

THE EFFECT OF CAREER DEVELOPMENT SERVICES ON STUDENT CAREER MATURITY

(A study on university student of Faculty of Administrative Science at Brawijaya University in Malang, East Java)

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menjelaskan pengaruh dari faktor faktor pelayanan pengembangan karir (pelayanan orientasi, pelayanan informasi, pelayanan penempatan dan distribusi dan pelayanan bimbingan dan konseling individu) secara simultan dan parsial terhadap kematangan karir mahasiswa. Pengumpulan data dilakukan dengan kuisioner yang disebarakan kepada 97 mahasiswa Fakultas Ilmu Administrasi Universitas Brawijaya. Berdasarkan hasil analisis berganda menunjukkan bahwa secara simultan dan parsial variabel bebas mempunyai pengaruh signifikan terhadap kematangan karir mahasiswa. Hal ini ditunjukkan dengan hasil uji simultan diperoleh signifikansi F sebesar $0,000 < 0,005$ dan mampu memberikan kontribusi terhadap variabel kematangan karir mahasiswa sebesar 53,8%, sisanya 46,2% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini. Variabel bebas berpengaruh signifikan terhadap kematangan karir mahasiswa ditunjukkan dengan nilai signifikansi t untuk pelayanan orientasi 0.018 ($0.018 < 0,05$), pelayanan informasi 0.021 ($0.021 < 0,05$), pelayanan penempatan dan distribusi 0.047 ($0.047 < 0,05$), pelayanan bimbingan dan konseling individu 0.002 ($0.002 < 0,05$).

Kata Kunci: Pelayanan Orientasi, Pelayanan Informasi, Pelayanan Penempatan Dan Distribusi, Pelayanan Bimbingan Dan Konseling Individu, Kematangan Karir

ABSTRACT

This study aims to identify and explain the effect of career development services (orientation services, information services, placement and distribution services, guidance and individual counseling) simultaneously and partially on student career maturity. Data collecting conducted by questionnaires distributed to 97 students of Faculty of Administrative Science in University of Brawijaya. Based on result of multiple linear regression showed that simultaneously and partially independent variable have significant influence on student career maturity. This is indicated by the test result obtained by simultaneous F significance of $0,000 < 0,005$ and to provide on contributions to student career maturity of 53,8% while the rest value are 46,2% is affected by the other variable except the four independent variable mentioned in this study. Independent variable significantly influence student career maturity indicated by the significant value of t for Orientation Services 0.018 ($0.018 < 0,05$), Information Services 0.021 ($0.021 < 0,05$), Placement and Distribution Services 0.047 ($0.047 < 0,05$), Guidance and Individual Counseling (X_4) 0.002 ($0.002 < 0,05$).

Key Word: Orientation Services, Information Services, Placement And Distribution Services, Guidance And Individual Counseling, Career Maturity.

A. INTRODUCTION

Indonesia is a country with high population density. Based on data from the Badan Pusat Statistik (BPS), Indonesia's population density in 2015 amounted to 255 641 million (BPS, 2015). Indonesia is developing country that still growing in the economic sector, human resources (HR) and industry. Results of research conducted by job site provider called JobsDB show that economic growth in Indonesia has become one of the factors which is causing the high number of job seekers in Indonesia.

The issues of job seekers and job availability in Indonesia give the attention of the public, one of the five issues of labor and employment in Indonesia is the work field employment is incompatible with education. This condition triggers an educated workforce, they choose the unskilled work. Based on data from Badan Pusat Statistik, graduates from high education only 5% of the total of the workforce. As a result, the majority of the labor market is filled by alumni of primary and secondary education. The problem is, the young people aged have difficulty in accessing information about jobs. Finally, about 20% of high school graduates willing to work in the unskilled workforce and 65% of them in the semi-skilled workforce. This phenomenon is the impact of the failure of high education graduates, especially the scholars who are unemployed right now are five times higher than adult unemployment. This situation is not healthy when we compared with the majority of other middle-income countries.

Educational institutions as a creator of the future generation, the educational institutions are supposed to take full responsibility and directed to develop the students' ability to compete, including the ability to prepare for the entry into the world of their career interest. In the study conducted by Kramer, et al in Herr (1996: 292) against Cornell university students found 48% of male students and 61% of female students are having problems in selection and career planning. Other studies have found that some students who entered college in America want their assistance in career planning or career choices. From the study discovered how the students need guidance (assistance) toward a career that they choose. Rianto (2006) points out of many challenges faced by students in determining career, including a career uncertainty, accessing information and career development programs, and

the economic and technological challenges. As anticipation of these challenges, it is necessary for universities to provide optimum service to the career development for students.

