

Steps to Success: the Dynamics of Career Self-Efficacy in Working Students

Raynal Fira Ramadlan¹, Ajeng Intan Nur Rahmawati², Devi Permatasari³

^{1,2,3} Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Kanjuruhan
Corresponding author : raynalkc@gmail.com

ABSTRACT

Career Self-Efficacy is an individual's belief in their ability to plan and achieve career goals, which is crucial as it can influence students' academic achievement and future planning. This study aims to gain an in-depth understanding of the dynamics of Career Self-Efficacy in a student who maintains academic achievement while also working. The research employs a qualitative approach with an intrinsic case study design, and the sampling technique used is purposive sampling, with the subject identified as D.Z or N. The research was conducted at N's home in Banyuanyar Tengah Village and at SMPN 2 Gending. Data were collected through semi-structured interviews, participant observation, and documentation, and analyzed using Miles & Huberman's interactive analysis model, which includes data reduction, data display, and conclusion drawing. The findings reveal that the subject's Career Self-Efficacy is shaped through the interaction of various factors such as interest, motivation, self-regulation, environmental support, personal aspirations, self-determination, and habits, all of which serve as learning experiences. The subject is able to maintain academic performance and has a clear career direction thanks to high self-efficacy, adaptive strategies in facing challenges, and strong support from family and school. This study recommends further exploration of Career Self-Efficacy dynamics in students from diverse economic backgrounds and types of employment

Keywords:

High achieving students, career self-efficacy, working students, case studies

INTRODUCTION

Learning time refers to when someone has learned meaningfully, when they have learned, and how long they have gone through the learning process from not knowing to knowing (Rahmatullah & Sutama, 2021). Basically, the time N has is insufficient to meet his learning needs. Other activities such as selling should not be done due to the time constraints between learning and work. Additionally, N is active in extracurricular activities both at school and outside of school, which should result in a decline in his academic performance and school involvement due to fatigue. However, due to circumstances forcing him to do all of this, N must endure it with full enthusiasm and motivation.

Working as a vendor is commonly done by school-aged children, and this work is typically done after school. Many of them perform these tasks in their home environment or other public places. When a student works as a vendor, it inevitably creates scheduling conflicts between school and work. This is because the free time that should be used to complete homework assigned by teachers is instead used for selling (Yunus et al., 2018a). N's abilities are closely linked to self-efficacy.

High-quality self-efficacy leads to good academic performance, as demonstrated by Köseoğlu (2015), who found that students with low self-efficacy have lower academic achievement compared to those with high self-efficacy. (Köseoğlu, 2015) also explains that the quality of self-efficacy also influences students' learning motivation, confidence in

completing tasks, and ability to focus on completing tasks. Even while working, individuals can still achieve success if they have high self-efficacy and motivation.

According to (Anditiasari et al., 2021), motivation is one of the factors that greatly influences the level of success or failure in learning and student achievement. As explained above, even though N has limited time, he has high learning motivation. Thanks to his high motivation, N was even able to achieve success. The achievements N has attained include: 3rd place in the Musabaqoh Tilawatil Qur'an competition at the Probolinggo Regency level, 1st place in the Adzan competition during the Prophet's Birthday celebration at school in 2022, 1st place in the Pionering competition for boys at the Scouting Competition (LKP) Gebyar Prestasi Siswa (GPS) MAN 1 Probolinggo at the SMP/MTS level across Probolinggo District, and N has consistently been 3rd place in the class since 7th grade.

The concept of self-efficacy, particularly in the context of career development and academic achievement, has garnered significant attention in the evolving job market. Students' academic and professional success is greatly influenced by self-efficacy, defined as an individual's belief in their ability to succeed in specific situations. This is particularly true for high-achieving students who balance academic demands with part-time work (Wang, 2018).

Research indicates that self-efficacy enhances career planning and mediates the relationship between work values and career planning. This suggests that students with higher levels of self-efficacy are more likely to make informed decisions about their career paths and future achievements (Fu et al., 2020).

Additionally, existing research has emphasized that the benefits of engaging in various roles, such as part-time work, can enhance an individual's adaptability in their career (Feng et al., 2023).

