



## Contribution of Adversity Quotient, Self Awareness and Demographic Factors to Student Career Maturity

Wahyu Kurniawan<sup>1</sup>, Daharnis<sup>2</sup>, Yeni Karneli<sup>3</sup>

<sup>123</sup>Universitas Negeri Padang

\*Corresponding Author: [wahyu.kurniawan0290@gmail.com](mailto:wahyu.kurniawan0290@gmail.com)

### Abstract

One of the purposes of vocational school (SMK) is as an education facility to prepare alumni who are ready to enter work field, but in contrary the highest number of unemployed in West Sumatra is dominated by SMK alumni. This research aims to describe the contribution of adversity quotient, self awareness and demographic factors to student career maturity. The study was conducted using quantitative descriptive methods. The research population were students of class XII at SMKN6 Padang as many as 392 students and a sample of research were 198 students. The technique used in this research was purposive sampling technique. The instrument used was a adversity quotient, self awareness and career maturity scale was using Likert model, and the research data was analyzed using simple regression and multiple regression with dummy variables. The research findings prove that: (1) adversity quotient has an effective contribution of 23% to student career maturity, (2) self awareness contributing as much as 37.9% to career maturity, (3) gender does not contribute to career maturity, (4) socioeconomic status contributes 4.9% to student career maturity, and (6) there were 47.8% of contributions together with adversity quotient, self awareness, gender and socioeconomic status on students' career maturity. This result show that student's career maturity was not influenced by one variable only but adversity quotient, self awareness and demographic factor all together contribute in forming student's career maturity. Therefore, increase in career maturity as an attempt to prepare students prior to entering work field could be done by optimizing adversity quotient level and self awareness while also considering demographic factor of each students.

**Keywords:** Adversity Quotient, Self Awareness, Demographic Factors, Career Maturity.

**How to Cite:** Kurniawan, W., Daharnis, D., & Karneli, Y. (2020). Contribution of adversity quotient, self awareness and demographic factors to student career maturity. *International Journal of Research in Counseling and Education*, 4 (1): pp. 70-75, DOI: 10.24036/00261za0002



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author.

## Introduction

Career is an important issue in human life, because it covers the individual's development (Ratnaningsih, Kustanti, Prasetyo & Fauziah, 2017) as a result of the information and feedback received on themselves and the profession (Inkson, & Elkin, 2008; Patton, & McMahon, 2006; Perry, & Vanzandt, 2006), which take place throughout the life span. Success in solving individual career development tasks that are typical of any particular developmental stage is also called the career maturity (Gonzales, 2008), Career maturity can be defined as the ability to complete the task of development characterized by their knowledge and skills so they're ready to make career decisions which are appropriate and relevant in their life (Yon, Jeong, & Goh, 2012; Miles 2008; Coertse & Schepers 2004; Louw et al, 2005; Pinasti, 2011; Mubiana 2010).

Indecision in making career decision due to lack of career maturity (Çoban, 2005; Gülbahçe, 2007; Kök, 2013; Sekmenli, 2000; Şahin, 2010; Ürün, 2010) thus making the individual is not ready to undergo a career decision that has been made (Zunker, 2006). Individuals with a high level of career maturity, can make more informed career choices (Patton, Creed, & Muller, 2002) and less experienced uncertainty in a career (Creed & Patton, 2002; Patton & Creed Gonzales, 2008). The ability to make a right career decision also help individuals to protect their mental health (Brown, 2003; Field, 2008), because the career chosen by those individuals can influence their lifestyles, values, and status in life (Brown, 2003; Kuzgun, 20008).

---

But in order to make correct and accurate decisions, people should be aware of the skills, interests, and values that, and also get professional help in optimizing these aspects (Brown, 2003; Foley, Kelly, & Hartman, 2006; Taber, Hatung, Briddick, Briddick, and Rehfuss, 2011; and Yeşilyaprak, 2012). Nainggolan, Firman, & Karneli (2018) say is parental social support and self-concept also has a close relationship with the stability of a career decision.

