Career Planning Profile of Vocational School Students in Bogor Regency: Comprehensive Perspective and Strategic Role of Career Guidance

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Abstract

This study analyzes the career-planning profiles of Vocational High School students in Bogor Regency, an area with a growing industry but high unemployment among Vocational High School graduates. Using a quantitative descriptive survey, data were collected from 506 tenth-grade tourism students. A 46-item instrument was validated using the Rasch Model in Winstep software version 5.7.3, chosen for its detailed item fit analysis and for ensuring measurement reliability with ordinal data. Results showed that 72.13% of students were in the "Moderately Capable" category, suggesting basic awareness of career planning but limited practical execution. The psychomotor aspect scored lowest (31.65%), indicating a weak ability to translate career goals into action. No significant gender differences were found. These findings underscore the need for targeted interventions to strengthen students' psychomotor skills. The study provides a foundation for designing career guidance programs tailored to the psychomotor aspect of vocational education in Bogor Regency.
Keywords: career planning, vocational high school, guidance and counseling, career guidance, descriptive survey, bogor regency

Abstrak

Studi ini menganalisis profil perencanaan karier siswa sekolah menengah kejuruan (SMK) di Kabupaten Bogor, wilayah yang mengalami pertumbuhan industri namun memiliki tingkat pengangguran tinggi di kalangan lulusan SMK. Menggunakan survei deskriptif kuantitatif, data dikumpulkan dari 506 siswa kelas X jurusan pariwisata. Instrumen berisikan 46 item ini divalidasi menggunakan Model Rasch melalui perangkat lunak Winstep versi 5.7.3, yang dipilih karena kemampuannya dalam menganalisis kesesuaian item secara detail dan memastikan keandalan pengukuran pada data ordinal. Hasil menunjukkan bahwa 72,13% siswa masuk dalam kategori "cukup mampu", menunjukkan kesadaran dasar tentang perencanaan karier namun terbatas dalam pelaksanaan praktis. Aspek psikomotorik memperoleh skor terendah (31,65%), menunjukkan kemampuan lemah dalam mengimplementasikan tujuan karier menjadi tindakan. Tidak ditemukan perbedaan signifikan berdasarkan jenis kelamin. Temuan ini menyoroti kebutuhan akan intervensi terarah untuk memperkuat keterampilan psikomotorik siswa. Studi ini memberikan landasan untuk merancang program bimbingan karier berbasis aspek psikomotorik yang disesuaikan dengan pendidikan vokasi di wilayah Kabupaten Bogor.
Keywords*: perencanaan karier, sekolah menengah kejuruan, bimbingan dan konseling, , bimbingan karier, survei deskriptif, kabupaten bogor*

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INTRODUCTION

Career planning for Vocational High School students is a crucial element in preparing them to enter the world of work or desired options. Based on Undang-U*ndang* No. 20 of 2023 on the *Sistem Pendidikan Nasional*, the purpose of Vocational High School as a vocational education institution is to provide secondary education to prepare students for careers in specific fields. The Ministry of Education and Culture, in the guidebook named "*Membangun Pendidikan Menengah Kejuruan Indonesia: Sebuah Peta Jalan Menuju 2030*" in 2016, stated that the purpose of vocational education is to provide graduates who are ready to work, both independently and in specific industries. The Ministry of Industry projected a need for 429,000 vocational graduates in 2020, rising to 634,000 by 2035, signaling a growing demand for skilled labor.

As an integral part of the national education system, Vocational High School has a special responsibility to equip students with vocational skills that meet industry needs. Career planning is a key component that needs careful attention and handling. According to Supriatna et al. (2021), career planning is an activity students undertake to determine the direction of their future careers. This is crucial for students, especially in building a constructive attitude toward pursuing the careers they are interested in. Through career planning, learners can develop an optimistic, focused attitude to face future challenges and opportunities, enabling them to build a career aligned with their strengths and abilities. During adolescence, when identity is forming, career planning begun in vocational school will certainly lay the groundwork for a well-organized future roadmap.

