

**The Effect of Career Adaptability and Social Support toward Student Careerself-Efficacy**

**Murviana Koto<sup>1</sup>, Hastina Febriaty<sup>2</sup>, Satria Mirsya Affandi Nasution<sup>3</sup>**

University of Muhammadiyah Sumatera Utara<sup>1,2,3</sup>

Correspondence Email: [murvianakoto@umsu.ac.id](mailto:murvianakoto@umsu.ac.id)

**ABSTRACT**

In conditions of high competition to find a job, students need to make career preparations as early as possible. Career preparation is begun with making decisions about the career they want to get. Then in making preparations, they need the ability to adapt to the chosen career. In addition, the social support is also needed. This study was conducted on students in one of the private university in Medan, Sumatera Utara. The test results by using the Structural Equation Model (SEM) showed that there were significant positive relationship between the ability of career adaptability and social support with career decision-making self-efficacy. It also concluded that social support partially mediates the relationship between career adaptability and career decision-making self-efficacy.

Keywords: career adaptability, decision-making self-efficacy, social support

**BACKGROUND**

The survey results of BadanPusatStatistikaIndonesia (Central Bureau of Statistic), indicated that there has been increasing in open unemployment from college graduates. In February 2017, the unemployment rate from college reached 5.18%, and rose to 6.31% in February 2018 (Sicca, 2018). It was caused by employment stagnation in line with the stagnation of Indonesia's economic growth rate (Purnomo, 2018). The limited employment opportunities and the large number of job seekers are making companies tend to tighten the selection process. This situation makes a person who does not have a job, feeling impossible to get a job. This condition is categorized as open unemployment (BadanPusatStatistik, 2017).

The feeling of not-being able to get a job shows a lack of self-confidence and less preparation in determining a career. The decision making to determine career choices for students is ideally done since they graduate from high school. It is important point then the selection of majors at university can be adjusted to ward career choices they wish in the future. By taking the decision, during the lecture process, students are expected to be more intense and well prepared according to their career choices. The earlier they make career choices, the better their preparation can be made. The confidence to make career decisions is termed as decision-making self-efficacy.

The students who have made a career choice will be able to prepare themselves early to fulfil the competencies that must be possessed to begin their career choices. Based on the study conducted by The National Higher Education Study Institute (2011) in Malaysia, showed that 56% of bachelor graduates fail to find a job after graduation. One of the reasons for this failure was that student lacked of English skill as one of the competencies required in their chosen career (Mahadi, Abdullah, Ph'ng, Hasan, &Ariffin, 2016).

Surely, every career has certain qualifications. For instance, to be a broker in Bursa Efek Indonesia (Indonesia Stock Exchange), it takes some good abilities to read financial reports, to analyse market conditions, including good English skills. Those who have determined their careers must pay more attention to subjects related to capital markets, financial reports and market analysis. They will also try to participate in various supporting activities such as the Capital Market School (SekolahPasarModal) or organizations related to capital market activities for students, as well as improve their English skills. These preparations are referred to be career-adaptability.

Career-adaptability is defined as the behaviour, competencies and attitudes that should be prepared by students relating to thecareer they choose (Maggiori, Rossier&Savickas, 2015). The students with career adaptability skills will tend to make strategies to live through their

lectures and make strategies then everything done in college can be in line and support the chosen career preparation (Rahmat, Wahyuni, & Herdi, 2014).

In addition, their self-efficacy in making decisions about future careers is also influenced by the support of others or commonly called social support. Those who receive their parents' support positively will tend to be easier in making decisions about their future careers (Islamadina & Yulianti, 2016). Likewise, the supports from other social environment such as close friends.

Based on this phenomenon, this study intends to see the inter-relationship of the three variables related to student's career preparation. These three variables are career decision-making self-efficacy, career-adaptability and social support.

### **LITERATURE REVIEW**

The career choices for each person are certainly different because each person has their own interests. The careers are the result of interactions that influence each other between individuals and their environment (Lent, Brown, & Hackett, 2000). For a student, the choice of majors may be influenced by the career choices they have. However, career choices actually arise because he likes a certain subject.

