

## **THE RELATIONSHIP BETWEEN SELF-CONCEPT AND PARENTAL SUPPORT WITH CAREER MATURITY OF STUDENTS OF JAKARTA 20 VOCATIONAL HIGH SCHOOL**

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### **Abstract**

*This research aims to find out the relationship between Self-Concept and Parental Support with Career Maturity in Students of Jakarta 20 Vocational High School. This study was conducted for seven months from February to September 2021. The research method used is the survey method. The sample used in this study was obtained by 146 respondents from students of the 12th grade of Jakarta 20 Vocational High School. Data collection is done through the dissemination of questionnaires using the likert scale. Based on research conducted there is a positive relationship between self-concept and career maturity and there is a positive relationship between parental support and career maturity.*

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*Keywords:*

*Self Concept, Parental Support,  
Career Maturity*

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui hubungan antara Konsep Diri dan Dukungan Orang Tua dengan Kematangan Karir pada Siswa SMK Negeri 20 Jakarta. Penelitian ini dilakukan selama tujuh bulan terhitung mulai bulan Februari sampai dengan bulan September 2021. Metode penelitian yang digunakan adalah metode survey. Sampel yang digunakan dalam penelitian ini didapatkan 146 responden dari siswa kelas 12 SMK Negeri 20 Jakarta. Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Berdasarkan penelitian yang dilakukan diperoleh adanya hubungan positif antara konsep diri dengan kematangan karir dan terdapat hubungan positif antara dukungan orang tua dengan kematangan karir.

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## INTRODUCTION

In the digital era, various aspects occur in people's lives, one of which is that a person is faced with job competition for the sake of his survival. A career in this digital era is certainly not an easy thing. Rapid technological progress, the development of economic conditions, community culture requires someone to compete in developing their talents and potentials so that they are able to face the challenges demanded by the industrial world. In this case, it is necessary to have a career selection strategy to prepare yourself to achieve something better than the current conditions. So that in choosing the right career, a person is expected to be able to achieve good career maturity. To create human resources that are mature, qualified, have high capabilities, one of which is through the educational process (Isjoni, 2006). Basically, the education that an individual undergoes will be closely related to the career that will be undertaken later.

The Central Statistics Agency (BPS) released statistical news about the workforce in Indonesia as of August 2020. In detail, it is known that the lowest percentage of the working force is from Vocational High School (SMK) graduates of 86.45%. While the rest such as Elementary School (SD) of 96.10%, Junior High School (SMP) of 93.54%, Senior High School (SMA) of 90.14%, Diploma of 91.92% and University of 92.65%. In connection with this phenomenon, SMK graduates are the lowest in the working workforce. From these data, it can be seen that there are still a few SMK graduates who work. This is not in accordance with the purpose of the Vocational High School, namely to produce human resources that have the potential and excel in competition. When the problem is left unchecked, it will be feared that it will have an impact on the individual's own future. Like losing the opportunity to get a job.

Based on the results of a pre-survey with several students of SMK Negeri 20 Jakarta, it is known that 40% of students who already have a career plan to continue studying and work immediately and 13% who do not have a plan after graduating from school are 47%. Students who answered that there was no reason because they were still confused about whether to go to college or work, did not know their abilities and the differences in desires between themselves and their parents. Other pre-survey results showed that some students said the majors they chose were in accordance with their interests and felt capable and confident that they could compete in the world of work later.

This shows that students of SMKN 20 Jakarta still have low career maturity. To overcome the low career maturity of students can be known in advance about the factors that influence it. Many factors can affect career maturity both from within and from the environment. Based on the pre-survey that has been done, the researchers suspect that there are several factors that influence career maturity in grade 12 students of SMK Negeri 20 Jakarta. It is known that the first factor influencing career maturity is self-concept by 33.3%. Furthermore, the factor of parental support is 26.6%. The next factor is the locus of control in the pre-study results showing the figure of 13.3%. Furthermore, the self-esteem factor shows 10%. Another factor is self-efficacy by 10%. Furthermore, 6.6% of students said that career maturity is influenced by the economic factors of their parents.