Furthermore, Vocational High School students are generally in the exploratory stage of career development, a phase typically occurring during adolescence. At this stage, one key developmental task is to identify occupational fields and job levels that align with the individual's interests and abilities. According to Super, as cited in Sharf (2012), career exploration involves actively seeking information about various career options to identify those that are most compatible with one's self-concept. During this period, vocational students engage in career exploration through direct experiences, information-seeking activities, and self-reflection. These processes enable them to evaluate and compare different career alternatives. This stage is critical, as it lays the groundwork for making realistic, well-informed career decisions aligned with their potential, aspirations, and vocational training. Compelling career exploration helps students plan whether to enter the workforce or pursue further education, thereby enhancing their readiness for postsecondary transitions.

Career planning is not just about choosing a job; it is also part of the process of forming a self-concept that develops throughout the lifespan (Sharf, 2012). In the context of vocational students, professional identity formation through career planning helps them understand the roles they want to take on in society and how to prepare themselves to assume these roles productively. Thus, effective career planning not only impacts job readiness but also lays the foundation for a stronger, more competitive self-identity in an increasingly competitive world of work.

In reality, based on field data, in 2024 Vocational High School students accounted for the highest unemployment rate (9.01%), according to Central Statistics data (BPS, 2024). This is an irony for Vocational High School graduates who are declared capable and ready to work after completing their education. One factor thought to cause the high unemployment rate among Vocational High School graduates is poor career planning. Although Vocational High School students are at the exploratory stage of career development, where they should be able to identify fields and levels of work that match

their interests and abilities, the career exploration and planning process still seems suboptimal.

Bogor Regency is a unique and strategically located region to examine in the context of career planning for Vocational High School students, given its demographic characteristics and economic potential. According to the 2020 Population Census by BPS, Bogor Regency has a population of over 6 million people, making it the most populous regency and the fourth largest in area within West Java Province (BPS Jawa Barat, 2020). This high population density influences the dynamics of education and the labor market, particularly for vocational school graduates. Moreover, Bogor Regency possesses significant potential in the tourism industry, with 473 tourist destinations, 613 culinary tourism spots, and 615 hotels (Dinas Kebudayaan dan Pariwisata Kabupaten Bogor, 2024). This economic potential closely aligns with the tourism expertise taught in vocational schools. However, paradoxically, the unemployment rate among Vocational High School graduates in the region remains high, at 12.58%. This context makes Bogor Regency not only a relevant but also a critical area for further study in the effort to enhance vocational career planning.

Various studies on career planning have found that vocational students' career planning is still in the low category in several schools. Anisah's (2015) study in Demak Regency found that students of State Vocational High School 1 Sayung had low career planning, with 48% in the low category. In addition, Aisah et al. (2018) found that students' career planning at State Vocational Secondary School 1 Majenang was in the low category. These findings illustrate the significant challenges Vocational High School students face in formulating a clear, well-defined career plan. Based on this, the career planning of Vocational High School students still shows several challenges that need attention. Preliminary research conducted by Putri et al. (2022) in one school in Bekasi city found that 47% of students were still confused about their career plans, and 13% still lacked a career plan.

The findings indicate that the school needs to make a more intensive effort to facilitate optimal career planning for Vocational High School students, so that Vocational High School graduates are expected to make a positive contribution in the future. However, it is essential to note that none of the previous studies were conducted in Bogor Regency, a region with unique demographic and economic characteristics, including a large population and a rapidly growing tourism sector.

Students' career planning should be explored in middle school. In addition to improving students' overall quality, career planning can help them find their preferred career direction. When choosing a university, students can select majors that align with their future career plans, deliberately deepen their professional knowledge, and address their employment concerns to some extent (Wang et al., 2023). Research by Ayu et al. (2022) emphasizes the importance of effective career planning for making sound career decisions. This study shows that equipping students with career-planning programs and relevant information can improve their ability to make appropriate career choices, providing a valuable resource for schools and students.

Career planning services are significantly supported by career guidance, which plays a vital role in helping students make informed, strategic career decisions. According to Surya (as cited in Supriatna et al., 2022), career guidance is a specialized form of guidance that supports individuals in addressing career-related challenges, thereby enabling problem-solving and promoting self-actualization. Through structured career guidance, individuals are facilitated to develop a deeper understanding of themselves,

including their interests, talents, personality traits, and potential. This self-awareness serves as a critical foundation for exploring appropriate career alternatives and for formulating effective strategies and action plans in pursuit of their career goals.

The novelty of this research lies not only in its comprehensive profiling of career planning across three domains (cognitive, affective, and psychomotor) but also in its methodological approach, which uses the Rasch model to ensure item-level measurement precision. Additionally, this study integrates regional context variables and explicitly tests for gender differences, an area often overlooked. Given that male and female students may experience career development differently due to cultural expectations and social roles, investigating gender-based patterns adds depth and practical relevance to career guidance programs.

