

The Role Of Individual Guidance In Developing Students' Interests And Talents

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ABSTRACT

Background	The research problem is that guidance and counseling services remain reactive, limited by instruments, lack standard operating procedures (SOPs), have minimal coordination, face high workloads, and have not been optimally implemented.
Purpose	This study aims to determine the implementation of individual counseling services, identify strategies for recognizing students' interests and talents, and analyze the obstacles and solutions in their implementation comprehensively.
Research Methodology	This study employed a qualitative case study approach at SMK Putra Bangsa using purposive sampling, observation, interviews, and documentation. Data were analyzed through data reduction, presentation, and conclusion drawing, with triangulation and member checking conducted to ensure the validity of the findings.
Result	The study shows that individual guidance services are implemented through stages of relationship building, interest identification, implementation, and evaluation. The strategies used by counseling teachers include questionnaires, interviews, observations, and information triangulation from various parties. The impacts include increased student confidence, discipline, activeness, as well as improvements in soft skills development and achievements, such as winning archery competitions. However, several obstacles remain, including limited time, non-standardized instruments, informal coordination, and differences in student motivation. Solutions are implemented through flexible scheduling, independent instrument development, and collaboration with schools and Islamic boarding schools. Overall, individual guidance services are effective in supporting the development of students' interests and talents, although strengthening the system and continuous collaboration are still needed at SMK Putra Bangsa.
Conclusion	In conclusion, individual guidance services contribute to the development of students' interests and talents; however, several obstacles remain and require continuous improvement within the school.
Keywords	individual guidance, interests and talents, vocational high school students



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INTRODUCTION

The development of students' interests and talents in schools is widely recognized as a fundamental component of holistic education, as it enhances academic achievement, motivation, and long-term personal growth, while also preparing students for future careers and lifelong learning and supports national education goals today (Renzulli, 2021). Teachers play a crucial role in identifying and supporting students' interests and talents through classroom practices and continuous observation, ensuring that potential is recognized early, as well as guiding them toward appropriate enrichment opportunities that match their abilities and aspirations (Yanti, 2021; Yohana et al., 2020). In addition, extracurricular activities provide meaningful spaces for students to explore and refine their abilities beyond academic subjects, thereby strengthening both cognitive and social competencies and supporting character development in diverse learning contexts and encourages student self-confidence and identity formation (Wahidy & Fitria, 2021; Martadiningsih & Nirina, 2024). Recent studies also emphasize the importance of structured programs and interdisciplinary learning approaches in optimizing talent development within dynamic school environments in order to ensure sustainable talent growth through collaborative school and community support systems (Sampe & Aslan, 2025).

Developing students' interests and talents in schools plays a crucial role in enhancing learning quality, improving academic outcomes, and preparing learners for the demands of the twenty-first century, where creativity, problem-solving, and adaptable skills are increasingly required across all fields (Aripal & Cubero, 2025; Donley, 2024). When schools actively integrate interest-based and talent-oriented learning approaches, students are more likely to develop deeper engagement with learning materials and strengthen both cognitive and practical skills that are essential for lifelong success (Katsampoxaki-Hodgetts et al., 2026; Halawa et al., 2024). However, challenges still exist in many educational settings, including limited use of student-centered approaches and insufficient opportunities for learners to explore their individual strengths within traditional curricula (Abidah & Febriani, 2022; Meza et al., 2021). In addition, not all schools have adequate systems for identifying and nurturing diverse student abilities, which can lead to underdevelopment of potential talents and reduced motivation among learners (Harrington et al., 2016; Bernstein et al., 2021). Research also shows that when students are given structured opportunities to explore their interests through inquiry-based and skill-oriented learning, they demonstrate improved critical thinking and greater ownership of their educational journey (Li et al., 2023; Halawa et al., 2024).

