

THE EFFECT OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON CAREER DECISION MAKING OF VOCATIONAL HIGH SCHOOL STUDENTS

Diki Muhammad Yanuar

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: dikiyanuar123@gmail.com

Puji Wahono

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: wahono@unj.ac.id

Suherdi

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: suherdi@unj.ac.id

ABSTRACT

This study aims to determine The Effect of Emotional Intelligence and Self-Efficacy on The Career Decision Making of Class XII Students of SMK Negeri 14 Jakarta. The method used is a survey method with a quantitative approach through statistical analysis using multiple linear regression with the IBM SPSS version 24.0 program tool. The sampling technique in this study uses Proportional Random sampling or proportional random sampling. The population used was 239 students with a sample size of 139 students using the Slovin formula with an error rate of 5%. Data collection uses survey results through filling out a questionnaire or questionnaire and using a Likert scale. Furthermore, the data analysis technique in this study consists of instrument test (validity and reliability); analysis requirement test (normality test and linearity test); classical assumption test (multicollinearity test and heteroscedasticity test); and hypothesis testing (F test, T test, and determination coefficient test). Based on the results of this study indicate that emotional intelligence affects career decision-making; Self-efficacy affects career decision-making; Emotional intelligence and self-efficacy together affect career decision-making.

Keyword: *Emotional Intelligence, Self-Efficacy, Career Decision-Making*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh antara Kecerdasan Emosional dan Efikasi Diri Terhadap Pengambilan Keputusan Karir Siswa Kelas XII SMK Negeri 14 Jakarta. Metode yang digunakan yaitu menggunakan metode survei dengan pendekatan kuantitatif melalui analisis statistik pada regresi linier berganda dengan alat bantu program IBM SPSS versi 24.0. Teknik pengambilan sampel dalam Penelitian ini menggunakan Proportional Random Sampling atau pengambilan sampel acak proporsional. Populasi yang digunakan 239 siswa dengan jumlah sampel sebanyak 139 siswa menggunakan rumus Slovin dengan tingkat kesalahan 5%. Pengumpulan data menggunakan hasil survei melalui pengisian angket atau kuesioner dan menggunakan skala likert. Selanjutnya teknik analisis data dalam penelitian ini terdiri dari uji instrument (validitas dan reliabilitas); uji persyaratan analisis (uji normalitas dan uji linearitas); uji asumsi klasik (uji multikolinearitas dan uji heterokedastisitas); dan uji hipotesis (uji F, uji T, dan uji koefisien determinasi). Berdasarkan hasil penelitian ini menunjukkan bahwa kecerdasan emosional berpengaruh terhadap pengambilan keputusan karir; Efikasi diri berpengaruh terhadap pengambilan keputusan karir; Kecerdasan emosional dan efikasi diri secara bersama-sama berpengaruh terhadap pengambilan keputusan karir.

Kata kunci: *Kecerdasan Emosional, Efikasi Diri, Pengambilan Keputusan Karir*

INTRODUCTION

There comes a time in everyone's life when they have to make a decision. There are various types of decision-making, ranging from small or simple decisions such as choosing clothes or shirt colors to higher-level decisions such as life and ideals or careers (Ramadhan et al., 2021). For students, there is one important stage in decision making that must be passed, namely career decision making which is realized in reality through job selection.

The current era of globalization has undoubtedly resulted in a lot of increasingly fierce competition in the world of work. According to (Badan Pusat Statistik, 2022) Indonesia has a population of 275,773.8 thousand people in 2022. The graph shows that Indonesia's population is growing at a fairly rapid rate. The rapid population growth rate is caused by various factors ranging from birth to migration.

The more advanced the economy, the more advanced the industry in Indonesia. The progress of this industry certainly coincides with the high number of workers needed. However, in reality this is inversely proportional. The unemployment rate in Indonesia is still relatively high. Unemployment is one of the social problems that affects both the government and society, because unemployment affects the level of welfare and prosperity of society. Therefore, the government is aggressively increasing various job vacancies to reduce the unemployment rate in Indonesia.

The high level of unemployment that occurs in Indonesia, especially the high Open Unemployment Rate (TPT) of vocational students, is a concern for the government in overcoming this. Based on data quoted from (Badan Pusat Statistik, 2022), it shows that the number of unemployment figures based on the level of secondary school education has a high unemployment rate, around 1,876,661 million people with SMK graduates not yet having a job.

