



The influence of self-efficacy and social support on the career maturity of students at SMKN 1 Rejotangan

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Abstract— This study aims to analyze the influence of self-efficacy and social support on the career maturity of students at SMKN 1 Rejotangan. The research background is motivated by the high unemployment rate among vocational high school (SMK) graduates, indicating students' low career readiness. This study employs a quantitative approach using multiple linear regression analysis. The sample consists of 116 eleventh-grade students selected through proportional random sampling. The research instrument was a questionnaire tested for validity and reliability.

Keywords— self-efficacy, Social support, Career maturity, Vocational High School (SMK).

I. INTRODUCTION

Vocational education, particularly Vocational High Schools (SMK), plays a strategic role in preparing a workforce ready to enter the job market. However, data reveals a high open unemployment rate among SMK graduates, according to the data released [1] reaching 13.55%, the highest compared to other educational levels [2]. This phenomenon indicates challenges in the career maturity of SMK students, including at SMKN 1 Rejotangan, which is the focus of this study.

Career maturity refers to an individual's ability to plan, explore, and make informed and realistic career decisions [3]. One factor hypothesized to significantly influence career maturity is self-efficacy—a student's belief in their ability to overcome challenges and complete career-related tasks [4]. Research by Aminah [5] indicates that students with high self-efficacy tend to be better prepared in making career decisions. Additionally, social support from parents, teachers, and peers plays a crucial role in shaping students' perceptions of their career readiness [6].

Based on this background, this study aims to analyze the influence of self-efficacy and social support on the career maturity of students at SMKN 1 Rejotangan. Using a quantitative approach and linear regression method [7], this research involves 116 students as respondents. The findings are expected to provide practical contributions to the development of career guidance programs in schools, as well as enrich the literature on factors determining vocational high school (SMK) students' career readiness [8].

The findings of this study indicate that self-efficacy and social support significantly influence students' career maturity [6]. As an implication, schools need to strengthen students' self-belief through skills training and foster a supportive environment, while parents and teachers are expected to provide optimal support in students' career decision-making

process. Thus, it is hoped that vocational high school (SMK) graduates will be better prepared to face workplace challenges and reduce future unemployment rates.

II. RESEARCH METHOD

This study employs a quantitative approach with a survey method to examine the influence of self-efficacy and social support on students' career maturity. The quantitative approach was chosen because it allows for objective measurement of the relationships between variables through numerical data [5]. The research design is correlational, with independent variables (self-efficacy and social support) and a dependent variable (career maturity). Data was collected by distributing questionnaires to respondents, which were then statistically analyzed to test the formulated hypotheses [9].

The study population consisted of all 164 eleventh-grade students from the Light Vehicle Automotive Engineering (TKRO) program at SMKN 1 Rejotangan. The researcher prepared the following sample table;

Tabel 2.1 total research population

NO	KELAS	JUMLAH SISWA
1.	XI TKR 1	41
2.	XI TKR 2	41
3.	XI TKR 3	41
4.	XI TKR 4	41
Total keseluruhan		164 siswa

The sample size was determined using Slovin's formula with a 5% margin of error, yielding 116 students.

Tabel 2.2 Sample allocation in class

NO	Kelas	Jumlah siswa	Sample yang di ambil
1	XI TKRO 1	41	29
2	XI TKRO 2	41	29
3	XI TKRO 3	41	29
4	XI TKRO 4	41	29
TOTAL		164	116

Proportional random sampling was applied to ensure proportional representation from each class [10]. This random sampling technique aimed to minimize bias and enhance the generalizability of the research findings, using the formula ;



$$n = \frac{N}{1 + Ne^2}$$

The research instrument was a questionnaire using a 5-point Likert scale, covering three variables: self-efficacy, social support, and career maturity.

