

## **The Effect of Social Support and Self-Efficacy on Career Decision-Making of Final-Year Students at Aisyiyah University of Yogyakarta**

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### **ABSTRACT**

This study aims to examine how social support and self-efficacy influence the career choices of students currently completing their studies at Aisyiyah University, Yogyakarta. This study used a quantitative method with a correlational approach and involved 101 students selected through purposive sampling. Data were analyzed using multiple linear regression. The findings of this study indicate that social support and self-efficacy have a significant influence on career choices. Social support has a greater impact than self-efficacy. Together, these two factors explain 65.5% of the change in students' career decisions.

**Keywords :** Social Support, Self-Efficacy, Career Decision Making

### **INTRODUCTION**

Students are human resources with the opportunity to gain competitive work experience. According to Martadinata (in Purnomo, 2024), students are individuals studying at higher education institutions, both public and private. After completing their university education, students will face intense competition in the workforce.

Dewantri and Soetjningsih (Purnomo, 2024) stated that when preparing to enter the job market, students often face various challenges and difficulties stemming from internal and external factors that negatively impact each individual. With the increasing population, job opportunities are decreasing, so college graduates are expected to possess adequate soft and hard skills (Sakawali, 2022).

A study indicates that the high demand is evident in the fact that 91% of employers believe university graduates are not fully prepared for work after completing their education, as revealed by Rachmawati (Putra et al., 2023). This highlights the importance of career preparation and the ability to make informed decisions to face future challenges. The Indonesian Central Statistics Agency (BPS) recorded in February 2023 that the unemployment rate among Diploma I/II/III graduates reached 5.91%, while for Diploma IV, Bachelor's, Master's, and Doctoral graduates it was 5.52% (Runiasari, 2023). In the Yogyakarta Special Region (DIY), BPS recorded approximately 79,000 individuals, or 3.48%, were unemployed in February 2023 (Yohanes, 2023). This indicates that many university graduates are still unprepared to enter the workforce, and the data also reveals that many are still looking for work or are unemployed.

According to Putri (2023), one of the reasons why many university graduates have difficulty finding work is because they experience difficulties in determining their career path. Yunitri & Jatmika (Kurniasari, 2018) explain that this situation can occur because students do not have the opportunity to express their views or change their choices before completing their education, so people in the final stages of their studies need to carefully estimate how long they will depend on choosing their future career steps.

According to Betz and Taylor (Intan, 2023), an individual's ability to successfully complete career tasks involves a decision-making process, which includes setting goals, gathering job information, solving problems, planning a career, and conducting self-evaluation before making a choice. Gati, Krausz, and Osipow (Hasdayanti & Thalib, 2024) explain that in career decision-making, individuals must be aware of the value of various career options, be able to realize these options, and be able to make the right choice by following steps that suit their character.

(Hikmawan 2021) explains that the steps a person takes to choose a career path are known as career decision-making. Krumboltz, Mitchell & Jones (Hikmawan, 2021) provide three examples of the career decision-making process: improving the quality of education, encouraging students to improve their academic performance, and moving from a previous position.

Patton and McMahon (Hikmawan, 2021) stated that self-confidence is one of the elements influencing career choice. Research conducted by Wijayanti in 2019 indicated that the way people make career decisions can influence students' future work readiness, encompassing various aspects. Psychological capital encompasses elements such as self-confidence, positive attitudes, resilience, and optimism. Furthermore, work skills encompass abilities, self-development, career search, and time management. Gaining support from others also plays a crucial role (as stated by Istychomah and Warastri, 2022).

Bosscher and Smit (Raihan, 2021) stated that self-efficacy refers to an individual's belief in their ability to organize and carry out the necessary actions to achieve desired outcomes from the various challenges they face. According to Kasyfillah (2021), self-efficacy relates to a person's belief in their potential and the belief that certain outcomes can be achieved through effort, which ultimately influences an individual's behavior.

Alwisol (Aprilia, 2018) states that self-confidence or self-efficacy is how a person views their ability to perform under certain conditions. Bandura argues that self-efficacy influences an individual's career choices (Hikmawan, 2022). According to Bandura, self-efficacy impacts how people cope with different pressures in various situations. Four main factors can influence a person's level of self-efficacy: personal success experiences, observations of others' experiences, social support, and physical and emotional conditions. These elements are crucial in determining a person's confidence when facing challenges or difficulties (Amin et al., 2021). Ismail and colleagues (2025) in their study highlighted a significant relationship between social support, which includes assistance from family, friends, and the community, and levels of self-efficacy and anxiety when entering the workforce. The findings showed that when students experienced greater social support and self-efficacy, their anxiety about the job market decreased.

