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Jurnal Riset Pendidikan dan Pengajaran
https://transpublika.co.id/ojs/index.php/JRPP
Online ISSN 2963-7325

https://doi.org/10.55047/jrpp.v4i1.881

Original Article

Roles of Career Maturity Mediating the Effects of Internal Locus of Control and Socioeconomic Status on Career Readiness of Vocational High School Students

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Received : 12 December - 2024
Accepted : 10 February - 2025
Published online : 12 February - 2025

Abstract

The goals of this study are to demonstrate and examine how socioeconomic status and internal locus of control affect Career Readiness through the mediation of career maturity. This study uses primary data and quantitative methods. Students in the XII grade at SMK Negeri 45 West Jakarta made up the study's population, and 163 research samples were collected using the Slovin formula. Proportionate stratified random sampling was the method used for the sampling. Path analysis using SmartPLS version 4.1.0.9 was the data analysis technique employed in this study. This study makes reference to Hair et al. The findings showed that internal locus of control has a positive and significant effects on career maturity and career readiness, socioeconomic status has a negative effect on career maturity and career readiness, career maturity has a positive and significant effects on career readiness, career maturity is able to mediate the effect of internal locus of control on work readiness, but career maturity is not capable to mediate the effect of socioeconomic status on work readiness.

Keywords: Career Maturity, Career Readiness, Internal Locus of Control, Socioeconomic Status.

1. Introduction

Indonesia faces complex challenges in the employment sector. With a population of 283.488 million in 2024, around 5.2% of them are recorded as unemployed. This figure indicates millions of individuals who have not been optimally absorbed into the labor market. This problem not only impacts economic stability, but also affects social aspects, such as increasing poverty, social inequality and potential conflicts in society. With an ever-increasing number of people of productive age, Indonesia is faced with the pressure to create sufficient jobs and ensure the skills of the workforce match the needs of the industry (Savitri, 2024). Therefore, efforts to tackle unemployment have become a priority agenda that requires attention from various parties, including the government, the business world, and educational institutions, to create sustainable solutions that can reduce unemployment and improve people's welfare.

According to statistics provided by the Central Bureau of Statistics or Badan Pusat Statistik (BPS), the unemployment rate among vocational school graduates in 2023 was 9.31%, which was higher than the 8.15% unemployment rate among high school graduates. Compared to individuals with other levels of education, vocational high school graduates experienced the highest unemployment rate in 2023. Vocational High School occupies the first position, this is thought to be due to the gap between the skills possessed and those needed in the world of work (Puspa, 2024). This phenomenon proves that students who graduate from

SMK are not fully recognized by the labor market to apply the knowledge they get from school, or in other words, the Career Readiness of Vocational High School graduates is still doubted by the labor market (Hermawan et al., 2023). In research conducted by Turan (2021) identified Career Readiness as a multifaceted concept influenced by internal factors and external factors. This study highlights that the Career Readiness of students' Career Readiness which is influenced by internal factors, namely locus of control, is very important. As well as internal factors determined by Socioeconomic Status (parental socioeconomic status).

Table 1. Open Unemployment Rate (OUR) in Indonesia Based on Education Level

Education Level	Open Unemployment Rate Based on Education Level		
	2021	2022	2023
Elementary School	3,61	3,59	2,56
Middle School	6,45	5,95	4,78
High School	9,09	8,57	8,15
Vocational High School	**11,13**	**9,42**	9,31
Diploma I/II/III	5,87	4,59	4,79
University	5,98	4,8	5,18

Through research conducted by by Kris et al. (2024) states that locus of control has a positive and significant effect on Career Readiness. In line with this, research conducted by Kusumaningsih & Purwana (2023) and Cholik et al. (2022) also produced a positive and significant effect. However, the results of this study differ from research conducted by Simmers & Mcmurray (2022), in this study it was found that locus of control did not have a significant direct effect on job satisfaction. The results show that locus of control only has an impact through other mediating variables, not directly on job satisfaction or Career Readiness. This indicates that locus of control does not necessarily influence individual perceptions of career readiness.

According to Kelly's (2009) book "Social Cognitive Career Theory as Applied to the School-to-Work Transition," socioeconomic conditions play a role in restricting an individual's options and aspirations. Despite previous studies showing the impact of socioeconomic status on perception of opportunities and educational access, it is not commonly discussed in career development literature (Kelly, 2009). Blustein also completed a research study involving 20 individuals focusing on the transition from school to work (Blustein, 2011), and individuals from higher socioeconomic backgrounds tend to have more positive self-perceptions, increased access to resources, and experience improved career success compared to those from lower socioeconomic backgrounds.