Tabel 2.3 Instrument self efficacy

Variabel	Indikator	Butir soal
Self efficacy	Sikap dalam menyelesaikan tugas	1,2,3,4
	Kegigihan dalam menyelesaikan tugas	5,6,7,8
	Keyakinan dan mengorientasikan suatu tindakan	9,10,11,12
	Kinerja akademik	13,14,15,16

Tabel 3. 5 kisi-kisiinstruen dukungan sosial

Variabel	Indikator	Butir soal
Dukungan sosial	Dukungan emosional	1,2,3,4
	Dukungan instrumental	5,6,7,8
	Dukungan persehabatan	9,10,11,12
	Dukungan informasional	13,14,15,16

Tabel 3. 6 kisi-kisi instrumen kematangan karir

Variabel	Indikator	Butir soal
Kematangan karir	Perencanaan karir	1,2,3,4
	Ekplorasi karir	5,6,7,8
	Kopetensi informasional	9,10,11,12
	Pengambilan keputusan karir	13,14,15,16

The indicators for self-efficacy were based on [6] theory, including self-confidence, perseverance, and action orientation. Meanwhile, the indicators for social support referred to Cohen & Wills [11], encompassing emotional, instrumental, and informational support. The questionnaire was tested for validity and reliability, with Cronbach's Alpha values > 0.70 for all variables, indicating good internal consistency.

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) software, version 22. The analytical stages included classical assumption tests (normality, multicollinearity, and heteroskedasticity) followed by multiple linear regression analysis to examine the influence of the independent variables on the dependent variable. Normality was tested using the Kolmogorov-Smirnov method, while multicollinearity and heteroskedasticity tests were performed to ensure no regression assumptions were violated [12]. The results confirmed that the regression model met all assumptions, ensuring the reliability and validity of the findings. Additionally, hypothesis testing was carried out through partial (t-test) and simultaneous (F-test) analyses to assess the individual and collective effects of self-efficacy and social support variables on career maturity.

III. RESEARCH RESULTS AND DISCUSSION

Results

This study was conducted on 116 eleventh-grade students from the Light Vehicle Engineering (TKRO) program at SMKN 1 Rejotangan, as presented in Table 2.2. The descriptive analysis revealed the following average scores:

self-efficacy (X1) at 47.32, social support (X2) at 59.00, and career maturity (Y) at 60.44.

Tabel 3.1 Descriptive Statistics of the Variables (X1) self efficacy

N	Mean	Median	modus	Standar Deviasi	variasi	range	Nilai Terendah	Nilai tertinggi
116	47.32	48	48	8,58	73,61	48	12	60

The frequency distribution of the self-efficacy variable was determined through several stages. First, the number of classes (k) was calculated using Sturges' rule: $k = 1 + 3.3 \log n$ where (n) represents the sample size (respondents). In this study, (n) = 116, yielding $\log 116 = 2.064$. Thus, $(k) = 1 + 3.3 \times 2.064 = 1 + 6.8122 = 7.81$, which was rounded to 8 classes. Next, the class range was computed by subtracting the minimum value from the maximum value $(60 - 12 = 48)$. The class width was derived by dividing the range by the number of classes (k): $48 \div 8 = 6$. Consequently, each class interval spans 6 points, as per the class width formula: $\frac{\text{rentang kelas}}{\text{jumlah kelas interval}} = \frac{48}{8} = 6$

The findings obtained from the data above can be effectively summarized and represented in the table below ;

Tabel 3.2 Variable frequency distribution self efficacy (X1)

NO	INTERVAL KELAS	Frekuensi (f)	Persentase (%)
1	12-23	10	8,62%
2	24-35	28	24,14%
3	36- 47	42	36,21%
4	48-60	36	31,03%
	Jumlah	116	100%

Tabel 3.3 Frequency Distribution of the Social Support Variable (X2)

NO	INTERVAL KELAS	Frekuensi (f)	Persentase (%)
1	10 – 29	3	2,59%
2	30 – 44	28	24,14%
3	45 – 59	78	67,24%
4	60 - 74	7	6,03%
	Jumlah	116	100%

Tabel 3.4 The frequency distribution of the career maturity variable (Y)

