

STUDENT CAREER MATURITY: THE ROLE OF SELF-EFFICACY AND INTERNAL LOCUS OF CONTROL

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ABSTRACT

Vocational High School (SMK) as a bridge between prospective graduates and jobs, through education makes individuals more competent in working than other education. However, SMK graduates are the largest contributor to the percentage of unemployment based on education, namely 10.38% in 2022. This study aims to determine whether or not there is an influence between Self-Efficacy and Internal Locus of Control on the Career Maturity of Students at Public Vocational High Schools 40 Jakarta. The method used in this study is quantitative using Structural Equation Modeling (SEM) with SmartPLS version 4. The probability sampling technique, namely simple random sampling and the Slovin formula, is used to determine the sample with a 5% error rate, namely 138 students. Data collection was obtained through a Likert scale questionnaire. Based on data calculations, the results of this study indicate that there is a significant influence between Self-Efficacy and Internal Locus of Control on Students' Career Maturity both simultaneously and partially. It is hoped that schools can increase activities related to the world of careers and individuals can further improve their preparation for their careers.

Keyword: Self-efficacy, Locus of control, Career maturity

ABSTRAK

Sekolah Menengah Kejuruan (SMK) sebagai jembatan antara calon lulusan dengan pekerjaan, melalui pendidikan menjadikan individu lebih kompeten dalam bekerja daripada pendidikan lain. Namun lulusan SMK menjadi penyumbang presentase pengangguran terbesar berdasarkan pendidikan yaitu 10,38% pada tahun 2022. Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh antara Efikasi Diri dan Internal Locus of Control Terhadap Kematangan Karir Siswa SMK Negeri 40 Jakarta. Metode yang digunakan pada penelitian ini yaitu kuantitatif menggunakan Structural Equation Modeling (SEM) dengan SmartPLS versi 4. Tehnik probability sampling yaitu simple random sampling dan rumus slovin digunakan untuk menentukan sampel dengan tingkat kesalahan 5% yaitu 138 siswa. Pengumpulan data diperoleh melalui kuesioner skala likert. Berdasarkan perhitungan data, hasil penelitian ini menunjukkan bahwa terdapat pengaruh signifikan antara Efikasi Diri dan Internal Locus of Control Terhadap Kematangan Karir Siswa baik secara simultan dan parsial. Diharapkan sekolah dapat memperbanyak kegiatan yang berkaitan dengan dunia karir dan Individu dapat lebih meningkatkan persiapan menuju karir.

Kata kunci: Efikasi diri, Pengendali diri internal, Kematangan karir

INTRODUCTION

Education today has transformed following the digital revolution and the era of technological disruption or another term for digital education. The digital revolution occurred due to the development of computers and record automation in every field, and the era of technological disruption that occurred due to automation and connectivity in several fields has lost away from the linear movement of the industrial world and the competition for jobs. This has led to the 4.0 industrial revolution that we are currently experiencing. The implication of the progress of the industrial revolution 4.0 is that it provides very significant changes in all fields without exception in the field of education. This is a challenge for educational institutions to develop in tandem with industry 4.0, where Vocational High Schools (SMK) are the link between the two. Vocational schools as a bridge or link between students and the world of work after students graduate from Vocational High School (Maulidya et al., 2021).

Looking at the number of unemployed people in Indonesia, affection 8.40 million people or 5.83%, according to data from the Central Statistics Agency Republic of Indonesia. When viewed from the number of unemployed people in Indonesia, which touched 8.40 million people or 5.83 percent based on data from the Central Statistics Agency (BPS) in February 2022. The reduction in employment due to technology is very influential for the labor force in Indonesia. In addition, in terms of educational unemployment, the largest contributor to unemployment is dominated by graduates of Vocational High Schools (SMK), reaching 10.38 percent. With the age range of SMK students, namely 15-19 years. At this age individuals begin to enter the "exploration" stage at the tentative and transitional levels. At the tentative stage (15-17 years) begin to consider or take into account factors such as needs, interests, capacities, values and opportunities. While at the transitional stage (18-21 years) adolescents already have objective considerations to enter the world of work or professional training and try to implement their self-concept.