According to Sarafino (Ramadhan, 2023), social support consists of four main types: emotional support, esteem support, instrumental support, and informational support. On the other hand, Myer mentions three main factors that encourage individuals to provide social support: empathy, social exchange, and prevailing norms and values in society (Amiliya, 2020). Emotional support encompasses aspects such as attention, concern, empathy, motivation for others, and positive evaluation. Esteem support takes the form of expressions of approval and positive evaluation of others' thoughts, feelings, and actions. Practical support is direct assistance, such as financial or material assistance and daily necessities needed by the individual. Meanwhile, informational support includes providing advice, suggestions, direction, and relevant information for the individual.

Sarafino (Sitanggang, 2023) states that social support is a way for individuals to show affection, recognition, comfort, or assistance to others, both individually and in groups. On the other hand, Hirschi (Izzudin, 2022) argues that social support plays a significant role in predicting how individuals adapt to their careers while studying, and this will influence future levels of life satisfaction.

Previous research conducted by Hikmawan in 2022, entitled "The Relationship between Family Support and Self-Confidence in Final-Students' Career Decisions," showed a positive and significant relationship between family support and self-confidence and career choice. These findings illustrate that both factors contribute to students' career decisions at the end of their studies.

In his previous research, Hikmawan focused on measuring the variable "Family support." However, the current research focuses on "Social support." The previous research was conducted at Mummadiyah University Surakarta, targeting final year students in the psychology faculty, involving 119 participants. Meanwhile, the current research took place at Aiyisyah University Yogyakarta and involved all final year students with a total sample of 97 participants.

## **LITERATURE REVIEW**

### **Career Decision Making**

The process of making career decisions occurs when someone chooses a job or career path for the future. This choice is influenced by the individual's understanding of their interests, values, and abilities. Betz & Taylor (Intan, 2023) state that career decisions involve several interrelated elements, namely: Self-assessment, which includes assessing personal goals, skills, interests, and values. Career information, which means access to data about various jobs. Goal setting, which is the ability to set career goals based on self-assessment. Planning, which includes concrete steps to achieve those goals. Problem solving, which is the ability to face career challenges with creative solutions.

### ***Self-Efficacy***

Self-efficacy, or self-effycacy, is a person's belief in their ability to do what is necessary to achieve a goal or handle a given situation. Bosscher and Smit (Raihan, 2021) state that self-effycacy consists of three aspects. First, initiative, which indicates a person's desire to take action first and relates to an individual's readiness to face various situations. Second, effort,

which describes an individual's desire to improve their behavior. Third, resilience, which is a person's attitude when facing various obstacles. In this case, an individual can achieve predetermined goals and feel confident when facing unexpected challenges.

### Social Support

Social support is the type of assistance an individual receives from those around them, such as family, friends, partners, teachers, or the community. This type of support can include emotional support, information, recognition, and financial assistance, all aimed at helping people cope with stress and improve their mental health. According to Sarafino (Rifati et al., 2018), social support consists of several aspects, including emotional support involving expressions of empathy, attention, and concern; esteem support in the form of respect, encouragement to develop, and approval of an individual's thoughts or feelings; instrumental support provided as direct assistance to those in need, such as those affected by disasters; and informative support including providing advice, feedback, and input.