METHOD

This study employs a quantitative research design. According to Creswell (2012), a quantitative approach is a research design that uses numerical data to measure and analyze phenomena. Quantitative research typically focuses on collecting data that can be measured objectively. The method used in this study is a survey. According to Sugiyono (2017), the survey method is used to obtain facts from a specific location by collecting data through questionnaires, tests, structured interviews, and similar instruments. The survey method was chosen for its ability to objectively quantify and describe patterns across a large population, as well as to capture phenomena and events as they occur in real time during the research. By using this method, researchers could systematically collect data on the cognitive, affective, and psychomotor aspects of career planning, which are essential for drawing accurate conclusions about students' profiles and guidance needs.

The instrument development process includes literature review, consultation with education and career guidance and counseling experts, and preliminary testing with a sample of students. Data analysis techniques are conducted through the following steps: (1) UNESCO-APNIEVE (Asia-Pacific Network of International Education and Values Education) develops a framework that can be used to construct the research construct, (2) configuring the instrument grid, (3) developing items, (4) consulting with education and psychology experts, (5) testing the readability of the instrument, (6) distributing the career planning questionnaire.

The validity of the career planning instrument in this study was tested using the Rasch Model, which offers several advantages over traditional validation models such as Confirmatory Factor Analysis (CFA). While CFA is primarily used to confirm latent factor structures, the Rasch Model was selected in this study because it provides more detailed diagnostics at the item level, including item fit, person fit, and response consistency, making it particularly suitable for ordinal data derived from Likert-type instruments (Bond & Fox, 2015; Sumintono & Widhiarso, 2015). The analysis focused on evaluating item fit using three key indicators: Outfit Mean Square (MNSQ), Outfit Z-Standard (ZSTD), and Point-Measure Correlation (Pt Measure Corr), which are widely recognized for assessing the quality and suitability of items in Rasch-based measurement.

Based on the item fit analysis, two items, item numbers 10 and 29, were identified as significantly misfitting. This was indicated by their high Outfit MNSQ values (9.90 and 9.60), ZSTD values far above the acceptable range (+7.93 and +6.58), and very low Point-Measure Correlations (-0.31 and 0.15), each of which violated all three fit criteria. According to Sumintono and Widhiarso (2015), an item is considered fit if it meets the

following criteria: (1) Outfit MNSQ between 0.5 and 1.5, (2) ZSTD between -2.0 and +2.0, and (3) Point-Measure Correlation between 0.40 and 0.85. Therefore, both items were categorized as misfit and were removed. Of the original 48 items, two were deemed unfit for use based on the item fit analysis.

The study population comprised all tenth-grade students enrolled in tourism programs at four public vocational high schools in Bogor Regency. Purposive sampling was used to select schools and participants based on accessibility, relevance to tourism programs, and willingness to participate. This technique was considered appropriate given the need for targeted data from specific vocational tracks relevant to the region's labor market projections. The final sample consisted of 506 students, selected based on the availability of complete responses and Rasch model fit criteria. The information collection tool used in this study was a career planning questionnaire consisting of 46 statements covering three aspects: (1) cognitive, 2) affective, and 3) psychomotor. This questionnaire used a Likert scale with four answer options: Completely suitable (SS), Suitable (S), Not Suitable (TS), and Completely not suitable (STS).

The data analysis in this study employed a descriptive approach using Microsoft Excel and SPSS software to provide an overview of career planning among students. Specifically, the data were processed using these tools to present a general picture of career planning among vocational high school students majoring in tourism in Bogor Regency. In addition, the data were tested for normality to determine whether they followed a normal distribution. A normal distribution is one of the fundamental assumptions of many parametric statistical techniques, such as the t-test, ANOVA, and linear regression. If this assumption is not met, the use of parametric analyses may lead to inaccurate conclusions; therefore, non-parametric tests are recommended as alternatives (Ghozali, 2016; Coakes & Steed, 2019). Since the research data did not follow a normal distribution, the Mann-Whitney U test was used to examine whether there were significant differences by gender.

The results of this analysis were divided into three categories based on score intervals to provide an overview of career planning profiles: Capable (mampu), Moderately Capable (cukup mampu), and Incapable (belum mampu). The results of this study are expected to provide a general portrait of student profiles in Kabupaten Bogor and the role of career guidance in career planning.

