



## Study of The Concept of Vocational Guidance and Counseling in Vocational Schools

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### Abstract

The concept of vocational guidance and counseling in vocational high schools (SMK) plays a crucial role in shaping the future of students. A recent study conducted at SMKS Teknologi YPL Lirik aimed to explore the general overview of guidance and counseling implementation, the steps taken by school principals and teachers, and the challenges faced in this aspect. Using a qualitative descriptive approach, the researchers directly collected data through interviews, documentation, and involving key stakeholders such as the school principal, vice principal of student affairs, subject teachers, class advisors, guidance counselors, and students. The gathered data was then analyzed through a process of reduction and interpreted qualitatively to draw conclusions. According to the interviews conducted with school officials, it was revealed that the current guidance and counseling practices at SMKS Teknologi YPL Lirik are inadequate. This is evident from the students' behavior, which tends to be naughty or undisciplined due to family or community environmental factors. To achieve holistic character education through guidance and counseling, the school must establish good cooperation with parents, maintain direct communication with them in case of any issues at school, and find solutions collaboratively to foster positive character growth in both the family and school environments. In conclusion, the study emphasizes the importance of enhancing guidance and counseling practices in vocational high schools to better support students in their personal and academic development. By addressing challenges and strengthening collaboration between school stakeholders, SMKS Teknologi YPL Lirik can create a more conducive environment for students to thrive and succeed in their vocational endeavors.

**Keywords:** guidance and counseling, vocational, teacher

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## INTRODUCTION

Vocational High Schools (SMK) play a crucial role in forming students into workers who are ready to contribute to the industrial world. In facing the complex challenges of the world of work, the concept of vocational guidance and counseling in vocational schools is the main focus to ensure that each student not only has adequate technical skills, but is also psychosocially and emotionally ready to enter the world of work. This concept study aims to provide in-depth insight into the implementation of vocational guidance and counseling in vocational schools, identifying successes, challenges and potential improvements.

### 1. Context of Vocational Guidance and Counseling in Vocational Schools



In developing vocational guidance and counseling programs at vocational schools, it is important to understand the unique context of vocational schools as educational institutions with a focus on technical expertise and practical skills.

2. Challenges Facing Vocational Guidance and Counseling in Vocational Schools  
Even though it is important, the implementation of vocational guidance and counseling in vocational schools does not always run without obstacles.
3. Successful Implementation and Positive Impact  
Despite the challenges faced, a number of vocational schools have succeeded in implementing the concept of vocational guidance and counseling effectively.
4. Potential for Improvement and Future Development  
This concept study also looks to the future, identifying potential improvements and developments to increase the effectiveness of vocational guidance and counseling in vocational schools.

This research focuses on efforts to increase the effectiveness of vocational guidance and counseling in Vocational High Schools (SMK). With the background that vocational schools have a vital role in preparing students to enter the world of work, this research aims to explore the concept of vocational guidance and counseling, identify factors that influence the success of its implementation, and formulate improvement strategies that can be implemented.

This problem formulation can help guide research to systematically explore the concept of vocational guidance and counseling in vocational schools and understand the factors that influence the success or failure of its implementation.

These objectives are designed to provide a comprehensive view of the implementation of vocational guidance and counseling in vocational schools and identify ways to improve these services to make them more relevant and effective for student career development and welfare.

The benefits of this research can be a significant contribution in improving the quality of vocational guidance and counseling in vocational schools, creating a better educational environment for students' development towards the world of work.

## **METHODS**

This type of research is qualitative field research (field research). Qualitative research produces data in the form of descriptions in the form of written or spoken words, as well as observable behavior, with a focus on the natural environment and the individual as a whole.

Sugiyono explained that qualitative research is rooted in postpositivism philosophy, used in natural situations, where the researcher acts as the main tool, and this research does not produce generalizations from the data.

This research is concerned with patterns of human behavior and attempts to interpret the hidden meaning behind actions that cannot be measured numerically. In this research, an inductive approach method is used which is based on participatory observation of social phenomena. The method used in this research is a phenomenological approach, where the researcher tries to understand the meaning of events and how this relates to individuals in certain situations.