The role of guidance and counseling in schools is essential in supporting the development of students' talents by helping learners recognize their interests, strengths, and potential pathways for future growth in both academic and non-academic fields (Akdemir, 2023; Dwiyono & Eliasa, 2025). School counselors provide structured assistance through assessment, counseling sessions, and career guidance activities that enable students to better understand themselves and make informed decisions about their educational and career goals (Chilewa & Osaki, 2022; Nasution et al., 2023). In addition, guidance and counseling services help identify students who may have hidden or underdeveloped talents, ensuring that these abilities are nurtured through appropriate programs and learning opportunities within the school environment (Sriyono, 2017; Fadilah, 2024). Counselors also play a key role in designing and implementing talent development strategies such as career planning, interest inventories, and individualized development plans that align with students' abilities and aspirations (Samudra & Wangid, 2024; Rada et al., 2026). Furthermore, research shows that effective counseling services contribute to improved student confidence, motivation, and adaptability, which are important factors in maximizing talent development outcomes (Jie & Hassan, 2019; Akdemir, 2023). Therefore, guidance and counseling programs are not only supportive services but also central components in creating an educational environment that encourages students to explore, develop, and optimize their talents for future success in a rapidly changing world.

The Guidance and Counseling (GC) services at Putra Bangsa Vocational High School are already available; however, their implementation practices are still dominated by a reactive approach, namely addressing behavioral and academic problems after they emerge. The role of GC teachers as facilitators and counselors continues to be carried out, but its effectiveness is hindered by high workloads, limited standardized assessment instruments such as interest and talent inventories, and minimal formal collaboration with extracurricular activity supervisors and external parties. The absence of standard operating procedures in directing students, particularly students majoring in Software Engineering (RPL) who have non-technical interests or more specific technical interests, toward relevant development programs also becomes an obstacle. This condition affects the limited ability of GC services to produce individual development plans that are systematic, measurable, and supported by continuous follow-up. In the context of Putra Bangsa Vocational High School, the current conditions (reactive counseling services, limited instruments, and minimal coordination) indicate that although the influence mechanism exists, its implementation has not been optimal. Therefore, the influence of guidance services on students' interest and talent development remains limited and requires structural intervention.

Previous studies have extensively discussed GC services in general; however, they have not specifically examined the implementation of individual guidance in developing the interests and talents of vocational high school students majoring in Software Engineering (RPL). Furthermore, studies related to the limitations of assessment instruments, weak collaboration, and the lack of standard operating procedures in GC services that affect the effectiveness of students' potential development in a systematic manner remain limited. The novelty of this research lies in its focus on examining the implementation of individual guidance services within the context of vocational high schools majoring in Software Engineering (RPL) through a multi-source and multi-method approach to identify students' interests and talents more comprehensively. This research also highlights the integration of cognitive counseling, the involvement of various school stakeholders, and the strengthening of continuous evaluation processes in developing students' potential in a contextual and applicable manner within vocational school environments.

This study aims to determine and analyze the implementation of individual guidance services in developing the interests and talents of Software Engineering (RPL) students at vocational high schools, identify the strategies used by GC teachers, and evaluate the obstacles, solutions, and effectiveness of services in optimally supporting students' potential development in the school. This research provides theoretical contributions to the development of guidance and counseling studies, particularly individual guidance services in vocational education. Practically, this research serves as an evaluation material for schools, a guide for GC teachers in improving service effectiveness, assists students in developing their interests and talents, and becomes a reference for future researchers in examining GC services more deeply and contextually. The impact of this research is the improvement of the effectiveness of individual GC services, increased student confidence, the development of students' interests and talents, and enhanced student achievement and involvement in school activities continuously at the vocational school.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a single case study design to deeply understand the implementation of individual guidance services in developing the interests and talents of tenth-grade students majoring in Software Engineering (RPL) at Putra Bangsa Vocational High School. This approach was selected because it focuses on revealing meanings, experiences, and the process of implementing individual guidance services contextually rather than testing relationships among variables. The research was conducted at Putra Bangsa Vocational High School, Pamekasan Regency, which was selected because it has active Guidance and

Counseling services and supports the implementation of the research. The research subjects were determined using purposive sampling techniques, namely selecting informants who have knowledge and direct involvement with the research focus. The informants consisted of guidance and counseling teachers, homeroom teachers, productive subject teachers, extracurricular activity supervisors, and tenth-grade RPL students, who were expected to provide comprehensive data regarding the implementation of individual guidance services in developing students' interests and talents.

Table 1. Data Collection Techniques

No.	Technique	Data Source	Data Collection Focus	Instrument
1	Participant Observation	Guidance and Counseling teachers, students, and the school environment	Directly observing the implementation of individual guidance services, interactions between GC teachers and students, and the dynamics of activities related to the development of students' interests and talents.	Observation sheets, field notes, and photo documentation.
2	Structured Interviews	Guidance and Counseling teachers, homeroom teachers, productive subject teachers, extracurricular activity supervisors, and tenth-grade RPL students	Gathering information regarding the implementation of individual guidance services, strategies for identifying interests and talents, teacher collaboration, implementation obstacles, and students' experiences and perceived benefits in developing their potential.	Interview guidelines and recording devices.
3	Documentation	School documents and activity archives	Collecting supporting data in the form of photos of individual guidance service activities, extracurricular activities, GC programs, and other documents related to students' interest and talent development.	Camera, school documents, archives, and administrative records.

