Antecedent Factor on Career Success

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ABSTRACT

The purpose of this research is to determine and analyze the influence of self-motivation, self-efficacy, and career planning on career success. This research was conducted by FEB alumni who had completed a tracer study and provided testimonials while studying at FEB UMM. The sample was taken from 5% of the 2300 population, namely 165. The technique for determining the sample was to distribute questionnaires via Google Forms to all respondents contacted via WA and Cloud. After 165 questionnaires were filled, the data collection process was stopped. The analytical tool used is multiple regression with SPSS. The research results show that self-motivation does not affect career success, while self-efficacy and career planning positively affect career success.

Introduction

Decree of the Minister of Education, Culture, Research, and Technology Number 210/M/2023 on 25 July 2023 contains two assessments of higher education performance indicators, namely the main performance indicators of higher education institutions and the main indicators of higher education service institutions. One of the contents of the main performance indicators for higher education emphasizes the role of higher education in preparing students to be able to work become entrepreneurs or study further less than 12 months after graduating. This decision is a form of the ministry's support for students that the final result of studying at university is achieving the desired career as a form of career success for students. This decision applies to men and women, however (Inda et al., 2013) state that women have lower beliefs and interests in self-efficacy than men. Apart from that, many job seekers usually choose more than one job, Aquilina (2013). Everything this job seeker does is to achieve a successful career.

Career success is a student's ability to realize the desired career, namely obtaining a job that suits their wishes, obtaining appropriate compensation, and greater career development opportunities. A student's career success not only has an

impact on himself but also on the institution where he studies. For students, it is a form of self-actualization through the sacrifices that have been made so far, while for institutions it is a form of success in the teaching and learning process and implementation of the learning curriculum. Career success is influenced by internal and external factors, internal factors in the form of self-motivation and self-efficacy, while external factors include institutional facilities in the form of career planning for students.

Motivation is the encouragement of each individual to direct a positive attitude in achieving their desires. Motivation can be internal motivation and external motivation, internal motivation comes from oneself and external motivation comes from outside the individual. The main internal motivation processes are goals and self-evaluation of progress, self-efficacy, social comparison, values, outcome expectations, attribution, and self-regulation (Schunk & DiBenedetto, 2020). Self-motivation is a student's will and desire to realize all their wishes and hopes, especially those related to their desired career. Strong motivation within an individual can influence performance, as stated by Ryan & Deci (2020), autonomous motivation is positively related to optimal individual functioning (Gagné et al., 2015).

Self-efficacy as an internal factor that drives career success is needed in realizing career success. Self-efficacy is a person's belief or confidence in his ability to master conditions and carry them out successfully. Self-efficacy influences career planning (Hermawati & Hariastuti, 2020). One of several internal factors that influence career planning is self-efficacy.

Student career planning is the activities carried out by universities to prepare and facilitate student careers. As is known, every student hopes to realize his career by choosing studies that suit his interests in higher education. Interest in both exact and social fields of study is sharpened through the teaching and learning process which will result in scientific mastery or hard skills. In practice, hard skills alone are not sufficient to enter the world of work and further study, so they need to be equipped with soft skills and attitudes. The problem is that not all students understand and realize the importance of this, so many people regret when they cannot meet the requirements for job vacancies, entrepreneurship, or further study scholarships that are available after completing their studies. This is not entirely the student's fault because of the limited knowledge and experience they have. This condition encourages universities to play an active role in preparing students' careers through career planning starting from the first semester to the end. Career planning that is carried out early on regarding career and, the next level of education and employment will be able to achieve an optimal career (Migdadi, 2018).

Literature Review
Effect of Self-motivation on Success Career

Self-motivation is the drive that arises within a person to achieve something. It can also be interpreted as a psychological condition in realizing goals. Motivation can shape educational and occupational choices (Wang & Degol, 2013) which shows that motivation can be the basis for determining employment. Self-motivation in achieving

career success is a person's encouragement to realize a career as planned or expected. The results of research on self-motivation in language learning show that self-motivation is proven to guide individuals through difficult times and interact positively with self-regulation in the future (Wen & Piao, 2020). Self-motivation can determine one's destiny and has a positive relationship with the amount of online learning (Barak et al., 2016), meaning that self-motivation can increase individual achievements in various things, including career achievements, and active participation in online lectures.