Sawitri (2020) revealed that Socioeconomic Status has a positive and significant relationship with career aspirations. Individuals with higher socioeconomic status tend to have a clearer view of their future Schoon & Polek (2011) and are more actively involved in various activities to achieve career goals, such as exploration and career planning Blustein et al. (2002). However, different results were found in the study of Kassahun et al. (2022) which found no positive and significant influence between socioeconomic factors and career decision-making. Similar research was also conducted by Mar'atus Sholikah (2021) which stated that although the control locus has significant positive influence on career readiness.

The research conducted by Ni et al. (2023) of students from different regions and levels of universities in China such as Xiamen University, Guangxi University (a widespread source university) was conducted and 600 questionnaires were collected by the researcher

highlighting that career maturity is a significant predictor of successful career decision making. Career maturity enables individuals to set clear goals, make effective plans, and adapt to changing circumstances in the job market. Those with high career maturity are better equipped to integrate personal aspirations with external job opportunities, resulting in more appropriate career choices. The same research results have also been found by Sholikah et al. (2021) and Syazila et al. (2021) who also found that career maturity is a significant predictor of successful career decision making.

By including career maturity as a mediator, this study is expected to provide new insights that contribute to the development of career theory and provide practical implications for educators and practitioners in designing more effective intervention programs to improve Career Readiness among students. This study not only extends the existing literature but also offers a more holistic context in understanding the factors that influence Career Readiness, making this study an important foundation for further research in the field of educational psychology and career development.

2. Literature Review

2.1. Grand Theory (Self-Concept Development Theory)

The Career Development Inventory (CDI), a measuring tool developed by Super and his associates, was released into the market in 1981. Donald Super created a developmental theory that highlights the influence of personal experiences and career interests on an individual's self-identity. Some previous theorists had only looked at the relationship between personality and occupation with a trait matching approach. Super's main contribution to career development lies in his emphasis on the importance of self-concept development, as well as his recognition that self-concepts can change as new experiences are gained over time (Super et al., 1981). In Donald Super's career development theory, there are three factors that influence a person's career development, namely personal factors (employment practices and labor market), situational factors (historical and socio-economic aspects), and environmental factors (psychological and biological aspects) (Super, 1980).

2.2. Career Readiness

Career Readiness is a set of competencies, knowledge, and attitudes to facilitate students' active participation in the work industry and contribute to overall organizational goals (To & Pham, 2024). Career Readiness is generally defined in the literature as transferable skills that students are expected to develop. These skills have far-reaching applicability in the labor market as they can be transferred from academia to industry in a variety of contexts (Goriss-hunter, 2021). Having a professional workforce is instrumental to the growth of economies around the world (Peersia et al., 2024). To get their first job, the suitability of the job field to their competencies, user satisfaction, and promotion opportunities (Al-ghifari, 2024). Career Readiness demonstrates an individual's capacity to efficiently carry out tasks without encountering hindrances, achieving optimal outcomes in line with predetermined objectives (Siddique et al., 2022).

The dimensions that determine Career Readiness according to Nikolaev et al. (2020) which is often used as a reference, namely mental and physical maturity, knowledge and workability, work experience and learning skills. Meanwhile, according to Caballero et al. (2011) indicators to measure Career Readiness include work competence, personal characteristics, organizational acumen, and social intelligence. Meanwhile, according to Walker & Campbell (2013) indicators to measure Career Readiness include critical competence, organizational acumen, and social intelligence.

2.3. Internal Locus of Control

The locus of control theory, put forth by Julian Rotter in early 1966, describes how people perceive their control over the experiences and results of their lives (Rotter, 1990). Another component of each person's personality that reveals their beliefs about the origin of the events that happen to them is their locus of control (Suprasto et al., 2020). In this situation, a person's perception of an event whether it be success or failure is directly tied to their ability to exert control over themselves, both internally and externally (Hidayat et al., 2020). The theory of internal locus of control suggests that individuals believe they are mainly responsible for the events that occur in their lives (Annisa et al., 2021).

Lefcourt (1982) asserts that ability and effort are traits of people with an internal locus of control. In the meantime, each person believes that they have control over their own lives, according to the internal locus of control dimension (Robbins, 2008). By liking to work hard, having high initiative, constantly trying to solve problems, constantly trying to think as efficiently as possible, and consistently believing that effort is necessary if one wants to succeed, a person will act based on their own judgment, abilities, and efforts.

