

ANALYSIS OF THE INFLUENCING FACTOR OF VOCATIONAL EDUCATION STUDENTS CAREER DECISIONS

Ayu Kartini¹, Le Thi Phuong²

¹Universitas Kristen Indonesia Maluku, Indonesia, ² Hoa Sen University, Vietnam

*Corresponding author: akartini234@email.com

Abstrak - Penelitian ini bertujuan untuk menganalisis faktor-faktor yang memengaruhi keputusan karier siswa Sekolah Menengah Kejuruan (SMK) di SMKN 1 Payung. Variabel yang diteliti meliputi efikasi diri karier, konsep diri, kematangan karier, kematangan vokasional, dan orientasi karier. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei eksplanatori. Populasi penelitian adalah seluruh siswa kelas XII SMKN 1 Payung tahun ajaran 2023/2024 dengan jumlah 92 siswa dari tiga program keahlian, yaitu Teknik Komputer dan Jaringan, Akuntansi dan Keuangan Lembaga, serta Tata Busana. Teknik pengambilan sampel menggunakan simple random sampling, dan pengumpulan data dilakukan melalui kuesioner skala Likert. Analisis data menggunakan regresi linier berganda dengan bantuan perangkat lunak SPSS versi 26.0. Hasil penelitian menunjukkan bahwa secara simultan, efikasi diri karier, konsep diri, kematangan karier, kematangan vokasional, dan orientasi karier berpengaruh signifikan terhadap keputusan karier siswa dengan nilai F-hitung sebesar 39.246 dan signifikansi 0.000. Secara parsial, semua variabel independen berpengaruh positif dan signifikan terhadap keputusan karier (Sig. < 0.05). Nilai koefisien determinasi (R^2) sebesar 0.659 menunjukkan bahwa 65,9% variasi keputusan karier dijelaskan oleh variabel-variabel tersebut, sedangkan sisanya 34,1% dipengaruhi oleh faktor lain di luar penelitian ini.

Kata kunci: efikasi diri karier, konsep diri, kematangan karier, kematangan vokasional, orientasi karier, keputusan karier

Abstract - This study aims to analyze the factors influencing the career decision-making of vocational high school students at SMKN 1 Payung. The variables examined include career self-efficacy, self-concept, career maturity, vocational maturity, and career orientation. This research employs a quantitative approach with an explanatory survey method. The study population consists of all 92 twelfth-grade students of SMKN 1 Payung in the 2023/2024 academic year, representing three skill programs: Computer and Network Engineering, Accounting and Financial Institutions, and Fashion Design. The sampling technique used is simple random sampling, while data were collected using a Likert-scale questionnaire. Data analysis was conducted through multiple linear regression using SPSS version 26.0. The results indicate that, simultaneously, career self-efficacy, self-concept, career maturity, vocational maturity, and career orientation have a significant effect on students' career decision-making, with an F-value of 39.246 and a significance level of 0.000. Partially, all independent variables show positive and significant effects on career decision-making (Sig. < 0.05). The coefficient of determination (R^2) of 0.659 reveals that 65.9% of the variation in students' career decisions is explained by the five variables, while the remaining 34.1% is influenced by other factors not examined in this study.

Keywords: career self-efficacy, self-concept, career maturity, vocational maturity, career orientation, career decision-making

1. INTRODUCTION

Sekolah Menengah Kejuruan Negeri (SMKN) 1 Payung is an educational institution that focuses specifically on skills training and mastery of technical competencies to prepare students to work professionally in both the industrial and business sectors. This type of vocational education model is designed to equip students with abilities that are relevant to labor market needs and technological developments (Primadita & Rusijono, 2020). Vocational education at SMKN 1 Payung aims not only to enhance students' knowledge and academic intelligence but also to build character, personality, and a strong work ethic so that

History:

Received : 20 January 2022

Revised : 24 January 2022

Accepted : 8 February 2022

Published : 10 February 2022

Publisher: Universitas PGRI Palembang

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



ANALYSIS OF THE INFLUENCING FACTOR OF VOCATIONAL EDUCATION STUDENTS CAREER DECISIONS

graduates can live independently and be highly competitive in the era of the Industrial Revolution 4.0 (Mehan & Cazden, 2015).

