

## **Career Maturity Factors of Muslim Students of Faculty of Economics in Entrepreneurship Career Planning**

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### **Abstract**

*This study was purposed to determine the effect of Muslim students' career maturity factors on entrepreneurship career planning. Career maturity has an important role in career planning among students. The population of this study was students of the Faculty of Economics, Riau State University, namely the Riau State Islamic University and Riau State University, totaling 5,156 students. This research technique used a random sampling technique consisting of 260 samples. The data collection tool uses two instruments, namely the career maturity instrument and entrepreneurship career planning. Validity trials were carried out with 3 experts consisting of 1 expert in economics and 2 experts in career guidance and counseling. Instrument reliability test on overall career maturity Alpha Cronbach .86, career maturity attitudinal Cronbach Alpha .75 and career maturity competency. The research findings showed that in the overall career maturity descriptive, the attitude section and competency section are at a simple stage. However, in contrast to descriptive career planning, entrepreneurship is at a high stage. In addition, analysis of inference using the t-test shows that there is a significant difference between men and women. Likewise, there was no significant difference in career planning between men and women. Whereas in the regression analysis, it was found that the results of the study gave a significant influence on the career maturity factor on entrepreneurship career planning among students, namely 82.5%.*

*Keywords: Career Maturity, Career Planning, Entrepreneurship*

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui pengaruh faktor kematangan karir mahasiswa muslim terhadap perencanaan karir kewirausahaan. Kematangan karir memiliki peran penting dalam perencanaan karir di kalangan mahasiswa. Populasi penelitian ini adalah mahasiswa Fakultas Ekonomi Universitas Negeri Riau yaitu Universitas Islam Negeri Riau dan Universitas Negeri Riau yang berjumlah 5.156 mahasiswa. Teknik penelitian ini menggunakan teknik random sampling yang terdiri dari 260 sampel. Alat pengumpulan data menggunakan dua instrumen yaitu instrumen kematangan karir dan perencanaan karir kewirausahaan. Uji validitas dilakukan dengan 3 orang ahli yang terdiri dari 1 ahli ekonomi dan 2 ahli bimbingan dan konseling karir. Uji reliabilitas instrumen kematangan karir secara keseluruhan Alpha Cronbach .86, kematangan karir attitudinal Cronbach Alpha .75 dan kompetensi kematangan karir. Hasil penelitian menunjukkan bahwa secara keseluruhan deskriptif kematangan karir, bagian sikap dan bagian kompetensi berada pada tahap sederhana. Namun, berbeda dengan perencanaan karir deskriptif, kewirausahaan berada pada tahap yang tinggi. Selain itu, analisis inferensi menggunakan uji-t menunjukkan adanya perbedaan yang signifikan antara laki-laki dan perempuan. Demikian pula, tidak ada perbedaan yang signifikan dalam perencanaan karir antara pria dan wanita. Sedangkan pada regresi analisis diketahui bahwa hasil penelitian memberikan pengaruh yang signifikan faktor kematangan karir terhadap perencanaan karir berwirausaha di kalangan mahasiswa yaitu sebesar 82,5%.

**Kata Kunci :** Kematangan Karir, Perencanaan Karir, Kewirausahaan

## A. Background

Career planning requires a mature attitude, so that it is easy to face increasingly high job competition. At the age of 15 to 24 years is the search stage that will choose a job for individuals to take attitudes. There are several stages of a mature attitude in career planning, namely the temporary/tentative stage (15-17 years), the transitional stage (18-21 years) and the experimental stage (22-24 years), (Super 1957; Yowell, Andrews & Buzzetta 2011). At this experimental stage students have started to take a career planning attitude so that individuals can easily explore and choose jobs according to their own wishes. The individual maturity stage is the role of behavior in taking career planning attitudes.

Entrepreneurship career planning also provides a very important role for students who will graduate from their education. This is because entrepreneurial career planning is very helpful for students who have graduated from college. Such as a student opening a laundry business which will open up job opportunities for other students.

