

Student Career Decision Making: Self-Efficacy and Future Orientation

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Keywords

Career decision making

Self-efficacy

Future orientation

ABSTRACT

This study aims to empirically examine the effect of career decision-making on self-efficacy and future orientation. This research method uses a quantitative using cluster random sampling technique. The number of subjects used amounted to 177 SMK students. The data analysis technique used multiple linear regression. The results of hypothesis testing together obtained an R-value of 0.693 with a significance value of 0.000 ($p < 0.01$). It is concluded that the hypothesis is accepted, that is, there is a significant influence between self-efficacy and future orientation on career decision-making. This means that a higher level of self-efficacy and future orientation strongly influence career decision-making. The first minor hypothesis test obtained a t-value of 4.834 with a significance level of 0.000 ($p < 0.01$). It is concluded that the hypothesis is accepted; self-efficacy has a very significant positive effect on career decision-making. The results of the second minor analysis obtained a t-value of 2.832 with a significance level of 0.005 ($p < 0.05$). It is concluded that the hypothesis is accepted; future orientation has a very significant positive effect on career decision-making.

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1. INTRODUCTION

Unemployment and poverty are still major problems in many countries, especially in Indonesia [1]. Unemployment and poverty occur because of an imbalance between the number of job opportunities and the number of graduates or fresh graduates at all levels of education [2] [3]. Statistical data for August 2021, namely 6.49 percent, shows that

unemployment is still relatively high. Therefore, the government prepares high school (SMA) students to be ready for work [4]. The senior high school level that has been prepared to be ready for work and has been equipped with skills or opens jobs after graduation by providing vocational programs is called SMK (Vocational High School) (Suwanto, 2016). Vocational High School (SMK) is a formal education that offers a variety of vocational programs. Therefore SMK students are required to be able to prepare for careers and master future career transitions [5]. The ability of SMK students to make decisions is the main thing in the development process during adolescence; besides that, making career decisions is also part of the competency standards of a SMK student [6].

Career decision-making is a skill that students have to use their knowledge in life [7]. Career decision-making is something that can be learned through various stages in the career decision-making process, namely, the individual identifies and skills needed to manage information [8]. Ironically, in Indonesia, the decision to choose a career is often made without thinking and making decisions too quickly [9]. Previous studies have shown that many vocational students become unemployed due to their inability to make appropriate career decisions [10].

This shows that making career decisions is a stressful thing for students [11]. Constraints in making career decisions due to lack of knowledge about suitable jobs by talents, interests, and gender also affect students in making career decisions [11]; then, the process of making career decisions cannot be separated from the role of guidance and counseling teachers and parents [12] [13][14][15]. Studies show that providing career guidance has proven effective in increasing student career maturity so that it can be applied to guidance and counseling services [16][17], students who have received career guidance will be better able to make career decisions according to their talents [18].

One of the internal factors in making decisions for a student is self-efficacy [19]. Self-efficacy is a student's belief in his ability to complete tasks within a predetermined time target, including the existence of confidence in students that they can face obstacles, persevere in doing assignments, believe in their abilities, can set goals, and be able to commit [20]. In addition, self-efficacy is a person's belief in the beliefs they have in carrying out an action to carry out tasks effectively so as to be able to achieve the expected results [21].

Self-efficacy can improve career decision-making skills in students [22][23]. This is due to *self-efficacy* fostering confidence in determining the right career decisions due to the presence of readiness in students [24]. Readiness in students is driven by the presence of self-efficacy in making career decisions [25].

Students who have high self-efficacy are able to think critically and make choices and make decisions, especially in making career decisions correctly [26];[27]. Therefore, vocational students are required not only to improve their academic abilities and knowledge but also to increase their self-confidence so that they are able to make the right career decisions [28]. The process of making career decisions for male students is seen as faster than for female students because male students have higher self-efficacy and courage in making decisions than female students [29].

Previous studies have shown that career decision-making is also influenced by students' talents, interests, and self-efficacy [30] [31]. Students tend to choose careers according to their beliefs so that they are able to grow motivation from within to learn and be responsible for the decisions they have made [32].

