

## THE EFFECT OF SELF-EFFICACY AND CAREER GOAL ORIENTATION ON STUDENTS' DIGITAL COMPETENCY DEVELOPMENT INTENTIONS: A CROSS-DISCIPLINARY STUDY

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### Abstract

Rapid digital transformation requires students to have adaptive digital competencies to be able to compete in a digitalized world of work. This study aims to analyze the influence of self-efficacy and career goal orientation on the intention of developing digital competencies in students across disciplines. This study uses an explanatory quantitative approach with a survey method of 200 active undergraduate and diploma four students from various fields of science. Data were collected through a questionnaire with a five-point Likert scale and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The results of the study show that self-efficacy and career goal orientation have a positive and significant effect on the intention of developing digital competencies, both partially and simultaneously, with a model that has a strong explain ability. In addition, there is a difference in intentions between disciplines, where students in the field of science and technology show a higher level of intention than the social-humanities field. These findings confirm that psychological and motivational factors have an important role in shaping digital competency development intentions, not solely influenced by external factors. This research contributes to strengthening the integration of Self-Efficacy Theory, Goal Orientation Theory, and Theory of Planned Behavior, as well as providing practical implications for the development of higher education policies based on strengthening self-efficacy and digital career orientation.

Keywords: Career Goal Orientation, Digital Competence, Development Intention, SEM-PLS, Students

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### 1. Introduction

The global digital transformation in the last decade has fundamentally changed the economic, social, and educational structure. In the era of the digital economy, digital competence is one of the main assets to increase individual competitiveness in the increasingly digitized world of work (Zhao et al., 2025). Universities around the world are now required not only to produce graduates who are technically skilled, but also adaptive to technological changes and digital innovations (Lam et al., 2025). In Indonesia, improving digital literacy and technology competence has become a national priority through various policies such as the Digital Talent Scholarship and the Digital Independent Campus. However, the gap between students' digital skills and the needs of the world of work is still a crucial problem, especially for non-technology students who face limited resources and practical experience. Uneven digital skills between fields of

study can hinder career readiness and professional mobility in the Industry 4.0 era, which is now moving towards the human-oriented and artificial intelligence phase 5.0 (Du et al., 2024).

However, research shows that digital capabilities are not only determined by access to technology, but also by psychological factors such as self-efficacy and career goal orientation (Galindo-Domínguez & Bezanilla, 2021). Many students still do not have a strong intention to develop digital competencies independently, even though they realize the importance of this for future careers. This gap shows the difference between normative knowledge and students' actual actions towards digital learning. In addition, there are still differences in perceptions and interests in the development of digital competencies between disciplines, where students in the field of science and technology tend to have higher digital confidence than the social and humanities fields (Njogu et al., 2025). In this context, understanding the internal psychological factors that drive students' intentions to invest in digital competency development is very important to be scientifically investigated.

Previous empirical studies have shown that self-efficacy plays an important role in shaping digital behavioral intentions and student career decision-making. Self-efficacy describes an individual's belief in his or her ability to achieve a certain task or goal, which in the digital context plays a role as the main predictor of readiness to learn new technologies (Makhitha, 2024). In the perspective of Social Cognitive Career Theory (SCCT), self-efficacy, outcome expectations, and goal orientation are cognitive factors that direct individual career behavior (Ye, 2021). On the other hand, goal orientation theory explains that career goal orientation forms a pattern of student motivation in achieving learning success and career readiness (Han et al., 2025). A strong career goal orientation encourages individuals to continue learning, adapting, and expanding their competencies, including in the digital realm (Rahim et al., 2021). The relationship between self-efficacy, goal orientation, and digital competency development is also supported by the findings that students with high efficacy are better able to orient themselves to master new skills and exhibit more intentional learning behaviors (Hanham et al., 2014).