RESULT AND DISCUSSION

Demographic Characteristics of Respondents

This study involved 506 tenth-grade students enrolled in the Tourism Expertise Program at four public Vocational High Schools in Bogor Regency. The respondents came from diverse demographic backgrounds, including gender, field of study, and school location.

Table 1.
Summary of Student Demographic Characteristics

No.	Category	Subcategories	Number of Students	Percentages
1.	Gender	Male	183	36.16%
		Female	323	63.84%
2.	Study Program	Beauty and Spa	62	12.25%
		Hospitality	232	45.85%
		Tourism Service Business	64	12.65%
		Culinary	148	29.25%
3.	School Location	Urban	321	63.44%
		Suburban	62	12.25%
		Rural	123	24.31%

This study involved 506 tenth-grade students enrolled in the Tourism Expertise Program at public vocational high schools in Bogor Regency. The respondents' demographic characteristics were categorized into three key variables: gender, study program, and school location.

In terms of gender, the majority of respondents were female, totaling 323 students (63.84%), while male students comprised 183 individuals (36.16%). This distribution reflects a common trend in tourism-related vocational education, where female enrollment tends to be higher due to the nature of specific service-oriented specializations. Regarding the study program, the highest proportion of students was enrolled in Hospitality (232 students, or 45.85%), followed by Culinary Arts (148 students, or 29.25%). Other programs included Tourism Service Business with 64 students (12.65%) and Beauty and Spa with 62 students (12.25%).

Regarding school location, most respondents attended schools in urban areas (321 students, 63.44%), while 123 students (24.31%) were from rural areas and 62 students (12.25%) were from suburban areas. These geographic variations may influence students' access to resources, career exposure, and learning environments, which are relevant to understanding their career planning.

Career Planning Profile

The results of the descriptive analysis in Table 3.2 show that the overall career planning score of 506 students has a mean (average) value of 124.438 and a standard deviation of 9.003. Based on the data, the highest student score for the overall aspect is 156, while the lowest is 98. The descriptive data is then categorized into three levels of career planning ability: Capable, Moderately Capable, and Incapable.

Table 2.
Descriptive Statistic

	N	Mean	Std. Deviation	Minimum	Maximum
Skor	506	124.438	9.003	98.00	156.00

Based on the data categories, it can be concluded that the "Incapable" category is the value X less than the Mean and the Mean minus 1 times the Standard Deviation. The "Moderately Capable" category is the Mean minus 1 times the Standard Deviation. Then, the "Capable" score is obtained by adding 1 times the Standard Deviation to the Mean. The table categorizes career planning ability based on individuals' scores, using three distinct levels: Capable, Moderately Capable, and Incapable. The "Capable" category includes individuals whose scores are below the mean minus one standard deviation (M-1SD), with a score range between 133 and 184. These individuals are considered to have a high level of career planning ability.

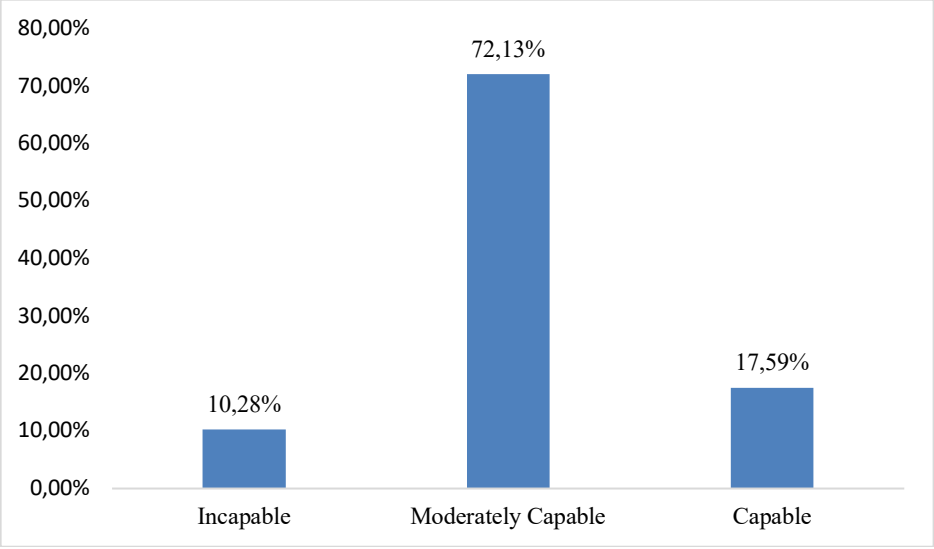
In contrast, the "Moderately Capable" category encompasses individuals whose scores fall within one standard deviation above and below the mean (M-1SD ≤ X < M+1SD), with a score range from 115 to 132. These individuals demonstrate an average level of career planning ability. The "Incapable" category includes individuals whose scores are above the mean plus one standard deviation (M + 1SD), with scores ranging from 46 to 114. These individuals are considered to have lower career planning ability.