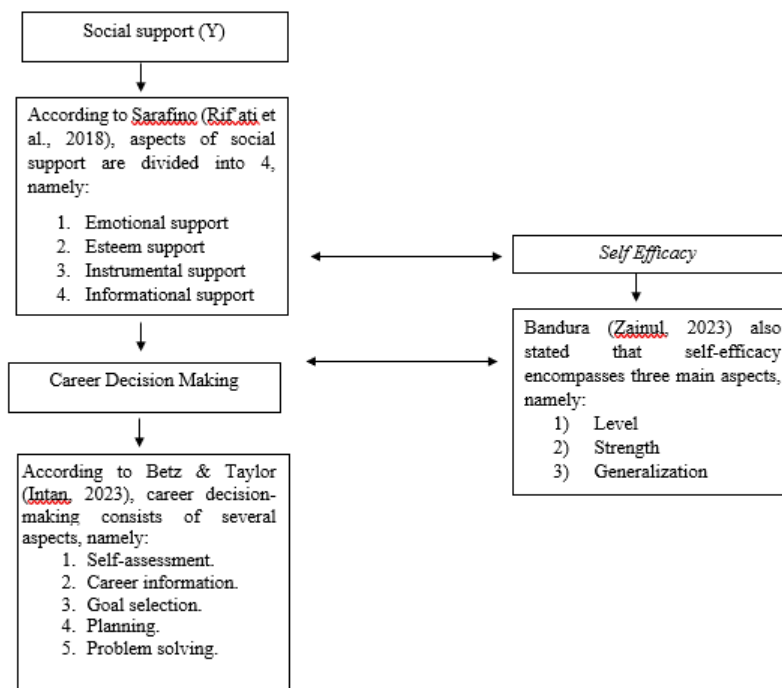


Figure 1. Conceptual Framework

### RESEARCH HYPOTHESIS:

- 1) H1: There is a relationship between social support and career decision-making among final-year students at UNISA. This indicates that the greater the social support received, the better the career decisions they make.
- 2) H2: There is a positive effect of self-efficacy on career decision-making among final-year students at UNISA. This indicates that the higher the level of self-efficacy students have, the more appropriate their career decisions will be.

- 3) H3: There is a significant relationship between social support and self-efficacy on career decision-making. High levels of social support and self-efficacy lead to better future career decisions. However, low levels of both factors lead to worse career decisions.

## **METHODS**

This study uses a quantitative method. (Sugiyono, 2019) states that the quantitative approach is based on the principle of positivism. This method aims to analyze a specific population or sample and test existing hypotheses. In the process, data is collected using research tools and then analyzed both quantitatively and artistically, with a focus on testing predetermined hypotheses. This research will apply a quantitative design with a correlational approach, to explore the influence of three variables: career choice, self-confidence level, and social support among final-year students at UNISA Yogyakarta.

### **Sampling method**

Azwar (2022) stated that a research sample is part of a population. Samples are taken from the population, although the samples taken do not necessarily reflect the characteristics of the population completely (Azwar, 2022). The purpose of sampling is to obtain more accurate data, while remaining relevant to the population being studied (Prihastuty, 2023). In this case, the researcher used a purposive sampling technique, where the sampling method is based on certain criteria or considerations, meaning the sample is taken based on predetermined criteria (Sugiyono, 2024). The researcher distributed questionnaires to all students currently completing their studies at UNISA Yogyakarta and meeting the predetermined criteria. The characteristics of the sample in this study include: final-year students at UNISA Yogyakarta, aged between 21 and 25 years, consisting of men and women.

### **Data collection**

The initial step that needs to be taken is preparing a measuring instrument. In psychology, a measuring instrument refers to an instrument used for quantitative research. This tool will provide data in the form of scores or numbers within certain limits (Sugiyono, 2017). Researchers in this study used a specially designed measuring instrument based on various factors. The instrument used in this study was the Likert scale. The equipment and data collection methods in this study included three scales: a) a scale for career decision-making, b) a scale for measuring self-confidence, c) a scale for assessing social support. These three scales will be included in the questionnaire that will be distributed to the research respondents.

#### **1) Career Decision Making Scale**

This scale model uses a scale structure with five assessments, namely 5, 4, 3, 2, 1. Where for favorable statements respondents will be faced with statements Strongly Agree (SS) with a value of 5, Agree (S) with a value of 4, Undecided (RG) with a value of 3, Disagree (TS) with a value of 2 and Strongly Disagree (STS) with a value of 1. Meanwhile, for Unfavorable statements respondents will be expected with statements Strongly Agree (SS) with a value of 1, Agree (S) with a value of 2, Undecided (RG) with a value of 3, Disagree (TS) with a value of 4 and Strongly Disagree (STS) with a value of 5 (Sugiyono, 2024). The following is the career decision-making scale before the trial.

