



THE EFFECT OF LOCUS OF CONTROL AND SELF-CONCEPT ON THE CAREER MATURITY OF VOCATIONAL HIGH SCHOOL TEACHERS MAJORS ACCOUNTING DEPARTMENT IN EAST JAKARTA

Antika Maulidya¹, Sri Zulaihati², AtiSumiati³

¹ State University of Jakarta, Indonesia

² State University of Jakarta, Indonesia

³ State University of Jakarta, Indonesia

Article Info

Abstract

Article history:

Received: April 1, 2021;

Accepted:

Published: December 18, 2021;

Keywords:

Locus of Control; Self-Concept; Career Maturity

This study aims to determine the impact of locus of control and self-concept on the career maturity of teacher by using empirical data that is valid and reliable. The method used is a quantitative method. The affordable population of the study was 89 accounting teacher in east Jakarta. Samples use were as many as 73 teachers using simple random sampling techniques. Data collection using a questionnaire instrument with Likert scale. The data analysis technique used is the requirements analysis test, analysis of the regression equation, hypothesis testing, analysis of multiple correlation coefficients, and determination coefficient test. The results of data analysis showed that the data used were normally distributed and linear. The results of coefficient of determination show that the percentage of locus of control variables and self-concept to explain career maturity variables simultaneously is 35%. Simultaneously, the result of this study indicate that there is a significant impact of locus of control and self-concept on career maturity. Partially, there is a positive and significant impact of locus of control on career maturity, and also there is a positive and significant impact of self-concept on career maturity.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh locus of control dan konsep diri terhadap kematangan karir guru dengan menggunakan data empiris yang valid dan reliabel. Metode yang digunakan adalah metode kuantitatif. Populasi penelitian ini adalah 89 guru akuntansi di Jakarta Timur. Sampel yang digunakan sebanyak 73 guru dengan menggunakan teknik simple random sampling. Pengumpulan data menggunakan instrumen angket dengan skala likert. Teknik analisis data yang digunakan adalah uji persyaratan analisis, analisis persamaan regresi, uji hipotesis, analisis koefisien korelasi berganda, dan uji koefisien determinasi. Hasil analisis data menunjukkan bahwa data yang digunakan berdistribusi normal dan linier. Hasil koefisien

determinasi menunjukkan bahwa persentase variabel locus of control dan konsep diri dalam menjelaskan variabel kematangan karir secara simultan adalah sebesar 35%. Secara simultan hasil penelitian ini menunjukkan bahwa terdapat pengaruh yang signifikan dari locus of control dan konsep diri terhadap kematangan karir. Secara

parsial terdapat pengaruh positif dan signifikan locus of control terhadap kematangan karir, serta terdapat pengaruh positif dan signifikan konsep diri terhadap kematangan karir.

How To Cite:

* Corresponding Author.

[antika](#) Maulidya

maulidya.antika@gmail.com

ISSN

2302-2663 (online)

DOI: doi.org/10.21009/JPEPA.007.x.x

PRELIMINARY

Indonesia is included in one of the countries with the largest population in the world. With a population of more than 200 million people, Indonesia ranks fourth after

China, India and the United States. The large population is a factor in increasing Human Resources (HR). However, the fact is that improving human resources has not been matched by good quality.

The low quality of the workforce is a fundamental challenge facing Indonesia. Even though the industrial era 4.0 demands tough competition to compete. Therefore we need a policy that regulates and efforts to improve the quality of the workforce. This can be started with individual efforts to improve the ability to become more competent. In addition, believing in one's abilities and having a good attitude will improve the quality of an individual.

Schools are one of the public sector organizations in the education sector that have an important role in creating a quality generation. The quality of human resources is one of the determinants of the progress of a nation. The quality that is meant is the quality of education, the quality of character as well as skills. These three things will be obtained through the educational process.

National education aims to form young people with smart personalities and skills (Law No. 20 of 2003). The importance of the role of education encourages schools to continue to improve the quality of education for students. The quality of education for students is determined by the teacher in advancing education, therefore teachers must pay attention to their competencies before the learning process is carried out in order to be able to form students who are in accordance with the goals of national education.

