Article

THE EFFECT OF SELF EFFICACY AND LOCUS OF CONTROL ON CAREER MATURITY OF FINAL LEVEL STUDENTS IN MANAGEMENT STUDY PROGRAM (ONE OF THE CAMPUSES IN SOUTH JAKARTA)

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Abstract: The following research explains the effect of self-efficacy and locus of control on career determination maturity in final year students, namely class of 2019 Management study program at one of the campuses in South Jakarta with the aim of studying and analyzing how much influence self-efficacy has on career maturity in final year students and the influence of locus of control on career maturity in final year students. This research is a correlational quantitative and the method used is survey using the data collection technique of questionnaire. This research used population with a total of 103 respondents. The instrument test was carried out in the form of a validity test using the Pearson product moment and for the reliability test using Cronbach's alpha. Furthermore, for testing the hypothesis, the analysis technique used is a multiple linear regression test, for all data tests carried out using SPSS Version 25. The results show that: Self-efficacy has a significant positive influence and a unidirectional relationship to career maturity of final year students. Locus of control has a significant positive influence and a unidirectional relationship to the career maturity of final year students. Self-efficacy and locus of control have a significant positive effect jointly or simultaneously on career maturity in final year students in Management study program at one of the campuses in South Jakarta. With increasing self-efficacy and a stronger locus of control, it will stimulate career maturity to the fullest.

Keywords: self efficacy, locus of control, career maturity, final year students

1   Introduction

At this time the development of the global industry has entered the industrial era 4.0 and a new concept, namely society 5.0, where the development of technology and information is increasing rapidly, where the main component is humans as the driving force. Therefore, apart from the opportunity in the form of greater job creation and the potential for a basic problem regarding labor competition because the implementation of

the business transition reduces the opportunity for prospective workers to get a job due to insufficient qualifications, skills and abilities qualified [1]. Therefore, to answer these problems and challenges is to increase individual maturity. Low career maturity can lead to choosing the wrong job or a job that is not in accordance with the area of expertise. Currently, there are many graduates whose majors do not match their academic qualifications. Students must be able to determine and make career plans according to their own interests, hopes, ambitions and abilities, according to their age and stage of development [2].

Increasing challenges and inevitable competition can increase students' concerns in facing future orientations which in turn can reduce the number of workers absorbed at the academic level in Indonesia. In the August 2022 period the number of resistances reached 8,42 million people or 5,86 per cent of the total workforce in the same period [3].
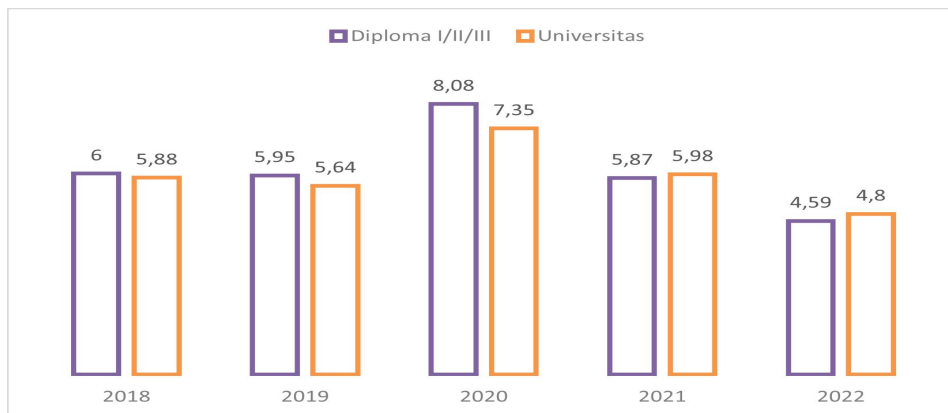
Figure 1. Open Unemployment Rate (OUR) by Education

