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THE RELATIONSHIP OF MENTORING, EMOTIONAL INTELLIGENCE AND MANAGER HIRING ON CAREER SUCCESS AT STUDENT ATHLETES IN UNIVERSITY OF BANDAR LAMPUNG

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Abstract

A student athlete is someone who has a career in sports or is often called an athlete who is currently studying at a university. Obstacles in carrying out the dual role of being a student and having a career as an athlete are the main challenges that must be faced by student athletes in achieving career success in accordance with their desired interests and expectations, so that this can cause their work commitment and career success to decrease with or without they realize. The aim of this research is to determine whether there is a relationship between work commitment and career success in student athletes. The design of this research is quantitative research with data collection techniques using questionnaires from the career success scale and work commitment scale. The population used in this research were student athletes at Bandar Lampung University. The data analysis technique in this research uses purposive sampling. The research results show a correlation coefficient of 0.539 with a significance value of 0.000, which according to decision making analysis on Pearson correlation, if the significance value is <0.05, there is a significant positive relationship between these two variables.

Keywords: Mentoring Ability , Emotional Intelligence , Hiring Manager , Student Athlete

INTRODUCTION

Success in career is an important foundation for a person's life goals. Individual career success that has criteria that can be measured, assessed and defined according to rules is called objective career success and criteria that have subjective elements regarding an individual's career are called subjective career success (Mahendra, 2017).

Subjective career success has an internal nature as one of the success criteria that cannot be influenced by other people's assessments of an individual. Success is also measured based on the individual's personal interests and hopes (Fridayanti, 2018). Subjective career success is closely related to a person's positive perception of his career. Each individual has different perceptions of career success even though they have the same rank and salary (Smale, 2019).

Based on the two types of career success above, objective career success is more difficult for individuals to obtain and experience, thus making objective career success less relevant (Shockley, 2015).

Career success is determined by various factors, including career commitment. Career commitment consists of 3 (three) dimensions, namely career identity, career planning, and career resilience. Individual career commitment can be influenced by internal and external factors. Internal factors that originate from within an individual include organizational commitment, self-efficacy , personality, work values, work involvement, job satisfaction and the individual's work experience. Meanwhile, external factors that can influence an individual's career commitment include organizational encouragement, perceptions of

threats at work, employment conditions, opportunities for promotion and rewards. The role of career commitment also includes the attitude a person has towards a job or career, including the development of career goals as well as identification and involvement in achieving these goals (Ingarianti, T. M., Fajrianthi, F., & Purwono, U., 2019).

In career commitment, so that someone can move towards career success in the future, the approach taken is through mentoring reception and mentoring abilities , using emotional intelligence as the ability to monitor and control one's own feelings and those of others, to combine thoughts and actions in assessing one's emotions. yourself and others. Apart from that, hiring managers are the main approach to communicating things clearly in written and verbal form, so that a hiring manager has communication skills, judgment , time management, teamwork and negotiation skills (Herrity, 2022).

The term mentoring is actually a term that comes from English which can be interpreted as a form of mentoring or mentoring. In a broader scope, the term mentoring can also be defined as an interaction process based on strong belief, trust, support and encouragement. This interaction can be realized to develop career performance and fulfill certain life goals (Kaswan, 2012).

Emotional intelligence can be seen from the self-control of employees who are able to regulate their emotions well, this will enable employees to control their thoughts to remain calm and focused in carrying out their work tasks, have high responsibility for their performance and are able to think positively when facing problems. problems that occur in his work (Goleman, 2018).

Hiring managers are human resources within the company whose job is to assist the HRD team in recruiting the right candidates who match the qualifications desired by the company. A *hiring manager* does not directly recruit candidates, but he will work closely with the HR department in the recruitment process. *The hiring manager* will also interview candidates and supervise the overall recruitment process (Medina, 2013).

In this research, the subjects studied were student athletes. An athlete is a person who trains in a sport in order to gain physical strength, agility and speed to achieve achievements in facing championships or competitions (Nurdiansyah, E. W., & Jannah, M., 2021). Meanwhile, athlete in the Big Indonesian Dictionary (KBBI) means a sportsman, whose main focus is usually to take part in a match. According to the Big Indonesian Dictionary (KBBI), a student is someone who is studying or studying at a university (KBBI, 2019).

An athlete is a person who makes sport an activity that he pursues and can use as his main source of income. In accordance with the National Sports Grand Design (DBON) in Presidential Decree Number 86 of 2021, it is explained that the government is targeting Indonesia to rank in the top 10 at the 2044 Olympics. This means that the government is paying close attention to the sports sector which is considered as one way to improve the quality of human resources. This commitment is also accompanied by guarantees for the welfare of outstanding athletes who are appointed as Civil Servants (PNS). It was recorded that around 300 athletes who excelled at the 2018 Asian Games have now been appointed as civil servants at the Ministry of Youth and Sports. This certainly creates great opportunities for people who have an interest in a sport and have the desire to have a career in the world of sport.

Student athletes in the UKM organizational structure in the field of sports at universities have an important contribution to the success and survival of the organization. Student athletes are individuals who carry out their profession as athletes who are also actively pursuing their education at university. Student athletes are human resources who have an influence as a determinant of success and progress for their UKM (Liona, N. S., & Jannah, M., 2018).

Based on the background description above, the research problem formulation is as follows:

1. Is there an influence of mentoring reception on the career success of student athletes at Bandar Lampung University?
2. Is there an influence of mentoring ability on student athletes in achieving career success at Bandar Lampung University?
3. Is there an influence of emotional intelligence on career success in student athletes at Bandar Lampung University ?
4. Are there factors that can influence the level of career success of student athletes at Bandar Lampung

University?
5. Is hiring a manager one of the main factors in determining career success for student athletes at Bandar Lampung University?
6. Does mentoring have an influence on career commitment among student athletes at Bandar Lampung University?
7. Does mentoring ability influence the career commitment of student athletes at Bandar Lampung University?
8. Is there an influence of emotional intelligence on career commitment in student athletes at Bandar Lampung University ?
9. Are there aspects that can influence the career commitment of student athletes at Bandar Lampung University?
10. the hiring manager's expertise play a role in career commitment ? on student athletes at Bandar Lampung University?
11. Does the level of career success influence the career commitment of student athletes at Bandar Lampung University?

The aims of this research are:

This study aims to determine the influence of mentoring reception on career success among student athletes at Bandar Lampung University, to analyze the influence of mentoring ability on career success among student athletes at Bandar Lampung University, to examine the influence of emotional intelligence on career success among student athletes at Bandar Lampung University, to identify the factors that can influence the level of career success among student athletes at Bandar Lampung University, to determine whether hiring managers are one of the main factors in determining career success among student athletes at Bandar Lampung University, to determine the influence of mentoring on career commitment among student athletes at Bandar Lampung University, to analyze the influence of mentoring ability on career commitment among student athletes at Bandar Lampung University, to examine the influence of emotional intelligence on career commitment among student athletes at Bandar Lampung University, to identify the aspects that can influence career commitment among student athletes at Bandar Lampung University, to determine the influence of hiring managers' expertise on career commitment among student athletes at Bandar Lampung University, and to determine the influence of career success on career commitment among student athletes at Bandar Lampung University.