Motivation influences the level of company performance (Barrick et al., 2015), motivation on company performance is a combination of a collection of individual motivations in the company which consist of various self-motivations. Self-motivation is often associated with career motivation (Budhathoki & Haythornthwaite, 2013), meaning that self-motivation leads to career achievement in the future. Motivation in various aspects is directly related to performance (Omolo, 2015), the statement of the results of this research refers to what is done by individuals in companies who can achieve high performance. As in self-motivation, motivation encourages a person to achieve a goal with a strong will to make it happen.

Motivation is relevant to prospective teachers' involvement in the profession through planned effort, planned persistence, and leadership aspirations (Fokkens-Bruinsma & Canrinus, 2014). In various professions, self-motivation is needed as a factor that can support the success of a profession or career. Self-motivation interacts with choosing courses and choosing a university (Guo et al., 2015), motivation in choosing the right courses and university can determine success in choosing an appropriate career. Teacher motivation is proven to be an important factor that is closely related to student motivation, educational reform, teaching practices, as well as teachers' psychological fulfillment and well-being (Han & Yin, 2016). Intrinsic motivation is related to positive results on work results (Kuvaas et al., 2017). Self-motivation has decreased in influencing students' career decisions (Hirschi et al., 2013). (Scherrer & Preckel, 2019). Self-oriented motives are negatively correlated with satisfaction and intention to continue (Stukas et al., 2016). Self-motivation has the power to achieve predetermined goals (Morgenroth et al., 2015). High self-motivation influences the results obtained (Rothes et al., 2017). Based on the results of this research, a hypothesis can be drawn:

H1: Self-motivation effect on success career

Effect of self-efficacy on career success

Self-efficacy is an individual's belief that he can do something in a certain way successfully. Several studies show that self-efficacy influences career success, as Spurk & Abele (2014) stated that self-efficacy significantly influences objective and subjective career success. Career success not only now but also in the future. Self-efficacy directly influences an individual's determination to obtain the expected results (Lent et al., 2017).

Career self-efficacy is highly correlated with career development (Yu & Jen, 2021). Meanwhile, Cherian & Jacob (2013) link Self-efficacy to individual performance

and work-related motivation. The strongest effect found was self-efficacy on evaluated teaching performance (Klassen & Tze, 2014). Other findings reveal that self-efficacy experiences higher levels of subjective and objective career success (salary) which is supported by subjective career success (Kaushal & Vashisht, 2021). While self-efficacy was positively related to academic performance across models, conscientiousness and emotional stability were predictive of self-efficacy and performance in some analyses (Stajkovic et al., 2018).

Other research shows that self-efficacy has an indirect effect on career success. The results of the following research state that self-efficacy influences student achievement through regulations (Komarraju & Nadler, 2013). On the other hand, there is research that states that self-efficacy causes job stress, such as the results of the following research. As the significant interaction of self-efficacy and career path shows, self-efficacy has a higher impact on job stress in SCT (Troesch & Bauer, 2017). Based on the results of this research, a hypothesis can be drawn:

H2: self-efficacy effect on career success

Effect career planning on career success

Career planning is the activity of designing and preparing a student's career through creating schedules and activities that can support the achievement of the expected career. The achievement of student career planning can be seen in career suitability, speed of obtaining work, decent income, and potential for career development in the future. Career planning is one of the most important aspects of developing an individual's career and achieving career success (Atmaja, 2014).

The 21st century requires more thorough preparation for all students in adapting to the world of work, namely equipping them with knowledge and skills and a different mindset from the perspective of all members of the learning community, including students, families, teachers and administrators, business leaders, and policymakers (Soule & Warrick, 2015). Career planning can also be carried out by educational institutions through collaboration with related institutions (Mokher & Jacobson, 2021). Collaboration can be carried out in various ways, such as high-level schools with universities and universities with the world of work, where universities can accommodate high-level students and the world of work can accommodate college graduates.