2.4. Socioeconomic Status

Socioeconomic Status refers to a person's social and economic standing in society, which is typically determined by factors like educational background, earnings, and job role. People are classified according to this and are labeled as having low, middle, or high socioeconomic status (Walpole, 2003). From the American Psychological Association's research, people of middle to upper socioeconomic status often exhibit excellent health, higher education, measurable financial stability, satisfactory academic performance, better mental state, and higher job satisfaction (Reynolds & Cruise, 2020). In line with this statement, Lawson et al. (2013) state that Socioeconomic Status is a composite measure that usually includes factors such as family income, parental education level, and employment status.

As for the definition of socioeconomic status according to Lim & Thanoon (2013), socioeconomic status refers to where a person stands on a scale measuring factors like education, income, job type, location of residence, as well as inheritance and religion in certain communities. Abdulsyani (2012) states that there are several indicators that are often used to measure socioeconomic status, namely education level, income level, employment level. Meanwhile, according to Han et al. (2014) set four dimensions to measure socioeconomic status, including annual family income, education level, employment status, and parental reputation.

2.5. Career Maturity

The definition of career maturity according to Super (1980) is that career maturity (career maturity; vocational maturity) refers to individuals' success in accomplishing vocational tasks specific to their developmental stages. Meanwhile, Savickas (2002) emphasized that career maturity pertains to a person's ability to effectively navigate career choices at the appropriate stage of life and successfully address the challenges that come with career advancement. Furthermore, research according to Osborn (2023) career maturity reflects the ability of individuals to deal with complex career situations and develop career paths that match their aspirations. Han et al. (2014) showed that the level of career maturity affects the extent to which students feel ready to enter the job market and manage their careers effectively. In addition, (Sholikah, 2021) highlights career maturity as an important issue in human life that includes the development of a decision-making process that lasts a lifetime.

Numerous efforts have been put forth in creating tools to assess career readiness. Super and his team introduced the Career Development Inventory (CDI) in 1981, which is now widely

used as a reliable assessment tool. According to Super et al. (1981) the dimensions for measuring Career Readiness include; Career Planning, Career Exploration, Decision Making, and World of Work Information. Meanwhile, according to Crites (1973), career maturity has two (2) main scales/dimensions, namely the attitude dimension and the competency dimension.

2.6. Research Hypothesis

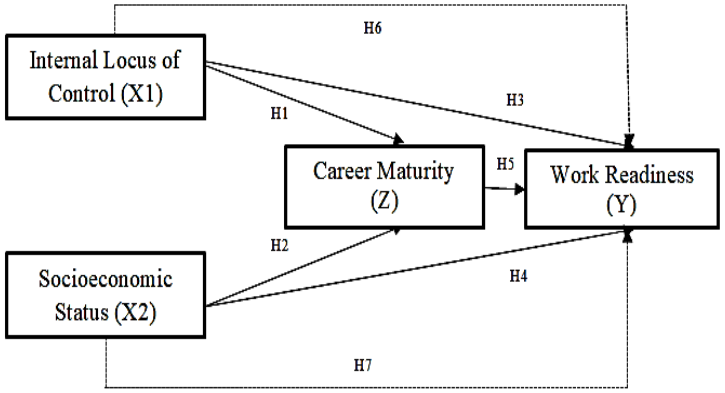

Figure 1. Theoretical Framework

The following hypothesis is put forth as a tentative solution to the issue in this study:
H1: Internal Locus of Control affects Career Maturity.
H2: Socioeconomic Status affects Career Maturity.
H3: Internal Locus of Control affects Career Readiness.
H4: Socioeconomic Status affects Career Readiness.
H5: Career Maturity affects Career Readiness.
H6: Career Maturity is able to Mediate Internal Locus of Control on Career Readiness.
H7: Career Maturity is able to Mediate Socioeconomic Status on Career Readiness.

3. Method

This research project utilizes a quantitative approach to data collection using primary sources. Students in class XII at SMK Negeri 45 West Jakarta made up the study's population, and 163 research samples were collected using the Slovin formula. proportionate stratified random sampling technique for sampling. Path analysis using SmartPLS software version 4.1.0.9 is the data analysis method used in this study.

Validity and reliability evaluations guaranteed the measurement instruments' precision and consistency. The Structural Equational Modeling Partial Least Square (SEM-PLS) method of data analysis was employed in this study to ascertain the findings, and the software utilized is In this study, SmartPLS version 4.0 refers to Hair et al. (2014) which employs two PLS calculation models: the Inner Model (Structural Model) and the Outer Model (Measurement Model). The construct validity test is the outer model. Convergent and discriminant validity are the two components of construct validity testing in PLS-SEM. The Inner Model, on the other hand, links latent variables structurally. To determine the degree of influence between latent variables, use the path coefficient value. Analyzing the path coefficient value helps determine the level of impact between latent variables, along with conducting bootstrapping calculations (Hair et al., 2014).