Individuals with good career maturity tend to be more prepared for everything needed in the career decision process, have more mature thoughts and awareness, and begin to connect behavior with future goals. In other words, vocational students are experiencing a period of adjustment to the social environment and new patterns of life as adults. In this adjustment, of course, they are faced with internal factors or external factors. Internal obstacles such as an immature level of self-confidence are obstacles for SMK graduates to start their careers, especially self-control which is still influenced by external factors, either the environment or friends, so that SMK graduates cannot control themselves to focus on their future (Puspitasari & Bahtiar, 2022).

For this reason, mature career planning and decision making are needed by SMK graduates so that they are ready to enter the world of work. There are several factors that influence a person's career maturity, including self-efficacy and internal locus of control. Self-efficacy is influential in increasing belief or anxiety and behavior in individuals. Individuals will stay away from things that make things worse because of a sense of inability to manage risky aspects. The results of research conducted by Permana et al. (2016) shows that self-efficacy has an impact on the anxiety variable in facing exams by 33% and the remaining 67% of other variables. Factors that influence student career maturity besides self-efficacy are internal locus of control. In locus of control there are two concepts, namely internal locus of control and external locus of control. Individuals who have an internal locus of control realize what they do and do either succeed or fail completely as a result of the actions they do. Conversely, individuals who have an external locus of control realize that what they do and whether they succeed or fail is also influenced by other factors from outside themselves (Smidt et al., 2017). Based on the background that has been explained, this study aims to determine whether or not there is an influence between Self-Efficacy and Internal Locus of Control on the Career Maturity among Students at Public Vocational High Schools.

LITERATURE REVIEW

Career Maturity

The fundamental element according to Donald E. Super (Brown, 2007) defines career maturity as the level of development that begins in childhood in the choice of fantasies and moves forward to decide to resign from work. The concept of career maturity is used to describe an individual's process of making age- and stage-appropriate career decisions and his or her ability to change and transition successfully through the tasks of each developmental stage. According to Lutfianawati and Widayanti (2019) explains the definition of career maturity, which is the readiness of individuals cognitively and affectively in facing each task in the stages of career development in accordance with their age and social development. The same opinion is expressed by Lim and You (2019) state that career maturity is the stage of development of one's career plans, practices, and modifications according to an understanding of oneself. So that career maturity is a process of forming career planning through knowledge, interests, and potential so that it can make decisions in choosing the desired career.

Self-Efficacy

According to Bandura (1997) self-efficacy is part of social cognitive theory or as a belief in the ability of individuals to achieve results. In Bandura's social cognitive theory (1997) self-efficacy is an aspect of self-awareness that influences daily life, and is a belief in an individual's capabilities that influences behavioral decisions to achieve goals. Self-confidence affects the desire of individuals to develop various abilities within themselves, as well as developing new patterns of behavior. Individuals with high self-confidence will build their abilities through maximum effort towards themselves, while individuals with low self-confidence will slow down the development of their abilities.

According to Erwananda and Usman (2021) explains that self-efficacy is a form of one's belief in one's ability to successfully complete a job, overcome problems, and take action to achieve a set goal. Self-efficacy also refers to the perception of an individual's ability to implement and organize the actions needed to display certain skills (Rahmayati & Lubis, 2021). Self-efficacy can be defined as the belief in one's capable and successful. A person believes they have the motivation, resources, perceived understanding, and ability to complete a task. (Swaramarinda et al., 2022)

Internal Locus of Control

Locus of control is an important in human personality characteristics. This concept was proposed by Julian B. Rotter as part of social learning theory. According to Rotter (1966), locus of control is a person's belief in all the sources that control them, whether or not all events that happen to them are controlled by forces outside of them. This concept explains that a person will develop an expectation of his ability to control events in his life. Locus of control describes the degree to which a person perceives the relationship between the actions taken (action) and the consequences/results achieved (outcome). In this learning theory, Rotter (1966) distinguishes between internal locus of control and external locus of control. Understanding the external locus of control leads one to belief that certain results or events are caused by luck or fate and are determined by external forces. While the internal locus of control knowing believes that the outcome or event experienced will have consequences for our own actions.

