

Relationship of Internal Locus Of Control To Career Maturity Through Self-Efficacy

***Umami Qudsiyah**

*Islamic Guidance and Counseling Study Program, Faculty of Education, IAIN Palangka Raya.

Article Information	ABSTRACT
Received: July 2023	This research aims to determine the relationship between internal locus of control and career maturity through student self-efficacy. The sample used was active students at Semarang State University 2017. The sampling technique in this research used a random sampling technique with degrees of error using the Isaac Michael table guide. The data analysis technique used is the template/model 4 mediation statistical analysis technique developed by Hayes. The research results show that internal locus of control through self-efficacy does not significantly affect the career maturity of students at the Faculty of Education, Semarang State University. The internal locus of the control variable, which has no significant effect on self-efficacy, can be explained by ($\beta = 0.0937$; $t(321) = 0.5160$; and $p > 0.05$).
Accepted: August 2023	
Published: September 2023	
	Keywords: Internal Locus of Control; Self-Efficacy; Career Maturity
Corresponding Author: (this section is emptied first and filled in after being declared accepted)	
Umami Qudsiyah Islamic Counseling Guidance Study Program, IAIN Palangka Raya, Islamic Center Complex, Jl. G. Obos, Menteng, District. Jekan Raya, Palangka Raya City, Central Kalimantan 73112 Email: ummi.qudsiyah@iain-palangkaraya.ac.id	
Citation Information: Qudsiyah, U., Relationship of Internal Locus Of Control To Career Maturity Through Self Efficacy. <i>Suluh: Jurnal Bimbingan Dan Konseling</i> , 9(1), 43-52. DOI. 10.33084/suluh.v9i1.6546	

INTRODUCTION

According to (Savickas, 2001, Super 1955), career maturity is a person's success in completing vocational development tasks that are typical for a particular stage of development. Aspects that influence career maturity, according to (Savickas, 2001; Super, 1955) are career planning, career exploration, information competence, and decision-making.

Career maturity itself is part of one of the areas of guidance in the guidance and counseling program, namely the field of career guidance (Ana & Wibowo, 2017; Tyas et al., 2012). Career guidance and counseling are also very important to provide to clients. (Brown & Lent, 2013) stated that career counseling can be a practical intervention for some clients who have emotional problems related to a non-supportive and stressful environment. According to (Gladding, 2009; Imbimbo 1994), the contribution of career counseling to personal growth and development has been proven; even (Herr et al., 2004) emphasized that various life problems and mental problems arise when a person's career or work life is unsatisfactory. That is the reason career guidance is provided: so that each individual can develop their career.

To develop a career, it is not enough just to have career information. In the process of career development, career maturity is needed, namely the situation of a person's readiness to know and understand the direction of their interests and potential, so it is hoped that with this understanding, the individual can determine the desired job and further This will

also make it easier for him to focus on his work and be prosperous in carrying it out. (Savickas, 2001; Super, 1955) States that career development in early pre-adulthood is at the exploration stage, namely at the age of 15-24 years. At this time, individuals have thought about various career alternatives, gathered various relevant information, and developed related skills but have not yet made a binding decision regarding their career choice (Khasanah et al., 2017; Muttaqin & Tadjri, 2017).

Individuals at this exploration stage (15-24 years) are currently studying, namely at the high school and tertiary education levels (Marpaung & Yulandari, 2017). (Santrock, 2007) explains that students taking undergraduate education are in the exploration stage, where they search for what career suits them, plan their future using information from themselves, and begin to recognize themselves through their interests, abilities, and values. At this stage, they need to try to match their potential with the career field they are interested in, by continuing to try to develop the skills needed for the career field they will choose later.

Meanwhile (Busacca & Taber, 2002; Savickas, 2001) argue that to be able to choose and plan the right career, career maturity is needed, namely knowledge of oneself, knowledge of work, the ability to choose a job, and the ability to plan steps towards the desired career. This is also in line with (Krefting et al., 1986) who stated that career maturity is the cognitive and affective readiness of an individual to overcome the developmental tasks faced by him, due to his biological and

social development as well as the expectations of the people within him. A society that has reached this stage of development.

In higher education itself (Gladding, 2009), it explains that in order to be able to choose and plan a career, institutional managers provide programs in the form of guidance and counseling services intended for students who need help with their careers. (Herr et al., 2004) mentions several comprehensive career guidance and counseling service programs in higher education institutions, namely helping to choose a major field of study, offering self-assessment and self-analysis through psychological testing, helping students understand the world of work, facilitating access to job opportunities (through career fairs, internships, and campus interviews), teaches decision-making skills, and meets the needs of special populations.

Based on the results of initial research observations of 50 students at the Faculty of Education, Semarang State University, it was found that 37 (thirty-seven) students had not yet decided on their career choice, and 13 (thirteen) students had already made their career choice. This means that 74% of students at the Faculty of Education, Semarang State University, have not mapped out their careers and this can hinder their achievement of career maturity. Below is a diagram of the results of the researcher's initial observations of 50 students.

