

The Effect of Self-Efficacy on Career Decision Making in Final Year Students

Milensia Risma Rodinda, Nur Eva
Fakultas Psikologi, Universitas Negeri Malang
milensia.risma.1808116@students.um.ac.id

Abstract

The objectives of the study are to understand career decision-making in final-year psychology students at the state university of Malang, to understand self-efficacy in final-year students at state universities in Malang, and to determine if self-efficacy and career satisfaction are influenced in final-year psychology students at the state university of Malang. This study employs a quantitative, descriptive methodology using scale-shaped instruments for data collection, which are communicated via Google Forms. The General Self-Efficacy Scale (GSES), created by Schwarzer and Jerusalem, is used to gauge self-efficacy (1995). Heru (2015) developed a test to assess career decision-making based on the Miller and Tiedeman hypothesis (Sharf, 1992). (2015). One hundred twenty people made up the study's samples. Purposive sampling is a sampling technique. Simple regression analysis is used in data analysis approaches. $R^2 = 37.7\%$ of the data in this study's results were gathered, with a p-value of 0.000. It is impossible to claim that self-efficacy influences career decision-making in a way that accounts for 37.7% of it, while other factors that have not been the subject of research impact the other 62.3 percent.

Keywords : self-efficacy, career decision making, final year students

Introduction

Students must be able to recognize their potential, interests, and talents to facilitate career planning and future job options. It is essential to have strong career decision-making skills (Sharf, 2006; Ghea, 2008). In addition, according to Alwisol (2008), self-efficacy is an individual's perception of how well they can be helpful in specific situations. Self-efficacy is related to confidence in the individual's capacity to carry out the expected behaviors. Therefore, self-efficacy in professional decision-making is of great benefit to students so that when they enter the workforce, they do not feel cheated or dissatisfied by the task or job they have selected. Career decision-making is a process that prepares a person to make several future-planning options. According to Zamroni (2016), individuals who make professional decisions are more self-reliant and reliant on their interests and talents, i.e., their capacity to use procedures and decision-making rules to overcome problem difficulties by resolving educational and work-related issues.

According to information from the Central Statistics Agency, the number of unemployed in Indonesia reached 8,764,008 in February 2021, which is a gain of 26,3 percent compared to the previous year. Moreover, the Central Statistics Agency reported that the unemployment rate increased during the Covid-19 pandemic. According to data from the Central Statistics Agency, unemployment begins between the ages of 20 and 24. It has risen by 3.36 percent, from 14.3 percent in February 2020 to 17.66 percent in the same time, namely February 2021. This data demonstrates an issue with determining profession choices, as the average increase in unemployment from the level of college graduates indicates. A student's responsibility is to prepare himself to enter the world of employment, although he has already shaped his outlook on the future.

Self-efficacy, which represents the critical point in the career decision-making process, is one element that might impact individuals' job choices (Hacket and Benz in Whiston, 1996). Therefore, self-efficacy in professional decision-making can inspire confidence in completing activities associated with career decision-making. Career decision-making should begin as soon as a person becomes a student, making it easier for college graduates to select their future steps. With the availability of career choice-making, it becomes much simpler for students to design various strategies and solve difficulties or tasks to be prepared to enter the workforce. However, according to Ananto et al. (2018), based on the results of their field observations, students are still unable to be prepared to face challenges in the world of work. Students lack the confidence to compete in the world of work and do not know the qualification standards of the job or career position to be pursued. Therefore, choosing decisions becomes a source of concern and a challenge for students.

Following the four career decision-making processes (Tiedeman and O'Hara, in Sharf, 2006), a preliminary survey conducted by researchers to identify problems with career decision-making for psychology students at state universities revealed four causes, namely: (1) students could not carefully think when making a decision, (2) students have not determined the career field to be pursued, (3) students do not know how to make a decision, and (4) students do not know how to make a career decision. According to the results of this preliminary poll, there are issues with self-efficacy and professional decision-making among students. Students' career issues can be broken down into two categories: internal and external causes. Problematic internal elements include the personality of students who tend to be introverted, do not know their aptitude for the career sector to be chosen, are uncertain about the decisions they will make, and have issues with self-determination and personal values. External factors include ignorance of the advantages and disadvantages of the chosen career field, lack of preparation, lack of family support, the parental treatment that tends to force children to follow their abilities regardless of the skills possessed by the child, and unfavorable economic conditions. That is why youngsters cannot choose a profession based on their power.

