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The Relationship Between Career Aspirations and Self-Regulation on Self-Perceived Employability Among Students

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Abstract

The purpose of study to examine the relationship between career aspirations and self-regulation on self-perceived employability among students. Career aspirations refer to an individual's expectations regarding the job they wish to achieve in the future. Self-perceived employability refers to an individual's belief in their opportunities in the job market. Self-regulation plays a role in controlling thoughts, emotions, and actions to achieve career goals. This study employs a quantitative approach with a correlational design. The population consists of 300 students, with a sample of 99 students selected using a simple random sampling technique. Data were collected using three questionnaires: the Career Aspirations Scale, the Self-Regulation Scale, and the Self-Perceived Employability Scale. The data were analyzed using multiple linear regression. The results indicate that career aspirations have a positive relationship with self-perceived employability, whereas self-regulation does not have a direct relationship with self-perceived employability. However, career aspirations and self-regulation remain interconnected in supporting students' readiness for the workforce.

Keywords: *Career Aspirations, Self-Regulation, Self-Perceived Employability*

Introduction

The development of students' career aspirations and employability presents a unique challenge within the context of education in Indonesia. Students' ability to understand and prepare for the job market can be influenced by an education system

that places too much emphasis on academic grades rather than practical skills¹. Moreover, schools do not have many career development programs². This indicates that further research is needed to investigate how students' career aspirations, their perceived self-efficacy, and their self-regulation.

Career aspirations are the desires, goals, hopes, ambitions, and dreams of a person to achieve certain accomplishments in the future³. Career aspirations are related to a person's main desires and are achievements they wish to attain. Various factors, including internal factors such as interests, personal values, and abilities, and external factors such as social support, environment⁴, and education, influence the process of forming career aspirations⁵. Students have more opportunities to succeed in the workforce if they have clear career aspirations⁶. Many studies have examined the relationship between career aspirations and self-regulation. A person's career aspirations are highly dependent on self-regulation, which is the ability to control their thoughts, emotions, and actions to achieve their goals⁷.

In the case of students, their educational experiences, the skills they acquire, and their perceptions of the labor market can contribute to their perception of their ability to work. Studies show that people who feel highly employable tend to be more confident when facing competition in the workplace⁸. A study conducted by Sawitri

¹ Mustika, A., & Suryadi, A. (2020). The challenges of the education system in preparing a competent workforce. *Journal of Education and Career Development*, 5(2), 112-124

² Mustika, A., & Suryadi, A. (2020). The challenges of the education system in preparing a competent workforce. *Journal of Education and Career Development*, 5(2), 112-124

³ Gottfredson, L. S. (2005). Aplicando la teoría de circunscripción y compromiso de Gottfredson en la orientación y el asesoramiento profesional. *Desarrollo Profesional Trimestral*, 53(3), 229-243

⁴ Bandura, A. (1997). *Autoeficacia: El Ejercicio del Control*. Nueva York: Freeman and Company

⁵ Lent, R. W., Brown, S. D., & Hackett, G. (2000). Apoyos y barreras contextuales para la elección de carrera: Un análisis cognitivo social. *Revista de Psicología del Consejo*, 47(1), 36-49.

⁶ Sawitri, D. R., & Dewi, M. (2022). The Relationship between Career Aspirations and Self-Perceived Employability through Self-Regulation among High School Students. *Journal of Psychology*, 19(2), 112-127

⁷ Zimmerman, B. J. (2002). Conviértete en un aprendiz autorregulado: Una visión general. *Teoría en la práctica*, 41(2), 64-70

⁸ Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). La empleabilidad a los ojos de los empleadores: El papel de los factores personales y organizacionales. *Revista de Comportamiento Vocacional*, 65(1), 14-38

and Dewi⁹ found that career aspirations and self-regulation are directly and indirectly related to their ability to work independently. In other words, the higher the students' career aspirations, the better their self-regulation, which in turn leads to perceptions that are better about their ability to work. However, Khomsanah's¹⁰ research found that students' perceptions of their ability to get a job influence the extent of their career aspirations.

There is an important role of self-regulation in the effort to understand the relationship between career aspirations and self-perceived employability. Self-regulation is a person's ability to control their thoughts, emotions, and actions to achieve specific goals. In students, self-regulation helps them create realistic career aspirations and enhance self-perceived employability by enabling them to manage their time at school, set goals, and manage their own time. Previous studies have shown that students with strong self-regulation tend to be more focused on achieving their career aspirations. Furthermore, self-regulation helps students strengthen their beliefs about their employability because they have the ability to proactively build skills and experiences related to the workforce. Therefore, self-regulation can serve as a mediator in the relationship between aspiration and reality.

