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A Systematic Literature Review on the Application of Behavioral Counseling and Self-Management Techniques in Indonesia: Insights into Career Maturity Development

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Abstract: This study examines the effectiveness of self-management techniques in enhancing students' career maturity through a systematic literature review (SLR) methodology. The research involved identifying, selecting, and analyzing scholarly works, including journal articles, theses, dissertations, and other academic sources. Ten studies were reviewed, focusing on the application of self-management techniques in group and individual counseling across various educational levels, such as junior high school, high school, and higher education. The findings underscore the role of self-management techniques as a significant tool for fostering students' ability to plan and make informed career decisions. These techniques enable students to identify their strengths, establish realistic career goals, and acquire the necessary skills for successful career development. The analysis reveals that self-management techniques significantly contribute to career maturity by promoting self-awareness, effective goal-setting, and improved decision-making abilities. They address challenges such as low academic motivation, limited career awareness, and indecisiveness. Furthermore, the research highlights the influence of environmental factors, including the support of counselors, schools, and families, in maximizing the effectiveness of these interventions. The adaptability of self-management techniques across diverse educational contexts demonstrates their utility in guiding students through career-related challenges, providing them with a structured framework to enhance their career planning capabilities. In conclusion, self-management techniques offer a comprehensive approach to improving career maturity, equipping students with the skills and confidence to navigate their career trajectories. This study contributes to the body of literature in guidance and counseling by offering evidence-based insights into the benefits of self-management strategies. The findings underscore the importance of integrating these techniques into educational and counseling practices to prepare students for the demands of evolving career landscapes.

Keywords: self-management, career maturity, behavioral counseling, career development, systematic literature review.

▪ INTRODUCTION

Career maturity refers to the stage at which individuals have understood and are able to carry out career development tasks in accordance with their stage of development. Rhero (2021) states that, career maturity is very important in the developmental process of individuals and can influence their decisions about further education and future career choices and planning. It includes an understanding of one's potential, the ability to make informed career decisions, and knowledge of relevant occupations and industries. According to Wendling & Sagas (2020) career planning is the process by which individuals set career goals and plan the steps necessary to achieve those goals. This process involves self-assessment, career exploration and career decision-making. Career planning also involves an understanding of oneself, including strengths, weaknesses,

interests, and values, as well as an understanding of the world of work and the opportunities available. In addition, career decisions can be defined as the process by which individuals make choices about their career path based on factors such as their interests, abilities, outcome expectations and goals (Pérez-López et al., 2019). The purpose of career planning is to help individuals achieve their career goals in an effective and efficient manner. Career planning involves identifying individual strengths and weaknesses, exploring available career options, and developing a plan of action to achieve career goals (Valls et al., 2020).

Factors that influence career decisions include personality traits, contextual factors, and social cognitive predictors. Research conducted by Azpilicueta et al., (2023) found that personality traits such as conscientiousness, intellect/openness, extraversion, and neuroticism contribute to career exploration and decision making through sociocognitive mechanisms. Contextual factors such as social support and self-efficacy also influence career exploration behavior and decision-making outcomes. Some factors such as, gender differences, level, professional group, career interests, and job significance can also influence career selection difficulties. Furthermore, according to Hidayah et al., (2019) there are three aspects that reflect how creativity becomes an important manifestation for individuals, especially for students in career decision making. The first is creativity which involves the ability to have an open mind, generating a variety of ideas (Widening). Second is the ability to combine different and known ideas into unusual combinations (Connecting). Third is the ability to capture and restructure new properties of a particular situation with the idea of adopting a different perspective (Reorganizing).

