
The Effect of Self-Efficacy in Career Decision Making in Students of the Faculty of Education and Psychology, Semarang State University

Najwa Husniyatin Nadhiroh*, Kusnarto Kurniawan

Universitas Negeri Semarang, Indonesia

Email: najwahusniyatin@gmail.com*, kusnarto@mail.unnes.ac.id

ABSTRACT

This study aims to analyze the influence of self-efficacy on career decision making in students of the Faculty of Education and Psychology, State University of Semarang. The study used a quantitative approach with an explanatory design involving 115 students from the class of 2022 as a sample selected using the proportionate stratified random sampling technique. Data were collected through questionnaires measuring self-efficacy and career decision-making based on Bandura's theory of self-efficacy and David V. Tiedeman's theory of career decision-making. The results showed a positive and significant relationship between self-efficacy and career decision-making ($r = 0.712$; $p < 0.01$). Simple linear regression analysis yielded the equation $Y = 57.305 + 0.379X$ with a t-value of 10.781 and a significance of $0.000 < 0.05$, indicating a significant influence. The determination coefficient (R^2) of 0.507 showed that self-efficacy contributed 50.7% to the variation in student career decision-making. These findings confirm that students with high levels of self-efficacy tend to be more confident and better able to make career decisions compared to students with low self-efficacy.

KEYWORDS

self-efficacy, student career decision-making, educational psychology, career transition



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International

INTRODUCTION

Career decision-making represents a critical developmental milestone in the lives of university students, particularly during the transition from higher education to professional employment (Khan et al., 2025; Kleine et al., 2021; Li & Wang, 2025; Liu et al., 2023). Globally, career indecision among university students has emerged as a significant concern, with research indicating that approximately 20-50% of college students experience difficulties in making definitive career choices (Aydin & Kaya, 2025). In the United States, the National Career Development Association (2020) reported that nearly 75% of college students change their major at least once before graduation, reflecting widespread uncertainty in career planning. Similarly, in European contexts, the European Higher Education Area (2019) documented that 35-40% of graduates experience career-related anxiety and indecision during their final years of study. In Asian countries, this phenomenon is equally pronounced, with studies from Japan and South Korea showing that 30-45% of university students report significant career decision-making difficulties (Ahmad et al., 2024; Alisic & Wiese, 2025).

In Indonesia, the challenge of career indecision among university students is substantial and multifaceted. According to the Central Bureau of Statistics (BPS, 2023), the open unemployment rate for university graduates reached 5.98%, equivalent to approximately 750,000 individuals. More critically, data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023) revealed that 42% of Indonesian university students reported experiencing moderate to high levels of career confusion and indecision. A national survey conducted by the Indonesian Career Center Association (2022) found that only 38% of final-year students felt confident about their career choices, while 62% expressed uncertainty about their post-graduation plans. These statistics underscore the pressing need to understand the factors influencing career decision-making processes among Indonesian students, particularly in institutions dedicated to education and psychology, where students are expected to develop not only professional competencies but also self-awareness and decision-making capabilities (Miller, 2025; Reddan, 2015; Soares et al., 2022).

This process will not only determine the future direction of students' lives but also affect their quality of life and personal development (Chai et al., 2025; Collisson et al., 2025; Fu et al., 2023). Students must make a mature decision about the career path they will pursue, whether to continue their education to a higher level or directly enter the world of work. This career decision-making process becomes increasingly complex because students are faced with many choices and various external and internal factors that must be considered. One of the internal factors that influence career decision-making is self-efficacy, which is defined by Bandura (1997) as an individual's belief in his or her ability to achieve pre-set goals.

Self-efficacy, within the career development context, encompasses three critical dimensions: (1) task self-efficacy, which refers to confidence in performing specific career-related tasks and responsibilities; (2) coping self-efficacy, which involves beliefs about one's ability to overcome career-related obstacles and challenges; and (3) self-regulatory efficacy, which pertains to confidence in managing the career decision-making process itself, including information gathering, option evaluation, and commitment to choices. These dimensions collectively shape how individuals approach career exploration and decision-making.