The data processing techniques in this study were conducted through three stages, namely data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, categorizing, simplifying, and focusing the data obtained from observations, interviews, and documentation according to the research objectives. The next stage was data presentation, which involved organizing the research findings in the form of descriptive descriptions, tables, and matrices so that the obtained information became more systematic, easier to understand, and assisted the researcher in identifying patterns and relationships among the data. The final stage was conclusion drawing, which was conducted gradually based on the results of the data analysis that had been presented. At this stage, the researcher formulated research findings regarding the implementation of individual guidance services in developing the interests and talents of tenth-grade Software Engineering students at Putra Bangsa Vocational High School, along with supporting factors, obstacles, and efforts made to optimize students' potential development.

The data validity techniques in this study were conducted to ensure the credibility and trustworthiness of the research findings through several methods. First, source triangulation was conducted by comparing information obtained from Guidance and Counseling teachers, homeroom teachers, productive subject teachers, extracurricular activity supervisors, and students so that the data could complement and confirm each other. Second, technique triangulation was conducted by combining observations, interviews, and documentation to examine data consistency from the same sources. Third, member checking was conducted by returning the preliminary findings to the main informants so that the researcher's interpretation was consistent with the experiences and information they provided. Fourth, prolonged observation was conducted through repeated visits and observations at the research site to obtain deeper data and establish good relationships with informants. The application of these techniques was expected to ensure the credibility, dependability, transferability, and confirmability of the research findings.

RESULT AND DISCUSSION

Implementation of Individual Guidance Services in Developing the Interests and Talents of Grade X Students in the Software Engineering Department at SMK Putra Bangsa

a. First Stage: Relationship Building (Rapport Building)

The first stage carried out by the guidance and counseling teacher, Mr. Pusadi, S.Pd., was establishing a warm, open, and trusting relationship between the counselor and students. The guidance and counseling teacher emphasized that without a strong foundation of trust, the process of exploring information about students' interests and talents would not produce accurate and honest data. Therefore, at this stage, the guidance and counseling teacher actively created a safe psychological atmosphere for students, where they felt free to express their feelings, expectations, concerns, and personal potential without fear of being judged or blamed. The approach used at the initial stage was non-directive, namely allowing students to speak freely while the counselor actively listened. As a result, Grade X Software Engineering (RPL) students generally showed positive and open responses during the guidance sessions, which became an important foundation for the success of the subsequent stages. Relationship building or rapport building serves as the main foundation in creating trust between counselors and students, enabling students to become more open in exploring themselves (Cross & Cross, 2021).

b. Second Stage: Identification of Interests and Talents

After trust had been established, the guidance and counseling teacher continued to the core stage, namely identifying students' interests and talents. At this stage, the guidance and counseling teacher used two instruments simultaneously and complementarily. The first instrument was an interest questionnaire distributed to all Grade X RPL students. This questionnaire was independently designed by the guidance and counseling teacher and functioned as an initial data collection tool that provided a structured overview of students' tendencies toward various fields of activities, both academic and non-academic. The second instrument was an in-depth interview conducted individually. This interview aimed to explore more personal and contextual information, including the background behind the formation of students' interests, past experiences that influenced their preferences, as well as their aspirations and expectations that they wanted to achieve in the future. The identification stage of interests and talents was carried out through an assessment approach such as interviews, observations, and psychological instruments to comprehensively reveal students' academic and non-academic potential. This process aligns with the modern guidance approach that emphasizes the importance of early identification of students' interests and strengths as a basis for developing skills and competencies (Roberts, 2026; Tartaglione, 2026).