Both short- and long-term student engagement is widely recognized as an important influence on achievement and learning in higher education (Kahu, 2013). Involvement in the sense of planning student activities that can support future success both in further studies and in the world of work. In addition, the use of computers and digital technology plays an important role in the development and utilization of skills and independent critical thinking (Kivunja, 2014). Student behavioral engagement in the form of a continuum of disengagement, active engagement, and passive engagement has important conceptual implications for improving student abilities (Nguyen et al., 2018). Likewise, preparation for the formation of entrepreneurship among youth can include entrepreneurial activities and the components of their success (Olugbola, 2017).

The former paradigm of modernity vocational guidance for actors, the high modernity career education organism paradigm for agents, and the contextual paradigm of post-modernity life by providing developmental tasks that are appropriate to their life stage will be able to increase their competence adaptation (Savickas, 2013). Adaptability resources and adaptive responses that have been prepared from the start contribute to positive transitions and personal functioning from adolescence to adulthood (Johnston, 2018). Career adaptability supports significantly predicting employment status and suitability in job search (Guan et al., 2013). Career Adaptability and its relationship to adaptation (i.e., learning goal orientation, proactive personality, and career optimism) that higher personal adaptive readiness is associated with better career adaptability among the younger generation (Tolentino et al., 2014).

Student career planning needs to be monitored from start to finish until students who have graduated obtain employment or further study. Various activities that can be carried out in career planning are career outreach, seminars, training, workshops, company visits, internships, mentoring, counseling, and job, and scholarship fairs. Based on the results of this research, it can be hypothesized:

H3: career planning effect on career success

Method

Procedure and participants

This type of research is quantitative research with an explanatory research approach. Explanatory research is research that explains the relationship between variables. The research design uses regression analysis tools in the SPSS 24 for Windows assistance program.

The research population is alumni who have graduated for at least 2 years and actively communicate with the FEB UMM career center via social media. The population consideration is those who have filled out the study tracer, have obtained employment or further studies, and have started pursuing their careers. The total population is 2300 and the research sample is 5%, namely 165 respondents with details of 95 coming from various regions and 70 coming from Batam. Data was collected using a questionnaire via Googleform because of the spread of respondents, Googleform was sent via WA to the entire population and if it reached 165 it was considered sufficient and data analysis would be carried out.

Table 1. Measurement

No	Variable	Indicator
1	Self-motivation is self-will to achieve goals	1. Employment 2. Income 3. Awards 4. Recognition 5. Powerful
2	Self-efficacy is an individual's ability to complete their tasks and responsibilities	1. Level 2. Strength 3. Generalization
3	Student career planning is a provisioning activity in preparing a student's career path	1. Career socialization 2. Career seminars 3. Career training

No	Variable	Indicator
		4. Career workshops 5. Internship
4	Career success is a student's ability to achieve the desired career	1. Job 2. Time 3. Wage 4. Satisfy

Anwar 2009 in Artha & Supriadi (2013) states that there are three dimensions of self-efficacy, namely; level, generality, and strength.

Research model

This research is research that combines several research results that are considered to have similarities, namely several research results. Based on the results of research on self-motivation on career success (Morgenroth et al., 2015), self-efficacy on career success, Spurk & Abele (2014), (Lent et al., 2017), (Yu & Jen, 2021) and career planning on career success (Atmaja, 2014), (Kahu, 2013) can be described as a research model as follows:
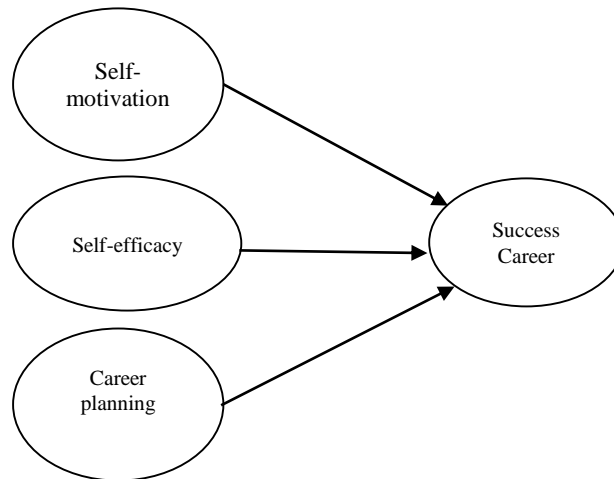

