

## Career Guidance Services in an Effort to Improve *Self Efficacy* of Vocational High School Students

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**Abstract:** Career planning needs to be prepared before students jump directly into the world of careers. Career planning needs to be based on the potential that students have so that there is no conflict between the chosen career and the potential that exists in students. However, not all students can plan their careers well, so problems arise related to less than dealt with students' self-efficacy in career choices. The purpose of this study was to determine the role of career guidance services in increasing the self-efficacy of class XII students in career selection. This research includes field research (Field Research) with the type of qualitative research and uses descriptive methods. Data collection techniques were carried out by observation, interviews, and documentation. Data analysis techniques in this study are data reduction, data presentation, and drawing conclusions. The results showed that the condition of students' self-efficacy in choosing a career was marked by confusion in choosing a career, lack of self-confidence, and not knowing self-potential. Increasing students' self efficacy in choosing careers can be done with career guidance services carried out in groups, the stages include: 1) initial stage, 2) intermediate stage, 3) activity stage, and 4) final stage. The results of the career guidance service are that there is an increase resulting from the career guidance process, namely students can plan their careers well and can choose a career field that suits their potential. Keywords: Counseling Guidance; Self-Efficacy; career selection.

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**Abstrak:** Perencanaan karir perlu dipersiapkan sebelum mahasiswa terjun langsung ke dunia karir. Perencanaan karir perlu didasarkan pada potensi yang dimiliki siswa agar tidak terjadi pertentangan antara karir yang dipilih dengan potensi yang ada pada diri siswa. Namun tidak semua siswa dapat merencanakan karirnya dengan baik, sehingga timbul permasalahan terkait dengan kurang ditanganinya efikasi diri siswa dalam memilih karir. Tujuan penelitian ini adalah untuk mengetahui peran layanan bimbingan karir dalam meningkatkan efikasi diri siswa kelas XII dalam pemilihan karir. Penelitian ini termasuk penelitian lapangan (Field Research) dengan jenis penelitian kualitatif dan menggunakan metode deskriptif. Teknik pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Teknik analisis data dalam penelitian ini adalah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kondisi efikasi diri siswa dalam memilih karir ditandai dengan kebingungan dalam memilih karir, kurang percaya diri, dan tidak mengetahui potensi diri. Peningkatan efikasi diri siswa dalam memilih karir dapat dilakukan dengan layanan bimbingan karir yang dilakukan secara berkelompok, tahapannya meliputi: 1) tahap awal, 2) tahap peralihan, 3) tahap kegiatan, dan 4) tahap akhir. Hasil dari layanan bimbingan karir terdapat peningkatan yang dihasilkan dari proses bimbingan karir yaitu mahasiswa dapat merencanakan karirnya dengan baik dan dapat memilih bidang karir yang sesuai dengan potensinya. Kata Kunci: Bimbingan Konseling; Efikasi Diri; pemilihan karir.

**Kata Kunci :** Bimbingan Karier; Self Efficacy; Pemilihan Karier

## **INTRODUCTION**

Education is a fundamental foundation for human progress and survival. Through education, individuals gain information, knowledge, and skills that can be used to develop themselves based on existing potential and opportunities (Putra et al., 2016). Education plays an important role in shaping human personality and behavior, and is the key to achieving success in life.

One of the main goals of education is to lead students to achieve success in meaningful learning and be able to face various life challenges. In addition, education also plays a role in helping individuals develop their potential and plan the right career. A career that suits an individual's potential and interests will increase the chances of achieving happiness and success in life (Budaya, 2017).

A career can be defined as a sequence of activities related to an individual's work during his or her life span. Choosing the right career is an important decision that needs to be considered carefully, because it will determine the direction and quality of a person's life (Atmaja, 2015). The right career decision can help individuals achieve happiness, success, and satisfaction in life.

One aspect of career success includes self-efficacy, such as self-confidence, decision making, functions and goals based on experience and socio-cultural circumstances (Pambudi & Kesuma, 2016). Self-efficacy is one's own belief in being able to succeed and be successful. Students who are involved in choosing a career for their future by considering their abilities, interests, and personality tend to be able to plan and make the right career decisions for themselves. Students are expected to be able to grow self-efficacy in their careers so that they have independence in making career decisions, namely students who know what jobs are in accordance with the field of education they are pursuing (Nengsih, 2019).