**Description:**In-depth study of YPL Lirik Technology Vocational School as a case.

**Steps:**

- a. Identify representative YPL Lyric Technology Vocational Schools.
- b. Conduct in-depth interviews with guidance and counseling teachers, students and related parties.
- c. Observe guidance and counseling activities at the vocational school.
- d. Data analysis to identify the concept of vocational guidance and counseling.

**Research Setting**

Information regarding YPL Lirik Technology Vocational School Identification Research Locations:

- a. Name of Vocational High School (SMK): YPL Lirik Technology Vocational School
- b. School Address: Jalan Lintas Timur Sei Karas Lirik-Riau
- c. The time set for the research consists of three parts, namely:  
Research starts in the even semester 27 February 2024 to 27 March 2024.  
Data collection will also be carried out in the even semester 27 February 2024 to 27 March 2024. Report writing will be carried out from August 2023 until completion.

This period coincides with the beginning of the even semester of the school year, including at YPL Lirik Technology Vocational School, so the school is currently active. This research will not be carried out daily, but only on certain days.

**Research Data Source**

According to Lofland and Lofland (1984:47), in qualitative research, the main source of information comes from conversations and behavior, while others are included in the extra data category such as document files and so on.

- a. Primary Data Source

The main source of data in this research comes from words and actions documented through two main methods, namely through interviews and observations. Researchers collected this main data source from interactions with individuals involved in implementing Guidance Counseling services at YPL Lirik Technology Vocational School. This includes interviews with Mrs. Risa Ferlina, S.Pd and Mrs. Annisa Alhumairah, S.Pd, who serve as Guidance and Counseling Teachers, who were interviewed by researchers to gain an understanding of planning, implementation, assessment, and next steps in service provision Counseling guidance.

**Data collection technique**

The focus of qualitative research on studying the concept of vocational guidance and counseling in vocational schools can be directed at an in-depth understanding of the implementation, perception and impact of this concept.

### **Data Validity**

In the context of this research, to ensure the accuracy of the data collected and to provide significance related to the actions in the research, the author uses the data triangulation method. Triangulation is an effort to increase the validity of data by combining various data sources to confirm findings.

Triangulation is a method for checking the validity of data through two technical approaches. First, data verification was carried out involving other parties such as the school principal, class XII homeroom teacher, and class XII students. Second, it involves observations to verify concrete data. The aim of this action is to make the reported data more accurate and reliable.

### **Data analysis technique**

In studying the concept of vocational guidance and counseling in vocational schools, it can vary depending on your research approach and research objectives. The total population and all registered students will be the sample in this research. The Electrical Power Installation Engineering Department at YPL Lirik Technology Vocational School is used as the population. Meanwhile, in the context of this research, the sample consists of class XII students who have completed the internship program and have also participated in the program.

Vocational guidance and counseling in vocational schools has a crucial role in guiding students to understand and choose a career path that suits their interests and talents. This theoretical study will explore various concepts and theoretical foundations that support the implementation of vocational guidance and counseling in vocational schools, as well as their relevance in the context of vocational education.

1. Career Development Theory: Career development theory provides a framework for understanding student career development.
2. Vocational Counseling Theory: The concept of vocational counseling emphasizes providing special support to help students overcome obstacles in making career decisions.
3. Life Skills Integration Concept: This concept recognizes the importance of integrating life skills learning in vocational guidance and counseling programs at vocational schools.
4. Holistic Counseling Service Model: A holistic approach in vocational guidance and counseling involves providing support not only for career aspects, but also psychosocial and emotional aspects of students.
5. Counseling Resource Theory: Counseling resources, such as human resources and technology, play an important role in the effectiveness of guidance and counseling services. Utilizing these resources optimally can improve access and quality of services at vocational schools.
6. Parental Participation Theory: The concept of parental participation in supporting students' career development is an important aspect in vocational guidance and counseling.

