The Influence of Self-Efficacy and English Language Skills on Career Motivation and Its Impact on Students' Career Aspirations at the Faculty of Economics and Business, Al-Amien Prenduan Islamic University

Nurul Hidayati[1*], Luthfatul Qibtiyah[2], Uswatun Hasanah[3], Rosyidi[4]

[1-4]Universitas Al-Amien Prenduan, Indonesia

Emil: nurulhidayatia63@gmail.com[1], lutfatulqibtiyah@gmail.com[2], uswahasan.zain@gmail.com[3], muhammadrosyidi01@gmail.com[4]*

*Correspondence author: nurulhidayatia63@gmail.com

Abstract. The purpose of this study was to build an understanding of the role of self-efficacy and English language skills on career motivation and its impact on students' career aspirations at the Faculty of Economics and Business, Al-Amien Prenduan Islamic University. This research is categorized as Explanatory Research, aiming to explain causal relationships among variables. Data were collected using a structured questionnaire, and the sampling technique used was purposive sampling. The study involved 90 students, and the data were analyzed using the Structural Equation Model (SEM) with AMOS software to ensure comprehensive and accurate testing of the proposed model. The results of this study indicate that self-efficacy has a positive and significant effect on career motivation, while English language skills also show a positive and significant influence on career motivation. Furthermore, career motivation has a positive and significant impact on students' career aspirations. These findings emphasize that strong confidence and adequate English proficiency can encourage students to develop clearer and higher career goals, highlighting the importance of improving both competencies in higher education settings.

Keywords: Self-Efficacy; English Language Skills; Career Motivation; Students' Career Aspirations; Education.

1. INTRODUCTION

In today's rapidly evolving global job market, students' career motivation and aspirations are influenced by a variety of factors, including their self-efficacy and language skills. Self-efficacy, defined as an individual's belief in their ability to succeed in specific situations, has long been shown to affect individuals' motivation to pursue and achieve their career goals (Bandura, 1997). Meanwhile, English language skills have emerged as a critical factor, not only in enhancing academic performance but also in improving employability, particularly in an increasingly globalized world where English is often the medium of communication in international business and academic settings (Pinnow & Fidalgo, 2020). Despite the growing importance of these factors, there is limited research that specifically examines their combined impact on career motivation and aspirations among students in the context of Islamic universities, particularly in Indonesia. Therefore, it is crucial to investigate how self-efficacy and English language skills contribute to career motivation and, consequently, how they influence students' career aspirations, particularly within the Faculty of Economics and Business at Al-Amien Prenduan Islamic University.

The selection of the Faculty of Economics and Business at Al-Amien Prenduan Islamic University as the research site is driven by the unique context of Islamic higher education in Indonesia, where religious values and academic growth often intersect in shaping students'

career paths. Unlike other universities that may focus primarily on secular educational outcomes, students in Islamic universities are also influenced by moral and ethical considerations in their career decisions. This makes Al-Amien Prenduan an ideal setting for exploring how these factors interact in a religiously infused academic environment. Moreover, this institution offers a diverse pool of students who aspire to enter both national and international business sectors, making it a representative sample for understanding the broader impact of self-efficacy and language skills on career motivation. While studies in other contexts, such as secular universities, have explored these factors, there is limited research focusing on Islamic universities, making this study a novel contribution to the field.

The core variables in this study—Self-Efficacy, English Language Skills, Career Motivation, and Students' Career Aspirations—are intricately connected. Self-efficacy influences individuals' perceptions of their ability to achieve goals and, therefore, impacts their motivation (Schunk, 2012). In this study, it is hypothesized that students with higher self-efficacy are more likely to be motivated to pursue their career goals. On the other hand, English language skills, as a reflection of both competence and confidence in a globalized job market, also play a critical role in career motivation. Students who feel proficient in English are more likely to be motivated to pursue diverse career opportunities, especially in multinational corporations or global industries (Siyanova-Chanturia, 2021). Career motivation, in turn, directly influences students' career aspirations, guiding them to set specific, ambitious career goals. Thus, the study investigates how self-efficacy and language skills contribute to career motivation and shape the aspirations students hold for their future careers.