Students' efforts to achieve their desired career require a lot of effort, starting from planning, exploring, collecting information, and crystallizing that information on certain career choices (Ardiyanti & Alsa, n.d.). Therefore, confidence is needed in the individual so that this career can be achieved well. "This belief within an individual to be able to achieve success is called internal locus of control." Locus of control is part of social learning theory which concerns personality and represents general expectations regarding the factors that determine success in getting praise and punishment in one's life (Hartiningtyas & Elmunsyah, 2016; Pervin & John, 1997).

Locus of Control or self-control is divided into two parts, namely, internal locus of control and external locus of control (Rotter (1966), n.d.); (Kimchick, 1997). Furthermore (Kimchick, 1997; Migunde et al., 2016; Rotter (1966), n.d.) explains that:

Those who have an internal locus of control are those who realize that important things that happen in their lives can happen because of their own efforts, skills and abilities. Meanwhile, external locus of control are those who believe that things that happen in their lives can happen because of external forces (such as luck, destiny, coincidence, and the power of other people).

According to (Kimchick, 1997; Rotter (1966), n.d.), students with an internal locus of control tend to think that skills, abilities and efforts determine their achievements in life,

including career achievements. This can be interpreted as the internal locus of control that exists in an individual influencing career achievement or career maturity in the future. Internal locus of control is capital for achieving career maturity in students; having an internal locus of control within oneself is a factor that can help in achieving individual career maturity (Aji & Rusmawati, 2010; Wibowo, 2010).

Research conducted by Wibowo (2010) revealed that individuals who have an internal locus of control believe that events in their lives are determined by their own efforts and behavior. People with an internal locus of control are more success-oriented because they assume their behavior can produce positive effects (Friedman & Schustack, 2012).

The internal locus of control itself in counseling, according to (Strong, 1997) really needs to be improved, and all clients should be directed to strive to have an internal locus of control. In fact, a number of experts state that increasing the client's internal locus of control is the main goal of counseling (Strupp, 1996). However, in collectivism-oriented societies such as Indonesia, Malaysia and other eastern countries, the emphasis on internal locus of control alone does not seem to be in accordance with their culture and is even unproductive (Marjohan, 2013).

(Williams, 2003) states that "counseling service strategies that support efforts towards an internal locus of control are not necessarily suitable for people who adopt a collectivist view of life." As previously stated, societies with a collectivist culture emphasize the importance of the family or group in making decisions and behaving (Marjohan, 2013; Suryanti et al., 2010). In this connection, Marks (1998) states that "counselors should avoid implementing the idea that the internal locus of control is always better than the external locus of control."

Research examining the influence of internal locus of control on career maturity was conducted by (Wibowo, 2010) where the results of his research stated that the internal dimension of the control center (internal locus of control) had a significant influence on career maturity, namely 20.4%, while the remaining 79.6% is influenced by other variables. Meanwhile, Rifai's (2013) research results show that the internal locus of control variable has an effective contribution to career maturity of 26.5% and the remaining 73.5% is influenced by other variables.

The research above indicates that internal locus of control can make a positive contribution to career maturity. However, there are differences in the results shown by the two studies, namely, the contribution of the internal locus of control studied by (Wibowo, 2010) is lower than the contribution of the internal locus of control studied by (Rifai (2013), n.d.). This can be seen from the difference in research results (Wibowo, 2010) of 20.4% and (Rifai (2013), n.d.) of 26.5%.

Apart from that (Blustein, 1989; Watson et al., 2001) found other internal factors that influence individual career maturity,

the internal factor in question is self-efficacy, (Blustein, 1989; Watson et al., 2001) in their research found that self-efficacy is a strong factor in influencing career maturity. Likewise, research (Wibowo, 2010) states that internal self-efficacy factors are very influential on career maturity. The same results were also found in research (Patton & Creed, 2002), that "self-efficacy is an internal factor that is very influential on the career maturity of students in Australia".

Referring to some of the research results above, it can be interpreted that an individual's self-efficacy will influence that individual's career maturity. The results of research conducted by (Lee et al., 2015) show that self-efficacy shows a mediating influence between parents, friends, and career maturity. Research (Lee et al., 2015) also shows that the indirect mediating effect of self-efficacy obtains better descriptive results than the direct effect of self-efficacy on career maturity.

According to (Bandura et al., 1999), self-efficacy is a person's belief in their skills and abilities in organizing and carrying out a series of activities that require achievement or achievement.

Based on the description above, a problem formulation was created, namely, does the internal locus of control through self-efficacy influence the career maturity of students at the Faculty of Education, Semarang State University? The aim of this research is to identify and analyze the influence of internal locus of control through self-efficacy on the career maturity of students at the Faculty of Education, Semarang State University.