The teacher is a professional who has the main task of educating in order to form good character, teaching knowledge that should be owned, guiding, training students in honing their interests, assessing and evaluating students.

In carrying out their duties to improve the quality of education in the world of education, teachers are required to be able to work in a more professional direction. The thing that needs to be considered in carrying out its duties is career maturity. Career maturity will affect the teacher in the learning process. The higher the career maturity level of the teacher, the higher the quality of the learning process that takes place in the classroom.

Some researchers say that factors that can affect career maturity are gender (Hasan, 2006), self-efficacy and self-esteem (Safitri et al., 2010), family environment (Devi & Fachrurrozie, 2019), self-concept (Pratama & Suharnan, 2014).), as well as locus of control (Nugroho & Maryadi, 2014) which is one of the predictors of the career maturity process.

The importance of the existence of teachers in the world of education motivates researchers to study career maturity. Factors that affect the level of career maturity that researchers will examine are locus of control and self-concept.

Nugroho & Maryadi (2014) have previously conducted a research with the title that examines the factors that influence career progression. The results of the study indicate that there is a positive and significant influence between locus of control and self-concept on career maturity.

In addition, in 2014, Pratama & Suharnan also conducted research on the same

thing, where the results of the study were that there was no relationship between self-concept and career maturity. In addition, the effective contribution between self-concept and internal locus of control on career maturity has a smaller percentage than other variables not included in the research that has been conducted.

In 2010, Safitri et al., Also conducted research. The findings of the study indicate that locus of control does not have a significant effect on career maturity. The correlation coefficient value shows that the relationship between locus of control and career maturity is not close.

Based on the background that the researcher has put forward, the formulation of the problem in this study is: 1) Does locus of control affect career maturity?, 2) Does self-concept affect career maturity?, 3) Do locus of control and self-concept affect career maturity?

This study is intended to test empirically whether there is an effect of locus of control and self-concept on career maturity in Vocational High School (SMK) accounting teachers in the East Jakarta area.

Career Maturity

Career maturity is an individual's readiness to complete career development tasks at every stage of career development (Janeiro, 2010). Munawir et al., (2018) stated that career maturity is the readiness of each individual to complete his career development tasks at each stage. According to Super & Bohn, it is an individual's readiness to face developmental tasks effectively starting from a person's life stage in relation to other people in the same life stage (Hall, 2002).

Based on the expert opinion above, career maturity is defined as the ability each individual has in completing career development tasks at each stage. Career development tasks are completed step by step to ensure that no stage is missed.

The indicators used to measure career maturity are: 1) career planning, 2) career exploration, 3) information about the world of work, 4) career decision making

Locus of Control

Locus of control is the level where individuals believe that they are determinants of their own destiny (Robbins & Judge, 2008). Ivancevich et al. (2006) which states that locus of control is the level of individual belief that their behavior affects what happens to them. This is reinforced by the opinion of Hery (2018) which explains locus of control as a level where individuals believe that they are determinants of their own destiny.

From the expert's opinion above, locus of control can be defined as the level of individual belief that their behavior will affect what will happen in the future and that means being the determinant of their own destiny.

The indicators used to measure locus of control are: 1) internal locus of control, 2) external locus of control

Self concept

In the world of psychology, the self-concept is one of the things that is endless when deepened. According to Agustiani (2009) self-concept is a picture that a person has about himself, which is formed through experiences obtained from interactions with the environment. The same thing was stated by Gunarsa (2004), the self-concept is a picture of himself which is the center of his view of others. In line with the opinion of Kulsum et

al., (2017) which states that self-concept is a view, image, and an individual's assessment of himself, both physical, social, emotional, aspirational and psychological.

Based on the expert opinion above, self-concept is a picture that an individual has of himself which is formed from experiences and interactions with the surrounding environment. The description of the individual in this case concerns abilities, self-character, attitudes, feelings, needs, life goals and self-appearance.

The indicators used to measure self concept are: 1) self knowledge, 2) hope, 3) appraisal

Hypothesis Formulation

From the explanation of the conceptual description and theory described in this study, the researcher formulated the research hypothesis as follows:

H1: There is an effect of locus of control on career maturity

H2: There is an effect of self concept on career maturity

H3: There is an effect of locus of control and self concept on career maturity

METHOD

This research is a quantitative research with survey method and descriptive research type. In addition, a field study was conducted to obtain data using a questionnaire. Therefore, the data used are primary data with a Likert scale. The affordable population in this study were vocational teachers majoring in accounting in the East Jakarta region with a research sample of 73 respondents.

