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The Effect of Self-Efficacy and Career Planning on Career Decisions of Final Year Students with Family Support as a Moderating Variable

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ABSTRACT

The level of open unemployment in Jakarta for college graduates is still high. Students as instruments of education are expected to be able to compete and decide with certainty on their career choices after graduation. One aspect that must be prepared before graduation is their preparation and belief in their abilities. This study aims to analyze the effect of independent variables, namely Self-Efficacy and Career Planning with Family Support as a moderator on the dependent variable, namely Career Decisions of Final Year Students. This study uses the Structural Equation Modeling (SEM) method with Partial Least Square (PLS) analysis tools and uses SmartPLS 4.0 software. The population in this study were final year students of the Management study program, Faculty of Economics, State University of Jakarta. The results of this study indicate that (1) Self-efficacy has a positive and significant influence on the career decisions of final year students. (2) Career planning has a positive and significant influence on the career decisions of final year students. (3) Family support as a moderator has no effect on the relationship between self-efficacy and career planning on the career decisions of final year students.

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INTRODUCTION

The journey of life traveled by humans makes changes to the mindset of an individual. The emerging maturity makes humans have a new focus, especially in terms of life. This transition period to adulthood is the starting point where career becomes the main focus in a person's life (Sussman & Arnett, 2014). Career is a stage that greatly affects the life of a human being almost entirely. Therefore, the selection and determination of a career becomes an important point in an individual's life journey. Students, especially those who have reached the final level where the greater the demand for them to decide on career choices which automatically have a major effect on their survival in the future. At this stage, an

individual is no longer in the fantasy and tentative phase, but students are already in the realistic phase where someone begins to be active in the process of selecting career choices for their future (Ebtanastiti & Muis, 2014). Students here are included in the young adult group which is expected to be able to prepare themselves and also strategies related to the future including in terms of careers. Students are also expected to be able to determine specifically the career that will be pursued in the future and prepare themselves to achieve these goals. The phenomenon that occurs today is that there are still quite a lot of students who are confused about what job they will choose and pursue in the future. Career decision making here is certainly based on the results of individual analysis of several other alternative choices, career understanding and making commitments to every process that occurs in the future (Zamroni, 2016). According to BPS data, the open unemployment rate (TPT) in Indonesia in August 2022 was 5.83%. In DKI Jakarta in August 2022, the TPT was recorded at 7.18% (around 410,585 thousand people) of the total working age, and 17.39% of them graduated from college.

Table 1.
Unemployment by Age Group and Highest Education Completed in Jakarta, August 2022

Age Group (Years)	Highest Education Completed					Total
	Elementary school and below	SMP	SMA	SMK	Higher Education	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
15-29	2,64	12,99	37,53	29,45	17,39	100,00
30-59	10,44	12,27	37,71	24,17	15,40	100,00
60+	29,79	21,89	29,99	15,98	2,36	100,00
Total	5,66	13,20	37,25	27,62	16,27	100,00

To be able to decide their career decisions independently, final year students need confidence that they have the ability, skills, and capacity to analyze the information they consider in making career decisions (Sawitri et al., 2014). In practice, decision making cannot only rely on confidence in one's abilities but can be enhanced by career planning. During this process, there is an inventory of values, interests, personality, and skills starting from oneself so that individuals can make a career list data according to what is known about oneself (Ayu et al., 2022). Family support was chosen as a moderating variable because as said by

Zhang et al. (2015) that the higher the parental support for an individual's career, the higher their self-efficacy in making career decisions. Ghosh & Fouad (2016) also stated that family is an important factor that is key in career decisions. So that family support is an important support to be included in developing career plans, and indirectly the confidence to decide will also increase.

There are many previous researches and studies that investigate aspects of the same variables, such as career decisions, self-efficacy, career planning, and family support. However, when making observations, it is rare to find the variables of self-efficacy and career planning and their influence on career decisions in the same study. In addition, the novelty in this study can also be seen from the existence of variables that moderate the influence between variables, namely family support. Furthermore, the novelty of this research also lies in the research subject taken, namely final year students of the Management study program, Faculty of Economics, State University of Jakarta where there has never been a similar study with the research subject before.

