

## The Influence of Self-Confidence and Economic Status on Adolescent Career Development in Industrial Career Guidance

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Article Information	ABSTRACT
Received: April 2025	<p><i>Background:</i> The dynamics of industrial development require adolescents to develop strong career-readiness from an early age, including self-confidence and a clear career orientation, as essential capital to face job-market competition. <i>Aim:</i> This study aims to describe levels of self-confidence and career development among adolescents and to examine differences in their distribution by family economic status. <i>Method:</i> The research employed a quantitative, descriptive-observational design, using a cross-sectional survey of adolescents from diverse economic backgrounds. The research instruments consisted of Likert-scale questionnaires to measure levels of self-confidence and career development, as well as demographic data related to family economic status. <i>Results and Discussion:</i> The results indicate that the majority of respondents exhibit moderate to high levels of self-confidence and career development, both overall and across economic status. The discussion emphasizes that psychosocial factors play a more dominant role than economic aspects in supporting career readiness. <i>Conclusion:</i> The study concludes that industrial Career Guidance services should be equitably oriented toward strengthening adolescents' self-confidence and career exploration skills. Further research is recommended to examine relationships among variables using inferential designs and to develop more comprehensive career guidance interventions across various educational settings.</p> <p><b>Keywords:</b> Adolescents, Career Development, Economic Status, Industrial Career Guidance, Self-confidence</p> <p>© 2025 Ahmad Rhicho Widiyanto, Delvia Rahmawati, Dina Nuriani, Vidya Nur Farida, Nor Syifahayati, Karyanti, Asep Solikin. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<a href="http://creativecommons.org/licenses/by-sa/4.0/">http://creativecommons.org/licenses/by-sa/4.0/</a>).</p>
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## INTRODUCTION

In the era of globalization and rapidly changing labor market dynamics, adolescent career readiness has become a crucial factor in ensuring a smooth transition from education to industry. In reality, many adolescents face challenges in mapping their career paths due to a lack of clarity regarding personal potential, limited access to industry information, and uncertainty in the labor market. In addition, family socioeconomic background is often considered a factor that influences career readiness. Therefore, mapping levels of self-confidence and readiness for career development among adolescents, and examining the role of economic status, is highly relevant to research. Preliminary findings of this study indicate that most adolescents demonstrate moderate to high levels of self-confidence and career readiness, suggesting that their career potential can be further developed.

In the literature on career psychology and career guidance, numerous studies emphasize the role of self-efficacy in shaping career direction and decisions. For example, in the context of vocational education, a recent study shows that strong self-efficacy helps students achieve optimal career readiness. Furthermore, recent meta-analyses indicate that

career decision-making self-efficacy is positively correlated with career maturity. These findings position this research within the continuity of both global and local studies that highlight internal psychological aspects, rather than merely demographics, as the main drivers of adolescents' career readiness. Accordingly, this study aims to further explore the relationships among self-efficacy, economic status, and career readiness among Indonesian adolescents.

Previous studies have also shown that socioeconomic status (SES) and supportive family or school environments can influence adolescents' career adaptability and career orientation. For example, recent longitudinal findings indicate that family SES is positively associated with adolescents' career adaptability, as reflected in increased self-efficacy in goal setting and career exploration. Meanwhile, other studies highlight that self-efficacy and environmental support, rather than SES alone, determine individuals' career maturity and readiness. Considering this context, the present study addresses a combination of factors: the extent to which self-confidence and economic status jointly contribute to adolescents' career readiness.

Based on this background, the present study seeks to address several key questions: (1) What is the level of self-

confidence among adolescents in the research sample? (2) How is adolescents' career development distributed across different family economic status backgrounds? (3) Are there significant differences in adolescents' career readiness across economic status groups? By answering these questions, the study is expected to provide an empirical overview of the relationships among psychosocial factors (self-confidence), contextual factors (economic status), and adolescents' career readiness, as well as their implications for career guidance practices in educational and industrial settings.