METHOD

The method used in this research is an explanatory research method. The explanatory research method is a correlational design that is of interest to researchers regarding the extent to which two (or more) variables covary, meaning that changes that occur in one variable are reflected in changes in other variables (Creswell, 2014). With the research design described above, the research design in this study is designed as follows:

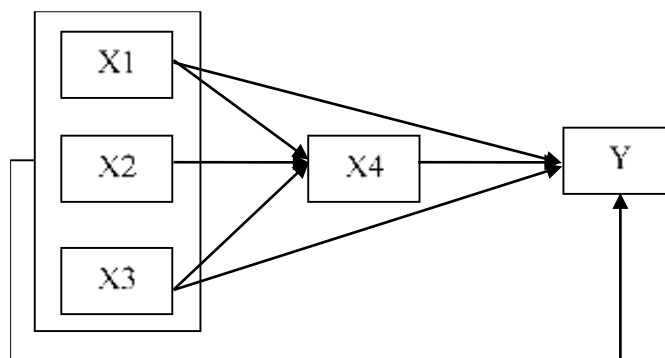


Figure 1. Research Design

The following is presented population data and research samples:

Table 1. Research Sample

No.	Study Program	Amount Proportional	Sample Population
1.	SI Educational Technology	506	36
	SI Out-of-School Education		
2.	SI Out-of-School Education	370	26
3.	SI Guidance and Counselling	474	33
4.	SI Primary Teacher Education	2103	147
5.	SI Psychology	653	46
6.	SI Teacher Education For Early Childhood Education	499	35
Amount		4605	323

Source: Primary Data Processed 2017

The Documentation Method is a search for data regarding things that support research variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on (Arikunto, 2010: 274). The documentation method in this research is the number of active students at the Faculty of Education, Semarang State University in 2017. This research uses a scale and inventory of the internal variables locus of control, parental attachment, friend attachment and, self-efficacy and career maturity. The

scales and inventories used in this research are scales and inventories adapted from the owner of the theory so that they must pass procedures and guidelines for translating counseling assessments. The counseling assessment translation procedures and guidelines used for the scale and inventory adaptation process in this research were to use counseling assessment adaptation procedures and guidelines from Lenz, et al (2017). The following is the procedure flow and guidelines for translating counseling assessments:

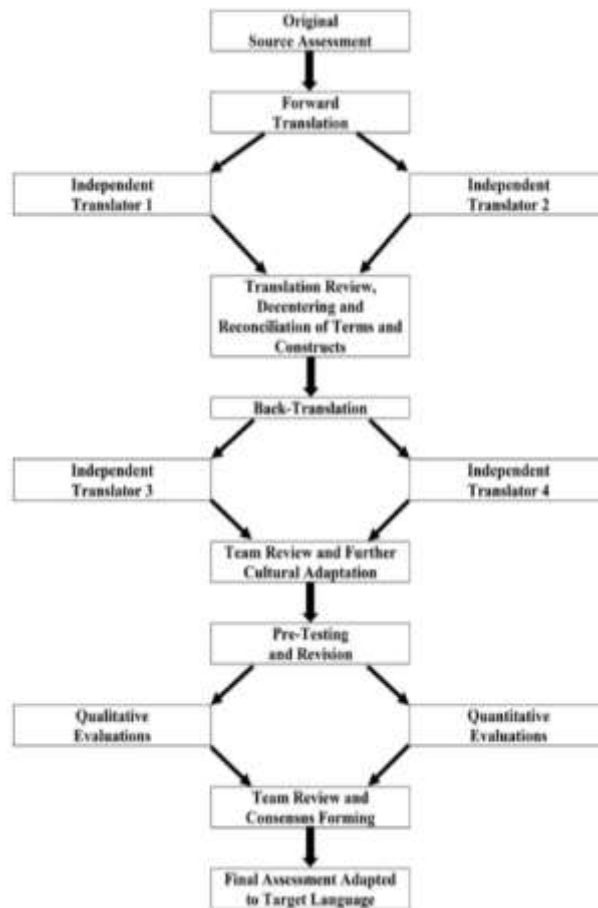


Figure 2. Procedures and Guidelines

Table 2. Career Maturity Validity Test Analysis Results

No	Indicator	Question Items	R Count	R Table	Information
1	Concern	1, 5, 9, 13, 17, 21	0,450-0,698	0,378	Valid
2	Curiosity	2, 6, 10, 14, 18, 22	0,466-0,515	0,378	Valid
3	Confidence	3, 7, 11, 15, 19, 23	0,527-0,847	0,378	Valid
4	Consultation	4, 8, 12, 16, 20, 24	0,479-0,592	0,378	Valid

Source: Primary Data Processed 2018

Based on the calculation results of the validity test on the career maturity variable, it can be seen that 24 questions were declared valid so that all questions can be used for research. Furthermore, based on the results of the validity test

calculations regarding the internal locus of the control variable, it can be seen that 29 questions were declared valid so that all questions could be used for research.