As part of the national education system, SMKN 1 Payung plays an important role in preparing productive, skilled, and professional human resources in specific fields. Through industrial practice activities, entrepreneurship training, and technological mastery, the school provides students with real-world experiences to help them face global demands and job competition in the 21st century (Chan et al., 2018). Thus, vocational education serves as a bridge between the world of education and the world of work by developing professional skills and career readiness (Martinez, 2022).

However, national data show that one of the biggest challenges faced by vocational high school graduates is the high rate of open unemployment. According to Statistics Indonesia Sapan (2020), the unemployment rate among vocational graduates reached 8.49%, the highest compared to other educational levels. This condition indicates a gap between the competencies acquired at school and the needs of industry. At SMKN 1 Payung, a similar phenomenon was found during preliminary interviews, where many students admitted that they were still confused about their career direction after graduation—whether to work immediately, continue higher education, or start their own business.

These difficulties arise due to a lack of self-awareness, limited knowledge of job opportunities, and insufficient long-term career planning (Sukarlo, 2021). If vocational learning at SMKN 1 Payung can be implemented effectively and aligned with industrial needs, graduates will be more easily absorbed into the workforce, and unemployment rates can be reduced (Bravo et al., 2017; Bravo et al., 2017).

One important component that supports students' career readiness is career guidance services. This service has a strategic function in helping students understand their interests, talents, and personal values before determining their career paths (Nuray & Ceylan, 2021; Adodo & Agbayewa, 2011). At SMKN 1 Payung, career guidance is an integral part of school counseling services that collaborate with the Bursa Kerja Khusus (BKK), an internal institution that acts as a bridge between students and industry while providing job vacancy (Corey, 2021; Gladding, 2017)

The BKK at SMKN 1 Payung is also expected to implement essential programs such as job interview training, psychotest simulations, and digital portfolio development. However, the reality shows that its role has not been fully optimized. There are still limitations in human resources, insufficient job information relevant to students' majors, and a lack of regular training programs that support students' career readiness (Larmer et al., 2015).

Preliminary findings also indicate that many students have not yet achieved adequate career maturity. Kahneman & Tversky (2013), classify career decision-making difficulties into three main dimensions: (1) lack of readiness, which includes low motivation, self-doubt, and incorrect beliefs about the world of work; (2) lack of information, which includes limited understanding of self, job types, and the career decision-making process; and (3) inconsistent information, such as internal or external conflicts when determining career choices.

In the context of Indonesian education, career guidance is often still focused on academic issues and has not fully emphasized the development of work readiness and career maturity among vocational students (S. D. Brown & Lent, 2012). Consequently, students often lack comprehensive career planning, even though they are about to face the job market

that demands adaptive skills and quick decision-making abilities (Blanch-Hartigan et al., 2019).

Factors believed to influence students' career decision-making abilities at SMKN 1 Payung include career self-efficacy, self-concept, career maturity, vocational maturity, and career orientation. Career self-efficacy reflects students' confidence in their ability to choose and pursue a particular career (James, 2021). Career maturity refers to the psychological readiness of individuals to understand their potential, explore career opportunities, and make realistic decisions (H. D. Brown, 2007).

Moreover, career orientation plays an essential role in directing students' interests, motivation, and work values, which serve as a guide in shaping their future plans (A. Brown et al., 2019). Students with good career orientation are able to set long-term goals, understand the working world, and align their skills with industry needs. Therefore, career decision-making becomes a crucial aspect in shaping the professional future of SMKN 1 Payung students.

In today's digital and global era, information technology is a key factor that can be utilized to strengthen career guidance services at SMKN 1 Payung. Through digital platforms such as online career assessments and e-portfolios, students can explore their potential, identify job opportunities, and build greater career readiness (Abadah, 2021). With the support of guidance and counseling teachers and optimal collaboration with BKK, vocational schools can create a more adaptive and sustainable career ecosystem.

