

The Effect of the Guidance and Counseling Service Unit on the Career Maturity of Students at Madrasah Aliyah Negeri 2 Malang City

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Abstract: Upper secondary students are in the adolescent phase who need guidance for their careers. The Guidance and Counseling Service Unit (UPBK) at the school is present to help prepare their careers for further study. Good UPBK management is needed to provide optimal service with maximum results. Madrasah Aliyah Negeri 2 Malang City is a madrasah that has UPBK with good service, especially in the field of students' careers. From here, research is directed to find out how much influence UPBK management has on the career maturity class XII of state Islamic Senior High School 2 Malang City (MAN 2 Malang City). Using a quantitative approach *expost facto* method with questionnaire data collection techniques, the study used a sample of 197 class XII students in MAN 2 Malang City. The results of the study show that UPBK management affects career maturity with a statistical value of 17.02 above 1.96. Significant effect with a P-Values score of less than 0.05 which is 0.000 and positive with an original sample value of 0.694 above -1.

Key Words: Management, Career Guidance and Counseling, Madrasah Aliyah Negeri

Introduction

An interesting story that changed many people's perception of careers is contained in a book by Dede Rahmat Hidayat, Wening Cahyawulan, and Robbani Alfani.¹ The story begins when a Vocational High School (SMK) student majoring in Mechanical Engineering successfully completes his schooling with good grades. Not only that, he also applied for a job at a company and was accepted as a technician in the company. He considers that his career has been achieved because he has worked in accordance with his major. Some people think it's true that the child's career has been achieved. But is this really the case? If so, isn't the meaning of the word "career" very narrowly limited to a job?

¹ Dede Rahmat Hidayat, Wening Cahyawulan, dan Robbani Alfani, *Karier: Teori dan Aplikasinya dalam Bimbingan dan Konseling Komprehensif* (Sukabumi: CV Jejak, 2019), 13.

Thinking that a career is all about work is wrong and needs to be corrected. A career is a series of occupations, jobs, and positions that are influenced by various aspects of human beings.² So it can be said that a career is the journey of human life. In each phase of their growth and development, humans have their own stages of career development, where the completion of vocational tasks marks the level of career maturity in that phase.³ Donald E. Super confirmed this, he revealed that career maturity describes a person's success in carrying out his career development tasks according to the developmental phase.⁴ From this, it can be concluded that career maturity is significant for humans because it describes the extent to which they are ready to make and choose career decisions.

The career maturity process also occurs in senior high school students who are generally entering the adolescent phase. There are career tasks that must be fulfilled in this phase to support their career maturity. The adolescent phase is a transitional phase from children to adults with many changes in them starting from the age of 12-18 years.⁵ This big change sometimes makes learners unprepared to deal with, especially career problems in the future. Pressure and demands trigger their mental unhealth. Indonesia - *Survei Nasional Kesehatan Mental Remaja* (I-NAMHS) published by the Reproductive Health Center of Gajah Mada University showed that of the 5,664 adolescent samples used, 1,974 (34.9%) had mental problems.⁶ Triggers for mental problems in respondents came from family, peers, school, work, and personal. In addition, there are career anxiety factors that affect their mental health as reviewed in Mariah, Yusmani, and Pohan's article by surveying 79 samples of students at SMAN 1 Seruway showing the results of 43 people experiencing high career anxiety, 32 moderate, and 4 low.⁷

From the previous phenomenon, it can be captured that adolescent learners need special attention in directing themselves toward a suitable

² Hidayat, Cahyawulan, dan Alfian, 16.

³ Martha Magee, Marinka Kuijpers, dan Piety Runhaar, "How vocational education teachers and managers make sense of career guidance," *British Journal of Guidance & Counselling* 50, no. 2 (4 Maret 2022): 273-89, <https://doi.org/10.1080/03069885.2021.1948970>.

⁴ Ahmad Saifuddin, *Kematangan Karier: Teori dan Strategi Memilih Jurusan dan Merencanakan Karier* (Yogyakarta: Pustaka Pelajar, 2018), 12.

⁵ Masdudi Masdudi, *Bimbingan dan Konseling Prespektif sekolah* (Cirebon: Nurjati Press, 2015).

