

The Influence of Educational Financing, Career Guidance, Student Learning Motivation, Learning Discipline on Readiness to Enter the World of Work on Students Senior High School in Padang City

Katarina¹, Alpon Satrianto^{2*}

^{1,2} Universitas Negeri Padang, Padang, Indonesia

Email : katarinaelvoimanihuruk@gmail.com

ABSTRACT

This study examines the effect of education funding, career guidance, student motivation and learning discipline on readiness to enter the workforce. The sampling technique is proportional random sampling, the number of research samples of 300 class XII respondents is currently students of SMKN 9, SMKN 6 and SMKN 2 Padang. The data obtained were analyzed using logistic regression with SPSS 23. The test results show the effect on readiness to enter the workforce. The negative influence of education funding with readiness to enter the workforce. Whereas career guidance was found to have a positive influence on the readiness to enter the workforce. Student learning motivation has a significant positive effect on readiness to enter the workforce. Student learning discipline has a positive and not significant effect on readiness to enter the workforce. The implications of this study can be used by education providers to design patterns of educational funding for students to enter the workforce.

Keywords: Education Funding, Career Guidance, Student Learning Motivation, and Learning Discipline

1. INTRODUCTION

Labor is one component that has an important role in the work environment. Schools or secondary education institutions that can be expected to meet the needs of the secondary workforce are vocational high schools (SMK), where we both know that the motto of the SMK itself is "SMK CAN". According to (Caballero, Walker, & Fuller-tyszkiewicz, 2011) said that job readiness is an important selection criterion in assessing graduates who have potential in their performance and career advancement in the future. According to (Suwati, 2008) learning in SMK emphasizes more on students' preparation to face real life, namely work. Students have mental readiness to enter the workforce. Students who

have completed vocational education are expected to be able to have knowledge and skills in accordance with their respective fields. Work Readiness is formed from three aspects that support, namely: the aspect of mastery of knowledge, mastery of work attitudes, and aspects of mastery of work skills possessed by vocational students.

According to (Awaludin, 2014) Vocational education through SMKs and Vocational Schools is expected by the government as a vehicle for the development of knowledge and skills and is able to answer the challenges of the real world of work. Graduates are expected to meet the demands of the business community for a mid-level workforce. Vocational students are required after

graduation to be ready to enter the workforce and be ready to face situations in the workforce. But the reality is in accordance with the data that I get / researched in the field more that does not work than that works.

Table 1 List of Trends for Students of Padang City Vocational School Graduates in the Last 4 years (2015, 2016, 2017 and 2018)

Years	Number of graduates	Activity after graduation			Percentage of	Etc
		Work	does not work	Continue education		
2015	416	14	83	48	145 (34%)	271
2016	432	17	85	67	169 (39%)	263
2017	438	20	71	31	122 (27%)	316
2018	467	30	70	75	175 (37%)	292
Total	1753	81	309	221		1.142
Persentase		4,62 %	17,63%	12,61%		65,14%

Where the data obtained from the search of graduates from 3 vocational schools in Padang show that of 1753 students there were 309 students (only 17.63%) who had not gotten a job, or the overall percentage of those who had work and continued education activities amounted to 17.23, while the other 65.14% had unclear activities. In 2015-2018 the number of vocational students was 1,753 of which 309 were not working, 81 were working and 221 were continuing education and others were 1,142. Students who do not work are due to lack of readiness to work on themselves students are apparently still weak and the achievement of vocational goals is still not achieved that is creating graduates who are ready to work, it can be concluded that students are required to have the skills and attitudes of the professional field in their fields.

There are several things that affect readiness to enter the workforce, namely education funding, career guidance, student motivation and learning discipline. Education funding is one of the factors that influences readiness to enter the workforce. Education funding must be managed optimally. One of them is the implementation of quality

education is also inseparable from the role of society and government.