Benefits of research

Based on the background of the problem and research objectives, the benefits of the research are as follows:

For student athletes, this research is expected to provide useful information and valuable input in developing better personal qualities, which can be utilized to enhance work commitment and achieve career success in the future. For Bandar Lampung University, the results of this research are expected to enrich references and provide study materials for readers as well as other researchers who are conducting studies in the same field of discussion. For the writer, this research is expected to fulfill one of the academic requirements for pursuing higher education..

LITERATURE REVIEW

Concepts and theories regarding careers continue to develop over time. One of the sub-themes that researchers pay attention to is individual career success. Career success itself is defined as the accumulation of positive work and psychological outcomes resulting from one's work experience (Ng, T. W. H., & Feldman, D. C., 2014). This shows that career success is a product of a person's journey and experiences while working. Studies show that a person's happiness is positively correlated with a person's career success. A person with positive emotions will lead to optimal performance at work (Walsh, L. C.,

Boehm, J. K., & Lyubomirsky, S, 2018).

Experts have divided career success into two types, namely subjective career success and objective career success. Objective career success is conceptually different from subjective career success. Objective career success is assessed through external standards of success such as salary and number of promotions in a person's career. Subjective career success is assessed through internal standards of success, namely subjective assessments regarding career achievements, for example satisfaction with career and work. Objective career success and subjective career success do not always go hand in hand because in the subjective aspect it does not depend on other people's assessments, but on standards that are determined personally based on their hopes and interests (Fridayanti, 2018).

One way to achieve career success is to have an inspirational figure who encourages enthusiasm and motivates your career. By having a mentor , a role model who is able to support and provide lessons for future career success.

Dimensions of Mentoring Reception in HR Development

Mentoring is generally understood as a developmental relationship that emphasizes the transfer of knowledge, experience, and support from a more competent individual to someone with less experience. Kasper (2012) explains that mentoring refers to an intensive partnership between a person who possesses greater expertise and another individual who still lacks certain skills, where both parties share the objective of improving and developing the mentee's specific competencies. This process not only focuses on learning but also on continuous personal and professional growth.

Furthermore, David L. DuBois and Michael J. Karcher (2015) state that mentoring involves the interaction between two central roles, namely the mentor and the mentee. In this relationship, the mentor functions as a guide and advisor, while the mentee becomes the individual who receives direction and assistance. They also explain that mentoring is carried out through several important stages, beginning with preparation, followed by negotiation, then the enabling stage, and finally the closure stage. These phases indicate that mentoring is a systematic activity that requires commitment from both participants.

In addition, E. Anderson and A. Shanon (2012) view mentoring as a naturally occurring process in which a person with broader knowledge and experience takes on multiple roles, such as instructor, motivator, consultant, and companion, in assisting someone who has lower ability or limited experience. Therefore, mentoring can be interpreted as an important developmental mechanism that provides guidance, motivation, and emotional support to help individuals enhance their competence and achieve future success.

The progress and growth of the organization as well as the dynamic conditions of the organizational environment require appropriate adjustments. Therefore, human resource development is the key to an organization's efforts to be ready to compete and keep up with existing demands.

Mentoring as an approach in developing human resources is an important part of creating an organization that is ready to compete in business progress and competition. Mentoring is a partnership between the mentor (who provides guidance) and the mentee (who receives guidance). Mentoring is an interpersonal relationship in the form of care and support between someone who is experienced and knowledgeable and someone who is less experienced or has little knowledge (Kaswan, 2012).

So, mentoring reception is reflected as a unique interpersonal relationship (Kasper, 2012). No mentoring reception relationship is the same because specific interactions occur that are different from each other. In this unique relationship a learning partnership occurs. Almost all mentoring reception relationships involve mastery of knowledge, but it should also be emphasized that this mentoring , although reciprocal, is essentially unequal. Mentors can benefit from these activities, but the main target is the growth and development of the mentee .

H1 : There is an influence of mentoring reception on career success in student athletes at Bandar Lampung University.

Mentoring Ability in Career Success

Mentoring ability involves someone who is wiser, more experienced in conveying knowledge to someone who is less experienced. A mentor really knows what he is doing. Not like a coach, but as a model/role model in mentoring activities , as well as conveying expert advice to the mentee . This is a relationship that is provided free of charge and includes neutral encouragement, guidance, support and advice to assist the mentor and mentee in organizational and personal development. The form of mentoring is in the form of advice related to practice at work, including one-to-one role modeling in groups and organizations (Kaswan, 2012).

There are two types of mentoring ability activities , namely:

a. Natural mentoring, for example friendship, teaching, training and counseling.
b. mentoring , namely through structured programs where the mentor and mentee sort and combine mentoring activities through formal processes.

H2 : There is an influence of mentoring ability on student athletes in achieving career success at Bandar Lampung University.

Definition of Emotional Intelligence (Emotional Intelligence)

Humans have some intelligence within them. Intellectual intelligence or IQ has often been used as a measure of a person's success, especially in a career. Another intelligence, namely SQ or spiritual intelligence, is also no less important. Apart from intelligence, there is another thing that is no less important, namely emotional intelligence or EQ. Research explains that EQ contributes 2 times more importantly in influencing career success than IQ. This is because EQ plays a very important role in the process of dealing with social life where you have to interact with other people. Without EQ, a person will not be able to live life as an individual who interacts with the surrounding environment.

According to (Goleman, 2018)Emotional Intelligence, emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and in relationships with other people. Emotional intelligence as the ability to monitor and control one's own feelings and those of others, using feelings to combine thoughts and actions.

Indicators that influence emotional intelligence can be measured from several aspects based on 5 (five) indicators, namely:

Emotional intelligence consists of several important dimensions that reflect an individual's ability to understand and manage both personal and social emotions. The first dimension is self-awareness, which refers to an individual's capability to recognize personal feelings, strengths, weaknesses, competencies, and limitations. A person with good self-awareness is generally more open to receiving feedback, criticism, and suggestions from others because they understand their own condition objectively.

The second dimension is self-regulation or self-control. This aspect describes the ability to manage emotions, attitudes, and behavior appropriately so that individuals are able to avoid impulsive actions that may create negative consequences. Individuals with strong self-regulation usually know the right time and appropriate way to express their emotions in different situations.

The third dimension is self-motivation, which is the internal drive that encourages a person to achieve goals and perform tasks enthusiastically. Individuals who possess high emotional intelligence are commonly able to motivate themselves without depending excessively on external encouragement. This internal motivation helps them remain persistent, optimistic, and focused in facing challenges.

Another important dimension is empathy. Empathy is the ability to understand the feelings, thoughts, and emotional conditions of others. Through empathy, individuals are able to build emotional connections, show concern, and interact sincerely with the people around them. This aspect is essential in creating harmonious interpersonal relationships.

The final dimension is social skills. Social skills refer to an individual's competence in communicating, negotiating, cooperating, and building positive relationships with others. In professional and academic environments, strong social skills are highly valuable because they support effective interaction, teamwork, and networking. Therefore, individuals with good social skills are generally better

at adapting to social demands and maintaining productive relationships.

