

THE INFLUENCE OF PERSONAL GROWTH INITIATIVE ON CAREER MATURITY OF STUDENTS AT UIN FATMAWATI SUKARNO BENGKULU

Muhammad Nikman Naser^{1*}, Asniti Karni¹, Repaldo¹

¹ Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu City, Indonesia

Email correspondence: nikman.naser@gmail.com, uinfasbengkulu.ac.id

ABSTRACT

ARTICLE INFO

Article History
Received April, 2026
Accepted June, 2026

Keywords:

Career;
Maturity;
Growth;
Initiative;
Students

Career maturity is an essential developmental competency that enables university students to make appropriate career decisions and successfully transition into the professional workforce. However, many undergraduate students continue to experience uncertainty regarding career planning despite approaching graduation. One psychological factor that may contribute to career readiness is Personal Growth Initiative (PGI), which reflects an individual's active and intentional engagement in self-development. This study aimed to examine the influence of Personal Growth Initiative on the career maturity of students at UIN Fatmawati Sukarno Bengkulu. A quantitative correlational research design was employed involving 70 final-year students from the Department of Da'wah selected through purposive sampling. Data were collected using the Personal Growth Initiative Scale and the Career Maturity Scale, both measured using a four-point Likert scale. Instrument validity was assessed using the Pearson Product-Moment correlation, while reliability was examined using Cronbach's Alpha. Data were analyzed using simple linear regression with IBM SPSS Statistics version 26 after satisfying the assumptions of normality and linearity. The results revealed a significant positive effect of Personal Growth Initiative on Career Maturity ($t = 9.026$, $p < .001$). The regression coefficient ($B = 0.441$) indicates that higher levels of Personal Growth Initiative contribute to increased Career Maturity. Furthermore, the coefficient of determination ($R^2 = 0.545$) demonstrated that Personal Growth Initiative explained 54.5% of the variance in Career Maturity, while the remaining 45.5% was influenced by other variables beyond the scope of this study. These findings suggest that students who actively engage in intentional self-development exhibit greater readiness to explore career opportunities, formulate career plans, and make informed career decisions. Therefore, strengthening Personal Growth Initiative through career counseling and developmental interventions may serve as an effective strategy for enhancing career maturity among university students.



This is an open access article uses Open Journal Systems
Published by <https://jurnal.ubt.ac.id/index.php/jbkb/index>

INTRODUCTION

Higher education plays a strategic role not only in developing students' academic competencies but also in preparing them for successful transitions into professional careers. Universities are expected to produce graduates who possess not only disciplinary knowledge but also the psychological readiness, adaptability, and career competencies required in an increasingly competitive labor market. One of the most important indicators of this readiness is career maturity, which refers to an individual's preparedness to understand personal strengths and interests, make appropriate career decisions, and implement realistic career plans (Nawawi & Aliyyah, 2024). In the contemporary employment landscape, career

maturity has become an essential competency because graduates are expected to respond effectively to rapid technological advancement, industrial transformation, and global competition (Jalal, 2024; Ummah et al., 2025).

The transition from higher education to employment has become increasingly challenging as labor market demands continue to evolve. University students are confronted with numerous career alternatives, rapidly changing occupational requirements, technological disruption, and increasing expectations for adaptability and lifelong learning. Consequently, they must possess sufficient career maturity to evaluate their personal competencies, make autonomous career decisions, and formulate systematic career plans that correspond with both their interests and labor market opportunities (Nada & Mahardayani, 2026; Sukmana et al., 2025). However, national employment statistics indicate that many graduates remain insufficiently prepared for employment. According to the Indonesian Central Statistics Agency (BPS), approximately 5.25% of university graduates were unemployed in 2024, suggesting that a considerable proportion of graduates still experience difficulties in making successful career transitions (Harto & Sahrani, 2026; Muhammad, 2025). These findings highlight that career readiness remains a significant concern within Indonesian higher education.

Career maturity has been widely recognized as a developmental construct that encompasses both attitudinal and cognitive readiness for career decision-making. Individuals with high career maturity demonstrate confidence in exploring occupational alternatives, evaluating personal abilities, obtaining career-related information, planning future careers, and making realistic decisions regarding educational and occupational pathways (Khairunnisa & Satrianta, 2021; Rahayu, 2021). Conversely, students with low career maturity often experience uncertainty, indecisiveness, poor career planning, and difficulty adapting to workplace expectations. Such conditions may contribute to career dissatisfaction, frequent job changes, delayed workforce entry, and even unemployment after graduation (Jalal, 2024). Furthermore, inadequate career maturity has been associated with psychological consequences such as anxiety, uncertainty about the future, stress, and decreased self-confidence during the transition into adulthood.

