

CORRELATION BETWEEN SELF - EFFICACY WITH STUDENT CAREER TYPE

(Study of Student Self-efficacy Entrepreneurship at Vocational School of
Tourism in Bandung)

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ABSTRACT

This study aims to determine the relationship between self-efficacy with the student career type in Vocational School in Bandung and how to develop. The study uses a quantitative - qualitative approach using a non-probability sampled as many as 86 vocational students in the city, through purposive sampling technique. The data collection tool that be used is a questionnaire of Holland Career Type, with reliability coefficient of 0.9 at $p = 0.00$. In general, the profile of career type are in the category of medium to higher. While the correlation of each career type with self-efficacy is- 0.131, 0.020, 0.035, 0.071, 0.085, 0.094 consecutively, which means there is no significant correlation of the student career type and self-efficacy. Further research of career guidance and counseling program propose to develop self-efficacy entrepreneurship of vocational students in Bandung.

Keywords : *self-efficacy, entrepreneurship, correlation, career type, vocational school.*

A. INTRODUCTION

Vocational education in various countries, currently plays an important role in addressing the problems of unemployment, poverty and skill development (Savickas, et al., 2005). World Bank gave a loan of U.S. \$29.2 million to support the modernization of vocational education in the Republic of Kazakhstan in order to improve labor productivity in various key sectors to meet the various needs of the industry (U.S. State News, 2010). In New York, Mayor Bloomberg stressed the improvement program for unemployed graduates in vocational education qualification (Green, 2012).

Meanwhile, the Ministry of External Affairs in collaboration with the ASEAN Economic and Trade emphasizes the role of education and vocational training for young people to face the AFTA 2015.

This information shows the importance of vocational education in various countries around the world are expected presence of education that can address a variety of problems such as unemployment, poverty, and development of expertise in many countries.

Development of Education of the government of Indonesia in 2010-2014 has been doing efforts to improve access to quality, affordable, relevant, and efficient education towards the enhancement of public welfare, independence, nobility of character, and a strong national character. Education development priorities are directed to achieve economic growth in the alignment between the availability of trained personnel with the ability to: 1) create jobs or entrepreneurship and 2) meet the challenges of workforce needs.

Indonesian Ministry of Education and Culture emphasizes the development of vocational education at the secondary level vocational schools (named SMK – Sekolah Menengah Kejuruan) in Indonesia. Across Indonesia, there are currently 106.85, SMK with 2841 National and 7844 Private SMK.

Quantitatively, the magnitude of the reference number of SMK shows that the Indonesian government seeks to develop vocational education in Indonesia at the high school level.

Vocational education is required to prepare the workforce with quality and quantity as needed by various industrial sectors both national and international. Vocational education, in turn, should be able to play a role in preparing learners are able to act, learn and adjust his future actively and independently. However, vocational graduates have not been optimally absorbed by the existing industry (Republika, March 12, 2012). In 2006, graduates of vocational schools in Indonesia reached 628.285 but in fact only 385.986 graduates, or approximately 61.43 % is absorbed by industry (Samsudi, March 31, 2008). This fact suggests that programs to improve the quality of vocational school students is not optimal due to the limited absorption of graduates by the industry.

One important aspect of improving the quality of vocational graduates of these is a career development program. Ace Suryadi (2012) said that vocational education should be an integrated part of the programs of the national economy, as well as business and industry as the “work recipient”. The success of vocational education is measured from the perspective of the user, such as: power - absorption employment, the level of productivity, income and career advancement graduate students.

Career development of vocational learners are affected by a variety of personal and external variables which learners studying vocational. The most important factor to be understood by learners and teachers in vocational career choice is the congruence between the skills and personality possessed by learners (DeLese, 2008) so does student career progressed, which is characterized by the ability to make the right decisions related to skill and personality.

In an international career development symposium, the experts emphasized the importance of designing models, methods and materials for career counseling services for students of vocational schools (Savickas, et al., 2005).