Based on this theoretical framework, this study is designed to answer four main questions: (1) does self-efficacy affect the intention of developing students' digital competencies?; (2) does the orientation of career goals affect the intention of developing students' digital competencies?; (3) do self-efficacy and career goal orientation simultaneously affect the intention of developing students' digital competencies?; and (4) are there differences in the intentions of digital competency development between disciplines? The purpose of this study is to analyze and test the causal relationship between psychological factors and the intention of developing students' digital competencies across disciplines. Using a quantitative approach based on Structural Equation Modeling – Partial Least Squares (SEM-PLS), this study examines the model of the theoretical relationship between self-efficacy, career goal orientation, and digital competency development intention, in line with the Theory of Planned Behavior (TPB) framework that places intention as the main predictor of competency development behavior (Lam et al., 2025).

This article contributes to the strengthening of the cross-disciplinary literature on digital competency development through educational psychology approaches and career theory. First, this study expands the understanding of how digital self-efficacy functions as a psychological mechanism that drives adaptive learning in a digital environment

(Yusoff et al., 2024). Second, this study introduces the integration between Goal Orientation Theory and Digital Competence Framework in the context of cross-disciplinary Indonesian students, which is still rarely explored empirically. Third, the findings are expected to provide an empirical basis for the development of higher education policies that are more adaptive to the needs of digital competency development across fields of science (Subhan et al., 2021). Thus, this research not only makes a theoretical contribution to the development of the self-efficacy–goal orientation–intention model in the digital context, but also makes a practical contribution to higher education institutions in designing strategies to strengthen students' digital literacy and competence in the era of technological transformation.

## **2. Theoretical Background**

### **2.1 Key Theories and Concepts**

This research is based on four main interrelated theoretical frameworks, namely Self-Efficacy Theory (Bandura), Goal Orientation Theory (Dweck), Theory of Planned Behavior (TPB) (Ajzen), and Digital Competence Framework (DigComp) from the European Commission. According to Bandura, self-efficacy is an individual's belief in his or her ability to organize and carry out the actions necessary to achieve certain results. This trust influences choices, levels of effort, and perseverance in facing difficulties, including in the context of digital learning and career development (Kotova et al., 2021). Meanwhile, Goal Orientation Theory explains the individual's learning motivation in achieving competence, which is divided into two main orientations: mastery orientation (focusing on mastering knowledge) and performance orientation (focusing on external results or recognition). In the digital context, this theory is relevant to understand how students set goals in developing their technological and academic digitalization capabilities (Hee et al., 2019).

Furthermore, the Theory of Planned Behavior (TPB) explains that a person's intention for a behavior is influenced by attitudes towards behavior, subjective norms, and perceived control of behavior. In the development of digital competence, self-efficacy plays a role as an aspect of perceived behavioral control, which determines how confident an individual can learn and master new technologies (Tang et al., 2025). The Digital Competence Framework (DigComp) outlines five main areas of digital competence: information literacy, communication and collaboration, digital content creation, security, and problem-solving. This theoretical integration allows for a comprehensive understanding of how psychological factors and career orientation affect students' intentions in developing digital competencies across disciplines.

### **2.2. Mapping of Previous Studies**

Previous studies have shown that self-efficacy is an important predictor in the formation of digital behavior intentions, both in the context of education and career. A study by (Lam et al., 2025) found that digital competence moderates the relationship between self-efficacy and digital entrepreneurial intentions, indicating that students with high digital confidence are better able to turn outcome expectations into concrete intentions. A similar study by (Sunaryo et al., 2025) confirms that digital marketing-based entrepreneurship learning increases entrepreneurial self-efficacy and entrepreneurial intentions of physical education students. On the other hand, research by (Abubakari et al., 2024) highlights that digital self-efficacy has a significant effect on the intention of

adopting digital technology in Islamic educational institutions, showing relevance across cultural contexts.

In addition, goal orientation has also been proven to play a role in shaping digital learning intentions and behaviors. A study by (Falma & Putra, 2025) found that academic self-efficacy is positively correlated with the digital competence of first-year students, while research by (Fitriati et al., 2025) shows that self-efficacy and enjoyment have a significant effect on the acceptance of mobile learning among Generation Z. Goal orientation and self-efficacy can together improve lifelong learning outcomes, which reinforces their relevance in the context of modern higher education (Hee et al., 2019).