Likewise the factor of the large number of unemployed caused by individuals who have the perception of working as civil servants, working with other people and working in companies even though jobs that expect a salary are very limited and the competition is getting higher. So that many students who graduate from tertiary institutions are in a state of unemployment<sup>1</sup>.

According to the Riau-Indonesia manpower office (2014), it was also found that unemployment in Riau was still high at 27%, most of which came from students. The attitude of students and students is more

inclined to work with other people than entrepreneurship. Even though entrepreneurial career planning has a positive impact on all people. This impact, if individuals choose an entrepreneurial career, will provide good benefits for students who will graduate from college, which will provide job opportunities for others. This may happen to individuals if individuals have maturity in career planning before graduating from college.

Previous research stated that entrepreneurship career planning is indispensable in the 21st century. Entrepreneurship career planning is like an entrepreneurial career that will be able to open up job opportunities for other people. It is necessary to carry the research among the students about seeing career maturity and being able to choose entrepreneurial jobs after graduating from college that are adjusted to the majors they take. Career opportunity is also important in career planning.<sup>2</sup>

## B. Research Methodology

This research is a quantitative correlation research. The results will be interpreted by parametric descriptive and quantitative analysis. The independent variable in this study is Entrepreneurship career planning while the dependent variable is Career Maturity.

The population of this research was carried out at State University of Se Riau, namely students of the Faculty of Economics, totaling 5,156 students. The type of sampling in this study used a random sampling technique. Sampling with Simple random sampling is intending to provide equal

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<sup>1</sup> Muhammad Hazrul I. 2012. *Study on Employability of Graduates in Malaysia: A Survey of Employer Perspectives. Prosiding Perkem VII, 2 : 912.*

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<sup>2</sup> Hartanto, Dicki dan Zulkifli. 2022. *Pengantar Bisnis Islami: Tinjauan Teori dan Praktek. Penerbit Rajawali Pers, Jakarta. 265 Halaman.*

opportunity for all students to become samples (Yusuf, 2013: 160). Samples were taken from 5% of the population found by researchers as many as 260 students.

This study used a questionnaire. The questionnaire was validated by 3 expert teams, namely 1 expert in economics and 2 experts in guidance and counseling. The reliability test used a sample of 50 students at UIN Suska Riau with Cronbach's alpha found.

Data analysis techniques using SPSS software. Description of data with mean and difference using T-Test and Influence Factor using Regression.

### 1. Instrument Trial

Before the questionnaire was distributed to the respondents, the instrument was first tested. The try-out is intended to determine the validation and reliability of the instrument used so that the results obtained from the instrument can be trusted. Details about the formula are described as follows:

#### 1.1. Validity Test

The validity test aims to find out how far the validity of the data obtained from the expert team is to determine the validity of the content and validity of the cover which is valid for conducting research. A questionnaire is said to be valid if the questions in a questionnaire are able to reveal something that will be measured by the questionnaire. The questionnaire was approved by three experts to find out if it was appropriate for a sample of students. The team of experts is 1 expert in the field of entrepreneur, 2 experts in the field of Career Guidance and Counseling.

#### 1.2. Reliability Test

To obtain the reliability of the measuring instrument as a whole or the reliability of the instrument, a correlation coefficient is sought and included in the

Spearman Brown Riduwan formula (2005:102)

$$r_{11} = \frac{2rb}{1 + rb}$$

1 + rb

r<sub>11</sub> = reliability of the entire test

rb = correlation between the two halves

The Davis scale (1971) is the basis for knowing whether the reliability test is high or low, that is, more or equal to 0.70, it is said to have a very high relationship. The reliability value of 0.5 to 0.69 indicates a high relationship. Reliability values of 0.3 to 0.49 indicate that a simple relationship is high. The relationship is also low for reliability values 0.1 to 0.29 while the relationship that can be ignored for reliability values is 0.01 to 0.09.

