

## THE INFLUENCE OF SELF-EFFICACY ON CAREER DECISION-MAKING IN FINAL YEAR STUDENTS IN MEDAN CITY

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### Abstract

This study aims to evaluate the Influence of Self-Efficacy on Career Decision Making in Final Year Students in Medan City. Based on the results of research on the influence of self-efficacy on career decision making in final year students in Medan City, the following conclusions can be drawn: The results of this study indicate that there is a significant influence between self-efficacy on career decision making in final year students who are working on their thesis in Medan City with a positive correlation, which means that if the better the self-efficacy, the better the career decision making in final year students who are working on their thesis in Medan City. The categorization results show that most final year students in Medan City have self-efficacy and career decision making abilities in the medium to high category. The results of the study show a significant difference between male and female students in terms of self-efficacy and career decision making. Female students tend to have higher self-efficacy, with dominance in the medium and high categories, and show better career decision making abilities than men. This indicates that women are more confident and persistent in planning their academic and professional future. This study shows that self-efficacy has a positive influence on career decision-making, contributing 42.8%, while other factors contribute 57.2%. These results demonstrate the importance of self-efficacy in improving career decision-making.

**Keywords :** Self-Efficacy, Decision Making, Career, Final Year Students

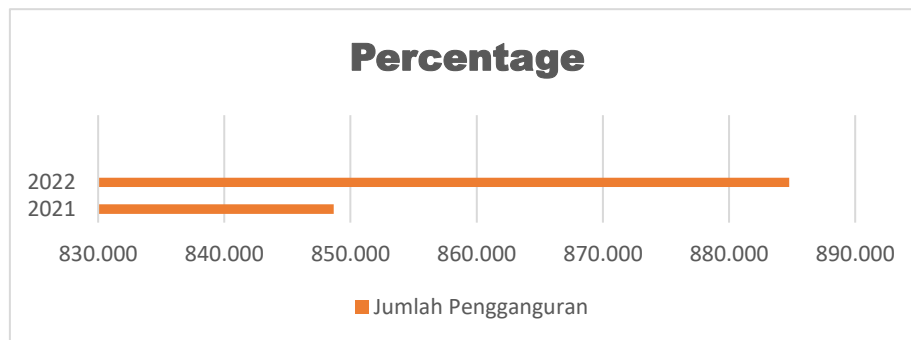
### INTRODUCTION

A university is a formal educational institution designed to produce qualified, work-ready graduates . in higher education are called students. When they become final year students, they must be able to plan their careers independently so they can make the right decisions for their future. This is based on the final developmental tasks of students , one of which is career preparation and selection. As final year students , they must be ready to plan their careers and decide on career choices (Putra & Ahyanuardi, 2022).

Competition in the workplace is becoming increasingly fierce in the era of globalization, and every industry in the workforce is striving to improve the quality and productivity of its

workforce. One way to do this is by recruiting new, ready-to-work workers. The advent of globalization and the continued development of technology requires students to better prepare and plan their careers to compete in the workforce (Laksmi, Widiartini, & Sudirtha, 2022).

Various studies have been conducted to identify factors associated with career indecision. A study by Bolat and Odac (2017), which examined the Indonesian context, found that Career Decision-Making Self-efficacy (CDMSE) plays a significant role in career planning and development among final-year students (Wulandari & Agustika, 2020). This indecision in career choices also contributes to the rising unemployment rate in Indonesia. This is supported by data from the Central Statistics Agency (BPS) released on May 30, 2021, as shown in the diagram below:



**Figure 1. Unemployment rate in Indonesia**

Based on BPS data, the unemployment rate for bachelor's degree graduates in February 2022 reached 5.83%, from 848,657 people to 884,769 people, this is an increase from the figure recorded on May 30, 2021. This data shows that the unemployment rate among university graduates is still relatively high, which indicates problems in the career decision-making process among these college graduates (Sariroh & Yulianto, 2019).