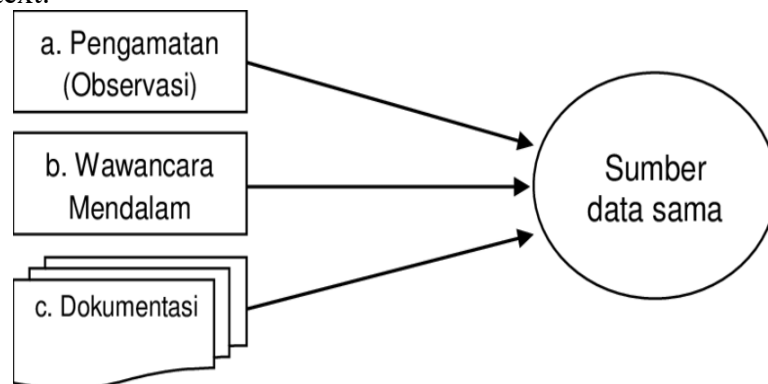
7. Education Policy Implementation Theory: This theory provides a view of the factors that influence the implementation of educational policies, including policies related to vocational guidance and counseling in vocational schools.
8. Constructivist Learning Model: The constructivist learning model can be applied in the context of vocational guidance and counseling to build students' understanding of career choices through direct experience, reflection and discussion.
9. Theory of Measurement and Evaluation of Counseling Services: The theory of measurement and evaluation of counseling services provides a basis for evaluating the effectiveness of vocational guidance and counseling programs in vocational schools.
10. Program Sustainability Model: The program sustainability model invites thinking about strategies and actions that support the continuity of vocational guidance and counseling programs in vocational schools.

Through these approaches, qualitative research on the concept of vocational guidance and counseling in vocational schools can describe the diversity and complexity of student experiences as well as the dynamics of guidance and counseling services in the context of vocational education.

John W. Creswell is known as an expert in qualitative research and has contributed much thought and methods to this field. In his acclaimed book, "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" (3rd ed., 2013), Creswell identified five major qualitative approaches: case study, phenomenology, grounded theory, ethnography, and embedded theory.

Creswell emphasizes the importance of choosing an approach that fits the research question and research objectives. He also believes that the quality of qualitative research can be improved through a deep understanding of the context and circumstances that influence participants.

The phenomenological approach focuses on understanding the subjective meaning experienced by individuals, while grounded theory aims to develop theories that emerge from data without any initial hypothesis. Ethnography, on the other hand, involves the researcher as a participant observer involved in a particular social context.



**Figure 1.** Triangulation of data collection "techniques" Source: Book Quantitative, Qualitative and R&D Research Methods by Sugiyono 2012

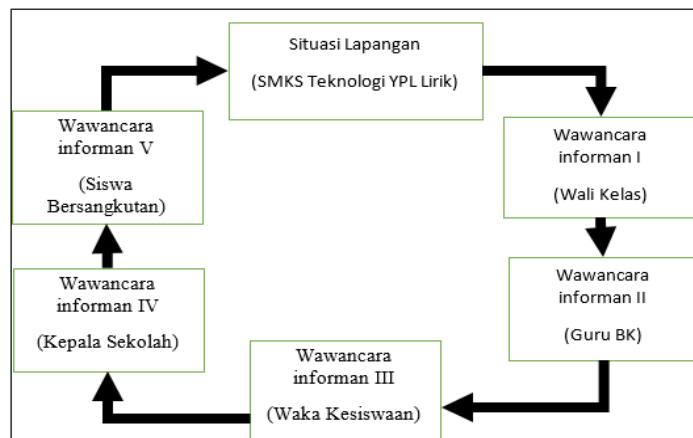
## RESULTS & DISCUSSION

The Lirik Education Foundation is located at Jalan Lintas Timur, Sei Karas, Lirik District, Indragiri Hulu Regency, Riau Province. Located in the former Pertamina building which was renovated into a study room, then officially became the Lirik Education Foundation Technology Vocational School.

The objectives of this foundation were established:

- a. Assisting the government in efforts to improve the welfare of the Indonesian people in the fields of education and community welfare.
- b. Providing educational services of a scientific and technological nature.
- c. Carrying out self-development activities in the fields of arts, sports and religion so as to create ready-to-use students.
- d. The realization of students who are knowledgeable and have noble character.
- e. Implementation of the teaching and learning process in an active, creative, innovative, effective and enjoyable manner.

