

The influence of self-concept conflict and parental influence on emotional and personality-related career decision-making difficulties in special sports class students

Abdul Hadi¹, Anifa Tuzzuhroh Nurbaiti², Annisa Calza Sasa Salsabilla³

1. Department of Guidance and Counseling, Faculty of Teacher Training and Education, University of Mercu Buana Yogyakarta, Indonesia

2. Department of Guidance and Counseling, Faculty of Teacher Training and Education, University of Mercu Buana Yogyakarta, Indonesia

3. Department of Guidance and Counseling, Faculty of Teacher Training and Education, University of Mercu Buana Yogyakarta, Indonesia

Corresponding Email: hadi@mercubuana-yogya.ac.id

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Abstract

This study aims to explore how self-concept conflict and parental influence impact the emergence of emotional and personality barriers in the career decision-making process, specifically among KKO students at SMA Negeri 1 Pengasih. This study employed a quantitative correlational method, involving 108 students as a sample using a saturated sampling technique. Validity was assessed through expert judgment, while reliability was calculated using Cronbach's Alpha. Data were statistically processed through simple and multiple linear regression tests using SPSS software. The research findings indicate that: (1) there is a positive and significant influence between self-concept conflict and career barriers ($\beta = 0.618$; $t = 8.083$; $sig = 0.000$); (2) parental influence also makes a significant positive contribution to the barrier variable ($\beta = 0.376$; $t = 7.233$; $sig = 0.000$); and (3) collectively, these two independent factors significantly influence career decision-making difficulties ($F = 51.721$; $sig = 0.000$). The coefficient of determination (R Square) was 0.381, meaning that the variables of self-conflict and parental influence explained 38.1% of the variance in students' career difficulties. It can be concluded that the disharmony between self-perception and parental expectations plays a crucial role in exacerbating students' psychological impasse when determining career direction. The greater the pressure students feel, the greater the emotional burden that hinders them from making future decisions.

Introduction

One of the main characteristics of the global era is the widespread access to information that can be obtained easily, quickly, and without limits. This situation requires individuals to be not only academically prepared, but also psychologically prepared to face increasingly complex career choices (Kapoor & Belk, 2022). During adolescence, individuals are in a crucial phase of career development, namely the exploration stage (Omotayo et al., 2014). At this stage, adolescents are expected to begin to recognize their potential, interests, and

personal values as a basis for determining future career choices. However, in reality, not all adolescents are able to optimally navigate this process, resulting in confusion and doubt in career decision-making (Guo et al., 2025).

A misalignment between career choices and individual interests can have various negative impacts. Students can experience dissatisfaction, stress, and even decreased academic performance (Yuningsih & Nugraha, 2023). In the long term, this condition can contribute to high youth unemployment rates (Central Bureau of Statistics 2023). If not adequately intervened, this stress has the potential to develop into a more pathological psychological disorder. Lack of appropriate treatment early on can worsen an individual's mental health.

The career decision-making process is influenced by various factors, one of the main ones being internal factors, namely the individual's self-concept (Ratchick & Super, 1959). Self-concept is related to the individual's process of constructing perceptions and evaluating themselves (Harsantik et al., 2025). Research by Haenggli & Hirschi, (2020) shows that conflict in self-concept has a strong impact, amounting to 30%-40%, on emotional obstacles in career decision-making. A mismatch between self-perception and future expectations can lead to internal conflict Lent & Brown, (2019). This self-concept conflict has the potential to become a significant obstacle for individuals in choosing a career that aligns with their interests (Gati et al., 2010).

Self-concept conflict contributes as a crucial internal factor in understanding various obstacles in the career decision-making process. This conflict occurs when an individual experiences a mismatch between their actual self-perception and their future self-expectations (Brown & Lent, 2023). This condition can lead to identity confusion and a lack of certainty (Lipshits-Brazilier et al., 2015). Individuals experiencing self-concept conflict tend to have low levels of self-confidence in decision. This results in increased anxiety and doubt in making career choices. Apart from that, this self-concept conflict is closely related to the process of searching for self-identity that is experienced. The mismatch between these various roles can give rise to internal conflict that impacts decision-making (Lent & Brown, 2019). This situation becomes even more complex when individuals lack a clear understanding of their potential.