Table 3.
Data Categorization

No.	Categorization	Formula	Score Range
1.	Capable	X<M-1SD	133-184
2.	Moderately Capable	M-1SD≤X<M+1SD	115-132
3.	Incapable	M+1SD≤X	46-114

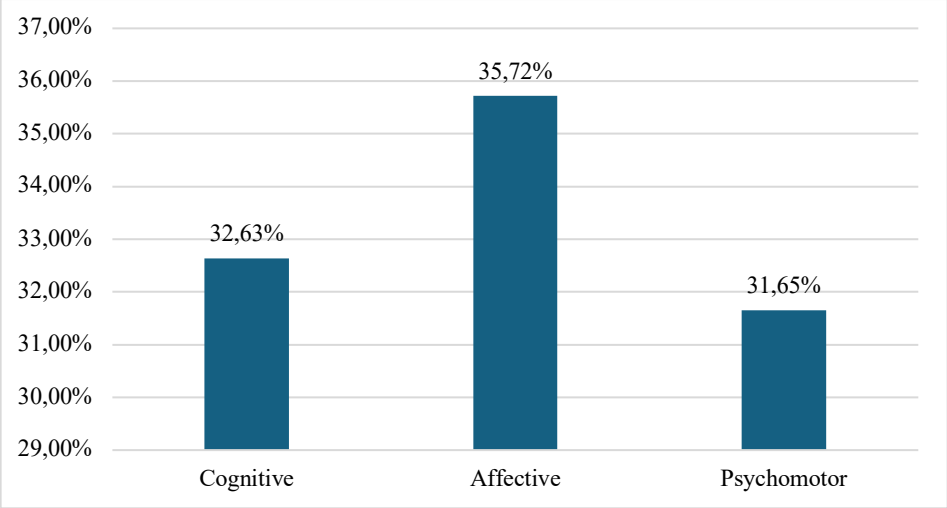
Based on Graph 1, the general profile of students' career planning ability shows that the majority percentage, 72.13%, fall into the "Moderately Capable" category. This is followed by the " Capable " category at 17.59%, with the smallest group, 10.27%, in the " Capable " category. Therefore, the trend in career planning ability among students at State Vocational High School in Bogor Regency is primarily in the "Moderately Capable" category. Based on the comparison of percentages across career-planning ability aspects, this is further illustrated in Graph 1.

Graph 1.
Career Planing Profile



Based on Graph 1, it can be explained that out of the three aspects, cognitive, psychomotor, and affective, the highest percentage is in the career planning ability of the affective element at 35.72%, followed by the mental aspect at 32.63%, and the lowest is the psychomotor aspect at 31.65%.

Graph 1.
Career Planning Profile Based on Aspects



The results showed that 72.13% of students were categorized as moderately capable, indicating general awareness of career planning but limited practical skills. The psychomotor domain scored the lowest (31.65%), suggesting that students struggle to apply their career intentions to concrete planning actions. The data indicate that students generally have basic awareness and interest but take limited action to translate them into tangible steps. Further analysis of the three career planning domains shows differentiated patterns: the affective domain recorded the highest percentage (35.72%), followed by the cognitive domain (32.63%), and finally the psychomotor domain (31.65%). These figures suggest that while students have internalized the value and importance of career planning and possess related knowledge, they struggle most with executing career-related tasks and behaviors. Next, to test for differences in score achievement by gender, a normality test is conducted.