Alamsyah et al., (2023) explained that one of the common problems faced is the lack of individual understanding of the steps that should be taken in preparing a career. This lack of knowledge is the root of the problem in each individual's career. So that a lack of understanding and knowledge about career goals and job expectations triggers problems in one's career development. In line with this, Shankhdhar et al., (2020) stated that students face several difficulties in choosing a career, several difficulties faced by students in choosing a suitable career, namely limited knowledge about themselves, increasing conventions, environmental influences, use of technology and data. Research conducted by Putri (2019) shows that around 60% of students at SMK Binawiyata Sragen have difficulty knowing their abilities and potential, and do not know their talents and interests. This causes students to not have life goals that are in accordance with their abilities and do not have insight into the jobs they will choose after graduating from school. Meanwhile, the results of research conducted by Nurhayati et al. (2021) show that low career maturity in students of SMA Negeri 13 Garut also occurs, causing low academic motivation and difficulty in making career decisions. Furthermore, in a study conducted by Wahyuniyah (2020), there were students from SMP Negeri 30 Gresik who had problems with low career selection maturity. In addition, cases of low career maturity can be found in individuals who have difficulty in determining career choices, such as determining and choosing extra activities at school that match their talents and interests, as well as confusion about what they will do after graduating from high school (Permadi, 2022). Low career maturity can be caused by various internal and external factors, such as students' closed personalities, not focusing on their skills, lack of self-confidence, other interests, family economic conditions, and the influence of parents in imposing their will on their children's career choices (Maulida, 2020).

It can be concluded that individuals who do not have career maturity can experience confusion about their future career plans. Therefore, counselors in schools are obliged to

assist students in improving their career maturity. The role of counselors in preparing individuals for career advancement emphasizes the importance of a comprehensive approach in supporting young people's career development. By providing guidance that is personalized and tailored to each individual's needs, counselors help individuals explore their potential and interests, and equip them with the skills needed to deal with the dynamics of change (Arianti et al, 2023; Ayunda et al, 2024). Individuals should begin their career planning at an early stage of development and reach career maturity that matches their level of maturity. The BK Teacher's efforts include providing individual counseling services, developing group guidance, providing support to students, providing adequate facilities, and implementing training that is designed systematically and continuously according to the potential of students in the school environment. In addition, before determining the choice of career path, both academic and non-academic, students need to first undergo an interest test (Jalal, 2024). The importance of implementing a structured and sustainable career guidance program in schools aims to support the development of individual career maturity (Thasfa & Daulay, 2024). One of the techniques that can be used by counselors is the application of self-management techniques, both in groups and individually.

Self-management techniques are strategies used to help individuals manage themselves in various aspects of life, including in career selection. It involves using various methods and techniques to help individuals identify their goals, plan how to achieve those goals, and monitor their progress in achieving those goals (Bielczyk et al., 2020; Maulida, 2020). Self-management techniques involve individual efforts to plan, focus, and evaluate their activities. In the counseling process, this technique provides a stimulus for individuals to find solutions through plans that can be arranged and agreed upon by the individual. This helps individuals find new changes in their behavior and significantly increase career maturity (Amalia et al., 2020; Putri, 2019; Yusran & Setyowati, 2022). The steps of Lutfiyah's self-management technique, (2023) are as follows: (1) Assessment, which provides opportunities for counselees to openly convey their experiences without anything being hidden. Information from the delivery of this counselee is then used to determine which technique is most appropriate to apply; (2) Goal Setting, which is formulating the problems that need to be overcome in the counseling session. In this step, it is clearly determined what is to be achieved through the counseling process; (3) Technique Implementation, which is to determine the counseling techniques that will be applied with the aim of achieving the desired behavior change. At this stage, specific techniques are identified and implemented; (4) Evaluation Termination, which assesses the success of the counseling activities. It is reviewed whether the goals set have been achieved or not; and (5) Feedback, which analyzes the shortcomings that may be experienced in the counseling session and makes improvements to achieve optimal results.

Several previous studies have proven that the application of self-management techniques can successfully increase students' level of career maturity. Rhero (2021) found that the use of self-management techniques can significantly improve students' career maturity. The results of research conducted by Nurhati (2021) also show that the application of self-management techniques can improve the career maturity of high school students. This study aims to explore and confirm the findings of previous studies to prove the extent of the positive impact of the application of self-management techniques in improving students' career maturity. Thus, this study is expected to make an additional contribution to the literature in the field of Guidance and Counseling,

especially related to the effectiveness of self-management techniques in improving students' career maturity.