Self-efficacy is an individual's confidence in his ability to perform a task. People tend to avoid circumstances and things that they perceive to be beyond their capabilities. In contrast, individuals confidently engage in and execute activities deemed competent (Ormrod, 2009). With self-efficacy in decision-making, it is possible to avoid delays in completing career-related tasks (Ardiyanti & Alsa, 2015). Individuals must have strong self-efficacy, as high self-efficacy in completing activities will define a student's quality. Students with high self-efficacy will be motivated and confident in completing tasks and vice versa (Ananto et al., 2018). Therefore, self-efficacy is quite beneficial when making job decisions.

Because career selections can affect an individual's future, self-efficacy in making career decisions is one of the most significant characteristics a person can possess. Self-efficacy can influence an individual's willingness to enter the workforce (Utami & Hudaniah, 2013). Therefore, academics are interested in self-efficacy as a free variable and profession choice as a constrained variable. They were exacerbated by the prevalence of challenges and gaps between individual competencies and industry requirements due to industry elements in flux and the rising number of undergraduates (Melinda, 2021). Therefore, students must gather the most relevant career information to choose a career matching their skills.

Several previous studies have examined the relationship between self-efficacy and career decision-making. Some of these studies, namely Amin et al. (2021), indicated a significant relationship between self-efficacy and student career decision-making at SMKN 3 Bima City. Another survey by Fatresi (2017) reveals that career decision-making among psychology students at M Alang State Islamic University is modest, indicating that the peri will fall if students do not make efforts to obtain career decisions. Another study by Dewi (2017) demonstrated a positive correlation between self-efficacy and career decision-making among psychology students in their last year at Mercu Buana University Yogyakarta. In this research, to examine the relationship between the variables of self-efficacy and career decision-making, researchers also want to determine the extent to which the self-efficacy variables

influence the variables of career decision-making. The updated study is based on different methods and theories, and the subjects and locations of the research are also other.

Based on this backdrop, this study aims to determine whether self-efficacy and career decision-making affect students in their last year at the Faculty of Psychology, State University of Malang. In this study, the researchers hypothesized that there would be a favorable relationship between self-efficacy and professional choice. The higher pupils' self-efficacy, the better their final-level career decision-making. In contrast, when self-efficacy is poor, students in their last year make fewer professional decisions.

Method

Research Design

This study employs quantitative approaches to examine the relationship between two variables. In other words, the dependent variables in this descriptive study are self-efficacy (X) and professional choice-making (Y), employing simple linear regression. Quantitative research emphasizes numerical data analysis and is processed using statistical procedures, including data collection, interpretation, testing, and study outcomes. This study aims to determine the relationship between self-efficacy and career decision-making among students in their final year.

Population & Study Subjects

The population is the entire group polled for the study (Notoatmodjo, 2010). The subjects of this study were 184 students in their last year at the Faculty of Psychology, State University of Malang. Sugiyono (2011) states that the sample represents a small portion of the population's attributes and numbers. This study's sample consisted of 120 pupils. The sampling methodology is conducted using a non-probability sampling technique using the purposive sampling method, which is the correct sampling technique, a data gathering technique that considers specific factors (Sugiyono, 2012). Men and women between the ages of 20 and 25 who have trouble making professional decisions, final year students at the Psychological Faculty at the State University of Malang of 2018, and working on or have completed a thesis or graduated.

Research Instruments

In this study, quantitative data were collected using a scale as the data collection instrument. This study's scale utilized the Likert scale. This scale or instrument has both positive and negative things. Developed by Schwarzer and Jerusalem, the scale measuring instrument used to evaluate Self Efficacy with the adaptation of the General Self-Efficacy Scale (GSES) measuring instrument is a comprehensive instrument for measuring self-efficacy in diverse contexts (1995). On this scale, only positive objects exist. The Self Efficacy instrument measuring instrument has been adapted by Novrianto (2019) using the Bandura theory (1997). Researchers do not need to adjust the scale because the General Self-Efficacy Scale has been translated into 32 languages, is utilized in research in numerous countries, and meets the author's requirements (Scholz et al., 2002). This instrument contains ten unidimensional statement items, each of which measures a single factor and offers five answer options: extremely appropriate, somewhat appropriate, neutral, inappropriate, and very incompatible.