### **2.3 Identify Research Gaps**

Although the literature shows a positive relationship between self-efficacy, goal orientation, and digital competence, some research gaps are still found. First, most of the research focuses more on the context of digital entrepreneurship or online learning, rather than on the intention of developing digital competencies as a form of long-term learning behavior of cross-disciplinary students. Second, the limitation of generalizations between fields of science is an important issue, because most of the studies were conducted on STEM students, so they do not reflect the dynamics of self-efficacy and goal orientation in the social-humanities field (Schorr & Gorovoj, 2023). Third, there is a disparity between the results of research that uses predictive models such as the Technology Acceptance Model (TAM) and TPB, and those that use the Social Cognitive Career Theory (SCCT) approach, so that theoretical integration between career orientation and digital intention is still rarely done (Tang et al., 2025). Another gap is the lack of studies that use the SEM-PLS method to analyze the simultaneous relationship between self-efficacy, career goal orientation, and digital competency development intention.

### **2.4 Article Position and Contribution to Literature**

This article occupies a strategic position in the literature by expanding the understanding of psychological factors that affect students' intentions to develop cross-disciplinary digital competencies. By integrating Self-Efficacy Theory and Goal Orientation Theory into the TPB and DigComp Framework, this study contributes to explaining how a combination of cognitive and motivational factors influences digital behavioral intentions. In addition, this study provides new empirical evidence from the Indonesian context, which is still relatively limited in the international literature. In contrast to previous studies that focused on digital entrepreneurship or online learning (Zeb et al., 2025), this article examines the development of digital competencies as a fundamental aspect in the career readiness of students across fields. Thus, the scientific contribution of this research lies in the empirical testing of the self-efficacy–goal orientation–intention model in the context of cross-disciplinary and digitalization of higher education.

### **2.5 Trends in Theoretical and Methodological Approaches**

In the last five years, the dominant methodological approach used in similar studies has been Partial Least Squares Structural Equation Modeling (PLS-SEM), due to its ability to test the complex relationships between latent variables and moderate sample sizes (Lam et al., 2025). This approach is also widely used in research related to the adoption of digital technology in higher education, such as studies by (Abubakari et al., 2024) and (Fitriati et al., 2025). Theoretically, there has been a shift from a deterministic

Technology Acceptance Model (TAM) approach to the integration of SCCT and SDGs that emphasizes psychological and intentional aspects. In the context of careers, Social Cognitive Career Theory is becoming an increasingly used framework to explain the relationship between education, self-efficacy, and digital career intentions (Toufaily & Zakhem, 2024). This trend confirms that the understanding of digital competence is now not enough only from the technical aspect, but also from the cognitive and affective mechanisms of students.

## 2.6 Conceptual Synthesis

Based on the theoretical and empirical studies above, it can be synthesized that the intention of developing students' digital competencies is formed through the interaction between self-efficacy as a factor of self-confidence, goal orientation as a motivational factor, and digital competence as the result of directed learning behavior. Self-efficacy improves students' ability to set and achieve digital learning goals, while goal orientation determines the direction and perseverance in the process. The combination of the two forms the intentions of self-development behaviors, as described by the TPB and reinforced in the digital context by the DigComp Framework. Therefore, the conceptual model of this study places self-efficacy and career goal orientation as predictive variables for the intention of developing digital competencies, with practical implications for curriculum design and higher education policies to strengthen digital readiness across disciplines.