In addition to the two main instruments, the guidance and counseling teacher also integrated supporting information obtained from subject teachers, homeroom teachers, and students' peers. This triangulation from various sources enabled the guidance and counseling teacher to obtain a more holistic, objective, and comprehensive understanding of each student's potential, beyond what could be revealed only through questionnaires and interviews. The results of this identification stage then became the basis for the guidance and counseling teacher in providing directions and recommendations for activities that were most suitable with each student's profile of interests and talents.

c. Third Stage: Implementation and Evaluation

After the identification process was completed and activity recommendations were provided, the guidance and counseling teacher did not stop at the guidance stage alone. The guidance and counseling teacher actively conducted regular monitoring and evaluation of students' development of involvement and achievements in the selected activities. This evaluation was carried out through regular coordination with extracurricular activity supervisors and homeroom teachers, who directly interacted with students every day.

The purpose of this stage was to ensure that the selected activities were truly appropriate with students' conditions and needs, while also identifying early whether any students required adjustments in activities or further guidance interventions. The final stage was implementation and evaluation, in which the identification results were used to design appropriate development programs, such as skills training, interest-based projects, or career guidance. This implementation was carried out systematically and evaluated periodically to ensure that the services provided truly had an impact on the development of students' interests and talents (Hatch et al., 2019).

Throughout the three stages above, cognitive counseling techniques were applied as the main approach. Through this technique, the guidance and counseling teacher helped students recognize and change negative thought patterns about their abilities, such as the belief that they were not talented, would not achieve success, or were not worthy of participating in competitions, into more positive, realistic, and constructive thought patterns. This shift in mindset proved to be an important catalyst that encouraged students to become more courageous in exploring their potential and actively participating in activities that they previously doubted. The concrete results of the overall implementation of individual guidance services can be seen from the distribution of student participation in extracurricular activities. From a total of 13 Grade X RPL students who actively participated in self-development activities, 10 students (76.9%) chose archery extracurricular activities and 3 students (23.1%) chose volleyball. Furthermore, all 13 students received individual guidance services equally without exception, an achievement that reflects the school's commitment to the principle of service inclusiveness, where guidance is not only provided to students with problems but to every student as a right in the process of optimally developing their personal potential.

At the implementation and evaluation stage, the identification results were used to design relevant development programs, such as project-based training, strengthening technological skills, and career guidance tailored to students' individual needs. This implementation was not static but was evaluated periodically to ensure that the services provided truly supported the development of students' interests, talents, and career readiness in the era of modern education, which requires balanced integration of academic, technical, and social skills (Nguyen et al., 2025; Briand et al., 2025).

Identification of Students' Interests and Talents in Grade X of the Software Engineering Department through Individual Guidance Services at SMK Putra Bangsa

a. First Component: Interest Questionnaire as an Initial Mapping Tool

The guidance and counseling teacher used an interest questionnaire as the first step in the identification process. This questionnaire was independently developed by the guidance and counseling teacher and distributed to all Grade X RPL students at the beginning of the semester. The function of the questionnaire was as an initial mapping tool that provided a structured overview of students' tendencies and preferences toward various fields of activities. The questionnaire results were then used as an initial map to guide the direction of further exploration in the subsequent individual interview sessions.

b. Second Component: In-depth Interview as Contextual Exploration

The data from the questionnaire were followed up through in-depth interview sessions conducted individually between the guidance and counseling teacher and each student. These interviews did not merely confirm the questionnaire results but also explored further the reasons behind students' choices, past experiences that shaped their interests, psychological conditions that influenced talent development, as well as students' aspirations and future plans. Through in-depth interviews, the guidance and counseling teacher was able to obtain qualitative information that could not be measured solely through written instruments.

c. Third Component: Observation of Student Behavior

In addition to interviews, the guidance and counseling teacher also conducted direct observations of students' behaviors, attitudes, and responses both during guidance sessions and in their daily activities within the school environment. These observations included examining how students interacted with their peers, how they responded to challenges in learning, and what activities they voluntarily pursued outside classroom hours. The observation data complemented and verified the information obtained through questionnaires and interviews.

d. Fourth Component: Information Triangulation from Cross-Stakeholders

The component that distinguishes the strategy of the guidance and counseling teacher at SMK Putra Bangsa from conventional approaches is the active use of information triangulation from various parties who directly interact with students. The productive RPL teacher (Ach. Riyadi, S.Kom) stated that coordination with the guidance and counseling teacher was conducted almost every day to discuss students' academic development and classroom behavior. The homeroom teacher (Moh. Faqih, S.T) described this collaboration mechanism as a process of "providing solutions to each other" that was established through "continuous communication" among the parties involved. The archery extracurricular supervisor (Zainal Arifin) and the volleyball supervisor (Ahmad Zainuddin) also contributed information regarding students' skill development, discipline, and attitudes during training activities.