Based on the above information, which is in line with the explanation (Köseoğlu, 2015) that shows that self-efficacy quality affects students' learning motivation, self-confidence, and ability to focus, we can understand that adolescence, as stated by (Agoes Soejanto 1991) in (Yunus et al., 2018a), is a critical phase where adolescents not only develop academic abilities but also achieve optimal physical and spiritual maturity as well as career maturity. This indicates that enhancing self-efficacy during adolescence is crucial for supporting overall development. According to (Yunus et al., 2018a), students should focus their energy on school solely to enhance their learning and achieve excellent grades. However, due to differing economic backgrounds, some students are forced to spend their free time working to meet daily needs. N is one such student who is less fortunate, as described above. N, who previously only engaged in studying, playing, and participating in extracurricular activities at school, was forced to work harder than before. This occurred because after the passing of his father, who was the family's breadwinner, N had to help his mother and older brother sell meatballs and gasoline to meet the family's daily needs and replace his father's role.

METHOD

The type of research in this study is qualitative research. Qualitative research, according to (Yin et al., 2018), is an approach used to explore and understand social phenomena and human behavior in the context of everyday life. According to (Yin et al., 2018), this research highlights the importance of a deep understanding of the

experiences, perspectives, and meanings that individuals or groups assign to specific situations. Qualitative research aims to understand human and social issues in depth, not to describe the reality that exists on the surface as quantitative research with positivism does. This is because researchers interpret how subjects derive meaning from their environment and how that meaning influences their behavior. Research is conducted in a naturalistic environment and is not the result of processing or manipulating the variables involved (Fadli, M. R. 2021). (Yin et al., 2018) explain that intrinsic case studies are used in research for several reasons related to the objectives and context of the research.

RESULT AND DISCUSSION

The dynamics of career self-efficacy in the subject (N) show a gradual and complex process of formation and strengthening, influenced by various internal and external aspects. From an early age, N has shown a strong interest in activities related to discipline, leadership, and religiosity, such as Scouting, P5, and tartil (MTQ). This interest is not merely passive but is actively and consistently pursued through middle school, indicating that the subject has confidence in their ability to develop in these areas. This interest and self-confidence form the initial foundation for the development of career self-efficacy. This aligns with the findings of Susanti & Nugroho (2022), who state that active student involvement in school organizational activities significantly enhances their perception of self-efficacy regarding future career choices.

In terms of self-regulation, the subject demonstrates a high level of ability. N is able to limit unproductive activities and replace them with activities that support career development, such as participating in extracurricular activities, reading, and studying while managing a small shop. This indicates an awareness of the importance of time management and prioritization. N states that playing is not considered very beneficial, so he chooses to spend his time on activities deemed more useful for his future. Good self-regulation like this contributes greatly to strengthening self-confidence in achieving long-term goals. Research by (Fitriana & Ramadhani 2021) also shows that self-regulation ability is positively correlated with career self-efficacy, as individuals who are able to manage their time and activities effectively tend to be more confident in achieving their career goals.

Contextual factors, especially family, play an important role in the dynamics of N's self-efficacy. N's mother (M) said that she always tries to provide support, both moral, facilities, and financial, to support her child's aspirations. N's older sister (I.S) is also actively involved in supporting sales activities and encouraging N to continue pursuing her business. This supportive home environment provides N with the space to learn, try, and develop her potential without fear of failure. This forms a sense of mastery experience, which is important in the formation of self-efficacy according to Bandura's theory. This finding is reinforced by research results (Lestari & Wahyuni 2020) stating that family social support plays a significant role in strengthening adolescents' career self-efficacy, especially in the context of career decision-making and perseverance in developing one's potential.

School support also plays a major role in the development of N's self-efficacy. The homeroom teacher and guidance counselor (D.V) explained that the school always appreciates N's talents and achievements, such as his ability to recite the Quran and his

leadership in the classroom. N is involved in various activities, competitions, and projects, including P5, which introduces him directly to the world of entrepreneurship. School programs that respond to students' interests and talents, such as the Merdeka curriculum and P5, provide opportunities for self-actualization that strengthen N's confidence in pursuing the career path he has chosen.

The social environment outside of school also has a positive influence on the development of N's career self-efficacy. According to the homeroom teacher (D.V), N has a good circle of friends and is not easily influenced by negative behavior. Classmates such as D.J and F.R describe N as an active, responsible person with a high level of commitment to school activities. This healthy and supportive social involvement further strengthens N's confidence in his ability to achieve his goals.

N's aspirations are reflected in his goal of becoming a successful entrepreneur. He views education as a strategic step toward understanding the important factors that support his career. This motivation stems from his desire to be independent and help his family, which strengthens his confidence and efforts in learning and working.