According to Aulia and Evanita (2020) It can be interpreted freely that locus of control as a psychological attribute that gives individuals a great influence on making decisions in entrepreneurship. Munawir et al., (2018) defines internal locus of control as a form of individual belief that efforts and behaviors affect an event and life that will be carried out. That is, the internal locus of control is a belief in the individual that all actions and events he

experiences are fully controlled by himself. So that the results obtained, good or bad, are purely from their own efforts and abilities.

METHOD

In this research, researchers used quantitative descriptive research methods. This study aims to examine the effect of the independent variables Self-Efficacy (X1), Internal Locus of Control (X2) on the dependent variable, namely Career Maturity (Y), as can be seen in Figure 1. This research uses a quantitative approach with a survey method. The population in this study were students of Public Vocational High School 40 Jakarta Class 12, with a total population of 211 students. Based on calculations using the Slovin formula to determine the number of samples with a success rate of 95% and an error rate of 5% with a population of 211, so that the sample used was 138 students. Meanwhile, The respondent profile based on grouping based on the type of expertise program available at Public Vocational High School 40 Jakarta can be seen in Table 1.

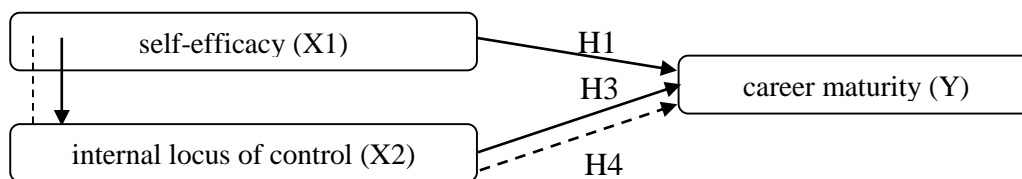


Figure 1. Conceptual Framework

Table 1. Profile of Respondents

Respondent Identity	Category	Amount
Class	OTKP (Automation and Office Management)	24
	BDP (Online Business and Marketing)	24
	AKL (Institutional Financial Accounting)	20
	MM (Multimedia)	24
	RPL (Software engineering)	46
	Total	138

The instrument in this research uses a type of closed question that is answered through a questionnaire distributed online to respondents related to each variable of 15 items. The career maturity questionnaire was adapted based on the indicators mentioned by Agustina et al. (2018), including Career Planning, Career Exploration, Decision Making, and World of Work Information. The self-efficacy variable questionnaire was modified from the indicators stated by Permana et al. (2016) including Magnitude, Strength, and Generality. The indicators presented by Dwijayanti (2015) were used to measure the Internal Locus of Control variable, namely Control, Expectations, Responsibility, and Decision Making. The data analysis technique used was structural equation modeling (SEM) with the help of SmartPLS program (Hair et al., 2013). There are three stages of data analysis in this study, namely outer testing, inner testing and hypothesis testing.

RESULTS AND DISCUSSION

Outer Model

Outer model analysis will output a reliability value that serves to determine the relationship between variables in a study. The data that the researchers used used the second research model instrument whose values were valid and met the outer model score requirements of > 0.7. Tests on the outer model analysis multicollinearity test which includes Cronbach's alpha, composite reliability, and average variance extracted (AVE). Table 2 shows the results of the composite reliability index along with the results of the other two measuring

instruments. Through the Cronbach's alpha value in Table 2, it can be seen that all variables in this study obtained a Cronbach's alpha score above 0.7. So it can be interpreted that all variables in this study are valid. In addition, in determining whether a research variable is reliable or not, it can be seen from the acquisition of the composite reliability index whose score is > 0.7 and the average variance extracted (AVE) index whose score is > 0.5, based on Table 2, it can be interpreted that this research model is reliable.

