

DEVELOPING A FAMILY GUIDANCE MODULE USING REFRAMING TECHNIQUES TO IMPROVE CAREER MATURITY IN HIGH SCHOOL STUDENTS

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ABSTRACT

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Career maturity is an essential developmental task that should be achieved by senior high school students to enable them to make appropriate educational and career decisions. However, preliminary findings indicated that many students demonstrated low levels of career maturity, accompanied by limited family support and the absence of structured family guidance services in schools. This study aimed to develop and validate a Family Guidance Module Using Reframing Techniques to improve students' career maturity. The study employed a Research and Development (R&D) approach using the Level 1 model proposed by Sugiyono, which focuses on product development and expert validation without field implementation. The development process consisted of five stages: problem identification, literature review, product design, expert validation, and product revision. The module was evaluated by three validators, including a counseling expert, a language expert, and a school counseling practitioner. Quantitative data were analyzed descriptively using feasibility percentages, while qualitative feedback was utilized to refine the product. The validation results showed that the module achieved an overall feasibility score of 80%, indicating that it is feasible for implementation. The language and practicality dimensions obtained 98% and 100%, respectively, whereas the content dimension achieved 50%, suggesting the need for further theoretical refinement. Overall, the developed module provides a practical and systematic guideline for school counselors to implement family guidance services using reframing techniques, thereby strengthening family involvement in fostering students' career maturity.



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INTRODUCTION

High school students are in a critical developmental stage characterized by rapid physical, cognitive, emotional, and social changes that significantly influence their educational and career trajectories. According to developmental theory, adolescents aged between 15 and 18 years experience a transition from childhood to adulthood, during which they gradually develop more advanced reasoning abilities, stronger future orientation, and greater independence in decision-making (Sulhan et al., 2024). At this stage, students are expected not only to complete academic requirements but also to accomplish several developmental tasks that prepare them for adult roles. Among these developmental tasks, career development represents one of the most significant because it shapes educational pathways, occupational aspirations, and long-term life satisfaction.

Career development during adolescence requires students to understand themselves, recognize occupational opportunities, and make informed decisions regarding their future

education or employment. Havighurst's developmental task theory identifies career choice as one of the essential developmental responsibilities during adolescence, emphasizing that successful completion contributes to psychological adjustment and successful adulthood (Agustin & Pratiwi, 2024). Similarly, Eliza et al. (2023) argued that senior high school students inevitably face a major transition after graduation, either pursuing higher education or entering the labor market. Consequently, students are expected to identify their interests, abilities, and personal characteristics while matching them with educational programs and occupational opportunities that correspond to their competencies. Those planning to continue their education must also demonstrate the ability to select university majors aligned with their interests and capabilities (Agustin & Pratiwi, 2024).

Career decision-making during secondary education has long-term implications for individuals' professional success and psychological well-being. Career choices made during adolescence influence educational attainment, occupational stability, job satisfaction, and socioeconomic mobility throughout adulthood. Hunt et al. (as cited in Agustin & Pratiwi, 2024) emphasized that career selection constitutes one of the strongest predictors of career success. Nevertheless, making appropriate career decisions is a complex developmental process requiring adequate information, self-understanding, and environmental support. Students frequently experience uncertainty because they lack comprehensive knowledge regarding occupations, educational pathways, and labor market demands (Nurfauziah et al., 2023). Therefore, effective career decision-making depends on students' readiness to integrate self-knowledge, occupational information, decision-making competence, and realistic career planning. These competencies collectively reflect an individual's level of career maturity.

Career maturity has been recognized as one of the most fundamental constructs in career development theory. Crites conceptualized career maturity as the readiness to accomplish age-appropriate vocational developmental tasks through positive career attitudes and decision-making competencies (Maesaroh & Saraswati, 2020). Students possessing high career maturity demonstrate self-awareness, possess sufficient occupational knowledge, evaluate career alternatives rationally, formulate realistic career plans, and implement career decisions systematically (Saripah et al., 2023). Furthermore, career maturity enables adolescents to establish achievable career goals consistent with their interests, values, and competencies while adapting to future career challenges (Sharf, 2013). Consequently, career maturity represents an important psychological resource that facilitates successful educational and occupational transitions.