The sampling technique in this research is probability sampling with the simple random sampling method. This study uses the Slovin formula with an error rate of 5% and data processing using SPSS software.

RESULTS AND DISCUSSIONS

In order to describe and test the effect of the independent variable on the dependent variable, a data description of each variable will be presented based on research in the field. In this study, descriptive statistics are presented with the value data range, minimum, maximum, mean, sum, standard deviation, and variance.

Table 1. Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Maturity Career	73	34	84	118	7272	99,62	9,183	84,323
Locus of Control	73	34	65	99	5691	77,959	7,383	54,512
Self-Concept	73	22	61	83	5024	68,822	5,407	29,232
Valid N (listwise)	73							

Multiple Linear Regression Test

The multiple linear regression equations obtained from this study are:

$$\hat{Y} = 24,753 + 0.275X_1 + 0.776X_2$$

Table 2. Multiple Linear Regression Test Result

Type	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
1 (Constant)	24,753	12,183		2,032	,046
Locus of Control	,275	,135	,221	2,034	,046
Self-Concept	,776	,185	,457	4,199	,000

a. Dependent Variable: Career Maturity

In the coefficient table above, the constant value (α) is 24.753, meaning that if the locus of control and self-concept are 0, the learning outcomes are 24.753. The regression coefficient (b_1) is 0.275, meaning that each addition of one value to the locus of control (X_1) variable will give a score increase of 0.275 on career maturity (Y). The coefficient is positive, meaning that there is a positive relationship between locus of control and career maturity. The regression coefficient value (b_2) is 0.776, meaning that each addition of one value to the self-concept variable (X_2) will give a score increase of 0.776 on career maturity. The coefficient is positive, meaning that there is a positive relationship between self-concept and career maturity.

Normality test

Table 3. Normality Test Result

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
<u>N</u>		<u>73</u>
Normal Parameters ^{a,b}	<u>Mean</u>	<u>7.3905123</u>
	Std. Deviation	<u>0</u>
Most Extreme Differences	<u>Absolute</u>	<u>,063</u>
	Positive	<u>,063</u>
Negative		<u>-,060</u>
<u>Test Statistic</u>		<u>,063</u>
<u>Asymp. Sig. (2-tailed)</u>		<u>,200^{c,d}</u>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Value from Asymp. Sig. (2-tailed) obtained is 0.200. These results indicate that the level of significance of the residuals is greater than 0.05, so it can be concluded that the data used in this study, namely Locus of Control (X1), Self-Concept (X2), and Career Maturity (Y) are normally distributed.

Linearity Test

Table 4. Linearity Test Result

		Sum of Squares	Df	Mean Square	F	Sig.
Between Maturity (Combined) Career * Locus Groups of Control	Linearity	2552,465	25	102,099	1,364	,177
	Deviation from Linearity	1148,186	16	1148,186	15,336	,000
	Linearity	1404,279	24	58,512	,782	,739
	Deviation from Linearity	3518,795	47	74,868		
	Total	6071,260	72			
Between Maturity (Combined) Career * Self-Concept	Linearity	3294,000	20	164,700	3,084	,001
	Deviation from Linearity	1906,254	14	1906,254	35,692	,000
	Linearity	1387,746	16	73,039	1,368	,185
	Deviation from Linearity	2777,261	52	53,409		
	Total	6071,260	72			

Based on testing using SPSS v.26, it was found that the ANOVA table output above, the significance of the deviation from linearity for variable X1 to Y was 0.739 and for variable X2 to Y was 0.185. This states that the assumption of linearity between locus of control, self-concept, and career maturity variables is fulfilled because the significance level is > 0.05 .

T test

The t test aims to determine whether the independent variable regression model partially has a significant effect on the dependent variable, whether there is an effect or not. The statistical t-table value with a significance level of 0.05, $df = n - k - 1$ (n is the

amount of data and k is the number of independent variables) or $73-2-1 = 70$, then the ttable value is 1.99444.