**Table 1. The following is the career decision-making scale before the trial**

No	Aspect	Behavioral indicators	f		Amount	Weight (%)
			Favorite	Unfav		
1	Self-assessment	involves evaluating personal goals, skills, interests, and values.	1,11,21,31	6,16,26,36	8	20%
2	Career information	which includes access to information about jobs.	2,12,22,32	7,17,27,37	8	20%
3	Destination selection	namely the ability to set career goals according to self-assessment.	3,13,23,33	8,18,28,38	8	20%
4	Planning	which involves concrete steps to achieve goals.	4,14,24,34	9,19,29,39	8	20%
5	Problem solving	namely the ability to overcome challenges in career with creative solutions.	5,15,25,35	10,20,30,40	8	20%
<b>Total</b>			<b>20</b>	<b>20</b>	<b>40</b>	<b>100%</b>

Before the trial, the number of career decision-making scales was 40, with each favorable number being 20 and the number of unfavorable being 20. However, after the trial, there were 5 items that were dropped so that the total number of items became 35 with each favorable number being 20 and the number of unfavorable being 15. The following table shows the distribution of items after the trial.

**Table 2. The following table shows the distribution of items after the trial**

No	Aspect	Behavioral indicators	f		Amount	Weight (%)
			Favorite	Unfav		
1	Self-assessment	involves evaluating personal goals, skills, interests, and values.	1,11,21,31	6,16,26	7	20%
2	Career information	which includes access to information about jobs.	2,12,22,32	7,17,27	7	20%
3	Destination selection	namely the ability to set career goals according to self-assessment.	3,13,23,33	8,18,28	7	20%
4	Planning	which involves concrete steps to achieve goals.	4,14,24,34	9,19,29	7	20%
5	Problem solving	namely the ability to overcome challenges in career with creative solutions.	5,15,25,35	10,20,30	7	20%
Total			20	15	35	100

## 2) Self-efficacy Scale

This scale model uses a scale structure with five assessments, namely 5, 4, 3, 2, 1. Where for favorable statements respondents will be faced with statements Strongly Agree (SS) with a value of 5, Agree (S) with a value of 4, Undecided (RG) with a value of 3, Disagree (TS) with a value of 2 and Strongly Disagree (STS) with a value of 1. Meanwhile, for Unfavorable statements respondents will be expected with statements Strongly Agree (SS) with a value of 1, Agree (S) with a value of 2, Undecided (RG) with a value of 3, Disagree

(TS) with a value of 4 and Strongly Disagree (STS) with a value of 5 (Sugiyono, 2024). The following self-efficacy scale before the trial can be seen in the following table.

**Table 3. The following self-efficacy scale before the trial can be seen in the following**

No	Aspect	Behavioral indicators	f		Amount	Weight (%)
			Favorite	Unfav		
1	<i>Initiative</i> ,	is the individual's willingness to behave first, this refers to the individual's behavior to be ready to face a situation.	1,7,13,19 ,25,31,37,43, 49	4,10,16,22 ,28,34,40,46,5 2	18	34.6 %
2	<i>Effort</i> ,	an individual's willingness to make an effort to improve his or her behavior.	2,8,14,20 ,26,32,38,44, 50,	5,11,17,23 ,29,35,41,47	17	32.6 %
3	<i>Persistence</i>	An individual's attitude when facing existing difficulties. In this case, the individual is able to achieve goals and feels capable of facing unexpected problems and is confident in their own abilities.	3,9,15,21 ,27,33,39,45, 51	6,12,18,24 ,30,36,42,48	17	32.6 %
<b>Total</b>			<b>27</b>	<b>25</b>	<b>52</b>	<b>100%</b>

Before the trial, the number of self-efficacy scales was 52, with each favorable number being 27 and the number of unfavorable being 25. However, after the trial, there were 4 items that were dropped, so the total number of items became 48, with each favorable number being 24 and the number of unfavorable being 24. The following table shows the distribution of items after the trial.



**Table 4. The following table shows the distribution of items after the trial**

No	Aspect	Behavioral indicators	f		Amount	Weight (%)
			Favorite	Unfav		
1	<i>Initiative,</i>	is the individual's willingness to behave first, this refers to the individual's behavior to be ready to face a situation.	1,7,13,19,25,31,37,43	4,10,16,22,28,34,40,46	16	33.3%
2	<i>Effort,</i>	an individual's willingness to make an effort to improve his or her behavior.	2,8,14,20,26,32,38,44	5,11,17,23,29,35,41,47	16	33.3%
3	<i>Persistence</i>	An individual's attitude when facing existing difficulties. In this case, the individual is able to achieve goals and feels capable of facing unexpected problems and is confident in their own abilities.	3,9,15,21,27,33,39,45	6,12,18,24,30,36,42,48	16	33.3%
<b>Total</b>			<b>24</b>	<b>24</b>	<b>48</b>	<b>100</b>

