



Self-Concept in Determining Student Career of Islamic Guidance and Counseling Students

Syamsul Rizal¹; Sudarwan Danim²; Hadiwinarto²; I Wayan Darmayana²; Fadila¹; Eka Apriani¹; Jurianto¹; Syafryadin²

¹ Institut Agama Islam Negeri (IAIN) Curup, Indonesia

² Universitas Bengkulu, Indonesia

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Abstract

This research is motivated by the fact that the Institut Agama Islam Negeri (IAIN) Curup is one of the tertiary institutions that provide academic and professional education, which is composed of the whole and unity of Islamic knowledge. IAIN Curup has many Academic and Professional education programs that match the interests, talents and potentials of the individual. From that level of education can determine a person's job or career. A person in general needs a job field to work and be successful in the job he is holding. In society at large, there are various types of work, but not all of the works that have been served are successful and happy as a life goal per their self-concept. At this time, work has a very big role in fulfilling the needs of human life, especially economic needs, free trade, and technological progress will increase competition or money that can be used to buy goods and services to meet the needs of daily life. This research is descriptive qualitative research. The place of this research is IAIN Curup, Rejang Lebong Regency. The research subjects were students of the seventh-semester BKI concentration. In this research, data collection techniques used observation, interviews and documentation. Then, the data analysis techniques used data collection, data presentation and concluding. From the research, it can be seen that the knowledge regarding self-concept of many research subjects The knowledge of Guidance and Counseling students regarding their overall self-concept is still looking for their identity and potential, the expectations of BK students concerning careers are not entirely interested in education according to the majors intake it but must be achieved, the assessment of BK students, if the desired expectations are not achieved, must keep trying by continuing to study hard and diligently.

Keywords: *Self-Concept; Students Career; Islamic Guidance*

Introduction

Self-concept is a manifestation of a person regarding himself which is a combination of physical, psychological, social, emotional, aspirational, and achievement beliefs that they have achieved. Self-concept is one aspect that is quite important for individuals in their behavior (Gufon & Risnawati, 2010). This means that if individuals tend to think that they will be successful, then this is a force or impetus that

will make individuals towards success, on the other hand, if individuals think that they will fail, this is tantamount to preparing for failure for themselves. Self-concept is a way of a comprehensive view of himself which includes the abilities they have, the feelings they experience, their physical condition, and their immediate environment.

The phenomenon that occurs today is that many students do not know their career choices because students do not understand the concept of themselves. This is also reinforced by a short interview conducted by the author with several students at one of the IAIN Curup state universities. They admit that they do not know what field of work/career they will pursue following the education they will take after graduating from college. Working as an optional PNS (Civil Servant) student in semester VII of the concentration of guidance and counseling without adjusting the field of work with his abilities. Even for the first time deciding to choose a major in college was not with a mature decision and consideration, without understanding his self-concept whether the department could determine his future career. Education is interpreted as an effort to prepare students through guidance and teaching activities, and training for their role in the future. In principle, the purpose of education is to foster optimal development of each individual following his / her potential and produce intelligent & quality human beings.

As stated in Law No. 20 of 2003 article 3 which reads: National Education functions to develop abilities and shape the character and civilization of a nation with dignity to educate the nation's life, aims to develop the potential of students to become people who believe and devote to God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen.

Education is a necessity for every human being from birth to the end of his life. The more educated a person is, the more knowledge a person has. The possibility to try something new is greater so that someone will be more creative and capable. With people having education through learning, a person can manifest himself so that someone will desire something appropriately without depending on other people. A person, in general, needs a job and is successful in the job he has held. In society at large, there are various types of work, but not all of the jobs that have been served are successful and happy as a life goal under their self-concept. At this time, work has a very big role in fulfilling the needs of human life, especially economic needs, free trade, and technological advances that will increase competition or money that can be used to buy goods and services to meet the needs of daily life.

Based on the point of view of social life, people who have jobs will certainly be more appreciated and respected by the community than people who do not have a job. From a psychological side, people who have a job will increase their self-esteem and competence. Work can also be a fertile vehicle for actualizing all the potential that an individual has. To get a good job that is following one's potential, one must recognize his self-concept and adjust it in determining the direction of his career. In Indonesia, many people who work are not per their educational background and potential.

