

The Impact of Career Calling on Economics Students' Learning Engagement: The Mediating of Career Commitment

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ABSTRACT

This research investigates the impact of career calling on students' learning engagement, taking into account the mediating role of career commitment. The research participants consisted of 213 students selected through cluster random sampling techniques from various economics majors. Data analysis was carried out using Structural Equation Modeling (SEM), with data processing using Partial Least Square (PLS). The results of the hypothesis test show that career calling has a positive effect on learning engagement. Apart from that, career commitments also influence learning engagement. From the test results it can also be proven that career commitment is able to mediate the relationship between career calling and learning engagement of economics students at Padang State University. These findings highlight the importance of increasing learning engagement among students to carefully design learning activities for their future career development.

ABSTRAK

Penelitian ini menyelidiki dampak panggilan karir terhadap keterlibatan belajar siswa, dengan mempertimbangkan peran mediasi dari komitmen karir. Partisipan penelitian terdiri dari 213 mahasiswa yang dipilih melalui teknik cluster random sampling dari berbagai jurusan ekonomi. Analisis data dilakukan dengan menggunakan Structural Equation Modeling (SEM), dengan pengolahan data menggunakan Partial Least Square (PLS). Hasil uji hipotesis menunjukkan bahwa panggilan karir berpengaruh positif terhadap learning engagement. Selain itu, komitmen karir juga mempengaruhi keterlibatan belajar. Dari hasil pengujian juga dapat dibuktikan bahwa komitmen karir mampu memediasi hubungan antara panggilan karir dan learning engagement mahasiswa ekonomi Universitas Negeri Padang. Temuan ini menyoroti pentingnya meningkatkan keterlibatan belajar di kalangan siswa untuk merancang kegiatan pembelajaran secara cermat demi pengembangan karir mereka di masa depan.

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INTRODUCTION

Learning engagement serves as an important predictor of achieving academic success and an indicator of educational quality (Chen & Zhang, 2023) Research on learning engagement is something interesting to research because learning engagement is positively related and plays an important role in deep learning, reducing school dropout rates, levels of future career development, critical thinking

skills and well-being. (Jian et al., 2023; Howell, 2009; Trenholm et al., 2019). Nevertheless, in Indonesia, as in numerous other nations, there is still a lack of learning engagement in learning which is a common phenomenon. This phenomenon occurs when students are under strong pressure to learn, resulting in insufficient motivation, interest, and identification with their profession, along with a failure to set goals to be achieved and fatigue (Chen & Zhang, 2023). Lack of learning involvement in students can impact and hinder the ability to think deeply, as well as hinder critical thinking (Castellanos et al., 2017). Therefore, it is crucial to explore the causes of low learning engagement among college students.

Low learning engagement can be influenced by several factors, namely career commitment and career calling (Chen & Zhang, 2023). One factor in low learning engagement is career calling. A career calling is described as a transcendent calling that originates from oneself and goes beyond oneself, which is characterized by obtaining a goal or meaning and value and using other people as a source of motivation in carrying out the goals that have been set (Dik & Duffy, 2009).

Apart from career calling which influences learning engagement, certainty and confidence in one's career choice as well as a positive attitude towards future careers also influence learning engagement. This can also be called a career commitment. Career commitment in students includes students' beliefs, feelings and acceptance of their career goals and choices (Laughland-Booÿ et al., 2017).

The findings from the study conducted by (Chen & Zhang, 2023) indicate that learning engagement is impacted by a sense of career calling and commitment to one's career. These findings show that the stronger the career calling and career commitment that students have, the greater their learning involvement will be. Similar research results obtained by Shang et al (2022) found that career calling had a positive effect on learning engagement.

Based on the description above, this research aims to conduct further research to explore and understand the impact between career calling, learning engagement, and career commitment, especially in Indonesia. Apart from that, this research was conducted on final year students at the Faculty of Economics and Business, Padang State University.

LITERATURE REVIEW

Learning Engagemet

Learning engagement is defined as students' efforts to set aside time and energy to be active in educational activities inside and outside the classroom, as well as involving institutional policies and practices to encourage student participation (Liu et al., 2023). Learning engagement shows the efforts made by students in the learning process to achieve the desired goals (Jung & Lee, 2018). Learning involvement will produce changes and a good learning environment, both in terms of behavior, emotions and feelings of ownership related to carrying out tasks and participating in the learning process (Reeve & Tseng, 2011). The dimensions of learning engagement used in this research come from research (Chen & Zhang, 2023). These dimensions consist of three, namely: Vigor, Dedication and absorption.

