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**The Influence of Self Efficiency and Internal Locus of Control on Career Planning of Students Departement of Beauty and Cosmetology Padang State University****Merita Yanita<sup>1</sup>, Giatman<sup>2</sup>, Nurhasan Syah<sup>3</sup>**

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Article Information	Abstract
Submitted : 31 May 2023 Reviewed: 21 Jun 2023 Accepted : 30 Jun 2023	Career planning is a process of determining activities or plans to be carried out in the future as a step towards achieving predetermined goals including knowledge and understanding of oneself, knowledge and understanding of work, and the use of correct reasoning between oneself and the world of work. . Individual career planning is influenced by several factors, including self-efficacy and internal locus of control. The purpose of this study was to determine whether there is an influence between self-efficacy and internal locus of control on the career planning of students of the Department of Beauty and Cosmetology, Padang State University. This research uses ex post-facto method. The population in this study were 459 students of the Department of Beauty and Cosmetology, Padang State University. From a total population of 459 students, a sample of 210 students was taken. The research sample was taken 210 students taken randomly. The data collection instrument used a scale, while data analysis used multiple regression techniques. Based on the analysis of research data, the results obtained 1) there is a significant influence of self-efficacy on career planning of students of the Department of Beauty and Cosmetology, Padang State University, 2) there is a significant influence of internal locus of control on career planning of students of the Department of Beauty and Cosmetology, Padang State University, 3) there is a simultaneous effect of self-efficacy and internal locus of control on the career planning of students of the Department of Beauty and Cosmetology, Padang State University.
<b>Keywords</b>	
Self-Efficacy, Internal Locus of Control, Career planning	

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## A. Introduction

Career is often interpreted as a job. Career planning is equated with job selection. Actually a career has a broader meaning than just choosing a job. Career is related to one's development and becomes an important part of the success of one's life, for that career needs to be well planned. Career planning skills are closely related to students' understanding of the career itself. The success of achieving one's career is influenced by the ability to plan careers and make mature decision[1]. Someone who has career planning skills, of course, is able to understand himself. Thus, the individual can decide the most appropriate choice according to his circumstances.

Nowadays, universities in Indonesia have graduated many students. But the graduation rate is very high compared to the number of job requirements so that many graduates are unemployed[2]. One of the causes of high undergraduate unemployment is because many scholars who were still students were confused about what they would do in their lives after graduating from college[1]. This shows that they do not have good career planning. Even though according to Mulyadi, et al (2018) career planning is very important to achieve success[3]. It is the same as what was stated by Masturina (2018), that career planning is very important for achieving success in a career[4]. Career planning is an important aspect of individual development. Yanita, et al (2022) said that planning a career is like someone seeing through a telescope, see something that is far away and then try to observe it and control it to look closer. So career planning can be said as an ability to see the future, visualize it in such a way as to determine what we want and want to achieve in the future[5].

Marziah & Mayasari (2022) argue that in order to be able to choose and plan the right career, career maturity is needed, namely self-knowledge, knowledge about work, the ability to choose a job, and the ability to plan steps towards the expected career[6]. In this regard, individuals in planning a career should understand the stages of good career planning including self-assessment, career exploration, making career plans and goals, recording skills needed and looking for work[7]. Choosing a job and planning yourself for a career to choose is not enough just good advice, it's not enough for students because they also have some limitations in career planning, namely (a) ideas instilled by family and society about what is considered right choice of work and education, (b) poor economic reality that hinders them from following the education they choose, (c) lack of access to educational facilities[8]

Careful planning requires thinking about all goals to be achieved in the long term (long-range goals) and all goals to be achieved in the short term (short-range goals)[9]. Ideally, short-term goals become intermediate goals that bring students closer to long-term goals. The lifestyle that you want to achieve includes long-term goals, for example, and the values that you want to realize in life. Certificates, diplomas that are prepared to hold a plan of work in the future, including short-term goals. In planning a career, there are various factors that influence. These factors can come from oneself (internal) or from outside oneself (external). Internal factors that affect one's career planning include life values, level of intelligence, special talents, interests, traits, knowledge, and physical condition. However, many individuals are unsure of their own potential, resulting in a lack of self-efficacy[10].

Self-efficacy is a person's evaluation of his ability or competence to perform a task, achieve goals, or overcome obstacles which are the result of cognitive processes that occur in individuals[8]. The way individuals behave in certain situations depends on the relationship between the environment and cognitive conditions, especially cognitive factors related to their beliefs that they are able or not able to produce behavior that is in accordance with expectations. Self-efficacy is also one of the most influential aspects of self-knowledge or self-knowledge in everyday human life[11]. This is due to the self-efficacy that is owned influences the individual in determining the actions to be taken to achieve a goal, including estimates of the various events that will be faced. Self-efficacy is the belief that one can master a situation and get a positive outcome.