According to Super's career development theory, university students generally occupy the exploration stage, during which individuals actively examine their interests, abilities, values, and occupational preferences before making long-term career commitments (Ghassani et al., 2020; Nasution & Daulay, 2025). During this developmental period, students are expected to gather career information, evaluate alternatives, formulate career goals, and prepare themselves for future professional roles. Consequently, career maturity serves as an important indicator of developmental success because it reflects students' readiness to complete career development tasks appropriate to their age and educational level (Aryani & Rais, 2018). Students demonstrating higher levels of career maturity generally possess clearer occupational goals, stronger decision-making abilities, and greater confidence in pursuing professional opportunities (Triyaninda, 2025; ZAHIRANI & Laili, 2025).

Career maturity consists of two major dimensions: career attitudes and career competencies. The attitudinal dimension includes commitment toward career choices, independence in decision-making, orientation toward work, consistency between career preferences and personal values, and active involvement in career exploration (Herlovina, 2023; Kelompok & Problem, 2024). Meanwhile, the competency dimension emphasizes

cognitive abilities related to career decision-making, including self-assessment, occupational knowledge, career planning, goal selection, and problem-solving abilities (Ardhana & Ardiyanti, 2024; Nilawati et al., 2023). These dimensions collectively determine how effectively students can navigate career-related challenges and establish meaningful professional goals.

Career maturity is influenced by numerous internal and external factors. Internal factors include intelligence, interests, talents, personality characteristics, values, self-concept, physical condition, and psychological resources, whereas external factors encompass family socioeconomic status, parental support, peer influence, sociocultural environments, educational experiences, and institutional support (Alexander & Arini, 2023). Among these determinants, psychological variables have attracted growing scholarly attention because they influence how individuals actively manage their own development. Previous studies have identified self-esteem, locus of control, self-control, decision-making ability, and self-identity as important predictors of career maturity (Azmi, 2023; Yoga Armanda et al., 2025). These findings suggest that career readiness depends not only on environmental opportunities but also on individuals' proactive efforts to improve themselves.

One psychological construct that has recently emerged as particularly relevant to career development is Personal Growth Initiative (PGI). Robitschek conceptualized PGI as an individual's active and intentional involvement in personal growth and self-improvement processes. Rather than waiting for change to occur naturally, individuals with high PGI deliberately seek opportunities to develop themselves and overcome personal limitations (Akmal et al., 2024; Ningrum & Linsiya, 2023). The construct comprises four interrelated dimensions: readiness for change, planfulness, using resources, and intentional behavior, all of which facilitate purposeful self-development (Samsalwa et al., 2024). Individuals with strong personal growth initiative tend to demonstrate higher motivation for self-improvement, greater adaptability, and stronger commitment to achieving long-term personal goals.

Within the context of career development, Personal Growth Initiative may represent a critical psychological resource that enhances career maturity. Students possessing high PGI are generally more proactive in exploring occupational information, identifying personal strengths and weaknesses, acquiring relevant competencies, and designing strategic career plans. Rather than relying solely on external guidance, they actively seek developmental opportunities, participate in internships, build professional networks, and continuously improve their employability. Consequently, they are more capable of making informed career decisions and adapting to changing labor market demands (Dewira, 2025; Hermawan & Hendriani, 2025). These characteristics closely correspond with the behavioral and cognitive components of career maturity described in career development literature.

Empirical evidence also supports the importance of career preparation among university students. The Tracer Study of UIN Fatmawati Sukarno Bengkulu (2023) reported that graduates from the Islamic Guidance and Counseling Program demonstrated one of the highest rates of employment aligned with their academic specialization, with approximately 64% of graduates working in fields related to their educational background (Ihsan, 2023). Although these findings indicate relatively favorable employment outcomes, they also suggest that a substantial proportion of graduates remain employed outside their academic disciplines or encounter difficulties securing appropriate employment. Such findings

underscore the importance of strengthening factors that contribute to career readiness before graduation.