The theoretical foundation for understanding the relationship between self-efficacy and career decision-making is firmly established in the Social Cognitive Career Theory (SCCT) developed by Lent, Brown, and Hackett (1994). SCCT posits that career-related choices and behaviors are shaped by the dynamic interplay of self-efficacy beliefs, outcome expectations, and personal goals. According to this framework, individuals with strong career decision-making self-efficacy are more likely to engage in exploratory behaviors, consider a wider range of career options, persist through decision-making challenges, and ultimately make more satisfying career choices. The theory emphasizes that self-efficacy is not merely a personality trait but a learned

belief system that can be enhanced through mastery experiences, vicarious learning, social persuasion, and emotional regulation. This theoretical perspective has been extensively validated across diverse cultural contexts, though its application within Indonesian university settings remains underexplored (Duffy et al., 2020; Zhang et al., 2022; Zhang et al., 2025).

Self-efficacy serves as an indicator of the extent to which individuals feel able to overcome challenges and achieve success in various aspects of life, including in choosing the right career. According to Gati, Krausz, and Osipow (1996), career decision-making is a process that involves searching for information, assessing the various options available, and evaluating to determine the best choice based on the interests, abilities, and potential possessed by individuals. In this context, self-efficacy has a very significant influence. Individuals with high levels of self-efficacy tend to be more confident in making decisions related to their careers. They will be more proactive in exploring various career options, more confident in choosing a path that suits their abilities, and better able to overcome the challenges they face in the world of work (Putri, Priyanggasari, & Taufiqurrahman, 2024).

Empirical evidence consistently supports this relationship. A meta-analysis by Choi et al. (2019) examining 47 studies across multiple countries found a strong positive correlation between career decision self-efficacy and career decidedness ($r = 0.52$, $p < .001$). In a longitudinal study, Taylor and Betz (2020) demonstrated that students with higher career decision-making self-efficacy scores ($\beta = 0.61$, $p < .001$) were significantly more likely to make timely career decisions and report greater satisfaction with their choices. Similarly, Penn and Lent (2019) found that self-efficacy explained 38% of the variance in career exploration behaviors and 42% of the variance in career commitment among undergraduate students. Research in Asian contexts has yielded comparable results; Lee and Park (2021) reported a correlation of $r = 0.58$ ($p < .001$) between career self-efficacy and career decision-making competence among Korean university students, while Wang and Zhang (2022) found that self-efficacy accounted for 45% of the variance in career decisiveness among Chinese students. In contrast, students with low self-efficacy are more likely to feel hesitant and confused in choosing the right career path, which can cause them to avoid decision-making or make less than optimal choices.

At the local level, the State University of Semarang (UNNES), particularly the Faculty of Education and Psychology (FIP), represents a critical context for examining career decision-making processes. The faculty enrolled 2,847 students in 2023, with approximately 712 students in their final year facing imminent career transitions (UNNES Academic Information System, 2023). Data from the FIP Career Development Center (2023) revealed concerning patterns: only 34% of final-year students reported having a clear career plan, 48% expressed moderate confidence in their career choices, and 18% admitted to significant confusion about their career direction. Furthermore, tracer studies conducted by UNNES (2022) showed that graduates from the Faculty of Education and Psychology had an average job-seeking period of 6.3 months, with 28% reporting that their first employment was not aligned with their educational background or career aspirations.

The Career Counseling Center at FIP UNNES, established in 2018, provides various support services including career guidance workshops, individual counseling sessions, job fairs, and alumni mentoring programs. However, utilization data indicates that only 42% of students actively engaged with these services in 2022-2023 (FIP Career Center Annual Report, 2023). Exit surveys from students revealed several barriers to effective career planning: limited understanding of career options (38%), insufficient self-knowledge regarding strengths and interests (31%), lack of confidence in decision-making abilities (24%), and inadequate information about labor market demands (23%). These findings suggest that while institutional support exists, there may be gaps in addressing the psychological factors, particularly self-efficacy, that underpin effective career decision-making.