NO	INTERVAL KELAS	Frekuensi (f)	Persentase (%)
1	15 – 34	1	0,86%
2	35 – 49	18	15,52%
3	50 – 64	68	58,62%
4	65 – 84	29	25%
	Jumlah	116	100%

Analysis of students in Class XI of Light Vehicle Engineering at SMKN 1 Rejotangan revealed that their levels of self-efficacy (mean = 47.32; SD = 8.58), social support (mean = 59; SD = 10.90), and career maturity (mean = 60.44; SD = 10.92) were in the moderate to high range [13]. Most students fell within the intermediate intervals, with 36.21% scoring 36–47 in self-efficacy, 67.24% scoring 45–59 in social support, and 58.62% scoring 50–64 in career maturity. This



indicates that students possess confidence in facing career challenges and receive adequate support from their social environment.

The findings reinforce the significant role of self-efficacy and social support in shaping students' career maturity. Although students already have a solid foundation in career planning, further interventions remain necessary to optimize career development effectiveness. Therefore, strengthening guidance and mentoring programs could help students achieve a more advanced level of career readiness.[14].

The classic assumption test proves that the data meets the requirements for regression analysis. The Kolmogorov-Smirnov normality test [15], yields a significance value of 0.200 (> 0.05)

Tabel 3.5 kolomogorov-smirnov test

<i>One-Sample Kolmogorov-Smirnov Test</i>		
Asymp. Sig. (2-tailed)	Self efficacy	Dukungan sosial
	0.200 ^c	0.073 ^c

The data distribution shows normality. In addition, the multicollinearity test yields a VIF value of 1.811 (< 10) and a tolerance of 0.552 (> 0.10), confirming the absence of multicollinearity among the independent variables [16].

Tabel 3.6 Results of the multicollinearity test

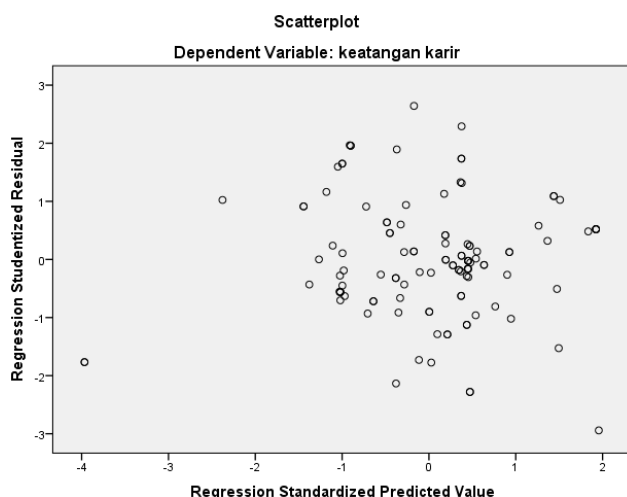
No	Variabel	Tolerance	VIF	Kesimpulan
1	X1 terhadap Y	0.552	1.811	Linier
2	X2 terhadap Y	0.552	1.811	Linier

The heteroskedasticity test also did not detect any issues, with the significance values for X1 = 0.408 and X2 = 0.087 (> 0.05), indicating that the regression model is suitable for use [17].

Tabel 3.7 Heteroscedasticity Test Result

Variabel	Hasil	Kesimpulan
X1 terhadap Y	0.408	Tidak terjadi gejala heterokedastisitas
X2 terhadap Y	0.087	Tidak terjadi gejala heterokedastisitas

Tabel 3.8 Scatterplot Heteroskedasititas



Based on Table, the results of the heteroscedasticity test show that the significance values (Sig.) for X1 (0.408) and X2 (0.087) are both greater than 0.05. Additionally, the scatterplot table indicates that the data points are spread both above and below the zero axis. Therefore, it can be concluded that there are no signs of heteroscedasticity in these two variables.

The results of the partial test (t-test) reveal that self-efficacy (X1) has a significant effect on career maturity (Y) with a regression coefficient of 0.528 ($p = 0.000$) [18].