Efficacy refers to the extent to which a person's belief is able to estimate his ability to carry out or carry out the tasks required to achieve certain results. Confidence in all of these abilities includes self-confidence, adaptability, cognitive capacity, intelligence and capacity to act in stressful situations[12] (Febriana & Masykur, 2022). Self-efficacy will develop gradually continuously as abilities increase and related experiences increase. Self-efficacy into three dimensions, namely social self-efficacy, self-regulation efficacy, and academic self-efficacy. Academic self-efficacy can be interpreted as a person's belief that he is capable of carrying out the academic tasks given and indicates his level of ability. Self-efficacy is very important for students to control their motivation to achieve academic expectations (Dewi, 2020). Academic self-efficacy, if accompanied by specific goals and an understanding of academic achievement, will determine the success of academic behavior in the future, especially in career achievement.[10]

Self-efficacy is a personal factor that becomes an intermediary or mediator in the interaction between behavioral factors and environmental factors. Self-efficacy can be a determinant of the success of performance and execution of work[13]. Self-efficacy also greatly influences mindsets, emotional reactions, in making decisions (Hasanah et al, 2023). Self-efficacy is an important factor, namely as an initiator that influences one's motivation to carry out processes and actions that lead to success in getting good learning outcomes. Self-efficacy participates in influencing an individual in terms of feeling, thinking, and acting.

There are several dimensions of self-efficacy, namely magnitude, generality, and strength. Magnitude, related to the level of difficulty of a task performed[11]. Generality, related to the field of work, how wide the individual has confidence in carrying out the tasks. Strength, related to the strength and weakness of an individual's beliefs. Self-efficacy can be obtained, changed, increased or decreased, through one or a combination of four sources, namely the experience of mastering an achievement (performance accompany), vicarious experiences, social persuasion and emotional generation (emotional/physiological states)[9]. Performance experience is an achievement that has been achieved in the past. Vicarious experience is gained through social models. Social persuasion is the belief in the persuader, and the realistic nature of what is being persuaded.

Basically everyone has expectations about their own habits and expectations of the results they will get. Someone who has high efficacy, meaning that he believes that he will be able to do something until it is successful and hopes for a real result (results in accordance with his own abilities), then he will try persistently in

carrying out or completing the task until it is completely finished (Susilowati & Fauzan, 2022). Individuals who have a high level of self-efficacy will be able to participate, try and try and last longer when encountering difficulties compared to those who are unsure of their abilities[8]. Conversely, individuals who have a low level of self-efficacy will have difficulty completing certain tasks, maybe even avoid them. Low self-efficacy becomes a process of self-limitation (Febriana & Masykur, 2022). Thus, to achieve success, an individual needs strong self-efficacy balanced with resilience in the face of obstacles and difficulties[12].

Individuals in their efforts to achieve the desired career often experience obstacles, so efforts are needed to overcome these obstacles. The level of effort to overcome obstacles in achieving the desired career is influenced by locus of control[14]. Locus of control is a source of confidence that a person has to believe that he is able to control the events that occur in his life or control over the events that occur in his life comes from other things that make him able to accept responsibility or not for his actions or as an individual's belief in looking at factors the causes of the successes and failures experienced, including the causes and consequences they received. Locus of control refers to the degree to which an individual perceives events in his life as a consequence of his actions, thereby being controllable (internal control), or as something that is not related to his behavior so that it is beyond his personal control (external control).

Internal locus of control is a belief within the individual that the achievements or results that come to him are the effects of the efforts he has made, meaning that success in an individual's life is determined by himself, not controlled by the environment[15]. Individuals who have an internal locus of control have the belief that they can manage and direct their lives and are responsible for the achievement of whatever reinforcement they receive. Individuals with an internal locus of control tend to think that skills, abilities, and effort determine what they get in life (Djunaedi et al, 2022). Individuals who are oriented towards an external locus of control are grouped into two categories, namely powerful others and chance[16]. Individuals with a powerful others orientation believe that their lives are determined by the more powerful people around them, whereas those with a chance orientation believe that life and the events they experience are largely determined by destiny, fate, luck and chance. Individuals will develop their business to improve their work skills and academic abilities in order to achieve the desired career, and try to overcome the obstacles faced in the context of career achievement (Hasanah et al, 2023). Individuals who have an internal locus of control, when faced with career selection, will make efforts to identify themselves, find out about work and educational steps and try to overcome problems related to career selection[13].

Based on observations and interviews conducted with class 2019 students, information was obtained that 65% of students from the Department of Cosmetology and Beauty Education, Padang State University, had problems regarding "I don't know what to do after graduation". Based on these results it can be seen that students of the Department of Cosmetology and Beauty Education, Padang State University are still confused about planning their careers or it can be interpreted that students have low career planning. Thus, it is necessary to look for factors that influence the low career planning of students in the Department of Cosmetology and Beauty Education, Padang State University. This is because career

is an inseparable part of life, career planning is something that should be done as early as possible. At least students have a good picture and plan for the future that they want.

From the explanation above, the authors conclude that the concept of career planning, internal locus of control and self-efficacy in students of the Department of Cosmetology and Beauty Education, Padang State University, need to be studied further. In this study, researchers are interested in examining whether there is a positive relationship between internal locus of control and career planning and examine more deeply whether there is a positive relationship between self-efficacy and career planning.