Career maturity of individuals affected by many factors, among others: locus of control (Dhillon & Kaur, 2005), self-concept (Gulbahce, 2007), work experience (Buchanan & Flouri, 2002), culture (Patton, Watson, & Creed, 2004), the role of parents (Choi, Hutchison, Lemberger, & Pope, 2012), adversity quotient (Khusna, Karyanta & Setyanto, 2017), generation (Harlow & Bowman, 2016), gender (Busacca & Taber, 2002; Patton & Creed, 2002; Choi, Hutchison, Lemberger, and Pope 2012), ethnicity (Grashinta, Istiqomah & Wiroko, 2018), as well as socio-economic status (Yon et al., 2012; Sofyan, Joseph & Daharnis, 2013). Individuals with high career maturity have an openness to experience and personality traits, versatile and curious; creative, sensitive to change, imaginative, open to innovation, and individuals who are willing to take risks (Caligiuri, 2000; Gosling, Rentrow, & Swan, 2003; McCrae & Costa, 2006; Moody, 2007; Roccas, Sagiv, Schwartz, & Knafo, 2002).

The courage to take risks to achieve career requires a high fighting spirit and perseverance and endurance in facing obstacles, or better known as the adversity quotient. Adversity quotient can be defined as the ability of individuals to respond to the difficulties they experienced, such as the ability to confront and overcome these difficulties (Stoltz, 2005; Shen and Chang, 2009; Shen, 2013). Besides adversity quotient, the maturity of a person's career can be seen based on the awareness of self-owned. Seligman said that traits can mark individual career maturity include increased of self-awareness (Amalia & Muhari, 2013), self awareness is knowledge about ourselves, about the beliefs, assumptions, and the ability to reflect on one's beliefs, organize thoughts and feelings that has that has consequences for the everyday life experiences (Jopling, 2000; Baxter, 2001). Through mastery of these aspects will be considered in students planning and decision-making career (Sulusyawati, Joseph & Daharnis, 2017).

Another factor influencing the career maturity is sex (Patton & Lokan, 2001; Busacca & Taber, 2002; Patton & Creed, 2002; Choi, Lemberger, & Pope, 2012), women are considered to have a higher career maturity level than men (Arshad, 2001; Clara, 2002; Creed & Patton, 2003). Women have faster developmental stage (Papalia, et al, 2009; Patton & Creed, 2002), a high accuracy and assiduous to the task, better in identifying themselves (Wijaya, 2012), and tend to interact with many people, which is access for individuals to dig up information about a specific career or education (Mardiyati & Yuniawati 2015). The older women, the higher their maturity in career than men (Patton & Creed, 2002). In addition to gender, socio-economic status of individual circumstances is also a factor related to the level of career maturity (Annamalai, 2000; She, 2001; Lee, 2000; Syuhadak, 2004). Individuals who come from families with higher socio-economic status, have more opportunities to continue education, greater access to financial resources, work knowledge, informal networks, adequate facilities and support in individual development tasks (Schoon et al., 2007; Schoon & Parsons, 2002; Pinasti, 2011).

## Method

This research uses descriptive quantitative method, with population of class XII students at SMKN 6 Padang, there were 392 people, the study sample were 198 students whom were selected using purposive sampling technique. The instrument used was a adversity quotient, self awareness and career maturity scale was using Likert model, and the research data was analyzed using simple regression and multiple regression with dummy variables by using SPSS 22.0. Validity test result shows that from 120 items there were 15 invalid items, reliability test shows that Alpha Cronbach score was 0,8 so the research instrument could be considered reliable to use. Data were analyzed using double regression with dummy variables because one of research data was in categorical form.

## Results and Discussion

This research data consists of a variable adversity quotient ( $X_1$ ), self awareness ( $X_2$ ), demographic factors include sex ( $X_3$ ), socioeconomic status ( $X_4$ ) and career maturity ( $Y$ ), here presented results of analysis of data obtained.

**Table 1. Analysis Contributions *Adversity Quotient* (X<sub>1</sub>), Self Awareness (X<sub>2</sub>), Gender (X<sub>3</sub>) and the Socio-Economic Status (X<sub>4</sub>) on the Career Maturity (Y)**

No	Model	R	R Square	Adjusted R Square	Sign
1	X <sub>1</sub> -Y	,484	,234	,230	,000
2	X <sub>2</sub> -Y	,619	,383	,379	,000
3	X <sub>3</sub> -Y	,134	,018	,013	,059
4	X <sub>4</sub> -Y	,241	,058	,049	,003
5	X <sub>1234</sub> -Y	,701	,492	,478	,000

Table 1 above shows that the correlation (R) adversity quotient (X<sub>1</sub>) with a career maturity of 0.484, Adjusted R Square value of 0.23 and a value of 0.000 indicates that adversity quotient contributes significantly to career maturity with the effective contribution of 23,0%. The remaining portion of 77.0% is influenced by other variables. Adversity quotient is a factor that supports student success in the facing adversity and the process of resolving the problems encountered (Hidayat & Prabawanto, 2018; MZ, Risnawati & Prahmana, 2017; Parvathy & Praseeda, 2014; Phoolka, 2012). With high adversity quotient then the individual will not be easy to give up when faced with obstacles or problems in making career they desired.