### 3) Social Support Scale

This scale model uses a scale structure with five assessments, namely 5, 4, 3, 2, 1. Where for favorable statements respondents will be faced with statements Strongly Agree (SS) with a value of 5, Agree (S) with a value of 4, Undecided (RG) with a value of 3, Disagree (TS) with a value of 2 and Strongly Disagree (STS) with a value of 1. Meanwhile, for Unfavorable statements respondents will be expected with statements Strongly Agree (SS) with a value of 1, Agree (S) with a value of 2, Undecided (RG) with a value of 3, Disagree (TS) with a value of 4 and Strongly Disagree (STS) with a value of 5 (Sugiyono, 2024). The following career decision-making scale for the trial can be seen in the following table.

**Table 5. The following career decision-making scale for the trial can be seen in the following table**

No	Aspect	Behavioral indicators	Item		Amount	Weight
			Favorable	Unfavorable		
1	Emotional support	expressions of empathy, care and attention.	1,9,17,25,33	5,13,21,29,37	10	25%
2	Award support	expressions of respect or positive appreciation, encouragement or agreement with an individual's ideas or feelings and positive comparisons with others.	2,10,18,26,34	6,14,22,30,38	10	25%
3	Instrumental support	provide direct assistance to victims of natural disasters	3,11,19,27,35	7,15,23,31,39	10	25%
4	Informative support	provide input or suggestions and feedback	4,12,20,28,36	8,16,24,32,40	10	25%
<b>Total</b>			<b>20</b>	<b>20</b>	<b>40</b>	<b>100%</b>

Before the trial, the number of social support scales was 40, with each favorable number being 20 and the number of unfavorable being 20. However, after the trial, 8 items were dropped, so the total number of items became 32, with each favorable number being 16 and the unfavorable number being 16. The following table shows the distribution of items after the trial.

**Table 6. The following table shows the distribution of items after the trial**

No	Aspects	Behavioral indicators	Item		Amount	Weight
			Favorable	Unfavorable		
1	Emotional support	expressions of empathy, care and attention.	1,9,17,25	5,13,21,29	8	25%
2	Award support	expressions of respect or positive appreciation, encouragement or agreement with an individual's ideas or feelings and positive comparisons with others.	2,10,18,26	6,14,22,30	8	25%
3	Instrumental support	provide direct assistance to victims of natural disasters	3,11,19,27	7,15,23,31	8	25%
4	Informative support	provide input or suggestions and feedback	4,12,20,28	8,16,24,32	8	25%
<b>Total</b>			<b>16</b>	<b>16</b>	<b>32</b>	<b>100</b>

### Data Analysis Techniques

1. Validity assesses how effectively a tool functions properly and accurately (Azwar, 2017). A measuring tool is considered to have high validity if it can provide accurate and precise results and can accurately identify small differences in the objects being measured (Azwar, 2017).
2. Reliability testing, according to Azwar (2019), evaluates the extent to which a measurement method can be trusted to produce valid results. A tool is said to be reliable if, when used repeatedly on the same object, it produces consistent data (Sugiyono, 2015).

#### a) Career Decision Making Scale

At the career decision-making level, researchers will conduct reliability testing by involving expert opinion. A study is considered reliable if the Cronbach's Alpha value reaches 0.7 or higher. After the reliability testing is conducted, the results of the Cronbach's Alpha value will be used to measure the instrument's consistency on the intended scale.

**Table 7. career decision-making reliability test**

<b>Variables</b>	<b><i>Cronbach Alpha</i></b>	<b>Information</b>
Career Decision Making	0.940	Reliable

Based on the table above, it shows that the Career Decision Making scale has a value of *Cronbach Alpha* of 0.940, which means that this scale has a high reliability value.

b) Self-efficacy scale

In the Self-Efficacy measure, researchers will examine reliability by relying on expert opinion. A study is considered reliable if the *Cronbach Alpha* value reaches 0.7 or higher. After conducting the reliability test, the results of the *Cronbach Alpha* value will be used to measure the consistency of the measuring instrument on that scale.