Choosing the right career is not easy. Many students have difficulty making career decisions, especially during adolescence. This is caused by various factors, such as lack of information about careers, lack of self-understanding, and minimal experience in the world of work. Mistakes in choosing a career can have fatal consequences, such as failure in studying, difficulty in getting a job, and disappointment in life (Widyaningrum & Hastjarjo, 2016).

Problems faced by adolescents related to self-efficacy in career development are still widely experienced. According to (Mutia et al., 2020), some of the problems encountered were a person's inability to achieve the desired achievement due to a lack of enthusiasm or lack of self-motivation to be more diligent and low self-efficacy, which results in a person easily experiencing difficulties. give up when facing difficulties or obstacles in preparing for career development (Noviandari & Kawakib, 2016). Self-efficacy is needed to face various problems in the learning process and plays an important role in a person's success related to confidence in their ability to do something to achieve optimal results (Hananto, 2019). Making choices is indeed not easy. There are many things that must be considered and paid attention to when choosing a career (Satria & Wahyuna, 2015). The ability to make good career decisions is greatly influenced by individual factors, namely high self-efficacy.

In the context of guidance and counseling to improve students' self-efficacy in career development, a service is needed, namely career guidance and counseling (Kumara & Lutfiyani, 2017). One of the Efforts that can be made to increase career self-efficacy are classical guidance. Classical guidance is a service activity provided to a number of students in a study group which is carried out in the classroom in the form of face-to-face meetings between the guidance and counseling teacher and the students (Suryapranata et al., 2016).

Research shows that most students experience difficulties in choosing a career (Permadi, 2016; Aqmarina, 2018; Khairun et al., 2016). This is caused by a lack of information about careers, a lack of self-understanding, and minimal experience in the world of work. Lack of career maturity in students can cause them to experience confusion, doubt, and uncertainty in choosing a career.

Based on the results of observations and interviews with several grade XII students at SMKN 1 Gunung Sahilan, it was found that they had difficulty in choosing a career and had low self-efficacy. This is characterized by easily feeling stressed when asked about what to do after graduating from school, being confused about choosing between college or work, not knowing which major is suitable, and feeling academically incapable of going to college.

Therefore, career guidance services are very necessary to help students in choosing the right career. Career guidance services can help students improve their self-efficacy in choosing a career, so that they are more prepared and confident in facing the future.

## **METHODOLOGI**

This research is included in field research using a qualitative approach. A qualitative approach is research aimed at understanding the phenomena that occur as an interesting object to research (Meleong, 2011). The method used is a descriptive method, namely describing as truthfully as possible a symptom, phenomenon and event that occurs and is written in a scientific work narrative (Nana, 2001).

Data collection techniques in this study were observation, interviews and documentation from the counseling implementation activity report book at SMKN 1 Gunung Sahilan in 2022. The informants in this study were based on several criteria that had been determined by the researcher, such as; 1. Confused in Choosing a Career 2. Anxious When Asked About Career Planning 3. Confused About Whether to Continue College or Work 4. Willing to be Interviewed The total number of students in class XII of SMKN 1 Gunung Sahilan was 80 people, with details of ATP , TKJ, TBSM, TKR . There were 62 students majoring in ATP, 87 students majoring in TKR, 154 students majoring in TKJ and 101 students majoring in TBSM. Of that number, there were 6 students who met the above criteria. The following is a table of the identities of class XII students of SMKN 1 Gunung Sahilan who were informants in the study:

**Table 1.1. Distribution of Research Population**

<b>EXPERTISE PROGRAM</b>	<b>AMOUNT</b>
Plantation Crops Agribusiness (ATP)	62
Light Vehicle Engineering (TKR)	87
Computer Network Engineering (TKJ)	154
Motorcycle Business Technique (TBSM)	101
<b>AMOUNT</b>	<b>404</b>

*Source: Processed Data 2022*

Data analysis in this study was carried out in several stages, namely as follows; 1) Data related to self-efficacy of Class XII students of SMKN 1 Gunung Sahilan in choosing a career obtained through observation, interviews and documentation were then summarized, 2) From the finished summary, it was re-sorted and selected which were appropriate to be displayed in this research article. 3) The results of the data sorting were then drawn as conclusions which were then supported by research evidence found in the field.

## DISCUSSION

### Condition of Students' *Self Efficacy* in Choosing a Career

There are many problems experienced by grade XII students of SMKN 1 Gunung Sahilan in having confidence in their career choices. Based on interviews with 6 informants in this study, it was discovered that students were confused in choosing a career, lacked self-confidence and did not yet know their potential. The following is an explanation of each of the problems above.