A study by Raihana & Soerjoatmodjo¹¹ found that self-regulation has a significant impact on the perception of the ability to obtain a job. Additionally, research by Laksmi and Chandra¹² examined the influence of self-regulation on students' work readiness. The research results indicate that self-regulation plays a significant role in enhancing students' work readiness, which in turn can improve their self-perception of employability. The aim of this research is to examine how students' career aspirations, employability, and self-regulation abilities are related to each other.

⁹ Sawitri, D. R., & Dewi, M. (2022). The Relationship between Career Aspirations and Self-Perceived Employability through Self-Regulation among High School Students. *Journal of Psychology*, 19(2), 112-127

¹⁰ Khomsanah's (2023)

¹¹ Raihana, N., & Soerjoatmodjo, S. (2022). Self-Regulation and Perception of Work Ability in High School Students. *Journal of Educational Psychology*, 18(1), 23-37

¹² Laksmi, A., & Chandra, R. (2022). The Influence of Self-Regulation on the Work Readiness of Vocational High School Students in Indonesia. *Vocational Education Journal*, 12(2), 157-172

Research Methods

This research uses a quantitative approach and employs a correlational research design to determine the relationship between career aspirations and the ability to work independently among students through self-regulation. The correlational design was chosen because it allows researchers to find relationships between variables without altering or changing them. At MA Muallimat NWDI Pancor, there are 300 students involved in this research. 99 out of 300 students were selected as the research sample. So that each student has an equal chance of being selected as a respondent, the simple random sampling method is used. Sugiyono (2017)¹³ defines simple random sampling as the selection of a sample from a population randomly without considering the strata of the population.

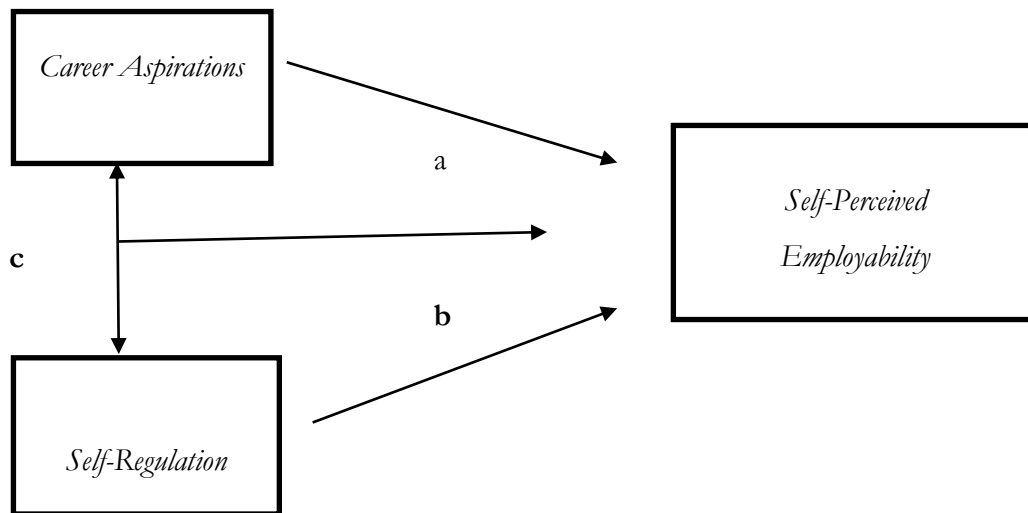
Data was collected using three questionnaires. Second, the career aspiration questionnaire was developed based on aspects of career aspiration. There are 29 items with validity scores ranging from 0.30 to 0.82, with a validity score of 0.3 considered valid, and a reliability score of 0.97 considered high. The second questionnaire was constructed based on self-employability, with validity scores ranging from 0.30 to 0.82, where a validity score of 0.3 is considered valid, and a reliability score of 0.6 is considered high. The third questionnaire consists of thirty items based on self-regulation. For self-regulation items, the validity results range from 0.31 to 1.00; if the result is more than 0.3, the questionnaire is considered valid. For the career decision-making item, the reliability result is 0.97, and if the result is more than 0.6, the questionnaire is considered to have high reliability. The extent to which the instrument is able to measure what it is supposed to measure is called validity¹⁴. In this study, validity is assessed by examining the correlation coefficient between the scores of each item and the total score. Items are considered valid if their validity coefficient is greater than 0.30. Reality, on the other hand, refers to how often a tool can provide the same results under the same conditions each time it is used (Sugiyono, 2019)¹⁵. In this study, the Cronbach's alpha coefficient was used to measure reliability, where an instrument is considered to have high reliability if its value is more than 0.60. The results of the reliability test for the career aspiration,