The relationship between individuals and the environment occurs because individuals are agents who continually influence others and the environment (Bandura, 1999). Individuals are basically able to regulate themselves and believe in their personal abilities. Trust in personal abilities is then termed as self-efficacy. Through self-efficacy can be predicted whether someone prefers a challenging task or tends to choose a stable condition (Bandura & Locke, 2003). Self-efficacy makes a person tend to look for information about the decisions taken and tend to choose decisions that are relatively complex and challenging (Reed, Mikels, & Löckenhoff, 2012).

Taylor & Betz (1983) used the term decision-making self-efficacy, which a person's belief that he is able to do the things needed to achieve his chosen career and is committed to that career (Gushue, Scanlan, Pantzer, & Clarke, 2006). Self-efficacy to make career-related decisions is based on Taylor O. Crites's (1973) career maturity's theory, which explains that there are five competencies needed to make career-related decisions (Betz & Hackett, 2006), i.e. (Crites, 1973):

1. Accurate self-appraisal, this dimension is used to see a person's psychological ability to accurately assess and estimate their strengths and weaknesses.
2. Gathering occupational information, to see one's knowledge of what duties and responsibilities are carried out by a worker in various fields of work.
3. Goal selection, to see the ability of a person to match the work that he thinks is most appropriate for him.
4. Making plan for the future, which is a series of behaviours that need to be done at certain times in achieving the chosen career.
5. Problem solving, namely the ability of a person to find the best solution from various alternatives that exist when dealing with problems that occurs in connection with efforts to achieve the chosen career.

Decision-making self-efficacy in students is closely related to their ability to adapt to the chosen career (Douglass & Duffy, 2015). Career-adaptability, is defined as a combination of behaviours, competencies and attitudes used by someone in their efforts to match themselves with the career they choose (Maggiori et al., 2015). In the concept of career-adaptability skills, a person needs four resources and strategies used to be able to deal with tasks, transitions or even trauma that may occur in connection with the career chosen (Savickas, 2013), namely:

1. Concern, namely the orientation to the future or the feeling that it is important to prepare for the future. These planned and optimistic attitudes are important then students can prepare well for the transitional period through various activities that can increase competence to achieve the plan.
2. Control, an activity that makes a person being responsible for disciplining themselves and persevering in preparing themselves to face conditions in the future.
3. Curiosity, something that appears in the form of initiatives to study the types of work and possible job opportunities.
4. Confidence, namely the belief that someone will be able to realize their career choices.

The interaction of these four resources can be seen in the example of someone who decided to become a financial planner. He will try to focus on courses related to financial planning and diligently study them (concern). He will also discipline himself to attend various seminars or even certifications that support his choice (control). Then he will explore various job opportunities that are possible (curious). All of these resources will make him confident to become a financial planner (confidence).

In addition to the four resources, study in a more collective context raises a fifth resource, namely cooperation (Savickas&Porfeli, 2017). Cooperation is explained as the ability to establish relationships with others (Einarsdóttir, Vilhjámsdóttir, Smáradóttir, & Kjartansdóttir, 2015).

Behaviours, internal perceptions, and the environment influence each other through complex reciprocal relationships (Bandura, 1999). What is believed, thought, and felt by someone will influence their behaviour (Bandura, 1989). Therefore, in relation to behaviours related to career selection, one's perception of their environment also needs to be considered. Perceptions of the environment include the behaviour of parents and the influence of friends (Lent et al., 2000).

Perception of the behaviour and influence of others is called social support. Social support can be seen from three perspectives, namely (Lakey& Cohen, 2000):

1. Stress and coping perspectives,
2. Social construction and
3. Relationship perspective (relationship).

In the perspective of social cognition, social support is seen as a perception of one's support or belief in the support he gets from others. Therefore, social support is defined as a subjective assessment of someone regarding the availability of help from friends and / or family (Lakey & Cohen, 2000). The study which was conducted by Hirschi, Niles, & Akos (2011) showed that family and friends have strong influences on one's career development, including when it comes to choose career. This result also supported by study on students at the Malaysian Technical University of Malacca who concluded that there is a significant relationship between social support and career decision-making self-efficacy (Mahadi et al., 2016).

### **STUDY HYPOTHESIS**

Based on previous study that has been carried out and exposure the above theory, the hypotheses of this study are as follows:

Hypothesis 1: There is an influence of career-adaptability to career decision-making self-efficacy.

Hypothesis 2: There is an influence of social support on career decision-making self-efficacy.

Hypothesis 3: There is an influence of social support on taking mediating the relationship between the career-adaptability with career decision-making self-efficacy.