Table 2. Results of Outer Analysis

Variables	Cronbach's Alpha	Composite Reliability	Average variance extracted (AVE)
Self-Efficacy	0.957	0.963	0.656
Internal Locus of Control	0.947	0.950	0.564
Career Maturity	0.876	0.874	0.522

Inner Model

Furthermore, the inner model analysis is to determine the magnitude of the relationship between latent variables. The R-Square (R^2) value is used to provide an overview of the variance of an exogenous variable on the endogenous variable that it affects, whether it has a substantive influence or not. Some of the criteria for this variation are: strong (R-Square value = 0.67), moderate (R-Square value = 0.33), and weak (R-Square value = 0.19). Through the information in the Table 3, it can be seen that the amount of R^2 value on variable Career Maturity is 0.787 so that researchers can conclude that there is an influence of 78.7% between variable Self-Efficacy and variable Internal Locus of Control together on variable Career Maturity.

Table 3. Results of R-Square Test

Variables	R-square
Career Maturity	0.787

Furthermore, hypothesis testing to determine whether the hypothesis of a study is accepted or not can be seen from the results of the calculation of p-values smaller than 0.05, it can be said that a hypothesis is accepted and the influence that occurs is significant. The following are the results of the path coefficient calculation. Based on Table 4, it can be seen that: (1) self-efficacy has a positive and significant effect on internal locus of control with coefficient 0.393 and p-values 0.062; (2) self-efficacy has a positive and significant effect on career maturity with path coefficient 0.476 and p-values 0.005; (3) internal locus of control has a positive and significant effect on career maturity with path coefficient 0.588 and p-values 0.009.

Table 5. Results of Hypothesis

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Self-Efficacy > Internal Locus of Control	0.393	0.387	0.132	2.970	0.062
Self-Efficacy > Career Maturity	0.476	0.491	0.131	3.641	0.005
Locus of Control > Career Maturity	0.588	0.597	0.120	4.886	0.09

Discussion

The Influence of Self-Efficacy on Career Maturity

Through the results of the coefficients calculation in the bootstrapping hypothesis test table, the Original Sample value of 0.476 is obtained from the Self-Efficacy on the Career

Maturity, then for the T-Statistics value of $3.641 > 1.978$ and for the P-Values value of $0.005 < 0.05$. So it can be interpreted that the first hypothesis which states that the Self-Efficacy variable has a significant effect on students' Career Maturity is significant. In line with the results of relevant research strengthened by Anggraini and Supraptiningsih (2022); Bertha and Santosa (2022); Fitriyana and Santoso (2021); and Latifah and Basyirun (2024) show that self-efficacy is very influential on a person's career maturity, positively related to an individual's life journey, and self-efficacy helps to make positive career decisions. This means that to achieve career and success, individuals need to believe in themselves to complete every educational task and overcome every obstacle in order to achieve career success.

The Influence of Self-Efficacy on Internal Locus of Control

The results of analysis of the Self-Efficacy variable show that, the direct effect between the Self-Efficacy on Internal Locus of Control with an original sample value of 0.393, a t-statistics value of 2.970 and a p-value of 0.062. This can be interpreted that the Self-Efficacy variable has a significant influence on the Internal Locus of Control of students at Public Vocational High School 40 Jakarta students. The results of this study are also supported and reinforced by Djunaedi et al. (2022); Haywood and Mason (2022); and Qudsiyah (2023) that the relationship between internal locus of control and self-efficacy has a positive relationship and has a direct effect on Career Decision making Self-Efficacy (CDSE). So that individuals with high confidence can certainly control attitudes and decisions that make individuals believe that all their abilities can control actions to achieve a better standard of living.