Based on interviews conducted with students of the Faculty of Education and Psychology, Semarang State University, it was found that the main factors that students consider

in choosing a career are suitability with the field of knowledge studied, opportunities for self-development, and the desire to make a positive contribution to society. Students also often consider the impact of their career decisions on their personal lives, especially as it relates to work-life balance. Nonetheless, some students feel confused about choosing the right career path and doubt whether the decisions they make will meet their personal expectations. This indicates that although internal factors such as abilities and skills are the main considerations, self-efficacy has a significant influence on career decision-making.

This phenomenon is in line with research conducted by Putri, Priyanggasari, and Taufiqurrahman (2024), which shows that students with a high level of self-efficacy are better able to explore various career options and feel more confident in making career decisions that suit their aspirations. The research also revealed that self-efficacy plays a role in reducing the uncertainty and anxiety that students often experience when facing major decisions regarding their future.

However, although self-efficacy has a significant influence on career decision-making, some students still feel the need to re-evaluate the decisions they have made. Some of the reasons expressed include changes in interests and priorities, skill development, and changes in work situation or social environment. This shows that career decision-making is not a static process, but a dynamic one that continues to evolve along with the experience, knowledge, and changes in personal and social conditions experienced by students.

Despite the extensive international literature on self-efficacy and career decision-making, several critical gaps remain in the Indonesian context. First, most existing studies have been conducted in Western cultural contexts where individualism and autonomous decision-making are emphasized, whereas Indonesian students operate within a more collectivistic framework where family expectations, social obligations, and communal values significantly influence career choices. Second, previous research in Indonesia has been limited in scope and sample size, with few studies specifically examining the relationship between self-efficacy and career decision-making among students in education and psychology programs—a population uniquely positioned to understand and apply psychological principles to their own development. Third, while global studies have established the positive relationship between self-efficacy and career outcomes, the magnitude and specific mechanisms of this relationship in Indonesian university settings remain underexplored. This study addresses these gaps by providing empirical evidence specific to the Indonesian higher education context, focusing on a population that should theoretically demonstrate higher levels of self-awareness and decision-making competence.

The novelty of this research lies in several key contributions. First, it provides the first comprehensive examination of the self-efficacy and career decision-making relationship specifically within the Faculty of Education and Psychology at UNNES, a leading institution in Central Java. Second, this study employs validated instruments adapted to the Indonesian cultural context, ensuring measurement relevance and cultural appropriateness. Third, the research generates quantitative evidence that can inform evidence-based interventions and policy development within Indonesian higher education institutions. Fourth, by focusing on students in education and psychology programs, this study offers insights into whether theoretical knowledge about psychological processes translates into enhanced self-efficacy and decision-making capabilities—a question with important implications for curriculum development and student support services.

Based on these findings, this study aims to delve deeper into how self-efficacy affects career decision-making in students of the Faculty of Education and Psychology, State University of Semarang. Specifically, this research pursues three primary objectives: (1) to quantify the strength and direction of the relationship between self-efficacy and career decision-making among FIP UNNES students; (2) to determine the predictive value of self-efficacy in explaining variance in career decision-making outcomes; and (3) to identify the magnitude of self-efficacy's contribution to career decision-making relative to other potential factors. The study will also

identify other factors that influence students' career decisions, as well as how their self-efficacy affects their confidence in choosing a career path that suits their abilities and aspirations.

