Analysis of the Influencing Factor of Vocational Education Students Career Decisions

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Abstract

Career selection is a student's decision-making on the basis of understanding potential. Some of the problems of current vocational school graduates include lack of self-knowledge; not being able to decide after graduation, whether to work, study, or self-employed; lack of understanding of work; not being able to combine potential the job to be chosen; and have not been able to plan their career. The research aims to determine the effect of self-efficacy, self-concept, career maturity, vocational maturity, and career orientation of vocational students in making career decisions. The sampling technique used is probability sampling. The research subjects were students of Vocational High School grade XI and XII. The regression test data analysis techniques to determine the correlation between the independent variables and the dependent variable. The results showed that there was a positive and significant influence between career self-efficacy, self-concept, career maturity, vocational maturity, and career orientation of vocational students in career decision-making of 20.3%. Based on the research that has been done, students' career choice is the impact given to career spirit. BK and BKK are expected to be able to optimize their services related to various world information, the number of job opportunities, and qualifications needed for various professions, so that students can make independent choices.

Keywords: Self-Efficacy, Self-Concept, Career Maturity, Career Orientation, Vocational Maturity

1. INTRODUCTION

Vocational high school is a special training pattern that directing students to be ready to plunge professionally and engage in business activities (Olazaran et al., 2019; Setyadi et al., 2021; Supriyadi et al., 2020). Vocational education aims to improve intelligence, knowledge, personality, noble character, as well as the skills of students to live independently and follow further education in accordance with the vocational program (Coetzer et al., 2020; Kusuma et al., 2021). Vocational education is part of the education system that prepares a person to be more capable to work in one work group or in one field of work c. Therefore, vocational teachers will guide their students to be well-mastered a certain skill, so that when they are graduating, it is hoped that they will be ready to face the world of work, including facing the industrial revolution 4.0 and the demands of life in the 21st century (Sudjani, 2016). Vocational education helps to prepare a person for work by providing the right skills acquired through professional development, and to develop the abilities of students, so that they can go directly into the world of industry (Mingaleva & Vukovic, 2020; Patacsil & Tablatin, 2017; Saifurrahman et al., 2021).

Based on the level of education, the open unemployment rate for Vocational High Schools is still the highest among other education levels, which is 8.49 percent. The Central Bureau of Statistics noted that the workforce in February 2020 for Vocational High School graduates was 16.006.964 students, 14.625.000 were working and 1.381.964 were still

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unemployed (Badan Pusat Statistik, 2020). Some of the problems of current vocational school graduates, including lack of self-knowledge ability, not being able to decide on a plan after graduation, whether to work, study, or self-employed, lack understanding of the type of work, have not been able to combine the potential jobs to be chosen, and have not been able to plan (Sudjani, 2016). If the learning process in SMK is carried out effectively and efficiently, it will align competencies according to industry, so that the absorption of graduates to be able to work will increase. Thus, the problem of unemployment will be reduced (Daryono et al., 2020; Nurtanto et al., 2020).

Career preparation is one of the main tasks for school counseling. It plays a major role in preparing students to go directly into the industrial world, and at the same time influencing aspects related to personal identity, professional identity, welfare and life satisfaction (Clinciu & Hermkens, 2015). Vocational School then forms a special institution called the Exclusive Career Center which provides services and information related to job vacancies (Pamungkas & Hanifa, 2020). The presence of the Exclusive Career Center from each school will affect the absorption of graduates into the relevant world of work. Exclusive Career Center that is working well will be able to carry out programs that are mandatory and other programs that have been planned, have relationships with many companies or industries so that the distribution of graduates becomes wider and can reduce the waiting period for graduates to get jobs (Sumarno, 2018). The role of the Exclusive Career Center (BKK) is very important to increase the absorption of vocational school graduates into the world of work, but in fact there are indications that the BKK has not been running according to its supposed operations (Pambayun& Wagiran, 2014).