Table 1. BPS Open Unemployment Data 2022

Highest Education Completed + Total	Open Unemployment by Highest Education Completed (People) 2022
Never been to school	24.852
Not yet graduated from Elementary School	437.819
Elementary School	1.230.914
Junior High School	1.460.221
Senior High School	2.251.558
Vocational High School	1.876.661
Academics/Diploma	235.359
University	884.769
Total	8.402.153

Source: Data processed by Researchers (2023)

When observed together with the contents of the table above, (Badan Pusat Statistik, 2022) SMK graduates are one of the second most graduates who contribute the highest unemployment rate in Indonesia. As we know that the purpose of the Vocational High School itself is to create the best graduates who are ready to face the world of work, either working professionally or at the middle level and can reduce the unemployment rate that occurs in Indonesia. However, many SMK graduates contribute to the high unemployment rate. This is not yet a solution to the problem.

The researcher conducted pre-research to 150 students of SMK Negeri 14 Jakarta. Based on the results of the pre-study conducted by researchers, most students do not have maturity in making career decisions in the future. This explains that students do not have a picture after they graduate, whether it is continuing to the world of work or continuing to a state university level.

The results of the pre-research above stated that 74% of students felt that they were not sure about the career choices they would take. The low confidence of students for career

decisions makes students' career understanding that makes it difficult for students to face the competition that will occur when they decide to continue to college or work. Schools make various efforts to assist students in increasing students' confidence in making a career decision.

Table 2. Results of Pre-Research on Career Decision Making

No	Statement	Yes %	No %	Total %
1	Lack of Career Information	60	40	100
2	Unstable motivation	74	26	100
3	Unstable emotional/mood control	84	16	100
4	Parents' income is still below the minimum wage.	56	44	100
5	Low self-confidence that requires the help of others.	78,7	21,3	100

Source: Data processed by Researchers (2023)

Based on the results of the pre-research conducted, it is known that there are 2 statements with the highest score, namely emotional control / mood that is less stable with a total of 84% answering "YES" and 16% answering "NO". And the second statement that got the highest score was low self-confidence so that it requires the help of others with a total of 78.7% answering "YES" and 21.3% answering "NO".

A previous study conducted by several researchers on career decision-making was conducted using a population of college students as the subject of research data collection. In contrast to this study, there are differences in the use of population data and research locations, namely in previous studies using more student data and, in this study, using data on 12th-grade students at SMK Negeri 14 Jakarta. In addition, the use of data analysis in previous studies, some researchers used the SEM PLS application. Whereas in this study, researchers used the SPSS version 24 application. From some of the problems above, the researcher is interested in conducting a study on the Effect of Emotional Intelligence and Self-Efficacy on Career Decision Making of Class XII Students of SMK Negeri 14 Jakarta. Therefore, researchers formulated a hypothesis in this study, namely:

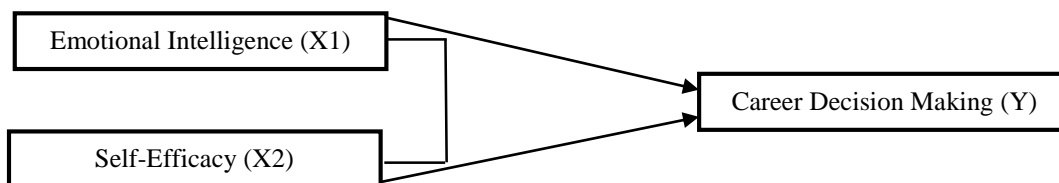


Figure 1. Conceptual Framework

Source: Data processed by Researchers (2023)

LITERATURE REVIEW

Career Decision Making

One of the things that a person needs to have in living life in the real world for his own future is career decision making. Various experts put forward theories about career decision making. According to Lent & Brown (2020), career decision making is focusing on how people make decisions in the real world rather than just determining how they should make decisions in an ideal world. The ability to make and adjust to several decisions over the course of a career, not just one viable temporary career choice.

Another opinion was expressed by Taylor and Betz, career decision making is defined as a person's ability to carry out tasks related to career decision making (Santos, Wang, & Lewis, 2018). According to Sharf (2016) theory, career decision making can be defined as the process of determining the career path to be taken. It was revealed by Super, for career decision making one must have good exploration skills to crystallize or clarify what he wants to do in

the future. One can determine the desired job role and develop the intelligence to carry out their plans or one has difficulty building a career, especially to start it (Zunker, 2015).

