



Systematic Literature Review of Career Planning for Enhancing Among Indonesian Higher Education Student Work Readiness

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ABSTRACT

Purpose: This study aims to systematically review the role of career planning in enhancing students' work readiness, particularly in response to the high unemployment rate among higher education graduates in Indonesia. **Methodology:** A systematic literature review (SLR) was conducted by identifying articles through Google Scholar using the Publish or Perish application. From 640 initial articles published between 2021 and 2025, 18 studies met the inclusion criteria and were analyzed through data extraction and synthesis. **Results:** The findings indicate that career planning is shaped by three main dimensions: individual factors, environmental factors, and academic factors. **Findings:** The results demonstrate that integrated career planning significantly contributes to improving students' work readiness. **Novelty & Originality:** This study offers a comprehensive conceptual framework that integrates fragmented findings from previous studies and provides practical implications for higher education institutions in developing structured career guidance programs to better prepare students for the labor market. **Conclusions:** The study concludes that structured career planning is essential for reducing graduate unemployment and enhancing workforce readiness. **Type of Paper:** This paper is a systematic literature review paper.

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INTRODUCTION

Education is a fundamental aspect for developing and improving the quality of human resources. Given the various challenges and competition faced in today's era of globalization, it is crucial for individuals to possess the abilities, knowledge, and skills appropriate to current developments. Higher education is expected to produce skilled graduates who are able to effectively utilize information related to the world of work. However, in reality, not all graduates successfully find employment upon graduation; some even face prolonged unemployment. Therefore, career planning is crucial for honing skills and preparing students to enter the workforce, especially those in their final years of study.

According to data from the Indonesian Central Statistics Agency (BPS) in August 2024, the total number of unemployed individuals reached 7,465,599, of which 842,378 were bachelor's degree graduates, with an open unemployment rate of 4.91 percent. This phenomenon indicates

that higher education credentials alone do not guarantee successful labor market entry. Several studies suggest that graduate unemployment is not merely caused by limited job availability, but also by insufficient career preparation and lack of work readiness among graduates (Salsabila & Zahra, 2023; Sentinuwo et al., 2025).

Work readiness to face job demands is referred to as job readiness. Job readiness is the attitude, skills, and knowledge possessed by college graduates, enabling them to enter and adapt to achieve success in the workforce (Caballero et al., 2011). From an international perspective, work readiness is closely linked to the concept of employability. Yorke & Knight (2006) defines employability as a set of achievements skills, understanding, and personal attributes that increase the likelihood of gaining and sustaining employment. Similarly, Fugate et al. (2004) conceptualize employability as a psychosocial construct encompassing career identity, personal adaptability, and human capital. These frameworks emphasize that work readiness extends beyond technical competence and is strongly influenced by individuals' ability to plan, manage, and adapt their career development.

One of the key processes that supports employability and work readiness is career planning. Career planning is a systematic process through which individuals identify career goals, evaluate personal strengths and weaknesses, and develop strategies to achieve desired career outcomes (Ardini & Rosmila, 2021; Rahmat & Ma'dika, 2024). Effective career planning enables students to align their interests, competencies, and opportunities in the labor market, thereby enhancing their preparedness for employment.

Previous studies indicate that career planning is shaped by multiple internal and external factors. Internal factors include motivation, interests, skills, work experience, and self-efficacy, while external factors involve family support, socioeconomic conditions, and perceptions of the world of work (Abidin, 2021; Handoko, 2025). In addition, academic support through career guidance services and psychological interventions has been shown to strengthen students' confidence and career decision-making abilities (Nurfadhilla & Habsy, 2024; Selan et al., 2024). International research also highlights the importance of structured career interventions in improving students' employability and work readiness (Potgieter et al., 2023; Sampaio et al., 2024).

Despite the growing body of literature, existing studies on career planning and work readiness remain fragmented. Most research focuses on specific variables, such as self-efficacy, internship experience, or family support, without providing an integrated framework that explains how multiple career planning factors collectively contribute to students' work readiness. Furthermore, systematic literature reviews that comprehensively synthesize these factors, particularly within the context of Indonesian higher education, remain limited.

Therefore, this study aims to address this gap by conducting a systematic literature review of recent studies on career planning and its role in enhancing students' work readiness. By synthesizing findings from multiple studies, this research seeks to develop a comprehensive framework that integrates individual, environmental, and academic factors influencing career planning. The results of this study are expected to contribute theoretically to the employability and career development literature, as well as practically to higher education institutions and career counselors in designing effective career planning strategies to better prepare students for the labor market.