#### *Self Efficacy*

*Self Efficacy* is a core concept introduced by Albert Bandura in 1977. According to Bandura, self-efficacy is a person's belief and ability to succeed in their tasks. *Self-efficacy* belief is a key to human action (human agency), "what people think, believe, and feel influences them to act". Bandura also describes *self-efficacy* as a determinant of Human Agency which means that humans have the capacity to direct themselves through control over their own thought processes, motivations and actions (Abdullah, 2019)

*Self-efficacy* is a small part of the whole complex picture of human life, but it has an important influence in providing a better understanding of that life in terms of human capabilities. and this is recognized by the theory of *self-efficacy* which is an effort to understand the functioning of human life in self-control, regulation of thought processes, motivation, affective and psychological conditions (Bandura, 1997)

According to (Monika & Adman, 2017) Self-efficacy is an individual's sense of confidence that he or she is capable of completing or carrying out his or her academic tasks. with high self-efficacy they believe and are able to do something to achieve their success. While individuals with low *self-efficacy* will have the perception that they are not able to do all the tasks in the learning process.

*Self-efficacy* is one aspect of self-knowledge that is most influential in everyday human life. This is because *the self-efficacy* that is owned also influences individuals in determining the actions that will be taken to achieve the desired goals. *Self-Efficacy* can determine how individuals feel, think, motivate and behave. Then the individual believes in his ability to improve performance after being given work and events that affect his life. This belief will produce various effects through four major processes, namely; cognitive, motivational, affective and action selection process. The selection of action in question is what will be done after participating in learning (Fitriani & Rudin, 2020).

So from the descriptions above, it can be concluded that *self-efficacy* is a person's belief or confidence in their ability to do various things. If someone has high self-efficacy, they will feel able to do something to achieve success. While someone who has low *self-efficacy* will have the perception that they are unable to do something and fail to achieve success.

#### aspects of self efficacy

According to Bandura (Permana et al., 2017), based on the three dimensions of *self-efficacy*, each individual will differ from one another: a) *Level*, namely the level of difficulty of the task faced by the individual. If an individual is faced with tasks arranged according to their level of difficulty, then the individual's *self-efficacy* will be limited to easy, moderate, or even the most difficult tasks, according to the limits of his/her perceived abilities, b) *Generalization* is related to the breadth of the field of ability possessed by an individual. Individuals who have high *self-efficacy* will master various fields at once. Likewise, individuals who have low *self-efficacy* only master one particular field, c) *Strength* is a self-confidence in a person that he can realize to achieve a certain performance. This aspect refers to the extent of the individual's steadfastness towards the beliefs/expectations made.

So it can be concluded that each individual's *self-efficacy* is different based on their ability to face the difficulties (level) they face, their belief in the breadth of their abilities (generalization), and their belief (strength) in encouraging themselves to persist through problems in completing tasks.

### ***Sources of self efficacy***

*Self-efficacy* can be developed and learned through four sources of information. These sources of information are used as tools to grow and develop *self-efficacy* in individuals. Bandura (Alwisol, 2009) stated that *self-efficacy* has four sources of information, namely: a) Reformation Experience, namely past experiences such as achievements that have been achieved. Good (past) achievements will increase self-efficacy, while failure will decrease *self-efficacy*, b) Vicarious experience, namely that which is obtained through the experiences of others, *self-efficacy* will increase when observing the success of others, conversely *self-efficacy* will decrease if observing people with the same abilities as oneself also experiencing failure, c) Social Persuasion, individuals are guided through advice, suggestions and guidance from others which can influence self-efficacy, d) Emotional state, namely a state that will influence the field of activity. Strong emotions, fear, anxiety, stress, can affect self-efficacy.

Based on the description above, it can be concluded that important factors used by individuals in forming self-efficacy are experiences of success, experiences of others, verbal persuasion and emotional states.

### ***Career Planning***

Career planning is very important for students in achieving career success. All students certainly want to be successful in their careers, therefore, to achieve success in a career, it is necessary to start with a mature career plan (Yusuf, 2002). According to Frank Parson (Atmaja, 2015), career planning is a way to help students choose a career field that suits their potential, so that they can succeed in their field of work. Career planning needs to be prepared before students dive directly into the world of careers and career planning is based on the potential of the students so that there is no conflict between the chosen career and the potential of the students.