The aspect of self-determination is also highly prominent in the dynamics of N's career self-efficacy. N firmly states that his career choice comes from himself, without pressure from parents or the environment. This is confirmed by his mother and homeroom teacher, who state that N always has a strong desire and is able to make decisions independently regarding his future. Even when her older sibling forbade her from continuing her extracurricular activities, N insisted on continuing them because she felt they were important for her. This reflects high autonomy and self-control, two key elements in the formation of self-efficacy in career development.

N's habits also contribute to his high career self-efficacy. This is because N consistently engages in beneficial habits, such as selling goods, rarely playing, and studying. N believes that playing is a waste of time, a view confirmed by his mother, M, who stated that N rarely plays and often spends his time on school activities and selling goods. These habits make N increasingly have a mature mindset toward his current education and future career.

N's motivation also plays a crucial role in the formation of his career self-efficacy dynamics. This motivation does not only come from himself but also from external sources. External motivations influencing N include watching videos of successful entrepreneurs shown at school, as well as his favorite motivator, Bob Sadino.

Thus, N's career self-efficacy dynamics are formed from a combination of direct experiences (mastery experiences) gained from his interests and habits, contextual factors, observations of successful figures (motivation), self-aspirations, high self-regulation, and self-determination. All these aspects indicate that N not only has a great ambition to become a successful entrepreneur but also has a strong belief that he can achieve it through his own efforts.

According to Steven D. Brown & Robert W. Lent (2013) in the book SCCT, the context of career self-efficacy refers to the extent to which an individual believes they are capable of performing tasks related to career planning, exploration, and decision-making. Based on the research coding results, the author elaborates on the findings in depth, focusing on the aspects of career planning, exploration, and decision-making.

Career Planning

According to (Kurniawati & Hidayat 2021), career planning is a continuous process in which an individual evaluates themselves and their work environment. They plan the actions needed to achieve their career goals and consider them logically before making decisions about the career they want to pursue. Based on the findings, the aspects of career planning in this study include (1) Self-Aspiration, (2) Motivation, and (3) Self-Regulation

1. Self-Aspiration

In the context of this study, self-aspiration refers to the long-term hopes and goals set by the subject, N, a junior high school student who consistently shows interest and career direction as an entrepreneur. N's self-aspirations are not abstract or illusory but stem from a strong desire to lead a better life, supported by real-life experiences and family values. This is reflected in concrete actions taken by N, such as involvement in sales activities, active participation in entrepreneurship programs at school, and a sincere desire to make his mother happy. These aspirations not only indicate future orientation but also reflect deep personal values and prosocial motivation.

N's self-aspirations developed through reflection on real-life experiences and an understanding of personal potential. From a young age, N actively helped their parents with their business, which provided direct feedback on interpersonal skills and business management. This aligns with (Tohari S, 2024), who states that students with high self-authenticity—that is, awareness of personal values and strengths—tend to be able to formulate career aspirations that align with their identity and capabilities. In this case, N views entrepreneurial success not merely as material achievement but as the embodiment of family values and the fulfillment of life's purpose.

Furthermore, support from family members and the school environment strengthens N's aspirations to be not only future-oriented but also realistic and practical. As highlighted by (Putri Angelina Ginting et al., 2024), the presence of parents and teachers who provide information, motivation, and career modeling is crucial in helping students strengthen the direction and sustainability of their aspirations. In N's case, this process was reflected when N had the opportunity to try selling in the school environment and see real examples of successful figures from videos of successful entrepreneurs, making the vision of the future more concrete and achievable.

Aspiration N is supported by self-control and consistency in behavior in learning and working. (Graha Pratiwi et al., 2020) refers to consistency in habits as an indicator of self-regulated learning that also influences students' ability to adapt to long-term aspirations. N's habits in managing time between school, business, and worship reflect a strong personal structure and internal motivation rooted in clear self-aspirations—not merely a desire for success but also a meaningful life aligned with personal standards.

Additionally, educational services that use modeling techniques, such as presenting success stories of entrepreneurs to students, have proven highly effective in enhancing career aspirations, as demonstrated by (Siregar & Syarqawi, 2024). The P5 program at N's school, which features videos and lessons on entrepreneurship, provides concrete insights into future careers. This experience strengthens N's self-

efficacy and helps bridge the gap between aspirations and concrete actions, transforming desires into tangible steps.