In the second model, it appears that the value of R obtained between self awareness with career maturity is equal to 0.619, with the value of Adjusted R Square of 0.379. These results indicate that self-awareness has a significant contribution to the career maturity, the amount of the effective contribution of 37.9%. Self-awareness has an important role to achieve the career maturity of students, mainly related to the decision making the desired career. To be able to make the right and accurate decisions, people should be aware of skills, interests, and values (Brown, 2003; Foley, Kelly, & Hartman, 2006; Yeşilyaprak, 2012) which is part of self-awareness that owned by that individual. In addition, the characteristics that mark the career maturity of individual is an increase in self-awareness at themselves (Amalia & Muhari, 2013).

The third model in Table 1 shows the correlation (R) between sexes and career maturity which is 0.134 with the value of Adjusted R Square of 0.013 and the value of Sign at 0.059. These results indicate that gender does not contributes to the students' career maturity. In the fourth model, seen in the value of correlation (R) obtained between socioeconomic status variables with career maturity is equal to 0.241. Score Adjusted R Square Sign are to 0,049 and 0,003 gives the sense that socioeconomic status contributes significantly to the career maturity of students with the effective contribution of 4.9%. Socio-economic status of the individual may have an impact on career maturity related to career planning, freedom to explore and access the desired look for career information. Individuals who come from families with higher socio-economic status, have more opportunities to continue education, greater access to financial resources, work knowledge, informal networks, adequate facilities and support in individual development tasks (Schoon et al., 2007; Schoon & Parsons, 2002).

The last model shows that the correlation (R) obtained is 0.701. Score of *Adjusted R Square* is 0,478 which explains that adversity quotient, self awareness, gender and socioeconomic status all together contributes towards maturity, with the effective contribution of 47.8%. The remaining 52.2% is influenced by other variables not included in the study.

Based on the above findings, we can conclude that adversity quotient, self awareness, gender and socioeconomic status are factors that influence students' career maturity. Adversity quotient individual needed in any attempt to achieve the desired goal, in this case related to the career of the individual. Unyielding attitude, responsible and the ability to make the right decisions when under pressure will be a capital importance in the efforts to establish a career. In addition, in order to take the right career decision, individuals should consider the desire with the ability to self-possessed. Their ownership of self awareness, make people better understand the strengths and weaknesses.

Demographic factors such as gender and socioeconomic status also have important roles in achieving career maturity. Correspondence between expectations and reality in an effort to realize the career is the first step that can help individuals achieve career success in the future. It takes an active role from the guidance and counseling teacher/Counselor as one of the driving forces in student career exploration, both in providing career information and in an effort to explore the conditions of the talents and interests of learners (Daharnis & Ardi (2016). Career guidance is one passage and counseling process guidance service aimed at helping students in the process of self-understanding, understanding of the values, the introduction of the environment, and how to overcome obstacles, develop a career in the future and be able to determine a career direction by planning (Karneli, 2009; Nengsih, Firman, & Iswari, 20159).

(Contribution of adversity quotient, self awareness and demographic factors...)

---

## Conclusion

Based on the results of the analysis, it can be concluded that adversity quotient contributed significantly by 23.0% against the career maturity, self-awareness contributes significantly to 37.9% career maturity, sex contributes only 1.3%, and no significant effect on career maturity, while the socio-economic status, contribute significantly with the effective contribution of 4.78%. Taken together adversity quotient, self awareness, gender and socioeconomic status contributes significantly to career maturity with the effective contribution of 47.8%. This result gives the sense that the level of achievement of individual career maturity not only influenced by one variable, but also affected by adversity quotient, self awareness, gender and socioeconomic status. This means that all variables will be more effective when they are combined together as a predictor to help improve individual career maturity. These results should be a concern for all parties to prepare for the career maturity of students before graduation. So that the moment has passed, students will be more prepared to enter the work field and to realize the desired career.