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concentration of guidance and counseling without adjusting the field of work with his abilities. Even for the first time deciding to choose a major in college was not with a mature decision and consideration, without understanding his self-concept whether the department could determine his future career.

Theoretical Framework

Understanding Self-Concept

Self-concept is a concept about the individual's self which includes how a person views, thinks and assesses himself so that his actions are following the concept of himself (Hurlock, 1999). Self-concept refers to a student's attitude about, understanding of, and appreciation of a subject or class lecture in education. Students' self-perception is critical in adjusting to school during childhood and adolescence and in steering students' efforts toward their academic works (Jaiswal & Choudhuri, 2017). According to Wiliam D. Brooks (1999) defines self-concept is "those physical, social, and psychological perceptions of ourselves that we have derived from experiences and our interaction with others" which means that self-concept is our view and feelings about ourselves, perceptions about self can be psychological, social and physical.

Meanwhile, according to Calhoun and Acocella (2003), they define themselves as "a hypothetical construct referring to the complex set of physical, behavioral, and psychological process characteristics of the individual". Based on this viewpoint, it is clear that self-concept cannot be distinguished from character and behaviours. Character may be defined as the personality of a character or as acts that are often performed (habit). The original condition that occurs inside an individual can be perceived as character. Character refers to a person's personality or aspects that are very fundamental to them, as opposed to things that are very complex in an individual, which is sometimes referred to as character or temper (Apriani & Fathurrochman, 2017).

Meanwhile, according to William James (2004) Self-concept is a person's opinion about himself, a person's understanding of himself, whether it is related to mental abilities, mental or physical achievements, or regarding everything material to him. Or in other words, self-concept is a person's response to the question "who am I?".

According to Rogers (2003) self-concept is a conscious part of the phenomenal space which is realized and symbolized, namely "I" is the center of reference for every experience. This self-concept is a core part of the individual's experience, slowly differentiated and symbolized as a self-image that says "what and who I am" and what I should do. So the self-concept is a constant inner awareness of experiences that relate to me and distinguish me from those who are not.

A person's attitude of actions is dictated by their self-concept. That is, if anyone has a positive self-concept, this is the motivation of support that would be given. Get anyone successful (Seaton, Parker, Marsh, Craven, & Yeung, 2017). The significance getting self-control is: first and foremost, self-control is necessary in one's relationship with oneself other individuals (interactions with others) (Blomfield Neira & Barber, 2018). This is due to the fact that we should never live alone and must still be part of a society or culture. In order to complete the entire life requirement, it necessitates collaboration with others, which can occur with advantageous if the person is able to restrain himself from acts that are harmful to others. Second, self-control plays a part in revealing our true selves (self-worth) (Komsu, et. al, 2018).

Understanding Career

According to the Indonesian dictionary (Depdikbud, 1995), a Career is a development and progress, employment, position, and so on. A career is a job, a person's profession will work happily, with great joy if what is done is per his condition, according to his abilities, according to his interests, but on the other hand, if a person works not per what is in him, then it can be. he will certainly work less enthusiastically, less happy, and less diligent, it is necessary to have the suitability of the demands of the job or position with what is in the individual. Meanwhile, according to Schein, a career is a cultured view of the level of progress which is limited to high salaries.

Job is not necessarily a career, the word work (work, job, employment) indicates any activity that produces goods or services, while the word career emphasizes the aspect that a person sees his job as a vocation that permeates all thoughts and feelings and colors. ten styles of life (lifestyle). Previously, Donal Super stated that a career is a series of jobs, positions, and positions that lead to the life of the world of work (Irman, 2009).

A. Muri Yusuf (2005) states that "career includes three related things, namely the world of education (pre-occupation), the world of work (occupation) and the world of pension (post-occupation) during the life span". This statement can be interpreted that success in the world of education contributes to success in the world of work, which is closely related to the achievement and position of being respected when the individual enters the world of retirement. Many problems occur as a result of the unpreparedness of individuals in their career life.