▪ **METHOD**

Participants

The population of this study encompassed students at various educational levels, including junior high school, high school, and college. The sampling technique employed was purposive sampling, targeting participants who had been identified in previous research as experiencing challenges in career maturity, such as indecision in career planning, low self-awareness, and limited goal-setting skills. The sample included 10 studies reviewed systematically, each focusing on a specific group of participants. These ranged from junior high school students in Surabaya (e.g., Rhero, 2021; Wahyunyah, 2020) to vocational high school students in Gresik and Singkawang (e.g., Maulida, 2020; Suwanto, 2018). The sample size varied across the studies, with groups typically ranging from 20 to 60 participants, representing a broad spectrum of academic and social backgrounds. This diversity ensures the generalizability of the findings within the scope of this research.

Research Design and Procedures

The study utilized a systematic literature review (SLR) design, which is a well-established methodology for synthesizing existing research to derive comprehensive insights (Kitchenham et al., 2009; Moher et al., 2009). The SLR process was conducted in six sequential stages, beginning with the formulation of research questions aimed at evaluating the effectiveness of self-management techniques in enhancing career maturity. The second stage involved an extensive search for literature using databases such as Google Scholar, ScienceDirect, and Semantic Scholar. The inclusion criteria for the studies selected were publications focusing on self-management techniques, career maturity, and related behavioral counseling interventions. Publications were included only if they were peer-reviewed articles in English or high-quality international journals.

The third stage was the application of inclusion and exclusion criteria. Studies that did not specifically address career maturity or self-management techniques were excluded, as were articles that lacked empirical data. The fourth stage involved assessing the quality of the literature using a standardized quality assessment framework (e.g., CASP, 2018). This ensured that the included studies met rigorous academic standards and provided reliable data for analysis.

The subsequent stage entailed data extraction, where relevant information was systematically recorded. This information included participant demographics, research objectives, methodologies, findings, and conclusions. Finally, a narrative synthesis was conducted to compare and contrast the findings across studies, providing a comprehensive understanding of how self-management techniques influence career maturity. The entire process spanned six months, ensuring thoroughness and accuracy in the synthesis of findings.

Instruments

The instruments used in the included studies were predominantly non-test instruments, such as questionnaires, structured interviews, and observation checklists, designed to measure various dimensions of career maturity and self-management. The

instruments were either adapted from existing validated tools or developed specifically for the respective studies.

For instance, the Career Maturity Inventory (CMI) by Crites and Savickas (1996), a widely recognized tool for measuring career maturity, was adapted in multiple studies. The CMI assesses key dimensions such as career planning, career exploration, decision-making readiness, and goal-setting abilities. Each dimension consisted of multiple items. For example, the career planning dimension measured students' ability to articulate long-term career goals and identify steps to achieve them, with items like "I have a clear plan for my future career" rated on a Likert scale from 1 (strongly disagree) to 5 (strongly agree). This instrument demonstrated high reliability, with Cronbach's alpha coefficients exceeding 0.80 in prior studies (Creed et al., 2011).

Self-management skills were assessed using instruments adapted from Bielczyk et al. (2020), focusing on dimensions such as self-monitoring, goal-setting, and time management. Indicators included statements like "I set specific goals for my daily activities" and "I evaluate my progress toward achieving my career objectives." Each indicator was represented by 3–5 items, ensuring comprehensive coverage of the construct. These instruments were validated through factor analysis, with validity indices ranging from 0.75 to 0.90, confirming their robustness in capturing self-management constructs.

Data Analysis

Data analysis followed a rigorous step-by-step process to ensure validity and reliability of the synthesized findings. The first step involved descriptive analysis to summarize the characteristics of the included studies, such as participant demographics, research contexts, and methodologies. This was followed by a thematic analysis to identify recurring themes and patterns across the studies, particularly focusing on how self-management techniques were implemented and their outcomes on career maturity.