**Table 8. self-efficacy reliability test**

<b>Variables</b>	<b><i>Cronbach Alpha</i></b>	<b>Information</b>
<i>Self-Efficacy</i>	0.949	Reliable

Based on the table above, it shows that the Self Efficacy scale has a value *Cronbach Alpha* of 0.947, which means that this scale has a high reliability value.

c) Social support scale

In the Social Support measure, researchers will verify reliability by relying on expert opinion. A study is considered credible if the *Cronbach Alpha* value reaches 0.7 or higher. After conducting reliability testing, the results of the *Cronbach Alpha* value will be used to measure the consistency of the scale's measurement tool.

**Table 9. social support reliability test table**

<b>Variables</b>	<b><i>Cronbach Alpha</i></b>	<b>Information</b>
Social Support	0.927	Reliable

Based on the table above, it shows that the Social Support scale has a value *Cronbach Alpha* of 0.927, which means that this scale has a high reliability value.

2. Normality Test According to Ghazali (2018), the normality test aims to determine whether the independent and dependent variables in a regression model follow a normal distribution. If the variables do not follow a normal pattern, the results of the statistical analysis may be inaccurate. In conducting the data normality test, the method that can be used is the One Sample Kolmogorov Smirnov, where if the significance value exceeds 0.05, then the data is considered to conform to a normal distribution. Conversely, if the significance value is below 0.05, then the data is considered not to follow a normal distribution.
3. Ghazali (2018) explains that the purpose of a multicollinearity test is to evaluate whether there is a relationship between independent variables in a regression model. This test is

important for understanding the relationship between independent variables, as multicollinearity can increase sample variability. This results in a higher standard error, so the t-value obtained is often smaller than the t-value found in the table when testing the coefficients.

4. The linearity test aims to evaluate whether there is a meaningful linear relationship between two variables (Raharjo, 2021). This step is performed using the linearity feature in SPSS 22 for Windows. If the p-value (F Linearity) is below 0.05 and the p-value (deviation from linearity) is above 0.05, then one of the conditions has been met and the data is considered linear.
5. Multiple linear regression testing, described by Sugiyono in 2018, is utilized by researchers to predict differences in variables of interest. This approach is applied when there are at least two independent variables. In this analysis, more than one independent variable aims to influence a single dependent variable. The objective of this analysis is to determine whether the independent variables, namely Social Support (X1) and Self-Efficacy (X2), influence the dependent variable, namely Career Decision Making (Y).
6. The F-test (Combined Test) is a method for assessing independent variables simultaneously, with the aim of understanding the impact of all independent variables on the dependent variable. In this study, R-Studio software was used to perform the F-test analysis, focusing on the summary table to find the P-value. If the P-value is greater than 0.05 and the calculated F-value is below the F-table, then H0 cannot be rejected. This indicates that overall, the independent variables have no effect on the dependent variable.
7. The T-test (Individual Test) is used to assess each estimated parameter in a regression model separately, namely to understand how much influence the independent variable (X) has on the dependent variable (Y). This indicates whether the regression coefficients and constants in the multiple linear regression model can represent or not. In this study, the T-test analysis was carried out using R-Studio, by paying attention to the values that appear in the R-Studio results in the  $Pr(> |t|)$  column. If the P-value or  $Pr(> |t|)$  is smaller than T table, then H0 is rejected, which means the i-th independent variable has a significant influence on the dependent variable.
8. R-Square (Coefficient of Determination) The purpose of this test is to evaluate how well the model can explain the variation in the dependent variable. If the R2 value is low, it indicates that the independent variable has a very minimal impact in explaining the variation of the dependent variable. In R Studio software, the coefficient of determination or R2 is displayed as an Adjusted R-squared value, because this value is relevant when there is more than one independent variable, then the R2 value is multiplied by 100%.

## RESULTS

### Calculation results

**Table 10. Calculation results**

Variables	Number of AITEMs	Score			
		Min	Max	Mean	Elementary School
<b>X1</b>	32	32	160	96	21

<b>X2</b>	48	48	240	144	32
<b>Y</b>	35	35	175	105	23

a) Categorization of Career Decision Making

**Table 11. Categorization of Career Decision Making**

Category	Score Range	Amount	Presentation
<b>Low</b>	82	1	1.0%
<b>Currently</b>	128	27	26.7%
<b>Tall</b>	139	73	72.3%
<b>Total</b>			100%

b) Self-Efficacy Categorization

**Table 12. Self-Efficacy Categorization**

Category	Score Range	Amount	Presentation
<b>Low</b>	112	3	3.0%
<b>Currently</b>	176	24	23.8%
<b>Tall</b>	191	74	73.3%
<b>Total</b>			100%

c) Categorization of Social Support

**Table 13. Categorization of Social Support**

Category	Score Range	Amount	Presentation
<b>Low</b>	75	3	3.0%
<b>Currently</b>	117	13	12.9%
<b>Tall</b>	127	85	84.2%
<b>Total</b>			100%