According to data from the Ministry of Research, Technology, and Higher Education (2017), as many as 196,176 Indonesian students dropped out in 2017. Furthermore, according to data from the Ministry of Education and Culture (2014), the percentage of high school students majoring in science who were admitted into soshum majors on SNMPTN in one of the state in 2014, colleges reached 39.03 percent. According to the findings of the 2017 Indonesian Press Conference Resources Forum (HRF), up to 87 percent of Indonesian students major in the wrong area (Makmun, 2017). One of the majors in question has a prior educational record in an unsuitable area. For eg, someone who studied engineering but worked in a different field for a business's gas According to Aji (in Makmun, 2017), when he studied, he did not act according to interest, which affected the results seen in work, resulting in less-than-optimal performance. According to the stages of career growth, people are now beginning to narrow down their career opportunities and are not yet entirely committed to their career choice (Pradnyawati, et.al, 2019).

Self-Concept and Career

According to Donal E. Super (1995), self-concept plays a vital / important part in work choosing, and after finishing schooling at the undergraduate level, it is assumed that you already know the steps that must be taken related to the option of work and career that will be pursued, as well as many other job alternatives. The descriptions of the two characters Ginzberg and Donal E. Super (1995) give us good indications that career is a lifetime problem. Students are in this stage where they will grow their skills, desires, self-potential, and positive self-concept to be used in deciding different alternative work, even though it is not final.

Donald Super argues that individual self-concept is essential in career and work selection. Donald Super divided his career preference theory into ten sections, which are as follows:

- a. Individual distinctions exist in all, which science has long recognised. The spectrum of personality traits is extremely wide, both within and within individuals.
- b. As a result of these qualities, each person is capable of performing a variety of occupations. The spectrum of abilities for personality traits and other traits is so wide that anyone can be competitive in a number of occupations.
- c. Each role necessitates a distinct set of skills, desires, and personality characteristics, but is broad enough to accommodate a variety of work for each employee and multiple individuals in a job.

- d. Professional expectations and competencies, as well as circumstances in which individuals live and work in their own conception of life, can evolve with time and experience, making decisions and changes a continual process.
- e. The progression of life's phases.
- f. The nature of a person's career pattern is dictated by his parents' socioeconomic status, his analytical skills and personality characteristics, and the resources available to him. Both aspects of a person's upbringing can affect his attitudes and behaviour. Among them are the social status of the parents, analytical skills, and the desire to get along with other friends, which would influence the job situation in the future.
- g. Development may be directed as attempts to promote the maturation phase of abilities and desires during life's phases. Individuals will be aided in their search for a fulfilling career.
- h. The method of vocational learning is basically the formation and application of a self-concept, which is the product of a mixture of inherited specific skills, the ability to perform different roles within oneself, and the assessment or judgement of others on attempting to play that role. Before a person enters the world of work, he or she imagines the job or task that will be performed later in his or her education. This will be part of his self-concept growth.
- i. The method of balancing (accepting) individual and social influences, whether in fiction or in therapy interviews, or in real-life experiences such as school activities, group sports, or odd jobs, since the world of work is so diverse and the entrance criteria so complicated, it is impossible that you will ever aspire to engage in real-world job scenarios.
- j. Job satisfaction and life satisfaction are determined by how much an individual progress or channels his talents, desires, personal characteristics, and personal values. This happiness is therefore dependent on his stability in work conditions and his perspective on life; the client can feel joy and satisfaction at work if the work he does allows him to do so for him to employ his own personal characteristics and values, i.e. the insights acquired through his career Work can be compared to the mental picture of him that exists now. If the job he is doing does not encourage him to become the person he is portraying, the person would be miserable typically, this disappointment leads to the client looking for alternative employment opportunities.

Brooks and Emmert (in Rahmat, 2000) describe five traits of people that have a good self-concept: feeling secure in one's skills, feeling equal to others, getting praise without guilt, realising that someone has thoughts, wishes, and actions that society does not fully approve of, and being able to change because you can reveal undesirable facets of one's personality and try to alter them According to Susana (2006), people who have a good self-concept develop high self-esteem, which determines the degree to which a person is certain to be capable and successful. A student with a good self-concept will attempt to fail, which in this situation refers to the maturity of choosing the best career. According to Calhoun and Acocella (1990), students who have a negative self-concept are ignorant of who they are, their abilities and shortcomings, and the things they admire his life or even build a self-image that does not allow for any deviation from the guidelines he felt were the most suitable, he is more likely to have weak job selection sophistication (Pradnyawati, et.al, 2019).