Preliminary interviews conducted by the researchers revealed that many students still exhibit relatively low levels of career maturity. Several participants reported uncertainty regarding future career choices, limited knowledge of employment opportunities, insufficient work experience, and inadequate confidence in making career-related decisions. These observations indicate that many students have not yet developed comprehensive career planning skills despite approaching graduation. Considering the theoretical relevance of Personal Growth Initiative and its potential contribution to career development, further empirical investigation is warranted.

Despite growing scholarly interest in both Personal Growth Initiative and career maturity, relatively few studies have specifically examined the relationship between these constructs among university students in Indonesian Islamic higher education institutions. Most previous studies have focused independently on either career maturity or psychological development, leaving an important gap regarding the role of proactive personal development in facilitating career readiness. Therefore, this study aims to examine the influence of Personal Growth Initiative on the career maturity of students at UIN Fatmawati Sukarno Bengkulu. The findings are expected to enrich the literature on career development within higher education while providing practical implications for university counseling services and career guidance programs designed to strengthen students' career readiness before entering the workforce.

METHOD

This study employed a quantitative correlational research design to examine the influence of Personal Growth Initiative (PGI) on the career maturity of university students. The research was conducted among final-year students (Class of 2022) in the Department of Da'wah at UIN Fatmawati Sukarno Bengkulu. The target population consisted of 228 students enrolled in three study programs: Islamic Guidance and Counseling (BKI), Da'wah Management (MD), and Islamic Communication and Broadcasting (KPI). A total of 70 respondents were selected using purposive sampling, with the inclusion criterion that participants were active final-year students in the Department of Da'wah. The sample comprised 36 students (51.43%) from BKI, 17 students (24.29%) from MD, and 17 students (24.29%) from KPI. A quantitative correlational approach is appropriate for investigating the magnitude and direction of relationships between variables without manipulating the research setting (Sugiyono, 2018).

Data were collected using two self-administered four-point Likert-scale questionnaires ranging from 1 (strongly disagree) to 4 (strongly agree). The Personal Growth Initiative Scale was developed based on Robitschek's four dimensions: readiness for change, planfulness, using resources, and intentional behavior, whereas the Career Maturity Scale measured five dimensions: career planning, career exploration, career information, career decision-making, and reality orientation. Instrument validity was examined using the Pearson Product-Moment correlation, while internal consistency reliability was assessed through Cronbach's Alpha. Prior to hypothesis testing, the data were subjected to Kolmogorov-Smirnov normality and linearity tests to ensure compliance with regression assumptions. The research hypothesis was subsequently tested using simple linear regression analysis with IBM SPSS Statistics

version 26 to determine the extent to which Personal Growth Initiative predicts students' career maturity.

RESULT AND DISCUSSION

The validity test indicated that all items in the Personal Growth Initiative and Career Maturity scales were valid, with correlation coefficients exceeding the critical value of $r = 0.235$. Reliability analysis further demonstrated satisfactory internal consistency, with Cronbach's Alpha values of 0.728 for the Personal Growth Initiative scale and 0.810 for the Career Maturity scale, indicating that both instruments were reliable for subsequent statistical analyses.

Table 1.
Linearity Test Results

Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Personal Growth Initiative × Career Maturity	Between Groups	3195.586	35	91.302	3.637	0.000
	Within Groups	853.500	34	25.103		
	Total	4049.086	69			

Source: research data processing results

The linearity test produced a significance value of **0.000 (< 0.05)**, indicating a significant linear relationship between Personal Growth Initiative and Career Maturity. Therefore, the assumption of linearity was satisfied, allowing the use of simple linear regression analysis.

Table 2.
Simple Linear Regression Analysis

Model	B	Std. Error	Beta	t	Sig.
Constant	6.133	3.270	–	1.875	0.065
Personal Growth Initiative	0.441	0.049	0.738	9.026	0.000

Source: research data processing results

The regression analysis demonstrated that Personal Growth Initiative significantly predicted Career Maturity ($t = 9.026, p < .001$). The regression coefficient ($B = 0.441$) indicates that every one-unit increase in Personal Growth Initiative corresponds to an increase of 0.441 units in Career Maturity, suggesting a positive and meaningful relationship between the two variables.

Table 3.
Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.738	0.545	0.538	5.205

Source: research data processing results

As presented in Table 3, the correlation coefficient ($R = 0.738$) indicates a strong positive relationship between Personal Growth Initiative and Career Maturity. The coefficient of determination ($R^2 = 0.545$) reveals that Personal Growth Initiative explains 54.5% of the variance in Career Maturity, whereas the remaining 45.5% is attributable to other variables not included in the present model.