A teenager who begins to enter a period of transition to adulthood should already have a clear picture of himself. In terms of whether a person is mature or not, especially

students of SMK Negeri 20 Jakarta regarding career planning, it is related to an assessment of one's own potential and abilities, regarding one's own strengths and weaknesses.

Researchers suspect that students of SMK Negeri 20 Jakarta still do not have career maturity in themselves. There are still many students who have not been able to determine a career and are most dominated by self-concept and support from parents. Based on these problems, the researchers are interested in researching the problem of "The relationship between self-concept and parental support with career maturity of students at SMK Negeri 20 Jakarta."

## **LITERATURE REVIEW**

### **1. Career Maturity**

Career maturity is an individual's readiness to make the right career decisions. When an individual has a high career maturity, the individual is ready to handle developments related to career decisions that will be taken. Career maturity is a person's success in completing career development tasks according to a certain stage and a person can be said to be mature or ready to make career decisions that are supported by information about work based on the exploration that has been done (Winkel, W.S. & Hastuti, 2013). According to Efendy & Haryanti (2020) Career maturity is the readiness of individuals to make age-appropriate career decisions and complete career development tasks. According to Dalimunthe (2017) career maturity is the readiness of individuals to make decisions in accordance with the activities of gathering information about careers to determine the right career choice.

According to Savickas & Porfeli (2011), Kadir & Omar (2021) and Lau et al. (2019) states that career maturity is measured by the following indicators; (1) Concern (2) Curiosity (3) Confidence (4) Consultation.

Ratnaningsih et al. (2017) mentions factors that influence career maturity, namely age, gender, socioeconomic status, racial and cultural differences. In addition, according to Simamora et al. (2015) there are several factors that affect a person's level of vocational (career) maturity, namely the level of education, race, ethnicity, personality characteristics (independence and self-confidence), socioeconomic status, and gender.

### **2. Self Concept**

According to Pambudi & Wijayanti (2012), the self-concept is formed on the individual's perception of the attitudes of others towards him/her and all forms of judgments, beliefs, and feelings that individuals believe about themselves so that they affect social relations with their surroundings. According to Agustina & Ibrahim (2019), self-concept is one aspect of personality that must be developed because self-concept is an individual's opinion about himself related to physical, mental and cognitive understanding. According to Hamzah (2019), self-concept is a combination of beliefs about oneself which includes physical, social, psychological, aspirations, emotional and achievement characteristics. According to Slameto (2010) self-concept is an individual's perception of himself.

According to Goni et al. (2011), Palacios et al. (2015) and Kahirunnisa & Rozi

(2019) self-concept has four indicators, namely; (1) Self-fulfillment (2) Autonomy (3) Emotional self-concept (4) Honesty.

Rahmawati and Pudjiastuti (2018) state that there are three factors that influence a person's self-concept, namely parents, peers, and society. According to Subaryana (2015) self-concept is divided into two, namely positive and negative self-concepts. Positive self-concept is a positive self-evaluation such as positive self-esteem. Negative self-concept is a negative self-evaluation such as feelings of inferiority, self-hatred, and the absence of self-acceptance and feelings of self-respect.

### **3. Parental Support**

Parents are the strongest supporters in helping individuals improve their abilities and self-confidence. This support serves to raise individual self-awareness to be able to develop their abilities. Parental support is an appreciation of the responsibility in educating children by providing assistance from parents to children to meet needs in the form of attention, feelings, and finance (Daytona Putra et al., 2020). According to Sarafino (2006), people's support is an attitude of acceptance of parents towards children that can foster thoughts in children that they are cared for, loved and appreciated and helped. According to Chairunisa & Sovitriana (2018) Parental support is a relationship created by parents including caring for, giving attention, affection, writing approval and other positive things to children.