### **METHOD**

This study was conducted on students at Faculty of Economics and Business in one of the private university in Medan, North Sumatra. The samples were selected using a non-probability sampling technique (Sugiyono, 2016). The sampling technique used was the snowball sampling method with a targeted sample size of 200 people.

The study involved three variables. The first was decision-making self-efficacy, that is, students' beliefs about their ability to do the things needed to achieve and commit to their career choices. These variables are measured through five dimensions, namely the ability to match themselves with a job that they feel is appropriate (goal setting), one's knowledge of what is done on a job (occupation information), the ability to arrange a series of activities to be able to achieve planned career goals (planning), the ability to take decisions from a series of alternative solutions when facing problems to achieve a planned career (problem solving) and the ability to accurately evaluate the strengths they have to use to achieve planned career goals (self-appraisal) (Betz & Luzzo, 1996). These variables are measured using the Career Decision Self-Efficacy Scale - Sort Form (CDSES-SF) developed by Betz & Luzzo (1996). The items on the questionnaire for example are "Looking for information in the library or on the internet about work that is of interest". The second variable is career-adaptability, which is the behavior, competencies and attitudes involved in students' efforts to match themselves with the chosen career. This variable appears from five dimensions, namely concern, control, curiosity, confidence and cooperation. Measurements were made with a Career Adaptability Scale (CAAS + C) developed by

Savickas&Porfeli (2017). One item on that scale for example is "Thinking about what my career will be like."

The last variable is social support, which is the student's perception of the availability of help from friends, people who are considered special and / or family. Measurements were made using the Multidimensional Scale of Percieved Social Support (MSPSS) developed by Zimet, Powell, Farley, Werkman, &Berkoff (1990). One item on the scale is "My family is really trying to help me". The validity and reliability test of the measuring instrument used in this study showed that there were several questions which had a loading factor value below 0.5. However, the calculation of variance extracted variants (AVE) shows good value. All of AVE values for dimensions above 0.5. These results indicate that the indicators of these dimensions are well represented. The reliability test results of the study questionnaire also showed a good Constructability (CR) value with CR values for all dimensions above 0.6.

**Table 1. Summary of Validity and Reliability Test with Measuring Instruments**

<b>Scale</b>	<b>Convergent Validity</b>	<b>Variance Extracted</b>	<b>Reliability</b>
Reference Number	<i>Loading factor &gt; 0,5</i>	AVE > 0,5	CR > 0,6
DMSE Scale	The loading factor moves from 0,408 – 0,756	AVE all dimensions above 0,5	CR all dimensions above 0,6
CAAS+C Scale	The loading factor moves from 0,308 – 0,791	AVE all dimensions above 0,5	CR all dimension above 0,6
MSPSS Scale	The loading factor moves from 0,434 – 0,874	AVE all dimensions above 0,5	CR all dimension above 0,6

Source: processed primary data, 2019

## RESULT

The measuring instrument used in this study is a criteria-based measurement tool, which distinguishes respondents based on mastery of the specified criteria (Widhiarso, 2017). Respondents' use of these criteria can be categorized both empirically and hypothetically. According to Widhiarso (2017) for measurement tools that have been standardized and the number of respondents was relatively not too much, it is more appropriate to use a hypothetical categorization. The table below shows a description of the average value of each variable measured in this study:

**Table 2. Descriptive**

<b>Variable</b>	<b>Mean Empirik</b>				<b>Mean Hipotetik</b>			
	<b>Min</b>	<b>Max</b>	<b>Rata-rata</b> ( $\bar{x}$ )	<b>SD (<math>\sigma</math>)</b>	<b>Min</b>	<b>Max</b>	<b>Rata-rata</b> ( $\mu$ )	<b>SD (<math>\sigma</math>)</b>
CareerDecision-MakingSelf-Efficacy	52	125	100,14	14,11	25	125	75	16,67
Career Adaptability	34	84	68,96	10,74	35	175	105	23,33
Social Support	100	175	152,75	16,55	12	84	48	12,00

Source: processed primary data, 2019

It can be seen from the data above as follows:

1. Perceiving that they have high careerdecision-makingself-efficacy uniformly.
2. Perceiving that they have high social support, but this perception varies from each respondent
3. Perceived that their career adaptation abilities were low, and this was perceived uniformly by all respondents.