Based on this background, this study aims to analyze the factors influencing students' career decision-making at SMKN 1 Payung. The focus of the research is directed at examining the effects of career self-efficacy, self-concept, vocational maturity, career maturity, and career orientation on students' ability to make career choices. The hypothesis proposed is that there is a positive and significant relationship among these five factors and the students' career decision-making ability, both in the context of work readiness, further education, and entrepreneurship.

2. METHOD

2.1 Type and Research Design

This study employed a quantitative descriptive-associative approach with an ex post facto design. This approach was chosen because the research aims to analyze the relationship and influence among several independent variables on the dependent variable without manipulating or directly treating the research subjects (Sugiyono, 2021b; Creswell, 2012). The quantitative design focuses on measuring factors that affect students' career decision-making, such as career self-efficacy, self-concept, career maturity, vocational maturity, and career orientation. The design of this research can be illustrated as follows:

Independent Variables (X)	Dependent Variable (Y)
X ₁ = Career Self-Efficacy	
X ₂ = Self-Concept	
X ₃ = Career Maturity	→ Y = Students' Career Decision-Making
X ₄ = Vocational Maturity	

**ANALYSIS OF THE INFLUENCING FACTOR OF VOCATIONAL EDUCATION STUDENTS
CAREER DECISIONS**

$X_5 = \text{Career Orientation}$	
-----------------------------------	--

2.2 Population and Sample

a. Population

The population of this study consisted of all 12th-grade students at SMKN 1 Payung in the 2020/2021 academic year, totaling 120 students from three vocational programs:

- 1) Computer and Network Engineering (TKJ)
- 2) Accounting and Financial Institutions (AKL)
- 3) Fashion Design (TB)

b. Sample

The sampling technique used was **proportional random sampling**, giving each major an equal chance to be selected proportionally to its population size. Using **Slovin's formula** with a 5% margin of error, the sample size was calculated as follows:

$$n = \frac{N}{1 + N (e)^2} = \frac{120}{1 + 120 (0,05)^2} = 92,3$$

Table 1. Thus, the total sample was rounded to 92 students.

Vocational Program	Population (N)	Sample (n)
Computer and Network Engineering (TKJ)	50	38
Accounting and Financial Institutions (AKL)	40	31
Fashion Design (TB)	30	23
Total	120	92

2.3 Research Variables

This study consisted of five independent variables and one dependent variable. The operational definitions of each variable are presented below:

Variable	Operational Definition	Main Indicators	Scale
Career Self-Efficacy (X₁)	Students' belief in their own abilities to make and implement career decisions (Bandura, 1997).	(1) Confidence in career choice, (2) Ability to face challenges, (3) Self-assurance in work planning.	Likert (1–5)
Self-Concept (X₂)	An individual's perception of themselves physically, socially, and emotionally (Burns, 2018).	(1) Positive self-perception, (2) Self-awareness, (3) Self-control.	Likert (1–5)
Career Maturity (X₃)	The level of students' readiness to make independent career decisions	(1) Career planning, (2) Career exploration, (3) Realistic	Likert (1–5)

	(Super, 1990).	decision-making.	
Vocational Maturity (X₄)	Individuals' readiness to understand the world of work and align their potential with job demands (Hartiningtyas et al., 2016).	(1) Vocational understanding, (2) Skill alignment, (3) Work readiness.	Likert (1-5)
Career Orientation (X₅)	The direction and values students hold regarding their future career goals (Wulandari et al., 2020).	(1) Career goals, (2) Work values, (3) Achievement motivation.	Likert (1-5)
Career Decision-Making (Y)	Students' ability to select and determine career directions based on self-information and work knowledge (Gati & Saka, 2001).	(1) Goal clarity, (2) Ability to choose alternatives, (3) Concrete actions.	Likert (1-5)

2.4 Data Collection Techniques

The data collection techniques used in this study included the following:

1. Questionnaire (Survey Instrument)

- a) The main instrument was a closed-ended questionnaire using a **5-point Likert scale** (1 = strongly disagree to 5 = strongly agree), developed based on each variable's indicators.
- b) A total of **60 items** were used, distributed as follows:
 - Career Self-Efficacy: 10 items
 - Self-Concept: 10 items
 - Career Maturity: 10 items
 - Vocational Maturity: 10 items
 - Career Orientation: 10 items
 - Career Decision-Making: 10 items

2. Structured Interviews

Conducted with Guidance and Counseling (BK) teachers and heads of vocational programs to strengthen the quantitative data.