Based on the data output in Table 2, the t-count value of the locus of control (X1) variable is in the position with a value of 2.034. In this case the tcount for the X1 variable is $2.034 > t$ table so that it can be stated that the locus of control variable has a significant positive effect on the career maturity variable. The next variable is self-concept, which shows the result of t count of $4.199 > t$ table, which can then be stated that the self-concept variable has a significant positive effect on the career maturity variable.

With this the hypothesis proposed by the author, namely H1: there is an effect of locus of control on career maturity, accepted. And H2: there is an effect of self-concept on career maturity, accepted.

F test

The F test is used to determine whether or not the independent variables simultaneously influence the dependent variable. Statistical Ftable value with a significance level of 0.05, df 1 (number of variables - 1) or $4-1$ and $df 2 = nk$ (n is the amount of data and k is the number of independent variables) or $73-2 = 71$, then the Ftable value is amounted to 3.13. The results of the F test calculation with the SPSS v.26 program are presented as follows:

Table 5. F Test Result

ANOVAa					
Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2138,644	2	1069,322	19,034	,000 ^b
Residual	3932,616	70	56,180		
Total	6071,260	72			

Dependent Variable: Career Maturity

b.Predictors: (Constant), Self-Concept, Locus of Control

Based on the table above, the Fcount is 19.034. With the testing criteria $F_{count} > F_{table}$ for a significant relationship, then the results of Fcount 19.034 are greater than Ftable, so it can be concluded that there is a significant influence between the locus of control variable and self-concept on career maturity. With this, it is stated that the hypothesis that the author proposes, namely H3: there is an influence of locus of control and self-concept on career maturity, is accepted.

Multiple Correlation Coefficient Analysis

Table 6. Multiple Correlation Coefficient Analysis Result

Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Change in Statistics	df1	df2	Sig. F Change
1	,594 ^a	,352	,334	7,49535	,352	19,034	2	70		,000

a. Predictors: (Constant), Self-Concept, Locus of Control

Based on this table, it can be seen that the value of the multiple correlation coefficient (R) on the locus of control variable and self-concept together on career maturity is 0.594. This indicates a weak relationship between locus of control and selfconcept with career maturity.

Determination Coefficient Test

Table 7. Determination Coefficient Test Result
Model Summary^b

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594 ^a	.352	.334	7.495

Predictors: (Constant), Self-Concept, Locus of Control

b. Dependent Variable: Career Maturity

With R Square (R²) of 0.352, it can be concluded that the percentage of locus of control (X1) and self-concept (X2) to explain the career maturity variable (Y) simultaneously is 35.2%.

Based on the results of the research that has been described above, there is a significant positive influence between locus of control on career maturity in SMK teachers in the accounting department of the East Jakarta area accredited A. of control has increased by one point, then career maturity will decrease as much as 0.275 at a constant of 24.753 assuming X2 remains. The value of the coefficient X1 is positive, meaning that the higher the locus of control of the teacher, the higher the level of career maturity, and vice versa, the lower the locus of control, the lower the level of career maturity.

Furthermore, based on the results of the calculation of the partial significance test or t test on the locus of control variable, it was found that t count = 2.034 with t table = 1.994 and a significance of 0.046, it can be concluded that there is a significant positive effect between locus of control on career maturity. The tcount value shows that locus of control has a positive effect on career maturity.

The results of this study are in line with relevant research results, namely those conducted by Zulkaida et al., (2007) in their research which revealed that the higher the locus of control, the higher the career maturity of the teacher. This is shown by his research conducted on high school students (SMA). Based on the results of hypothesis testing of 3.886. Namely, it shows a positive relationship between locus of control and career maturity. It can be interpreted that someone who has high career maturity has a high tendency for locus of control. The coefficient of determination shows a result of 20.7%.

Likewise in research conducted by Tifani (2015) which states that there is a very significant relationship between locus of control and career maturity. The research was conducted on employees of Kentucky Fried Chicken (KFC) in Palembang. The effective contribution given by the locus of control variable to career maturity was 31.3%.

