



# A Study of the Acceptability of the Harmony Counselling Model Guideline to Enhance Vocational High School Students' Career Decision-Making Skills

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## ABSTRACT

This study examined the acceptability of the Harmony Counselling Model guideline as an approach to enhance vocational high school students' career decision-making skills. The urgency of this study arises from the increasing demand for effective career guidance that can address students' developmental needs and the complex dynamics of the labour market. Many students still face confusion and lack adequate strategies in making career choices, highlighting the importance of structured counselling guidelines. This study aims to evaluate whether the Harmony Counselling Model guideline is clear, relevant, and practical to be implemented in school settings, and to determine its potential in helping students develop more adaptive strategies for making career decisions. Using a research and development design based on Borg and Gall, this study focused on expert and user validation. Three groups of validators were involved: counselling experts, media experts, and school counsellors as potential users. A Likert scale instrument assessed clarity, accuracy, appropriateness, and practicality, and the data were analysed descriptively with Aiken's V formula. The findings revealed that the Harmony Counselling Model guideline achieved a high category of acceptability in all aspects. Experts confirmed the content's relevance, media specialists emphasised clarity and systematic presentation, while school counsellors acknowledged its practicality for counselling services. The guideline is considered acceptable and feasible to support career counselling in vocational schools as a structured and integrative model. Further field testing is needed to empirically evaluate its effectiveness in improving students' career decision-making skills.

## INTRODUCTION

Career counselling in vocational high schools has become increasingly important in preparing students to face the challenges of the rapidly changing world of work (Brown & Lent, 2013; Fletcher Jr et al., 2018; Hernandez-Gantes et al., 2018; Kurniawan, 2024; Lent et al., 2010).

As education systems strive to equip young people with technical competencies and life skills, making informed and mature career decisions emerges as a critical factor for success (Burns, 2020; Gati & Levin, 2014). However, many students in vocational schools still encounter difficulties in identifying their strengths, exploring opportunities, and aligning their choices with future career demands (Gati et al., 1996; Gati & Saka, 2001; Kurniawan et al., 2021; Willner et al., 2015). These challenges highlight the need for innovative counselling models that are theoretically sound but also practical, acceptable, and adaptable to the school context (Kurniawan, 2020).

## Background of Study

Vocational high schools (SMK) play a critical role in preparing students to enter the workforce or continue their studies in higher education (Kurniawan et al., 2021; Kurniawan, 2024; Kurniawan, Hidayah, Akbar, et al., 2024). In this context, students' primary challenge is making mature and well-informed career decisions (Kurniawan, Hidayah, Akbar, et al., 2024). Many students struggle with limited access to information, low self-awareness, and insufficient guidance in exploring career options (El MRabet & AIT Moussa, 2021; Karamoy et al., 2023; Keshf & Khanum, 2021). This situation often leads to indecisive or misaligned choices that affect their readiness to transition into the labour market. Therefore, strengthening career counselling services with structured and practical models is urgently needed (Kurniawan, 2024; Turrohmah et al., 2023). The Harmony Counselling Model was designed to respond to this demand by offering an integrative framework combining personal, social, cultural, and spiritual dimensions to guide students' career decision-making processes (Kurniawan, 2024).