Career Decision

Career decision making is a process of determining career choices based on the results of individual analysis of several alternative choices, understanding of self, understanding careers and making commitments to every process that occurs in the future (Zamroni, 2016). The final career choice decision is a decision that has been carefully considered, without the intervention of others and has been communicated with his parents, so that the result is that individuals can carry out and be able to take responsibility for the decisions that have been taken (Anand & Sankaran, 2019). Creed et al. (2009) state that career decision making is a complex process required for an individual in a career to continue the future. Career decision making is also considered as a result of a mental or cognitive process that leads to the selection of a course of action among several available options, where every decision-making process always results in a final choice.

Self-efficacy

Self-efficacy is a feeling of confidence from an individual in his own ability to perform tasks, achieve targets, or overcome the challenges he faces. According to Gibson, cited in (Qurbani & Solihin, 2021), it is said that self-efficacy is the belief and trust that an individual has with the aim of getting a good achievement through several adjustments. (Gibson et al., 2012) state that self-efficacy is a person's belief that they have the ability to do anything in a particular situation. So it can be concluded that self-efficacy is a person's belief and confidence in their ability to be able to do or decide everything in order to achieve a goal and face future challenges.

Career Planning

Career planning is a process that lasts a lifetime starting from self-preparation, choosing a job, getting a job which then continues to be developed. In this process there is an inventory of values, interests, personality, and abilities starting from the individual so that they can create a career list data that matches what they understand about themselves (Wakhinuddin, 2020). According to Komara (2016), career planning is a process in life where someone wants to make career planning. Career planning has constituent aspects, namely knowledge and understanding of oneself, knowledge and understanding of the world of work, and realistic reasoning about the relationship between knowledge and understanding of oneself and knowledge and understanding of the world of work Winkel & Hastuti in Sitompul (2018).

Family Support

Family support, especially parents, is defined as assistance provided by the most personally influential figure to the individual in the form of instrumental by parents, career-related role models, verbal encouragement, and emotional support (Turner & Lapan, 2002). An individual who gets parental support feels that they have the resources to explore careers and the confidence and motivation to pursue their career goals (Guan et al., 2015).

RESEARCH METHODE

The location of this research is the clump of Management study programs, Faculty of Economics, State University of Jakarta based on (Sekaran & Bougie, 2016) which states that population is all objects to be studied in a study that have certain characteristics or characteristics related to clarity and completeness. This research uses the PLS-SEM method with SmartPLS 4.0 software.

Data Collection Technique

The sample used in this study was obtained by probability sampling. This study involved 115 samples obtained from the theory of Krejcie and Morgan (1970).

Variable Identification

The variables in this study are self-efficacy (X1), career planning (X2), family support (Y), and career decisions (Z). The research hypothesis tests are:

1. The effect of self-efficacy (X1) on career decisions (Z)
2. The effect of career planning (X2) on career decisions (Z)
3. The effect of family support (Y) in moderating the relationship between self-efficacy (X1) and career decisions (Z)
4. The effect of family support (Y) in moderating the relationship between career planning (X2) and career decisions (Z) 4.

Using SmartPLS 4.0 software, validity testing is carried out by testing convergent validity and discriminant validity. The validity test results can be seen in the loading factor results for each indicator with an outer loading value > 0.5. The AVE value can also be used as a measure of validity with a standard value of > 0.5. Discriminant validity can be seen in the cross loading value for each variable with a standard > 0.7. Reliability testing is done using Cronbach Alpha and Composite reliability with a value of > 0.5.

Table 2.
Variables in the Model

Variabel	Dimension	Indicator
Self-efficacy (X1)	<i>Level</i>	Confident
		Never give up
	<i>Strength</i>	Achieving target value
		Passion
	<i>Generality</i>	Adaptive
		Learn from mistakes
Career Planning (X2)	<i>Self-knowledge and Understanding</i>	Recognition of self-potential
		Efforts to explore self-potential
	<i>Knowledge and Understanding of the World of Work</i>	Knowledge of job vacancy information
		Knowledge of scholarship information
	<i>Realistic Reasoning</i>	Making career plans and goals
		Self-improvement
Family Support (Y)	<i>Informational</i>	Provision of career-related information
		Providing advice and counsel
	<i>Judgment or Appreciation</i>	Validation of identity
		Expression of appreciation for achievements
	<i>Emotional</i>	Emotional support and care
		Comfortable environment
Career Decision (Z)	<i>Genetic</i>	Physical condition
		Intelligence from birth
	<i>Environmental Conditions</i>	Social influence
		Parental expectations
	<i>Learning Factors</i>	Systematic decision making
		Observation and adjustment to