Athletes who have emotional intelligence make them able to overcome anxiety and tension that occurs when facing a match. An athlete who does not have good emotional intelligence will easily be distracted, because emotions as a source of human mental abilities will affect other sources of mental abilities, such as the athlete will become anxious, so that his performance on the field becomes chaotic and in the end the athlete experiences defeat. .

H3 : There is an influence of emotional intelligence on career success in student athletes at Bandar Lampung University.

Objective / Subjective Career Success Factors

A person's career success certainly includes various kinds of activities in providing identification of the factors that influence a person's career success. These factors can help an individual to develop strategies for career management that can strengthen the success of his career. So, the concept of career has two meanings, namely, the meaning of internal career and the meaning of external career. The meaning of internal career is where an individual gives his best effort in pursuing the targets of his profession. Meanwhile, the meaning of external career is an organization that has a role in establishing a suitable career development path for its employees or members. Thus, an individual's career success can be assessed in terms of criteria that can be measured and defined according to rules or called objective career success and subjective criteria regarding an individual's career or called subjective career success (Mahendra, 2017).

Based on the two types of career success above, objective career success is more difficult for individuals to obtain and experience, thus making objective career success less relevant (Shockley, 2015). Subjective career success is a form of evaluation carried out perceptually by individuals and is an affective reaction to their career (Ng, T. W. H., & Feldman, D. C., 2014). Subjective career success is a form of an individual's affective reaction in his or her career which is based on criteria used subjectively such as age, the individual's view of the environment, and individual standards. An individual can determine the level of career success they have by comparing their expectations and the reality of their career at that time (Ewis, 2015).

Individual career success can be said to be achieved if the individual has experienced success in achieving the specified career targets. Individuals may experience a high level of subjective career success even though they cannot achieve the work standards set or called objective (Adiyono, Purnomo, R., & Wiwiek, Rabiathul A., 2017).

Factors that influence subjective career success in individuals include individual knowledge and skills (Wang, Z., Qi, T., & Shao, J., 2017). In line with this, the knowledge and skills that individuals learn previously will be useful in the work carried out by individuals in the process of their career (Zacher, 2014). Apart from knowledge and skills, an individual's ability to adapt while carrying out his career or also called career adaptability is also an important (Ibrahim, M. M. S., & Amari, A. A., 2018)predictor in achieving subjective career success .

Another factor which states that an individual's low level of subjective career success is also caused by the individual's perception and reaction regarding their work such as low self-evaluation, dissatisfaction with work, low career commitment, and not achieving expected expectations (Ng, T. W. H., & Feldman, D. C., 2014).

H4 : Factors that can influence the level of career success in student athletes at Bandar Lampung University.

2.4. Corporate entrepreneurship

As stated by Kuratko (2007), corporate entrepreneurship is defined as an organisation's efforts to build sustainable competitive advantages to generate profitable growth. Corporate entrepreneurship uses strategic entrepreneurship, which includes organisational rejuvenation, business model reconstruction,

strategic renewal, and sustainable regeneration. Entrepreneurship can take the form of a venture, involving the creation of a new division within an organisation; alternatively, it can encourage innovation by exploiting untapped markets or by introducing new products.

H3. Corporate entrepreneurship has an influence on the innovative context.
H7. Corporate entrepreneurship has an influence on entrepreneurial intentions.

Hiring Manager in Determining Career Success

Hiring managers are human resources within the company whose job is to assist the HRD team in recruiting the right candidates who match the qualifications desired by the company. A hiring manager does not directly recruit candidates, but he will work closely with the HR department in the recruitment process. The hiring manager will also interview candidates and supervise the overall recruitment process (Medina, 2013).

According to (Ternynck, 2020)the duties and responsibilities of the hiring manager , these include: The hiring manager has a significant role in ensuring that the recruitment and selection process runs effectively within an organization. One of the primary responsibilities of the hiring manager is to identify and define the qualifications, competencies, and requirements needed for vacant or newly created positions. After determining these needs, the hiring manager must obtain approval from the related departments and company leadership before officially opening job vacancies.

In addition, the hiring manager is responsible for preparing clear, accurate, and comprehensive job descriptions in order to attract potential candidates. These job descriptions also function as important guidelines for recruiters in evaluating whether applicants possess the required skills and qualifications. During the recruitment process, the hiring manager also clarifies the duties and responsibilities of each member of the hiring team and coordinates the team to ensure that every stage of recruitment is managed properly.

Furthermore, the hiring manager determines the expectations and standards for the interview process, becomes the main contact person for candidates as well as key interviewers, and may directly participate in interviewing applicants who have successfully passed the preliminary screening stage. Beyond that, the hiring manager also contributes to promoting job opportunities internally, encouraging employee referrals, and expanding the search for qualified candidates through professional networks within the company.

At the final stage, the hiring manager plays an essential role in making recruitment decisions, subject to approval from executive management. The hiring manager also informs recruiters when a position has been filled so that the vacancy can be officially closed. In addition, the hiring manager may be involved in drafting job offers and negotiating the terms and conditions of employment contracts with selected candidates. Therefore, it can be concluded that the hiring manager serves as a central figure in managing recruitment activities, from identifying workforce needs to finalizing employment agreements.
H5 : Hiring managers is one of the main factors in determining career success for student athletes at Bandar Lampung University.

Mentoring Reception in Career Commitment

Several benefits of having a mentor in preparing for a career:

Mentoring provides various important benefits in supporting an individual's career development. One of the major advantages of mentoring is its ability to help individuals achieve their career goals. Through guidance from a more experienced person, mentees are able to understand the necessary steps that should be taken, identify appropriate strategies, and make better career-related decisions in order to reach their desired objectives.

In addition, mentoring can broaden career opportunities by expanding an individual's professional network. A mentor usually has wider connections and more extensive experience in the professional world, which can provide the mentee with access to long-term relationships, useful career information, and valuable opportunities for self-development. Through this process, mentees can also

gain a clearer understanding of potential career paths that are suitable for their future growth.

Another important benefit of mentoring is the transfer of experience and practical insight. Mentors often share their knowledge, previous experiences, and lessons learned with mentees in order to help them face challenges, solve work-related problems, and consider various possible alternatives. This sharing process provides mentees with broader perspectives that can support their career advancement.

Furthermore, mentors also function as advisors who provide direction when mentees are required to make important career decisions, such as accepting a new job offer or taking a new position. By considering both the positive and negative consequences of each option, mentors can offer objective suggestions that help mentees determine the most appropriate course of action for their long-term career progress.

Lastly, mentoring contributes significantly to career improvement by helping individuals strengthen self-confidence, enhance competencies, and build positive character. Through continuous assistance and encouragement, mentees are guided to recognize their own potential, improve their abilities, and maximize performance so they can achieve better outcomes in their professional careers. Therefore, mentoring can be seen as an effective developmental process that supports both personal growth and long-term career success.

H6 : The importance of reception mentoring on career commitment in student athletes at Bandar Lampung University.