The research hypothesis test was conducted using the Structural Equation Model (SEM). The research model is described as follows:

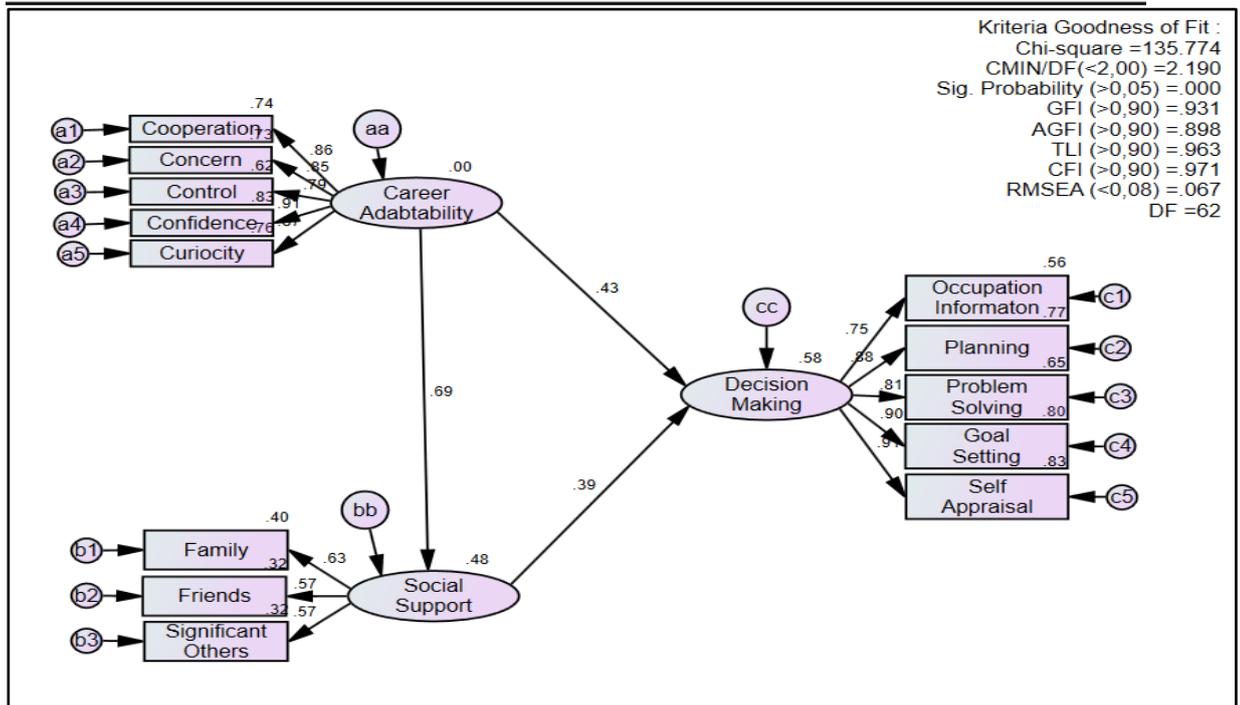


Figure 1. Research Model

Table 3. Regression Weigh

			Estimate (unstandardized)	Estimate (standardized)	S.E
Social Support	<=	Career Adaptability	0,563	0,693	0,075
Decision Making	<=	Career Adaptability	0,435	0,432	0,093
Decision Making	<=	Social Support	0,486	0,392	0,014

Source: processed primary data, 2019

Table 4. Goodness of Fit Model Feasibility Test Results

Goodness of Fit Indeks	Cut off Value	Result	Model Evaluation
Chi-Square(df=62)	Expected to be Small	135,77	Marginal
CMIN/DF	< 2.00	2,190	Marginal
Sig. Probability	> 0.050	0,000	Marginal
GFI	> 0.90	0,931	Good Fit
AGFI	> 0.90	0,898	Marginal
TLI	> 0.90	0,963	Good Fit
CFI	> 0.90	0,971	Good Fit
RMSEA	< 0.08	0,067	Good Fit

Source: processed secondary data, 2019

The goodness of fit index in this test was not entirely within the expected value range. Therefore, the next step is to modify the model. The following is a picture of the model after modification:

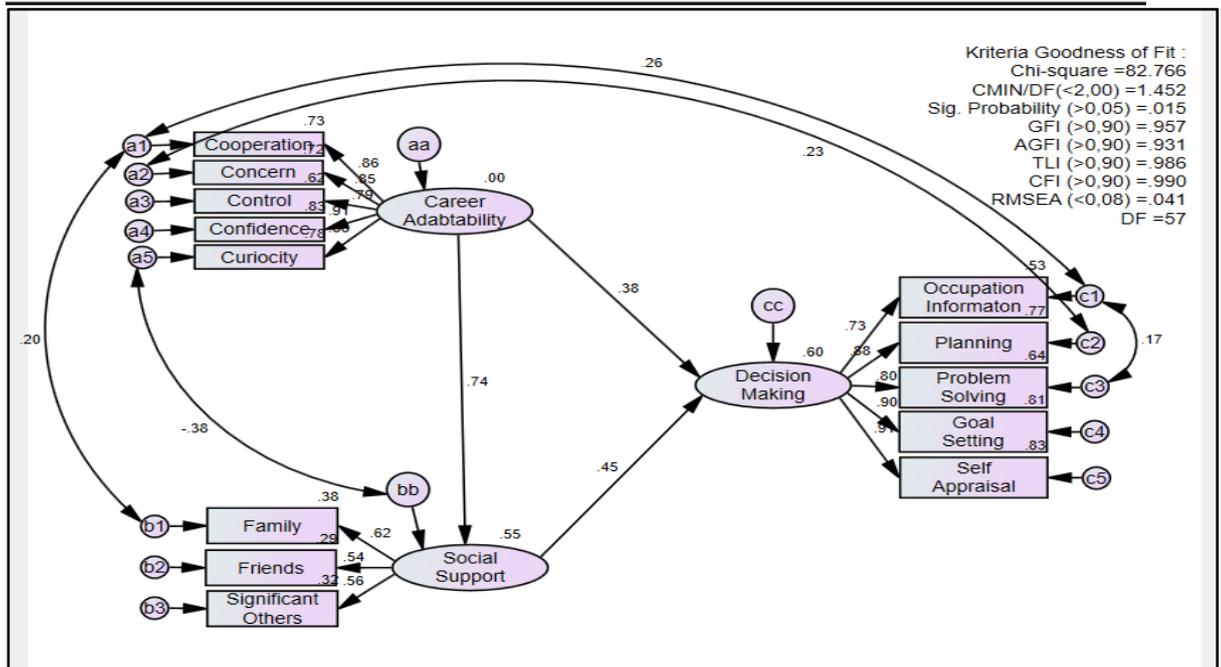


Figure 2. Modification of Research Models

Table 5. Goodness of Fit Feasibility Test Results After Model Modification

Goodness of Fit Indeks	Cut off Value	Result	Model Evaluation
Chi-Square(df=57)	Expected to be small	82,766	Good Fit
CMIN/DF	< 2,00	1,452	Good Fit
Probability	> 0,050	0,015	Good Fit
GFI	> 0,90	0,957	Good Fit
AGFI	> 0,90	0,931	Good Fit
TLI	> 0,90	0,986	Good Fit
CFI	> 0,90	0,990	Good Fit
RMSEA	< 0,08	0,041	Good Fit

Source: processed secondary data, 2019

The goodness of fit index in this test is entirely within the expected value range. Hypothesis testing is then performed. The results of the calculations that used a modified model showed that the career-adaptability is positively correlated to career decision-making self-efficacy with a standardized coefficient ( $\beta$ ) of 0.432 which is significant at p value 0,000. This shows that the higher of one's career-adaptability, the higher their career decision-making self-efficacy. Then, the first hypothesis in this study was proven, namely that there is an influence of career adaptability to career decision-making self-efficacy.

The second hypothesis of this study was also proven, namely that there was an influence of social support on career decision-making self-efficacy. The calculation results showed that social support also showed a positive influence on career decision-making self-efficacy with a standardized coefficient ( $\beta$ ) 0.392 which was significant at p value 0,000. In other words, the higher the social support perceived by someone, the higher their career decision-making self-efficacy.