Normality Test

**Table 14. Normality Test**

	Unstandardized Residual
<b>N</b>	101
<b>Asymp. Sig. (2-tailed)</b>	.136

Based on the significance value of 0.136, it can be interpreted that the variables of career decision making, social support and self-efficacy are normally distributed.

Multicollinearity test

**Table 15. Multicollinearity test**

Model	Collinearity Statistics	
	Tolerance	VIF
<b>Social support</b>	.679	1,474
<b>Self-Efficacy</b>	.679	1,473

It can be seen that social support has a tolerance value of  $0.697 > 0.100$ , meaning that there is no multicollinearity between the variables of social support and career decision-making. Meanwhile, the VIF value is known to be 1.473, this value is  $<10.00$ , meaning that there is no multicollinearity between the variables of social support and career decision-making.

### Linearity test

A linearity test is conducted to determine whether there is a relationship between the independent and dependent variables. A linearity test is considered linear if the significance value (p-value) is  $<0.05$ .

**Table 16. Linearity Test**

ANOVA Table			sig
Career decision making	<i>Deviation from Linearity</i>		.000
and social support			

Based on the significance value of  $0.000 < 0.05$ , it can be concluded that the career decision-making variable has a relationship with the social support variable so that the data is considered linear.

**Table 17. Linearity Test**

ANOVA Table			sig
Career decision making and	<i>Deviation from Linearity</i>		.000
self-efficacy			

Based on the significance value of  $0.000 < 0.05$ , it can be concluded that the career decision-making variable has a relationship with the Self-Efficacy variable, so the data is considered linear.

### Hypothesis testing

#### a) Multiple Linear Regression Test

**Table 18. Multiple Linear Regression Test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30,393	8,392		3,622	.000
	SOCIAL SUPPORT	.669	.072	.657	9,235	.000
	SELF EFFICACY	.124	.037	.235	3,307	.001

The results of the multiple linear regression analysis show that the variables of social support (X1) and self-efficacy (X2) have a significant impact on the dependent variable. The constant value of 30.393 states that if variables X1 and X2 have a value of 0, then the value of the dependent variable is 30.393. The regression coefficient for the variable

of social support (X1) of 0.669 indicates that a 1 unit increase in social support will result in a 0.669 unit increase in the dependent variable. On the other hand, the regression coefficient for the variable of self-efficacy (X2) of 0.124 indicates that every 1 unit increase in self-efficacy will cause an increase of 0.124 units in the dependent variable.

**b) T-test**

If the sig value  $< 0.05$  then variable X has an influence on variable Y. If T-count  $< t$ -table then there is a partial influence between variables X and Y. T-table value = 1.660

**Table 19. T-test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30,393	8,392		3,622	.000
	SOCIAL SUPPORT	.669	.072	.657	9,235	.000
	SELF EFFICACY	.124	.037	.235	3,307	.001
a. Dependent Variable: PKK						

X1: has a sig value of 0.000  $< 0.05$ , so it can be interpreted that the social support variable has an influence on career decision making.

X2: has a sig value of 0.001  $< 0.05$ , so it can be interpreted that the self-efficacy variable has an influence on career decision making.

T-count:

- X1 : 9,235
- X2 : 3.307

It can be concluded that the variables of social support and self-efficacy have a partial or individual influence on career decision-making variables.

**c) F test**

If the sig value is  $< 0.05$  then there is a joint influence of variable X on variable Y. If the F-count value is  $< t$ -table then there is a joint influence between variables  
F-table value (6.896)

**Table 20. F-Test**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5185.390	2	2592.695	96,336	.000b



	Residual	2637.4 82	98	26,913		
	Total	7822.8 71	10 0			
a. Dependent Variable: PKK						
b. Predictors: (Constant), SELF EFFICACY, SOCIAL SUPPORT						

Overall, both partially and stimulantly, the variables of social support and self-efficacy have a joint influence on career decision making, because the Sig value is  $0.00 < 0.05$  and the F-count value = 96.336.