#### Literature Review

##### 1. The Relationship between Self-Confidence and Adolescents' Career Orientation and Planning

Contemporary research confirms that self-confidence (self-efficacy) significantly influences adolescents' career orientation and planning. For example, a study by Setianingsih Athiyah et al. (2024) found that, among junior high school students, career planning has a positive, significant correlation with self-confidence—the higher students' self-confidence, the more mature their career planning. This indicates that internal psychological factors, such as self-belief, are key in the early stages of career planning, particularly as adolescents begin to consider their future educational or employment paths.

Furthermore, a study conducted among senior high school students in Bandung by SN Handayani (2025) also found a positive and significant relationship between self-confidence and students' career orientation. These findings support the notion that self-confidence is not merely a personality attribute, but an important psychosocial asset for adolescents in formulating career plans consciously and realistically. The implications of these findings suggest that career guidance services—both in educational and industrial settings—should facilitate the development and strengthening of self-confidence as an integral part of the career counseling process.

##### 2. The Role of Family Economic Status in Adolescents' Career Development and Adaptability

Recent literature indicates that social class or family economic status plays a complex role in adolescents' and university students' career adaptability. According to Wang, Lin, and Wang (2022), social class does not have a straightforward positive correlation with career adaptability; rather, its effects are paradoxical. In their study, higher social class may positively influence adaptability through a proactive tendency to face uncertainty, yet it may also negatively influence adaptability through avoidant responses to uncertainty.

Nevertheless, other studies emphasize that career development during adolescence is more complex than economic factors alone. In a systematic review of adolescent career adaptability, A. Cristy (2023) found that internal factors, such as personality, motivation, and self-efficacy, and external factors, including social support and environmental conditions, jointly contribute to career readiness. Therefore, while economic status provides a socioeconomic context, effective career guidance interventions should consider psychosocial aspects and the social environment to enable adolescents from diverse backgrounds to achieve optimal career maturity.

##### 3. Career Maturity, Identity Exploration, and Career Adaptability in Adolescence

Adolescence is regarded as a crucial period in the formation of career identity and individual career maturity, as during this phase, adolescents begin to internalize self-concepts and seriously explore career alternatives. Recent research by Farla et al. (2025) shows that self-concept significantly influences the career maturity of Generation Z, including readiness to make career choices and decisions. Meanwhile, data from senior high school students in Makassar indicate that most adolescents already demonstrate high levels of career adaptability, particularly in the dimensions of concern and control, reflecting their readiness to plan for future careers and adapt to change.

These findings confirm that career maturity and career adaptability in adolescents are not merely outcomes of career choice, but rather psychosocial processes involving the formation of career identity, self-belief, and the capacity to adapt to career dynamics. Accordingly, Career Guidance (CG) services, particularly in educational and industrial settings, should emphasize self-concept development and the active development of career adaptability rather than focusing solely on static career orientation. Integrating career guidance services that support identity exploration, self-reflection, and the development of career adaptability skills can help adolescents prepare for the transition to the world of work more maturely and flexibly.

## METHOD

This study employed a quantitative, descriptive–observational research design using a cross-sectional survey. This design was chosen because it allows data collection on self-confidence, economic status, and adolescents' career development at a single point in time, making it appropriate for mapping current conditions within the sample population. According to methodological literature, a cross-sectional design is an appropriate choice when researchers aim to obtain a "snapshot" of variable conditions in a population without intervening in the subjects.

The study was conducted among an adolescent population that met specific inclusion criteria: being students (or within the adolescent age range), willingness to participate, and having obtained parental or guardian informed consent when required. The selection of research sites and participants was not limited to a single school or region, but instead included representation from various family economic backgrounds to reflect social diversity. This approach enabled comparative analysis based on family economic status and was therefore relevant to the research objective of examining the influence of economic factors on self-confidence and career development.

The research locations were determined based on accessibility and the diversity of participant characteristics, including recruitment through schools, youth communities, and educational institutions within the study area. The sampling procedure employed purposive or stratified sampling (depending on data availability) to ensure that each family

economic status category was proportionally represented in the sample. This technique was selected to support the external validity of the findings within the context of socioeconomic diversity.

The research was conducted through the following stages. First, the questionnaire instruments were developed, consisting of scales to measure self-confidence and career development, as well as demographic data, including economic status. Second, the instruments were validated through a pilot test involving a small group of respondents to ensure reliability and content validity before broader implementation. Third, data were collected by distributing the questionnaires to selected respondents within a specified period.