For the third hypothesis test, it was necessary to test the mediation effect by conducting the Sobel test, the results shown in table 6 below:

**Table6. Sobel Test**

<b>Eksogen Variable</b>	<b>Mediator</b>	<b>Endogen Variable</b>	<b>t count</b>	<b>t table</b>	<b>Result</b>
Career Adaptability	Social Support	Career Decision Making Self-Efficacy	3,351	2,002	Significant

Source: processed secondary data, 2019

Based on the results of the Sobel test above, there was the significance of social support mediation to the relationship between the ability of career adaptability with careerdecision-makingself-efficacy. The calculation results also showed that there was an increase in the influence of thecareer-adaptability to careerdecision-makingself-efficacy, after being mediated by social support. The standardized coefficient ( $\beta$ ) relationship between career-adaptability and careerdecision-makingself-efficacy rose from 0.432 to 0.704. In addition, the Sobel test results showed that  $t\text{-count} = 3.351 > t\text{-table} = 2.002$ . These results indicated that social support partially mediates the relationship between the career adaptability to careerdecision-makingself-efficacy. The coefficient of determination ( $R^2$ ) showed the large percentage of influence in the research model. The coefficient of determination of career adaptability and social support for careerdecision-makingself-efficacy in this study was 0.575. In other words, careerdecision-makingself-efficacywas influenced simultaneously by the career adaptability and social support by 57.5%. However, careerdecision-makingself-efficacywas still influenced by other factors not included in this study. The influence of these other factors is 42.5%.

## **DISCUSSION**

In career construction theory, human development is seen as an effort to integrate itself into the environment. The environment certainly has expectations of its members, and to survive in an environment one is expected to be able to adapt the expectations he has with those environmental expectations (Savickas et al., 2009). For instance, there are groups of people who have the view that being a civil servant is better than being a private employee or trading. Members of these community groups who work as civil servants will be seen as having a higher social status compared to those who work for example as traders. Therefore, if a person chooses to pursue a career outside of his environmental expectations, he needsadaptationstrategy in order to survive.

Someone needs psychological resources to be able to adapt. These resources are needed to face and anticipate the preparations needed to face the transition from school to work or even face trauma that may arise from the failure to obtain or maintain a chosen career (Savickas, 1997). This resource, referred to as adaptability, is an accumulation of various competencies and knowledge obtained both through education and from various experiences (Savickas&Porfeli, 2012). Thus, the career-adaptability helps the formation of strategies for individuals to adapt so that they can achieve the expected goals.

This study aimed to look at how the career-adaptability in students. Savickas&Porfeli (2012) explained that someone who has high career-adaptability skill will develop the ability to planhis future and make strategies to achieve goals. That is, students who have high career-adaptability will give more attention to their careers in the future. The student also tends to make various efforts to find out what work he can later take (curiosity).

By knowing career and employment options early, it means students also know the minimum qualifications needed on the job. This knowledge enables students to make various efforts to prepare themselves to meet these qualifications (control). Self-readiness with the preparation of this earlier can increase confidence in students, that he will be able to get a job in accordance with what is expected and prepared from the beginning. This confidence also makes students able to face problems or find solutions to obstacles that might be encountered in their efforts to achieve their career goals (Savickas&Porfeli, 2012). One of the first problems that need to be dealt with, of course, is making career decisions from the various options available.

Students with high career-adaptability will be confident in their abilities, because they already have occupational information and have prepared themselves to meet the specified qualifications. The existence of the information and the preparation that he did made him able to calculate his abilities (self-appraisal), so that he correctly made decisions about the career he would lead in the future. The availability of information and preparation also makes it possible to anticipate obstacles that may arise so that it can prepare plans (planning) and problem solving needed so that career goals are still achieved (goal setting).

The relationship between the career adaptability with careerdecision-makingself-efficacy makes research on students majoring at Guidance and Counselling in Jakarta State University suggested the importance of career adaptability in dealing with dynamics in the world of work (Rahmat, Wahyuni, &Herdi, 2014). Rottinghaus, Buelow, Matyja, & Schneider (2012) in their research also showed that the ability of career adaptation helps in making healthy career decisions. Creed, Fallon, & Hood (2009) also showed that career adaptability support in career exploration, career planning and career decision making.

The results of study that conducted on these students generally showed the same results. This study showed that career adaptability has a significant positive effect on student careerdecision-makingself-efficacy. It means that the higher the student's career adaptability, the higher his careerdecision-makingself-efficacy.

In addition, the results of research on these students also showed that in general students still perceive the career adaptability that was owned. When viewed based on available resources, it appeared that the smallest influence on the career-adaptability was given by the control factor, with a standardized coefficient of 0.789. The students still do not prepare themselves according to the qualification requirements that are pre-requisite by the various career choices he might choose. This seems to occur because the majority (50.94%) of respondents in this study were fourth semester students or only two years old on the bench.