4. Results and Discussion

4.1. Respondent Profile

Table 2. Respondent Demographics

Respondent Demographics		Frequency	Percentage (%)
Class	XII MPLB	40	24.54 %
	XII AKL	41	24.56 %
	XII BR	41	24.56 %
	XII PSPT	41	24.56 %
Gender	Male	43	26,38%
	Female	120	73,62%

Based on table 2 above, there is data on respondents based on vocations, respondents who filled out this questionnaire were divided into four expertise programs. MPLB with a percentage of 24.54%, AKL with a percentage of 24.56%, BR with a percentage of 24.56%, and PSPT with a percentage 24.56%. This even distribution of respondents shows a balanced representation of each expertise program, so that the research results can reflect the overall condition of the students.

There is respondent data based on gender, showing that the number of respondents who filled out the questionnaire was dominated by women as many as 120 respondents with a percentage of 73.62%, then male respondents were 43 respondents with a percentage of 26.38%. It can be concluded that class XII students of SMK Negeri 45 Jakarta with female gender are more dominant than male students.

4.2. Descriptive Analysis

Descriptive analysis is a statistical process used to describe and summarize data in an informative way. The main goal is to present and organize data regarding each variable: the Internal Locus of Control (X1), Socioeconomic Status (X2), Career Readiness (Y), and Career Maturity (Z). This will give rise to a comprehensive understanding of the fundamental properties of the observed data. Using these techniques, descriptive analysis assists researchers in depicting, summarizing, and presenting relevant information from observational or experimental data to support a better understanding of the observed phenomenon.

Table 3. Descriptive Statistics of Career Readiness (Y)

	Item	Mean	Median	Scale min	Scale max	Standard deviation	Skewness
Career Readiness (Y)	1	4.307	4.000	1.000	5.000	0.762	-1.173
	2	4.497	5.000	1.000	5.000	0.659	-1.613
	3	4.485	5.000	1.000	5.000	0.677	-1.560
	4	4.301	4.000	2.000	5.000	0.710	-0.719
	5	4.380	5.000	1.000	5.000	0.737	-1.207
	6	4.503	5.000	2.000	5.000	0.630	-1.199
	7	4.552	5.000	2.000	5.000	0.638	-1.415
	8	4.313	4.000	1.000	5.000	0.731	-1.042
	9	4.448	5.000	1.000	5.000	0.666	-1.442
	10	4.393	4.000	1.000	5.000	0.704	-1.260
	11	4.319	4.000	1.000	5.000	0.812	-1.205
	12	4.472	5.000	2.000	5.000	0.668	-1.147

Referring to the data provided in table 3, descriptive statistics regarding Career Readiness (Y) show that the average score for all items is above 4.0, with the highest score in Item 7 (4.552) and the lowest in Item 4 (4.301). This reflects that in general, respondents have a high level of Career Readiness. All skewness values show a left-skewed slope, which means that the majority of respondents gave answers that were high above average. Overall, this data shows that students' Career Readiness is quite high, with respondents tending to give positive and consistent answers. Item 7 is seen as the item with the highest Career Readiness based on average, median, and small standard deviation, while Item 4 has the lowest Career Readiness even though the distribution is closer to normal.

Table 4. Descriptive Statistics Internal Locus of Control (X1)

	Item	Mean	Median	Scale min	Scale max	Standard deviation	Skewness
Internal Locus of Control (X1)	1	3.687	4.000	1.000	5.000	1.000	-0.563
	2	4.534	5.000	1.000	5.000	0.703	-1.832
	3	3.988	4.000	1.000	5.000	0.893	-0.550
	4	4.546	5.000	1.000	5.000	0.694	-1.781
	5	4.503	5.000	1.000	5.000	0.713	-1.911
	6	4.399	5.000	1.000	5.000	0.739	-1.347
	7	4.509	5.000	1.000	5.000	0.677	-1.649
	8	4.117	4.000	1.000	5.000	0.896	-0.956
	9	4.282	4.000	1.000	5.000	0.731	-0.878
	10	4.497	5.000	1.000	5.000	0.746	-1.912
	11	4.669	5.000	1.000	5.000	0.617	-2.484
	12	4.460	5.000	1.000	5.000	0.694	-1.579

According to the presented data in table 4, descriptive statistics of internal locus of control variables (X1) showed that the average value was in the range of 3.687 to 4.669, with the highest average value in Item 11 (4.669) and the lowest in Item 1 (3.687). The standard deviation ranges from 0.617 (Item 11) to 1.000 (Item 1), with the highest standard deviation on Item 1 indicating a greater spread of answers. In contrast, Item 11 shows the least spread of answers, reflecting the uniformity of responses. The skewness value of all items shows a left-skewed distribution, with the largest value in Item 11 (-2.484), indicating that the majority of respondents gave a high score. Overall, this data shows that respondents tend to have a high internal locus of control, with fairly good consistency on most items.

