

# Developing Career Vision Roadmap for Student Career Planning

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## ABSTRACT

This research aims to develop quality service tools to help students to improve career planning. This research uses literature studies by gathering several sources related to research variables and then presented through a compilation of data and information to draw a conclusion. This urgency is motivated by the complexity of the adolescent developmental stage and the career planning tasks that need to be fulfilled. Some research results in Indonesia show that there are still many students who have low levels of career planning. The low level of career planning can give rise to some problems such as not knowing talent, interests, and not yet having insight into the purpose of life and career to be lived. Another thing that still becomes an obstacle related to guidance and counseling services is that guidance and counseling services in schools tend to use monotonous service strategies by not using many innovative strategies and have not been able to develop student independence. Facts related to this can be seen through the results of research that shows the school counselor services are only done with lectures and questions and answers, while the used media is only whiteboards. The problem indicates the need for the development of service tool that contain concrete steps and comprehensive and interesting goals through the "Career Vision Roadmap" implemented through group work so that school counselors and students are not only stuck on a theoretical framework of career planning that is quite complicated.

**Keywords:** *Career Vision Roadmap, Career Planning, Group Work*

## 1. INTRODUCTION

Adolescence is a transition from childhood to adulthood. Teenagers who will face adulthood certainly need career planning as provisions to obtain a career that will be lived in the future. This is in line with what Desmita explains in her book that adolescents have developmental tasks to meet the expectations of roles and demands as adults [1]. These expectations and demands are one of them is about the career that will be run in the future. Super provides a more specific explanation of the task, which includes: Combining various information related to what they want, what jobs suit them, and what skills are needed to achieve it (crystallizing), then focusing that information on specific career decisions (specifying), and ultimately having consideration and planning to achieve the career to be chosen (implementing) [2]. This is part of an important career planning task for students.

Hackett explains that career planning will help individuals to develop and utilize the knowledge they already have, skills, and attitudes necessary for them to create a meaningful, productive, and fulfilling work environment. Career planning provides an opportunity for individuals to recognize and reinforce their values, their professional strengths, and their potential into their ability to create a suitable career and job [3]. This reinforces the urgency of career planning in human life. Career is not only a job that is only done to meet financial needs, but also how the chosen job is in accordance with his potential and provides personal satisfaction.

The things that often happen today is the number of students who still have difficulties in career planning. It is quite ironic because considering the amount of information and options available in the present. The results of Fahmi's research at MAN 2 Model Makassar on career planning showed that there are still many students who are in the low category with details: 24.08% in the

low category and 8.57% in the very low category [4]. Lack of career planning in individuals can cause some problems such as not knowing talent, interests, and not yet having insight into the purpose of life and career to be pursued.

Some reason that causes individuals to have difficulty in planning their careers include anxiety, which is self-dissatisfaction with career choices and tends to only see the negative potential or risks that will be accepted when choosing a career. This anxiety can also arise because the individual is not ready to commit to a career choice. Unpreparedness due to lack of planning and difficulty directing themselves further becomes a logical consequence of these phenomena, plagued again by interpersonal conflicts that often arise in career planning [5]. Some of these problems are quite complicated to deal with a teenager, so it certainly needs help from competent educators, especially school counselor. Therefore, qualified competence is needed from school counselor in providing constructive and at the same time attractive services.

Another thing that then still becomes an obstacle related to guidance and counseling services is that guidance and counseling services in schools tend to still use monotonous service strategies by not using many innovative strategies and have not been able to develop student independence. This fact is shown by research by Azhar, Daharnis, and Sukmawati who show that the guidance and counseling service is only done by lectures and questions -answers, while the used media is only whiteboards [6]. Jauhari and Maryani's research also shows similar results where classical services in schools are only carried out only by lecture methods and are incidental [7]. This is less attractive to the participation of students in service activities. This means that students will play a passive role in carrying out activities and make them less understanding and interpreting the nature and purpose of service. Therefore, a service tool is needed which has a comprehensive function to improve career planning. The tool in addition to loading service media, also contains stage material, the objectives of each stage, personal assessments, personal and group tasks, and then the evaluation of achievement at each stage. These aspects can be realized in the "Career Vision Roadmap".