Figure 1. Research Model

Result and Discussion
Result

Table 2. Characteristic respondents

Characteristic	Men		Woman		Total
	Amount	%	Amount	%	
Gender	85		80		165
Study	9		14		23
BUMN	6		9		15
PNS	24		16		40
Non PNS	21		15		36
Entrepreneur	25		38		63
Political	4		0		4
NGO	2		5		7

From table 2 it can be explained that of the 165 respondents who answered the questionnaire, 85 were men and 80 were women, meaning there was no difference

between men and women in planning and realizing their desired careers. The number of further studies for women was 14 and for men was 9, indicating that more women chose to improve their knowledge by continuing their studies for the reason of working as teachers or lecturers. The number of people working in BUMN is 6 men and 15 women, meaning that women are more competitive in being accepted into BUMN. 24 men work as civil servants and 16 women, indicating that men have a greater chance of becoming civil servants. There are 18 men and 18 private workers in the private sector, where men indicate that men and women both have the opportunity to become private employees. There are 25 male entrepreneurs and 38 female entrepreneurs, indicating that women prefer to become entrepreneurs considering flexible working hours. The number of political workers is only 4 men, which shows that politics is synonymous with strength and challenges that require extra hard work. Meanwhile, 2 men and 5 women work in NGOs, which shows that women do not consider income when working.

Validity test

A validity test is a test to measure the validity of research questionnaires or the validity of research data so that the questionnaire can be understood by respondents and can show the degree of consistency between the research object data and the results of the notes.

Table 3. Validity test

Variable	Item	R count	R table	Explanation
Self-motivation (X1)	X1.1	0.503	0.1277	Valid
	X1.2	0.305	0.1277	Valid
	X1.3	0.449	0.1277	Valid
	X1.4	0.348	0.1277	Valid
	X1.5	0.444	0.1277	Valid
Self-efficacy (X2)	X2.1	0.479	0.1277	Valid
	X2.2	0.333	0.1277	Valid
	X2.3	0.432	0.1277	Valid
Career planning (X3)	X3.1	0.346	0.1277	Valid
	X3.2	0.458	0.1277	Valid
	X3.3	0.472	0.1277	Valid
	X3.4	0.410	0.1277	Valid
	X3.5	0.555	0.1277	Valid
Career success (Y)	Y.1	0.865	0.1277	Valid
	Y.2	0.887	0.1277	Valid
	Y.3	0.871	0.1277	Valid
	Y.4	0.912	0.1277	Valid

To find out whether the validity test results are declared valid or not, you need to compare the calculated r value with the r table. If the r calculated is greater than the r table, then the calculation results are declared valid and vice versa. Table 3 shows the results of the calculated r compared to the r table. With a sample size of 165 respondents at a significance level of 5%, the r table was obtained at 0.167. By comparing the r table of 0.167 and the calculated r in Table 3, it is found that all the calculated r are greater than the r table, so it can be concluded that all indicators are valid.

Reliability test

Reliability test is a test of indicator consistency on research variables. The accuracy of the indicator can be seen from the measured score, which has a high correlation with the actual. The reliability test is also a test to obtain information regarding the level of reliability and strength of the questionnaire in retrieving data and can be shown by the value of the Cronbach alpha coefficient.

Table 4. Reliability test

Variable	Scale mean if Item deleted	Scale variance if the item deleted	Cronbach Alpha	Explanation
Self-motivation	49.35	64.740	0,813	Reliable
Self-efficacy	57.65	92.559	0,838	Reliable
Career planning	47.79	73.107	0,805	Reliable
Career success	53.64	96.367	0,938	Reliable

The requirement for reliability is that the Cronbach alpha value is greater than 0.6 and Table 4 shows that all Cronbach alpha values are greater than 0.6, so it can be concluded that all research variables are reliable.

Multiple regression

The multiple linear regression model is a model that explains the influence of independent variables on the dependent variable as shown in table 5.