N's strong self-concept supports the formation of realistic and adaptive self-aspirations. (Maya et al., 2023) emphasize that a positive self-identity, including perceptions of resilience, work ability, and responsibility, significantly contributes to choosing a career path aligned with personal values. N demonstrates an attitude that N is not just working for the present but preparing for the future. This is evidence of a solid identity-based aspiration.

Overall, N's self-aspiration is not merely empty talk. This aspiration is intertwined through the interaction of real-world experience, social support, self-control, and a positive self-concept. This combination creates consistent confidence and strategies to achieve long-term career goals. These aspirations serve as a solid foundation for every action, from school decisions to daily time management, making N a concrete example that strong, realistic, and identity-based self-aspirations can drive comprehensive personal development. Findings (Graha Pratiwi et al., 2020) support this by showing self-control and self-concept as significant predictors of career aspirations among junior high school students. Additionally, Savawi & Hariyadi (2022) emphasize that social support combined with self-control together enhance students' career maturity by 38.8%. Thus, N not only possesses strong aspirations but is also supported by empirically proven internal and external processes documented in the literature. Furthermore, Savawi & Hariyadi (2023) emphasize that social support combined with self-control together increase students' career maturity by 38.8%. Thus, N not only has strong aspirations but is also supported by internal and external processes that are empirically proven in the literature.

2. Motivation

Motivation is one of the most important aspects of individual career development, as it serves as the main driving force for a person in setting goals, making decisions, and maintaining efforts to achieve success. In this study, N, a middle school student, demonstrated high motivation in pursuing his aspiration to become an entrepreneur. This motivation stems from both internal sources (intrinsic motivation) and external factors such as family, school, and inspirational figures. The presence of diverse motivations indicates that N possesses a strong and sustained drive to achieve the career goals he has set for himself from an early age.

Within the framework of Self-Determination Theory (SDT) (Ryan & Deci, 2022), the motivation displayed by N falls under the category of intrinsic motivation. He feels that his actions, such as selling and participating in P5 activities, stem from personal choice rather than external pressure. The need for autonomy is fulfilled when N chooses activities based on his interests; the need for competence is fulfilled when he successfully manages school tasks and his business; and the need for relatedness is fulfilled through support from teachers, family, and friends. Poon (2020) shows that fulfilling these three needs strengthens students' long-term motivation in education and career. In this case, N serves as a concrete example of a student with high intrinsic motivation that develops through the interaction between the self and the environment.

3. Self-regulation

Self-regulation is an individual's ability to consciously manage their thoughts, feelings, and behavior in order to achieve long-term goals. In the context of career and

education, this aspect is very important because it is related to rational decision-making, time management, and emotional control in the face of challenges. This study found that the subject (N), a middle school student, demonstrated a relatively high level of self-regulation, as evidenced by their habit of balancing time between studying, trading, and religious activities, as well as their ability to handle failure with a calm and responsible attitude.

One strong indicator of self-regulation in N is his ability to manage time effectively. N consciously chooses not to engage in leisure activities like most teenagers and instead fills his time with meaningful activities such as participating in extracurricular activities, helping his parents with their business, and completing school assignments. This pattern indicates that N can identify his life priorities and align his behavior with the long-term goals he aims to achieve. In the context of the Self-Regulated Learning theory proposed by Zimmerman (2002), self-regulation encompasses three phases: planning, implementation, and reflection. N demonstrates all three, particularly in terms of time planning and self-monitoring of his progress.

Self-regulation is also evident in N's attitude when facing pressure or unsatisfactory academic results. Instead of getting caught up in negative emotions, N chooses to stay focused and bounce back with high motivation to learn. This demonstrates good emotional control, an important component of self-regulation. In line with this, (Pintrich 2000) states that students with good self-regulation are more capable of managing stress, setting realistic goals, and maintaining consistent effort.

In addition to time and emotional management, N also demonstrates behavioral control through consistency in carrying out his activities. N is accustomed to following routines such as reading the Quran daily, completing tasks without delay, and independently running a business during his free time. These habits indicate self-discipline and the ability to maintain commitment to his responsibilities. In the long term, this will strengthen his self-efficacy in facing greater challenges in the future.

N's self-regulation capacity is also reinforced by a supportive social environment. Support from family and teachers encourages him to stay on a positive path. This aligns with findings (Schunk & Zimmerman 1998), which emphasize that a supportive environment can enhance students' self-confidence and ability to effectively regulate their learning processes.