Career is a crucial aspect that influences human life as a whole. Therefore, choosing and making accurate career decisions is crucial in one's life journey. Before entering the workforce, individuals must go through a series of career development processes that begin in elementary school and continue their education at university (Wulanningtyas & Ate, 2020). From elementary school, junior high school, and senior high school, students are faced with various career options, although they often simply follow their current desires. This is in contrast to university students, who are expected to be more serious in determining their career choices for their future. Students are no longer in the fantasy and tentative phase like elementary and high school students, but have entered a realistic phase where they begin to actively participate in the career selection process to achieve their goals in the next 15 years (Permatasari, Mulyadi, & Samlawi, 2022).

According to Ginzberg (Fatmawati et al., 2023) the shift from subjective thinking to more realistic career choices occurs around the ages of 17 to 18. This period, called the realistic phase of career choice, lasts from age 17 to the early 20s. During this phase, individuals begin to explore various career options, then focus on a specific career, and finally choose a job in a specific field. The age of 17 to 18 leading up to the early 20s is the time when individuals begin to enter higher education and become students. In determining career

choices, students do not choose carelessly; they will consider the various available options more carefully.

According to Fasha (Sari & Arjanggi, 2020) career decision-making is a determination made by individuals regarding the jobs and positions they will hold in the world of work throughout their lives. Meanwhile, Parson defines career decision-making as a process of self-understanding, which includes recognizing one's abilities, resources, and limitations, as well as considering the advantages and disadvantages to optimize one's potential. For adolescents, career decision-making, according to Widyastuti and Pratiwi (2013), can be realized through the choice of major, education, future vision, and internal and external factors that influence individuals.

According to Shertzer and Stone's theory (Sihaloho, Rahayu, & Wibowo, 2018) career decisions always involve two types of factors: internal and external. Internal factors include aspects such as life values, intelligence, talent, interests, traits, personality, knowledge, and physical condition. Meanwhile, external factors include the influence of formal education, peer relationships, family, and society.

According to Ningrum and Ariati (Ratu, Sari, Mukti, & Erfan, 2021) one of the factors causing unemployment among university graduates is difficulty in making career decisions. Many students When approaching graduation or in the final semester, they are still unable to determine the career direction they want to achieve. Therefore, it is important for final year students to have the ability to plan their future effectively so they can graduate on time and get a suitable job after completing their studies (Amalia & Nashori, 2021). Making career decisions is basically a difficult and often confusing task for some students, but this decision is important because it will affect most of their lives (Mantyawati, Septiningsih, Setyawati, & Wulandari, 2022) Difficulty in making career decisions, caused by confusion, has an impact on life after graduation, with many graduates ending up unemployed.

1. The survey revealed that many students still face uncertainty when making career choices. Of these, 44.4% felt they lacked sufficient insight into the consequences of each career choice, resulting in low confidence in their decision-making.
2. Furthermore, 75% of students experience difficulty in determining career choices, reflecting challenges in understanding interests, opportunities, and the demands of the workplace. Furthermore, 44.4% of students have not yet decided on a career path after graduation, while 36.1% have not yet taken concrete steps to realize their career decisions. This highlights the need for clearer guidance and strategies in planning their professional futures.

In Indonesia, despite the frequent holding of various events and activities related to job opportunities, many students, prospective graduates, and graduates remain confused about the jobs they want to pursue. Research by El-Hami et al. (2006) on the recruitment process at PT. Pertamina (Persero) showed that despite high applicant enthusiasm for competing for positions at state-owned enterprises, many applicants remain uncertain about the jobs they will be pursuing. This often occurs among students who lack confidence in their own abilities.

To prepare students for the workforce and avoid unemployment, they need to commit to developing a career plan for the future. Difficulties in career planning often make it difficult for students to find work, which can ultimately increase unemployment rates in the future. Obstacles in the job search process often arise from a lack of clear career direction, coupled with students' self-doubt. As a result, they have difficulty choosing and determining the career they want to pursue in the future (DWI APRILIA NINGTIAS, 2024)

College students often experience confusion and uncertainty when making career decisions, primarily due to self-doubt. Those who have a positive assessment of their abilities tend to be more optimistic and confident in planning for the future. According to Bandura (2006), self-efficacy is a person's belief in their ability to achieve certain goals. In the context of career decision-making, self-efficacy refers to the belief that an individual can carry out tasks related to career decisions effectively (Fitri & Kustanti, 2020).