General description of the character condition of YPL Lirik Technology Vocational School students



**Figure 2.** Conceptual Framework

Based on the results of research found in the field, the character condition of YPL Lirik Technology Vocational School students is not completely good because they have different family backgrounds and environments, these differences give rise to unequal traits and characteristics.

The internal factor that hinders the growth of students' character here is the family environment, because some of the students who study at YPL Lirik Technology Vocational School have poor family backgrounds, one of which is a lack of attention from both parents who are busy working, the family's economic condition which is insufficient, making children feel insecure when hanging out with friends who have middle to upper economic levels, and students even have to work to meet their own school and living costs.

External factors that hinder students' character growth based on the findings of researchers in the field are the community environment, social friends and the influence of social media. Unfavorable environmental conditions can foster bad character, such as the nature of people who don't care enough about other people,

for example when there are children who drop out of school, but the people there don't pay enough attention to the less able children to continue their studies, thus giving rise to the nature and the character does not have a caring attitude towards others or individualism.

**Table 1.** Differences in the concept of guidance and counseling (BK) in Vocational High Schools (SMK) and Senior High Schools (SMA)

No	The main difference between BK in vocational school and high school	Senior High School	Vocational School
1	<b>Educational Goals</b>	More focus on preparing students to continue to higher levels of education (university). Counseling in high school is often directed at helping students in choosing college majors, preparing for college entrance exams, as well as students' academic and personal development.	More emphasis on preparing students to immediately enter the world of work after graduating. BK at vocational schools often includes career guidance, job skills training, and competency development according to the student's chosen field of expertise.
2	<b>Curriculum</b>	The curriculum in high school is more general and academic, covering a variety of subjects needed to continue studying at university. Counseling in high school focuses on academic understanding, developing interests and talents, as well as guidance in choosing a path to further education.	The curriculum at SMK is more specific and practical, with a focus on skills and abilities that are appropriate to certain industrial fields. BK at Vocational Schools is more focused on developing vocational skills, job training, and guidance in finding job and internship opportunities.
3	<b>Student Needs</b>	Students in high school generally need guidance in self-development, choosing a college major, preparing for national exams and college entrance exams, as well as personal and social issues.	Students at vocational schools need more guidance in developing practical skills, job placement, industrial training, and adaptation to the world of work. BK in vocational schools also often includes guidance in facing challenges in the workplace and the development of soft skills such as communication, work ethics and leadership.
4	<b>Approach and Method</b>	Counseling in high schools often uses academic and personal approaches, including individual	BK at Vocational Schools uses a more practical and vocational approach, including industrial visits, skills training, career

<b>No The main difference between BK in vocational school and high school</b>		
<b>BK Concept</b>	<b>Senior High School</b>	<b>Vocational School</b>
	counseling, group guidance, and motivational seminars. The focus is on personal development and academic preparation.	guidance, and job placement. The focus is on job readiness and professional development.

With these differences, guidance and counseling in SMA and SMK are each tailored to meet students' unique needs according to their educational goals and future preparation.

The following is the framework for guidance and counseling (BK) in Vocational High Schools (SMK) and Senior High Schools (SMA):

