

Interest-Based Career Guidance Strategies to Improve the Employability of People with Disabilities: Systematic Literature Review

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Abstract

People with disabilities often face significant challenges in accessing equal employment opportunities, with unemployment rates remaining relatively high. Interest-based career guidance is a potential strategy to address this issue, as this approach assumes an individual's abilities, interests, and aspirations. This research uses the Systematic Literature Review (SLR) method to identify interest-based career guidance strategies that effectively improve the employability skills of people with disabilities and analyse the supporting and inhibiting factors in their implementation. The results show that interest-based, personalised approaches and multidisciplinary support can improve the employability skills and integration of people with disabilities into the world of work. Enabling factors such as social support, inclusive awareness, and multisector collaboration are crucial, while barriers such as stigma, lack of resources, and inadequate policies need to be addressed. This research provides practical recommendations for policymakers, educators, and practitioners to optimise interest-based career guidance programmes for people with disabilities.

Keywords: career guidance, people with disabilities, job skills, interests, inclusion

Abstrak

Penyandang disabilitas seringkali menghadapi tantangan besar dalam mengakses kesempatan kerja yang setara, dengan tingkat pengangguran yang masih relatif tinggi. Bimbingan karier berbasis minat dianggap sebagai strategi potensial untuk mengatasi masalah ini, karena pendekatan ini mempertimbangkan kemampuan, minat, dan aspirasi individu. Penelitian ini menggunakan metode Systematic Literature Review (SLR) untuk mengidentifikasi strategi-strategi bimbingan karier berbasis minat yang efektif dalam meningkatkan keterampilan kerja penyandang disabilitas, serta menganalisis faktor-faktor pendukung dan penghambat dalam implementasinya. Hasil penelitian menunjukkan bahwa pendekatan berbasis minat, personalisasi, dan dukungan multidisiplin dapat meningkatkan keterampilan kerja dan integrasi penyandang disabilitas ke dalam dunia kerja. Faktor pendukung seperti dukungan sosial, kesadaran inklusif, dan kolaborasi multisektor sangat penting, sementara hambatan seperti stigma, kurangnya sumber daya, dan kebijakan yang tidak memadai perlu diatasi. Penelitian ini memberikan rekomendasi praktis bagi pembuat kebijakan, pendidik, dan praktisi untuk mengoptimalkan program bimbingan karier berbasis minat bagi penyandang disabilitas.

Kata kunci: bimbingan karier, penyandang disabilitas, keterampilan kerja, minat, inklusi

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INTRODUCTION

People with disabilities often face significant challenges in accessing equal employment opportunities in society. Although various efforts have been made to increase social and economic inclusion, the unemployment rate among people with disabilities is still relatively high (Hersh, 2010). One factor contributing to this is the lack of job skills that correspond to the needs of the labor market (Toldrá & Santos, 2013). Interest-based career guidance is considered one of the potential strategies to address this problem, as this approach considers the individual's abilities, interests, and aspirations (Kulkarni & Gopakumar, 2014). However, the implementation and effectiveness of this strategy still need to be explored more deeply through systematic research.

In addition to the challenges that have been identified, it is also essential to consider the dynamics of the ever-changing job market, which demands increasingly complex and specific skills (Osa-Edoh, 2013). People with disabilities often face additional barriers, such as social stigma, lack of physical accessibility, and limited resources for training (Ruhindwa et al., 2016). Interest-based career guidance aims to improve technical skills and build intrinsic confidence and motivation, which are key factors in achieving long-term career success. However, the existing literature is still fragmented, with a focus that is split between psychological, technical, and environmental aspects. Therefore, a more holistic and integrated approach is needed to address these challenges, involving various stakeholders such as education, industry, and society to create a supportive environment for people with disabilities in their career development (Barclay & Markel, 2022).