After data collection, data processing involved checking data completeness, data cleaning, coding demographic variables and scale categories, and examining the validity and reliability of the instruments (e.g., using Cronbach's alpha for Likert scales). The data were then analyzed descriptively by calculating frequencies, percentages, and category distributions for self-confidence and career development, and by conducting comparative descriptions across family economic status groups. The results were presented in the form of frequency and percentage distribution tables for each category and tables by economic status groups.

For data analysis, the study was limited to descriptive analysis without causal testing, as the cross-sectional design does not allow for the determination of temporal cause-and-effect relationships. As noted in the literature, cross-sectional designs are suitable for describing prevalence and associations at a single point in time but are limited in their ability to identify causality. Therefore, the findings are positioned as a situational overview that may serve as a basis for further research using longitudinal or experimental designs.

## RESULTS AND DISCUSSION

### Results

The findings regarding adolescents' self-confidence indicate that the majority of participants (116, 57%) were in the moderate category. In addition, 87 participants (43%) were classified in the high self-confidence category, while only 1 respondent (0%) was classified in the low self-confidence category. These findings provide an overview of participants' initial psychological state as they face the challenges of an ever-evolving world of work. In the context of industrial career guidance, self-confidence is an important psychological resource that contributes to individuals' readiness to confront competition and changes in the work environment. Therefore,

identifying levels of self-confidence is a fundamental aspect of career development interventions in the industrial field.

By economic status, respondents in the high group included 3 individuals (43%) in the high self-confidence category and 4 individuals (57%) in the moderate category, with none in the low category. In the middle economic group, 73 respondents (40%) were classified as high, 108 respondents (59%) as moderate, and 1 respondent (1%) as low. Furthermore, among the low economic group, 11 respondents (73%) were in the high category and 4 respondents (27%) were in the moderate category, with none in the low category. This description provides an initial overview of confidence levels across different family economic conditions, one of the contextual.

Regarding career development, the results show that the majority of respondents were in the moderate category, totaling 106 individuals (51.96%). Meanwhile, 97 respondents (47.55%) were in the high category, and 1 respondent (0.49%) was in the low category. In industrial career guidance terminology, career development refers to an individual's readiness to plan, recognize industry-relevant skills, and align personal potential with labor market demands. Therefore, these data illustrate the extent to which adolescents possess competencies and career orientations that prepare them to enter the modern industrial environment.

When examined more closely by economic category, respondents in the high economic group showed a distribution of 4 individuals (57.14%) in the high category and 3 individuals (42.86%) in the moderate category. In the middle economic group, 81 respondents (44.51%) were in the high category, 100 respondents (54.95%) were in the moderate category, and 1 respondent (0.55%) was in the low category. Meanwhile, the low economic group comprised 12 respondents (80%) in the high category and 3 respondents (20%) in the moderate category, with none in the low category. These findings underscore the need to map adolescents' career development conditions across different socioeconomic contexts, which can serve as a basis for implementing adaptive, needs-based industrial career guidance programs.

Results Table

Table of Self-Confidence Based on Economic Status

Table 1 presents the distribution of respondents' self-confidence levels by economic status category. The presentation of these data aims to provide a descriptive overview of variations in adolescents' self-confidence across family economic backgrounds. The information in this table serves as a basis for understanding adolescents' psychological conditions in the context of career development and readiness.

**Table 1.** Self-Confidence Based on Economic Status

Score Category	Economic Status						Total	
	High		Moderate		Low		Frequency	Percentage
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage		
High	3	43%	73	40%	11	73%	87	43%
Moderate	4	57%	108	59%	4	27%	116	57%
Low	0	0%	1	1%	0	0%	1	0%
total	7	100%	182	100%	15	100%	204	100%

Based on Table I, out of a total of 204 respondents, the majority were classified in the moderate self-confidence category, with 116 respondents (57%), followed by the high self-confidence category with 87 respondents (43%), while the low self-confidence category was found in only 1 respondent (0.49%). In the high economic status group, most respondents were in the moderate self-confidence category (4 individuals, 57%), followed by the high category (3 individuals, 43%), with no respondents in the low category. A relatively similar pattern was also observed in the middle economic status group, where the moderate self-confidence category dominated with 108 respondents (59%), followed by the high category with 73 respondents (40%), and only 1 respondent (1%) in the low category. Interestingly, in the low economic status group, a larger proportion of respondents were classified in the high self-confidence category (11 respondents, 73%), while 4 respondents (27%) were in the moderate category. Overall,

this distribution indicates that adolescents' self-confidence levels tend to fall within the moderate to high categories across all economic status groups. These findings suggest that adolescents' self-confidence development is not solely determined by family economic background but is also influenced by psychosocial factors and supportive environments that shape career development and readiness.