## References

- Amalia, N. R., Muhari. (2013). Hubungan antara adversity quotient dengan kematangan karir pada peserta didik di Mandiri Entrepreneur Center (MEC) Surabaya. *Jurnal Mahasiswa Teknologi Pendidikan*, 2(1).
- Annamalai, R. (2000). Tahap kesadaran kerjaya pelajar India di dua buah sekolah menengah di Pelabuhan Klang. MA Thesis. Universiti Malaya, Kuala Lumpur.
- Arshad, M.S. (2001). Kesedaran kerjaya di kalangan pelajar Tingkatan 2 di sebuah sekolah menengah. MA Thesis. Universiti Malaya, Kuala Lumpur.
- Brown, D. (2003). *Career information, career counseling and career development*. ABD: Pearson Education, Inc.
- Buchanan, A., Ten Brinke, J., & Flouri, E. (2000). Parental background, social disadvantage, public "care," and psychological problems in adolescence and adulthood. *Journal of the American Academy of Child & Adolescent Psychiatry*, 39(11), 1415-1423.
- Busacca L. A., & Taber, B. J. (2002) The career maturity inventory-revised: A preliminary psychometric investigation. *Journal of Career Assessment*, 10(4), 441-145.
- Caligiuri, P. M. (2000). The big five personality characteristics as predictors of expatriate's desire to terminate the assignment and supervisor-rated performance. *Personnel Psychology*, 53(1), 67-68.
- Caligiuri, P. M. (2000). The big five personality characteristics as predictors of expatriate's desire to terminate the assignment and supervisor-rated performance. *Personnel Psychology*, 53(1), 67-68.
- Choi, S., Hutchison, B., Lemberger, M. E., & Pope, M. (2012). A longitudinal study of the developmental trajectories of parental attachment and career maturity of South Korean adolescents. *The Career Development Quarterly*, 60(2), 163-177.
- Clara, A. A. (2002). Kesedaran kerjaya di kalangan pelajar Tingkatan 4 di sebuah sekolah menengah. MA Thesis. Universiti Malaya, Kuala Lumpur.
- Çoban, A. E. (2005). investigation of the vocational maturity levels of 11th grade students in relation to some predictive variables. *Journal of Education Faculty*, 6(10), 39-54.
- Coertse, S., & Schepers, J. M. (2004). Some personality and cognitive correlates of career maturity. *SA Journal of Industrial Psychology*, 30(2), 56-73. Creed & Patton, 2002; Patton & Creed, 2007
- Creed, P. A., & Patton, W. (2003). Predicting two components of career maturity in school based adolescents. *Journal of career Development*, 29(4), 277-290
- Daharnis., & Ardi, Z. (2016). The compatibility student choice of university majoring; A preliminary studies. *Journal of Guidance and Counseling*, 6(1), 101-109.
- Dhillon, U., & Kaur, R. (2005). Career maturity of school children. *Journal of the Indian Academy of Applied Psychology*, 31(1), 71-76.
- Field, S. (2008). *Career coach: Managing your career in education*. New York: Ferguson Publishing, Inc.
- Field, S. (2008). *Career coach: Managing your career in education*. New York: Ferguson Publishing, Inc.
- Flouri, E., & Buchanan, A. (2002). The role of work-related skills and career role models in adolescent career maturity. *The Career Development Quarterly*, 51(1), 36-43.
- Foley, P. F., Kelly, M. E., & Hartman, B. W. (2006). Career indecision. *Encyclopedia of career development*, 1, 109-115.
- Foley, P. F., Kelly, M. E., & Hartman, B. W. (2006). Career indecision. In J.H. Greenhouse & G.A. Callanan (Eds.), *Encyclopedia of career development* (109-115). London: Sage Publications.
- González, M. A. (2008). Career maturity: a priority for secondary education. *Electronic Journal of Research in Educational Psychology*, 2(3).
- Gosling, S. D., Rentfrow, B. J., & Swan, W. B. J. (2003). A very brief of the big five personality domains. *Journal of Research in Personality*, 37(2003), 504-528.
- Grashinta, A., Istiqomah, A. P., & Wiroko, E. P. (2018). Pengaruh future time perspective terhadap kematangan karir pada mahasiswa. *Jurnal Psikologi Pendidikan & Konseling*, 4, 25-31.
- Gülbağçe, A. (2007). *An analysis of self image and social comparison of the students who have different career*