According to Tanjung & Iswari (2019), parental support is an opportunity given by parents to their children with the aim that children are able to develop their talents and potential, dare to make decisions and dare to be responsible for everything they do and aim to make children independent and not dependent on others parent.

According to Turner et al. (2003), Chasanah & Salim (2019), and N.K. Putri & Salim (2020) parental support is measured by 4 (four) indicators, namely; (1) Instrumental assistance (2) Career-related modeling (3) Verbal encouragement (4) Emotional support.

Parental support according to Baiti & Munadi (2014) consists of two kinds, namely: moral support from parents for their children's education in the form of attention, affection, guidance, direction, encouragement, adding self-confidence and material support in the form of support for fulfilling physical needs. in education such as learning facilities, school supplies and paying tuition fees.

According to Saragi et al. (2016) parental support is characterized by care, warmth, approval, and various positive feelings of parents towards children. In line with this opinion, according to Putri (2017) parental support as a developed interaction can be characterized through parenting, warmth, approval and positive feelings of parents to children.

## **METHOD**

This research was conducted using quantitative research methods. This research uses survey method with descriptive research type. The survey method is a method that obtains data and information by providing questions that are answered directly by the sample. This survey method can be obtained by conducting interviews or distributing questionnaires. The affordable population in this study was 249 students. The sampling technique used proportional random sampling (proportional random sampling).

Determination of the sample is taken and refers to the table determining the number of samples from Isaac and Michael with an error rate of 5%. The sample used in this study was 146 grade 12 students of SMK Negeri 20 Jakarta. In this study, it will be explained about the influence of the independent variable, namely Career Maturity, on the dependent variable, namely Self-Concept and Parental Support.

Career maturity is an individual's ability to master career development tasks according to the stage of career development, plan careers and determine career decisions. Career Maturity will be measured through statements that include indicators. Career maturity can be measured using indicators according to Savickas & Porfeli (2011), Lau et al., (2019), Kadir & Omar (2021), namely concern, curiosity, confidence and consultation. . Career maturity includes primary data obtained through a questionnaire using a 5-point Likert scale.

Self-concept is an individual's view of himself related to his physical, personal characteristics, strengths, weaknesses and motivations. Self-concept will be measured through statements that include indicators. Self-concept can be measured by indicators according to Goñi et al., (2011), Palacios et al., (2015), Khairunnisa & Rozi (2019), namely self-fulfillment (self-fulfillment), autonomy (autonomy), emotional self-concept (emotional adjustment), honesty (honesty). Self-concept includes primary data obtained through a questionnaire using a 5-point Likert scale.

Parental support is an emotional gift, guidance and opportunity from parents to their children so that children feel valued, accepted, helped and children are able to develop abilities according to their talents. Parental support will be measured through statements that include indicators. Parental support can be measured by indicators according to Turner et al. (2003), Chasanah & Salim (2019), N.K. Putri & Salim (2020) namely instrumental assistance (instrumental assistance), career-related modeling (modeling in a career), verbal encouragement (verbal reinforcement), emotional support (emotional support). Parental support includes primary data obtained through a questionnaire using a 5-point Likert scale.

The data analysis technique that will be carried out in this study uses the estimation of the regression model parameters. From the regression equation that will be obtained, the regression test is carried out, so that the obtained equation is close to the actual situation. Data processing in this study used the IBM SPSS Version 24 (Statistical Product for Service Solutions) program.

