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Self-Efficacy Analysis of Career Interest as A Student Counselor of The Guidance and Counseling

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ABSTRACT:

Background: Self-efficacy has been identified as an important factor in career interest as a counselor. However, the relationship between these variables in the context of Indonesian guidance and counseling students remains underexplored, with inconsistent findings across different cultural and educational settings.

Objective: This study aims to analyze the relationship between self-efficacy and career interest as a counselor among students of the Guidance and Counseling Study Program at Universitas Tanjungpura, Indonesia.

Materials and Methods: This research employed a quantitative descriptive method with a correlation research approach. The population consisted of 43 final semester students from the Guidance and Counseling Study Program. Data collection utilized questionnaires comprising 30 items for each variable. Data analysis employed the percentage formula to determine variable categories and the Pearson correlation formula to examine the relationship between variables, using SPSS software with a significance level of 0.05.

Results: The results showed that the correlation of self-efficacy with career interest as a counselor was 0.829 ($p=0.829$). Students' self-efficacy is in the high category (76.76%). Meanwhile, career interest is in the high category (80.52%). The conclusion was that there was no association between self-efficacy and counsellors' career interests, with a

significance level > 0.05 . Implications: The results of this study show other factors that affect students' career interests.

1. INTRODUCTION

The development of the world of education in the modern era requires students not only to have academic abilities, but also readiness in social, emotional, and career planning aspects. In this case, guidance and counseling services have a strategic role in helping individuals understand their potential, overcome psychosocial problems, and plan their future careers more carefully. Therefore, the counselor profession is one of the professions that has an important contribution to the education system. Although the need for counselors continues to grow, the interest of students in the Guidance and Counseling study program to pursue the counselor profession is not always at an optimal level.

Career interest is an individual's tendency to feel interested, pay attention, and show involvement in a certain field of work. According to Holland (1997), career interests describe an individual's preference for certain activities, environments, and fields of work that correspond to his personality characteristics. In addition, career interest is also seen as a relatively stable preference for activities or work contexts that can influence the direction of an individual's career decision-making [2].

In the last three years, several studies have shown that self-efficacy plays an important role in career interest as a counselor. According to Social Cognitive Career Theory (SCCT), self-efficacy is one of the main constructs that plays a role in the formation of career interests, career decision-making, and individual persistence in achieving career goals. The theory developed by Lent et al., (1994) explains that an individual's belief in his or her abilities (self-efficacy) influences how individuals assess their chances of success, set career goals, and develop an interest in certain areas of work.

Self-efficacy is a concept introduced by Albert Bandura in cognitive social theory. Bandura defines self-efficacy as "a person's confidence in their ability to organize and execute the actions necessary to produce a given outcome" or an individual's belief in his or her ability to organize and execute the actions necessary to achieve a particular outcome [4]. This concept suggests that individuals are not only influenced by the objective abilities they have, but also by how the individual judges and trusts those abilities. Individuals who have high self-efficacy tend to be more confident in facing challenges, more persistent when facing obstacles, and have a stronger commitment to achieving preset goals.

In the counseling profession, self-efficacy is a very important aspect because counselors are required to have the ability to build professional relationships, show empathy, communicate effectively, and help clients in the problem-solving process. Larson and Daniels' research explains that self-efficacy counseling is related to the prospective counselor's belief in his or her professional competence in carrying out counseling practices [5]. Individuals who have high self-efficacy in the field of counseling tend to be more confident in dealing with the demands of the profession, are better prepared to carry out professional roles, and are more likely to develop career interests as counselors.

In the SCCT model, self-efficacy works alongside outcome expectations and personal goals in shaping individual career choices (Lent et al., 1994). Further research shows that self-efficacy has a consistent contribution to the development of career interests and career self-management behaviors in various educational and occupational contexts. Brown & Lent (2019) explain that empirical evidence for more than two decades generally supports the SCCT model, particularly on the relationship between self-efficacy and the formation of career interest and career choice.

This introduction also highlights the development of the world of education in the era of globalization has increased the complexity of academic, social, and career problems faced by students so that the need for guidance and counseling services has become increasingly important. Research by Chudari et al., (2020) shows that career counseling services play a role in improving students' career self-efficacy, which indicates the importance of the role of counselors in helping individuals prepare for their career future.

However, the increasing need for the counselor profession has not always been followed by the readiness and interest of students of the Guidance and Counseling Study Program to pursue the profession. Research by Pravesti et al., (2023) shows that the level of self-efficacy of BK students still varies and is mostly in the medium category. In addition, research by Kartika & Lathifah (2025) shows that self-efficacy has a positive and significant relationship with the career maturity of BK students.