**Table 1 Davis Scale for Realibility Correlation**

Score Range	Realibility
0.70 - 1.00	Very Strong
0.50 - 0.69	Strong
0.30 - 0.49	Moderate
0.10 - 0.29	Weak
0.01 - 0.09	Very Weak

Sumber : Davis 1971

In this study, a reliability test was found using 50 students of UIN Suska Riau to become samples in the research instrument reliability test. The overall career maturity instrument test result with Alpha Cronbanch was .86. Meanwhile, the attitude indicator career maturity found by Alpha Cronbanch is 0.75. In addition, the reliability test of the competency indicator career maturity instrument found by Alpha Cronbach was 0.82. In addition, the entrepreneurship career planning instrument found by Alpha Cronbach is 0.83.

**Table 2**  
**Reliability Test**

No	Instrumen	Alpha Cronbach
1.	Overall Career Maturity	.86
-	Career Maturity – Attitude	.75
-	Career Maturity – Attitude	.82
2.	Entrepreneurship Career Planning	.83

Data Source : Research Data 2017

### C. Findings and Discussion

#### 1) Analytical Descriptive

##### a. Description of student career maturity stages.

To obtain research results on the career maturity of Riau Muslim students, researchers used descriptive analysis. Therefore, to find out an overview of the research data in a nutshell, it can be seen in the descriptive table of research data which contains basic statistical functions which are presented in full in the following table.

**Table 3 Descriptive Career Maturity - Student Attitudes**

	N	Score Mean	Standard Dev	Min	Max	Category
Career Maturity – Attitude	260	36.95	3.076	26.00	48.00	Middle

Based on table 3 above, it is found that the minimum score lies at 26 and the maximum score lies at 48. Apart from that, the min score for career maturity in the attitude section shows a score that is (M = 36.95, SD = 3.076) and is at a simple interpretation stage. So it can be concluded that the career maturity part of the subject's attitude in this study is in the simple category.

**Table 4 Career Maturity Descriptive - Student Competency**

	N	Score Mean	Standard Dev	Min	Max	Category
Career Maturity – Competence	260	35.02	3.299	27.00	46.00	Middle

Based on table 4 above, it is found that the minimum score lies at 27 and the maximum score lies at 46. Apart from that, the mean score of career maturity in the competency section shows a score that is (M = 35.02, SD = 3.299) and is at a simple interpretation stage. So it can be concluded that the career maturity of the subject competency section in this study is in the simple category.

**Table 5 Overall Student Career Maturity Descriptive**

	N	Score Mean	Standard Dev	Min	Max	Category
Career Maturity	260	71.97	5.217	57.00	86.00	Middle

Based on table 5 above, it is found that the minimum score is located at 57 and the maximum score is located at 86. Apart from that, the mean score of career maturity as a whole shows a score that is (M = 71.97, SD = 5.217) and is at a simple interpretation stage. So it can be concluded that the overall career maturity of the subjects in this study are in the simple category.

##### b. An overview of student entrepreneurship career planning.

To obtain research results on entrepreneurship career planning for Muslim students, researchers used descriptive analysis. Therefore, to find out an overview of the research data in a nutshell, it can be seen in the descriptive table of research data which contains

basic statistical functions which are presented in full in the following table..

Gender	N	Score Mean	Standar Deviasi	Score t	df	sig. (p)
Male	110	71.13	5.457	1.51	258	0.025
Female	150	72.59	4.962			

**Table 6 Student Entrepreneurship Career Planning Descriptive**

	N	Score Mean	Standar Deviasi	Minimum	Maximum	Category
Career Planning Entrepreneurship	260	74.46	13.683	34.00	100.00	High

Based on table 6 above, it is found that the minimum score lies at 34 and the maximum score lies at 100. Apart from that, the min score for entrepreneurship career planning shows a score that is (M = 41.61, SP = 7.256) and is at a high stage of interpretation. So it can be concluded that the subject's entrepreneurial career planning in this study is in the high category.

**2) INFERENCE ANALYSIS**

The purpose of inferential statistics is to explain the characteristics of the population by using data from the sample. Statistical methods use inductive reasoning. In inductive reasoning, if the assumption is true, when the conclusion is made and followed by several hypotheses and a claim can contain new information to provide an argument and not presented as evidence in providing an argument.