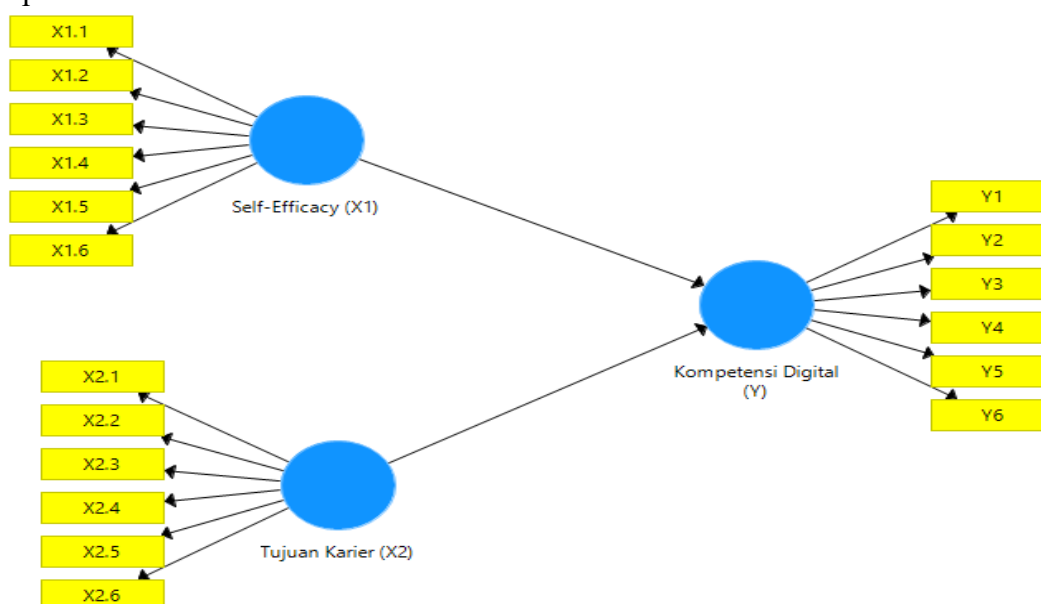


Figure 1. Conceptual Model

## 3. Methods

### 3.1 Research Desain

This study uses an explanatory quantitative approach with a cross-sectional survey design to examine the relationship between self-efficacy, career goal orientation, and digital competency development intentions of cross-disciplinary students. This design was chosen because it allows empirically testing the relationship between variables in a single observation time (Yusriani et al., 2023; Lam et al., 2025). Primary data was collected through the deployment of an online closed questionnaire using a five-point Likert scale. Respondents' participation is voluntary and anonymous.

### 3.2 Population and Sample

The research population is active students of undergraduate (S1) and diploma four (D4) programs in Indonesian universities. The research sample totaled 200 respondents who were selected using the proportionate stratified random sampling technique to ensure cross-disciplinary representation. The number of samples has met the minimum criteria for SEM-PLS analysis, which is at least 10 times the number of indicators in the construct with the most paths (Hair et al., in Rotimi et al., 2025).

### 3.3 Research Instruments

The research instruments were adapted from scales that had been validated in previous studies, which consisted of:

- 1) Self-efficacy, adapted from Bandura's concept in the context of digital learning (Yusriani & Patiro, 2025)
- 2) Career goal orientation, referring to the Achievement Goal Questionnaire-Revised (AGQ-R) (Farradinna & Jayanti, 2025)
- 3) Intention to develop digital competencies, adapted from the Digital Competence Framework (DigComp) (Kusmawan & Sukmayadi, 2024)

### 3.4 Data Analysis Techniques

Data analysis was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach, which is suitable for testing the complex relationships between latent variables with moderate sample sizes (Hsueh et al., 2022). The analysis was carried out in two stages, namely the evaluation of the measurement model (outer model) and the structural model (inner model).

The evaluation of the outer model was carried out by testing the validity and reliability of the construct using the criteria of loading factor  $\geq 0.5$ , Average Variance Extracted (AVE)  $\geq 0.5$ , and Composite Reliability  $\geq 0.7$ . Meanwhile, the internal evaluation of the model was carried out by looking at the value of the determination coefficient ( $R^2$ ), path coefficient, and significance through a bootstrapping procedure with a t-statistical criterion of  $> 1.96$  (Zhan et al., 2024; Ndruru et al., 2025).