⁶ Center for Reproductive Health, University of Queensland, dan Johns Bloomberg Hopkins School of Public Health, *Indonesia - National Adolescent Mental Health Survey (I-NAMHS): Laporan Penelitian* (Yogyakarta: Pusat Kesehatan Reproduksi, Universitas Gajah Mada, 2022), <https://qcmhr.org/outputs/reports/12-i-namhs-report-bahasa-indonesia>.

⁷ Wan Mariah, Yusmami Yusmami, dan Rizky Andana Pohan, "Analisis Tingkat Kecemasan Karir Siswa," *Consilium: Berkala Kajian Konseling dan Ilmu Keagamaan* 7, no. 2 (2020): 67, <https://doi.org/10.37064/consilium.v7i2.8164>.

career. As a solution, educational institutions can provide “Unit Pelayanan Bimbingan dan Konseling” or abbreviated as UPBK. This unit accommodates students to be able to consult anything that happens in themselves to the guidance and counseling teacher (school counselor). The services provided certainly require a long and complex process to achieve success. The areas of guidance and counseling services in UPBK are diverse, ranging from personal development, social, learning activities, career development, family, and religious life.⁸ This research will prioritize the field of guidance and counseling services in career development.

Career guidance and counseling for students at the Madrasah Aliyah (MA) level directs them to be able to understand themselves, mature their career choices, and choose further study majors afterward. To realize these goals, career guidance and counseling require detailed management. The National Career Development Association (NCDA) explains that career counseling is also called vocational counseling which means providing assistance to counselors in career planning, mapping, and selection.⁹ So, the management of career guidance and counseling is aimed at providing guidance and counseling services that help students who experience difficulties or obstacles in planning, mapping, and selecting the desired career. One of the relevant career guidance and counseling management functions is the theory of Zainal Aqib which is contained in his book entitled “*A to Z Bimbingan dan Konseling Karier, Konsep, Teori, dan Aplikasinya*” revealed that in career counseling management, there are 3 management functions, namely preparation, implementation, and assessment.¹⁰ Zainal Aqib's theory shows the detailed and complex management of career counseling to help learners make personal career decisions.

From the above review, researchers have high curiosity and want to examine more deeply the effect of UPBK management on students' career maturity, so the purpose of this study is to determine the extent of the influence of UPBK management on the career maturity of class XII students at MAN 2 Malang City. With this research, it is expected to contribute more to providing optimal counseling services and creating appropriate career counseling programs.

⁸ Tohirin, 121-136.

⁹ Tri Muji Ingarianti dan Ribut Purwaningrum, *Teori dan Praktik Konseling Karier Integratif*, ed. oleh Nurul Falah Atif (Bandung: PT Refika Aditama, 2018).

¹⁰ Zainal Aqib, *A to Z Bimbingan dan Konseling Karier: Konsep, Teori, dan Aplikasinya*, ed. oleh A. Ria Puji Utami (Yogyakarta: CV Andi Offset, 2021).

Table 1. Research Theory

Management Variables UPBK		Career Maturity Variable	
Zainal Aqib: ¹¹		Donald E. Super:	
1.	Preparation	1.	Career Planning
2.	Implementation	2.	Career Exploration
3.	Assessment and Follow-up	3.	Information Competency
		4.	Decision

Method

Referring to the existing objectives, this research was conducted using a quantitative approach with an exposit facto design with a second-hand trial. The study took the research population of class XII students at MAN 2 Malang City who will conduct further studies. From the existing population, a simple random sampling technique was carried out using the Slovin Formula and a total of 197 samples were obtained. The main data collection technique uses a questionnaire or questionnaire and then processed using SmartPLS 3.29 software.

Data processing using SmartPLS 3.29 starts with visualizing the answers to the questionnaire to be able to see the acquisition of data descriptively. Next, evaluate the measurement model to determine validity and reliability. The validity test used is convergent validity by looking at the loading factor value (valid if the result is greater than ($>$) 0.7) and discrimination validity using the Fornell Larcker Criteria value (valid if the square root of the AVE $>$ the correlation between latent constructs). Furthermore, the reliability test uses composite reliability parameters where the item is said to be reliable if the result is greater than ($>$) 0.7. After evaluating the measurement model, proceed with the structural model evaluation. Some of the things tested are R-Square (R2), Path Coefficient, and Predictive Relevance (Q2) with the following conditions:

Table 2. Structural Model Evaluation

Type	Using	Value	Class
R Square (R2)	Knowing the deviation in the model	0,67	Powerful model
	means knowing the variance of the dependent variable	0,33	Medium model
	that can be explained by a number of independent variables.	0,19	Low Model
		0,35	High influence

¹¹ Aqib.