Career Calling

A career calling is described as a powerful inclination toward a specific career or professional domain that an individual views as their life's purpose, offering solutions to significant questions about the meaningfulness of work and life (Huang et al., 2022; Liu & Xu, 2022). According to Baskurt & Kampman (2022) Career calling is an individual effort that leads to fulfilling life goals. Career calling is described as a meaningful and sustainable experience that encourages a person to do their job passionately without expecting additional material rewards (Zhang et al., 2020). Career calling is also defined as a strong desire for a particular job, recognition of one's work, and awareness of contributing to producing quality work (Peng et al., 2020). Career calling is closely linked with life and academic satisfaction among students (Duffy et al., 2011, 2012). Career calling is present within student populations and has a positive correlation with decision-making behavior regarding their future careers (Hunter et al., 2010). Students with high career calling are more likely to enjoy the facilities and

access that have been provided to support and achieve their careers (Duffy & Sedlacek, 2010). According to (Dik et al., 2012) there are two dimensions of career calling: presence and search

Career Commitment

Career commitment is an individual's dedication to their profession or calling to achieve certain goals. Individuals with high career commitment will remain committed to achieving their career goals, even when faced with obstacles and problems (Fu & Chen, 2015). Career commitment is an attitude toward work that involves the development of personal career goals, identification with those goals, and active involvement in achieving them, this encourages individuals to voluntarily support their careers in accordance with personal values. (Ingarianti et al., 2019). Career commitment also pertains to an individual's attachment and psychological connection to a career field, manifested through the ongoing execution of tasks associated with the chosen and designated major (Kim et al., 2020). The dimensions used in this research come from the opinions expressed by Carson & Bedeian (1994). These dimensions are as follows: Career planning, career resilience and career Identity

The Impact of Career Calling on Learning Engagement.

Career calling has an interrelated relationship and can increase learning engagement due to students' desire in the learning process to achieve their desired career. someone who has career calling will show better adaptation and carry out positive activities to achieve a career, a high level of involvement related to career (Hirschi, 2011) and do more career planning (Hirschi & Herrmann, 2013). Chen & Zhang (2023) prove that career calling is positively related to learning engagement in nursing students. This development shows that students who have high learning engagement can be influenced by a sense of calling to a career or career calling. This statement is also strengthened by research (Shang et al., 2022) which states that career calling has a significant effect on learning engagement. Based on this statement the author proposes the following hypothesis:

H1 : Career calling has a positive impact on learning engagement among Economics and Business students at Padang State University.

The Impact of Career Calling on Career Commitment

Career calling has a close relationship with career commitment in achieving career goals. When students have a strong career calling or have a deep understanding of their future career, it will provide a strong foundation for increasing their career commitment so that the career they want can be achieved. Research (Chen & Zhang, 2023; Ke et al., 2020; Zhang & Chen, 2019) states that career calling has a positive relationship with career commitment. Afsar et al., (2019) found that strong career calling tends to show greater commitment to their career. Based on this statement the author proposes the following hypothesis:

H2 : Career calling has a positive impact on career commitment in Economics and Business students at Padang State University.

The Impact of Career Commitment on Learning Engagement.

Career commitment involves a person's dedication to a profession or calling to achieve goals. Research (Chen & Zhang, 2023) shows that career commitment is positively related to learning engagement in nursing students. This development shows that students who have high learning engagement can be influenced by a sense of commitment to achieving their desired career. Based on this statement the author proposes the following hypothesis:

H3 : Career commitment has a positive impact on learning engagement in Economics and Business students at Padang State University.

The Impact of Career Calling on Learning Engagement Through Career Commitment as a Mediating Variable

Career calling is closely related to learning engagement and career commitment. Students who feel a career calling tend to have a high level of commitment to their careers, motivating them to actively engage in career-relevant learning. Thus, career calling can influence learning engagement through career commitment as a mediator. Research (Chen & Zhang, 2023) Indicated that a career calling exhibited a positive correlation with learning engagement, mediated by career commitment. Building upon this observation, the author formulates the following hypothesis:

H4: Career commitment mediates the relationship between career calling and learning engagement among Economics and Business students at Padang State University.