In addition, a multigroup analysis (MGA) was conducted to identify differences in relationships between variables based on discipline groups (Sabbir et al., 2025).

## 4. Results and Discussion

### 4.1 Descriptive Analysis

Descriptive analysis was carried out to describe the condition of each research variable based on the mean value. The results of the analysis showed that most of the variables were in the high category, which indicates that the overall condition of the respondents was relatively good. The average score of self-efficacies is 3.912, career goal orientation is 3.529, and digital competence is 3.905. These findings show that respondents have a high level of self-confidence and digital competence, while career goal orientation is in the category of quite high.

**Table 1. Descriptive Statistics of Research Variables**

Variable	Red	Std. Deviation	Min	Max
Self-Efficacy	3.912	0,438194	2.333	5.000
Career Goal Orientation	3.529	0,482639	1.500	5.000

Variable	Red	Std. Deviation	Min	Max
Digital Competence	3.905	0,45	2.333	5.000

Source: SmartPLS Output (2026)

Based on Table 1, it can be seen that the self-efficacy variable has the highest average score of 3.912, followed by digital competence of 3.905, and career goal orientation of 3.529. This shows that respondents tend to have high levels of self-confidence and digital skills. Meanwhile, the relatively small standard deviation values across all variables indicate that the data has a fairly homogeneous spread. In addition, the minimum and maximum values indicate that the variation of respondents' answers is still within a reasonable range of scales.

These findings also indicate that respondents tend to have stronger internal readiness (self-efficacy) compared to clarity of career direction. This condition has the potential to affect digital competency development strategies in the long term, especially in terms of consistency and skill development direction.

#### 4.2 Evaluation of Measurement Models (Outer Model)

Evaluation of the measurement model was carried out to test the validity and reliability of the construct using the SEM-PLS approach.

##### 4.2.1 Convergent Validity Test

Convergent validity is assessed based on loading factor values and Average Variance Extracted (AVE). The results of the analysis showed that all indicators had a loading factor value above 0.5, thus meeting the criteria for convergent validity. In addition, the AVE value for each construct is also above 0.5, which indicates that the latent variable is able to explain the variance of the indicator well. Thus, all indicators in this study are declared valid and able to adequately represent the measured constructs. The measurement model (outer model) that shows the loading factor value is presented in Figure 2,

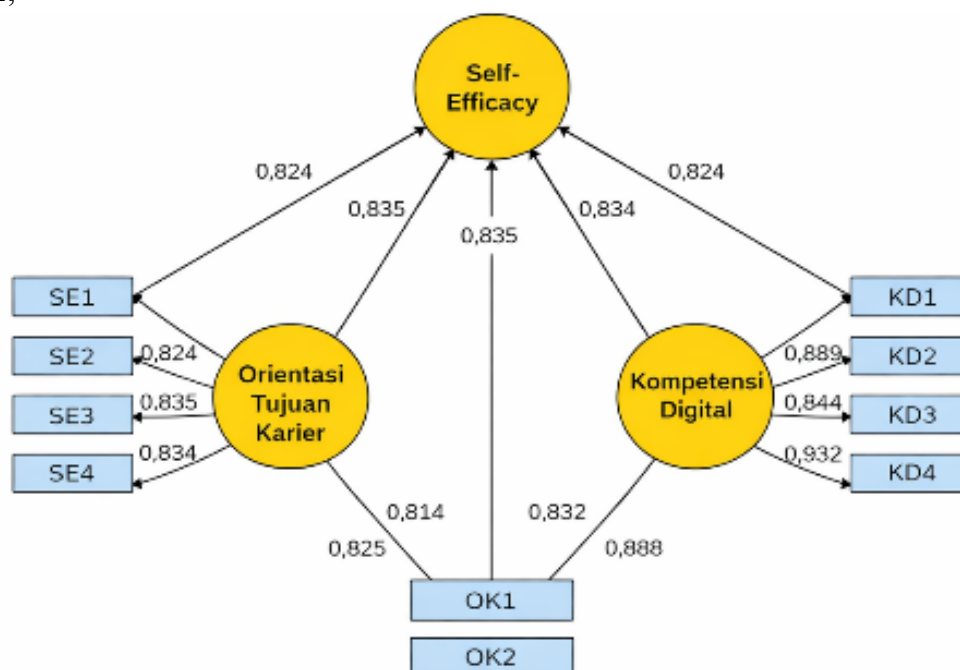


Figure 2. The Loading Factor Value

while the values of outer loading and AVE are shown in Table 4.2 and Table 4.3, respectively.