<i>Effect Size: F Square)</i>	The effect of each variable at the structural level.	0,15 0,02	Moderate or medium influence Low influence
<i>Predictive Relevance (Q2)</i>	Measuring the validation of the model's predictive ability.	Q2 >0 Q2 <0	The model has predictive relevance. The model lacks predictive relevance.

After the structural model evaluation is complete, hypothesis testing is continued to answer whether variable X affects variable Y. Hypothesis testing is done by looking at and comparing statistical values with ttables using bootstrapping. Hypothesis testing refers to the t-test with the statement that the result of H1 is accepted and H0 is rejected if the t-statistic has a value of 1.96. On the other hand, H0 will be accepted and H1 will be rejected if the t-statistic has a value less than 1.96. Apart from using the T test, the hypothesis test also looks at the P-value with the criteria that the variable has a significant effect if the P-value is less than 0.05.¹²

Results and Discussion

1. Overview of Respondents

Respondents in this study were 197 students in class XII of Madrasah Aliyah Negeri (MAN) 2 Malang City. The description of the respondents will be explained by presenting it in tabular form and the percentage of gender. The largest number of respondents with female gender is 115 people with a percentage of 58.5%. As for male respondents, there are 82 people with a percentage of 41.5%. So it can be concluded that the more dominant respondents in this study were women.

Table 3. Respondents Based on Gender

No.	Gender	Total	Percentage
1.	Female	115	58,5%
2.	Male	82	41,5%
Total		197 people	100%

2. Evaluation of the Measurement Model

a. Instrument Validity Test

¹² Ali Muhson, *Analisis Statistik dengan SmartPLS*, Universitas Negeri Yogyakarta (Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2022), [https://staffnew.uny.ac.id/upload/132232818/pendidikan/Panduan Penggunaan SmartPLS.pdf](https://staffnew.uny.ac.id/upload/132232818/pendidikan/Panduan%20Penggunaan%20SmartPLS.pdf). <http://dx.doi.org/10.32832/jm-uika.v15i3.17531>

The validity test is divided into two, namely convergent and discriminant validity. The results of the convergent validity test are seen from the loading factor value of each item. From the results of the convergent validity test by looking at the loading factor calculation, there are items that are not valid and are considered invalid. From variable X, namely UPBK management, there are items that are considered invalid at numbers 5, 10, 13, 17, 20, and 24 because the loading factor results are less than 0.7 (<0.7). So from the original 26 items to 20 items. Furthermore, variable Y, namely career maturity, also has several invalid items and is considered invalid at numbers 3, 7, 13, 14, 16, 18, 21, and 24. So the items on variable Y which initially totaled 24 items became 16 items. The final items in the questionnaire used in this study totaled 36 items.

Table 4. Convergent Validity Test Results

VARIABLE X			RESULTS		
RESULTS			VARIABLE Y		
RESULTS			RESULTS		
M1	0.814	Valid	K1	0.711	Valid
M2	0.788	Valid	K2	0.811	Valid
M3	0.796	Valid	K3	0.385	Invalid
M4	0.833	Valid	K4	0.760	Valid
M5	0.515	Invalid	K5	0.781	Valid
M6	0.760	Valid	K6	0.803	Valid
M7	0.776	Valid	K7	0.622	Invalid
M8	0.768	Valid	K8	0.710	Valid
M9	0.795	Valid	K9	0.734	Valid
M10	0.618	Invalid	K10	0.735	Valid
M11	0.770	Valid	K11	0.794	Valid
M12	0.835	Valid	K12	0.832	Valid
M13	0.505	Invalid	K13	0.587	Invalid
M14	0.787	Valid	K14	0.646	Invalid
M15	0.773	Valid	K15	0.830	Valid
M16	0.747	Valid	K16	0.621	Invalid
M17	0.647	Invalid	K17	0.757	Valid
M18	0.825	Valid	K18	0.647	Invalid
M19	0.780	Valid	K19	0.788	Valid
M20	0.421	Invalid	K20	0.800	Valid
M21	0.800	Valid	K21	0.638	Invalid
M22	0.773	Valid	K22	0.796	Valid
M23	0.768	Valid	K23	0.851	Valid
M24	0.607	Invalid	K24	0.533	Invalid