According to Fottler and Bain (in Akbar, 2011), individuals with career selection experience have the awareness, talent, and desire to move ahead. Self-view is referred to as self-concept by Calhoun and Accocella (1990). According to Super (in Winkel & Hastuti, 2013), the individual's self-concept is a determinant of job selection sophistication. According to Super (in Pradnyawati, et.al, 2019), the career area one prefers is a description of the person's self-concept. When people face job decisions in their lives, their self-concept will suffer person counsel is given in making decisions based on these factors.

The factors in career development consist of internal and external factors. There are several factors that influence career development during adolescence, including the following (Santrock in Pradnyawati, et. al, 2019):

a. Identity development

Career development is related to the development of identity in adolescence. Decisions regarding career and career planning are positively related to identity moratorium status and identity diffusion. Adolescents who are more deeply involved in the identity formation process are better able to understand their career choice qualifications and determine the next steps to achieve their short-term and long-term goals. In contrast, adolescents in the status of identity moratorium and diffusion have to fight harder in planning and making decisions about work.

b. Social influence

A person's social experience has a big influence on a particular career choice from a range of available options. The strongest influence came from social class, parents and peers, school, and gender.

c. Social class

Education is naturally a level to reach in entering a certain type of career.

d. Parents and peers.

Parents and peers also have a very strong influence on youth career choices.

e. School influence.

f. Schools, teachers and mentors have a huge influence on the career development of students. School is the starting point where a person is first introduced to the world of work. School provides an atmosphere for self-development with respect to achievement and work. Schools are the only institutions in society which provide the necessary systems for education regarding career instruction, guidance, placement, and social connections.

g. Gender

Because so many women are more socialized into family stewardship roles than with careers or accomplishments, they traditionally do not take career planning seriously, not exploring gender-stereotyped career options.

Research Methodology

This research is field research, in this case, the researcher uses a qualitative research type, namely analyzing and presenting facts systematically based on the amount or amount of data described in the form of words to be understood and concluded. This research is qualitative because it is qualitative, it requires research subjects, the subjects of this research are objects, things, people, places, or data (Arikunto, 1998). In this case, the research subjects were students of the IAIN Curup counseling guidance concentration in the 2019/2020 semester VII academic year, amounting to 170 students and 10% of 170 were taken. The results obtained 17 students became research subjects. The supporting data needed in this study were obtained through informants, namely the head of the concentration of counseling guidance, academic advisors. In terms of obtaining data about self-concept in determining students' career in the concentration of guidance and counseling.

Observation

Observation in a psychological sense is called observation, which includes activities to load attention to an object using all sensory organs such as smell, hearing, touch, sight, and taste (Danim, 1998). Observations were made to obtain actual and direct data by the researcher which aims as a basis for knowing self-concept in determining the career concentration of IAIN Curup counseling students.

Interview

The interview is a data collection technique used to obtain information directly from the source. The interview that the author uses is an open interview based on interview guidelines that have been compiled to collect the data needed in the study, the writer conducts the interview. These interviews were conducted with the head of the study program, academic advisory lecturers, and students. This interview is a data collection technique and data validity.

Documentation

Documentation is a way of retrieving data from existing records, books, and data, this method is used by researchers to obtain data on the number of students, lecturers and employees as well as matters relating to accuracy in research as well as matters concerning research sites