While much research has explored the relationship between self-efficacy, language skills, and career aspirations in various educational contexts, several gaps remain, especially within the framework of Islamic higher education. Previous studies, such as those by Schunk (2012) and Lent et al. (2002), have established the importance of self-efficacy and language proficiency in shaping career motivation. However, these studies primarily focus on Western or secular educational settings, with little attention given to the unique aspects of Islamic universities, where religious values may also influence students' career decisions (Meyer & Turner, 2020). Additionally, while research has extensively examined the role of self-efficacy and language skills in career development, there is a need for more integrated models that combine both factors and assess their collective impact on students' career aspirations. Studies by Zhou et al. (2021) and Joo & Lee (2020) have identified gaps in understanding how these variables interact specifically within the context of Indonesian Islamic universities, where cultural and religious contexts might alter their influence.

The novelty of this research lies in its comprehensive exploration of the interactions between self-efficacy, English language skills, and career motivation among students at an Islamic university in Indonesia. By focusing on the Faculty of Economics and Business at Al-Amien Prenduan Islamic University, this study contributes new insights into how students' religious and academic environments shape their career aspirations, addressing a gap in the existing literature. The benefits of this research are twofold: it provides a better understanding of how academic and psychological factors influence career development in Islamic educational contexts, and it offers practical implications for university career services aiming to enhance students' career readiness. The objective of this research is to identify how self-efficacy and English language skills contribute to career motivation and to assess their subsequent impact on students' career aspirations, ultimately providing a more nuanced understanding of career development in a religiously oriented academic environment. By addressing these gaps, this research not only adds to the field of career psychology but also offers valuable recommendations for policy and practice in higher education institutions.

2. THEORETICAL REVIEW AND HYPOTHESES

Self-Efficacy

Self-efficacy pertains to an individual's convictions or confidence in their capability to proficiently carry out designated tasks (Bandura, 1982). These self-efficacy beliefs have a substantial impact on an individual's behaviors, influencing their emotions, thoughts, selfmotivation and actions. The level of self-efficacy a person possesses influences their choice of activities, the intensity of effort they invest, their persistence in overcoming challenges and the level of difficulty they assign to their goals (Chowdhury and Shahabuddin, 2007). Moreover, self-efficacy plays a pivotal role in linking goals, motivation and overall performance (Bandura, 1982). (Bandura, 1982) established that self-efficacy stands as a crucial determinant in yielding significant outcomes in individuals' lives. The beliefs in self-efficacy act as a catalyst for improved performance by enhancing the perception of control over life circumstances, thereby fostering active organization of the environment, experimentation with different strategies and using experiences to effectively regulate performance (Yagil et al., 2023).

Self-efficacy indicates the extent to which an individual believes in their abilities and whether these abilities will lead to success in a particular scenario (Bandura, 1994). Self-efficacy is an individual's belief in his/her ability to perform a task and his/her level of self-awareness of these abilities. Together, these play an important part in effective metacognitive

development (Gravill et al., 2002). Some scholars have argued that self-efficacy, rather than the state of the labour-market, may drive employability (Brown et al., 2003; Moreau and Leathwood, 2006), while others argue that the nature of the person and their characteristics are irrelevant in employability (Hesketh, 2003). Students' self-efficacy and self-confidence may develop as they journey through higher education.Part-time employment, and the extent to which a full-time student embraces such a role, may suggest the strength of their self-efficacy and how valuable they consider the benefits of taking on such roles to their future employability (Evans et al., 2014).

English Language Skills

According to Iskandarwassid & Dadang Sunendar (2011: 241), speaking skills are the skills of reproducing the flow of articulatory sound systems to convey desires, needs, feelings and desires to other people. The level of speaking skills is determined by the ability to express the contents of thoughts in accordance with the purpose and context of the conversation. is being carried out, how the content of thoughts is arranged so that it is clear and easy to understand, and expressed in language that is packaged in a reasonable grammatical structure, the right choice of words, as well as pronunciation and intonation in accordance with the purpose and nature of the speaking activity being carried out. Speaking skills are analyzed based on: (1) Pronunciation; (2) Grammar (grammar); (3) Vocabulary (Vocabulary); (4) Smoothness; (5) Understanding.

