

DETERMINANTS FACTORS OF CAREER CHOICE AMONG STUDENTS OF OFFICE ADMINISTRATION EDUCATION STUDY PROGRAM, FEB UNY AFTER COMPLETING STUDIES (AFTER GRADUATION)

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ABSTRACT

This study aims to determine the factors that influence graduates of the Office Administration Education Study Program FEB UNY in choosing a career or profession and the priority of career choices after completing their studies. The research was a quantitative research with an ex-post facto approach. The independent variables in this study were influencer environment, interest in office administration profession, financial condition, personal capacity, and culture, while the dependent variable was a career opportunity in office administration. The respondents of the study were 333 students of the Office Administration Education Study Program FEB UNY. Data collection used questionnaires that already meet the requirements of validity and reliability. Data analysis was carried out descriptively and statistical analysis of multiple regression techniques. The results showed that together, influencers, interest in the profession, financial resources supporting studies, personal capacity, and culture significantly affect career opportunities of office administration. These five variables contribute 17.6% to career opportunities in office administration. Individually, the factors of interest in the profession in office administration, financial conditions, and culture significantly affect career opportunities in the field of office administration while the factors of influence (influencer) and personal capacity do not have a significant influence on career opportunities in the field of office administration. The priority for graduate career choices after completing their studies is as office practitioners, followed by MICE entrepreneurs, educators, and finally educational laboratory administrators.

Keywords: Culture Influencers, Financial Resources, Personal Capacity, Interest, Career Opportunities, Influencer Interest, Financial Resources, Personal Capacity, Culture, Office Administration, Career Opportunities, Office Administration Career

INTRODUCTION

Educators, especially teachers, are a profession that must be specially prepared through an educational process over a relatively long period. A teacher is required to master competencies as a professional educator. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers demands that teachers have four competencies. They are pedagogical, personality, social, and professional competencies. These four competencies are a complete and holistic unit so that a person emerges as a professional teacher. One of the educational institutions that prepare professional teachers is the university. It has special study programs which are commonly called Institute of Teachers' Education (LPTK). Through this education program, students are provided with learning materials that cover the four competencies. The graduates of the study program are expected to apply the competencies after they complete their studies. In other words, they are expected to choose a profession as an educator or teacher. However, not all graduates choose the profession as educators. An indicator of this phenomenon is the offers from several vocational high schools in Central Java when they open to recruit teachers of Office Administration. However, there were no applicants from the Office Administration Education Study Program. This phenomenon is quite surprising because the office administration education study program in Central Java and DIY produces quite large numbers of graduates every year.

Interest in the profession or career choice could go linearly with the educational background. Based on such facts, it needs research to find out what factors motivate someone to choose a profession as a teacher so that it might be used as a guide in the selection of new students admitted to education study programs, especially Office Administration. Choosing a particular profession is related to a person's interest. For this reason, the issue of interest needs to be studied because any profession will be successful if the person involved has a high interest in pursuing it. The high level of interest and competency acquired during study will generate work readiness for graduates. Regarding work readiness, Slameto (2015) explains that (1) all development aspects of interaction (mutual influence), (2) physical and spiritual maturity need to gain benefits from the experience, (3) experiences have a positive influence on readiness, and (4) basic readiness for certain activities is formed in certain periods during the formative period of development.

Many factors influence a person's work readiness. Still, according to Slameto (2015), the determinants of work readiness include the three aspects: 1) physical, mental, and emotional conditions; 2) needs, motives, and goals; and 3) other skills, knowledge, and insight. Apart from interests, a person's choice of profession is also influenced by some factors, including family socioeconomic status, the study program (educational background), interest in a particular profession, financial sources to support studies, personal capacity, career opportunities, and culture concerning the educational background. According to Santrock (2009:194), socio-economic status refers to the categorization of people who can be differentiated according to the economic characteristics, education, and work of their parents. Meanwhile, Soerjono Soekanto (2011:251) states that social status is a person's general position in society to other people, such as social environment, prestige, and rights and obligations. Based on the conclusions of Indah Margiati (2020), even though it is low, the family's socio-economic status influences children's work readiness. Based on the results of research on women processing agricultural products conducted by Hayati (2023), concluded that the personal capacity of women who process soybean-based agricultural products in Mataram is seen from various aspects (business planning, identification and solving problems, taking advantage of opportunities, and maintaining continuity business) falls into very high criteria. Career opportunities are job/work opportunities that a person hopes to achieve. Everyone who studies in a particular field or study program hopes to get a job in the field they are studying, after completing their studies.