Meanwhile, the Career Decision Making measuring instrument employs Heru's adaption of the career decision-making scale based on Miller and Tiedeman's (1992) theory (2015). This instrument consists of 24 items divided into four categories: exploration, crystallization, selection, and clarification. Five answer options are available on this career decision-making scale: strongly agree, agree, hesitate, disagree, and strongly disagree.

Following a scale trial with 60 people, an attempt to pick an item was conducted using Pearson product-moment correlation and a significance level of 5%, or 0.254. Based on the self-efficacy scale's validity test, it was determined that there was no invalid item. Hence all ten items were deemed legitimate. The validity test of the career decision-making scale yielded data from 28 items, including 24 valid items and four invalid ones. Then, conclusions are based on the reliability tests conducted on sixty

participants using Cronbach's Alpha formula and SPSS 25.0 for Windows. In this study, utilizing the Guilford categorization of reliability (Sugiyono, 2011), the self-efficacy scale reliability test yielded a score of 0.79 with a high category. In the meantime, the career decision-making scale's reliability test results were 0.886, with a high category. To conclude, these two scales are deemed dependable and suitable for research.

Data Collection Techniques

The measure used in this study to collect data comprises two scales: the Self Efficacy scale and the Career Decision Making scale. This study employs instruments in the form of scales distributed via Google forms for data gathering. Then, beginning on June 20 and ending on June 27, 2022, each student receives a personal chat and a scale from the batch group. The subsequent step is to examine and tabulate the research data.

Data Analysis

This study employs a fundamental linear regression analysis with SPSS Statistics 25 for Microsoft Windows to predict and quantify the influence of free variables (self-efficacy) on bound variables (career decision-making). The model assesses descriptive analysis, classical assumptions for simple regression tests (normality test and linearity test), simple linear regression analysis, and the hypothesis test or t-test.

Results

Overview of Data Characteristics of Research Subjects

The participants in this study were 120 men and women in their last year in the faculty of psychology at the state university of Malang, ranging in age from 20 to 25. The following is an overview of the study's topic matter.

Table 1: Subject Overview By Gender

Gender	Frekuensi	Persentase
Male	32	26.67%
Female	88	73%
Total	120	100%

Table 1 shows that there are more female subjects than male subjects, as the majority of subjects at the Faculty of Psychology, State University of Malang are women on average.

Table 2: Overview of Subjects by Age

Usia	Frekuensi	Persentase
20	4	3%
21	39	33%
22	69	58%
23	8	7%
Total	120	100%

The majority of subjects (58 percent) were found at the age of 22 when there were 69 individuals, and the fewest subjects (three percent) were found at the age of 20 when there were four individuals. There were no participants in the age group of 24 to 25 years.

Descriptive Analysis

This descriptive analysis aims to provide an overview of 120 pupils. Included in the description of the data in this study are the mean, standard deviation, minimum score, and maximum score. In this study,

the descriptive analysis of two variables, namely self-efficacy and career decision-making, will be discussed.

Table 3: Results of Descriptive Analysis of Self Efficacy

Variable	N	Mean	SD	Min.	Max
Self effivacy	120	40.39	5.601	21	50
Career decision making	120	91.52	12.584	44	116

Based on table 3's exposure, he demonstrated that the self-efficacy variable in this study had a mean value of 40.39 among 120 participants. The subject received ten items with a minimum value of 21, a maximum value of 50, and a standard deviation of 5,601. The self-efficacy classification table is as follows:

Table 4: Categorization of Self-Efficacy Scores

Variabel	Interval	Frekuensi	%	Categori
$X < M - 1 \text{ SD}$	$X < 23$	1	0.8%	Rendah
$M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$	$23 \leq X < 37$	28	23.3%	Sedang
$M + 1 \text{ SD} \leq X$	$37 \leq X$	91	75.8%	Tinggi

There were 120 responders, and in terms of self-efficacy, 0.8 percent of the study subjects had low self-efficacy, 23.3 percent of the research subjects had moderate self-efficacy, and 75.8 percent had high self-efficacy. Conclusion: the majority or the average number of individuals had good self-efficacy with classification.