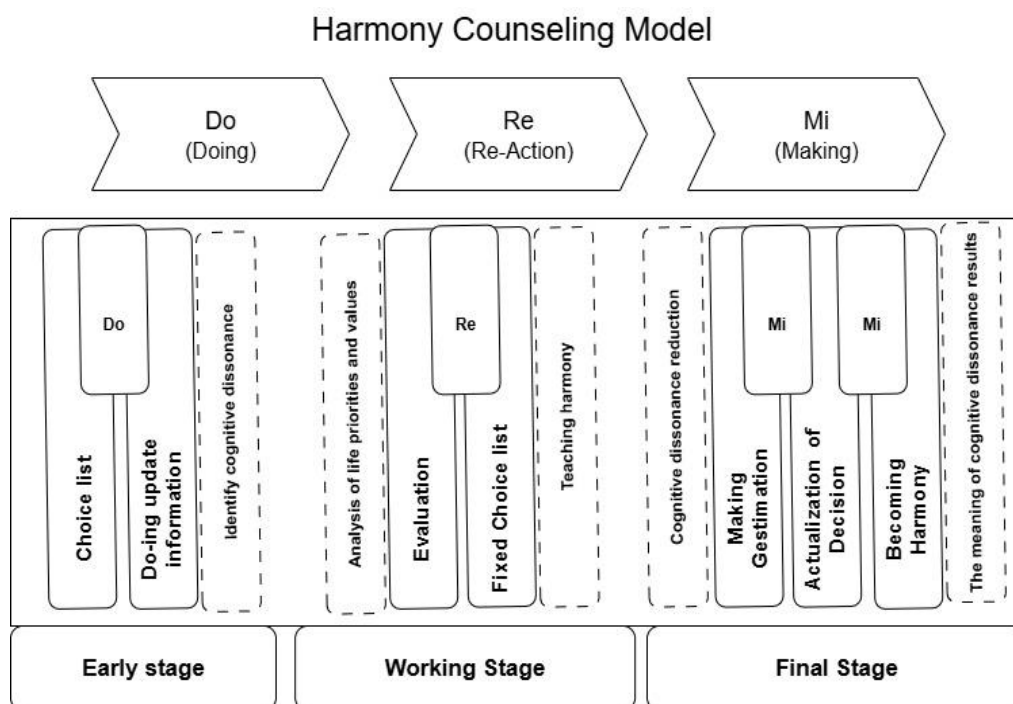
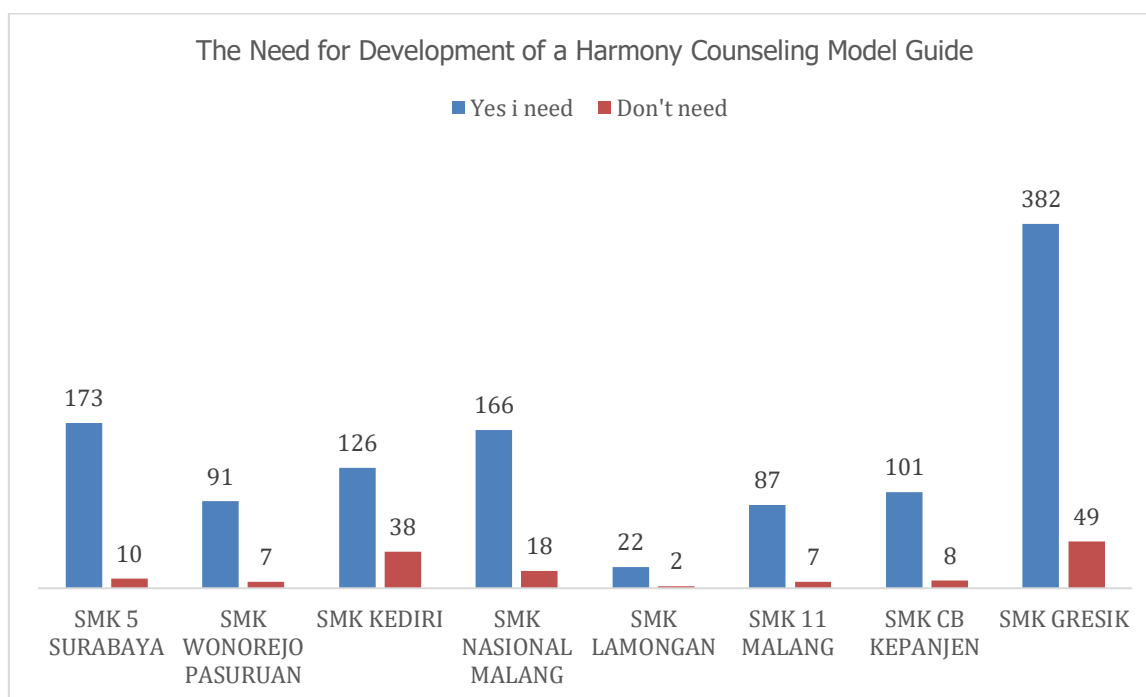


Figure 1. Harrmony Counseling Model

The Harmony Counselling Model, Figure 1, works through three sequential stages that guide clients in making career decisions. In the initial stage (Do), clients compile a list of options and update information while recognising potential value or thought inconsistencies (cognitive dissonance). Next, in the working stage (Re), clients are guided to evaluate options, analyse life priorities, compile a list of fixed options, and learn the principles of harmony to reduce cognitive dissonance. The final stage (Mi) takes clients through decision gestation, choice actualisation, and

achieving harmony, where the resulting career decision is more aligned with personal values and real-life contexts.