The fact in SMK, students that categorized as teen, have difficulty in determining career choice for themselves. Toffler (Manrihu, 1992: 21) said that the problems faced by students not because of the limited career options, but because of too many choices, while the students have not had a good self preparation. A study of high school students in Bandung showed that 90 % of students are confused in choosing a future career plans, and another research result said that 70 % of the future depends on the parent (Budiamin Amin, 2002: 260). Mamat Surpriatna (2009: 23) describes the career problems experienced by learners are:

- a. Learners do not understand how to choose a course that matches their skills and interests.
- b. Learners do not have adequate information about field of work.
- c. Learners are confuse to make decisions.
- d. Learners have insufficient skills to choose jobs that match the skills and interests.
- e. Learners feel anxious to get a job after leaving school.
- f. Learners do not have advance options about specific education after graduation.
- g. Learners do not have an overview of the job characteristics, requirements, capabilities, and skills required, and the job outlook for the future of their career.

Based on research, many vocational students are still experiencing difficulties in determining education and career. According to Ginzberg et al. (2003), the individual would be difficult to make a decision about the choice of subjects if they are not able to assess their own skill, while according to Super and Westbrook (Erna Susiati, 2008:5), a person may lack confidence in their own ability to make a specific career decisions.

Associated with those study, Bandura calls this personality disposition as self-efficacy. Self-efficacy is an individual's belief that he was capable of doing something in a particular situation to succeed (Dadang Sudrajat, 2008).

According to Bandura, in the process of making decisions about career option, individuals should consider the belief in the ability of interest, certainty and career prospects in the future, and identity are sought. In addition, Pajeres (Dadang Sudrajat, 2008) asserts that low self-efficacy will have low impetus to act, or less effort in their activities.

The results of a longitudinal study by Super (Tarsidi, 2007:14), the development of a number of Grade IX students show that the various characteristics of vocational readiness (such as planning, accepted responsibility, and awareness of the various aspects of work preferred) irregular and unstable during periods of high school. However, individuals who are deemed to have vocational maturity in grade IX (based on his knowledge of the occupation, planning, and interest) were significantly more successful when they reach early adulthood. This suggests that there is a relationship between career maturity with achieving teenagers in self-awareness, knowledge of occupations, and abilities in planning. Vocational behavior of high school students become valid predictor for the future. In other words, individuals who successfully complete the developmental tasks at each stage tends to achieve a greater level of maturity at the time of the next life.

In addition, Erna Susiati (2008) proved that there is a significant relationship between self-efficacy with high school students career maturity. Brown (Patel, 2005:43) argues that self-efficacy and career decision-making is influenced by several environmental variables such as socioeconomic status, family influence and discrimination by limiting the variety of career options. Constantine et al. (Patel, 2005:44) noted that many young people from race and ethnic minorities experience a high rate of urban pressures associated with environmental factors, such as poverty, unemployment, exposure to crime and violence, discrimination and inadequate health care. These circumstances greatly affect quality of life, including the ability to develop career planning.

This study focuses on correlation of career self-efficacy and career vocational type. Urgency of this research is to intervent career services for vocational learners through the development of self-efficacy entrepreneurship programs.

The concept of "entrepreneurship" is a process of creating value through innovation, implementing ways of working with new technology and production to improve efficiency in order to provide better service and obtain greater profits.

The term of entrepreneurship stems from the French "entreprendre" means in Indonesian is "to try" or "to seek" (Astamun 2005:50).

Hisrich and Peter (Alma 2008:23) states "Entrepreneurship is the process of creating something using time and activities with fund and risk, and receive remuneration and satisfaction as well as personal freedom. According to Suryana (2003:1) entrepreneurship is a creative and innovative capabilities using limited resources looking for opportunities to success. The essence of entrepreneurship is the ability to create something new (new and different creative) through a process of creative thinking and innovative action creating opportunities.

Refer to the theories, the vocational students should be able to plan their education and deepening of chosen field and also have confidence in creating something new to take advantage of existing opportunities. These skills are investigators handed in entrepreneurial self-efficacy program.

B. METHOD

The quantitative approach is used together with a qualitative approach (Cresswell, 1994). Sugiyono (2006) asserts that qualitative and quantitative approaches can be used together to examine the same object, but for different purposes. Stages of study beginning the preparation of instrument types and career self-efficacy validated by experts and distributed questionnaires to research subjects. A qualitative approach is done through observation and descriptive analysis, whereas quantitative analysis using statistical calculations to determine the correlation between variables.

Final stage researchers proposes counseling programme for vocational students to increase entrepreneurship self-efficacy in student career development.