The Open Unemployment Rate (OUR) is an indicator that can be used to measure the non-absorption of labor by the labor market and to illustrate the less optimal utilization of labor supply. Based on figure 1, open unemployment at the undergraduate and diploma levels is experiencing a downward trend but the peak is in 2020, when the Covid-19 pandemic has occurred and is slowly decreasing. In figure 2, the working population at the undergraduate level is fluctuating, where in 2022 there will be a decline in the working population from the previous year. Based on these two data, it can be indicated that the increase in the number of unemployed during the pandemic has caused tighter competition to enter the world of work because fresh graduates, especially final year students, will compete with fellow workforces who have previous experience, therefore it will have an impact on less absorption of the workforce. at the undergraduate level, especially final year students and has an impact on the lack of career maturity in students who will enter the competitive world of work.
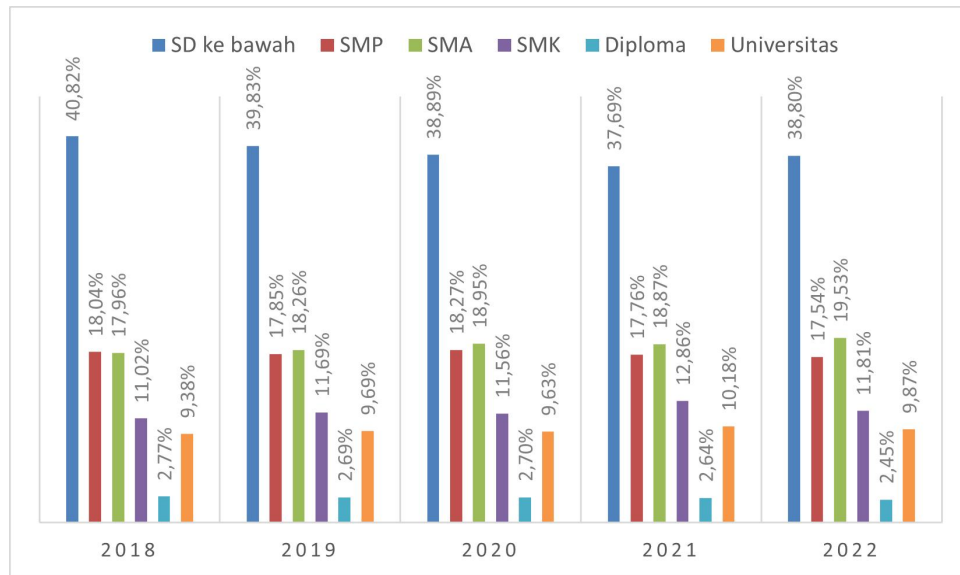
Figure 2. Percentage of Working Population by Education

The low implementation of qualified psychological concepts, through feelings of doubt or lack of confidence in one's potential and abilities and inability to make career choices, these factors are the causes of student failure or incompatibility in choosing the right job. Description of behavior like this can be called self efficacy, which is related to the level of a person's belief in his own ability to successfully carry out an activity in a particular situation that is assigned to him [4]. When a student with low self efficacy can more easily give up on challenges that affect his decision to determine a career due to a lack of determination and self-confidence of students in their abilities [5]. If a person believes in his abilities and has clear goals for the future, then the way individuals behave will support their goals to be achieved. Self efficacy also guides a person to realistically understand and assess their situation so that they can make the right adjustments between the expectations of the career they want and the potential and abilities they have.

Another predictor that influences career maturity is locus of control, control is the concept of how an individual feels or sees the line and the correlation between his actions and their consequences, whether he can be responsible for his actions or not [6]. Someone who has an internal locus of control such as when dealing with career choices so that the individual makes efforts to identify himself, seeks all the information needed and tries to overcome the problem in question. Whereas individuals who have an external locus of control tend to surrender to circumstances in choosing a career, this happens because they are outside their limits. So, it depends on the individual to believe in the good or bad luck that will happen to him later.

Therefore, choosing a career is not an easy thing because it requires careful planning. Through the phenomena and results of several previous studies described above, it describes a situation where most final year students are still at a stage where they are still not ready to determine the direction of their career. However not all final year students

have clear ideas and plans for their future lives, such as the field of education and orientation towards future careers [7]. Based on the description of this background, the researcher has the view that this research has an urgency to be able to find out how much influence these two predictors have on the career maturity of the research subjects. Therefore, the researcher decided on a study entitled **The Effect of Self Efficacy and Locus of Control on The Career Maturity of Final Level Students in Management Study Program (One of The Campuses in South Jakarta).**

2   Literature

Human Resource Management. Human Resource Management or abbreviated as HRM is an activity in terms of utilizing human resources to achieve a goal to be achieved both individually and as an organization [8]. So, from that basically the field of human resource management is not only focused on the organization, but how the individual himself can manage the resources that are in him before moving on to the operation of an organization. To achieve the desired results and empower these resources requires an understanding of self-management. Self-management or self-management is the ability used in setting priority levels, determining things that must be done and being responsible for completing things that must be done [9]. In the concept of self-management there is one aspect, namely goals setting. So that in the process of career development individuals must have the ability to determine the steps to achieve these goals based on self-efficacy and locus of control.

