Almana : Jurnal Manajemen dan Bisnis
Volume 9 No. 3/ December 2025: 653-667
p-ISSN: 2579-4892/ e-ISSN: 2655-8327
DOI: 10.36555/almana.v9i3.2978

Mediation-Moderation Model: The Influence of Locus of Control, Career Motivation, and Knowledge on Sustainable Career Through Self-Efficacy and Internship Experience

Heru Baskoro*[1], Sukaris[1]
Universitas Muhammadiyah Gresik, Indonesia[1]
*Corresponding Email: herbas.gresik@umg.ac.id

Abstract: Sustainable career development in college students requires an understanding of the psychological, cognitive, and experiential factors that influence it. This study aims to analyze the influence of Locus of Control, career motivation, human resource knowledge, internship experience, and self-efficacy on sustainable careers, including the moderating and mediating roles between variables. The research method used a quantitative approach with SEM-PLS analysis on respondents from human resource management study programs. The results showed that Locus of Control and career motivation had a positive effect on self-efficacy, while human resource knowledge and internship experience had no effect. Internship experience moderated the influence of career motivation and human resource knowledge on self-efficacy, but did not moderate the influence of Locus of Control or self-efficacy on sustainable careers. In addition, human resource knowledge, self-efficacy, and internship experience had a positive effect on sustainable careers, while Locus of Control and career motivation had no effect. Self-efficacy only mediated the relationship between career motivation and sustainable careers. Overall, the study concluded that sustainable career development is more determined by actual experience and self-confidence than dispositional and motivational characteristics.

Article History:
Submitted: November 28, 2025
Revised: December 19, 2025
Accepted: December 20, 2025
Published: December 30, 2025

Keywords:
Career Motivation
HR Knowledge
Locus of Control
Self-Efficacy
Sustainable Career

Baskoro, H., & Sukaris. (2025). Mediation-Moderation Model: The Influence of Locus of Control, Career Motivation, and Knowledge on Sustainable Career Through Self-Efficacy and Internship Experience. *Almana : Jurnal Manajemen dan Bisnis, 9*(3), 653-667. https://doi.org/10.36555/almana.v9i3.2978

INTRODUCTION

Amidst digital transformation and increasingly complex job market dynamics, the demand for professionals in human resources (HR) is growing. However, interest in careers in this field remains relatively low among young people. Many college graduates are more interested in technology, finance, or entrepreneurship, while HR is often considered a secondary option.

Data from the central statistics agency (BPS, 2025a), shows that the open unemployment rate (TPT) in Indonesia will reach 5.87% for college graduates in 2024, an increase compared to the previous year. This indicates a mismatch between educational qualifications and job market needs, including in the human resources sector (BPS, 2024, 2025a)

p-ISSN: 2579-4892
e-ISSN: 2655-8327

Conditions in Gresik Regency: Local Challenges in Human Resource Development As one of the industrial centers in East Java, Gresik Regency has great potential in human resource development. However, unemployment remains a crucial issue. According to Statistics Indonesia (BPS, 2025a) data, the open unemployment rate in Gresik in 2024 reached 6.82%, higher than the provincial average. Ironically, although Gresik is known as an industrial city, many high school and college graduates are still unemployed (Rofiq, 2024; SMK Assa'adah, 2024)

This situation indicates a gap between education and industry needs, particularly in the human resources sector. A lack of practical experience, such as internships, as well as low self-efficacy and understanding of the role of human resources in organizations, can contribute to low interest in pursuing a career in this field. Although various studies have examined the factors influencing career interest, few have integrated psychological variables such as locus of control, career motivation, knowledge, self-efficacy, and internship experience into a single comprehensive model. In particular, few have focused on local contexts like Gresik Regency, which has unique characteristics in terms of industry and education.

Locus of control is a general belief about whether reinforcement or outcomes in one's life depend primarily on one's own actions or on forces beyond one's control. Individuals with an internal locus of control believe that success or failure is primarily determined by personal effort, ability, and decisions, while individuals with an external locus of control tend to attribute outcomes to fate, luck, powerful others, or social structures (Gabriel, 2025). Research by Ashari & Wiryosutomo, (2022); Djunaedi et al., 2022) shows that internal locus of control significantly influences career maturity, with self-efficacy as a mediator. This suggests that individuals who believe in their ability to control outcomes tend to have higher self-efficacy, which in turn increases their career maturity.

Career motivation is an internal drive that drives individuals to plan, pursue, and maintain a specific career path. Individuals with high career motivation tend to be more persistent and focused in developing their careers. Although specific research on career motivation in this context is limited in the past five years, studies by Cheung, (2024); Mahfud et al., (2024) highlight the importance of school career support in increasing career self-efficacy, which in turn can reduce career indecision. This suggests that external factors, such as institutional support, can influence individual motivation and self-efficacy in a career context.

Knowledge in this context refers to an individual's understanding of the field of human resources (HR), both theoretically and practically. This level of knowledge is believed to shape a realistic perception of the world of work and increase self-confidence in pursuing a career. Although direct research on the relationship between knowledge and career interest in HR is still limited, studies by Anjani et al., (2023); Ariska, (2020); Auwldhani & Handayani, (2023) indicate that career support from schools can increase career self-efficacy, which in turn can influence individual career interest. This indicates that increasing knowledge through educational support can contribute to the development of sustainable career interest.