### ***1.1. Career Planning by Alberta Government, Community, and Social Service***

Career planning helps individuals to be aware of their needs, decide the best opportunities to develop, recognize the interests that drive their choices, recognize factors worth considering for choosing a career, and give an idea of the skills that must be met to realize the career we want [8]. Some of these things explain the urgency of

recognizing themselves and the environment deeply before deciding on a career choice.

Zlate presents several stages of career planning that include: 1) self-assessment, namely efforts to dig up information and recognize own self, 2) exploring opportunities, collecting information related to job opportunities or training to develop themselves, 3) making decisions and setting goals, determining short-term or long-term steps to follow the necessary training or deciding to change jobs, 4) planning, Plan steps in order to achieve goals with considering the risks, time limits, and resources needed, 5) pursuit of achievement goals, the efforts of individuals in achieving achievements in their careers or overcoming their failures with the choice to maintain or change their careers [9]. These stages contain almost the same essence as the career planning stages expressed by Super (crystallizing, specifying, and implementing) that have been described in the introduction.

School counselors need to have more concrete guidance in implementing these stages so that they can easily apply them into an organized service activity. In this regard, the Government of Alberta, Community, and Social Service provides concrete operationalization stages related to what steps can be implemented by students and educators to help students plan their careers. This career stage in addition to helping individuals obtain career information also helps individuals to recognize themselves [10]. This is necessary in the implementation of career services so that school counselors and students are not only stuck on a theoretical framework of career planning that is quite complicated.

Alberta's career planning formula is closely related to the stages formulated by Zlate and Super which is step 1: "where am I right now?", encouraging the individuals to recognize themselves in relation to desire, what they have done, and what is fun for them, it teaches them when something is happening that changes their lives then they must be able to understand themselves and think in order to understand the situation. Step 2: "what do I need to know?", encourages the individuals to recognize what needs, wants, abilities, and opportunities are available to them.

Step 3: "what are my best choices?", helps individuals consider what opportunities or jobs meet their needs, it encourages individuals to do some research and talk to several people to dig up information and ensure that the choice is right, therefore before choosing students should think about what might happen. Step 4: "what do I need to do now?", it evaluates the individual's self-regarding on his or her suitability to the job he or she chooses and or plans and begins to carry out a career plan that has been prepared at the beginning such as planning additional activities (training) to meet the demands of the job. Step 5: "what action will I take?", it encourages the individuals to plan more specifically (steps, time, how to find and

overcome obstacles, who will help them, etc.) in achieving the career they have chosen [10].

These five stages will be integrated with the group learning scheme as a material and service technique consisting of several stages that will be implemented systematically and measurable. So that this tool will accommodate term service activities through multiple meetings.

### **1.2. Student Group Work**

Group work is used as a means for learning at all levels in most educational systems, from compulsory education to higher education. The purpose of group work in educational practice is to serve as incentive for leaning [11]. The student who involved in group activity should learn something through cooperative and collaborative learning. Galton and Williamson explained the two concepts in learning that cooperative learning is group work without any interaction between the students. Collaborative learning is a group work that always involves interaction, collaboration, and utilizing the advantages and skills that group members collectively have in one goal [12]. The integration between these two concepts into individual career planning will provide an overview of personal needs and other considerations in planning a career according to the results of discussions, as well as achieving group goals in general.

The formation of group work requires several things that need to be considered including: 1) group size, groups of two people are not enough to encourage group performance because it will only produce limited creativity and ideas. Groups with too much measure will also reduce the opportunity for their members to participate and contribute actively in realizing group discussions and goals. Csernica suggested that the ideal group size should consist of three or four members and Davis suggested that the group consist of four to five members for better performance [13]. 2) Group formation and assigning tasks, random formation and assigning tasks to group members can maximize group heterogeneity in large classes [14].

In small class sizes, school counselors also play an important role in providing task instruction to groups taking into account some of the characteristics present in the class. In addition to direct instruction from the School Counselor, students can also form their own groups in the implementation of tasks, but this has some disadvantages that make them separate from each other and slow down the socialization process. Felder and Brent's research explains that groups formed by instructors (including school counselors, teachers) tend to perform better [15]. It is important for school counselors to provide clear instructions regarding the tasks that students need to perform, explain the goals of the group, and encourage them to be critical of the material discussed in the group.