The anticipated benefits of this research are substantial and multifaceted. From a theoretical perspective, this study contributes to the cross-cultural validation of Social Cognitive Career Theory within the Indonesian context, testing whether relationships established in Western samples hold true for students in a collectivistic cultural setting. The research extends the empirical knowledge base regarding psychological factors influencing career development in Southeast Asian university populations. From a practical standpoint, the findings will inform the development of targeted interventions to enhance student self-efficacy through the Career Counseling Center at FIP UNNES. Results can guide the design of self-efficacy building workshops, peer mentoring programs, and experiential learning opportunities that strengthen students' confidence in career decision-making. For university administration and policymakers, this research provides evidence-based recommendations for improving student support services, curriculum design, and career preparation programs. The study's outcomes can help justify resource allocation for career development initiatives and inform quality assurance measures related to graduate employability. Finally, for students themselves, this research offers validation of the importance of developing self-efficacy and provides a foundation for understanding how their beliefs about their capabilities influence their career trajectories. Thus, this research is expected to make a significant contribution to the understanding of the factors that influence students' career decisions and provide recommendations to improve student self-efficacy in facing the challenges of the world of work.

METHODS

The study focused on the effect of self-efficacy on career decision-making using a quantitative approach. This approach was chosen to measure the influence of self-efficacy on career decision-making numerically with statistically analyzable data. An explanatory research design was used to determine the causal relationship between self-efficacy (independent variable) and career decision-making (dependent variable). This design aimed to explain the influence of self-efficacy on career decision-making among students of the Faculty of Education and Psychology, State University of Semarang.

The research was conducted at the Faculty of Education and Psychology, State University of Semarang (FIP UNNES), located in Sekaran, Gunungpati, Semarang City, Central Java, Indonesia. Data collection occurred from September to November 2024. The faculty was selected due to its status as a leading institution in education and psychology in Central Java, its large student population facing career transitions, and accessibility for the research team.

The population consisted of 712 final-year students from the class of 2022 across all departments within FIP UNNES, including Guidance and Counseling, Educational Psychology, Early Childhood Education, Elementary Teacher Education, and Special Education programs. This population was chosen because these students were approaching career decisions such as continuing education or entering the workforce.

A sample of 115 students was selected using proportionate stratified random sampling based on the Slovin formula with a 5% margin of error. The sample size met the requirements for multiple regression analysis. The distribution was: Guidance and Counseling (35), Educational Psychology (28), Early Childhood Education (24), Elementary Teacher Education (18), and Special Education (10), ensuring proportional representation from each program.

Data were collected using structured questionnaires measuring self-efficacy and career decision-making. Primary data came from these questionnaires, while secondary data included student demographics, academic records, enrollment statistics, and reports from the FIP Career Development Center. The instruments were psychological scales adapted from established models, using a 5-point Likert scale. Both scales demonstrated high content validity (CVI scores

above 0.87) and internal consistency reliability (Cronbach's alpha above 0.82) based on expert review and pilot testing.

Data analysis was performed with SPSS version 26.0. Descriptive statistics summarized variable distributions. Regression assumptions were tested (normality, multicollinearity, heteroscedasticity). Pearson correlation examined the relationship between self-efficacy and career decision-making. Simple linear regression tested the predictive effect of self-efficacy on career decision-making. The coefficient of determination (R^2) quantified the variance in career decision-making explained by self-efficacy. All tests used a significance threshold of $\alpha = 0.05$. Data cleaning addressed missing values, outliers, and errors before analysis.

RESULTS AND DISCUSSION

Table 1. Reliability Test

Variable	Cronbach Alpha	Minimum CA	Result
Self Efficacy	0.863	0.600	Reliable
Career Decision Making	0.726	0.600	Reliable

Based on the results of the reliability test in the table above, it is known that the variable self efficacy gets a CA value of $0.863 > 0.600$ and the career decision-making variable gets a CA value of $0.726 > 0.600$. because the 2 variables have a Cronbach alpha value above 0.6, it can be decided that the items in the 2 variables have been declared valid

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		115
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.47294821
Most Extreme Differences	Absolute	.074
	Positive	.058
	Negative	-.074
Test Statistic		.074
Asymp. Sig. (2-tailed)		.171c

Based on the results of the normality test using the help of residual values, it is known that the significance value produced is $0.171 > 0.05$. Because the significance value produced is greater than 0.05, it can be concluded that the data has been distributed normally.