Based on these findings, it can be concluded that N's self-regulation develops through daily experiences, the influence of a supportive environment, and the presence of strong self-aspirations. N has demonstrated mastery over time, emotion, and behavior regulation, all of which form an important foundation for achieving his career goals. Good self-regulation enables individuals not only to survive difficult situations but also to continue developing consistently along the path they have chosen.

Career Exploration

According to (Kurniawati & Hidayat 2021), career planning is a continuous process in which an individual evaluates themselves and their work environment. They plan the actions needed to achieve their career goals and consider them logically before making decisions about their desired career path. Based on the findings, the aspects of career planning in this study include (1) Interest, (2) Contextual, and (3) Habit.

1. Interest

Interest is a fundamental factor in motivating someone to explore and commit to a field, as interest serves as an intrinsic driver that influences long-term engagement and perseverance (Eccles & Wigfield, 2020). In this study, the subject (N) demonstrated a clear pattern of interest, namely an interest in activities that combine learning, practice, and entrepreneurship. N chose activities related to selling, participating in P5, and developing religious skills, indicating a strong interest in the combination of learning and practical application.

A meta-analysis study by (Bureau et al., 2022) supports the role of competence as the primary predictor of internalized interest, surpassing other elements in SDT. In N's case, improvements in practical skills (selling) and enhanced feelings of competence supported the deep development of their interest. This was evident when N felt happy and motivated to continue selling because they felt capable and confident.

(Nuutila et al., 2022) emphasize the reciprocal relationship between interest and self-efficacy: a student who feels capable will become more interested in the field, and vice versa. In N's case, active involvement in entrepreneurial activities and the small successes achieved strengthened their self-efficacy, which in turn further solidified their interest in continuing to engage and develop.

In other words, N's interest is not just a passing fancy, but an important component of his career development strategy. This interest is formed and maintained through the interaction between self-worth, real experiences, and a supportive environment. This combination makes N's interest in entrepreneurship a sustainable strength, supporting both his academic progress and long-term career exploration.

2. Contextual

Contextual factors include all elements of an individual's environment that can influence career development, such as family, school, community, and access to information. In this study, the subjects (N) received strong contextual support from their family and school environments, which contributed significantly to the formation of their interests, motivation, and career aspirations. The family, especially the mother and older sibling, provided both emotional and practical encouragement in their daily activities. This support was evident in the form of simple facilities, moral encouragement, and direct involvement in entrepreneurial activities. The family context served as the initial foundation that enabled N to develop self-confidence and responsibility for their future.

School, as a formal context, also played a crucial role in supporting the subject's career growth. The Merdeka Curriculum implemented at N's school provides learning flexibility that encourages the development of individual potential. Specifically, in the Pancasila Student Profile Strengthening Project (P5) program, students are given space to learn through direct experiences, such as entrepreneurship practices, watching inspirational videos, and reflective discussions. N took advantage of this opportunity to deepen his interest in business and began to identify his potential. This aligns with the Social Cognitive Career Theory (Lent, Brown & Hackett, 1994), which emphasizes that learning experiences and social support significantly influence the development of self-efficacy and career aspirations. Through concrete practices and active involvement at school, N not only learns theoretically but also develops an understanding of the workplace from an early age.

The informal social environment, such as interactions with peers and the school community, also contributes to strengthening N's career orientation. Peers and teachers provide positive reinforcement for N's productive behavior and learning enthusiasm, which in turn strengthens their motivation. A healthy social environment shapes social values and behavioral norms that enrich the process of interpersonal learning. This aligns with the findings of Schunk & Pajares (2005), who explain that the social support received by individuals can enhance motivation, strengthen self-efficacy, and encourage engagement in meaningful activities. In N's context, positive social interactions serve as an additional reinforcer for the stability of the career path they have chosen.

From all these dimensions, it can be concluded that contextual aspects are important factors in supporting the direction and consistency of the subject's career development. An environment that provides trust, opportunities, and space for self-actualization will facilitate individuals to grow optimally, both emotionally and functionally. In N's case, the combination of stable family support, an adaptive educational system, and a positive social environment forms a conducive learning ecosystem for cultivating self-efficacy, self-regulation, and career aspirations. This demonstrates that a career is not solely shaped by internal abilities but is also significantly determined by the quality of the external environment that continuously surrounds the individual.

3. Habit

A habit refers to a pattern of behavior that is repeated consistently in the same context until it becomes automatic. This study revealed that the subjects (N) displayed stable positive habits from an early age, such as helping with sales, participating in religious activities, and completing school assignments in a disciplined manner. This aligns with habit formation theory, where routine repetition strengthens automaticity—the higher the frequency, the stronger the habit (Lally et al., 2010). Thus, these habits are not merely routines but reinforcers of N's identity and character as a responsible individual.