Self-efficacy is an individual's belief in their ability to complete tasks or face challenges. Self-efficacy significantly determines whether or not someone feels capable of pursuing and maintaining a career. A study by Djunaedi et al.,(2022) found that self-efficacy mediates the relationship between LOC and career maturity. Furthermore, research shows that self-efficacy has a significant relationship with career maturity in high school students, emphasizing the importance of developing self-efficacy in the context of education and career planning (Ardiansyah et al., 2021; Estuwijaya et al., 2023; Suprapti & Muhammad, 2022)

Internship experiences provide individuals with the opportunity to apply academic knowledge in a professional context, enhance practical skills, and build professional

networks. Internships are becoming increasingly competitive, and they remain considered a crucial step in career development, often leading to job offers and accelerating the attainment of top positions (Alam & Susti, 2022; Erlangga et al., 2024; Lestari & Ubaidillah, 2022; Nugroho et al., 2020)

This study offers a comprehensive mediation-moderation model that combines psychological variables (LOC and motivation), cognitive variables (knowledge), mediating variables (self-efficacy), and experiential variables as moderators (internship experience). The novelty of this study lies in the empirical test of the ineffectiveness of LOC in a context without work experience, which opens up space for reinterpreting personality theory in an early career context. This contextual, integrative model represents the dynamics of the actual world of work that requires not only internal potential but also real experience.

The urgency of this research stems from the low interest and passion of the younger generation for careers in HR, despite the sector's strategic importance in the talent management era. There is a need for experience-based intervention approaches (such as internships) that can activate individual psychological potential. Practical benefits for educational institutions and corporate HR are available, including designing more effective training, internship, and personal development programs based on empirical findings.

This study aims to fill this gap by analyzing the influence of locus of control, career motivation, and knowledge on career interest in HR, with self-efficacy as a mediating variable and internship experience as a moderating variable. This approach is expected to provide a deeper understanding of the factors influencing sustainable career interest in HR.

METHODS

This study uses a quantitative approach with an explanatory research type that aims to test the causal relationship between variables in the mediation and moderation model. The focus of the study is directed at the influence of locus of control, career motivation, and knowledge on the interest in building a sustainable career in the field of human resources (HR), with self-efficacy as a mediating variable and internship experience as a moderating variable. The quantitative approach was used because this study seeks to measure the influence between variables that have been established in the research model framework objectively and measurably using instruments arranged in the form of closed questionnaires. This study adheres to the deductive principle, with hypotheses derived from previous theories and tested through empirical data processing.

The population in this study were students of the management study program with a concentration in human resources who were the subjects of the study. They were individuals who had taken courses in the Human Resources concentration and had at least one internship experience. The sampling technique used was purposive sampling, with the following inclusion criteria: 1) Active students at the undergraduate level of the Management study program with a concentration in Human Resources. 2) Have participated in or are currently participating in an internship program. 3) Willing to be respondents by completing the questionnaire completely.

The number of samples targeted were all students of human resource concentration, the research variables consisted of sustainable career (KBL), locus of control (LOC), career motivation (MK), HR knowledge (PSDM), self-efficacy (ED– mediation), internship experience (PM – moderation), The instrument was validated through two stages: 1) Validity test using the outer loading value on SEM-PLS. An item is said to be valid if it has a factor loading value ≥ 0.70. If the value is between 0.60–

p-ISSN: 2579-4892
e-ISSN: 2655-8327

0.70, the item is still considered valid if the construct AVE value is > 0.50. 2) Reliability test using the composite reliability (CR) and cronbach's alpha values. The construct is considered reliable if it has CR ≥ 0.70 and Alpha ≥ 0.60 (Maulana et al., 2024; Suharto et al., 2025). In addition to being tested for feasibility, the model was tested with godness of fit. Data analysis in this study was carried out using the structural equation modeling (SEM) approach using the Smart PLS application.

RESULTS AND DISCUSSION

This study used sample data from 75 students, as required, but only 50 students were completely and usable. The data were obtained through an offline survey. Based on the 26 manifest variables (indicators) used by the researchers, it can be explained that respondents generally gave high ratings to all research indicators. The mean and median values of the majority were in the range of 4.00–5.00, which indicates a tendency for respondents to agree to strongly agree with the statements posed. This indicates that Locus of Control, career motivation, HR knowledge, self-efficacy, internship experience, and sustainable careers are perceived positively by students. The relatively small standard deviation value (<1) indicates a low level of variation in answers, so that respondents' responses tend to be homogeneous and consistent. Thus, this descriptive data reflects good quality answers and is worthy of further analysis at the inferential stage.

After completing the data filtering stage, the researchers proceeded to the main test by distributing questionnaires to respondents. Next, they conducted an initial analysis to select data suitable for processing. Of the total data received, only 50 respondents were used in the data processing using Smart-PLS software version 4.09. The prerequisite testing for the main analysis was conducted to ensure that the research instrument was valid and reliable. The testing procedure in PLS begins with an outer model evaluation to assess construct validity and reliability. Validity is used to ensure that the instrument accurately measures the concept it is intended to measure. In the PLS reflective indicator model, construct validity testing includes convergent validity, discriminant validity, and Average Variance Extracted (AVE). Reliability is used to assess the consistency of the instrument in measuring a construct, or to determine whether respondents provide consistent answers. Reliability testing in PLS is conducted using composite reliability and Cronbach's alpha. The results of the outer and inner model tests are presented below:

Outer Model Testing

Convergent validity is determined by the factor loading values between the latent variables and their indicators. Validity is evaluated based on the correlation between item or component scores and construct scores calculated using PLS. A reflective indicator is deemed to meet the criteria if it has a correlation of more than 0.70 with the construct it measures. The following table presents the factor loading values for each indicator obtained from the PLS calculations.