Previous studies have examined various aspects of career guidance and job skills improvement for people with disabilities. Research by Smith et al. (2018) highlights the importance of interest-based approaches in improving the work motivation of people with disabilities (Sheftel, 2014). Meanwhile, structured career guidance programs can improve technical and social skills (Hanga et al., 2015). There is still a gap in the implementation of career guidance programs tailored to the specific needs of people with disabilities (Cesarano et al., 2018). In addition, environmental factors and social support also play a crucial role in the success of career guidance programs. Finally, the study's results identified a lack of literature integrating interest-based approaches with comprehensive job skills improvement (Thomas & Morgan, 2021).

In addition, this study will also consider the sustainability aspects and long-term impact of interest-based career guidance programs. Although some programs have shown positive results in the short term, there is still little research evaluating how these programs can maintain their effectiveness over time. The study results found that the success of career guidance programs is highly dependent on ongoing support from family, community, and the work environment (Ginevra et al., 2022). However, these findings have not been systematically integrated with interest-based approaches. In addition, the study's results identified that people with disabilities often face additional challenges, such as rapid changes in labor market dynamics and a lack of access to advanced training (Denisova et al., 2021). This shows the need for a more flexible and adaptive approach in designing career guidance programs.

Based on these findings, there is a significant research gap, namely the absence of a systematic study that integrates various findings related to interest-based career guidance strategies to improve the work skills of people with disabilities. Therefore, this study aims to fill this gap by conducting a Systematic Literature Review (SLR). The research questions were: How can interest-based career guidance strategies improve the employability of people with disabilities?



The objectives of this study are: 1) to identify interest-based career guidance strategies that effectively improve the employability of persons with disabilities, and 2) to analyze the supporting and inhibiting factors in implementing these strategies. The novelty of this study lies in the systematic approach used to integrate the findings of various previous studies, thus providing a comprehensive picture of how interest-based career guidance can be optimized to support the improvement of the employability of people with disabilities.

RESEARCH METHODS

This study uses the *Systematic Literature Review* (SLR) method to systematically and comprehensively review relevant literature related to interest-based career guidance strategies in improving the work skills of people with disabilities. The SLR method was chosen for its ability to identify, evaluate, and synthesize findings from various previous studies in a structured and transparent manner. The research process begins with formulating the main research question, namely, how interest-based career guidance strategies can improve the employability skills of people with disabilities and what factors affect their success. These questions are divided into more specific sub-questions to guide searching and analyzing the literature.

Literature searches were conducted using relevant keywords, such as “career guidance for persons with disabilities,” “interest-based career counseling,” and “employment skills for disabled individuals.” The primary data sources used include leading academic databases such as Google Scholar. The inclusion criteria include studies published in the last 10 years (2014–2024), addressing career guidance and employment skills topics for people with disabilities, and using qualitative, quantitative, or blended approaches. Irrelevant studies do not have a precise research method or address disability unrelated to career guidance and will be excluded from the analysis.

The literature selection process is in stages, starting with an initial screening based on titles and abstracts to ensure relevance to the research question. Furthermore, studies that pass the screening will be thoroughly evaluated through *full-text review* to ensure quality and suitability with the inclusion criteria. Study quality assessments are conducted using assessment tools such as PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure that the selected studies meet rigorous methodological standards.

After selection, relevant data from each study is extracted using a template that has been prepared. The extracted information includes general details such as authors, year, titles, sources, research methodologies, key findings, supporting and inhibiting factors, and recommendations or practical implications. The data is then synthesized thematically, where findings from various studies are grouped based on emerging themes or patterns, such as effective strategies in interest-based career guidance, the role of technology and innovation, multi-sector collaboration and public policy, and long-term evaluation and sustainability of programs.