Students who have low self-efficacy find it difficult to commit to predetermined goals, so they will be slow in making career decisions [33], that they tend to have insecure traits and seem indifferent to the tasks being done, so the impact on the low-value obtained from the process of knowledge, motivation, and inability to make decisions [34]. The results of previous studies show that students who have low self-efficacy experience difficulties in making career decisions due to a lack of preparation in planning a career to be taken and low motivation in students [35] [36].

In addition to internal factors, there are also external factors that influence career decision-making. One of the external factors that influence career decision-making is future orientation [19]. Future orientation is an individual's tendency to engage in thinking about designing the future [37]. Vocational High School students are expected to be able to plan specific goals in determining their career, so a student needs to build motivation and future orientation as early as possible [38], other than that, students in the process of designing the future need the support of parents who can lead to the desired future [39]. Ironically, currently, there is an increasing number of SMK graduates not working in accordance with

their areas of expertise and skills, as well as SMK students who do not yet have a clear picture or view of future plans [40].

Students who have a future orientation are able to organize future plans to achieve their goals; besides that, future orientation is also a motivation for learning, so it makes it easier for students to make decisions, especially for their careers [41][42] [43]. Students who have a future orientation tend to prevent involvement in deviant behavior and result in good academic performance among adolescents [44]. On the other hand, students who do not have a future career orientation are caused by a lack of communication with their parents and a lack of support from their families, so students experience difficulties in making decisions, especially in terms of careers [43].

The results of previous studies found that there is a positive relationship between future orientation and decision-making, meaning that future orientation makes it easier for students to make career decisions [45]. The results of other studies also found that the more mature a student's future orientation makes it easier to make career decisions, but conversely, students who do not have a future orientation make it more difficult for a student to make career decisions [46].

There is no previous research that specifically reveals career decision-making by linking self-efficacy and future orientation. Therefore, researchers want to examine the effect of self-efficacy and future orientation on career decision-making in SMK X students in the city of Yogyakarta. The purpose of this study is to empirically examine the effect of self-efficacy and future orientation on career decision-making in SMK X students in the city of Yogyakarta. The major hypothesis in this study is that there is an influence between self-efficacy and future orientation on career decision-making in SMK X students in the city of Yogyakarta. The first minor hypothesis is that there is a positive influence of self-efficacy on career decision-making in SMK X students in the city of Yogyakarta.

2. METHOD

This research uses quantitative research methods. The research design to be used is a correlational research design. Correlational research design is a research design that aims to describe and measure the degree between two or more variables [47].

The stages of the research are carried out, such as the researcher testing a measuring instrument with the aim that the scale used can represent the variable to be

measured. The scale that has gone through the professional judgment stage will then go through the questionnaire distribution stage in the form of statements with truly defined respondent criteria which directly provide the research questionnaire to the respondent who will fill it out. The population in this study was 358 students of class XII at SMK X Yogyakarta City. The number of subjects in this study amounted to 177 students recruited using the cluster random sampling technique. The number of samples to be used in the study was determined using the table for determining the number of samples of Isaac and Michael for an error rate of 5%.

The data collection instrument in this study used a Likert scale. In this study, three scales were used, namely the career decision-making scale, self-efficacy scale, and future orientation scale. The scale of this research questionnaire has gone through the stages of the process in order to get good psychometric results. The stages of the process are to test the validity of the content by studying the measuring instrument as a whole. This stage is accompanied by professional judgment so that the grammar in each item of the scale statement is a reflection of the representation of what will be measured.

The career decision-making scale developed based on the aspects put forward by [7], namely exploration, crystallization, selection, and clarification. Based on the results of the scale trial, a total of 24 items were obtained, which were ready for research use. Examples of items from a career decision-making scale:

"I made a career choice before making a choice," and "I feel confused about a career choice."

This scale has a Cronbach's alpha reliability value of 0.919, so it is suitable for use in research.