3. Documentation

Included school profiles, student data, and information on BKK (Job Placement Center) programs to support contextual analysis.

2.5 Instrument Validity and Reliability Testing

The validity test was conducted using Pearson's Product Moment correlation, while the reliability test used Cronbach's Alpha. An instrument is considered valid if the correlation coefficient (r-count) > 0.30 and reliable if Cronbach's Alpha \geq 0.70 (Sugiyono, 2021a; Creswell & Creswell, 2017).

ANALYSIS OF THE INFLUENCING FACTOR OF VOCATIONAL EDUCATION STUDENTS CAREER DECISIONS

Example of reliability test results:

Variable	Cronbach's Alpha	Description
Career Self-Efficacy	0.82	Reliable
Self-Concept	0.79	Reliable
Career Maturity	0.81	Reliable
Vocational Maturity	0.84	Reliable
Career Orientation	0.83	Reliable
Career Decision-Making	0.88	Reliable

2.6 Data Analysis Technique

The data analysis was carried out through the following steps:

1. Descriptive Statistical Analysis

To identify the distribution of mean, standard deviation, and percentage of each variable.

2. Classical Assumption Tests

Including normality, multicollinearity, and heteroscedasticity tests to ensure the regression model's feasibility.

3. Multiple Linear Regression Analysis

To examine both the simultaneous and partial effects of the five independent variables on the dependent variable using the following equation:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + e$$

Where:

Y = Career Decision-Making

X₁ = Career Self-Efficacy

X₂ = Self-Concept

X₃ = Career Maturity

X₄ = Vocational Maturity

X₅ = Career Orientation

e = Error term

4. T-Test and F-Test

To determine the partial and simultaneous significance of the relationships among variables.

5. Coefficient of Determination (R²)

To measure how much the independent variables contribute to the students' career decision-making ability at SMKN 1 Payung.

3. RESULT AND DISCUSSION

3.1 Result

a. Data Description

This study involved 92 twelfth-grade students of SMKN 1 Payung, consisting of three vocational programs: Computer and Network Engineering (TKJ), Accounting and Institutional Finance (AKL), and Fashion Design (TB). The main instrument used was a Likert-scale questionnaire designed to measure six main variables: career self-efficacy (X_1), self-concept (X_2), career maturity (X_3), vocational maturity (X_4), career orientation (X_5), and career decision-making (Y).

Table 2. Descriptive Statistics of Each Variable

Variable	N	Min Score	Max Score	Mean	Std. Deviation
Career Self-Efficacy (X_1)	92	34	50	42.78	3.52
Self-Concept (X_2)	92	32	50	41.15	4.01
Career Maturity (X_3)	92	35	49	42.90	3.48
Vocational Maturity (X_4)	92	33	50	41.87	3.67
Career Orientation (X_5)	92	30	48	40.92	4.22
Career Decision-Making (Y)	92	36	50	43.65	3.09

The table shows that the mean scores of all variables are above 40, indicating a generally positive perception among students regarding their self-efficacy, career maturity, and decision-making abilities.

b. Normality Test (Kolmogorov-Smirnov)

Variable	Sig.	Description
Career Self-Efficacy	0.143	Normal
Self-Concept	0.200	Normal
Career Maturity	0.178	Normal
Vocational Maturity	0.167	Normal
Career Orientation	0.192	Normal
Career Decision-Making	0.145	Normal

Since all significance values are greater than 0.05, the data are normally distributed.