METHOD

Analysis Method

In this study, the article search process was conducted using a systematic literature review (SLR) approach. This method is used to systematically examine articles with the aim of minimizing potential bias and obtaining balanced information. In its application, researchers need to formulate research questions that will serve as the primary guideline for data identification and collection. According to (Priola, 2016), the stages in the systematic literature review process include:

1. The first stage is formulating the research question. In this case, the question asked is: What career planning strategies can improve student job readiness?
2. The literature search was conducted using the Publish or Perish software, with Google Scholar as the primary database. Google Scholar was selected due to its broad coverage of peer-reviewed journals, particularly those relevant to the Indonesian higher education context. The search was carried out using the following keywords: "career planning strategies" and "student work readiness". The search syntax was consistently applied to ensure systematic retrieval of relevant studies.
3. The inclusion criteria were as follows: (1) peer-reviewed journal articles, (2) publications written in Indonesian, (3) studies published between 2021 and 2025, and (4) research focusing on career planning and student work readiness. Articles published in 2025 were included as they had been officially published or available as early-access articles at the time of data collection, allowing the review to capture the most recent developments in the field.
4. The initial search yielded 640 articles. After removing duplicates and screening titles and abstracts for relevance, articles that did not meet the inclusion criteria were excluded. The remaining articles were then assessed through full-text review. Based on this process, 18 articles were deemed eligible for further analysis. The study selection process is illustrated using a PRISMA flow diagram.
5. Data extraction was conducted to collect key information from each selected article, including author, year of publication, research design, variables examined, and key findings related to career planning and work readiness. To enhance reliability, the extracted data were cross-checked and reviewed to ensure consistency and accuracy in coding and interpretation. The extracted data were then synthesized qualitatively to identify recurring patterns, themes, and relationships among variables. Based on this synthesis, the factors influencing career planning were categorized into three main dimensions: individual, environmental, and academic factors.

Figure 1. Systematic literature review process

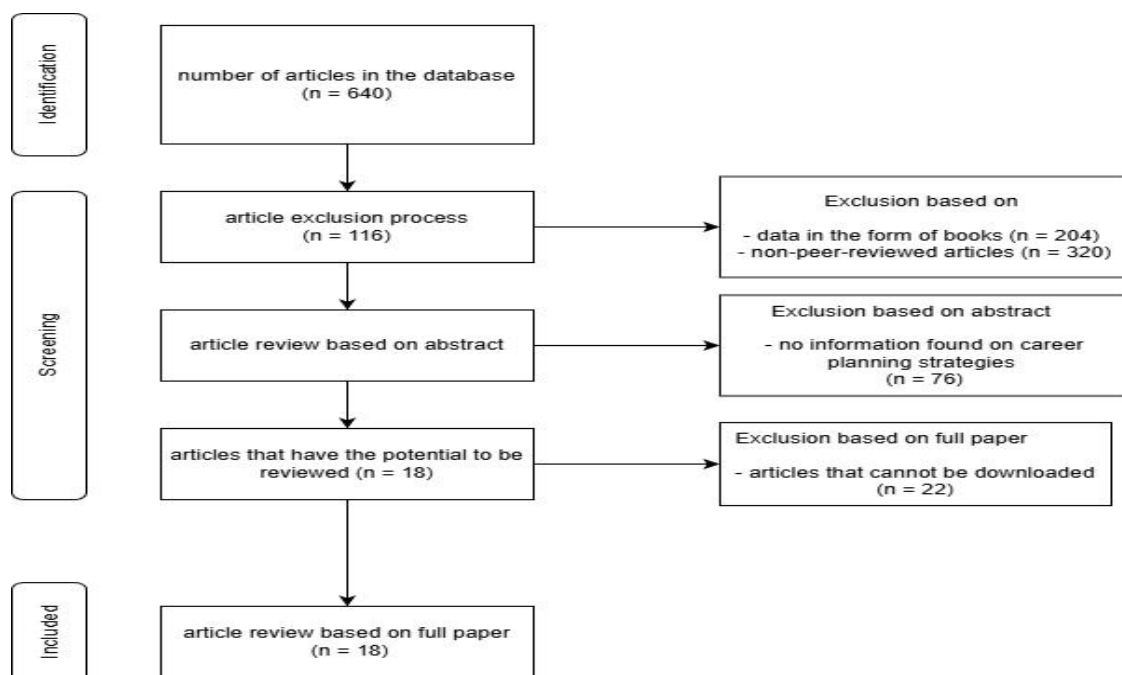


Figure 1. presents an overview of the article selection process applied in this systematic literature review. The figure visually summarizes the sequential stages of identification, screening, eligibility assessment, and final inclusion of studies. Through this process, a large number of initially

identified records were gradually refined into a smaller set of relevant articles that met the research objectives. The flow diagram highlights the transparency and rigor of the selection procedure and serves as a visual complement to the methodological explanation, clarifying how the final corpus of reviewed articles was obtained.