In addition to internal factors, external factors such as parental influence also play a significant role in children's career choices. In the context of career decision-making, parents play a dual role: providing support and being a source of pressure for children (Temelie et al., 2022). A meta-analysis by Stringer et al., 2011, confirms that excessive or pressured parental involvement can increase the risk of emotional career difficulties in adolescents by 25-30%. This influence can take the form of expectations, direction, or demands on children's career choices (Lent & Brown, 2019). In some cases, pressure from parents can cause conflict within students (Situmorang & Salim, 2021). This situation exacerbates the obstacles students face in determining their future paths

Overly dominant parental influence can cause individuals to feel forced into choices that don't align with their interests. This situation will certainly trigger conflict between the goals the individual wants to achieve and the expectations of parents and family (Keller & Whiston, 2008). Referring to Indonesian culture, parents' role in determining their children's future direction is usually much more dominant compared to societies that embrace individualism. This is due to collectivist values that emphasize the importance of family in an individual's life (Situmorang & Salim, 2021). Parents often have specific expectations for their children's future, including career choices (Listiwatty, 2021).

This phenomenon is evident in students who take the Special Sports Class (KKO) major. As individuals holding dual status, namely students and athletes, they bear significant responsibilities (Budiman et al., 2021). This condition requires them to be able to divide their time and focus between academic activities and sports. The pressure from these two roles can

influence the decision-making process (Situmorang & Salim, 2021). As a result, KKO (Special Sports Class) students have the potential to experience greater difficulties than regular students (Adriansyah et al., 2017). The identity of an athlete is often a dominant aspect of the self-concept of students in the Special Sports Class (KKO). This can influence how they view their future and available career options (Ratchick & Super, 1959). When students are faced with the reality that a sports career has limitations, they can experience confusion in determining alternative choices. This condition can exacerbate existing self-concept conflicts. Furthermore, a lack of alternative career planning can also exacerbate the situation.

These results demonstrate a correlation between self-concept conflict and parental influence in hindering career choice stability. These two aspects are interrelated in shaping a person's mental state (Gati et al., 1996). External pressures from the social environment often exacerbate the inner conflict and individual experiences (Leung et al., 2011). Therefore, the method used to explore this issue requires a holistic approach (Savickas, 2015). Although various studies have been conducted, most still focus on the general population. Research specifically examining KKO (Special Sports Class) students is still limited (Nota & Soresi, 2003). Furthermore, research integrating self-concept conflict and parental influence into emotional and personality-related career decision-making difficulties is also scarce (Presti et al., 2013). This situation indicates a research gap that requires further study. Previous research still has limitations in examining the relationship between self-concept conflict and parental influence simultaneously on emotional and personality related career decision making difficult, especially in student populations with special characteristics such as Special Sports Class (KKO) students. In addition, many previous studies have not specifically examined how collectivist culture in Indonesia influences a person's career decisions. In fact, family influence here is very dominant, so the relationship between internal drive and external pressure has not been fully seen.

There is a high school in Yogyakarta, one of which is a leading sports school with more than 100 active KKO (Special Sports Class) students who have produced national athletes such as PON medal winners. This program is successful in terms of achievements, but it creates unique emotional pressures due to intensive training schedules that interfere with holistic career exploration. During the Field Introduction Practice (PPL) activities at the high school, researchers obtained an overview that the Special Sports Class (KKO) students at the school face various obstacles in determining career choices. In addition to being faced with academic and non-academic demands, they are also influenced by family expectations, social environments, and limited access to information on the world of work, which also become inhibiting factors in the career decision-making process.

The findings indicate that students face a dilemma between the desire to explore new professional fields and abandoning their identities as athletes. This situation is further complicated by family constraints, particularly due to lack of harmonious or one-way communication between parents and children. The findings indicate that 70% of students face pressure from parents who force them to choose certain careers, perceived as more financially secure, but contrary to their passions. This lack of support and coercion from parents creates a gap between family expectations and students' personal aspirations. Consequently, this mismatch significantly hinders students' independent and effective career decision-making.

This study aims to examine the extent to which self-concept conflict and parental influence influence emotional and personality-related career decision-making difficulties in adolescents. It also aims to explore the psychological dynamics and emotional-personality barriers (EPCD) experienced by individuals during the decision-making process. Furthermore, this study explores self-concept conflict, offering a deeper analysis of individuals' inner turmoil when faced with future choices.