Contributions or gifts made by the community are also one of the ways in which education is implemented. research (Suryani, 2018) where it is said that the cost of education has a positive effect from one of the components of instrumental input which is very important in the delivery of education towards the working world. According to (Juwitaningrum, 2013), among other things students lack understanding how to choose study programs that match their abilities and interests so that there is a problem with the level of readiness to enter the world of work, services or career guidance programs in Indonesia should understand and meet the needs of students in career development so have career skills when leaving school.

According to (Purwanto, 2010) motivation has an important role in a person's attitude in making decisions because motivation can determine the direction of one's actions towards goals and goals. According to (Cahya, 2015) student discipline is influenced by several factors both from within and from outside the individual, the influence from within the individual for example: laziness,

reluctance to focus on learning, daydreaming habits and so forth. While influences from outside the individual for example: the atmosphere at home, the atmosphere at school, the time available, and so forth. With the readiness, the results of the next process will also be good.

There are some expert opinions that are used as a reference. (Slameto, 2010) readiness is the overall condition of a person that makes him ready to respond in certain ways to a situation. Adjustment conditional and one day will affect or tendency to respond. According to (Slameto, 2010) readiness is the overall condition of a person who makes him ready to give a response / answer in a certain way to a situation. Adjustment conditional and one day will affect or tendency to respond.

According to (Dalyono, 2010) based on the principles of readiness development, it is clear that what has been achieved by a person in the past periods will have meaning for his current activities. According to (Agus, 2006) states that work readiness can be interpreted as a condition that indicates harmony between physical, mental, and experience maturity so that individuals have the ability to carry out certain activities in work or activities.

From the above opinion it can be concluded that readiness to enter the workforce is a condition where students are ready about any matter including physical, mental, and experience maturity as well as the willingness and ability in activities to get the desired results. According to Kardimin. A (2004), the factors that influence job readiness, namely:

1. Internal Factors

Factors originating from within students include physical and mental maturity, pressure, creativity, interest, talent, intelligence, independence, mastery of science, and motivation.

2. External Factors

Factors originating from outside students include the role of the community, family, school facilities and infrastructure, world of work information, and work experience. According to Slameto (2010) the factors that influence readiness

include three aspects, namely: (1) physical, mental and emotional conditions, (2) needs, motives and goals, (3) skills, knowledge and other understandings that have been learned. These three aspects (owned by someone) will influence and fulfill / do something or be a tendency to do something. (Slameto, 2010) also stated that "experience has a positive influence on readiness".

Considering the important role of education in achieving students' readiness to enter the workforce, it is appropriate that the government pays great attention to education funding including vocational education. According to (Sagala, 2004) that the cost of education is an element that determines the running of the budget in schools. The cost of this education affects the efficiency and effectiveness of the activities of an organization to achieve its goals.

According to (Hadi & Murti, 2018) defines the cost of education is all types of expenses incurred either by individuals or individuals, families who bear children who are learning, to obtain the education they want. Based on some of the opinions above, it can be concluded that, the cost of education is the amount of funds spent by someone for the process of providing education or teaching and learning process as desired to achieve an optimal learning process. Output becomes an additional result caused by an increase in the cost of education received by the school, as long as the input is part of the cost of the increase. An additional cost element, which is in the previous production function, becomes the opportunity cost of students (Iskandar, 2011).

From the above opinion it can be concluded that the factors that influence the financing of education for students entering the workforce are influenced by: 1) rising prices; 2) relative changes in teacher salaries (Teacher's salaries); 3) changes in population and increase in children's presentations in public schools; 4) improve education standards; 5) increasing age of children leaving school; 5) increasing educational standards (educational standards); and 6) increasing demands for higher education.

According to (Widarto, 2011) argues that career guidance not only provides a response to problems that arise, but also helps to obtain the knowledge, attitudes and skills needed at work. Whereas (Sutrino, 2013) explained the results of his research, that the types of career planning aspects that need to be focused in vocational education are aspects of the ability to identify goals related to the demands of the world of work, the ability to compile educational work programs, including vocational materials that are in accordance with the competencies of world expectations business and industry.