**Table 2.** Guidance and Counseling (BK) Framework in Vocational Schools and Senior High Schools

<b>No</b>	<b>BK Framework</b>	<b>Senior High School</b>	<b>Vocational School</b>
1	<b>Background</b>	<ol style="list-style-type: none"> <li>1. Educational goals in high school.</li> <li>2. The importance of BK in supporting students' academic and personal development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Goals of education at vocational school.</li> <li>2. The importance of BK in supporting work readiness and vocational skills development.</li> </ol>
2	<b>Purpose of Guidance and Counseling</b>	<ol style="list-style-type: none"> <li>1. Helping students in self-development and talents.</li> <li>2. Facilitate the selection of the right college major</li> <li>3. Provide emotional and social support.</li> <li>4. Improve academic achievement.</li> <li>5. Helping students in preparation for national exams and college entrance exams.</li> </ol>	<ol style="list-style-type: none"> <li>1. Help students develop job skills appropriate to the industry field.</li> <li>2. Providing information and support in work placements and internships.</li> <li>3. Develop soft skills needed in the world of work.</li> <li>4. Provide emotional and social support.</li> <li>5. Help students overcome challenges in the workplace.</li> </ol>
3	<b>Guidance and Counseling Component.</b>	<ol style="list-style-type: none"> <li>1. Academic Guidance: Provides information about college majors, study tips, time management, and exam strategies.</li> <li>2. Career Guidance: Introduction to various professions, soft skills training, visits to universities, and guidance in</li> </ol>	<ol style="list-style-type: none"> <li>1. Career Guidance: Information about various professions, job skills training, work placements and internships, as well as portfolio and CV development.</li> <li>2. Academic Guidance: Provides support in core subjects, effective learning strategies, and technical competency development.</li> </ol>



No	BK Framework	Senior High School	Vocational School
4	<b>Implementation Method</b>	<p>the college application process.</p> <p>3. Personal and Social Guidance: Individual and group counseling for personal, social and emotional problems. Character development programs and extracurricular activities.</p> <p>4. Social Guidance: Development of social skills, ethics and management of interpersonal relationships.</p> <p>1. Individual Counseling: A one-on-one meeting between a counselor and a student to discuss personal or academic issues.</p> <p>2. Group Counseling: Group discussions to share experiences and strategies for dealing with common problems.</p> <p>3. Class Guidance: Classroom instruction on specific topics such as stress management, effective study techniques, and career orientation.</p> <p>4. Workshops and Seminars: Activities that invite experts to provide information and training.</p>	<p>3. Personal and Social Guidance: Individual and group counseling for personal, social and emotional problems. Character and work ethic development program.</p> <p>4. Social Guidance: Development of social skills, communication and interpersonal relationships in the workplace.</p> <p>1. Individual Counseling: One-on-one meetings between counselors and students to discuss personal or career issues.</p> <p>2. Group Counseling: Group discussions regarding work experiences, challenges in the industry, and joint solutions.</p> <p>3. Class Guidance: Classroom instruction on topics such as job interview techniques, work ethics, and project management.</p> <p>4. Workshops and Seminars: Activities that bring together industry practitioners to provide training and information regarding industry trends and needs.</p>
5	<b>Evaluation and Follow-up.</b>	<p>1. Monitoring student progress.</p> <p>2. Evaluation of the effectiveness of the BK program</p> <p>3. Program adjustments based on feedback from students and teachers</p> <p>4. Guidance Counseling Framework in Vocational Schools</p>	<p>1. Monitoring student progress in developing work skills.</p> <p>2. Evaluation of the effectiveness of the BK program.</p> <p>3. Program adjustments based on feedback from students, teachers and industry.</p>

This framework helps in designing effective guidance and counseling programs according to the needs and goals of education in high schools and vocational schools.

**Table 3.** Steps in Problem Solving in Vocational Schools

No	Strategies That Can Be Used in Solving Guidance and Guidance Problems in Vocational Schools	
1	<b>Identification of problems</b>	<ol style="list-style-type: none"> <li>1. Identifying problems faced by students, be they academic, vocational, personal or social problems.</li> <li>2. Involve students in the identification process to ensure accurate understanding of the problem at hand.</li> </ol>
2	<b>Information Collection</b>	<ol style="list-style-type: none"> <li>1. Gather relevant information about the problem, including the student's background, family situation, school environment, and other factors that may contribute.</li> <li>2. Using various methods such as interviews, observations, questionnaires, and tests.</li> </ol>
3	<b>Problem analysis</b>	<ol style="list-style-type: none"> <li>1. Analyze the information that has been collected to understand the root cause of the problem.</li> <li>2. Involve students in the analysis process to ensure that they understand the problem comprehensively.</li> </ol>
4	<b>Development of Alternative Solutions</b>	<ol style="list-style-type: none"> <li>1. Develop various alternative solutions to overcome identified problems.</li> <li>2. Involve students in brainstorming to produce various solution options.</li> </ol>
5	<b>Evaluation of Alternative Solutions</b>	<ol style="list-style-type: none"> <li>1. Evaluate the advantages and disadvantages of each alternative solution.</li> <li>2. Using relevant criteria such as effectiveness, feasibility and long-term impact.</li> </ol>
6	<b>Selection of the Best Solution</b>	<ol style="list-style-type: none"> <li>1. Choose the best solution based on the evaluation that has been carried out.</li> <li>2. Ensure the chosen solution is realistic and applicable in the student's context.</li> </ol>
7	<b>Solution Implementation</b>	<ol style="list-style-type: none"> <li>1. Create a detailed action plan to implement the selected solution.</li> <li>2. Involve students in the implementation process and provide necessary support.</li> </ol>
8	<b>Monitoring and Evaluation</b>	<ol style="list-style-type: none"> <li>1. Monitor implementation of solutions to ensure that problems are resolved effectively.</li> <li>2. Conduct ongoing evaluations to assess solution success and make adjustments as necessary.</li> </ol>