**Figure 2.** Need for Development of Harmony Counseling Model Guide (Kurniawan, 2024)

Preliminary findings from vocational schools, Figure 2, further strengthen the urgency of this model, as most students expressed the need for structured guidance, with the highest responses seen in Gresik Vocational School (382 students) and Surabaya Vocational School 5 (173 students). The relatively small number of students who felt no need for such guidance emphasises its field relevance. Schools in SMK Gresik and SMK Surabaya have larger student populations or higher response rates than other schools because based on observations these schools have stronger or more visible career guidance activities (active BK units, previous workshops, or partnerships) that increase students' awareness and perception of the usefulness of the structured model, and urban location and greater exposure to labor market information in Gresik/Surabaya may make students more aware of career decision needs and therefore more likely to accept guidance. Therefore, this research is urgently directed toward the development and acceptability testing of the Harmony Counselling Model guideline as a concrete effort to enhance career counselling services in vocational schools and to ensure that students are better equipped to face the challenges of future career pathways.

## Literature Review

Previous studies have shown that counselling models that integrate structured guidance with contextual and value-based approaches significantly enhance students' readiness for career decision-making (Aziz & Amir, 2025; Jung, 2019; Kerr & Erb, 1991). Research on career planning modules in vocational and Islamic-based schools has emphasised that students benefit more from counselling services that are systematic and tailored to their developmental and cultural contexts, as well as the importance of evidence-based career guidance models in helping students navigate career transitions based on international research results (Karamoy et al., 2023; Milot-Lapointe et al., 2018; Perdrix et al., 2012; Turrohmah et al., 2023; Whiston et al., 2017).

Although these studies underline the urgency of improving career counselling, their approaches remain fragmented. Some focus narrowly on information provision, others on

psychological readiness, and still others on institutional gaps without offering an integrative model that combines personal, social, cultural, and spiritual dimensions.

This research departs from earlier approaches by critically integrating those fragmented perspectives into a comprehensive framework. Unlike previous studies that tend to separate psychological and socio-cultural factors, the Harmony Counselling Model introduces a holistic mechanism that addresses cognitive dissonance, decision-making strategies, and value alignment within students' real-life contexts. The novelty of this study lies not only in proposing a structured guideline but also in validating its acceptability among practitioners and students, thereby bridging the gap between theoretical discourse and field application. This is also because there is little research that focuses specifically on the acceptance of these models before their full implementation. Acceptance assessment is crucial to ensure that a model is clear, accurate, practical, and appropriate for practitioners and students ([Nieveen, 1999](#)). Thus, this research contributes to advancing the literature by offering a multidimensional, contextually grounded counselling model that responds directly to the unique challenges of vocational school students in Indonesia.

## Objectives

The purpose of this study is to examine the acceptability of the Harmony Counseling Model guideline for vocational high school students. Specifically, it aims to evaluate the guideline through expert validation and user feedback to determine whether it is feasible, clear, and practical for use in career counseling services. This study addresses the critical question of whether the Harmony Counseling Model guideline can serve as a viable foundation for enhancing students' career decision-making skills and lay the groundwork for future field testing.

The significance of this study lies not only in its contribution to vocational education practice but also in its theoretical advancement within the field of career counseling. By focusing on the acceptability of the Harmony Counseling Model guideline, this research ensures that the product is scientifically valid and practically usable before proceeding to large-scale field testing. This approach bridges the gap between theoretical development and classroom implementation, aligning with international recommendations that emphasize the importance of evidence-based and contextually relevant counseling practices. Hence, the findings of this study are expected to provide a solid foundation for improving career counseling services in vocational schools, offering both immediate practical benefits for students and long-term contributions to the development of counseling models in Indonesia.

Therefore, while previous studies have examined career counseling either from the perspective of information provision, psychological readiness, or institutional support, few have offered an integrative and systematically validated guideline that unites these dimensions into a practical model for vocational schools. This gap highlights the significance of the present study, which not only develops the Harmony Counseling Model as a structured and holistic framework but also tests its acceptability in real school contexts, thereby providing both theoretical advancement and practical contribution to the field of career counseling.

## METHODS

### Research Design

The research used a Research and Development (R&D) approach ([Gall et al., 2003](#)). The Borg & Gall research and development design was carried out in three stages, with a particular focus on the expert validation stage. The Borg & Gall research and development procedure is presented in Figure 3.