C. LOCATION AND SAMPLE RESEARCH

The research activities carried out at an early stage in the Vocational School in Bandung where there are 15 National SMK and 26 Private SMK, with 86 subjects of grade XII.

Techniques used in the sampling is nonprobability sampling and purposive sampling. Nonprobability sampling is a sampling technique that does not provide equal opportunities for each member to be elected as members of the population sample (Sugiyono, 2003:77). Purposive sampling is a sampling technique with particular consideration (Sugiyono, 2003:83). Someone was taken as a sample because researchers assume he has the necessary information for the research.

D. INSTRUMENT

Measured components are Student Career Typology, in six different categories designated by the letters R, I, A, S, E and C. These categories include: (a) R-Realistic, (b) I-Investigative; (c) A-Artistic, (d) S-Social, (e) E-Enterprising, and (f) C-Conventional (Holland, 1959).

While the aspect of self-efficacy measure are (a) level, a person effort level believes that he can do action, (b) Strength, a person trust that he can achieve a certain performance, and (c) generality, flexibility forms of self efficacy that be used to different situations (Bandura, 1997).

E. DATA ANALYSIS

Scoring process done by sum up the student career type score.

The relationship between variable types and career self-efficacy was measured to find meaning by using product moment correlation (Arikunto, 2007:70) with the following formula :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \quad (1)$$

Information:

- r_{xy} : coefisient between variable X and Y.
- N : number of student
- X : specific score
- Y : total score

F. RESULT

In general, types of student career majors in middle category as shown in the following table.

Table 1.

Types of Student Career

KONSISTENSI_TIPE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RENDAH	2	2.4	2.4	2.4
	SEDANG	83	97.6	97.6	100.0
	Total	85	100.0	100.0	

Student career self-efficacy profile in middle category as shown by the following table.

Table 2.
Student career self-efficacy profile

SELF_EFFICACY_KARIR					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RENDAH	6	7.1	7.1	7.1
	SEDANG	76	89.4	89.4	96.5
	TINGGI	3	3.5	3.5	100.0
	Total	85	100.0	100.0	

Based on statistical test, aspects of career self-efficacy and career type Realistic showed low correlation -0.131 and not significant at $p = 0.117$. Aspects of career self-efficacy and Investigative type low correlation in 0.094 and not significant in 0.195 . Aspects of career self-efficacy and Artistic types, low correlation 0.020 and not significant at $p = 0.427$.

Aspects of career self-efficacy and social types low correlation -0.035 is not significant at $p = 0.376$. Aspects of career self-efficacy and Entrepreneur typelow correlation 0.071 not significant at $p = 0.258$. Aspects of career self-efficacy and Conventional type low correlation at 0.085 not significant $p = 0.219$.

Table3.
Correlation of career type and self efficacy

Variable and Statistic Notation		Self efficacy Career	Statistic Notation	Meaning
Realistic	Correlation Coefficient	-0.131	$r_{realistic} = -0.131$, at $p = 0.117$	Correlation index is very low, negative direction, the correlation is not significant at $p = 0.117$
	Sig. (1-tailed)	$.117$		
	N	65		
Investigative	Correlation Coefficient	$.094$	$r_{investigative} = 0.094$, $p = 0.195$	Correlation index is very low, negative direction, the correlation is not significant at $p = 0.195$
	Sig. (1-tailed)	$.195$		
	N	65		
Artistic	Correlation Coefficient	$.020$	$r_{artistic} = 0.020$, $p = 0.427$	Correlation index is very low, negative direction, the correlation is not significant at $p = 0.427$
	Sig. (1-tailed)	$.427$		
	N	65		

Social	Correlation Coefficient	-.035	$R_{\text{social}} = -0.035$, pada $p = 0.375$	Correlation index is very low, negative direction, the correlation is not significant at $p = 0.375$
	Sig. (1-tailed)	.375		
	N	65		
Entrepreneurship	Correlation Coefficient	.071	$R_{\text{entrepreneurship}} = 0.071$ pada $p = 0.256$	Correlation index is very low, negative direction, the correlation is not significant at $p = 0.256$
	Sig. (1-tailed)	.256		
	N	65		
Conventional	Correlation Coefficient	.065	$R_{\text{conventional}} = 0.065$ pada $p = 0.219$	Correlation index is very low, negative direction, the correlation is not significant at $p = 0.219$
	Sig. (1-tailed)	.219		
	N	65		

G. DISCUSSION

The results of this study indicate there is no significant correlation between career type and career self-efficacy of students in Tourism Vocational School in Bandung. Although the results showed self-efficacy profile and student type of career in middle category, but each type of career students showed no significant association with self-efficacy. Researchers convey some studies for comparison of guidance and counseling programs to improve student entrepreneurial self-efficacy.