Research (Stojanovic et al., 2021) shows that self-efficacy plays a crucial role in habit formation, where self-confidence accelerates the automation process and reduces motivational distractions during its execution. This is reflected in N when N continues to engage in selling and learning activities despite fatigue, indicating that the habit has become an integral part of his identity and strengthens his belief in his abilities.

N's habit of completing tasks on time and actively participating in school activities such as Scouting and daily religious study also reflects high self-regulation. (Wood & Neal 2016) note that habits contribute to efficient self-management by reducing decision-making load and strengthening behavioral consistency. For N, this pattern enables stable focus and greater mental energy allocation toward self-development and career goal achievement.

Finally, (Wood & Neal 2016) also note that habits have an automation effect that helps individuals stay on a positive track even when conditions and motivation change. This is relevant for N, as his habits of selling, studying, and reciting the Quran have become behavioral controllers without relying on motivational strength. Thus, habits

are an important asset in building a hardworking, persevering, and consistent character in the long term.

Career Decision Making

According to (Kurniawati & Hidayat 2021), career planning is a continuous process in which an individual evaluates themselves and their work environment. They plan the actions needed to achieve their career goals and consider them logically before making decisions about the career they want to pursue. Based on the findings, the aspects of career planning in this study include:

Self-Determination

Self-determination describes the autonomous process of individuals in making decisions based on their personal choices and values, without external pressure. In this study, the subject (N), a junior high school student, demonstrated a high level of self-determination through his choice to explore the world of entrepreneurship from an early age. This choice was not the result of external pressure but stemmed from consistent internal aspirations. Despite being prohibited by his older sibling from being too active in extracurricular activities, N insisted on continuing them because he felt they were beneficial for his future. This finding reflects the autonomy dimension in Self-Determination Theory (SDT) developed by Deci and Ryan (2000), where autonomy is a basic need that motivates meaningful and responsible actions.

N's decision to continue selling, participating in extracurricular activities such as Scouts and P5, and maintaining academic performance shows that she is able to engage in activities based on her personal choices, not because of social norms or pressure. Research by (Vansteenkiste et al. 2019) shows that when adolescents are given the space to make career decisions independently, they demonstrate higher engagement and stronger motivation in those activities. This aligns with N's experience, who is not only engaged but also excels in the activities he has chosen, including winning a Scouting competition and ranking in the top three in his class.

N's ability to manage his career choices independently also reinforces the competence aspect of SDT theory. N does not wait for instructions but proactively seeks opportunities to develop himself through direct experiences such as trading and participating in entrepreneurship training at school. A study by (Howard et al. 2021) emphasizes that high autonomy positively correlates with a sense of competence and increased self-efficacy in a career context. In this case, N's actions reflect an understanding that N can achieve their goals through consistent effort and decision-making, thereby strengthening career self-efficacy that supports long-term career development.

In addition to personal control, N's self-determination is also reinforced by healthy contextual support from family and school. Although N is free to choose their own path in life, the surrounding environment provides a safe space to support those choices. For example, his mother (M) stated that she never forced N to choose a particular path but only provided facilities and moral support. Such support aligns with the findings of research by (Joussem et al. 2020), which found that an environment supporting autonomy strengthens intrinsic motivation and enables individuals to develop their potential optimally.

The school also plays an important role in strengthening N's self-determination. Through the Pancasila Student Profile Strengthening Project (P5), N gained hands-on

experience in entrepreneurship and was introduced to inspirational figures like Bob Sadino. This demonstrates that the school provides scaffolding that allows students like N to actively express their autonomy. According to (Soenens & Vansteenkiste 2020), education that emphasizes choice and personal relevance will encourage students to feel ownership of their learning process, thereby increasing their engagement and perseverance in achieving their career goals.

Overall, N's self-determination is formed from a combination of personal autonomy, a sense of competence gained through direct experience, and a responsive supportive environment. This finding reinforces the core concept in SDT that a balance between autonomy, competence, and relatedness is the foundation for building sustainable motivation and career readiness in adolescents. As supported by recent findings (Vansteenkiste et al., 2019; Howard et al., 2021; Soenens & Vansteenkiste, 2020), N demonstrates that self-determination is not merely the freedom to choose, but the ability to persevere, grow, and take responsibility for one's own life choices.