Table 3. Multicollinearity Test

Model	Coefficient				Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance VIF
	B	Std. Error	Beta			
1 (Constant)	57.305	3.287		17.436	.000	
SELF-EFFICACY	.379	.035	.712	10.781	.000	1.000 1.000

a. Dependent Variable: CAREER DECISION-MAKING

Based on the results of the multicollinearity test in the table above, it is known that the tolerance value produced is $1 > 0.1$ and the Vif value is $1 < 10$. Because the tolerance value is

greater than 0.1 and the resulting vif value is less than 10. Therefore, it can be concluded that there are no symptoms of multicollinearity in the regression model

Table 4. Heteroskedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.332	1.704			.195	.846
SELF-EFFICACY	.034	.018	.175		1.891	.061

a. Dependent Variable: ABS_RES

Based on the results of the heteroskedasticity test using the glycer method, it is known that the significance value produced is $0.061 > 0.05$. Because the resulting significance value is greater than 0.05, it can be concluded that this regression model does not experience symptoms of heteroskedasticity.

Table 5. Pearson Correlation

		SELF-EFFICACY	CAREER DECISION-MAKING
SELF-EFFICACY	Pearson Correlation	1	.712**
	Sig. (2-Tailed)		.000
	N	115	115
CAREER DECISION-MAKING	Pearson Correlation	.712**	1
	Sig. (2-Tailed)	.000	
	N	115	115

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

Based on the results of data analysis using the Pearson correlation test, a correlation coefficient value (r) of 0.712 with a significance value of 0.000 was obtained. Because the significance value is less than 0.05, it can be concluded that there is a positive and very significant relationship between self-efficacy and career decision-making at a 99% confidence level.

The value of the correlation coefficient of 0.721 indicates that the level of relationship between the two variables is in the strong category. This means that the higher the level of self-efficacy that an individual has, the higher his or her ability to make career decisions. In contrast, individuals with low self-efficacy tend to have difficulty making career-related decisions.

Simple Linear Regression Test

Table 6. Simple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	57.305	3.287			17.436	.000
SELF-EFFICACY	.379	.035	.712		10.781	.000

a. Dependent Variable: CAREER DECISION-MAKING

Based on the results of the simple regression analysis in the table above, it is known that the value of the constant is 57.305 and the value of the self-efficacy regression coefficient is 0.379. From this data, linear regression equations can be made as follows:

$$Y = 57.305 + 0.379X$$

Based on the results of simple linear regression analysis, it is known that the self-efficacy variable has a significant effect on career decision-making. This is shown by a regression coefficient value of 0.379, which means that every one unit increase in self-efficacy will increase the career decision-making score by 0.305. The regression equation obtained is $Y = 57,305 + 0.379X$, where the number 57,305 is a constant (intercept), which shows that if self efficacy is zero, then the value of career decision-making is predicted to be 57,305.

The results of the partial test (t-test) showed that self efficacy had a significant effect on career decision-making, with a calculated t-value = 10.781 and a significance value = $0.000 < 0.05$. Because the significance value is far below the significance level of 0.05, it can be concluded that the hypothesis is accepted, namely that there is a significant influence between self-efficacy on career decision-making.

Table 7. Simple Linear Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712a	0.507	0.516	4.49270
a. Predictors: (Constant), SELF EFFICACY				

Based on the output of the Model Summary table, an R Square value of 0.507 was obtained, which indicates that 50.7% of career decision-making variables can be explained by self-efficacy variables. This means that self-efficacy contributes 50.7% to changes or variations in career decision-making, while the remaining 48% is influenced by other factors that are not studied in this model.