Based on Table 4, which presents the normality test results, the data is not normally distributed because the p-value is below 0.05. This indicates that the data does not follow a normal distribution. This means the data distribution deviates from normality, which could affect the results of statistical analyses that assume normality. In this case, further study may require the use of nonparametric tests, such as the Mann-Whitney or Kruskal-Walli's test, to avoid bias in interpreting the results. The Mann-Whitney U test is used because it is a non-parametric test that compares two independent groups (in this case, men and women) to determine whether there is a significant difference between their scores.

Table 4.
Normality Test

	Kolmogorov-Smirnov			**Shapiro-Wilk**		
Skor	Statistic	df	Sig.	Statistic	df	Sig.
	.073	506	.000	.989	506	.001

Based on the table 3.5 since the p-value (Asymp. Sig.) is 0.204, which is greater than the significance level of 0.05.

Table 5.
Mann-Whitney U Test

	Score
Mann-Whitney U	27550.000
Wilcoxon W	79876.000
Z	-1.269
Asymp.Sig. (2-tailed)	.204

This means there is no statistically significant difference in scores between men and women on this test. Therefore, gender does not appear to affect the scores in this analysis significantly.

Based on the survey results, the majority of students in the tourism expertise field at State Vocational High School in Bogor Regency (72.13%) have career planning abilities in the "Moderately Capable" category. This indicates that their abilities are still at a stage that requires further development. The following percentages reflect the development of career-planning abilities across the cognitive, affective, and psychomotor domains. The mental aspect refers to the knowledge needed about career planning, the affective aspect relates to the attitudes toward career planning, and the psychomotor aspect refers to skills in career planning. Data in Chart 3.3 shows that the psychomotor element has the lowest achievement at 31.65%.

The relatively low score in the psychomotor aspect is particularly concerning in vocational education settings, where students are expected to develop hands-on readiness for real-world employment. In this study, the psychomotor domain is conceptualized as students' practical skills in applying career planning through action. This domain is assessed through three key indicators:

1. Imitation of career decision-making behavior refers to students' ability to observe, model, or follow career-related actions based on external examples. This includes activities such as gathering career information by watching videos, participating in guided extracurricular programs, or engaging in discussions with mentors and school counselors.
2. Manipulation of steps in accordance with career goals reflects students' ability to plan and adapt their actions toward specific career objectives. Observed behaviors in this domain include improving academic performance in preparation for career paths, joining internships or part-time work experiences under teacher supervision, and utilizing school facilities for further education or job exploration.
3. Precision in realistic actions, aligned with chosen career paths, involves students' ability to act consistently and accurately in line with their career plans. However, the data revealed significant challenges in this area. Many students demonstrated difficulties participating in campus or industry fairs, using online job search platforms, building professional networks, managing their personal branding on social media, or allocating resources for career development.

Based on interviews with 2 school counselors in Bogor Regency, it was found that the lack of psychomotor development among students may stem from the absence of actionable guidance. Students are primarily exposed to career-related information (cognitive aspects) without being provided with concrete steps to follow. The curriculum

in vocational high schools, particularly in the tourism sector, which emphasizes service-oriented skills, tends to cultivate students' confidence and sense of responsibility. As a result, the affective domain is relatively well-developed. However, the research subjects in this study were tenth-grade students who were still in the early stages of career exploration, which contributes to the immaturity of their practical career planning efforts.

The student behaviors observed in the context of career planning suggest that their psychomotor competencies remain passive, conditional, and externally driven. Psychomotor-wise, students have not yet demonstrated the initiative to take independent, concrete actions such as actively seeking career information, developing future plans, or voluntarily participating in training opportunities. Many of them only respond when assigned tasks by teachers or encouraged by parents, indicating a reliance on external motivation rather than intrinsic drive. Furthermore, their actions tend to be situational; for example, they engage in career planning activities only when participation is mandatory or adequate facilities are provided. This reflects a lack of student autonomy in consistently implementing career planning. Such limited independence poses a challenge in developing psychomotor competencies that should ideally be proactive, goal-oriented, and aligned with students' personal interests and potential.

This result can be further interpreted through the lens of Super's Career Development Theory, which places vocational high school students within the exploratory stage of career development. In this stage, individuals are expected to try out different roles and engage in self-exploration activities to refine their career identities (Super. The finding that most students are only moderately capable and score lowest in psychomotor aspects indicates a potential disruption in this exploratory process. Students may have a general idea of what they wish to pursue but lack the opportunities or motivation to act on these plans. The absence of strong psychomotor execution may be attributed to limited exposure to workplace environments, a lack of guidance on how to practically apply career knowledge, or insufficient development of employability skills.