Methods

Design

This study applies a quantitative approach with an explanatory-correlational design to test causal relationships between variables. Within this framework, self-concept conflict and parental influence are positioned as independent variables, while Emotional and Personality-Related Career Decision-Making Difficulties (EPCD) act as the dependent variable. Data are collected in numerical form and then processed using statistical analysis techniques. According to (Sugiyono, 2024), the main objective of this approach is to produce scientific findings that contribute to the development of science and technology. The following is a picture of the research design:

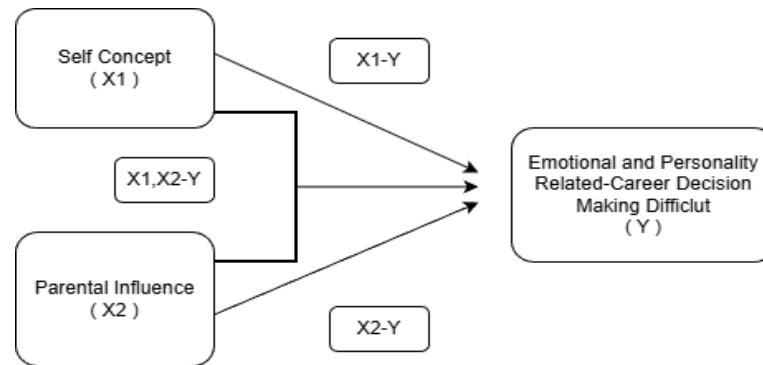


Figure 1. Research design

Participants

This study identified all 108 students in the Special Sports Class (KKO) at SMA N 1 Pengasih as the target population. The breakdown of student distribution at each grade level is presented in the table below.

Table 1. research sample

No	class	Male	Female	Number of students
1.	Class X	20	16	36
2.	Class XI	25	11	36
3.	Class XII	16	20	36
		61	47	108

The sampling technique used in this study was a saturated sampling method (total sampling). The sampling technique applied in this study was saturated sampling (total sampling). The researcher selected all students in the Special Sports Class (KKO) at SMA N 1 Pengasih as research subjects. This step was taken due to the relatively limited population size and was still within the researcher's reach. By involving all members of the population who met the inclusion criteria, it is hoped that the data obtained will be able to present a comprehensive, in-depth, and accurate portrait.

Instruments

In this study, the data instrument was carried out through the integration of the questionnaire method as the main instrument. This instrument is designed in a closed-ended format to guide respondents in selecting pre-prepared answer options. Data collection was

conducted digitally (an online questionnaire) using the Google Forms platform, which was then distributed to students in the Special Sports Class (KKO). This research instrument was constructed using a Likert Scale to measure subjects' attitudes, opinions, and perceptions of the phenomenon under study (Sugiyono, 2024). The instrument comprises three main scales: Self-Concept, Parental Influence, and Emotional and Personality-Related Career Decision. The following is the scale instrument grid:

Table 2. Research Instrument Scale Grid

No	Variable	Aspec	Indicator	Item
1	Self Concept	Internal	Self-Identity	7
			Behavior	6
			Morals and Ethics	4
		External	Self-Acceptance	6
			Social	6
			Physical	6
			Family	5
2	Parental Influence	Control	Personal	4
			Parental Control	5
		Maturity Demands	Demand for Maturity	5
			Parent-Child Communication	5
			Nurturance	5
3	Career Decision-Making Difficulties	(Pessimistic Views	Emotional Support	5
			A Pessimistic View of the Process	6
			A Pessimistic View of the World of Work	6
		Anxiety	A Pessimistic View of One's Control	6
			Anxiety about the Process	6
			Anxiety about Choices	6
			Anxiety about Outcomes	6
		Self Concept and Identity	Self-Esteem	6
			Generalized Anxiety	5
			Uncrystallized Identity	4
Amount				115

Respondents were asked to respond to each statement using four alternative answers: Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS). The instrument's validity criteria were determined by comparing the calculated r value (Pearson Correlation coefficient) with the r table. Referring to the trial sample size of 37 respondents with a significance level of 5%, the r table value was set at 0.325. The description should provide a clear overview of how the study was conducted while avoiding unnecessary operational detail. Based on the results of the validity test of the Self Concept, Parental Influence and personality related career decision scales, the calculated r value is > 0.325, so the instrument is declared valid

The results of the Self Concept reliability test show that the Cronbach's Alpha value is 0.637, which is greater than 0.50. So it can be concluded that the Self Concept scale can be said to be reliable or consistent in the moderate category. Furthermore, the results of the Parental Influence reliability test show that the Cronbach's Alpha value is 0.652, which is greater than 0.50. So the Parental Influence scale item can be said to be reliable or consistent in the moderate category. Meanwhile, the results of the Emotional and Personality Related Career Decision reliability test show that the Cronbach's Alpha value is 0.808, which is greater

than 0.70. So, it can be concluded that the Emotional and Personality related Career Decision item can be said to be reliable or consistent.