Career Motivation

Career motivation is defined as the drive that arises from a person to understand the career, behavior, and also decisions made by employees such as in terms of looking for and accepting work, how employees will decide whether to continue working at the company, formulating career plans, and how an individual achieves his career. (London, 1983). The concept of career motivation originally presented by London (1983) integrates individual differences into three dimensions: career resilience, career insight, and career identity. It serves as an organizing framework within which to understand and improve the effects of situational conditions on career decisions and behavior. So career motivation is the urge that arises within an individual to have and improve his ability to carry out tasks well and correctly. From this explanation it can also be seen that career motivation has an important role in both career planning and career development. Employees with high work experience but low career motivation will have difficulty separating themselves from their previous life and will also have difficulty taking a new career direction.

Career Aspirations

The term motivation often is used to explain deci¬sions and behaviors that cannot be explained by abil¬ity alone. Motivation is concerned with the direction, arousal, amplitude, and persistence of an individual's behavior (Campbell & Pritchard, 1976). Work motivation is a construct that generally refers to motivation to do one's current job. The term managerial motivation refers to the desire to engage in and meet managerial role requirements (e.g., exert¬ing leadership, conducting routine administrative activities) (Miner, 1977). These constructs are limited in scope, however, in that they do not reflect the many individual characteristics and associated decisions and behaviors relevant to one's career. The term career motivation encompasses the terms work motivation and managerial motivation and goes further to include motivation associated with a wide range of career decisions and behaviors. These include searching for and accepting a job, deciding to stay with an organization, revising one's career plans, seeking training and new job experiences, and set-ting and trying to accomplish career goals. Career motivation is defined as the set of individual characteristics and associated career decisions and behaviors that reflect the person's career identity, insight into factors affecting his or her career, and resilience in the face of unfavorable career conditions.

Career motivation should be understood in terms of the relationships among individual characteristics, career decisions and behaviors, and situational conditions. Several authors have pointed to the need for theoretical models linking these variables over time (Brousseau, 1983; Dubin, 1976; Raynor, 1978). Toward this end, this paper begins to develop a theory of career motivation by outlining an in¬tegrative, holistic framework for understanding psychological and organizational career-related variables and processes.

Career Motivation Components Career motivation is conceptualized here as a multidimensional construct internal to the individual, influenced by the situation, and reflected in the individual's decisions and behaviors. The variables relevant to career motivation form a set of dimensions clustered a priori into domains. The dimensions are neither independent nor necessarily exhaustive of all possible important constructs. Each domain is not intended to be a sum of its dimensions. The dimensions support and extend the meaning of the domain and are likely to vary in importance to the domain. Each individual characteristic associated with career motivation corresponds to a situational characteristic and a career decision or behavior.
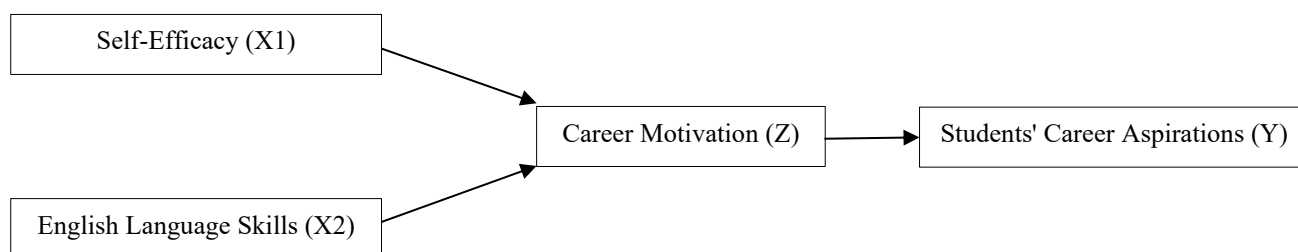
3. METHODOLOGY

Measurement

The variables in this study were measured by a Likert scale with a range from 1 to 7 where 1 was equal to "Strongly Disagree" and 5 equal to "Strongly Agree". The variables studied consisted of Independent variables, Intervening variables and dependent variables. The Independent variables are Self-Efficacy which are adopted form Bandura (1977), and English Language Skills which are adoptted from Nasution and Nasution (2019), Intervening variables is Career Motivation which are adopted form London (1983), while the dependent variables is Students' Career Aspirations which are adopted from Gregor, M. A., & O'Brien, K. M. (2015).