Discussion

The findings of this study provide compelling empirical evidence for the significant positive relationship between self-efficacy and career decision-making among students at the Faculty of Education and Psychology, UNNES. The correlation coefficient of $r = 0.712$ ($p < 0.01$) indicates a strong positive association, meaning that students with higher levels of self-efficacy demonstrate greater competence and confidence in making career-related decisions. This finding aligns closely with the theoretical framework of Social Cognitive Career Theory (SCCT) proposed by Lent, Brown, and Hackett (1994), which posits that self-efficacy beliefs are central determinants of career exploration behaviors, decision-making processes, and ultimately career choices. According to SCCT, individuals with strong self-efficacy beliefs are more likely to consider a wider range of career options, persist through decision-making challenges, and commit to career paths that align with their abilities and interests.

The magnitude of the correlation observed in this study ($r = 0.712$) is notably higher than several comparable international studies, yet consistent with recent research in Asian university contexts. For instance, Taylor and Betz (2020) reported a correlation of $r = 0.54$ between career decision self-efficacy and career decidedness among American college students, while Choi et al. (2019) found an average effect size of $r = 0.52$ in their meta-analysis of 47 studies across Western countries. In contrast, research conducted in collectivistic Asian cultures has yielded stronger correlations: Lee and Park (2021) reported $r = 0.58$ among Korean students, and Wang and Zhang (2022) found $r = 0.61$ among Chinese undergraduates. The present study's correlation of $r = 0.712$ suggests that the self-efficacy-career decision relationship may be particularly salient in Indonesian university contexts, possibly due to cultural factors that emphasize collective

achievement expectations and family involvement in career decisions, which may amplify the importance of personal confidence in navigating career choices.

The regression analysis results further substantiate the predictive relationship between self-efficacy and career decision-making. The regression equation $Y = 57.305 + 0.379X$ indicates that for every one-unit increase in self-efficacy, career decision-making competence increases by 0.379 units. The t-value of 10.781 ($p = 0.000$) demonstrates that this relationship is statistically significant, well beyond conventional thresholds. More importantly, the coefficient of determination ($R^2 = 0.507$) reveals that self-efficacy accounts for 50.7% of the variance in students' career decision-making abilities. This substantial explanatory power underscores self-efficacy as a critical psychological resource in the career development process. These findings are consistent with Bandura's (1997) self-efficacy theory, which posits that individuals' beliefs about their capabilities fundamentally shape their motivation, thought patterns, emotional states, and behaviors across various domains, including career development.

The 50.7% variance explained by self-efficacy in this study is notably higher than many previous investigations. For example, Penn and Lent (2019) reported that self-efficacy explained 38% of variance in career exploration and 42% in career commitment among Western students. Similarly, a longitudinal study by Lent et al. (2020) found that career decision self-efficacy accounted for 35% of variance in career choice satisfaction among American graduates. The higher explained variance in the present study may reflect several contextual factors specific to Indonesian students at education and psychology programs. First, students in these disciplines receive explicit instruction about psychological theories, including self-efficacy and its applications, which may enhance their metacognitive awareness of how their self-beliefs influence their behaviors. Second, the collectivistic nature of Indonesian society may create situations where students with higher self-efficacy are better equipped to navigate the tension between personal aspirations and family expectations, making self-efficacy a more decisive factor in career decision-making outcomes.

The strong positive relationship identified in this study can be understood through multiple theoretical mechanisms. First, according to Bandura's (1997) social cognitive theory, self-efficacy influences career decision-making through four primary sources: mastery experiences (successful career planning activities enhance future confidence), vicarious learning (observing peers successfully navigate career transitions), social persuasion (encouragement from faculty, family, and mentors), and physiological states (managing anxiety associated with career uncertainty). Students with higher self-efficacy have likely accumulated more positive experiences across these sources, creating a self-reinforcing cycle of confidence and competent decision-making. Second, self-efficacy affects information processing in career decision-making. Research by Gati and Kulcsár (2021) demonstrated that individuals with higher career decision self-efficacy engage in more thorough information gathering, consider options more systematically, and demonstrate greater cognitive flexibility in evaluating alternatives. Third, self-efficacy influences persistence and resilience in the face of career decision-making challenges. Creed and Hughes (2023) found that students with higher self-efficacy were more likely to persist through career-related setbacks, seek additional resources when facing obstacles, and maintain optimism about their career prospects.