Conversely, inadequate career maturity may substantially hinder adolescents' educational and vocational development. According to Savickas (as cited in Saripah et al., 2023), students with low career maturity frequently experience uncertainty regarding educational pathways and future occupations because they possess insufficient awareness of career alternatives and developmental responsibilities. Such conditions often result in inappropriate educational choices, low career adaptability, poor self-actualization, career indecisiveness, inadequate workforce preparation, and prolonged unemployment (Saripah et al., 2023). Without sufficient career maturity, adolescents struggle to establish meaningful career goals and often postpone important educational decisions until graduation, limiting future opportunities.

The urgency of improving career maturity among Indonesian high school students is reflected in recent national employment statistics. According to Statistics Indonesia (Badan

Pusat Statistik, 2025), senior high school graduates accounted for approximately 2.29 million unemployed individuals, representing 30.74% of the country's total open unemployment during August 2025. Similar trends were reported throughout 2024 and early 2025, consistently indicating that high school graduates constitute the largest contributor to unemployment nationwide. These statistics suggest that many students complete secondary education without adequate preparation for either higher education or employment. Consequently, strengthening career maturity during high school has become an important educational priority for reducing unemployment and improving workforce readiness.

Preliminary findings conducted among 68 tenth-grade students at SMA Islam Samarinda further confirmed the existence of career-related developmental problems. Using the Alat Ungkap Masalah (AUM), career and occupational issues emerged as the most dominant developmental concern experienced by students. These problems included limited occupational knowledge, uncertainty regarding career selection, unclear interests and talents, and low confidence in pursuing future careers. Follow-up interviews based on Super's dimensions of career maturity involving three students with the highest career-related problems revealed inadequate career exploration, insufficient career planning, limited occupational information, poor decision-making competence, and the absence of concrete career implementation. These findings demonstrate that low career maturity constitutes a genuine developmental challenge requiring systematic intervention within school counseling services.

Previous studies consistently demonstrate that family support represents one of the strongest predictors of adolescents' career maturity. Family members, particularly parents, function as the earliest and most influential socialization agents who shape children's values, aspirations, career interests, and educational expectations. Nurani (2022) identified family support as a significant determinant of career maturity among both vocational and general high school students. Likewise, Zulfiani and Khaerani (as cited in Nurani, 2022) emphasized that parental involvement substantially influences adolescents' career interests and vocational readiness by providing emotional encouragement, occupational information, and practical guidance.

Career development theory also highlights parents' contributions to adolescents' vocational development. Super proposed that parental encouragement, role modeling, and occupational information substantially influence adolescents' career exploration and decision-making processes (Nadira, 2017). Similarly, Trommsdorff suggested that supportive family relationships foster optimism and future orientation among adolescents by strengthening confidence in achieving long-term goals (Tazakhrofatin, 2018). Recent empirical evidence likewise indicates that parental social support significantly predicts adolescents' career planning and decision-making confidence (Rambe et al., 2024; Handayani et al., 2025). Consequently, effective family involvement provides emotional security, enhances self-confidence, and facilitates realistic career planning.

Despite its recognized importance, family involvement in adolescents' career planning remains inadequate in many educational settings. Preliminary surveys conducted among students at SMA Islam Samarinda revealed that most parents rarely discussed educational aspirations or occupational plans with their children. Many students reported receiving limited trust and encouragement regarding future career choices, while several indicated that their parents were largely unaware of their intended university majors or career aspirations.

These findings indicate that insufficient family involvement remains a significant obstacle to developing students' career maturity.

Family guidance therefore represents an appropriate intervention for strengthening parental participation in adolescents' career development. Hartanto (2024) explained that family guidance aims to optimize parental roles in supporting children's developmental tasks through structured counseling activities. Within career development, family guidance helps parents understand adolescents' interests, recognize individual potentials, facilitate career exploration, and provide constructive support during educational decision-making. Consequently, family guidance strengthens the family's function as a collaborative partner in students' career development.