This study uses SEM for variables between linear relationships between variables, hypothesis testing and causal relationships using AMOS software.

Research Framework

```
┌──────────────────────┐
│  Self-Efficacy (X1)  │──────┐
└──────────────────────┘      │
                               ▼
                     ┌────────────────────────┐      ┌────────────────────────────────┐
                     │ Career Motivation (Z)  │─────▶│ Students' Career Aspirations (Y)│
                     └────────────────────────┘      └────────────────────────────────┘
                               ▲
┌────────────────────────────┐│
│ English Language Skills (X2)│┘
└────────────────────────────┘
```

Picture 1.

Research Framework.

4. RESULTS AND DISCUSSION

Data analysis used AMOS software with the Structural Equation Model (SEM) method. There are two stages in the Structural Equation Model (SEM). The first stage is the Measurement Model and the second stage is the Structural Model (Kaplan, 2020).

Measurement Model

Goodness Fit Indices

Tabel 1. The Measurement Model Fit Result.

Index	Result
Chi-squire (χ2)	519,371
Chi-squire DF	187
Chi-squire (χ2/df)	2.77
Goodness of Fit (GFI)	0.90
Adjusted Goodness of Fit (AGFI)	0.91
Root Mean Square Error of Approximation (RMSEA)	0.04
Root Mean Square of Residual (RMR)	0.03
Normed fit index (NFI)	0.92
Non-normed Fit Index (NNFI)	0.93
Comparative fit index (CFI)	0.95

Research Data (Processed, 2024)

Based on Table 1, the following results are obtained, namely χ2 / df-ratio is 2.77, which is at interval 2-3, which means that the model has met the criteria so that the model can be accepted. As for the assessment of GFI, NFI, NNFI, and CFI, namely the value obtained is greater than or close to 0.9, this means that the calculations related to GFI, NFI, NNFI, and CFI have met the model requirement criteria so that it can be concluded that the model is acceptable. Anything regarding the calculation of RMSEA obtained a value of 0.04, so it can be concluded that this value is still acceptable. So the overall measurement has met the standardization of the assessment on the measurement model fit indices.

Validity and Reliability Test on the Measurement model

Table 2. Scale Composite Reliability and Convergent Validity Analysis.

Construct (F) and Indicators V)	Standardized Loading	t value	Indicator Reliability	Composite Reliability
Self-Efficacy (F1)				
V1 magnitude	0.83	31.17	0.81	
V2 generality,	0.86	38.45	0.84	0.81
V3 strength.	0.80	28,8	0.76	
English Language Skills (F2)				
V4 Pronunciation	0.87	40.35	0.91	
V5 Grammar	0.82	30.12	0.80	0.84
V6 Vocabulary	0.84	34,64	0.82	
V7 Fluency	0,85	36.28	0.84	
V8 Comprehension	0,88	41.73	0.92	
Career Motivation (F3)				
V9 career resilience	0.85	36.28	0.84	
V10 career insight	0.81	29.17	0.78	0,80
V11 career identity	0,86	38.45	0,84	
Students' Career Aspirations (F4)				
V12 leadership aspiration (leadership roles and training/managing others in one's career)	0.82	30.12	0.79	
V13 educational aspiration (advanced education, training, and competency in one's career)	0.88	41.73	0.92	0.89
V14 achievement aspiration (recognition, responsibility, and promotion in one's career)	0.89	43,94	0.93	

Source: Research Data (Processed, 2024)

Reliability testing in this study has met the criteria for standardization requirements related to variable testing. The variables in this study were tested using Standardized Loading and Composite Reliability. The calculation of Composite Reliability is shown in Table 2 where a value between 0.8 and 0.9 is obtained. (Fornell and Larcker, 1981) the value of Composite Reliability is acceptable if it is greater than 0.60.