The findings show that self-efficacy has the potential to be a psychological factor that affects students' career interest in choosing a counselor profession.

Based on the results of initial observations made by researchers on final year students of the FKIP Guidance and Counseling Study Program, Tanjungpura University, it was found that some students still showed doubts about their ability to carry out their professional duties as counselors. This condition indicates that there are problems in the aspect of self-efficacy that have the potential to affect students' career interests, so this research is important because BK students are prospective counselors who will play an important role in helping individuals face career challenges. If self-efficacy can affect career interest as a counselor, then the results of this study can help in the development of more effective career guidance programs.

In this study, there is a research gap that needs to be filled, namely the lack of research on the relationship between self-efficacy (SE) and career interest as a counselor in Counseling Guidance students in Indonesia. Previous research has shown that self-efficacy has a relationship with career choice and development in various professional fields. Nevertheless, the results of empirical research still show mixed findings, especially when examined in the context of different cultures, sample characteristics, and professions. In addition, research that specifically examines the relationship between self-efficacy and career interest as a counselor in Guidance and Counseling students in Indonesia is still relatively limited. This condition shows that there is a research gap that needs to be studied further. Based on this presentation, this study aims to examine the relationship between self-efficacy and career interest as a counselor in final year students of the BK FKIP UNTAN study program class.

2. MATERIALS AND METHODS

The research method used in this study is a descriptive analysis research method. The variables in this study consist of independent variables, namely self-efficacy, and bound variables, namely career interests of Counseling Guidance Students. The population is 43 students of the FKIP UNTAN Guidance and Counseling study program. Data collection in this study used indirect communication techniques in the form of questionnaires consisting of 30 variables each with a closed questionnaire form. Respondents give a checklist on alternative answers that are considered to be in accordance with the student's condition

Table 1. Self-Efficacy Grid Instruments

Variable	Variable Aspects	Statement	Quantity
<i>Self-efficacy</i>	<i>Levels</i> (Levels)	1 – 10	10
	<i>Strength</i> (Strength)	11 – 20	10
	<i>Generality</i> (General)	21 - 30	10
		Quantity	30

Table 2. Career Interest Instrument Grid as a Counselor

Variable	Variable Aspects	Statement	Quantity
Career Interests as a Counselor	Empathy	1 – 5	5
	Confluence	6 – 10	5
	Positive Rewards	11 – 15	5
	Communication Skills	16 – 20	5
	Developing Relationships	21 – 25	5
	Managing the Counseling Process	26 -30	5
		Quantity	30

This research is a research with a quantitative approach, therefore in analyzing data is carried out with descriptive statistical techniques. The techniques used to analyze this data are percentage analysis and Pearson correlation. The percentage formula using the opinion of Purwanto (2019) is as follows:

$$NP = \frac{R}{SM} \times 100\%$$

Description:

NP = Percent value sought or expected

R = Raw score obtained

S.S. = Ideal maximum score of the test in question

100 = Fixed number

According to Purwanto (2019), to determine the quality of the results of the percentage calculation of the questionnaire, the following percentage quality categories are used:

Table 3. Benchmark Category Questionnaire Results

Presentation	Predicate
86 – 100%	Very High
76 - 85 %	Height
60 - 75 %	Quite High
55 - 59%	Low
< - 54%	Very Low

In this study, the hypothesis is tested using Pearson's correlation with SPSS software with the formula:

$$r = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)}}$$

Description:

r = Pearson correlation coefficient

N = many pairs of X values and Y values

$\sum XY$ = sum of the results of the X value and the Y value

$\sum X$ = sum of values X

$\sum Y$ = sum of Y values

$\sum X^2$ = sum of squares of value X

$\sum Y^2$ = sum of squares of the value Y

3. RESULTS AND DISCUSSION

3.1 Results

This study analyzed data from 43 Guidance and Counseling (BK) STUDENTS OF FKIP UNTAN class of 2022/2023. Based on the results of the analysis of the percentage of self-efficacy (X) variables, the total score (3961 out of 5160 ideal scores)

shows that student self-efficacy is in the "High" category. All 43 respondents had good self-confidence and none were in the low category, as reflected in Table 4.