Discussing the fields that can be pursued by graduates of the Office Administration Education Study Program, FEB UNY, based on the Merdeka Curriculum - Merdeka Belajar 2020, there are 4 profiles to choose from, namely: office administration educator, office practitioner, educational laboratory administrator, and MICE entrepreneur. The availability of these 4 types of graduate profiles may influence graduates' choice of profession after completing their studies.

METHOD, DATA, AND ANALYSIS

The research was quantitative research using an ex-post facto design. The research aimed to examine the influence of variables on career opportunities or professional choices among students of office administration after completing their studies. The required data is collected naturally, without manipulation and intervention. The collected data was then analyzed descriptively to determine the characteristics of the respondents. And, it continued to statistical analysis to determine the influence of the independent variable on the dependent variable by involving the population of all 333 students of the Office Administration Education Study Program, Faculty of Economics and Business, UNY who were registered in the 2022/2023 academic year. All students were taken as respondents. Then, this research was population research.

In this research, 6 variables were involved, 5 acting as independent variables and 1 being a dependent variable. The independent variables in this research include (1) family socioeconomic status, (2) environmental influence on the choice of profession, (3) interest in the office administration profession, (4) financial sources to support studies, (5) personal capacity, and (6) culture work in office administration. The dependent variable is career opportunities after completing studies. The data collection technique was distributing questionnaires to respondents. For reasons of ease of sending and filling out questionnaires for respondents, the questionnaires are packaged in Google Form format and sent online. The collected data was quantitative data which is then analyzed using statistical techniques to conclude to answer the problems. During the collection of data, an instrument is used in the form of a questionnaire containing several questions or statements to collect information regarding career or professional development for students after graduation. The questionnaire contains several questions about variables that are thought to influence career/professional development, including family socioeconomic status, environmental influence on the choice of profession/career, interest in the profession, financial sources to support studies, personal capacity, and culture of the office administration profession, on career opportunities/choices in the field of office administration. All instruments have met the requirements for validity and reliability.

Then, the obtained data was analyzed quantitatively and grouped based on the variables. The grouped data is presented in a table, referring to criteria. Next, the data was analyzed statistically using the SPSS program to determine the effect of each independent variable on the dependent variable. The next step is to present and discuss the research results. And it continued by concluding the data analysis. Not only the conclusions at the end of the presentation of the results, several suggestions or recommendations are also made to related parties to follow up the conclusions.

RESULT AND DISCUSSION

A. Respondent Characteristics

The respondents were 333 undergraduate students from the Department of Administrative Education, Office Administration Education Study Program, Faculty of Economics and Business, Yogyakarta State University. The location is at UNY's central campus,

Karangmalang, Jln. Colombo No. 1, Yogyakarta. The respondent's family background is explained based on several criteria. First, the Parent's educational background. The majority (51.65%) had a high school education (Senior High School). And, it is followed by higher education of 24.02%, junior high school of 14.11%, and elementary school of 10.21%. Second, Parents' occupation. The highest number were self-employed/sellers (33.93%). It is followed by laborers/farmers (27.63%), civil servants/TNI (Army)/POLRI (Police) (15.02%), private employees (14.41%), and unemployment (9.01%). Third, Parents' income. The highest number (35.44%) had an income of under Rp. 1,500,000. It followed by 33.93% with income between Rp. 1,500,000 – IDR 2,500,000) and 16.52% with income between IDR 2,500,000 – IDR. 3,500,000. And there are 14.11% with income above IDR 3,500,000. The largest portion of family expenses for children's college needs (36.04%) is in the range of IDR 4,000,000 – IDR. 6,000,000. It continued by 26.73% in the range of IDR 2,000,000 – IDR 4,000,000. After that, it was followed by spending less than IDR 2,000,000 (21.92%). And 15.32% of parents' spending on college need are above IDR 6,000,000. The house conditions of the respondent's family are permanent construction (80.48%), semi-permanent (17.72%), and wooden houses (1.80%).