However, effective family guidance requires intervention techniques capable of addressing communication barriers and rigid parental beliefs regarding career selection. Many parents continue to evaluate occupations primarily according to economic prestige or social status, unintentionally discouraging adolescents from pursuing careers aligned with their interests and competencies. Therefore, family guidance should facilitate not only information sharing but also cognitive restructuring regarding career perspectives. Reframing represents an appropriate counseling technique because it encourages individuals and families to reinterpret situations from more adaptive, constructive, and solution-focused perspectives.

According to Gladding (2019), reframing is an effective family therapy strategy that assists family members in assigning more positive and functional meanings to problematic situations. Likewise, Corey (2017) argued that reframing enables clients to replace rigid, dysfunctional interpretations with realistic and empowering perspectives that facilitate behavioral change. Within career counseling, reframing allows parents to reconsider adolescents' career aspirations more objectively, thereby increasing emotional support, communication quality, and collaborative career planning.

Despite its theoretical relevance, observations conducted at SMA Islam Samarinda revealed that family guidance employing reframing techniques has not yet been systematically implemented. School counselors possess substantial experience delivering classroom guidance and group counseling; however, family-based interventions require additional competencies involving systemic assessment, family communication, and collaborative counseling processes. Furthermore, no structured implementation guide currently exists to support counselors in conducting family guidance using reframing techniques for career maturity development.

One educational resource capable of addressing this gap is a counseling module. Counseling modules provide systematic, structured, and self-instructional guidance for implementing counseling services consistently and effectively. Nursalim (2015) defined counseling modules as organized instructional packages designed to facilitate counseling services through integrated theoretical explanations, intervention procedures, practical activities, and evaluation components. Compared with other counseling media, modules comprehensively present conceptual foundations, implementation steps, worksheets, and assessment instruments, making them particularly appropriate for family guidance interventions involving reframing techniques.

Several previous studies have developed counseling modules to improve students' career maturity (Eliza et al., 2023; Nurfauziah et al., 2023; Wibowo et al., 2023). These modules have

demonstrated effectiveness in assisting school counselors to deliver career guidance systematically and improve students' career competencies. Nevertheless, existing modules primarily target students directly and rarely involve parents as active participants in career intervention programs. Moreover, no available module specifically integrates family guidance with reframing techniques to strengthen parental support for adolescents' career maturity. This limitation represents an important research gap requiring further investigation.

Accordingly, the present study seeks to develop a Family Guidance Module Using Reframing Techniques designed specifically to improve career maturity among senior high school students. The module was systematically developed and validated by counseling experts, language experts, and counseling practitioners to ensure its content validity, linguistic appropriateness, and practical feasibility. Ultimately, the study aims to produce a comprehensive guidance module that can serve as an evidence-based practical manual for school counselors in implementing family guidance services to enhance students' career maturity. This development is expected to contribute both theoretically to family-based career counseling literature and practically to strengthening career guidance services in Indonesian secondary schools.

METHOD

This study employed a Research and Development (R&D) approach using the Level 1 R&D model proposed by Sugiyono (2019), which focuses on product development and expert validation without proceeding to field implementation. The study aimed to develop and validate a Family Guidance Module Using Reframing Techniques to improve career maturity among senior high school students. The development procedure consisted of five stages: (1) identifying potential problems and needs, (2) reviewing relevant literature and collecting supporting information, (3) designing the module prototype, (4) validating the module through expert judgment, and (5) revising the product based on expert recommendations to produce the final validated module. The validation involved three experts comprising a counseling expert, a language expert, and a school counseling practitioner, all of whom possessed at least a master's degree and professional experience relevant to their respective fields. The counseling expert evaluated the appropriateness of the module content, the language expert assessed linguistic quality and readability, while the practitioner examined the practicality and applicability of the module in school counseling settings.