Tabel 3.9 The t-test results examining the effects of self-efficacy and social support on career maturity.

variabel	B	Std. error	T hitung	Sig.(p)
X1 – Y	0,528	0,099	5.337	0.000
X2 – Y	0.463	0.078	5.942	0.000

This finding aligns with [19] research, which states that students' self-belief plays an important role in career readiness. Similarly, social support (X2) also has a significant influence with a regression coefficient of 0.463 ($p = 0.000$), consistent with the findings of Elfira & Fikry [2] regarding the role of the social environment in career decision-making.

Secara simultan, efikasi diri dan dukungan sosial memberikan pengaruh signifikan terhadap kematangan karir dengan nilai $F = 75,057$ ($p = 0,000$).

Tabel 3.10 The results of the Simultaneous Regression Test (F-Test) between Self-Efficacy and Social Support on

Suber variasi	Jumlah kuadrat	Derajat kebebasan (df)	Rata-rata kuadrat(mean square)	F hitung
Regresi	7.831,458	2	3.915,729	75,057
Residual	5.895,232	113	52,170	
Total	13.726,690	115		

Career Maturity

This result reinforces [10] findings that the combination of internal and external factors can explain 71.7% of career maturity variation. The implication is that a holistic intervention involving students' self-development and environmental support is necessary to enhance the career readiness of vocational high school (SMK) students [5].

Discussion

Statistical analysis in this study reveals that self-efficacy has a significant influence on students' career maturity, with a significance value of 0.000 ($p < 0.05$). This finding indicates that students' belief in their ability to plan and make career decisions plays a determining role in achieving career maturity. High self-efficacy enables students to explore career options more confidently, face challenges, and develop more structured future plans. Additionally, students with high self-efficacy tend to demonstrate greater persistence in overcoming obstacles, whether academic or non-academic, due to their strong belief in their ability to achieve career goals.



Empirical support for these findings is reinforced by prior research conducted by Andini [20] and Sa'idah [4], which confirms that self-efficacy positively correlates with career maturity, particularly among vocational high school (SMK) students who are expected to be job-ready early on. A concrete example is that students with strong confidence in their workshop skills—an integral part of the SMK curriculum—tend to exhibit clearer career plans in the automotive field compared to students with lower self-efficacy.

Based on these findings, practical implications include the need to develop school-based intervention programs aimed at enhancing self-efficacy. Such programs may encompass technical skills training, work simulation exercises, and structured career guidance. Furthermore, educators and school counselors are advised to employ positive reinforcement approaches, such as acknowledging small student achievements, to strengthen their self-belief. Thus, improving self-efficacy is expected to contribute significantly to students' career maturity, particularly in vocational education contexts.

Regression analysis revealed that social support has a significant effect on career maturity ($\beta = 0.463$, $p = 0.000$). This indicates that every one-unit increase in social support enhances career maturity by 0.463 units. These findings reinforce empirical evidence that social support serves as a key factor in fostering an individual's career development.

Social support can come from various sources, each playing a distinct role. Parents contribute through motivation, financial assistance, and guidance in career decision-making. Meanwhile, teachers and peers provide career opportunity information, share experiences, and offer emotional support, particularly in coping with setbacks. Additionally, the school environment facilitates career readiness through programs such as industrial visits and vocational training (PKL), which help students gain firsthand exposure to the realities of the workforce.

This study aligns with the research of Elfira & Fikry [2], which found that vocational high school students with high social support were more capable of making realistic career decisions. Furthermore, Putra & Dianastiti [14] emphasized the crucial role of school counselors in providing individualized career guidance, thereby strengthening students' career decision-making processes. For instance, students who receive parental support to intern at an authorized automotive workshop demonstrate greater motivation in acquiring technical skills and building professional networks. Thus, social support not only enhances career preparedness but also expands students' access to practical experiences relevant to their fields of interest.