B. Finding

The obtained data was analyzed using the SPSS program aiming to find out the factors that influence career opportunities. The analysis involves 5 independent variables (environment that has the potential to influence the choice of profession, interest in the profession, financial sources to support studies, personal capacity, and culture of the office administration profession, on career opportunities/choices in the field of office administration) and a dependent variable (career opportunities), obtained a summary of the results as follows.

1. The influence of the independent variable on the dependent variable

The independent variables consist of factors influencing the choice of profession, interest in the profession, financial sources to support studies, personal capacity, and the culture of the office administration profession. The dependent variable is career opportunities in the field of office administration. A summary of the results of multiple regression analysis using the SPSS program is presented in Table 1.

Table 1. Summary results of multiple regression analysis
Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.434 ^a	.188	.176	5.01477

a. Predictors: (Constant), Culture, Influencers, Financial Resources, Personal Capacity, Interest

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1904.317	5	380.863	15.145	.000 ^b
Residual	8223.359	327	25.148		
Total	10127.676	332			

a. Dependent Variable: Career Opportunities

b. Predictors: (Constant), Influencer, Interest, Financial Resources, Personal Capacity, Culture

Hypothesis 1 is: Together the influencing factors, interest in the profession, financial sources to support studies, personal capacity, and the culture of the office administration profession, influence career opportunities in the field of office administration. Based on the analysis results in Table 1, the F value is 15,145 with a significance value of 0.00. These results show that all independent variables (consisting of factors influencing the choice of profession, interest in the profession, financial sources to support studies, personal capacity, and culture of the office administration profession) together influence career opportunities in the field of office administration. Since the significance value is <0.05 , means the effect is significant. The analysis results show the contribution of the independent variables together to the dependent variable of 17.6%.

2. The influence of the independent variable on the dependent variable individually

A summary of the analysis results of the influence of each independent variable on the dependent variable is presented in Table 2.

Table 2. Summary of the analysis results of the influence of each independent variable on the dependent variable.
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.448	3.106		2.719	.007
Pemberi Pengaruh Ketertarikan/ Minat I	-.044	.072	-.031	-.615	.539
Sumber Keuangan	.313	.104	.165	3.020	.003
Kapasitas Diri	.208	.097	.108	2.136	.033
Budaya	.112	.073	.079	1.545	.123
	.463	.086	.295	5.368	.000

a. Dependent Variable: Career Opportunities

The career opportunity in this research, according to the study program taken by respondents, is a career in the field of office administration.

a. The Influence of 'Influencer' Factors on Career Opportunities

Influencers in this context are factors that influence a person in determining their career choice after completing their studies. In this research, influencers include (1) input or considerations from parents, (2) siblings or relatives who also choose an office administration education study program or similar study program, (3) close relatives who provide input in choosing an office administration study program, (4) friends who gave encouragement and motivation to choose an office administration education study program, (5) teachers at previous educational institutions, and (6) course/training experience that has been attended in the field of office administration. The tested hypothesis reads: Environmental factors influence career opportunities in the office administration field.