The results of observational interviews at vocational school showa that there is a shortage in human resources, the existence of job vacancies is not accompanied by vocational potential, and career interests are not accompanied by existing job information, so there is little possibility of entering the company that is informed by the school. Vocational high school students are given one-time interview training each semester. Career counseling cooperation needs to be established with the BKK which is a bridge between Vocational Schools and Industry so that career insights can be optimized (Utami & Rusdarti, 2021). Some of the main difficulties for students in planning their future include three main difficulty groups which is then divided into 10 categories of specific difficulties. First, lack of readiness, covers three categories of difficulties that may arise before the career decision-making process lack of motivation; general doubts; and dysfunctional beliefs. Second and third are categories of difficulties that arise during the career decision-making process. The main and second categories cover four categories, which involve lack of Information about career decision making process; self; job, and how to obtain additional information. The three main groups cover three categories, involving Inconsistent Information due to unreliable information; internal conflicts; and external conflicts (Willner et al., 2015).

Related to career guidance in Indonesian education system focuses on academic problems for students not on how to prepare students to plan their future. The learning curriculum is structured for academic purposes only. The vocational content is not entirely about competency development (Pambudi & Harjanto, 2020). In its application, career guidance only focuses on activity problems, such as planning and taking direct action, or seeking assistance in carrying out career guidance (Lipshits-braziler & Gati, 2016). The problem that arises when there is a link between education and training programs between ministries. For example the expansion of the employment opportunity program by the Ministry of Manpower is not well informed for vocational schools. The role of career guidance is also to support education and training and provide information about what students like and prepare training programs and skills needed (Mahir et al., 2019). Schools

must also prepare career plans related to career search for students, goal setting, ways of realizing goals, and cultivating job-seeking skills.

The problems that often occur in students are vocational interest and career maturity. Some students have high career maturity while others have low career maturity. This must be addressed how to plan a career carefully in accordance with vocational interests and career maturity. In the process the teacher must understand about the preferred orientation of students towards careers, preparation in the level of understanding and planning for career choices of students, at the level of independence in aspects of one's independent career level, as well as decision making, goal orientation, the level of confidence and certainty of a person who is consistent with chosen career (Liu et al., 2017). In this case the career in question is all things that are decided related to the future and not specific to work, thinking about or choosing a major in college is also a part of a career. The readiness and competence of the individual will determine the future success concerned. The emergence of the term career maturity cannot be separated from the interest in describing individual behavior patterns and choices in relation to career and work matters, career maturity refers to one's development towards self-efficacy (Bahrinsyah, 2018).

Other related variables are vocational maturity as well as the ability to explore educational and work problems, assessment of self-efficacy associated with work problems, planning work problems, making decisions in job selection (Ermawati & Widodo, 2015). Individuals who have undergone a professional development process and have decided on a profession that they have chosen have vocational maturity (Hartiningtyas et al., 2016). Preparation of individuals to make appropriate decisions about careers is included in career orientation (Wulandari et al., 2020). Basic knowledge and technical skills can be formed in a relatively short time, work attitude is the result of a person's entire educational experience. Career orientation is an individual's self-concept of career, which involves their understanding of available careers and work life (Suryadi et al., 2020).

Decision making is very important in determining further career directions for students in planning their future whether to work, be entrepreneurial, or continue to further education. Career development is very important so that the absorption of vocational school students can be maximally absorbed to reduce the unemployment rate. In the 21st century, the convenience of technology must be put to good use to support the achievement of maximum graduation absorption, career guidance itself must facilitate students to achieve their goals when they graduate from vocational schools, which is expected that students will be able to understand the interests, talents and abilities needed to achieve their goals. Career guidance should provide a pathway for developing knowledge, attitudes and skills from a variety of programs that facilitate the transition from vocational secondary education to the workplace. Career guidance can bridge students to be ready for the world of work and high skills in entrepreneurship or provide a bridge for students to continue their higher education if they want to pursue a professional level. This study aims to determine the effect of career self-efficacy, self-concept on, career maturity, vocational maturity and career orientation of vocational students in making career decisions. The hypothesis proposed in this study is that there is a significant positive relationship between career self-efficacy, self-concept, vocational maturity and career orientation of vocational students in career decision making.