The regression analysis results indicate that both variables, namely self-efficacy and social support, collectively explain 71.7% of the variation in career maturity ($R^2 = 0.717$), with an F-value of 75.057. This finding suggests that the interaction between internal (self-efficacy) and external (social support) factors plays a significant role in shaping students' career maturity. Self-efficacy without adequate social support may not reach an optimal level, as seen in students with high confidence but limited access to career opportunity information, hindering their career planning abilities.

Conversely, social support without sufficient self-efficacy may lead to dependency on external parties and reduce students' autonomy in career decision-making.

Based on these findings, several recommendations can be proposed for relevant stakeholders. First, schools should integrate career guidance programs with soft skills training, such as leadership and problem-solving, to enhance students' self-efficacy. Additionally, collaboration with industries through activities like guest lectures from practitioners can broaden students' career perspectives. Second, parents also play a crucial role in supporting their children's career maturity by engaging in career discussions without imposing choices and providing opportunities for children to explore their interests through various activities, such as short courses or internships.

This study has several limitations, including a sample limited to 116 students at SMKN 1 Rejotangan, so the findings should be generalized cautiously. Furthermore, other variables, such as emotional intelligence and access to career information, were not examined, which may also contribute to career maturity. For future research, it is recommended to expand the sample scope (multi-school) and incorporate mediating variables, such as achievement motivation, to deepen the understanding of influence mechanisms. A qualitative approach, such as in-depth interviews, could also be considered to explore students' subjective experiences in career decision-making processes.

Career maturity among vocational high school students is significantly influenced by self-efficacy and social support. A holistic intervention combining skills training, career guidance, and collaboration between schools, parents, and industries is essential to prepare students for the workforce. These findings are particularly relevant to Indonesia's vocational education context, which emphasizes the link and match between schools and industries.

IV. CONCLUSION

Berdasarkan hasil analisis penelitian, dapat disimpulkan bahwa efikasi diri dan dukungan sosial memiliki pengaruh yang signifikan terhadap kematangan karir siswa SMKN 1 Rejotangan. Efikasi diri, yaitu keyakinan siswa akan kemampuan mereka sendiri, terbukti meningkatkan kematangan dalam merencanakan karir. Artinya, semakin percaya diri seorang siswa, semakin matang pula persiapan karirnya. Selain itu, dukungan sosial dari orang tua, guru, dan teman juga berperan penting. Siswa yang mendapat dukungan lebih besar cenderung lebih siap menghadapi dunia kerja. Yang menarik, kombinasi antara efikasi diri dan dukungan sosial memberikan kontribusi sebesar 71,7% terhadap kematangan karir, menunjukkan bahwa kedua faktor ini saling melengkapi dalam membentuk kesiapan karir siswa SMK.

Peneliti juga memberikan beberapa rekomendasi. Pertama, bagi siswa disarankan untuk lebih proaktif dalam menggali potensi diri dan mencari informasi karir, sekaligus memanfaatkan dukungan dari lingkungan sekitar. Kedua, bagi peneliti selanjutnya, perlu dikaji variabel lain seperti motivasi



berprestasi atau minat karir, serta memperluas lokasi penelitian agar hasilnya lebih dapat digeneralisasi. Ketiga, peran orang tua dan lingkungan sosial sangat krusial. Mereka diharapkan dapat memberikan dukungan secara konsisten, baik secara emosional maupun praktis, karena penelitian ini membuktikan bahwa dukungan tersebut benar-benar berdampak pada kesiapan karir siswa [21]. Dengan demikian, kolaborasi antara kesadaran diri siswa dan dukungan eksternal akan menciptakan generasi yang lebih siap menghadapi dunia kerja.

Penelitian ini, dikerjakan atas pertimbangan kondisi dan situasi yang dikuatkan dengan penelitian terdahulu

Setyoso tidak hanya konsisten dengan penelitian sebelumnya, tetapi juga melengkapi dengan analisis yang lebih komprehensif melalui pendekatan multivariat, yaitu menguji pengaruh simultan self-efficacy dan dukungan sosial terhadap kematangan karir.