According to Winkel (Sumita et al., 2018), career planning is an important aspect in a person's development, especially in students. Before making decisions, students must first have a career plan in order to be successful in the field of work that suits their potential.

So from the above understanding, it can be concluded that career planning is a process that is gone through by an individual before choosing and deciding on a career that will be pursued by the individual that is in accordance with their potential so that they can succeed in the field of work.

### ***Career Guidance***

According to Winkel in (Lestari, 2017) career counseling guidance is guidance in preparing oneself to face the world of work, choosing a particular field of work or position and equipping oneself to be ready to hold that position. In addition, it can adapt to various demands from the field of work that has been undertaken. According to (Nurihsan, 2002) career guidance is a guidance service to help students to know and understand themselves, know the world of work, and develop the future according to what students expect to realize their ideals and in the end the students can realize themselves meaningfully.

According to Mohamad Surya (Defriyanto, 2016), career counseling guidance is a type of guidance that seeks to help individuals solve career problems to achieve the best possible adjustment between their abilities and their living environment, to achieve success and self-realization from their life journey.

Furthermore, according to (Suherman, 2011), career guidance is activities and programs that help individuals to assimilate and interpret knowledge, experience and aspirations related to self-awareness, understanding/recognition of information and skills needed to achieve fulfillment in work and leisure, learning and implementing the career decision-making process.

Based on the description above, it can be concluded that career guidance is an assistance service provided by guidance and counseling teachers to students to help solve career problems experienced by students and to find a career that suits their potential.

### ***Purpose of Career Guidance***

According to (Sukardi, 1989) there are two objectives of career guidance, namely general and specific. In general, the objective of career guidance is to help students in understanding themselves and their environment, in decision making, planning and directing activities that indicate a career and way of life that provides a sense of satisfaction because it is appropriate, harmonious, and balanced with themselves and their environment.

Specifically, the objectives of career guidance are as follows; 1) Students can understand and assess themselves, especially regarding the basic potentials they have such as interests, talents, attitudes, and ideals, 2) Students can improve their thinking skills so that they are able to make decisions about positions/professions that suit them and are available in the world of work, 3) Students will know the types of jobs that are related to their potential interests and talents and will plan their future well so that they can find a suitable career and life, 4) Students can master basic skills in work, especially the ability to communicate, cooperate, take initiative, and so on.

According to (Defriyanto, 2016), the aim of career guidance is to provide assistance services to individuals so that they can get to know and understand themselves, get to know the world of work, plan a future that is in accordance with the form of life they hope for, be able to determine and make decisions appropriately and be responsible for the decisions taken, so that they are able to realize themselves in a meaningful way.

So it can be concluded that the purpose of career counseling guidance is that students can obtain information about proper career planning from the guidance teacher. From this, it can help students in making decisions about the career they will pursue in the future.

## **RESULTS**

Condition of Students' Self-Efficacy in Choosing a Career There are many problems experienced by grade XII students of SMKN 1 Gunung Sahilan in having confidence in their career choices. Based on interviews with 6 informants in this study, it was discovered that students were confused in choosing a career, lacked self-confidence and did not yet know their potential. The following is an explanation of each of the problems above.

### **Confused in Career Selection**

Career is something you strive for in the future. Anyone who wants to pursue a career needs to prepare themselves well to achieve the desired job. One group that requires good career planning for the future is students who complete their final high school qualifications or equivalent (Permadi, 2016). Career planning is a way to help students choose a career field that suits their potential so that they can be successful in that career field in the future.

Therefore, it is important to choose your career plan carefully so that there will be no regrets later. However, not everyone is able to make decisions in choosing a career. Confusion in choosing a career causes the inability to make the right career decision. Based on the results of interviews with AU and R, it is known that both are confused in choosing their careers: " *I am*

*confused about choosing college or work, if I go to college I also don't know what major to choose and where to go to college "* (AU, Interview) *"I am confused about what I want to be in the future, my parents want me to go to college but I am not interested in going to college, even if I work I don't know what I want to do"* (R, Interview)

From the interview results above, it can be seen that AU and R are confused in choosing their career plans because they are not ready to make career plans, so they need guidance services from BK teachers to overcome their hesitation in choosing a good career plan.