M25	0.746	Valid
M26	0.763	Valid

Furthermore, the discriminant validity test was conducted. The discriminant validity used is the Fornell Larcker criterion with the AVE square root criterion greater than the correlation between latent constructs.

Table 5. Discrimination Validity test

	Career Maturity	UPBK Management
Career Maturity	0.732	
UPBK Management	0.698	0.739

It can be seen that career maturity has an AVE root of 0.732 which is greater than the UPBK management construction of 0.698. Therefore, it can be concluded that the validity of variable-level discrimination in this study is acceptable because each variable has a higher AVE root than its correlation with other variables.

b. Instrument Reliability Test

After the validity test is carried out, the valid items are then processed in the reliability test to prove the accuracy and accuracy of the instrument or item measuring the construct. In this study, the reliability test used composite reliability with the results said to be valid if it exceeds 0.7. The following are the results of the reliability test:

Table 6. Reliability Test

	Cronbach's alpha	Composite reliability
Career Maturity	0.959	0.963
UPBK Management	0.968	0.971

Based on the table above, it can be seen that the composite reliability value of all research variables is far above 0.7 (>0.7). So it can be concluded that this study has good variable reliability.

3. Structural Model Evaluation

a. R-Square (R²)

R-Square or abbreviated as R² is a structural model test that is useful for measuring the variance of the dependent variable that can be explained by the independent variable.

Table 7. R-Square Test

	R-Square	R-Square Adjusted
Career Maturity	0,482	0,479

Based on the analysis of the coefficient of determination above, it is explained that the independent variable (X) has an influence on Y of 0.482 with an Adjusted R-Square value of 0.479. So it can be concluded that the independent variable construct in the form of guidance and counseling service unit management can explain the dependent variable of career maturity by 0.482 or 48.2%. Because R-Square has a value of 0.482 in the criterion range of 0.33 to 0.67, the effect of independent construct X on Y is moderate.

b. *Effect Size (f²)*

Table 8. F-Square Test

	Career Maturity	UPBK Management
Career Maturity		
UPBK Managamant		0,931

FF-Square is the effect of variables in the structure that can be explained qualitatively. Based on the results of the effect size or F-Square that has been tested, the score is 0.931 (rounding to 0.93) more than 0.35. So, the presence of independent variable X in the model is very important because it is included in the high level of influence.

c. *Predictive Relevance (Q²)*

Predictive relevance also known as Q-Square with the symbol (Q²) is a structural model measurement that aims to measure model validation. The Q-Square results show a score of 0.471, which means that the model fulfills predictive relevance because it exceeds the value of 0.471.

Table 9. Predictive Relevance Test

	Career Maturity
Career Maturity	0,471

4. Hypothesis Testing

The final test that can determine whether the UPBK management variable has an influence on career maturity and answer the problem formulation by testing the hypothesis. This test compares the value of *t*_{statistic}s with *t*_{table} and sees the value of *P-Values*.

Table 10. Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
UPBK Management -> Career Maturity	0,694	0,697	0,041	17,018	0,000

The table above shows that there is an influence of UPBK management on career maturity with the value of the statistic of 17.02 above 1.96. The effect caused is a significant effect with a P-Values score of less than 0.05, namely 0.000. In addition, the influence is also positive between the UPBK management variable (X) on career maturity (Y) with an original sample value of 0.694 above -1.