Table 5. Descriptive Statistics of Socioeconomic Status (X2)

	Item	Mean	Median	Scale min	Scale max	Standard deviation	Skewness
Socioeconomic Status (X2)	1	3.620	4.000	1.000	5.000	1.109	-0.537
	2	3.675	4.000	1.000	5.000	1.021	-0.500
	3	3.528	4.000	1.000	5.000	1.230	-0.473
	4	3.730	4.000	1.000	5.000	1.022	-0.622
	5	3.613	4.000	1.000	5.000	1.023	-0.519
	6	3.736	4.000	1.000	5.000	1.112	-0.677
	7	3.534	4.000	1.000	5.000	1.230	-0.468
	8	3.681	4.000	1.000	5.000	1.019	-0.518
	9	3.626	4.000	1.000	5.000	1.097	-0.508
	10	3.638	4.000	1.000	5.000	1.090	-0.531

The data in table 5 of the descriptive statistics of the Socioeconomic Status variable (X2) has an average value in the range of 3,528 (Item X2.3) to 3,736 (Item X2.6). The median value for all items was 4,000, indicating that the majority of respondents tended to score above the midpoint of the scale. The standard deviation varies between 1,019 (Item X2.8) to 1,230 (Item X2.3 and X2.7). The highest standard deviation values on Items X2.3 and X2.7 indicate a larger data spread, while Item X2.8 has the smallest data spread. The skewness value for all items is negative, which indicates that the data distribution tends to be left-skewed, with the highest skewness value on Item X2.6 (-0.677). Overall, these data indicate that respondents provide a consistent assessment for the Socioeconomic Status (X2) variable with little variability between items.

Table 6. Descriptive Statistics of Career Maturity (Z)

	Item	Mean	Median	Scale min	Scale max	Standard deviation	Skewness
Career Maturity (Z)	1	4.307	4.000	1.000	5.000	0.794	-1.130
	2	4.288	4.000	1.000	5.000	0.765	-1.043
	3	4.172	4.000	1.000	5.000	0.788	-0.772
	4	4.227	4.000	1.000	5.000	0.754	-0.925
	5	3.853	4.000	1.000	5.000	0.967	-0.439
	6	4.301	4.000	2.000	5.000	0.710	-0.719
	7	4.362	5.000	2.000	5.000	0.742	-0.973
	8	4.436	5.000	2.000	5.000	0.710	-1.174
	9	4.313	4.000	1.000	5.000	0.714	-0.953
	10	3.988	4.000	1.000	5.000	0.775	-0.377
	11	4.147	4.000	1.000	5.000	0.823	-0.814
	12	4.245	4.000	1.000	5.000	0.719	-0.907

Based on the data of table 6, descriptive statistics of the Career Maturity (Z) variable has an average score ranging from 3.853 (Item Z.5) to 4.436 (Item Z.8), Standard deviation ranges from 0.710 (Items Z.6 and Z.8) to 0.967 (Item Z.5). Items with the highest standard deviation (Z.5) showed greater variability in respondents' answers, while Items Z.6 and Z.8 had smaller data spreads. The highest skewness value was seen on Item Z.8 (-1.174), indicating that many respondents gave very high scores to this item. Overall, the data showed that the majority of respondents gave high scores for the Career Maturity (Z) variable, with some items showing greater variability than others. This data indicates that the aspect of career maturity is considered quite good by respondents.

4.3. Statistical Data Analysis Results

The current research utilizes Path Analysis with SmartPLS4 for data analysis. Prior to analysis, tests are conducted to ensure data quality. Data quality tests were carried out using SmartPLS4. Quantitative research relies on data analysis to address research problems or hypotheses formed during the study. Given the quantitative nature of the data, statistical methods are utilized for analysis. The Structural Equation Modelling (SEM) method is applied in this particular study.