The Influence of Internal Locus of Control on Career Maturity

Through the results of the coefficients calculation in the bootstrapping hypothesis test table, the Original Sample value of 0.588 is obtained from the Internal Locus of Control on the Career Maturity, then for the T-Statistics value of $4.886 > 1.978$ and for the P-Value of $0.009 < 0.05$. This can be interpreted that the hypothesis which states that the Internal Locus of Control has a significant effect on the Career Maturity of class XII students of Public Vocational High School 40 Jakarta. This is relevant and reinforced by research conducted by Smidt et al. (2017); Al-Bahrani et al. (2021); and Qudsiyah (2023) that there is a positive relationship between internal locus of control and career maturity, of course individuals who have an internal locus of control will have a positive impact on career development and make their work successfully completed. Individuals with high internal locus of control will make efforts to recognize themselves, how to behave, take decisions, find out about work, and try to overcome problems related to their career choices.

The Influence Sel-Efficacy and Internal Locus of Control on Career Maturity

Through the results of the calculation of path coefficients in the bootstrapping hypothesis test table, it is found that the Self-Efficacy and the Internal Locus of Control simultaneously have a positive effect on students' Career Maturity. Then it can also be seen in the results of the coefficient of determination or R^2 value on the Career Maturity which found a result of 0.787, it means that there is an influence of 78.7% between the Self-Efficacy and Internal Locus of Control variables while the other 21.3% is influenced by other factors that are outside the model. In line with several studies conducted by Djunaedi et al. (2022); Naufal and Rozamuri (2023); Syaifudin and Arjangga (2020); and Sondakh et al. (2020) reinforced that partially or simultaneously the three variables have a positive influence, so that career maturity reaches the perfect stage if the level of self-confidence is high along with good self-control in how to behave or make decisions to achieve previously planned career choices. Therefore, these two variables play an important role in one's career maturity, especially vocational students. The role of self-efficacy or self-belief is very important, the higher a

person's self-efficacy, the higher the level of confidence in the goals or plans that have been built. Coupled with internal locus of control or internal self-control which makes students more confident that the career plans they make will be successful because they are driven by abilities and skills that have been carefully prepared so that they are ready to enter the world of work.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on research that has been conducted on the influence of self-efficacy and internal locus of control on career maturity of vocational students, it can be concluded that: (1) There is a positive and significant influence between self-efficacy variables on career maturity. If the student's self-efficacy is high, it certainly strengthens the student's mentality, so that the career plan he makes goes as desired. (2) There is a positive and significant influence between self-efficacy variables on internal locus of control. If students have high internal locus of control, that all obstacles and problems from outside their control do not affect the career plans they make, so that their level of self-confidence increases. (3) There is a positive and significant influence between internal locus of control variables on career maturity. If students have good internal locus of control, various kinds of obstacles from outside themselves will not frustrate the career plans they have made (4) There is a positive and significant influence between self-efficacy and internal locus of control variables on career maturity. If students have high self-confidence and internal self-control, it will certainly increase the success rate of career plans that have been made. so that achieving everything you want will be very easy to achieve.

Recommendation

Based on the research results, suggestions are formulated for schools by increasing activities related to the world of work both to improve internal factors such as understanding the world after graduating from school, self-confidence in making decisions, and making plans and improving external factors such as providing adequate supporting facilities and organizing soft skills improvement practices. In addition, schools can create programs to increase students' self-confidence or belief in students' abilities with parental intervention, such as holding regular meetings between teachers and students or teachers and parents to collaborate with each other to increase students' self-confidence. In addition, students' internal self-control problems also affect students' self-confidence levels. The role of schools and parents must build students' character so that they can better control themselves to behave logically and more maturely to continue their lives after school.

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