The integration of the four strategic components above produced a much more comprehensive profile of students' potential compared to relying on only one method. The impact of implementing this strategy was clearly reflected in the changes that occurred among students, as summarized in Table 2 below:

Table 2. Results of Identification of Student Changes After Individual Guidance

No	Dimension of Change	Before Condition	After Condition	Field Indicators
1	Self-awareness	Students were unable to identify their interests and strengths; they tended to feel confused in determining activity choices	Students were able to identify specific areas of interest and reasons behind their choices with confidence	Students' statements during the interviews that they now "know" their abilities after receiving guidance
2	Self-confidence	Students tended to be passive, quiet, and hesitant in expressing opinions or asking questions to teachers	Students became willing to ask teachers independently, actively communicate with friends, and confidently perform presentations in front of the class	Reports from homeroom teachers and productive teachers regarding increased student confidence in academic interactions
3	Discipline and consistency	Some students were inconsistent in attending training sessions and lacked seriousness in undergoing the development process	Students became more disciplined in attending training, more focused during each session, and able to undergo long-term training processes with increased patience	Direct observations from extracurricular supervisors regarding changes in attendance and student attitudes during training
4	Learning engagement	Classroom participation was limited; some students were passive and less punctual in submitting assignments	Increased activeness in classroom discussions, improved punctuality in assignment submission, and greater enthusiasm for productive RPL subjects	Reports from productive teachers that students who actively participated in extracurricular activities showed increased focus and achievement in class
5	Soft skills development	Teamwork, communication, and responsibility skills were not yet clearly visible	Development of teamwork abilities, active communication, personal responsibility, and time management through regular involvement in training skills among students and competitions	Statements from productive teachers and supervisors regarding improved collaboration and communication
6	Competitive achievement	There were no formal achievement records from X RPL students in any competition	Third Place Winner in the Grade Traditional Archery Competition for the Women's 20-Meter Category in commemoration of Pamekasan Regency Anniversary	Madura Photo documentation and award certificates stored at the school

Overall, the research findings for the second research question prove that the multi-source and multi-method strategy implemented by the guidance and counseling teacher at SMK Putra Bangsa, although not yet fully supported by formally standardized assessment instruments, was able to produce significant and measurable changes in six dimensions of students' personal development simultaneously. The Third Place Achievement at the Madura level serves as the most concrete empirical evidence that the process of identifying and developing students' interests and talents conducted by the guidance and counseling teacher has produced outcomes that can be academically justified.

Barriers and Solutions in Individual Guidance Services for Developing the Interests and Talents of Grade X Students in the Software Engineering Department at SMK Putra Bangsa

Table 3. Barriers and Solutions in the Implementation of Individual Guidance Services

No	Category	Barriers	Impact on Services	Solutions Implemented
1	Internal	Limited time availability of the guidance and counseling teacher due to a high individual workload of administrative tasks outside counseling services	The frequency and depth of each individual guidance sessions became less optimal and were not always consistent	Flexible scheduling of guidance sessions for and utilizing available time gaps between school activities for brief but focused guidance
		The unavailability of standardized interest and talent assessment instruments that have undergone formal validity testing	The accuracy and consistency of students' interest and talent identification results could not be fully guaranteed	Developing an independent interest questionnaire that was complemented and verified through individual in-depth interviews
		Coordination between guidance and counseling teachers, homeroom teachers, and extracurricular supervisors remained informal and was not officially documented	Potential inconsistency of information and delays in follow-up actions regarding student development	Intensive and continuous informal communication among related parties as a substitute for formal coordination mechanisms
2	External	Students residing in Islamic boarding schools had limited permission flexibility regarding time for activities outside school hours	Consistency of attendance in extracurricular training sessions could not be fully maintained by some students	Direct coordination between the school and Islamic boarding school administrators regarding adjustments to students' activity schedules
		Rainy weather conditions and long travel distances hindered student attendance in outdoor extracurricular activities	Several training sessions could not be conducted fully because the number of student participants was insufficient	Rescheduling training sessions affected by weather conditions and implementing attendance tolerance during extreme conditions
		Variations in students' motivation and discipline in consistently participating in training programs	The talent development process could not be carried out equally and optimally for all students	Personal approaches through advanced cognitive counseling sessions to build students' intrinsic motivation and self-awareness regarding the importance of discipline