These results provide a foundation for the development of psychomotor-based career guidance programs tailored to the vocational education context, particularly in regions such as Bogor Regency. The UNESCO-Apnieve framework, which underpins the instrument used in this study, emphasizes the integration of values, knowledge, and practical competencies essential for life and work in the 21st century. The weak psychomotor performance observed reflects a gap in competency-based educational practices and highlights the need to strengthen students' action-oriented skills. Bridging this gap through targeted career guidance programs could offer the scaffolding needed to activate students' latent career potential. Therefore, career guidance for students should primarily focus on the development of the psychomotor aspect. This aspect should receive more time allocation for career guidance. The cognitive element should be given second priority, and the third focus should be on the affective aspect.

Based on the difference test conducted among the respondents, there was no significant difference in career planning by gender. This means that male and female students have relatively the same level of career planning abilities. This result is different from some previous studies. Research by Wahyanti and Folastri (2021) found that male and female students in class XI at Wijaya Kusuma Islamic Vocational High School had moderate career planning, while female students showed higher career planning, indicating a clear gender difference. Another study by Jackson (2017) also found that gender differences significantly affected how students plan their careers, with male students reporting higher career planning levels than female students.

This study, based on findings from the difference test, contradicts previous research that showed a significant gender difference in career planning. This discrepancy is an interesting aspect to explore further, considering the differences found in earlier research. However, further investigation reveals that other research supports this study's findings, such as Sulusyawati et al. (2017), which found no significant difference in career planning among high school students across gender, socio-economic status, or other essential factors.

Regarding gender, the findings of this study contrast with several previous studies (Jackson, 2017; Wahyanti & Folastri, 2021) that reported gender-based differences in career aspirations and planning. One possible explanation for this divergence is that the tourism major, which served as the focus of this study, is generally perceived as gender-neutral, offering equal opportunities for both male and female students. Additionally, the standardized nature of school programming, equitable access to career-related information, and the consistent availability of support services may have contributed to reducing gender disparities in career planning behaviors.

Tourism-related occupations are generally considered gender-neutral, as they offer opportunities that are not limited by traditional stereotypes. For example, cooking is no longer seen as exclusively women's work, as many men also pursue careers as professional chefs. Similarly, salon services are not limited to female practitioners or clients, and both men and women are equally involved in providing hospitality services in hotels. These examples illustrate that tourism offers equal career opportunities for both male and female students.

This perceived neutrality is further reinforced by broader initiatives aimed at empowering women in the tourism industry, which evaluate empowerment across psychological, political, and social dimensions. According to Khadijah (2022), empowered, actively engaged women in the tourism sector not only enhance their career development but also contribute to the appeal of tourism destinations, particularly in attracting female travelers. These conditions support the implementation of gender-inclusive career guidance strategies that prioritize individual students' needs, interests, and competencies over traditional gender-based assumptions.

Several factors influence students' career planning. According to Pascual (2014), career planning is influenced by family and cultural factors. Parson in Winkel (2004) stated that factors influencing individual career planning include values, physical conditions, society, economy, family, peer relationships, and education. Research by Shiba (2022) also found a significant correlation between career doubts in adolescents and career thinking, parental support, and self-efficacy in career decision-making. The differences in research findings on gender differences in career planning may be explained by the complex factors that influence career planning. Factors such as family, culture, values, conditions, society, economy, peer relationships, and education interact and influence the individual's career planning process. Sulusyawati et al. (2017) highlighted that cultural factors may influence career decision-making more than gender differences.

According to Hadi et al. (2023), gender influences career interests and career choices for male and female students, further explaining that gender is a socially constructed concept linked to cultural roles that shape career choices. This also highlights the profound influence of social norms and perceptions of gender roles on students' career preferences. Research by Wang et al. (2023) found that male students have a significantly

higher interest in STEM careers than female students, which is related to the environmental factors that shape and develop students' self-interest.

Career guidance in schools plays a crucial role in helping individuals develop comprehensive career plans by providing information, counseling, and the skills needed to navigate available career choices. Supriatna et al. (2021) stated that the purpose of career guidance is to plan for the future, designing one's life in accordance with reality through rational thinking to address the diverse conditions of each individual.