Table 3. Results of Internal Locus of Control Validity Test Analysis

No	Indicator	Question Items	R Count	R Table	Information
1	Internal Orientation	2b, 3a, 4a, 5a, 6b, 7b, 9a, 10a, 11a, 12a, 13a, 15a, 16b, 17b, 18b, 20b, 21b, 22a, 23b, 25b, 26a, 28a, 29b.	0,379-0,660	0,378	Valid
2	External orientation	2a, 3b, 4b, 5b, 6a, 7a, 9b, 10b, 11b, 12b, 13b, 15b, 16a, 17a, 18a, 20a, 21a, 22b, 23a, 25a, 26b, 28b, 29a.	0,379-0,660	0,378	Valid

Source: Primary Data Processed 2018

In the next Validity Test, namely the self-efficacy variable, it can be seen that 25 questions are declared valid so that all questions can be used for research.

Table 4. Self Efficacy Validity Test Analysis Results

No	Indicator	Question Items	R Count	R Table	Information
1	Self Appraisal	5, 9, 14, 18, 22	0,448-0,664	0,378	Valid
2	Occupational Information	1, 10, 15, 19, 23	0,548-0,755	0,378	Valid
3	Goal Selection	2, 6, 11, 16, 20	0,479-0,856	0,378	Valid
4	Planning	3, 7, 12, 21, 24	0,639-0,794	0,378	Valid
5	Problem Solving	4, 8, 13, 17, 25	0,445-0,844	0,378	Valid

Furthermore, for the reliability test results of the research instruments in this study, the Cronbach alpha value for each variable was obtained, as in the following table:

Table 5. Reliability Test Results

Variable	Cronbach Alpha	Criteria Cronbach Alpha	Information
Career Maturity	0,744	0,70	Reliable
Internal Locus Of Control	0,747	0,70	Reliable
Parental Attachment	0,749	0,70	Reliable
Friend Attachment	0,749	0,70	Reliable
Self Efficacy	0,752	0,70	Reliable

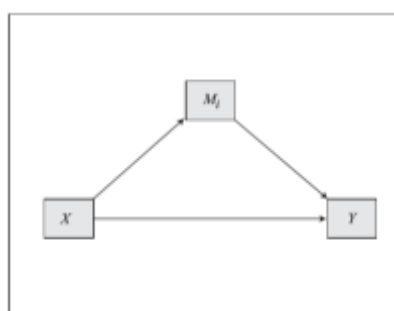
Source: Primary Data Processed 2018

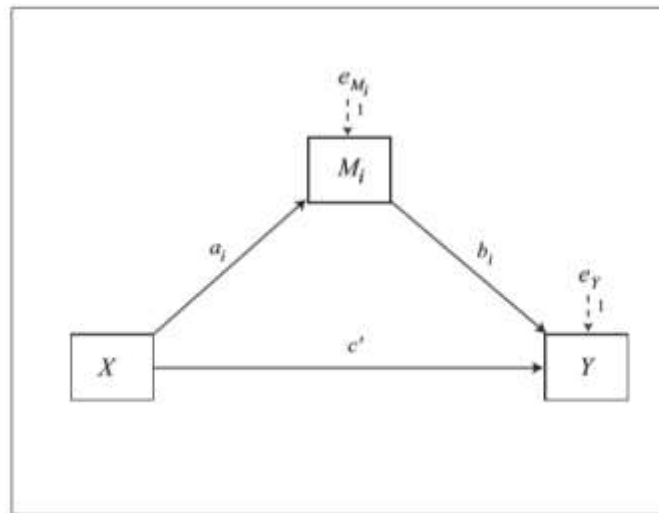
This research tests the research hypothesis using the template/model 4 mediation statistical analysis technique developed by (Hayes & Preacher, 2014). Mediation statistical analysis technique with template/model 4 is an analysis technique that articulates an approach with a linear model to estimate the direct and indirect influence between X (independent) and Y (dependent) through the variable M (mediator), Hayes (2014). The analysis technique developed by

Hayes uses a regression-based path-analytic framework. Through this analysis technique, it is hoped that understanding the relationship between variables can be explained more comprehensively and obtain a more complete understanding. To carry out mediation statistical analysis techniques with template/model 4 in this research, the analysis technique used uses PROCESS software which is installed in the SPSS version 25 application.

Figure 3. Mediation Model Diagram Concept Template Number 4 Variables (Hayes, 2013)

(a)





(b)

Information:

X: Independent Variable

Mi: Mediating Variable

Y: Dependent Variable

RESULTS AND DISCUSSION

Results

After calculating based on the analysis technique used, the first thing to obtain is the descriptive statistical results on the research variables. The following are the

results of descriptive statistics for research variables relating to the average of each variable and standard deviation which are shown in the table as follows:

Table 6. Mean and Standard Deviation of Research Variables

Variable	N	M	SD
Career Maturity	323	13,7	4,72
Internal Locus Of Control	323	16,4	4,78
Self Efficacy	323	84,2	15,5

Based on table 6 above, it can be seen that career maturity as measured using the overall career maturity instrument has a score of (M = 13.7; SD = 4.72), then internal locus of control has a score of (M = 16.4; SD = 4.78). The self-efficacy variable, which is the mediating variable in the research, obtained a score of (M = 84.2; SD = 15.5).