4.3.1. R-Square Test

Table 7. R-Square Test Results

	R-*Square*	R-*Square* adjusted	Result
Career Maturity (Z)	0.655	0.651	Moderate
Career Readiness (Y)	0.790	0.786	Strong

a) The R-Square score has a simultaneous effect where the Internal Locus of Control (X1), Socioeconomic Status (X2) to Career Readiness (Y) is obtained a value of 0.790. It can be said that exogenous constructs (X1, X2) simultaneously affect Y by 0.786 or 78.6%. Thus, it can be said that the influence of X1 and X2 on Y has a strong value.

b) The R-Square score has a simultaneous effect where the Internal Locus of Control (X1), Socioeconomic Status (X2) on Career Maturity (Z) is obtained a value of 0.655. It can be said that exogenous constructs (X1, X2) simultaneously affect Z by 0.651 or 65.1%. Thus, it can be said that the influence of X1 and X2 on Z has a moderate value.

4.3.2. F-Square Test

Table 8. F-Square Test Results

Constructs	F-*Square*	Result
Internal Locus of control (X1) -> Career Maturity (Z)	1.730	Strong
Internal Locus of control (X1) -> Career Readiness (Y)	0.365	Strong
Career Maturity (Z) -> Career Readiness (Y)	0.372	Strong
Socioeconomic Status (X2) -> Career Maturity (Z)	0.005	Low
Socioeconomic Status (X2) -> Career Readiness (Y)	0.011	Low

The findings of the F-Square test show that the Internal Locus of Control (X1) has a strong influence on Career Maturity (Z) with an F-Square value of 1.730. This means that individuals with high levels of Internal Locus of Control tend to have better career maturity. In addition, the Internal Locus of Control also showed a strong relationship with Career Readiness (Y), with an F-Square value of 0.365, indicating that individuals who have strong internal control are better prepared to enter the workforce.

Career Maturity (Z) also has a strong influence on Career Readiness (Y), with an F-Square value of 0.372. This shows that the more mature a person's career is, the greater their readiness to face job challenges. Conversely, Socioeconomic Status (X2) had a weak influence on Career Maturity (Z) and Career Readiness (Y), with F-Square values of 0.005 and 0.011, indicating that socioeconomic status hardly affected both variables.

4.3.3. Q Square Test

Table 9. Q-Square Test Results

	SSO	SSE	Q^2 (=1-SSE/SSO)
Career Maturity (Z)	1956.000	1156.706	0.409
Career Readiness (Y)	1793.000	826.866	0.539

According to the findings of the examination, the Q^2 value was used to evaluate the predictive power of the model against endogenous variables, namely Career Maturity (Z) and Career Readiness (Y). A Q^2 value for Career Maturity (Z) of 0.409 indicates that the model has moderate predictive power over this variable. Meanwhile, a Q^2 value for Career Readiness (Y) of 0.539 indicates a higher predictive power than Career Maturity. Both of these values are greater than zero ($Q^2 > 0$), it can be inferred that the model effectively predicts outcomes for

both variables. However, the model is stronger at predicting Career Readiness (Y) than Career Maturity (Z). This shows that the variables in the model are significantly able to explain the variability in Career Readiness and Career Maturity.

4.3.4. Multicollinearity Test

Table 10. Multicollinearity Test Results

Inner VIF Values	VIF	Result
Internal Locus of control (X1) -> Career Maturity (Z)	1.066	Qualified
Internal Locus of control (X1) -> Career Readiness (Y)	2.909	Qualified
Career Maturity (Z) -> Career Readiness (Y)	2.900	Qualified
Socioeconomic Status (X2) -> Career Maturity (Z)	1.066	Qualified
Socioeconomic Status (X2) -> Career Readiness (Y)	1.071	Qualified

According to the data presented in the table 10, the overall value of the Variance Inflation Factor (VIF) or collinearity test indicates whether there is a strong correlation between the variables, with an overall value of > 5.00. Based on these findings, we can infer that there is no issue of multicollinearity in the correlation model that was examined.