Table 1. Outer Loading Test

Indicator	Outer Loadings Beginning	Outer Loadings Revision
EF1 <- Self Efficacy	0.783	0.783
EF2 <- Self Efficacy	0.793	0.791
EF3 <- Self Efficacy	0.840	0.842
EF4 <- Self Efficacy	0.847	0.848
KBL1 <- Sustainable Career	0.706	0.710
KBL2 <- Sustainable Career	0.798	0.795
KBL3 <- Sustainable Career	0.880	0.881
KBL4 <- Sustainable Career	0.786	0.787
KBL5 <- Sustainable Career	0.824	0.822
LOC1 <- Locus of Control	0.402	-
LOC2 <- Locus of Control	0.724	0.791
LOC3 <- Locus of Control	0.679	0.721
MK1 <- Career Motivation	0.825	0.825
MK2 <- Career Motivation	0.857	0.857
MK3 <- Career Motivation	0.920	0.920
MK4 <- Career Motivation	0.870	0.870
MK5 <- Career Motivation	0.841	0.841
PM1 <- Internship Experience.	0.554	-
PM2 <- Internship Experience.	0.226	-
PM3 <- Internship Experience.	0.822	0.854
PM4 <- Internship Experience.	0.974	0.994
PSDM1 <- HR Knowledge	0.621	-
PSDM2 <- HR Knowledge	0.697	0.707
PSDM3 <- HR Knowledge	0.693	0.707
PSDM4 <- HR Knowledge	0.686	0.740
PSDM5 <- HR Knowledge	0.813	0.804

Source: Data that has been processed by the author (2025)

From the results above there is a number of indicators below 0.7 then tried thrown away which is below 0.6 and approaching 0.6 next run repeat (revise) and the result all indicators whose outer value is above 0.7 are valid

Table 2. Discriminant Validity

Fornell-Larcker Criterion	ED	KBL	LOC	MK	PM	PSDM
Self Efficacy	0.816					
Sustainable Career	0.784	0.801				
Locus of Control	0.449	0.477	0.757			
Career Motivation	0.723	0.686	0.334	0.863		
Internship Experience.	-0.227	-0.038	-0.041	-0.084	0.927	
Human Resources Knowledge	0.513	0.622	0.288	0.491	-0.191	0.741

Source: Data that has been processed by the author (2025)

Seen all over the main diagonal value (AVE root) is greater big from correlation between variables (dimensions)

p-ISSN: 2579-4892
e-ISSN: 2655-8327

Table 3. Discriminant Validity

Cross loadings	ED	KBL	LOC	MK	PM	PSDM
EF1	0.783	0.511	0.343	0.648	-0.100	0.356
EF2	0.791	0.713	0.535	0.603	-0.206	0.624
EF3	0.842	0.716	0.277	0.554	-0.220	0.344
EF4	0.848	0.587	0.277	0.554	-0.203	0.305
KBL1	0.401	0.710	0.282	0.392	0.034	0.485
KBL2	0.698	0.795	0.389	0.569	-0.113	0.529
KBL3	0.733	0.881	0.438	0.657	-0.068	0.556
KBL4	0.625	0.787	0.506	0.536	0.094	0.453
KBL5	0.623	0.822	0.264	0.555	-0.077	0.470
LOC2	0.305	0.435	0.791	0.218	0.034	0.301
LOC3	0.381	0.279	0.721	0.294	-0.105	0.125
MK1	0.528	0.560	0.354	0.825	0.034	0.397
MK2	0.660	0.556	0.265	0.857	-0.203	0.413
MK3	0.700	0.631	0.224	0.920	-0.168	0.509
MK4	0.561	0.586	0.249	0.870	-0.034	0.445
MK5	0.655	0.624	0.360	0.841	0.023	0.354
PM3	-0.076	0.120	0.036	-0.063	0.854	-0.026
PM4	-0.250	-0.070	-0.056	-0.086	0.994	-0.219
PSDM2	0.346	0.459	0.191	0.302	-0.170	0.707
PSDM3	0.328	0.447	0.210	0.360	-0.080	0.707
PSDM4	0.325	0.455	0.178	0.322	-0.106	0.740
PSDM5	0.498	0.484	0.267	0.456	-0.198	0.804

Source: Data that has been processed by the author (2025)

Seen correlation the biggest between indicators in accordance with the variables latent. Another method for assessing discriminant validity is to compare the square root of the Average Variance Extracted (AVE) for each construct with the correlation values between constructs in the model. A construct is considered to have good discriminant validity if the square root of the AVE is higher than its correlation with other constructs. This criterion is based on the criteria proposed by Fornell and Larcker (1981) in Cokorda Gede Raditya & Wayan Gede Supartha, (2023); Desiani & Nurhayati, (2024). The formula for calculating AVE is as follows:

$$\text{AVE} = \frac{\sum \lambda_i^2}{\sum \lambda_i^2 + \sum_i \text{var}(\varepsilon_i)}$$

This measurement can be used to assess the reliability of component scores of latent variables, and the results tend to be more conservative than composite reliability (ρc). They also recommend that the AVE value should be above 0.50.

Table 4. Average Variance Extracted

Variable	Average variance extracted (AVE)
Self Efficacy (ED)	0.667
Sustainable Career (KBL)	0.641
Locus of Control (LOC)	0.573
Career Motivation (MK)	0.746
Internship Experience (PM)	0.859
HR Knowledge (PSDM)	0.548

Source: Data that has been processed by the author (2025)

Based on the previous figure and table, it can be seen that all AVE values are above 0.5. This indicates that each latent variable in this study meets the validity criteria because its value exceeds the recommended minimum limit (>0.5).

In addition to testing construct validity, the researcher also tested construct reliability, calculated using composite reliability and Cronbach's alpha for each indicator block that forms the construct. The following presents the results of the composite reliability and Cronbach's alpha tests based on SmartPLS output.

Table 5. Composite Reliability and Cronbach Alpha

	Cronbach's alpha	Composite reliability
Self Efficacy	0.833	0.889
Sustainable Career	0.859	0.899
Locus of Control	0.728	0.728
Career Motivation	0.914	0.936
Internship Experience	0.884	0.924
HR Knowledge	0.725	0.829

Source: Data that has been processed by the author (2025)

A construct is declared reliable if it has a composite reliability value above 0.70 and a Cronbach's alpha above 0.70. The SmartPLS output results in the table above show that all constructs have a composite reliability value above 0.70 and a Cronbach's alpha above 0.70. So, it can be concluded that the construct has good reliability.