For assessment criteria, assessment criteria = highest score – interval = 100 – 20 = 80%, then the assessment criteria are very high = if the score is > = 80%, high = if the score is > = 60, medium = if the score is > = 40, low = if the score is > = 20, and very low = if the score is < 20%. The following is a presentation of data describing the categorization and interpretation of career maturity scores for students at the Faculty of Education, Semarang State University:

Table 7. Description of Categorization and Interpretation of Career Maturity Scores

Category	Interval Score	Frequency	Percentage
Very high	> = 80%	37	11,4%
Tall	> = 60%	103	32%
Currently	> = 40%	114	35,3%
Low	> = 20%	67	20,7%
Very low	< 20%	2	0,6%
Amount		323	100

Table 7 shows that 37 students (11.4%) were in the very high category, 103 students (32%) were in the high category, 114 students (35.3%) were in the medium category, 67 students (20.7%) were in the low category, and two students (0.6%) were in the very low category.

Furthermore, on the internal locus of the control variable, the score for each item moves from 0 to 1 with a total of 29 items,

so the total score moves between 0 ($29 \times 0 = 0$ (0%)) to 29 ($29 \times 1 = 29$ (100%)). So the wide distribution interval is Range (R) / Category (K), where the value of R = 100 – 0 = 100% and the value of K = 2 (is the number of criteria arranged in the variable object criteria, namely internal locus of control and external locus of control) so that the interval area (I) = $100/2 = 50\%$ is obtained with the unit deviation being 50%: $2 = 0.25$ and the theoretical average is $M = (0 + 29) : 2 = 14.5$. Data from

empirical research shows that the lowest score on the locus of control scale is one, and the highest score is 28, the empirical mean is $M = 16.4$, and the standard deviation is 4.78. This data shows that the empirical mean (16.4) is higher than the average theoretical (14.5). These data show that respondents in this study have a higher level of internal locus of control compared to the theoretical average.

For the assessment criteria, assessment criteria = highest score – interval = $100 - 50 = 50\%$, then the assessment criteria are external Loc = if the score is $\geq 50\%$, and internal Loc = if the score is $< 50\%$. The following is a presentation of data describing the categorization and interpretation of internal locus of control scores for students at the Faculty of Education, Semarang State University:

Table 8. Description of Categorization and Interpretation of Internal Locus of Control Scores

Category	Interval Score	Frequency	Percentage
External Loc	$\geq 50\%$	208	64,4%
Internal Loc	$< 50\%$	115	35,6%
Amount		323	100%

Table 8 shows that the majority of respondents have a high level of external locus of control, namely 208 people (64.4%), and internal locus of control as many as 115 people (35.6%).

Meanwhile, for the self-efficacy variable, theoretically, the score for each item on the self-efficacy scale moves from 1 to 5 with 25 items, so the total score moves between 25 (25×1) to 125 (25×5). So the distribution interval width is Range (R) / Category (K), where the value of $R = 125 - 25 = 100$ and the value of $K = 5$ (is the number of criteria arranged in the variable object criteria, namely very high, high, medium, low, very low), so that a wide distribution of intervals (I) = $100/5 = 20$ is obtained, with the standard deviation unit being $20: 5 = 4$ and the theoretical mean being $M = (25 + 125): 2 = 75$. Data from empirical research shows that the lowest score on the self-

efficacy scale is 25 and the highest score is 119, the empirical mean is $M = 84.2$, and the standard deviation is 15.5. These data show that the empirical mean (84.2) is higher than the theoretical mean (75). These data show that respondents in the study have a higher level of self-efficacy compared to the theoretical average.

For assessment criteria, assessment criteria = highest score – interval = $125 - 20 = 105$, then the assessment criteria are very high = if the score is ≥ 105 , high = if the score is ≥ 85 , medium = if the score is ≥ 65 , low = if score ≥ 45 , and very low = if the score is < 45 . The following is a presentation of data describing the categorization and interpretation of self-efficacy scores for students at the Faculty of Education, Semarang State University:

Table 9. Description of Categorization and Interpretation of Self Efficacy Scores

Category	Interval Score	Frequency	Percentage
Very high	≥ 105	10	3,1%
Tall	≥ 85	153	47,4%
Currently	≥ 65	118	36,5%
Low	≥ 45	39	12,1%
Very low	< 45	3	0,9%
Amount		323	100

Table 9 shows that the majority of respondents have a level of self-efficacy in the high category, namely 153 people (47.4%). Meanwhile, others showed that as many as ten people (3.1%) were in the very high category, 118 people (36.5%) were in the

medium category, 39 people (12.1%) were in the low category, and three people (0.9%) is in the very low category. Below is displayed the value of each path from the analysis path