Discussion

According to G.R. Terry, management is the optimal use of resources through four management functions, namely planning, organizing, mobilizing, and controlling to achieve goals.¹³ In the management of guidance and counseling, the focus of management is on the management function.¹⁴ So the definition of career guidance and counseling unit management is not much different, namely the activities of planning, organizing, implementing, and evaluating guidance and counseling services in order to provide assistance to students who have problems in planning, mapping, and choosing the desired career. However, referring to Zainal Aqib's theory in his book "*A to Z Bimbingan dan Konseling Karier, Konsep, Teori, dan Aplikasinya*" As used in this study, career guidance and counseling management only has three functions, namely planning or preparation, implementation, and follow-up assessment.¹⁵ The organizing function in this theory falls into the preparation function.

Planning is the process of management actors determining and calculating resources to support the achievement of organizational goals.¹⁶ In planning the career field, UPBK MAN 2 Malang City begins by determining the goals and measures of success of Career Counseling, namely students entering universities both at home and abroad with a percentage above 90%. Then, coordinate with fellow counseling teachers to map out service delivery

¹³ Rifaldi Dwi Syahputra dan Nuri Aslami, "Prinsip-Prinsip Utama Manajemen George R. Terry," *Manajemen Kreatif Jurnal (Makreju)* 1, no. 3 (2023): 53. <https://doi.org/10.55606/makreju.v1i3.1615>

¹⁴ Henni Syafriana Nasution dan Abdillah Abdillah, *Bimbingan Konseling "Konsep, Teori, dan Aplikasinya"* (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019), 198.

¹⁵ Aqib, *A to Z Bimbingan dan Konseling Karier: Konsep, Teori, dan Aplikasinya*, 31.

¹⁶ Syahputra dan Aslami, "Prinsip-Prinsip Utama Manajemen George R. Terry," 56.

activities that will result in a rubric of counseling activities. Next, BK focuses on sorting and selecting instruments and assessments that will be given to students to get what information is needed by students. In addition, preparing facilities, infrastructure, and costs are also important for counseling for service delivery.

The madrasah has provided adequate facilities and costs for BK to provide services to students. In planning, organizing activities are also carried out. Organizing means grouping tasks on human resources.¹⁷ In organizing, the BK divides tasks based on grade level to the BK teacher. There are five counseling teachers at MAN 2 Malang City with a division of labor of two people in grade 10, 1 person in grade 11, and 2 people in grade 12. In addition, two counseling teachers have additional duties as UPBK coordinators and administrators. After the division of labor, two-way coordination is carried out with parties related to BK, such as the principal, homeroom teacher, subject teachers, public relations, and others.

After all preparations are designed, implementation is carried out at UPBK MAN 2 Malang City as a form of implementation of the plans made. This is in accordance with G.R. Terry's opinion that implementation or actuating is an effort to encourage members to realize planning into an action to achieve goals.¹⁸ In providing services, UPBK refers to existing regulations, such as ABKIN (Indonesian Guidance and Counseling Association) regulations which outline the types of services provided by BK, such as orientation, information, classical, individual, group, placement, and channeling services, tutoring, consultation, and others. All services provided by counseling can be done in the classroom or counseling room. In addition, there are several activities in providing career services organized by BK and become an annual agenda, such as bringing in figures who are successful in their work, holding an education expo that brings in students from each university in order to provide an overview of universities to students, and making visits to government agencies and universities.

Furthermore, supervision and follow-up functions are also implemented. According to Robins, supervision or in English controlling is the monitoring of activities to ensure the achievement of goals.¹⁹ So, the activity in this supervisory function is to monitor whether the activities carried out are in accordance with the predetermined goal of 90% of students entering college. Supervision and follow-up are carried out by conducting annual internal and external evaluations of whether the agenda or activities

¹⁷ Muslichah Erma Widiana dan Ec., *Buku Ajar Pengantar Manajemen*, ed. oleh Yudi Sutarso (Banyumas: CV. Pena Persada, 2020), 34.

¹⁸ Syahputra dan Aslami, "Prinsip-Prinsip Utama Manajemen George R. Terry," 58.

¹⁹ Candra Wijaya dan Muhammad Rifa'i, *Dasar Dasar Manajemen Mengoptimalkan Pengelolaan Organisasi Secara Efektif dan Efisien*, Perdana (Medan: Perdana Publishing, 2016), 45, <http://repository.uinsu.ac.id/2836/>.

are successful or not. In addition, every year BK will see the acquisition of students who enter college, if it exceeds 90%, it can be said that BK has succeeded in directing students well.