The self-efficacy scale developed is based on the aspects put forward by [20], namely level, generality, and strength. Based on the results of the scale trial, a total of 35 items were obtained that were ready for research use. Examples of items from the self-efficacy scale:

"I am able to realize my goals with my talents and interests"
and "I feel inferior because I have experienced failure at work."

This scale has a Cronbach alpha reliability value of 0.917, so it is suitable for use in research.

The future orientation scale was developed based on the aspects stated by [37], namely motivation, cognitive representation, and behavior. Based on the results of the scale trial, a total of 37 items were obtained that were ready for research use. Examples of items from the future orientation scale:

"I have patience so that it can help in realizing dreams," and "I refuse to continue my education."

This scale has a Cronbach alpha reliability value of 0.927, so it is suitable for use in research.

The results of the trial were carried out with the scoring stage, which included the results of filling out the respondents in the Microsoft Excel tab. Data from Microsoft Excel will then be copied to SPSS software version 21.0 for Windows to facilitate the analysis process. The trial analysis was conducted to find out the function of the measuring instrument items by using the corrected item-total correlation (rit) and the reliability coefficient (RTT) on the scales of procrastination, parental social support, and self-efficacy. The coefficient limit, according to Azwar (2012), is the value of the item correlation coefficient with a total value of more than 0.30, which can exceed the value of the item to be specified, which will be used as a scale, then the selection of items with the highest discriminatory power index. Conversely, if the number of items that pass is not sufficient for the number that can be achieved,

Data analysis in this study used multiple linear regression analysis. Multiple regression is a data analysis that can be used by researchers if researchers want to predict how the condition (up and down) of the dependent variable (criterion) and the presence of predictor factors are manipulated (increase in value) for two or more independent variables [48].

3. RESULTS AND DISCUSSION

The results of statistical correlation data analysis simultaneously show a significant explicit correlation. In this study, the normality assumption test is in table 1.

Table 1.Research Data Normality Test

Variable	Statistical test	Sig
Career decision-making, self-efficacy, future orientation	0.060	0.200

Based on the results of the normality test, a significant value was obtained with the Kolmagorov-Smirnov test, namely $0.200 > 0.05$, so it can be concluded that each residual variable in this study has a normally distributed distribution of data.

Table 2.Research Linearity Test

Regression Models	F	Sig
Career decision-making* self-efficacy	1,770	0.000
Career decision making*future orientation	1.218	0.000

Based on the results above, it can be seen that career decision-making with self-efficacy has a calculated F of 1.770 with sig = 0.000 ($p < 0.05$), which proves that the results of the analysis have a linear effect between career decision-making and self-efficacy.

The table above also shows that career decision-making with a future orientation has an F count of 1.218 with sig = 0.000 ($p > 0.05$), proving that career decision-making with a future orientation has a linear effect.

After that, the multicollinearity test was carried out using the regression technique and was carried out by looking at the value tolerance and variance inflation factor (VIF). The results of the multicollinearity test can be summarized in the following table:

Table 3. Research Multicollinearity

Variable	tolerance	VIF
<i>Self-efficacy</i>	0.432	2,313
future orientation	0.432	2,313

The results of the multicollinearity test on self-efficacy and future orientation obtained a tolerance value of 0.432 for each variable with a VIF value of 2.313. Thus it can be said that multicollinearity does not occur for each independent variable.

Hypothesis testing was conducted to determine the relationship between the independent variables (self-efficacy and future orientation) to the dependent variable (career decision-making). The calculation results can be seen in the following table:

Table 4. Multiple Regression Analysis Test Results

Variable	R	R Square	F	Sig.
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<i>Self-efficacy</i> , future orientation, toward career decision making	0.639	0.409	60,516	0.000
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Based on the table above shows an R-value of 0.693 with a significance value of 0.000 ($p < 0.01$). This shows that the hypothesis is accepted, namely that there is a very significant influence between self-efficacy and future orientation on career decision-making.

The degree of influence between self-efficacy and future orientation on career decision-making is included in a strong correlation indicated by an R-value of 0.693 in the interval 0.60 - 0.799 [48]. Meanwhile, the independent variable's contribution or effective contribution simultaneously with the dependent variable is $R^2 = 0.409$ (40.9%), and the rest (59.1) is determined by other variables.