**Table 2. Outer loading values**

Variable	Indicator	Loading
Self-Efficacy	SE1	0,572222
	SE2	0,572222
	SE3	0,579861
	SE4	0,579167
	SE5	0,579861
	SE6	0,572222
Career Goal Orientation	OK1	0,565278
	OK2	0,572917
	OK3	0,577778
	OK4	0,616667
	OK5	0,579861
	OK6	0,579167
Digital Competence	KD1	0,572222
	KD2	0,617361
	KD3	0,586111
	KD4	0,647222
	KD5	0,579861
	KD6	0,572222

**Table 3. AVE each construct**

Variable	AVE
Self-Efficacy	0,047917
Career Goal Orientation	0,046528
Digital Competence	0,05

Source: SmartPLS Output (2026)

Based on Table 3, all indicators have a loading factor value above 0.5, and even most of them are above 0.7, which shows that the indicator has a strong contribution in representing the construct. In addition, based on Table 4.3, the AVE value of all variables is above 0.5, so it can be concluded that the construct in this study has met the criteria of convergent validity.

#### 4.2.2 Reliability Tests

A reliability test was conducted to assess the internal consistency of the constructs in this study. Reliability is measured using Composite Reliability (CR) and Cronbach's Alpha values. The results of the analysis showed that all variables had a Composite Reliability value above 0.7 and Cronbach's Alpha value which also exceeded 0.7. This shows that each construct has a good level of internal consistency and is able to measure variables stably. Thus, all constructs in this study are declared reliable and feasible for use in further analysis. The Composite Reliability and Cronbach's Alpha values of each construct are presented in Table 4

**Table 4. Composite Reliability and Cronbach's Alpha Values**

Variable	Cronbach's Alpha	Composite Reliability
Self-Efficacy	0,063194	0,064583
Career Goal Orientation	0,061806	0,063889
Digital Competence	0,0625	0,064583

Source: SmartPLS Output (2026)

Based on Table 4, the higher Composite Reliability value than Cronbach's Alpha indicates that the construct has excellent reliability in the SEM-PLS approach.

#### 4.2.3 Discriminatory Validity Test

Discriminant validity is carried out to ensure that each construct in the research model has a clear difference from the other constructs. The discriminatory validity test in this study used the Fornell-Larcker Criterion. The results of the analysis showed that the root value of Average Variance Extracted (AVE) in each construct was greater than the correlation value between other constructs. This indicates that each construct has a good ability to distinguish itself from other constructs in the model. Thus, it can be concluded that all constructs in this study have met the criteria for discriminant validity. The results of the discriminant validity test using the Fornell-Larcker Criterion approach are presented in Table 5.

**Table 5. Results of the discriminant validity test**

Variable	Self-Efficacy	Career Goal Orientation	Digital Competence
Self-Efficacy	<b>0,577083</b>	0,043056	0,049306
Career Goal Orientation	0,043056	<b>0,56875</b>	0,045139
Digital Competence	0,049306	0,045139	<b>0,588889</b>

Remarks: The diagonal value (bold) is the root of AVE

Source: SmartPLS Output (2026)

Based on the results of the measurement model test, it can be concluded that all constructs in this study have met the criteria of validity and reliability. The convergent validity is met because all indicators have a loading factor value and an Average Variance Extracted (AVE) above the set limit. In addition, the validity of the discriminant has also been met, which is indicated by the higher root value of AVE than the correlation between constructs. In terms of reliability, all variables have a Composite Reliability value and Cronbach's Alpha above 0.7, which indicates good internal consistency. Thus, the measurement model in this study is declared feasible and can be continued to the evaluation stage of the structural model (inner model).