RESULTS AND DISCUSSION

The following research data is presented by author name, year of publication, and journal title. The listed articles will be analyzed and reviewed in more depth in the next stage.

Table 1. Research Data

No	Author	Journal Name
1	(Valentina & Muchsini, 2025)	Jurnal Pendidikan Ilmu Pengetahuan Sosial (JPIPS)
2	(Avilda, 2021)	Jurnal Fokus Konseling
3	(Labi & Nelwan, 2024)	Jurnal EMBA: Ekonomi, Manajemen, Bisnis dan Akuntansi
4	(Khoiriyah & Bawono, 2024)	Jurnal Ilmu Pendidikan dan Psikologi
5	(Raziqin et al., 2024)	Pendas : Jurnal Ilmiah Pendidikan Dasar
6	(Yunita et al., 2025)	Jurnal Ilmiah Pengabdian Masyarakat Multidisipliner
7	(Suprpto & Puspitadewi, 2022)	Character : Jurnal Penelitian Psikologi
8	(Nurkhasannah & Putri, 2025)	Journal of Management and Creative Business
9	(Nurfadhilla & Habsy, 2024)	Jurnal BK UNESA
10	(Selan et al., 2024)	Jurnal Pastoral Konseling
11	(Azzahra & Farisan Akbar, 2025)	Journal od Multidisciplinary research anda Development
12	(Diana et al., 2025)	Ezra Science Buletin
13	(Apriliansa et al., 2025)	Jurnal Penelitian Ilmu-ilmu Sosial
14	(Handoko, 2025)	Nusantara: Jurnal Pendidikan Indonesia
15	(Pratama et al., 2022)	Indonesian Journal of Counseling and Development
16	(Purnama & Aprillyanda, 2022)	Seminar Nasional Psikologi dan Ilmu Humaniora (SENAPIH)
17	(Sulastri & Ruzain, 2025)	An – Nafs: Jurnal Fakultas Psikologi
18	(Islamiyah & Maharani, 2025)	Prosiding Seminar Nasional Psikologi

Source: Processed Data, 2025

The results of this systematic literature review are presented through three stages of analysis, including the identification of reviewed studies, the classification of research variables, and the categorization of factors influencing career planning and students' work readiness. Table 1 presents a summary of the 18 selected articles, indicating the diversity of research designs and contexts examined in relation to career planning and work readiness. The variety of publication years and journal sources reflects the growing scholarly attention to this topic, particularly within Indonesian higher education. Table 2 presents the research variables that, in their application, serve as the basis for improving student work readiness.

Table 2. Strategies in Improving Career Planning

No	Author	Research Variables	Description
1	(Valentina & Muchsini, 2025)	Internship Experience	Quantitative
2	(Avilda, 2021)	Parental Care	Quantitative
3	(Labi & Nelwan, 2024)	Internship Experience	Qualitative
4	(Khoiriyah & Bawono, 2024)	Conformity	Quantitative
5	(Raziqin et al., 2024)	Development of Technical Guidelines for Disputing Irrational Beliefs	R&D
6	(Yunita et al., 2025)	Individual Development Assistance	Qualitative
7	(Suprpto & Puspitadewi, 2022)	Talent Development	Quantitative

8	(Nurkhasannah & Putri, 2025)	Career Perception	Quantitative
9	(Nurfadhilla & Habsy, 2024)	Social cognitive career (SCCT)	Qualitative
10	(Selan et al., 2024)	Career Guidance	R&D
11	(Azzahra & Farisan Akbar, 2025)	Career Interest Congruence	Qualitative
12	(Diana et al., 2025)	Career Planning Ability	Qualitative
13	(Apriliana et al., 2025)	Locus of control	Qualitative
14	(Handoko, 2025)	Intrinsic and Extrinsic Motivation	Quantitative
15	(Pratama et al., 2022)	Family Socioeconomic Conditions	Qualitative
16	(Purnama & Aprillyanda, 2022)	Soft skill	Qualitative
17	(Sulastri & Ruzain, 2025)	Job Readiness	Quantitative
18	(Islamiyah & Maharani, 2025)	Interests and Talents	Qualitative

Source: Processed Data, 2025

Table 2 summarizes the research variables explored in the reviewed studies. The findings demonstrate that previous research has predominantly examined specific determinants of career planning, such as internship experience, self-efficacy, family socioeconomic conditions, motivation, and soft skills. While these studies provide valuable empirical evidence, most of them investigate these variables in isolation. As a result, the existing literature offers fragmented insights into career planning, with limited attempts to integrate multiple factors into a comprehensive explanatory framework for students' work readiness.