- maturity levels* (Published doctoral thesis). Atatürk University, Institute of Educational Sciences, Erzurum, Turkey.
- Harlow, A. J., & Bowman, S. L. (2016). Examining the career decision self-efficacy and career maturity of community college and first-generation students. *Journal of Career Development, 43*(6) 512-525.
- Hidayat, W., & Prabawanto, S. (2018, January). Improving students' creative mathematical reasoning ability students through adversity quotient and argument driven inquiry learning. In *Journal of Physics: Conference Series* (Vol. 948, No. 1, p. 012005). IOP Publishing.
- Inkson, K., & Elkin, G. (2008). Landscape with travellers: The context of careers in developed nations. In J. A. Athanasou & R.V. Esbroeck (Eds.), *International Handbook of Career Guidance*. Springer Science+Business Media.
- Jopling, D. A. (2000). *Self-knowledge and the self*. New York: Routledge.
- Karneli, Y. (2009). Bimbingan karier sebagai upaya membantu kesiapan siswa dalam memasuki dunia kerja. *Konseling Indonesia*.
- Khusna, N., Karyanta, N. A., & Setyanto, A. T. (2017). Hubungan antara adversity quotient dan dukungan keluarga dengan kematangan karir remaja yatim di SMA di Surakarta. *WACANA, 9*(1).
- Kök, M. (2013). *Investigation about relation between childhood traumatic experiences and vocational maturity level of high school last grade students* (Unpublished master's thesis). Atatürk University, Institute of Educational Sciences, Erzurum.
- Kuzgun, Y. (2000). *Meslek danışmanlığı: Kuramlar ve uygulamalar*. Nobel.Louw, J., M., Diacon, A. H., Schuurmans, M., Theron, M., Wright, C. A., Brundyn, K., & Bolliger, C. T. (2005). Utility of rapid on-site evaluation of transbronchial needle aspirates. *Respiration, 72*(2), 182-188.
- Mardiyati, B. D., & Yuniawati, R. (2015). Perbedaan adaptabilitas karir ditinjau dari jenis sekolah (SMA dan SMK). *Empathy, 3*(1), 31-41.
- McCrae, R. R., & Costa, P. T. (2006). *Personality in adulthood, A five-factor theory perspective* (Second Edition). New York: Guilford Press.
- Miles, I. (2008). Patterns of innovation in service industries. *IBM Systems journal, 47*(1), 115-128.
- Moody, M. C. (2007). *Adaptive behaviour in intercultural environments: The relationship between cultural intelligence factors and big five personality traits* (Unpublished doctoral dissertation). George Washington University, Washington.
- Mubiana, P. B. (2010). *Career maturity, career knowledge, and self knowledge among psychology honours students: An exploratory study* (Doctoral dissertation, University of Pretoria).
- MZ, Z., Risnawati, K. A., & Prahmana, R.C.I. (2017). Adversity quotient in mathematics learning (quantitative study on students boarding school in Pekanbaru). *International Journal on Emerging Mathematics Education (IJEME), 1*(2), 169-176.
- Nengsih, Firman, & Iswari, (2015). Pengaruh Layanan Bimbingan Kelompok Terhadap Perencanaan Arah Karier Siswa SMA Pembangunan Laboratorium Universitas Negeri Padang. *AL-IRSYAD, 7*(1).
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human development (psikologi perkembangan)*. Jakarta: Salemba Humanika.
- Parvathy, U., & Praseeda, M. (2014). Relationship between adversity quotient and academic problems among student teachers. *Journal of Humanities and Social Science, 19*(11), 23-26.
- Patton, W. A., & Creed, P. A. (2002). Developmental issues in career maturity and career decision status. *The Career Development Quarterly, 49*(4), 336-351.
- Patton, W. A., & Creed, P. A. (2007). The relationship between career variables and occupational aspirations and expectations for Australian high school adolescents. *Journal of Career Development, 34*(2), 127-148.
- Patton, W. A., & Lokan, J. (2001). Perspectives on Donald Super's construct of career maturity. *International Journal for Educational and Vocational Guidance, 1*(1-2), 31-48.
- Patton, W. A., Creed, P. A., & Muller J. (2002). Career maturity and well-being as determinants of occupational status of recent school leavers: A brief report of an Australian study. *Journal of Adolescent Research, 17*(4), 425-435.
- Patton, W. A., & Creed, P. A. (2001). Developmental issues in career maturity and career indecision status. *The Career Development Quarterly, 49*(4).
- Patton, W. A., & Lokan, J. (2001) Perspectives on Donald Super's construct of career maturity. *International Journal for Educational and Vocational Guidance, 1*(2), 31-48.
- Perry, N., & VanZandt, Z. (2006). *Focus on the future: a career development curriculum for secondary school students*. IDEA.
- Phoolka, S. 2012. Adversity Quotient: A New Paradigm in Management to Explore. *RJSSM, Vol 2*(7), 109-117.
- Pinasti. (2011). Pengaruh Self-efficacy, Locus Of Control dan Faktor Demografis Terhadap Kematangan Karier. Jakarta: UIN Syarif Hidayatullah, 38.
- Ratnaningsih, I. Z., Kustanti, E. R., Prasetyo, A. R., & Fauziah, N. (2017). Kematangan karier siswa SMK ditinjau dari jenis kelamin dan jurusan. *Humanitas, 13*(2), 112.