Data were collected using structured validation questionnaires based on a four-point Likert scale ranging from 1 (strongly inappropriate) to 4 (highly appropriate), accompanied by open-ended comment sections to obtain qualitative feedback. The validation instruments for content and language were adapted from Akbar (2016), whereas the practicality instrument was modified from Hakim (2017). Prior to implementation, all instruments underwent an internal review to ensure content relevance, clarity, and consistency with the objectives of module development. Quantitative data were analyzed descriptively by calculating the feasibility percentage using the formula:

$$\text{Feasibility Percentage} = \frac{\text{Validation Score}}{\text{Maximum Score}} \times 100\%$$

While qualitative data from experts' comments and suggestions were analyzed

descriptively to refine the module. The feasibility of the developed module was subsequently interpreted using the criteria proposed by Riduwan (as cited in Aziz, 2018), classifying the product into five categories: highly feasible, feasible, moderately feasible, less feasible, and not feasible.

RESULT AND DISCUSSION

This study produced a Family Guidance Module Using Reframing Techniques designed to assist school counselors in implementing systematic family guidance services to improve senior high school students' career maturity. The module was developed based on the needs analysis conducted during the preliminary study, which revealed three major issues: the low level of students' career maturity, limited family involvement in students' career development, and the absence of structured guidelines for implementing family guidance services in schools. To address these issues, the module integrates the principles of family guidance with reframing techniques and career maturity theory into a practical counseling guide. The module consists of an introduction, theoretical foundation, implementation procedures, counseling activities, evaluation instruments, and supporting materials. Microsoft Word was used for content development, while Canva was employed to design the visual layout to improve readability and user engagement.

The developed module was subsequently evaluated through expert validation involving a counseling expert, a language expert, and a school counseling practitioner. The validation aimed to determine the feasibility of the module in terms of content quality, language, and practical usability before its implementation in counseling services. The validation results are presented in Table 1.

Table 1.
Expert Validation Results of the Developed Module

Dimension	Obtained Score	Maximum Score	Feasibility (%)	Category
Content	24	48	50	Moderately Feasible
Language	39	40	98	Highly Feasible
Practicality	40	40	100	Highly Feasible
Overall	103	128	80	Feasible

Source: data processing results

The overall validation score reached 80%, indicating that the developed module is feasible for use as a guideline for family guidance services in senior high schools. Nevertheless, the validation results also demonstrated variations among the assessed dimensions. The highest evaluation was obtained in the practicality dimension (100%), followed by language quality (98%), whereas content validity received a lower score (50%). These findings suggest that although the module has been considered practical and easy to implement, further refinement of the theoretical content remains necessary.

The counseling expert acknowledged that the module addressed the objectives of family guidance and career maturity development appropriately but recommended strengthening the theoretical discussion regarding family guidance and incorporating additional contemporary references to enhance conceptual depth. This finding is consistent with Daryanto (2013), who emphasized that an effective instructional module should possess self-contained characteristics by providing comprehensive and sufficiently detailed learning materials. Likewise, Akbar (2016) argued that content validity represents one of the most

important indicators of educational product quality because it determines whether instructional materials adequately represent the intended learning objectives.

Conversely, the language expert assigned a feasibility score of 98%, indicating that the module successfully fulfilled academic writing standards regarding readability, clarity, consistency, and communicative language. Minor revisions were suggested only for punctuation and formatting consistency. These results support Daryanto (2013), who explained that user-friendly instructional materials should employ clear language, logical organization, and consistent terminology to facilitate comprehension. Similar findings were reported by Eliza et al. (2023), who concluded that communicative language and systematic presentation significantly improve the effectiveness of counseling modules because users can easily understand both theoretical explanations and practical procedures.

The practicality dimension obtained the highest score (100%), demonstrating that the module is highly applicable in real counseling settings. According to the school counseling practitioner, the implementation procedures, counseling activities, worksheets, and evaluation instruments were systematically organized and could be directly implemented without requiring substantial modification. This finding confirms Prihantoro's (2025) argument that effective educational modules should combine theoretical explanations with contextual activities, practical examples, and reflective exercises to facilitate implementation. Likewise, Nursalim (2015) emphasized that counseling modules should function not merely as learning materials but also as operational guidelines capable of assisting counselors throughout the counseling process.