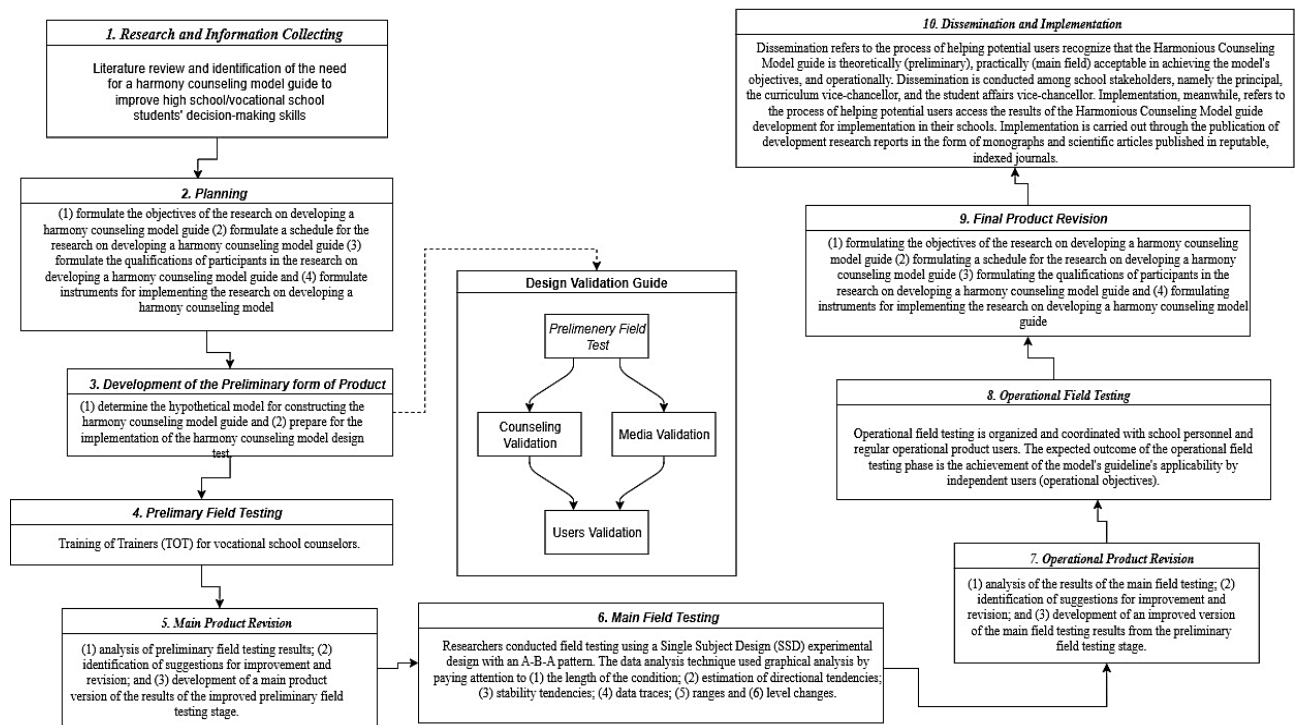
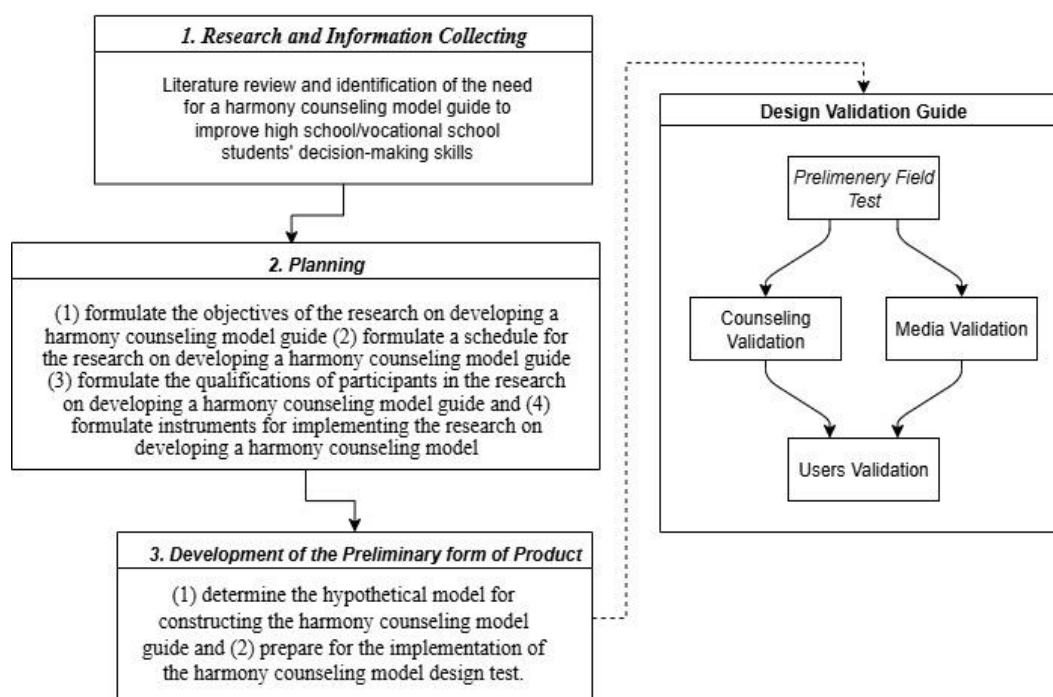