In response to these issues, it is clear that students need self-efficacy in making career decisions. In the context of career decision-making for final year students, self-efficacy reflects their belief in their ability to handle specific tasks or behaviors required, such as assessing their own abilities, seeking information about jobs, setting career goals, designing career plans, and solving problems that arise. influences individual motivation to plan and make career decisions (Nurasiah, Rachmawati, Marini, Maksum, & Herlina, 2022). Individuals with self-efficacy Low self-efficacy individuals tend to avoid tasks, and when faced with problems, they give up more easily, thus having difficulty coping with decisions that have been made. In contrast, individuals who have high self-efficacy High self-efficacy will strive to overcome existing challenges. This is in line with several studies showing the relationship between self-efficacy and career decision making.

Research conducted by Hani Agnia & Dwi Dasalinda, 2022, demonstrated a positive relationship between self-efficacy and career decision-making, with a Pearson correlation of 0.761, indicating a strong correlation. Another study conducted by Murisal et al., 2022, also found a significant positive relationship between self-efficacy and career decision-making, indicating that higher self-efficacy leads to higher career decision-making (Kawilarang, 2021).

Based on the description above, the research is interested in knowing whether there is an influence between self-efficacy and career decision-making in final year students in Medan City.

## **RESEARCH METHODS**

This research was conducted on final year students in Medan who are currently working on their thesis. The approach used in this research is a quantitative approach. According to Sugiyono (ZAINUL MAJDI, 2023) a quantitative approach is a systematic scientific study of parts and phenomena and their relationships, and research conducted intensively, in detail, and in depth on a particular organization, institution, or phenomenon. A research method is a series of steps carried out in a planned and systematic manner to obtain answers to certain questions or collect data for a specific purpose. In order for these goals to be achieved, an appropriate method is required. In this study, the type of research used is quantitative research with a data analysis method using the influence of simple linear regression analysis, which aims to identify the influence of self-efficacy on career decision-making in final year students in Medan.

According to Sugiyono (2013), research variables are "Research variables are attributes, characteristics or values of people, objects or activities that have certain variations determined by research to be studied and conclusions drawn from."

Research subjects are the subjects to be studied, analyzed, and reviewed. Research subjects are crucial in a research project. This relates to the research title and the required data. If the research subjects do not support the research title and data, this can be a significant obstacle and affect the research results (Maulana & Alfian, 2021). The subjects in this study were final-year students in Medan. The following are the characteristics of the research subjects:

1. Final year students who are actively studying in the city of Medan and are currently working on their thesis.
2. Male and female gender.
3. Students from universities in Medan City

According to Sugiyono (2013) explains that "Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn". The population in this study were final semester students in Medan City. According to BPS (Central Statistics Agency) in 2021, Medan City students numbered 261,180 people in 126 private universities and 3 state universities, with a division between private university students of 185,054 people and state university students of 76,126 people.

According to Sugiyono (2013), a sample is a portion of the population's size and characteristics. Therefore, samples taken from the population must be truly representative. Sampling must be conducted in such a way that the sample obtained is truly functional or can describe the actual state of the population. The sampling technique used in this study was non-probability sampling, with purposive sampling, which is the determination of the sample based on certain considerations.

To analyze the data by describing the obtained data in tables and graphs, this study uses a descriptive statistical approach. In this study, the influence between variables X and Y is tested using a simple linear regression analysis method. SPSS is used to process the data in this study (Helmi & Dian, 2023). A simple linear regression assumption test is needed to determine whether the regression technique is suitable or not. SPSS version 20.0 for Windows is being used for the analysis.