According to Peterson (Aprial & Irman, 2022), there are 3 aspects in career decision making, namely Knowledge domain is an understanding of oneself and an understanding of career choices; Decision making skill domain is an understanding of how career decisions are made; Executive processing domain is high-level thinking about career decision making through long-term strategy development. Other experts also revealed that indicators on career decisions are self-knowledge and understanding of potential job opportunities.

As explained by Parsons (Vatmawati, 2019), there are 3 indicators that are mandatory in making a career decision, namely Self-knowledge and awareness, specifically knowledge and self-awareness of one's abilities, preferences, personality, potential, academic records, goals, aspirations, and resources; Knowledge and understanding of the work environment, including information about the requirements for career success, gains and losses, salaries, opportunities, and job prospects in various disciplines; Practical analysis of the relationship between self-knowledge and understanding and knowledge and understanding of the future work environment.

According to Krumboltz's behavioral theory (Wakhinuddin S, 2020), there are 4 factors in making career decisions, namely: Genetic factors, which are present from birth in the form of physical attributes and mental capacity; Environmental factors such as opportunities to obtain education and training, selection policies and procedures, compensation (salary, income, insurance, benefits, and others); Learning factors, both formal and informal, are long-term activities that people often do; Interactional or learning skills, hereditary characteristics, unique abilities, and the environment.

Emotional Intelligence

According to James (2021), emotional intelligence is our ability to control our own and others' emotions by distinguishing them and using that information to guide our words, thoughts, and actions. Another opinion is also expressed by Furnham & Petrides, emotional intelligence is defined by an approach to a set of behavioral tendencies and self-perceptions of one's ability to understand, process, and use emotional information, including well-being, sociability, self-control, and emotions, which clearly places emotional intelligence in one's personality (Santos, Wang, & Lewis, 2018).

As stated by Mayer and Salovey, emotional intelligence is the ability to feel, evaluate, and express emotions appropriately, to produce an emotion because they facilitate thinking, to understand emotions and knowledge about emotions, and to control emotions to encourage emotional and intellectual growth (Agustinus L. Nggame, 2022). Another opinion is also expressed by Goleman who explains about emotional intelligence which refers to the ability to control his emotions with intelligence, maintain emotional harmony, and channel them (accuracy of emotions and expressions) through self-awareness, motivation, skills, and emotions (Supriyadi, 2018). Emotional intelligence has many indicators described by different experts. Indicators of emotional intelligence according to Peter Salovey and Daniel Goldman (Wijoyo, 2021), who explain that emotional intelligence consists of several aspects, including the ability to recognize oneself; ability to manage emotions; ability to motivate oneself; empathy; and ability to relate to others.

In addition, Salovey & Mayer (Astuti, 2021) suggests that emotional intelligence can be measured based on 5 main aspects, namely Self-awareness (self-awareness) the ability to make decisions by knowing the feelings that exist within himself and their effects; Self-management (self-management) is the ability used to shape relationships and daily actions by controlling his emotions, expressing them, and being sensitive to his own choices; Motivation is a person's ability to generate self-desire and energy to achieve better goals as well as the

initiative and effective ability to persevere in the face of failure; Social awareness (empathy) is the ability to create trusting relationships with others by feeling the feelings of others and understanding their perspectives; and finally Relationship management is the ability to handle emotional feelings well with others when relating and being able to create and maintain these relationships.

Goleman and Agustin (Lubis, 2020) identify these factors, namely Internal factors are factors from within a person with the influence of emotional brain conditions; External factors are those that come from outside the individual by changing the nature of external influences into individual traits. The individual nature of individuals, groups, between individuals who are influenced by groups, can arise from external influences, and vice versa. External influences can be indirect through intermediaries such as mass media, both print and electronic, and sophisticated information through satellite services; Psychological factors are factors that help individuals to manage, control, control and coordinate their emotions effectively so that they are manifested in a behavior; Emotional training factors are activities that can be done repeatedly to form habits and gain experience that will form a value; Educational factors are used in a teaching method to develop a person's emotional intelligence. Education is not only in the classroom but can occur in the community and at home.