This study conducted at the Faculty of Administrative Sciences UB Malang, East Java. Brawijaya University is a state higher education institution in Indonesia, established in 1963 in the city of Malang. FIA UB itself, already provides a special website for alumni of FIA UB named <http://fia.ub.ac.id/alumni/> but within the website, information on the work program and its services are still unclear (still empty). Facilities of career development program is still not there, but FIA UB held many seminars, provide facilities for student organizations, library, access to computers and laboratories, and fellowships. The facilities above are also capable of supporting students in developing career but not enough to help students understand the career planning.

Based on the statement above, How about all the student graduates from FIA UB, are they got a job in accordance with the majors and interests in accordance with their career planning and how about the services provided or facilitated by the FIA7UB, is that sufficient in managing the career of students and graduates?. After all of the explanations above, then the problem can be formulated as follows: How the description of career development services factors in Faculty of Administrative Science at Brawijaya University?, Do the career development services factors simultaneously influence significantly on the career maturity of the students?, Do the career development services factors partially influence significantly on the career maturity of the students?

B. LITERATURE REVIEW

1. Career Development

Career Development is a "continuous lifelong process of developmental experiences that focuses on seeking, Obtaining and processing information about the self, occupational and educational alternatives, life styles and role options", Hansen (1976).

2. Career services

Career Services helps students with all steps of the career planning process including choosing a career, experiencing career (internship), set student a permanent job after graduation. Service learning is a type of experiential learning that combines community service and academic learning, providing academic and practical experience benefits also, while introducing students to the importance of civic engagement, Eyster, (2009) Rhoads, (1998) Vogelgesang & Astin, (2000).

3. Career Maturity

Career maturity is an aspect that by the students to support future career. Career maturity is the attitude and competence of individuals in determining the career decision is supported by cognitive and affective factors by increasing their knowledge and expertise. Career maturity is a relationship between individual's age with developmental stage career that has a role in career maturity and must be executed in accordance with the stages of its development. According to Super in Sharf (1992:155-159), states that teenager career maturity can be measured by the following indicators: Career planning, Career exploration, Knowledge about making career decisions, Knowledge about the world of work information, Knowledge of preferred occupational group, Realization of career decisions.

4. Career Guidance In Colleges

Yusuf, (2006) said, Career Counseling program at the college packed for: (1) encouraging career development, (2) providing treatment, and (3) assisting in the placement. Yusuf asserted that the packaging of career counseling in education field is influenced by the level of interest by one party and the development of the individual in accordance with the development tasks on the other party. Through education, individuals gain insight, knowledge, and skills as well as embed attitudes and values in accordance with the purpose of education unit. Students before entering college already choose the courses that will be taken based on the knowledge, interests and talents as well as the type of work that will be adopting after completing their education.

Assistance in Career Guidance Program in Higher Education

Counseling types that can be used in career counseling at the college in A.Muri Yusuf (2002: 60) are:

1. Service Orientation

Students is introduced to the working environment by visits to the business and industrial world.

2. Information Services

Counselors work closely with the faculty and provide services need to provide career information, this information is done so that the student able to recognize clearly the direction that will be undertaken coaching students and at the same time looking forward to what we want to achieve and applied after graduating later.

3. Placement and Distribution Services

For college students, selection and their placement in accordance programs or departments is very important, because the choice of courses that are not right will result in the wrong track of the preparation their career direction, therefore counselor through institutions need to pay attention to this.

4. Individual Counseling

The majority of student's problems are the possibilities of working and going to school, parent's economic weakness, difficulty living expenses to prepare for the competition in work.

5. Guidance and Counselling

The problems mostly faced by students are fear for becoming unemployed, confuse for selecting courses and alternative jobs, afraid for finding part time job and uncertain with their own potential. These problems surely could be solved by providing counseling group.