This is reinforced by research conducted by Puspitasari (2017) which states that the internal locus of control is in a very high category. This means that there is a relationship between internal locus of control and career maturity of high school students. In addition, the contribution of internal locus of control to career maturity was 34.5%.

b. The Influence of Self-Concept on Career Maturity

Based on the results of the research that has been described above, it is found that there is a significant positive influence between self-concept on career maturity in vocational school teachers majoring in accounting in the East Jakarta area accredited

A.

This is evidenced by the value of the coefficient X2 in the regression test is 0.776 which means that if the self-concept increases by one point, career maturity will increase by 0.776 at a constant of 24.753 assuming X1 remains. The value of the coefficient of X2 is positive, meaning that the higher the self-concept of the teacher, the higher the level of career maturity, and vice versa, the lower the self-concept, the lower the level of career maturity.

The results of the calculation of the partial significance test or t test on the selfconcept variable obtained t count = 4.199 with t table = 1.994 and a significance of 0.000, it can be concluded that there is a significant positive effect between selfconcept on career maturity. meaning that teachers who have a positive self-concept will increase career maturity, and teachers who tend to have negative self-concepts will decrease career maturity.

The results of this study are in line with the results of relevant research conducted by Zahra & Malik (2018) who conducted research on high school students stating that there is a positive correlation between self-concept and career maturity. This shows that when high school students' self-concept increases, career maturity will also increase.

In line with research conducted by Istiana (2017) which states that there is a very significant positive relationship between self-concept and career maturity. This research was conducted on students. The contribution of self-concept to career maturity was 74.1% and 25.9% was influenced by other factors not examined.

Reinforced by Almaida & Febriyanti (2019) which states that there is a significant positive relationship between self-concept and career maturity with a correlation coefficient of 0.691. That is, the more positive the self-concept, the higher the student's career maturity. self-concept provides an effective contribution of 47.8%.

c. Effect of Locus of Control and Self-Concept on Career Maturity

Based on the research results that have been described above, it is found that there is a significant influence between locus of control and self-concept on career maturity in the accounting teachers of the East Jakarta area accredited with A. This is evidenced by the results of research conducted by the author that the magnitude of the influence of locus of control and self-concept simultaneously on career maturity shows a

coefficient of determination of 35.2%

The magnitude of the coefficient of determination (R^2) shows the magnitude of the influence of locus of control and self-concept simultaneously on career maturity by 35.2%. While the results of the F test obtained a significance of $0.000 < 0.05$, then through the results of the F test it can also be concluded that there is an effect of locus of control and self-concept on career maturity in teachers.

The results of this study are in line with the results of relevant research conducted by Nugroho & Maryadi (2014) which states that there is a positive and significant influence between locus of control and self-concept on students' career maturity simultaneously. With a correlation of 0.622 and a contribution of 38.7%. Students' readiness in choosing a career is determined by career maturity in choosing a career. Many students have difficulty in choosing a career due to the low level of student career maturity.

In line with research conducted by Pratama & Suharnan (2014) on high school students (SMA) which proves that there is a relationship between self-concept and internal locus of control with career maturity. This means that the higher the self-concept and internal locus of control, the higher the career maturity. Effective contribution of 15.3%. Students with a positive self-concept and a dominant internal locus of control will make efforts to understand themselves, make career planning can also overcome the problems that will be faced.

This is reinforced by research conducted by Munawir et al., (2018) which found that internal locus of control affects individual career maturity to be higher. In addition, another factor that affects career maturity is self-concept. So it can be concluded that there is an influence between internal locus of control and self-concept on student career maturity.

CONCLUSIONS AND SUGGESTIONS

Based on statistical data processing, descriptions and data analysis that have been carried out and described by the author, the following conclusions are drawn from this study:

- (1) There is a positive and significant influence between locus of control on career maturity in vocational school teachers majoring in accounting in the East Jakarta area accredited A. It means, the higher the locus of control owned by the teacher, the higher the level of career maturity. Likewise, if the lower the locus of control owned by the teacher, the lower the level of career maturity.
- (2) There is a positive and significant influence between self-concept on career maturity in Vocational High School accounting teachers in the East Jakarta area accredited A. This means that the higher the self-concept of the teacher, the higher the level of career maturity. Likewise, the lower the self-concept of the teacher, the lower the level of career maturity will be.
- (3) There is a significant influence between locus of control and self-concept simultaneously on the career maturity of the SMK teachers in the accounting department of the East Jakarta area accredited A. The higher the locus of control and self-concept, the higher the career maturity level of the teacher.