Self-Efficacy

Self-efficacy is something that a person has within himself. There are several explanations of self-efficacy according to different experts. Bandura explains that self-efficacy refers to an individual's belief in their ability to plan and perform an action to achieve these results (Khine & Nielsen, 2022). This is reinforced by the opinion of Chen, Gully and Eden who state that people's belief in their ability to perform in various situations is general self-efficacy (Xu, 2020). Another opinion was expressed by Baron and Bryne who explained that self-efficacy is a person's assessment of their ability to complete a job, achieve a predetermined goal, or overcome obstacles (Suciono, 2021). Latifah (2018) also explains the definition of self-efficacy, namely belief in one's own ability to organize and carry out actions to manage existing situations. Another expert opinion also explains related to self-efficacy put forward by Alwisol, namely self-efficacy is an individual's belief in his ability to take action or not be able to take the expected action (Muhtar & Lengkana, 2020).

Bandura (Cahyadi, Nasution, & Siregar, 2022), explains that there are 3 dimensions of self-efficacy, namely Level is a measure of how difficult a task a person believes can be overcome. The level of self-confidence affects the choice of activities, the level of effort, and the resilience of a student to face and complete the work they are doing. When a job is given and there are no obstacles in the process, it means that the job can be overcome, resulting in this task being easy to complete; Strength is a dimension related to a person's effort. This strength is a person's confidence in maintaining his or her behavior, relative to self-efficacy in accepting tasks or problems; and Generality is a dimension to a person's self-efficacy that believes that self-confidence has no limitations in certain circumstances. Generality relates to self-belief in one's ability to perform tasks in various activities. Various activities require a person to believe in his or her ability to complete the task (Fitrianingsih et al, 2022).

Another opinion was also expressed by Haffen, et al (Laila, Sulistiani, & Arya, 2019), which was quoted from Bandura, there are 3 characteristics of individuals with high levels of self-efficacy, namely Individuals think they are capable of performing these actions; Individuals have confidence in the ability to perform tasks in accordance with predetermined results and expectations; Individuals believe that the actions they take will benefit themselves in the future.

According to Bandura (Cahyadi et al., 2022), other factors that affect self-efficacy are the nature of the task at hand. Certain situations or types of tasks according to performance are

more difficult and strenuous than other task situations, External intensive. Intensive in the form of rewards given by others to reflect one's success in mastering or performing a task (competence contingent incentives). For example, giving praise, materials, and others; Status or individual role in the environment. The degree of one's social status affects the appreciation of others and one's self-confidence. Information about self-efficacy. A person's self-efficacy will increase or decrease if he gets positive or negative information about himself.

METHOD

The approach taken in this research is quantitative research and the research method that will be used in this research is to use the survey method. According to Aksara (2021), quantitative research is research conducted by drawing conclusions from the results of statistical hypothesis testing using empirical data by measuring the results of data collection. The affordable population used in this study were XII grade students of SMK Negeri 14 Jakarta in the field of Office Management expertise (Office Automation and Governance, Online Business and Marketing, and Institutional Accounting and Finance) totaling 239 students. The reason the researchers took the population and sample of class XII students was because students had carried out Field Work Practices (PKL) and made preparations in choosing a career ahead of graduation. Students have problems that are in accordance with the problem to be studied, namely related to career decision-making.

The sample used is based on the Issac & Michael table from a population of 239 students with an error rate of 5%, the sample size is 139 students. Researchers use proportional random sampling techniques, namely random samples from a population consisting of several subpopulations that are not homogeneous, and each subpopulation is represented (Riyanto & Hatmawan, 2020). The selection of these variables is based on validity and reliability tests. Validity tests are used to measure whether a survey is effective. A variable that gives the same result no matter how many times it is measured is considered reliable. The Cronbach alpha method was used for reliability testing in this study.

From the results of the validity test, it is known that 15 statements are valid, and 0 statements are invalid, and from the results of the reliability test, the Cronbach's Alpha value is 0.867, this shows that the reliability coefficient is included in the high category. Career decision-making is a process of effort made by a person to determine career choices in accordance with motivation, knowledge, personality, and one's abilities based on the results of self-understanding and career understanding which includes opportunities, various careers, and career education. Career decision-making has indicators, namely students' understanding and knowledge of understanding about themselves, understanding about work, and the process of determining careers for students' future.

From the validity test results, it is known that 15 statements are valid, and 0 statements are invalid, and from the reliability test results, the Cronbach's Alpha value is 0.861, this indicates that the reliability coefficient is in the high category. Emotional intelligence is the ability a person has to control himself, manage, and motivate himself, and can foster cooperation with others such as a subjective sense of joy, sadness, compassion, love, and courage that can arise in certain situations. Indicators of emotional intelligence in this study include: students' understanding and knowledge of the ability to recognize themselves, the ability to manage emotions, the ability to motivate themselves, empathy, and the ability to build relationships with others.