Mentoring Ability in Career Development/Commitment

According to(Dalton, Gene W. & Thompson, Paul H., 2012) Career Development Model , there are 4 (four) stages in the mentoring approach , namely:

a. Stage 1: dependence . New professionals still depend on mentors and take on subordinate roles that require close supervision.
b. Stage 2: independence / independence. Professionals and mentors develop a more balanced relationship. Professionals change from " apprentice " to "colleague" and require little supervision. Most professionals will reach this stage for most of their professional lives.
c. Stage 3: supervising others. Become a mentor yourself and demonstrate professional qualities as a mentor .
d. Stage 4: managing and supervising others.

Based on this, it means that a student athlete can measure the level of success he has by making several hopes, such as wanting to win a gold medal at a national or even international championship, then comparing it with the reality he has now, such as currently having pocketed a championship certificate. provincial level and also the material he gets which could come from lectures or routine training which can be used as one of the more criteria he has to achieve the desired career success (Ewis, 2015).

H7 : Mentoring ability influences career commitment in student athletes at Bandar Lampung University.

Emotional Intelligence in Career Commitment

An analysis of the emotional intelligence of thousands of men and women shows that women are on average more aware of their emotions. This means that the emotional intelligence possessed by men and women is different, women are better able to control their emotional conditions. Women are more empathetic, and more skilled in interpersonal relationships, while men are more confident and optimistic, adaptable, and better at handling stress. According to individuals with high emotional intelligence, (Goleman, 2018)they have the following characteristics:

Individuals who possess strong emotional intelligence generally demonstrate several positive personal characteristics. First, they are able to motivate themselves in completing tasks and pursuing goals without relying heavily on external encouragement. This internal drive enables them to remain enthusiastic and committed in various situations. Second, emotionally intelligent individuals tend to be

persistent when facing frustration or obstacles. Rather than giving up easily, they are more likely to stay resilient and continue searching for solutions.

Another important characteristic is the ability to control impulses. Such individuals can restrain sudden emotional reactions or spontaneous behavior that may lead to unfavorable consequences. They also know how to maintain emotional balance by not expressing excitement, anger, or disappointment excessively. In other words, they are capable of placing emotions in an appropriate proportion according to the circumstances.

Furthermore, emotionally intelligent people are generally able to manage and stabilize their mood. This means they can maintain positive feelings, reduce stress, and prevent negative emotions from interfering with productivity and relationships. They are also able to empathize and build harmonious interactions with others because they understand social situations well. In addition, emotional intelligence encourages individuals to be reflective and spiritually aware, including maintaining inner calmness and positive values such as gratitude and prayer as part of emotional control. Therefore, these abilities indicate that emotional intelligence plays an important role in shaping self-management, perseverance, and interpersonal effectiveness.

The commitment that an athlete has in his career is also one of the determining factors in achieving career success according to the profession he is involved in. However, dividing other roles into students provides its own challenges for an athlete in achieving subjective career success in accordance with the expected dreams. Every individual definitely wants career success. However, the form of career success for each individual is definitely different and varies based on each individual's circumstances (Kaswan, 2017).

H8 : There is an influence of emotional intelligence on career commitment in student athletes at Bandar Lampung University.

Aspects of Career Commitment

A person's career success can be achieved one way by having a high career commitment. Career commitment has a strategic role for a person, either for himself or an organization. An employee who has a high career commitment will easily understand what needs the organization or company has. An employee will definitely adapt proactively so that their personal goals are in line with the goals of the company or organization (Wang, Z., Qi, T., & Shao, J., 2017).

The role of career commitment also includes the attitude a person has towards a job or career, including the development of career goals as well as identification and involvement in achieving these goals (Ingarianti, T. M., Fajrianthi, F., & Purwono, U., 2019). Career commitment is also an individual's attitude in an effort to achieve career goals for the sake of the individual's own progress, so that in this case career commitment has an individualistic nature (Lee, C. S., Hung, D. K. M., & Ling, T. C., 2012).

Another opinion regarding career commitment was also conveyed by (Van Den Berghe, C., & Ok, A. B., 2013)those who said that career commitment is where an individual behaves in his profession with the goal of self-development as well as a reflection of an individual's commitment to the personal goals he wants to achieve.

The career commitment model consists of 3 (three) aspects (Carson, K. D., & Bedeian, A. G., 2014), namely:

Career commitment can be reflected through several important dimensions that describe an individual's seriousness in maintaining and developing his or her professional career. The first dimension is career identity, which refers to the extent to which an individual perceives a career as an important part of personal self-concept. Individuals with strong career identity usually have a clear understanding of their professional role, possess pride in their chosen field, and show a strong attachment to their long-term career direction.

The second dimension is career planning. Career planning refers to an individual's ability to formulate goals, prepare strategies, and determine concrete steps for future career advancement. A person who has good career planning tends to think ahead, evaluate available opportunities, and actively prepare the competencies needed to achieve desired career objectives. This dimension indicates that career commitment is not only shown through intention but also through careful preparation and goal orientation.

The third dimension is career resilience, which is the ability to remain persistent, adaptable, and motivated when facing career-related challenges, pressures, or uncertainties. Individuals with strong career resilience are able to survive difficult situations, recover from setbacks, and continue striving for progress despite obstacles. This resilience reflects a high level of dedication and consistency in sustaining long-term career growth.

Based on these dimensions, career commitment can be understood as an individual's psychological attachment and dedication toward his or her professional future, which is demonstrated through strong career identity, systematic career planning, and resilience in dealing with various career challenges.

Individual career commitment can be influenced by internal and external factors. Internal factors that originate from within an individual include:

Career commitment is influenced by a number of internal and external factors that shape an individual's dedication toward his or her professional development. One important factor is organizational commitment, which refers to the employee's sense of loyalty, attachment, and willingness to remain involved in the organization. Individuals who feel connected to their workplace are generally more motivated to maintain and advance their careers within that environment.

Another factor is self-efficacy, namely an individual's belief in his or her own ability to perform tasks, overcome challenges, and achieve career goals successfully. People with high self-efficacy tend to show stronger confidence, greater initiative, and more persistence in facing career demands. In addition, personality also plays a role in determining career commitment because personal characteristics such as responsibility, discipline, optimism, and adaptability influence how individuals respond to work situations and long-term career responsibilities.

Work value is also considered a significant factor because it reflects the importance, meaning, and purpose that individuals attach to their work. When employees view work as valuable and beneficial for personal fulfillment, they are more likely to stay committed to career advancement. Similarly, work engagement contributes to career commitment through the individual's level of enthusiasm, involvement, and emotional attachment to daily job activities. Highly engaged employees usually demonstrate stronger dedication and a deeper interest in their professional growth.

Furthermore, job satisfaction influences the extent to which individuals are willing to continue investing effort in their careers. Employees who feel satisfied with their tasks, rewards, and work environment generally show a more positive attitude toward long-term career development. Lastly, previous work experience also affects career commitment because the experiences individuals gain from past jobs can shape their skills, confidence, expectations, and readiness to face future career challenges. Therefore, these factors collectively determine how strongly an individual remains committed to sustaining and developing his or her career.

Meanwhile, external factors that can influence an individual's career commitment include:

Career success can be influenced by several supporting factors that originate from both the organizational environment and individual work experiences. One of the main factors is organizational encouragement. Organizational encouragement refers to the support, appreciation, and opportunities provided by the institution to help employees grow professionally. When organizations create a positive atmosphere, provide developmental programs, and recognize employee achievements, individuals tend to have greater motivation to pursue career advancement.