Validity testing in this study uses Confirmatory Factor Analysis in order to measure the value of Convergent Validity. Table 2 presents the following information, the first is the t-value, the second is related to the Standardized Loading value, and based on the calculations in table 2, it can be concluded that for all variables in this study are significant, namely a value greater than 1.96 is obtained. This proves that the path coefficient in this study is significant, so it can be concluded that all the indicators in this study have met the standardized requirements for calculating Convergent Validity (Anderson & Gerbing, 1988).

Discriminant validity

The higher the correlation coefficient between the 2 variables, it is possible that there is an indication that discriminant validity cannot be fulfilled. Therefore, in this study selected " English Language Skills" and " Career Motivation", " English Language Skills" and " Students' Career Aspirations", with correlation coefficients of 0.80 and 0.89, with a p-value <0.001 to prove that the two pairs of variables have discriminant validity.

Table 3. Discriminant Validity Analysis.

	Correlation Coefficient		Unidimensional Measurement Model	Measurement Model	The difference	P value
English Language Skills ↔ Career Motivation	0.80***	Chi-square	846,532	367,784	478,748	< 0.001
		DF	146	145	1	
English Language Skills ↔ Students' Career Aspirations	0.89***	Chi-square	573,798	363,832	209,966	< 0.001
		DF	146	145	1	

Source: Research Data (Processed, 2024) *****p<0.001.**

The test results in Table 3 show that the different chi-square values between tests and the unidimensional measurement model for 1 pair are significant. It can be concluded that these variables are different. Broadly speaking, all measures have shown that discriminant validity has been met because the largest correlations between variables differ significantly.

Structural Model

In order to test the Research Hypothesis, this study uses Structural Equation Model (SEM) analysis. Overall, the test results for the goodness fit of structural model can be seen in Table 4. The Chi-square ($\chi2$) / df-ratio value is 2.73 according to (Schumacker & Lomax, 2004). Normally the accepted ring values for chi-square are 1 to 3. GFI and NNFI are still accepted because they are greater than 0.8 and close to 0.9. RMSEA is still accepted because its value is equal to or less than 0.1. Overall the requirements for the goodness fit indices of structural model in the structural model have been accepted. RNFI structural model must be

greater than 0.9, close to 1 is better. RPR is to detect structural models to parsimony degree. Ring values ranging from 0.0 to 1.0, the greater the better the goodness of fit. RPFI is very useful for selecting a model that simultaneously maximizes fit and parsimony in the structural portion of the model. With a higher RPFI value, it is more necessary. This can be seen in Table 4 RNFI = 0.95, of RPR = 0.46, and RPFI = 0.41, this structural model shows the goodness of fit and parsimony.

Table 4. Structural Model Goodness Fit Indices.

Combined Model										Structural Model		
Chi- square	DF	χ2/df	GFI	AGFI	CFI	NFI	NNFI	RMR	RMSEA	RNFI	RPR	RPFI
379,97	139	2,73	0.85	0.90	0.92	0.91	0.89	0.03	0.04	**0.95**	**0.46**	**0.41**

Source: Research Data (Processed, 2025)

Hypothesis testing

Table 5. Structural Model Path Coefficient.

Dependent Variable	Independent Variable	Standardized path coefficient	t value	Square Multiple Correlation (r2)
Career Motivation	Self-Efficacy	0,77	29,64*	
	English Language Skills	0,87	38,26*	0,73
Students' Career Aspirations	Career Motivation	0,90	42.74*	0,88