Variabel	Dimension	Indicator
		the times
	<i>Coping Skills</i>	Spontaneous decision making
		Having self-control when making decisions

RESULT AND DISCUSSION

Validity Test

In the data analysis process, a validity test is carried out to test the validity of the variables used. The validity test is carried out by convergent validity test and discriminant validity test. In convergent validity, variables are said to be valid if the outer loading value is above 0.5 and the Average Variance Extracted value is above 0.5.

Table 3.
AVE Value

Item Variabel	AVE
Self-efficacy (X1)	0,500
Career Planning (X2)	0,500
Family Support (Y)	0,573
Career Decision (Z)	0,575

The table above shows the results of the AVE test on each variable are above 0.5. This shows that the variables used in this study are valid. In addition, the validity test can also be seen from the outer loading value as shown below.

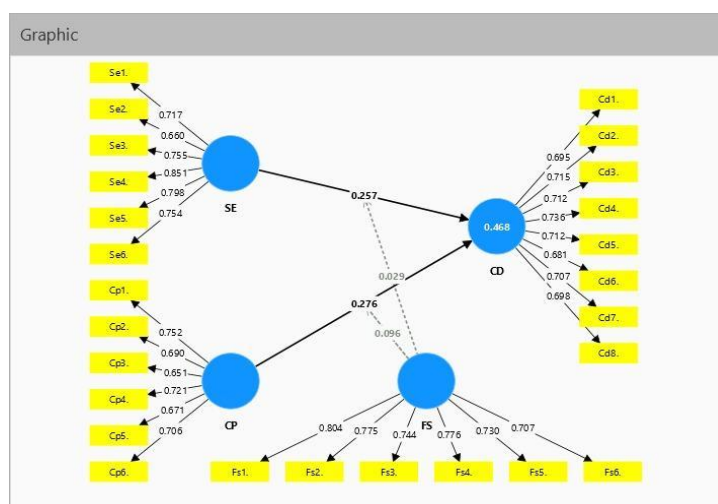


Figure 1.
Outer Loading Value

The figure above shows that the outer loading value is above 0.5. This shows that the validity test is valid enough.

Reliability Test

Furthermore, reliability testing is carried out to test the accuracy, consistency, and accuracy of the instrument in measuring constructs. Reliability test can be seen through the composite reliability value and Cronbach's alpha value on each variable. A variable is declared to meet reliability if the composite reliability value and Cronbach's alpha are above 0.7.

Table 4.
Reliability Test Results

Item	Cronbach's Alpha	Composite Reliability
Self-efficacy (X1)	0,858	0,859
Career Planning (X2)	0,791	0,793
Family Support (Y)	0,851	0,861
Career Decision (Z)	0,850	0,853

Based on the table above, it can be seen that the value of composite reliability and Cronbach's alpha > 0.7 means that the data for each variable meets reliability standards.

Inner Model Test

The R-Square test results show that the Career Decision has a regression value of 0.443. This means that 44.3% of the career decision variable can be influenced by self-efficacy, career planning, and family support, while the remaining 55.7% can be explained by other variables.

Q-Square testing is used to see the relative effect of the structural model on the measurement of observations for independent variables. The test results show that career decisions have a Q-Square value of 0.382, meaning that the large observation value generated by the model and its parameter estimates are declared relevant and have good goodness of fit.

Bootstrapping Results

The significance test on the SEM model with PLS aims to determine the effect of the independent variable on the dependent variable. Hypothesis testing with this method is done by the bootstrapping process.