2. METHODS

This research is a quantitative study with a correlation research approach. The correlation research is applied because it explains the relationship between the research variables based on the correlation coefficient. The variables tested for the relationship in this study include career self-efficacy, career self-concept, vocational maturity, career orientation,

and career maturity and career decisions. The choice of this method was due to this research is related to whether there is an effect of career self-efficacy, career self-concept, vocational maturity, career orientation, and career maturity on career decisions of vocational students. Data collected simultaneously with a short time, then processed to find the desired conclusion, namely the relationship and the magnitude of the influence of these variables with other variables.

After reviewed from the method and level of exploitation, this study used a survey design. The survey design is a research activity that collects data at certain times with various purposes, one of which is to determine the relationship of something alive between specific events. Thus, the researcher tries to find the relationship between the variables of career self-efficacy, career self-concept, vocational maturity, career orientation, and career maturity to the career decisions of vocational students. The population in this study were students of grade XI and XII Vocational High School Sumatra and Java as many as 15 schools consisting of public schools and private schools. The sampling technique uses probability sampling. This sampling technique allows researchers to generalize from sample characteristics to population characteristics (Daryono et al., 2020).

Data collection techniques with surveys and research instruments with questionnaires. In the questionnaire, there are six variables, namely the independent variable and 1 dependent variable. The independent variables are career self-efficacy (X_1), self-concept (X_2), vocational maturity (X_3), career orientation (X_4), and career maturity (X_5). The dependent variable is the career decision making (Y) of Vocational High School students. The questionnaire used has a 4 Likert scale and data analysis uses multiple regression with the help of SPSS for Windows. Table 1 illustrates the instrument grid of self-efficacy, self-concept, career maturity, vocational maturity and career orientation of vocational students in making career decisions.

Table 1. Grid of instruments from variables

Variables	Dimensions
Self-efficacy	Accurate self-assessment
	Job information collection
	Destination selection
	Making future plans
	Problem solving
Self-concept	Cohesive - singular
	Cohesive - multiple
	Flexible - alternative
	Flexible- undecided
	Involvement in the selection process
	Orientation to work
Career Maturity	Independence in career making
	Preference factor or vocational choice
	Conception of the choice process
	Self-directed
	Values directed
	Unlimited mindset
	Mobility organization
Career Orientation	Proactive personality
	Authenticity of choice
	Career authenticity
	Openness to experience
	Performance learning objectives

Variables	Dimensions
Vocational Maturity	Mastery of learning objectives
	Job change per year working fulltime
	Master of working fulltime
	Age
	Gender
	Know more about yourself and the world of work
	Taking concrete steps towards employment or post-vocational high school
	Participate in more activities inside and outside of school
	Having more experience
	Aspiring to achieve higher vocational goals
	Have a greater level of trust
	Getting higher grades in high school
	Have a more positive attitude towards their vocational goals

3. RESULTS AND DISCUSSION

Result

Preliminary Analysis

This study uses regression, so it must fulfill multiple regression assumptions, such as normality test, heteroscedasticity test, multicollinearity test and autocorrelation test. The normality test is used to find out whether the data is normally distributed or not (Ghozali, 2018).
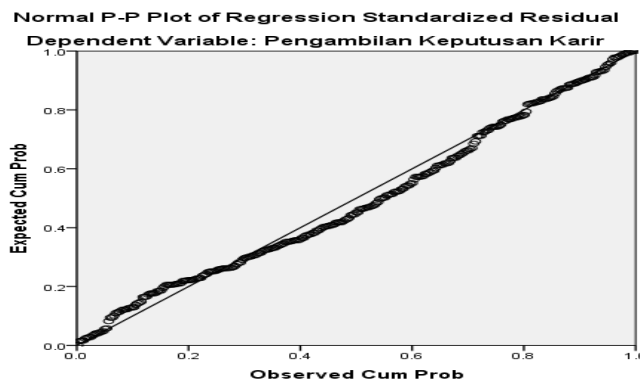
Figure 1. The Results of Normality Test

Figure 1 shows that the data spreads around the diagonal line and follows the direction of the diagonal line, so it can be said that the assumption of normality is fulfilled. The autocorrelation test has conditions, if the value of DU <DW <4-DU = H_o is accepted, there is no autocorrelation, DW <DL or DW> 4-DL = H_o is rejected, autocorrelation occurs, and DL <DW <DU or 4-DU < DW <4-DL = no certainty/definite conclusion. The following are the results of the DW value obtained with a value of k = 5 and a total of 308 respondents and α = 0.05.