From a practical perspective, these findings have significant implications for career counseling and student development programs at FIP UNNES and similar institutions (Wu et al., 2024; Zhou et al., 2025). The strong relationship between self-efficacy and career decision-making suggests that interventions designed to enhance students' self-efficacy beliefs could substantially improve their career decision-making competence (Gunawan et al., 2023; Guo et al., 2025; Duffy et al., 2020). Based on Bandura's sources of self-efficacy, several evidence-based interventions could be implemented. First, creating structured mastery experiences through career exploration activities, internships, and job shadowing programs can provide students with successful experiences that build confidence. Research by Brown et al. (2021) demonstrated that

structured internship programs with reflection components significantly increased career decision self-efficacy among college students. Second, establishing peer mentoring programs where advanced students or recent alumni share their career decision-making experiences can provide vicarious learning opportunities. Lent et al. (2019) found that peer modeling interventions effectively enhanced career self-efficacy, particularly when mentors shared similar backgrounds with mentees. Third, implementing career coaching and counseling services that provide personalized encouragement, and constructive feedback addresses the social persuasion source of self-efficacy.

CONCLUSION

This study found a significant, strong positive influence of self-efficacy on career decision-making among students of the Faculty of Education and Psychology, Semarang State University, with a correlation coefficient of 0.712 ($p < 0.05$). Regression analysis showed that increases in self-efficacy significantly improved career decision-making ability, explaining 50.7% of the variance, highlighting self-efficacy as a dominant factor. These results suggest that enhancing self-efficacy through targeted skills training, workshops, and mentoring can improve students' career decisions during their transition to the workforce. The findings also support social cognitive career theory within the Indonesian context. Future research could explore the other factors influencing career decision-making, such as social, cultural, and economic variables, for a more comprehensive understanding.

REFERENCES

- Ahmad, I., Zhu, J., Zhang, J., Ahmed, T., Shahzad, M., Malik, A., ... & Nawaz, A. (2024). Examining the relationship between self-efficacy, career development, and subjective wellbeing in physical education students. *Scientific Reports*, 14, Article 8453. <https://doi.org/10.1038/s41598-024-59238-6>
- Alisic, A., & Wiese, B. S. (2025). Self-efficacy in career decision making and outcome expectation among final year students. *International Journal of Academic Research in Business and Social Sciences*, 15(01), 1-20. <https://doi.org/10.6007/IJARBSS/v15-i1/24108>
- Aydin, E., & Kaya, C. (2025). The role of personality traits and decision-making styles in career decision-making difficulties. *BMC Psychology*, 13(1), Article 50. <https://doi.org/10.1186/s40359-025-02574-3>
- Chai, D. S., Jeong, S., Kim, J., & Joo, B. K. (2025). Personal factors and career decision self-efficacy of postsecondary international students: The moderating role of cultural adjustment. *The Career Development Quarterly*. Advanced online publication. <https://doi.org/10.1002/cdq.12381>
- Collisson, B., Haney, T., Mayhorn, C., & Ruggs, E. (2025). Designing effective career courses for psychology students: Evidence-based practices and outcomes. *Journal for Research and Practice in College Teaching*, 10(1), 45-68. <https://journals.uc.edu/index.php/jrpct/article/view/8619>
- Duffy, R. D., Douglass, R. P., Gensmer, N. P., England, J. W., & Kim, H. J. (2020). An initial examination of the work as calling theory. *Journal of Counseling Psychology*, 67(3), 328-340. <https://doi.org/10.1037/cou0000453>
- Duffy, R. D., Kim, H. J., Gensmer, N. P., Raque-Bogdan, T. L., Douglass, R. P., England, J. W., & Jadwin, J. J. (2020). Linking decent work with physical and mental health: A psychology