## RESULTS AND DISCUSSIONS

### 1. Normality Test Results

Table 1. Kolmogorov Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
		KONSEP DIRI	DUKUNGAN ORANG TUA	KEMATANGAN KARIR
N		146	146	146
Normal Parameters <sup>a,b</sup>	Mean	50.45	64.95	56.04
	Std. Deviation	7.994	10.259	6.614
Most Extreme Differences	Absolute	.070	.058	.064
	Positive	.070	.048	.064
	Negative	-.070	-.058	-.044

Test Statistic	.070	.058	.064
Asymp. Sig. (2-tailed)	.076 <sup>c</sup>	.200 <sup>c,d</sup>	.200 <sup>c,d</sup>
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

Source: Data processed by Researchers (2021)

Based on the results of the Kolmogorov-Smirnov normality test above, it is known that the significance value of the self-concept variable is  $0.076 > 0.05$ , so it is stated that the self-concept variable data is normally distributed. The significance value of the parental support variable is  $0.200 > 0.05$  so it is stated that the parental support variable data is normally distributed. The significance value of the career maturity variable is  $0.200 > 0.05$  so it is stated that the career maturity variable data is normally distributed. It can be concluded that all data are normally distributed, it can be seen from the significance value of the three variables  $> 0.05$ .

The calculation of the normality test can also be seen through the Normal Probability Plot. It is said to be normally distributed if the points of the graphs are spread out and do not move away from the direction of the diagonal line. The following is the output in the form of a normality test plot using SPSS 24.0:

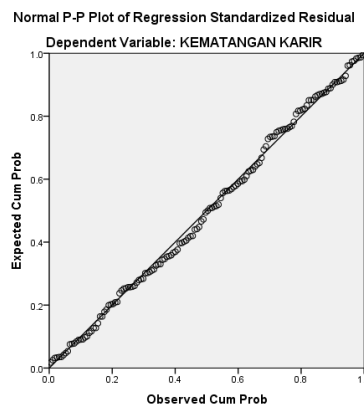


Figure 1 Probability Plot Normality Test

Source: Data processed by Researchers (2021)

Based on the picture above, it is known that the data spreads around the diagonal line and follows the direction of the diagonal line. Thus it can be concluded that the data is normally distributed and further analysis can be done.

## 2. Linearity Test Results

Table 2. Linearity Test Results X1, Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
KEMATANGAN KARIR * KONSEP DIRI	Between Groups	(Combined)	2981.864	30	99.395	3.400	.000
		Linearity	2212.996	1	2212.996	75.700	.000
		Deviation from Linearity	768.867	29	26.513	.907	.606
	Within Groups		3361.890	115	29.234		
	Total		6343.753	145			

Source: Data processed by Researchers (2021)

In the table above, it is known that the linearity value is 0.000, which is less than the significance value. This means that the self-concept variable (X1) with career maturity (Y) has a linear relationship. Meanwhile, if viewed from the significance of Deviation From Linearity, the value is greater than 0.05, which is 0.606, which means that there is a linear relationship between the Self-Concept variable (X1) and Career Maturity (Y). Furthermore, the results of the linearity test of the parental support variable (X2) with career maturity (Y) can be seen from the results of the following ANOVA table:

**Table 3. Linearity Test Results X2, Y**

			Sum of Squares	df	Mean Square	F	Sig.
KEMATANGAN KARIR * DUKUNGAN ORANG TUA	Between Groups	(Combined)	3251.376	39	83.369	2.858	.000
		Linearity	2052.966	1	2052.966	70.371	.000
		Deviation from Linearity	1198.410	38	31.537	1.081	.369
	Within Groups		3092.377	106	29.173		
	Total		6343.753	145			

Source: Data processed by Researchers (2021)

In the table above, the test results show that the linearity value is 0.000, which is less than the significance value. This means that the parental support variable (X2) with career maturity (Y) has a linear relationship. Meanwhile, if viewed from the significance of Deviation From Linearity, the value is greater than 0.05, which is 0.369, which means that there is a linear relationship between the parental support variable (X2) and career maturity (Y).