Based on the results of the literature review, the researchers classified the selected articles. This classification was based on factors that influence career planning improvement. In this study, these factors were divided into three categories: individual factors, environmental factors, and academic factors, as shown in Table 3 below.

Table 3. Variable Contributing factors

No	Contributing factors	Variable
1	Individual factors	1. Work experience 2. Learning experience 3. Self-planning skills 4. Soft skills 5. Intrinsic motivation 6. Extrinsic motivation 7. Talent development 8. Career interest alignment
2	Environmental factors	1. Family support 2. Economic status 3. Perception of the world of work 4. Career expectations
3	Academic factors	1. Career guidance 2. Self-efficacy 3. Intelligence 4. Psychology

Source: Processed Data, 2025

Further synthesis of the reviewed articles led to the categorization of career planning factors into three main dimensions: individual, environmental, and academic factors, as presented in Table 3. Individual factors were the most frequently examined and include work experience, skills,

motivation, interests, talent development, and self-planning abilities. These findings support previous research suggesting that personal agency plays a central role in shaping career development and job readiness outcomes (Handoko, 2025; Suprpto & Puspitadewi, 2022). In line with employability theory, these individual attributes represent key components of human capital and adaptability that enhance graduates' readiness to enter the labor market (Fugate et al., 2004; Yorke & Knight, 2006).

Environmental factors, such as family support, socioeconomic status, perceptions of the world of work, and career expectations, highlight the influence of social and contextual conditions on career planning. Several studies emphasize that supportive family environments and favorable economic conditions provide students with greater access to educational and career development opportunities (Avilda, 2021; Pratama et al., 2022). These findings extend employability frameworks by demonstrating that employability is not solely an individual attribute but is also shaped by external resources and social capital, which can either facilitate or constrain career decision-making processes.

Academic factors represent the role of higher education institutions in strengthening students' career planning and work readiness. The reviewed studies indicate that career guidance, self-efficacy development, intelligence, and psychological support significantly contribute to students' ability to plan and pursue career goals effectively (Nurfadhilla & Habsy, 2024; Selan et al., 2024). Consistent with Social Cognitive Career Theory (SCCT), self-efficacy emerges as a critical mediating factor that influences how students translate academic experiences into career-related actions and readiness for employment. This finding confirms prior international research suggesting that career interventions within educational settings play a strategic role in enhancing employability outcomes (Potgieter et al., 2023).

Overall, the findings of this review reinforce the theoretical view that career planning is a multidimensional construct shaped by the interaction of individual, environmental, and academic factors. Unlike prior studies that focus on single predictors, this review integrates fragmented empirical evidence into a unified framework that explains how career planning contributes to students' work readiness. By linking empirical findings with employability and career development theories, this study extends existing literature and highlights the importance of integrated career planning strategies in higher education to support students' successful transition into the workforce.

CONCLUSION

This systematic literature review concludes that career planning plays a significant role in enhancing students' work readiness through the interaction of individual, environmental, and academic factors. Rather than operating in isolation, these dimensions collectively shape students' ability to prepare for and transition into the labor market. By synthesizing fragmented findings from previous studies, this review contributes an integrated framework that clarifies how career planning functions as a multidimensional process supporting students' employability and job readiness.

From a practical perspective, the findings provide important implications for higher education stakeholders. Curriculum designers are encouraged to integrate career-oriented learning, experiential programs, and employability skills into academic curricula. Career counsellors and student development units can utilize the identified framework to design more holistic career guidance interventions that address not only individual competencies but also environmental and academic support systems. Universities are therefore positioned as strategic actors in strengthening students' career planning capacity and work readiness outcomes.

Despite its contributions, this study has several limitations. First, the data sources were limited to a single database, namely Google Scholar, which may restrict the comprehensiveness and reproducibility of the findings. Second, the review included only Indonesian-language publications, potentially excluding relevant international perspectives. Third, the scope of the reviewed literature was confined to a specific publication period, which may limit broader longitudinal insights into career planning trends.

Future research is recommended to address these limitations by employing multi-database systematic literature reviews, including international databases such as Scopus and ScienceDirect, and incorporating mixed-language sources. Further studies may also adopt empirical or mixed-method approaches to validate and extend the proposed framework, thereby strengthening the generalisability of findings on career planning and students' work readiness.

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