Figure 3. Borg & Gall Research and Development Design Steps

Figure 3 shows the Borg & Gall model procedure which consists of ten stages, namely: (1) research and information collecting, (2) planning, (3) development of the preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

## Procedure

The research and development procedures are presented in Figure 4.



**Figure 4.** R&D Procedure for this research

In the context of this research, the procedure outlined in Figure 4 focuses on the acceptability of the model guide from stage 3, specifically the development of the preliminary form of the product. This stage includes an assessment of the substance, media, and practicality of the guide by guidance counselors and school counselors. The following stages, such as (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation were not carried out in this study and are planned as study material in further research. Participants in this development research involved three groups of validators: counseling experts, media experts, and potential users. The validation instrument was a closed questionnaire on a Likert scale ranging from very appropriate (4) to very inappropriate (1), covering aspects of clarity, acceptability, accuracy, and practicality of the guide, which were assessed based on the score of the product validation form filled out by the validators.

## Measures

The validation instrument was developed using product quality assessment indicators for career counseling services. Content validity was obtained through expert review, as outlined in Table 1.

**Table 1.** Research and Development Product Validator

| Validator             | Total | Qualification                                                                                                                                                                         | Task                                                                                                                                                      | Total Item |
|-----------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Counseling expert     | 2     | <input type="checkbox"/> Doctoral degree (S3) in Guidance and Counseling<br><input type="checkbox"/> Minimum 5 years of experience in the field of Guidance and Counseling            | Provides an assessment of the content construct of the harmony counseling model guide based on aspects of accuracy, usefulness, ease, and attractiveness. | 26         |
| Learning Media Expert | 2     | <input type="checkbox"/> Doctoral Education (S3) in the field of Educational Technology<br><input type="checkbox"/> Minimum 5 years experience in the field of educational technology | Provides media assessment in the form of a harmony counseling model guide based on aspects of accuracy, usefulness, ease, and attractiveness.             | 23         |



|                                 |   |                                                                                                                                                               |                                                                                                                                                                         |    |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Guidance and Counseling Teacher | 2 | <input type="checkbox"/> Bachelor (S1) Guidance and Counseling<br><input type="checkbox"/> Minimum 2 years experience in the field of Guidance and Counseling | Provides an assessment of the practical implementation of the harmony counseling model guide based on aspects of accuracy, usefulness, ease of use, and attractiveness. | 26 |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

Table 1 presents the validator data for the research and development product of the Harmony Counseling Model Guide, designed to improve the career decision-making skills of vocational high school students. Data collection was carried out directly using a printed questionnaire with a score scale of 1 (very appropriate) to 4 (very inappropriate) according to the expertise of each validator.

### Data analysis

The data was analysed descriptively quantitatively using the Aiken V formula in the figure 5.

$$v = \frac{\sum s}{n(c - 1)}$$

Figure 4. Aiken V Formula (Aiken, 1980, 1985)

Figure 5 Information:

*v* : Reter fit indeks  
 $\sum s$  : average score – lowest score in the category  
*c* : number of categories  
*n* : number of raters (reters)

The determination of the interpretation norms for the results of the Aiken V formula analysis is presented in Table 2.