Table of Career Development Based on Economic Status

Table II presents the distribution of respondents' career development levels by family economic status, grouped into high, middle, and low. The presentation of these data aims to provide a descriptive overview of adolescents' readiness and career development orientation when viewed from the perspective of family economic background. The information in this table serves as a basis for understanding variations in adolescents' career maturity within the context of education and career guidance.

**Table II.** Career Development Based on Economic Status

Score Category	Economic Status						total	
	High		Moderate		rendah		Frequency	Percentage
	Frequency	Percentage	frekuensi	Frequency	Percentage	persentase	Frequency	Percentage
High	4	57,14%	81	44,51%	12	80,00%	97	47,55%
Moderate	3	42,86%	100	54,95%	3	20,00%	106	51,96%
Low	0	0,00%	1	0,55%	0	0,00%	1	0,49%
total	7	100%	182	100%	15	100%	204	100%

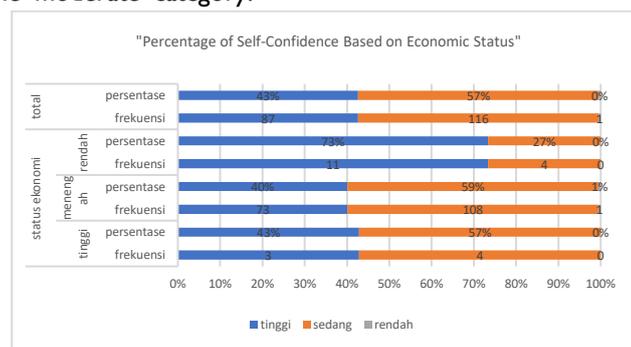
Based on Table II, of the 204 respondents, the majority were classified in the moderate career development category (106 respondents, 51.96%), followed by the high category (97 respondents, 47.55%). In contrast, the low category was represented by only 1 respondent (0.49%). In the high economic status group, most respondents were in the high career development category (4 individuals, 57.14%), followed by the moderate category (3 individuals, 42.86%), with no respondents in the low category. In the middle economic status group, the moderate career development category predominated with 100 respondents (54.95%), followed by the high category with 81 respondents (44.51%), and only 1 respondent (0.55%) in the low category. Meanwhile, in the low economic status group, the majority of respondents (12, 80.00%) were in the high career development category, while the remaining 3 (20.00%) were in the moderate category.

Overall, these findings indicate that most adolescents have demonstrated initial readiness for career development. However, their levels of maturity still vary, and suggest that career development is not solely determined by family economic status but is also influenced by psychological factors and supportive environments.

Overview of Results

Self-Confidence Based on Economic Status

Figure I presents a visualization of the percentage distribution of respondents' self-confidence levels by family economic status, grouped into high, middle, and low. The use of a diagram aims to facilitate understanding of the distribution patterns of adolescents' self-confidence across economic status groups. This visualization complements the tabular data by providing a clearer comparative overview across categories.



**Figure I.** Self-Confidence Based on Economic Status

Based on Figure 1, in the high economic status group, respondents' self-confidence was distributed as 57% (4 respondents) in the moderate category and 43% (3 respondents) in the high category, with no respondents in the low category. In the middle economic status group, most respondents were also classified in the moderate self-confidence category, accounting for 59% (108 respondents), followed by the high category at 40% (73 respondents), and only 1% (1 respondent) in the low category. Meanwhile, in the low economic status group, the largest proportion of respondents (73%; 11 respondents) fell into the high self-confidence category, while 27% (4 respondents) were in the moderate category, and no respondents were in the low category. Overall, out of the total respondents, self-confidence was predominantly in the moderate category at 57% (116

respondents) and the high category at 43% (87 respondents), with the low category accounting for only 0.49% (1 respondent). This pattern indicates that adolescents' self-confidence tends to be moderate to high across all economic status groups.