Career Maturity. Career maturity is one of the psychological principles first described by Donald Edwin Super, a counseling and career psychologist. Career maturity is individual readiness to plan career choices according to the stages of career development based on competence and behavior and decide on a career to be pursued by gathering all information related to career relevance with that individual [10]. The concept of career maturity in adolescents can be measured through several aspects as follows [11]:

1. Career Planning

   This aspect measures how intensely people search for various job-related data and how well they recognize the various types of work that might be of interest. In this aspect, how much planning one tries matters.

2. Career Exploration

   The most important principle in this aspect is how far the individual's ability to explore information related to the career of interest through various sources. This aspect relates to the amount of information about careers obtained from these various sources.

3. Decision Making

   In this aspect, decision-making ideas are considered very meaningful. This concept is related to the ability to apply knowledge and develop career plans. Until in this atmosphere, people are in a situation where others are obliged to make the best career decisions. People can make good career decisions for themselves if they recognize how others make career decisions.

4. World of Work Information

In this aspect, there are 2 basic elements, the first is related to personal knowledge about the function of development, namely knowing one's interests and potential, such as when other people really observe their interests and skills, how do other people learn about their jobs and why do people change jobs. Second, includes insight into the assignment (job desk) in a specific job. Super believes it is important for individuals to understand the world of work before making decisions in choosing a career.

5. Knowledge of The Preferred Occupational Group

This aspect describes the individual's perception of the risks associated with the chosen job in relation to the requirements, tasks, factors and reasons that influence the choice of job. In this case, the steps are understanding the work tasks to be achieved, understanding the expected job requirements, understanding the factors and alibis that influence attractive job choices, and the ability to identify potential risks based on work assignments. interesting job.

6. Realisation

Making career decisions is about comparing personal skills with realistic career choices. This area includes: a good understanding of individual strengths and weaknesses in relation to the jobs they are interested in, the ability to see career support and constraining factors, and the ability to make realistic career decisions.

Self Efficacy. Self-efficacy is an individual's belief in the ability possessed to organize and carry out a form of control over behavior in completing certain tasks or achievements [12]. According to [13] has classified the following dimensions because they have important implications for individual performance. These dimensions include [13]:

1. Level/Magnitude

The following dimensions are related to the level of task difficulty that individuals feel can or cannot be carried out because individual abilities vary. Fundamental to this dimension is the ability to deal with task difficulty through individual conviction. When people are faced with various tasks that are sorted according to their level of difficulty so that individual beliefs are limited to easy tasks and then adjusted to more difficult tasks according to the perceived ability to meet the behavioral demands of each task. The higher the difficulty level of the task, the lower the confidence to complete it. Personal beliefs have an influence in choosing behavior based on the level of difficulty or obstacle of an activity. An individual will first try the behavior he feels can be implemented and avoid behavior that exceeds the limits of his ability. The level of individual ability can be seen based on how much the obstacles or difficulties vary from a particular activity or task.

2. Strength

This dimension relates to the level of difficulty of tasks that individuals are able or unable to do because individual abilities vary. This dimension is based on the

ability to face difficult tasks with personal conviction. When people are given tasks in order of difficulty, individuals' beliefs are limited to easy tasks and then adjusted to more difficult tasks based on their ability to meet the behavioral demands of each task. The higher the difficulty level of the task, the lower the confidence to complete it.

3. Generality

This dimension refers to individual beliefs related to their ability to perform tasks in various activities. Various activities require people to have confidence in their ability to perform a task or action, regardless of whether the person is confident or not. One can be confident in their abilities in many areas or only in certain areas, such as a student who is confident in his abilities in a performance management course but not in a project management course, or someone who wants to diet believes that they can get through regular exercise, but he not sure if she has the strength to suppress her appetite so the diet is not working. Therefore, individuals with high self-efficacy can easily manage multiple domains simultaneously to complete their tasks, whereas individuals with low self-efficacy can manage fewer domains while completing tasks.

Locus of Control. Rotter in Tyler & Heffernan defines locus of control as how far an individual perceives an event or result he gets, through a form of reinforcement from within himself or comes from outside his control [14]. The locus of control construct has two different dimensions, namely as follows:

1. Locus of Control Internal

The belief that the results achieved are worth their effort and that they can control them. People with an internal locus of control tend to have personal beliefs that the events they experience are caused by their abilities, interests, and efforts, have good control over their behavior, and actively seek meaningful information or knowledge. Internal locus of control are people who believe they can control everything that happens to them. Someone with an internal locus of control believes that the environment is under their control, so they can make changes at will [15].
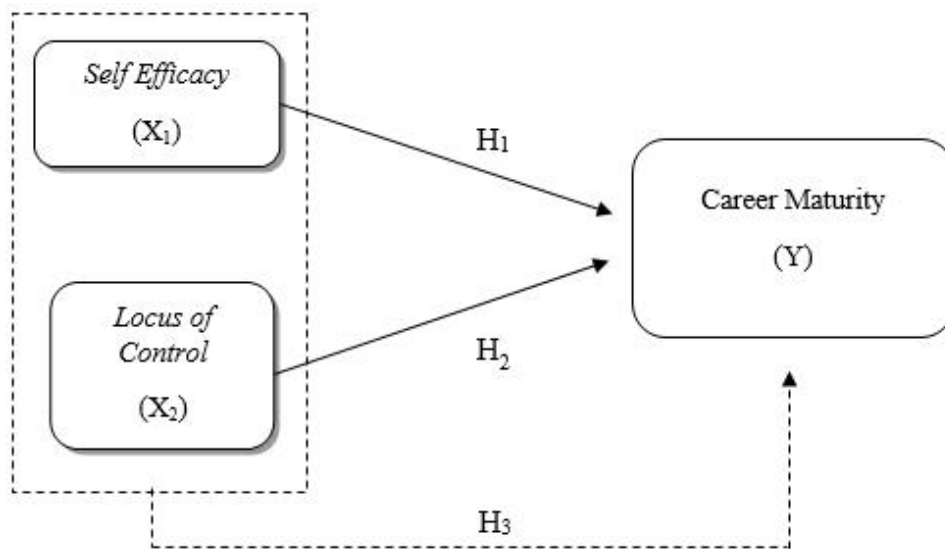
2. Locus of Control External

People who experience an external locus of control feel that their actions have little effect on events or outcomes and that they have little control over their actions. People who suffer from external control believe that other people's power, luck and chance are the main factors influencing their experiences, they have less control over their own behavior, they are easily influenced by others, they are often insecure about their endeavors and are less active in Find information relevant to the situation. Individuals who believe that everything that happens to them is under the control of external forces such as coincidence or destiny are called individuals with an external locus of control [15]. People with a high external locus of control tend to adapt to what happens to them without making changes, so they prefer adaptive behavior to deal with existing situations. Individual external factors include luck, fortune and socio-economic factors.

Research Framework. An individual who is right in the career selection process is an individual who has career maturity. The sign of an individual with maturity in his career is when the individual is confident in his abilities to achieve his career. Therefore, if a student believes that he can choose the right career, then he is indicated to have high self-efficacy. This shows that the student is ready or mature in his career. The higher the self-efficacy of an individual, the more mature the career determination process will be.

Another important predictor of an individual's career maturity is locus of control. Locus of control is an individual's orientation in instilling confidence in his efforts to achieve a career, as well as how far the individual's belief in external dimensions is beyond his will. Individuals with career maturity tend to have self-confidence and think that success in their careers requires their own efforts and tend to have an internal locus of control. This means that if a student wants to have accuracy in determining his career, then this can be achieved because of his own efforts, not from factors beyond his control in the form of fate, luck or other people.

Based on the two hypotheses above, it can be judged that the variables of self-efficacy and locus of control simultaneously have a role in determining individual career maturity. The higher the level of self-efficacy will increase career maturity, while the individual's point of view regarding the orientation of the internal locus of control and assessing how far the contribution of external locus of control can influence career maturity. So it can be seen that both of these variables contribute actively in influencing and creating career maturity.

Figure 3. Description of The Dynamics of Variable Influence

Hypothesis. Based on the elaboration, it can be assessed that the variables of self efficacy and locus of control simultaneously have a role in the maturity of individual career. The higher the level of self-efficacy will increase career maturity, while the individual's point of view regarding the orientation of the internal locus of control and assessing how far the contribution of external locus of control can influence

career maturity. So it can be seen that both of these variables contribute actively in influencing and creating career maturity.

H1: Self efficacy has a significant positive effect on career maturity of final year students in Management study program.

H2: Locus of control has a significant positive effect on career maturity of final year students in Management study program.

H3: Self-efficacy and Locus of control have a significant positive effect on career maturity of final year students in Management study program.

3   Methods

Types of Research. The approach to this research is a quantitative type of research in the form of research that uses certain methods to test a theory. The variables used in research were carried out by using dimensions and instruments in research to produce data in numerical form that could be analyzed statistically [16]. The following research is correlational, namely research conducted to understand the level of correlation between two independent and dependent variables or more, without the need for changes, or manipulation of the available data [17].

Respondent Characteristics. The characteristics of the respondents in this study were students of the 2019 class in Management Study Program at one of the campuses in South Jakarta who were considered final year students and had, were, or had not implemented the Practical Work program. Because in the theory of Super's Life-Career Rainbow at one of the stages of career development, namely the exploration phase which ranges from 20-24 years of age. At that stage an individual tends to start looking at the career field that will be occupied and does not yet have a binding decision. Therefore, the characteristics of these respondents are in accordance with the topic of analysis in this study which discusses the effect of self-efficacy and locus of control on the maturity of career determination in college students.