The variable of professional decision-making in this study had an average score of 91.52 from 120 participants. The subject received 24 items with a minimum value of 44, a maximum value of 116, and a standard deviation of 12,584. The following classification applies to decision-making:

Table 5: Categorization of Career Decision-Making Scores

Variabel	Interval	Frekuensi	%	Categori
$X < M - 1 \text{ SD}$	$X < 46$	1	0.8%	Rendah
$M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$	$46 \leq X < 78$	17	14.2%	Sedang
$M + 1 \text{ SD} \leq X$	$78 \leq X$	102	85%	Tinggi

One individual or 0.8% of the study subjects had poor career choice making, seventeen individuals or 14.2% of research subjects had moderate career decision making, and 102 individuals or 85% of research subjects had high career decision making. Then, it can be stated that the majority or average of research subjects have a High rating for Career Decision Making.

Normality Test

In this study, a normality test was undertaken to establish whether or not the data used adhered to a normal distribution. This study's normality test was conducted using Kolmogorov-Smirnov and SPSS. The normality test requires that the data be considered normal if the p-value is greater than or equal to 0.05. The normality test results for the two variables in this study are shown below.

Based on the normality test above, the self-efficacy and career decision-making variables with a significance value of $0.059 > 0.05$ show that self-efficacy and career decision-making are classified as usual.

Linearity Test

This study's linearity test determines whether or not the two variables in the data utilized in this investigation are linearly connected. To satisfy linearity, the data must have a deviation from linearity greater than or equal to 0.05 ($p > 0.05$) or a sig. linearity p-value less than 0.05 ($P < 0.05$). The significance of linearity between Self Efficacy and Career Decision Making was 0.339, indicating a linear relationship between the Self Efficacy (X) variable and the Career Decision Making (Y) variable.

Simple Regression Analysis

Simple regression analysis assesses the predictive ability of one free variable versus bound variables. In this study, a simple regression analysis was conducted to determine if self-efficacy predicts career decision-making or to test the influence of self-efficacy on career decision-making. Below is a table of findings from a simple regression analysis:

Table 6: Simple Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	35.757	6.654		5.373	0.000
Self Efficacy	1.380	0.163	0.614	8.459	0.000

The endless number of unstandardized coefficients acquired a value of 35,757, indicating that Career Decision Making (Y) has a constant value of 35,757. While the regression coefficient reaches a value of 1,380, each increase of 1 level of Self-Efficacy (X) results in a value of 1,380 for Career Decision Making (Y). Therefore, since the value of the regression coefficient is positive, it can be stated that Self-Efficacy (X) positively influences Career Decision Making (Y).

Based on the signature value from the preceding table, a significant value of 0.000 0.05 is derived, suggesting that the Self Efficacy variable (X) influences the Career Decision Making variable (Y) (Y). The purpose of this study's coefficient of determination is to determine how much impact the self-efficacy variable (X) has on the career decision-making variable (Y) (Y). According to Dapat, the correlation value (R) magnitude is 0.614%. In addition, a coefficient of determination (R Square) of 0.377 was obtained, indicating that the contribution of the free variable (Self Efficacy) to the dependent variable (Career Decision Making) is 37.7 percent. In comparison, the remaining 62.3 percent is affected by other variables.

Discussion

Overview of Career Decision Making in Final Year Students of the Faculty of Psychology, State University of Malang

According to the results of descriptive analysis, the level of career decision-making among students in their final year at the faculty of psychology at the state university of Malang is classified as high, with 85 percent of 120 subjects having high career decision-making, 14.2 percent having moderate career decision making, and 0.8 percent having low career decision making. In this study, professional choice-making is deemed ideal, as most students can already make career decisions and fall into the high group. Each individual can make appropriate and effective job options if they can alter their abilities and those connected to potential, talents, and interests by objectively assessing the quality of the required career sector (Parsons in Winkel & Hastuti, 2006). Moreover, according to Gati, Krausz, and Osipow (1996), career decision-making is a process by which a person becomes aware of a need when making career

decisions, realizes and can make these decisions in the right and appropriate manner, and method that is following the goals of each individual.