#### Career Development Based on Economic Status

Figure II presents the results of the analysis of respondents' career development based on economic status. The purpose of presenting these data is to illustrate the extent to which differences in economic status influence individuals' levels of career development. Economic status is categorized into three groups—high, middle, and low—each showing the distribution of respondents' career development levels within the respective group.

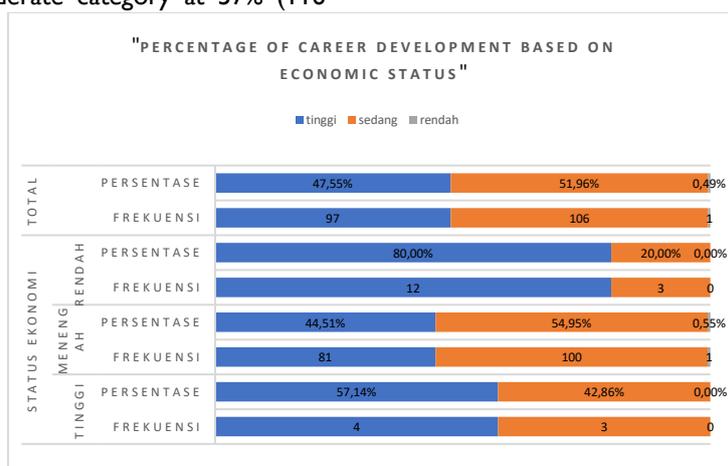


Figure II. Career Development Based on Economic Status

Based on Figure 2, the majority of respondents were in the moderate career development category, accounting for 51.96%. Meanwhile, respondents with high career development comprised 47.55%, and only 0.49% fell into the low category.

When examined by economic status, the high economic status group had the highest proportion of high career development (57.14%). The middle economic status group had a higher proportion of high career development (44.51%), while in the low economic status group, this proportion was only 20.00%.

These results indicate a positive relationship between economic status and career development. The higher an individual's economic status, the greater the likelihood of achieving optimal career development. This may be related to better access to resources, educational opportunities, and more supportive environments that facilitate individual career advancement.

## Discussion

### Discussion 1: Adolescents' Self-Confidence and Its Implications in the Context of Industrial Career Guidance

This study found that the majority of respondents (57%) had a moderate level of self-confidence, while 43% were in the high self-confidence category, with only a very small proportion in the low self-confidence category. These findings

indicate that, in general, adolescents in the sample possess relatively good psychological capital to face the transition into the world of work. In the context of industrial Career Guidance (CG) services, this condition is important because self-confidence serves as a foundation for decision-making ability, career planning, and adaptation to industrial demands. Recent studies suggest that self-confidence is one of the primary sources of adolescents' agency in their career development.

However, the pattern of "mostly moderate—some high" indicates that CG services cannot assume that all adolescents have optimal self-confidence. This creates a need for CG interventions—such as group-based approaches or individual counseling—to strengthen self-confidence. As suggested in the literature, the Trait and Factor Theory in career guidance provides a framework for counselors to facilitate students' self-understanding (interests, talents, values, and personality), enabling them to compare their characteristics with labor-market requirements, thereby strengthening self-confidence in career decision-making.

### Discussion 2: Distribution of Self-Confidence by Economic Status—A Contextual Factor in Industrial Career Guidance

Analysis based on economic status reveals an interesting pattern: despite differences in the number of respondents across economic categories, none of the groups (high, middle, or low) showed a significant proportion in the low self-confidence category. For example, among the low

economic group, 73% of respondents were in the high self-confidence category and 27% in the moderate category. These findings suggest that family economic status is not the sole or absolute determinant of self-confidence; adolescents from low-income backgrounds can also demonstrate high self-confidence.