Populations. Populations are all individual ecosystems, events and situations that researchers want to study more scientifically [18]. The size of the following research population is "The Influence of Self Efficacy and Locus of Control on the Career Maturity of Final Level Students in Management Study Program at one of the campuses in South Jakarta " namely all students class of 2019 who belong to the final level of the Management study program.

Variable Operationalization. Variable is a form of research focus in the form of one or more characteristics or properties of a group of objects that make up a population. In a study there is an independent variable (X), namely a variable that has the theoretical possibility of causing or having an impact on other variables [19]. After that there is the dependent variable (Y), namely the variable that is structurally influenced or as a result of changes in other variables. In the following study, the independent variable (X) is self-efficacy (X1) and locus of control (X2), while the dependent variable (Y) is the maturity of student career determination.

Data Collection Technique. The data collection technique used in the research is through distributing questionnaires to the research subjects (respondents). A questionnaire is a tool that contains a number of formal and consistent questions or

statements that have been structured and written, namely with the aim of obtaining some information from respondents, then the results of the answers to these questions are analyzed and elaborated into a conclusion [20]. The scale used in the following research is the Likert scale. By using a Likert scale, choosing a Likert scale through four intervals or even intervals as a research instrument with the aim of avoiding bias where respondents tend to choose the middle category, and the scale weights for even intervals are not significantly different from the scale weights for odd intervals.

Instrument Test. The validity test in the following study used the Pearson Product Moment correlation technique in SPSS Version 25 software. The Product Moment technique was used with the aim of testing the feasibility of each question item in describing the factors studied. By using a significance level of 5 per cent, it indicates that a question item can be determined as valid if the significance value is ≤ 0.05 [21]. The reliability test is useful for measuring the ability of answers from research instruments, which require consistency and stability. The reliability test in the following study used SPSS Version 25 software with reference to the Cronbach Alpha statistical test, so that the variable can be said to be reliable when the alpha (α) value exceeds 0.6 or 60 per cent [21].

Classic Assumption Test. The normality test is carried out through the Kolmogorov-Smirnov (KS) statistical test, so that the regression model can be declared normally distributed when the significance value is ≥ 0.05 [21]. The heteroscedasticity test is carried out through the Glejser statistical test, in which a regression model can be stated that there is no heteroscedasticity when the significance value is ≥ 0.05. tolerance. So that the regression model can be said to be good, that is, there is no relationship between the independent variables, where when the tolerance value is ≥ 0.1 and the VIF value is ≤ 10, it can be stated that there is no assumption of multicollinearity [22].

Multiple Linear Regression. Multiple linear regression analysis is used to determine the direction and how much influence the independent variable has on the dependent variable [22]. In the following research, there are two independent variables, namely self-efficacy and locus of control. The multiple linear regression equation has been formulated as follows:

$$Y = a + b1X1 + b2X2$$

Hypothesis Testing. F test (simultaneous) is a test that aims to determine whether or not all independent variables are significant to the dependent variable [22]. The simultaneous test in this study was intended to test the significance of self-efficacy and locus of control variables on career maturity variables of final year students of the Management study program. T-test (partial) was carried out with the aim of knowing individually whether or not the independent variable has a significant effect on the dependent variable [22]. Partial test is useful to determine the effect of each of the independent variables in this study. The coefficient of determination is also called the goodness of fit test, which is used to measure the magnitude of the influence of the independent variables on the dependent variable simultaneously (simultaneously) through indications on the value of R-Squared (r2). Therefore, if the value of r2 is close to 1, the ability to influence the independent variable to explain the dependent variable is very strong in explaining it.

4   Results

Data collection in the following study used raw (primary) data obtained through the distribution of questionnaires. A total of 103 questionnaires were distributed with a response rate of 100 per cent.

Characteristics of Respondents. If viewed based on the year of the respondent's generation, it can be seen that the age of the respondents ranged from 20-24 years which in the Super's Life-Career Rainbow theory at one of the stages of career development, namely the exploration phase, this age has an overview of the career to be pursued but does not yet have binding decision.

Table 1. Characteristics of Respondents

Characteristics		Total	Percentage (%)
Gender	Male	56	54,4
	Female	47	45,6
	Total	**103**	**100**
Internship Program	Has Been Done	91	88
	Executing	5	5
	Not Implemented yet	7	7
	Total	**103**	**100**

Instrument Test. on the validity test it can be identified that the results of the validity test of each item statement variable career maturity (Y), self-efficacy (X1), and Locus of Control (X2) have a value of r count greater than r table (0.193), besides that the significance value shows each statement item below from ≤ 0.05. Thus, it can be stated that overall the 40 statement items for each variable are valid.