Structural Model Testing (Inner Model)

The structural model is evaluated using the R-squared value for the dependent variable and the path coefficients for the independent variables, which are then tested for significance using the t-statistic for each path.

The R-squared value is the coefficient of determination for an endogenous construct. Chin (1998) categorizes R-square values into three categories: 0.67 (strong), 0.33 (moderate), and 0.19 (weak). The coefficient of determination (Adjusted R-square) is used to indicate the extent of influence of the independent variable on the dependent variable. Thus, the R-square value can be used to assess the substantive contribution of the independent latent variable in explaining the dependent latent variable.

Table 6. R Square

	R-square	R-square adjusted
Self-efficacy	0.733	0.689
Sustainable Career	0.732	0.695

Source: Data that has been processed by the author (2025)

Based on the table, the Adjusted R-square value for each equation is above 30 percent (0.3). The Adjusted R-square value of 0.689 indicates that the independent variables (Locus of Control, Career Motivation, and Human Resource Knowledge) and the moderator variable (Internship Experience) explain 68.9 percent of the mediating/intervening variable (Self-Efficacy), while the remainder is influenced by variables outside the model. The Adjusted R-square value of 0.695 indicates that the independent variables (Locus of Control, Career Motivation, and Human Resource Knowledge), the moderator variable (Internship Experience), and the mediator variable (Self-Efficacy) explain 69.5 percent of the dependent variable (Career Sustainability), while the remainder is influenced by variables outside the model.

The Stone-Geisser Q-square test is used to assess the predictive relevance of a model, and the t-test is used to determine the significance of the structural path

p-ISSN: 2579-4892
e-ISSN: 2655-8327

coefficients. The Q-square value indicates the extent to which the observed values can be predicted well by the model and its parameters. A Q-square value greater than 0 indicates that the model has predictive relevance, while a Q-square value less than 0 indicates that the model has no predictive ability to calculate Q $_{2,}$ the formula can be used:

$$Q^2 = 1-(1-R1^2)\ (1-R2^2)\ldots\ldots(1-Rp^2)\ldots$$

^{2} value = 1- (1- 0 . 733)(1-0.732) =1-0.071=0. 929
Q ^{2} = 0.929
Q-square value greater than 0 (zero) indicates that the model has a *predictive relevance value*

Evaluation of *the Goodness of Fit* model is measured using the R2 ^{of} the dependent latent variable with the same interpretation as regression. A model is said to be Good If mark gof above 0.38

$GoF = \sqrt{\overline{AVE}\ x\ \overline{R^2}}$ = root (0.672 * 0.733) = root (0.493) = 0.702
Gof=0.702, the gof is already large because it is above 0.38

Table 7: Test Multicollinearity

VIF	Efficacy Self	Career Sustainable
Locus of Control	1,206	1,291
Career Motivation	1,465	2,353
Internship Experience	1,114	1,099
HR Knowledge	1,537	1,780
Internship Experience x Locus of Control	1,446	
Internship Experience x Motivation Career	1,610	
Internship Experience x HR Knowledge	1,350	
Internship Experience x Self Efficacy		1,321
Self Efficacy		2,654

Source: Data that has been processed by the author (2025)

All over VIF value < 10 so that free multicolinierity

Hypothesis Testing

To test the hypothesis, the t-statistic value generated from the PLS output is compared with the t-table value. The PLS output is an estimate of the latent variable formed from the linear aggregate of its indicators. With a significance level (α) of 5% for a one-way test (positive or negative effect), the testing criteria are as follows:
a. If the calculated t-value > t-table (1.64), then H0 is rejected and H1 is accepted.
b. If the calculated t-value < t-table (1.64), then H0 is accepted and H1 is rejected.

Furthermore, to determine the significance of the influence between variables in a one-way test, the following conditions are used:
a. If the probability value (sig/2) < 0.05, the effect is considered significant.
b. If the probability value (sig/2) > 0.05, the effect is considered insignificant.

A summary of the results of the hypothesis testing can be seen in the following image: Equation regression:

Self Efficacy = 0.195 Locus of Control + 0.578 Career Motivation + 0.040HR Knowledge -0.136 Internship Experience -0.091 Internship Experience x Locus of Control + 0.322 Internship Experience x Career Motivation -0.375 Internship Experience x HR Knowledge

Sustainable Career = 0.117Locus of Control +0.168Career Motivation + 0.254 HR Knowledge + 0.520 Self Efficacy + 0.153 Internship Experience-0.050 Internship Experience x Self Efficacy

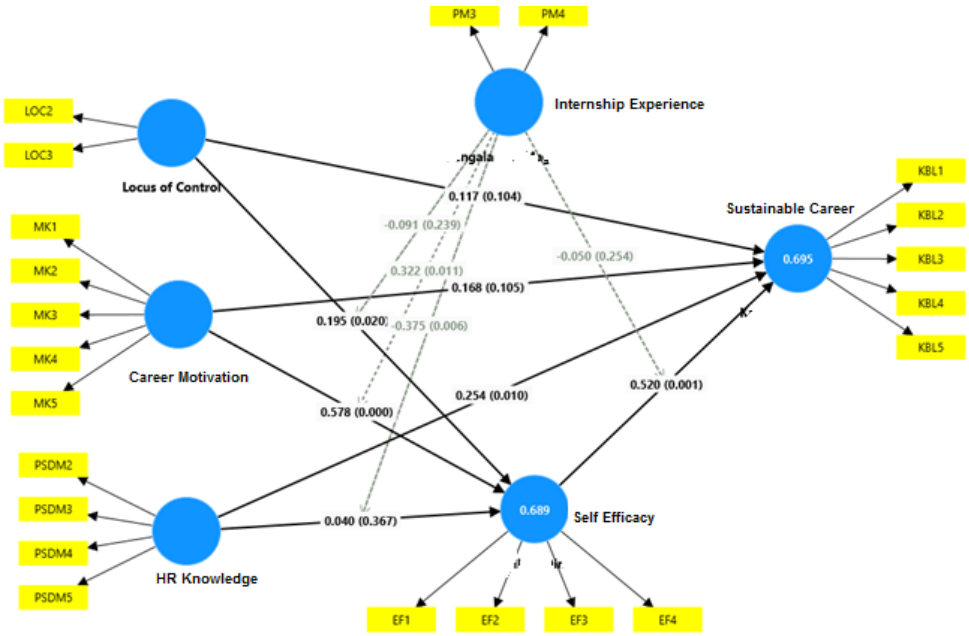

Figure 1: Hypothesis Test
Source: Data that has been processed by the author (2025)