Descriptive analysis further revealed that most respondents demonstrated moderate levels of Personal Growth Initiative. Specifically, 10 respondents (14%) were categorized as having low Personal Growth Initiative, 52 respondents (74%) were classified within the moderate category, and 8 respondents (11%) exhibited high Personal Growth Initiative. These findings suggest that although most final-year students have begun to develop proactive self-improvement behaviors, substantial opportunities remain for strengthening their capacity for intentional personal development.

The findings of this study demonstrate that Personal Growth Initiative (PGI) has a positive and statistically significant influence on Career Maturity among final-year students at UIN Fatmawati Sukarno Bengkulu. The regression analysis indicates that higher levels of Personal Growth Initiative are associated with greater readiness to plan, explore, and make informed career decisions. Furthermore, the coefficient of determination ($R^2 = 0.545$) suggests that PGI accounts for more than half of the observed variance in Career Maturity, highlighting its substantial contribution to students' career development.

These findings support Robitschek's conceptualization of Personal Growth Initiative as an active and intentional process of self-development characterized by readiness for change, planfulness, using resources, and intentional behavior (Akmal et al., 2024). Students who intentionally invest in their personal development are more likely to evaluate their strengths and weaknesses, seek career-related information, utilize available learning opportunities, and formulate realistic career plans. Such proactive behaviors naturally facilitate greater preparedness for career decision-making and transition into professional life. Consequently, Personal Growth Initiative functions as an important psychological resource that enables students to actively manage their career development rather than passively responding to external circumstances.

The present findings are also consistent with Super's Career Development Theory, which emphasizes that career maturity reflects an individual's successful completion of developmental career tasks appropriate to his or her developmental stage (Priskova, 2024). During the exploration stage, university students are expected to acquire occupational information, clarify career preferences, formulate future goals, and make increasingly autonomous career decisions. Students possessing stronger Personal Growth Initiative are more capable of engaging in these developmental tasks because they demonstrate greater motivation to explore career alternatives, acquire new competencies, and adapt to changing career demands.

The positive association identified in this study aligns with previous empirical research. Sukanta et al. (2024) reported a significant positive relationship between self-efficacy and Personal Growth Initiative among final-year university students, suggesting that students who possess stronger confidence in their abilities are more likely to engage in proactive personal development. Since self-efficacy supports exploratory behavior and decision-making, it indirectly strengthens career maturity through enhanced Personal Growth Initiative.

Similarly, Naser et al. (2025) found that most Islamic Guidance and Counseling students demonstrated moderate levels of Career Maturity and that maturity levels differed significantly across academic semesters. These findings suggest that Career Maturity develops progressively through academic experiences and psychological growth rather than emerging automatically as students approach graduation. Consequently, interventions

designed to strengthen Personal Growth Initiative may accelerate students' career readiness during their university education.

The findings are further supported by Hannani (2024), who demonstrated that psychological well-being positively predicts Personal Growth Initiative among university students. Individuals experiencing higher psychological well-being tend to display greater optimism, resilience, and motivation for self-improvement. These psychological characteristics encourage students to actively prepare for future careers through career exploration, skill development, and strategic planning. Thus, psychological well-being and Personal Growth Initiative appear to complement one another in fostering career readiness.

Previous research by Attika et al. (2024) also emphasized that students' Career Maturity profiles are closely associated with their willingness to engage in continuous self-development. Accordingly, career guidance services in higher education should extend beyond providing occupational information by facilitating students' proactive personal development. Programs that encourage self-reflection, career planning, personal goal setting, and continuous learning may effectively strengthen Personal Growth Initiative while simultaneously improving Career Maturity.

Furthermore, the meta-analysis conducted by Nada and Mahardayani (2026) concluded that personality characteristics, intrinsic motivation, and social support significantly influence Personal Growth Initiative among university students. Their findings reinforce the present study by suggesting that students who possess stronger motivation for personal development become more capable of managing career transitions and responding adaptively to changing labor market conditions. Therefore, Personal Growth Initiative should be viewed as a multidimensional psychological construct shaped by both individual and environmental factors.