Table 2. Results of the Autocrelation Test Requirements

|	
Value of calculated dW	2.105
Value of table dU	1.83991
Value of table dL	1.78766

Based on Table 2, the value of 4-dU = 4-1.83991 = 2.16009. So that 1.83991 <2.105 <2.16009 so that H_o is accepted, there is no autocorrelation. For the multicollinearity test, seen from the VIF and Tolerance (TOL) values, where the VIF value> 10 then multicollinearity occurs and if the TOL value approaches 0 then multicollinearity occurs (Ghozali, 2018).

Table 3. Results of the Multicollinearity Test Requirements

Variable	VIF Value	Tolerance Value
Self-Efficacy (X_1)	1.200	0.833
Self-Concept (X_2)	1.590	0.629
Career Maturity (X_3)	1.511	0.621
Career Orientation (X_4)	1.443	0.693
Vocational Maturity(X_5)	1.427	0.701

Table 3 shows the VIF value of the five independent variables <10 and the Tolerance value of the five variables is not close to 0. Thus, this data fulfills the classical assumption that multicollinearity does not occur. In the heteroscedasticity test, it can be seen from the scatter plot of the output in SPSS.
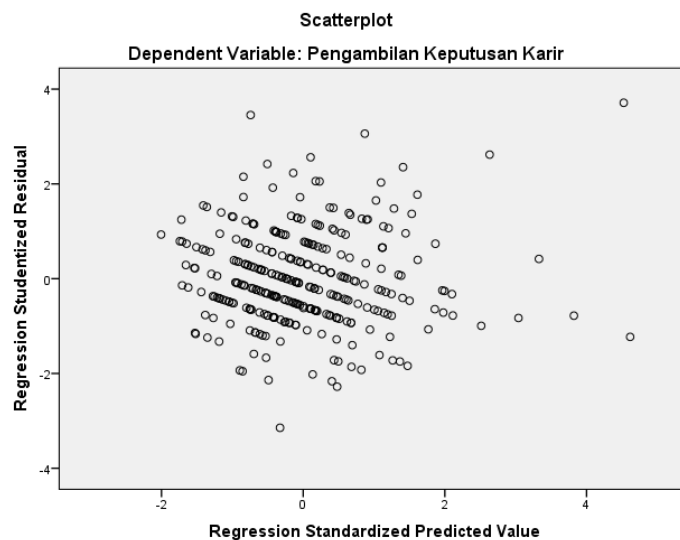
Figure 2. The Results of Heteroscedasticity Test

The scatter plot in Figure 2 appears to be scattered residuals so that it does not form a certain pattern. So, this data does not occur heteroscedasticity. Thus, this study fulfills all the classical assumption tests.

Hypothesis Testing

In addition, concurrent and partial hypothesis testing needs to be known. For the simultaneous test or the F test, there is a hypothesis that there is a correlation between self-efficacy (X_1), self-concept (X_2), career maturity (X_3), career orientation (X_4), and vocational maturity (X_5) on career decision making (Y). Concurrently significant. The results of the SPSS are shown in Table 4.

Table 4. Result of the Fcalculated Test

R	R^2	Adjusted R^2	F	Sig
0.464	0.216	0.203	16.671	0.000

Table 4 shows the F-count value of 16.671 with a probability of 0.000. Because the probability value of 0.000 <0.05, the variables of self-efficacy (X_1), self-concept (X_2), career maturity (X_3), career orientation (X_4), and vocational maturity (X_5) together have an effect on career decision making (Y). Then, the adjusted R2 value is 0.203. This means that 20.3% of variations in career decision making (Y) can be explained by the five variables of self-efficacy (X_1), self-concept (X_2), career maturity (X_3), career orientation (X4), and vocational maturity (X_5). Meanwhile, the remaining 79.7% is explained by other factors. Thus, this hypothesis is proven that there is a positive and significant influence on self-efficacy (X_1), self-concept (X_2), career maturity (X_3), career orientation (X_4), and vocational maturity (X_5) on career decision making (Y). For partial hypothesis testing or t-test, each of them has the following hypotheses. The first hypothesis states that H_o = there is no positive and significant correlation between self-efficacy (X_1) and career decision making (Y) and H_a = there is a positive and significant correlation between self-efficacy (X_1) and career decision making (Y).