Data analysis was done with a qualitative approach to identify patterns, trends, and relationships between findings. The synthesis results are presented as a structured narrative with tables or diagrams for easy understanding. To ensure the validity and reliability of the research, measures such as data triangulation, peer review, and transparency in the documentation of the research process will be carried out. Data triangulation is done by comparing findings from various sources to ensure consistency, while peer review involves research colleagues or experts to evaluate the data selection



and synthesis process. In addition, the entire research process is documented in detail, including inclusion and exclusion criteria and the reasons for rejecting certain studies.

The research results will be presented as a thematic narrative explaining the main findings based on the identified themes, complemented by tables and diagrams to visually present a summary of the study, findings, and analysis. In addition, this research will also provide practical recommendations for policymakers, educators, and practitioners in the field. Research ethics are maintained by avoiding plagiarism, respecting copyright, and reporting research methods and findings transparently.

RESULTS AND DISCUSSION

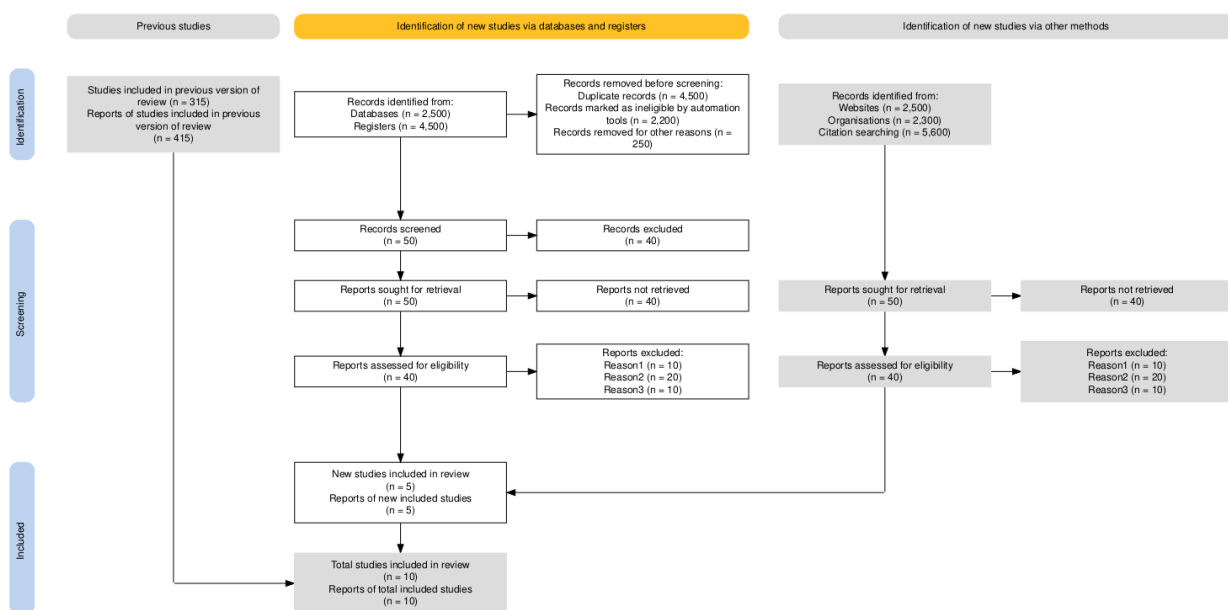
The PRISMA process begins with identifying new studies through various databases and registries. Previously, 315 studies were included in the previous review version, with 415 related study reports. Many records were found in databases (2,500 records) and registries (4,500 records) during the identification process. However, before screening, several recordings were deleted for a variety of reasons, including duplication (4,500 recordings), use of automation tools (2,200 recordings), and other reasons (250 recordings).

In addition, identification is also carried out through other sources such as organizations (2,300 records) and citation searches (5,600 records). After the identification process, 50 recordings were screened, of which 40 were removed because they did not meet the criteria. Furthermore, efforts were made to retrieve reports from 50 screened recordings, but 40 reports were unsuccessful.