## **RESULTS AND DISCUSSION**

### **Research Subject Overview**

This research was conducted on final-year students in Medan City who were working on their theses. The sample size for this study was 300 students. The following is a description of the characteristics of the research sample:

### **Description of research subjects based on gender**

The characteristics of the respondents in this study, if categorized by gender, can be seen in the table below . So it can be concluded that in this study, there were 48 male students with a percentage of 16%, while there were 252 female students with a percentage of 84%, with a total of 300 students. So it can be concluded that overall, the number of male respondents is less than the number of female respondents (Sarah, 2022).

**Table 1. Distribution of research subjects based on gender**

<b>Gender</b>	<b>N</b>	<b>Percentage (%)</b>
Man	48	16
Woman	252	84
<b>Total</b>	<b>300</b>	<b>100</b>

### **Hypothesis Testing**

Hypothesis testing uses simple linear regression which aims to see the influence of independent variables on dependent variables in this study.

The hypothesis in this study is:

HI: There is an influence of self-efficacy on career decision making in final year students in Medan City.

HO: There is no influence on self-efficacy with career decision making in final year students in Medan City.

To test this hypothesis, calculations can be carried out using the SPSS 20.0 for Windows program, then the following values are obtained:

**Table 2. Hypothesis test results**

Model	R	R Square	Adjusted Square	R Std.Error of the Estimate
1	.654	.428	.426	6.29731

It can be seen in the table above that the magnitude of the correlation/relationship value (R) is 0.654 ) and it is explained that the percentage of influence between the independent variable and the dependent variable is called the coefficient of determination which is the result of squaring the R value. From the SPSS results, the coefficient of determination (R) is 0.428 which means that the influence of the independent variable ( Self-Efficacy ) on the dependent variable ( Career Decision Making ) is 42.8 . While the remaining 57.2 is influenced by other factors outside of the variables of this study.

**Table 3. Results T**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig
	B	Std.Error	Beta	T	
1 (Constant)	30,897	2,572	.654	12,013	.000
t) Efficacy Self	1 .038	.070		14,934	.291

Based on the table above, it can be concluded that in column B the constant (a) is 30,897, while the self-efficacy value is 1.038 . So the regression equation/ model can be written:

Y: Dependent variable (Career Decision Making)

X: Independent variable (Self-Efficacy)

a: Constant

$$Y = a + Bx$$

$$Y = 30,897 + (1,038 X)$$

$$Y = 30.897 + 1,038 X$$

The results above show that when self-efficacy increases by 1 unit, career decision-making also increases by 1,038 units. The effect of self-efficacy is not statistically significant ( $p = 0.291 > 0.05$ ), meaning that mathematically the relationship exists, but it may not be a strong enough relationship to be generalized to the population .

## **Discussion**

This study aims to determine whether there is a significant influence between self-efficacy and on career decision making on final year students in Medan City who are working on their thesis . The results of this study indicate that  $H_a$  is accepted, namely that there is an influence of self-efficacy on career decision making The final year students in Medan City who are working on their thesis are 42.8, while 57.2 are influenced by other factors not examined by the researcher. According to Moordiingsih and Faturachman (2006), two factors influence career decision-making, namely internal factors (originating from within the individual) including creativity, perception, values, motivation, ability to analyze problems, and the individual's desire to join the group. External factors (originating from outside the individual) include the time available to make decisions, information, and the individual's social environment when making decisions, including social influences and group roles.

Based on the results of the regression analysis, it is known that 1.038 means that there is a significant positive influence between self-efficacy on career decision making in final year students in Medan City who are working on their thesis, the hypothesis testing of self-efficacy on career decision making is accepted. A positive coefficient value means that there is a positive influence between self-efficacy on career decision making in final year students in Medan City who are working on their thesis, this indicates that the higher a person's self-efficacy, the higher the career decision making in final year students in Medan City who are working on their thesis will be, and vice versa. In line with the results of research conducted by Putri, Priyanggarsi, & Taufiqurrahman (2024) shows that the higher a student's self-efficacy, the higher the ability to decide on their future career.