Although Personal Growth Initiative explained 54.5% of the variance in Career Maturity, approximately 45.5% remained unexplained, indicating that Career Maturity is influenced by numerous additional factors. According to Super's career development framework, career maturity also depends on career planning, occupational exploration, career information, decision-making competence, and realistic career orientation (Putra, 2021). In addition, previous studies have identified self-efficacy, personality, family support, socioeconomic background, career adaptability, work experience, and institutional career services as important determinants of career development. Consequently, Career Maturity should be understood as a multidimensional construct resulting from the interaction of psychological, educational, and environmental influences.

Overall, the present findings highlight the strategic importance of strengthening Personal Growth Initiative within higher education. Universities, particularly counseling and career development centers, should design interventions that encourage intentional self-development through career counseling, self-assessment programs, mentoring, internship opportunities, career planning workshops, and reflective learning activities. Such interventions may enhance students' proactive engagement in career development, improve their readiness for employment, and ultimately facilitate a smoother transition from university to the professional workforce. The integration of Personal Growth Initiative into university career guidance programs therefore represents a promising approach for promoting more comprehensive and sustainable career development among undergraduate

students.

CONCLUSION

The findings demonstrate that Personal Growth Initiative has a positive and statistically significant influence on the career maturity of final-year students at UIN Fatmawati Sukarno Bengkulu. Students who exhibit higher levels of intentional self-development, proactive planning, effective utilization of available resources, and readiness for personal change tend to possess stronger career maturity, characterized by better career planning, exploration, information seeking, and career decision-making. Personal Growth Initiative accounted for 54.5% of the variance in Career Maturity, indicating that it is one of the major psychological determinants of students' career readiness, although other personal and environmental factors also contribute substantially. These findings highlight the importance of integrating Personal Growth Initiative into university career development programs. Career counseling services should not only provide occupational information but also facilitate students' proactive self-development through career planning activities, self-assessment, mentoring, reflective learning, and skill development programs. Strengthening Personal Growth Initiative is expected to improve students' preparedness for the transition from higher education to employment and contribute to more adaptive, confident, and sustainable career development in an increasingly competitive labor market.

REFERENCES

- Afriyati, V., & Pasmawati, H. (2024). Keterampilan profesional konselor karier: Kompetensi esensial untuk bimbingan yang efektif. *Journal of Educational Management and Strategy*, 3(2), 173–181.
- Ahrama, N., Chandra, Y., & Putri, B. N. D. (2021). Kematangan Karir Mahasiswa Bk Stkip Pgri Sumbar Dan Penerapannya Dalam Layanan Konseling Karir (Studi Terhadap Mahasiswa Bk Angkatan 2018). *Jurnal Bimbingan Dan Konseling Borneo*, 3(2).
- Akmal, N., Afif, N., Dilla, A. S., & Samsalwa, W. O. M. (2024). Psikoedukasi Minat Baca Dalam Meningkatkan Kemampuan Kognitif Pada Anak Di Sentra Wirajaya Makassar Dengan Penerapan Media Puzzle Berbasis Pendekatan Behavioristik. *Devote: Jurnal Pengabdian Masyarakat Global*, 3(1), 10–15.
- Alexander, M. A., & Arini, D. P. (2023). Kematangan Karir dengan Kecemasan Karir Menghadapi Dunia Kerja pada Mahasiswa Tingkat Akhir. *Jurnal Psikologi MANDALA*, 7(1), 2580–4065.
- Aqib, Z. (2025). *Glosarium Istilah Keilmuan: Bahasa Indonesia, Pendidikan dan Pembelajaran, Bimbingan dan Konseling, Metodologi Penelitian, Karya Tulis Ilmiah, Penelitian Tindakan Kelas (PTK)*. Penerbit Andi.
- Ardhana, S. F., & Ardiyanti, D. (2024a). Pelatihan Daring PLANS untuk Meningkatkan Kematangan Karier pada Siswa SMA Kelas XI. *Gadjah Mada Journal of Professional Psychology (GamaJPP)*, 10(1).
- Aryani, F., & Rais, M. (2018). *Bimbingan Karir Masa Depan untuk Meraih Sukses ke Perguruan Tinggi*. Badan Penerbit Universitas Negeri Makassar.
- Attika, S., Putra, R. M., & Hamdan, A. (2024). Profil Kematangan Karier Mahasiswa dan Implikasinya terhadap Layanan Bimbingan dan Konseling. *TANJAK: Journal of*