Another factor is the perception of threats at work. This refers to how individuals view challenges, competition, job insecurity, or pressure in the workplace. In some cases, the presence of work-related

threats can encourage employees to improve their competence, work harder, and become more competitive in order to secure and strengthen their career position. Therefore, a constructive response to workplace threats may contribute positively to career development.

Employment conditions also play an important role in determining career success. Favorable working conditions, such as a comfortable environment, fair workload, supportive colleagues, and effective leadership, can enhance employee productivity and job performance. Good employment conditions allow individuals to focus on developing their skills and reaching higher career achievements without being hindered by negative workplace situations.

In addition, opportunities to obtain promotions and rewards are considered essential factors influencing career success. Promotion opportunities provide employees with a clear path for advancement, while rewards serve as recognition for performance and accomplishments. Both aspects increase motivation, strengthen commitment, and encourage employees to continuously improve their contributions. As a result, individuals who work in environments that provide fair promotional systems and rewarding mechanisms are more likely to achieve higher levels of career success(Ingarianti, T. M., Fajrianthi, F., & Purwono, U., 2019).

H9 : Aspects that can influence career commitment in student athletes at Bandar Lampung University.

Hiring Manager Skills

Several skills that a Hiring Manager must have (Herrity, 2022), that is :

A hiring manager is expected to possess a range of competencies to ensure that the recruitment and employee selection process can be carried out successfully. The first essential competency is communication skill. Effective verbal and written communication enables the hiring manager to convey job-related information clearly, interact professionally with candidates, and conduct interviews in a structured manner. Good communication also helps applicants understand the requirements, responsibilities, and expectations of the position being offered.

The second competency is assessment or judgment ability. A hiring manager must be able to evaluate candidate qualifications carefully because recruitment involves making important decisions that affect organizational performance. This competency includes reviewing resumes, analyzing cover letters, comparing applicants' experiences, and assessing interview results in order to identify the most suitable individual for the vacant position. Objective judgment is therefore necessary to ensure accuracy in employee selection.

Another important competency is time management. During the recruitment process, hiring managers often face multiple applicants while also handling other organizational responsibilities. For this reason, the ability to organize schedules, prioritize tasks, and complete each recruitment stage efficiently is highly important. Good time management allows the recruitment process to run according to plan without reducing the quality of candidate evaluation.

In addition, onboarding ability is also required. Recruitment does not end with selecting candidates, but also involves helping new employees adapt to the organization. Hiring managers play a role in introducing new staff members to the work environment, assisting them in understanding team dynamics, and encouraging early collaboration so that the transition into the new workplace becomes smoother.

Teamwork is another crucial competency because the recruitment process usually requires cooperation with several departments and other members of the hiring team. A hiring manager must be able to collaborate openly, exchange information, and work together effectively with colleagues in assessing candidates. This cooperative skill supports more balanced and comprehensive decision-making.

Furthermore, negotiation skill is highly necessary, especially at the final stage of recruitment when discussing employment contracts and work agreements with selected candidates. Through good negotiation, the hiring manager can help achieve agreements that are beneficial for both the organization and the prospective employee. Lastly, industry understanding and professional expertise are also

fundamental competencies. A hiring manager should have adequate knowledge of the company's field of operation so that he or she can formulate relevant interview questions, assess candidate answers accurately, and determine whether the applicant truly meets the professional standards required by the organization.

Based on these competencies, it can be concluded that the effectiveness of a hiring manager is determined not only by the ability to recruit candidates, but also by communication, judgment, time efficiency, adaptation support, teamwork, negotiation, and industry-specific expertise.

H10 : Hiring manager skills play a role in career commitment in student athletes at Bandar Lampung University.

The level of career success influences career commitment

Subjective career success has 8 (eight) levels used to measure an individual's subjective career success, including:

Career success can be assessed through several dimensions that reflect both objective achievement and subjective personal fulfillment in an individual's professional life. The first dimension is authenticity, which refers to the extent to which individuals are able to shape and pursue their career paths in accordance with their personal interests, values, and aspirations. A career is considered successful when it aligns with what individuals truly desire and supports their sense of self.

The second dimension is growth and development. This dimension emphasizes continuous improvement in knowledge, competence, and professional skills throughout one's career journey. Individuals who experience career success generally show progress in learning, expanding their expertise, and increasing their capability to handle more complex responsibilities.

The third dimension is influence, which describes the individual's ability to create a positive impact on other people within the work environment. Career success is not only measured by personal gain, but also by the extent to which someone can contribute ideas, inspire colleagues, and affect organizational outcomes through their role.

Another important dimension is meaningful work. This refers to the perception that the work being done has significance, value, and usefulness for both the individual and the surrounding social environment. When individuals feel that their work contributes to something important, they tend to perceive their career as more successful and fulfilling.

The fifth dimension is personal life, which indicates that career achievement should also provide positive effects on life outside of work. A successful career is often associated with the ability to maintain work-life balance, emotional well-being, and satisfaction in personal relationships. In addition, quality of work is another dimension that reflects an individual's ability to produce satisfying, effective, and high-standard work results. High-quality performance often becomes a strong indicator of professional accomplishment.

Furthermore, recognition is considered an important sign of career success because it involves appreciation, acknowledgment, or positive evaluation from employers, colleagues, or the wider professional community. Receiving recognition shows that the individual's contributions are valued by others. Lastly, satisfaction represents the positive feelings and overall sense of fulfillment that individuals have toward their career. When someone feels pleased, proud, and content with their professional achievements, it indicates a high level of subjective career success.

Based on these dimensions, career success can be interpreted as a comprehensive condition that involves self-fulfillment, professional growth, meaningful contribution, external recognition, and personal satisfaction within one's career journey (Shockley, 2015).

That a student athlete becomes a sports athlete because he has had an interest in that sport since childhood, has taken part in training and participated in several competitions, both national and international championships. Student athletes hope to continue to improve their achievements because

apart from wanting to continue their career as athletes, they also want to make their parents proud. UBL as a campus where student athletes study provides great support, so that student athletes can remain focused on training and mental preparation before participating in the competition. Apart from fitness, sport also forms a more independent and disciplined personality. Continuous training can enable a student athlete to further improve their skills and abilities. Student athletes have a responsibility to complete their studies which cannot be ignored. This condition means that student athletes need stronger motivation, so that they are more disciplined in participating in very strict training and competition preparations.

H11 : The level of career success influences the career commitment of student athletes at Bandar Lampung University.