Table 5.
Bootstrapping Results

Item		Original Sample	Sample Mean	STDEV	T Statistics	P Values
Direct Effect	$X_1 - Z$	0,257	0,270	0,108	2,390	0,017
	$X_2 - Z$	0,276	0,275	0,113	2,429	0,015
Indirect Effect (Moderation)	$Y \times X_1 - Z$	0,0029	0,0021	0,101	0,283	0,777
	$Y \times X_2 - Z$	0,096	0,093	0,101	0,950	0,342

Based on the bootstrapping results in the table above, it can be concluded that:

1. Self-efficacy has a positive and significant effect on the career decisions of final year students with T-Statistics > 1.995 and P-Values < 0.05.
2. Career planning has a positive and significant effect on the career decisions of final year students with T-Statistics > 1.995 and P-Values < 0.05
3. Family support cannot moderate the relationship between self-efficacy and career planning on the career decisions of final year students.

The Effect of Self-Efficacy on Career Decisions of Final Year Students

Based on the results of research that has been conducted by researchers, it is found that self-efficacy has a positive and significant influence on the career decisions of final year students. These results are in line with research conducted by (Dewi, 2017) which illustrates that a final year student who has a high level of self-efficacy tends to be easier in making career decisions. This is also supported by research conducted by (Ningrum & Ariati, 2013) which states that students who have a high level of efficacy encourage them to think about future career decision-making strategies.

In research that has been conducted by researchers, based on the results of data processing conducted using SmartPLS 4.0, it is found that the fit model is fulfilled and the hypothesis is accepted. This means that self-efficacy has a positive and significant effect on the career decisions of final year students. So it can be concluded, the higher the level of self-efficacy possessed, the better the student will make career decisions in the future. That way, the university as a place will have graduates who have better careers.

The Effect of Career Planning on Final Year Student Career Decisions

Based on the results of research that has been conducted by researchers, it is found that career planning has a positive effect on the career decisions of final

year students. These results are in line with research conducted by (Ayu et al., 2022) where there is a positive and strong relationship between career planning and career decision making. The same thing with research conducted by (Walidaini, 2022) which states that students who have knowledge and experience in honing skills, give them confidence in choosing and deciding on their careers.

Research conducted by previous researchers also shows the same results. The results of data processing using SmartPLS 4.0 show that the fit model is fulfilled and the hypothesis is accepted. so it can be concluded, the better students do career planning, the better they will decide on their careers. This means that universities as a place should provide programs that support students so that they can hone skills in their career planning process so that their output can decide their careers without hesitation.

The Effect of Family Support in Moderating the Relationship Between Self-Efficacy and Career Decisions of Final Year Students

Based on the results of research conducted by researchers, it was found that family support had no significant effect in moderating the relationship between self-efficacy and career decisions of final year students. In research conducted by Putri & Salim (2020) also stated that family is an external factor from individuals who influence their career decisions. This means that family factors have an influence that is not as great as their own internal factors.

The results of research that have been conducted by researchers show that the family support variable cannot moderate the relationship between self-efficacy and career decisions of final year students. This could be because the family is an external factor that does not directly affect the self-efficacy of a student, or it could also be due to factors of individual closeness to the family that is lacking so that individuals lack emotional support and attention, lack of validation, or expression of their achievements.

The Effect of Family Support in Moderating the Relationship Between Career Planning and Career Decisions of Final Year Students

Research that has been conducted by researchers shows that family support has no significant effect in moderating the relationship between career planning and career decisions of final year students. This is in line with research conducted by (Safinah et al., 2023) which shows that basically family support has a positive effect on individual career decisions.

The results of research that have been conducted by researchers using SmartPLS 4.0 show that family support cannot moderate the relationship between career planning and career decisions of final year students. This could be due to a lack of information and advice from the family during their career

planning, or the family is less able to provide a comfortable environment for individuals during their career planning process.

CONCLUSION

This study raises findings that the importance of self-efficacy and career planning as preparation for final year students to decide their careers after graduation. To answer the objectives of this study, there are several suggestions that can be applied by the university, especially in the Management study program, Faculty of Economics, State University of Jakarta, to be able to provide opportunities for students to be more active in lectures and become a good information media in information both related to scholarships and careers and make seminars/career-fairs so that students have a forum related to the relevance of their future careers. In addition, the family as a party that is also important for students is expected to provide a place and time for them to share their difficulties in college and provide direction for them to explore and improve their learning achievements. Families are also expected to provide more appreciation in the form of both material and non-material awards so that students feel more valued for their achievements.

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