5. Hypothesis Model

The hypothesis formulated in this study as follows:

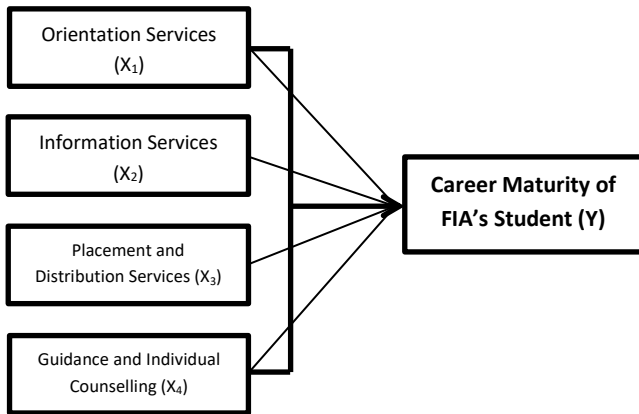


Figure 1. Hypothesis Model

Source : Data Processed by Author on April 18, 2016

H1: The variables of Orientation Services (X_1), Information Services (X_2), Placement and Distribution Services (X_3), Guidance and Individual Counselling (X_4) simultaneously influence significantly on the career maturity of the students in FIA UB Malang

H2: The variables of Orientation Services (X_1), Information Services (X_2), Placement and Distribution Services (X_3), Guidance and Individual Counselling (X_4), partially influence significantly on the career maturity of the students in FIA UB Malang

C. RESEARCH METHOD

Research on "The Effect of Career Development Service on Student Career Maturity" (A study on university student of Faculty of Administrative Science at Brawijaya University in Malang, East Java). This research uses explanatory research through a quantitative approach. Explanatory research is known to describe the influence of variables tested using statistical testing. The number of samples taken in this study were 97 students of Faculty of Administrative Science Brawijaya University. The method used to determine the amount of sample is simple random sampling method. In this method, the sample size is determined by considering the purpose of research based on criteria determined.

The analysis technique used in this study are:

1. Descriptive Statistical Analysis

One of the descriptive analysis method which is often used in social research is descriptive percentage. Descriptive analysis of the percentage is calculated by the total frequency of observations

divided by the number of respondents multiplied by 100 percent, as stated by Nasution (2006) in Pradana (2012).

2. Inferential Analysis

This study uses multiple linear regression analysis, to test the effect of the independent variable on the dependent variable.

a. Multiple Linear Regression Analysis

This analysis is used to determine the relationship between the independent variables with the dependent variable whether each independent variable associated positive or negative to predict the value of the dependent variable when the independent variables an increase or decrease. The formula used is a multiple linear regression equation as follows:

$$Y = a + b_1 + b_2 + b_3 + b_4 + e$$

Information :
 Y : career maturity variable
 a : intercept or constants
 b_1, b_2, \dots, b_4 : career development services variable
 e : error

Test interaction is often called by the Moderated Regression Analysis (MRA) which is a particular application of multiple linear regression where the regression equation include an element of interaction (multiplication of two or more independent variables) Ghazali (2006).

b. Classical Assumption Test

Variables used will be analyzed further by using the classical assumption test in order to determine if there is a deviation from the existing variables and to obtain statistical conclusions that can be justified. Classical assumption test include Normality Test, Multicollinearity Test, and Heteroscedasticity Test.

c. Coefficient Determination

According to Gujarati (2006), r^2 is an overview that says how well the regression line match the sample data. Magnitude of r^2 is known as the coefficient of determination (sample) and the magnitude of the most commonly used to measure the contrary of the regression line. Verbally, r^2 measures the proportion of the percentage of total

variation in Y that explained by the regression model. There are 2 characteristic of r^2 , namely:

- a. r^2 is not a negative quantity
- b. The boundary is $0 \leq r^2 \leq 1$ since part of the squares described (ESS) can not be greater than the total sum of squares (TSS). r^2 is 1 means "perfect match" because the whole of Y_i can be explained by the regression. r^2 is 0 means there is no correlation at all between Y_i and X_i .

r^2 test is used to measure the contribution of the independent variable on the dependent variable. r^2 has a value between 0 until 1 ($1 > r > 0$). The higher the value of r^2 in a regression or a value closer to number 1, makes the better the regression. In contrast, if the value of a regression r^2 are getting smaller, the conclusions from these regressions are not trustworthy. This value is generally written in terms of percent.

d. Hypothesis Testing

Simultaneous Test (F Test)

F-test was used to test whether the overall independent variable influence on the dependent variable.

Partial Test (t test)

Testing is done to see how strong the influence of each independent variable on the dependent variable (partially).

D. RESULTS

1. Descriptive statistical analysis

Based on the analysis per item above, it can be concluded the average level of respondents answer (grand mean) is 3.57 which the average of respondent who answered are agree or satisfied about the programs. The faculty of FIA services in term of orientation can already be declared good, especially in preparing events Lecturer program unit class (SAP) / RPKPS who earn the highest points in the variable of orientation services.