Table 5. Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.989	1.323		4.528	.000
	Self motivation	-.149	.171	-.188	-.872	.385
	Self-efficacy	.249	.256	.186	.969	.334
	Career planning	.497	.129	.546	3.853	.000

a. Dependent Variable: Career Success

Based on the analysis results in Table 5, there are constants, regression coefficients, calculated t values , and t sig values. From the coefficients and regression coefficients, the regression equation can be written as:

$$career\ success = 5,989 - 0,149\ SM + 0,256\ SE + 0,129CP + e$$

This equation shows that self-motivation has a negative effect, meaning that stronger self-motivation causes career success to decrease. Meanwhile, self-efficacy and career planning have a positive effect on career success, meaning that the stronger the self-efficacy and career planning, the greater the career success.
The calculated t value is used to determine the partial influence of each independent variable on the dependent variable, namely by comparing the calculated t value with the t table. The t-test results were used to test the hypothesis of this research. The self-motivation variable has a t count (-.872) which is smaller than the t table (.385),

meaning that self-motivation does not affect career success, thus hypothesis 1 of self-motivation has an effect on career success is rejected. Self-efficacy has a t count (.969) greater than the t table (0.334), meaning that self-efficacy influences career success, thus hypothesis 2, namely self-efficacy influences career success, is accepted. Career planning has a t count (3.853) that is greater than the t table (0.000), meaning that career planning affects career success, so hypothesis 3, namely career planning affects career success, is accepted.

Simultaneous Test (F Test)

The F test is a test of the influence of independent variables together on the dependent variable by comparing the calculated F value with the F table.

Table 6. Simultaneous test

Model		Unstandardized Coefficients		Standardized Coefficients		
		Sum of squares	Df	Mean Square	F	Sig.
1	Regreesion	514.300	3	171.433	22.206	.000b
	Residual	1242.948	161	7.720		
	Total	1757.248	164	.186		

a. Dependent Variable: Career Success
b. Predictors: (Constant), X3, X2, X1

Table 6 explains the significance value (sig) of 0.000 is less than α (0.05) which can be concluded that the variables self-motivation, self-efficacy, and career planning together have a significant/real effect on career success.

Coefficient of Determination

The coefficient of determination (R2) is a measuring tool to determine the model's ability to use variations in the dependent variable. The coefficient of determination value is between zero and 1 provided that if the value is close to 1 it means that the independent variables in explaining the dependent variable are very limited. Conversely, if the value is close to 1, it means that the independent variables provide almost all the information needed to predict variations in the dependent variable.

Table 7. Coefficient determination

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Regreesion	.514b	.293	. 279	2.779

a. Predictor: (Constant), X3, X2, X1

From Table 6 it can be explained that the R-square value is 0.514, meaning that career success is influenced by the independent variables (self-motivation, self-efficacy, and career planning) by 0.514 or 51.4%. The remaining 48.6% is influenced by other variables not used in this research. Thus, the determination of the independent variables consisting of self-motivation, self-efficacy, and career planning in the research is correct.

Discussion

From the explanations and descriptions based on the results of research data

analysis, it can be analyzed in more depth as follows:

Effect of self-motivation on career success

Based on the results of the data analysis, it shows that self-motivation does not affect career, meaning that respondents in achieving career success are not influenced by self-motivation. This can be interpreted as meaning that while alumni are studying or becoming students, many lack the drive desire, and ability to choose a job in the future. Students focus more on studying and completing coursework and some actively participate in organizational activities. These activities take up more time, so there is less thought about other activities, especially those related to the future which is considered to be far away. The limited knowledge that students have and all their needs are met by their families, so they don't think about the salary they will get while working.

Apart from that, when students don't think about the awards, recognition, and power they will get when they work in the future. For students, these three things have never been thought of or even imagined because for them these things are still beyond the reach of their mindset. The most important thing in studying is attending lectures, doing assignments, and completing a thesis. Even if they have graduated, most of them don't want to work immediately because studying is quite tiring and requires time for healing and time to enjoy life. This means that you need to prepare carefully for your work period because working is no different from studying which requires more energy.

The results of this research are in contrast to the research results of Wang & Degol (2013) which stated that motivation can increase career achievement, as also stated by Wen & Piao (2020) that self-motivation in language learning shows that self-motivation is proven to guide individuals through difficult times and interact positively about self-management in the future. Likewise, Budhathoki & Haythornthwaite (2013) argue that self-motivation is often associated with future career achievement, Omolo (2015).