Compared to pupils with a low category in career decision-making, those with a high category can play a significant role in decision-making. In addition, students must increase their capacity to handle current activities to adapt to the job options they may face in the future (Melinda, 2021). Each student's skills and abilities must be considered while determining the best professional path. It is related to the theory by Tiedeman and O'Hara (Sharf, 2006), Which suggests there is a need for anticipation when making a career decision, specifically by exploring. It is necessary to investigate the problem and the possibilities that will occur in the future, crystallize it, i.e., making clear and appropriate choices, elections, i.e., confidence in the choices made, as well as clarifications, where when the individual is uncertain.

Overview of Self-Efficacy in Final Year Students of the Faculty of Psychology, State University of Malang

According to the descriptive analysis results, the self-efficacy level among students in their last year at the faculty of psychology, State University of Malang, is classified as high. The evidence is that 75.8 percent of final-year students' subjects had high self-efficacy, 23.3% had moderate self-efficacy, and 0.8% had low self-efficacy. Self-efficacy in this study is good since it is in a high category, where students in their senior year have confidence in their capacity to solve problems in various settings and overcome hurdles to accomplish their goals. According to Wicaksono (2015), self-efficacy is an individual's confidence in how to think when taking actions or completing activities to achieve predetermined goals, as well as a source of motivation. This knowledge further supports our position.

Self-efficacy shapes the individual to be able to succeed in the tasks that have been assigned, instilling confidence in the individual's skills (Chung, 2002; Bandura in Reed, Mikels & Lockenhoff, 2012 Rahmi, 2019). In addition, persons with high self-efficacy may readily demonstrate the behavior they wish to present, invest tremendous effort to attain their intended goals, and navigate the world of work with self-confidence, which can influence future career planning decisions. In contrast, a person with poor self-efficacy will lack confidence in his abilities as he navigates the world of work, which will eventually impact his career planning.

Related Bandura's theory, it's regarding three aspects, namely Levels, a person's confidence in the difficulty level in completing tasks. The more confident in completing complex tasks, the more they can align their abilities with the work they wish to accomplish. Generality means a person's self-confidence in their ability to perform tasks in various activities. If a person has high self-efficacy, they can easily design a career without much detail-oriented planning because they are confident in their ability to work in various activities in their desired career field. Strength; is the level of confidence in a person's talents. If a person can survive in the effort to reach the goals of the designed profession area, then he has a reasonable belief in his abilities; consequently, he can plan his career effectively.

An Overview of the Effect of Self Efficacy on Career Decision Making in Final Year Students of the Faculty of Psychology, State University of Malang

The regression core value was positive based on simple regression analysis findings. At the same time, this study's t-test yielded a computed value of $8.459 > \text{table } 1.657.0$. In addition, based on the results of calculating the coefficient of determination, self-efficacy had a considerable influence on professional decision-making, with an R Square value of 37.7%, while other variables influenced 62.3%. In addition, the descriptive analysis revealed that most final-year psychology faculty students at state universities in Malang fall into the group of high career choice making and high self-efficacy. Following research conducted by Dewi (2017), it is stated that students with a high level of both self-efficacy and career decision-making will also have a high level of career decision-making. In contrast, pupils with low self-efficacy will have difficulty deciding on a career path. The proposed hypothesis is accepted if the results of this study indicate a positive relationship between self-efficacy and career decision-making, which may

be translated as follows: the greater the level of self-efficacy, the higher the level of career decision-making in students. In contrast, when self-efficacy is poor, students in their last year make fewer professional decisions.

Conclusion

This study's findings conclude that final-year psychology students at state universities in Malang have a self-efficacy rate of 75.8 percent and a career decision-making rate of 85 percent. It is known that there is a significant favorable influence between self-efficacy and career decision-making of R Square 37.7 percent. The higher the self-efficacy, the higher the career decision-making in final-year students; conversely, career decision-making in last-year students is also joint if self-efficacy is low. From the outcomes of this study, it is believed that self-efficacy and professional decision-making might be developed as variables for future research. Aside from this, academics anticipate an increase in the creation of studies relating to self-efficacy and career decision-making among college students. It is hoped that the next researcher will be able to improve upon establishing variations in research subjects or utilizing other methods or theories connected to these two variables, namely self-efficacy and career decision-making, that are not used in this study.

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