- 
- Roccas, S., Sagiv, L., Schwartz, S. H., & Knafo, A. (2002). The big five personality factors and personal values. *Personality and Social Psychology Bulletin*, 28(6), 789-801.
- Şahin, K. (2010). *Examination of the relationship between occupational maturity level and decision making strategies of secondary school students* (Unpublished master's thesis). Maltepe University, Institute of Social Sciences, Istanbul.
- Schoon, I., & Parsons, S. (2002). Teenage aspirations for future careers and occupational outcomes. *Journal of Vocational Behavior*, 60, 262-288
- Schoon, I., Martin, P., & Ross, A. (2007). Career transitions in times of social change. His and her story. *Journal of Vocational Behavior*, 70, 78-96.
- Sekmenli, T. (2000). *School examined in terms of some variables of trait anxiety levels of students of vocational maturity* (Unpublished master's thesis). İnönü University, Institute of Social Sciences, Malatya.
- Shen., & Chang, C. C. (2009). Relationship of advisory mentoring to MBA career maturity: An anticipatory socialization perspective. *Journal of Career Development*, 35(3), 248-264.
- Shen, H. (2013). Mind the gender gap. *Nature*, 495(7439), 22.
- Sofyan, A., Yusuf, A. M., & Daharnis, D. (2013). Tingkat Aspirasi Karir Siswa di Tinjau dari Jenis Kelamin, Jurusan dan Daerah Tempat Tinggal. *Jurnal Konseling dan Pendidikan*, 1(3), 9-27.
- Stoltz, G. P. (2005). *Adversity quotient: mengubah hambatan menjadi peluang*. Jakarta: Grasindo.
- Sulusyawati, H., Yusuf, A. M., & Daharnis, D. (2017). Perencanaan karier siswa di SMA ditinjau dari status sosial ekonomi, jenis kelamin, dan jurusan. *Jurnal Bikotetik*, 01(3).
- Syuhadak, J. M. (2004). *Hubungan Antara Kesedaran Kerjaya Dengan Pemilihan Kerjaya Di Kalangan Pelajar-pelajar Sekolah Menengah Umum Indonesia Kuala Lumpur* (Doctoral Dissertation, Fakulti Pendidikan, Universiti Malaya).
- Taber, B.J., Hatung, P. J., Briddick, H., Briddick, W. C., & Rehfuss, M. C. (2011). Career style interview: A contextualized approach to career counseling. *The Career Development Quarterly*, 59, 274-287.
- Ürün, E.A. (2010). *The relationship between the self-esteem level and the vocational maturity of high school students* (Unpublished master's thesis). Balikesir University, Institute of ESocial Sciences, Balikesir.
- Wijaya, F. (2012). Hubungan antara kematangan karir dengan motivasi belajar pada siswa kelas X MAN Cibinong.
- Yeşilyaprak, B. (2012). The Paradigm shift of vocational guidance and career counseling and its implications for Turkey: An evaluation from past to future. *Educational Sciences: Theory & Practice*, 12 (1), 97-118.
- Yon, K. J., Joeng, J. R., & Goh, M. (2012). A longitudinal study of career maturity of Korean adolescents: the effects of personal and contextual factors. *Asia Pacific Education Review*, 13(4), 727-739.
- Zunker, V. G. (2006). *Career counseling: A holistic approach*. Belmont, CA: Brooks.