From the results of the study represented by 197 students, it was found that UPBK management had a positive influence on students' career maturity. This description can be proven by the results of the count statistic is 17.02 greater than $t_{\text{tabel } 1,96}$. In addition, *P-Values* shows results less than 0.05, namely 0.00, which indicates that there is a significant positive direct effect of UPBK management variables on Career Maturity so H1 is accepted. The amount of influence produced can see the value of *R-Square*. The *R-Square* score is obtained at 0.48 or 48%, it can be concluded that the influence of UPBK management variables on career maturity variables is 48% and the rest is influenced by other variables not explained in the model. There may be internal and external factors that can affect students' career maturity.

The management carried out by UPBK MAN 2 Malang City, especially in the field of career development services, is in accordance with Zainal Aqib's theory and is carried out seriously. It can be seen from the distribution made by students who show an assessment that the management of good counseling is 100 people, and the assessment of excellent counseling management is 94 people. Good management of career guidance and counseling has a significant impact on students' career maturity. The career maturity of 12th-grade students at MAN 2 Malang City is classified as very high, as indicated by almost half of the sample having a score with very high criteria. While the other half of the sample is dominant in the score with high criteria totaling 82 people.

From the distribution results, a hypothesis test was carried out regarding the effect of UPBK management on students' career maturity. The results of the hypothesis test show the influence of UPBK management on career maturity. This description can be proven by the results of the calculation $t_{\text{statistik}}$ is 17.02 greater than $t_{\text{tabel } 1,96}$. In addition, *P-Values* shows results less than 0.05, namely 0.00, which indicates that there is a significant positive direct effect of UPBK management variables on Career Maturity so that H1 is accepted. The amount of influence produced can be seen in the *R-Square* value. The *R-Square* score is obtained at 0.48 or 48%, it can be concluded that the influence of UPBK management variables on career maturity variables is 48% and the rest is influenced by other variables not explained in the model. There may be internal and external factors that can influence learners' career maturity.

Looking at the results of the research that has been conducted, UPBK management only influences career maturity by 48% when viewed from the acquisition of *R-Square*. So the remaining 52% of students' career maturity is influenced by other things. As explained in the theoretical study, there are several factors that influence students' career maturity, both internal and external. According to Partino, influencing factors consist of self-concept, self-

efficacy, academic achievement, and freedom.²⁰ There is a possibility that the remaining 52% is influenced by factors that have been revealed by Partino. Such as research conducted by Dinda Anggraini and Endang Supraptiningsih²¹ with the results of self-efficacy having an influence of 44.6% on the career maturity of students from a sample of 130 class XI students at SMAN 1 Rujukan Lubuklinggau.

Conclusion

Management is needed at all levels of the madrasah to realize the vision of an effective and efficient madrasah. Especially in the guidance and counseling service unit which has an important role in the development of students, good management will maximize service delivery. UPBK MAN 2 Malang City has managed the unit optimally from planning to follow-up until the success benchmark of 90% of students entering universities at home and abroad is met. Even students are able to make their own decisions.

From the results of their own calculations, UPBK management has an influence on career maturity by seeing $t_{\text{statistik}}$ value of 17.02 is greater than t_{tabel} 1,96. The effect given is a significant effect because the P-Values show results less than 0.05, namely 0.00. Therefore, H1 is accepted and H0 is rejected. The effect of UPBK management variables on career maturity is 48% constructively from the model used and 52% is influenced by other factors.

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²⁰ Ribka Desy Ariana dan Christiana Hari Soetjningsih, "Hubungan Efikasi Diri Karir Dengan Kematangan Karir pada Siswa Kelas XII SMKN 2 Jepara," *Jurnal Psikologi Perseptual* 3, no. 1 (2018): 7-21, <https://doi.org/https://doi.org/10.24176/perseptual.v3i1.2240>.

²¹ Dinda Anggraini dan Endang Supraptiningsih, "Pengaruh Efikasi Diri Terhadap Kematangan Karir Siswa SMAN 1 Rujukan Lubuklinggau," in *Bandung Conference Series: Psychology Science*, vol. 2, 2022, 80-87, <https://doi.org/10.29313/bcsps.v2i3.2835>.

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