METHOD

The research methodology employed is quantitative, utilizing a causal research design to examine the magnitude of the impact of career calling on learning engagement, with career commitment serving as a mediating variable among students at Padang State University. The study focused on final year students from the Faculty of Economics and Business as its population. The sampling method utilized was a probability sampling technique, specifically the cluster random sampling technique. Following these criteria, a sample size of 213 individuals was selected. The data collection process involved distributing questionnaires. The assessment of the learning engagement variable comprises 17 questionnaire items, utilizing an instrument from (Chen & Zhang, 2023). The career calling variable is composed of 4 questionnaire items, adopting an instrument from Dik et al (2012), while the career commitment variable encompasses 12 questionnaire items, adopting an instrument from Carson & Bedeian (1994). The research instrument employs a Likert scale to evaluate responses from the participants.

RESULT AND DISCUSSION

This study relies on primary data collected through the distribution of questionnaires. The examination and evaluation of the career calling, career commitment, and learning engagement variables were conducted using the SmartPLS4 program. The research involved 213 respondents from the Faculty of Economics at Padang State University. The demographic characteristics of the respondents are as follows: 1) In terms of gender, 164 respondents or 77% were predominantly female. 2) Regarding undergraduate study programs, 74 respondents or 34.7% were predominantly from the management major. The summary results from the frequency distribution calculations are presented in Table 1 below.

Table 1. Frequency Distribution of Learning Engagement

No.	Dimensions	N	100%	Total Score	Mean	TCR
1	Vigor	213	100%	4563	3,57	71,41
2	Dedication	213	100%	4070	3,82	76,43
3	Absorption	213	100%	4471	3,50	69,97
Total				13104	10,89	217,81
					3,63	72,60

Source: primary data source (2024)

The cumulative score of the three dimensions employed to assess the learning engagement variable yields a total of 13104, the overall average of the statements produced is 3.63 with a TCR of

72.60%, so it can be concluded that the level of learning engagement among students at the Faculty of Economics and Business Padang State University stated that it was enough, this means that learning engagement between students needs to be further improved.

Based on the results of frequency distribution calculations, summary results are obtained as in table 2 below.

Table 2. Frequency Distribution of Career Calling

No.	Dimensions	N	100%	Total Score	Mean	TCR
1	Presence	213	100%	1489	3,50	69,91
2	Search	213	100%	1705	4,00	80,05
Total				3194	7,50	149,95
					3,75	74,98

Source: primary data source (2024)

The combined score of the two dimensions employed to assess the career calling variable yields a cumulative score of 3194. The overall average of the statements is 3.75, with a respondent achievement level (TCR) of 74.98%. From this, it can be inferred that the level of career calling among students at the Faculty of Economics and Business, Padang State University, is deemed satisfactory. This suggests that there is room for improvement in enhancing students' career vocation.

Based on the results of frequency distribution calculations, summary results are obtained as in table 3 below.

Table 3. Frequency Distribution of Career Commitment

No.	Dimensions	N	100%	Total Score	Mean	TCR
1	Career Identity	213	100%	3239	3,80	76,03
2	Career Planning	213	100%	3251	3,82	76,31
3	Career Resilience	213	100%	3120	3,66	73,24
Total				9610	11,28	225,59
					3,76	75,20

Source: primary data source (2024)

The total dimensions utilized for gauging the career commitment variable yielded an overall score of 9610. The average score of the statements generated was 3.76, with a respondent achievement level (TCR) of 75.20%. It can be inferred that the level of career commitment among students at the Faculty of Economics and Business, Padang State University, was deemed satisfactory. However, this suggests that there is room for improvement in fostering career calling among students.