Of the 40 reports that were successfully taken, a feasibility assessment was carried out. A total of 10 reports were issued for specific reasons, 20 reports for other reasons, and 10 more reports for additional reasons. Finally, five new studies were included in the review, with five related reports.

In addition, 15 pilot studies were included in the review, with 10 related reports. This process demonstrates systematic and thorough steps in ensuring that only relevant studies meet the criteria contained in the literature review.

Graphic 1.
 PRISMA Model in Research



Based on the results of the *Systematic Literature Review* (SLR) that has been conducted, this study has succeeded in identifying and analyzing various interest-based career guidance strategies that are effective in improving the employability skills of people with disabilities, as well as the factors that affect the successful implementation of these strategies. The results of this study are presented descriptively by the research objectives that have been formulated, by grouping the findings into two main sub-studies.

Table 1.

Findings of the SLR Study: Research Results

Effective Interest-Based Career Guidance Strategies in Improving the Employability of People with Disabilities			
No.	Author and Year	Method	Research Findings
1.	Dutta et al (2016)	Quantitative	This study highlights the importance of a holistic and personalized approach in vocational rehabilitation programs to ensure the active involvement and success of people with disabilities in achieving career goals
2.	Fry et al (2020)	Quantitative	This study emphasizes the importance of holistic interventions in vocational rehabilitation programs, including increased social support, improved mental health, and reduction of environmental barriers
3.	Nurgul et al (2020)	Qualitative	Increased accessibility and inclusivity in career guidance programs, including the provision of assistive tools and technologies.
4.	Shogren et al (2016)	Quantitative with experimental design	A self-determination-based approach is effective in supporting the career development of people with disabilities and recommends the integration of this model into vocational rehabilitation programs
5.	Lindstrom et al (2020)	Quantitative with experimental design	Evidence-based interventions such as p2f can be an effective tool in supporting the career development of adolescent girls with disabilities
Supporting and Inhibiting Factors in the Implementation of Effective Interest-Based Career Guidance Strategies in Improving the Employability of Persons with Disabilities			
6.	Bam et al (2023)	Qualitative with in-depth interviews and thematic analysis	Many young people with disabilities experience a lack of adequate support and guidance, both from educational institutions and the wider social system. They often face discrimination, lack of accessibility, and inadequate



			information about further education opportunities. The study emphasizes the need for a more inclusive and structured guidance and support system to facilitate a successful transition for people with disabilities to higher education and the workforce.
7.	Pefile et al (2021)	Systematic literature from various databases	A range of effective interventions, including skills training, psychosocial support, and modification of the work environment, can improve participation and job retention for people with spinal cord injuries. The study highlights the importance of multidisciplinary approaches and personalization of interventions to meet individual needs
8.	Bölte et al (2024)	A systematic review of the literature from a variety of sources and consultation with stakeholders, including neurodivergent individuals, families, professionals, and employers	The main challenges that neurodivergent individuals face in the world of work, such as discrimination, lack of adjustment in the workplace, and difficulty in accessing appropriate career guidance. The study emphasizes the importance of inclusive and tailored interventions, including awareness training for employers, psychosocial support, and flexible work policies, to improve employment outcomes for neurodivergent individuals
9.	Hartati Hermanto (2024)	& Quantitative with surveys and data analysis	Students with intellectual disabilities have diverse career interests, with a strong inclination in areas that suit their abilities and preferences. The study emphasizes the importance of personalized career guidance and relevant skills training to improve the job readiness and integration of these graduates into the workforce.
10.	Ebuenyi et al (2019)	Qualitative with in-depth interviews with employers	Employers face challenges such as a lack of understanding of mental disabilities, social stigma, and limited support from governments or organizations. However, they also recognise the potential and contribution that people with mental disabilities can make if provided with the right support, such as job training, work environment adjustments, and greater awareness of inclusion. The study emphasizes the



importance of expectation management and collaboration between stakeholders to create more inclusive employment opportunities.