Data Analysis

The analysis applied in this study is descriptive statistics, which serves to present data through a systematic description of the reality of findings in the field, without intending to generalize to a wider population. The normality test was applied to verify whether the data distribution in the study followed a normal distribution pattern (Puspitaningtyas & Kurniawan, 2016). The testing procedure in this study used the Kolmogorov-Smirnov technique processed through IBM SPSS Statistics software version 25. The decision-making criteria were that the data was declared normally distributed if the significance value obtained was greater than 0.05.

The linearity test is implemented to verify whether there is a significant linear relationship between the independent and dependent variables. This test is an absolute prerequisite that must be met before proceeding to parametric statistical analysis, such as correlation or regression (Sugiyono, 2024). A relationship between variables is categorized as linear if the linearity test results show a significance value greater than 0.05. The multicollinearity test is performed as a prerequisite in the application of multiple regression analysis, with the aim of determining whether the multicollinearity test is applied in the multiple regression model to detect the presence or absence of high correlation or intercorrelation between independent variables. In this study, the test aims to ensure that variables X1 and X2 are independent and do not have too strong a relationship with each other. A regression model is declared free from multicollinearity problems if it meets the criteria of a tolerance value of 0.1 and a VIF value of less than 10.00.

Hypothesis testing in this study uses multiple linear regression analysis applied to estimate the simultaneous influence of two or more independent variables on one dependent variable comprehensively (Sugiyono, 2024). In this study, the technique is oriented to test the third hypothesis, namely to see the extent to which variables X1 and X2 together contribute to variable Y. The method is used to test the third hypothesis using the help of IBM SPSS Statistics version 25 as a data analysis tool.

Results

An overview of the variables of parental influence, self-concept, and Emotional and Personality-Related Career Decision Making Difficulty is presented through a summary of descriptive statistics that include the mean, minimum and maximum scores, standard deviation, and frequency distribution. The results of the data calculation regarding perceptions of these variables are presented in the following table:

Table 3. Self Concept Data Description

Self Concept		
N	Valid	108
	Missing	0
Mean		58,37
Meedian		59,50
Mode		60
Std. Deviation		5,710
Variance		32,609
Range		37
Minimum		38
Maximum		75

Based on the results of the descriptive analysis of the Self-Concept conflict variable, the maximum empirical score was 75 and the minimum empirical score was 38, resulting in a data range of 37. The data collected from 108 respondents showed an average value (mean) of 58.37 with a standard deviation of 5.710. Next, An overview of the parental influence variable is presented through a summary of descriptive statistics, including the mean, minimum and maximum scores, standard deviation, and frequency distribution. The results of the data calculations regarding perceptions of this variable are presented in the following table.

Table 4. Parental Influence Data Description

Parental Influence		
N	Valid	108
	Missing	0
Mean		22,85
Median		23,00
Mode		24
Std. Deviation		2,633
Variance		6,931
Range		15
Minimum		13
Maximum		28

Based on the data presentation, it is known that the Parental Influence variable has an empirical maximum score of 28 and an empirical minimum score of 13, resulting in a data range of 15. From a total of 108 samples, an average value (mean) of 22.85 with a standard deviation of 6.931 was obtained. Next, the description of Emotional and Personality Data Related to Career Decision Making Difficulty is presented in the following table.

Table 5. Description Data EPCD

Emotional and Personality-Related Career Decision Making		
N	Valid	108
	Missing	0
Mean		54,06
Median		255,00
Mode		54
Std. Deviation		6,206
Variance		38,520
Range		31
Minimum		39
Maximum		70

Based on the descriptive analysis that has been presented, the Emotional and Personality-Related Career Decision-Making Difficulties (EPCD) variable recorded an empirical maximum score of 70 and an empirical minimum score of 39, with a data range of 31. Data collected from 108 respondents showed an average value (mean) of 54.06 and a standard deviation of 6.206.