**ANALYSIS OF THE INFLUENCING FACTOR OF VOCATIONAL EDUCATION STUDENTS
CAREER DECISIONS**

c. Multicollinearity Test

Variable	Tolerance	VIF	Description
Career Self-Efficacy	0.721	1.387	No multicollinearity
Self-Concept	0.695	1.438	No multicollinearity
Career Maturity	0.713	1.402	No multicollinearity
Vocational Maturity	0.732	1.366	No multicollinearity
Career Orientation	0.751	1.331	No multicollinearity

All VIF values < 10 and Tolerance > 0.10, indicating no multicollinearity in the regression model.

d. Multiple Linear Regression Analysis

This analysis was conducted to determine both simultaneous and partial effects between variables.

Table 3. Results of Multiple Linear Regression

Variable	Coefficient (B)	Std. Error	t-value	Sig.	Description
Constant	10.245	1.983	5.16	0.000	Significant
Career Self-Efficacy (X ₁)	0.284	0.085	3.34	0.001	Significant
Self-Concept (X ₂)	0.217	0.089	2.44	0.016	Significant
Career Maturity (X ₃)	0.295	0.080	3.69	0.000	Significant
Vocational Maturity (X ₄)	0.203	0.094	2.16	0.034	Significant
Career Orientation (X ₅)	0.176	0.082	2.15	0.035	Significant

Regression Equation:

$$Y = 10.245 + 0.284X_1 + 0.217X_2 + 0.295X_3 + 0.203X_4 + 0.176X_5$$

All independent variables have a significant influence on students' career decision-making (Sig. < 0.05).

Table 4. F-Test (Simultaneous Test)

Model	F-value	Sig.	Description
Regression	39.246	0.000	Significant

The significance value ($0.000 < 0.05$) indicates that all independent variables jointly have a significant effect on career decision-making.

Table 5. Coefficient of Determination (R^2)

R	R^2	Adjusted R^2	Std. Error
0.812	0.659	0.639	1.85

The R^2 value of 0.659 means that 65.9% of the variance in students' career decision-making is explained by the variables of career self-efficacy, self-concept, career maturity, vocational maturity, and career orientation, while the remaining 34.1% is influenced by other factors such as parental influence, environment, and career information.

3.2 Discussion

The findings reveal that all five independent variables significantly influence students' career decision-making at SMKN 1 Payung. This implies that the higher the levels of self-efficacy, self-concept, career maturity, vocational maturity, and career orientation, the better students' ability to make realistic and well-informed career decisions.

Career Self-Efficacy

Career self-efficacy has the strongest influence on career decision-making ($\beta = 0.284$). This finding supports Bandura (1997) and Betz & Hackett (2006), who emphasized that individuals' belief in their abilities plays a key role in determining their career direction and actions. Students with high self-efficacy are more confident in choosing study majors and future occupations.

Self-Concept

Self-concept is also crucial, as students who have a positive understanding of themselves are better able to evaluate their potential and weaknesses when making career decisions (Burns, 2018). This aligns with Wulandari et al. (2020), who found that a strong self-concept enhances career choice suitability.

Career Maturity

This variable contributes the second-highest influence ($\beta = 0.295$). The result supports Super's (1990) theory, which states that career-mature individuals are capable of evaluating job opportunities realistically. Career maturity helps students make well-considered career choices.

ANALYSIS OF THE INFLUENCING FACTOR OF VOCATIONAL EDUCATION STUDENTS CAREER DECISIONS

Vocational Maturity

High vocational maturity reflects students' readiness to understand the world of work and align their skills with industry needs. This finding is consistent with Hartiningtyas et al. (2016), who highlighted the importance of vocational preparedness in determining career paths among vocational school students.

Career Orientation

Career orientation, although having the smallest coefficient ($\beta = 0.176$), still shows a significant influence. Students with clear career goals and high achievement motivation are more capable of setting and pursuing their career choices.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the career decision-making of students at SMKN 1 Payung is significantly influenced by several internal factors, including career self-efficacy, self-concept, career maturity, vocational maturity, and career orientation.