Example of Implementing Problem Solving in Vocational Schools

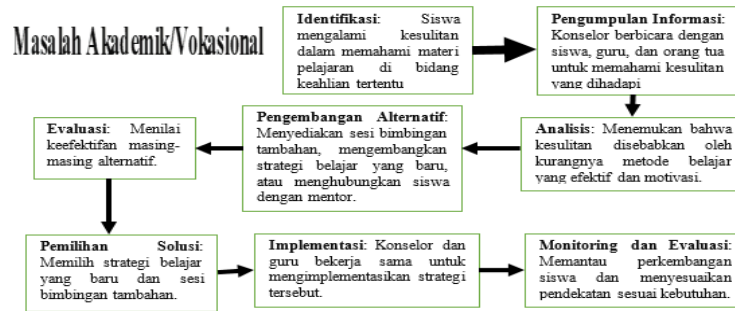


Figure 3. Academic/Vocational Problems



Figure 4. Personal/Social Problems

Problem solving in guidance and counseling in vocational schools requires a systematic and structured approach, with active involvement from students. By following these steps, counselors can help students overcome the various challenges they face, whether in academic, vocational, personal, or social aspects, so that they can reach their full potential in preparation for entering the world of work.

From the research results, several solutions were provided to overcome the obstacles faced by piloting schools in managing character education, namely: (1) it is hoped that the principal as the school leader can provide direction and information both directly face to face in the principal's office with the teacher concerned in accordance with partnership principles or persuasively to the teacher on duty in the morning so that he can arrive on time so that he can provide services and carry out the tasks mandated by the school well; (2) The solution to the obstacle is the presence of several picket teachers who are sometimes present between 07.15 and 07.30, even though the picket teachers should be present at 07.00 according to the commitment agreed upon by the school is that the school principal is expected to have the ability to influence, encourage, mobilize, direct and empowering (5M capabilities) can motivate teachers to have the enthusiasm to come to school 123 on time so that their contribution to order and discipline as well as service to the school in the initial activities before learning is carried out in the first hour is optimal; (3) solutions to obstacles when the process of reading prayers at the beginning of learning activities and at the end of learning is only carried out by

religious teachers which sometimes turns out to be less efficient, considering that religious teachers' busy teaching hours are quite spread out, namely teaching in the first hour and in the last hour is expected. The principal can empower other teachers who have competence in reading prayers so that the implementation is better and more professional and/or can also empower picket teachers or deputy principals for student affairs who have several staff so that it is not necessary or not always a religious teacher who reads prayer at the beginning of learning activities and prayer at the end of learning; (4) The solution to handle the presence of several students, namely around one to three people who still arrive late for various reasons, for example because they wake up late, traffic jams, the distance from home to school and so on is to continue to apply the sanctions that have been determined. school to students who arrive late by providing direction and information and motivating them to come to school early.

## **CONCLUSION**

Implementing the concept of vocational guidance and counseling at YPL Lirik Technology Vocational School will cover various aspects aimed at helping students prepare themselves for the world of work or further education in the technology field.

It is important to have clear policies and guidelines to support the implementation of vocational guidance and counseling at YPL Lirik Technology Vocational School.

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