**a. Differences in student career maturity stages based on male and female gender.**

H<sub>01</sub>: There is no difference in the stages of student career maturity based on male and female sex.

To answer the hypothesis above, the Independent t test was run to examine differences in the stages of student career

maturity based on male and female gender. The results of the Independent t test analysis can be described as Table 7 below.

**Table 7 Independent t test Differences in student career maturity stages based on male and female gender**

Based on table 7 above, it shows that there are differences in the stages of student career maturity based on male and female sex (t = 1.516, p <0.05). This shows that Ho1 is rejected, that is, there are differences in the stages of student career maturity based on male and female gender. This shows that the mean score of student career maturity based on male gender (mean score = 71.13, SD = 5.457) is different from the mean score of student career maturity based on female sex (mean score = 72.59, sp = 4.962). Therefore, there are differences in student career maturity based on male and female gender with higher scores on female gender.

**b. Differences in student entrepreneurship career planning based on male and female gender.**

H<sub>02</sub>: There is no difference in student entrepreneurship career planning based on male and female gender

To answer the hypothesis above, the Independent t test was run to examine differences in student entrepreneurship career planning based on male and female gender. The results of the Independent t test analysis can be described as Table 8 below.

**Table 8 Independent Exam t test Differences in Student Entrepreneurship Career Planning Based on Male and Female Gender**

Gender	N	Skor Mean	Standar Deviasi	Score t	Df	sig. (p)
Male	110	75.02	13.723	.557	258	0.578
Female	150	74.06	13.686			

Based on table 8 above, it shows that there is no difference in student entrepreneurship career planning based on male and female gender (t = 0.557, p > 0.05). This shows that Ho2 failed to be rejected, that is,

there is no difference in student entrepreneurship career planning based on male and female gender. However, judging from the mean score, there are differences in student entrepreneurship career planning based on male and female gender. This shows that the mean score of student entrepreneurship career planning based on female gender is low (mean score = 74.06, SD = 13.686) different from the mean score of student entrepreneurship career planning based on male gender is higher (mean score = 75.02, sp = 13.723). . Therefore, judging from the mean score, there are differences in student entrepreneurship career planning based on male gender compared to female.

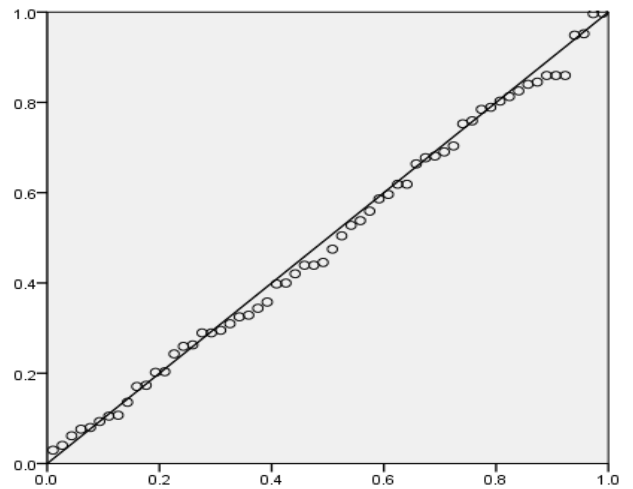
**c. The influence of career maturity on entrepreneurship career planning among students.**

H<sub>03</sub>: There is no significant influence between career maturity on entrepreneurship career planning among students. To see a significant effect between career maturity on entrepreneurship career planning among students, it is necessary to look at the linear first to find out whether there is a linear relationship between variable X and variable Y. If significant value > 0.05, it can be concluded that there is a linear relationship. Then it is possible to carry out regression. Then the linear results in this study can be seen in table 9.

**Table 9 Linearity Test Results**

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Career Maturity*	Deviation from Linearity	1.580	19	0.68	1.522	0.212

Based on table 9 above, it can be seen that the regression model has a linear relationship between the X variable and the Y variable. This shows a significance (0.212) > 0.05, so it can be concluded that there is a linear relationship between the independent variable and the dependent variable.