Table 8. Hypothesis Test Summary of Direct Effect

Direct Effect	Coefficient	t Stat	P Values	Conclusion
Locus of Control +	0.195	2,050	0.020	Influential Positive
Career Motivation +	0.578	5,139	0.000	Influential Positive
HR Knowledge +	0.040	0.341	0.367	No Influential
Internship Experience +	-0.136	1,148	0.126	No Influential
Internship Experience x Locus of Control +	-0.091	0.711	0.239	No Moderate
Internship Experience x Motivation Career +	0.322	2,309	0.011	Moderate
Internship Experience x HR Knowledge +	-0.375	2,525	0.006	Moderate
Locus of Control -> Sustainable Career	0.117	1,260	0.104	No Influential
Career Motivation -> Sustainable Career	0.168	1,252	0.105	No Influential
HR Knowledge -> Sustainable Career	0.254	2,329	0.010	Influential Positive
Self Efficacy -> Sustainable Career	0.520	3,024	0.001	Influential Positive
Experience -> Career Sustainable	0.153	1,680	0.047	Influential Positive
Internship Experience x Self Efficacy -> Sustainable Career	-0.050	0.661	0.254	No Moderate

Source: Data that has been processed by the author (2025)

p-ISSN: 2579-4892
e-ISSN: 2655-8327

Table 9: Hypothesis Test Summary of Indirect Effect

Indirect Effect	Coefficient	t Stat	P Values	Conclusion
Locus of Control + -> Sustainable Career	0.102	1,615	0.053	No Mediate
Career Motivation + -> Sustainable Career	0.300	2,939	0.002	Mediate
Knowledge + -> Sustainable Career	0.021	0.311	0.378	No Mediate
Internship Experience + -> Sustainable Career	-0.071	1,030	0.152	No Mediate

Source: Data that has been processed by the author (2025)

The results of the study showed that Locus of Control had a positive effect on self-efficacy, with a coefficient of 0.195, a t-value of 2.05, and a p-value of 0.020. This finding indicates that individuals with an internal Locus of Control tendency have higher self-confidence in their abilities. Theoretically, this finding aligns with Rotter's view that individuals who feel able to control the outcomes of their actions will be more confident in facing challenges, including in the context of career development. This finding is also consistent with research by Djunaedi et al., (2022); Silviana et al., (2023); Wardani et al., (2024), which emphasized that Locus of Control is a crucial factor in developing self-efficacy and career maturity.

Career motivation was also shown to have a positive and significant effect on self-efficacy, with a coefficient of 0.578, a t-value of 5.139, and $p < 0.001$. These results indicate that career motivation plays a key role in increasing an individual's confidence in their abilities. Individuals with high career motivation tend to be more active in developing skills, seeking experience, and preparing to achieve career goals, thus strengthening their self-efficacy. This finding aligns with the theory and research of Agustin, (2021); Nuggrahini & Primastiwi, (2022), which emphasize that motivation is a crucial internal factor in developing self-efficacy and career development behavior.

Conversely, HR knowledge was not shown to significantly influence self-efficacy, with a coefficient of 0.040, a t-value of 0.341, and a p-value of 0.367. This finding suggests that mastering theoretical HR knowledge does not necessarily increase an individual's confidence in their abilities. Cognitive knowledge is considered insufficient without the support of applied experience or direct feedback from real-world practice. This finding does not fully align with previous research that suggests that knowledge can enhance self-efficacy (Anjani et al., 2023; Ariska, 2020). Nevertheless, this finding supports the view that knowledge requires an experiential context to more effectively shape self-confidence.

The results also showed that internship experience had no significant effect on self-efficacy, with a coefficient of –0.136, a t-value of 1.148, and a p-value of 0.126. This finding indicates that internship experience does not necessarily directly increase students' self-confidence. Theoretically, internship experience should strengthen self-efficacy through real-world work experience, application of knowledge, and professional feedback (Alam & Susti, 2022; Atiningsih & Kristanto, 2020). However, differences in internship quality, limited student roles, and minimal mentoring mean that internship experience has not consistently contributed to increased self-efficacy.

In testing the moderation effect, internship experience was not shown to moderate the influence of Locus of Control on self-efficacy, with an interaction coefficient of –0.091, a t-value of 0.711, and a p-value of 0.239. This finding indicates that internship experience does not alter the relationship between Locus of Control and self-efficacy. Although experience should theoretically strengthen the role of psychological dispositions (Djunaedi et al., 2022) Locus of Control is a relatively stable characteristic and therefore less easily influenced by short-term experiences such as internships.