- Education and Teaching, 5(2), 90-99.
- Azmi, S. (2023). Hubungan Self Control dengan Perilaku Cyberloafing pada Karyawan CV. Citra Karya Mandiri. Universitas Medan Area.
- Chandra, Y., & Wae, R. (2023). Tinjauan Tingkat Kematangan Karir Mahasiswa (Studi pada Mahasiswa Program Studi BK Universitas PGRI Sumatera Barat). Journal OfnEducation, 05(04), 13862-13869.
- Dewi, F. N. R. (2021). Konsep diri pada masa remaja akhir dalam kematangan karir siswa. Journal of Guidance and Counseling, 5(1), 46-62.
- Dewira, D. (2025). Gambaran Pengambilan Keputusan Karier Siswa Kelas XI SMKN 2 Pinrang. IAIN PAREPARE.
- Ghassani, M., Ni'matuzahroh, N., & Anwar, Z. (2020). Meningkatkan Kematangan Karir Siswa SMP Melalui Pelatihan Perencanaan Karir. Jurnal Intervensi Psikologi (JIP), 12(2), 123-138. <https://doi.org/10.20885/intervensipsikologi.vol12.iss2.art5>
- Hannani, R. (2024). Konsep pertumbuhan pribadi (Personal Growth) pada guru Anak Berkebutuhan Khusus (ABK) di SLB River Kids Malang. Universitas Islam Negeri Maulana Malik Ibrahim.
- Harto, I. R., & Sahrani, R. (2026). Kontribusi Kemandirian Dan Pengambilan Keputusan Karir Dalam Kesiapan Kerja Mahasiswa Tingkat Akhir.
- Hendriani, R., Herman, H., & Pd, K. M. (2024). Pengembangan Program Bimbingan Karir Berbasis Kompetensi Untuk Pemberdayaan Siswa Sma Dalam Memilih Jurusan Perguruan Tinggi Di Lombok Tengah. DEDIKASI: Jurnal Pengabdian Kepada Masyarakat, 4(01), 17-26.
- Herlovina, N. K. S. (2023). Pengambilan keputusan karier mahasiswa: Sebuah kajian literatur. Innovative: Journal of Social Science Research, 3(4), 5676-5690.
- Hermawan, D., & Hendriani, W. (2025). Dinamika Pengambilan Keputusan Karier Pada Individu Emerging Adulthood. Repository Universitas Airlangga.
- Ihsan, S. (2023). TRACER STUDI UIN Fatmawati Sukarno Bengkulu 2023. Raya Publisher.
- Jalal, N. M. (2024a). Faktor-faktor yang berpengaruh pada kematangan karir mahasiswa di era digital. Indo-MathEdu Intellectuals Journal, 5(5), 6270-6283.
- Kelompok, K., & Problem, T. (2024). Peningkatan kematangan karir siswa kelas ixb smpn 9 madiun dalam menentukan sekolah lanjutan melalui layanan konseling kelompok teknik. 09(September), 643-651.
- Khairunnisa, S., & Satrianta, H. (2021). Bimbingan Konseling Karir Islam Untuk Meningkatkan Kematangan Karir Mahasiswa Tingkat Akhir. Al-Irsyad Al-Nafs, Jurnal Bimbingan Penyuluhan Islam, 8(1), 110-116.
- Muhammad, N. A. (2025). Analisis Faktor-Faktor Yang Mempengaruhi Tingkat Pengangguran Terbuka Di Pulau Sumatera Dan Jawa Tahun 2015-2024.
- Nada, F. K., & Mahardayani, I. H. (2026). Hubungan Antara Dukungan Sosial Orang Tua dan Growth Mindset terhadap Grit pada Mahasiswa Semester Akhir. JIIP-Jurnal Ilmiah Ilmu Pendidikan, 9(2), 1599-1610.
- Naser, M. N., Marlana, L., Andini, R. T., Repaldo, R., & Thoriq, T. (2025). Kematangan Karir Mahasiswa Pada Calon Konselor di Uin Fatmawati Sukarno Bengkulu. Jurnal Bimbingan Dan Konseling Borneo, 7(1), 78-88.