Table 4. Results of Self-efficacy of Students

Code	Results	Code	Results	Code	Results	Code	Results	Code	Results
1	90	11	89	21	86	31	97	41	111
2	95	12	90	22	93	32	90	42	90
3	107	13	81	23	100	33	90	43	101
4	91	14	95	24	97	34	118	-	-
5	87	15	81	25	89	35	90	-	-
6	95	16	86	26	90	36	88	-	-
7	115	17	90	27	90	37	90	-	-
8	98	18	80	28	88	38	92	-	-
9	68	19	89	29	90	39	88	-	-
10	118	20	61	30	97	40	90	-	-

Based on Table 4, there are 43 total data with a total score of 3961, the maximum ideal score/person is 120 and the maximum ideal score is 5160. Furthermore, the technique used to analyze the data of variables X and Y is the percentage formula while to calculate the relationship uses Pearson correlation in the *Statistical Packages for Social Science (SPSS) for Window Release 17.00 package computer program*. The percentage formula using the opinion of Purwanto (2019) is as follows:

$$NP = \frac{R}{SM} \times 100\%$$

$$NP = \frac{3961}{51} \times 100\%$$

$$NP = 76,6\%$$

According to Purwanto (2019), to determine the quality of the results of the questionnaire percentage calculation, a benchmark for the percentage quality category as seen in Table 3 is used. Furthermore, the results of the analysis of the percentage of variable Career Interest as a Counselor (Y) also showed that students' career interest was in the "High" category. All respondents showed great interest in the counselor profession as reflected in Table 5.

Table 5. Results of Career Interest as a Student Counselor for Counseling Guidance FKIP UNTAN

Code	Results	Code	Results	Code	Results	Code	Results	Code	Results
1	96	11	89	21	91	31	96	41	90
2	90	12	115	22	120	32	103	42	101
3	99	13	93	23	90	33	87	43	90
4	97	14	91	24	90	34	90	-	-

5	100	15	98	25	92	35	109	-	-
6	101	16	103	26	92	36	95	-	-
7	120	17	92	27	90	37	100	-	-
8	86	18	86	28	89	38	115	-	-
9	90	19	89	29	90	39	116	-	-
10	89	20	97	30	111	40	87	-	-

Based on Table 5, there are 43 total data with a total score of 4155, the maximum ideal score/person is 120 and the maximum ideal score is 5160 which shows that students of the Guidance and Counseling study program have a great interest in the counselor profession. This is supported by the results of percentage analysis using the opinion of Purwanto (2019) as follows.

$$NP = \frac{R}{SM} \times 100\%$$

$$NP = \frac{4155}{5160} \times 100\%$$

$$NP = 80,52\%$$

The results showed that a population of 43 students had a high interest in a career as a counselor, and none had a low interest in a career. This illustrates that students have an interest in becoming counselors and enjoy the process. These results are in line with the opinion of Yuline et al (2022) Interest is an individual's interest in a certain object that is followed up by responding to the object of interest. To test the relationship between the two variables, the Pearson correlation test is used. The results of the analysis showed a significance value (Sig.) of 0.829. Based on the basis of decision-making (if Sig. > 0.05, then it is not correlated), H0 is accepted and Ha is rejected. In this study, the hypothesis was tested using the Pearson correlation test using SPSS software.

The Pearson correlation test was carried out to answer the hypothesis proposed in this study. Pearson's Product-Moment Correlations, often called Pearson Correlation (r), is one of the most commonly used statistical techniques to measure the strength and direction of the linear relationship between two quantitative (continuous) variables. This technique was developed by Karl Pearson from an idea introduced earlier by Sir Francis Galton. The value of the correlation coefficient (denoted by r) ranges from -1 to +1. The strength of linear relationships is interpreted based on the absolute value of r (regardless of positive or negative signs). Here are the general guidelines for its interpretation.

In this study, the hypothesis is tested using Pearson's correlation with SPSS software with the formula:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Description:

r = Pearson correlation coefficient

N = many pairs of X values and Y values

$\sum XY$ = sum of the results of the X value and the Y value

$\sum X$ = sum of values X

$\sum Y$ = sum of Y values

$\sum X^2$ = sum of squares of value X

$$\sum Y^2 = \text{sum of squares of the value } Y$$

The basis for decision-making is, If the significant value is < 0.05 then it is correlated, and If the significant value is > 0.05 then it is not correlated. The guidelines for the degree of relationship are as follows; The correlation of people with a value of 0.00 to 0.20 = no correlation, and the correlation of people 0.21 to 0.40 = a weak correlation. The results of the Pearson correlation test showed that there was no significant relationship between self-efficacy and career interest in the study respondents as presented in Table 6.