Based on the analysis per item above, it can be concluded the average level of respondents answer (grand mean) is 3,30 which is the average of respondents answer are neutral or hesitate about the programs. The faculty of FIA services in terms of information can not able yet to deliver some important information that students need,

especially in terms of deliver information on how students can find a job after graduating from faculty of FIA which got the lowest points in the variable of information services.

Based on the analysis per item above, it can be concluded the average level of respondents answer (grand mean) is 3.41 which the average of respondent who answered are agree or satisfied about the programs. The faculty of FIA services in term of Placement and Distribution can already be declared good, especially in Providing career services to help student career choice who earn the highest points in the variable of Placement and Distribution services.

Based on the analysis per item above, it can be concluded the average level of respondents answer (grand mean) is 3,33 which is the average of respondents answer are neutral or hesitate about the programs. The faculty of FIA services in terms of Guidance and Individual Counselling, especially in providing individualized attention to Ensure Student Success which got the lowest points in the variable of Guidance and Individual Counselling services.

Based on the analysis per item above, it can be concluded the average level of respondents answer (grand mean) is 3.44 which the average of respondent who answered are agree. The career maturity student of FIA can already be declared good, especially in determining realistic career decision who earn the highest points in the variable of career maturity.

2. Inferential Analysis

a. Multiple Linear Regression Analysis

Table 1. Regression Equations

Source : Primary Data Processed on September 24,

| Independent Variable | Unstandardized Coefficients | | Standardized Coefficients | t | Sig |
|--|-----------------------------|-----------|---------------------------|-------|-------|
| | B | Std Error | Beta | | |
| (Constant) | 3.761 | 5.258 | | 0,715 | 0.476 |
| X1 (Orientation Services) | 0.646 | 0.268 | 0.237 | 2.413 | 0.018 |
| X2 (Information Services) | 0.553 | 0.235 | 0.227 | 2.353 | 0.021 |
| X3 (Placement and Distribution Services) | 0.403 | 0.200 | 0.192 | 2.017 | 0.047 |
| X4 (Guidance and Individual Counseling) | 0.496 | 0.154 | 0.274 | 3.216 | 0.002 |

2016

The regression equations were obtained based on Table 1 is as follows:

$$Y = 3,761 + 0,646 X_1 \text{ (Orientation Services)} + 0,553 X_2 \text{ (Information Services)} + 0,403 X_3 \text{ (Placement and Distribution Services)} + 0,496 X_4 \text{ (Guidance and Individual Counseling)}$$

The value of dependent variable would be predicted by the independent variable. In this study, the dependent variable is the Career Maturity student of FIA and the value predicted by variables of Orientation Services (X1) is 0,646, Information Services (X2) is 0,553, Placement and Distribution Services (X3) is 0,403, and Guidance and Individual Counselling (X4) is 0,496. The regression of coefficient of all variables have a positive sign which shows that if the independent variable have increased, so the Career Maturity of student of FIA variable will be increased as well.

b. Classical Assumption Test

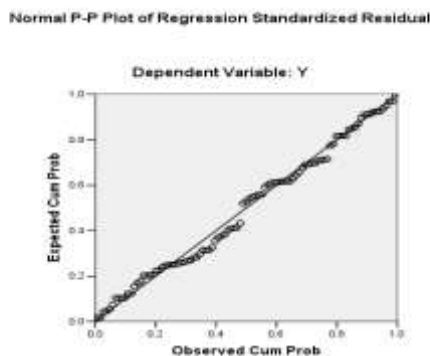


Figure 2. Residual Test

Source : Primary Data Processed on September 24, 2016

Normality test is performed to determine the value of the residual scattered normal or not, if the data is spread around the diagonal line and shows the pattern of normal distribution, then the regression model fulfills the assumptions of normality, otherwise if data is spread far from the diagonal and does not follow the direction of the diagonal line then regression model did not meet the assumption of normality. From Figure 2 it can be seen that the data is spread around the diagonal line and did not spread so much that it can be concluded that the data has fulfill the assumptions of normality.