Based on the opinions of the experts above, it can be concluded that career guidance is an effort to help individuals to get to know and understand themselves, know the world of work, develop their future in accordance with their expected life forms, and further expected with career guidance services, individuals able to determine and make career decisions appropriately and be responsible for the decisions they make so they are able to manifest themselves meaningfully.

Career guidance has several goals. According to (Walgito, 2010) career guidance aims to help students so that: Can Understand and assess himself, especially relating to the potential that exists in him regarding the abilities, interests, talent, attitudes and ideals. Recognizing and understanding the values that in themselves and those in society. Knowing various types of work related to the potential that in him, knowing the types of education and training needed for a particular field, as well as understanding a relationship between his current business and his future. Determine the obstacles that might arise caused by himself and environmental factors and find ways to overcome these obstacles. Can plan his future and find a career and that is compatible or appropriate.

According to (Slameto, 2010) suggests that motivation is a driver of an effort based on influencing a person's behavior so that he becomes moved to act to do something so as to achieve certain results or goals. Then (Djamarah, 2002) states that motivation is anything that becomes a driver of behavior that demands or encourages

people to meet a need. According to (Uno & Umar, 2009) defining motivation is a basic impetus that moves a person to behave. Based on the opinions of the experts above, it can be concluded that motivation is an impulse originating in a person or caused due to external factors to achieve certain goals. Factors that cause motivation to enter the workforce can originate from within the individual and also from outside the individual. According to (Syaodih, 2009) motivation to enter the workforce is formed by workers who come from inside and outside individuals. These forces are in the form of urges (drives), motives (motives), needs (needs), desires (wishes).

The disciplinary problem discussed in this study is the discipline carried out by students in their learning activities both at home and at school. According to (Mulyasa, 2009) discipline is an orderly situation when people who join a system are subject to the rules that are available with pleasure. Meanwhile according to (Wibowo, 2012) Discipline is an action that shows an orderly and obedient behavior in various rules and regulations. Based on some of the opinions above, it can be concluded that the discipline of learning is a statement of the attitudes and actions of students in carrying out their learning obligations consciously by obeying the rules that exist in the school environment and at home. According to (Hurlock, 2008) indicators of learning discipline are as follows: Having a study plan or schedule, Learn in a supportive place and atmosphere, Obedience and regularity in learning, Attention to subject matter, Completing tasks in time

The indicator above shows that students have received career guidance, of course, will display the symptoms of the five indicators, namely obtaining a better career for the future so that it is stronger in getting it. According to (Moenir, 2010) discipline there are two types of disciplines that are very dominant, namely discipline in terms of time and discipline in terms of work or deeds. Discipline on time, includes: on time learning, includes coming and going home from school on time, starting and finishing studying at school on time, and starting and finishing studying at home

on time, not going out or skipping classes, completing assignments in accordance with the appropriate time set.

Based on the background and study of the theory that has been described previously, the author can describe the conceptual framework of this research. This conceptual framework is intended as a concept to explain, express and show the perception of involvement between variables to be examined based on the boundaries and formulation of the problem.

1.1 The Effect of Education Costs on Readiness to Enter the World of Work.

Education costs are one of the elements contained in education funding. Without the cost of education of course the process of organizing education will not be able to run optimally. Education costs that need to get direct funding priorities in order to improve the quality of education, as well as being able to eliminate the elements of education costs that play a less role in the delivery of education. According to (Hadi & Murti, 2018) defines the cost of education is all types of expenses incurred either by individuals or individuals, families who bear children who are learning, to obtain the education they want. Research conducted by (Aminudin, 2013) says that there is a significant relationship between the cost of education and the readiness of vocational students in facing the readiness of the performance world.