Table 6. Correlation Test Results between Self-Efficacy and Career Interests

Correlation			
		Career Interests	Self-efficacy
Career Interests	Pearson Correlation	1	.034
	Sig. (2 tails)		.829
	N	43	43
Self-efficacy	Pearson Correlation	.034	1
	Sig. (2 tails)	.829	
	N	43	43

Based on the results of the correlation measurement between self-efficacy and career interest, a significance value of 0.829 shows that the significance level is more than 0.05 so that it can be stated that there is no correlation between variables. This indicates that there is no relationship between self-efficacy and career interests of guidance and counseling students for the 2022/2023 school year. Referring to the results of the above research, the proposed H_0 hypothesis was accepted, namely "there is no relationship between self-efficacy and student career interests". In conclusion, it was found that there was no statistically significant relationship (correlation) between self-efficacy and career interest as a counselor.

3.2 Discussion

This discussion focuses on the interpretation of the main unexpected finding, namely the absence of a significant relationship between self-efficacy (self-confidence) and career interest as a counselor in FKIP UNTAN students. These findings (H_0 accepted) deviate from initial hypotheses and general theories (such as Social Cognitive Career Theory/SCCT). Although in general various studies show that self-confidence plays a role in career development, the results of this study indicate that in certain contexts there are other factors that are more dominant. One possibility that can explain the results of this study is that students consider career outcome expectations more than belief in their own abilities.

This is supported by the opinion of Brown & Lent (2012) who revealed that in career development, an individual's perception of the results to be obtained such as income, job stability, and social recognition can directly affect career interest even more strongly than self-efficacy in certain situations. They explain that "*outcome expectations can have a direct effect on interests and choices*". In line with this, research by [11] on Indonesian students found that 70.9% of students have high career decision self-efficacy, but this is not always directly proportional to actual career decisions.

The research shows that students who have high beliefs still need other considerations such as access to employment information, social support, and career opportunities before making career choices. These findings are relevant to students, where students may feel academically capable, but still consider the prospects of the counselor profession, financial well-being, and job opportunities before actually having an interest in entering the profession. The second possibility is the homogeneous characteristics of respondents. BK students generally have gone through the same educational process as relatively similar micro-counseling practices, and almost equivalent academic experiences.

This allows self-efficacy scores between students to be less varied. Research by [9] found that most BK students showed a level of self-efficacy in the medium to high category, with a relatively homogeneous distribution of scores. This condition causes self-efficacy to be less sensitive in distinguishing career choices between individuals. Similar findings are also supported by the research of [12] which showed that when participants were in a uniform academic environment, the relationship between self-efficacy and career interests tended to weaken due to the low psychological variation between respondents.

Longitudinal studies in science students show that peer interaction and social recognition from the learning environment have more influence on the development of interests than self-efficacy alone. Thus, the insignificance of the results of this study can be influenced by the characteristics of respondents who come from a relatively homogeneous academic population. Another fairly strong explanation is the possibility that the research instrument measures general self-efficacy, not counseling self-efficacy or specific self-efficacy in counseling practice. Recent research in counselor education shows that general self-confidence does not necessarily predict an individual's readiness in the helping profession.

[13] explain that *self-efficacy counseling refers to a belief or assessment of a person's ability to effectively counsel clients in the near future*, which suggests that self-efficacy in counseling is a more specific construct than general self-efficacy. In addition, [13] research shows that hands-on practice experience and feedback from supervisors contribute significantly to the improvement of counseling self-efficacy in prospective counselors. These findings are reinforced by [14] finding that experience of dealing with clients directly and clinical supervision are the main predictors of the development of self-efficacy in counseling students.

[15] research found that career counseling interventions based on Donald Super's theory were able to increase self-efficacy as well as career commitment in BK students. These results suggest that when self-efficacy is associated specifically with the career domain and its effect on career commitment becomes more visible. This means that the insignificance of the relationship in this study may occur because the instrument used has not specifically captured students' confidence in professional competence as counselors.

Furthermore, the cultural context can also explain the results of this research. Indonesia is known to have a collective cultural orientation, where career decisions are often influenced by family, social norms, and environmental expectations. Recent research in Indonesia by Kholifah et al (2025) shows that students' career choices are not only influenced by self-efficacy, but also by social support, psychological well-being, and digital competence with self-efficacy playing a more mediator role than the main predictor. In addition, research by [16] found that career self-efficacy plays a greater role in reducing career decision-making difficulties, rather than directly determining career interests.

The findings indicate that in BK students, self-efficacy may be more effective at helping students overcome doubts in the career planning process, but not necessarily strong enough to form a career interest in a particular profession. Based on the overall results of the discussion, this study shows that the insignificance of the relationship between self-efficacy and career interest as a counselor does not mean that self-efficacy is not important, but rather shows that in the context of BK students in Indonesia, career interests tend to be shaped by the interaction of more complex factors, such as career outcome expectations, professional practice experience, social support, and collective cultural values.