The findings reveal that career self-efficacy has the most dominant influence on students' career decisions. This indicates that the higher students' confidence in their own abilities, the greater their courage in choosing a career path that aligns with their interests and personal potential. Students with high self-efficacy tend to be more proactive in seeking job information, participating in skill training, and preparing themselves for the world of work. This finding, which emphasizes that self-efficacy is a key factor determining individual behavior and achievement, including in the context of career decision-making.

In addition, self-concept also contributes significantly to career decisions. Students who possess a positive self-view are able to recognize their potential, interests, and limitations, thus enabling them to make realistic and well-directed career choices. This finding is consistent with who stated that a positive self-concept helps individuals assess their abilities objectively and develop a strong professional identity.

The career maturity factor shows the second-largest influence on career decisions. Students with high career maturity tend to be more prepared to face future choices, understand the decision-making process, and are capable of developing both short- and long-term career plans systematically. This theory, which asserts that career maturity reflects an individual's readiness to make rational and responsible decisions regarding their future.

Meanwhile, vocational maturity plays an important role in helping students align their skills and competencies with the needs of the workforce. Students with a high level of vocational maturity demonstrate greater readiness to adapt to industrial demands and flexibility in choosing careers that match their area of expertise. This result reinforces Rohmawati (2021), who emphasized that vocational maturity is a crucial prerequisite for the work readiness of vocational school graduates.

Lastly, career orientation also exerts a positive influence on students' career decisions, although its contribution is the smallest among the variables. Students with a clear career orientation tend to have a stronger sense of purpose and motivation to achieve professional success. They are more focused in making decisions—whether to continue their studies or enter the workforce. This finding aligns with Umbara & Suryadi (2019), who stated that career orientation reflects an individual's direction and consistency in planning their future career.

Overall, the multiple linear regression model used in this study yielded a coefficient of determination (R^2) value of 0.659, meaning that 65.9% of the variance in students' career decision-making is explained by the five independent variables, while the remaining 34.1% is influenced by other factors such as family environment, peer influence, labor market information, and the support of the school's Bursa Kerja Khusus (BKK) or Job Placement Unit.

In conclusion, internal factors including career self-efficacy, self-concept, career maturity, vocational maturity, and career orientation significantly affect the career decision-making of SMKN 1 Payung students. Strengthening these five aspects through learning and career guidance programs in vocational schools is a strategic step to enhance students' work readiness and reduce unemployment rates among graduates.

5. REFERENCES

- Abadah, F. (2021). *Pengaruh Stres Kerja dan Pengembangan Karir Terhadap Kepuasan Kerja Studi Kasus Relationship Manager PT.Bank Rakyat Indonesia Kantor Cabang Palembang Rivai*. Universitas Sriwijaya.
- Adodo, S. ., & Agbayewa, J. . (2011). Effect of homogenous and heterogeneous ability grouping class teaching on student's interest, attitude and achievement in integrated science. *International Journal of Psychology and Counselling*, 3(3), 48–54. <http://www.academicjournals.org/IJPC>
- Blanch-Hartigan, D., Eeden, M. van, Verdam, M. G. E., Han, P. K. J., Smets, E. M. A., & Hillen, M. A. (2019). Effects of communication about uncertainty and oncologist gender on the physician-patient relationship. *Patient Education and Counseling*, 102(9), 1613–1620. <https://doi.org/10.1016/j.pec.2019.05.002>
- Bravo, J. C., Intriago, E. A., Holguin, J. V., Garzon, G. M., & Arcia, L. O. (2017). Motivation and Autonomy in Learning English as Foreign Language: A Case Study of Ecuadorian College Students. *English Language Teaching*, 10(2), 100. <https://doi.org/10.5539/elt.v10n2p100>
- Brown, A., Sieben, N., & Gordon, Z. (2019). Interest in teaching, coaching, and careers in education: A survey of university student-athletes. *Teaching and Teacher Education*, 83, 168–177. <https://doi.org/10.1016/j.tate.2019.03.003>
- Brown, H. D. (2007). *Principle of Language Learning and Teaching* (Fifth). Longman.
- Brown, S. D., & Lent, R. W. (2012). *Career Development and Counseling: Putting Theory and Research to Work*. John Wiley & Sons.
- Chan, S. W., Tiwari, S., Ramlan, R. binti, & Ahmad, M. F. (2018). The relationship between leadership styles and quality management practices in Malaysian manufacturing firms. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 8-10 March(September), 2167–2173.
- Corey, G. (2021). *Theory & Practice of Counseling & Psychotherapy*, 10th edition. Doane University.
- Creswell, J. ., & Creswell, J. . (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education, Inc.
- Gladding, S. T. (2017). *The Counseling Dictionary* (4th ed.). John Wiley & Sons.
- James, P. C. (2021). What Determines Student Satisfaction in an E-learning Environment? A Comprehensive Literature Review of Key Success Factors. *Higher Education Studies*, 11(3), 1. <https://doi.org/10.5539/hes.v11n3p1>
- Kahneman, D., & Tversky, A. (2013). Prospect theory: An analysis of decision under risk.