¹³ Sugiyono. (2017). Quantitative, Qualitative, and R&D Research Methods. Bandung: Alfabeta

¹⁴ Azwar, S. (2016). Reliability and Validity. Yogyakarta: Pustaka Pelajar

¹⁵ Sugiyono. (2019). Statistics for Research. Bandung: Alfabeta.

self-regulation, and self-perceived employability questionnaires each have a reliability value of 0.97, indicating that all three questionnaires have very good consistency. To ensure accurate and accountable results, the data analysis technique in this study uses multiple linear regression with the help of statistical programs such as SPSS. The following figure shows the research design.



Results and Discussion

This study was conducted to investigate the relationship between students' career aspirations and their self-perceived employability. This study uses multiple linear regression tests to analyze the data. Tables 1 and 2 show this.

Table 1. Partial Test Results (t-test)

Coefficients^a

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	55.291	2.647		20.885	.000
<i>Career Aspirations</i>	-.083	.036	-.234	-2.302	.023
<i>Self-Regulation</i>	-.023	.031	-.076	-.745	.458

a. Dependent Variable: *Self-perceived*

Table 2 Anova Test

ANOVA ^a						
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	138.274	2	69.137	3.559	.032 ^b
	Residual	1864.898	96	19.426		
	Total	2003.172	98			
<i>a. Dependent Variable: selfperceived</i>						
<i>b. Predictors: (Constant), regulasidiri, aspirasikarir</i>						

Based on the table above, the results of testing the variables of career aspiration and self-regulation on self-perceived employability are stated to have a positive correlation, with a t-value of 2.30 with a significance below 0.05, and a t-value of 0.74 with a significance above 0.05, which is stated to be uncorrelated. The calculated F value is 3

Table 3 results of the coefficient of determination (R) test

<i>Model Summary</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.263 ^a	.069	.050	4.40750

Predictors: (Constant), regulasidiri, aspirasikarir

Based on Table 2 of the model summary results, it is known that the contribution of career aspirations and self-regulation to self-perceived employability is $R = 0.26$ or 26%. Conversely, 74% is influenced by external variables not included in the study. The results of the data analysis show that the three measurement tools are valid and reliable. However, it was found that there is an inconsistent relationship between self-regulation and one's own ability. This may be because external factors are more dominant in determining one's abilities, such as job opportunities, money,

or social networks, which do not depend on one's self-regulation. according to Blustein's contextual career development theory¹⁶.

The research results show that career aspirations and self-regulation have a positive correlation with self-perceived employability; people with clear career goals are more confident in obtaining employment. However, self-regulation does not have a direct correlation with self-perceived employability because employability is more influenced by external factors, such as work experience and social connections. However, career aspirations and self-regulation have a positive correlation with self-perceived

The results of this study are in line with Hirschi's¹⁷ research, which found that high career aspirations are related to career adaptability, which in turn strengthens self-perceived employability. Rothwell & Arnold¹⁸ in their research revealed that individuals with high career aspirations tend to have a more positive perception of their employability. Fugate, Kinicki, & Ashforth (2004)¹⁹ highlight that employability is influenced by internal factors such as individual skills and career aspirations, as well as external factors such as social networks and work experience. Zimmerman²⁰ shows that self-regulation plays an important role in academic achievement. Although self-regulation helps individuals manage the learning process and achieve academic goals, Zimmerman notes that the role of self-regulation in employability is not always direct.

Greenhaus, Callanan, & Godshalk²¹ Career aspirations are an individual's hopes for their future career path, influenced by internal factors such as interests,

¹⁶ Blustein, D. L. (2011). *La Psicología del Trabajo: Una Nueva Perspectiva para el Desarrollo Profesional, el Asesoramiento y las Políticas Públicas*. Nueva York: Routledge

¹⁷ Hirschi, A. (2012). La influencia de la adaptabilidad profesional en la toma de decisiones de carrera y el bienestar laboral. *Revista de Comportamiento Vocacional*, 80(3), 738-745

¹⁸ Rothwell, A., & Arnold, J. (2007). El impacto de las aspiraciones profesionales en las percepciones de empleabilidad. *Revista de Psicología Ocupacional y Organizacional*, 80(1), 99-115

¹⁹ Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). La empleabilidad a los ojos de los empleadores: El papel de los factores personales y organizacionales. *Revista de Comportamiento Vocacional*, 65(1), 14-38

²⁰ Zimmerman, B. J. (2000). Aprendizaje autorregulado y logro académico: una visión general. *Psicólogo educativo*, 25(1), 3-17.