FRAMEWORK

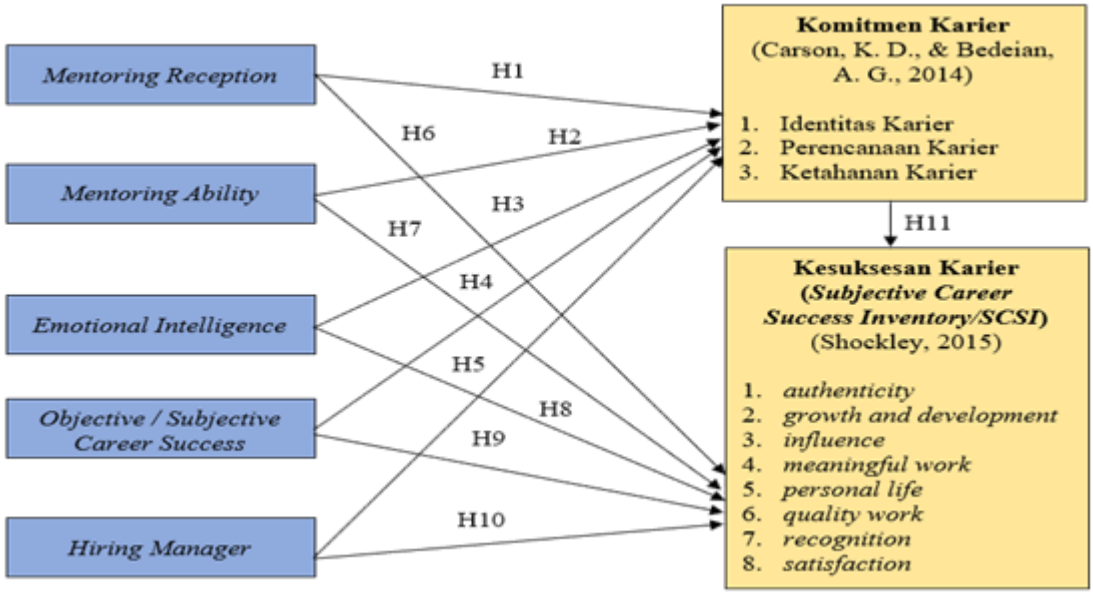


Figure 1. Framework

RESEARCH METHODOLOGY

This research uses quantitative methods . Quantitative research methods are methods used in research, where data is collected and analyzed using numbers. Apart from using numbers, another characteristic of quantitative research is the use of research instruments that have been tested as valid and reliable (Jannah, 2018).

Population and Sample

Population is the subject of research. If you want to research all the elements in the research area, then the research is population research. Objects in the population are studied then the results are analyzed, concluded and the conclusions apply to the entire population. The sample is part of the number and characteristics possessed by the population (Arikunto, 2017). Based on this statement, the population and sample for this study were 100 student athletes at Bandar Lampung University (UBL).

Data analysis technique

The sampling technique in this research is purposive sampling . Purposive sampling is a technique for recruiting certain people because they have predetermined characteristics (Howitt, D., & Cramer, D.,

2020). The data analysis tool uses Structural Equation Modeling (SEM) which is a multivariate analysis method that can be used to simultaneously describe linear relationships between observed variables (indicators) and variables that cannot be measured directly (Prihandini, T. I., & Sunaryo, S., 2011). The criteria for research subjects are sports athletes who are active students at Bandar Lampung University (UBL).

The career commitment scale used in this research adapts the theory which (Ingarianti, T. M., Fajrianthi, F., & Purwono, U., 2019)was prepared based on the aspects of career commitment proposed by (Carson, K. D., & Bedeian, A. G., 2014)consisting of 3 (ti g a) as p ek namely : Career Identity , Career Planning and Career Resilience.

The subjective career success scale uses an adaptation of the Subjective Career Success Inventory (SCSI) which is arranged based on the 8 (eight) levels proposed by (Shockley, 2015)which consist of eight aspects, namely authenticity, growth and development, influence, meaningful work, personal life, quality work, recognition, and satisfaction . This SCSI scale has 8 aspects, each aspect consisting of three items, so that the total of this SCSI scale is 24 items.

Variable Measurement

Data retrieval techniques using links Google Form with a scale which is a form of research questionnaire which contains a list of statements given to research subjects (Jannah, 2018). The data collection method in this study used a questionnaire presented on a Likert scale containing statements with 5 (five) answer choices consisting of Strongly Agree (SS) with a value of 5 points, Agree (S) with a value of 4 points, Undecided (R) with a value of 3 points, Disagree (TS) with a value of 2 points and Strongly Disagree (STS) with a value of 1 point. This research data collection technique uses the help of a career commitment scale and a subjective career success scale.

Variables/Indicators	Items	Explanation
Authencity -> (Kasper, 2012)	Auto1	I consciously form career goals that will be achieved based on my own needs and desires.
	Aut2	My career as an athlete and at the same time studying at university and becoming a student is a personal desire without any element of coercion from my parents or anyone else.
	Auto3	Career ide ntity is part of self-identity. It is important for me to know my own identity, especially regarding the work career that I will pursue in the future.
Growth And Development	GnD1	Status as a student is an advantage for me as an athlete to develop the knowledge and skills I have for career success.
	GnD2	With good planning, such as gathering information, knowing other potential job alternatives will determine my career goals.
	GnD3	Career exploration is my way of having commitment, attachment and seriousness towards the career that has been chosen.
Influence	Inf1	I joined a sport that I was interested in.
	Inf2	The expertise and skills that I possess can have a positive impact on other people.
	Inf3	As a student athlete, I sometimes act as a coach/manager (hiring manager) in routine training practices which are the main agenda in the implementation of sports.
Meaningful Work	MW1	I always take part in the sports championships that are held.
	MW2	The victory or defeat I experience in a sports championship will have its own meaning.
	MW3	The experience gained in a match is valuable in being able to develop better for me than before.
Personal Life	PL1	I always make exercise a routine that can improve body health and high stamina.
	PL2	I always train my potential in sports and always develop my abilities.
	PL3	As an athlete, I always train wholeheartedly, do not underestimate my opponents when competing and understand my own strengths and weaknesses.
Quality of Work	QW1	With motivation and self-confidence, an athlete will be patient and persistent when practicing skills to achieve their goals.
	QW2	An athlete must believe that he will achieve success in his career and remain positive even when facing difficulties.
	QW3	A high-level athlete can perform and even thrive under pressure to stay focused on winning.
Recognition (Carson, K. D., & Bedeian, A. G., 2014)	Rec1	An athlete has the right to receive recognition or appreciation from other people.
	Rec2	A successful athlete understands that it is important to accept advice/tips from teammates and coaches for career advancement.
	Rec3	An athlete who has leadership skills will be better prepared to take the initiative to make decisions in his career.
Satisfaction (Shockley, 2015)	Sat1	A career that is taken seriously and does not become a burden in a student athlete's life can foster positive feelings about the success of his work career.
	Sat2	An extraordinary athlete is one who praises his teammates and coaching staff when winning.
	Sat3	An athlete who has interest and talent for their sport is more likely to be successful in the future.

RESULT AND DISCUSSION

The results of research on the Relationship between Mentoring , Emotional Intelligence and Hiring Managers on Career Success in Student Athletes at Bandar Lampung University , with a total sample of 100 respondents, can be explained as follows:

Table 4.1 Gender of Respondents

Gender	Frequency (Person)	Percentage (%)
Man	48	48%
Woman	52	52%
Total	**100**	**100%**

Based on the table above, it is known that of the 100 respondents, 52 (52%) were female respondents, while the other 48 (48%) were male respondents. Thus, it can be concluded that the composition of respondents in this study was mostly dominated by female respondents.