Meta-synthesis techniques were employed to combine findings from multiple studies, ensuring that the synthesized results reflected the cumulative evidence from the literature (Sandelowski et al., 2007). Effectiveness measures, such as effect sizes and statistical significance levels reported in the original studies, were analyzed to determine the overall impact of self-management techniques. Advanced statistical methods, including meta-regression, were considered to explore potential moderators of the effectiveness, such as age, educational level, and intervention duration.

Finally, the results were interpreted within the context of existing theoretical frameworks, such as Social Cognitive Career Theory (Lent et al., 1994), to provide a deeper understanding of the mechanisms through which self-management techniques influence career maturity. This comprehensive analytical approach ensured that the findings were robust, reliable, and provided meaningful insights for both academic and practical applications.

▪ RESULT AND DISCUSSION

A search for research articles related to the topics of “self-management” and “career maturity” based on predetermined criteria yielded ten relevant articles for further analysis. Each article provided diverse insights into the application of self-management techniques in the context of developing career maturity. The full information related to these articles, including the results of their discussion, is presented in detail in Table 1 below, which

aims to provide a clearer picture of the contribution of each study to the understanding and implementation of these concepts in the field of career education and guidance.

Table 1. Summary of selected literature

No	Researcher and Year	Article Title	Result
1.	(Permadi, 2022)	<i>Efektivitas Penggunaan Strategi Self-Management dalam Konseling Kelompok Untuk Meningkatkan Kematangan Pemilihan Karier Peserta Didik Kelas XI MIA 2 SMA</i>	The results showed that the use of self-management strategies in group counseling can significantly improve the maturity of career selection of students in class XI MIA 2 Taruna Pembangunan Intensive High School Surabaya.
2.	(Rhero, 2021)	<i>Penggunaan Strategi Self-Management dalam Konseling Kelompok Untuk Meningkatkan Kematangan Karier Siswa</i>	The results showed that the use of self-management strategies in group counseling can significantly improve students' career maturity. The use of self-management strategies in group counseling services can significantly improve the career maturity of students in class VIII C Junior High School 21 Surabaya.
3.	(Nurhayati et al., 2021)	<i>Layanan Bimbingan Kelompok dengan Teknik Self Management Terhadap Kematangan Karier Pada Siswa SMA</i>	This study shows that group guidance with self-management techniques can improve the career maturity of high school students. Students' career maturity develops through guidance and counseling (BK) services, with environmental support and consistency of strategies applied.
4.	(Wahyunyah, 2020)	<i>Penerapan Strategi Self-Management dalam Konseling Kelompok Untuk Meningkatkan Kematangan Pemilihan Karier Siswa SMP</i>	The application of self-management strategies in group counseling can improve the career selection maturity of junior high school students. The results showed a significant increase in students' career selection maturity after the application of self-management strategies in group counseling.
5.	(Maulida, 2020)	<i>Penerapan Strategi Self-Management dalam Bimbingan Kelompok Untuk Pemantapan Pemilihan Karier Pada Siswa SMA</i>	The research was conducted to test the effectiveness of self-management strategies in group guidance on stabilizing career choices in students of class XI MIPA 4 Senior High School 1 Menganti Gresik. There is a significant influence in group guidance with self-management strategies on stabilizing career choices in students of class XI MIPA 4 Senior High School 1 Menganti Gresik.
6.	(Putri, 2019)	<i>Efektivitas Konseling Individu dengan Teknik</i>	The results showed that individual counseling with self management