**Figure 1 Normal Test Results**

In Figure 1 it can be seen that the normal probability plot graph shows a normal graphic pattern. This can be seen from the dots that spread around the normal graph. This can be seen from the dots that spread around the diagonal line and follow the diagonal line. Therefore, it can be concluded that the regression model is feasible to use because it fulfills normal assumptions..

After that, regression analysis can be used in this study with the aim of identifying whether there is a significant influence between career maturity on entrepreneurship career planning among college students.

**Table 10 Career Maturity Regression Test Results (X) with Entrepreneurship Career Planning (Y)**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coeff	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.125	.146		14.818	.000
	Maturity_Career	0.136	.068	.254	3.079	.000

From table 10, the regression equation is as follows  $\hat{Y} = 0.125 + 0.136X$ . The results of data analysis from SPSS version 22.0 show that any significant increase in the influence of career maturity on entrepreneurship career planning among students is 0.136X at a boarding house of 0.125 for Muslim students at Riau-wide State University.

The strength of the relationship between career maturity (X) and Entrepreneurship Career Planning (Y) is 0.854. From the table above, it can be concluded that the strength of the relationship between the variables is stated to be very strong. Then for the determinant coefficient ( $r^2$ ) in the table above the entrepreneurship career planning variable (Y) has an influence on career maturity (X) of 0.825 or 82.5% besides that, the remaining 17.5% is influenced by other factors. Thus it is concluded that career maturity has a high influence on entrepreneurship career planning.

### **E. Analysis and Discussion**

Descriptive analysis on the career maturity of the attitude section of Muslim students found that the minimum score lies at 26 and the maximum score lies at 48. Apart from that, the min score of career maturity attitude section shows a score that is ( $M = 36.95$ ,  $SD = 3.076$ ) and is at simple interpretation stage. So it can be concluded that the career maturity part of the subject's attitude in this study is in the simple category. In contrast to the results of Sani's research (2011) which states that the descriptive results of career maturity in the attitude section have a low interpretation which is caused by the low stage of student career maturity. However, in Jasmi's research (2014) stated that students' career maturity attitudes are at a simple stage. It means supporting the results of the research carried out.

While the descriptive analysis on the career maturity competency section of Muslim students found that the minimum score lies at 27 and the maximum score lies at 46. Apart from that, the mean score of career maturity competency section shows a score that is ( $M = 35.02$ ,  $SD = 3.299$ ) and is at the stage of simple interpretation. So it can be concluded that the career maturity of the subject competency section in this study is in the simple category. The results of this study are supported by the results of research (Norliza Abdul Razak, 2011; Akhsanul Bashari, 2012)

which found that the career maturity stage of competency division students has a simple stage because students are still not willing to carry out serious work. However, it is different from the results of Jasmi's research (2014), which explains that student career maturity has low results. This happens because students still do not have many competencies in career maturity.

Likewise, descriptive analysis on career maturity as a whole found that the minimum score lies at 57 and the maximum score lies at 86. Apart from that, the mean score of career maturity as a whole shows a score that is ( $M = 71.97$ ,  $SD = 5.217$ ) and is at simple interpretation stage. So it can be concluded that the overall career maturity of the subjects in this study are in the simple category. According to research by Crites & Savickas (1995) who found the results of student research on career maturity as a whole have a low level. The results of the research by Crites & Savickas (1995) are different from the results of this study because students aged 18 to 24 years are at the research stage which in Ginzberg's theory (1956) states that humans aged 18-24 years are still immature in making career decisions..

In addition, descriptive analysis on entrepreneurship career planning found that the minimum score lies at 34 and the maximum score lies at 100. Apart from that, the min score for entrepreneurship career planning shows a score that is ( $M = 41.61$ ,  $SP = 7.256$ ) and is at the stage high interpretation. So it can be concluded that the subject's entrepreneurial career planning in this study is in the high category. The results of Christopher, Andrew & Paul, (2009)'s research show the same results which state that career planning students have a high desire for entrepreneurship. In contrast to research (Majogoro & Ngabo, 2012; Norhazlin, Nahariah, & Tan Sio, 2013) explains that students are not willing to choose an entrepreneurial career because students are still low on information for an entrepreneurial career and students are still not accustomed to entrepreneurship.