Table 10. Model Summary of Each Outcome (M and Y)

Variable	R	R-sq	MSE	F	df1	df2	P
Outcome MXI	0,0288	0,0008	243,1787	0,2663	1	321	0,6062

Information:

* significance $p < 0.05$

** significance $p < 0.01$

Note: R= multiple correlation coefficient value; R-sq= R Square/coefficient of determination; MSE= Mean Square Error; F= model test value; df1 = degree of freedom 1; df2= degrees of freedom 2

Based on Table 10, it is known that both paths, path 1, namely outcome MXI, are not significant with a value of $F(1,321) = 0.2663$, $R = 0.0288$ ($p > 0.05$).

Table 11. Results of Path Analysis I (Outcome M/Self Efficacy/path a)

Outcome M	β	Se	t	P	LLCI	ULCI
X1	0,0937	0,1816	0,5160	0,6062	-0,2636	0,4511

Ket:

* significance $p < 0,05$

** significance $p < 0,01$

Information: X1 = internal locus of control; t = 321

Based on table 11 as a result of path 1 analysis (outcome M / self efficacy) it can be understood that internal locus of control and self-efficacy have no significant effect. The internal locus of control variable which has no significant effect on self-efficacy, can be explained by ($\beta = 0.0937$; $t(321) = 0.5160$; and $p > 0.05$). To summarize the results of research data processing, the

following are presented in Figure 3 regarding the results of data processing and the influence between variables that appear in path 1, namely outcome M and path 2, namely outcome Y and outcome Y total effect. The indirect effect of the mediating role of self-efficacy on internal locus of control on career maturity can be shown in table 12 below.

Table 12. Indirect Influence of Internal Locus of Control on Career Maturity

Variable	β	Boot SE	LLCI	ULCI
Internal Locus of Control	0,0136	0,0249	-0,0378	0,0582

Table 12 shows the test results for the mediator variable using the bias-corrected bootstrap method $N = 5000$. From the bootstrapping results, a true indirect effect estimate was obtained with a 95% confidence interval level ranging from -0.0378 - 0.0582 ($\beta = 0.0136$) on the internal locus of control.

From these results, it can be proven that the internal locus of control value has a negative LLCI (lower limit confidence interval) bootstrapping value (-0.0378) and a positive ULCI (upper limit confidence interval) bootstrapping value (0.0582), which means the value is not significant.

DISCUSSION

In the research hypothesis, Self-efficacy was not proven to be a mediator of the influence between internal locus of control on the career maturity of students at the Faculty of Education, Semarang State University. Based on Table 12 regarding the indirect influence of internal locus of control on career maturity through self-efficacy (mediation), it is not proven that internal locus of control has a significant effect on career maturity through self-efficacy as a mediator for students at the Faculty of Education, Semarang State University, with a value of ($\beta = 0.0136$; $LLCI = -0.0378$; $ULCI = 0.0582$; $p > 0.05$). Self-efficacy, which was not proven to be significant as a mediator, means that self-efficacy was not proven to be a mediating variable on the influence of internal locus of control on career maturity.

conversely if he has a high internal locus of control then the student has low career maturity.

The results of this research contradict the results of research (Wibowo, 2010), which found that there is a significant influence between internal locus of control on career maturity. (Wibowo, 2010) has explained that individuals with an internal locus of control will be more capable when faced with career choices, searching for career information, and taking responsibility for overcoming related problems. However, this research did not use self-efficacy as a mediating variable. Therefore, based on the results of this research, it can be ascertained that students who have a high internal locus of control through self-efficacy do not have a significant influence on career maturity.

The Influence of Internal Locus of Control on Career Maturity Through Self-Efficacy of Students at the Faculty of Education, Semarang State University

This research aims to find empirical data and confirm the significance of the influence of internal locus of control on the career maturity of students at the Faculty of Education, Semarang State University. Calculations and data processing from research results show that internal locus of control through self-efficacy (mediation) has no significant effect on the career maturity of students at the Faculty of Education, Semarang State University. By reading the results of the data processing above, it means that one of the influences is negative, which means that if a student has a low internal locus of control then the student has high career maturity,

(Kimchick, 1997; Rotter (1966), n.d.) States that "internal locus of control describes the extent to which a person feels reinforcement as a result of his efforts or behavior." According to (Lefcourt, 2014), "internal locus of control is an individual's belief that influential events in his life are the result of his behavior and therefore can be controlled." (Lefcourt, 2014; Rotter (1966), n.d.) differentiates locus of control orientation into two, namely internal locus of control and external locus of control. Individuals with an internal locus of control exert greater effort to control their environment, demonstrate better learning, seek out new information more effectively when the information has personal relevance, use information better, and pay more attention to information than to social demands. Situation.