For the second hypothesis, it is stated that H_o = no correlation between self-concept (X_2) and career decision making (Y) is positive and significant and H_a = there is a positive and significant correlation between self-concept (X_2) and career decision making (Y). The third hypothesis states that H_o = there is no correlation between career maturity (X_3) and career decision making (Y) positively and significantly and H_a = there is a positive and significant correlation between career maturity (X_3) and career decision making (Y). For the fourth hypothesis, it is stated that H_o = no correlation between career orientation (X_4) and career decision making (Y) is positive and significant and H_a = there is a positive and significant correlation between career orientation (X_4) and career decision making (Y). For the fifth hypothesis, the existing hypothesis is H_o = no correlation between vocational maturity (X_5) and career decision making (Y) positively and significantly and H_a = there is a positive correlation between vocational maturity (X_5) and career decision making (Y) and significant. The decision making is based on the Sig value, where if the Sig is >0.05 then H_o is accepted and if the Sig is <0.05 then H_o is rejected. The results of the calculations in presented in Table 5.

Table 5. Result of t-count Test

Variables	t	Sig
Self-Efficacy (X_1)	5.541	0.000
Self-Concept (X_2)	0.883	0.378
Career Maturity (X_3)	0.028	0.978
Career Orientation (X_4)	0.416	0.677
Vocational Maturity(X_5)	3.648	0.000

Table 5 shows that the variables of self-efficacy (X_1) and vocational maturity (X_5) affect the level of a student's career decision making. However, the variables of self-concept (X_2), career maturity (X_3) and career orientation (X_4) did not affect the level of career decisions. Thus, there are 2 variables that affect the career decision variables of vocational students, namely the variables of self-efficacy and vocational maturity. For the correlation matrix obtained as shown in Table 6.

Table 6. Result of Intervariable Corelation Analysis

Variables	Correlation Coefficient	Probability		Interpretation
		P-count	P-standart	
Self-Efficacy (X_1)	0.390	0.000	0.05	There is a positive & significant correlation

Self-Concept (X_2)	0.272	0.000	0.05	There is a positive & significant correlation
Career Maturity (X_3)	0.250	0.000	0.05	There is a positive & significant correlation
Career Orientation (X_4)	0.229	0.000	0.05	There is a positive & significant correlation
Vocational Maturity(X_5)	0.332	0.000	0.05	There is a positive & significant correlation

Table 6 shows that the relationship between Y and X_1, the correlation coefficient is 0.390 and Sig. 0.000 <0.05 H_o is rejected, H_a is accepted, so there is a correlation. In addition, there is a relationship between Y and X_2 with a correlation coefficient of 0.272 and Sig. 0.000 <0.05 H_o is rejected, H_a is accepted, so there is a correlation. For X_3 and Y, the correlation coefficient is 0.250 and Sig. 0.000 <0.05 H_o is rejected, H_a is accepted, so there is a correlation. For X_4 with Y has a correlation coefficient value of 0.229 and Sig. 0.000 <0.05 H_o is rejected, H_a is accepted, so there is a correlation and variable X_5 and Y have a correlation coefficient value of 0.332 and Sig. 0.000 <0.05 H_o is rejected, H_a is accepted, so there is a correlation. Thus, the four variables have a positive and significant correlation.

Determination of Multiple Linear Regression Model
The regression model can be seen in Table 7.