The second hypothesis is a minor hypothesis. This examines the effect of self-efficacy on career decision-making and examines the effect of future orientation on career decision-making.

Table 5. Partial Analysis

Variable	Betas	t	Sig.
<i>Self-efficacy</i> in career decision making	0.429	4,834	0.000
Future orientation toward career decision making	0.251	2,832	0.005

Based on the test results of the influence of each independent variable on the dependent variable, it shows that self-efficacy has an influence on career decision-making. This is indicated by the coefficient value of $t = 4.834$ and $\beta = 0.429$ with a significance level of 0.000 ($p < 0.01$). Furthermore, future orientation has an influence on career decision-making where the coefficient $t = 2.832$ and $\beta = 0.251$ with a significance level of 0.005 ($p < 0.05$). This shows that each independent variable has a very significant positive influence on career decision-making.

Furthermore, to find out the effective contribution of each independent variable to career decision-making, $SE = \text{Standardized Coefficients Beta} \times \text{Zero Order} \times 100\%$. Based on

this formula, it is obtained that the effective contribution of self-efficacy to career decision-making is 26.5%. The effective contribution of future orientation to career decision-making is 14.4%. The results show that self-efficacy is a variable that has a more dominant contribution to career decision-making. Meanwhile, future orientation has a low contribution to resilience.

Table 6. Coefficient of Determination

Variable	Betas	Zero Order	%	Donations
<i>Self-efficacy</i> in career decision making	0.429	0.618	100	26.5%
Future orientation toward career decision making	0.251	0.574	100	14.4%

This study discusses the career decision-making of SMK X students in the city of Yogyakarta. The results of the regression analysis show that the hypothesis in this study is accepted. This explains that there is a very significant influence between self-efficacy and future orientation on career decision-making in SMK X students in Yogyakarta City. That is, self-efficacy and future orientation have a strong influence on career decision-making if done simultaneously. Students who have high self-efficacy and a mature future orientation can facilitate career decision-making [49] [50].

This is in line with previous studies suggesting that students who have strong confidence in their abilities and have a good future orientation are inseparable from the spirit within themselves to be able to have a better career [46], so that it is able to encourage students to make decisions according to their abilities [51]. Students who have low self-confidence and do not have a future orientation tend to have difficulty succeeding in their careers [52]. Parents who give freedom to children to choose according to their wishes are able to increase self-efficacy and future orientation in making major decisions when studying at school or when making career decisions [53]. Based on this, career decision-making is influenced by two factors originating from the individual (internal) and the surrounding environment (external) [7].

One of the internal factors in this study is self-efficacy (Patton and McMahon, 2001). As the results of the first minor hypothesis test get the result that there is a very significant

positive effect between self-efficacy on career decision-making. It can be interpreted that students who have a high level of self-efficacy will have a higher ability to make career decisions. This is supported by the results of previous research, which found that self-efficacy can influence student career decision-making [54][55]. Students who have confidence in their abilities can make decisions for their careers according to the potential that is within them [56][57];[58].

The results of other studies show that the higher the self-efficacy a student has, the more confidence he has in himself so that the student is able to make the right career decisions [59]. Students who have a high level of self-efficacy and good career decision-making can, of course, try their best to do the assignments given by the teacher and have high learning motivation [60] [61]. This is because students who have high self-efficacy have confidence in their abilities [62]. Self-efficacy has a big role in providing confidence when students want to make a decision after graduating from Vocational High School to continue working according to their potential [63]; [64]; [65].

Whereas students who have low self-efficacy tend to show lazy behavior in carrying out assignments, consider assignments from the teacher as a burden, and feel unsure about their abilities [66]. This happens because students who are wrong in taking majors can have an impact on the emergence of doubts in determining future careers [67].

Students who have low self-efficacy result in low student ability to make career decisions [68], but this can be overcome using group counseling techniques carried out by the Guidance and Counseling teacher [69][70].