From the results of the data analysis (see Table 2), the t-value is -.615 and the significance value is 0.539. These results indicate that the influence of the environment on career opportunities is not significant because the significance value is higher than 0.05. Thus, hypothesis 1 is rejected. The conclusion is that environmental factors do not significantly influence career opportunities in the field of office administration.

b. The influence of interests on career opportunities

Interest is the respondent's tendency to choose a profession in the field of office administration, especially an office administration teacher, which includes aspects: the enthusiasm to become a teacher after graduating from the office administration education study

program, the profession of a teacher in the field of office administration is a pride, satisfaction with the subjects taught during study and the willing to continue studying for a Masters in Office Administration Education Study Program,

Hypothesis 3 is tested: Interest influences career opportunities.

The results of data analysis (see Table 1) obtained a t-value of 3.020 and a significance value of 0.003. These results indicate that the influence of interest on career opportunities is significant because the significance value is lower than 0.05. Thus, hypothesis 2 is accepted. The conclusion is that the interest factor has a significant influence on career opportunities in the office administration field.

c. The influence of financial resources on career opportunities

Financial sources are financial support for educational purposes while the respondent is in college. Aspects of financial resources include support for tuition fees from the family, self-confidence due to having a good source of funds, financial support in the form of loans from banks, and the importance of financial support for achieving career opportunities. The proposed hypothesis 3 is that financial support influences career opportunities.

The results of the data analysis (See Table 1) show a t-value of 2.136 and a significance value of 0.033. These results indicate that the effect of financial support on career opportunities is significant because the significance value is lower than 0.05. Thus, hypothesis 3 is accepted. The conclusion is that financial support has a significant effect on career opportunities in the field of office administration.

d. The influence of personal capacity on career opportunities

Personal capacity is a person's ability to face challenges, obstacles, and environmental changes. In this research, personal capacity includes aspects: (1) suitability of academic abilities possessed and the characteristics of the study program, (2) suitability of skills mastered and the study program taken, (3) ability to apply the knowledge into life practice, (4) the ability to think logically and creatively to find new ideas, (5) the ability to take the initiative in dealing with problems, (6) the ability to communicate in dealing with the environment, (7) the ability to complete work well, and (8) the ability to explore and ask other people to solve the problems. Hypothesis 4 reads: personal capacity influences career opportunities.

The results of the data analysis (see Table 1) show a t-value of 1.545 and a significance value of 0.123. These results indicate that the influence of the environment on career opportunities is not significant because the significance value is higher than 0.05. Thus, hypothesis 4 is rejected. The conclusion is that personal capacity does not significantly influence career opportunities in the field of office administration.

e. The influence of culture on career opportunities

Culture is the values and expectations that are considered good by an organization (the UNY Office Administration Education Study Program) which are then expressed in various rules that underlie the behavior of members of the organization. Culture includes (1) traditions that live in the study program environment where you study, (2) environmental conditions in the study program, (3) suitability of the study program taken and the characteristics of the previous educational institution, (4) suitability of the study program and the family occupation, (5) the level of discipline that exists in the study program, (6) politeness and positive behavior of members of the study program, and (7) the importance of a teacher understanding organizational culture.

Hypothesis 5 proposed: Culture influences career opportunities.

The results of the data analysis (see Table 1) show a t-value of 5.368 and a significance value of 0.000. These results indicate that the influence of culture on career opportunities is significant because the significance value is lower than 0.05. Thus, hypothesis 5 is accepted.

The conclusion is that culture has a significant influence on career opportunities in the field of office administration.

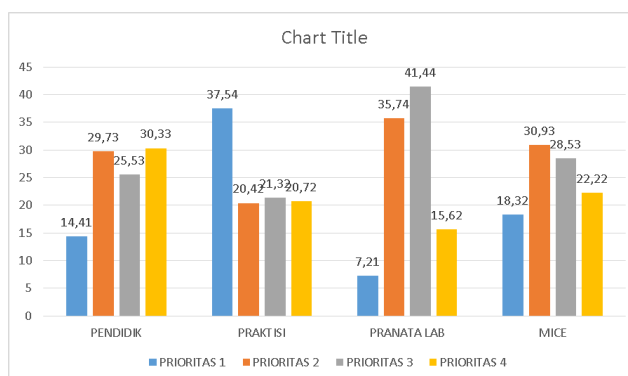
3. Career Choice after completing studies