Result

Table 1. Interview Statement Regarding Self-Concept

No	Name	Status	Interview Statement Regarding Self-Concept
1	CAM	Student	"Self-concept is an assessment of yourself, whether positive or negative, to know yourself which includes how to view, think and assess yourself so that your actions are per your self-concept. So that you can accept yourself as you are to have a stable personality. "
2	M	Student	"What I know is that self-concept is an understanding of what you want to be, according to your assessment and desire, where the assessment changes due to other people's judgments."
3	IR	Student	"That self-concept is" the things that I know about myself and other people also know, such as who I am, how my physical condition is, what I want, my preferences, and others that can make me happy with my stand. without hearing what people say about myself, so that I understand my desires "
4	OS	Student	"Self-concept is" a special assessment of myself, where only I know about myself and other people can only judge myself from a physical point of view. Sometimes my self-concept also changes frequently "
5	DS	Student	"Self-concept is an assessment of what beliefs I do according to my wishes".
6	OPS	Student	"The self-concept is something that becomes our basic, not the result of imitating the environment, thus the self-concept is what becomes the guideline that exists within the individual. So that, human beings have their concept."
7	PTW	Student	"We know that the self-concept is what becomes one's ideology and becomes a concept in the individual."
8	PAY	Student	"We know that the self-concept is what becomes one's ideology and becomes a concept in the individual."
9	PPS	Student	"I do not fully understand the concept of self, because I have not been able to carry myself well and per what I expected".
10	PJO	Student	"I don't know the concept of myself well but I want to be a good person".

11	PAO	Student	"my self-concept is not yet organized, because I can't control my emotions properly".
12	PT	Student	"Yes, I think self-concept is about thinking about being a good person"
13	QL	Student	"When asked about self-concept, I already know my self-concept, who I am and where do I want to be after graduating from college".
14	RPO	Student	"I understand my self-concept, where I want to go later, and what my goal is, and how my lifestyle is".
15	RPI	Student	"I don't know my self-concept well, where are my real goals because until now I still often go along in other words people go to the left, I go left, people go to the right so I go to the right".
16	RI	Student	"Self-concept is an attempt to know traits or characters that were not good before, can be changed to good, I can make it easier to socialize, can know the criteria in myself, and by knowing about myself I can make changes if it is bad".
17	RSD	Student	"It is my knowledge that the concept of self is what the principle of one's life is."

Table 2. Interview Statement Regarding Self-Concept & Career

No	Nama	Status	Interview Statement Regarding Self-Concept & Career
1	CAM	Student	"I don't know much about my future career, and the efforts I do are always study diligently and successfully finish college so that my wish can come true".
2	M	Student	"I already know about counseling guidance, the effort made is looking for information on the world of work in education, especially in the field of guidance and counseling and the most important thing is to study diligently and diligently."
3	IR	Student	"The career field that I choose at this time, namely BK is by the potential that I have".
4	OS	Student	"My career field will be in education and becoming a counseling teacher"
5	DS	Student	The job that I want is related to counseling according to the career field that I have taken, because of that I will study hard".
6	OPS	Student	"My favorite career field is computers and I will develop that knowledge".
9	PPS	Student	"The working life is the first step for us to earn money. Sometimes the world of work is obtained, not only waiting to graduate from college but if there are job vacancies we can continue to try, no problem, count on looking for experience."
12	PT	Student	"Yes, I have not thought about it which is clear I want to be a good person".

Based on the table of results of interviews with several students of the seventh-semester in BKI at IAIN Curup above, it can be conclude that in general, they already have knowledge, expectations, and assessments of self-concept and the career that they are going to live in. Students' knowledge about self-concept and career are:

1. Students' knowledge about self-concept and career.
2. Students' expectations about self-concept and career.
3. Student assessment of self-concept and career

Discussion

Student Knowledge Concerning to Self-Concept and Career

Knowledge of self-concept is what individuals know about themselves. Individuals in their minds have a list that describes themselves, physical completeness or deficiency, age, gender, nationality, ethnicity, occupation, religion, and others. Self-knowledge also comes from the social groups identified by the individual. This nickname can also change at any time as long as the individual identifies himself with a certain group, then the group provides other information that is included in the mental portrait of the individual (Gufon & Risnawati, 2010).

The self-concept is conveyed by the respondent as an assessment of yourself, both positive and negative, to know yourself which includes how to view, think and assess it so that the actions you take are per the concept you have. Respondent's knowledge of the meaning of self-concept is following the true meaning of self-concept. As the opinion of William James (2004), which states:

Self-concept is a person's opinion about himself, a person's understanding of himself, whether it is related to mental abilities, mental or physical achievements, or concerning everything that belongs to him, that is material in nature. Or in other words, self-concept is someone's response to the question "who am I?".

The ability of humans when compared to other creatures is to be more able to realize who they are, to observe themselves in every action, and to be able to evaluate every action so that they understand and understand the behavior that can be accepted by the environment.