4.3.5. Hypothesis Testing

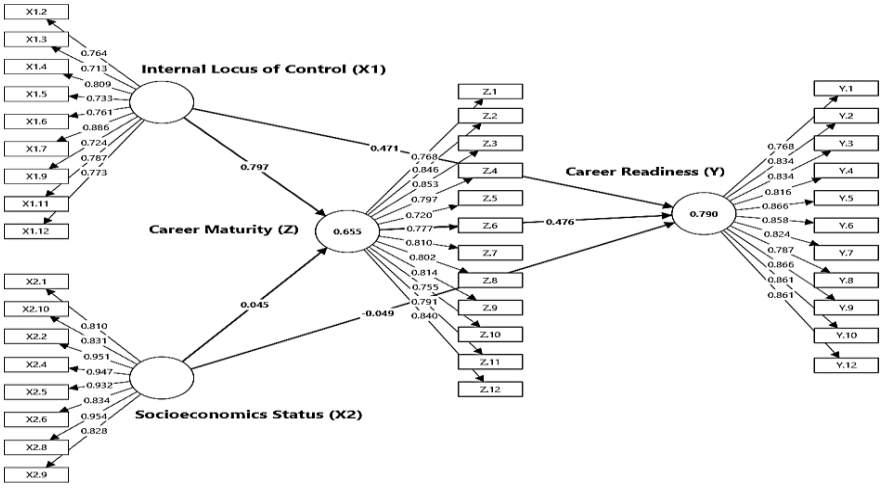

Figure 2. Output Smart-PLS version 4.1.0.9

The outcomes of the data analysis performed can be utilized to address the research question by examining the T statistical value and P Value. A P Value of less than 0.05 indicates acceptance of the hypothesis. This research encompasses both direct and indirect impacts, as it incorporates independent, dependent, and mediating variables.

Table 11. Summary of Hypothesis Test Results

	Hypothesis	Influence Value	T statistics (|O/STDEV|)	P values	Result
(X1) -> (Z)	H1	0.797	2.369	0.000	Accepted
(X2) -> (Z)	H2	0.045	0.899	0.369	Rejected
(X1) -> (Y)	H3	0.471	5.854	0.000	Accepted
(X2) -> (Y)	H4	-0.049	1.472	0.141	Rejected
(Z) -> (Y)	H5	0.476	6.314	0.000	Accepted
(X1) -> (Z) -> (Y)	H6	0.379	6.487	0.000	Accepted
(X2) -> (Z) -> (Y)	H7	0.021	0.865	0.387	Rejected

1) The t-statistic for the relationship between Internal Locus of Control (X1) and Career Maturity (Z) exceeds the critical value of 1.654, indicating a strong influence with a t-value of 2.369 and effect size of 0.797. Additionally, the P-value is less than 0.05, specifically 0.000. Consequently, we can infer that the direct influence of the Internal Locus of Control (X1) on career maturity (Z) is positive and significant. Thus, in accordance with the Internal Locus of Control (X1), it has a positive effect on career maturity (Z). H1 Accepted. Therefore, this result is in accordance with a study conducted by Hidayat et al. (2019) entitled The Contribution of Internal Locus of Control and Self-Concept to Career Maturity in Vocational Higher Education reveals that there is a significant contribution from the Internal Locus of Control to the career maturity of entrepreneurial students in vocational colleges, as evidenced by the acquisition of an R Square score of 7.5%. These results show the importance of improving the Internal Locus of Control in students or prospective workers to help them achieve better career maturity. The results of the research conducted by Hidayat et al. (2019) are also supported by (Duru, 2022; Iskandar & Anggraeni, 2022).
2) The t-statistical value indicating the impact of Socioeconomic Status (X2) on Career Maturity (Z) was found to be lower than the t-table value of 1.654, measuring at 0.899 with a significance of 0.045 and a P-value greater than 0.05, specifically at 0.369. As a result, one could infer that the direct influence of Socioeconomic Status (X2) on Career Maturity (Z) is not significant. Thus, according to Socioeconomic Status (X2), it has a negative effect on Career Maturity (Z). H2 Rejected. Therefore, this result is in accordance with research conducted by Kassahun et al. (2022) in their research entitled The Relationship Between Socio-Economic Factors and Career Decision Making Among Secondary School Students in Addis Ababa, Ethiopia, no positive and significant influence between socioeconomic factors was found on career Decision Making. The same results were also found by a study conducted by Mar'atus Sholikah (2021) stating that although the locus of control has a significant positive impact on career readiness, the influence of Socioeconomic Status is not statistically significant.
3) The t-statistic for the impact of Internal Locus of Control (X1) on Career Readiness (Y) is significantly higher than the t-table value of 1.654, registering at 5.854 with an effect size of 0.471 and a P-value of less than 0.05 at 0.000. This suggests that the direct influence of the Internal Locus of Control (X1) on Career Readiness (Y) is positive and significant. Thus, in accordance with the Internal Locus of Control (X1), it has a positive effect on Career Readiness (Y). H3 Accepted. Therefore, this result is in accordance with research conducted by Kris et al. (2024) entitled The Influence of Locus of Control and Internship Experience on the Career Readiness of Vocational Education Students, which states that locus of control has a positive and significant effect on Career Readiness. Research conducted by Kris et al. (2024). In line with this, research conducted by Kusumaningsih & Purwana (2023) and Cholik et al. (2022) also states that locus of control has a positive and significant influence on Career Readiness.
4) The t-statistical value for the relationship between Socioeconomic Status (X2) and Career Readiness (Y) is lower than the t-table value of 1.654, coming in at 1.472 with an impact of -0.049 and a P-value above 0.05 at 0.141. This leads to the conclusion that the direct influence of socioeconomic status (X2) on Career Readiness (Y) is not significant. Thus, in accordance with Socioeconomic Status (X2), it has a negative effect on Career Readiness (Y). H4 Rejected. So this result is in accordance with research conducted by (Abdinoor, 2020), this study examines the differences in career decision-making and career maturity based on gender and socioeconomic categories. The participants of this