Implikasinya, penelitian ini semakin menegaskan pentingnya intervensi holistik di sekolah kejuruan, seperti penguatan motivasi diri siswa (self-efficacy) sekaligus menciptakan ekosistem pendukung (dukungan sosial) dari guru, teman, dan keluarga. Temuan ini juga memperkaya literatur tentang pengembangan karir siswa SMK dengan menambahkan bukti empiris dari konteks SMKN 1 Rejotangan.

No	Peneliti (Tahun)	Judul Penelitian	Hasil Penelitian	Persamaan	Perbedaan
1	Dito Satrio Darmawan (2024)	Pengaruh Self Efficacy dan Dukungan Sosial Orang Tua terhadap Kematangan Karir pada Siswa Kelas XII SMK Dharma Wanita Gresik	Self efficacy dan dukungan sosial orang tua berpengaruh signifikan terhadap kematangan karir siswa.	Jenis penelitian kuantitatif dengan analisis pengaruh antar variabel.	Fokus pada dukungan sosial orang tua, bukan dukungan sosial secara umum (guru, teman, dll.).
2	Aan Aminah, dkk. (2021)	Hubungan Self Efficacy dengan Kematangan Karir Peserta Didik Kelas XII di SMA Asshiddiqiyah	Terdapat hubungan positif antara self efficacy dan kematangan karir (signifikansi 0,000).	Meneliti pengaruh self efficacy terhadap kematangan karir.	Hanya meneliti self efficacy, tidak termasuk dukungan sosial.
3	Lutna Rakhma Wijayanti, dkk. (2023)	Kecerdasan Emosi, Dukungan Sosial Teman Sebaya, dan Kematangan Karir Siswa	Dukungan sosial teman sebaya berpengaruh signifikan terhadap kematangan karir.	Meneliti peran dukungan sosial dalam kematangan karir.	Fokus pada kecerdasan emosi dan dukungan teman sebaya, bukan self efficacy.
4	Putra & Dianastiti (2024)	Kematangan Karir yang Dipengaruhi oleh Self Efficacy dan Dukungan Sosial	Self efficacy dan dukungan sosial secara simultan berpengaruh terhadap kematangan karir.	Variabel dan metode penelitian serupa (kuantitatif dengan analisis regresi).	Lokasi dan sampel penelitian berbeda (SMKN 3 Boyolangu).
6	Purwandika & Ayriza (2020)	The Influence of Self-Efficacy on Career Maturity of High School Students in Pacitan Regency	Self efficacy, kematangan karir	Self efficacy berpengaruh positif terhadap kematangan karir siswa SMA.	Sama-sama meneliti pengaruh self efficacy terhadap kematangan karir.
7	Wahyuningsih et al. (2022)	Hubungan Self Efficacy dan Kematangan Karir dalam Pengambilan Keputusan Karir pada Siswa SMK	Self efficacy, kematangan karir	Self efficacy dan kematangan karir memengaruhi pengambilan keputusan karir siswa SMK.	Sama-sama meneliti pengaruh self efficacy terhadap kematangan karir.

Penelitian-penelitian terdahulu tersebut semakin memperkuat temuan dalam penelitian ini bahwa self-efficacy dan dukungan sosial memiliki peran krusial dalam membentuk kematangan karir siswa, khususnya di lingkungan SMK. Beberapa penelitian seperti Darmawan et al. (2024) [22] dan Putra & Dianastiti (2024) [14] secara khusus menunjukkan bahwa kombinasi antara keyakinan diri (self-efficacy) dan dukungan dari lingkungan sosial mampu memberikan kontribusi signifikan terhadap kesiapan siswa dalam mengambil keputusan karir. Sementara itu, penelitian lain seperti Aminah et al. (2021) [5] dan Purwandika & Ayriza (2020) [16] fokus pada pengaruh self-efficacy saja, yang tetap sejalan dengan hasil penelitian ini meskipun dengan cakupan variabel yang lebih sempit. Dengan demikian, temuan Azis



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