The normality test was performed using the SPSS program, and the data were considered normally distributed if the significance value was > 0.05 . The results of the Kolmogorov-Smirnov normality test are shown in the table below.

Table 6. Kolmogor-Smirnov normality test

One-Sample Kolmogrov-Smirnov Test			
		Unstandardized Residual	
N		Mean	108
Nomal Paramaters ^{a,b}		Std. Deviation	.0000000
			4.40500856
Most Extreme Differences		Absolute	.043
		Positive	.043
		Negative	-.038
Test Statistic			.043
	Asymp.Sig.(2-tailed)		.200 ^{c,d}

From the test table above, it shows that the significance level of 0.200 is greater than 0.05, which means the data is normally distributed. Linearity testing was performed using SPSS. If the significance level is greater than 0.05, the data can be said to be linear. Next, the linearity test is carried out using SPSS. If the significance level is greater than the coefficient of 0.05, then it can be said that the significance is greater than 0.05, so the data can be said to be linear. The following is a linearity test table.

Table 7. Linearity test table.

ANOVA Table							
			Sum of Squares	df	Mean Squares	F	Sig.
<i>Emotional And Personality-Related Career Decision Making Difficulties * Konflik Self Concept</i>	Between Groups	(Combined) Linearity	2314.134	25	92.565	4.199	.000
		Deviation from Linearity	1571.692	1	1571.692	71.301	.000
	Within Groups		742.442	24	30.945	1.403	.132
			1807.533	82	22.043		
	Total		4121.667	107			

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
<i>Emotional And Personality-Related Career Decision Making Difficulties * Parental Influence</i>	Between Groups	(Combined) Linearity	1793.123	15	119.542	4.723	.000
		Deviation from Linearity	1367.024	1	1367.024	54.011	.000
	Within Groups		426.099	14	30.436	1.203	.287
			2328.544	92	25.310		
	Total		4121.667	107			

Based on the SPSS output results, it was obtained that the linearity test between the Emotional and Personality Related Career Decision Making Difficulty variables and Self-Concept conflict showed a significance value of 0.132. This value is greater than 0.05, so the variables can be declared linear. Meanwhile, the linearity test between the Emotional and

Personality Related Career Decision Making Difficulty variables and Parental Influence showed a significance value of 0.287, which means it is greater than 0.05.

The results of this research hypothesis test indicate that the influence between variables is considered significant if H0 is rejected, as indicated by the calculated F value being greater than the F table. Conversely, if the calculated F value is smaller than the F table, then H0 is accepted and there is no significant relationship. The results of the multiple linear regression analysis can be seen in the following table:

Table 8. Multiple linear regression analysis

		ANOVA				
Model		Sum of Squares	df	Mean Squares	f	sig.
1	Refression	2045.428	2	1022.714	51.721	.000 ^b
	Residual	2076.239	105	19.774		
	Total	4121.667	107			

The results of statistical analysis using IBM SPSS showed an F-value of 51.721, which exceeded the F-table value of 3.08. This finding is the basis for rejection (H0), which means there is a simultaneous positive and significant influence between Self-Concept conflict and Parental Influence on Emotional and Personality-Related Career Decision-Making Difficulties (EPCD). The direction of this positive relationship indicates that an increase in the variables of Self-Concept conflict and parental influence together will be followed by an increase in the level of EPCD in students.

Discussion

This study shows that self-concept conflict and parental influence significantly influence Emotional and Personality-Related Career Decision-Making Difficulties (EPCD) in KKO students at SMA N 1 Pengasih. Self-concept conflict proved to be a dominant internal factor in increasing career decision-making difficulties, especially when students experience a mismatch between their actual and ideal selves. This condition leads to anxiety, doubt, and a pessimistic outlook on their future careers.

Furthermore, parental influence also significantly contributes to high EPCD. Parental pressure, control, and demands on students' career choices create conflicts between family expectations and their personal interests as athletes and students. The results of a simultaneous analysis indicate that these two variables interact to explain career decision-making difficulties in KKO students. Thus, career difficulties are influenced not only by individual psychological factors but also by family and social environmental factors (Reid et al., 2025).