Table. 2 Interpretation Norms of Aiken V Formula Results (Aiken, 1985)

| Interval    | Norm Description                                      |
|-------------|-------------------------------------------------------|
| 0,81 – 1,00 | Very High (high validity and feasibility)             |
| 0,61 – 0,80 | High (good validity and optional minor revision)      |
| 0,41 – 0,60 | Medium (sufficient validity and needs minor revision) |
| 0,00 - 0,40 | Low (lack of validity and major revisions)            |

Table 2 shows the intervals for determining interpretation norms for the results of product numerical data analysis using the Aiken V formula, categorized as low, medium, high, and very high.

## RESULTS AND DISCUSSION

### Results

The development of the harmony counseling model guide resulted in a prototype based on the expert validation test results, which are as follows.

Table. 3 Counseling Expert Validation Results

| No | Expert A | Expert B | S1 | S2 | $\sum$ | N (c-1) | V | Interpretation |
|----|----------|----------|----|----|--------|---------|---|----------------|
| 1  | 4        | 4        | 3  | 3  | 6      | 6       | 1 | Very High      |
| 2  | 4        | 4        | 3  | 3  | 6      | 6       | 1 | Very High      |
| 3  | 4        | 4        | 3  | 3  | 6      | 6       | 1 | Very High      |
| 4  | 4        | 4        | 3  | 3  | 6      | 6       | 1 | Very High      |

|    |   |   |   |   |   |   |      |           |
|----|---|---|---|---|---|---|------|-----------|
| 5  | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 6  | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 7  | 4 | 3 | 3 | 2 | 5 | 6 | 0,83 | Very High |
| 8  | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 9  | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 10 | 4 | 3 | 3 | 2 | 5 | 6 | 0,83 | Very High |
| 11 | 4 | 3 | 3 | 2 | 5 | 6 | 0,83 | Very High |
| 12 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 13 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 14 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 15 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 16 | 4 | 3 | 3 | 2 | 5 | 6 | 0,83 | Very High |
| 17 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 18 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 19 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 20 | 4 | 3 | 3 | 2 | 5 | 6 | 0,83 | Very High |
| 21 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 22 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 23 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 24 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |
| 25 | 4 | 3 | 3 | 2 | 5 | 6 | 0,83 | Very High |
| 26 | 4 | 4 | 3 | 3 | 6 | 6 | 1    | Very High |

Table 3 shows that the aspects of accuracy, usefulness, ease of use, and attractiveness, as determined by the counseling expert analysis, are in the very high category with a score of > 0.83. These results indicate that the counseling expert assessed the material's substance according to the needs of vocational school students.

**Table. 4** Media Expert Validation Results

| No | Expert A | Expert B | S1 | S2 | $\Sigma$ | N (c-1) | V    | Interpretation |
|----|----------|----------|----|----|----------|---------|------|----------------|
| 1  | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 2  | 4        | 2        | 3  | 1  | 4        | 6       | 0,66 | High           |
| 3  | 4        | 2        | 3  | 1  | 4        | 6       | 0,66 | High           |
| 4  | 3        | 4        | 2  | 3  | 5        | 6       | 0,83 | Very High      |
| 5  | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 6  | 3        | 2        | 2  | 1  | 3        | 6       | 0,50 | Medium         |
| 7  | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 8  | 3        | 4        | 2  | 3  | 5        | 6       | 0,83 | Very High      |
| 9  | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 10 | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 11 | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 12 | 3        | 2        | 2  | 1  | 3        | 6       | 0,50 | Medium         |
| 13 | 3        | 2        | 2  | 1  | 3        | 6       | 0,50 | Medium         |
| 14 | 3        | 4        | 2  | 3  | 5        | 6       | 0,83 | Very High      |
| 15 | 3        | 3        | 2  | 2  | 4        | 6       | 0,66 | High           |
| 16 | 3        | 3        | 2  | 2  | 4        | 6       | 0,66 | High           |
| 17 | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 18 | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 19 | 3        | 2        | 2  | 1  | 3        | 6       | 0,50 | Medium         |
| 20 | 4        | 3        | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 21 | 3        | 2        | 2  | 1  | 3        | 6       | 0,50 | Medim          |
| 22 | 4        | 4        | 3  | 3  | 6        | 6       | 1    | Very High      |
| 23 | 4        | 2        | 3  | 1  | 4        | 6       | 0,66 | High           |

Table 4 shows that the aspects of accuracy, usability, ease of use, and attractiveness, as determined by the analysis of learning media experts, are mostly in the high to very high category,



with scores ranging from 0.66 to 1. These results indicate that learning media experts assess the appearance and systematics of the model guide product as easy to use.