The Office Administration Education Study Program, FEB UNY, provides 4 types of graduate profiles that students can choose after completing their studies, office administration educators (teachers), practitioners, educational laboratory administrators, and MICE entrepreneurs. Respondents were asked to choose the order of professional priority after graduating. Based on data analysis, it obtained information about career choices after graduating, presented in Table 1 and Figure 3

Table 3. Priority Scale for Graduates of Office administration Education Study Program

Skala Prioritas Prodi Pend. Adm. Perkantoran	Lulusan Pendidik		Praktisi		Pranata Laboratorium		Wirausahawan MICE	
	F	%	F	%	F	%	F	%
Prioritas 1	48	14.41%	125	37.54%	24	7.21%	61	18.32%
Prioritas 2	99	29.73%	68	20.42%	119	35.74%	103	30.93%
Prioritas 3	85	25.53%	71	21.32%	138	41.44%	95	28.53%
Prioritas 4	101	30.33%	69	20.72%	52	15.62%	74	22.22%

Converted into bar chart form, the data in Table 3 is presented in Picture 1.



Picture 1. Diagram of the priority scale of career choices for graduates of the Office Administration Education Study Program, FEB UNY

From the results of data analysis in Table 3, for the first priority, the most common choice is the practitioner profession (37.54%), followed by MICE entrepreneurs 18.32%, educators 14.41%, and laboratory administrators 7.21%. For the second priority, the majority are laboratory administrators (35.74%), followed by MICE entrepreneurs (30.93%), educators 29.73%, and practitioners 20.42%. The third priority is laboratory administrators (41.44%), followed by MICE entrepreneurs 28.53%, educators 25.53%, and practitioners 21.32%. The fourth priority is mostly educators (30.33%), followed by MICE entrepreneurs 22.22%, practitioners 20.72%, and laboratory administrators 15.62%.

C. Discussion

The results of testing hypothesis 1 show that the influencing factors, interest in the profession, financial sources to support studies, personal capacity, and the culture of the office administration profession together influence career opportunities in the field of office administration. These results are in line with the conclusions of Trong Luang Noven, et al with the title "Factors Influencing the Career Choices of Students Majoring in Economics in the

Post-covid-19 Pandemic Period: A Case Study at a Private University in Vietnam (2023)” that influencer factors, interests, financial resources, and career opportunities are important elements in influencing students' decisions in choosing a major.

The results of testing hypothesis 2 show that partially, influencing factors of people (parents, siblings, friends, relatives, and teachers) and previous training experience do not have a significant effect on career opportunities in the field of office administration. These results are in line with Nadhifah Nanda (2015) regarding accounting career choices. One of the conclusions stated that the previous training did not have a significant effect on career opportunities. The conclusion shows that factors surrounding people do not have a significant influence in determining the respondent's career choice, indicating that students are more likely to use personal considerations and their thoughts in determining or choosing a career. Different research by Edi Puwanto (2012) on factors influencing junior high school students' career exploration, shows the students' perceptions of their parents' aspirations do not influence academic achievement but influence students' career exploration behavior.

The results of testing hypothesis 3 show that the interest factor has a significant effect on career opportunities in the field of office administration. This finding is in line with Gibson (1988) who states that interest in certain objects is a reflection of attitudes consisting of three components. They are affection, cognition, and actions. These three components will determine a person's behavior or attitude when dealing with certain objects or events, including in determining the career choice. Also, the findings support Nadia Rista Yonanda et al. (2022) that talents and interests are very important for students to gain the knowledge, attitudes, and skills needed to determine their future profession or career according to the chosen study program. Interest in certain professions or careers can be fostered through the career guidance process, carried out by teachers, especially guidance and counseling teachers.