According to (Corsini & Marsella, 1983; Lefcourt, 2014; Rotter (1966), n.d.), individuals with an internal locus of control tend

to think that skills, abilities, and effort determine what they obtain in their life. Meanwhile, individuals who have an external locus of control tend to think that their lives are mainly determined by forces from outside themselves, such as fate, destiny, luck, and other people who have power over them.

(Lefcourt, 2014) states that locus of control refers to a person's beliefs about assistance for events that occur in their life. If someone tends to be able to get good results and avoid bad results through their own actions, then they have an internal locus of control. However, on the other hand, if the results obtained are determined by factors outside himself, then he tends to have an external locus of control. Therefore, in this study, it is suspected that the factor that influences the career maturity of students at the Faculty of Education, Semarang State University, is not the internal locus of control but the external locus of control.

CONCLUSION

The results of the research and discussion in this study can be concluded as follows. There is no influence between internal locus of control on career maturity through self-efficacy of

ACKNOWLEDGMENTS

In carrying out this research, the researcher would like to express his infinite gratitude to all respondents who were

REFERENCES

- Aji, R., & Rusmawati, D. D. (2010). *HUBUNGAN ANTARA LOCUS OF CONTROL INTERNAL DENGAN KEMATANGAN KARIR PADA SISWA KELAS XII SMK N 4 PURWOREJO*.
- Ana, A., & Wibowo, M. E. (2017). *Bimbingan Kelompok dengan Teknik Role Playing untuk Meningkatkan Self-Efficacy dan Harapan Hasil (Outcome Expectations) Karir Siswa*.
- Ardiyanti, D., & Alsa, A. (n.d.). *Pelatihan "PLANS" untuk Meningkatkan Efikasi Diri dalam Pengambilan Keputusan Karir*.
- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-Efficacy: The Exercise of Control. *Journal of Cognitive Psychotherapy*, 13(2), 158–166. <https://doi.org/10.1891/0889-8391.13.2.158>
- Blustein, D. L. (1989). The role of goal instability and career self-efficacy in the career exploration process. *Journal of Vocational Behavior*, 35(2), 194–203. [https://doi.org/10.1016/0001-8791\(89\)90040-7](https://doi.org/10.1016/0001-8791(89)90040-7)
- Brown, S. D., & Lent, R. W. (Eds.). (2013). *Career development and counseling: Putting theory and research to work* (2nd ed) [Electronic resource]. Wiley.
- Busacca, L. A., & Taber, B. J. (2002). The Career Maturity Inventory-Revised: A Preliminary Psychometric Investigation. *Journal of Career Assessment*, 10(4), 441–455. <https://doi.org/10.1177/1069072702238406>
- Corsini, R. J., & Marsella, A. J. (1983). *Personality theories, research & assessment*. F.E. Peacock Publishers.

students at the Faculty of Education, Semarang State University. The direction of influence shows that one of them is negative, and the results are not significant, which means that the lower the internal locus of control through low self-efficacy, the higher the career maturity. Conversely, if the internal locus of control through self-efficacy is higher, the career maturity will be lower. Research limitations: this research raises the issue of career maturity in students on the influence of internal locus of control, parental attachment, friend attachment, and self-efficacy. The weakness of this research related to career maturity is that it has limitations in discussions of studies regarding self-efficacy, which only directly influences career maturity, and also regarding discussions of self-efficacy studies, which cannot mediate between internal locus of control and career maturity. Apart from that, this research also has limitations in that the sample used is limited to the Faculty of Education only. So the hope is that future researchers can become a reference for expanding the population and determining samples so that the results can be used not only in the Faculty of Education but also in other Faculties.

involved in filling in the research measuring instruments and also to fellow researchers who contributed and provided useful ideas for the success of the research.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed). SAGE Publications.
- Fatchurahman, M., Setiawan, M. A., & Karyanti, K. (2023). Intervention group logotherapy and performance measures for reducing phubbing in Generation Z. *Estudos de Psicologia (Campinas)*, 40, e200244.
- Friedman, H. S., & Schustack, M. W. (2012). *Personality: Classic theories and modern research* (5th ed). Pearson Allyn & Bacon.
- Gladding, S. T. (2009). *Counseling: A comprehensive profession* (6th ed). Merrill/Pearson.
- Hartiningtyas, L., & Elmunsyah, H. (2016). *HUBUNGAN ANTARA SELF REGULATED LEARNING DAN LOCUS OF CONTROL INTERNAL DENGAN KEMATANGAN VOKASIONAL SISWA SMK*.
- Hayes, A. F., & Preacher, K. J. (2014). Statistical mediation analysis with a multicategorical independent variable. *British Journal of Mathematical and Statistical Psychology*, 67(3), 451–470. <https://doi.org/10.1111/bmsp.12028>
- Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling through the lifespan: Systematic approaches* (6th ed). Pearson/Allyn and Bacon.
- Imbimbo, P. V. (1994). Integrating Personal and Career Counseling: A Challenge for Counselors. *Journal of Employment Counseling*, 31(2), 50–59. <https://doi.org/10.1002/j.2161-1920.1994.tb00414.x>
- Khasanah, E., Purwanto, E., & Tadjri, I. (2017). *Pengembangan Model Bimbingan Kelompok Berbasis Life Skills dalam Pengambilan Keputusan Karir*.