Manrihu (1992: 70) expressed four core assumption in Holland 's theory, namely :

- Most people can be categorized as one of six types named: 1) realistic, 2) investigative, 3) artistic, 4) social, 5) enterprising, and 6) conventional;
- There are six kinds of environments, 1) realistic, 2) investigative, 3) artistic, 4) social, 5) enterprising, and 6) conventional;
- People investigating the circumstances that would allow or enable to practice skills and capabilities, expressing attitudes and values , and accept the problems as well as the appropriate roles;
- Human behavior is determined by the interaction between personality and environmental characteristics.

Holland beliefs that an employment interest and occupation is the result of the combination of a person's life history and overall personality, so a particular interest become a personality traits such as self-expression in the field of employment, academic subjects, hobbies, a variety of recreational and many other activities (Winkel&Hastuti, 1997: 636-637).

More clearly Holland proposed six kinds of personality types associated with the environmental characteristics of the six models, as illustrated in the following table.

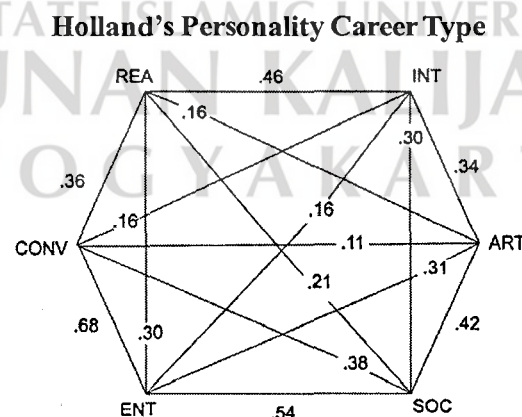
Table 4. Personality Type and Work Environment Model

Realistic	Aggressive, prefer concrete then abstract matter, gentle, less verbal and social skill	Skilled in area such as building inspectors, electricians, aircraft engine experts, radio operators, survey experts, photographers, and similar
Investigative	Intellectual, abstract, analytic, free, sometimes radical and task oriented	Scientists such as chemists, physics, mathematics, laboratory technicians, computer programmers, electronics expert, etc
Artistic	Imaginative, aesthetic values, prefer personal expression through art, rather freely and extrovert	Artistic such as: sculptor, artist, designer, music teacher, orchestra leader, musician, writer, editor, author/critician, etc.
Social	Prefer social interaction, concerned with social issues, religious, service-oriented society, and observers of the educational activity	Educational worker: teachers, educational administrators, university professor, social workers, sociologists, counselors, therapists, professional nurses
Enterprising	Extroverted, aggressive, adventurous, prefer the role of a leader, dominant, persuasive and have a verbal skill	Managerial: personnel, production, marketing. Various positions seller: worker insurance, real estate, and automobile entrepreneur
Conventional	Practical, thorough, social, somewhat old-fashioned, prefer composed task, conformist, avoid blurred situations	Office writers and clerks, bookkeepers, file clerks, bank supervisors, accountants, equipment operator, receptionist, secretary, credit manager

Source: Dillard, 1985: 24. *Life Long Career Planning*. Ohio: A Bell & Howell Co.

A person's relationship with the environment can be determined according to the degree of congruence or compatibility using hexagonal models like the picture below.

Picture 1.



Source: (Sharf, Robert. 1992. *Applying Career Development Theory to Counseling*. California: Wadsworth, Inc.)

Greatest degree occurs when a personality to be in a suitable environment, for example the realistic type in a realistic environment. Degrees for the next match occurs if the personality types that are in the adjacent neighborhood, realistic personal example in environmental investigations, or conventional. Personal realistic environment is a degree of artistic or enterprising third match. Finally, the highest degree of compatibility that occurs when a personality to be in the opposite environment, e.g. in a realistic type in a social environment.

Career self-efficacy is defined as a belief (assumption) of the ability to have a successful career experiences, such as choosing a career, well performed in a job and survive in his career (Brown, in Patel, 2005: 43).