The research findings are reinforced by Donald Super's Life-Span, Life-Space Theory, which places self-concept at the core of an individual's career development. During adolescence, individuals are in the identity exploration stage, so self-concept conflicts can lead to confusion in career choices (Iriani et al., 2023). This research is also supported by Brewer's concept of athletic identity, which explains that student athletes tend to have a strong sporting identity, leading them to explore less alternative careers (Brewer et al., 2019). Furthermore, Career Decision Difficulties Questionnaire (CDDQ) model explains that career decision-making difficulties are influenced by a combination of emotional, cognitive, and social factors (Lipshits-Brazilier et al., 2015). From a family perspective, theory emphasizes that the family is the primary socializing agent in shaping children's values and career choices (Rawolle et al., 2013). In collectivist cultures like Indonesia, parental influence is stronger, so family pressure can increase students' anxiety and uncertainty in determining their future careers (Rawolle et al., 2013).

The results of this study align with those of Laura Nota and Salvatore Soresi, which showed that barriers to self-concept were closely related to increased difficulty in career decision-making (VanPuymbrouck & Friedman, 2023). Andreas Hirschi and Damian Läge's research also found that self-concept conflict explained a significant portion of the variance in career difficulties in adolescents (Haenggli & Hirschi, 2020). Regarding parental influence, the results of this study support Kathryn Stringer's findings that parental pressure can hinder children's career decision-making. Research by Keller and Susan Whiston also explains that controlling parental influence tends to have a more negative impact than adaptive support (Stringer et al., 2012). This research strengthens previous studies by providing a new context for KKO students who have dual identities as athletes and students. This situation makes the interaction between self-concept conflict and parental influence more complex than that of regular students.

The research findings have theoretical and practical implications. Theoretically, this study strengthens the integration of career development theory, self-concept, and the career decision-making difficulty model in the context of collectivist cultures and athletic environments (Munawir et al., 2018). This study also confirms that career decision-making is a multidimensional process influenced by the interaction of internal and external factors. Practically, the research results provide implications for guidance and counseling services in schools, namely: 1) BK teachers need to develop programs to strengthen self-concept and explore students' career identities outside the field of sport. 2) Schools need to involve parents through educational programs or workshops on adaptive career support. 3) Career transition programs are needed for student athletes to prepare them for alternative careers in the future. 4) Career counseling services need to help students reduce anxiety, increase self-confidence, and build independence in making career decisions. Thus, this study confirms that career decision-making difficulties in KKO students are the result of a complex interaction between self-identity conflict, family influence, and social demands that require comprehensive treatment.

Implications

The implications of this research suggest that addressing career difficulties in students in special sports classes must be approached holistically. Theoretically, these findings reinforce the evidence that self-concept conflict and parental influence are interrelated factors that trigger emotional and personality-related career decision-making difficulties. Furthermore, parents' roles need to be directed to provide more flexible support without placing pressure on their children. Therefore, schools are expected to design more collaborative career guidance programs to optimally support students' future preparedness.

Limitations and future directions

The researchers acknowledge that this study has several limitations that need to be considered in interpreting the findings. First, the temporal aspect is a major constraint, as data collection was conducted over a relatively short period of time (cross-sectional). Furthermore, during the data collection process, the researchers used a Google Form instrument distributed to respondents. This allows for potential bias, such as respondents not understanding the item statements, filling them out hastily, or not fully reflecting the actual situation. It is hoped that future research will analyze the research data more effectively and collect data through questionnaires/worksheets so that students can fill in the data according to their feelings and not be distracted, resulting in more optimal data collection results.

Conclusion

The findings of this study indicate that the level of emotional and personality-related career decision-making difficulties among KKO students is significantly influenced by self-

concept conflict and parental influence. Self-concept conflict is the most powerful internal factor causing students to feel doubtful and lack confidence when planning for the future. The gap between actual self-image and future expectations has proven to be a barrier for students in solidifying their career decisions. This integration of personal and environmental factors confirms that student athletes' career readiness depends not only on job information but also on the stability of their self-concept. On the other hand, parental influence, as an external factor, also exerts a significant influence, particularly when manifested in the form of controls and demands that are not aligned with students' interests and potential. This condition exacerbates the psychological stress experienced by students in the career decision-making process. Simultaneously, these two variables contribute significantly to explaining the variation in emotional and personality-related career decision-making difficulties. This confirms that career decision-making difficulties among KKO (Special Sports Class) students are the result of an interaction between internal individual factors and family environmental factors.

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Author Contribution Statement

AH assisted with analysis, data processing, and instrument development. While TP helped manage the research data sources and assisted with the research publication process.

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