Table 2. Reliability Test Results

Variable	*Cronbach's Alpha*	Critical Value	Annotation
Career Maturity (Y)	0,928	0,6	Reliable
Self Efficacy (X$_1$)	0,893	0,6	Reliable
Locus of Control (X$_2$)	0,783	0,6	Reliable

In the reliability test process, the Cronbach's Alpha value for each variable is calculated, which is then compared with the set α value of 0.6. So, it can be said that the variable is reliable if the Cronbach's Alpha value is greater than ≥ 0.6 so that further analysis can be carried out. Further, table 2 it can be concluded that overall, the statement items in each variable proved to be reliable and could be used for further analysis in this study.

Variable Descriptive Analysis. It can be seen that the average answer from respondents to the career maturity variable is quite high with a value of 3.25 which indicates that the respondent, namely the 2019 Management Study Program students, has an overview regarding career maturity through the career development tasks that will be carried out. The dimension that shows the lowest value is the world of work information dimension with an average value of 3.09 with the lowest statement having a mean value of 2.78

which indicates that the respondent is still lacking in understanding of insights about the world of work and the respondent is less active in attending seminars or activities that can support career development.

It can be seen that the average respondent's answer to the self-efficacy variable is quite high with a value of 3.41 which indicates the respondent's confidence and trust in their ability to complete the task or activity being faced. The dimension that shows the lowest value is the generality dimension with a value of 3.35 and the lowest statement has a mean value of 3.30 even though it is located at the lowest value, but the value obtained is quite high, which indicates that the respondent is able to carry out various activities and any challenges that arise. through because they believe in their abilities. It can be seen that the average respondent's answer to the locus of control variable is quite high with a value of 3.21 which indicates that the respondents believe that the results or events they get come from their own actions and external reinforcement. The dimension that shows the lowest value is the external dimension with a value of 3.06 and the lowest statement has a mean value of 2.86 even though it is located at the lowest value, but the value obtained is quite good, indicating that respondents still believe in the effort they have expended and not necessarily just surrender to reinforcement from the outside.

Classic Assumption Test. Based on the testing process, namely the classical assumptions that have been carried out, the following results are obtained from several tests that have been obtained:

Table 3. Classical Assumption Testing Results

Normality Test		**Significance Value (Asymp. Sig. (2-tailed))**	**Critical Value (α)**
		0,200	0,05
Heteroscedasticity Test	**Coefficient**	**Significance**	**Critical Value (α)**
	Self Efficacy	0,943	0,05
	Locus of Control	0,797	0,05
Heteroscedasticity Test	**Coefficient**	**Tolerance**	**VIF**
	Self Efficacy	0,593	1,688
	Locus of Control	0,593	1,688

- The normality test used in the following research utilizes a statistical test method, namely the One Sample Kolmogorov-Smirnov Test (KS), so a regression model can be declared normal when the significance value is greater than ≥ 0.05. It can be seen in table 3 that the test results from the One Sample Kolmogorov-Smirnov Test (KS) produce an Asymptotic Significance data value that is greater than ≥ 0.05, which is 0.2. So that it can be concluded that the regression model in this study was declared normally distributed.

- The heteroscedasticity test used in the following research utilizes one of the statistical test methods, namely Glejser. The effectiveness of the regression model is that there is no heteroscedasticity but homoscedasticity, in which a regression model is stated that there is no heteroscedasticity when the significance value is greater than ≥ 0.05 [21]. In table 3, after carrying out the

Glejser statistical test, it can be seen that the significance value of each independent variable is greater than ≥ 0.05, namely 0.943 on the self-efficacy variable and 0.797 on the locus of control variable. So based on these results it can be concluded that the regression model in the following study stated that there was no heteroscedasticity.

- The multicollinearity test used in the following research is to utilize the statistical test results of the Variance Inflation Factor (VIF) and the tolerance value by identifying the values of both. The regression model can be said to be good, that is, when there is no correlation between the independent variables, when the tolerance value is greater than ≥ 0.1 and the VIF value is less than ≤ 10, it can be said that multicollinearity does not occur [21]. In table 3 it can be seen that the two independent variables (self-efficacy and locus of control) each produce a tolerance value of 0.593 and VIF 1.688, so they are declared to have met the requirements. So, it can be concluded that there is no multicollinearity or no correlation between the independent variables (self-efficacy and locus of control).