### 3. Multicollinearity Test Results

**Table 4. Multicollinearity Test Results**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	17.152	3.028		5.664	.000		
	KONSEP DIRI	.397	.048	.480	8.191	.000	.939	1.065
	DUKUNGAN ORANG TUA	.291	.038	.451	7.698	.000	.939	1.065

a. Dependent Variable: KEMATANGAN KARIR

Source: Data processed by Researchers (2021)

The table above shows the Tolerance value of 0.939, which is greater than 0.1 and the Variance Inflation Factor (VIF) value of 1.065, which is less than 10. It can be concluded that the regression model does not have multicollinearity problems.

### 4. Heteroscedasticity Test Results

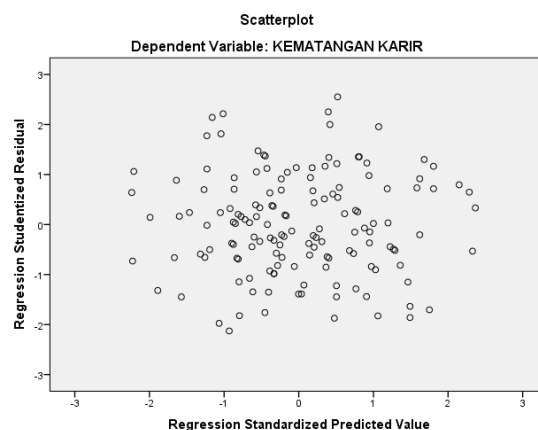
**Table 5. Heteroscedasticity Test Results**

			KONSEP DIRI	DUKUNGAN ORANG TUA	Unstandardized Residual
Spearman's rho	KONSEP DIRI	Correlation Coefficient	1.000	.232**	.033

		Sig. (2-tailed)	.	.005	.695
		N	146	146	146
		DUKUNGAN ORANG TUA	Correlation Coefficient	.232**	1.000
		Sig. (2-tailed)	.005	.	.996
		N	146	146	146
		Unstandardized Residual	Correlation Coefficient	.033	.000
		Sig. (2-tailed)	.695	.996	.
		N	146	146	146
		**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Data processed by Researchers (2021)

It is known that the significant value of self-concept (X1) is 0.695 and the significant value of parental support (X2) is 0.996. Because the significance value is  $> 0.05$ , it can be concluded that in the variable regression model there is no heteroscedasticity problem. In addition to the Spearman's rho test, heteroscedasticity tests can also be done by looking at the Scatterplot Graph. If there is a certain pattern and the points do not spread above and below the number 0 on the Y axis, then heteroscedasticity has occurred. Vice versa, if there is no clear pattern and the points spread above and below the number 0 on the Y axis, then there is no heteroscedasticity problem.



**Figure 2 Scatterplot . Heteroscedasticity Test**

Source: Data processed by Researchers (2021)

In the scatterplot graph above, it is known that there is no clear pattern and the points spread above and below the number 0 on the Y axis, so it can be concluded that in the regression model in this study there is no heteroscedasticity problem.

## 5. Multiple Linear Regression Test Results

**Table 6. Multiple Linear Regression Test Results**

		<b>Coefficients<sup>a</sup></b>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.152	3.028		5.664	.000
	KONSEP DIRI	.397	.048	.480	8.191	.000
	DUKUNGAN ORANG TUA	.291	.038	.451	7.698	.000

a. Dependent Variable: KEMATANGAN KARIR



Based on the table above, the multiple regression equation can be obtained, namely  $= 17,152 + 0,397 X_1 + 0,291 X_2$

## 6. F Test Results

**Table 7. F Test Results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3423.169	2	1711.585	83.804	.000 <sup>b</sup>
	Residual	2920.584	143	20.424		
	Total	6343.753	145			
a. Dependent Variable: KEMATANGAN KARIR						
b. Predictors: (Constant), DUKUNGAN ORANG TUA, KONSEP DIRI						

Source: Data processed by Researchers (2021)

Based on the table above, it is known that the Fcount value is 83.804 and a significant value is 0.000. The value of Ftable can be found in the statistical table with a significance level of 0.05 df 1 (number of variables – 1) or  $3-1=2$  and  $df\ 2 = m-k-1$  (n is the number of respondents and k is the number of independent variables) or  $146 - 2 - 1 = 143$ . The Ftable value is 3.06. This means that  $F_{count} 83.804 > F_{table} 3.06$  and a significance value of  $0.000 < 0.05$ , it can be concluded that the self-concept variable (X1) and parental support (X2) are simultaneously related to the career maturity variable (Y).