## B. Research Method

Research includes the type of correlational research. Judging from its nature, this research is "expost-facto". Called "expost-facto" research because the researchers deal with the variables that have occurred and do not need to give treatment to the variables studied. In this study the independent variables and dependent variables have been stated explicitly (Sugiyono, 2008). The population in this study were students from the Department of Cosmetology and Beauty Education, with a total population of 459 students. From a total population of 459 students, a sample of 210 students was taken. Samples were taken at random (simple random sampling) regardless of the existing strata in the population. The instrument used is a questionnaire. Methods of data analysis using multiple linear correlation analysis.

## C. Result and Discussion

Based on the results of multiple regression analysis with the SPSS for Windows version 16 program, the following data are obtained:

**Table 1.** Summary of Partial t Test Results in Regression Analysis  
**Coefficients<sup>a</sup>**

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.089	10.651		2.168	.037
	SelfEfikasi	.168	.195	.137	.863	.394
	iLoC	.533	.227	.374	2.353	.024

a. Dependent Variable: PK

Based on the partial t test to determine the effect of self-efficacy on career planning, a t value of 0.137 was obtained with a significance level of 0.394 ( $p < 0.05$ ; significant). This shows that there is no significant effect of self-efficacy on career planning.

Self-efficacy represents a belief about the ability to solve problems and achieve success. In work, people who have confidence in their ability to solve problems emerge as leaders, while those who lack confidence in their own abilities show doubts and need advice from others. Meanwhile, the sources of Self-Efficacy consist of three, namely experience of success and achievement, experience of other people and verbal persuasion.

The experience of success is an important aspect in career planning. Experience of success is an important source of self-efficacy expectations because it is based on direct individual experience. In addition to the experience of success experienced by the individual himself, self-efficacy can emerge based on the ability to observe the behavior and experiences of others as an individual learning process. Suggestions obtained from other people about can also be a source of individual confidence in overcoming problems as a basis for career planning. Students who are unable to collaborate the three sources of self-efficacy experience difficulties in planning a career.

Furthermore, the partial t test to determine the effect of internal locus of control on career planning obtained a correlation coefficient of 0.374 with a significance level of 0.024 ( $p < 0.05$ ; significant). This shows that there is a significant influence of internal locus of control on career planning. Individuals who have an internal locus of control tend to prioritize their own efforts in dealing with something, and look highly on their own abilities. In addition, people with a high internal locus of control tend to work hard and have the view that their efforts will be successful. Students who have an internal locus of control, when faced with career selection, will make efforts to identify themselves, find out about work and educational steps and try to overcome problems related to career selection so that students are able to determine career plans according to their circumstances.

**Table 2.** Multiple Linear Regression Test Results  
ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.832	2	28.916	4.571	.017 <sup>a</sup>
	Residual	234.068	37	6.326		
	Total	291.900	39			

a. Predictors: (Constant), iLoC, SelfEfikasi

b. Dependent Variable: PK

Based on the multiple linear regression test, an F score of 4.571 was obtained with a significance level of 0.017 ( $p < 0.05$ ; significant). This means that there is a simultaneous influence of self-efficacy and internal locus of control on career planning. There is a belief within the individual that the achievements or results that

come to him are the effect of the efforts he has made, meaning that a person's career planning is determined by himself, not controlled by the environment.

**Table 3.** Variable Influence Level

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.445 <sup>a</sup>	.198	.155	2.51519

a. Predictors: (Constant), iLoC, SelfEfikasi

Based on the variable influence level test, it is known that the R square value is 0.198, which means that 19.8% of career planning is influenced by self-efficacy and internal locus of control. While 80.2% is influenced by other variables not discussed in this study. This is in line with what was stated by Aqmar & Rakhmawati (2022) that "there are several factors that influence a person's career choice, including internal factors and external factors". Internal factors, which include life values, level of intelligence, special talents, interests, characteristics, knowledge, and physical condition. External factors, which include society, socio-economic conditions of the country, family socio-economic status, family influence, school education, peer relations, and job demands. The key to careful planning and wise decisions lies in processing information about oneself and about one's environment. In other words, only individuals who have relevant information and interpret its meaning for themselves, can make accountable choices.

#### **D. Conclusion**

Efficacy and internal locus greatly influence an individual's career planning. Because the success of one's career achievement is influenced by the ability of career planning and careful decision making and the individual can decide the most appropriate choice according to his circumstances. Self-efficacy in individuals can be a person's evaluation of their ability or competence to carry out a task, achieve goals, or overcome obstacles which are the result of cognitive processes that occur in themselves and as one of the most influential aspects of self-knowledge or self-knowledge in life. individuals in determining the actions to be taken to achieve a goal including estimates of the various events that will be encountered.

To achieve the desired career, an individual often experiences obstacles, so efforts are needed to overcome these obstacles. The level of effort to overcome obstacles in achieving the desired career is influenced by locus of control which is a source of confidence that a person has to believe that he is able to control events that occur in his life or as control that makes individuals able to accept responsibility for their actions and as a belief in viewing factors that cause success or failure, including the causes and consequences they receive

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