Students are also required to be actively involved in the service process so as to achieve personal goals as well as group goals.

With regard to career planning services implemented with this method, school counselors are required to understand the characteristics of students who are in large classes and then mold them into ideal group sizes based on their needs, interests, career planning levels, and/or class/grade. The role of group work is as a technique in providing interventions to career planning that provide benefits for individuals and groups. Sharf provides reinforcement to this opinion that career work groups can offer opportunities for individuals to learn from other group members and support or be supported by other group members in the face of career problems experienced [16]. As mentioned in the previous sub-chapters, Alberta's career planning and group work stages will be integrated into materials and techniques used as intervention steps to improve career planning. Career Vision Roadmap will be developed as a service tool consisting of materials, techniques, media, and other supporting aspects.

### **1.3. Career Vision Roadmap**

A roadmap in development and planning is needed to produce focused, efficient, and effective measures in accordance with the potential and available resources and drive the direction and timing of implementation to be clear [17]. Career roadmaps include developing activities to achieve a particular career, the sequence of exercises that need to be done to showcase qualified skills at a job, and providing a way to become an expert on the skills needed [18].

Career Vision Roadmap in this research is used as a learning tool that helps students to understand the stages of career planning and plan them according to the stages presented visually and systematically. This tool serves as a guide that provides the advantage of visual display, traceability, and practicality of steps in the implementation of group work where it contains the material, stages, goals of each stage, personal assessment, personal and group tasks, and the evaluation of achievements at each stage. The media used in this tool is considered superior to using ordinary guidance boards that are generally less visually appealing and less accommodating to the active participation of students in activities. This career vision roadmap will be a guideline for school counselors and students in realizing the stages of career planning in a more active and measurable.

## **2. METHODS**

This research uses literature studies by gathering several references related to the variables used in the study and then presented through a compilation of data and information to draw a conclusion [19]. Sources used in the study include books, journals, proceedings, and

other scientific papers. This compilation of data and information through literature studies yields some answers to the following questions: 1) What is the urgency of developing learning tools through the Career Vision Roadmap? 2) What are the things that need to be developed through the "Career Vision Roadmap" learning tool?, and 3) How to use career vision roadmap learning tools in group work service settings?

### 3. RESULT

The data source used in this study is secondary data. Secondary data is data obtained by researchers from

existing sources. Some secondary data provides an overview of the low career planning and sub-optimal use of media in guidance and counseling services. In addition, there are some literatures (sourced from other scientific books and journals) that is used as a basis in the implementation of the career vision roadmap. The sources come from scientific publications (journal articles) obtained through platforms that have indexed Google Scholar and Semantic Scholar. Some of the main sources that researchers use in this research will be explained through the following table:

**Table 1.** Characteristic of Articles

Authors	Titles	Research Place/Publication Site	Literature Types and Accreditation
Fahmi (2021)	Overview of Planning and Implementation of Direct Modelling of Student Careers in MAN 2 Model Makassar	Makassar, Indonesia	Journal Article (Sinta 4)
Azhar, Daharnis, and Sukmawati (2013)	Student Perceptions About Adolescent Reproductive Health Information Services Provided by guidance and counseling teacher in SMAN 1 Kubung	Padang, Indonesia	Journal Article (Sinta 2)
Jauhari and Maryani (2018)	Career Guidance Program in Improving Student Career Decision Plans	Jambi, Indonesia	Journal Article (Garuda)
Alberta Employment (2019)	A. Employment, <i>Career Planner: Choosing an Occupation.</i>	Edmonton, Canada	Book (ISBN: 978-1-4601-2016-3)
Antoniu (2010)	Career Planning Process and Its Role in Human Resource Development	Petrosani, Romania	Journal Article (DOAJ)
Galton and Williamson (2003)	Group work in the primary classroom.	London, United Kingdom	Book (ISBN: 978-0-4150-3631-3)
Burke (2011)	Group Work: How To Use Groups Effectively	Oregon, USA	Journal Article

The results show that there are many students who have a low level of career planning. The results obtained from Fahmi's research at MAN 2 Model Makassar on career planning showed that there are still many students who are in the low category with details: 24.08% in the low category and 8.57% in the very low category [4]. Other results show that it shows that school counselor's services are only done with lectures and questions-answers, while the media used only whiteboards [6]. Jauhari and Maryani's research also shows similar things where classical services in schools are only carried out only by lecture methods and are incidental [7].