Hypothesis Test. Based on hypothesis testing through multiple linear regression methods, the following tabulation results are obtained:

Table 4. Hypothesis Testing Results

Test Type	Model	df	Mean Square	F	F-table	Sig.
F Test	*Regression*	2	1889,811	65,979	3,086	0,000
	Residual	100	28,642			
	Total	102				

	Variable	Unstandardized B	Standardized B	t	t-table	Sig.
T Test	(Constant)	12,645		2,598	1,983	0,011
	Self Efficacy (X_1)	0,798	0,441	5,175		0,000
	Locus of Control	1	0,392	4,590		0,000

	R Square	Adjusted R Square
Coefficient Determination	0,569	0,560

$$Y = 12,645 + 0,798X1 + 1X2$$

In table 4 the constant value is 12.645 which illustrates that the value of the career maturity variable (Y) is not affected by the self efficacy variable (X1) and locus of control (X2) with the assumption that if the independent variable has a value of 0, then the career maturity variable (Y) has a value of 12.645. This illustrates that there are other factors that can affect the career maturity of final year students of the Management study program, apart from self-efficacy and locus of control. Whereas the value of the self-

efficacy regression coefficient (X1) of 0.798 illustrates that there is a positive and unidirectional influence on the career maturity variable (Y) with the assumption that if the value of self-efficacy increases by one unit, then the value of career maturity in final year students of the Management study program will increased by 0.798 with a record that the locus of control variable (X2) has a fixed value or 0. Likewise, the locus of control regression coefficient (X2) of 1 illustrates that there is a positive and unidirectional influence on the career maturity variable (Y) with the assumption that the locus of control has increased by one unit, then the value of career maturity in final year students of the Management study program will increase by 1 with the record that the self-efficacy variable (X1) has a fixed value.

1. The (partial) t test was processed using SPSS Version 25 software, the regression model can be said to have a significant positive effect between the independent variables on the dependent variable, if the significance value of $t \leq 0.05$ or can be seen through the comparison of t count and t-table when t count $\geq$ t-table. In table 4 it can be seen that the significance value in the self-efficacy variable (X1) is 0.000 which is less than ≤ 0.05 and has a t-value of 5.175 which means it is greater than the t-table value of ≥ 1.983. So, it can be concluded that the self-efficacy variable (X1) has a significant positive effect on the career maturity variable (Y) in final year students of the Management study program. After that, the significance value of the locus of control variable (X2) is 0.000, which is less than ≤ 0.05, and has a t-count value of 4.590, which means it is greater than the t-table value, which is ≥ 1.983. So, it can be concluded that the locus of control variable (X2) has a significant positive effect on the career maturity variable (Y) in final year students of the Management study program.

2. The F test (simultaneous) was processed using SPSS Version 25 software, the regression model can be said to have an influence, namely the independent variables simultaneously (simultaneously) have a significant positive effect on the dependent variable, if the significance value of $F \leq 0.05$ or can be seen through the comparison of F count and F-table when F count $\geq$ F-table. In table 4 it can be seen that the F significance value is 0.000 which is less than ≤ 0.05 and has a calculated F value of 65.979 which means it is greater than the F-table value which is ≥ 3.086. So, it can be concluded that the variable self efficacy (X1) and locus of control (X2) simultaneously or simultaneously have a significant positive effect on the career maturity variable (Y) in final year students of the Management study program.

3. The coefficient of determination is processed using SPSS Version 25 software, when the value of r2 is close to 1, the ability to influence the independent variable is getting stronger in explaining the dependent variable, and vice versa, when the value of r2 is closer to 0, the ability to influence the independent variable is getting weaker in explaining the dependent variable. In table 4 it can be seen that the r-square value or the coefficient of determination is 0.569 (56.9 per cent). So it can be concluded that the variable self efficacy (X1) and locus of control (X2) is able to explain the career maturity variable (Y) of 56.9 per cent while the remaining 43.1 per cent is explained by other factors not examined or not included in this research.