Table 7. Analysis of Multiple Regression

Variables	Unstandardized Coefficients	
	B	Sig
Constant	11.321	0.000
Self-Efficacy (X_1)	0.285	0.000
Self-Concept (X_2)	0.049	0.378
Career Maturity (X_3)	0.002	0.978
Career Orientation (X_4)	0.022	0.677
Vocational Maturity(X_5)	0.217	0.000

The constant value (α) of 11.321 means that if the significant variable is self-efficacy (X_1), self-concept (X_2), career maturity (X_3), career orientation (X_4), and vocational maturity (X_5) = 0 then the variable career decision making is worth 11.321 units. Where significant self-efficacy (X_1), self-concept (X_2), career maturity (X_3), career orientation (X_4), and vocational maturity (X_5) have an influence on career decision making (Y). To find out how much influence the class has on these variables, the following results are obtained. Table 6 illustrates that the Sig. more than 0.05. Thus, there is no difference between public and private class 11 and public and private class 11, but they have almost the same effect.

Discussion
The variables of this study such as self-efficacy, self-concept, career maturity, career orientation, and vocational maturity on career decision making have a positive influence. This finding is consistent with Meitasari's findings which prove that self-efficacy has a high effect with a percentage gain of 35.1% for the final year students of Senior High School. In addition, self-efficacy can help students face and solve various problems that are happening and also help students achieve their goals (Meitasari et al., 2020). Regarding self-concept, these findings are in line with Nisa's that self-concept has a positive relationship with students 'career decisions, where the higher the students' self-concept, the better the career decisions she chooses to continue in her future (Nisa, 2019). The findings regarding

vocational maturity have a positive effect, in line with Kusumawati's findings, where vocational maturity has a positive effect. Vocational maturity is indicated by differences before and after being provided with career information services through groups (Kusumawati, 2017). Research that supports the results in other vocational maturity is the relationship between vocational maturity and individual development, where vocational maturity is a reflection of general personality development and must be taken into account in effective vocational counseling (Bartlett, 1971; Bohn, 1966). In addition, other supporting factors which are self-concept, career maturity and career orientation also contributed but not significantly. Career maturity is the readiness of a vocational identity to face the tasks of career development. Supporting research is measured with a career maturity scale and an assessment of career decision making, where the result of the study is student career maturity that is significantly different according to decision-making style. Student career maturity does not differ according to gender, there is no interaction between decision-making styles and gender in explaining student's career maturity (Harren, 1979; Violina, 2016).

Career orientation predicts self-efficacy in career decisions and career adaptation, which in turn predicts career decisions. Career orientation has a positive relationship with career optimism, and this relationship is fully mediated by career adaptation and self-efficacy in career decision making (Cheung, 2019). Career planning requires information about the world of work and self-concept, seen at the exploration stage, adolescents generally begin to apply the choices they have thought of up to the stage of making career decisions. Careers are obtained through a decision-making process that occurs throughout a person's life span and becomes part of his development (Lestari & Supriyono, 2016). The definition of career decision making can be concluded if career decision making is a process carried out by individuals in choosing education and work which is covered by personal aspects (interests, personality type, vocational identity, feelings of obstacles) and information aspects related to the choices to be made (Darmasaputro & Gunawan, 2018). Career decision-making is related to the individual's self-confidence in making decisions. Experts have made a complete construct to explain self-efficacy in making career decisions or what is called Career Decision Making Self Efficacy (Rahmi, 2019). Self-knowledge is also influential in making decisions about careers so that they are more confident, as research conducted by (Abdullah et al., 2018). The findings show that there is a significant relationship between self-knowledge and career decision-making to prepare for their careers.

Vocational interest theory suggests that vocational interest will influence choices and attitudes about majors and jobs. Vocational interest compatibility with majors has a significant effect on retention of primary and first job choices, and the relationship is mediated by the value of subjective assignments, such as achievement value, intrinsic value, utility value, and relative cost. Vocational interest according to work has a significant effect on career attitudes, and this relationship is mediated by perceived career suitability. In addition, suitability for work increases over time from the first job after graduating from school. The results show that the measured vocational interest in higher education is useful in predicting future career trajectories (Kim & Beier, 2020). The interest of students is a process of selecting and making decisions by students based on an understanding of their potential and existing opportunities. Mistakes in making career decisions today will also indirectly invite various problems and conflicts within themselves such as bad work attitudes such as truancy, being late for work, failing to carry out the work or tasks assigned by the employer and the habit of changing jobs, and this is one of the causes The main reasons are lack of interest in choosing a career and failure in managing a career. They also failed to identify possible short-term and long-term factors as a result of misestimating their career predictions.