Effective Interest-Based Career Guidance Strategies in Improving the Employability of People with Disabilities

Effective interest-based career guidance strategies in improving the employability of people with disabilities have been the focus of various studies. Dutta et al. (2016) examined the involvement of people with disabilities in vocational rehabilitation programs, finding that approaches tailored to individual interests and needs can improve participation and work outcomes. Fry et al. (2020) identified that vocational self-efficacy, which is influenced by appropriate interests and support, is an essential predictor of the work success of people with disabilities. Nurgul et al. (2020) highlight the challenges in organizing career guidance for students with special needs, emphasizing the importance of interest-based approaches and structured support to facilitate the transition to the workforce.

Shogren et al. (2016) developed a career development model that focuses on increasing self-determination, showing that interest-based and independence-based strategies can improve the motivation and work skills of people with disabilities. Meanwhile, Lindstrom et al. (2020) evaluated interest-based career interventions for young women with disabilities, finding that a personalized and interest-focused approach can improve job readiness and confidence. These studies underscore the importance of interest-based, personalized, and multidisciplinary career guidance strategies to strengthen employability and integrate people with disabilities into the workforce.

Supporting and Inhibiting Factors in the Implementation of Effective Interest-Based Career Guidance Strategies in Improving the Employability of Persons with Disabilities

Implementing an effective interest-based career guidance strategy to improve the work skills of people with disabilities is influenced by various supporting and inhibiting factors. Pefile et al (2021) emphasize the importance of structured and Donabedian model-based interventions, which include structural, process, and outcome aspects, to improve employment outcomes for people with disabilities. However, a lack of accessibility and resources is often a significant barrier. Bölte et al. (2024) identified that support from stakeholders, including employers and families, as well as awareness of the needs of neurodivergent individuals, can be necessary supporting factors. However, social stigma and lack of adjustment in the workplace remain significant challenges.

Hartati and Hermanto (2024) show that Holland's theory-based approach can help identify the interests and career potential of people with intellectual disabilities. Still, the lack of personalized career guidance and relevant skills training often hinders job readiness. Ebuenyi et al. (2019) highlight that expectation management and collaboration between employers, governments, and organizations can support job inclusion. Still, a lack of understanding of mental disabilities and inadequate policy support are often barriers. Bam et al (2023) found that the transition from school to higher education or the world of work for young people with disabilities in South Africa is often hampered by a lack of systemic support and accessibility. However, inclusive and structured guidance can be a key supporting factor. Overall, supporting factors such as multidisciplinary



support, inclusive awareness, and interest-based approaches can improve the implementation of career guidance strategies. In contrast, barriers such as stigma, lack of resources, and inadequate policies must be addressed to achieve optimal outcomes.

CONCLUSION

Based on the results of the Systematic Literature Review (SLR) conducted, it can be concluded that interest-based career guidance strategies have great potential in improving job skills and employment opportunities for people with disabilities. This approach considers not only the individual's technical abilities but also their interests and aspirations, so that it can increase motivation, confidence, and job readiness. Some effective strategies identified include a holistic and personalized approach to vocational rehabilitation programs, improved accessibility and inclusivity, and assistive technologies. In addition, self-determination-based models and structured interventions have also proven effective in supporting the career development of people with disabilities.

However, implementing this strategy faces various challenges, such as social stigma, lack of physical accessibility, and limited resources. Supporting factors such as support from family, community, and the work environment, as well as collaboration between stakeholders (education, industry, and government), are critical to the success of career guidance programs. On the other hand, barriers such as a lack of understanding of disability, inadequate policies, and rapidly changing job market dynamics need to be addressed.

This study emphasizes the importance of a holistic, inclusive, and sustainable approach in designing and implementing interest-based career guidance programs for people with disabilities. Practical recommendations are provided to policymakers, educators, and practitioners to create a supportive environment and ensure that people with disabilities can reach their full potential in the workforce.

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