-Experimental	Psychoeducation was associated with improved optimism regarding competitive labor market conditions.
5	Jafri et al. (2024)	Grade XII SMK, Makassar	Profile Analysis	Emotional Fluctuations	Quantitative Descriptive	Observed fluctuating readiness levels driven by emotional maturity and career information clarity.
6	Pratama & Sudarsono (2024)	Vocational High Schools	Work-Based Learning Model	Competency & Readiness	Educational Development	Underscored the necessity of integrating practical technical learning with structured career strategies.
7	Lubis et al. (2025)	SMKN 8 Medan	Psychoeducation & Interest Mapping	Workplace Resilience	Quasi-Experimental	Intervention was associated with strengthened mental resilience during internships and early employment.
8	Musslifah & Cahyani (2025)	Vocational Students	Interview Simulation	Recruitment Anxiety	Mixed Methods	Combined psychoeducation and interview simulations were associated with reduced selection anxiety.
9	Safitri (2025)	SMK Muhammadiyah I Gresik	Modeling Techniques	Career Self-Efficacy	Pre-Experimental	Behavioral modeling in psychoeducation was associated with boosted self-efficacy and confidence.
10	Satata et al. (2025)	Grade XII Students, Purbalingga	Career Psychoeducation	Post-School Planning	Evaluation Study	Psychoeducation enhanced student understanding of recruitment processes and career planning.
11	Dewi et al. (2026)	Vocational High Schools	Comprehensive Guidance Strategy	Continuous Career Planning	Action Research	Showed that systematic guidance improves long-term vocational decision-making and planning.
12	Metris et al. (2026)	Vocational Students	Soft Skills & Ethics Training	Professional Ethics & Soft Skills	Workshop Evaluation	Highlighted that technical readiness must be balanced with non-technical

						soft skills and work ethics.
13	Santosa (2022)	Theoretical Source / Book	Prophetic Guidance Paradigm	Theoretical Architecture	Conceptual Synthesis	Formulated the Amar Ma'ruf–Nahi Munkar–Tu'minuna billah architecture for guidance and counseling.

Discussion

The empirical literature confirms that 12th-grade vocational students experience significant emotional volatility, selection anxiety, and resilience challenges when preparing for the workforce (Fitriany et al., 2023; Jafri et al., 2024; Karlina et al., 2022; Lubis et al., 2025; Musslifah & Cahyani, 2025). While interventions such as modeling (Safitri, 2025), workshops (Istiqamah et al., 2022; Metris et al., 2026), group guidance (Wahyudi et al., 2020), and comprehensive counseling (Dewi et al., 2026; Pratama & Sudarsono, 2024; Sutoyo et al., 2023) effectively address tactical readiness, they focus primarily on labor-market adaptation.

To address the limited integration of spiritual anchors in current frameworks, the empirical findings are reconstructed through the lens of Santosa’s (2022) Prophetic Paradigm. This synthesis elevates existing empirical interventions into three integrative prophetic pillars:

- Humanization (*Amar Ma'ruf*): Empirical data focusing on self-awareness (Istiqamah et al., 2022), soft skills and work ethics (Metris et al., 2026), and continuous career planning (Dewi et al., 2026; Pratama & Sudarsono, 2024) map onto *Humanization*. This pillar ensures that vocational education develops the student's innate human dignity (*fitrah*) rather than treating graduates as mere industrial inputs.
- Liberation (*Nahi Munkar*): Empirical findings addressing interview anxiety (Musslifah & Cahyani, 2025), career transition doubt (Karlina et al., 2022), and low confidence (Fitriany et al., 2023; Safitri, 2025) map onto *Liberation*. This pillar seeks to free students from internal mental shackles, inferiority, and economic helplessness.
- Transcendence (*Tu'minuna billah*): Empirical data regarding workplace resilience and stress endurance (Lubis et al., 2025; Wahyudi et al., 2020) map onto *Transcendence*. By internalizing values such as steadfastness (*sabar*), honesty (*siddiq*), and sincerity (*ikhlas*) (Santosa, 2022), workplace adaptation is recontextualized elevating stress endurance from mechanical compliance into an act of worship (*ibadah*) and vertical accountability toward God.

CONCLUSION

This study concludes that preparing 12th-grade vocational high school (SMK) students for the workforce requires moving beyond isolated technical skill training to implement holistic psychological approaches that manage emotional fluctuations, career transition anxiety, and workplace resilience vulnerabilities (Fitriany et al., 2023; Jafri et al., 2024; Karlina et al., 2022; Lubis et al., 2025; Musslifah & Cahyani, 2025). Employing a Systematic Literature Review (SLR) guided by PRISMA 2020 guidelines (Page et al., 2021), this study reviewed empirical psychoeducational literature (Dewi et al., 2026; Istiqamah et al., 2022; Jalal et al., 2023; Metris et al., 2026; Pratama & Sudarsono, 2024; Safitri, 2025; Satata et al., 2025; Sutoyo et al., 2023; Wahyudi et al., 2020) and extended these frameworks by anchoring them in prophetic guidance principles (Santosa, 2022).

This integration yields a proposed conceptual framework that aligns empirical soft skills and ethical development with Humanization (*Amar Ma'ruf*), links anxiety reduction interventions with Liberation (*Nahi Munkar*), and embeds workplace resilience within Transcendence (*Tu'minuna billah*). This tripartite architecture directly adopts Santosa's (2022) theoretical formulation for prophetic guidance and counseling.

Consequently, this study formulates a conceptual model of "transcendental work readiness". Rather than presenting an empirically validated model, this framework provides a theoretical foundation for future empirical research, suggesting that vocational career preparation can extend beyond market compliance to incorporate spiritual anchors and moral integrity framing the pursuit of a livelihood as an act of worship and vertical responsibility toward God.

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