These findings broaden the understanding that in the context of counselor education in Indonesia, self-efficacy may play a role as a supporting factor for career adaptation, rather than a direct predictor of career interest. The findings of this study can be explained through the possibility that in certain contexts, career interests are not always shaped by self-efficacy, but are more influenced by personal values, social orientation, economic conditions, and family norms. In the field of careers that are social, humanistic, or *helping professions*, individuals often choose professions based on personal meaning, social contribution, and conformity with life values, not solely because they feel technically capable.

Career choices in the younger generation are increasingly influenced by *career adaptability* and *life themes*, namely how individuals interpret work as part of their identity and life goals. Savickas explained that "*people build careers by imposing meaning on vocational behaviors*" or individuals build careers by giving meaning to their vocational behaviors [17]. These findings suggest that career interests can be influenced more by the search for meaning and personal identity than by belief in one's own abilities.

Research by [18] shows that career decisions are often influenced by family expectations, social responsibility, and relational harmony. The study found that in a collective culture, family considerations had a stronger influence on career choices than individual self-efficacy. The study concluded that *family expectations significantly shape career intentions in a collectivist context*, suggesting that family orientation may be a more dominant predictor than self-confidence. Similar findings were also found in Indonesia.

Research by [19] on final year students in Indonesia shows that family influence has a significant relationship with career decision-making self-efficacy both directly and through the formation of vocational identity. The research shows that parental involvement, family emotional support, and family expectations help college students build a clearer career direction. Family influence not only shapes confidence in making career decisions, but also shapes students' perception of career choices that are considered in accordance with family values.

In addition, research by [20] shows that family support is positively related to student career decision-making. The results of the study indicate that the higher the family support, the higher the student's ability to make career choices. This shows that students do not always base their career decisions on belief in their own competence alone, but also consider social acceptance and support of the family environment. Another finding by [21] shows that family and peer environments have a significant influence on student career planning, with family influence being a more dominant factor.

These results show that in the context of Indonesian students, interests and career planning are often shaped by social interactions, family norms, and perceptions of professional security rather than based solely on individual self-efficacy. These findings are strengthened by a *scoping review* conducted by [22] regarding career decision-making self-efficacy in collectivist culture which shows that in a collective culture like Indonesia, students' career decisions are influenced by family factors, emotional regulation, career adaptability, and academic experience. Family support and social environment have a major contribution in shaping students' career decisions.

Family cohesion and family adaptability have a significant influence on career choice self-efficacy of college graduates. A supportive family helps individuals reduce anxiety about their career future, so that individuals are better able to make career decisions with confidence. This suggests that in some contexts, the quality of family relationships can be more influential than individual self-efficacy in shaping career direction [23]. Family social support has a significant relationship with career decision-making self-efficacy [24]. Students who receive emotional support, career information, and parental involvement in future planning tend to be more consistent in making career choices. These findings support the possibility that in BK students, career interest as a counselor is not only influenced by belief in self-ability, but also by the quality of social support from family.

Based on these findings, the insignificance of the relationship between self-efficacy and career interest as a counselor in this study can be understood as an indication that BK students may consider other factors such as professional meaning, social contribution, family expectations, economic prospects, and social recognition rather than just belief in their own abilities. Thus, in certain contexts, self-efficacy can play a supporting factor, but not a major predictor in the formation of career interests.

4. CONCLUSION

Based on the results of the study, it can be concluded that there is no significant relationship between *self-efficacy* and career interest as a counselor in students of the FKIP Guidance and Counseling Study Program, Tanjungpura University. These findings show that students' level of confidence in their abilities does not necessarily directly affect their interest in choosing a counselor profession. The results of the discussion indicated that students' career interests were likely to be more influenced by other factors, such as family support, personal values, practical experience, vocational identity, and considerations of job prospects and stability.

The implication of this research is the importance of developing career guidance programs that not only focus on improving *self-efficacy* but also pay attention to social environmental factors, professional experience, and the formation of students' career identities. For the Guidance and Counseling study program, the results of this research can be evaluated in strengthening field practice experience, academic supervision, and career development services for students. The next study is suggested to examine other variables that have the potential to affect career interests as a counselor, such as *career adaptability*, *outcome expectations*, social support, or *vocational identity*, by involving a wider sample so that the research results can be generalized more optimally.

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CONFLICT OF INTEREST

Authors state no conflict of interest.

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