Table 4.2 Age of Respondents

Age	Frequency (Person)	Percentage (%)
18-20 Years	12	12%
21-23 Years	70	70%
> 24 Years	18	18%
Total	**100**	**100%**

Based on the table above, data can be taken that respondents aged 18-20 years were 12%; aged 21-23 years as much as 70%; and age > 24 years as much as 18%. It can be concluded that there are almost the same number of respondents aged 18-20 years and > 24 years, but more dominated by respondents aged 21-23 years.

Table 4.3 Respondents' Sports

Sports	Frequency (Person)	Percentage (%)
Futsal	7	7%
Basketball	14	14%
Chess	3	3%
Badminton	35	35%
Fighting Degrees	8	8%
Volleyball	4	4%
Martial arts	6	6%
Karate/Taekwondo	4	4%
Other Sports	19	19%
Total	**100**	**100%**

Evaluation of the Measurement Model (Outer) Model

Outer model testing is carried out to test the validity and reliability of the construct , to find out it can be seen in convergent validity and discriminant validity. The research data were processed using Smart PLS 4.0 with the following chart:

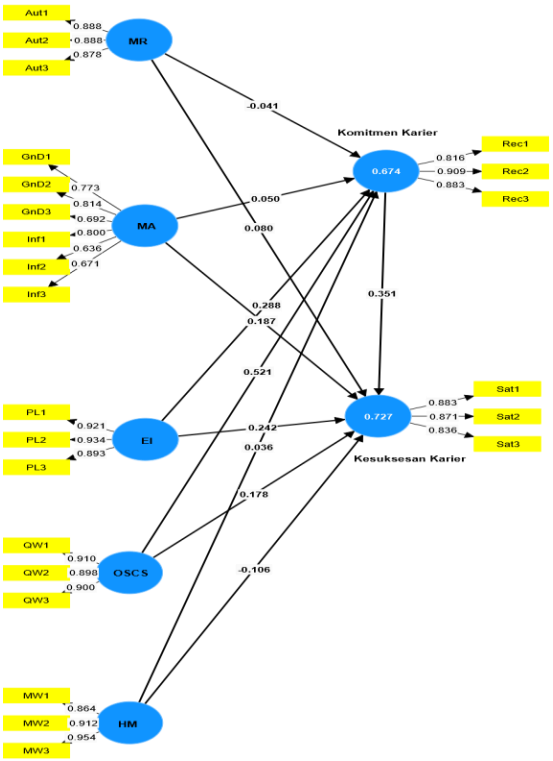


Figure 4.1 Measurement Model
(Outer Model)

This research questionnaire uses a Likert scale with the highest score for each statement being "5" (Strongly Agree) and the lowest score being "1" (Strongly Disagree) (Jannah, 2018). With a total of 100 respondents, then:

$$\text{Range} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Score Range}}$$

Information :

Highest Score : 100 x 5 = 500
Lowest Score : 100 x 1 = 100
Score Range : 5
So the range for the research questionnaire is:

$$= \frac{500 - 100}{5} = \frac{400}{5} = 80$$

Table 4.5 Score Interval

Mark	Category
80 – 100	Very high
60 – 79.9	Tall
40 – 59.9	Enough
20 – 39.9	Low
0 – 19.9	Very low

Discussion

This research shows that there is a relationship between Mentoring , Emotional Intelligence and Hiring Managers on the Career Success of Student Athletes at Bandar Lampung University . The assumption from these results explains that if the mentoring, emotional intelligence and hiring manager variables show high values, then the perceived career success variable will be higher too.

Likewise, if the career commitment variable shows a low value, it will also produce low results on the career success variable. This means that if an individual has a high sense of commitment to his career, the higher his career success will be.

This is in line with research conducted (Mahendra, 2017)that career commitment has a positive relationship with career success. Other appropriate research is carried out by an achievement of a career internally and in accordance with an individual's expectations, which is referred to as subjective career success. One of the main goals of an individual in his career is to achieve maximum subjective career success. Individuals who feel that they have achieved success as they expected, it can be said that they have experienced career success (Fridayanti, 2018). In this research, career success is used to determine the level of success felt by UBL student athletes.

The results of this research show that the majority of student athletes who are willing to become research subjects have experienced career success as athletes. Thus, it can be stated that the majority of UBL student athletes have experienced career success as athletes, namely 98%. In other situations, it shows that only a very small number of the total subjects have not experienced career success as athletes. This can be seen in the low category percentage which shows that 2% are owned by 2 student athletes who have not been able to achieve subjective career success for themselves.

Based on this, subjective career success in student athletes can be achieved due to several aspects such as self-care about the career they have, career preparation for the future, as well as self-confidence in the success they will achieve in their career (Zacher, 2014). In this regard, as a student athlete in the process of achieving subjective career success as desired, it is of course important to have confidence that carrying out a dual role as an athlete and student will not be a barrier to his commitment to a career as a professional athlete.

This research also discusses 8 (eight) aspects that can influence the level of career success, (Shockley, 2015)the first of which is authenticity. This aspect can also be an important start in achieving subjective career success. Individuals who consciously form career goals that will be achieved based on their own needs and desires. This is also seen in the majority of UBL student athletes who gave the highest scores on items discussing this aspect. This means that pursuing a career as an athlete while simultaneously studying at a university as a student is a personal desire without any element of coercion from parents. The majority of students who were willing to be subjects in this research were also sports athletes. This situation is in line with the second aspect that influences subjective career success, namely growth and development . Status as a student is an advantage for athletes to develop their knowledge and skills. In particular, mastery of skills and techniques that they did not know before can be obtained through lectures, both in terms of material and field practice.

The third aspect that has an influence on subjective career success is influence. In this regard, most of the student athletes in this research subject correspond to the sport they are interested in. The expertise and skills that student athletes have in their careers can have a positive impact on other people by joining the sport they are interested in. Athletes usually act as coaches/managers in routine training practices which are the main agenda in certain sports. Apart from that, quite a few of these athletes have opened personal training services (personal trainers) by relying on their profession and career. This is in line with hiring managers in companies. In general, this profession is tasked with assisting the HRD team in recruiting the right and suitable student athletes to fill vacant positions in the company.

Of course, a career as an athlete cannot be separated from continuous participation in sports championships played by student athletes. The achievements produced by participating in the championship are a concrete form of the fourth aspect that influences career success, namely meaningful work. The wins or failures experienced by student athletes in participating in a championship certainly

provide special meaning for the person and their environment. The experience gained in a competition is valuable for athletes to be able to develop better than before.

The fifth and sixth aspects, namely personal life and quality of work, also have an important influence on achieving career success for student athletes. There are many positive impacts that can be felt in everyday life. One of them is making exercise a routine that can improve body health and high stamina. So, in this way, it can be a satisfying thing for student athletes to move towards career success in the future.

The term athlete attached to the career of a student athlete is also a reflection of the seventh aspect of career success, namely recognition. The career role of being an athlete makes individuals entitled to receive recognition or appreciation from other people.

The final or eighth aspect that influences career success in student athletes is satisfaction. A career that is taken seriously and does not become a burden in a student athlete's life, this can certainly foster positive feelings towards his career. So this will continue to be one of the motivations to maintain work commitments in a successful career as an athlete.