From the results of the validity test, it is known that 15 statements are valid, and 0 statements are invalid, and from the results of the reliability test, the Cronbach's Alpha value is 0.861, this shows that the reliability coefficient is included in the high category. Self-efficacy is the belief that a person has in his own ability to take an action according to his ability and competence in his preferred environment and is responsible for his actions to obtain goals and

success in the future. Indicators of self-efficacy in this study, namely students' understanding of confidence in completing tasks, the belief that individuals are able to make efforts with their own abilities, and individual beliefs about the actions they take are beneficial in the future.

RESULTS AND DISCUSSION

Normality Test

This normality test uses SPSS 24.0. The criteria for testing normality is if the Sig value > 0.05 then the residual value is normally distributed.

Table 3 Normality Kolmogorov Smirnov Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		139
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.07479614
Most Extreme Differences	Absolute	.064
	Positive	.057
	Negative	-.064
Test Statistic		.064
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

Source: Data processed by Researchers (2023)

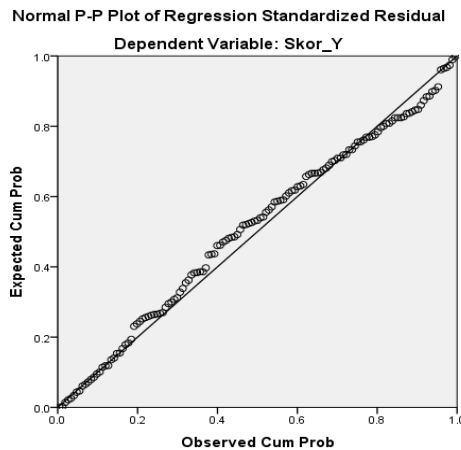


Figure 2. Normality Test (Probability Plot)
 Source: Data processed by Researchers (2023)

Based on the analysis on normality testing, the results are obtained as shown in the table and figure above. It is known that the acquisition of the Asymp. Sig value in the Kolmogrov-Smirnov test is 0.200 > 0.05. Then in the Probability, Plot graph, data spreads around the diagonal line and follows the diagonal direction. Based on this, it can be concluded that the data above is normally distributed and fulfills the assumption of normality. Furthermore, the data qualifies for parametric statistical testing.

Linearity Test

The criteria in this linearity test are if the Linearity Sig value < 0.5 and the Deviation from Linearity Sig value > 0.05 then the data has a relationship that meets the linear assumption.

Table 4. Linearity Test of Variable X1 with Y

		ANOVA Table						
			Sum of Squares	df	Mean Square	F	Sig.	
Career Decision Making (Y) * Emotional Intelligence (X1)	Between Groups	(Combined)	5978.800	28	213.529	7.709	.000	
		Linearity	5071.454	1	5071.454	183.101	.000	
		Deviation from Linearity	907.346	27	33.605	1.213	.240	
Within Groups			3046.725	110	27.698			
Total			9025.525	138				

Source: Data processed by Researchers (2023)

Based on the results of the analysis on linearity testing on Emotional Intelligence with Career Decision Making, a depiction is obtained as shown in the table above. It is known that the result of the Sig Linearity value is $0.000 < 0.05$ and the Sig Deviation from Linearity result is $0.240 > 0.05$. Based on these results, it can be concluded that Emotional Intelligence and Career Decision Making are linearly related and fulfill the linearity assumption.

Table 5. Linearity Test of Variable X2 with Y

		ANOVA Table						
			Sum of Squares	df	Mean Square	F	Sig.	
Career Decision Making (Y) * Self-Efficacy (X2)	Between Groups	(Combined)	5865.155	33	177.732	5.905	.000	
		Linearity	4716.727	1	4716.727	156.708	.000	
		Deviation from Linearity	1148.428	32	35.888	1.192	.250	
Within Groups			3160.370	105	30.099			
Total			9025.525	138				

Source: Data processed by Researchers (2023)

Based on the results of the analysis on linearity testing on Self-Efficacy with Career Decision Making, a depiction is obtained as shown in the table above. It is known that the result of the Linearity Sig value is $0.000 < 0.05$ and the Sig Deviation from Linearity result is $0.250 > 0.05$. Based on these results, it can be concluded that Self-Efficacy and Career Decision Making are linearly related and fulfill the assumption of linearity.