In contrast, internship experience was shown to significantly moderate the influence of career motivation on self-efficacy, with an interaction coefficient of 0.322, a t-value of 2.309, and a p-value of 0.011. This finding suggests that internship experience

strengthens the positive effect of career motivation on self-efficacy. Students with high career motivation are able to transform this internal drive into tangible self-confidence when they gain adequate internship experience. These results align with literature emphasizing the role of contextual support and direct experience in shaping self-efficacy (Liana et al., 2025; Vilysia & Turangan, 2024)

Furthermore, internship experience was also shown to moderate the effect of HR knowledge on self-efficacy, with an interaction coefficient of –0.375, a t-value of 2.525, and a p-value of 0.006. Although the negative direction of the coefficient requires caution in interpretation, these results confirm that internship experience alters how HR knowledge contributes to self-efficacy. This finding aligns with the view that knowledge requires a practical context to shape self-confidence (Anjani et al., 2023). Without practical experience, knowledge tends to be purely cognitive, whereas internships allow students to apply HR knowledge in real-world settings and assess their own abilities more realistically, consistent with a constructivist approach.

Furthermore, Locus of Control did not significantly influence career sustainability, with a coefficient of 0.117, a t-value of 1.260, and a p-value of 0.104. These findings indicate that internal control tendencies do not directly drive sustainable career intentions. Theoretically, internal locus of control should influence long-term career decisions because individuals feel able to control outcomes (Ashari & Wiryosutomo, 2022). However, in the context of college students, career commitment appears to be more influenced by other factors such as self-efficacy, internship experience, and HR knowledge. Furthermore, the relatively stable nature of locus of control means its influence is not yet strong in the early stages of career development.

Career motivation also did not significantly influence career sustainability, with a coefficient of 0.168, a t-value of 1.252, and a p-value of 0.105. These results contrast with the theory that motivation drives long-term career behavior (Nuggrahini & Primastiwi, 2022). This insignificance can be explained by the fact that students may be motivated but lack a clear career direction or sufficient experience to form a long-term commitment. These findings confirm that motivation alone is insufficient without the support of self-efficacy and concrete experience. Conversely, HR knowledge has a significant positive effect on career sustainability with a coefficient of 0.254, a t-value of 2.329, and a p-value of 0.010. This finding supports the theory that a good understanding of a professional field increases career interest and commitment (Anjani et al., 2023; Ariska, 2020). HR knowledge helps students develop a realistic perception of career demands and opportunities, thereby strengthening long-term interest in the HR field.

Self-efficacy was shown to be a strong predictor of career sustainability, with a coefficient of 0.520, a t-value of 3.024, and a p-value of 0.001. These results are consistent with Bandura's theory and the findings of Djunaedi et al., (2022), which confirmed that self-efficacy influences career maturity, persistence, and long-term decision-making. Individuals with high self-efficacy tend to be more prepared to face challenges and demonstrate a strong commitment to a particular career path.

Internship experience also positively influenced career sustainability, with a coefficient of 0.153, a t-value of 1.680, and a p-value of 0.047. These findings align with the literature suggesting that internships enhance job readiness, expand professional networks, and clarify career orientation (Alam & Susti, 2022; Nugroho et al., 2020). However, internship experience did not moderate the effect of self-efficacy on career sustainability (coefficient –0.050; t = 0.661; p = 0.254). This indicates that self-efficacy plays a strong direct role, so internship quality does not significantly alter the relationship, especially when the internship experience is suboptimal and varies among students.

The results of the indirect effect test indicate that self-efficacy is unable to mediate the influence of locus of control on career sustainability. The indirect effect value of 0.102, with a t-statistic of 1.615 and a p-value of 0.053, indicates that the effect is close to significant, but does not meet the 0.05 threshold. This finding indicates that although

p-ISSN: 2579-4892
e-ISSN: 2655-8327

locus of control has a positive effect on self-efficacy, its cumulative effect on career sustainability through self-efficacy is not strong enough. Theoretically, self-efficacy should be the primary psychological mechanism mediating the influence of locus of control on career behavior (Djunaedi et al., 2022). However, the weak direct effect of locus of control on career sustainability prevents a significant mediation pathway from forming. Furthermore, students' limited professional experience is thought to limit the manifestation of locus of control in long-term career decision-making, resulting in a less than optimal indirect effect.

In contrast to these findings, self-efficacy was shown to mediate the influence of career motivation on career sustainability. The indirect effect value of 0.300, with a t-statistic of 2.939 and a p-value of 0.002, indicates a significant mediating effect. This finding confirms that career motivation does not directly shape career sustainability commitment, but rather through increased self-efficacy. Individuals with high career motivation tend to develop confidence in their abilities, which in turn encourages persistence, preparedness, and clarity of career direction. This finding aligns with social-cognitive theory, which positions self-efficacy as the primary mechanism linking motivation and behavior (Bandura's). It is also supported by the findings of (Liana et al., 2025; Vilysia & Turangan, 2024), who stated that motivational support influences career choice through strengthening self-efficacy. Thus, self-efficacy plays a key mediator in explaining how career motivation can foster career sustainability.

Furthermore, the results of this study indicate that self-efficacy is unable to mediate the influence of HR knowledge on career sustainability. The indirect effect value of 0.021, with a t-statistic of 0.311 and a p-value of 0.378, indicates no significant mediation effect. This finding suggests that while HR knowledge has a direct positive effect on career sustainability, this effect does not occur through increased self-efficacy. These results do not fully support the theory that knowledge can enhance self-efficacy (Anjani et al., 2023). HR knowledge appears to function more as a cognitive understanding of the professional field, job demands, and career opportunities, thus directly increasing career interest and commitment without first fostering self-confidence. A lack of practical experience and professional feedback are also suspected to be factors limiting the role of knowledge in enhancing self-efficacy, preventing the formation of a mediation pathway.

Overall, these indirect effect findings confirm that self-efficacy is a selective mediator. Self-efficacy effectively mediates the influence of career motivation on career sustainability, but does not function as a mediator in the relationship between Locus of Control and HR knowledge and career sustainability. This shows that the formation of a sustainable career in students is more influenced by dynamic psychological factors, such as internalized motivation that becomes self-confidence, compared to dispositional or cognitive factors that stand alone.