Based on several studies, students who have access to school-based career guidance engage in more career planning (Gamboa, Paixao, & Neves de Jesus, 2013). Xiao et al. (2018) also found that school-based career guidance is identified as an essential factor influencing students' career development. Research by Azyzyfa (2023) indicates that career guidance helps students choose careers aligned with their strengths and interests. Career guidance not only helps in planning and development but also in problem-solving, ultimately improving the quality of vocational school graduates (Halimah et al., 2019).

In planning their careers, students often choose their parents as their primary source of guidance (Sumayya, 2019), while research by Acomi et al. (2023) suggests that career guidance for students should be enriched with specific job insights from professionals, such as counselors. Career guidance helps students understand themselves, their values, and their goals (Ritonga & Wangid, 2022). Furthermore, career guidance maximizes lifelong career satisfaction through professional guidance services, and it is an individual's right to enhance their quality of life (Athanasou & Perera, 2019).

Based on various study findings, it is clear that school-based career guidance plays a vital role in students' career planning and development. This guidance not only helps students choose a career that aligns with their strengths and interests but also enhances problem-solving skills and the quality of graduates, particularly in vocational schools. Although students often rely on their parents to make career choices, professional guidance remains crucial in helping them understand themselves, their values, and their life goals.

Essential elements in the development of career planning include the approach, theory, and methods used by counselors in career guidance programs, such as the use of multiple intelligences profiles and student characteristics to determine career direction (Hadi et al., 2020). Research by Amirullah (2017) emphasized that work skills are essential for individuals entering the workforce. Work skills are non-technical skills that individuals need to enter the workforce and can support various activities and career development. Riyanto (2023) introduced a career guidance model based on life skills, utilizing Super's career theory to enhance career planning among vocational students. Meanwhile, research by Izzulhaq (2024) found that using the trait-and-factor approach in career guidance can help students understand their personality and abilities, facilitating more effective career planning aligned with their interests.

In line with the digitalization trend, research by Dini et al. (2022) introduced the Career Guidance Application (CGA), a tool designed to help middle school students (grades 9-12) choose academic and professional fields based on their interests. CGA provides access to information about subjects that lead to specific career paths, recommended higher education institutions, necessary entrance exams, available talent tests, and how to access them. Additionally, CGA offers a comprehensive career guidance process that includes social, financial, and personal considerations.

In light of this study's findings, the importance of school-based career guidance becomes increasingly evident. Effective career guidance can play a critical role in maximizing lifelong career satisfaction and is considered a fundamental individual right that contributes to overall quality of life. The low psychomotor scores observed in this study suggest that students need more than just cognitive understanding or motivation; they require structured, experience-based opportunities to practice and develop career-related behaviors.

As part of comprehensive school guidance services, counselors are encouraged to implement experiential modules, such as industry-linked career classes, resume-building workshops, informational interviews with industry professionals, workplace field visits, and strengthening the school's Career Placement Center (Bursa Kerja Khusus/BKK). These practices are essential for converting intention into action, particularly in the vocational education context. Therefore, investing in school-based career guidance is crucial to ensure optimal career development, enabling students to engage in more directed and mature career planning and, ultimately, to enter the workforce with greater confidence and competence.

CONCLUSION

In conclusion, this study elucidates that the career planning capabilities of vocational high school students in Bogor Regency are predominantly at a moderate level, revealing a critical dissonance between cognitive awareness and psychomotor execution. To bridge this gap, school-based guidance and counseling services must pivot to implement structured, experiential interventions such as career simulations, industry internships, and portfolio development workshops that are explicitly designed to translate career intentions into concrete, self-initiated actions. These psychomotor development strategies must be strategically contextualized within the local economic landscape, particularly the robust tourism sector, through synergistic school-industry partnerships, professional mentoring, and career fairs that provide authentic exposure to the workforce. Furthermore, while gender disparities were not a salient factor, this underscores the necessity for inclusive, competency-based mentoring models that transcend gendered assumptions. The findings ultimately posit that adequate workforce preparation is a multifaceted endeavor, contingent not only on knowledge and motivation but on the systematic cultivation of practical skills, contextual alignment with regional economic potential, and inclusive support systems. Consequently, future research should longitudinally assess the efficacy of these psychomotor-focused interventions on post-graduation job readiness, explore the utility of digital guidance platforms, and empirically examine the role of local industry actors in fostering career maturity, thereby providing a robust empirical foundation for refining educational practices and informing evidence-based policy at regional and national levels.

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