#### d) R Square

To see how much influence the independent variable has on the dependent variable. **The value ranges from 0-1**

**Table 21. R Square**

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.814a	.663	.656	5,188
a. Predictors: (Constant), SELF EFFICACY, SOCIAL SUPPORT				

It is known that the R Square sig value is 0.656, it can be concluded that the magnitude of the influence of the variables Social Support (X1) and Self Efficacy (X2) on career decision making (Y) is 65.5%.

## DISCUSSION

This study shows that social support has a greater influence on the career decisions of final-year college students than self-efficacy. This is not surprising in the world of education, as students, as part of a critical transition process, rely heavily on their social environment for motivation, validation, and reference. Social support from friends, family, and teachers increases self-confidence and courage when making difficult and uncertain career decisions. The influence of social support is more dominant due to the collectivist nature of Indonesian culture. Individual identities and decisions in collectivist cultures are heavily influenced by the norms, expectations, and support of their social groups. Consequently, the social legitimacy derived from this support is crucial, and can even be a major factor in students' career decision-making processes. This also supports the assertion (Sarafino 2018) that social support in the form of emotional support, appreciation, and information helps people

overcome life's challenges. Furthermore, these findings support research (Hikmawan, 2021) that found social support has a strong correlation with students' desired career goals.

*Self-Efficacy* While social support is not as powerful as it is, it also plays a crucial role in career decision-making. Bandura (Zainul, 2023) states that people who are confident in their abilities are typically more resilient when facing various career challenges. They are also able to create successful plans and persist despite obstacles. A study by Putra and colleagues (2023) found that self-efficacy is a significant factor influencing college graduates' job readiness.

If the influence of self-efficacy is smaller than that of social support, there may be measurement biases, such as social curiosity bias. Students are more likely to express or evaluate themselves based on perceived social expectations. As a result, their self-reported levels of self-efficacy may underrepresent their true psychological state. Furthermore, because self-efficacy, as an internal variable, tends to be more abstract and subjective, it is difficult to measure accurately without using more precise measurement methods and data triangulation. This aligns with Bandura's theory that self-efficacy can change depending on context and specific experiences, thus potentially having a more diverse impact on career decisions.

The F-test results show that two independent variables, social support and self-confidence, collectively influence the career choice process. More than half of the difference in students' ability to determine their careers can be caused by these two variables, according to the R Square figure of 0.656 (65.5%). Other factors, such as interests, character, and financial situation, influence 34.5%. This indicates that students with good social support and high self-confidence will be better able to consider career decisions better. Therefore, it can be concluded that social support as an external factor and independence as an internal factor have a significant influence on the quality of career decisions made by students.

This study recommends that universities and higher education institutions improve their career guidance and counseling programs. Universities can conduct training focused on boosting student self-confidence and creating a supportive social environment among students, teachers, and alumni. However, this study suffers from limitations due to the limited number of respondents and its focus on a single university. Consequently, the results cannot be broadly applied. Therefore, future research should be more comprehensive and representative by increasing the number of participants and using mixed methods.

## CONCLUSION

Social support from the surrounding environment has a positive and significant impact on students' career decisions. Students who receive support from friends, family, and teachers demonstrate confidence, desire, and courage when determining their career path. Furthermore, self-confidence or independence also has a significant positive impact on career decisions; however, this impact is smaller than social support. Together, these two components contribute approximately 65.5% of the variation in students' career decision-making. Other factors, such as interests, character, and financial circumstances, influence the remainder. Therefore, the interaction between external factors, such as social support, and internal factors, such as beliefs, significantly influences students' career decisions.

## LIMITATION

Based on the research findings, the researcher provides several recommendations. For final-year students, it is recommended that they increase their self-confidence by honing their personal potential and broadening their experience through organizations, internships, or career training. Strong self-confidence will help students make better career decisions. Family, friends, and the social environment are expected to provide emotional support, appreciation, information, and assistance relevant to students' career needs. Continuous support will increase students' confidence and motivation in choosing a career path. For Aisyiyah University Yogyakarta students, it is hoped that career counseling and guidance services can be strengthened, for example through seminars, workshops, training, and soft skills development that help students recognize their potential and understand the world of work. For future researchers, it is hoped that other variables that can influence career decision-making, such as interests, personality, economic situation, or work environment, can be added.

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