Some of the issues expressed through these data reinforce the urgency of developing and using a media "Career Vision Roadmap" that comprehensively accommodates students to actively engage in activities through interactive visual media and structured and scalable measures. It has a comprehensive function in helping student to improve career planning. The main aspect that is developed in this learning tool including

service media, material, stages, objectives of each stage, personal assessments, personal and group tasks, to the evaluation of achievement at each stage. The specific use of the "Career Vision Roadmap" will be explained through the discussion below.

### 4. DISCUSSION

The Career Vision Roadmap developed in this study based on Alberta's career planning as mentioned earlier will contain mindmapping-based media that will guide the overall course of the service. This tool provides stages and materials for school counselors to carry out services and stages for students to meet their career development tasks that need to be achieved at each stage. To measure success at each stage, this tool presents an evaluation in the form of self-assessment or individual and group tasks. The tasks contained in this tool are collaborative learning and cooperative learning where each will focus on achieving group goals in general and individual goals in

particular. For more detail explanation, the implementation steps will be explained through the following table:

**Table 2.** Implementation of Career Vision Roadmap

Session	Subjects	Activities
Session 1: Facilitating Group Process (Forming, Storming, Norming)	<ul style="list-style-type: none"> <li>Group Rules and Contract</li> <li>What is career?</li> <li>The Important of Career Planning</li> <li>Small Group Assignment</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor Starts the group process (Student should be introduced to practices such as developing ground rules which outline the expectation for participation of group member)</li> <li>School Counselor and students Discuss the urgencies of career planning process through the game provided by Career Vision Roadmap</li> </ul>
Session 2: Performing (Discussion, Cooperative and Collaborative Learning)	<ul style="list-style-type: none"> <li>Introduction for 5 Career Planning Steps in the Case Study</li> <li>Small Group Assignment</li> <li>Think-Pair-Share (1<sup>st</sup> Step "where am I right now?")</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor Explains the rules in carrying out activities with a career vision roadmap at the second meeting</li> <li>Students read cases 1 and 2 according to the rules of the game (and start small group assignment for all members)</li> <li>Students discuss the 1<sup>st</sup> step through "Think-Pair-Share"</li> </ul>
Session 3: Performing  (Discussion, Cooperative and Collaborative Learning)	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Step "what do I need to know?"</li> <li>Self-Assessment (Skill, Interest, Value, Trait)</li> <li>Summarizing and Homework</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor Explains the rules in carrying out activities with a career vision roadmap at the third meeting</li> <li>Students assess their skills, interests, values, and traits with assessment instruments according to the stages of the game</li> <li>Students summarize their assessment results and receive homework from the school counselor</li> </ul>
Session 4: Performing  (Discussion, Cooperative and Collaborative Learning)	<ul style="list-style-type: none"> <li>Discussing and Evaluating the Homework</li> <li>3<sup>rd</sup> Step: "What are my best choices?"</li> <li>Identifying Future Skill and its Relation to Temporary Chosen Occupation</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor Explains the rules in carrying out activities with a career vision roadmap at the fourth meeting</li> <li>School Counselor and students discuss and evaluate the homework</li> <li>Students give the example for creativity skill and digital skill related to career future through the game's rule</li> <li>Student Identify future skill and its relation to their temporary chosen occupation through the game</li> </ul>
Session 5: Performing  (Discussion, Cooperative and Collaborative Learning)	<ul style="list-style-type: none"> <li>Introducing a Wide Variety Colleges in Indonesia</li> <li>4<sup>th</sup> Step "What do I need to do know?" (Evaluating Our Progress)</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor Explains the rules in carrying out activities with a career vision roadmap at the fifth meeting</li> <li>School Counselor and student discuss all-round about colleges in Indonesia through animation video</li> <li>Students identify the latest requirements related to their temporary chosen occupation and complete the lesser requirements to meet these demands</li> </ul>
Session 6: Performing  (Discussion, Cooperative and Collaborative Learning)	<ul style="list-style-type: none"> <li>Discussing the Book "Mindset" by Carol S. Dweck (Is Success about Learning or Proving that You Are Smart?)</li> <li>Doing Roleplaying as a Small Group Assignment</li> </ul>	<ul style="list-style-type: none"> <li>School Counselor Explains the rules in carrying out activities with a career vision roadmap at the sixth meeting</li> <li>School counselors provide reading materials to read and discuss</li> <li>School counselors facilitate groups to play roles in accordance with the tasks obtained from the career vision roadmap</li> </ul>
Session 7: Evaluating and Planning	<ul style="list-style-type: none"> <li>Analyzing the Opportunity and Obstacle We Are Facing with S.W.O.T</li> <li>What Action Will I Take? (Determining the Action Planning to Realize your Future)</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze the Opportunity and Obstacle We Are Facing with S.W.O.T</li> <li>Student decide the action plan to realize their future)</li> </ul>
Additional Sessions	Evaluation and follow-up	This session is carried out in accordance with the need to evaluate the process and follow up on the achievements that have been found.