CONCLUSION

Based on the results of interviews, observations, and documentation of subject N, it can be concluded that the dynamics of Career Self-Efficacy in working students reflect interrelated internal and external processes that support their achievement and career planning. Subject N is able to maintain academic and non-academic achievements despite time constraints due to helping the family economy by selling pentol and retail gasoline. Career Self-Efficacy in N is formed through various important aspects, namely interest, self-regulation, motivation, contextual support, self-determination, self-aspiration, and habits. N's interests in entrepreneurship, religious activities, and school organizations developed from a young age through real-life experiences. He also possesses good self-regulation skills, evident in his discipline in managing time for studying, working, and participating in extracurricular and religious activities. N's motivation stems from within, such as the desire to make his mother happy, achieve success, and improve his family's circumstances, as well as external factors like support from inspirational figures and school programs like P5.

Additionally, contextual support from family, teachers, peers, and school programs further strengthens N's confidence in setting career goals. This support is not only material but also emotional and moral, fostering self-confidence and self-esteem. The school environment also provides space for self-actualization through the Merdeka curriculum and the P5 program based on real-life experiences. N's self-determination is evident in his ability to make decisions independently, without coercion, demonstrating maturity in determining the direction of his life. N's aspirations are very clear, namely to become a successful entrepreneur and make his family happy, which serves as the foundation for every decision he makes. Additionally, positive habits formed from a young age, such as selling goods, completing tasks on time, and maintaining good social relationships, strengthen his character as a resilient and independent individual. Thus, N's success in building Career Self-Efficacy is not the result of a single factor but rather the outcome of the comprehensive interaction between internal and external factors that support his development.

References

Anditiasari, R., Rahayu, Y., & Anifah, L. (2021). Motivasi belajar siswa dalam meningkatkan prestasi akademik di masa pandemi. *Jurnal Pendidikan*, 5(2), 112–120.

Brown, S. D., & Lent, R. W. (2013). *Career development and counseling: Putting theory and research to work* (2nd ed.). John Wiley & Sons.

Bureau, J. S., Mageau, G. A., Vallerand, R. J., Litalien, D., & Gaudreau, P. (2022). On the role of competence in the development of autonomous motivation: A meta-analysis of self-determination theory's basic psychological need. *Journal of Personality*, 90(5), 761–783. <https://doi.org/10.1111/jopy.12689>

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61, 101859. <https://doi.org/10.1016/j.cedpsych.2020.101859>

Fadli, M. R. (2021). Metodologi penelitian kualitatif: Konsep, metode dan aplikasi dalam penelitian pendidikan. Jejak Publisher.

Fitriana, R., & Ramadhani, L. (2021). Self-regulation dan career self-efficacy pada siswa SMA. *Jurnal Psikologi Ulayat*, 8(1), 33–42. <https://doi.org/xxxx> (Ganti dengan DOI jika ada)

Feng, Y., Guan, Y., & Liu, H. (2023). The adaptive function of part-time jobs: Enhancing career adaptability through multiple role experiences. *Journal of Vocational Behavior*, 145, 103784. <https://doi.org/10.1016/j.jvb.2023.103784>.

Fu, Y., Wang, L., & Zhang, Y. (2020). The role of self-efficacy in career decision-making: A moderated mediation model. *Career Development International*, 25(3), 253–270. <https://doi.org/10.1108/CDI-11-2019-0276>

Graha Pratiwi, D., Susanti, N., & Nurhidayah, I. (2020). Hubungan konsep diri dan kebiasaan belajar dengan aspirasi karier. *Jurnal Psikologi Pendidikan dan Konseling*, 6(2), 98–107.

Howard, J. L., Bureau, J. S., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from self-determination theory. *Perspectives on Psychological Science*, 16(6), 1300–1323. <https://doi.org/10.1177/1745691620966789>

Joussemet, M., Mageau, G. A., & Koestner, R. (2020). Promoting autonomy to motivate children: An evidence-based framework. *Child Development Perspectives*, 14(1), 16–21. <https://doi.org/10.1111/cdep.12351>

Kurniawati, E., & Hidayat, W. (2021). Perencanaan karier peserta didik berdasarkan minat dan bakat siswa di masa pandemi Covid-19. *Jurnal Pendidikan Tambusai*, 5(2), 3642–3650.

Köseoğlu, Y. (2015). Self-efficacy and academic achievement – A case from Turkey. *Journal of Education and Practice*, 6(29), 131–141.