These results reinforce the view that self-confidence in the career context is not merely an economic factor, but rather the outcome of a complex interaction among socioeconomic conditions, family environment, psychosocial support, and self-perceptions. This aligns with the literature, which indicates that career development during adolescence—including the exploration and crystallization of interests—is influenced not only by economic factors but also by cognitive, sociocultural, and personal factors. Therefore, industrial CG services need to be designed with sensitivity to socioeconomic diversity, for example, through personalized and differentiated service approaches, so that the potential of adolescents from diverse backgrounds can be optimally developed.

### Discussion 3: Adolescents' Career Development—Career Maturity Levels and Relevance to Career Theory

The findings related to career development indicate that 51.96% of respondents were in the moderate category

and 47.55% were in the high category, while the low category was minimal (0.49%). This suggests that most adolescents already possess initial orientation and readiness in career planning, although not all have reached optimal career maturity. From a theoretical perspective, this is consistent with career development models that view career development as a long-term process. As Donald E. Super explains in the Life-Span, Life-Space Theory, adolescence is the exploration stage, during which individuals begin to develop self-concepts and formulate career plans in accordance with their identities.

Furthermore, the distribution of career development by economic status shows that the low economic group in this sample had a higher percentage in the high career maturity category (80%). This finding provides evidence that career maturity can be developed across diverse social backgrounds when adequate support is available, such as family support, education, or career guidance services responsive to individual needs. Contemporary studies also emphasize that adolescents' career adaptability is influenced not only by self-esteem or self-confidence, but also by environmental aspects and other psychosocial resources. Therefore, industrial career guidance efforts should focus on adaptability, career exploration, and mentoring processes that foster holistic career development.

**Table III.** Table of Questions About Self-Confidence and Career Development

Research Aspect / Findings	Your Findings	Findings / Theory from the Literature
Global Self-Confidence	43% high, 57% moderate, ≈0% low	Self-confidence is positively associated with career planning and career decision-making.
Self-Confidence by Economic Status	Self-Confidence by Economic Status All economic groups (high, middle, and low) were predominantly in the moderate to high categories, with no group showing a predominance of low self-confidence.	This shows that economic factors are not the sole determinants; social and psychological aspects also play an important role in adolescents' career development.
Global Career Development	51.96% moderate, 47.55% high, 0.49% low.	Adolescence represents the exploration/crystallization phase in the Life-Span, Life-Space theory, in which career maturity develops through processes of exploration and self-understanding.
Career development vs economics	The Low Economic Group showed 80% in The High Category-Indicating Good Maturity of The Curry.	Career maturity and adaptability do not always depend on the economy; guidance and counseling services, as well as environmental factors, support adolescent careers effectively.

## CONCLUSION

The findings of this study indicate that adolescents' levels of self-confidence generally fall within the moderate to high categories, serving as important psychological capital in preparing to face the demands of the world of work. In addition, the results show that adolescents' career development falls in the moderate to high range, indicating that they already possess initial career orientations and plans. The distribution of findings by economic status further demonstrates that adolescents from diverse economic backgrounds can still exhibit high levels of self-confidence and career maturity. These results reinforce the role of psychosocial factors and environmental support in determining

adolescents' career readiness, rather than family economic factors alone. Therefore, industrial Career Guidance (CG) services play a strategic role in strengthening adolescents' self-confidence and career-planning capacities more equitably.

This study has several strengths that contribute to the development of knowledge in industrial career guidance. These include mapping the distribution of self-confidence and career development levels based on economic status, thereby providing a contextual overview of the need for more adaptive CG services. Nevertheless, the study also has limitations, including the reliance on self-report data collection methods that depend heavily on respondents' honesty and subjective perceptions. In addition, the descriptive research design does

not allow for causal analysis between variables. Another limitation is the restricted range of variables measured, which has not yet comprehensively captured all factors influencing adolescents' career development.

Based on these findings, future research is recommended to develop more structured industrial career guidance intervention models to effectively enhance adolescents' self-confidence and career maturity. Further studies are also encouraged to employ mixed-methods approaches or inferential analyses to examine relationships among variables and strengthen the validity of the findings. In addition, future research should consider incorporating additional variables, such as family support, work readiness, and career adaptability, to better explain the phenomenon. School-based intervention programs may also be implemented to strengthen the delivery of industrial career guidance services. In this way, the development of career guidance theory and practice can be better aligned with learners' dynamic needs in the face of increasingly complex industrial competition.

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