CONCLUSION

The results of the study showed that Locus of Control and career motivation had a positive effect on self-efficacy, indicating that perceptions of internal control and motivational drive play an important role in shaping students' beliefs in their abilities. Conversely, HR knowledge and internship experience did not have a direct effect on self-efficacy, indicating that uneven cognitive understanding and practical experience were not strong enough to shape self-confidence. Internship experience was unable to moderate the effect of Locus of Control on self-efficacy, but was able to strengthen the influence of career motivation and HR knowledge on self-efficacy, so that real experience made motivation and knowledge more meaningful. In addition, internship experience did not moderate the relationship between self-efficacy and career sustainability. In the direct effect test, Locus of Control and career motivation did not have a significant effect on career sustainability, while HR knowledge, self-efficacy, and internship experience had

a positive effect, indicating that understanding of the field of work, self-confidence, and practical experience were the main factors in shaping career sustainability. In the mediation test, self-efficacy was unable to mediate the effect of Locus of Control and HR knowledge on career sustainability, but was able to mediate the effect of career motivation on career sustainability. Overall, these findings confirm that the formation of a sustainable career in students is more determined by real experiences and self-efficacy than by dispositional and motivational factors.

REFERENCES

Agustin, M. D. (2021). Pengaruh Lingkungan Keluarga dan Motivasi Berwirausaha terhadap Minat Berwirausaha melalui Self Efficacy pada Mahasiswa Prodi Pendidikan Administrasi Perkantoran Angkatan 2018 Universitas Negeri Surabaya. *Journal of Office Administration: Education and Practice*, *1*(3), 298–313.

Alam, R., & Susti, N. (2022). Pengaruh Pengalaman Magang, Informasi Kerja, Dan Keahlian Akuntansi Terhadap Kesiapan Kerja Mahasiswa Akuntansi. *Jurnal Akuntansi Syariah (JAkSya)*, *3*(1). http://dx.doi.org/10.31958/jaksya

Anjani, Y., Sukartini, & Djefris, D. (2023). Pengaruh Pengetahuan Pajak, Penghargaan Finansial, Dan Pertimbangan Pasar Kerja Terhadap Minat Mahasiswa Jurusan Akuntansi Untuk Berkarir Dibidang Perpajakan. *JABEI: Jurnal Akuntansi, Bisnis Dan Ekonomi Indonesia Vol.*, *2*(1), 91–102.

Ardiansyah, R. S., Yohana, C., & Fidhyallah, N. F. (2021). Faktor-Faktor yang Mempengaruhi Minat Berwirausaha Siswa SMK Negeri di Jakarta. *Jurnal Bisnis, Manajemen, Dan Keuangan*, *2*(2), 484–496.

Ariska, D. (2020). Pengaruh Religiusitas dan Pengetahuan Akuntansi Syari'ah Terhadap Minat Mahasiswa Akuntansi Berkarir di Lembagakeuangan Syari'ah: Studi Pada Mahasiswa Akuntansi Konsentrasi Syari'ah. *Jurnal Akuntansi STIE Muhammadiyah Palopo*, *05*(02), 15–28.

Ashari, S., & Wiryosutomo, H. W. (2022). Pengaruh Resiliensi dan Internal Locus of Control Terhadap Academic Self-Efficacy Mahasiswa. *Jurnal BK UNESA*, *12*(2), 742–752.

Atiningsih, S., & Kristanto, R. S. (2020). Peran Self-Efficacy dalam Memediasi Pengaruh Pengetahuan Berwirausaha, Tingkat Pendidikan, Lingkungan Keluarga, dan Pengalaman Kerja terhadap Minat Berwirausaha. *FOKUS EKONOMI: Jurnal Imiah Ekonomi*, *15*(2), 385–404.

Auwldhani, A. R., & Handayani, D. F. (2023). Pengaruh Persepsi, Pengetahuan Akuntansi Syariah, dan Religiusitas terhadap Minat Mahasiswa Akuntansi Berkarir di Lembaga Keuangan Syariah. *Jurnal Eksplorasi Akuntansi (JEA)*, *5*(1), 71–82.

BPS. (2024). Tingkat Pengangguran Terbuka (PT) Kabupaten Gresik (Persen) , 2022-2023. In *Badan Pusat Statistik*. ttps://gresikkab.bps.go.id/id/statistics-table/2/NDAxIzI=/tingkat-pengangguran-terbuka-tpt-kabupaten-gresik-.htm

BPS. (2025a). Pengangguran Terbuka Menurut Pendidikan Tertinggi yang Ditamatkan 1986-2024. *Badan Pusat Statistik*, *Januari*, 6–9.

Cheung, F. (2024). Career self-efficacy as a mediator between career-specific parental behaviors and school career support on career doubt. *BMC Psychology*, *12*(1), 1–10. https://doi.org/10.1186/s40359-024-01536-9

Cokorda Gede Raditya, & Wayan Gede Supartha. (2023). Job stress mediate: Workload on employee performance. *World Journal of Advanced Research and Reviews*, *19*(3), 177–188. https://doi.org/10.30574/wjarr.2023.19.3.1774

Desiani, N., & Nurhayati, M. (2024). Influence of Organizational Culture and Organizational Communication on Internal Service Quality Mediated by Teamwork. *International Journal of Digital Marketing Science*, *1*(1), 45–57. https://doi.org/10.54099/ijdms.v1i1.846

p-ISSN: 2579-4892
e-ISSN: 2655-8327

Djunaedi, N., Juwitaningrum, I., & Ihsan, H. (2022). Pengaruh Locus of Control terhadap Kematangan Karir yang Dimediasi oleh Self-Efficacy pada Mahasiswa. *Jurnal Psikologi Insight*, *6*(2), 103–114. https://doi.org/10.17509/insight.v6i2.64761

Erlangga, F., Bakti, D. K., & Aprilani, D. (2024). Pengaruh Pengalaman Organisasi, Pengalaman Magang, Dan Self Efficacy Terhadap Kesiapan Kerja Mahasiswa Tingkat Akhir. *Jurnal Kompetitif Bisnis*, *2*(4), 223–236.