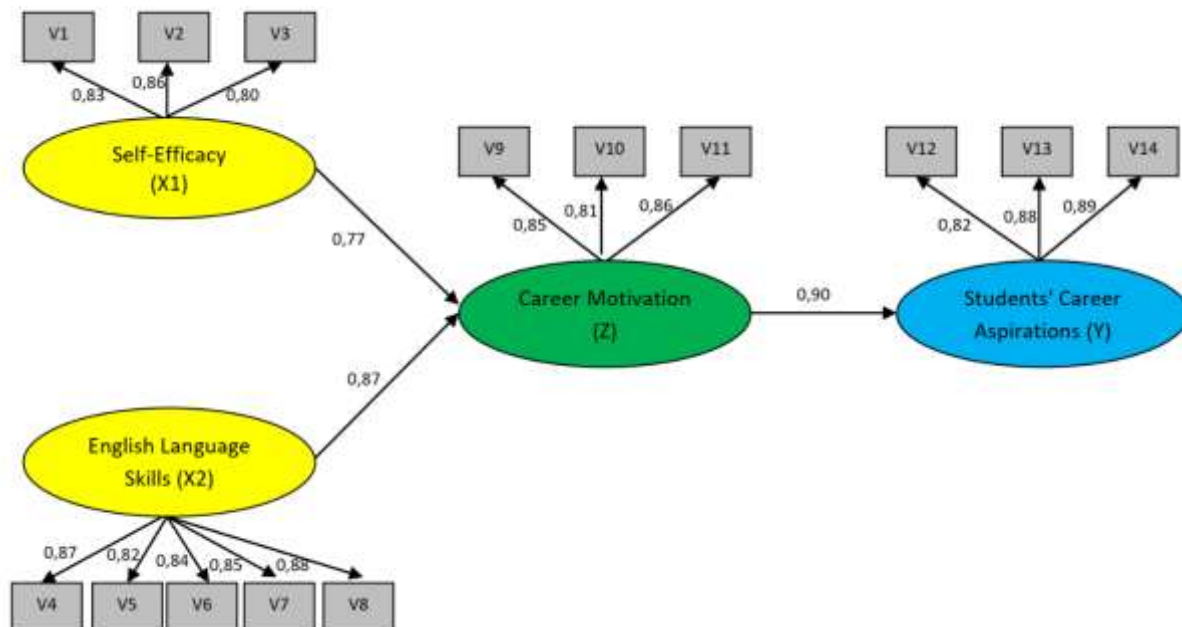**Source:** Research Data (Processed, 2024) *p<0.001.

Figure 2. Standardized Path Coefficient.

Table 5 presents information related to the results of hypothesis testing, the results of the path coefficient related to the influence of Self-Efficacy → Career Motivation are 0.77; English Language Skills → Career Motivation is 0.87; Career Motivation → Students' Career Aspirations is 0,90. Furthermore, " Career Motivation " as the dependent variable, the value of r2 is 0.73; and " Students' Career Aspirations " with the value of r2, namely 0.88. According to (Kline, 2016) the category of influence size r2 is small 0.02, medium 0.13, large 0.26. So it can be concluded that Career Motivation and Students' Career Aspirations have a very high level of contribution. The results of the path analysis can be seen in Table 5.

Discussion

In this section, we will explore the significant findings of the study, particularly the relationships among Self-Efficacy, English Language Skills, Career Motivation, and Students' Career Aspirations. The results obtained from the hypothesis testing indicate a strong set of relationships, contributing to the understanding of career development among students. The findings were interpreted in the context of existing literature to highlight the critical pathways in career motivation and aspiration formation.

Self-Efficacy and Career Motivation (H1 Accepted)

The study revealed a significant positive influence of Self-Efficacy on Career Motivation, with a path coefficient of 0.77. This result suggests that the more confident students are in their ability to accomplish tasks related to their career goals, the more motivated they are to pursue those goals. Bandura's Social Cognitive Theory (1986) has long emphasized the role of self-efficacy in goal setting and task persistence. Students who believe in their abilities are more likely to engage in behaviors that will lead to career success. The significant positive relationship between self-efficacy and career motivation confirms this view and suggests that interventions aimed at improving self-confidence could effectively increase career motivation in students.

Further, research by Zimmerman (2013) emphasizes the importance of self-efficacy in motivating students to take the necessary steps toward career development. According to this research, self-efficacy not only influences how much effort students put into their academic work but also how they approach career-related challenges. Similarly, a recent study by Schunk and DiBenedetto (2021) affirmed that self-efficacy positively affects academic and career-related motivation, especially when students are able to visualize their success and focus on their personal growth.

English Language Skills and Career Motivation (H2 Accepted)

Another noteworthy finding of this study is the strong positive effect of English Language Skills on Career Motivation, with a path coefficient of 0.87. This result indicates that the ability to communicate effectively in English plays a crucial role in enhancing students' career motivation. The ability to speak and write in English not only opens up broader career opportunities but also instills a sense of competence and readiness to face professional challenges.