The development of this module was guided by the concept of family guidance, which recognizes the family as the primary environment influencing adolescents' career development. Hartanto (2024) explained that family guidance aims to strengthen parents' competencies in supporting children's developmental tasks, including career planning. Similarly, Ismaya (2019) argued that family guidance promotes awareness, communication, and collaborative problem-solving within families, thereby creating supportive environments for adolescent development. These perspectives justify the inclusion of family members as active participants rather than passive observers in students' career development.

A distinctive feature of the developed module is the integration of reframing techniques into family guidance activities. Reframing encourages parents to reinterpret career-related issues from more constructive and adaptive perspectives instead of focusing solely on economic expectations or occupational prestige. According to Corey (2017), reframing enables individuals to reinterpret problematic situations by changing their cognitive perspectives, thereby increasing openness toward alternative solutions. Gladding (2019) further argued that reframing represents one of the most effective intervention techniques in family counseling because it facilitates healthier communication patterns and reduces dysfunctional perceptions among family members. Through this approach, parents are expected to become more supportive of students' career aspirations while simultaneously strengthening students' confidence in making career decisions.

The module also incorporates Super's career maturity framework, including career planning, career exploration, decision-making competence, occupational information, preferred occupational knowledge, and career decision implementation (Sharf, 2013). These dimensions were translated into structured family guidance activities that encourage parents and students to discuss career aspirations collaboratively, identify personal strengths and interests, explore educational opportunities, and formulate realistic career plans. Such integration reflects Super's developmental perspective, which emphasizes that career maturity evolves through continuous interaction between individual development and environmental support.

Compared with previous studies, this research provides several noteworthy contributions. Previous module development studies primarily concentrated on interventions directed exclusively toward students (Eliza et al., 2023; Nurfauziah et al., 2023; Wibowo et al.,

2023). In contrast, the present study positions family members as the primary intervention target, recognizing that parental support substantially influences adolescents' career readiness. This perspective is supported by Nurani (2022), who identified family support as one of the strongest predictors of career maturity among secondary school students. Similarly, Rambe et al. (2024) found a significant positive relationship between parental social support and adolescents' career planning, while Handayani et al. (2025) reported that emotional and informational support provided by parents significantly increases students' confidence in making career decisions.

Overall, the findings indicate that the developed family guidance module possesses adequate feasibility and practical applicability for supporting career maturity development among senior high school students. Although revisions are still required to strengthen the theoretical content, the module demonstrates substantial potential as a structured counseling guide that integrates family involvement with reframing techniques. Consequently, this study contributes a novel intervention model by extending career guidance beyond student-centered approaches toward a more systemic family-based counseling framework, thereby enriching both counseling practice and future research on career development interventions.

CONCLUSION

This study successfully developed a Family Guidance Module Using Reframing Techniques as a practical guideline for school counselors to enhance senior high school students' career maturity. The module was systematically designed based on students' needs, theoretical foundations of career maturity, family guidance, and reframing techniques, and subsequently validated by experts in counseling, language, and school counseling practice. The validation results demonstrated that the module achieved an overall feasibility level of 80%, indicating that it is suitable for implementation. The module received very high ratings in terms of language quality and practical usability, confirming that it is easy to understand, systematically organized, and applicable in school counseling settings. However, the content dimension requires further refinement, particularly by strengthening the theoretical foundation of family guidance and incorporating more comprehensive supporting references.

The novelty of this study lies in integrating family guidance and reframing techniques into a structured counseling module that positions the family as an active partner in students' career development. Unlike previous career guidance modules that primarily focus on direct student interventions, this module emphasizes collaborative family involvement in career planning and decision-making. Therefore, the developed module has the potential to enrich counseling practices by providing a more holistic and family-centered approach to career guidance. Future studies are recommended to conduct field implementation and effectiveness testing involving larger participant groups to examine the module's impact on improving students' career maturity across diverse educational settings.

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