### **Lack of Self Confidence**

Self-confidence is a person's belief in all aspects of his/her strengths, and this belief makes him/her feel capable of achieving his/her life goals. To achieve a good career, a person must have high self-confidence . Self-confidence creates a positive attitude towards oneself and others. A positive attitude makes a person more focused on success. But self-confidence is difficult, because not everyone is sure of their abilities.

Based on the results of interviews with R and MI, it is known that both of them lack confidence in choosing their careers: *" I want to study at Unsyiah majoring in pharmacy, because I want to be a pharmacist, but I'm not sure I can go to college, because being a student is harder, especially for those majoring in pharmacy, there will definitely be many difficult assignments "* (R. Interview). *" I want to open a repair shop, because I used to help my cousin in his repair shop, but I don't think I'm sure I can open a repair shop because I don't know how to fix everything "* (MI, Interview).

From the interview results above, it can be seen that SH and RM are less confident in their abilities, making them unable to determine the career they will pursue after graduating from school. This self-confidence is very influential and determines the success of students in planning their careers in the future .

### **Not yet knowing your potential**

Self-potential refers to the skills and abilities that a person has within him/herself. Human abilities consist of two parts, namely actual abilities and potential abilities. Actual skills are skills that exist/are updated at that time. Potential functionality is functionality that has not been explored/realized. The potential that students have is talent, interest, ability, strengths, abilities or capabilities related to their ability to succeed, and personal nature/characteristics. However, individuals often have difficulty assessing their potential because they do not know their interests and talents.

Based on the results of interviews with AS and PB, it is known that both of them do not yet know their talents and interests: *"Until now I don't know where my potential is headed, because I don't know what choice is right for me "* (AS, Interview) *"I don't know where my talents and interests are, because I feel that my abilities are just so-so in all fields of study so I myself still don't know what I want to be after graduating from school"* (PB, Interview)

From the interview results above, it can be seen that AS and PB have problems in planning their careers because they do not yet know their potential, interests and talents, so that they do not know what kind of career they will pursue after graduating from school.

### **Career Counseling Services Provided by Guidance and Counseling Teachers in an Effort to Improve Students' Self-Efficacy in Career Selection**

Career has a huge influence on a person's overall happiness in life. Therefore, the accuracy of career choice and career decision making is important throughout human life. In planning a

career, students can choose a career field that suits their potential so they can be successful in their field. However, not all students are able to plan their careers well.

The problems faced by students are confusion in choosing a career, lack of self-confidence and not knowing their potential. After knowing the problems experienced by students, the BK teacher provides career guidance services for each class XII in directing career planning according to students' interests and talents. The BK teacher chooses career guidance services that will be implemented in groups because students have the same problems in choosing their careers. This activity takes place through 2 meetings for 2 weeks.

The implementation of career guidance services carried out through group guidance by BK teachers consists of 4 stages, namely; formation stage, transition stage, activity stage and final stage. In detail, the process of implementing career guidance services carried out through group guidance is as follows: a) Initial stage, in this stage the BK Teacher explains about career guidance and group guidance services, such as the meaning and principles and objectives. After students understand the activities carried out, they will continue to the next stage, b) Transitional stage, the BK teacher will question the readiness of group members/students to participate in this activity on a voluntary basis without any coercion. Then the group members explain the problems they face such as confusion in choosing a career, lack of self-confidence in choosing a career, and not knowing the interests and talents that exist in themselves, c) Activity stage, the BK teacher directs group members/students to discuss the problems they are facing and find solutions to the problems. At this stage, the activities carried out include analysis, discussion, self-development training, knowledge and skills with question and answer activities carried out by the BK teacher with group members/students, d) The final stage is the closing stage of this group guidance activity. In this stage, group members/students convey messages and impressions and changes that occur after participating in this group guidance service. The BK teacher also provides impressions and messages during the group guidance service and directs group members/students to participate in further group guidance services if the agreed solution does not work well.

### **Results of Career Guidance Services in an Effort to Improve Students' Self-Efficacy in Career Selection**

After participating in career guidance carried out in groups, it was found that there was an increase resulting from the career guidance process, namely that students could plan their careers well and could choose a career field that suited their potential, seen from the documents that followed SNMPTN (National Selection for State Universities) there was an increase from the previous 6 students to now 22 students. And those who decided to work amounted to 58 students. From the data above, it is known that career guidance services implemented in groups have a positive impact, namely an increase in students' ability to plan their careers well. Good for both college and work

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