5 Discussion

Hypothesis 1. Based on the results of the hypothesis testing process, the first hypothesis (H1) is declared accepted. Through evidence that the variable self-efficacy has a significant positive effect on the maturity of career determination in final year students of the Management study program. In other words, the more self-efficacy they have, the career maturity of final year students will also increase. This is in line with research conducted by Wiharja, et al which states that self-efficacy can significantly influence career maturity or student work readiness, through a level of unidirectional relationship and high influence [5]. Basically, self-efficacy is the level of confidence or belief in one's ability to complete tasks or achieve the goals to be achieved. Therefore, the level of self-efficacy possessed by students, especially final year students who have had little work experience through practical work programs, is quite crucial in influencing their career maturity, because when a student with low self-efficacy can more easily give up on challenges that affect his decisions in determining career due to lack of determination and self-confidence of students in the abilities they have. Based on the experience and information that students have, it will affect how strong self-efficacy they have in order to be able to complete various tasks or maturity processes in determining student careers. In addition, experience based on other people can be used as a reference and is useful in stimulating confidence in their abilities to achieve success in the desired career, because if students do not learn from personal experience or the experiences of other people, as a result students will experience confusion about the choice of career. as well as fear before undergoing the task of career development himself. When students feel mature about their abilities and skills so that they can increase their hopes for a career [23]. Thus, students must believe in their abilities and improve their abilities and skills in order to be able to complete various career development tasks and have maturity and adapt in determining the career they want to achieve.

Hypothesis 2. Based on the results of the hypothesis testing process, the second hypothesis (H2) is declared accepted. Through evidence that the locus of control variable has a significant positive effect on the maturity of career determination in final year students of the Management study program. In other words, the increasing locus of control they have, the career maturity of final year students will also increase, this is in line with research conducted by Nuryatin which states that there is a significant positive relationship between locus of control and student career maturity [2]. Basically locus of control is a form of belief in events or results that have occurred derived from the effort issued or external reinforcement, when viewed from the results of the questionnaire obtained respondents are more dominant in internal locus of control where they believe that the effort they have what they spend will be proportional to the results achieved, but even from an external perspective they still believe that the form of reinforcement in the form of hopes for luck or family can stimulate the results achieved. One of the important factors that can affect one's career maturity is family, especially parents [24]. Therefore, external forms of reinforcement cannot be underestimated and cannot be used as the dominant form of student locus of control and only used as supporting means of effort to achieve the results to be achieved, so that final year students must remain confident in their efforts and abilities to organize their behavior in carrying out the career maturity process from planning, decision making to its realization. In addition, the stronger the form of internal reinforcement students have for their efforts and control over their

behavior, the more students do not feel confused or surrender to forms of reinforcement beyond their control and will continue to strive to achieve maturity in the desired career. Thus, both internal and external locus of control has a significantly positive influence on the career maturity in final year students of the Management study program.

Hypothesis 3. Based on the results of the hypothesis testing process, the third hypothesis (H3) was declared accepted. through proof of the statement that the two independent variables, namely self-efficacy and locus of control together (simultaneously) have a significant positive effect on the maturity of career determination in final year students of the Management study program, where when the two independent variables are implemented simultaneously it will mutually support each other in order to stimulate the process of career maturity in final year students. Thus, the stronger level of self-efficacy with higher locus of control can create a maximum career maturity process. Therefore, confidence in the ability and effort expended can support the process of student career maturity from the planning stage to the realization of the career decision that has become the goal. The results of this study are in line with the results of research conducted by Pratama which showed that the variables of self-efficacy and locus of control together have a significant positive effect on work readiness or career maturity of final year students [25].

6 Conclusion and Recommendations

Based on the results of the hypothesis testing process, it can be concluded that the results in this study are as follows.

1. Self-efficacy has a significant effect on the maturity of career determination in final year students of the Management study program. Based on the experience and information possessed by students, it can strengthen confidence in their abilities to complete various stages of career development until they reach maturity and the experience possessed by others can be used as a reference to stimulate this belief that the desired career goals can be achieved.

2. Locus of control has a significant effect on the maturity of career determination in final year students of the Management study program. A more dominant internal locus of control and external reinforcement can be used as a stimulus for the results achieved, so that final year students must remain confident in their efforts and abilities to organize their behavior in carrying out the career maturity process from planning, decision making to its realization.

3. Self-efficacy and locus of control together have a significant effect on the maturity of career determination in final year students in Management study program at one of the campuses in South Jakarta. where when the two independent variables are implemented simultaneously, they will mutually support one another in order to stimulate the career maturity process in final year students. Thus, the stronger level of self-efficacy with higher locus of control can create a maximum career maturity process.

Based on the conclusions described above, the writer can provide suggestions in the form of:

1. For students, especially at the final level, when they have planned or already have an overview of a career, they should be more active in gathering information related to the desired career as a means of supporting and adjusting their abilities.

2. Universities, especially Management study programs, are expected to further develop programs related to careers, such as developing courses such as PMDK which are more developed according to each student's major or seminar activities related to career information according to majors to increase student awareness of the importance of career maturity.

3. The author provides suggestions to subsequent researchers that this research needs to be re-tested to see its consistency, and future researchers can add other predictors which are indicated to affect student career maturity.

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