Multicollinearity Test

Multicollinearity test criteria occur if the Tolerance value > 0.10 and the VIF value < 10.00 , it is said that there is no multicollinearity problem, so the data has a perfect linear relationship.

Table 6. Multicollinearity Test Results

		Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	13.096	3.274			4.000	.000		
	Emotional Intelligence (X1)	.456	.085	.475		5.374	.000	.370	2.699
	Self-Efficacy (X2)	.306	.078	.346		3.913	.000	.370	2.699

a. Dependent Variable: Career Decision Making (Y)

Source: Data processed by Researchers (2023)

Based on the analysis data on multicollinearity testing above, the money results are illustrated in the table above. It is known that Emotional Intelligence obtained a Tolerance value of $0.370 > 0.10$ and a VIF value of $2.699 < 10.00$; then on Self-Efficacy obtained a Tolerance value of $0.370 > 0.10$ and a VIF value of $2.699 < 10.00$.

Heteroscedasticity Test

The heteroscedasticity test criteria are if the Sig value > 0.05 then it is said that it does not experience heteroscedasticity problems, so that the data has the same residual variance.

Table 7. Heteroscedasticity Test (Spearman's rho)

			Correlations		Unstandardized Residual
			Skor_X1	Skor_X2	
Spearman's rho	Emotional Intelligence (X1)	Correlation Coefficient	1.000	.743**	.095
		Sig. (2-tailed)	.	.000	.264
		N	139	139	139
	Self-Efficacy (X2)	Correlation Coefficient	.743**	1.000	.068
		Sig. (2-tailed)	.000	.	.429
		N	139	139	139
Unstandardized Residual	Correlation Coefficient	.095	.068	1.000	
	Sig. (2-tailed)	.264	.429	.	
	N	139	139	139	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by Researchers (2023)

Based on the results of the analysis on the heteroscedasticity test, the results are as in the table above. It is known that the acquisition of Unstandardized Residual Sig value in the Spearman's rho test of Emotional Intelligence is $0.264 > 0.05$; and on Self-Efficacy obtained a Sig value of $0.429 > 0.05$. Based on the results above, it can be concluded that this study does not occur heteroscedasticity problems. Then a data or residual variant is constant so that it fulfills the criteria of homoscedasticity.

Multiple Regression Equation

Multiple regression functions in measuring the strength of the direction and magnitude of the influence of several independent variables on the dependent variable. The calculation of regression analysis in this study is multiple linear regression using the SPSS 24.0 program which is used to determine the effect between the independent variables, namely Emotional Intelligence and Self-Efficacy on the dependent variable, namely Career Decision Making.

Table 8. Multiple Linear Regression Test Results

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	13.096	3.274		4.000	.000
	Emotional Intelligence (X1)	.456	.085	.475	5.374	.000
	Self-Efficacy (X2)	.306	.078	.346	3.913	.000

a. Dependent Variable: Career Decision Making (Y)

Source: Data processed by Researchers (2023)

Based on the results of the calculation analysis in the table above, the form of multiple linear regression equations can be formulated, namely $Y = 13,096 + (0,456X1) + (0,306X2) + 0,628$. It is known that the constant acquisition is 13.096. This shows that the value of Emotional Intelligence and student Self-Efficacy is 0, the value of student Career Decision Making is 13.096. Then, it is known that the value of the Emotional Intelligence regression coefficient is 0.456, which means that the level of student Career Decision Making is influenced by Emotional Intelligence where every 1 point increase will have an influence and increase the value of student Career Decision Making by 0.456. Furthermore, Self-Efficacy has a regression coefficient value of 0.306, which means that the level of student Career Decision Making is influenced by Self-Efficacy where every 1 point increase will influence and increase the value of student Career Decision Making by 0.306. And the form of the multiple regression equation also knows the error value (e) in this study, which is 0.628.

Simultaneous Test (F Test)

The F test criteria are if the Fcount > Ftable value and Sig < 0.05 then the independent variables simultaneously have a significant effect on the dependent variable.