As discussed in the literature, English language proficiency is increasingly recognized as a key factor in career development, particularly in globalized industries. According to Arnett (2020), students with strong English skills are better prepared for international job markets, and their confidence in navigating professional settings is often bolstered by their language proficiency. Furthermore, Kormos and Kiddle (2013) highlighted that language proficiency impacts students' perceptions of career possibilities and influences their motivation to engage in career-relevant behaviors. The current study builds on this research by showing a direct positive correlation between language skills and motivation.

The findings also align with Meyer and Turner (2020), who found that students' perceptions of their language abilities could influence their academic engagement and career aspirations. This suggests that career motivation may be partly driven by the perceived value of language skills in the professional world. Therefore, language acquisition programs and professional development that emphasize English language proficiency could significantly boost students' career motivation.

Career Motivation and Students' Career Aspirations (H3 Accepted)

Finally, the study demonstrates that Career Motivation has a strong positive effect on Students' Career Aspirations, with a path coefficient of 0.90. This result supports the hypothesis that motivated students are more likely to set high career aspirations. The relationship between career motivation and career aspirations is well-documented in career development research. As Super (1990) suggested in his life-span theory of career development, motivation is a key driver that shapes an individual's career decisions and aspirations.

The high path coefficient in this study suggests that motivated students are more likely to aim for ambitious career goals. This finding is consistent with Lockwood's (2006) study, which found that individuals with higher levels of career motivation tend to set more challenging and specific career goals. Similarly, Lent et al. (2002) in their social cognitive career theory highlighted that career motivation is a precursor to developing clear career goals

and aspirations. The current study's results echo these theoretical perspectives, suggesting that students who are highly motivated are more inclined to pursue professional paths aligned with their personal and academic interests.

Moreover, the findings also correlate with Deci and Ryan's (2000) Self-Determination Theory, which posits that intrinsic motivation plays a central role in shaping individuals' goals and aspirations. In this context, the students' intrinsic motivation, fueled by a belief in their ability (self-efficacy) and external competence (language skills), could be central to forming their career aspirations. The current research further validates this by showing that motivated students are more likely to set high and specific career goals.

5. CONCLUSION AND SUGGESTION

The results show a strong causal relationship between Self-Efficacy, English Language Skills, Career Motivation and Students' Career Aspirations. In short, Self-Efficacy, English Language Skills was found to be a predictor of Career Motivation, and Career Motivation has a Positive impact on Students' Career Aspirations. Furthermore, Career Motivation is proven to be a mediator between Self-Efficacy, English Language Skills and Students' Career Aspirations. this study has confirmed that self-efficacy, English language skills, and career motivation are intricately linked, ultimately contributing to students' career aspirations. Self-efficacy and English language proficiency directly enhance career motivation, which, in turn, influences the development of career aspirations. These findings have important implications for both academic institutions and policy makers, urging them to prioritize both psychological and linguistic development as part of students' career preparation. By doing so, we can ensure that students are better equipped to navigate the complexities of the modern workforce.

Suggestions

To build on the findings, future research should explore the longitudinal impact of self-efficacy and English language skills on career motivation over time, tracking how these factors influence career development after students transition into the workforce. Additionally, cross-cultural studies could examine whether these relationships vary across different cultural contexts, providing deeper insights into global career development trends. Research should also investigate the potential of digital language learning tools in enhancing both language proficiency and career motivation simultaneously. Furthermore, universities should integrate career development programs directly into academic curricula, focusing on practical skill-building opportunities like internships and career counseling, which can boost both career

motivation and aspirations. Finally, exploring the role of mentorship programs in fostering career motivation could provide valuable strategies for guiding students toward their long-term career goals.

REFERENCES

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. Psychological Bulletin, 103(3), 411–423. https://doi.org/10.1037/0033-2909.103.3.411

Arnett, J. J. (2020). Emerging adulthood: The winding road from the late teens through the twenties. Oxford University Press.