Figure 5. Harmony Counseling Model Guide

Figure 6 shows the design of the Harmony Counseling Model guide, emphasizing the principles of certainty, satisfaction, and clarity in supporting vocational high school students in making career decisions. This visualization represents a systematic and harmonious counseling guide to help students face career confusion and make more informed decisions.

Table. 5 Validation Users Result

| No | User A | User B | S1 | S2 | $\Sigma$ | N (c-1) | V    | Interpretation |
|----|--------|--------|----|----|----------|---------|------|----------------|
| 1  | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 2  | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 3  | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 4  | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 5  | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 6  | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 7  | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 8  | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 9  | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 10 | 3      | 3      | 2  | 2  | 4        | 6       | 0,66 | High           |
| 11 | 3      | 3      | 2  | 2  | 4        | 6       | 0,66 | High           |
| 12 | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 13 | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 14 | 3      | 4      | 2  | 3  | 5        | 6       | 0,83 | Very High      |
| 15 | 3      | 3      | 2  | 2  | 4        | 6       | 0,66 | Very High      |
| 16 | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 17 | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 18 | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 19 | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 20 | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 21 | 4      | 4      | 3  | 3  | 6        | 6       | 1    | Very High      |
| 22 | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 23 | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 24 | 3      | 3      | 2  | 2  | 4        | 6       | 0,66 | High           |
| 25 | 4      | 3      | 3  | 2  | 5        | 6       | 0,83 | Very High      |
| 26 | 3      | 3      | 2  | 2  | 4        | 6       | 0,66 | High           |

Table 5 shows that the aspects of accuracy, usefulness, ease of use, and attractiveness, according to the results of the analysis of potential users, are mostly in the high to very high

category, with a score of 0.66 - 1. These results indicate that potential users stated that practical guidelines can be applied in career counseling services.

The overall validation results of this study indicate that the *Harmoni Counseling Model* guide achieved a high level of acceptability from all validator groups, including counseling experts, media experts, and potential users (BK teachers). The experts assessed the guide's content as highly accurate, relevant, and suited to the needs of vocational high school students. Meanwhile, the media experts noted its clarity and systematic presentation, which was easy to understand. Furthermore, potential users confirmed the practical aspects of the guide, which can be directly applied in career counseling services at school. With an Aiken's V score in the high to very high category, these results demonstrate that this guide is not only suitable for use but also has strong potential to support more systematic and harmonious teacher-student decision-making in the future.

## Discussion

The validation results of the *Harmoni Counseling Model* guide indicate that the product is highly acceptable to content experts, media experts, and potential users. This means the guide is considered clear, precise, and practical for use in career counseling services in vocational high schools. This finding is consistent with previous studies stating that the success of career guidance or counseling services is highly dependent on the availability of systematic and contextually relevant models/guides, not merely theories or sporadic services ([Karamoy et al., 2023](#); [Turrohmah et al., 2023](#)).

Specifically, the clarity and accuracy of the guide's material received very high scores. This indicates that the *Harmoni* guide's content addresses the needs of vocational high school students by facilitating the concrete career decision-making process, from self-awareness and exploration of career options to implementation. In Ghaidan's Journal literature, the career guidance module on career planning has proven effective when the material provided can be systematically and modularly followed by students and school counselors ([Karamoy et al., 2023](#)).

The practicality of the user interface also received positive feedback from potential users (counselors). The *Harmoni Guide* was considered easy to use, did not require highly complex resources, and was integrated with local culture, including aspects of Indonesian life values. This is important because research such as "Strategies for Implementing Career Guidance and Counseling Services in Islamic-Based High Schools" also emphasized that counseling service models or methods must take into account the Islamic and local contexts to ensure students feel relevant and motivated ([Amelia & Masril, 2023](#)).

However, the discussion should also recognize that this validation only reached the expert and potential user levels. This means that, despite high acceptability, there is no empirical evidence in the field to guarantee the model's effectiveness in significantly improving career decision-making skills ([Nieveen, 1999](#)). Previous research, such as "Developing a Career Guidance Module on Student Career Planning," conducted a field trial after the module was developed. The results showed an improvement in students' career planning following the module's intervention ([Karamoy et al., 2023](#)). Therefore, the field test phase is crucial to ensure that this guide is not only theoretically feasible but also effective in practice.