REFERENCE

- Agustiani, H. (2009). *Developmental Psychology: Ecological Approaches Related to Self-Concept and Self-Adjustment in Adolescents* (D. Expert (ed.)). Bandung: Refika Aditama.
- Almaida, D. S., & Febriyanti, D. A. (2019). The relationship between Self-Concept and Career Maturity in Students of Class XI SMK Yayasan Pharmasi Semarang. *Empathy*, 8(1), 87–92.
- Devi, B. D. K., & Fachrurrozie. (2019). Internal Influence of Locus of Control, Family Environment, and Academic Achievement on Readiness to Work Outside the Teacher Profession Through Career Maturity. *Economic Education Analysis Journal*, 8(1), 110–129.
- Gunarsa, S. D. (2004). *Practical Psychology: Children, Adolescents, and Families*. Jakarta: Mount Mulia.
- Hasan, B. (2006). Career Maturity of Indian Adolescents as a Function of Self-Concept , Vocational Aspiration and Gender. *32*(2), 127–134.
- Hery. (2018). *Question-Answer: Organizational Behavior*. Jakarta: PT. Grasindo.
- Istiana. (2017). The Relationship between Self Concepts and Career Maturity Viewed from Students' Gender at Panca Budi Medan, Indonesia. *iOSR-JHSS*, 22(9), 56- 66. <https://doi.org/10.9790/0837-2209035666>
- Ivancevich, J.M., Konopaske, R., & Matteson, M. T. (2006). *Organizational Behavior and Management* (7th ed.). Jakarta: Erlangga.
- Kulsum, U., Witurachmi, S., & Muchsini, B. (2017). The Influence of Self-Concept and Family Social Support on Student Career Maturity. *Journal "Tata Arta" UNS*, 3(2), 21–30.
- Munawir, M., Yusuf, A.M., Effendi, Z.M., & Afdal, A. (2018). Internal Locus of Control and Self-Concept as Factors Affecting the Career Maturity of High School Students. *International Journal of Research in Counseling and Education*, 1(2), 24. <https://doi.org/10.24036/0018za0002>
- Nugroho, S. R., & Maryadi, T. H. T. (2014). The Influence of Locus of Control and Self-Concept on The Career Maturity of Students of Class XII Electrical Engineering Expertise Program smk Negeri 3 Yogyakarta. *Psychology*, 3(4), 312–319.
- Pratama, B. D., & Suharnan, S. (2014). The Relationship Between Self-Concept and Internal Locus Of Control With Career Maturity of High School Students. *Persona:Jurnal Psikologi Indonesia*, 3(03), 213–222.
- Puspitasari, A. D. (2017). The Relationship Between Internal Locus Of Control and Career Maturity of Students at Sma Negeri 4 Yogyakarta. *Journal of Student Research Guidance and Coseling*, 3(7), 320–331.
- Robbins, S. P., & Judge, T. A. (2008). *Organizational Behavior 1* (12th ed.). Jakarta: Salemba Four.
- Safitri, Prianto, P. L., & Patricia. (2010). Role of Locus of Control, Self-Esteem, SelfEfficacy, and Learning Achievement towards Career Maturity. *Psychology*, 1(2), 140- 148.

- Super, D. E., & Bohn, M. J. (1970). *Occupational Psychology*. California: Wadsworth Publishing Company.
- Tifani. (2015). Relationship Between Locus of Control and Career Maturity At Kentucky Fried Chicken (KFC) Employees in Palembang. *Scientific Journal of Psyche*, 9(2), 106–129.
- Zahra, S. T., & Malik, A. A. (2018). Relationship between Self-Concept and Career Maturity in Pakistani High School Students. *Professional Psychology*, 17(1), 1–16.
- Zulkaida, A., Kurniati, N.M. T., Retnaningsih, Muluk, H., & Rifameutia, T. (2007). The Influence of Locus of Control and Self-Efficacy on The Career Maturity of High School Students (Sma). *RAPID (Psychology, Economics, Literature, Architects & Civil)*, 2, 21–22.