Estuwijaya, W., Eryanto, H., & Faslah, R. (2023). Pengaruh Locus Of Control, Need for Achievement, dan Risk Tolerance Terhadap Intensi Berwirausaha Mahasiswa, Fakultas Ekonomi, Universitas Negeri Jakarta. *Mufakat; Jurnal Ekonomi, Manajemen Dan Akuntansi*, *2*, 361–375.

Gabriel, L.-G. (2025). Locus of Control Theory In Psychology: Definition & Examples. *SimplyPsychology*, *Nopember*(10). https://www.simplypsychology.org/locus-of-control.html

Lestari, F. D., & Ubaidillah, H. (2022). The Influence of Internship Experience, Motivation, and Academic Achievement on Students' Readiness in Entering the World of Work with Self Efficacy as a Moderating Variable (Study on Management Students at Muhammadiyah University of Sidoarjo). *Journal of Islamic and Muhammadiyah Studies*, *3*, 1–20. https://doi.org/10.21070/jims.v3i0.1565

Liana, T. M. M., Silaban, P., & Siregar, J. K. (2025). Pengaruh Self Efficacy, Locus of Control dan Pengalaman Magang Terhadap Kesiapan Kerja Mahasiswa. *Advances in Management & Financial Reporting*, *3*(3), 1073–1095. https://doi.org/10.60079/amfr.v3i3.635

Mahfud, T., Masek, A., Suyitno, S., Ihsani, A. N. N., Fransisca, Y., Pranoto, P. W., Pranoto, A., Hadi, S., & Susanto, A. (2024). The Role of Work-Based Learning in Enhancing Career Adaptability: An Empirical Study from Vocational Students in Indonesian and Malaysian Universities. *Integration of Education*, *28*(3), 436–453. https://doi.org/10.15507/1991-9468.116.028.202403.436-453

Maulana, Y., Sopandi, W., Iqbal, R., & Ipaubla, M. (2024). Enhancing Prospective Elementary School Teachers' 4C Skills: Instrument Development in the Context of Materials and Changes Lecture. *Jurnal Ilmiah Sekolah Dasar*, *8*(3), 601–611. https://doi.org/10.23887/jisd.v8i3.81105

Nuggrahini, F. S., & Primastiwi, A. (2022). Pengaruh Motivasi Kualitas, Motivasi Karir, Motivasi Ekonomi Dan Motivasi Sosial Terhadap Minat Berkarir Dalam Bidang Perpajakan. *Jurnal Ilmiah Akuntansi*, *13*(April), 49–53.

Nugroho, M. R. A., Murtini, W., & Subarno, A. (2020). Pengaruh Praktik Kerja Industri Dan Efikasi Diri Terhadap Kesiapan Kerja Siswa Di Smk Negeri 3 Surakarta. *JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)*, *4*(1), 1. https://doi.org/10.20961/jikap.v4i1.38298

Rofiq, F. A. (2024, July). Meski Dijuluki Kota Industri Jumlah Pengangguran di Kabupaten Gresik Ternyata Tempati Urutan ke 7 di Jawa Timur , Lulusan SMA Paling Banyak Menganggur. *Radargresik*, 1. https://radargresik.jawapos.com/politik-pemerintahan/834897470/meski-dijuluki-kota-industri-jumlah-pengangguran-di-kabupaten-gresik-ternyata-tempati-urutan-ke-7-di-jawa-timur-lulusan-sma-paling-banyak

Silviana, A., Widyastuti, T., & Bahri, S. (2023). Pengaruh Financial Knowledge, Financial Socialization dan Financial Self-Efficacy tehadap Financial Management Behavior melalui Locus Of Control Sebagai Variabel Intervening di Universitas Pancasila. *Jurnal Ekonomi Bisnis Indonesia*, *18*(1), 74–86.

SMK Assa'adah. (2024). Perangi Pengang?uran, Perempuan Tang?uh Wabup Gresik Buka Job Fair SMK Assa'adah 2024. *Https://Smkassaadahgresik.Sch.Id/*, 1–4. https://smkassaadahgresik.sch.id/2024/09/07/perangi-pengangguran-perempuan-tangguh-wabup-gresik-buka-job-fair-smk-assaadah-2024/?utm_

Suharto, R. B., Roy, J., Shadiqul, M., & Af, F. (2025). From Disparity To Development : Unpacking The Fiscal And Social Consequences Of Regional Inequality In East Kalimantan. *Journal of Lifestyle & SDG's Review*, *5*(e07485), 1–60.

Suprapti, E., & Muhammad, M. (2022). Pengaruh Pengetahuan Kewirausahaan, Lingkungan Keluarga dan Locus of Control Terhadap Minat Berwirausaha Mahasiswa Akuntansi. *J-MACC Journal of Management and Accounting*, *5*(2), 90–102.

Syaidaturrahmah, N., Zein, Y. A., & Wulandari, S. D. (2025). Pengaruh Magang terhadap Peningkatan Soft Skill dan Minat Karir Mahasiswa Akuntansi Syariah. *Jurnal Pengabdian Masyarakat Bangsa*, *3*(3), 734–739.

Vilysia, V., & Turangan, J. A. (2024). the Influence of Internship Experience, Social Support, and Work Motivation on Work Readiness of Feb Students of Universitas Tarumanagara. *International Journal of Application on Economics and Business*, *2*(3), 151–161. https://doi.org/10.24912/ijaeb.v2i3.151-161

Wardani, S., Hadi, S., & Nugraha, H. (2024). Impact of internal locus of control through self-efficacy variables on employee performance (study of employees of the false eyelash production section of PT . Tiga Putra Abadi Perkasa in Purbalingga Regency). *Journal of Management Science (JMAS)*, *7*(1), 565–572.