Thus, individual guidance services at SMK Putra Bangsa can be considered effective in supporting the development of students' interests and talents, although they still require improvement, particularly in the aspects of assessment and a more structured coordination system. Various studies indicate that the effectiveness of counseling services is strongly influenced by the quality of the counselor–student relationship, the accuracy of needs assessment, and the counselor's ability to integrate data-based and technology-based approaches into the service process (Khairun et al., 2025; Okesanya et al., 2026). In practice, individual counseling allows students to receive more personal attention so that problems, potentials, and directions for self-development can be identified more deeply. This approach has also been proven to increase student involvement in the self-development process and assist them in making academic and career decisions more effectively (Bouchrika, 2025; Trusty et al., 2026). Furthermore, the effectiveness of individual guidance services is also highly influenced by the counselor's ability to conduct comprehensive assessments and utilize various sources of information to understand students' needs holistically, including through multi-method approaches

and collaboration with other school stakeholders (Buchanan et al., 2016; Holt et al., 2017). On the other hand, challenges in implementing these services include limited time, counselor workload, and the need for continuous improvement of professional competencies so that the services provided remain relevant to students' development (Guimarães et al., 2026; Maulidah et al., 2026). Nevertheless, various studies emphasize that individual counseling services continue to make significant contributions to improving students' well-being, learning motivation, and potential development directions when implemented consistently, systematically, and based on students' actual needs (Yeung et al., 2026; Hardt et al., 2026; Remez, 2016).

CONCLUSION

Individual guidance services at SMK Putra Bangsa have been implemented through systematic stages consisting of relationship building, identification of interests and talents, as well as implementation and evaluation. The strategy of the guidance and counseling teacher in identifying students' interests and talents was carried out through a multi-source approach, including questionnaires, interviews, observations, and information triangulation from various school stakeholders. The results showed improvements in students' self-confidence, active involvement, soft skills development, as well as academic and non-academic achievements. However, several obstacles were still found, including limited time availability of the guidance and counseling teacher, the lack of standardized instruments, and less optimal coordination among internal and external school parties. The solutions implemented included flexible scheduling, the development of independent assessment instruments, and collaboration with school stakeholders and Islamic boarding school administrators. Overall, individual guidance and counseling services were considered sufficiently effective in helping students develop their personal potential sustainably within the vocational school environment. These findings emphasize the importance of strengthening the guidance and counseling service system through improving teacher competencies, providing standardized assessment instruments, and strengthening collaboration with internal and external school stakeholders to support the development of students' interests and talents more optimally and sustainably in the future. This research also serves as a basis for evaluating school policies in improving the quality of counseling services in vocational schools systematically and sustainably.

This research contributes theoretically to the development of guidance and counseling knowledge and practically serves as a reference for improving individual guidance services in vocational schools to optimize students' interests and talents sustainably. This study has limitations in terms of research scope, as it was conducted in only one school, involved a limited number of informants, and was constrained by the research duration, meaning that the findings cannot yet be widely generalized to all vocational schools in Indonesia. Future research is recommended to expand the research locations, employ quantitative or mixed-method approaches, and develop more standardized assessment instruments. Furthermore, future studies may examine the effectiveness of technology-based digital individual guidance models, cross-institutional collaboration, and their deeper impact on vocational students' achievements and career development in a sustainable and effective manner. Overall, this research confirms that individual guidance services play an important role in developing the interests and talents of vocational school students and require continuous strengthening of the service system in the future.

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manuscript in a limited and responsible manner. The author hopes that this research can provide benefits for the development of guidance and counseling knowledge and for related parties. All limitations and shortcomings in this research remain the responsibility of the author and are expected to serve as material for future improvement. The author expresses appreciation for the attention and support provided by all parties. The author further emphasizes that the use of AI was only as a supporting tool and not as a substitute for the primary academic and ethical research analysis process.

AUTHORS' CONTRIBUTION

- Author 1 : contributed to the conceptualization of the research, development of the research design, data collection, data analysis, and preparation of the initial manuscript draft.
- Author 2 : contributed to the literature review, methodological refinement, validation of research findings, and critical revision of the manuscript.
- Author 3 : contributed to data interpretation, discussion development, manuscript improvement, and review of the final version of the article.
- Author 4 : contributed to supervision, coordination of the research process, final manuscript evaluation, and approval of the final version for publication.

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