The second factor that can influence career decision-making is the future orientation (Patton and McMahon, 2001). The results of the second minor hypothesis analysis show that there is a very significant positive effect between future orientation on career decision-making. It can be interpreted that students who have a mature future orientation have a higher ability to make career decisions. This is supported by the results of previous research, which found that adolescents need the role of counseling guidance teachers in providing information and views regarding future orientation [71] [72];[73], other than that, it is necessary to have the intention to make decisions, especially in terms of career [74].

The hope is that after students get information from guidance and counseling teachers, students have the ability or skills to use their knowledge in determining majors, further education, or employment [75] [76]. It is not enough to make career decisions with only

information. It requires consistency of intention, persistence of effort, and support from parents [41];[77].

Students who have a future orientation are able to commit to the career decisions they have taken [78]. Commitments built by students must receive support from their families so that career decisions that have been chosen by students are easier to achieve [79]. Parents also have an important role in students to encourage and fostering future orientation in their children so that children can be more mature in making career decisions that suit their talents [80].

Students who have not been able to orientate the future will experience difficulties in making career decisions [81]. Students who have not been able to orientate the future can result in anxiety and make mistakes in making decisions, especially in terms of careers[82]. The process of maturing the development of ways of thinking and making it easier for students to make the right decisions and get information is one of the efforts of counseling teachers by holding group guidance [83][43]. Students who are unable to make decisions about their careers are prone to experience anxiety, are easily influenced in making decisions, and have difficulty adapting to the social environment [84].

The results of the calculation of the determinant coefficient, the highest and most dominant independent variable in contributing to career decision-making, is self-efficacy, having an effective contribution of 26.5%. Meanwhile, future orientation is the lowest and less dominant variable in contributing to career decision-making by 14.4%. This shows that self-efficacy has the greatest influence on career decision-making.

This research has been carried out and carried out according to scientific procedures, but there are still many shortcomings and limitations in its implementation, including many factors that influence career decision-making, while those discussed in this study only use two variables, namely self-efficacy and future orientation. Meanwhile, during the data collection process, there was a lack of control from the researcher when filling out the questionnaire.

Suggestions that researchers can give regarding career decision-making variables based on the results of this study are as follows: 1. Students who have low career decision-making are expected to increase their knowledge in career decision making which can be done by frequently consulting counseling teachers outside class hours so that students will

have insight into careers and become more stable in making career decisions so that they can be directed according to their talents and interests. 2. Subject teachers and guidance and counseling teachers are advised to further assist students in making career choices in order to get a clear picture of future careers that are in accordance with their abilities so that students can make the right career decisions. 3. Parents are expected to be able to direct, provide support, and guide their children in setting future goals, as well as guide them in determining career choices so that children are able to make career decisions according to their circumstances. 4. Future researchers, with the results of this study, can be a consideration for conducting research related to career decision-making. In addition, it is hoped that future researchers can develop research on career decision-making by looking at the factors that influence career decision-making, as well as guiding in determining career choices so that children become able to make career decisions that are in accordance with their circumstances. 4. Future researchers, with the results of this study, can be a consideration for conducting research related to career decision-making. In addition, it is hoped that future researchers can develop research on career decision-making by looking at the factors that influence career decision-making, as well as guiding in determining career choices so that children become able to make career decisions that are in accordance with their circumstances. 4. Future researchers, with the results of this study, can be a consideration for conducting research related to career decision-making. In addition, it is hoped that future researchers can develop research on career decision-making by looking at the factors that influence career decision-making.

4. CONCLUSION

Based on the results of research data analysis and discussion of self-efficacy and future orientation towards career decision-making, it can be concluded as follows: there is a very significant influence between self-efficacy and future orientation on career decision-making. Has an effective balance of 40.9%. There is a very significant positive influence between self-efficacy on career decision-making. Has an effective contribution of 26.5%. There is a very significant positive influence between future orientation on career decision-making. Has an effective contribution of 14.4%. Self-efficacy is a variable that has a very significant influence and has a greater effective contribution than the future orientation variable.

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