study were 552 high school students (372 boys, 178 girls, and 2 participants did not report their gender). They were drawn from five public schools located in Wajir County in northern Kenya. This study examines the relationship between career decision-making factors, socioeconomic status, and career maturity in the career development process. The ANOVA analysis, which examined the impact of socioeconomic status on two dependent variables on career decision-making and career maturity, did not show statistically significant results. The results of this study are also supported by previous studies conducted by (Febriani et al., 2023; Ghofur et al., 2020)

5) The influence of Career Maturity (Z) on Career Readiness (Y) is statistically significant, with a t-value of 6.314 which is higher than the critical t-value of 1.654. The effect size is 0.476 and the p-value is less than 0.05 at 0.000. This suggests that the direct influence of the Career Maturity (Z) on Career Readiness (Y) is positive and significant. Thus, in accordance with the Career Maturity (Z), it has a positive effect on Career Readiness (Y). H5 Accepted. Therefore, this result is in accordance with research conducted by Ni et al. (2023) on students from various regions and university levels in China such as Xiamen University, Guangxi University (a widespread source university) conducted and 600 questionnaires collected by researchers highlighting that career maturity is a significant predictor of successful career decision-making. The same research results have also been found by Mar'atus Sholikah (2021) and Syazila et al. (2021) who also found that career maturity is a significant predictor of successful career decision-making.

6) The positive impact of Internal Locus of Control (X1) on Career Readiness (Y) through Career Maturity (Z) exceeds the expected statistical value and is significant. The t-statistical value of 6.487 with an influence of 0.379 and a P-value of 0.000 indicates a strong relationship between these variables. In conclusion, the Internal Locus of Control (X1) has a positive effect on Career Readiness (Y) which is mediated by Career Maturity (Z). H6 Accepted. The results of this study are also supported by Zhou et al. (2016). Research conducted by Mar'atus Sholikah (2021) shows that locus of control and socioeconomic status only have an impact through other mediating variables, not directly on job satisfaction or Career Readiness. The study also highlights the role of career maturity as a mediating factor, implying that increasing students' career maturity can be more beneficial to their readiness than simply focusing on locus of control or socioeconomic status.

7) The t-value for the impact of Socioeconomic Status on Career Readiness through Career Maturity is below the critical value, indicating a weak positive effect. The t-statistic is 0.865 with a coefficient of 0.021 and a P-value of 0.387, suggesting no significant relationship. In conclusion, Socioeconomic Status (X2) has a negative effect on Career Readiness (Y) which is mediated by Career Maturity (Z). H7 Rejected. So this result is in accordance with research conducted by Mar'atus Sholikah (2021). The present research examines student preparedness by taking socioeconomic status and locus of control into account. One intervening variable is career maturity. This led to the selection of 80 students as responders. The PLS-SEM was used to conduct the model test. The results of this study showed that career readiness, as mediated by career maturity, was not significantly impacted by socioeconomic status. However, in this study, locus of control and career readiness are partially mediated by career maturity.

5. Conclusion

The goals of this study are to demonstrate and examine how socioeconomic status and internal locus of control affect Career Readiness through the mediation of career maturity. This study uses primary data and quantitative methods. Students in the 12th grade at SMK Negeri 45 West Jakarta made up the study's population, and 163 research samples were collected using the Slovin formula. Proportionate stratified random sampling was the method used for the sampling. Path analysis using SmartPLS version 4.1.0.9 was the data analysis technique employed in this study. This study makes reference to Hair et al. The following conclusions can be drawn from the study's findings that internal locus of control has a positive and significant effects on career maturity and career readiness, socioeconomic status has a negative effects on career maturity and career readiness, career maturity has a positive and significant effects on career readiness, career maturity is able to mediate the effect of internal locus of control on work readiness, but career maturity is not capable to mediate the effect of socioeconomic status on work readiness.

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