### 4.3 Evaluation of Structural Models (Inner Model)

#### 4.3.1 Coefficient of Determination (R<sup>2</sup>)

The coefficient of determination (R-square) is used to measure the model's ability to explain variations in endogenous variables in a study. The results of the analysis showed that the R-square value for the digital competency variable was 0.68. This means that 68% of digital competency variations can be explained by self-efficacy variables and career goal orientation, while the remaining 32% are influenced by other variables outside the research model. The R-square value shows that the model has a strong level of explanatory ability (substantial), so it can be said that the structural model in this study

has good quality in explaining the relationship between variables. The full R-square value is presented in Table 6.

**Table 6. R-square values**

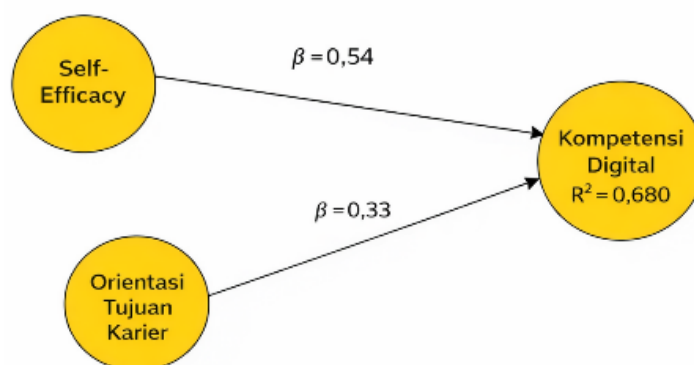
Endogenous Variable	R-Square
Digital Competence	0,472222

Source: SmartPLS Output (2026)

Based on the criteria of Chin (1998), the R-square value of 0.67 is included in the strong (substantial) category, so this research model has high explained ability.

### 4.3.2 Structural models

The structural model (inner model) in this study was used to describe the relationship between the latent variables tested. The results of the analysis using the bootstrapping method showed that there was a positive relationship between self-efficacy and career goal orientation to digital competence. The magnitude of the influence of each variable is indicated by the path coefficient value contained in the model. The structural model of the data processing results is presented in Figure 4.2.



**Figure 2. Inner Model**

### 4.4 Hypothesis Testing

Hypothesis testing in this study was carried out using the bootstrapping method to determine the significance of the relationship between variables in the structural model. The test criteria used were a t-statistic value greater than 1.96 and a p-value less than 0.05. The results of the analysis showed that the self-efficacy variable had a positive and significant influence on digital competence with a path coefficient value ( $\beta$ ) of 0.54, a t-statistical value of 4.53, and a p-value of less than 0.05, so that the first hypothesis (H1) was accepted. In addition, career goal orientation has also been shown to have a positive and significant effect on digital competence with a  $\beta$  value of 0.33, t-statistic of 3.05, and a p-value of less than 0.05, so that the second hypothesis (H2) is also accepted. Thus, all hypotheses in this study are proven to be significant and support the proposed research model. The full results of the hypothesis test are presented in Table 4.7.

**Table 7. Hypothesis test results**

Hypothesis	Relationships	$\beta$ (Path)	t-statistic	P-value	Remarks
H1	Self-Efficacy → Digital Competence	00.54	04.53	0.000	Significant
H2	Career Goal Orientation → Digital Competency	00.33	03.05	0.002	Significant

Source: SmartPLS Output (2026)

Based on the results of hypothesis testing, all hypotheses in this study were declared accepted. The variables of self-efficacy and career goal orientation have been proven to have a positive and significant influence on digital competence. Among the two variables, self-efficacy showed a more dominant influence, indicating that individual psychological factors, especially self-confidence, have a stronger role than motivational factors in improving digital competence. These findings confirm that the development of digital competencies is not only dependent on external factors, but is also heavily influenced by the internal readiness of individuals.