Bandura, A. (1982). Self-efficacy mechanism in human agency. American Psychologist, 37(2), 122–147. https://doi.org/10.1037/0003-066X.37.2.122

Bandura, A. (1994). Self-efficacy: The exercise of control. Freeman.

Brown, P., Hesketh, A., & Williams, S. (2003). Employability in a knowledge-driven economy. Journal of Education and Work, 16(2), 107–126. https://doi.org/10.1080/13639080308956

Campbell, J. P., & Pritchard, R. D. (1976). Motivation theory in industrial and organizational psychology. In Handbook of Industrial and Organizational Psychology (pp. 63–130).

Chowdhury, S. M., & Shahabuddin, M. (2007). Self-efficacy and academic achievement: The role of self-esteem and learning strategies. Educational Psychology, 27(5), 669–684. https://doi.org/10.1080/01443410701352465

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Evans, K., Canny, D., & Zukauskaite, A. (2014). Self-efficacy, career development and employability. International Journal of Training and Development, 18(3), 183–198. https://doi.org/10.1111/ijtd.12039

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. Journal of Marketing Research, 18(1), 39–50. https://doi.org/10.1177/002224378101800104

Gravill, J., McElroy, S., & Yarbrough, D. (2002). The role of self-efficacy in the development of metacognitive skills. Learning and Instruction, 12(2), 149–158. https://doi.org/10.1016/S0959-4752(01)00008-2

Hesketh, A. (2003). Employability: Hype or hope? British Journal of Guidance & Counselling, 31(3), 261–271. https://doi.org/10.1080/03069880310001542244

Iskandarwassid, A., & Sunendar, D. (2011). Pendekatan keterampilan berbicara dalam pembelajaran bahasa Indonesia. PT Remaja Rosdakarya.

Joo, B. K., & Lee, J. W. (2020). The impact of self-efficacy and career motivation on career aspirations. Journal of Career Development, 47(2), 155–168. https://doi.org/10.1177/0894845319887166

Kline, R. B. (2016). Principles and practice of structural equation modeling (4th ed.). Guilford Press.

Kormos, J., & Kiddle, T. (2013). Language learners' motivation and language proficiency. Language Learning, 63(3), 503–520. https://doi.org/10.1111/lang.12005

Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. In Career Choice and Development (4th ed.). Jossey-Bass.

Lockwood, P. (2006). "Someone like me can be successful": Do college students' gender role orientations influence their career aspirations? Psychology of Women Quarterly, 30(1), 71–79. https://doi.org/10.1111/j.1471-6402.2006.00265.x

London, M. (1983). Career motivation. Academy of Management Review, 8(4), 619–629. https://doi.org/10.5465/amr.1983.4284603

Meyer, J. P., & Turner, L. E. (2020). English language proficiency and career development. Journal of Educational Psychology, 112(2), 455–467.

Miner, J. B. (1977). The management of organizational behavior: A micro approach. Prentice-Hall.

Pinnow, R., & Fidalgo, A. (2020). The role of language proficiency in global career motivation. International Journal of Applied Linguistics, 30(4), 395–412. https://doi.org/10.1093/ijal/ccaa028

Raynor, M. (1978). Career motivation: A review of theory and research. Journal of Vocational Behavior, 12(3), 283–302. https://doi.org/10.1016/0001-8791(78)90044-3

Schunk, D. H. (2012). The role of self-efficacy in education. Educational Psychology Review, 24(1), 73–92.

Siyanova-Chanturia, A. (2021). English language proficiency and employability: A global perspective. Language Learning Journal, 49(3), 267–281. https://doi.org/10.1080/09571736.2020.1793367

Super, D. E. (1990). A life-span, life-space approach to career development. Journal of Vocational Behavior, 36(3), 282–298. https://doi.org/10.1016/0001-8791(90)90003-Y

Yagil, D., Yadin, T., & Shani, D. (2023). The impact of self-efficacy on career performance and motivation. Journal of Career Assessment, 31(2), 123–137. https://doi.org/10.1177/1069072720987166

Zhou, M., Lee, H., & Kim, S. (2021). Self-efficacy and its impact on career development: Evidence from Indonesian students. Journal of Career Assessment, 29(2), 210–227. https://doi.org/10.1177/1069072720980549