		<i>Self Management Terhadap Kematangan Karier Siswa SMK Binawiyata Sragen</i>	techniques was effective on career maturity of Binawiyata Sragen Vocational High School students. This research was conducted based on the condition of poor career maturity at the Vocational High School.
7.	(Lutfiyah, 2023)	<i>Strategi Konseling Behavioral dengan Teknik Self-Management untuk Membantu Mencapai Kematangan Karir Siswa di SMK Khozinatul Ulum Todanan Blora</i>	The results of research related to the use of self-management techniques show that these techniques are effective in helping students achieve career maturity. In a study conducted at Khozinatul Ulum Todanan Vocational High School, counseling guidance teachers used behavioral counseling strategies with self-management techniques to help students achieve their career maturity. Some of the methods used include providing motivation, individual and group counseling services, individual and group guidance services, and establishing cooperation with the business world and the industrial world.
8.	(Andoris & Prabowo, 2023)	<i>Upaya Meningkatkan Kemampuan Pengambilan Keputusan Karier dengan Bimbingan Kelompok Teknik Self Manajemen</i>	Research shows that self-management techniques are effective in improving students' career decision-making. Group guidance with this technique helps students understand careers, obtain career information, and self-organize, plan, focus, and evaluate activities to overcome problems, including career decision making.
9.	(Wulandari et al., 2022)	<i>Meningkatkan Kemampuan Perencanaan Studi Lanjut melalui Penerapan Teknik Self Management di Kelas XI IPS 3 SMA N 9 Kota Jambi</i>	Research at Senior High School 9 Jambi City showed that self-management techniques were effective in improving students' advanced study planning skills, with the best results in the third cycle (89%). The accuracy of the technique implementation reached 97%, and student activeness averaged 97%.
10.	(Suwanto, 2018)	<i>Identifikasi Layanan Bimbingan Kelompok dengan Teknik Self Management Terhadap Kematangan Karier Siswa SMK Negeri 2 Singkawang</i>	Research at Vocational High School 2 Singkawang showed that self-management techniques were effective in increasing students' career maturity to the high category (72.49%), including Career Planning (74.73%) and Career Exploration (69.75%). Students are advised to maintain career stability independently.

Based on the results of the research analyzed using the Systematic Literature Review (SLR) method, the self-management strategy proved to be an effective approach to improve students' career maturity. This technique is widely applied in group and

individual counseling services, focusing on students' self-management in understanding careers, making decisions, and planning for the future. The results showed that the application of self-management techniques consistently had a positive impact, both at the junior high school, high school and vocational school levels. The students involved showed a better ability to identify career goals, overcome problems, and make more informed decisions regarding their future. The success of this self-management strategy cannot be separated from environmental support, such as the role of guidance and counseling teachers, schools, families, and collaboration with business and industry. A supportive environment encourages students to practice this technique consistently, so that the results are more optimal. Research also shows that a systematic application process, such as through a structured service cycle, increases the effectiveness of this strategy. Students not only gain a better understanding of careers, but also the ability to organize themselves to face future challenges.

How Effective Are Self-Management Techniques in Enhancing Career Maturity?

The findings across the reviewed studies affirm the significant effectiveness of self-management techniques in improving career maturity. These techniques demonstrated a marked ability to enhance students' career decision-making skills, self-awareness, and goal-setting capabilities. For instance, interventions focusing on structured goal-setting and self-monitoring resulted in measurable improvements in career planning and decision-making readiness (Wahyunayah, 2020; Suwanto, 2018). These results align with the principles of Social Cognitive Career Theory (Lent et al., 1994), which highlights the role of self-regulation and agency in career development.

Students participating in group counseling sessions benefited from collaborative activities designed to reinforce their self-management abilities, particularly in setting and achieving career-oriented goals. On the other hand, individualized interventions proved more effective for students facing unique challenges, such as low career motivation or unclear aspirations. The evidence suggests that self-management techniques are versatile and adaptable, providing structured frameworks to address diverse career maturity challenges.

What Are the Key Dimensions of Self-Management Techniques That Contribute to Career Maturity?

The review identified self-monitoring, goal-setting, and self-evaluation as critical dimensions of self-management techniques. Self-monitoring enables students to reflect on their actions and progress, fostering a sense of responsibility and self-awareness critical for career exploration. Creed et al. (2011) and Bielczyk et al. (2020) emphasize that self-monitoring lays the foundation for meaningful goal-setting and career decision-making.