Table 2. Multicollinearity Test

| Independent Variable | Collinearity Statistics | |
|----------------------|-------------------------|-------|
| | Tolerance | VIF |
| X1 | 0.501 | 1.997 |
| X2 | 0.515 | 1.940 |
| X3 | 0.531 | 1.883 |
| X4 | 0.662 | 1.509 |

Source : Primary Data Processed on September 24, 2016

In the test results found that overall tolerance values are >0.1 so that it can be concluded that there is no multicollinearity between independent variables. Multicollinearity test can also be done by comparing the value of VIF (Variance Inflation Factor) with the score of 10. If the value of VIF >10 then it occurred multicollinearity. Here are the test results of each independent variable:

- VIF for Orientation Services is 1,997
- VIF for Information Services is 1,940
- VIF for Placement and Distribution Services is 1,883
- VIF for Guidance and Individual Counselling is 1,509

From the test results it can be concluded that there is no multicollinearity between independent variables. Thus the absence of multicollinearity in the assumption test can be fulfilled.

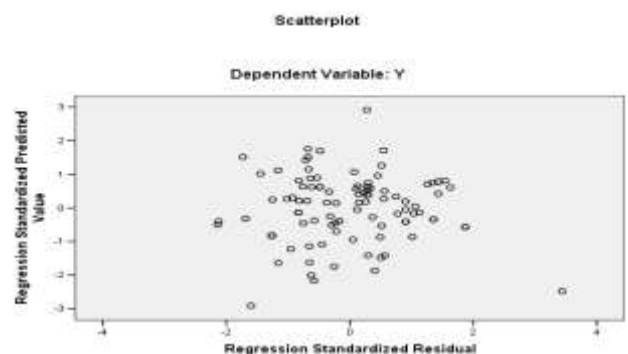


Figure 3. Heteroscedastisity Test

Source : Data Processed on September 24, 2016

The test results obtained that scatterplot diagram spreads and does not form a specific pattern then there is no heteroscedastisity, so it can be concluded that the residual variance has a homogeneous (constant) or in other

wordsthere are no heteroscedastisity phenome non.

c. Coefficient Determination

Table 3. The coefficient of determination (R2)

| R | R Square | Adjusted R Square |
|-------|----------|-------------------|
| 0.746 | 0.557 | 0.538 |

Source : Primary Data Processed on September 24, 2016

Table shows the regression model has a coefficient of determination (adjusted R2) of 0.538. It can be concluded that the contribution of independent variables consist of variables Orientation Services (X1), Information Services (X2), Placement and Distribution Services (X3), Guidance and Individual Counselling (X4) can affect the dependent variable of Career Maturity student of FIA (Y) by 53,8% and the remaining 46.2% is explained by other factors not discussed in this study.

d. Hypothesis Testing

Table 4. The Result of F test

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|--------|-------|
| Regression | 6712.149 | 4 | 1678.037 | 28.931 | 0.000 |
| Residual | 5336.036 | 92 | 58.000 | | |
| Total | 12048.186 | 96 | | | |

Source : Primary Data Processed on September 24, 2016

Based on Table 4, it can be seen that the value $df_1 = 4$ and $df_2 = 92$ the values of F table obtained at 2,471. Based on Table 23, hypothesis testing regression models simultaneously using the F test and can be seen Fcount is larger than Ftable ($28.931 > 2.467$) and the significance of 0.000 which is smaller than alpha ($\alpha = 0.05$). It can be concluded that H0 rejected and Ha accepted, it means that there are significant simultaneously effect between variables Orientation Services (X1), Information Services (X2), Placement and Distribution Services (X3), Guidance and

Individual Counselling (X4) to the variable Career Maturity student of FIA (Y).

Table 5. The Result t test

| Independent Variable | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | | | |
| (Constant) | 3.761 | 5.258 | | 0.715 | 0.476 |
| X1 (Orientation Services) | 0.646 | 0.268 | 0.237 | 2.413 | 0.018 |
| X2 (Information Services) | 0.553 | 0.235 | 0.227 | 2.353 | 0.021 |
| X3 (Placement and Distribution Services) | 0.403 | 0.200 | 0.192 | 2.017 | 0.047 |
| X4 (Guidance and Individual Counselling) | 0.496 | 0.154 | 0.274 | 3.216 | 0.002 |

Source : Primary Data Processed on September 24, 2016

The t-test is done by comparing the tcount of each independent variable with a value of ttable with a degree of error of 5% ($\alpha = 0.05$).

a. Orientation Services (X1)