The results of this study are consistent with several previous studies. Park and Yang (2014) concluded that self-efficacy shows a positive and significant correlation with rational career decision-making. This is because rational individuals are typically realistic in evaluating the situations they face. Individuals with high self-efficacy typically have strong career motivation . Similar research findings regarding self-efficacy in career decision-making

have also been reported by Ogutu and Maragia (2017). Self-efficacy influences and correlates positively and significantly with individual career decision-making in general. The level of self-efficacy towards career decision making can be seen from the results of hypothetical and empirical tests conducted by researchers that the magnitude of the empirical mean on the self-efficacy variable (36.63) is higher than the hypothetical mean (32.5) . This means that the self-efficacy felt by final year students in Medan City who are working on their thesis is in the high category. In addition, in the career decision making variable, the magnitude of the empirical mean is greater (68.92) than the hypothetical mean of 55, which means that the career decision making felt by final year students in Medan City who are working on their thesis is classified as high. The results of this study are in line with those carried out by previous studies, one of which is the results of research conducted by (Murisal et al., 2022), in their research also stated that there is a significant positive relationship between self-efficacy and career decision making, meaning that the higher the self-efficacy, the higher the career decision making. Therefore, individuals who have high self-efficacy will find it easier to overcome difficult life problems, including in making decisions about their future careers.

Based on the categorization results on the self-efficacy variable of 300 respondents, it can be seen that in general the self-efficacy of final year students in Medan who are working on their thesis in making career decisions is in the medium category, namely 187 respondents with a presentation of 62.33%, Furthermore, 113 respondents with a presentation of 37.67% are in the high category and 0 respondents with a presentation of 0% are in the low category. From the data above, most of the subjects have self-efficacy that is neither too positive nor too negative. This is supported by field facts carried out by researchers when conducting interviews with one of the final year students in Medan who is working on a thesis with the initials AL who stated that with his current major, I will most likely become a teacher, but on the one hand I am hesitant to become a teacher because my experience is still lacking. career decision-making variables , respondents in the low category were 0 respondents with a percentage of 0% . And respondents in the medium category were 106 respondents with a percentage of 35.33% and respondents in the high category were 194 respondents with a percentage of 64.67%. This shows that respondents in this study have career decision-making. high . From the data above, most subjects have positive/good career decision-making. This is also supported by the results found by researchers. in field during an interview with one of the final year students in Medan City who was working on a thesis who stated that after graduating from college he wanted to work in a bank but the individual was not yet sure whether the job was in accordance with his abilities. This individual already had a clear career direction but was still unsure about the abilities he had for the job he had chosen. Deviyanthi and Wideasavitri (2016)) explained that self-efficacy is based on a person's belief in his abilities in doing something.

If viewed based on the categorization of self-efficacy aspects Researchers found that the highest categorization was in the aspect of *magnitude* or level of difficulty and *strength* or stability of belief. as many as 184 respondents with a percentage (61.33%) are in the high category and in the aspect *generality* or broad field of behavior of 122 respondents with a percentage (40.7%) in the medium category. While 4 respondents (1.3%) are in the low category in the aspect of *generality* or broad field of behavior. These results indicate that final year students in Medan City who are writing their thesis have high confidence that they are able to face and solve the problems they face in various situations and are able to determine actions in completing certain tasks or problems, so that they are able to overcome obstacles



and achieve the desired goals. However, (1.3%) students experience uncertainty about their abilities. According to Bandura (1997) , high self-efficacy enables individuals to persist in facing challenges, be more persistent, and not give up easily when facing difficulties. This is in line with the findings of this study, where students show a strong capacity in managing academic challenges.

From all aspects of self-efficacy aspect *generality* or the area of behavioral field is in the medium category of 1.22 ( 1.22 mahasiswa). These results indicate that some final year students in Medan City who are working on their theses are experiencing doubts about the general difficulty level of certain assignments. This is also in line with what researchers found during interviews, where individuals expressed a lack of confidence in their abilities for the work they had planned.