## 7. t test results

**Table 8. t test results**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.152	3.028		5.664	.000
	KONSEP DIRI	.397	.048	.480	8.191	.000
	DUKUNGAN ORANG TUA	.291	.038	.451	7.698	.000
a. Dependent Variable: KEMATANGAN KARIR						

Source: Data processed by Researchers (2021)

The results of the t-test table above are obtained tcount for self-concept (X1) of 8.191 and ttable can be found in the t-distribution table at the significance level with the formula  $t_{table} = (a/2; n - k - 1)$  or  $(0.025; 143)$ , then the value of ttable is 1.976. So it can be seen that the tcount value is  $8.191 > t_{table}$  value is 1.976. It is concluded that there is a partial relationship between the self-concept variable (X1) and career maturity (Y).

Then the tcount for the Parental Support variable (X2) is known to be  $7.698 > t_{table}$ , which is 1.976. It is concluded that there is a partial relationship between the parental support variable (X2) and the career maturity variable (Y).

## 8. Coefficient of Determination Test Results

**Table 9. Coefficient of Determination Test Results X1, X2, Y**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735 <sup>a</sup>	.540	.533	4.519
a. Predictors: (Constant), DUKUNGAN ORANG TUA, KONSEP DIRI				

Source: Data processed by Researchers (2021)

Judging from the output of the model summary table above, it is known that the value of R Square (R<sup>2</sup>) or the influence between self-concept (X1) and parental support (X2) with career maturity (Y) is 0.540. This value lies in the range of 0.400 – 0.599, so the close relationship between self-concept (X1) and parental support (X2) and career maturity (Y) is quite strong. The amount of the contribution of the self-concept variable (X1) and parental support (X2) to explain the career maturity variable (Y) simultaneously or together is 54%, while the remaining 46% is influenced by other variables not examined.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis in research on the relationship between self-concept and parental support with career maturity in students of SMK Negeri 20 Jakarta, it can be concluded as follows:

There is a positive and significant relationship between Self-Concept (X1) and Career Maturity (Y). This means, if the students of SMK Negeri 20 Jakarta have a good and high self-concept, the level of career maturity will be higher. Based on the results of the first hypothesis test, H1 is accepted, meaning that there is a relationship between self-concept and career maturity of students at SMK Negeri 20 Jakarta.

There is a positive and significant relationship between Parental Support (X2) and Career Maturity (Y). This means, if students of SMK Negeri 20 Jakarta have good and high parental support, the level of career maturity will be higher. Based on the results of the second hypothesis test, then H2 is accepted, meaning that there is a relationship between parental support and career maturity of students at SMK Negeri 20 Jakarta.

There is a simultaneous relationship between Self-Concept (X1) and Parental Support (X2) with Career Maturity (Y). It can be concluded that the higher the level of self-concept and parental support of students, the higher the level of career maturity in students. Vice versa, if the lower the level of self-concept and parental support, the lower the level of career maturity in students. Based on the results of the third hypothesis test, H3 is accepted, which means that self-concept and parental support simultaneously or together have a relationship with career maturity of students at SMK Negeri 20 Jakarta.

Therefore, to increase the career maturity of a student, it is advisable to have a guide to form student self-concepts so that students are able to recognize themselves which includes their own abilities, descriptions and potential. In addition, the role of parents must always support their children in terms of their life needs and education.

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