One aspect of self-efficacy that is an important career held by vocational students are entrepreneurial self-efficacy. How to develop self entrepreneurship skills for vocational tourism students?

Meredith, et.al (2002: 5-6) in a workshop at the East West Centre, Honolulu, 1977, promoted traits and characteristics that describe an entrepreneurial profile as follows:

1. Confidence: self-belief, independence, individuality, optimism;
2. Task and result oriented: need for achievement, profit-oriented, perseverance and fortitude, determination, hard work, has a strong impulse, energetic, and initiatives; risk takers: the ability to take risks, fond of challenges;
3. Leadership: act as a leader, get along with others, responding to suggestions and criticisms;
4. Originality: innovative and creative, flexible, has many sources, versatile, knows many;
5. Future oriented: foresight, perceptive

Astamoen (2005: 53-55) mentions the characteristics of entrepreneurial minded people, i.e: have a vision, creative and innovative, able to see the opportunities, customer orientated or customer satisfaction, profit and growth, dare to take risk and spirited competition, quick response and quick movement, social spirit by being generous (philanthropic) and altruist spirit. Then these entrepreneurial traits must be possessed by vocational students which developed through guidance and counseling program so that it becomes a skill that make up the personality of the students.

H. ENTREPRENEURIAL SELF-EFFICACY DEVELOPMENT PROGRAMME FOR VOCATIONAL STUDENTS

Vocational students, as teens need to be given career guidance in order to master the skills of entrepreneurial self-efficacy. Teens who have these skills to be the individual that is warm and friendly; have a positive reaction to the challenges and dynamic spirit and have the ability to get along with people. The sensitivity to criticism they have, the teens have a determination to achieve the goal (perseverance, determination).

I. PROGRAMME COMPONENT

a. Curriculum guidance

The basic service guidance on this program become a major concern because empirical data shows that entrepreneurial attitude of SMK SP is in the middle category so that the focus is on the development efforts in the enrichment and acceleration formats in helping all students of class XII in confidence, and task and result oriented, risk-taker, leadership, originality, and future orientation. This activity submitted for all students in a classical implementation.

The strategy of the basic service of career guidance in this programme included:

- 1) Provide understanding of career self-efficacy and understanding of entrepreneurship, forming the conformity between the two;
- 2) Provide information on the importance of having confidence in the ability of self in order to succeed in their education and career;
- 3) Provide information on the importance of leadership in the development and selection or career decision.
- 4) Giving examples of a character model by reading and discussing autobiographical or career succeed people. List of career figures is choosen to generate six aspects of the entrepreneurial attitude that is confident, and task and result oriented, risk taking, leadership, originality, and future orientation.

The topic of the life-history or autobiography:

1. Abdul Ghany Aziz — Kiagoes Firm and Masayu Corporation (Box 1)
2. Hariand Oyster Mushroom Cultivation (Box 2)
3. Learn to be an Entrepreneur from Walt Disney (Box 3)
4. Learn to be an Entrepreneur from Soichiro Honda (Box 4)
5. Learn to be an Entrepreneur from Sam Walton (Box 5)
6. Learn to be an Entrepreneur from Ruth Handler (Box 6)
7. Learn to be an Entrepreneur from Asa Candler (Box 7)
8. Learn to be an Entrepreneur from Raymond Kroc (Box 8)
9. Learn to be an Entrepreneur from Matsushita (Box 9)
10. Learn to be an Entrepreneur from Levi Strauss (Box 10)
11. Hariono Ginoto Exploratation (Box 11).

The topics of the story or autobiography is packed in boxes as attached.

After attending the basic services in career guidance, the student is expected to: (1) realizing potential academic, talents and interests in career choice, (2) have extensive knowledge about the various types of education and career, (3) develop an entrepreneurial attitude to start thinking of this career.

b. Responsive Service

Responsive services provided to some students that have very low, low category of entrepreneurial attitude, the expectation is that developing entrepreneurial attitudes lead to be better and fulfillment of needs that the current students perceived very important and help develop the attitude in overcoming the obstacles that are found in resolving developmental tasks of his career, especially with regard to entrepreneurial attitude.

Students who receive responsive service been monitored of the development and entrepreneurial attitude changes periodically by the supervising teacher. Particular difficulties cases cannot be handled by the supervising teacher will be referred to a more competent party in their field.