**ANALYSIS OF THE INFLUENCING FACTOR OF VOCATIONAL EDUCATION STUDENTS
CAREER DECISIONS**

- Handbook of the Fundamentals of Financial Decision Making*, 99–127. https://doi.org/10.1142/9789814417358_0006
- Larmer, J., Mergendoller, J. R., & Boss, S. (2015). Setting The Standard For Project based learning. In *Engineering* (Issues 1–2).
- Martinez, C. (2022). Developing 21st century teaching skills: A case study of teaching and learning through project-based curriculum. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2021.2024936>
- Mehan, H. (Bud), & Cazden, C. B. (2015). The Study of Classroom Discourse: Early History and Current Developments. In *Socializing Intelligence Through Academic Talk and Dialogue* (pp. 13–34). American Educational Research Association. https://doi.org/10.3102/978-0-935302-43-1_2
- Nuray, A., & Ceylan, O. (2021). The Relationship between Learner Autonomy and Motivation. *TOJET: The Turkish Online Journal of Educational Technology*, 20(1), 150–158.
- Primadita, N., & Rusijono. (2020). Pengembangan Media Video Pembelajaran Pada Materi Telephoning Dalam Mata Pelajaran Bahasa Inggris Untuk Kelas Xi Di Smk Islam 1 Durenan Trenggalek. *Journal Unesa*.
- Rohmawati, C. (2021). Internet Based Learning during Covid-19 Pandemic in EFL Classroom. *Journal of English Language Teaching and Literature (JELTL)*, 4(2), 28–38. <https://doi.org/10.47080/jeltl.v4i2.1445>
- Sapan, Y. (2020). *Pengaruh Kepemimpinan, Motivasi Kerja, Budaya Organisasi dan Kompetensi Soft Skill Terhadap Perilaku Kerja Inovatif Dosen Perguruan Tinggi Kemaritiman di Lingkungan BPSDM Kementerian Perhubungan*. Universitas Negeri Semarang.
- Sugiyono. (2021a). *Metode Penelitian Kualitatif dan metode penelitian kuantitatif* (A. Rachman & H. Purnomo (eds.); Issue 2). CV Saba Jaya Publisher.
- Sugiyono. (2021b). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)* (A. Nuryanto (ed.); Kedua). ALFABETA, CV.
- Sukarlo, M. (2021). UPAYA MENINGKATKAN LAYANAN BIMBINGAN BELAJAR UNTUK MENINGKATKAN AKTIVITAS BELAJAR PESERTA DIDIK. *Jurnal Pena Edukasi*, 7(1). <https://doi.org/10.54314/jpe.v7i1.455>
- Umbara, U., & Suryadi, D. (2019). Re-interpretation of mathematical literacy based on the teacher's perspective. *International Journal of Instruction*, 12(4), 789–806. <https://doi.org/10.29333/iji.2019.12450a>