Table 9. Simultaneous Test (F Test) Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5471.534	2	2735.767	104.689	.000 ^b
	Residual	3553.991	136	26.132		
	Total	9025.525	138			

a. Dependent Variable: Career Decision Making (Y)

b. Predictors: (Constant), Self-Efficacy (X2), Emotional Intelligence (X1)

Source: Data processed by Researchers (2023)

Based on the analysis of the F test, the results are described in the table above. It is known that the result of the Fcount value is 104.689 and the Sig value is 0.000. For the Ftable value can be calculated using a probability of 0.05 with the formula $F = (k; (n-k-1)) = F (2; (139-2-1); DF1 (2) \text{ and } DF2 (136))$ then the Ftable result is 3.06. Based on the results of these calculations, the Fcount value is $104.689 > Ftable 3.06$ and the Sig value is $0.000 < 0.05$. So it can be concluded that both free, namely Emotional Intelligence and Self-Efficacy have a significant influence on Career Decision Making.

Partial Test (T Test)

The T test criteria are if the value of $T_{hitung} > T_{tabel}$ and $Sig < 0.05$ then the independent variable partially has a significant effect on the dependent variable. Adapun kriteria Uji T yaitu jika nilai $T_{hitung} > T_{tabel}$ dan $Sig < 0,05$. The T test criteria are if the value of $T_{hitung} > T_{tabel}$ and $Sig < 0.05$ then the independent variable partially has a significant effect on the dependent variable.

Table 10. Partial Test (T Test) Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.096	3.274		4.000	.000
	Emotional Intelligence (X1)	.456	.085	.475	5.374	.000
	Self-Efficacy (X2)	.306	.078	.346	3.913	.000

a. Dependent Variable: Career Decision Making (Y)

Source: Data processed by Researchers (2023)

Based on the partial test results, the results in the table above are obtained. The T table value can be calculated using a two-way significance test with the formula $T = (a; (n-k)) = T (0,05; (139-3)) = T (0.05; 136)$ then the Ttable result is 1.97756. Based on the above calculations, it can be seen that in Emotional Intelligence the T_{hitung} value is $5.374 > T_{table} 1.977$ and the Sig value is $0.000 < 0.05$; then in Self-Efficacy the T_{hitung} value is $3.913 > T_{table} 1.977$ and the Sig value is $0.000 < 0.05$. Based on the data above, it can be concluded that the two independent variables, namely Emotional Intelligence and Self-Efficacy, partially or individually have a significant effect on the dependent variable, namely Career Decision Making.

Analysis of the Coefficient of Determination (R²)

The criterion for the coefficient of determination (R²) is that if the value of $R^2 = -1$ then the effect is negative and if the value of $R^2 = 1$ then the effect is positive and strong.

Table 11. Analysis of the Coefficient to Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779 ^a	.606	.600	5.112

a. Predictors: (Constant), Self-Efficacy (X2), Emotional Intelligence (X1)

b. Dependent Variable: Career Decision Making (Y)

Source: Data processed by Researchers (2023)

Based on the analysis in the coefficient of determination (R²) test, the results in the table above are obtained. It is known that the result of the R Square value for the influence between Emotional Intelligence and Self-Efficacy on Career Decision Making is 0.606 or 60.6% and is included in the category of having a strong influence. This is because the acquisition of value lies in the range of 0.600 - 0.799.

Discussion

The Effect of Emotional Intelligence on Career Decision Making

Based on the effect of Emotional Intelligence on Career Decision Making, it is known that the Thitung value is $5.374 > T_{table} 1.977$ and the Sig value is $0.000 < 0.05$. The conclusion is that there is an influence of Emotional Intelligence on Career Decision Making of class XII SMK Negeri 14 Jakarta. Then the regression coefficient value on Emotional Intelligence is 0.456. This explains that Emotional Intelligence has an influence on the level of students' Career Decision Making. Based on the calculation of the average indicator score, it is known that the level of Emotional Intelligence of class XII SMK Negeri 14 Jakarta is most influenced by the "Empathy" indicator with a percentage of 21.6 %. In this indicator, students give and receive empathy from family or peers to help them solidify their choices and increase student sensitivity during the learning process. This has an influence because an individual must also have a sense of empathy for others in determining career choices according to their field of interest.

This is in line with the theory according to James (2021) which explains that emotional intelligence is our ability to control our own and others' emotions by distinguishing them and using that information to guide our words, thoughts, and actions. Goleman in Supriyadi (2018) also explains emotional intelligence which refers to the ability to control their emotions and channel them (the accuracy of emotions and expressions) through self-awareness, motivation, skills, and emotions. In line with previous studies that conducted research with Emotional Intelligence on Career Decision Making such as Ikaningtyas (2022), Sholiha & Sawitri (2021), and Hidayati (2020) describe that Emotional Intelligence has an influence on Career Decision Making.