Another strategy can be used in the responsive service is to conduct individual or group counseling. After attending this service, students are expected to afford entrepreneurial self-efficacy, furthermore, able to think of career plannings, education or work plannings in the future, and be able to implement career planning that have been made.

c. Individual Planning Service

Individual planning services are given to students to be able to format and carry out activities related to the planning of the future based on an understanding of the advantages and disadvantages of himself, as well as an understanding of the opportunities and the available opportunity in the environment. Individual planning services is given to students who have an entrepreneurial attitude that is very low, low, and medium in aspects, such as: self-confidence, task and result oriented, to be a risk taker, leadership character, originality, and oriented to the future.

Individual service strategy planning can be done by:

1. Develop an entrepreneurial attitude in an increased maintained self-confidence, task and result oriented, to be a risk taker, character leadership, originality, and oriented towards the future;
2. Helping students to develop a positive attitude towards himself. This can be done by getting students to understand the advantages and disadvantages of self-esteem, furthermore encourage students to optimize the advantages and reduce or minimize weaknesses.

Another strategy that can be used in the individual planning service are:

1. Individual or group SMK appraisal, e.i counselors help students analyze and assess the capabilities, interests, skills, academic achievement, achievement of developmental tasks, and career aspects that students perceive an understanding, acceptance, and directing himself to be positive and constructive.
2. Individual or SMK-group advisement, the counselor gives advices to the students to use or utilize the self-assessment result, to set goals, plan activities that support the development, or activity that serves improvement of the weaknesses, conduct their operations in accordance by the objectives or a predetermined plan, and evaluate the activities that have been carried out.

J. IMPLICATION

Research on Holland's career type has been done in cross-cultural in China, Israel, France, Nigeria, New Zealand, and Australia are also focused on a subgroup of a particular community (Spokane, Luchetta, & Richwine, 2002).

Advanced research in Asia in addressing problems in society are highly recommended. Entrepreneurial self-efficacy guidance programme along with self-management strategies can be applied related to several variables such as career choice, decision-making, interest and commitment. Based on research, the career self-efficacy is also influenced by gender and socioeconomic status (Patel, 2005: 50). People who come from lower socioeconomic backgrounds will feel less confident to pursue a career that is considered prestigious. With the principle of guidance services for all students, the program is given to help students to be more confident with his career planning.

K. LIMITATION AND RESEARCH RECOMENDATION

This is just the preliminary research that needs to be developed in further.

This research was conducted in Indonesia as a collectivist developing country in Asia, in which groups, families especially, plays an important role in the development of individuals, including teenagers who are in transition.

Researchers have suggested that individualistic and collectivistic cultures provide distinct expectations for family involvement in career development and decision making (Kegitcibasi, 1997 in Shin and Kelly, 2013). Individualistic cultures communicate family support through acknowledging feelings and perceptions and minimizing the use of pressure and control, this strategy gives individuals the chance to perceive as competent and autonomous (Supple, Ghazarian, Patterson, & Bush, 2009). In other words, individualistic cultures enhance independence, a core value of Western culture (Shin and Kelly, 2013).

In collectivistic cultures, career decisions including entrepreneur attitude involve some personal choice but also require consideration of the future welfare of the entire family. Fouad et al. (2008) suggested that people with a collectivistic orientation negotiate between personal and family desires in their career choices. In collectivist cultures, families influence the career decision making process by imposing expectations and values consciously and unconsciously on their members. It is common for people with a collectivistic orientation to value family needs over personal preferences. For example, Korean parents have strong expectation is conveyed in both demanding and subtle form (Kim, 1993 in Shin & Kelly, 2013).

It is important for career counselors to develop interventions that are more powerful and effective to promote the development of entrepreneurial self-efficacy, which involves not only the school but also the family and the business world, which in turn will increase self-efficacy in career development.

This study is not involving family influence as a factor in developing self-efficacy entrepreneurship students. Given that Indonesia is one of the collectivist country, furthermore, it is advisable to conduct research on the role of schools and families collaboration in developing self-efficacy entrepreneurship of student.

There is a need to develop career guidance programs more seriously in achieving the vision of the Indonesian Golden Generation 2045, involving the business community to improve student self-efficacy entrepreneurship, particularly in vocational school age

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