- Kimchick, M. (1997). *The relationship between career maturity and locus of control in college students*.
- Krefting, L. A., Brown, D., & Brooks, L. (1986). Career Choice Development: Applying Contemporary Theories to Practice. *Administrative Science Quarterly*, 31(3), 471. <https://doi.org/10.2307/2392835>
- Lee, S.-A., Lee, H.-S., Song, H.-S., & Kim, S.-G. (2015). The relationship between attachment and career maturity: The mediating role of self-efficacy. *International Social Work*, 58(1), 153–164. <https://doi.org/10.1177/0020872812456053>
- Lefcourt, H. M. (Ed.). (2014). *Locus of Control* (0 ed.). Psychology Press. <https://doi.org/10.4324/9781315798813>
- Lundberg_uncg_9618161.PDF. (n.d.).
- Marjohan, M. (2013). Pengembangan Internal Locus of Control dalam Pelayanan Konseling dan Implikasinya terhadap Perbedaan Budaya Klien. *Jurnal Konseling Dan Pendidikan*, 1(2), 136–142. <https://doi.org/10.29210/12100>
- Marpaung, D. N., & Yulandari, N. (2017). KEMATANGAN KARIR SISWA SMU BANDA ACEH DITINJAU DARI JENIS KELAMIN DAN JENIS SEKOLAH. *Psikoislamedia: Jurnal Psikologi*, 1(2). <https://doi.org/10.22373/psikoislamedia.v1i2.918>
- Migunde, Q., Othuon, L., & Mbagaya, C. (2016). *ADOLESCENTS SELF ESTEEM AND ITS EFFECT ON CAREER DEVELOPMENT*.
- Muttaqin, R., & Tadjri, I. (2017). Keefektifan Layanan Informasi Karier Berbantuan Video Interaktif dan Live Modeling untuk Meningkatkan Pemahaman Karier Siswa SMP.
- Patton, W., & Creed, P. A. (2002). The Relationship Between Career Maturity and Work Commitment in a Sample of Australian High School Students. *Journal of Career Development*, 29(2), 69–85. <https://doi.org/10.1023/A:1019981502852>
- Pervin, L. A., & John, O. P. (1997). *Personality: Theory and research* (7th ed). John Wiley.
- Santrock, J. W. (2007). *Adolescence* (11th ed). McGraw-Hill.
- Savickas, M. L. (2001). A developmental perspective on vocational behaviour: Career patterns, salience, and themes. *International Journal for Educational and Vocational Guidance*, 1(1/2), 49–57. <https://doi.org/10.1023/A:1016916713523>
- Seligman, L. (1994). *Developmental career counseling and assessment* (2nd ed). Sage Publications.
- Strong, S. R. (1997). Enhancing the Social-Counseling Interface. *The Counseling Psychologist*, 25(2), 274–279. <https://doi.org/10.1177/0011000097252008>
- Strupp, H. H. (1996). The tripartite model and the Consumer Reports study. *American Psychologist*, 51(10), 1017–1024. <https://doi.org/10.1037/0003-066X.51.10.1017>
- Super, D. E. (1955). Dimensions and Measurement of Vocational Maturity. *Teachers College Record: The Voice of Scholarship in Education*, 57(3), 1–12. <https://doi.org/10.1177/016146815505700306>
- Suryanti, R., Yusuf, M., & Priyatama, A. N. (2010). HUBUNGAN ANTARA LOCUS OF CONTROL INTERNAL DAN KONSEP DIRI DENGAN KEMATANGAN KARIR PADA SISWA KELAS XI SMK NEGERI 2 SURAKARTA.
- Tyas, S. P., Wiyanti, S., & Karyanta, N. A. (2012). Hubungan antara Motivasi Belajar dan Keyakinan Diri dengan Kematangan Karir pada Siswa SMK Muhammadiyah 2 Andong Boyolali.
- Watson, M., Brand, H., Stead, G., & Ellis, R. R. (2001). Confirmatory factor analysis of the career decision-making self-efficacy scale among South African university students. *SA Journal of Industrial Psychology*, 27(1), 43–46. <https://doi.org/10.4102/sajip.v27i1.774>
- Wibowo, S. (2010). PENGARUH KEYAKINAN DIRI DAN PUSAT KENDALI TERHADAP KEMATANGAN KARIR (KASUS SISWA SMK NEGERI 6 JAKARTA).
- Williams, B. (2003). The Worldview Dimensions of Individualism and Collectivism: Implications for Counseling. *Journal of Counseling & Development*, 81(3), 370–374. <https://doi.org/10.1002/j.1556-6678.2003.tb00263.x>