The Effect of Self-Efficacy on Career Decision Making

In seeing the influence between Self-Efficacy on Career Decision Making, it is known that the Thitung value is $3.913 > T_{table} 1.977$ and the Sig value is $0.000 < 0.05$. the conclusion is that there is an influence of Self-Efficacy on Career Decision Making in class XII SMK Negeri 14 Jakarta. Then Self-Efficacy gets a regression coefficient of 0.306. This shows that Self-Efficacy has an influence on the level of student Career Decision Making. Based on the calculation of the average indicator score, Self-Efficacy in class XII students of SMK Negeri 14 Jakarta is most influenced by the indicator "Individual belief that the actions they take are useful in the future" with a percentage of 45.7%. In this indicator, when students have confidence in the actions they take to be useful in the future, these students will have confidence in themselves to determine the future career they will choose.

According to Bandura in Khine & Nielsen (2022), self-efficacy refers to an individual's belief in his ability to plan and perform an action to achieve these results. Baron and Bryne in Suciono (2021) also explain that self-efficacy is a person's assessment of their ability to complete a job, achieve a set goal, or overcome obstacles. So career decision making is influenced by self-efficacy. In line with research conducted by previous researchers related to Self-Efficacy on Career Decision Making such as Musculus et al. (2018), Dewi (2017), Setiobudi (2017), and Maslikhah et al. (2022) which explain Self-Efficacy has an influence on Career Decision Making.

The Effect of Emotional Intelligence and Self-Efficacy on Career Decision Making

According to the data calculations that have been carried out, it is known that the Fcount value is $104.689 > F_{table} 3.06$ and the Sig value is $0.000 < 0.05$. The conclusion is that Emotional Intelligence and Self-Efficacy have a joint influence on Career Decision Making. Based on the multiple regression value, $Y = 13.096 + (0.456X_1) + (0.306X_2) + 0.628$ is obtained, where the acquisition of the constant is 13.096 and the regression coefficient value on Emotional Intelligence and Self-Efficacy has a positive value. This shows that students' Career Decision Making is influenced by Emotional Intelligence and Self-Efficacy where every 1 point increase in the regression coefficient value will increase the value of the dependent variable. Furthermore, the results of the calculation of the coefficient of determination explain that the percentage given is 0.606 or 60.6% and is included in the category of having a strong influence. This is because the acquisition of value lies in the range of 0.600 - 0.799.

In line with previous research on Emotional Intelligence and Self-Efficacy on Career Decision Making such as Santos et al. (2018), Sholiha & Sawitri (2021), and Jiang (2016), explaining that Emotional Intelligence and Self-Efficacy have an influence on Student Career Decision Making.

CONCLUSION AND RECOMMENDATION

Based on the results of research on the Effect of Emotional Intelligence and Self-Efficacy on Career Decision Making of Class XII Students of SMK Negeri 14 Jakarta, based on the results of statistical data calculation and analysis conducted using the SPSS 24.0 program as follows the results of the first hypothesis test show that there is an influence between Emotional Intelligence on Career Decision Making. The higher the student's emotional intelligence, the better the student's career decision-making, and vice versa; The results of the second hypothesis test show an influence between Self-Efficacy on Career Decision Making. The higher the self-confidence of students, the higher the level of student confidence in making career decisions, and vice versa; The results of the third hypothesis test show a joint influence between Emotional Intelligence and Self-Efficacy on Career Decision Making. The higher the emotional intelligence and self-efficacy of students, the better students' career decision-making will be, and vice versa.

For the school, it is expected to improve and increase facilities and activities related to improving soft skills and hard skills as well as activities that increase student knowledge about information about the world of work and universities; Teachers are expected to provide encouragement, innovation and creativity in providing interesting and not boring learning to students so that students become more enthusiastic. Students will gain high self-confidence when they believe that they are able to carry out the learning process carried out at school.

For future researchers, Based on the conclusions described above, the researcher can formulate recommendations that can be given, among others: For the implementation of further research that discusses similar topics, namely Career Decision Making, you should be able to add other factors that influence Career Decision Making; Then, the researcher also suggested that the sample used in the study be expanded, especially in testing research instruments. This aims to be able to describe the state of the population as a whole and also increase the results in research data; Furthermore, researchers also suggest not only using a quantitative approach but using a qualitative approach with data collection using the interview method.

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