Thus humans tend to assign values when they perceive something. Every individual can be aware of his or her situation or identity, but what is more important is to realize how good or bad a situation is and how to behave towards it. Individual behavior is very dependent on the quality of his self-concept, namely positive self-concept or negative self-concept.

From the question, have the students recognized their self-concept? most of the students did not know their self-concept, because they still couldn't bring themselves and where to go after graduating from college. According to researchers, what they answer is a common thing that happens to every individual because we know knowing ourselves is a long-term process, we can't immediately know about ourselves, there are many factors from within us for us to find out about. our true selves. Everything that arises from within, that is who we are. So we have to find out first, what are the factors that arise.

The factors that influence the development of self-concept are as follows: (1) Comparing or seeing ourselves with others, (2) How do we define or select a reference group, (3) Combining various information to be able in analyzing ourselves as objects of communication, (4) Imitate others. As stated by Rogers (2000) states that self-concept plays a central role in human behavior and that the greater the compatibility between self-concept and reality, the less incapable of the person concerned and the less feeling of dissatisfaction.

This is because the way the individual sees himself will be seen from all his behavior. Self-concept plays a role in maintaining inner harmony, interpreting experiences, and determining individual expectations. Self-concept has a role in maintaining inner harmony because when feelings or perceptions are imbalanced or contradictory, an unpleasant psychological situation will occur. To get rid of this incongruity, he will change his behavior until he feels balance back and the situation becomes pleasant again. The steps for knowing self-concept are: (1) Through self-disclosure, our self-concept will be closer to reality. The benefits of opening ourselves up to others will be known. This feedback will facilitate the process of self-recognition. (2) Our interactions with other people. Researchers can conclude that the respondent does not know much about the desired career and what efforts are made in the future so that

for now the respondent is only trying to study diligently, looking for information about the world of careers, and taking part in course activities to increase personal life skills.

Student Expectations About Self-Concept and Career

At certain times, a person has an aspect of his view of himself. Individuals also have one aspect of their views about what they might become in the future.

Rogers stated that when a person has a set of views about who he is, he also has another set of views, namely about the possibility of becoming what he is in the future. In short, people have hope for themselves; this expectation is an ideal self, seen from the statement: (a) I want to be a champion. (b) I am a smart person (Gufron & Risnawati, 2010).

Respondents' expectations about self-concept and career can be seen from the desired world of work and what efforts are made to achieve the desired career, overall some respondents already understand the world of work, and some do not understand. However, on average all respondents will do their best by trying hard and studying hard.

Student Assessment of Self-Concept and Career

In the assessment aspect, the individual has the position of evaluating himself. Does it contradict (1) the "who am I?" Expectations for the individual: (2) "what should I be?", The standard for the individual. The results of this assessment are called self-esteem. The more incompatible between expectations and self-standards, the lower one's self-esteem will be (Gufron & Risnawati, 2010).

Respondents' assessment of knowledge regarding self-concept shows that most research subjects do not know themselves as a whole. They are still looking for who they are and what potential they have. Concerning career expectations, that research subjects express expectations in the career field that must be achieved even though not all subjects choose a career in education according to their majors, and finally concerning the subject's assessment if their expectations in the career field are not achieved, almost all of the answers will feel disappointed but still struggle and trying so that his hopes in the career field can be achieved.

Conclusion

Based on the research findings, it can be concluded that this study, is a picture of an individual's ignorance of his self-concept.

1. Islamic Guidance and Counseling (BKI) students' knowledge of their self-concept as a whole they are still looking for their identity and potential.
2. The expectations of Islamic Guidance and Counseling (BKI) students concerning careers are not entirely interested in education under the major they are taking but must be achieved.
3. Assessment of BK students if the desired expectations are not achieved, they must keep trying by continuing to study hard and diligently.

Suggestions

Based on the research results found, several suggestions can be submitted. Based on the results of the research, which was carried out for three months, researchers so that students know or recognize their self-concept to achieve a career that is under the desired potential to gain an understanding of the world of work. Students must be familiar with existing career fields so that they can prepare themselves to enter

into career fields of interest under existing potentials. Readers, to be willing to provide criticism and suggestions through what the author has written if there are errors and irregularities in the author.

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