Results of hypothesis testing, regression coefficient Orientation Services (X1) can be written variable X1 has a regression coefficient that has been standardized at 0.237, Obtained tcount at 2.413 and gained a significance value of 0.018. Values tcount test statistic is greater than ttable ($2.413 > 1.986$) and a significant value smaller than $\alpha = 0.05$. This test shows that H0 rejected and Ha is accepted, it can be concluded that the variable Orientation Services (X1) significantly affects the Career Maturity student of FIA variable (Y).

b. Information Services (X2)

Results of hypothesis testing of regression coefficient Information Services (X2) can be written that X2 has a regression coefficient that has been standardized by 0.227. Obtained tcount of 2,353 and obtained a significance value of 0.021. Values tcount test statistic is greater than ttable ($2.353 > 1.986$) and a significant value smaller than $\alpha = 0.05$. This test shows that H0 rejected and Ha is accepted, it can be concluded that the variable Information Services (X2) significantly affects the Career Maturity student of FIA (Y).

c. Placement and Distribution Services (X3)

Results of hypothesis testing regression coefficient opinions (X3) may be written X3 has a value of regression coefficients that have been standardized 0.192. Obtained tcount of 2,017 and obtained a significance value of 0.047. Values tcount test statistic is greater than ttable ($2.017 > 1.986$) and a significant value smaller than $\alpha = 0.05$. This test shows that H0 rejected and Ha is received, it can be concluded that the variable Placement and Distribution Services (X3) significantly affects the Career Maturity student of FIA variable (Y).

d. Guidance and Individual Counseling (X4)

Results of hypothesis testing regression coefficient brand loyalty variable (X4) can be written that X4 has a regression coefficient that has been standardized by 0.274. Obtained tcount t of 3.216 and obtained significance value of 0.002. Values tcount test statistic is greater than ttable ($3.216 > 1.986$) and a significant value smaller than $\alpha = 0.05$. This test shows that H0 rejected and Ha is received, it can be concluded that the variable Guidance and Individual Counselling (X4) significantly affects the Career Maturity student of FIA variable (Y).

E. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Based on the calculation of the descriptive statistical analysis, it can be known that the average of each variable calculation on Orientation Services (X1), Information Services (X2), Placement and Distribution Services (X3), Guidance and Individual Counselling (X4) and Career Maturity of student in FIA UB (Y), show that the majority of respondent s tend to agree about the implementation of Career Development services in FIA UB. This is indicated by the results of the overall grand mean are in the interval >3 to 4 which state the positive result which means the Faculty of Administrative Science, Brawijaya University in Malang East Java has been good enough in developing the career of the students.
2. The simultaneously Effect for each independent variable on the Career Maturity student

of FIA UB student was done by testing the Ftest. From the results of multiple linear regression analysis obtained that independent variables have a significant influence simultaneously to the Career Maturity student of FIA. It can be concluded that the testing of the hypothesis stated that there are simultaneously effect between an independent variable to dependent variable named Career Maturity student of FIA UB is acceptable.

3. To determine the partial effect of independent variables of Orientation Services (X1), Information Services (X2), Placement and Distribution Services (X3), and Guidance and Individual Counselling (X4) of the Career Maturity of student in FIA UB which is conducted by the testing of t-test. Based on the test results showed that there are four variables that have a significant influence on the Career Maturity student of FIA UB namely Orientation Services, Information Services, Placement and Distribution Services and Individual Guidance and Counselling. Based on the results of the t test showed that the variables Guidance and Individual Counselling has the bigger t value and beta coefficients. So that, the Guidance and Counselling variable has the strongest influence compared to other variables, the Individual Guidance and Counselling variable has a dominant influence on Career Maturity student of FIA.

Recommendations

Based on the conclusions above, there are some suggestions which is expected to be helpful for the faculty as well as for other party in need. The recommendations are,

1. Hopefully the faculty can improve the services of Guidance and Individual Counselling through the improvement of Plan studies, review progress, set academic goals, Facilitate social or emotional learning opportunities, Connect student to activities and elective based on their interest, Provide on going individualized attention to Ensure student success, Help students plan for the future by establishing a career path, Help student to understand Reviews their strength and talents, Facilitate wide activities and Career guidance lesson. By all of these programs, the career maturity student of FIA UB will increase, since the variable

Guidance and Individual Counselling has influence in affecting the Career Maturity student of FIA UB.

2. Considering the independent variable in this study which are consist of Orientation Services, Information Services, Placement and Distribution Services and Individual Guidance and Counselling are very important in influencing Career Maturity of FIA UB student, so I expected the results of this study can be used as a reference for further research to develop this research by considering other variables except the variables that are included in this study.

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