#### **4.1. The Role of School Counselor on Implementing This Method**

School Counselors have a responsibility to develop and expand the potential of the students. In addition, counselors in schools are also responsible for planning, implementing, evaluating, and follow-up related to the programs implemented. These programs are implemented so that students are able to develop their thinking patterns to be more creative, able to add insight, and able to develop their attitudes and behaviors to be more targeted. It also helps students to expand the knowledge so that they can have a deeper understanding, develop a clearer focus and determine a goals in their life [20]. Some of the role of School Counselor will be more specifically explained as follows:

1. Carry out a series of assessments to find out the needs of students for the services to be provided
2. Prepare the material and topics of discussion and understand the topics to be presented in the guidance comprehensively. The material provided in the service also needs to be adjusted to the needs and abilities of students or participants who are targeted.
3. Prepare yourself in carrying out services well and still pay attention to effectiveness, efficiency, creativity and innovation. Understanding at the stages of each stage of service also needs to be owned by a school counselor.
4. Pay attention to the goals to be achieved from the implementation of the service. Goals are made in accordance with the development tasks of students by paying attention to cognitive, affective, and psychomotor aspects.
5. Build positive and active communication between group members and between groups with School Counselor
6. Help students to be able to consider the best decision for themselves
7. To assess the implementation of services, school counselors can use innovative assessment instruments such as using quizzes so that students or students stay awake in their mood when filling out worksheets. Process evaluation sheets and results also need to be filled out by school counselor in order to assess the effectiveness and efficiency of services organized.
8. Establish communication and collaborative steps with various parties to succeed the programs that have been planned. Such as coordination with principals, subject teachers, or other stakeholders in order to support the implementation of guidance and counseling programs
9. Establish communication with the parents of students. This is done so that the development of students can be monitored well when at school and at home.

Parents have an important role to monitor the behavior and growth of children, therefore they are a very reliable party after the teacher to supervise the growth and development of children.

10. Follow up of the service needs to be executed consistently after each service..

#### **5. CONCLUSION**

The development of the "Career Vision Roadmap" tool is based on the results of previous research that shows some educational practices, especially those related to career guidance, are less creative and innovative, giving rise to many unsatisfactory phenomena such as low career planning of students, students quickly feel bored and do not actively participate in service activities, and the lack of career guidance steps that are quite systematic and effective according to the student's career development task. This tool becomes an urgency that is quite urgent to be developed for the development of science as well as the practice of guidance and counseling in schools.

This Career Vision Roadmap seeks to present visually appealing learning media and service techniques that encourage active student participation, contextual material in accordance with current developments in the world of work, self-assessment instruments that seek to help students to understand and measure themselves and their environment, and then include evaluation instruments to measure achievement at each stage of the service. All aspects developed in the "Career Vision Roadmap" will be integrated with the group learning scheme as a material, media, evaluation instrument, and service technique consisting of several stages that will be implemented systematically and measurable. So that this tool will accommodate term service activities through multiple group service meetings.

#### **ACKNOWLEDGMENTS**

Special appreciation to guidance and counseling lecturers who have guided this research, provided relevant resource recommendations, and motivated researchers to always learn through this research. Special thanks are also intended for college colleagues who have helped researchers in this study, so that this study can be well organized and encourage the active contribution of researchers in the development of guidance and counseling science.

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