The early days of college, of course, become a transition period. Not all students enter a faculty because they already have a career goal. Therefore, it is not surprising that in the early days, new students begin to find out what careers he might lead in the future. The results of this study indicated that the contribution of concern factors to the career-adaptability variable is quite large, with a standardized coefficient of 0.852. It showed that students have paid attention to what careers they might lead in the future. However, students involved in this research seem to be still more focused on finding alternative career possibilities and qualifications needed. This was evident from the large contribution of the curiosity factor to the variable career adaptability that was greater than the contribution of concern factors, namely with a standardized coefficient of 0, 874. In fact, 51.32% of students involved in this study stated that they already have career choices.

It is interesting to note that although still in the stage of finding out, the students involved in this research turned out to have sufficiently high self-efficacy to achieve their goals. This is evident from the large contribution of efficacy factors to the variable career adaptability with a standardized coefficient of 0.912. This efficacy seems to be influenced by the high perception that they get support from their social environment.

The role of social support in increasing one's self-efficacy in his abilities, including in making career decisions, has been widely researched. Hirschi, Niles, &Akos (2011) research showed that family and friends have a strong influence on one's career development, including in terms of choosing a career. This result was also supported by research on students at the Malaysian Technical University (UTM) in Melaka who concluded that there was a significant relationship between social support and careerdecision-makingself-efficacy (Mahadi, Abdullah, Ph'ng, Hasan, &Ariffin, 2016).

The results of this study also reached the same conclusion. The social support has a significant positive effect on careerdecision-makingself-efficacy for students. The large standardized coefficient of the influence of social support on careerdecision-makingself-efficacy was 0.693. In this study, it appeared that the largest contribution to the social support variable comes from family support with a standardized coefficient of 0.635. The supports from friends or special friends are quite high but do not exceed family support. However, it should be noted that this perception was not uniformly seen in all respondents. Some respondents still felt that they lacked social support in accordance with their expectations. This diversity of perceptions

may occurred because there were still differences between career goals held by students and the expectations of their parents.

As explained earlier, a person adapts to align himself with the expectations of his environment. The high perception of social support shows that there is a match between their career choices and the expectations of their environment, especially family expectations. Therefore, although some respondents still perceive that their career-adaptability is low, the existence of social support makes their careerdecision-makingself-efficacy remain high. This is where the mediating role of social support appears, as the hypothesis proposed in this study.

It can be seen from the factors on careerdecision-makingself-efficacy variabel, it appeared that the occupational information factor was the lowest contributing factor with a standardized coefficient of 0.731. In addition, the relationship between the variables also appeared that the social support variable was a greater variable influencing the variable of careerdecision-makingself-efficacy. The standardized coefficient of the social support variable was 0.740 while the career-adaptability variable was only 0.378.

Both of the results above, it showed that students'careerdecision-makingself-efficacy was more shaped by the presence or absence of social support. The students did not make decisions based on factual knowledge about the job. The self-efficacy to make decisions that are formed now is more formed by the efficacy that he got support from his social environment. Yet at the same time he was looking for various information about various career alternatives that he might live. It could be that this happens because of the limited information about career alternatives that can be accessed by students, both from lecturers or from other sources.

## **CONCLUSION**

The results of this study indicated that the career-adaptability was positively correlated with careerdecision-makingself-efficacy in students. The positive correlation was also mediated by support from the environment, specifically the support from parents. Therefore, university also need to educate parents about what areas of work they may undertake after graduating from a faculty or department. This knowledge is expected to be able to help parents to find out about their child's career choices. This knowledge will also help parents to be more supportive in the form of direction or encouragement to career choices made by their children.

To students, higher education institutions also need to give seminars on careers. It is necessary for students to find out how the application of courses they learn in the world of work. In addition, in lecturing process, it also needs to provide information on how to apply the material learned in the world of work or everyday life. This knowledge will make students see the urgency of the subjects they are learning, so that they will be earnest in learning. Knowing the application of subjects in the world of work also helps students to seriously understand their lessons so that they are ready when they enter the workforce.

College graduates who are ready when entering the workforce will adapt more quickly to their work environment. Good adaptation in the world of work will certainly reduce work stress so that he can focus to immediately achieve. Good achievements will ultimately support career advancement and increased income. Meanwhile, the minimum stress will help improve mental health.

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