Effect of self-efficacy on career success

Based on the results of the data analysis, it shows that self-efficacy influences career success, meaning that the stronger the self-efficacy, the stronger the ability to achieve career success. Self-efficacy, which is defined as the ability to believe in one's competence to be able to complete tasks at work, correlates with success at work. Self-efficacy in the form of level of difficulty, level of strength, and generalization. The results of the self-efficacy indicator can be explained that various levels of tasks and difficulties in work faced by workers can be completed well, the level of strength, namely the belief in being able to complete tasks well, is high and the relationship between experiences and task completion is very close.

The results of this research support research by Spurk & Abele (2014) that self-efficacy has a significant effect on objective and subjective career success, Lent et al. (2017) Self-efficacy directly influences an individual's determination to obtain the expected results. These two studies emphasize that self-efficacy influences career success or expected results both objectively and subjectively. Even Yu & Jen (2021)

stated that self-efficacy has a strong relationship not only with career success but with career development.

Cherian & Jacob (2013) emphasize that Self-Efficacy is related to individual performance and work-related motivation, in line with Klassen & Tze (2014) that self-efficacy has a strong influence in evaluating teacher performance. Self-efficacy supports career success as shown by the level of salary received (Kaushal & Vashisht, 2021). Self-efficacy is positively related to academic performance (Stajkovic et al., 2018).

Effect of career planning on career success

The results of the data analysis explain that career planning influences career success, meaning that good career planning can increase career success. Career planning carried out by universities in the form of career outreach, career seminars, career training, career workshops, and internships has proven to be able to encourage students to recognize the career they will choose and consistently participate in these activities from the first semester until just before graduation. This continuous activity gives students a real picture of the importance of preparing and following all stages properly and with discipline.

The results of this research are under research conducted by Atmaja (2014) that career planning is one of the most important aspects in individual career development and achieving career success. Other research places more emphasis on career adaptation, such as Soule & Warrick (2015) that career preparation is carried out by completing knowledge, skills, and mindset. Career planning can also be carried out by educational institutions through collaboration with related institutions (Mokher & Jacobson, 2021), it can also be done by increasing student involvement (Kahu, 2013), the use of computers and digital technology plays an important role in the development and utilization of skills and critical thinking that independent (Kivunja, 2014). Student involvement can improve students' abilities (Nguyen et al., 2018) and entrepreneurial preparation among youth can improve entrepreneurial activities and the components of their success (Olugbola, 2017).

Career guidance according to specialization can increase students' competency adaptation (Savickas, 2013), which will contribute positively to students' personality readiness (Johnston, 2018). The ability to adapt to a career can make it easier to obtain suitable work (Guan et al., 2013), and better career adaptability among the younger generation (Tolentino et al., 2014).

Conclusion

Based on the discussion, it can be concluded that 1. Self-motivation does not affect career success, meaning that the ability to motivate oneself, namely in the form of awareness of career planning, does not affect career success in the future, 2. Self-efficacy affects career success, meaning confidence in the ability to complete tasks is strong. It can increase career success in the future, 3. Career planning influences career success, meaning that the career planning facilities provided by universities can assist students in achieving their dream careers.

Limitations and Future Research Potential

The research results show that among the 3 research variables, namely self-motivation, self-efficacy, and career planning, the self-motivation variable has no effect in supporting career success. This condition can be interpreted as meaning that students in general and individually are less concerned about future careers, but self-confidence and the facilities of higher education are very influential in achieving career success. Based on this, it can be recommended to take an individual approach through guardian lecturers to continuously encourage increased self-awareness of their careers in the future. This activity can be carried out regularly at least twice every semester, namely at the beginning and middle of lectures. With various busy schedules and college assignments, students are often focused only on completing assignments without paying attention to the career they wanted from the start.

Career planning activities in the form of career outreach, career seminars, career training, career workshops, and internships need to be carried out more intensively, especially by involving students in 8 Merdeka campus programs which have been proven to provide very useful experience and knowledge for all students. These 8 programs can be carried out either following ministry programs or independently by the universities concerned. Apart from that, further research needs to add other variables to career success research, such as career adaptation and career readiness, which are closely related to career success.

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