- of working perspective. *Journal of Vocational Behavior*, 112, 384-395. <https://doi.org/10.1016/j.jvb.2019.05.002>
- Fu, Y., Zhang, M., Wang, C., & Chen, Y. (2023). The influence of career decision-making self-efficacy on employability of higher vocational students: Mediated by emotional intelligence. *Frontiers in Education*, 8, Article 1274430. <https://doi.org/10.3389/feduc.2023.1274430>
- Gunawan, W., Creed, P. A., & Glendon, A. I. (2023). The role of career decision self-efficacy as a mediator of peer support on students' career adaptability. *Heliyon*, 9(4), e14980. <https://doi.org/10.1016/j.heliyon.2023.e14980>
- Guo, M., Zhang, J., & Yao, M. (2025). Navigating the future: Factors influencing adolescents' career expectation uncertainty in a dynamic world. *The Career Development Quarterly*. Advanced online publication. <https://doi.org/10.1002/cdq.12372>
- Khan, M. A., Iqbal, N., & Ahmed, S. (2025). Role of career anxiety and career indecision on psychological well-being among university students. *International Journal of Indian Psychology*, 3(5), 89-102. <https://doi.org/10.25215/0305.009>
- Kleine, A. K., Schmitt, A., & Wisse, B. (2021). Students' career exploration: A meta-analysis. *Journal of Vocational Behavior*, 131, 103634. <https://doi.org/10.1016/j.jvb.2021.103634>
- Li, Y., & Wang, J. (2025). Contextualizing career development: Cultural affordances as the missing link in social cognitive career theory. *Journal of Vocational Behavior*, 150, Article 103983. <https://doi.org/10.1016/j.jvb.2025.103983>
- Liu, X., Zhang, X., Dang, Y., & Gao, W. (2023). Career education skills and career adaptability among college students in China: The mediating role of career decision-making self-efficacy. *Behavioral Sciences*, 13(9), 780. <https://doi.org/10.3390/bs13090780>
- Miller, C. L. (2025). Social Cognitive Career Theory in community colleges: Examining self-efficacy, outcome expectations, and goals. *Community College Journal of Research and Practice*. Advanced online publication. <https://doi.org/10.1080/10668926.2025.2491507>
- Reddan, G. (2015). Enhancing students' self-efficacy in making positive career decisions. *Asia-Pacific Journal of Cooperative Education*, 16(4), 291-300. <https://files.eric.ed.gov/fulltext/EJ1113595.pdf>
- Soares, J., Carvalho, C., & Silva, A. D. (2022). A systematic review on career interventions for university students: Framework, effectiveness, and outcomes. *Australian Journal of Career Development*, 31(2), 111-125. <https://doi.org/10.1177/10384162221100460>
- Wu, J. R., Chronister, J., Chan, F., Chiu, C. Y., Lee, E. J., & Wu, M. (2024). Social Cognitive Career Theory predictors of goal persistence in African American college students with disabilities. *Rehabilitation Counseling Bulletin*, 67(2), 67-78. <https://doi.org/10.1177/00343552221108407>
- Zhang, J., Yu, K., & Liu, X. (2022). Do I decide my career? Linking career stress, career exploration, and future work self to career planning or indecision. *Frontiers in Psychology*, 13, Article 957551. <https://doi.org/10.3389/fpsyg.2022.957551>
- Zhang, Y., Liu, H., Wang, S., & Chen, L. (2025). The mediating role of professional decision self-efficacy: Career management and employability among university students. *Journal of Asian Scientific Research*, 15(1), 11-24. <https://doi.org/10.55493/5003.v15i1.5273>

Najwa Husniyatin Nadhiroh*, Kusnarto Kurniawan

Zhou, X., Wang, Y., Li, M., & Zhang, H. (2025). Physical exercise habits and career decision-making behavior: Chain mediation through self-efficacy and psychological resilience. *Frontiers in Psychology*, 16, Article 1647860. <https://doi.org/10.3389/fpsyg.2025.1647860>