Model Measurement (Outer Model)

Validity test

In this study, researchers set a threshold of 0.7, which indicates that a dimension is considered valid if the correlation value exceeds this standard. To assess whether the discriminant validity of a construct is adequate, attention is paid to the cross loading value, comparing the correlation of one construct dimension with another construct. Discriminant validity is deemed satisfactory when the correlation between the dimensions of a construct is higher than the correlation of that dimension with

other constructs. The subsequent overview outlines the initial model of the relationship among learning engagement variables, career calling, and career commitment:

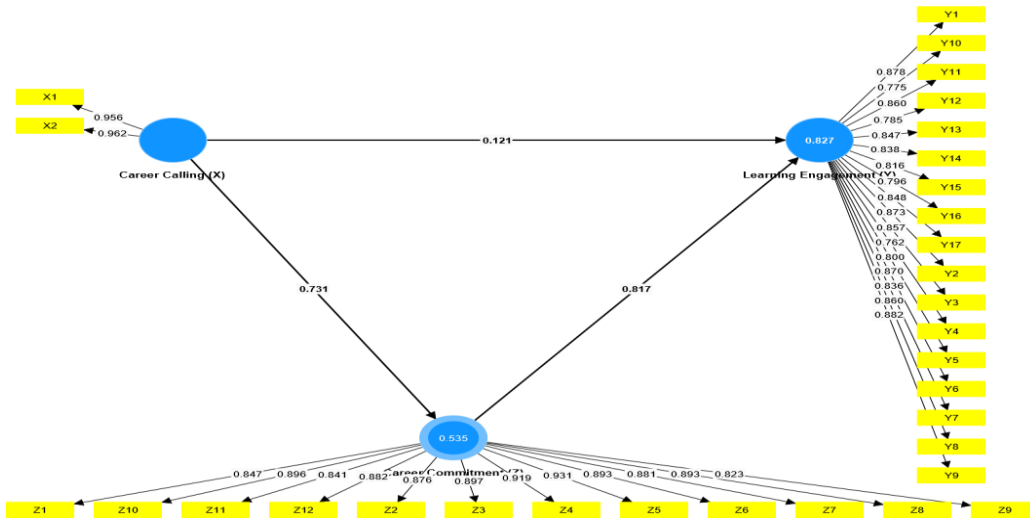


Figure 1. Model of the Relationship of the Variables Studied

It can be clarified that each dimension of the construct exhibits a high convergent validity value, surpassing the threshold of 0.7. Additionally, the cross-loading values indicate a satisfactory level of discriminant validity.

Table 4. AVE

	(AVE)
Career Calling (X)	0.920
Career Commitment (Z)	0.778
Learning Engagement (Y)	0.698

Source: primary data source (2024)

It can be inferred that each construct possesses a validity exceeding 0,5. This conclusion shows that the level of construct validity can be considered good.

Reliability Test

Table 5. Composite Reliability

	Composite reliability
Career Calling (X)	0.917
Career Commitment (Z)	0.974
Learning Engagement (Y)	0.974

Source: primary data source (2024)

Table 5 above illustrates that the composite reliability values for all constructs are above 0,7, signifying that all constructs in the estimated model meet the criteria and are considered reliable.

Model Measurement (Outer Model)

Table 6. R-Square

	R-Square
Learning engagement (Y)	0.827
Career commitment (Z)	0.535

Source: primary data source (2024)

Table 6 illustrates that the R-square value for the Learning Engagement variable is 0.827. This result indicates that 82.7% of the variance in the Learning Engagement variable can be ascribed to the influence of the career calling and career commitment variables as mediators. Furthermore, for the career commitment variable, a value of 0.535 was obtained, indicating that 53.5% of the variance in the mediating variable career commitment can be explained by the career calling variable.

Hypothesis Test

Table 7. Hypothesis Test

Influence of Variables	Path Coefficient				Total
	Direct	T statistics	Indirect	T statistics	
Career Calling (X) -> Learning Engagement (Y)	0.121	2.131	0.597	12.688	0,719
Career Calling (X) -> Career Commitment (Z)	0.731	20.415	-	-	0,731
Career Commitment (Z) -> Learning Engagement (Y)	0.817	17.876	-	-	0.817

Source: primary data source (2024)

The explanation from Table 7 reveals that the direct influence coefficient of career calling on learning engagement is 0.121, with a t-statistic of 2.131. Simultaneously, the direct influence coefficient of career calling on career commitment is 0.731, with a t-statistic of 20.415. Furthermore, the direct influence coefficient of career commitment on learning engagement is 0.817, with a t-statistic of 17.876. The indirect influence of career calling on learning engagement through career commitment has a coefficient of 0.597, accompanied by a t-statistic of 12.688. The total influence, obtained by summing the direct and indirect influences, is 0.719.