²¹ Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). *Gestión de Carrera* (4ª ed.). Nueva York: Routledge

values, and abilities, as well as external factors like the work environment and available opportunities. These aspirations reflect the direction and motivation of individuals in developing themselves and achieving positions or jobs that align with their interests, skills, and personal values. If someone has clear career goals, they can plan actions that will help them achieve them. This includes choosing the right educational path, learning the necessary skills, and building professional connections to help them achieve it. Depending on one's experiences and changes in values or interests, their career aspirations can change over time. Therefore, it is important for everyone to periodically evaluate their careers to remain relevant to their personal progress and the opportunities available in the job market.

Fugate, Kinicki, and Ashforth²² define an individual's employability as their perception of their ability to obtain the desired job and their readiness to compete in the job market. They state that employability is influenced by internal factors such as self-confidence, adaptability, and the ability to adjust to changes in the job market. In their research, Parker and Arthur²³ defined self-perceived employability as an individual's perception or view of their potential and opportunities to obtain a job based on their abilities and skills. They found that a person's perception of their ability to compete in the job market and their readiness to face current challenges greatly influences their self-perceived employability. In general, a person's assessment of their ability and readiness to obtain a job and compete in the job market is referred to as self-perceived employability. This assessment is influenced by a number of internal factors, such as skills, experience, and confidence, as well as external factors, such as the state of the labor market and job opportunities. People who have a high self-perceived employability rating tend to be more confident in job searching.

To enhance self-perceived employability through external support such as work experience and professional networks, strategies need to be tailored to their age and developmental stage. Although students do not yet have formal work experience, they can gain valuable experience. For example, encouraging students to try entrepreneurial activities such as selling products online or offering graphic design services can provide them with an understanding of the working world. Participating in competitions, such as scientific papers, can enhance their skills related to the

²² Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). La empleabilidad a los ojos de los empleadores: El papel de los factores personales y organizacionales. *Revista de Comportamiento Vocacional*, 65(1), 14-38

²³ Parker, S. K., & Arthur, M. B. (2004). Autoevaluación de la Empleabilidad: Clarificación del Constructo e Implicaciones. *Revista de Desarrollo Profesional*, 30(2), 145-164

working world. Expanding professional networks, for example, by participating in relevant extracurricular activities such as joining the student council, because through this organization, students can broaden their connections and develop interpersonal skills.

Conclusion

The results of this study indicate that career aspirations have a positive correlation with self-perceived employability. Students with clear career goals are more confident in getting jobs and have a more positive perception of job opportunities in the workforce. This shows that external factors such as work experience, social networks, and environmental conditions do not have a direct correlation with self-perceived employability. Therefore, work experience and access to professional networks are external support sources needed to enhance self-confidence and instill strong career aspirations. This research can serve as a foundation for better educational programs and interventions that help students prepare for the workforce.

The results of this study provide several recommendations that can be used by future researchers. Future research can delve deeper into external factors that influence self-perceived employability, such as economic conditions, social networks, internship experiences, and family support. Furthermore, considering that self-regulation does not have a direct relationship with self-perceived employability, future research could develop and test the effectiveness of intervention programs aimed at enhancing students' self-regulation and its impact on their job readiness. Furthermore, further research can be conducted by comparing the findings of this study in various educational contexts. For example, it can be done by studying the differences between students in public schools and vocational schools or the differences between students in urban and rural areas. This will help us understand the dynamics of career aspirations and employability in various contexts. Additionally, longitudinal research is also recommended to observe the development of career aspirations and self-perceived employability from school to entering the workforce, thus providing a more comprehensive picture of the factors influencing an individual's long-term career readiness. Along with the rapid development of technology, future research can also explore how the utilization of digital platforms, such as LinkedIn, online courses, and virtual mentoring programs, can contribute to enhancing students' self-perceived employability and career aspirations. By developing these various aspects, future research is expected to provide broader insights in efforts to enhance students' career readiness and equip them with relevant skills for the workforce.

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