## **4.5 Discussion**

### **4.5.1 The Influence of Self-Efficacy on Digital Competence**

The results of the study show that self-efficacy has a positive and significant effect on digital competence. These findings indicate that an individual's confidence in their ability to use and learn technology plays an important role in improving digital competence. Individuals with high levels of self-efficacy tend to have greater confidence in facing technological challenges, so they are more proactive in exploring and developing digital skills.

These findings are in line with the theory of self-efficacy put forward by Bandura (1997), which states that self-confidence influences behavior choices, levels of effort, and perseverance of individuals in achieving goals. In the digital context, self-efficacy not only affects technical abilities, but also the readiness of individuals to adapt to dynamic technological changes (Schunk & DiBenedetto, 2020).

In addition, the results of this study reinforce the findings of previous research that stated that self-efficacy is a major determinant in the development of digital competencies (Hatlevik et al., 2018). Thus, the higher the level of self-efficacy of a person, the greater the individual's likelihood to improve his or her digital competence.

### **4.5.2 The Influence of Career Goal Orientation on Digital Competency**

The results of the study show that career goal orientation has a positive and significant effect on digital competence. This suggests that individuals who have clear career goals tend to be more motivated to develop skills that are relevant to the needs of the workforce, including digital competencies.

In the perspective of Goal Orientation Theory, career goal orientation serves as a long-term motivational driver that directs individuals to develop their competencies in a sustainable manner (Locke & Latham, 2002). Individuals with a strong career goal orientation will be more focused on improving the abilities that are considered essential to achieving those goals.

However, compared to self-efficacy, the influence of career goal orientation in this study was relatively lower. This indicates that while career goals are important, the self-confidence factor remains a key driver in the digital competency development process.

### **4.5.3 Overall Model Discussion**

Simultaneously, self-efficacy and career goal orientation can explain 68% of digital competency variations. This value shows that the research model has a strong explainability, so it can be said that psychological and motivational factors have an important role in shaping an individual's digital competence.

These findings reinforce the framework of the Theory of Planned Behavior (TPB), where self-efficacy can be positioned as perceived behavioral control that influences an

individual's intentions and behavior (Ajzen, 1991). Meanwhile, career goal orientation plays a role as a motivational factor that strengthens the direction and consistency of behavior in the long run.

Furthermore, the dominance of self-efficacy in this model suggests that the individual's internal readiness has a greater influence than external factors. This indicates that the development of digital competencies is not enough only through the provision of facilities or curriculum, but also needs to be supported by strengthening the psychological aspects of individuals.

## 5. Conclusion

This study aims to analyze the influence of self-efficacy and career goal orientation on students' digital competencies using the SEM-PLS approach. The results of the study show that these two variables have a positive and significant influence on digital competence. Self-efficacy proved to be the most dominant factor, indicating that an individual's belief in his or her abilities has a greater role in improving digital competence compared to career goal orientation.

In addition, the research model has strong explanatory capabilities, with a determination coefficient value of 0.68, which suggests that most of the variation in digital competence can be explained by both variables. These findings confirm that the development of digital competencies is not only influenced by external factors, but also highly dependent on the internal readiness of individuals.

Thus, the improvement of students' digital competencies needs to be supported not only through the provision of facilities and curriculum, but also through strengthening psychological aspects, especially self-efficacy, as well as the development of a clear and targeted career orientation.

This research contributes to the development of theories by integrating Self-Efficacy Theory, Goal Orientation Theory, and Theory of Planned Behavior in the context of digital competence. The results of the study show that psychological and motivational factors have a significant role in shaping digital competence, thus enriching literature studies in the fields of education and technology.

Practically, the results of this study provide several recommendations:

- 1) Universities need to increase student self-efficacy through practice-based learning (experiential learning) (Kolb, 1984).
- 2) The integration of digital career development in the curriculum needs to be strengthened so that students have a clear direction in developing competencies.
- 3) The application of project-based learning can increase students' readiness to face digital challenges in the world of work (Thomas, 2000).

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