1.2 The Effect of Career Guidance on Readiness to Enter the World of Work.

A good career guidance program is one that can direct students to be able to choose the type of work in accordance with their interests. In relation to the courses taken by students in vocational schools, career guidance programs are directed to be able to work in accordance with the major they are taking. Career guidance is given to students in a structured way through the provision of clear information with existing work. Career guidance carried out at school aims to enable students to develop their own attitudes and values in facing employment choices and in preparation for

entering them. When students have received good career services and students have understood their potential, strengths and weaknesses and can also plan for their future, then students will be more motivated to be able to get the job they expect.

1.3 The Effect of Motivation on Readiness to Enter the World of Work.

Motivation affects the readiness to enter the workforce. The higher motivation students have, the greater readiness to enter the workforce. With the enactment of motivation given to students by strengthening their preparation to enter the workforce. Motivation is the urge in a person to influence his actions to achieve goals. Motivation is very important needed for people who are looking for work, with the motivation that people will try as much as possible to get a job. Motivation to enter the world of work is an encouraging drive and can move / give direction to someone to reach the goal, namely to enter the workforce. Motivation to enter the workforce is needed by vocational high school students because it will affect work readiness. With the motivation to enter the workforce, students will make every effort to get a job in accordance with their vocational competencies.

1.4 The Effect of Learning Discipline on Readiness to Enter the World of Work.

Learning discipline is a statement of students' attitudes and actions in carrying out their learning obligations consciously by obeying the rules that exist in the school environment and at home. Discipline of learning in school means students must obey and obey discipline in school with awareness and responsibility. Discipline learning in the classroom means students must follow learning activities in an orderly manner in the classroom, while the form of discipline at home is obedience in carrying out in learning at home which is done to repeat the lessons that have been taught at school. Work readiness is the willingness or desire and ability to undertake a particular activity, in this case depending on the level of maturity, past experience, mental state, and emotion of a person. Before passing through

maturity, preparedness behavior cannot be possessed even though through intensive and quality training. So readiness for something is formed from: a combination of the level of maturity, experience required, mental state and emotionality of a person. With the readiness, the results of the next process will also be good.

3. METHODS

This type of research used in this research is quantitative research with inferential statistical analysis of causality relationships that look for the influence between the independent variable with the dependent variable. This research will be conducted in 3 State Vocational Schools in the city of Padang which will be carried out in October 2019. The population in this study are all current students in 2019 class XII of SMK Negeri 9 Padang, SMK Negeri 6 Padang and SMK Negeri 2 Padang. Based on the table above, it can be seen the number of class XII students in 2019 at SMK Negeri 9 Padang, SMK Negeri 6 Padang, and SMK Negeri 2 Padang, totaling 1,193 students.

The number of students who will be sampled is 300 students, taken by class XII in three schools. Sampling in this study will be carried out by proportional random sampling, which is a sampling technique that provides equal opportunities for each member of the population to be elected as a sample member. The analysis technique used is Logistic Regression with a maximum likelihood approach. By using logistic regression models, in addition to knowing the strength of influence of each independent variable on the dependent variable (outcome variable), this model can show the probability or opportunity of vocational students for work readiness. The probability is a conditional probability that is based on an assumption regarding the random variable studied in the form of a Logistic Distribution Function (LDF). The results of the analysis using the logistic regression method provide an evaluation of the determinants or determinants of work readiness in this case are students of SMK Negeri 9, SMKN 6 and SMKN 2.