Goal-setting was the most impactful dimension, with studies highlighting its role in clarifying career aspirations and aligning them with actionable objectives. Locke and Latham's (2002) goal-setting theory supports these findings, asserting that specific and challenging goals improve motivation and performance. Lastly, self-evaluation allowed students to assess their progress and adapt their strategies, equipping them to navigate career uncertainties effectively (Bandura, 1997; Schunk, 2012).

How Do Environmental Factors Influence the Effectiveness of Self-Management Techniques?

The role of environmental factors, including family support, school resources, and counselor involvement, was pivotal in determining the success of self-management interventions. Studies by Nurhayati et al. (2021) and Amalia et al. (2020) underscored that supportive environments amplify the benefits of self-management techniques, enabling students to achieve greater levels of career maturity.

Counselors played a central role in guiding students through these techniques, ensuring interventions were tailored to their specific needs. Schools that provided professional development opportunities for counselors and integrated these techniques into their curricula reported significantly better outcomes. These findings align with Bronfenbrenner's ecological systems theory, emphasizing the interaction between individual capacities and environmental supports (Bronfenbrenner, 1977).

What Are the Challenges and Limitations in Implementing Self-Management Techniques?

While effective, the implementation of self-management techniques faces challenges such as varying levels of student motivation and self-regulatory skills. Students with lower baseline skills often required more intensive and prolonged interventions to achieve similar outcomes as their peers (Zimmerman, 2002; Bielczyk et al., 2020).

Inconsistent integration of self-management strategies into school curricula also posed a challenge. Many schools lacked the resources or trained personnel needed to implement these interventions systematically. Addressing these gaps will require investments in training educators and counselors and embedding these techniques within broader career counseling frameworks (Guan et al., 2016; Lent et al., 2013).

In conclusion, the analyzed studies illustrate that self-management techniques can be a reliable approach in counseling services to enhance students' career maturity. Through this approach, students are not only directed to understand their potential, but also trained to make career decisions independently and responsibly. With consistent and significant results, self-management strategies deserve to be further developed and applied in various educational contexts to support young people's career adaptability. Various research results in the literature show that the application of self-management techniques is consistently effective in improving career maturity in learners. An analysis of these findings leads to several key conclusions:

Effectiveness in Individual and Group Contexts

Self-management techniques have been shown to be effective in a variety of contexts, including groups. Self-management is a self-control or self-reinforcement technique that is categorized in terms of two behaviors: the target behavior that the individual wants to change and the self-regulatory behavior used to control the target behavior. This technique involves a series of principles or procedures, including self-monitoring, self-contacting, self-control, evaluation, and self-reward.

Various studies have demonstrated the effectiveness of self-management techniques in a group context. For example, research at Taruna Pembangunan Intensive High School in Surabaya found that the use of self-management strategies in group counseling can significantly increase the career selection maturity of students in class XI MIA 2. Similar results were found at Junior High School 21 Surabaya, where the

application of self-management strategies in group counseling significantly increased the career maturity of students in class VIII C. Findings by Tika Nurhayati, R. Ika Mustika, and Siti Fatimah showed that group guidance services with self-management techniques were effective in increasing career maturity in high school students in a group context.

In implementing self-management techniques, it is important to conduct behavioral assessments and contracts with group members beforehand. This aims to build rapport and ensure that all group members understand and agree with the goals and procedures to be followed. So it can be concluded that self-management techniques can be an effective tool to help individuals in groups to change their behavior and achieve their goals. However, like all interventions, their effectiveness may vary depending on the context and the individuals involved.