The result of testing hypothesis 4 shows that financial support has a significant effect on career opportunities in the field of office administration. The financial resources provide certainty to respondents to complete their studies (as they are supported by adequate financing) so that they can plan their professional or career choices early after graduating. The main source of funds for respondents is from parents. However, currently, many parties are helping to provide tuition fees in the form of scholarships. These parties can come from the government, private institutions, or other institutions specifically to help students finance their studies. Examples of scholarships are scholarships for academic achievement improvement (PPA), the KIP (Smart Indonesia Card) program, and tuition assistance from various companies such as Sampoerna Foundation, BCA Finance, Djarum scholarship plus, and others (<https://www.universitas123.com/news/macam-macam-beasiswa-yang-ada-di-perguruan-tinggi-ada-incaranmu>). Education funders not only come from within the country, but a number of institutions abroad, both government and private, also offer scholarships for students who are interested in studying in their country. The availability of educational funds seems to be able to increase enthusiasm and trigger respondents to complete their studies.

The results of testing hypothesis 5 show that personal capacity does not significantly influence career opportunities in the field of office administration. It can be identified through a self-evaluation process that is carried out objectively and professionally. In this research, personal capacity includes aspects of the suitability of academic abilities possessed and the characteristics of the study program, suitability of skills mastered and the study program taken, ability to apply the knowledge into life practice, the ability to think logically and creatively to find new ideas, the ability to take the initiative in dealing with problems, the ability to communicate in dealing with the environment, the ability to complete work well, and the ability to explore and ask other people to solve the problems. Carrying out self-assessment regarding these various aspects requires an attitude of openness, honesty, and objectivity. Due to the difficulty of meeting these criteria, there is an opportunity for responses to provide assessments

that do not fully reflect personal condition so that the influence of personal capacity on career opportunities is not significant. Different results to Mukson, et al. (2019), the ability had a significant effect on employee performance at the Muara Teweh Regional Drinking Water Company (PDAM).

The results of testing hypothesis 6 show that culture has a significant effect on career opportunities in the field of office administration. Culture is related to the values and expectations held by an organization and acts as a reference for members' behavior. Regarding the office administration profession, the work culture formed in an organization could inspire office administration workers to foster a work environment that is conducive to working and interacting with other parties. In turn, it produces optimal performance. The findings of the research are supported by Lidwina Mulinbota Moron et al. (2023), that there was an influence of work culture on employee performance at the Ikamala Savings and Loans Cooperative. Work culture has a significant effect on employee performance. Another research conducted by Siti Sarah (2018), that work culture had a positive and significant effect on employee performance at CV. X-Sport International Makassar.

The findings related to students' choice of profession or career after graduating are interesting because the top priority of graduates' choice is not educators but practitioners. This is certainly very unfortunate because students of education and teacher training are prepared to become teachers after graduating. This finding answers the fact that many vacancies for teaching in vocational schools are not applied by graduates of the Office Administration Education Study Program.

CONCLUSION

Based on data analysis the conclusions are as follows:

1. Together, influencing factors (influencers), interest in the profession or career, financial resources to support studies, personal capacity, and the culture of the office administration profession, have a significant influence on career opportunities in the field of office administration. These five variables together contribute 17.6% to career opportunities in the field of office administration.
2. Individually, the factors that influence career opportunities in the field of office administration can be explained as follows.
 - a. Culture has a significant influence on career opportunities in the field of office administration with a contribution of 29,5%.
 - b. Influencing factors (influencer) have no effect on career opportunities in the field of office administration.
 - c. The interest factor has a significant influence on career opportunities in the field of office administration with a contribution of 16.50%.
 - d. Financial support has a significant effect on career opportunities in the field of office administration with a contribution of 10.80%.
 - e. Personal capacity has an effect of 7.3% but is not significant on career opportunities in the field of office administration.
 - f. Culture has a significant influence on career opportunities in the field of office administration with a contribution of 29.5%.
3. The top priority career choice for graduates after completing their studies is as a practitioner, MICE entrepreneur, educator, and educational laboratory administrator.

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