From a scientific and practical perspective, the *Harmoni Counseling Model* guide is highly urgent because vocational high schools (SMK) in Indonesia often face institutional challenges in career services: students lack information, guidance counselors are limited in resources, and materials are not always contextualized or include cultural/Islamic values. The integration of Indonesian values and Islamic perspectives in this guide could be a distinct advantage that distinguishes it from previous career modules ([Fitriyah et al., 2022](#); [Hanafi et al., 2020](#); [Hidayah & Atmoko, 2014](#)). Research such as "Integration of Islamic Values in Career Guidance Services:

Challenges and Opportunities" also underscores the importance of religious and cultural values in providing meaningful services to Muslim students (Akbar et al., 2019; Pohan et al., 2025).

### Implication

The Harmoni Counseling Model Guide can serve as a reference for schools in developing more systematic career counseling programs based on students' real needs (Kurniawan, 2024). Vocational high schools are required to develop not only technical skills but also the ability to make informed career decisions (Kurniawan, Hidayah, Ramli, et al., 2024; Rianti et al., 2026). International research shows that students who receive career counseling interventions based on specific models are better able to navigate the transition from school to work (Nota & Rossier, 2015; Savickas, 2015a). Therefore, schools and education policymakers need to encourage the continued use of this guide.

From a counseling practice perspective, this guide provides clear direction for school counselors in managing career services. Harmoni counseling emphasizes the integration of personal, social, cultural, and spiritual aspects, enabling students to develop decision-making skills that are not only rational but also meaningful within their life context. This aligns with Savickas' perspective in Career Construction Theory, which emphasizes the importance of personal narratives, values, and cultural identity in shaping career decisions (Ostovar et al., 2017; Savickas, 2015b, 2015a). Therefore, this guide can strengthen career counseling practices in vocational high schools, making them more relevant to the local context while also aligning with developments in global career theory.

### Limitations and Recommendations for Further Research

Further research, including field trials, is essential to determine the effectiveness of this guide empirically. This research has only reached the validation stage with experts and potential users. International studies confirm that the effectiveness of counseling models can only be demonstrated through field implementation using experimental or quasi-experimental designs (Whiston et al., 2017). Therefore, future research should examine the impact of this guide on improving students' career decision-making skills through both limited and extensive trials to obtain strong evidence of its effectiveness.

Finally, the urgency of developing this Harmonious Counseling Model lies not only in its theoretical validity but also in its contribution to strengthening the career counseling service system in Indonesia. With high acceptance from experts and users, this guide has the potential to become a strategic innovation to address the challenge of low career readiness among vocational high school students. If further research supports its effectiveness, this guide can be recommended as a national career counseling service model that is contextual, humanistic, and aligned with the cultural and spiritual values of the Indonesian nation.

### CONCLUSION

The results of this study indicate that the Harmoni Counseling Model Guide has a very high level of acceptability, validated by counseling experts, media experts, and potential users (school counselors). The guide was deemed clear, precise, and practical for use in career counseling services in vocational high schools. This confirms that the guide is capable of addressing the needs of vocational high school students who still face challenges in career decision-making skills. By integrating personal, social, cultural, and spiritual aspects, the Harmoni Counseling Model provides an innovative alternative for career counseling services in vocational schools.

However, this study has only reached the expert and user validation stage, so the guide's effectiveness in improving students' career decision-making skills has not been tested in the field. Therefore, further research is needed, including limited trials and extensive trials, to obtain

stronger empirical evidence. With these steps, the Harmoni Counseling Model Guide has the potential to become a scientifically tested career counseling model, which can be widely implemented to significantly improve the quality of career counseling services in vocational high schools.

School counselors can immediately utilize the validated Harmony Counseling Model Guide as a reference in providing career counseling services in vocational high schools. With its systematic structure, this guide assists counselors in helping students recognize their potential, explore opportunities, and make more informed career decisions. Furthermore, this guide can serve as a basis for schools and educational policymakers to strengthen career guidance programs that are relevant to the needs of the workplace while also aligning with students' cultural and spiritual values.

Theoretically, the results of this study reinforce the importance of integrating personal, social, cultural, and spiritual values in developing a career counseling model. The Harmony Counseling Model Guide enriches the guidance and counseling literature, especially in the field of career counseling in vocational high schools. The successful expert validation demonstrates that the harmony approach is relevant to addressing theoretical challenges related to the need for a contextual, integrative, and applicable counseling model. Therefore, this research can serve as a basis for developing a harmony-based career counseling theory that aligns with the educational context in Indonesia and provides a foundation for further research that empirically tests the model's effectiveness.

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