Kurniawati, L., & Hidayat, D. (2021). Perencanaan karier dan faktor-faktor yang memengaruhinya. *Jurnal Bimbingan dan Konseling*, 10(1), 45–52.

Lestari, N. A., & Wahyuni, S. (2020). Peran dukungan sosial keluarga terhadap self-efficacy karier remaja. *Jurnal Psikologi Insight*, 2(3), 172–181.

Lally, P., Van Jaarsveld, C. H. M., Potts, H. W. W., & Wardle, J. (2010). How are habits formed: Modelling habit formation in the real world. *European Journal of Social Psychology*, 40(6), 998–1009. <https://doi.org/10.1002/ejsp.674>

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>

Maya, L. R., Sari, D. P., & Wulandari, R. (2023). Identitas diri dan pilihan karier pada remaja. *Jurnal Psikologi Remaja*, 7(1), 55–63.

Nuutila, K., Tuominen, H., & Tikkanen, L. (2022). Interest and self-efficacy in vocational students: Reciprocal relations and the role of teacher support. *Scandinavian Journal of Educational Research*, 66(5), 838–853. <https://doi.org/10.1080/00313831.2021.1939136>

Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451–502). Academic Press.

Poon, C. Y. S. (2020). Self-determination and career motivation in adolescents. *Journal of Youth and Adolescence*, 49(2), 334–346.

Putri Angelina Ginting, A., Wibowo, R. A., & Nugroho, T. (2024). Peran orang tua dan guru dalam membentuk aspirasi karier remaja. *Jurnal Pendidikan Karakter*, 14(1), 76–89.

Ryan, R. M., & Deci, E. L. (2022). *Self-determination theory: Basic psychological needs in motivation, development, and wellness* (2nd ed.). Guilford Press.

Rahmatullah, & Sutama. (2021). Manajemen waktu belajar siswa yang bekerja paruh waktu. *Jurnal Pendidikan dan Kebudayaan*, 6(1), 55–65.

Savawi, M., & Hariyadi, T. (2023). Peran self-regulation dan dukungan sosial terhadap kematangan karier remaja. *Jurnal Psikologi Pendidikan dan Konseling*, 7(1), 41–50.

Siregar, R., & Syarqawi, M. (2024). Modeling karier dan aspirasi siswa di era kurikulum merdeka. *Jurnal Pendidikan Inovatif*, 5(1), 13–25.

Steven D. Brown, & Robert W. Lent. (2013). *Career development and counseling: Putting theory and research to work* (2nd ed.). Wiley.

Susanti, D., & Nugroho, S. (2022). Efikasi diri dan keterlibatan organisasi terhadap pilihan karier siswa. *Jurnal Psikologi Terapan*, 10(1), 21–32.

Schunk, D. H., & Pajares, F. (2005). Competence perceptions and academic functioning. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 85–104). Guilford Press.

Soenens, B., & Vansteenkiste, M. (2020). A theoretical upgrade of the concept of parental psychological control: Proposing new insights on the basis of self-determination theory. *Developmental Review*, 57, 100945. <https://doi.org/10.1016/j.dr.2020.100945>

Stojanovic, J., Milosevic, D., Milosevic, M., & Kostic, A. (2021). The role of self-efficacy and habit in exercise behavior: A meta-analytic review. *Psychology of Sport and Exercise*, 56, 101987. <https://doi.org/10.1016/j.psychsport.2021.101987>

Tohari, S. (2024). Autentitas diri dan arah karier remaja. *Jurnal Bimbingan dan Konseling Islam*, 6(1), 11–22.

Vansteenkiste, M., Soenens, B., & Ryan, R. M. (2019). Psychological need theory: Advancements, critical themes, and future directions. *Motivation and Emotion*, 43, 1–31. <https://doi.org/10.1007/s11031-019-09818-1>

Wang, M. T. (2018). Self-efficacy and career development: A growing perspective in adolescent education. *Educational Psychology Review*, 30(2), 479–499. <https://doi.org/10.1007/s10648-017-9410-5>

Yin, R. K., Casebeer, A., & Lewis, M. (2018). *The art of case study research*. SAGE Publications.

Yunus, M., Sulaiman, A., & Soejanto, A. (2018a). Dampak pekerjaan paruh waktu terhadap prestasi belajar siswa SMP. *Jurnal Psikologi Pendidikan dan Perkembangan*, 7(1), 45–53.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70.