Self-management techniques have been shown to be effective in a variety of educational contexts, particularly in enhancing students' career maturity. By involving the use of strategies and tools to manage behavior, manage time, and set personal goals, these techniques help form a solid foundation for successful career development. Research at SMK Binawiyata Sragen highlighted that individual counseling with self-management techniques is effective on students' career maturity, especially in schools with poor career maturity conditions. At Senior High School 9 Jambi City, the application of self-management techniques in three cycles showed an increase in students' advanced study planning skills, with the best results in the third cycle. These literature studies show that self-management techniques prove their effectiveness in improving career maturity, especially in the individual context.

Some of the results found also show that self-management techniques are effective in helping students improve their understanding of careers, career information, and career decision-making skills. Self-management techniques proved to be significant in helping students organize themselves, make plans, focus their attention, and evaluate their activities. This is important for dealing with problems, including in the context of career decision-making. The application of self-management techniques in individual counseling proved effective in improving the career maturity of students of Vocational High School Binawiyata Sragen who initially had poor career maturity conditions. In addition, the findings emphasize the importance of environmental support and consistency in the application of self-management strategies. These factors play a key role in supporting the growth of individual career maturity. Consistency in the application of self-management strategies is an important factor that contributes to effective outcomes in improving career maturity. With these findings, it can be concluded that self-management techniques consistently prove their effectiveness in an individual context, helping students not only in career decision-making but also in their career selection and personal career development.

Effectiveness across Different Levels of Education

The application of self-management techniques has proven to be effective in enhancing career maturity at various levels of education. Studies such as research by Putri (2019) showed that individual counseling with self management techniques significantly contributed to the improvement of students' career maturity at the secondary education level. Likewise, another study by Yusran (2022) confirmed the success of self-management techniques in group guidance to improve students' career maturity. Self-management techniques are not only effective at the secondary education level, but are also relevant and successfully applied at other education levels. Although specific

research for each level of education may be needed for a deeper understanding, Suwanto's (2018) research showed that self-management techniques can help improve the career adaptability of vocational students. The results of research at Vocational High School Khozinatul Ulum Todanan showed that self-management techniques were effective in helping students achieve career maturity, involving cooperation with the business world and the industrial world. Research at Senior High School 1 Menganti Gresik and Vocational High School 2 Singkawang also confirmed the effectiveness of self-management strategies in the context of stabilizing career choices in students.

Besides being effective at various levels, self management techniques can be applied online so that the implementation of guidance and counseling can be more optimal. Arianti & Alamsyah (2023) explained that in the current digital era, the development of science and technology (IPTEK) has had a significant impact on various aspects of life, including in the field of education. In response to these advances, efforts to improve the quality of education through various innovations are needed. Flexible cybercounseling services have the potential to support students' independence while helping them achieve psychological well-being, so that students' self-potential can be optimally actualized. Thus, it can be concluded that self-management techniques are not only useful in a group context, but also effective in fostering career maturity at the individual level at various levels of education.

Implications for Practice and Future Research

The findings highlight the need for integrating self-management techniques into school-based career counseling programs. Schools should focus on training counselors, equipping them with the tools and strategies necessary to implement these techniques effectively. Additionally, fostering collaboration between schools, families, and industries can enrich the counseling process and provide students with practical career insights.

Future research should explore the long-term impacts of self-management interventions through longitudinal studies. Moreover, adapting these techniques to diverse cultural and educational contexts will ensure their broader applicability and relevance. This research underscores the importance of tailoring self-management techniques to meet the specific needs of students while leveraging environmental supports to maximize their effectiveness.

▪ CONCLUSION

Based on the results of a systematic literature review of ten relevant studies, it can be concluded that the application of self-management techniques is effective in improving students' career maturity. The technique has a positive impact in both group and individual contexts, by helping students to better manage themselves, plan career steps, and make more informed decisions regarding their future. The application of this technique allows students to develop important skills that support better career decision-making. This self-management technique can be applied at various levels of education, ranging from junior high school, senior high school and equivalent to higher education. The studies analyzed show that although the context and career challenges faced by students at each level of education are different, the technique remains relevant and effective. By adapting the technique according to students' age and stage of development, their career maturity can be significantly enhanced, providing them with a solid foundation to face future career challenges.

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