The operational definition is the definition of the research variables to be examined in this study

are as follows: (1) Readiness to Enter the World of Work (Y), The Measurement of this variable is done dichotomically (binary), namely a score of 1 for respondents who have readiness to enter the workforce and a score of 0 for respondents who do not have readiness to enter the workforce. (2) Education Funding (X1), The measurement of this variable is carried out using a Likert scale, namely a score of 4 for answers that agree strongly, a score of 3 for answers agreeing, a score of 2 for answers disagreeing, and a score of 1 for answers strongly disagreeing. (3) Career Guidance (X2), The measurement of this variable is carried out using a Likert scale, namely a score of 4 for answers that agree strongly, a score of 3 for answers agreeing, a score of 2 for answers disagreeing, and a score of 1 for answers strongly disagreeing. (4) Student Learning Motivation (X3), The measurement of this variable is carried out using a Likert scale, namely a score of 4 for answers that agree strongly, a score of 3 for answers agreeing, a score of 2 for answers disagreeing, and a score of 1 for answers strongly disagreeing. Earning Discipline (X4), The measurement of this variable is carried out using a Likert scale, namely a score of 4 for answers that agree strongly, a score of 3 for answers agreeing, a score of 2 for answers disagreeing, and a score of 1 for answers strongly disagreeing.

4. RESULTS AND DISCUSSION

4.1 Model Feasibility Test (Goodness of Fit Test)

The model referred to in this study is a logistic regression model to see students' tendency to enter the workforce. The first step taken in estimating logistic regression to SMK 9 Padang, SMK 6 Padang and SMKN 2 Padang is to conduct a model feasibility test. The feasibility test for this model was carried out with the Hosmer and Lemeshow Test. From the results of the Hosmer and Lemeshow Test in Table 2 it can be seen that the Chi-square value of 13,932 with a significance value of 0.084 (significance greater than 0.05). Because the significance value of the Hosmer and Lemeshow Test is greater than 0.05, H0 is accepted which means that there is no significant difference

between the model and its observational data. Thus, the model used in this study deserves to be analyzed further because this model has matched the observational data.

Tabel 2 : Hosmer and Lemeshow Test

Hosmer and Lemeshow Test			
Step	Chi-square	Df	Sig.
1	13.932	8	.084

Data source: SPSS Data Processed Results

4.2 Assessing Overall Model (Overall Model Fit Test)

The next step is to assess the whole model by taking into account the value of -2Log Likelihood (LL) block number = 0 with -2Log Likelihood (LL) block number = 1. In Table 3 you can see that the value of -2Log Likelihood (LL) block number = 0 is 113,149 while -2Log Likelihood (LL) block number

= 1 is 109.681. This condition indicates that there is a decrease in the value of block number = 0 with block number = 1 of 381,909 - 366,475 = 15,434. This decrease can be interpreted that the regression model is in accordance with the data.

Table 3: Overall Model Fit Test Model

-2 Log likelihood Block Number = 0	-2 Log likelihood Block Number = 1
381,909	366,475

Data source: SPSS Data Processed Results

4.3 Model Match Test

Model fit test is used to see the variability of the independent variables in explaining the variability of the dependent variable. The method used is Cox and Snell R Square and Nagelkerke R Square. The Cox and Snell R Square coefficients can be interpreted the same as the coefficient of determination (R²) in ordinary multiple linear regression, but because the maximum value of the Cox and Snell R Square coefficients is less than 1

making it difficult to interpret and this measuring instrument is rarely used (Sugiyono, 2011). Modification of Cox and Snell square is Nagelkerke R Square to ensure the value varies from 0 (zero) to 1 (one). Table 4 shows the results of Nagelkerke R Square on this model of 0.070. The value of 0.070 means that the independent variable is able to explain the variability of the dependent variable by 7.0% while the rest is explained by other variables not included in the model.

Table 4 : Cox & Snell R Square and Nagelkerke R Square

Model Summary		
Step	Cox & Snell R Square	Nagelkerke R Square
1	.050	.070

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than ,001.