Career success is certainly not easy for an individual to obtain. The demands on a career that grow over time also sometimes make this a reason for decreased commitment to a career. Apart from that, other obligations that must be completed can also be a barrier for individuals to achieve career success. Student athlete can be a term for a dual role where someone who must continue to develop in their career as an athlete must also balance their role as a student.

Commitment to a career is an important thing that an individual must have in maintaining their profession. An individual can be said to have high career commitment if he is able to give all his efforts and persistent energy in carrying out his work (Ingarianti, T. M., Fajrianthi, F., & Purwono, U., 2019). In this regard, as a student who also has a career as an athlete, high career commitment is very necessary to achieve the desired career success.

In this research, it can be seen that most of UBL's student athletes have high career commitment. This is proven by the results of the categorization data above which shows that the highest results are in the high category at 80%. Thus, it can be said that these student athletes still have a high commitment to their careers, on the one hand as athletes, and on the other hand also living life as students. This research can also show that there is still a small number of student athletes who have low work commitment, this can be seen in the 2 student athletes in the categorization table above, which can be interpreted as carrying out a dual role as an athlete and student can influence the level of work commitment that they have. owned as an athlete.

According to (Ingarianti, T. M., Fajrianthi, F., & Purwono, U., 2019). there are two major aspects that can influence an individual's work commitment, namely internal aspects and external aspects. Internal aspects refer to factors that originate from within the individual and shape the degree of seriousness, dedication, and consistency in pursuing a career.

One of the internal aspects is the individual's commitment to the organization in which he or she works. When employees feel attached to the organization and are willing to contribute to its goals, they tend to show stronger determination in maintaining and developing their careers. Another important internal factor is self-efficacy, which is the individual's belief in his or her own capability to achieve career success. A high level of self-efficacy encourages confidence, persistence, and the willingness to face career-related challenges.

In addition, personality also becomes an internal aspect that influences work commitment. Personal characteristics such as responsibility, discipline, confidence, and adaptability can determine how individuals respond to professional demands and sustain long-term career goals. Career satisfaction is another factor that plays an important role because positive feelings toward one's job and professional progress increase motivation to remain committed. Furthermore, career experience also contributes significantly, as the knowledge and lessons gained from ongoing work experiences help individuals continuously improve their competence, strengthen self-development, and reinforce commitment to future career advancement.

Therefore, these internal aspects indicate that work commitment is strongly shaped by psychological readiness, personal confidence, satisfaction, and continuous developmental experiences

within an individual's career journey.

In addition to internal aspects, external aspects also have a substantial influence on an individual's level of work commitment. External aspects refer to factors that come from the work environment and organizational conditions which can either strengthen or weaken an employee's dedication toward career development. One of the most influential external factors is organizational or company encouragement. Support provided by the organization, such as appreciation, career development programs, training opportunities, and recognition of employee contributions, can significantly increase individual motivation to perform better and remain committed to long-term career goals.

Another external aspect is conducive employment conditions. A positive and supportive work environment, including comfortable facilities, fair workload distribution, harmonious relationships with colleagues, and effective leadership, can create a sense of security and enthusiasm among employees. When individuals work under favorable conditions, they are more likely to feel motivated, productive, and focused on sustaining their professional careers.

Furthermore, the opportunity to receive rewards also plays an important role in enhancing career commitment. Rewards may take the form of financial incentives, promotions, acknowledgment, or other forms of appreciation given in response to employee achievements. Such rewards make individuals feel that their efforts are valued by the organization, which in turn strengthens their willingness to continue contributing and developing their careers within the company. Therefore, these external aspects demonstrate that organizational support and workplace conditions are essential in maintaining and increasing an individual's commitment to his or her career.

Based on the aspects mentioned above, it can be seen that some of them can be a reference for student athletes to continue to increase their work commitment so that it can help them achieve the maximum career success they hope for in their lives as students who have a career as athletes.

Behavior that supports the improvement of work commitment among student athletes can be developed through the implementation of self-discipline. Self-discipline is considered one of the most fundamental elements in the process of achieving success because it trains individuals to remain focused, consistent, and responsible in carrying out both academic and athletic obligations. For student athletes, who are required to balance education, training schedules, and future career preparation, self-discipline becomes an essential factor in strengthening long-term career commitment.

One form of self-discipline that can be applied is setting achievement targets, both in the short term and long term. By establishing clear goals, student athletes are able to direct their efforts more effectively and maintain motivation in pursuing both academic and professional success. These targets also function as benchmarks that help individuals evaluate their own progress continuously.

In addition, student athletes need to develop the habit of not waiting for motivation to arise on its own. Commitment is built not merely through temporary enthusiasm, but through the willingness to take action consistently even when motivation decreases. This means that individuals must train themselves to remain productive, complete responsibilities, and stay disciplined regardless of emotional fluctuations.

Another important behavior is learning to manage time as effectively as possible. Time management is highly crucial for student athletes because they must divide their attention between study, sports practice, competitions, and personal development. The ability to organize schedules, prioritize activities, and use available time efficiently will help them avoid conflicts between responsibilities and maintain a stronger commitment toward future career goals. Therefore, self-discipline through goal setting, consistency without depending on motivation, and effective time management can significantly support the enhancement of work commitment among student athletes.

Career success is something that everyone wants. All achievements, whether small or large, can be a career success for each individual because they are in line with personal expectations.

This can be seen from this research which shows that having a career as an athlete and student is not an easy thing. So a high level of work commitment is required, namely by maintaining and eliminating all bad behavior, which can hinder the achievement of career success as student athletes.

Conclusion

This research shows that there is a relationship between career commitment and career success in student athletes. The dual role of being a student while still carrying out a career as an athlete is a big challenge for student athletes to balance their daily activities, so that they can still achieve the best results from both roles, both as a student and an athlete.

Based on the results of the research conducted, it can be seen that the level of work commitment among UBL student athletes is high. So the level of career success is also high and in line with what is expected. Thus, carrying out the dual role of being a student in a career and being an athlete is not an obstacle for them to continue to develop in their career and at the same time to pursue success in the world of sports, like other professional athletes.

Suggestion

Based on the findings of this research, several suggestions can be proposed to the parties related to this study.

For student athletes, it is recommended to continuously improve self-discipline in order to strengthen and maintain their work commitment. Strong self-discipline can help student athletes become more consistent, resilient, and responsible in balancing academic, athletic, and career-related responsibilities. When work commitment is maintained at a high level, the possibility of achieving the expected career success will also increase.

For coaches, as individuals who have direct responsibility for the development of athletes, it is important to consistently monitor the athletes' progress both in sports and personal development. Coaches are expected not only to provide technical guidance but also to act as supportive and motivating figures, especially when athletes experience pressure, discouragement, or decreased confidence. In addition, coaches should assist student athletes in managing flexible time management, considering that they carry dual responsibilities as both students and athletes. Such assistance can help athletes maintain discipline and sustain their long-term career commitment.

For future researchers, it is suggested to improve the research process by conducting direct data collection rather than relying solely on online questionnaires such as Google Forms, so that the findings can be compared and potentially provide more comprehensive results. Future studies are also expected to examine other perspectives and additional factors that may hinder individual career success. This is important because there are still some student athletes who demonstrate moderate or low levels of work commitment, which may lead to uncertainty and lower confidence in achieving the desired level of career success.

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