If viewed based on the categorization of all aspects of career decision making *exploration* aspect , is in the high category compared to other aspects of 244 respondents with a percentage (81.33%), while 153 respondents (51%) are in the medium category in the Selection aspect. This means that final year students in Medan who are working on their thesis have researched and considered various options before making a decision. In this process, individuals try to understand what options are available and what the consequences are if they choose one of those options. In this way, individuals can be more confident in making decisions because they already know the risks and benefits of each alternative (Mensah, Azila-Gbettor, Nunyoneh, Appietu, & Amedome, 2023). This is also in line with the results of a survey conducted by researchers that 44.4% of students feel they do not have sufficient insight into the consequences of each career choice made, which has an impact on their low confidence in making decisions and 55.6% of individuals have researched and considered various options before making a decision. This is also supported by the results of interviews conducted by researchers with one of the final year students in Medan who is working on a thesis, where the individual stated that the individual has been looking for information related to the job that the individual wants casually. When deciding on a future career, students typically don't make a haphazard choice; they carefully consider every available option. This career evaluation process involves considering both internal and external factors. Students often choose a study program that aligns with their career goals. However, they may end up choosing a job that doesn't align with their major. Several factors can influence this change, including family influence, the surrounding environment, and the current situation.

From all aspects of career decision making that in the selection aspect , 153 respondents (51%) were in the moderate category (Allanta & Puspita, 2021). This means that final year students in Medan City who are working on their thesis have begun to focus and determine the career choice that best suits them. As in the crystallization stage, here individuals begin to formulate more concrete steps, adapt to existing choices, and ensure that these choices align with their life goals. Ultimately, individuals become certain and confident in their chosen career decisions. However, based on the results of a survey conducted by researchers, 44.4% of final year students have not yet decided on a career choice that they will pursue after graduating from college. Obstacles in the job search process usually arise due to a lack of clear career direction, coupled with students' doubts about their own abilities. As a result, they have difficulty choosing and determining the job they want to pursue in the future (Ciptono, Anggadwita, & Indarti, 2022)

On the categorization of self-efficacy Based on gender, it can be seen that there is a significant difference in self-efficacy between male and female students, where it can be seen

that men are in the high category as many as 23 respondents (7.67%) and in the medium category as many as 25 respondents (8.33%) while women are in the high category as many as 90 respondents (30%) and medium as many as 162 respondents (64.3%). From this, it can be concluded that men and women are in the medium and high categories, with women in the medium category being slightly superior, stating that women tend to have higher self-efficacy in the academic context and career decision making. This is in line with the results of interviews conducted by researchers with the initials AL, a final year student in Medan who is working on a thesis where the individual said that he was still unsure whether the individual would become a teacher or an entrepreneur, with the individual's current major, it is likely that the individual will become a teacher, but on the one hand the individual is still hesitant because of the lack of experience in that profession. The results of this study are in line with the findings of Silvi Yana (Hartini, Wardhana, Normiyati, & Sulaiman, 2022) who stated that there are significant differences in self-efficacy between male and female students, where female students show a higher level of self-efficacy in completing their thesis.

On the categorization of career decision making based on gender it was found that career decision making men are lower than women. Where the male gender as many as 32 respondents (10.67%) are in the high category while 16 respondents (5.33%) are in the medium category. In the female gender as many as 162 respondents (54%) are in the high category, while 90 respondents (30%) are in the medium category. This means that final year students in Medan City who are working on their thesis, both men and women, both face pressure and challenges in the process of compiling their thesis. However, female students tend to have higher career decision-making abilities, which may be due to a stronger level of self-awareness and perseverance in preparing their academic and future plans.