Counseling guidance related to certain careers and job markets as an integral part of education in vocational high schools which serves to assist students in achieving optimal

developmental periods, one of which helps students achieve career development tasks, namely in making the right career decisions. with what students want. BK and BKK are very important for students' final results in determining choices that are included in making career decisions for students' future. Another important role is information and facilitation related to the world of work, the number of job opportunities, as well as the qualifications needed for various types of professions, so that they have many references in the decision-making process. The role of teacher counseling and guidance is very helpful for students in making student decisions. The process through which students pick schools and professions based on personal variables (interests, personality type, professional identity, emotional obstacles) and knowledge of available alternatives is known as career decision-making (Darmasaputro & Gunawan, 2018). Individual decision-making confidence is linked to professional decisions. Experts have devised a model that explains how self-efficacy influences work choices, dubbed career decision-making self efficacy (Rahmi, 2019).

The findings reveal a link between self-awareness and career decision-making when it comes to preparing for a job. Another component is vocational maturity, which involves the capacity to investigate difficulties in school and at work, as well as the assessment of talents linked to career choice concerns, job problem solving, and job selection decision-making (Ermawati & Widodo, 2015). Someone who has gone through a career maturity process and made a decision to take the chosen career path is said to be vocationally mature (Hartiningtyas et al., 2016). Career maturity also affects career decision making. Individuals who have satisfied the four aspects of career maturity, according to the definitions of career, career exploration, decision making, and information on the working world, are regarded to have high career maturity (Marpaung & Yulandari, 2016). A person who completes the appropriate phase of career development tasks is called career maturity (Almaida & Febriyanti, 2019). Individual preparation, including work orientation, is required to make the best career choices. (Wulandari et al., 2020). While basic information and technical abilities may be acquired in a short period of time, attitude work is the culmination of one's whole educational career. An individual's self-concept regarding a job, which includes their awareness of the various careers and work life, is referred to as career orientation (Suryadi et al., 2020).

The limitations of the research are analyzing self-efficacy, self-concept, career maturity, career orientation, vocational maturity. Based on the analysis that has been done, the conclusion obtained is that there is a significant positive relationship between the variables of self-efficacy, self-concept, vocational maturity and career orientation of vocational students in career decision making. However, the variables that contributed significantly to the effect of career decisions were self-efficacy and vocational maturity variables. There are suggestions for further researchers with the same theme about career decision with different data collection techniques and data analysis in order to enrich research studies of career decision making using other variables related to student career decision making

From the research results, suggestions for BK and BKK are expected to optimize their services related to various world information, the number of job opportunities, and qualifications needed for various professions, so that students can make choices independently. BK and BKK are expected to be able to collaborate with the industrial world and the world of work so that the absorption of graduation can be absorbed optimally. The role of the school is very important in directing the student's future. It helps individuals progress towards making appropriate career decisions and can achieve career goals as expected. It is hoped that the school will help students in their career maturity and help students understand their career choices according to their majors, interests, talents, and potentials.

4. CONCLUSION

The most essential aspect of a student's life is their job, after finishing their studies at vocational schools, students must decide whether to work, start a business, or continue their education. A student's professional path will be determined by his or her practical experience and learning outcomes. Self-confidence, the ability to apply one's own talents, judgments about one's capability and ability to attain certain objectives, and one's own beliefs are all variables that affect students' career decisions. Student self-concept must promote student confidence in choosing a job, and students must comprehend career options that are in line with their potential. Students' confidence in choosing a job is linked to their potential, which allows them to choose numerous sorts of careers based on their own preferences rather than relying on others to determine their future. Students' freedom in selecting a job must be supported by a variety of knowledge about the many sorts of careers, as well as actual outcomes obtained throughout the learning period so that students can be directed toward their chosen choices on their own. The relevance of experiential learning and practice throughout the school years might help students create vocationally linked visions of themselves and take more tangible action later in life.

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