For the inference statistical analysis of the t-test on differences in student career maturity stages based on male and female gender, it was found that there were differences in student career maturity stages based on male and female sex ( $t = 1.516$ ,  $p < 0.05$ ). This shows that  $H_01$  is rejected, that is, there are differences in the stages of student career maturity based on male and female gender. This shows that the mean score of student career maturity based on male gender (mean score = 71.13, SD = 5.457) is different from the mean score of student career maturity based on female sex (mean score = 72.59,  $sp = 4.962$ ). Therefore, there are differences in student career maturity based on male and female gender with higher scores on female gender. According to Jasmi's research results (2014), career maturity based on gender has differences between men and women. The difference that stands out in men is because men are more mature in making decisions and have a tough soul.

When the t-test on differences in student entrepreneurship career planning based on the male and female gender, it was found that there were no differences in student entrepreneurship career planning based on male and female gender ( $t = 0.557$ ,  $p > 0.05$ ). This shows that  $H_02$  failed to be rejected, that is, there is no difference in student entrepreneurship career planning based on the male and female gender. However, judging from the mean score, there are differences in student entrepreneurship career planning based on the male and female gender. This shows that the mean score of student entrepreneurship career planning based on female gender is low (mean score = 74.06, SD = 13.686) different from the mean score of student entrepreneurship career planning based on male gender is higher (mean score = 75.10, SD = 13.725). . Therefore, judging from the mean score, there are differences in student entrepreneurship career planning based on male gender compared to female. In contrast to research results (Tarigan, 2011; Yowell, Andrew & Buzzeta 2011) that women prefer entrepreneurial careers and apply business in

everyday life. Because the female sex has a soul that likes to look for the newest things and likes to be independent in everyday life.

Inference analysis using regression exams on the effect of career maturity on entrepreneurship career planning found that the results showed that the strength of the relationship between career maturity (X) and Entrepreneurship Career Planning (Y) was 0.854. From the results of the study it can be concluded that the strength of the relationship between the variables is stated to be very strong. Then for the determinant coefficient ( $r^2$ ) in the table above the entrepreneurship career planning variable (Y) has an influence on career maturity (X) of 0.825 or 82.5% besides that, the remaining 17.5% is influenced by other factors. Thus it is concluded that career maturity has a high influence on entrepreneurship career planning. According to Norasmah, Nor Hafiza, Rahmah & Poo Been (2012) states that student behavior in planning an entrepreneurial career has an influence on how high or low the student's career maturity stage is. Because of the high career maturity of students, it will be easier to choose an entrepreneurial career. In contrast to Muhammad Hazrul (2012) in research studying students who will graduate from university. The results of his research found that students in planning an entrepreneurial career had no effect on career maturity. The influence of students in planning an entrepreneurial career is the existence of capital for entrepreneurship and the influence of an environment where entrepreneurship is busy, so there will be a high desire for students to plan an entrepreneurial career.

## **F. Conclusions and Recommendations**

This study has provided a clear and comprehensive picture of the influence of career maturity factors on entrepreneurial career planning among university students in Riau. Study analysis has meaning for students who will graduate from university. The results of research with previous research have different opinions. However, researchers



remain consistent with the results of research that has been studied. So the researcher concludes that students have a maturity stage that is still simple. Of course, it is necessary to improve career programs at universities so that students are not simple and low in maturing students in the career aspect.

Likewise with student intentions to entrepreneurship, which is high student intention to entrepreneurship. Of course, universities need to develop students' intentions to become entrepreneurs. Moreover, today's conditions have entered the MEA (Asean Economic Community) era which emphasizes business for young people so that youth are independent in everyday life.

Finally, it can be concluded that the influence of career maturity on career planning for students has a high influence. Thus, universities need to increase student maturity in the career aspects of entrepreneurship.

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