The impact of career calling on learning engagement.

The results of the distribution analysis for the career calling variable show a total average score of 3.75, with a TCR of 74.98% falling within the sufficient category. This suggests that career calling among students at the Faculty of Economics and Business, Padang State University, requires improvement. Meanwhile, the distribution analysis for the learning engagement variable reveals an average score of 3.63, with a TCR of 72.60%, also in the sufficient category.

This indicates a need for further enhancement in learning engagement among students at the Faculty of Economics and Business, Padang State University. The calculated path coefficient value is 0.121, with a calculated t-statistic of 2.131, surpassing the t-table value (1.96). These results imply a significant and positive influence between career calling and learning engagement among students at the Faculty of Economics and Business, Padang State University. In conclusion, a higher level of career calling is associated with increased learning engagement, indicating active involvement in relevant learning and contributing to the development of skills necessary for achieving career goals.

The impact of career calling on career commitment

The outcomes of the distribution analysis for the career calling variable reveal a total average score of 3.75, with a TCR of 74.98%, falling into the sufficient category. This indicates a need for improvement in the career calling among students at the Faculty of Economics and Business, Padang State University. Concurrently, the analysis of the distribution of the career commitment variable shows an average score of 3.76, with a TCR of 75.20%, also falling within the sufficient category. This implies that the level of student confidence regarding their ability to achieve a future career still requires improvement. The calculated path coefficient value is 0.731, with a calculated t-statistic of 20.415, surpassing the t-table value (1.96). These results signify a significant and positive influence

between career calling and career commitment. In conclusion, a higher level of career calling is associated with an increased level of career commitment among students.

The impact of career commitment on learning engagement.

The analysis of the distribution of the career commitment variable indicates an average score of 3.76, with a TCR of 75.20%, falling within the sufficient category. This suggests that the level of student confidence regarding their ability to achieve a future career needs improvement. On the other hand, the distribution analysis of the learning engagement variable reveals an average score of 3.63, with a TCR of 72.60%, also in the sufficient category. This implies a need for further improvement in learning engagement among students at the Faculty of Economics and Business, Padang State University.

The calculated path coefficient value is 0.817, with a calculated t-statistic of 17.876, exceeding the t-table value (1.96). This indicates a significant and positive influence between career calling and learning engagement in students. In conclusion, a higher level of career commitment among students positively impacts their learning engagement. When students feel capable and confident in their career choices, it enhances their learning engagement at the university level.

The impact of career calling on learning engagement through career commitment as a mediating variable.

Career calling exerts a significant impact on learning engagement through the mediating influence of career commitment. This assertion is supported by the t-value of 12.688, surpassing the threshold of 1.96, signifying the significance of the parameter. Thus, the indirect influence model of the career calling variable has a noteworthy effect on learning engagement through career commitment as a mediating variable. The direct influence coefficient of career calling on learning engagement is 0.121, while the direct influence of career commitment on learning engagement is 0.817. Simultaneously, the total indirect influence is calculated at 0.719. These findings highlight the capacity of the career commitment variable to enhance the impact of career calling on learning engagement, providing a positive mediating influence.

In this study, we explored the interplay between career calling, learning engagement, and career commitment through the analysis of self-reported data from 213 college students. The investigation also scrutinized the mediating effect of career commitment on the relationship between career calling and learning engagement. Utilizing SmartPLS4 for testing, our results reveal that career calling positively influences learning engagement, and this association is mediated and influenced by career commitment. This research not only contributes to the theoretical understanding of career calling and learning engagement but also furnishes valuable insights for educators, policymakers, and administrators regarding motivational aspects for students.

CONCLUSION

In this research, we explored the connections among career calling, learning engagement, and career commitment through the analysis of self-reported data from a sample of 213 college students. Additionally, we conducted tests to assess the mediating effect of career commitment on the relationship between career calling and learning engagement. The results obtained through SmartPLS4 testing demonstrate that career calling has a positive influence on learning engagement, and this relationship is both mediated and influenced by career commitment. This study contributes to the theoretical understanding of career calling and learning engagement, offering valuable insights for educators, policymakers, and administrators concerning motivational aspects for students.

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