Data source: SPSS Data Processed Results

4.4 Model Prediction Accuracy Test

From Table 5, it can be seen that 88 respondents are not ready to work. While respondents who are not ready to work will be predicted not to work as many as 12 people. In addition, respondents who will be ready to work will be predicted to be ready to work as many as 192 people while respondents who will be ready

to work and will be predicted not ready to work as many as 8 people. Overall the accuracy of the classification of the binary logistic regression model for the categories of work ready and not ready for work was 68.0%. This means that overall the existing models have been able to explain and predict better because the value of the classification accuracy is greater than 50%.

Table 5: Classification Table

Classification Table ^a					
Observed		Predicted		Percentage Correct	
		Not Ready	Ready		
Step 1	Y	Not Ready	12	88	12.0
		Ready	8	192	96.0
	Overall Percentage				

a. The cut value is ,500

Data source: SPSS Data Processed Results

After several methods have been carried out to ensure that the binary logistic regression model is feasible and good for analysis, the next step is to interpret the results of the estimated binary logistic regression itself. The logistic regression estimation results for this model can be seen in

Table 6. From the logistic regression estimation results in Table 6 the logistic regression equation can be made for the model as follows:

Education funding (X1) influences the opportunities of SMKN students to continue entering the workforce significantly and

negatively. The significant value of this variable is $0.009 < 0.05$. This educational funding variable has an odds ratio value of 0.930 which means that high educational funding will result in a reduction in the opportunity for SMKN students to continue entering the workforce by 0.930 times compared to low education funding.

Career guidance (X2) opportunities for SMKN students to enter the workforce are 0.047. From

table 4.10 it can be concluded that career guidance has an effect on the readiness to enter the workforce of SMKN students in the city of Padang. The odds ratio value for this variable is 1,032. This means that high career guidance will have an impact on readiness to enter the workforce of SMKN students in the city of Padang by 1,032 times compared to low career guidance.

Table 6
Classification Table^a

	Observed	Predicted		Percentage Correct	
		Not Ready	Ready		
Step 1	Y	Not Ready	12	88	12.0
		Ready	8	192	96.0
	Overall Percentage				

a. The cut value is ,500

Data source: SPSS Data Processed Results

Student learning motivation (X3) has a positive and significant influence on readiness to enter the workforce of SMKN students in the city of Padang. This can be seen from the significance value of this variable of $0.015 < 0.05$. The odds ratio (EXP (B)) value for this variable is 1.048. This condition means that the high motivation of learning of SMKN students in the city of Padang will encourage students to enter the workforce by 1,048 times compared to the low learning motivation of students.

4. CONCLUSION

Based on the results of data processing and discussion of the results of research conducted with Logistic Regression analysis to determine how much the opportunity for educational funding, career guidance, student motivation to readiness to enter the workforce of students of SMKN 9 Padang, SMKN 6 Padang and SMKN 2 Padang, it can be withdrawn conclusion as follows:

1) Education funding has a negative and significant effect on readiness to enter the

Learning discipline (X4) does not significantly influence the opportunities of vocational students to continue entering the workforce. This condition is seen from the significant value of learning discipline variables of $0.205 > 0.05$. The odds ratio value for this school's accreditation variable is 1,015. this figure means that high learning discipline will determine the chances of SMKN students in Padang to continue entering the work world 1,015 times compared to low learning discipline.

workforce. The odds ratio (EXP (B)) for this variable is 0.930. The higher educational funding assistance obtained by students to achieve good performance in the vocational field, the greater the opportunity for students' readiness to enter the workforce.

2) Career guidance has a positive and significant influence on readiness to enter the workforce. The odds ratio (EXP (B)) value for this variable is 1.032. The more experience and understanding gained by students related to the world of work, the higher the readiness of students to enter the workforce.

3) Student motivation has a positive and significant influence on readiness to enter the workforce. The odds ratio (EXP (B)) value for this variable is 1.048. Students who have high motivation to enter the workforce will be better prepared to enter the workforce.

4) Learning discipline has a positive and not significant effect on readiness to enter the workforce. The odds ratio (EXP (B)) value for this variable is 1.015.

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