- Nasution, A. S., & Daulay, N. (2025). Layanan Bimbingan Karir Tahap Eksplorasi Dalam Meningkatkan Kesiapan Kerja Mahasiswa Tingkat Akhir BKPI UINSU Medan. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 10(6), 265–272.
- Nawawi, M., & Aliyyah, R. R. (2024). Transformasi Pendidikan Tinggi Menuju kualitas dan Profesionalisme. *Karimah Tauhid*, 3(2), 2374–2390.
- Nilawati, L., Kismono, G., Handoko, T. H., & Rosari, R. (2023). Konseptualisasi Dan Pengembangan Pengukuran Sikap Karier Protean: Pendekatan Teori Kognitif Sosial Karier. *EKUITAS (Jurnal Ekonomi Dan Keuangan)*, 7(1), 81–101.
- Ningrum, E. D. C., & Linsiya, R. W. (2023). Peran psychological well-being terhadap personal growth initiative pada mahasiswa yang sedang menyusun skripsi. *Proceeding Series of Psychology*, 1(1), 29–44.
- Nugroho, E. K. O. (2025). Efektifitas Bimbingan Karier Menggunakan Metode Portofolio Karier Untuk Mengembangkan Kematangan Karier Siswa Kelas X Di Smkn Ngambon. *Universitas Nahdlatul Ulama Sunan Giri*.
- Nurmalasari, Y., & Erdiantoro, R. (2020). Perencanaan dan keputusan karier: konsep krusial dalam layanan BK karier. *QUANTA: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 4(1), 44–51.
- Priskova, P. D. (2024). Kematangan Karir Mahasiswa Ditinjau Dari Keaktifan Berorganisasi. *Resilience: Journal Of Psychology*, 1(1), 14–24.
- Putra, B. J. (2021). Studi Literatur: Teori Perkembangan Karir Donald Edwin Super. *Al-Isyrof: Jurnal Bimbingan Konseling Islam*, 3(1), 30–38.
- Rahayu, F. S. (2021). Kemampuan membuat pilihan karir mahasiswa. *INSIGHT: Jurnal Bimbingan Konseling*, 10(1), 1–8.
- Samsalwa, W. O. M., Alwi, M. A., & Jalal, N. M. (2024). Hubungan Self-efficacy dengan Personal Growth Initiative pada Mahasiswa Tingkat Akhir. *J-CEKI: Jurnal Cendekia Ilmiah*, 3(6), 5630–5637.
- Sefti, R. (2024). Manajemen Bimbingan Konseling Untuk Meningkatkan Eksplorasi Karir Peserta Didik Di Mtsn 1 Pesawaran. *Universitas Lampung*.
- Sukanta, D. S. P., Nursyahira, K., Brilian, D. N., Zulkaisni, Z., Melia, A. D., Rahmadanti, P., Paisal, M., Mustofa, M., Rusmana, N. R., & Amri, A. N. (2024). Memaksimalkan Potensi Diri dengan Perencanaan Karir untuk Masa Depan. *Jurnal Pengabdian Masyarakat Bangsa*, 2(7), 2669–2676.
- Sukmana, O., Nasution, S., Triastuti, E., Estede, S., Prihartini, I., Soegiarto, I., Natsir, I., Ningrum, G. D. K., Dewantara, I. W. G. S., & Baskoro, S. E. (2025). Pendidikan Vokasi: Kompetensi & Solusi Kebutuhan Dunia Kerja. , Star Digital Publishing.
- Suprpto, M. N. Y., & Puspitadewi, N. W. S. (2025). Pengaruh Strategi Perencanaan Karir Berbasis Kompetensi terhadap Pengembangan Talenta di Era Digital. *Character Jurnal Penelitian Psikologi*, 12(01), 305–313.
- Triyaninda, M. I. (2025). Future Time Perspective Associated With Career Maturity Among Final Year Students: Perspektif Waktu Masa Depan yang Berkaitan dengan Kematangan Karier di Kalangan Mahasiswa Tingkat Akhir. *Academia Open*, 10(2), 10–21070.
- Ummah, A. K. F., Dzulkifli, D., & Rosyikoh, I. (2025). Analisis Faktor Kematangan Karir pada Kesiapan Karir Mahasiswa Tingkat Akhir. *Resilience: Journal Of Psychology*, 1(4), 31–41.

- Yoga Armanda, R., Azwar, B., & Afrizal, A. (2025). Peran Guru Bimbingan dan Konseling dalam Mengoptimalkan Self Control Siswa Pengguna Teknologi Komunikasi Handphone di Sman Megang Sakti. Institut Agama Islam Negeri Curup.
- Zahrani, T. J. D., & Laili, N. (2025). Self Concept and Future Orientation in Career Maturity: Konsep Diri dan Orientasi Masa Depan dalam Kematangan Karier. *Academia Open*, 10(1), 10-21070.