The results of this study align with those obtained by Rahmi & Puspasari (Rosli & Ishak, 2022) in Padang City, which showed that female students have higher career maturity than male students. Female students are more mature and open to information related to their career choices. Similarly, Mendez and Crowford (G. Yang, Badri, Al Rashedi, & Almazroui, 2018) stated that women are highly conscientious, so they carry out tasks meticulously, are more knowledgeable about their duties, and are more aware of themselves and their skills. Similarly, Marpaung and Yulandri (Choi & Lee, 2020) found that women are more mature in their behavior and cognitive perspectives within the work environment. In general, women can use career plans to weigh their planned career decisions. Furthermore, women receive greater social support when choosing a career from various sources, including school, parents, family, friends, and social circles. This support can take the form of explanations, time, affection, or adequate access to information (Siregar, Mulyono, & Surya, 2023).

When viewed based on the categorization of university origin for the self-efficacy variable, Medan State University has the highest number of respondents, namely 56 respondents with a percentage of 28 respondents in the high category and 28 respondents in the medium category. It can be concluded that the self-efficacy of final year students in Medan who are working on their thesis is in the high and medium categories. In the career decision-making variable, Medan State University has the highest number of respondents, namely 56 people with a percentage of 41 people in the high category and 15 people in the medium category. This means that the career decision-making of final year students in Medan who are working on their thesis is in the high category (L. Yang & Zhang, 2022).

In the categorization of self-efficacy based on semester level, the categorization results show that 69.2% of 7th semester students are in the medium category and 30.8% are in the high category. 63.1% of 8th semester students are in the medium category and 36.9% are in the high category. In semester 9, all students (100%) are in the medium category. 38.5% of 10th semester students are in the medium category and 61.5% are in the high category, while in semester 11 the distribution is evenly distributed, namely 50% in the medium category and 50% in the high category. There are no students in the low category in all semesters.

These data indicate that students' self-efficacy tends to be in the moderate to high category, increasing with each semester. This can be interpreted as a result of increased academic experience, the ability to adapt to the pressures of the lecture environment, and increased confidence in facing challenges. Students in higher semesters have more interaction with various stimuli, both internal and external, which helps them develop confidence in their own abilities to complete complex tasks (De Simone, Planta, & Cicotto, 2018).

Based on the categorization of career decision-making by semester, the categorization results show that 69.2% of 7th semester students are in the high category and 30.8% are in the medium category. 63.5% of 8th semester students are in the high category and 36.5% are in the medium category. In 9th semester, all students (100%) are in the medium category. 84.6% of 10th semester students are in the high category and 15.4% are in the medium category, while in 11th semester all students (100%) are in the high category. No students fall into the low category in any semester.

These data indicate that students' career decision-making abilities tend to improve as the semester progresses. This may be due to increased learning experience, exposure to the world of work, and more mature self-reflection in planning their future careers. According to Gati and Asher (Rahmawati, Lukman, & Setiani, 2021) career decision-making abilities develop as individuals gain more information and gain clarity about their personal values and goals. Furthermore, Lent, Brown, and Hackett (1994) in their Social Cognitive Career Theory (SCCT) also explain that exposure to more complex work or academic experiences will strengthen one's confidence in their ability to make effective career decisions.

Thus, students in the upper semesters appear to be more prepared in determining career choices because they have developed self-efficacy, independence, and an understanding of their potential and available career opportunities.

## **CONCLUSION**

Based on the results of research on the influence of self-efficacy on career decision-making in final year students in Medan City, the following conclusions can be drawn:

1. The results of this study indicate that there is a significant influence between self-efficacy on career decision-making in final year students who are working on their theses in Medan City with a positive correlation, which means that the better the self-efficacy, the better the career decision-making in final year students who are working on their theses in Medan City.
2. The categorization results show that most final year students in Medan City have self-efficacy and career decision-making abilities in the medium to high categories.
3. The results of the study showed significant differences between male and female students in terms of self-efficacy and career decision-making. Female students tended to have higher self-efficacy, with a predominance in the medium and high categories, and demonstrated better career decision-making skills than male students. This

indicates that female students are more confident and persistent in planning their academic and professional futures.

4. This study shows that self-efficacy has a positive influence on career decision-making, contributing 42.8%, while other factors contribute 57.2%. These results demonstrate the importance of self-efficacy in improving career decision-making.

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